

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**THE EFFECTS OF SUBTITLED ANIMATION MOVIES ON THE LISTENING
SKILLS OF EFL STUDENTS**

Mithat EKİNCİ

MASTER OF ARTS

ADANA / 2017

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MASTER OF ARTS

ADANA / 2017

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ÖZET

ALTYAZILI ANİMASYON FİLMLERİNİN İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERİN DİNLENME BECERİLERİ ÜZERİNDEKİ ETKİSİ

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Bu araştırma, alt yazılı animasyon filmlerinin İngilizceyi yabancı dil olarak öğrenen öğrencilerin dinleme becerileri ve motivasyonları üzerindeki etkilerini belirlemek amacıyla deneysel bir çalışma olarak düzenlenmiştir. Söz konusu çalışma Osmaniye Korkut Ata Üniversitesi Yabancı Diller Yüksekokulu 2015-2016 bahar döneminde 10 hafta süre ile gerçekleştirilmiştir. Bu amaçla elli bir (51) başlangıç seviyesi öğrencisi rasgele küme örnekleme yöntemi ile seçilmiştir. Bu öğrenciler deney (25) ve kontrol grupları (26) olmak üzere iki ayrı gruba ayrılmışlardır. Deney grubu öğrencileri animasyon filmleri ile ilgili bilgi alarak animasyon filmlerini eğitim amaçlı kullanmış ve dört temel dinleme stratejisi olan ‘not alma, anahtar kelimeleri bulma, çıkarımda bulunma ve daha önceden edinilen bilgileri harekete geçirmek’ dinleme stratejilerini içeren bir eğitim almışlardır. Deney grubu öğrencileri, araştırma süresi boyunca alt yazılı animasyon filmleri izlerken kontrol grubu öğrencileri normal dinleme dersi müfredatlarını takip etmişlerdir. Aynı zamanda, deney grubu kişisel ve grup olarak hedef stratejiler ile ilgili eğitim almış ve video dersleri süresince ‘filmi izlemeden önce’, ‘izlerken’ ve ‘izledikten sonra’ etkinlikler gerçekleştirmişlerdir. Araştırmada veri toplama aracı olarak bir başarı testi, Likert ölçeği ile hazırlanmış bir motivasyon anketi, Likert ölçeği ile hazırlanmış bir dinleme stratejileri farkındalık anketi, bir geriye dönük görüşme ve son olarak da öğrencilerin günlükleri kullanılmıştır. ‘Big Picture’ kitabının başlangıç ve orta seviye öğretmen kitaplarından alınan başarı testi öğrencilerin dinleme becerilerindeki olası değişimlerini gözlemek için kullanılmıştır. Toplanan veriler SPSS 22 istatistik paketi kullanılarak analiz edilmiştir. Araştırma öncesi ve sonrası yapılan başarı testlerinden elde edilen verileri analiz etmek için bağımsız örneklem ve bağımlı

örneklem T-testleri kullanılmıştır. Katılımcıların motivasyon düzeyindeki değişimi belirlemek için, Gardner'ın "Tutum/Motivasyon Ölçeğinden uyarlanmış bir anket hem araştırma öncesinde hem de araştırma sonrasında uygulanmıştır. Veriler, SPSS 22 istatistik paketi yardımıyla analiz edilmiş ve sonuçlar bağımsız örneklem ve bağımlı örneklem T-testleri kullanılarak analiz edilmiştir. Çalışmanın öncesi ve sonrasında katılımcıların dinleme stratejisi tanıma ve kullanımlarındaki olası değişiklikleri bulmak için ise, bu çalışmanın amaçlarına uygun olarak Vandergrift'in (2006) Üst Bilişsel Farkındalık Dinleme Anketi'nden uyarlanmış bir strateji farkındalık ölçeği kullanılmıştır. Veriler yine SPSS 22 istatistik paketi kullanılarak analiz edilmiş ve sonuçlar araştırmacı tarafından karşılaştırılmıştır. Katılımcıların alt yazılı animasyon filmlerini öğrencilerin dinleme becerilerini ve stratejilerini geliştirmek için kullanma fikri hakkındaki duygularını anlamak ve bakış açılarını öğrenmek için, çalışmanın sonunda yapılandırılmış bir görüşme gerçekleştirilmiştir. Aynı zamanda, katılımcıların dinleme becerilerini ve stratejilerini geliştirmek için altyazılı animasyon filmleri kullanma fikri hakkındaki duygularını öğrenmek için katılımcılardan her video dersinden sonra düşüncelerini içeren bir günlük tutmaları istenmiştir. Görüşme ve günlük analizi için iki aşamadan oluşan kodlama sistemi uygulanmış ve ilgili kodlar temalara ayrılmıştır. Daha sonra ise ortalamalar ve yüzdelik değerler betimsel olarak analiz edilmiştir. Araştırmanın sonuçları, sınıfta altyazılı animasyon filmlerinin kullanılmasının Osmaniye Korkut Ata Üniversitesi Hazırlık Programında İngilizceyi yabancı dil olarak öğrenen öğrencilerin motivasyon ve başarı düzeylerini geliştirdiğini ortaya koymuştur.

Anahtar Kelimeler: Altyazılı animasyon filmleri, motivasyon, altyazı, görsel-işitsel materyal kullanımı, dinleme stratejileri.

ABSTRACT**THE EFFECTS OF SUBTITLED ANIMATION MOVIES ON THE LISTENING
SKILLS OF EFL STUDENTS****Mithat EKİNCİ****Master of Arts, English Language Teaching****Supervisor: Assist. Prof. Dr. Gülten TÜM****March 2017, 171 pages**

This study was conducted in order to identify the effects of using subtitled animation movies on EFL students' listening skills and motivation. It was conducted throughout 10 weeks during the 2015-2016 Spring semesters at the School of Foreign Languages of Osmaniye Korkut Ata University. To this end, fifty-one elementary level learners were selected according to random cluster sampling method. These students were divided into two separate groups as experimental (25) and control groups (26). The experimental group was introduced to animation movies, and they got listening strategy training including four basic listening strategies which are 'note taking, listening for specific information, making inference, and activating background knowledge'. While the experimental group watched and made use of close-captioned animated movies during the research period, the control group went on their usual flow of listening courses. At the same time, the experimental group did pre-watch, while watching and post watch activities as well as listening strategy training for the target strategies both individually and as a group. The data collection instruments of this study consisted of an achievement test, a motivation questionnaire with Likert Scale, a listening strategy awareness questionnaire with Likert Scale, a retrospective interview, and participants' diaries. The achievement test taken from Big Picture Elementary and Pre-Intermediate Teachers' Books was used to track possible alterations in participants' listening proficiency levels. The collected data was analyzed by using SPSS 22 statistical package. An independent Samples T-test and a Paired Samples T-test were used to analyze the data obtained from the pre- and post-tests. To determine the alteration in participants' motivation level, a motivation questionnaire with Likert scale adapted from Gardner's 'Attitude/Motivation Test Battery' was used in the study both as pre-questionnaire (at the

beginning of the term) and post-questionnaire (at the end of the term). The data was analyzed with the help of SPSS 22 statistical package, and the results were compared by using an Independent Samples T-test and a Paired Samples T-test. In order to find out the variations in participants' listening strategy recognition and use before and after the study, a strategy awareness scale adapted from Vandergrift's (2006) Metacognitive Awareness Listening Questionnaire was used in accordance with the objectives of this study. The data was analyzed by using SPSS 22 statistical package, and comparisons of the results were made by the researcher. To perceive participants' perceptions about the use of 'subtitled animation movies' to improve their listening skills and strategies, a retrospective interview was conducted at the end of the study. At the same time, the participants were asked to keep a diary consisting of their feelings about the use of subtitled animation movies to improve their listening skills and strategies. For both interview and diary analysis, two different stages of coding systems as open coding and axial coding were applied and categories were created by using different themes. Finally, percentages and means were compared descriptively by the researcher. The findings of the study indicated that using subtitled animated movies in the classroom improved the motivation and achievement levels of the EFL students at the Preparatory Program of Osmaniye Korkut Ata University.

Key Words: Subtitled animation movies, motivation, captioning, use of audio-visual materials, listening strategies.

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LIST OF ABBREVIATIONS

DVD: Digital Versatile Disc

CEFR: Common European Framework

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

MoNE: Ministry of National Education

OKU: Osmaniye Korkut Ata University

PC: Personal Computer

SFL: School of Foreign Languages

SLA: Second Language Acquisition

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CHAPTER I

INTRODUCTION

1.1. Introduction

This chapter includes information about background of the study, statement of the problem, aim and scope of the study, research questions, significance of the study and definitions of the terms which are directly framed in the present study.

1.2. Background of the Study

With the rapid progress of technology, the way of teaching and learning English has been changing dramatically. The focus has been shifted from the traditional teaching tools to modern teaching techniques such as implementing multimedia and audio-visual materials into the lesson. This sort of teaching is widely known to display great potential for attracting the way learners are integrated into a teaching environment. Learners have to be exposed to a variety of different means of demonstrations such as visual, verbal, and auditory ones together. As a result, one of the most widely used teaching tools has become video materials such as movies, TV series, and short clips which combine all of these demonstrations in their body. Especially with the invention of Digital Video Disc (DVD) in the 1990s, teachers have been greatly empowered (Lin, 2000). Most importantly, personal computers (PCs) and laptops give teachers the ability to control the visual and aural materials quickly and easily. As it is clearly stated by Lin, this functionality highly facilitates the designing of classroom activities by using these audio-visual multimedia tools.

Currently, video materials are invaluable teaching resources for many reasons. As stated by King (2002), they present colloquial English in real life contexts rather than artificial situations, and they expose students to a wide range of native speakers, each of whom has their own slang, reduced speech, stress, accents, and dialects. Far from being just entertainment, carefully chosen video materials are useful and extremely motivational teaching tools for both practicing listening skill and stimulating other language skills such as speaking and writing. The video, as an audio-visual aid, is seen as a very popular tool in the ESL/EFL context (Herron et al., 1995). As a result, many scholars and researchers identify the importance of using video materials and conduct studies about their use and implementations (Gruba, 2006; Suvorov, 2008;

Wetzel, Radtke & Stern, 1994). Lonergan (1984), for example, discusses the development of the use of video from the 1970s up to the point where it became a common tool for language teachers. He states that video has become such a standard tool that many course books include video materials in their overall package.

The developments in technology paved the way for the rapid use of movies which become one of the most indispensable parts of our lives. In recent years, with the increasing access to technologies such as TV, DVD player, video equipment and the computers, many teachers have found more opportunities to use audio-visual teaching materials at all levels of foreign language teaching, and they have frequently used them efficiently in language classes (Meskill, 1996). As it is stated by Ismaili (2013), many scholars and EFL practitioners prefer watching the movie adaptations of famous and current novels as a supplementary source. They also have found that movies catch the learners' interest and it can positively affect their motivation to learn (Kusumarasdyati, 2004; Luo, 2004). As it is clear in the literature, using visual materials such as movies is an influential means of improving proficiency and motivation of EFL students as well as helping them develop some listening strategies.

Listening is one of the most crucial skills in language learning. Of the four major areas of communication skills and language development-listening, speaking, reading, and writing- the one that is the most basic is listening. As stated by Yılmaz (2015), it is one of the most fundamental parts of learning and teaching English. Despite being a highly basic skill, listening is a complicated skill and requires meaningful interaction in the target language in which speakers are concentrated not in the form of their utterances, but in the communicative act. Vandergrift (2004) explains that learners should learn to listen so that they can better listen to learn. In order to be successful in listening, learners should come up with some personal strategies. According to Kurita (2012), developing learners' own strategies for listening enables them to be successful in listening. To improve listening skills, using visual materials, especially movies during the course is an influential way helping learners be motivated on the content of the lesson. The reason is that nowadays, students are very much audio-visual learners. Further, with the quick spread of technological devices having the function of running videos, it is easier to make use of video in the classroom reliably. The easy accessibility of the videos paves the way for using them as a tool for enhancing students' language skills, especially listening skill. They also provide all the paralinguistic features of the language. Bearing these in mind, the connections between listening achievement level,

listening strategy recognition and using subtitled animated movies were mentioned in the study. There were many reasons to use animation movies instead of other kinds of movies in the present study. First of all, using animation materials are proven to be effective in education. Some studies that investigated the use of animations in the classroom uncovered that the learning process improved as a result of using animated video materials (Rosen, 2009). Also, there are some other obvious advantages of animation movies such as that the animated movies are easier to understand for the learners; they are expressive and engaging for the learners, and there is less culturally offensive content in them. The language used in those movies are clearer and more elicit while the pace and intonation of the speakers are more comprehensible. Another reason of the use of animation movies in this study is the length of the movies since they are shorter than the other sort of movies, and it is easier to implement activities within them.

1.3. Statement of the Problem

Listening, which plays a significant role in learning a foreign language, is sometimes accepted as a passive skill, but this is not the case. To illustrate, Littlewood (1981) states that listening is an active process in which listener needs to take the message and work over in order to transform the message to meaning with the use of ‘linguistic’ and ‘non-linguistic’ elements (p. 18). This complicated process makes the listening hard for the learners. For most students, listening seems to be a quite difficult subject, especially when they are supposed to hear audio materials during a lesson and exams. Commonly, most students tend to fail when they have to face listening activities and exercises during the listening courses, and their failure causes major obstacles in front of other language learners. Goh (1999) states that there are numerous problems for listeners such as forgetting what is heard, not recognizing the words they know, understanding the message but not the intended message or neglecting next part while thinking about meaning. Nevertheless, listening comprehension still receives little time and attention in most foreign-language programs. Implementing audio-visual materials such as animated movies might solve these prevalent problems. King (2002) states that the realism of films supplies a wealth of contextualized linguistic and paralinguistic terms and expressions, authentic cross-cultural information, classroom listening comprehension and fluency practice. Likewise, Qiang, Hai, and Wolff (2007) posit that

films can help students improve their listening skills together with pronunciations and intonations, and help learners become familiar with the target culture. This proves that movies can be a priceless source of improving listening and solving listening problems.

Along with the difficulties of the listening skill, lack of language learning motivation is another important problem that teachers of English in Turkey face while giving foreign language instruction. As it is identified by Boztepe (2013), there are many reasons behind this low motivation challenge such as crowded classes, limited class time, the use of traditional, structural methods in teaching and testing, boring and improperly organized foreign language textbooks and syllabus, and insufficient or inappropriate use of the language teaching technologies. These kinds of motivation problems may be overcome by using videos and movies. They can also be used as a prompter which raises the motivation level of the learners. As it is claimed by Ward and Lepeintre (1996), audio-visual materials such as featured films are intrinsically motivating in ESL teaching because they embody the notion that "a film with a story that wants to be told rather than a lesson that needs to be taught". The literature clearly identifies that audio-visual tools such as videos and movies serve for the language learners in many ways.

There are a number of good reasons to use video in EFL classrooms. Firstly, the video combines visual and audio stimuli, which is accessible to those who have not yet learned to read and write well, and provides context for learning (Fazey, 1999). Secondly, for English language learners, the video has the added benefit of providing real language and cultural information (Bello, 1999). In addition, using videos and movies can be an entertaining and motivating tool for learners with different intelligence types as well, especially for those who are aural and visual learners. It also allows learners to see facial expressions and body language at the same time as they hear the stress, intonation, and rhythm of the language (Bello, 1999). Hence, it can be stated that the movies and videos not only deal with the language itself but also highlight the paralinguistic features of the target language.

However, despite being widely practiced in the education area, using visual materials such as subtitled animation movies is one of the rarest techniques to support students' listening development and increase their motivation for language learning. Considering these facts, the purpose of this study was to investigate the effects of subtitled animation movies on EFL students' listening skills and motivation. This study

also aimed to examine students' perceptions about using subtitled animation movies on their listening skill development, motivation levels, and listening strategy recognitions.

1.4. Aim and Scope of the Study

The EFL students in Turkey lack many opportunities to hear target language since they are not accustomed to perceiving the language produced by native speakers. According to Maxwell and Meiser (1997), listening can and should be taught, not through talking about listening skills but rather by engaging students in authentic communication (p.99). As a result, the present study aimed to find out the effect of 'using subtitled animation movies' on the improvement of EFL students' listening comprehensions and motivations. It was also conducted to reveal the perceptions of the learners towards listening strategies. The ultimate goal of the study was to observe any possible contributions of using animation movies in terms of students' raising motivation and improvement of the listening achievement levels as well as helping the EFL students develop and use listening strategies.

1.5. Research Questions

The following research questions were addressed in this study.

1. Does the use of 'subtitled animation movies' affect the process of improving listening skills of EFL students?
2. Are there any significant differences between EFL students who are taught through 'subtitled animation movies' and those who are taught through 'traditional listening courses' in terms of their listening achievement level?
3. Does the use of 'subtitled animation movies' affect EFL students' motivation for listening?
4. Are there any significant differences between EFL students who are taught through 'subtitled animation movies' and those who are taught through 'traditional listening courses' in terms of motivation levels?
5. Does the use of 'subtitled animation movies' affect EFL students' listening strategies?
6. What are EFL students' perceptions about the use of 'subtitled animation movies' to improve their listening skills and strategies?

1.6. Significance of the Study

As a result of the rapid lifestyle of the people, language learning environments have moved into a new era of teaching listening, which was based on the use of authentic audiovisual materials (Vandergrift, 2011). Satellite programs, featured films, talk shows and so forth have become a daily part of people's lives and the request for improvement of listening comprehension has arisen (Latifi et al, 2011, p. 19). Correspondingly, educators and teachers all around the world develop a tendency to use more videos during their language lessons. The use of audio-visual materials and methods increases the efficacy of learning by helping the learners internalize the ideas in a more meaningful and engaging manner. These materials not only appeal to eye and ear, they also deliver a systematic upgrading in knowledge and skill acquisition. They also have a favorable impact on attitudes and appreciations of the learners. These targets, of course, are attained only when the most appropriate materials for a given learning situation are selected and when the learners are prepared in advance. It is essential to be aware of the potential and limitations of each type of the materials.

Upon considering the knowledge above, foreign language teaching and learning in Turkey seems to be unsatisfactory due to various problems. As a teacher, the researcher observed many shortcomings of the current language teaching system such as lack of using authentic materials, forcing learners for traditional arrangements and overlooking learner differences. However, the use of subtitled animation movies provides students with opportunities to take part in different activities appealing to their interests and ages. Besides, it helps student-centeredness, giving them the responsibility of their own learning by reinforcing target-language use so that they might discover context and meanings since they have a chance to watch movies whenever they want. Using such movies may be a suitable solution for the problems in foreign language teaching and learning in Turkey. According to Davidson (2009), videos can assist learners in developing listening performance and retention of cultural knowledge by providing multi-modal input to illustrate authentic communication situations (p. 4). Likewise, Chapple and Curtis (2000) propose that the presence of extra-linguistic features such as facial expressions and gestures in videos may reinforce learners' comprehension of conversations. This study has also vital aspects in literature because there are limited studies dealing with the effects of subtitled animation movies on learners' listening proficiency, motivations, and listening strategy recognitions in

Turkey. There are a few studies focusing on authentic captioned videos, use of audio-visual materials and implementation of podcasts into the lesson (Holden, 2002; Mathew and Alidmat, 2013; Wei, 2003), but the present study is the only one to examine the effects of subtitled animation movies. Hence, it may shed light on the subject and encourage future studies.

In light of these facts, the present study was conducted to investigate the effects of subtitled animation movies on EFL students' listening skills, strategies, and motivation; thus, it may be beneficial as it identifies the students' motivation levels and achievement in relation to the use of audio-visual materials. The results of this investigation can be informative for Second Language Acquisition (SLA) listening theory, foreign language listening teachers, and foreign language learners, in terms of helping teachers find out the effects of watching subtitled animation movies to improve listening proficiency and enhance motivation of the EFL students in EFL classrooms as well as developing listening strategies. Also, following the applied studies to be conducted under this thesis, the influence of audio-visual materials on the concepts of motivation and achievement may be clarified, and all these findings might have a constructive and guiding contribution to the prospective studies in the field of English Language Teaching (ELT).

1.7. Definition of Terms

Listening Comprehension: Listening comprehension is more than just hearing what is said; rather, it is an ability to understand the meaning of the words he hears and to relate to them in some way. Rost (2002) states that comprehension is often considered to be the first-order goal of listening, the highest priority of the listener, and sometimes the sole purpose of listening.

Constructivism: Constructivism is a learning theory in psychology which explains how people might acquire knowledge and learn. As it is identified Vygotsky (1980), people actively construct or create their own subjective representations of objective reality. New information is linked to prior knowledge; thus, mental representations are subjective.

Authentic Material: Authentic materials are prints, videos, and audio materials which are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic (Ianiro, 2007).

Audio-Visual Material: Audio-Visual Materials are non-paper educational or promotional materials such as cassettes, CDs, DVDs, videotape, etc. It means possessing both a sound and a visual component, such as slide-tape presentations, films, television programs, church services and live theater productions (Barman, 1984).

Intrinsic Motivation: Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or reward (Ryan and Deci, 2000).

Extrinsic Motivation: Extrinsic motivation refers to the performance of an activity in order to attain the desired outcome and it is the opposite of intrinsic motivation (Ryan and Deci, 2000).

Content Analysis: Holsti (1968) states that content analysis is any technique for making inferences by systematically and objectively identifying specified characteristics of messages. Kerlinger (1986), on the other hand, defined content analysis as a method of studying and analyzing communication in a systematic, objective, and quantitative manner for the purpose of measuring variables.

