

ISSN 1392-8295



UK
Uniwersytet
Jana Kochanowskiego w Kielcach

mokslo darbai transactions

RESPECTUS PHILOLOGICUS

2013 Nr. 23 (28)

RESPECTUS PHILOLOGICUS Nr. 23 (28)

MOKSLINIS TĖSTINIS LEIDINYS

Leidžia Vilniaus universiteto Kauno humanitarinis fakultetas ir Jano Kochanovskio universiteto Humanitarinis fakultetas Kielcuose du kartus per metus (balandžio 25 d. ir spalio 25 d.).

Mokslo kryptis: filologija (04H). Mokslo sritys: gramatika, semantika, semiotika, sintaksė (H 352), bendroji ir lyginamoji literatūra, literatūros kritika, literatūros teorija (H 390).

Pagrindinės kalbos: lietuvių, lenkų, anglų, rusų.

CZASOPISMO NAUKOWE

Wydawcy: Uniwersytet Wileński – Wydział Humanistyczny w Kownie oraz Uniwersytet Jana Kochanowskiego – Wydział Humanistyczny w Kielcach. Ukazuje się dwa razy w roku: 25 kwietnia i 25 października.

Kierunek naukowy: filologia (04H). Dyscypliny naukowe: gramatyka, semiotyka, semantika, syntaktyka (H 352), literatura ogólna i porównawcza, krytyka literacka, teoria literatury (H 390).

Podstawowe języki: polski, litewski, angielski i rosyjski.

ONGOING ACADEMIC PUBLICATION

Published twice a year (April 25, October 25) by Vilnius University Kaunas Faculty of Humanities and The Jan Kochanowski University Faculty of Humanities in Kielce.

Scientific field: philology (04H). Research areas: grammar, semantics, semiotics, syntax (H 352), general and comparative literature, literary criticism, literary theory (H 390).

The journal accepts articles and correspondence written in English, Lithuanian, Polish and Russian.

DUOMENŲ BAZĖS / BAZY DANYCH / ABSTRACTING AND INDEXING

**Elektronische
Zeitschriftenbibliothek (2002)
Arianta (2002)**

Frei zugängliche E-Journals
Universitätsbibliothek Regensburg
Naukowe i branżowe polskie czasopisma elektroniczne
Biblioteka Uniwersytetu Śląskiego
Russian Language, Literature and Cultural Studies

Balcan Rusistics (2004)

Russian Language, Literature and Cultural Studies

C.E.E.O.L. (2005)

Central and Eastern European Online Library
DFG Nationallizenzen

EBSCO (2006)

Humanities International Complete
Humanities Source
Current Abstracts
Humanities International Index
TOC Premier

MLA (2007)

Modern Language Association
International Bibliography

Index Copernicus (2008)

Index Copernicus International
Journal Master List

Lituanistika (2011)

The database of the humanities and social sciences in Lithuania

Linguistic Bibliography Online (2012)

Brill Leiden, Netherlands

Ulrichs (2013)

Ulrich's Periodicals

PATIKRA / WERYFIKACJA / VERIFICATION

CrossCheck, EPAS

Redakcijos adresas / Adres redakcji / Address of the editorial board

Žurnalas „Respectus Philologicus“
Vilniaus universitetas
Kauno humanitarinis fakultetas
Muitinės g. 8, LT-44280 Kaunas, Lietuva
Tel. +370 37 750 536

Respectus Philologicus
Vilnius University
Kaunas Faculty of Humanities
Muitines 8, Kaunas 44280, Lithuania

El. paštas / E-mail respectus@gmail.com

Interneto svetainė / Strona internetowa / Homepage <http://filologija.vukhf.lt>

Moksliniai ir kalbos redaktoriai / Redakcja naukowa i językowa / Proof-readers

Gabija Bankauskaitė-Sereikienė (lietuvių kalba / język litewski / Lithuanian language)
Kazimierz Luciński, Beata Piasecka (lenkų kalba / język polski / Polish language)
Algis Braun (anglų kalba / język angielski / English language)
Eleonora Lassen, Viktorija Makarova (rusų kalba / język rosyjski / Russian language)

Pagrindinė redaktorė / Redaktor prowadzący / Publishing editor

Viktorija Makarova

Vertimas / Tłumaczenie / Translation

Živilė Nemickienė, Beata Piasecka

Print ISSN 1392-8295, Online ISSN 2335-2388

© Vilniaus universiteto Kauno humanitarinis fakultetas, 2013

© Uniwersytet Jana Kochanowskiego – Wydział Humanistyczny w Kielcach, 2013

Suleyman Basaran

Faculty of Education
Dicle University
Egitim Fakultesi, Ingilizce Ogretmenligi
Bolumu, Diyarbakir, Turkey
Tel. +90 506 536 19 21
E-mail: suleyman.basaran@dicle.edu.tr
Research interests: computer-assisted
language learning, computer-mediated
communication, e-learning, online learning,
educational drama

Eyup Dilber

Faculty of Education
Dicle University
Egitim Fakultesi, Ingilizce Ogretmenligi
Bolumu, Diyarbakir, Turkey
Tel. +90 535 200 57 43
E-mail: eyupdilber21@gmail.com
Research interests: information and
communication technology (ICT), online
distance learning, teaching English with
captioned videos

EFFECTS OF CAPTIONED TV SHOWS ON LANGUAGE LEARNER MOTIVATION AND PERCEPTION

This study aimed at identifying the possible effects of using English TV shows with captions on adult Turkish learners' language learning motivation. It also investigated how learners perceived the use of captions as a language learning tool. Two different learner groups, A2 and B1, studied the printed captions of TV shows before watching them. Later, they watched the captioned shows three hours a week for approximately three months. The data from semi-structured interviews, questionnaires and observations indicated that captioned shows contributed to the instrumental motivation of the learners. The data also revealed that captions served as an aural and visual aid which played a very crucial role in comprehension. Watching captioned shows lowered the affective filter of the learners and resulted in interaction. In addition to being a major source of structural patterns, captions were used as a means of negotiation of meaning. Most important of all, captioned shows turned out to be effective authentic language materials, which may make up for a lack of interaction with native speakers.

KEY WORDS: video captions, negotiation of meaning, motivation, modified input, English as a foreign language, affective filter.

Introduction

With the advent of information and communication technology (ICT), language learners have gained access to a great variety of authentic language learning materials available on the internet or computer-based platforms, just one click away. For instance, YouTube makes a wide variety of captioned or subtitled videos—including movie clips, music videos, and amateur content such as video blogging and short original videos—accessible to internet users. However, the need to use those materials is not sufficient

to trigger their widespread use in national educational systems. Universities, teachers, authorities and administrators must make efforts to use them as effective means of language learning, while national, state, district and regional factors should be taken into consideration (Chapelle 2003). Therefore, language teaching styles and sources need to be updated and revised in harmony with constantly developing technologies. We had thus better shift from traditional learning settings to a more productive and fruitful language learning atmosphere by making

use of the abundant and diverse authentic language materials that have been offered as if on a silver plate. Considering the great variety of technology-based authentic language learning materials, the teaching–learning process can be made more effective by exploiting them diligently. Using captions as a language learning tool—one of the aspects of language learning that is based on authentic materials—may play a very important role in making language learners familiar with the cultural and social aspects of the target language. “Because the language of authentic materials usually lies beyond most learners’ level of proficiency, second language closed captioning makes the language more accessible” (Guillory 1998: 91).

In a multilingual country like Turkey, language learners are usually expected to be highly motivated to learn another language apart from their mother tongue. However, having taught English at private courses and state schools for a quite long time, the researchers have observed that the typical language learner is not so motivated. Captioned TV shows may serve as a good source of motivation for Turkish adult language learners who are expected to learn English for a wide range of reasons. Therefore, the purpose of this study is to analyze the possible effects of watching English TV shows with English captions on adult Turkish learners’ motivation to learn English. Another aim of the study is to analyze learners’ perceptions about using short English TV shows with English captions as language learning tools, and the probable effects of these tools.

Two main research questions guide the present study:

1. How does watching captioned English videos affect adult Turkish

learners’ English learning motivation?

2. What are participants’ perceptions about using English videos with English captions as language learning tools?

Literature Review

According to the definition by Danan (2004), captions, also called teletext subtitles in Europe, refer to subtitles in the same language as the soundtrack. They are also labeled bimodal, same language, unilingual, or intralingual subtitles in the scholarly literature (see also Taylor 2005: 422). Subtitles, as defined by Markham and Peter (2003: 332), “refer to on-screen text in the native language of the viewers that accompany the second language soundtrack of the video material.” Even though captioning was developed in the 1970s for people with impaired hearing, research into the effects of captioning on second-language learning began in the 1980s (Taylor 2005). Quite a few studies have been conducted on the various effects of movie captions since then. Captioning videos was considered to motivate language learners and reduce their anxiety (Vanderplank 1988). In the 1990s and 2000s, studies regarding captioning began to focus on finding out whether captioned videos worked better than non-captioned videos. The commonly accepted result was that captioned videos aided comprehension, word recognition, vocabulary acquisition, and speaking performance (Garza 1991; Bird and Williams 2002; Neuman and Koskinen 1992; Borrás and Lafayette 1994). A study conducted by Garza (1991) on Russian and ESL compared learners’ comprehension of captioned and uncaptioned authentic American and Russian video segments which were 2–4

minutes in length with particular genres such as drama, comedy, news, animation, and music. A total of 140 Russian students took a multiple choice comprehension test consisting of 10 items after viewing the captioned and uncaptioned videos. The mean gain obtained from comprehension test scores showed that the students who watched videos with second language captions got higher comprehension scores than the students watching uncaptioned videos. The study also revealed that the presence of a visual channel with textual aid alongside the activated auditory channel facilitated comprehension. An experiment was conducted by Bird and Williams (2002) about the effects of captioning on word recognition without textual support. The results of the experiment showed that captioning helped students recognize identical sounds in subsequent new scenes without captions, and that the students were also able to identify previously learnt words. Markham (1999) also conducted an experiment about the effects of captioning on aural word recognition skills. Multiple-choice oral tests were used. First, the students watched captioned videos, and then they listened to some key words from the script. The result of the tests indicated that the students could recognize the key words without textual aid after watching the captioned videos.