Retrospective Interview: It is a form of interview in which the researcher of the study tries to get a respondent to reconstruct past experiences (Fraenkel, et al., 1993).

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

In this chapter, previous studies are unfolded to clarify related areas such as listening skill in foreign language learning and theoretical background of today's current language learning environment. It reviews the literature on the role of audio-visual aids, video as an audio-visual aid, the advantages and limitations of using video in language teaching /learning, listening comprehension, listening problems, the notion of language learning motivation and lastly, relevant studies which were conducted both in Turkey and abroad.

2.2. Theoretical Basis of Using Captioned Video in ESL/EFL Learning

There are some focal theories behind learning through audio- visual materials such as TV series, video clips and movies. These theories should be taken into consideration before the introduction of related literature.

2.2.1. Constructivism

Constructivism is a theory that equates learning with creating meaning from experience (Bednar et al., 1991). Bandura (1986), states that of all the dominant learning theories, constructivism is the most fundamental one underlying in psychology that explains how people can learn and acquire knowledge. For this reason, it has direct applications in education suggesting that humans construct knowledge and meaning from their experiences. In other words, when people encounter something new, they have to match it with their previous ideas and experiences. Hence, humans, more specifically learners, are the active creators of their own meaning and learning.

A constructivist belief emphasizes the importance of an active learner interacting with a variety of resources, developing his or her own understanding through a mixture of experimentation, experience, and expert guidance (Edelson, Pea, and Gomez, 1995: 1). It can be stated that there are more than one parameters for constructivist learning. The most important implication of constructivism is on the learner. "Constructivist learning environments have made great strides in moving away from the knowledge

transmission model of learning toward an active learner model” (Edelson, Pea, and Gomez, 1995: 16). The learners need to be autonomous and active during the acquisition process according to constructivism, and they have to interact with their environment by activating their experiences. From the Piagetian constructivist perspective, learning is the product of self-organization constructed to put of personal experiences (von Glasersfeld, 1989a). It is essential to construct knowledge by organizing the components of the learning process.

According to Kuhn (1970), learners invent their learning with the constant reconstruction of their thoughts as well as experiences. This self-constructed knowledge holds a big importance both for students and teachers. The necessity for students to create their own meaning forces teachers to act as guides who provide students with the opportunities to test the adequacy of their current understandings and prior knowledge. These prior knowledge structures are considered to act as both filters and facilitators of new ideas and experiences and they themselves may be transformed during learning (Cochran et al., 1993).

The basis of the Constructivism is to link up the past knowledge with the new one to construct new cognition. Thus, it can be said that constructivism does not favor the use of a standardized curriculum, on the contrary, it encourages adapting curriculum according to students’ prior knowledge and attitudes. The constructivist curriculum has, therefore, nothing to do with theoretical part of the course; contrarily, it gives importance to experiences and creation of the new learning materials which will assist learners to find connections between their background experiences and new information.

To sum up, constructivist theory means that meaning is actively created by the experiences of learners during their learning. Hence, it will be natural to presume that learners take responsibility in the structuring of their own meaning. While taking responsibility to catch the meaning, the learners should be given time to rethink during the activities. While students create their knowledge, teachers act as facilitators, and encourage students and give them supportive guidance, which helps them actively participate in the learning process.

2.2.2. Constructivist Language Learning

The constructivist theory holds the view that knowledge occurs as a combination of relationships that learners construct actively while attempting to make relations between their experience and environment. Thus, learners can be viewed as dynamic organisms searching for knowledge since they undergo meaningful activities to obtain knowledge as it emerges after or during a continuous process of situations (Brown, 1989). Therefore, individuals establish their self-learning goals and receive messages and structure meanings with their experience. In other words, constructivist learning indicates learning within context (Duffy & Jonassen, 1991).

As stated before, constructivism has many implications and goals in education. Cunningham emphasizes the following seven pedagogical goals (cited in Wilson, 1996) as follows:

- Provide experience with the knowledge of construction process,
- Provide experience in and appreciation for multiple perspectives,
- Embed learning in realistic and relevant contexts,
- Encourage ownership and voice in the learning process,
- Embed learning in social experience,
- Encourage the use of multiple modes of representation,
- Encourage self-awareness of the knowledge construction process (p. 11).

It is evident from the list given above that constructivist learning has many pedagogical uses, the main focus of which is learners who have to be aware of their potential and take responsibility whenever possible. However, it is not possible for learners to do everything on their own because they need guidance and assistance of their teachers. Trained in a constructivist learning environment, the prospective teachers can establish a meaningful link between theory and practice, and have many opportunities to teach, to observe and to reflect on their own and the other prospective teachers' teaching (Cochran, DeRuiter & King, 1993). What is needed is the joint effort of teachers and learners.

The language teachers need to be aware of the application of the constructivism in the classroom. First, learners must play an active role in selecting and defining the activities, which must be both challenging and intrinsically motivating; second, there

must be appropriate teacher support as learners build concepts, values, schemata, and problem-solving abilities” (Gould, cited in Fosnot, 1996:92). In this approach, it is a must for them to think that knowledge is in somewhere accessible to learners, and they need to provide the necessary instructions for them. This is because they should know that knowledge is something transmittable to learners. At this point, they are the instructors to embolden learners in will activation and creation in classrooms.

As a social environment where learners can negotiate meaning, classrooms are attributed a considerable amount of significance. Classrooms that urge the active construction of meaning have many characteristics explained (Gould, 2005) as follows:

They focus on big ideas rather than facts; they encourage and empower students to follow their own interests, to make connections, to reformulate ideas, and to reach unique conclusions. Teachers and students are aware that the world is a complex place in which multiple perspectives exist and truth is often a matter of interpretation, and they acknowledge that learning and the process of assessing learning are intricate and require student and teacher interaction as well as time, documentation, and analyses by both teacher and students. (p. 100)

The focus of a constructivist classroom is not information transmission, rather promoting students’ intellectual activities and learning through questioning, investigating, problem generating, and problem-solving (Marlowe and Page, 1998: 10). Students collaborate to investigate and reach their unique conclusions. In this respect, teachers and students in a constructivist classroom have an interactive relation, and they create the context together. The context is presented in a period of time in which students use their comprehension to construct the meaning. Learners undergo meaningful activities to obtain knowledge as it emerges after or during a continuous process of situations (Brown, 1989). Learners use methods to ask questions, investigate a topic, and use a variety of resources to find solutions and answers. As students explore the topic, they draw conclusions, and as exploration continues, they revisit those conclusions to create their own knowledge.

2.2.3. Constructivist Perspectives on Video Use

Nowadays, there have been profound changes in education and teaching materials as a result of the developments in science and technology. Many classrooms are replacing their traditional structures with more constructivist ones, which give a more relevant and independent role to the learner (Cobern, 1993). As learners find a

chance to have a major role in their own learning, they develop satisfaction of doing something by themselves which helps them take more part in the learning process.

The constructivist teaching theory makes effective use of students' prior knowledge and cognitive structures based on their experiences (Mayer et al., 1999). To activate learners' imagination along with prior knowledge, changing trend in constructivism requires implementing more visual aids into the lesson plans to foster learners' curiosity and to help them create their own learning atmosphere. Using videos in addition to animations, pictures and graphics activate learners' prior experiences. As it is explicitly stated by Moreno & Mayer (2000), interactive digital learning materials support the integration of images, animations, pictures, and graphic to promote learning through experiences aligned with visual and verbal repository systems of the learner. This means that learners make use of videos that activate their background understandings and help them make inferences and construct the knowledge. Carey (1985) summarizes it by saying that students do not passively absorb information instead; they experience meaningful learning which involves the active creation and modification of knowledge structures.

According to Bull (2013), to ensure that instruction presented as part of an interactive digital learning material is in parallel with constructivism, teachers and educators should confirm that the content, design and presentations of interactive digital materials should be aligned with following:

- Digital learning materials should be context based.
- Content presented should relate to objectives of the lesson or presentation.
- Digital learning materials should promote participation through active involvement.
- Digital learning materials should promote collaboration and engage students in learning.
- Digital learning materials presented should lay the foundation for students to develop autonomy and control over learning by creating new knowledge.
- Digital learning materials should promote personal growth of students by creating new knowledge.
- Learning outcomes should stimulate a perspective and an understanding rather than a prescribed outcome. (p. 618)

On the other hand, one of the main problems of using audio-visual materials such as movies and video clips is the difficulty of finding proper materials. Richards (2001, p. 253) points out that alongside with advantageous sides, authentic materials often contain difficult language, unneeded vocabulary items, and complex language structures, which cause a burden for the teacher in lower-level classes. In addition, Martinez (2002) mentions that authentic materials such as videos may be dramatically culture based or biased and too many structures are mixed, causing lower levels to have a hard time decoding the texts. It is evidently seen that teachers should be essentially careful about the materials used in the classroom. The materials need to be urging and facilitating for students' learning in order to assist them to generate knowledge and cognition, and they should be free from biases and complex language structures.

2.3. Use of Audio-Visual Materials in the Classroom

The use of audio-visual materials has proven to be very much influential in language learning. In recent years, technology and its integration into the education have become very popular, and it has gained a great deal of importance in a short time. Studies of the effect of technology-enhanced instruction on achievement and studies of student attitudes regarding learning with technology have increasingly been reported (Salaberry, 2001). Particularly, the use of video as an audio-visual material in foreign language teaching classrooms has grown rapidly because of the increasing emphasis on communicative methods, and it is also obvious that the use of technological aids such as videos is a great help for foreign language teachers in inspiring and facilitating the target language. It can be concluded that these teachers need to include technology in their teaching programs as one of the most beneficial uses of it lie in the use of audio-visual materials.

Using audio-visual materials especially movies and TV series to improve language skills is not a new trend. Although they were used to a certain extent to teach foreign languages, they became popular after the introduction of cheaper, more portable machines with freeze frames and forward/reviewing facilities. Roy (2010) has stated that:

Much of the literature on the subject starts at the beginning of the eighties. Until this time, much emphasis had not been placed on the use of paralinguistic features in language teaching such as the use of body language and physical

association with an object in order to reinforce retention of linguistic items. In the sixties, Asher and Carroll placed great importance on this. While audio cassette machines became a widely-used language teaching tool, they in no way allowed attention to be focused on the paralinguistic characteristics of language interaction. Hence, when video became cheaper and more accessible, it was readily adapted into the repertoire of language teachers' materials (p. 61).

There are many studies showing the positive influence of using the audio-visual material to improve language skills, especially listening (Herron and Seay, 1991; Han, 1994; Mathew and Alidmat, 2013). Herron and Seay (1991) had conducted research on using video in listening comprehension for EFL students. He used intermediate level students and divided them into two groups, experimental and control group. The experimental group substituted the regular classes with listening to the authentic radio tapes. The controlled group followed the regular class activities without any exposure to the radio tapes. The study demonstrated that the experimental group performed significantly better on the final tests of listening comprehension than the control group.

Han (1994) investigated the implementation of video-based instruction in the college-level ESL classroom. In this research study, Han examined the impact of video-based instruction on the motivation, listening comprehension, communicative competence, and cultural awareness. The results proved evidence that using videos in the classroom improved comprehension, competence, and motivation level of the participants.

Mathew and Alidmat (2013) conducted a study on the usefulness of audio-visual aids in ELT in Saudi Arabia. In their study, they explored how the use of audio-visual aids helped the language teacher in EFL classroom at the undergraduate level. The result of their study indicated that using audio-visual aids in language teaching was helpful for both the teachers and the students.

Though audio-visual materials assist the language teachers in easing their teaching, it does not mean that there are no disadvantages. Sometimes, it may be useless unless instructors select the materials effectively. According to Çakir (2006),

The main disadvantages are cost, inconvenience, maintenance and some cases the fear of technology. Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal. Another important issue, in this case, is that the teacher should be well-trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for the students (p.68).

Hence, there are some factors to be considered while choosing audio-visual aids in the classroom. Unless the materials are selected wisely, the objective may not be fulfilled. It means that selecting material is a keen process requiring special attention, instead of being a haphazard one. These materials need to be recognized, checked and adapted by the teachers. According to Martin (2009), learning takes place effectively when the teacher sets out to provide learning situation in which a child will learn because of his natural reactions of the provided materials. During the process of learning, the teacher has to provide the learning situation to satisfy the natural reactions of learners, and this is through the use of instructional aids. This helps teacher catch students' attention and emboldens them in the lesson.

2.3.1. Using Videos as Authentic Materials

Authentic materials are usually assumed as newspapers or magazine articles. However, the term can also encompass such things as songs, web pages, radio & TV broadcasts, films, leaflets, flyers, posters, indeed anything written in the target language but not to teach that language directly. Gower, Phillips, and Walters (1995) define authentic materials as:

Anything a native speaker of English would hear or read or use can be described as authentic: theater programs, newspapers, magazines, poems, songs, brochures, information leaflets, menus, news broadcasts, and films on video- the list is endless. Because authentic materials are not designed for the EFL students, they are not graded for level, although some are obviously more difficult to understand than others. (As they would be for native speakers.) (p.82)

By using authentic materials, learners will encounter words and constructions that they would probably never see in formal ESL materials. These materials are appropriate for learners which are effective in language learning and production. It is a fact that these resources also increase learners' motivation and better meet the learners' needs. The aim is to understand and use the target language in real life; thus, using authentic resources will teach learners what they need to know to communicate effectively. There are many opinions about using authentic materials alleged by the scholars and the researchers. According to Gower, Phillips, and Walters (1995), there are some good reasons to use authentic materials in the classrooms:

- For most students, authentic materials, because they are 'real', are intrinsically more interesting and motivating, and they give students confidence when they understand them.
- They provide examples of language as it is really used. By being exposed to authentic materials students have the opportunity to acquire or 'pick up' language.
- The real cultural content of many authentic materials encourages involvement and comparisons (especially in a multicultural group).
- Authentic materials lend themselves to authentic tasks: for example, getting information students may really need if they are planning a trip; listening to songs for pleasure; reading the menu of a restaurant they are going to eat in; etc.
- The use of authentic materials can be effectively linked with ways of helping students be more independent learners: making predictions and guesses, using reference books (grammar and vocabulary books, dictionaries) (p.83).

Crystal (1986) states that one of the most interesting developments in the field of language teaching in recent years has been the concern to provide students with 'authentic' materials with which to work (p.411). On the other hand, Gebhard (2006) puts it by saying that to move beyond limitations of a text, many EFL/ ESL teachers adapt or create authentic materials and media (p.103). Moving beyond these limitations creates the sense of independence. This sense urges learners to move further by taking the responsibility for their own learning, which helps them increase motivation, involvement, and interest to learn the target language.

Using authentic materials is also good for cultural recognition and learning. According to Grant and Starks (2001), language teachers should give serious consideration to using carefully screened conversational data from television programs to help their students learn various aspects of both the target language and culture (p. 49). It means that these authentic visual materials give information about the culture of the country where the target language is spoken. Moreover, as it is pointed out by Grant and Starks (2001), the use of video samples of conversational data from television would help students make this transition from simplified language to real-life language and provide a welcome alternative to textbook data (p.49). As we all know, our main sources of information are textbooks. However, these textbooks may limit students'

independence and fail to teach the social aspects of the language. As a result, using authentic materials such as videos can be beneficial for learners since they not only provide information about social and cultural context but also give structural knowledge of target language.

To sum up, using videos as authentic materials has countless benefits for the learners. Information via television or video helps students comment on the given material, enhances their comprehension, and provides paralinguistic and social features of the target language.

2.3.2. Using Videos in ELT Classes

Throughout the history, the world has witnessed many changes nearly in all aspects of life. It can easily be observed that education is not an exception. For years, people have tried to find ways to teach foreign languages. Some methods fade away; however, some others become popular as a result of the changes in human life and perspectives. It has been proven that these popular techniques emerging as a result of learner needs have their own unique advantages and disadvantages. What is important is to analyze the shortcomings of the existing teaching methods, and to add some new aspect to them to improve their effectiveness.

With the rapid development of technology, the use of audio-visual resources has increased a lot in terms of not only in entertainment but in education as well. In parallel with this development, educationalists have recognized the immense importance and constructive force of video to help language learners achieve their goals and use it before, during and after classes.

As it is stated above, with the easy accessibility of the technology, the videos are of great importance now. Berk (2009) states that there are twenty outcomes of using videos in the classroom. For him, videos can grab students' attention, focus students' concentration, generate interest in class, create a sense of anticipation, energize or relax students for learning exercise, draw on students' imagination, improve their attitudes toward content and learning, build a connection with other students and instructor, increase memory of content, increase understanding, foster creativity, stimulate the flow of ideas, foster deeper learning, provide an opportunity for freedom of expression, serve as a vehicle for collaboration, inspire and motivate students, make learning fun, set an appropriate mood or tone, decrease anxiety and tension on demanding topics, and create

memorable visual images. The interactive and facilitative features of videos are priceless sources of information flowing from the adapted materials to the learners themselves. In addition to this, Swaffar and Vlatten (1997) suggest:

As a multisensory medium, video offers students more than listening comprehension; students have the opportunity to read visual as well as auditory messages. Apparently, reading what is seen as well as what is heard enhances learning... When compared with the students who have only print or auditory texts, learners supplied with video materials understand and remember more (p.175).

When the students watch the video, they not only expose to listening skills but they also subconsciously use reading and writing skills. If the learner finds connections between those associative language skills, he/she may relate his/her knowledge with the new one which helps them focus more on learning.

Using videos does not just present linguistic features alone. It also addresses the paralinguistic dimension of language learning. The presence of extra-linguistic features such as facial expressions and gestures in the videos may reinforce learners' comprehension of the conversations (Chapple & Curtis, 2000). Besides, the language spoken in films is not only authentic, but also presented in the appropriate cultural context and, for this reason, it can be a priceless means of providing more appropriate use of language and preventing cross-cultural understanding (Herron, et al., 2002). In addition, Davidson (2009) proposes that videos can assist learners in developing listening performance and retention of cultural knowledge by providing multi-modal input to illustrate authentic communication situations (p. 4). In brief, it is possible to use video as a teaching aid in order to obtain different linguistic, cultural, and communicative goals. These studies are the clear indicator of the fact that learners and teachers have many reasons to use videos in the classroom. The videos are rich sources of the linguistic and paralinguistic exhibitors of language.

2.3.3. Disadvantages of Video Use

Despite various benefits of using videos to teach and improve language components, there have been some counter-ideas about the use of them in education. Some researchers think that there are some potential dangers preventing learners' autonomy and proficiency while teaching English through videos. Although it has been

indicated as an advantage of video in the previous parts, the paralinguistic features that video offer may sometimes be confusing for the learners because of many reasons. For instance, Strange and Strange (1991) express that as authentic video segments are prepared for the natives, the paralinguistic features such as body language, gestures or mimics may sometimes be unclear and unsupportive for non-native speakers. It is possible because most of the videos in the market are not prepared just for educational purposes. It is not easy to take and use them without any adaptation. The cultural elements and personal relationships may seem complicated and the learners may feel alienated if the instructors do not choose the videos carefully. It is essential as for there are many video types and titles which are not suitable to be used in the classroom. The scenes with hot topics such as sex, violence, or profanity are problematic (Gareis, 1997).

There is another danger for foreign language learners when using video in the language classroom. As it is mentioned previously, video entertains, fascinates, delights, and motivates language learners. Nonetheless, this entertainment and enjoyment may sometimes cause the learner to overpower the message; in other words, if the enjoyment is exaggerated, the viewers may remember only the humor but fail to learn the message or the subject matter in the material (Koumi, 2006:47). At this point, the teacher has the responsibility and duty to motivate learners by capturing their attention and convincing them about the use of videos to improve their language skills, instead of just watching for entertainment. Similarly, learners may consider video viewing as a normal TV watching, as another pastime activity. If this happens, it will be very difficult to have any benefits from movies as an educational source.

Video implementation in the language classroom may also be challenging for the teacher. First of all, it really increases the teacher's workload when it comes to the selection of videos, preview, and preparation of the relevant activities to be used during previewing, while viewing and postviewing stages. Also, preparing relevant evaluation materials are supposed to be carried out by the teacher. All of these preparation phases potentially take a great amount of extra time. Martinez (2002) states that one of the biggest disadvantages of using videos for listening comprehension is that it requires special preparation which can be time-consuming for the teacher. As a teacher, one needs to find videos that can answer the needs of the learners. To do this, it is important to conduct a need analysis to discover learners' needs and lacks. Furthermore, the teacher needs to watch the videos beforehand, and s/he has to adapt and edit the videos

to get the maximum benefit from the multimedia, which makes using video a tiring activity for the teacher. Additionally, to be able to do such preparation, planning and not having any technical problems during the class time, teachers should be well-trained in these fields. Braddock (1996) claims that another challenge for teachers is that there are no specific methodologies taught in teacher training programs for using video technology in schools. It means that the teachers need to develop their own strategies and transfer them to the teaching environment.