Furthermore, some studies were concerned with the proficiency level of language learners who watched captioned videos. The studies came up with different results for beginners, intermediate and advanced learners (Guillory 1998; Taylor 2005). An experiment conducted by Guillory used authentic language video clips with captions or key words designed to accompany a French beginning text book, *Parallèles* (Allen and Fouletier-Smith 1995). Over

200 American students in French classes in the 1997 spring semester at the University of Texas at Austin participated in the experiment. In a preliminary study, two native French speakers were instructed to read the scripts of the videos and select the words that would be included in the captions. Three different Input Conditions—full text captions, key word captions, and no captions—were tested. A one-way ANOVA test showed that the participants in the full text captions group outperformed those in the key word captions and no captions groups. It was also concluded that captioned materials should be suitable and carefully adapted to the language proficiency level of the learners, and that if the captioned material is too advanced and is beyond their proficiency level, learners may have difficulty in catching up with fast dialogues and in comprehending difficult vocabulary even with the aid of captions. Moreover, captions will be useless if learners need to pay more attention to the action in the video than to the textual channel. Therefore, learners must be exposed to smaller amounts of text in the visual channel in order to fully comprehend the auditory information without facing overload in multichannel processing. Consequently, selected keyword captions let learners listen more than read, as they could comprehend and access meaning without having to read every single word on the screen.

Taylor (2005) also conducted a study about the effects of captioned videos on beginning students of Spanish. He used a segment of captioned and uncaptioned video which accompanied the first-year Spanish textbook *Puentes* (Marinelli and Laughlin 2002). The results of the study showed that the group with 3–4 years of study outscored the first-year students in comprehending the

captioned video. The captions were found distracting by first-year students, who had trouble in attending to three channels of sound, images and captions. However, both groups showed a positive attitude towards captioning.

Furthermore, learner differences were also studied through watching captioned videos (Vanderplank 1990). Danan (2004) claimed that captioned videos can help learners improve their listening comprehension by using appropriate strategies. Some other studies aimed to find out whether familiarity with the content of the videos made the use of captions more beneficial. For instance, Markham (2001), based on his investigation about caption availability, claimed that familiarity with the content of videos and captions helped learners comprehend the videos considerably. Moreover, after conducting a four-year study, Qiang, Hai and Wolff (2007) claimed that using movies can be beneficial on the condition that appropriate and effective methods are applied. First, movies must be informative, entertaining and educational. Second, a workbook concerning the movies needs to be prepared and given to students in order for them to study well in advance. Third, a range of classroom activities such as dubbing, storytelling, acting and debating can be employed to make students active participants. A rather recent study conducted by Winke, Gass and Sydorenko (2010) investigated the effects of captioning while doing video-based activities. Learners of four languages (Arabic, Russian, Chinese and Spanish) participated in the study. They used comprehension and vocabulary tests after the learners watched three short videos with or without captioning. Tools such as T-tests, ANOVA and content analysis were used to analyze the results. As a conse-

quence, aural and written vocabulary tests showed that captioned videos were useful in vocabulary recognition. Additionally, captioned videos improved learners' overall comprehension of the videos.

A long-term experiment (11 weeks) was conducted by Lambert and Holobow about the effects of captioning through time. Six Canadian pupils participated in the experiment, which began in kindergarten. Contextual meaning, comprehension and phrase forms were measured. Another recent longitudinal study carried out by Ghorbani (2011) investigated whether target-language subtitles can be used as a means of modifying input for language learners. In Ghorbani's longitudinal study, a 12-year-old boy watched 20 subtitled cartoons over the course of two years. The boy took oral tests of vocabulary, pronunciation, listening and comprehension after mastering each video. At the end of the study, the boy's pronunciation was native-like, and he was good at writing and spelling as well as speaking English fluently. These long-term studies show that captioning becomes more and more effective over time, because captions gradually improve students' aural comprehension along with reading comprehension (Garza 1991).

Moreover, Grgurović and Hegelheimer (2007) conducted an empirical study to investigate whether target language subtitles or transcripts were more effective as modified input to learners. They applied a multimedia listening activity which provided learners with help options about captions and transcripts. The results of their study indicated that students preferred to interact with subtitles more than to interact with transcripts in cases of comprehension breakdown.

All in all, although several early studies on captions were carried out to investigate

their effects on the cognitive processing of language learners, most later studies have until now been conducted to determine the effects of captions on learners' proficiency levels. Nevertheless, information and communication technology has been growing at a breakneck pace and provides language learners with limitless interactive and self-access language materials. Hence, it is vital to lead and direct language learners to help them achieve the utmost benefit from these boundless materials. Otherwise, they can easily get confused and lost if they don't know what materials to use and how to use them. As a consequence, they may become demotivated and demoralized and abstain from learning, at which point it is necessary to keep learners motivated and enable them to use authentic materials as effectively as possible. Captions, which can be regarded as authentic language learning materials, might play a very essential role in motivating language learners.

"Research on motivation emerged largely from concerns for Canadian language policy and why some learners were more successful at acquiring and using English or French in a country with two official languages" (Patten and Benati 2010: 42). Numerous studies have proven that motivation, which is one of the eminent learner differences proposed to affect second language acquisition, has a very crucial role in second language learning. Gass and Selinker (2008: 426) mention that "[a] social psychological factor frequently used to account for differential success in learning a second language is motivation." Ellis also states that "motivation involves the attitudes and the affective states that influence the degree of effort that learners make to learn an L2" (Ellis 1997: 75). However, real and functional motivation

has some aspects. "Motivation involves four aspects: a goal, effortful behavior, a desire to attain the goal and favorable attitudes toward the activity in question" (Gardner 1985: 50). For instance, "[i]f learners need to speak the second language in a wide range of social situations or to fulfill professional ambitions, they will perceive the communicative value of the second language and will therefore be motivated to acquire proficiency in it" (Lightbown and Spada 2006: 63). However, the nature of motivation is not clear. Trawinski (2005) defines motivation as an inner drive, desire, or need to perform a particular action. "Basically, motivation refers to a willingness to learn or do something" (Patten and Benati 2010: 43).

The present study does not attempt to find out whether it is possible to generalize the findings of previous studies on captions, but rather questions whether captioned videos can be used effectively to motivate adult foreign language learners in Turkey to learn basic language learning skills. To illustrate, the language learners in Turkey are generally either busy working or dealing with personal and social problems, which makes it difficult for them to learn the target language effectively and speak it fluently. What is more, as soon as their lessons are over, they usually head home to relax after doing a hard day's work or meet up with some friends and go to the movies, shopping malls, restaurants, cafes, etc. Unfortunately, they don't have enough opportunities to practice with native speakers of the target language. Even though they allocate a lot of time for learning English and even go to courses for months, they still don't make as much progress as expected, and end up feeling demotivated, discouraged and demoralized. The traditional classroom setting and

instructions are inadequate to their needs; it is therefore necessary to provide such learners with a more enjoyable, appealing, and motivating language learning environment. For these reasons the researchers are of the opinion that captioned videos might be used to motivate Turkish learners to improve various language learning skills such as grammar, listening, speaking and vocabulary. Based on this background, the present study investigates the possible effects of using captioned TV shows in English teaching on learners' motivation and perceptions.

Method

Research design

Qualitative research methods were applied in this study. Data collection tools included a semi-structured interview, video recording of classes, and an open-ended questionnaire to collect data from language learners at a private course in Diyarbakir, Turkey, in 2012. Participants were Turkish adult learners studying English at a private course, and conducting the study at state schools with younger learners may lead to different results. What is more, neither random assignment nor multiple waves of measurement were used. That is, the research design was non-experimental, which means that the results of this study cannot be generalized to other broader contexts. Finally, one of the researchers was, at the same time, the teacher of the two classes described below.

This might be a potential source of experimenter bias. "Experimenter bias exists when researchers inadvertently influence the behavior of research participants in a way that favors the outcomes they anticipate (Marczyk, DeMatteo and Festinger 2005: 69). However, the researchers were cautious not to affect or lead participants throughout the study, and the participants were assured that their participation and the views they held would in no way affect their grades.

Participants

Twenty-four adult students from a private English course participated in the study. Fourteen of them were at A2 level (pre-intermediate) and ten were at B1 level (intermediate). Because the teacher-researcher had to follow the schedule of the course, the participant pool was not distributed equally based on the students' gender, age and profession. The B1 class consisted of 4 university students, 4 primary school teachers, 1 pharmaceutical representative and 1 lawyer. 1 civil engineer, 1 medical doctor, 4 university students, 3 primary school teachers, 1 dentist, 1 waiter, 2 nurses and 1 sales representative constituted A2 class. Table 1 summarizes the participants' level, number, gender and age.

Procedures and materials

The study was conducted at a private language course in Diyarbakir, Turkey. Both levels mentioned above involved

Table 1. **Participants' level, number, gender and age.**

Proficiency level	N	Male	Female	Age
A2	14	6	8	22–34
B1	10	3	7	20–31

104 hours of a language course. The A2 learners had classes three days a week, making up nine hours a week in total. The B1 learners had classes two days a week for a total of eight hours a week. They all participated in the study during their regular classes. The courses lasted for 12 weeks. The courses were based on the European Language Portfolio developed by the Language Policy Division of the Council of Europe. It was launched in 2001 and it promotes, as described by the LPDCE, lifelong language learning, understanding and tolerance across languages and cultures. It is comprised of three parts: a Language Passport, a Language Biography and a Dossier. Through the Language Passport, learners record their formal qualifications, language and intercultural skills, achievements and experiences. It also includes a self-assessment grid. The Language Biography enables learners to plan, reflect on and assess their progress. The Dossier provides learners with the opportunity to select and document achievements or experiences recorded in the Language Biography or Passport. Grammar, Listening, Reading, Spoken Production, Spoken Interaction and Writing were the main parts of the course curriculum. Teaching and learning activities were based on these parts in the first 6 hours of the classes per week. In the last 3 hours of B1 and the last 2 hours of A2 classes, captioned TV shows were watched and studied.