2.3.4. Using Movies to Improve Listening Proficiency and Other Language Skills

Using movies to teach and improve language skills is an advantageous procedure. Movies and videos can play a valuable role in the education process and can be a paramount part of a teacher's strategy in providing lesson material to students as long as teachers utilize movies accurately. Using movies in the classroom has many auspicious sides for both teachers and students. A review of the literature on the use of films in English language teaching reveals that films are highly useful resources in the English classroom for a number of ends. King (2002) cited the benefits as follows:

Films are invaluable teaching resources for many reasons. They present colloquial English in real life contexts rather than artificial situations, and they expose students to a wide range of native speakers, each with their own slang, reduced speech, stress, accents, and dialects. Feature films are more intrinsically motivating than videos made for EFL/ESL teaching because they provide students with a film to be enjoyed rather than a lesson that needs to be tested on. Moreover, the realism of movies provides a wealth of contextualized linguistic and paralinguistic terms and expressions, authentic cross-cultural information, classroom listening comprehension and fluency practice (quoted in Braddock, 1996). (p. 510)

In relevant literature, the following studies regarding with using movies to improve language skills have many implications. In the study carried out by Weyers (1999), the authentic soap opera episodes were implemented to the foreign language lesson to measure whether or not watching soap operas can increase students' listening comprehension and enhance their oral production. At the end of the study, the results of the experiment reveal that using authentic soap opera episodes is a valuable source of increasing the students' listening comprehension skills. In his study, Luo (2004) examined the influence of DVD movies on students' listening comprehension. The final results of the statistical analyses indicated that students' listening skill "did improve"

through the instruction of using DVD movies in a motivating learning environment with “lower level of anxiety” after a whole school year. This study proves that using movies is also a worthwhile tool to lower students’ stress and assist them in feeling comfortable, which paves way for the creation of a relaxing learning atmosphere.

The researchers do not skip the possible benefits of using movies on listening skill, and as a result, there are numerous studies on the use of movies in developing particular language skills, especially listening comprehension (Ginther, 2002; Suvorov, 2008). Researchers generally agree that using feature films in a language class is favorable. As the literature has shown, most of the studies found them useful as a medium to enhance language skills such as listening, speaking, reading and writing. For instance, Lin (2002) found that a Chinese DVD film can effectively boost learner-centered language learning. Holden (2002) also supported the idea of using films to motivate students to improve both their listening and communication skills. According to Luo (2003), DVD films can help enhance college freshmen’s English listening comprehension and motivation.

The benefits of movies are not limited merely to language skills. They can also be useful in teaching the paralinguistic and social features of the target language. For instance, it has been suggested that films can be used to increase students’ awareness of pragmatic usage (King, 2002) and to promote comprehension-based learning (Swaffar & Vlatten, 1997), fluency, etc.

2.3.5. Captioning the Videos

Captions are words appeared on the screen of a movie, television or computer monitor demonstrating what is being said simultaneously in the program. They are very useful, especially while trying to watch and understand something which is not in one's native language. It is used as a transcription of the audio portion of the program that is being watched. Captioned videos create a rich learning environment by allowing students to hear the words, to see the words as captions and to experience the meaning of the words by watching the images on the screen (King, 2002). It is a combination of spoken and written language which relates reading and listening skills. This link also helps listeners record what they watch and hear, understand how it is used and remember the content they hear. Dubois and Vial (2000) asserted that the interaction between sounds, the written word, and the image of objects presented enhance

memorization considerably in a contextual way. Based on her article, King (2002) summarizes the value and benefits of captioned video as:

- following a plot easily and get involved in plot development,
- learning to pronounce proper nouns in different disciplines,
- acquiring colloquial, context-bound expressions and slang,
- processing a text rapidly and improve rapid reading,
- keeping up with closed captioning that accompanies the native-speed spoken English.
- providing relaxing, stress-free learning environments where students can comprehend jokes and have a few hearty laughs (p. 517).

The research conducted by using videos as an educational tool indicated apparently that they are among the beneficial teaching tools used to teach and improve language skills. However, using captioned (subtitled) videos is another dimension of the profession. The first attempt to empirically establish the relationship between captioned TV program and the learning of a foreign language was made by Price (1983) at Harvard University. The outcome of his study indicated that captions significantly improved students' overall comprehension of the linguistic information contained in the video material they were tested on. In another study, Vanderplank (1988) tried to look into the use of English language subtitles in BBC television programs. The result of his study showed that using captioned materials had a positive influence on both students' motivation and language proficiency.

Goldman (1993) concluded similarly that captioned TV program is a powerful motivator for teaching reading comprehension in intermediate and advanced ESL programs. Goldman also pointed that captioned TV program was a dynamic supplemental teaching aid if teachers could embellish it with various activities, e.g., previewing vocabulary (before viewing), building context (during viewing), predicting (during viewing) and discussion (after viewing). In addition, Borrás and Lafayette (1994) conducted a research to examine the effects of captioning on college students of French. The findings demonstrate that captioning has potential value in helping the learner not only to better comprehend authentic linguistic input but also to produce comprehensible communicative output.

Wei (2003) arranged a study to find out whether learning German verbal tenses can be fostered by the German-captioned and/or German-English-captioned video clips on a website. The results of the study showed that captioned video clips significantly improved students' tense recognition.

To sum up, it is obvious from the studies that using captioned multimedia sources provides an innovative way of teaching, and they are effective ways of teaching in the educational area. Adding a caption to the visual multimedia tool seems to increase the favorable influence of the videos giving learners the chance to catch the things they miss during the watching session. This multi-sensory presentation may also attract the students and accommodate motivation.

2.4. Listening Comprehension Process and Listening Strategies

2.4.1. Listening and Its Definition

Listening is the first skill that human beings are exposed to at the very beginning of their lives. After this exposure, they begin to use other language skills. This is also a case in foreign language learning. Without any aural input, it is nearly impossible to use other skills comprehensibly. As it is suggested by researchers, listening is the first language skill developed; it comes before speaking, reading, and writing (Wolvin & Coakley, 1988). Littlewood (1981) utters that listening has often been called a passive skill (p. 18). This is misleading because it demands the active involvement of the listener. In order to reconstruct the message that the speaker intends, the listener must actively contribute knowledge from both linguistic and nonlinguistic sources. Without active attention and interest, listening does not take place as it needs personal knowledge, concentration, and active participation.

There are many different stated definitions of listening in the literature. For instance, Brown and Yule (1983) define listening as the ability to understand the spoken form of language (p.54). A very detailed definition of listening is done by Allen and Corder (1974) as understanding a speaker's accent or pronunciation, and grammar, recognizing his vocabulary and being able to grasp the meaning of what he says. Nichols (1974), on the other hand, shortens the definition of listening to "the attachment of meaning to aural symbols" (p. 83). Nevertheless, listening is a complex process. It takes more than just receiving sound waves, but conveying these ones to the brain for later use; as Brown (2001) says:

Listening is not a one-way street. It is not merely the process of a unidirectional receiving of audible symbols. One facet the first step of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. But that is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms (p. 69).

It means that listening is more than just grasping sounds by the ear and passing these sound waves to the human brain. It requires a sophisticated analysis, detailed comprehension and complex retention in which we make use of various strategies or methods to analyze the aural input. Briefly, listening is a crucial skill requiring receptive competence. As a result, it is not easy to classify listening as a common attainment as people have different motives and aims while listening. We listen to obtain information, to understand, to have fun and to learn which makes the listening a diversified skill. Listening has many sub-skills which share some common similarities, but have some discrepancies. Willis (1981) lists a series of micro-skills of listening, which she calls enabling skills as follows:

- predicting what people are going to talk about,
- guessing at unknown words or phrases without panicking,
- using one's own knowledge of the subject to help one understand,
- identifying relevant points; rejecting irrelevant information,
- retaining relevant points (note-taking, summarizing),
- recognizing discourse markers,
- recognizing cohesive devices including link words, pronouns, references, etc.
- understanding different intonation patterns and uses of stress,
- understanding inferred information, e.g., speakers' attitude or intentions (p. 134).

As it is clearly seen above, listening, as one of the keystones of learning, includes many sub-skills which are equally significant in the acquisition of the sense of communication.

2.4.2. Top Down-Bottom up Processing in Listening

Listening comprehension process is examined under two categories which are ‘top-down processing’ and ‘bottom-up processing’. According to Eastman (1991), listening comprehension involves these two types of processes that interact freely with each other to help listeners construct a meaningful interpretation of what they hear.

Top-down processing strategies emphasize the macro-features of text such as the speaker’s purpose and the topic of the message while bottom-up processing strategies emphasize the individual components of spoken messages: the phonemes and individual lexical and grammatical elements which need to be understood in order to understand the messages (Nunan, 1998). That is to say, the top-down processing components are the general understanding and retention of the produced listening materials while bottom-up processing components are the building blocks of listening comprehension. Another distinction was made by Goh (1997) who defines the top-down processing strategies as to require listeners to make use of their knowledge and experiences to enhance their understanding whereas bottom-up strategies as to involve analyzing words and sentence structures. As it is illustrated by her definition, top-down processing needs general analysis and grasp of the language. bottom-up processing, on the other hand, requires the ability to define the pieces of language, and combine them meaningfully. In order to understand the aspects of these processings of listening, Gürses (2009) developed issues in Table 1 from the studies of various researchers.

Table 1

Differences between Top-down and Bottom-up Approaches in Teaching Listening

Top-Down Processing	Bottom-Up Processing
1. It is developed in the 1970s and 1980s.	1. It is developed during the 1940s and 1950s.
2. Listening comprehension does not have a fixed serial order: listeners use semantic knowledge to understand the phonetic input, the vocabulary, the syntax.	2. Listening comprehension has a fixed serial order: Phonemic units linked to words, words to phrases, phrases to utterances, and utterances to meaningful texts.
3. Listener is described as active model builder as s/he is actively involved in meaning construction.	3. Listener is described as tape recorder as s/he gathers all the parts and makes a meaningful whole.
4. Listener uses background knowledge (schema theory) on the context in comprehension.	4. Listener uses sounds to decode the spoken text in comprehension.
5. Listener prefers fluency.	5. Listener prefers accuracy.
6. It is holistic.	6. It is linear.
7. It goes from whole to parts.	7. It goes from parts to whole.
8. It is mostly preferred by native speakers.	8. It is mostly preferred by non-native speakers.
9. It is suitable for more advanced listeners.	9. It is suitable for beginner listeners.
10. Important activities are pre-listening, hypothesizing, predicting, inferencing, etc.	10. Important activities are discriminating between the sounds, identifying stress, rhythm, intonation patterns, etc.

Source: Gürses, 2009, p. 35

As it is suggested in Table 1, there are some differences between top-down and bottom-up processings. Upon the debates of which processing is more effective in listening comprehension activity, Vandergrift (cited in Ertürk, 2006,) expressed that listening comprehension is not either top-down or bottom-up processing, but an interactive, interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding messages (p. 54). It is apparent that it is difficult to consider one processing model superior to the other because they support the integration of each other paving the way for cognition. A proficient listener is the one who mixes the elements of bottom-up and top-down listening processes and makes use of their unique potentials to get optimum benefit from listening strategies.

2.4.3. Listening Comprehension

Listening comprehension is the basis for human speaking, writing and reading skills. On the other hand, despite seeming quite similar, listening comprehension is more than just hearing what is said; rather, it is the ability to understand the meaning of the words people hear and to relate them to the ones in memory. During the listening process, there are many stages of utilizing by the listeners. According to Rost (2002), comprehension is often considered to be the first-order goal of listening, the highest priority of the listener, and sometimes the sole purpose of listening (p.59). It means that in the phase of aural retention, the most important component is the voiced input produced by the effect of the actors in the communication process.

Listening and listening comprehension tests seem pretty alike. However, they do not define the same concepts. Rost (2002) believes that the term ‘listening comprehension’ is widely used to refer all aspects of listening, the term ‘comprehension’ is used in a more specific sense. For example, any deliberate aural expose can be defined as listening. On the other hand, listening comprehension states the quality and composition of the listening. When children hear a story, for instance, good listening comprehension enables them to understand, to remember and to discuss it in their own words.

As Kemp (2010) states that the objective of listening comprehension is enabling learners to talk and write about what they hear after listening. Upon examining the definitions made for listening comprehension, Rost (cited in Gürses, 2009) found that

the main focus is on four features: “receptive, constructive, collaborative, or transformative” and stated four steps of listening activity:

- receiving what the speaker actually says,
- constructing and representing meaning,
- negotiating meaning with the speaker and responding,
- creating meaning through involvement, imagination, and empathy (p. 16).

As it is clear from the definitions, listening comprehension not only entails listening effectively, but also includes recognizing speech sounds, understanding the meaning of individual words, and/or understanding the structure of the sentences during the communication process. During this operation, listeners make use of both linguistic knowledge and previous knowledge so as to create meaningful representations.

2.4.4. Listening Problems

Listening is a natural way of learning a language when we are exposed to it at the very early ages. Mendelsohn (1994) states that of the total time spent on communicating, listening takes up 40-50 %; speaking 25-30 %; reading, 11-16 %; and writing, about 9 % (p. 9). Though it is very significant, listening is one of the hardest skills to master for learners because it needs attention, focus and interest. In addition, combining these variables at the same time is really hard. One of the biggest complaints of foreign language teachers has always become the listening comprehension of the students. It is apparent that in order to have success in listening, problems about listening in the second language should primarily be identified.

There is no doubt that listening is a really demanding skill which needs sophisticated attention and crucial language ability. During this process, there may be many difficulties to overcome to be a proficient listener. Watthajarukiat et al. (2013) defined these difficulties as follows:

Listening comprehension—both reciprocal and non-reciprocal—is very difficult for language learners. When listening, they need to recognize what they hear and produce their own language to respond to it, but it is not possible to control the input delivered to them. Numerous features of spoken language conveyed instantaneously by the speakers such as different accents, speech rates, and the requirement of different background knowledge can cause problems in listening.

Apart from that, there are still many factors causing listening problems: listening difficulties themselves (e.g. linguistic features: phonetic, phonological, morphological, syntactic, semantic, pragmatic and language variations), inappropriate learning environments (monolingual contexts, unauthentic teaching materials or tasks, lack of interaction in English, a large number of learners per class, etc.) (p. 3)

When we consider the common problems in listening in ELT identified by researchers, there appear many opinions about its implementation and improvement. Therefore, it is vital to identify these problems confronted by students and to find solutions for them. According to Goh (1999), the most common problems faced by students in listening in the order of frequency are quickly forgetting what is heard, not recognizing the words they know, understanding the message but not the intended message, neglecting next part while thinking about meaning, unable to form a mental representation of the words heard. Apart from that, Goh (1999) also emphasizes the problem of concentrating and missing the beginning of the text. Goh also suggests doing more investigations about learners' attitudes to their listening problems and how they deal with these problems. The problems defined by Goh are the most widespread listening problems, which are the scope of this study, teachers experience at schools. The reason might be a lack of listening strategies and strategy training. This deficiency causes confusion and deprivation of retention. While listening, a learner needs not only to understand the text but also to analyze it to be ready for possible questions about the text. Hence, the learners have to master listening skills to avoid communication problems.

Another classification of listening problems is done by Underwood (1989) who organizes the major problems as follows:

- lack of control over the speed at which speakers speak,
- not being able to get things repeated,
- the listener's limited vocabulary,
- failure to recognize the "signals,"
- problems of interpretation,
- inability to concentrate,
- established learning habits (p. 62).

What can be inferred from this classification is that the real reasons of listening problems are directly related to the learners. Their lack of concentration, limited vocabulary and other deficiencies pave the way for problematic transmission.

Upon consideration of all problems mentioned above, the most important thing about listening is to understand the message. Sometimes, it is even common for good listeners to reply before fully understand the thing he or she listens. Let alone the target language, listening is a hard process even in learners' mother tongue. The students, as it is seen above, create their own barriers towards listening that prevent them from understanding the spoken language. They also think that they need to understand every single word of what they hear, and feel anxious when they miss some parts of the conversation. Another problem is that while listening, they begin to organize their replies without fully understanding the speaker, which leads to lack of comprehension and missing the main glance of the conversation. In addition, the length of the listening part is another factor affecting the learners to contextualize meaning in listening.

Learning and teaching listening skills require patience and effort for language teachers. With the awareness of these concerns, it is clear that to overcome listening problems, besides some different techniques, many methods and tools can be utilized. The main duty of an effective language teacher is to show students how to adjust their listening behaviors to deal with a variety of problems, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation. Language teachers need to find out all they could do about how listening can be improved and what activities are useful to this end, and then use this knowledge and these activities in their own classrooms because it is not sufficient for students to just listen to audio assignments. Students must use strategies that make them active listeners. To understand the difference between active and passive listening, students need direct instruction on strategies that work (Goh, 2008; Vandergrift, 1999). To fulfill this, teachers need to introduce various listening strategies to students to help them find a connection, make a prediction, understand, analyze, evaluate and respond to the spoken language.

2.4.5. Teaching Listening Comprehension with Strategies

When any individual wants to learn a foreign language, he or she needs to understand the voices around him/her. Without this ability, it is nearly impossible to learn and understand the finesses of a new language. However, these qualities may not

be enough while learning to listen in a foreign language. At this point, one may need to get professional assistance from the language instructors or experts. An experienced language teacher leads students to apprehend how they can adjust their listening behavior in order to deal with different situations and listening purposes. They may help students develop a set of listening strategies and match appropriate strategies to each listening situation. As one can predict, there are dozens of listening strategies each of which is suitable for different learning situations. As a result, choosing the right listening strategy for the right situation may not be easy as it seems. Besides, although teachers often do their best to enhance students' listening skills, there is still much to do when considering students' ongoing failure in the listening classes. In this respect, listening can be managed by practice and hard work. As Snow and Perkins (1979) underline, traditional ways of listening instructions are not effective enough to cope with students' listening problems. Therefore, students feel demotivated or unenthusiastic towards listening lectures and tasks. In order to make students interactive in classes, teachers have to leave old fashion teaching ways and try to find new elaborative ones which capture learners' attention. This undoubtedly necessitates the use of effective listening strategies on the part of EFL teachers or instructors in their listening classes (Vandergrift, 1999).

2.4.6. Listening Strategies

In order to understand what is listened, and to improve listening ability, one just needs to develop and use some kinds of listening strategies. These strategies not only assist learners to be proficient in target language listening but also help them increase their motivation and convince learners to be successful at other language learning skills. There are many definitions of listening strategies in literature. Rost (2001) makes a definition for listening strategies as conscious plans to deal with incoming speech, particularly when the listener knows that he or she must compensate for incomplete input or partial understanding (p. 10). The need to understand the spoken input requires listening strategies. The learners use the strategies to better understand and to deal with other language problems. On the other hand, O'Malley and Chamot (1990) define learning strategies as special thoughts or behaviors that individuals use to comprehend, learn or retain new information. In other words, the main function of listening strategies is to ease listening difficulties for the learners.

Learning something new entails hard work and motivation. After having such traits, the learners need some ways to ease their ways to their learning process. As for all language skills, listening also needs some special abilities to become professional. McDonough and Shaw (1998) state that listening comprehension requires various micro skills as they see the listener as “a processor of language.” These micro skills can be developed by putting emphasis on listening strategies.

O'Malley et al. (1989) also put listening strategies into two categories as ‘metacognitive and cognitive listening strategies’. According to them, directed attention, selective attention, self-management, self-monitoring, self-evaluation, and self-reinforcement are the components of metacognitive listening comprehension strategies whereas cognitive strategies include ‘inference, translation, note-taking, conceptualization, and deduction.’

There are many categories and distinctions while putting listening strategies into different categories. Goh (1998) has many studies on listening strategy types and definitions. She studied listening strategies and tactics of these strategies to define the strategies and put listening strategies into two main categories which are cognitive and metacognitive listening strategies. According to her, while cognitive strategies consist of inference, elaboration, prediction, contextualization, and fixation, the metacognitive strategies include ‘selective attention, directed attention, comprehension monitoring, real-time assessment of input and comprehension evaluation’ (p. 133).

Another differentiation has been made by Rost (2002) who asserts that five particular kinds of strategies are associated with successful listening and these strategies are often used by many successful listeners. These successful listening strategies are: “predicting information or ideas prior to listening, making inferences from incomplete information based on prior knowledge, monitoring one's own listening process and relative success...attempting to clarify areas of confusion and responding to what one has understood” (p. 155).

As it can obviously be seen in the literature, there are many types of listening strategies which have different focuses and implications. In this present study, since it is not possible to include all of these various listening strategies, the ones targeted by the listening lesson curriculum of the SFL of Osmaniye Korkut Ata University are taken into consideration; namely ‘listening for specific information, making inference, note taking and activating background knowledge’.

2.4.6.1. Listening for Specific Information

Listening for specific information or listening to understand is a very important listening strategy found in all areas of our lives. There is no doubt that much of our learning comes from informative listening. If it is needed to give example, people listen to lectures or instructions from teachers, and what they learn depends on how well they listen. They also listen to instructions, briefings, reports, and speeches to find specific information. While listening for specific information, it is important to divide information into smaller units at the word level. Flowerdew and Miller (2005) define this as follows:

Listeners build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes. These are then combined into words, which, in turn, together make up phrases, clauses, and sentences. Finally, individual sentences combine to create ideas and concepts and relationships between them (p. 24).

As it is stated by Underwood (1989), bottom-up listening activities such as listening for specific information can help learners understand enough linguistic elements of what they hear to then be able to use their top-down skills to fill in the gaps in their minds. It means that once a learner analyzes what he/she listens, he/she needs to combine it with the existing top down listening strategies.

When specific information term is considered, it may refer, a name, a place, a profession, an object, a number or a quantity. By using these telegraphic representations, complex ideas and utterances come out by creating phrases and meaningful sentences. Anderson and Lynch (1988) refer to this as the ‘listener as tape recorder view’ because the listener stores the incoming sounds in the order they are heard, much like a tape recorder. This recorded information then is used to complete an exercise by considering the aural information.