Four episodes of the first season of *How I Met Your Mother*, an American sitcom that premiered in 2005, were used in the B1 class. Each video was approximately 22 minutes in length. Four episodes of *Extr@*, an educational TV series which first appeared on Channel 4 (UK), were used in the A2 class. Each video was approximately

22 minutes in length. The same procedure was followed in using both series in both classes. The videos were pre-screened to remove scenes containing violence, foul speech and explicit sex.

The learners watched the videos through a projector that displayed the videos. The projector, mounted to the ceiling, was connected to a laptop that played the videos. In order for the learners to understand the dialogues better, two speakers were used. The sound quality was enhanced via the speakers.

At the beginning of the courses, the learners were informed about using captioned videos. The researchers explained in detail what the learners were supposed to do throughout the classes. When necessary, the researchers gave further information about new activities to be applied at the beginning of each class.

The printed English captions of the videos were given to the learners, who were asked to translate them into Turkish during the first week. The aim of this assignment was to learn any unknown words, idioms and slang language in the captions in advance. However, most of the learners did not translate the captions, stating that they were too busy working in the daytime, and either too tired after work or supposed to deal with some individual or family issues. Hence, for the following lessons, captions with their Turkish translations were provided to the learners beforehand. They were supposed to study the printed captions with their Turkish translation before watching the videos. Having captions with their Turkish translation in hand saved them plenty of time and enabled them to study the whole captions in advance. They were thus more willing to watch the videos as they were familiar with the context and could

understand all of the captions. The captions were embedded into the videos through BS player. It enables users to find and download subtitles online automatically, or to find them manually on a PC, and embed them into the videos. The captions appeared at the bottom of the screen. The lights were turned off or dimmed before watching. The teacher sat at the table with the students. While the students were viewing the videos, they were paused from time to time and the students were asked some questions about the vocabulary, expressions and idioms in the captions that the teacher considered important to learn and memorize. This also enabled the researcher to make sure that they had studied the captions beforehand and could understand the whole context.

From the third week on, the learners were asked to spot previously learned grammar rules within the captions and underline them. They thus needed to revise what they had learned and tell the class what grammar rules they had come across. Almost all the previously-studied rules were found by the learners and they all shared their findings.

From the sixth week on, the videos were paused, the teacher asked questions about some particular scenes, and the learners were encouraged to describe them. In addition, the learners were asked to guess what would happen next after the videos were paused at some particular points. As a result of this, the learners were actively involved in a “spoken production” phase.

Additionally, the videos were paused and the learners were required to pay attention to the pronunciation of some expressions and words. It was sometimes difficult to catch up with the dialogues of the videos in the course of following the captions, at which point the teacher needed to pause the videos and replay the parts the learners had not understood clearly more than once.

A video camera was also used to record the students while they were talking about the videos. After recording, they could watch themselves and evaluate their own performance. Videotaping was intended to be used to confirm the reliability of the observation. Each week, the learners were observed systematically by the researchers. The attitudes of the learners were observed before, during, and after watching the captioned videos. It was aimed to understand if there was any change in their behavior towards studying the captions.

At the end of the course, the learners were interviewed and they were asked to fill in a questionnaire about using captions. All the participants filled in the questionnaire, though two of them did not participate in the interview.

Data collection tools and analysis

The data were analyzed using qualitative data analysis approaches in order to answer the research questions of this study. All classes in which English videos with English captions were used as language learning tools were video recorded. A semi-structured interview consisting of five questions was developed by the researchers. All the participants were asked the same questions in the same order. An open-ended questionnaire comprising six questions was also developed by the researchers. In the introduction section of the questionnaire, it was clearly stated that the participants were not obliged to fill in the questionnaire and that it would not affect their grades. The researchers derived data about the effects of captions on the learners’ motivation and their attitudes towards using captions through direct, systematic and careful observation. The collected data were analyzed with content analysis procedures.

Results and Discussion

Findings from observation

Analysis of the video recordings of classes demonstrated that previously studied captions aided comprehension, as the learners were familiar with the context and they did not need to interrupt to ask the meaning of what they did not understand, which contributed to their focusing on aural and visual input and aided comprehension. As Danan (2004) points out, subtitled audiovisual materials require both audio and visual channels to be processed simultaneously, enabling students to visualize what they hear and resulting in greater depth of processing—even though some students find it difficult to process both channels at the same time. However, active viewing strategies need to be applied so that students can benefit from subtitled materials.

As the video-recorded data made obvious, one more crucial effect of captions was that they motivated the students to practice grammar. After learning grammar rules, the learners were presented with grammar samples taken from the captions. They enjoyed this way of practicing learned-grammar rules more than studying structural patterns through worksheets.