2.4.6.2. Note Taking

Note taking is among the major listening strategies used by EFL learners. Note taking involves listening to new and often unfamiliar information, transcribing that information quickly enough to keep pace with the lecture, and deciding how to organize the material to reflect the relationships stated by the speaker (DeZure, 2001). Learning

to take notes effectively will help learners improve their studies, work habits and remember important information. Note taking is even more important while listening something during a lecture or a lesson as it is not easy to remember every piece of information during any specific aural exposure. Listening is generally regarded as a complex skill involving difficult processes such as hearing and discriminating the sound, identifying grammatical and pragmatic units, and connecting all these and other linguistic cues together (Rost, 1991). It is clear that trying to understand a listening text is not an easy job. To overcome this difficulty, note taking is one strategy to be used to cope with learners' lack of understandings and comprehensions of listening.

To support these issues, Kiewra (1989) underlines note taking as having at least two major benefits. First, note taking aids lecture learning by activating attention mechanisms and engaging the learner's cognitive processes of coding, integrating, synthesizing, and transforming aurally received input into a personally meaningful form. Second, note taking is seen as beneficial because the notes taken serve as an external repository of information that permits later revision and review to stimulate recall of the information heard. It is explicit that students and learners can make use of their notes not just during a listening session, but also afterward when they need.

As it is also asserted by Carrell, Dunkel and Mollaun (2004), students' taking notes while listening a lecture is believed to be beneficial for their understanding the content of the academic context because their attention is mainly on the lesson, which provides more concentration and opportunities to remember the courses easily (p.84). It is true because while taking notes, the learners apply to their writing skills which strengthen their understanding and concentration. At the same time, Kiewra et al. (1991) found that students who take notes but do not review, earn lower exam scores than students who review notes prior to the exam.

In a study conducted by Carrell, Dunkel and Mollaun (2004), they investigated the effect of note taking on ESL listening comprehension tests in terms of the interaction of note taking with lecture length, topic and the listener's attitude in this process. The result of their study showed that students who took notes performed better than those who did not take notes. In the light of the literature and the studies, it can be deduced that note taking is a strategy helping learners both to comprehend the listening and to concentrate on the learning. Therefore, learners ought to be encouraged to acquire note-taking skills.

2.4.6.3. Making Inference

During a listening session such as storytelling or interview, the speaker may not provide all necessary information so as to give listeners the chance to infer and comment on the situation. In such situation, making inference is a very important tool for language learning process assisting learners to comprehend effectively. For this reason, a listener needs to have some kind of abilities to help them find and make reasonable inferences. Learners make inferences when they are able to take their own experiences and combine them with the information they gather from what they read or listen. The result is that they create new meaning or draw a conclusion that isn't explicitly stated in the reading (Zweirs, 2005).

It is not easy to be professional in making inference for students. They need specially designed audios and other kinds of materials. In this sense, teachers need to organize these materials by considering the level and proficiency of the students. There is no doubt that some activities may go well with lower level students while some others may be more suitable for higher level students. In this regard, Beers (2003) suggests that teachers use short texts to show students how to do the following:

- Recognize the antecedents for pronouns,
- Figure out the meaning of unknown words from context clues,
- Figure out the grammatical function of an unknown word,
- Understand intonation of characters' words,
- Identify characters' beliefs, personalities, and motivations,
- Understand characters' relationships to one another,
- Provide details about the setting,
- Provide explanations for events or ideas that are presented in the text,
- Offer details for events or their own explanations of the events,
- Understand the author's view of the world,
- Recognize the author's biases,
- Relate what is happening in the text to their own knowledge of the world,
- Offer conclusions from facts presented in the text (p. 65.)

Making inferences can be considered as one of the key conception processes in building the meaning of a text. It is an essential component of listening comprehension. It paves way for understanding various types of information such as intention, manner, and attitude of the speakers. Indeed, Rost (1990) indicate that listeners must utilize inferencing skills in order to make sense of discourse. He puts emphasis on the importance of creating students own inferential strategies (p. 62). There is no doubt that having personnel inferential strategies help learners utilize and combine the parts of language into meaningful structures.

The researchers also indicated that inference is a wide comprehension strategy, having more than one type (Beers, 2003; Buck, 1991; Zweirs, 2005). Buck (1991) agrees on this issue and classifies it in five types from the viewpoint of test making in listening comprehension as it is given in Table 2:

Table 2

Types of Inferences

Inference type 1	to guess how a certain character feels at some particular point in a narrative/story
Inference type 2	to find reasons for information clearly stated in the text
Inference type 3	to make a deduction about some aspect of a story, which is very similar to the previous type, expect that the listener not asked about clearly stated information
Inference type 4	to make predictions on how listeners think a story will develop
Inference type 5	to find reasons for what seemed like an obvious inference made by a test constructor

Source: Buck, 1991

Considering Table 2, despite having some certain common characteristics, there are five different inference types each of which deals with different perspectives of the source of information. This is a clear indicator of making inference's being necessary for constructing the meaning in learning.

2.4.6.4. Activating Background Knowledge

Activating background knowledge is one of the most widespread listening comprehension strategies that are used by foreign language learners. Knuth and James (1991) described prior knowledge as some life experiences, either real or vicarious; previous works read; and experiences with language. Strangman and Hill (2005) contended that prior knowledge is a term for more specific knowledge dimensions such as metacognition, subject matter, strategy, personal, self-knowledge, and conceptual knowledge. According to Rumelhart et al. (1997), the text does not itself carry meaning but rather depends on the individual's preexisting knowledge structures interactions with the text to determine his/her level of understanding. It is apparent from Rumelhart's utterance that prior knowledge familiarity is an important factor of good comprehension which is hidden in the listeners' own mind.

In modern classrooms, students are increasingly diverse in terms of their background knowledge and experiences because they are coming from different cultures, and therefore; language teachers we must be ready for these differences. Fisher, Frey, and Lapp (2012) define this situation as follows:

Students today are increasingly diverse in terms of their background knowledge and experiences. Some students have had experience with snow and winter storms; others have not. Some students have seen governments collapse; others have not. Some students have been taught multiplication facts; others have not. Some students have been to every museum in the community; others have not. Some students have access at home to new media texts, while others must depend on schools and libraries for Internet access (p. 22.).

As teachers, these differences should be considered as advantages for learners because having different characteristics can enrich the context in the classroom and the learners can share their background knowledge to stimulate their attitudes towards foreign language learning. Hence, finding some common points with their prior knowledge, they connect the known information with the new one. However, activating background knowledge also needs some strategies. As stated by Deshler (2005) in words, one must possess some strategies to activate prior knowledge before they can grasp the subject matter. At that point, teachers have some responsibilities as they need to teach this strategy accurately. Background knowledge should be discussed before listening to the text to arrange the classroom for what is coming. During listening, students should be encouraged to make connections with the text from their experience,

and the teacher should model this process using his or her own connections. After listening, the discussion should center on how the use of the connection between prior knowledge and new knowledge helps students grasp the meaning in the text. In conclusion, developing activating background knowledge strategy is a prominent factor in comprehending and understanding a listening text.

2.4.7. Studies Related to Listening Comprehension Strategies

After the booming of new language teaching and learning methods depending on communicative competence, listening has become even more important, and the main topic of many articles. As a result, there appeared many studies related to listening and listening strategies. For instance, Goh (1998) conducted a study to identify the cognitive and metacognitive strategies and tactics employed by high ability and low ability listeners, and she compared the use of two strategy groups through retrospective verbal reports. The result of the study demonstrated that metacognitive strategies were used frequently by both high and low ability listeners. According to Goh (1998), low ability listeners were not able to employ metacognitive strategies in all three areas of planning, monitoring, and evaluation; and this is in line with the difference between two groups in the study.

Vandergrift (2004) conducted a study that reports on an investigation of listening strategy applications by grade 7 students who learn French. The types of strategies and the differences in strategy use by different kinds of listeners were examined. As a result, significant differences were found in the use of the category of metacognitive strategies as well as in individual strategies for comprehension monitoring, questioning for elaboration, and translation.

In addition, a study on the listening strategies conducted by Seferoğlu and Uzakgoren (2004) demonstrated the top three general strategies used by the participants as making use of background knowledge, predicting and selecting the relevant, and ignoring irrelevant messages while using text structure and checking comprehension accuracy were the least used.

Likewise, to explore the types of listening comprehension strategies, Murphy (cited in Ertürk, 2006) carried out research with university students. Twelve specific strategies were described and put into four groups: recalling, speculating, probing, and introspecting. The results showed the crucial difference between high-level learners and

low-level learners with regard to the frequency of strategies they employed. High achievers applied the strategies of elaborating, anticipating, conclusion drawing, self-describing, and inference more often than low achievers.

2.5. Motivation in EFL Classes

Motivation is one of the most important keys to success. Gardner and Lambert (1959) defines motivation as consisting of effort, plus desire to achieve the goal of learning, plus favorable attitudes towards learning the language. Williams and Burden (1997) define motivation as being a state of cognitive and emotional arousal which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual/or physical effort in order to attain a previously set goal. This period is very crucial as the learner is willing to learn and grip the finesses of language learning during this sum of time. Motivation becomes strong when you have an emotional arousal, a clear definition of what you want to succeed. In such a situation, motivation stirs inner strength and power, and it pushes the learners forward to help them make these ideas real. Another definition of motivation belongs to Ushioda (2005) who defines motivation as a significant factor which has a great influence on success in second or foreign language learning. Al-Otaibi (2004) explored that motivated learners can learn a foreign language more effectively, can bear high expenses and make sacrifices in order to achieve their goals in learning L2. As is understood from the literature, motivation is a key concern of language learning.

2.5.1. Brown's Viewpoint about Motivation

There are many viewpoints about motivation in the literature. Each researcher made some differentiations about the process of motivation. Among the researchers, one of the most well-known perspectives and classification of motivation belongs to Brown (2000) who defines motivation by three views namely 'Behavioristic', 'Cognitive' and 'Constructivist' motivations as it is given in Table 3.

Table 3
Three Views of Motivation

Behavioristic	Cognitive	Constructivist
Anticipation of reward	Needs (exploration, manipulation etc.)	Social context
Desire to receive positive reinforcement		Community
Degree of effort expended	Driven by basic human	Social status and security of group
External, individual forces in control	Internal, individual forces in control	Internal, interactive forces in control

Source: Brown, 2000, p. 162

Table 3 presents the summary of Brown's motivation classification. Behavioristic view deals with anticipation of reward, positive reinforcement, the degree of effort expended, and external, and individual forces in control. On the other hand, needs and internal, individual forces are important in cognitive view, which requires people's own choices and decisions. When the constructivist view is considered, social context and community factors become very important. The learners have some choices, and it is substantial to consider these choices in a social context regarding the social status and security of the group.

2.5.1.1. Behaviorist View of Motivation

In Behaviorist view, the motivation is directly related to reward and punishment system. According to this view, people are highly predictable beings who are thought to react in certain ways towards certain situations. At this point, positive and negative reinforcement theory comes to our mind. These terms directly affect human behaviors. Skinner (1953) states those human behaviors that lead to positive outcomes will be repeated whereas behaviors that lead to negative outcomes will not. According to his operant conditioning, human beings, like other living organisms will pursue a goal because they perceive a reward for doing so. To illustrate, a person motivates to do something as he or she expects to see positive reinforcement which is very similar to the situation of a mouse which presses a button and has a reward from the owner. Both of them act as they want to have positive reinforcement. This reward serves to reinforce

behavior: to cause it to persist (Brown, 2007:85). It is a well-seen fact that our actions are controlled by the external powers, and reinforcement is a keen incentive for learners to achieve their goals.

2.5.1.2. Constructivist View of Motivation

Constructivist view supports the idea that learners are motivated by interacting with their environment; thus, the social context around the learners carries a big importance for them. According to constructivist view, each individual is unique; and when he or she decides, plans, programs and does something, he or she is independent. However, this independence doesn't mean to be free from everything. Brown (2007) asserts that each person is motivated differently, and will, therefore, act on his or her environment in ways that are unique. These unique attitudes are always applied within a cultural environment, and cannot be completely separated from that context (p. 87). As a result, the motivation of constructivist view alleges that motivation derives from people's interactions with others and environment.

According to constructivist theory, learning is an active process requiring effort; hence, learners need to be motivated to make that effort. At this point, the teacher has an important role. If an individual is interested in or curious about what is happening in the classroom, then they are more likely to continue learning. One of the main duties of a teacher is to awaken this curiosity by raising motivation. As stated above, students are independent, but they motivate themselves by interacting with their environment and friends according to the constructivist view of motivation. There are many ways to invoke students' interest and raise their motivation. Palmer (2001) found that the use of everyday materials rather than specialized scientific equipment increased situational interest by making the hands-on activities more relevant to real life. Hewson et al. (1999), on the other hand, avoided the use of a step-by-step structure by proposing "guidelines" so as not to kill students' intrinsic motivation. The teacher also can use some different grouping activities in which the learners can interact with each other to motivate the learners.

2.5.1.3. Cognitivist View of Motivation

Cognitive approaches to motivation focus on how a person's cognitions influence their motivation. According to İçmez (2009), cognitive approaches to

motivation is a result of the understanding; that human beings are conscious, and that the same stimuli may result in different outcomes in different individuals, as these individuals will have different thoughts and beliefs (p. 125). Cognitivist view of motivation does not overrule the existence of personal characteristics. These differences are responsible for different kinds of motivation for different learners. Using cognitivist view of motivation in the classroom is highly profitable. Such kinds of activities not only improve students' cognition but also raise their willingness. The sense of independence in cognitivist view brings about positive changes in students' manner towards language learning. When the students feel the sense of self-efficacy, they become braver to take responsibility for their own learning. Bandura (1993) argues that stronger self-efficacy beliefs are associated with higher goals and firmer commitment to attaining the goal. Students with low efficacy expectations are easily discouraged by failure and decrease effort expenditures when confronted by difficult tasks, which show the prominence of motivation and intentness of the learners while learning a language system.

2.5.2. Gardner's Viewpoint about Motivation

Motivation is the key factors that influence success in second/foreign language (L2) learning. Motivation provides the primary impetus to initiate learning L2 and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent (Dörnyei, 1998). Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals. Those of the most well-known and accepted definitions and theories about motivation belong to Gardner. Gardner (1985) defines motivation as the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. He states that motivation comprised of consistent factors such as motivation intensity, desire to learn the language and attitudes towards the language learning. Gardner's motivation puts emphasis on two motivation systems as intrinsic and extrinsic.

2.5.2.1. Intrinsic Motivation

Intrinsic motivation is a kind of an incentive that has its roots inside of a person. The person's behavior is motivated by an internal desire to participate in an activity for

its own sake, enjoyment, and relief rather than for some separable reasons. There are many definitions of intrinsic motivation. Gardner and Lambert (1959) defines intrinsic motivation as a superior factor in terms of long term goals. There are some differences between intrinsic and extrinsic motivation. For example, intrinsic motivation is more related to achievement, competence, and responsibility whereas extrinsic motivation often deals with concepts that come from a person's own environment. Intrinsically motivated learners tend to do something for their own satisfaction, whereas extrinsically motivated learners are under the influence of external factors such as reward and punishment coming from an authority. For example, when a student feels bored, and write an article for curiosity and fun as it relieves stress and makes him feel better or excites him to improve his personal time, he is intrinsically motivated. According to Deci (1971), these behaviors are defined as ones for which the reward is the satisfaction of performing the activity itself.

What is more, intrinsic motivation can be used in education circle as a facilitator. Intrinsically motivated students are more willing to learn than other students as a result of the stimulation coming inside. Because being motivated extrinsically is more prone to making mistakes as the task is done out of fear, or it is done to avoid a punishment. This difference may be elaborated by Ryan and Deci (2000), about learners who are intrinsically motivated:

- are more content in their learning processes.
- acquire knowledge in a more differentiated and more coherent form.
- show a long-term retention of what was learned.
- apply their knowledge more often than others.
- show higher academic achievement.
- perceive themselves as more competent (p. 56).

To Ryan and Deci (2000), as listed above, intrinsic motivation is the indicator of the positive outcomes of extrinsically motivated students. These learners have more self-confidence, and they take responsibility while learning new knowledge. Also, their capacity to bear information into their mind is higher than that of extrinsically motivated students. They perform better because they are willing and eager to learn new material. All of these factors contribute to the success rate and satisfaction level of the intrinsically motivated students.

2.5.2.2. Extrinsic Motivation

As it is stated by Ryan and Deci (2000), extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus differs from intrinsic motivation, which means to do something out of enjoyment or other personal motives. Extrinsic motivation refers to motivation that comes from outside of an individual. It also refers to the use of reward and praise system. Reward and praise system may strengthen the motivation especially when they are used wisely. There are some motivating factors which have their roots from outer factors such as rewards, money, marks or gift. Extrinsic motivation may also come from fear. For example, a daughter cleans her room because she fears her mother's reaction is extrinsically motivated. It is obvious that the reason of her action is not internal, yet externally coming from her mother's authority. As it is clear from this example, the motive of the action is to avoid a punishment. Extrinsic motivation is everywhere and frequently used within society. People become extrinsically motivated to maintain their self-esteem and status. Nicholls (1984) defines this as ego involvement in which a person performs an act in order to enhance or maintain self-esteem and the feeling of worth.

As we all know as teachers, this type of motivation is also very popular in education. Extrinsically motivated students have their own characteristics. According to the results of the research conducted by Simons (2000), externally regulated learners are more approach and avoidance ego-oriented, study less regularly, show less excitement, persist less, use more surface level strategies, have lower exam results and are less interested in the course.

As it is clear from Simons' study, using extrinsic motivation in learning atmosphere is not a favorable method. This kind of motivation puts pressure on learners and causes failure for students. It is apparent that instead of motivating students extrinsically, we need to intrinsically engage them in the activities which will drive them to learn something just as they want to.

2.5.3. Motivation and Videos

One of the main aims of this study is to find out whether using subtitled animation movies in the classroom has any possible contribution on students' motivation. In a general aspect, using videos in educational circles is a highly influential

activity leading to the enlargement of language skills. However, improving language skill is not the only advantage of using videos in the classroom. One of the most substantial features of the videos is their positive impact on learner motivation which is a direct driving factor of learning a new language. It is the leading factor moving learners to concentrate on a certain topic and helping them master the target language.

Oura (2001) suggests that the use of authentic materials in ESL or EFL classrooms have a positive effect on learners' motivation to learn the language. It shows that implementing authentic materials to the lesson may boost students' relation and interest about the lesson.

As it is stated by Hsu (2009), using films increases EFL students' motivation because they bring into the classroom the two key elements of young people's lives: entertainment and multimedia. There is no doubt that learning takes place in a comfortable and enjoyable environment. Thus, when students feel entertained, they lower their affective filters by creating a better situation to learn and improve language skills. At the same time, Marx and Frost (1998) suggest that video can be a powerful motivator and context setter for student learning. Without a doubt, one of the most important essences of language learning is to be aware of the context. The videos can provide various contexts for the students which give information and examples about the contextual side of the target language.

Featured films are intrinsically motivating in ESL teaching because they embody the notion that "a film with a story that wants to be told rather than a lesson that needs to be taught" (Ward & Lepeintre, 1996). It is clear from this statement that while watching a video, students do not have to concentrate on structural language. Instead, they can focus on the social part of the language which will increase their motivation and help them feel relax and comfortable which are one of the prerequisites of language learning.

Furthermore, in a study conducted by Goldman and Goldman (1988), the positive impacts of using closed-captioned authentic videos in the classroom are identified. They used popular comedy series and employed closed captioned television once or twice a week to teach various reading skills before, during and after viewing a program. They concluded that (a) comprehension usually remained at 70% or higher, (b) students attended class more regularly, (c) greater time on task was evident during the viewing and discussions, and (d) students displayed more interest and motivation for learning in general (p.458).

In a nutshell, video materials such as films, soap operas, and clips are highly useful in the classroom. They can both provide priceless language input for the learners and demonstrate students the different aspects of the target language. Using video materials not only enhance learners' listening proficiency but also increase their motivation. An instructor needs to discern the potential paybacks of video use and be ready to use them as a teaching tool during the lesson.

2.6. The Role of Listening in Turkish Education System

The acquisition and improvement of listening skills and strategies have a prominent emphasis on the English Lesson Teaching Program of the Ministry of Education (MoNE) in Turkey. As it is clear from the previous part of the thesis, the present study was conducted with A1 level students, so it is important to be familiar with the goals and achievement predictions of the target group of participants. The listening skill occupies a prominent place in the curriculum of MoNE in Turkey. It is stated in the English Framework of T.C. MEB (2005) as follows:

In order for students to develop their listening skills, it is also necessary for them to be directed towards listening with the help of the internet, MP3 player, DVD, and the channels on the target list in order to be able to continue listening in the classroom and out of the class environment. This will help students prepare for real communication situations. (p. 8).

It is evident that to improve listening skill, it is important to be exposed to wide array of audio-visual materials instead of using conventional materials such as board, course books, and others. In addition, students not only improve their language skills as well as raising their motivation, they can also escape from the boredom of the traditional teaching methods and materials with the help of those innovative audio-visual materials.

According to the report of T.C. MEB (2005), an A1 learner needs to have some certain listening abilities. The report states that A1 level learners can identify the information related to cultural values of English-speaking countries while listening. They can make use of the visuals while comprehending a listening text or material. They can understand TV programs such as news or short conversations. They can also follow the conversations conducted by the native speakers of the English. Furthermore, A1 level learners can distinguish the sequence of events, and they can also make comparisons about the text they listen by comparing cause-effect expressions. These

learners can also maintain clear understanding about daily speeches, presentations, and publications at normal speed. Regarding these listening skills related to the audio-visual competence of the learners, it can be concluded that audio-visual materials especially videos and movies can be used as to achieve and improve the targeted listening abilities when their potential has been taken into consideration.