Findings from interview data

Based on the comments obtained from the interview, 22 participants (91.6%) appreciated the convenience of knowing the context and studying the printed captions before watching the videos. However, two of them (8.3%) indicated that they did not have enough time to study captions outside class. Participants also noted that they were more willing to watch the captioned videos when they could understand the captions and that they therefore were

actively involved in making out what was going on. Thus it was concluded that “comprehension” played a very crucial role in motivating the learners to acquire the target language. As Gass and Selinker (2008) point out, in terms of SLA, there are three agents which promote comprehension. The first one is familiarity with a particular NNS, the second is familiarity with nonnative speech in general, and the last is familiarity with the discourse topic. In the context of the present study, the participants were familiar with the captions and discourse topic, and therefore they were happy to see that learning took place by comprehending what they learnt before. Most important of all, 18 (75%) stated during the interviews that particular video scenes were visual aids that made it easier for them to memorize previously studied grammar rules.

The data derived from interviews with 21 (87.5%) of the 24 participants revealed that studying captions beforehand and later in the class while watching videos made the input comprehensible, as a result of which the affective filter of the participants was low. Almost all participants were adults who tended to be easily affected negatively by incomprehensible input, anxiety and self-confidence, which could lead their “affective filter” to prevent them from learning. According to Krashen (1985), comprehensible input and a low or weak affective filter are two essential conditions in order for acquisition to take place. Input is prevented from passing through if the filter is up, and in such a case, acquisition does not take place. On the other hand, if the filter is down, or low, and if the input is comprehensible, the input will reach the language acquisition device and acquisition will take place. This affective filter is less operative in children than in adults. There-

Table 2. **Summary of interview data.**

Participants appreciating convenience of studying captions beforehand			Participants seeing videos as visual aid to consolidate what was learnt previously		
Level	N	Percentage	Level	N	Percentage
A2	14/14	58.3%	A2	10/14	41.6%
B1	8/10	33.3%	B1	8/10	33.3%
Total	22	91.6%	Total	18	75%
Participants whose interview data show low affective filter			Participants stating facial expressions in the videos aided their comprehension		
A2	14/14	58.3%	A2	8/14	33.3%
B1	9/10	37.5%	B1	5/10	20.8%
Total	23	95.8%	Total	13	54.1%

fore, when learners are relaxed and feel more confident in understanding the video content, then actual learning takes place while they watch captioned videos.

What is more, 13 participants (54.1%) stated that the facial expressions of actors in the videos helped them to better understand the discourse. In addition to visual clues, cultural knowledge like interpreting facial expressions affects comprehension positively (Baltova 1994). “Linguistic information, such as phonology, syntax, semantics, and discourse—hesitations, returns, repeats, tone of voice, etc.—is perceived by viewers as basic content for audio messages” (Guilory 1998: 96).

Findings from questionnaire data

A striking point concluded from the questionnaire data, marked by 19 participants (79.1%), was that watching captioned videos focused the learners’ attention on some particular words, idioms and language usage which they hadn’t noticed while studying the captions earlier. After watching the videos with previously studied captions, they were well aware of the context; that

is, by modifying input through captions, interaction took place. Interaction requires exposure to language, and one of the functions of the interaction is to draw learners’ attention to unknown parts of the target language (Ellis 2008). By drawing their attention to the essential parts of the language for the second time, they were exposed to the input repeatedly. This was beneficial, since language acquisition occurs through repeated input just as in the case of a child learning language (Lightbown and Spada 2006).

Four of the 24 participants (16.6%) were against the idea of pausing and replaying the videos when necessary, as they preferred to view them uninterrupted, while the remaining 20 (83.3%) were in favor of it. Most of the participants supported the idea of requesting clarification from the teacher. The teacher also asked the participants questions about some particular scenes and what the conversation had been about, and provided corrective feedback about some specific expressions and situations in the videos, as a consequence of which negotiation of meaning through captions took place.

Table 3. Summary of questionnaire data.

Participants who reported being exposed to previously unnoticed points			Participants who supported pausing and replaying videos, clarification requests, and corrective feedback		
Level	N	Percentage	Level	N	Percentage
A2	13/14	54.1%	A2	14/14	58.3%
B1	6/10	25%	B1	6/10	25%
Total	19	79.1%	Total	20	83.3%

Implications

The lack of opportunity to interact with native speakers of the target language is a formidable obstacle in the way of Turkish adult language learners who would like to speak English fluently without having too much trouble in pronunciation. Therefore, most learners are interested in learning English in an English-speaking country, or studying English at language schools abroad, and they usually expect to stay abroad for a few months to be able to learn English as effectively as needed. Worst of all, there are variations in accent among language instructors in Turkey, which affects both aural comprehension and oral production quality. At this point, learners face two main impediments: a lack of time due to jobs, and not being able to afford the costs of studying abroad. As far as the researchers are concerned, captioned videos may partially meet the need to interact with native speakers, considering that videos can present situations and discourses that are almost similar to those in real life. As audiovisual media enable learners to view and listen to messages simultaneously, they are closer to real life (Baltova 1994). Consequently, captions can be regarded as language learning sources that are full of authentic language materials for learners, making them a plausible partial solution to

the lack of opportunities to communicate with native speakers.