The related curriculum of MoNE has implications also about listening strategies and their developments. According to the report of T.C. MEB (2005), along with other listening strategies, A1 learners can take notes related to their listening, make inference, guess the meaning of the unknown words, and activate their background knowledge when they try to comprehend a listening text. Bearing these strategies in mind, adopting facilitative listening strategies can have utmost prominence both for teachers and students.

Listening proficiency is an important goal of the curriculums in Turkish Higher Education. The universities' in Turkey adopted a new curriculum to set common goals and develop the quality of the education. This new curriculum is based on 'Common European Framework of Reference for languages (CEFR)' which provides a common basis for language programs and a comprehensive way to describe language teaching and learning processes (Council of Europe, 2001). The CEFR is one of most significant publications of the Language Policy Division of the Council of Europe. The main aim of this document is to facilitate "mutual recognition of the qualifications, and communication concerning objectives and achievements standards" (Morrow, 2004, p.7). This curriculum which is also adopted by Osmaniye Korkut Ata University possesses many implications about listening skill, strategies and learners. The CEFR indicates that beginner level students can follow speech which is slow and carefully articulated, with pauses for him/her to assimilate meaning. They can also listen for gist, for specific information, for detailed understanding and for implications, etc. They can even make use of radio, recordings, watching and listening to TV, video, etc. It is evident that both universities and high schools are depended on curriculums in which listening skill is strongly emphasized. Considering the aims, target abilities and modifications of these curriculums, the use of subtitled animated movies may be of vital importance for the education system of Turkey to bring in listening comprehension, strategy recognition, and motivation improvement.

2.7. Relevant Studies in Turkey about Movies in Second/Foreign Language Learning

There are some studies about the use of audiovisual materials such as movies and videos to improve language skills in Turkey. Unfortunately, the number of these studies is very inadequate. This also affects the literature of this particular subject adversely. However, there are some valuable studies conducted in Turkey to find the effect of video materials and movies.

Çakır (2006) had an article called “The Use of Video as an Audiovisual Material in Foreign Language Teaching Classroom.” In this article, the researcher focused on the reasons for video implication in the foreign language teaching classroom, the teacher’s role and some practical techniques for video implication. The ultimate purpose of his article was to provide the required information for foreign language teachers (FLT) so that they can make use of video efficiently in the classroom. The results of his study indicated that the use of video in the classroom has many beneficial sites for the learning process. It is also added that watching video films should be different from passive television viewing. So, the teacher should encourage the learners to watch the films actively, by using the supplementary materials, such as worksheets prepared by him or supplied with the films.

Another example is the study conducted by Çilek (2004). The name of the study was ‘An applied study of close-captioned video on advanced students of English as listening comprehension material’ and it was conducted at Selçuk University. The researcher designed a study to examine the effect of close captioned video on the listening comprehension of EFL learners. 69 students participated in his study, and he had an interview with those participants. The result of the study demonstrated that using close captioned videos in the classroom improved learners’ listening comprehensions.

In the dissertation thesis named as ‘The Effect of Using Audio-Visual Materials on Foreign Language Learners’ Levels of Motivation and Achievement’ conducted by Boztepe (2013), the researcher carried out a research in order to identify the effect of using audio-visual materials on foreign language learners’ levels of motivation and achievement. The study was applied to 48 students attending Amasya University’s Preparatory Program during the 2010-2011 academic years. The data collection instruments of this study consisted of a motivation scale and an achievement test. As a result of her analyses, it was found that using video as an audio-visual material

influenced the language learning motivation and achievement levels of the students positively.

In another dissertation thesis named as ‘The Use of Authentic Captioned Video as Listening Comprehension Material in English Language Teaching’, Özgen (2008) aimed to determine the positive effects of captioned authentic video on the listening comprehension of intermediate English as a Foreign Language (EFL) students. The two groups of students watched the same chosen episodes of a sitcom and took the same pre and posttests, and questionnaires. While the students in the control group watched the episodes without captions, the experimental group watched the episodes with captions. The results showed that the group watching captioned movies scored significantly better on the listening comprehension test. It was also indicated that captioning helped students understand the plot better. It helped the students with their vocabulary acquisition and improved students’ listening skills.

Another related study was conducted by Başaran (2011) in which she investigated the effects of using captions with an English language film on the listening comprehension of intermediate level university students’ learning English as a Foreign Language. Two classes participated as experimental and control groups in the study. These intact groups included a total of 66 preparatory school students of English Language Teaching department at Akdeniz University. The results of her study indicated that captioned films might offer an invaluable experience to intermediate level EFL students in terms of listening comprehension. It was also revealed that captions yielded highly positive effects on intermediate level EFL students’ listening comprehension. Moreover, participants’ perceptions of captioned film as an instructional material were examined by utilizing a questionnaire. According to the results of qualitative data, it was assumed that viewing the video presentation was perceived as a helpful and entertaining instructional material by the participants.

In the study named as ‘A Case Study on The Effect of Video on The Motivation of High School Students in English Language Classes’, Saraçoğlu (2015) tried to find out if educational, short and subtitled videos, with different activities before, while and afterwards, have a motivational effect on first year students’ language learning process in a Turkish high school. The study also had the purpose of finding out the motivational factors affecting students and getting the opportunity to learn more about their attitudes. The total number of the students participated in the study were 31, and the researcher used a questionnaire to collect data. The result of the study stated that the students

showed only a little positive motivation and attitude difference toward learning English as a second language in general with the help of videos, which is not statistically significant.

The study named as ‘Effects of Podcasts on 9th Grade Students’ Attitudes towards Foreign Language Learning and Listening Skills in Hatay’ conducted by Şengül (2014) dealt with the effects of podcast implementation on listening skill and language learning of the high school students. Data were obtained from pre-test and post-test of an attitude questionnaire, teacher, and student reflection sheet. The results showed that the students liked the podcasts and desired their use in the future classes. It is highly recommended by the researcher that the use of podcasts should be employed in listening exercises as an aiding tool in the foreign language education environment.



CHAPTER III

METHODOLOGY

3.1. Introduction

This study investigated the effects of using subtitled animation movies on EFL students' level of listening achievement and motivation at the School of Foreign Languages of Osmaniye Korkut Ata University, Osmaniye, Turkey. This chapter presents the methodology of data collection and analysis used in the study. The research design of the study, sampling and participants, data collection tools and data collection procedure were also included so as to shed light on the research.

3.2. Research Design

The present study was conducted as a mix method design which aims to show the effects of 'subtitled animation movies' on EFL students' listening achievement levels, strategies and motivation. Both qualitative and quantitative methods were used. Quantitative research methods seek to confirm hypotheses about phenomena, use highly structured methods such as questionnaire, surveys, quantifies variation, predict casual relationships, describe characteristics of a population, and their data format is numerical (Burns & Grove 2005). However qualitative research method has a broad and open-ended focus at the beginning and it allows for important meanings to be discovered (Neuman, 2000). Fraenkel, Wallen and Hyun (2012) draw attention to the importance of using more than one method by stating, "its advantage is that by using multiple methods, researchers are better able to gather and analyze considerable more and different kinds of data than they would be able to use just one approach" (p.11). In the present study, qualitative methods were used to reveal the participants' motivation levels and perceptions towards listening skill and listening strategies while quantitative methods were used to track possible alterations in participants' listening proficiency and listening strategy recognition and use.

A motivation questionnaire, a strategy awareness questionnaire, an achievement test, an interview and the diaries of the participants were administered for collecting the data. The questionnaires and the achievement test were applied in a pilot study first in order to test their reliability, with a group of students who were later excluded from the

study. This pilot study included 23 EFL students who were studying at preparatory department of Osmaniye Korkut Ata University. When it comes to the study, at the beginning, a listening proficiency test was conducted so as to ensure that the participants had a similar level of listening proficiency. Later, to examine the extent of the participants' improvement of listening comprehensions, an experiment which included quantitative and qualitative methods was implemented. In this research design, two intact groups participated in the study as an experimental group and a control group. At this stage, pre and post achievement tests were used to evaluate the participants' possible alterations in their listening proficiency levels. In order to determine participants' motivation levels, a questionnaire with Likert scale items which was adapted from Gardner's 'Attitude/Motivation Test Battery' was used both as pre and post questionnaire. Simultaneously, so as to find out the variations in participants' listening strategy recognition and use, a strategy awareness questionnaire adapted from Vandergrift's (2006) Metacognitive Awareness Listening Questionnaire was used. The participants were also required to keep a diary consisting of their feelings about the use of subtitled animation movies to improve their listening comprehension and strategies. At the end of the study, an interview was conducted to find out more about the participants' perceptions towards the use of subtitled animation movies.

3.3. Sampling and Participants

This study was applied during the Spring Semester of 2015-2016 education periods at the School of Foreign Languages of Osmaniye Korkut Ata University in Osmaniye, Turkey. The participants of this research were 51 university EFL students who were selected through the random sampling strategy as they shared the same teaching conditions. These students were divided into two separate groups which formed the experimental and the control group. While the number of participants in the experimental group was 25, the number of participants in the control group was 26. The participants of the both groups have 24 hours of English courses per week consisting of 10 hours of main course lesson, 6 hours of reading-writing, 6 hours of listening-speaking and 2 hours of grammar as it is seen in Table 4.

Table 4

Numbers of Participants in Experimental and Control Groups

	Experimental Group	Control Group
Numbers	25	26

Table 4 indicated that the level of the participants (elementary) was similar as it is proven by the placement test which was applied to them by the SFL. These students in SFL enrolling from different faculties such as engineering participated in preparatory class training voluntarily at the beginning of the first term. The ages of the participants range from 17 to 21, and they have been learning English for more than 8 years.

3.4. Data Collection Tools

Data were collected from various sources during the study implementation. Five types of collection tools were used in the current study. Related research questions are listed in Table 5.

Table 5

Research Questions and Data Collection Tools

Research Questions	Data Collection Tools
1. Does the use of 'subtitled animation movies' affect the process of improving listening skills of EFL students?	<u>Achievement Test</u>
2. Are there any significant differences between EFL learners who are taught through 'subtitled animation movies' and learners who are taught through 'traditional listening courses' in terms of their listening achievement level?	<u>Achievement Test</u>
3. Does the use of 'subtitled animation movies' affect EFL students' motivation on listening?	<u>Motivation Questionnaire</u>
4. Are there any significant differences between EFL learners who are taught through 'subtitled animation movies' and those who are taught through 'traditional listening courses' in terms of motivation levels?	<u>Motivation Questionnaire</u>
5. Does the use of 'subtitled animation movies' affect EFL students' listening strategies?	<u>Strategy Awareness Questionnaire</u>
6. What are EFL students' perceptions about the use of 'subtitled animation movies' to improve their listening skills and strategies?	<u>Diaries,</u> <u>Retrospective</u> <u>Interview</u>

As it is clear in Table 5, five different data collection tools were addressed in order to find answers to research questions of the study.

3.4.1. Achievement Test

The first data collection tool of the study is an achievement test (see Appendix 1) which was taken from Big Picture Elementary and Pre-Intermediate Teachers' Books. It was implemented to identify the differences between scores of students who used 'the subtitled animation movies' and the students who did not. The achievement test contained six separate parts including twenty items in total. Each part of the test aimed at evaluating participants' listening comprehension and use of different listening strategies. As it is stated before, the study puts emphasis on the listening strategies (listening for specific information, making inference, activating background information and note taking) which are also the target of the School of Foreign Languages' curriculum. The parts of the achievement test deal with these specific target strategies.

The first part of the achievement test consisted of two different sections which required participants to match the languages with the speakers and ask them to find specific information. The second part consisted of two sections asking participants to find keywords and make inference. The third part included three different sections which were related to making inference and finding specific words. The fourth part had three different activities asking participants to activate their prior knowledge and find the related pictures, words, and answers to the questions. The fifth part had four sections in which participants needed to order the sequence, activate their background knowledge, make inference, and find which statement was true or false. The last, sixth, part had 5 sections in which the participants were supposed to take and organize notes, activate their prior knowledge and answer some specific questions making use of the notes they took during the listening.

To ensure the reliability of the achievement test, a pilot study was conducted with 23 participants who were excluded from the study later, and the parts of the achievement test were reported to have clear instructions as a result of piloting with this group of students. Then, the pre-achievement test was applied during the first week of the term. Scores were double-checked by a colleague and kept by the researcher to be analyzed later. When the study finished, the post achievement tests were given to both

experimental and control groups. Their double-checked scores were compared by using SPSS 22 (IBM Corp., Armonk, NY, USA).

3.4.2. Motivation Questionnaire

In order to identify participants' motivation levels, a motivation questionnaire with Likert scale items adopted from Gardner's 'Attitude/Motivation Test Battery' was used in the study (see Appendix 2). The original questionnaire had 104 items which were designed by using six-point Likert scale items, having categories ranging from SD (strongly disagree-1) to SA (strongly agree-6). However, in this research, 30 of these items were used in accordance with the aim of the study. Translation has often been classified as one of the cognitive learning strategies (Chamot and Kupper, 1989; Oxford, 1990) helping learners feel more comfortable during the language learning process. Keeping this in mind, the original questionnaire text was translated into Turkish in order for participants to reflect their ideas more explicitly (see Appendix 3). Also, the questionnaire was edited by two EFL instructors to avoid any misunderstandings by the participants.

In order to test the reliability of the motivational scale, the same 23 participants who were not included in the research participated in the pilot study. The result of the reliability statistics of the pilot study is in Table 6:

Table 6

Reliability Statistics for the Motivation Questionnaire

Cronbach's Alpha	N of Items
.825	30

As it can be seen in Table 6, the questionnaire had a general internal consistency (Cronbach's alpha reliability) of .82 which indicates that the items in this scale produce reasonable internal consistency reliability. (Note that a reliability coefficient of .70 or higher is considered "acceptable" in most social science research situations.) (**a>.70**)

After the discovery of the reliability statistic of the questionnaire, it was implemented as both pre-questionnaire (at the beginning of the term) and post-questionnaire (at the end of the term) both for the experimental and the control groups, and the results were kept to be compared after the study. These scores were compared by using SPSS 22 by the researcher.

3.4.3. Strategy Awareness Questionnaire

To find out the variations in participants' listening strategy recognition and use before and after the study, a strategy awareness scale adapted from Vandergrift's (2006) Metacognitive Awareness Listening Questionnaire was translated into Turkish (see Appendix 5) and used in accordance with the objectives of this study (see Appendix 4). The original questionnaire had 21 items consisting of a Likert scale with items having numbers ranging from 6 (strongly agree) to 1 (strongly disagree). In this study, 16 items were included and modified by the researcher according to the purposes of the study. The strategy awareness questionnaire had items related to four listening strategies which were 'note taking, listening for specific information, making inference and activating background knowledge'. The first, the fifth, the seventh and the sixteenth items were about activating background knowledge. The second, the eighth, the eleventh and the thirteenth items were about note taking. The third, the sixth, the ninth and the fifteenth items were about listening for specific information, and lastly the fourth, the tenth, the twelfth and the fourteenth items were about making inference. The strategy awareness questionnaire was tested by the pilot study, and the reliability statistic in Table 7 was revealed.

Table 7

Reliability Statistics for the Strategy Questionnaire

Cronbach's Alpha	N of Items
.78	16

It is clear from Table 7 that the questionnaire had a general internal consistency (Cronbach's alpha reliability) of .78, which indicates that the items in this scale produce reasonable internal consistency reliability. (**a>.70**)

After the implementation of the pilot study, the strategy awareness questionnaire was conducted just with the experimental group as the control group did not receive any strategy training during the implementation of the study. The data obtained from the strategy awareness questionnaire was compared by using SPSS 22.

3.4.4. Diary

Keeping a diary is not just a hobby adopted by teenagers to collect their personal experiences. It is also a constructive research tool that helps teachers observe students' feelings and experiences during a period of time. Krishnan and Lee (2002) define diaries as first person observations of experiences that are recorded over a period of time. In other words, they are the recordings of writer's thoughts, feelings, and reflections.

As it is stated by Matsumoto (1987), one of the noticeable developments in SLA research has been the application of qualitative research methods to the study of language learning and teaching in classroom settings. Diaries are among those qualitative research methods which help researchers closely track the changes in students' feelings and comprehension. Howell-Richardson and Parkinson (1988) observe that the literature on diary studies shows that they can be used for up to three different purposes such as pedagogical purposes, course evaluation, and basic research. In brief, diaries have a wide array of use, and there are many reasons to use them. For instance, Richards (1990) makes a list of the goals of journal writing as follows:

- To provide a record of the significant learning experiences which have taken place,
- To help the participant come in touch and keep in touch with the self-development process,
- To provide the participants with an opportunity to express, in a personal and dynamic way, their self-development,
- To foster a creative interaction (cited in Özmen, 2007).

The studies show that diaries are good means of storing information and producing one's own perception while learning something new for students. To illustrate, Brown (1983) conducted a research in which the diarist examined his own second language learning experiences, and analyzed the diaries kept by 36 English-speaking teachers. Analysis of the statistics reveals that keeping diaries is not only a beneficial tool just for students but also a valuable vehicle for teachers to assess their own perception and evaluate their strengths and weaknesses.

Taking these advantages into consideration, the weekly diaries of the participants including learners' perceptions and feelings about using subtitled animation movies were used in the study. The diaries helped the researcher get real-time feedback to find out whether the participants recognized the main points of the class sessions. During the first two weeks, the participants were provided with necessary information about diaries and diary writing techniques. Then, the researcher gave them a notebook which would be used as diaries. The participants were required to write diaries beginning from the third week when the first movie was implemented into the research. They were asked to write diaries after each video session all along eight weeks. At the end of the study, the researcher collected the diaries kept by the participants throughout the research period in order to analyze their feelings and perceptions about listening skills and using movies.

3.4.5. Retrospective Interview

Using the interview as a research tool is a very popular way of data collection. There are many reasons to use interviews for collecting data and using it as a research instrument. Gray (2004) has given the following reasons:

- There is a need to attain highly personalized data.
- There are opportunities required for probing.
- A good return rate is important.
- Respondents are not fluent in the native language of the country, or where they have difficulties with written language (p. 214).

In the present study, a retrospective interview was conducted to perceive participants' feelings about the use of animation movies. In this way, the study aimed to find out the perception of the participants towards listening skill, listening strategies and their development during the study.

Before the interview was carried out, the participants were provided information about the aim and scope of the study. The questions of the interview were prepared by counseling two other instructors working at SFL of Osmaniye Korkut Ata University. Ten interview questions (see Appendix 6) were asked to figure out their perceptions and feelings about the process. The questions were about participants' attitudes, experiences and abilities before, during and after the study. The researcher, who is also the teacher

of the participants in the experimental and the control groups, asked these questions in Turkish (see Appendix 7) during the interview so as to obtain more reliable data. The interviews took place in the study room of School of Foreign Languages Department in which the participants had a clear understanding and silent environment for the grasp of the questions. The answers of the participants were recorded by using the voice recorder function of a smartphone in order not to lose any crucial data provided by the participants' interviews. The data were kept to be analyzed later after the implementation the study.

3.5. Data Collection Procedure

At the beginning of the second term, two groups were selected according to cluster random sampling to form the experimental and the control groups. After group identification, an achievement pre-test was completed by the participants of both groups (see Appendix 1). At the same time, a pre-motivation questionnaire adopted from Gardner's 'Attitude/Motivation Test Battery' was applied both to the experimental and control groups to collect the intended data about the participants' motivation levels and the perceptions towards their listening comprehension and strategies (see Appendix 2). Also, a strategy awareness questionnaire adapted from Vandergrift's (2006) Metacognitive Awareness Listening Questionnaire was used in order to find out participants' recognition and use of listening strategies that they learned during the study (see Appendix 4). The questionnaire was carried out only with the experimental group. After that; while the control group did listening activities within standard in-class terms, the experimental group took strategy training for the target listening strategies during the first two weeks, and then they watched and analyzed a subtitled animation movie each week to observe the impact. Eight subtitled animation movies were used during the research period with the experimental group. The order of these movies was determined after the detailed analysis of the scripts according to the curriculum of SFL. The movies named as follows:

- Week 3: Frozen
- Week 4: The Croods
- Week 5: Kung Fu Panda
- Week 6: Wall-e

- Week 7: Charlie and the Chocolate Factory
- Week 8: Despicable Me 2
- Week 9: Ratatouille
- Week 10: Up

The first week of the study was completed by giving information about movies and the lesson plan. Then, the participants in the experimental group received strategy training for the strategies of listening for specific information and making inference (see Appendix 9). Then, they had strategy training for the remaining target strategies which are activating background knowledge and note taking in the second week (see Appendix 10). Activities such as character definition, role playing, guessing the end of the movie and writing one's own end were also introduced. At the same time, the participants were provided information about diaries and diary writing techniques during the first two weeks of the study. Beginning from the third week, a subtitled animation movie was implemented to the lesson for the following eight weeks. The movies were divided into three or four parts considering the duration of the specific movie. Before each movie lesson, some pre-engaging questions and activities were used. During the movie, exercises consisting of 'character-name matching', 'who says what', 'putting the events into order' and 'vocabulary completion' activities were delivered to the participants. Also, some short section cuts were used to teach and activate strategies such as listening for specific info, recognizing context, making inference, writing down keywords, inferring purpose, and activating background knowledge. At the end of the movie, the activities ranging from role-playing to summarization were used to help participants comprehend the topic. Some weeks, trailers of the movies were also used, and activities about the trailer were done in the classroom. After each session, the participants were asked to keep diaries about their perspectives and feelings (see Appendix 19). During ten weeks, watching subtitled animation movies was tracked closely by the researcher.