Conclusion and Future Research

All in all, this study has come up with some important observations confirming that captions are beneficial. Previously studied captions can be used to aid comprehension, as a result of which learners are motivated to learn. What is more, captioned videos can provide language learners with visual aids that can help receive aural input. This makes the learner fully and actively engaged in the language learning process and is really beneficial, since the learners' memory works most effectively when their auditory and visual registers are both stimulated. Moreover, the affective filter of learners can be lowered through studying captions repeatedly as a means of interaction and modifying input. Finally, the learners' attention can be drawn to particular structural points via captions, which can consolidate what they have learnt.

However, there are some questions that may guide future research about using captions. The first is whether captions can be a source of learning grammar rules for all levels, from beginner to advanced. Learning structural patterns from tasks that are based on texts isn't enough. Being over-reliant on this sort of activity may make learning struc-

tural rules monotonous and boring. That is why captions might overcome this issue.

How speaking can be incorporated into captioned videos at all proficiency levels is another question for future research. It is suggested that future researchers investigate whether captions can be used to teach vocabulary to all levels of language learners.

Another significant question is whether it is possible to teach how to write paragraphs and essays about any subject through captioned videos. Last but not least, teaching listening and improving the aural skills of language learners of all levels using captions is an issue that should be addressed by future research.

References

- BALTOVA, I., 1994. The impact of video on the comprehension skills of core French students. *The Canadian Modern Language Review*, 50(3), 507–532.
- BIRD, S. A.; WILLIAMS, J. N., 2002. The effect of bimodal input on implicit and explicit memory: An investigation into the benefits of within-language subtitling. *Applied Psycholinguistics*, 23(4), 509–533.
- BORRAS, I.; LAFAYETTE, R., 1994. Effects of multimedia courseware subtitling on the speaking performance of college students of French. *Modern Language Journal*, 78(4), 61–75.
- CHAPELLE, C. A., 2003. *English Language Learning and Technology*. Amsterdam/Philadelphia: John Benjamins Publishing Company.
- DANAN, M., 2004. Captioning and subtitling: Undervalued language learning strategies. *Meta*, 49(1), 67–77.
- ELLIS, R., 1997. *Second Language Acquisition*. Oxford: Oxford University Press.
- GARDNER, R. C., 1985. *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London: Edward Arnold.
- GARZA, T. J., 1991. Evaluating the use of captioned video materials in advanced foreign language learning. *Foreign Language Annals*, 24(3), 239–258.
- GASS, S. M.; SELINKER, L., 2008. *Second Language Acquisition: An Introductory Course*. Third edition. New York: Routledge.
- GHORBANI, M. R., 2011. Watching Cartoons with Subtitles Improves Children's Foreign Language Acquisition. *US-China Foreign Language*, 9(4), 241–246.
- GRGUROVIĆ, M.; HEGELHEIMER, V., 2007. Help options and multimedia listening: Students' use of subtitles and the transcript. *Language Learning and Technology*, 11(1), 45–66.
- GUILLORY, H. G., 1998. The effects of key word captions to authentic French video in foreign language instruction. *CALICO Journal*, 15(1), 89–108.
- KRASHEN, S., 1985. *The Input Hypothesis: Issues and Implications*. New York: Longman.
- LIGHTBOWN, P. M.; SPADA, N., 2006. *How Languages are Learned*. Third edition. Oxford: Oxford University Press.
- MARCZYK, G.; DEMATTEO, D.; FESTINGER, D., 2005. *Essentials of Research Design and Methodology*. New Jersey: John Wiley & Sons, Inc.
- MARKHAM, P. L., 1999. Captioned videotapes and second-language listening word recognition. *Foreign Language Annals*, 32(3), 321–328.
- MARKHAM, P. L., 2001. The influence of culture-specific background knowledge and captions on second language comprehension. *Journal of Educational Technology Systems*, 29(4), 331–343.
- MARKHAM, P. L., & PETER, L., 2003. The influence of English language and Spanish language captions on foreign language listening/reading comprehension. *Journal of Educational Technology Systems*, 31(3), 331–341.
- NEUMAN, S.; KOSKINEN, P., 1992. Captioned television as comprehensible input: Effects of incidental word learning from context for language minority students. *Reading Research Quarterly*, 27(1), 95–106.

PATTEN, B. V.; BENATI, A. G., 2010. *Key Terms in Second Language Acquisition*. London: Continuum International Publishing Group.

QIANG, N.; HAI, T.; WOLFF, M., 2007. China EFL: Teaching with movies. *English Today*, 23(2), 39–46.

TAYLOR, G., 2005. Perceived processing strategies of students watching captioned video. *Foreign Language Annals*, 38(3), 422–427.

TRAWINSKI, M., 2005. *An Outline of Second Language Acquisition Theories*. Krakow: Wydawnictwo Naukowe AP.

WINKE, P.; GASS, S.; SYDORENKO, T., 2010. The effects of captioning videos used for foreign language listening activities. *Language Learning & Technology*, 14(1), 65–86.

VANDERPLANK, R., 1988. The value of teletext sub-titles in language learning. *English Language Teaching Journal*, 42(4), 272–281.