At the end of the study, a post achievement test was completed by the participants of both experimental and the control groups. Meanwhile, a post motivation questionnaire was used to revise and check the possible alterations on the participants' perceptions and feelings about their listening skills. A post strategy awareness questionnaire was also implemented to find out any changes in participants' attitudes about listening strategies. Their final scores were compared, and the numeric (statistical) differences between questionnaires and achievement test scores were

calculated by the researcher. A retrospective interview was conducted to explore the feelings of the participants about watching subtitled animation movies at the end of the research period. In addition to results of compared scores, interview, and percentages of the questionnaire; diaries of the participants were analyzed by using content analysis techniques.

3.6. Data Analysis

After the data were collected, different analysis methods were applied to different data that were collected independently. The statistical analyses were made by using SPSS 22 (IBM Corp., Armonk, NY, USA). First of all, an independent *t*-test procedure was carried out to analyze the quantitative data which were collected through listening comprehension achievement test so as to find the level of the participants at the very beginning of the study. The results showed that both the experimental and the control groups had approximately the same proficiency levels. Then, in order to answer the first research question, pre and post test results of the experimental group were compared by using pair sampled *t*-test so as to figure out possible alterations in listening proficiency of the participants at the end of the study.

To answer the second research question, post achievement test scores of the experimental and the control groups were compared by using an independent sample *t*-test method of SPSS 22 so as to see whether there is a significant difference between the scores of the experimental and the control groups.

To give an answer to the third research question, pre and post motivation questionnaire results of the experimental group were compared by using pair sampled *t*-test method of SPSS 22 analysis program to find out whether there is a significant difference between EFL learners who are taught through ‘subtitled animation movies in listening courses’ and learners who are taught through ‘traditional listening courses’ in terms of their motivation levels.

To figure out the fourth research question, post motivation questionnaire scores of the experimental and control group were compared by using an independent sample *t*-test method of SPSS 22 to see whether there is a significant difference between motivation level of the experimental and the control groups.

To find an answer for the fifth research question, the data collected by the strategy awareness scale adapted from Vandergrift’s (2006) Metacognitive Awareness

Listening Questionnaire was analyzed by using SPSS 22 (IBM Corp., Armonk, NY, USA). The questionnaire was divided into 4 different parts considering the strategies they dealt with. A general comparison, as well as the comparisons of individual sections of the questionnaire which were formed according to different strategies, was made by using paired sample t-test method of SPSS 22.

To answer the sixth research question, two different data collection tools were used. First of all, the results of the retrospective interview were analyzed by descriptive coding methods of content analysis. Based on Patton's (2003) qualitative evaluation checklist, codes and categories were specified in the light of two criteria; (1) internal homogeneity, (2) external heterogeneity. These criteria supplied that codes and categories were similar to each other inwardly, but were different from one another outwardly. After coding, the categories were created by using 'educational themes, social themes, procedural themes and personal themes'. Finally, percentages and means were sorted out descriptively by the researcher. Descriptive analysis results and frequencies of these findings were listed in various tables. The same method was also used with the diaries. The coding tables were created, and the results were analyzed. The percentages and mean scores of the data were indicated in tables.

CHAPTER IV

FINDINGS

4.1. Introduction

This chapter describes the data obtained from various data collection tools including pre and post achievement tests, a motivation questionnaire, a listening strategy awareness questionnaire, a retrospective interview, and participants' diaries. These data were used so as to find answers to the research questions. Both qualitative and quantitative analysis methods were used in the study which was design under the paradigm of mix method research. The pre and post-test results and the results of both questionnaires were analyzed by using SPSS 22 statistical package software. The results of the retrospective interviews and the participants' diaries were obtained by using coding system descriptively.

4.2. Findings of the First Research Question

Research Question 1: *Does the use of 'subtitled animation movies' affect the process of improving listening skills of EFL students?*

Pre and post achievement test scores of the experimental group were used in order to answer the first research question. The collected data were analyzed by using SPSS 22 statistical package to learn whether there would be a significant difference between the achievement levels of the experimental and the control groups.

The pre and post achievement tests were addressed to find out the effect of 'using subtitled animation movies' on the improvement of participants' listening proficiency. Before observing any possible variations between the control and the experimental groups, the researcher made sure that both groups shared a similar level of proficiency. To this end, an independent sample t-test analysis method was used by looking at the comparison of achievement pre-test results of the two groups. Achievement pre-test results are presented in Table 8.

Table 8

Independent Sample T-test Analysis for Achievement Pre-test Scores

Group	N	Mean	Std. Deviation	df	t	p
Experimental	25	49.08	11.37	49	-1.03	.308
Control	26	46.03	9.66			

As presented in Table 8 above, the experimental group includes 25 participants while the control group has 26 participants. The mean pre-test score of the experimental group is calculated as 49.08 while the same variable is calculated as 46.03 for the control group. The results indicate that the participants in the experimental group showed slightly higher achievement than those in the control group before treatment. While the standard deviation of the experimental group is 11.37; the standard deviation of the control group is calculated as 9.66. If 'the p-value' of a study is calculated higher than .05, it means that there is no significant difference between the groups. In the current study, 'the p-value' which is the most important figure in Table 8 is calculated as .308. Therefore, it indicates that there is not a statistically significant difference between pre-test scores of the experimental and the control groups. ($p=.308$; $p > .05$).

In pursuance of finding out whether any significant differences exist between the achievement levels of the participants in the experimental group before and after the treatment, the results obtained from 'the independent samples t-test' were examined. The pre and post achievement test results of the experimental group were compared by using t-test analysis. The pre and post achievement test results of the participants in the experimental group are given in Table 9.

Table 9

Paired Sample T-test Analysis for Achievement Pre-test and Post-test Scores within Experimental Group

	N	Mean	Std. Deviation	df	t	p
Pre	25	49.08	11.37	24	-8.69	.000
Post	25	63.84	14.02			

As can be observed in Table 9 above, there are 25 participants in the experimental group. The pre-test mean score was calculated as 49.08, and the post-test mean score was calculated as 63.84 for the experimental group. The difference is statistically significant ($p < .05$) as it is suggested by the p-value. ($p = .000$; $p < .05$). In other words, the achievement level of the experimental group increased after the treatment period.

4.3. Findings of the Second Research Question

Research Question 2: *Are there any significant differences between EFL learners who are taught through ‘subtitled animation movies’ and learners who are taught through ‘traditional listening courses’ in terms of their listening achievement level?*

To figure out whether or not there would be any differences between the listening proficiency of the experimental (taught through ‘subtitled animation movies’) and the control (taught through ‘traditional listening courses’) groups, post achievement test scores of both groups were analyzed by using Independent Sample T-test. These results are presented in Table 10:

Table 10

Independent Sample T-test Analysis for Achievement Post-test Scores

Group	N	Mean	Std. Deviation	df	t	p
Experimental	25	63.84	14.02	49	-3.51	.001
Control	26	50.11	13.87			

The results of the analysis given in Table 10 reveal that the mean score of (63.84) the experimental group is higher than that of the control group (50.11). While the standard deviation for the experimental group is 14.02, it is 13.87 for the control group. The p-value is .001 which is lower than 0.05. That is to say, there is a statistically significant difference between the post-test results of the two study groups ($p = .001$; $p < .05$). It is also clear from Table 10 that the experimental group outperformed the control group in the listening achievement post-test.

4.4. Findings of the Third Research Question

Research Question 3: *Does the use of ‘subtitled animation movies’ affect EFL students’ motivation on listening?*

In order to address the third research question, ‘the motivation questionnaire’ results were compared. The questionnaire was conducted both as a pre and post questionnaire. The comparison was made in order to observe any contributions of using animation movies in terms of raising participants ‘motivation. The collected data was analyzed by using SPSS 22 statistical package to find whether there was a significant difference between the motivation levels of the participants of the experimental group before and after the study.

The pre and post motivation questionnaires were addressed to find out the effects of ‘using subtitled animation movies’ on the motivation of EFL students. To ensure that both experimental and control groups had the same level of motivation, an independent sample t-test analysis method was carried out by comparing the pre-motivation questionnaire results of the experimental and the control groups as presented in Table 11:

Table 11

Independent Sample T-test Analysis for Motivation Questionnaire Pre-test Scores

Group	N	Mean	Std. Deviation	df	t	p
Experimental	25	3.89	.247	49	-1.51	.137
Control	26	3.80	.182			

As it is clear from Table 11, the study includes 51 participants 25 of whom are in the experimental group and 26 of whom are in the control group. The pre-questionnaire mean score of the experimental group is calculated as 3.89 while the mean pre-questionnaire score of the control group is calculated as 3.80. The results reveal that the participants in the experimental group had nearly the same motivation level with those in the control group before treatment. While the standard deviation of the experimental group is .247; the standard deviation of the control group is calculated as .182. ‘The p-value’ which is calculated as .137 certified that there was not a statistically significant difference between pre-questionnaire scores of the experimental and control groups. ($p=.137$; $p > .05$).

The results obtained from ‘the independent samples t-test’ were used to find out whether any significant differences existed between the motivation levels of the participants in the experimental group before and after the treatment. The pre and post questionnaire test results of the experimental group were compared by using paired sample t-test method. The results are illustrated in Table 12:

Table 12

Paired Sample T-test Analysis for Motivation Questionnaire Pre-test and Post-test Scores within Experimental Group

	N	Mean	Std. Deviation	df	t	p
Pre	25	3.89	.247	24	-17.48	.000
Post	25	4.79	.194			

According to the scores specified in Table 12, the standard deviation of the pre-questionnaire is 3.89, and the same figure for the post questionnaire is .194. It is also clear in Table 12 that the difference between the pre and post-test scores of the experimental group is significant. The pre-test mean score was calculated as 3.89 which is lower than the post-test mean score calculated as 4.79. The difference is statistically significant ($p=.000$; $p < .001$). In other words, the motivation level of the experimental group increased after the treatment period.

4.5. Findings of the Fourth Research Question

Research Question 4: *Are there any significant differences between EFL learners who are taught through ‘subtitled animation movies’ and those who are taught through ‘traditional listening courses’ in terms of motivation levels?*

The fourth research question aimed to search out whether applying subtitled animation movies to improve learners’ motivation helps the participants. To give an answer to the fourth research question, the researcher used the data that was collected through the motivation questionnaire adapted from Gardner’s ‘Attitude/Motivation Test Battery. To detect any differences between the motivation level of the experimental (taught through ‘subtitled animation movies’) and the control (taught through ‘traditional listening courses’) groups, post motivation questionnaire results of both groups were

analyzed by using ‘Independent Sample T-test’. The results are demonstrated in Table 13:

Table 13

Independent Sample T-test Analysis for Motivation Questionnaire Post-test Scores

Group	N	Mean	Std. Deviation	df	t	p
Experimental	25	4.79	.194	49	-15.58	.000
Control	26	4.04	.145			

As indicated in Table 13, the mean post-test score of the experimental group is 4.79 whereas it is calculated 4.04 for the control group. While the standard deviation score of the experimental group is .194, it is calculated .145 for the control group. ‘The p-value’ is calculated as .000. The results reveal that there is a statistically significant difference between the post-achievement test scores of the two groups (**p <.01**). It is clear that the experimental group has a higher motivation level than the control group as a result of different methods of presentations during the experiment.

4.6. Findings of the Fifth Research Question

Research Question 5: *Does the use of ‘subtitled animation movies’ affect EFL students’ listening strategies?*

The aim of the fifth question is to discover the effect of using subtitled animation movies on the listening strategy recognition and use of EFL students. In order to find an answer to the fifth research question, the strategy awareness questionnaire adapted from Vandergrift’s (2006) Metacognitive Awareness Listening Questionnaire was used to gather data. The collected data was analyzed by using SPSS 22 statistical package to conceive whether there was a significant difference between the listening strategy recognition and use of the participants within the experimental group before and after the treatment. As it is underlined in the previous chapters, the strategy awareness questionnaire including 16 items addressed four different listening strategies namely ‘note taking, listening for specific information, making inference, and activating background information’. The general and specific comparisons of four target strategies

were made by the researcher. Findings of the comparison of pre and post strategy awareness questionnaire are presented in Table 14:

Table 14

Paired Sample T-test Analysis for Strategy Questionnaire Pre-test and Post-test Scores within Experimental Group

	N	Mean	Std. Deviation	df	t	p
Pre	25	3.80	.441	24	-10.548	.000
Post	25	4.74	.345			

It can be observed in Table 14 that the mean score of the pre-strategy awareness questionnaire is 3.80, and mean of post strategy awareness questionnaire is 4.78 out of 6 total points. The standard deviation value for pre-questionnaire is .441 while the same value is .345 for the post-test. The p-value is .000, which means that there is a statistically significant difference between the pre and post listening strategy questionnaire scores of the experimental group (**p <.05**). It can be interpreted that the participants of the experimental group raised their strategy recognition and use.

After the general comparison of pre and post strategy awareness questionnaire results, the researcher compared the result of each of the listening strategies. To be more specific, the first, the fifth, the seventh and the sixteenth items were about ‘activating background knowledge’. The second, the eighth, the eleventh and the thirteenth items were about ‘note-taking’. The third, the sixth, the ninth and the fifteenth items were about ‘listening for specific information’ and lastly the fourth, the tenth, the twelfth and the fourteenth items were about ‘making inference’ in the questionnaire. The result for each listening strategy and mean differences were given in Table 15:

Table 15

Comparison of the Mean Score Differences of Listening Strategies

	Note Taking	Activating Background Knowledge	Making Inference	Listening for Specific Information
Pre	3.71	3.62	3.87	4.02
Post	5.04	4.57	4.69	4.66
Difference	1,33	0,95	0,82	0,64
p	.000	.000	.000	.000

As it is pointed out in Table 15, the mean score of the pre-strategy awareness questionnaire for the strategy of ‘activating background knowledge’ is 3.62 while it is 4.57 for the post questionnaire. The mean difference is 0.95 for this listening strategy. The mean score of the pre-strategy awareness questionnaire for the strategy of ‘Note Taking’ is 3.71 while it is 5.04 for the post questionnaire. The difference in mean scores of the related listening strategy is 1.33 which is higher than all of other listening strategies. When it comes to ‘listening for specific information’, it is evident from Table 15 that the pre-questionnaire result is 4.02 while it is 4.66 for the post questionnaire results. The mean difference is 0.64 which is the lowest value among other strategies. According to the scores presented in Table 15 above, the mean score of the pre-strategy awareness questionnaire for the strategy of ‘making inference’ is 3.87 while it is 4.69 for the post questionnaire. The difference in mean scores of the related listening strategy is 0.82.

As it is obvious from Table 15, the p-value for all of the strategies is 0.00, which means that there is a statistically significant difference between the pre and post questionnaire results of the experimental group ($p < .01$). It is evident that the scores of the experimental group for all strategy increased after the study. When the mean difference for these strategies is considered, we can see that the biggest increase occurred in ‘note taking’ skill with the mean score difference of 1.33. However, the mean score of the strategy of ‘listening for specific information’ had the lowest difference which is 0.64. While the difference in mean score for the ‘activating background knowledge’ is 0.95, the mean score for ‘making inference’ is 0.82.

4.7. Findings of the Sixth Research Question

Research Question 6: *What are EFL students’ perceptions about the use of ‘subtitled animation movies’ to improve their listening skills and strategies?*

The sixth research question is about the perception of EFL learners about using ‘subtitled animation movies’ to improve their listening skills and strategies. To find an answer to this question, a retrospective interview and participant diaries were addressed by the researcher. Both of these research tools were analyzed by using content analysis. To this end, for retrospective interviews and diary analysis, a coding system was

applied, and categories were created by using different themes. Then, percentages and mean scores were descriptively compared.

4.7.1. Findings of Retrospective Interviews

All of the participants (25) in the experimental group participated in the study were interviewed by the researcher. The interview had 10 questions and each interview lasted nearly ten to fifteen minutes. Questions were prepared by the researcher and checked by the other two instructors working at the same institution. The participants' answers were recorded by using the voice recorder function of a smartphone. After recording, tapescripts of interviews were scripted by the researcher, and they were again checked by other two instructors so that the data could be categorized easily. After the content analysis by coding, positive and negative categories were presented in Table 16 below for the first question.

Interview Question 1: *What were your first impressions about the idea of using English subtitled animation movies to improve your English listening skill?*

Table 16
Content Analysis of the First Interview Question

Orientations of First Impressions	<i>f</i>	%
Positive Themes		
• Contending	6	24%
• Exciting	4	16%
• Enjoyable	3	12%
• Great Idea	1	4%
• Good idea	1	4%
Negative Themes		
• Unfeasible	2	8%
• Nonsense	1	4%
• Ineffective	1	4%
Neutral Themes		
• No idea	6	24%
TOTAL	25	100

The frequencies of the participants' (25) answers are specified above in Table 16. While the number of positive themes is 60%, the negative themes are 16%. There are also some neutral orientations (24%). Among the positive responses, the participants mostly stated that watching subtitled animation movies is contending with the frequency of 24% when they first heard about it. They also indicated that it is exciting (16 %), enjoyable (12%), good idea (4%) and great idea (4%). Regarding the negative themes, most of the participants thought that it is not possible to improve listening proficiency with subtitled animated movies with the frequency of 8%. The others stated that using animated movies with this aim is nonsense (4%) to them, and it will not be effective (4%).

The second question of the interview deals with the participants' personal listening strategies before the implementation of the study. Percentages of the findings are given away in Table 17:

Interview Question 2: *Did you have any ideas about listening strategies helping you better understand English listening texts before this study?*

Table 17
Percentages of the Second Interview Question

	Positive	Negative	Total
<i>f</i>	8	17	25
<i>%</i>	32	68	100

It is obvious from Table 17 that most of the participants (68%) had no idea about listening strategies before the study. Just 32% of the participants had listening strategies. The number of the participants saying 'yes' to the second research question is 8, while 17 of the participants had negative replies to it. Furthermore, Table 18 illustrates the number and frequencies of the positive reply of the participants to the second research question.

Table 18

Positive Answer Percentages of the Second Interview Question

Positive affiliations	<i>f</i>	<i>%</i>
• Note Taking	3	37.5%
• Prediction	3	37.5%
• Translation	2	25%
TOTAL	8	100

As it is clear from Table 18, when the positive replies were considered (8), the participants mentioned about three different listening strategies. Most of the participants stated that they made use of note taking (37.5%) and prediction (37.5%) strategies while 25% of the participants reported using translation strategies.

The third research question is about watching English subtitled animation movies and deals with whether the participants used to watch them before the study. Table 19 below reveals the percentages about the third question.

Interview Question 3: *Did you have a habit of watching English subtitled animation movies before this study?*

Table 19

Content Analysis of the Third Interview Question

	Positive	Negative	Total
<i>f</i>	12	13	25
<i>%</i>	48	52	100

As it is apparent in Table 19, virtually half of the participants used to watch English subtitled animation movies before this study. 12 of 25 participants (48%) stated to watch English subtitled animation movies while 13 of them (52%) did not watch them before the implementation of the research.

The fourth interview question aimed to explore participants' views about positive aspects of using English subtitled animation movies. Percentages of the findings are presented in Table 20.

Interview Question 4: *What are the positive aspects of using English subtitled animation movies for language learning?*

Table 20

Content Analysis of the Fourth Interview Question

Orientations of Advantages	<i>f</i>	<i>%</i>
Educational Themes		
• Listening & Speaking	11	26.19%
• Vocabulary		
• Grammar	8	19.04%
• Pronunciation	5	11.9%
• Comprehension		
• Writing	4	9.52%
	3	7.14%
	1	2.3%
Functional Themes		
• Body Language	2	4.7%
• Cultural Competence	1	2.3%
• Practice		
	1	2.3%
Personal Themes		
• Motivating	3	7.14%
• Enjoyable	3	7.14%
TOTAL	42	100

As it can be observed in Table 20, the participants stated many advantages of using subtitled animation movies for their learning and English proficiency. Most of the participants defined that using subtitled animation movies improved their listening and speaking competence (26.19%). Also, many participants uttered that it raised their vocabulary knowledge (19.04%) and grammar competence (11.9%). Some of them defined that using subtitled animation movies had positive effects on their pronunciation

(9.52%), general comprehension (7.14) and motivation (7.14). A few of these EFL learners expressed that it improved their cultural competence (2.3) and writing skill (2.3).

The fifth interview question is about the negative view of the participants about using English subtitled animation movies for language learning. The results are given in Table 21:

Interview Question 5: *What are the negative aspects of using English subtitled animation movies for language learning?*

Table 21

Content Analysis of the Fifth Interview Question

Orientations of Disadvantages	<i>f</i>	%
Educational Themes		
• Hard to Understand	4	23.5%
• Hard to Follow	3	17.64%
Functional Themes		
• Long Duration	1	5.8%
Personal Themes		
• Boring	7	41.1%
• Nonsense	1	5.8%
• Childish	1	5.8%
TOTAL	17	100

Table 21 exposed that the participants had 17 negative answers in total. Most of the participants giving negative answers to this question verbalized that using English subtitled animation movies was boring (41.1%). Second most frequent answer of the participants (23.5%) was that the movies were hard to understand. It seems that the participants had difficulty in understanding English movies. More than 17% of those participants had difficulty in following the pace and flow of the movies. Some others

stated that the movies were childish (5.8%), nonsense (5.8%) to them, and the duration of the movies was so long (5.8%).