VANDERPLANK, R., 1990. Paying attention to the words: Practical and theoretical problems in watching television programmes with Uni-Lingual (CEEFAQ) sub-titles. *System*, 18(2), 221–234.

Suleyman Basaran

Dicle universitetas, Turkija

Moksliniai interesai: kompiuterizuotas kalbos mokymas, kompiuterinė komunikacija, el. mokymas, tiesioginis tinklinis mokymas, edukacinė drama

Eyup Dilber

Dicle universitetas, Turkija

Moksliniai interesai: informacinės ir komunikacinės technologijos (ICT), technologijomis grindžiamas kalbos mokymas, anglų kalbos mokymas pasitelkiant subtitruotus filmus

SUBTITRUOTŲ FILMŲ POVEIKIS KALBAS BESIMOKANČIŲJŲ MOTYVACIJAI IR PERCEPCIJAI

Santrauka

Straipsnyje tiriama galima subtitruotų anglų kalbos filmų įtaka kalbos mokymosi motyvacijai ir subtitruotų, kaip kalbos mokymo priemonės, suvokimas. Subtitruoti filmai iš dalies tenkina bendravimo su gimtąja kalba poreikį, nes filmais galima demonstruoti tokias situacijas ir diskursus, kurie yra labai panašūs į tikrovę. Be to, tai galėtų būti ir reikšminga paskata mokytis kalbos. Pirmaisiais studijoje aiškinamasi, kaip subtitruotų anglų kalbos filmų žiūrėjimas veikia turkų, kurie mokosi anglų kalbos, motyvaciją. Tiriama ir tai, ar subtitruotus anglų kalbos filmus dalyviai suvokia kaip kalbos mokymosi priemonę. Taikyti kokybiniai tyrimo metodai. Buvo pasitelkti tokie duomenų rinkimo įrankiai: pusiau struktūruotas interviu, pamokų

Suleyman Basaran

Uniwersytet Dicle, Turcja

Zainteresowania naukowe: komputerowe nauczanie języka, komunikacja komputerowa, e-learning, nauczanie online, dramat edukacyjny

Eyup Dilber

Uniwersytet Dicle, Turcja

Zainteresowania naukowe: technologie informacyjne i komunikacyjne (ICT), nauczanie na odległość online, nauczanie języka angielskiego za pomocą filmów z podpisami

WPLYW FILMÓW Z PODPISAMI NA MOTYWACJĘ I PERCEPCJĘ OSÓB UCZĄCYCH SIĘ JĘZYKÓW

Streszczenie

Celem artykułu jest zbadanie ewentualnego wpływu filmów angielskich z podpisami na motywację do nauki języka przez osoby uczące się oraz postrzeżenie podpisów jako narzędzia do nauki języka. Filmy z podpisami częściowo zaspokajają potrzebę komunikacji z native-speakerami, można w nich bowiem przedstawić rzeczywiste sytuacje komunikacyjne. Mogą być też silną zachętą do nauki języka. Przeprowadzone badanie miało na celu ustalenie, w jaki sposób oglądanie filmów angielskich z podpisami wpływa na motywację Turków uczących się języka angielskiego. Zbadano również, czy uczący się postrzegają filmy w języku angielskim z podpisami jako narzędzie do nauki języka. W badaniu zastosowano metody jakościowe. Wykorzystano następujące metody

video įrašai, atvirų klausimų klausimynas. Darytina išvada, kad filmo „supratimas“ – itin svarbus motyvas mokytis užsienio kalbos. Subtitravimas padėjo sutelkti dėmesį į akustiką ir vizualizaciją, suteikė papildomos informacijos. Be to, subtitruoti filmai leido besimokantiems lengviau įsiminti anksčiau sužinotas gramatikos taisykles. Pastebėta, kad šie veiksniai žmonėms, kurie mokosi anglų kalbos, padėjo įveikti emocinį filtrą ir skatino labiau pasitikėti savimi bendraujant žodžiu.

REIKŠMINIAI ŽODŽIAI: filmų subtitravimas, reikšmės svarstymas, motyvacija, modifikuotos sąnaudos, anglų kaip antroji užsienio kalba, emocinis filtras.

zbierania danych: wywiad częściowo ustrukturyzowany, nagrania wideo lekcji, kwestionariusz. Można sformułować wniosek, że „rozumienie” filmu jest nadzwyczaj ważnym bodźcem do nauki języka obcego. Podpisy pomogły skupić uwagę na elementach dźwiękowych i wizualnych, dostarczyły dodatkowych informacji. Ponadto filmy z podpisami pozwoliły uczącym się łatwiej zapamiętać poznane wcześniej prawidłą gramatyczne. Zauważono, że wymienione czynniki pozwoliły osobom uczącym się języka angielskiego obniżyć tzw. filtr emocjonalny i zachęciły do większej wiary w siebie podczas komunikacji słownej.

SŁOWA KLUCZOWE: podpisy do filmów, negocjacje znaczenia, motywacja, zmodyfikowane wstawki, angielski jako język obcy, filtr emocjonalny.

Gauta 2012 10 29

Priimta publikuoti 2013 01 18