The sixth interview question is about listening skills and strategies. Considering the aim of the last research question, this interview question is one of the most important research questions among others. The results are specified in Table 22 as follows:

Interview Question 6: *Do you think that this study has improved your listening skills and strategies?*

Table 22

Content Analysis of the Sixth Interview Question

	Positive	Negative	Total
<i>f</i>	21	4	25
<i>%</i>	84	16	100

As it is explicit in Table 22, most of the participants stated that the treatment helped them improve their listening skills and strategies. 21 participants out of 25 (84%) replied this question positively. However, 4 of the participants thought that it failed to improve their listening skills and strategies with the percentage of 16.

The seventh interview question is about the listening strategies developed most after the study. The result for this question is presented in Table 23:

Interview Question 7: *Which one of your listening strategies developed most after the treatment?*

Table 23

Content Analysis of the Seventh Interview Question

Most Improved Strategies	<i>f</i>	%
• Note Taking	12	48%
• Inference	8	32%
• Activation Background Information	4	16%
• Listening for Specific Information	1	4%
TOTAL	25	100

It is noticeable in Table 23 that 48% of the participants thought that they improved ‘note taking strategy’ mostly. ‘Inferencing strategy’ ranked second after note taking (32%). While 16% of the participants stated to improve ‘activation background information strategy’, just 4% of the participants uttered that they improved ‘listening for specific information strategy’ at the most.

The eighth interview question is addressed so as to find out whether using ‘subtitles in movies’ has an effect on listening skill. The results are given in Table 24:

Interview Question 8: *Do you think using subtitles in movies has an effect on listening skill? How?*

Table 24

Content Analysis of the Eighth Interview Question

	Positive	Negative	Total
<i>f</i>	22	3	25
%	88	12	100

Table 24 pointed out positive and negative replies voiced by the participants. To this end, 22 participants (88%) thought that ‘subtitles’ helped them listen more effectively. However, 3 participants (12%) thought that using subtitles had no effects on their listening skill. Table 25 validates the positive orientations of using subtitles as follows:

Table 25

Content Analysis of the Positive Orientations of Subtitles

	<i>f</i>	%
Educational Themes		
• Better Understanding	11	36.6%
• Spelling	5	16.6%
• Reading& Listening	2	6.6%
• Pronunciation	1	3.3%
• Note Taking	1	3.3%
Personal Themes		
• Concentration	4	13.3%
• Culture Learning	3	10%
• Enjoyable	3	10%
TOTAL	30	100

Considering the positive answers in Table 25, most of the participants (11) thought that using subtitle assisted them to better understand the movie (36.6%). Nonetheless, 16.6 % of the participants (5) defined that using subtitles improved their spelling and 13.3% of the participants expressed that it improved their concentration. A number of the participants (3) stated that using subtitles made the lesson enjoyable (10%), helped them learn the target culture, and improved their listening and reading skills (6.6%).

The ninth interview question is based on the feelings of the participants during the research period. Table 26 below illustrates the results of the participants' responses.

Interview Question 9: *How did you feel during the research period? How did the study affect your motivation?*

Table 26

Content Analysis of the Ninth Interview Question

Orientations of Participants' Feelings	<i>f</i>	%
Positive Themes		
• Enjoyment	7	28%
• Motivation		
• Enthusiasm	4	16%
• Independence		
• Interesting	4	16%
• Contenting	2	8%
	1	4%
	1	4%
Negative Themes		
• Boredom	2	8%
Neutral Themes		
• No feeling	4	16%
TOTAL	25	100

Table 26 validates that 19 of the participants who took part in the study had positive feelings whereas 6 of them had some negative thoughts about the treatment. Most of the participants thought that using animated movies was an enjoyable process (28%). Many participants thought that it was motivating (16%), and increased their enthusiasm (16%). As it is clearly observed in Table 26, not all of the participants contributed to the study in the experimental group had positive feelings about the treatment. Some of them thought that they felt bored (8%) during the study. 16% of the participants, on the other hand, stated that they had no feelings about the process.

The last question of the interview was aimed to reveal whether participants recommend this activity to other EFL students, and presented in Table 27.

Interview Question 10: *Would you recommend other students to use English subtitles animated movies to improve their listening skills? Why?*

Table 27

Content Analysis of the Tenth Interview Question

	Positive	Negative	Undecided	Total
<i>f</i>	21	3	1	25
<i>%</i>	84	12	4	100

Table 27 exhibits that nearly all of the participants would recommend this activity to other EFL students (84%) while 12% of them stated that they would not recommend and 4% of them were undecided about the question.

4.7.2. Findings of the Participants' Diaries

The researcher also utilized participants' diaries to get real-time feedback to find out whether the participants recognized the main points of the class sessions. At the beginning of the research period, the participants were provided with necessary information about diaries and diary writing techniques. Then, starting from the third week of the study, the researcher asked them to write their own diaries after each video section. While analyzing the data, the coding system was applied, and categories were created by using 'educational themes, social themes, procedural themes and individual themes'. After the categorization process, percentages and means were compared descriptively by the researcher. Descriptive analysis results and frequencies of these findings were listed in tables. The diary analysis consisted of ten weeks. All of these weeks were identified and analyzed. However, in order to make a better comparison between individual weeks, the data collected from week 3, week 7 and week 10 were calculated and tabulated by the researcher in a more detailed way.

As it is defined above, the diary sessions lasted for 8 weeks between the third and tenth weeks. To understand the feeling and perceptions of the participants; positive, negative and neutral orientations of each week is presented in Figure 1:

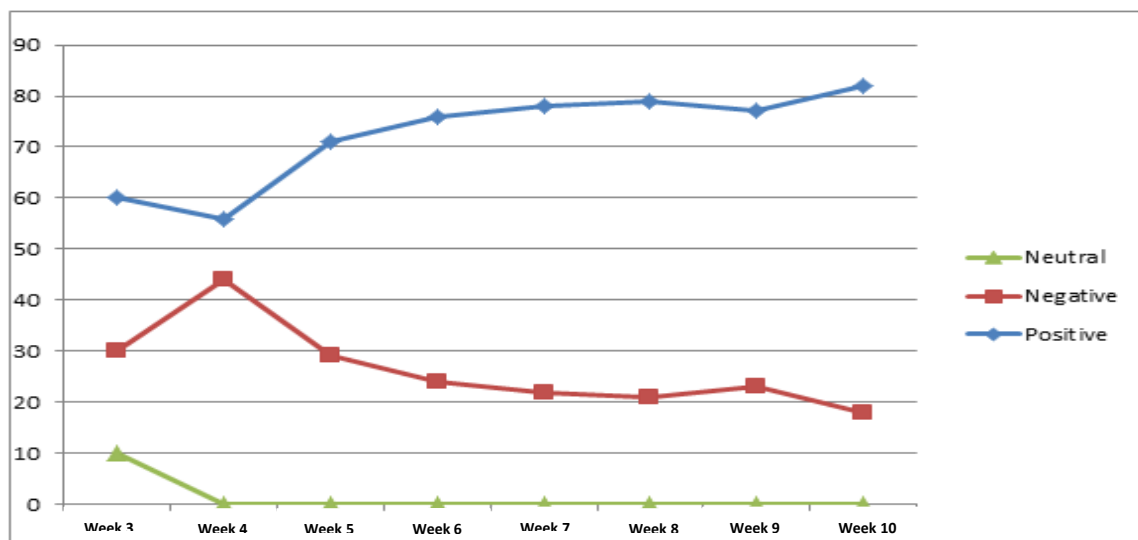


Figure 1. Positive and Negative Comparative Frequencies of the Participants' Diaries throughout the weeks

Specifying the period of eight weeks (from week 3 to week 10), Figure 1 makes it clear that the participants in the study generally had positive feelings towards using subtitled animation movies. It can easily be seen in Figure 1 that during the study, the number of positive orientation outnumbered the negative ones. The percentage of positive comments of the participants started at 60%. The positive orientations had the lowest rate in the fourth week with 56%. After the fourth week, from fifth to the tenth week, the number of positive feelings and perceptions of the participants followed an increasing trend. While the percentage of positive orientations was 71% for the fifth week, it is 76% for the sixth week, 78% for the seventh week, and 79% for the eighth week. Despite this increasing trend, the number of positive orientations had a slight decrease (78%) in the ninth week. However, their frequency hit the peak point with 82% in the tenth week.

Bearing the negative orientations in mind, the percentage of them for the third week was 30%. In the fourth week, there was an increase in the percentage of negative orientations which hit the peak point with 44%. After the fourth week, the percentage of negative feelings and opinions of the participants began to show a falling order. The related percentage is 29 for the fifth week, 24 for the sixth week, 22 for the seventh week and 21 for the eighth week. The percentage of negative orientations increased a little (21%) in the ninth week, but it decreased again and had the lowest point in the tenth week (18%).

4.7.2.1. Content Analysis of the Diaries in the Third Week

The researcher used diaries to collect data for eight weeks. During this period, the researcher observed some differences between specific weeks. In order to see this difference clearly, the data collected in the third, seventh and tenth weeks were tabulated and compared. The numbers and frequencies of the positive, negative and neutral orientation of the third week are revealed in Table 28.

Table 28

Positive and Negative Answer Percentages of the Third Week's Diaries

	Positive	Negative	Neutral	Total
<i>f</i>	37	19	6	62
<i>%</i>	60	30	10	100

As can be observed in Table 28, positive feelings and perceptions of the participants about using subtitled animation movies had the percentage of 37. However, the participants had 19 negative (30%) and 6 neutral (10%) orientations.

In the third week of the study, the participants were asked to write their feelings and opinions about using subtitled animation movies on a diary. The positive and negative orientations of the third week were calculated and tabulated. The data was analyzed by using the coding system. The results of the positive orientation analysis are in Table 29:

Table 29

Content Analysis of the Diaries in the Third Week - Positive Orientations

Positive Orientations	<i>f</i>	%
Educational Themes	3	8.1
• Instructive	2	5,4
• Helping to Understand	1	2,7
• Listening Improvement	1	2,7
• Recognizing Daily Chunks	1	2,7
• Vocabulary Learning Aid	1	2,7
Social Themes		
• Culture learning	1	2,7
Procedural Themes		
• Subtitle Aid	2	5,4
Personal Themes		
• Enjoyable	7	18,9
• Good idea	5	13,5
• Motivating	5	13,5
• Promising	5	13,5
• Beneficial	5	13,5
	4	10,8
TOTAL	37	100

As can be observed in Table 29, there are four themes including ‘educational themes, social themes, procedural themes and personal themes’. When the researcher analyzed the participants’ diaries, it is witnessed that most of the participants thought using this method was enjoyable (18.9%). The other participants had the opinion that using animated movies as a learning tool was a good idea (13.5%), motivating (13.5%) and a promising activity (13.5%). Some other participants defined that this process was beneficial for their academic success (10.8%), and it was educational (8.1%). A few of the participants were of the opinion that implementing movies into the lesson plan helped them understand better (5.4%), improved their listening proficiency (2.7%), and

helped them learn some new vocabulary (2.7%). The following extracts taken from the participants' diaries may shed light on to comprehend the positive themes:

Participant 4: *'I think watching animation movie is highly motivational. These movies also help me concentrate on the language I learned'.*

Participant 12: *'I have many expectations from this process. I think watching movies will help me improve my listening and speaking skills. I hope that these movies will also be enjoyable entertaining for me'.*

At the same time, the researcher coded and counted the negative orientations of participants' opinions by using descriptive analysis method. Descriptive analysis and frequencies are listed as follows in Table 30.

Table 30

Content Analysis of the Diaries in the Third Week - Negative Orientations

Negative Orientations	<i>f</i>	<i>%</i>
Educational Themes		
• Grammatical Problems	1	5,3
Procedural Themes		
• Difficulty in Understanding	7	37,1
• Pace of The Lesson	5	26,5
Personal Themes		
• Boring	4	21
• No Improvement	1	5,3
• Bad Idea	1	5,3
TOTAL	19	100

The negative orientations illustrated above were not as many as the positive ones. It is apparent from Table 30 that most of the participants who had negative comments complain about difficulty in understanding the spoken language (37.1%).

Some others stated that they couldn't follow the pace of the lesson (26.5%) as the language in these movies was presented swiftly. Some participants thought that watching these animation movies was a boring activity (21%). Several of the participants defined that using subtitled animation movies created some grammatical problems (5.3%) by confusing them. Some others also added that they saw no improvement (5.3%) on their listening proficiency, and some defined that this process was a bad idea (5.3%). The extracts below may give insight about the negative feeling of the participants:

Participant 20: *'I watched the first movie today. I think it is very hard to improve language skills by watching foreign movies. They are fast, and it is difficult to understand the speakers because they are speaking too fast'.*

Participant 21: *'The first movie was so boring, and I couldn't follow the episodes. The language presented in the movies is so much different than the one we learned in the lesson'.*

4.7.2.2. Content Analysis of the Diaries in the Seventh Week

As it is stated before in the other chapters, the participants made use of subtitled animation movies during the study. During the first five weeks, the EFL students in the experimental group watched animation movies, did various activities and took the training of the target listening strategies. So as to find out the effect of this process, the researcher analyzed the data of the seventh week collected by diaries. The results are given in Table 31:

Table 31

Positive and Negative Answer Percentages of the Diaries in the Seventh Week

	Positive	Negative	Neutral	Total
<i>f</i>	46	13	0	59
<i>%</i>	78	22	0	100

As it can be observed in Table 31, most of the participants had positive ideas about using subtitled animation movies (78%) while some other learners had negative feelings about using them (22%) to improve their language skills.

Both the positive and negative orientations were presented by using the coding system again. Descriptive analysis and frequencies are listed as follows in Table 32:

Table 32

Content Analysis of the Diaries in the Seventh Week - Positive Orientations

Positive Orientations	<i>f</i>	<i>%</i>
Educational Themes		
• Helping to Understand	8	17,6
• Improving Listening		
• Note Taking	6	13,2
• Using Listening Strategies	5	11
• Using Inference		
• Listening for Specific Information	4	8,8
• Helping to Learn Vocabulary	3	6,6
• Recognizing Body Language	3	6,6
	2	4,4
	1	2,2
Social Themes		
• Culture Learning	1	2,2
Procedural Themes		
• Subtitle Aid	3	6,6
Personal Themes		
	7	15,4
• Motivating	2	4,4
• Beneficial		
TOTAL	45	100

Table 32 indicates the positive orientations of the participants' feelings and perceptions towards the subtitled animation movies. Most of the positive opinions of the participants were put into 'educational themes' category. When the responses collected under this category were considered, the researcher found out that the participants were of the opinion that applying this process helped them understand better (17.6%). It is evident that, as the weeks passed, they became more accustomed to aural inputs from

these movies and they began to improve their comprehension. Some learners also stated that they had an improvement in their listening proficiency (13.2%). Some other participants also pointed out that this study was a motivating (15.4%) one which assisted them to be more enthusiastic about the lesson. In the analysis of the fifth week, the researcher found out some implications about listening strategies. 8.8% of the participants stated that this implementation improved their listening strategies, and they used these strategies to understand and focus better. 11 % of the participants stated that they developed their 'note taking strategies', and 6.6 % of the participants defined to improve and begin to use 'listening for specific information strategy', and 6.6 % of the participants believed that they developed 'making inference strategy'. A few of the participants mentioned about the benefits of using subtitles (6.6%) while others said that this process helped them learn the target culture (2.2%) and paralinguistic features of the language such as body language (2.2%). The following extracts from the participants' diaries may illustrate their positive themes about animation movies:

Participant 9: *'I can sense the difference in my listening proficiency. Now, after four weeks, I can understand and follow the movies easily. When I can understand them, my motivation raises, and it makes me happy'.*

Participant 17: *'Sometimes I try not to see the subtitle during the movies. Even then, I can understand the intentions and feelings of the speakers. This implementation is so beneficial as I can improve my understanding thanks to them'.*

Along with positive orientations, the researcher tabulated negative orientations by coding and counting the negative orientations of the participants' opinions and perceptions. Descriptive analysis and frequencies are given as follows in Table 33:

Table 33

Content Analysis of the Diaries in the Seventh Week - Negative Orientations

Negative Orientations	<i>f</i>	%
Educational Themes		
• Difficult Level	2	15,4
Procedural Themes		
• Time Consuming	2	15,4
Personal Themes		
• Boring	5	38,5
• No Improvement	3	23,1
• Unnecessary	1	7,7
TOTAL	13	100

From Table 33, it is evident that negative aspects were included ‘educational, procedural and personal themes’ as a result of the open coding process. There were not so many negative categories in the fifth week. The highest percentage of the negative orientations belonged to the code of ‘boring’. Most of the negative feeling of participants defined that watching movies, doing activities and taking listening strategy training were boring (38.5%). Some of the participants stated that they had no improvement (23.1%). Some participants also complained about the difficulties of watching movies in the target language (15.4). Some others had the opinion that this process was time consuming (15.4%) and unnecessary. The extracts for the negative themes are given below:

Participant 8: *‘I began to like the movies, but I still think that watching movies to improve listening is boring. At the same time, I see no improvement in any of my language skills’.*

Participant 11: *‘These movies are time-consuming for me. It would be better to read and analyze a book instead of watching animation movies. If we needed to watch movies, it would be better to watch other kinds of movies instead of animation ones’.*

4.7.2.3. Content Analysis of the Diaries in the Tenth Week

That week's diaries were last pieces of data collected through diary analysis method. It was also more important than others as it defines the feelings and perceptions of the EFL students after the end of the whole treatment. The results are indicated in Table 34:

Table 34

Positive and Negative Answer Percentages of the Diaries in the Tenth Week

	Positive	Negative	Neutral	Total
<i>f</i>	64	14	0	78
<i>%</i>	82	18	0	100

Table 34 proved that while some of the participants had some negative feelings about using subtitled animation movies (18%), most of these participants had positive ideas about them (82%).

On the other hand, Table 35 indicates the results of the positive orientations of the diary analysis of the tenth week. The data was analyzed by using the coding system, and different codes for the concepts are given below:

Table 35

Content Analysis of the Diaries in the Tenth Week - Positive Orientations

Positive Orientations	<i>f</i>	%
Educational Themes		
• Listening Improvement	9	14,04
• Helping to Understand	9	14,04
• Using Listening Strategies	8	12,48
• Note Taking	6	9,36
• Vocabulary Learning	4	6,24
• Using Inference	4	6,24
• Listening for Specific Info.	3	4,68
• General Language Skill Improvement	4	6,24
Procedural Theme		
• Subtitle Aid	2	3,12
Personal Themes		
• Motivating	4	6,24
• Enjoyable	1	1,56
• Beneficial	1	1,56
• Exciting	1	1,56
TOTAL	64	100

As Table 35 indicates, we can assert that positive frequencies increased considerably. As time passed, participants got used to the function and use of subtitled animation movies. As we see in Table 35, the participants stated deeper and wider aspects of using subtitled animation movies for improving listening skills. Many participants stated that this process helped them improve their listening skills (14.04%). The same number of the participants defined that use of subtitled animation movies was beneficial in helping them understand the spoken English (14.04%). Another group of these EFL learners stated that watching subtitled animation movies in the classroom was a motivating technique which gave them the interest of learning and searching more

(14.04%). When it comes to listening strategies, there were many positive comments about them in the diary analysis of the last week. While some participants stated that this process improved their 'note taking skills' (9.36%), some other defined that it was beneficial for their 'listening for specific information strategy' (6.24%). Some of the participants expressed that this period had a positive effect on their 'inferencing strategy' (6.24%). A few other participants pointed out that the use of subtitled animation movies was good for their vocabulary learning (6.24%). In addition, according to some other positive orientations of the diary analysis, the use of subtitled animation movies was enjoyable (6.24%) and beneficial (1.56%) for the general success of the participants. The following extracts it may illustrate the positive opinions of the participants:

Participant 10: *'I love watching animated movies. During this study, I adopted many listening strategies. I like to use note taking strategy. Thanks to it, I can understand the movies and learn some new vocabularies. The movies were enjoyable and exciting'.*

Participant 25: *'I think this process was so beneficial. I liked the movies. The worksheets and activities were so influential. I like the activities in which we need to write our own end and complete the video. I also improve my listening comprehension, and I learn to use listening strategies'.*

Negative codes that are formed by analyzing the participants' diaries of the tenth week were categorized and listed as follows in Table 36.

Table 36

Content Analysis of the Diaries in the Tenth Week - Negative Orientations

Negative Orientations	<i>f</i>	%
Educational Themes		
• No improvement	3	21,4
Procedural Themes		
• Time Consuming	2	14,3
• Long Duration	1	7,2
Personal Themes		
• Boring	5	35,6
• Ineffective	3	21,4
TOTAL	14	100

As it is clear from Table 36, there were some negative comments and opinions about using subtitled animation movies to improve listening skills and motivation. However, it can clearly be observed that the percentage of the negative comments decreased while the positive ones increased. In the last week of the diary writing process, most of the participants having negative opinions complained that this process was boring (35.6%). Some other participants expressed that the process was time-consuming (14.3%) and ineffective (21.4%). A few others defined that this implementation brought no improvement (21.4) to them, and the length of the training was so long (7.2). As representations, the following extracts are presented below from the responses of the participants:

Participant 11: *‘This was a waste of time. I do not like English. I have difficulty in even understanding my English teacher let alone native speakers’.*

Participant 16: *‘Watching animated movies was boring for me. I think it was not beneficial’.*

In this part of the study, both the quantitative and qualitative data have been analyzed tabulated and presented. The next chapter will deal with the discussion of these findings.



CHAPTER V

DISCUSSION

5.1. Introduction

This chapter presents the discussion of the study. The main aim of the study is to investigate the effects of subtitled animation movies on foreign language learning motivation and listening achievement levels among university English preparatory class students. In other words, it analyses the likelihood of whether or not the use of video assistances would be more effective in terms of motivation and success when compared to the regular flow of a listening course curriculum. Another aim of the study is to evaluate the recognition and development of listening strategies of the EFL students. The discussions of the findings are given and discussed in a comparative manner within the scope of research questions of the study.

5.2. Discussion of the Findings

The purpose of the study is to answer the research questions below:

1. Does the use of ‘subtitled animation movies’ affect the process of improving listening skills of EFL students?
2. Are there any significant differences between EFL learners who are taught through ‘subtitled animation movies’ and learners who are taught through ‘traditional listening courses’ in terms of their listening achievement level?
3. Does the use of ‘subtitled animation movies’ affect EFL students’ motivation on listening?
4. Are there any significant differences between EFL learners who are taught through ‘subtitled animation movies’ and those who are taught through ‘traditional listening courses’ in terms of motivation levels?
5. Does the use of ‘subtitled animation movies’ affect EFL students’ listening strategies?
6. What are EFL students’ perceptions about the use of ‘subtitled animation movies’ to improve their listening skills and strategies?

5.2.1. Effects of ‘Subtitled Animation Movies’ on EFL Students’ Listening Skill Development

To find out whether using subtitled animation movies improve EFL students’ listening proficiency, two different research questions (Research Question 1-2) were addressed.

Research Question 1: *Does the use of ‘subtitled animation movies’ affect the process of improving listening skills of EFL students?*

The statistical analysis results related to the comparison of the achievement pre and post-test scores of the experimental and the control group revealed that there was not a significant difference between the pre-test scores of the two groups, ($p=.308 > .05$) before the treatment (see Table 8). This indicates that the two groups had statistically similar achievement levels before the treatment of this study, which is a requirement for an experimental study. On the other hand, the comparison of the achievement pre and post-test results of the experimental group detected that the difference between the pre and post-test scores of the experimental group was significant ($p=.000 < .05$). From these findings, it can be concluded that the achievement level of the experimental group increased after the research ended. As a result, it can be concluded that using subtitled animation movies positively affected the listening proficiency of the participants in the experimental group. The findings of this study regarding the significant outcome of the influence of subtitled movies on the students’ listening comprehension were clearly consistent with the results of previous studies (Herron and Seay, 1991; Lin, 2002; Ginther, 2002; Luo, J.J, 2004; and Suvorov, 2008). For example, Luo (2004), in his study found out that student’s listening skill “did improve” through the instruction of using DVD movies after a whole school year. In another study, Herron and Seay (1991) had conducted research on in listening comprehension for EFL students. The study has demonstrated that using video has a considerable influence on students’ listening comprehension. These studies supported the findings of the present study about listening comprehension improvement.

Research Question 2: *Are there any significant differences between EFL learners who are taught through ‘subtitled animation movies’ and learners who are taught through ‘traditional listening courses’ in terms of their listening achievement level?*

The results of Independent Sample T-test analysis of the achievement post-test scores of the control and the experimental groups were pointed out in Table 10. The statistics showed that there is a statistically significant difference between the post-test results of the two study groups ($p = .001$; $p < .05$). The experimental group’s post-test results were higher than that of the control group. Thus, it is possible to say that the video presentations used during the experimental group’s test process helped the participants demonstrate a higher level of listening achievement than the control group did. In other words, subtitled movies had a positive effect on the listening achievement levels of the students in the English Preparatory Department of Osmaniye Korkut Ata University. The results supported the previous literature (Ginther, 2002; Suvorov, 2008) focusing on the effects of animation movies on language learning.

5.2.2. The Effects of ‘Subtitled Animation Movies’ on EFL Students’ Motivation

To reveal the effects of ‘subtitled animation movies’ on EFL students’ motivation, the adapted questionnaire (see Appendix 2) was analyzed by SPSS 22, and the results were presented in the findings chapter. The researcher used two questions (Research Question 3-4) to track the effect of animation movies on learners’ motivation. The findings for the questionnaire were shown in Tables 11, 12, and 13.

Research Question 3: *Does the use of ‘subtitled animation movies’ affect EFL students’ motivation on listening?*

The present study scrutinized the effect of using videos on the students’ motivation levels as well as their listening achievement. The results certified that the pre-test motivation scale scores of the control and experimental groups were nearly the same ($p = .137 > .05$) before the treatment (see Table 11). This indicates that both groups had statistically similar motivation levels before the treatment of this study, which is a favorable manner for an experimental study.

In addition, the results of the pre and post motivation scale of the experimental group showed that using animation movies increased the motivation level of the

experimental group participants (see Table 12). The comparison of the motivation scale results of the experimental group verified that the difference between the pre and post-test scores of the experimental group is significant ($p=.000 < .05$). That is to say, based on these results, it is possible to claim that using subtitled animation movies might affect the English Preparatory Class students' motivation levels in a positive way. This outcome is consistent with the findings of many studies which revealed the motivating power of subtitled movies, such as Goldman and Goldman (1988), Ward and Lepeintre, (1996), Marx and Frost (1998), Oura (2001), and Hsu (2009). The results of the present study were supported by the research conducted by Goldman and Goldman (1988) in which the positive impacts of using closed-captioned authentic videos in the classroom are identified. At the end of the study, they concluded that students developed more interest and motivation for learning in general.

Research Question 4: *Are there any significant differences between EFL learners who are taught through 'subtitled animation movies' and those who are taught through 'traditional listening courses' in terms of motivation levels?*

To find an answer to the fourth research question, the researcher made use of the data collected through the motivation questionnaire adapted from Gardner's 'Attitude/Motivation Test Battery. The motivation scale post-test results of the control and experimental groups were significantly different ($p=.000 < .01$) (see Table 13). The experimental group's post-test motivation scale scores were higher than that of the control groups. These results proved that the participants who watched animation movies in the experimental group got statistically higher motivation levels than the ones in the control group who were exposed to the original listening curriculum. To be more specific, subtitled animation movies had a positive effect on the motivation levels of preparatory class university students. As it is stated by Hsu (2009), using feature films increases EFL students' motivation because they bring into the classroom the two key elements of young people's lives today: entertainment and multimedia. There is no doubt that combining fun with audio-visual materials will supply maximum benefits for the EFL learners.

5.2.3. The Effects of ‘Subtitled Animation Movies’ on EFL Students’ Listening Strategy Recognition and Use

To find out the effects of ‘subtitled animation movies’ on EFL students’ listening strategy recognition and use, the adapted questionnaire (see Appendix 4) was analyzed by using SPSS 22 (see Table 14 and Table 15).

Research Question 5: *Does the use of ‘subtitled animation movies’ affect EFL students’ listening strategies?*

The strategy awareness questionnaire adapted from Vandergrift’s (2006) Metacognitive Awareness Listening Questionnaire (see Appendix 4) was used to collect data in order to find an answer to the fifth research question. The results of the general listening strategy analysis and analysis of each specific listening strategy are presented in Table 14 and 15. The comparison of the pre and post strategy awareness scale of the experimental group illustrated that there was an increase in the group’s strategy recognition and use ($p=.000 < .005$) (see Table 14). The p-value of the analysis proved that there was a statistically significant difference between the pre and post strategy awareness and use questionnaire scores of the experimental and control groups. It can be said that the participants of the experimental group raised their strategy recognition and use after the test period ended. As a result, it can be concluded that using subtitled animation movies affected the listening recognition and use of the participants in the experimental group. There was a raise in the recognition and use of all four listening strategies (see Table 15). However, while the biggest increase was in ‘note taking’ skill, the lowest one was in ‘listening for specific information’. There were some variations in the recognition and use of the strategies, and they did not show an equal improvement. It is clear that the results of ‘the research question 5’ go parallel with the studies of Goh (1998), Vandergrift (2004), and Seferoğlu and Uzakgoren (2004).

5.2.4. The Perceptions of the EFL Students about ‘Subtitled Animation Movies’

The researcher used the sixth research question in order to gather participants’ perceptions about using subtitled animation movies. In order to respond the research question, two different data collection tools were used: diaries and retrospective

interviews. To discuss the findings of these tools, the following part will focus on the data between Table 16 and Table 36.

5.2.4.1. Discussion of the Findings Obtained from the Retrospective Interviews

As it is mentioned previously, all of the participants (25) in the experimental group were interviewed by the researcher, and the interview, lasted approximately ten to fifteen minutes, contained 10 questions.

First of all, the participants had positive attributes when they first heard about the idea of using subtitled animation movies as a scaffolding aid for their listening proficiency (see Table 16). The following extracts may shed light on the issue to comprehend the theme:

Participant 9: *'I got excited about the idea of using animation movies in the classroom because it was a different experience for me.'*

Participant 10: *'When I first heard about the idea, I thought that it would be beneficial for my language skills.'*

It is obvious from the extracts above that the participants in the experimental group liked the idea of using movies as they thought it would be enjoyable, contending and exciting. On the other hand, few of the participants disliked the process. The reason might be their lack of proficiency and motivation for the lesson.

Another significant part of the analysis is that most of the participants had no idea about using listening strategies before the treatment (see Table 17 and Table 18). It can be concluded that these participants were unaware of the power of using listening strategies, and they needed training about this area. The interview also gave information about participants' habit of watching English subtitled animation movies before the study (see Table 19). More than half of the participants were not accustomed to animations, and this implementation was something new for them. This may be both beneficial by creating the sense of enjoyment and negative by creating prejudices towards watching animation movies.

Considering the positive aspects of using subtitled animation movies, the participants seem to put emphasis on the educational sides of watching animation

movies. The following extracts from the participants' diaries may illustrate their positive attitudes about animation movies:

Participant 5: *'Watching animation movies has many advantages. For example, it increases my thinking and commenting ability. Then, while watching I focus more on the movie to understand. This improves my listening ability. Also, I learn some new vocabulary with the help of animation movies.'*

Participant 7: *'I like to watch these movies because they help me improve my listening and reading skills.'*

Participant 13: *'Watching the movies makes me happy. I become motivated, and watching subtitled animation movies at the university urges me to watch English movies when I go to the dormitory.'*

As it is clear from the excerpts, learners thought that this period improved their listening proficiency. As they exposed to aural input during the research, they could recognize and get used to the sounds in the target language by improving their comprehension. The motivation level of the participants seems to be another important aspect of the study. Most of them found this process motivating because it was a new method, and they can escape from the routine classroom atmosphere in which the traditional teaching methods are used.

When it comes to negative orientations about the process, the participants asserted that the movies were hard to follow and understand. They also complained about the duration of the movies. The following extracts from the participants' journals may elaborate their negative feelings and opinions:

Participant 16: *'I don't like animation movies because they are created for children or young learners.'*

Participant 18: *'I think animation movies do not capture my interest. I would prefer other kinds of movies such as thriller or action movies. I also have difficulty in understanding them as the scenes are too fast to follow for me.'*

As it is given in the extracts, the participants had some negative ideas about animation movies. It might result from the fact that these movies were not originally created for educational purposes. Also, some participants even may not enjoy following a movie in their mother language. As a result, it is not surprising that some participants found this process a little bit boring and waste of time.

One of the most vital discussion points is about the listening strategies of the participants. Most of them stated that they improved their listening strategies. The extracts for this theme are given below:

Participant 7: *'This study improved my listening strategies especially the note taking strategy. I learn how to take notes effectively during the video lessons. This helped me understand what is spoken in the movies.'*

Participant 10: *'I think I learn some new listening strategies as well as improving the ones that I have already known.'*

During this process, the participants had strategy training, and they did some activities about these strategies as long as 10 weeks. The improvement in their strategy recognition and use is the natural consequences of the time spend on the strategy development.

Another focal illustration is about the use of subtitles. A great number of the participants thought that using subtitles helped them during this process. The subtitle helps the learners see what is spoken in the movies. To verify this issue about subtitle use, the following extracts can be given:

Participant 2: *'The subtitles helped me understand the movies better. When I had difficulty in understanding the movie, I made use of subtitles.'*

Participant 14: *'The subtitles are very beneficial for me. Because sometimes I can hear the word, but I do not know the word in written format. Thanks to subtitles, I can find the words and write them to memorize later. The subtitles are also beneficial in helping me understand and comment on the movies.'*

It is clear from the extracts above that the participants can both hear and see thanks to movies which strengthen the bond between watching and understanding. They

can also link their reading skill with listening. No doubt, reading is not the focus of this study, but these skills empower each other. These results have some backings in the literature. As it is concluded by Goldman (1993), captioned TV program is a powerful motivator for teaching reading and listening comprehension. In addition, Borrás and Lafayette (1994) conducted a research to examine the effects of captioning, and the findings bring out that captioning has potential value in helping learners not only better comprehend authentic linguistic input but also produce comprehensible communicative output.

The feeling of the participants during the study is also very important. The participants mostly had positive feelings and opinions during the research period (see Table 26). They mainly put emphasis on enjoyment and motivation. The extracts below are given to prove the participants' reflections about the research period:

Participant 17: *'I liked the process. I felt contented, and I never lost my attention and motivation to watch movies to improve my listening ability during the study.'*

Participant 24: *'I had positive ideas throughout the study. I felt excited, and I knew that watching animation movies would improve my language skills.'*

As it is identified in the previous chapters, using alternative methods such as using audio-visual materials in the classroom has a positive effect on the motivation level of learners. Learners become more motivated and want to learn and search more. This goes parallel with the result of the third and the fourth research questions. Most of the participants also expressed that they recommend this process to improve listening proficiency for other learners (see Table 27). This proves that the participants accepted the advantages of watching animation movies and recommended using them to improve their listening proficiency and comprehension in a more authentic and flexible way.

5.2.4.2. Discussion of the Findings Obtained from Diaries

As a result of the diary analysis by coding and categorizing positive and negative orientations, the researcher came across some main elements to be emphasized. Positive and negative orientations of the participants in the study were coded.

As it is stated before, the diary analysis consisted of eight weeks (from week 3 to week 10). The analysis all of these weeks was done by the researcher. However, so as to make a clear comparison between individual weeks, the data collected in the third, seventh and tenth weeks were calculated and discussed by the researcher. The positive and negative comparative frequencies of the participants' diaries showed that the participants of the study generally had positive feelings towards using subtitled animation movies (see Figure 1). The related figure also illustrated that while the number of positive orientations increased the negative ones decreased during the study. There are many factors behind these numbers. The most important factor is their getting accustomed to the process. As it is clear from the figure, during the third and fourth weeks, the participants tried to get used to the process which was unfamiliar with them. Some of them may dislike the process as they thought that watching animation movies is boring and not promising. However, as the weeks passed, they began to like the process because they witnessed their own progress in their listening proficiency. At the same time, they increased the recognition and use of listening strategies, and they raised their motivation levels as it is proven by the results of achievement test and questionnaires. The following extracts belong to the same participant, and it may verify the change in his opinion:

Participant 15: *(Third Week) 'I really did not understand how to improve my listening skill through animation movies. Animation movies are boring, and I even do not like to watch movies in Turkish.'*

Participant 15: *(Seventh Week) 'The animation movies are very enjoyable and motivating. I am looking forward to watching the next movie whenever the present one ends.'*

Participant 15: *(Tenth Week) 'Watching an animation movie is so entertaining. It keeps my attention on, and it raises my enthusiasm. I can see that my listening comprehension developed a lot. I can understand more of the movies now. Animation movies also have positive effects on my vocabulary learning.'*

It is obvious from the extracts above that the participants changed their views about movies, and adopted a positive attitude. It may be because of the fact that when

they felt the sense of success and improvement, they began to produce more positive orientations about the process.

During the process lasting 10 weeks, some changes in the diary orientations of the participants were observed by the researcher. Considering the positive orientations, the percentage of them increased gradually (see Table 28, 31 and 34). In the third week, while the percentage of positive orientations is 60%; it is 78% in the seventh week, and 82% in the tenth week. On the other hand, the percentages of negative orientations are 30%, 22%, and 18% respectively in weeks 3, 7 and 10 (see Table 28, 31 and 34). It is clear that the passing weeks, along with the strategy training and listening oriented activities, created favorable inclinations on the participants.

The participants mentioned about four positive orientations in their diaries. These orientations are categorized under the titles of 'educational, social, procedural and personal' as shown in Tables 29, 32 and 35. These tables pointed out that most of the positive comments and feelings about subtitled animation movies are about educational themes (21% at the third week, 70% at the seventh week, 73% at the tenth week). Most of the participants mentioned about the improvement in their listening proficiency and the frequency of listening comprehension improvement increased gradually. This seemed to back up the findings of the achievement test conducted by the researcher. As representations, the following extracts are presented below from the responses of the participants:

Participant 2: *'I began to notice the improvement in my listening in the fourth week. I figured out that I can understand what is spoken in the movies. Subtitles also help me understand better. When I don't understand the speaker, I began to read, but generally, I can understand without looking at the subtitles.'*

Participant 17: *'My listening ability developed thanks to these movies. They are enjoyable, and I think it is a very nice activity. When I consider my listening exam scores, I can say that I am better in listening now.'*

Participant 22: *'Listening is very enjoyable for me. I can understand the movies in English after this period. Also, I feel that animation movies improved my listening skill and understanding.'*

As it can be observed in the extracts above, the participants stated that the use of animation movies had favorable effects on their listening comprehensions. It is essential

that the participants became aware of the importance and benefits of movie implementation.

Regarding the specific listening strategies, the positive orientations about them changed during the study. In the third week, there was no orientation about the target listening strategies. However, the table dealing with the seventh week demonstrated that the participants began to use 'note taking' (11%) 'listening for specific information' (6.6%), and 'making inference' (6.6%) strategies. The frequencies of these listening strategies even increased in the last week. While all of these three strategies were mentioned and increased their frequencies (12.48% for note taking, 9.36% for listening for specific information, 9.36% for making inference), the strategy of 'activating background knowledge' wasn't touched on by the participants.

Participant 9: *'When I listen to the speaker, I take some notes. Then I read those notes to better understand the idea. This helps me better understand the movie.'*

Participant 12: *'Animation movies improved my listening very much. While watching I manage to guess what will happen next, and I can understand the intention of the characters in the movies.'*

Participant 13: *'Watching subtitled animation movies have many positive effects on my language learning. First of all, it increases my understanding in English. In the first week, I could not understand the speakers, and I thought that these movies were boring. However, I feel that my listening comprehension improved thanks to movies. The most important benefit of these movies is that they improve my vocabulary. When we stop the movie and do activities especially those of fill in the blanks ones, I try to focus on the keywords and learn new vocabulary.'*

These extracts proved that the aim of the study has nearly been accomplished except for 'activating background information' strategy.

Another important finding of the diaries is the concept of motivation. More and more participants stated that using subtitled animation movies motivated them and increased their eagerness about learning English, which is parallel with the results of the motivation questionnaire results.

Participant 3: *'When I watch animation movies, I am very happy. I do not want to miss any of the movie sections.'*

Participant 15: *'Watching movies to learn something is so motivating. I like them so much that when I go home, I watch the movies again in order to understand the parts that I do not understand during the lesson.'*

Participant 17: *'Animation movies are so entertaining. They increase my enthusiasm to learn English. I want to watch more videos because I not only have fun but also improve my language skills. Movie lessons are good as they are different from traditional lessons in which I need to deal with books and notebooks.'*

We can infer from the results that videos are good tools to create and maintain student learning motivation in general. They provide an easier understanding of the related subject and more interesting and attractive input which increases student motivation.

The participants in the experimental group also focused on three negative orientations emerged from the analysis of the diaries: educational, procedural and personal. It can easily be seen in the tables, personal themes dominated the negative orientations. Most of the participants having negative opinions expressed that using subtitled animation movies was a boring activity. Some of them also complained about the duration of movies, and they thought they were time-consuming. Some others stated that they had no improvement during the study. Nevertheless, it should be highlighted that the frequencies of the negative orientations decreased toward the end of the study, and the participants managed to handle some of these disadvantages at the end of the process. The extracts below may give a deeper understanding.

Participant 8: *'Unfortunately, I had no improvement in listening. I don't like animation movies, and the process did not affect my opinion about movies in general.'*

Participant 11: *'I felt bored during movie lessons. The movies were so long. Despite having a little bit improvement in listening comprehension, I did not make use of the animation movies.'*

Participant 20: *'I think watching animation movie is not enjoyable. They are boring, and I cannot catch the pace of the movies during the lesson. I think this process is time-consuming. Instead of watching movies, we might have different activities to improve listening skill.'*

As it can be concluded from the extracts above, not all of the participants fancied with the process. There may be some reasons behind this, one of which is individual differences. It is not easy to relate all of the participants with the topic by using animated movies. They have different backgrounds, interests and learning levels. These participants may prefer learning through other means of education. However, the numbers of negative orientations were outnumbered by the positive ones at the end of the research period, which indicates that subtitled animation movies have changed participants' perceptions assertively.

CHAPTER VI

CONCLUSION

6.1. Introduction

The study was designed as a mix method research, and naturally, it contained two types of data; quantitative and qualitative. While the quantitative data was collected from achievement tests and questionnaires, the qualitative data was obtained from diaries and the retrospective interview. In this chapter, conclusions according to the discussion of the findings from the previous chapter are presented.

6.2. Conclusion

This study was conducted in order to identify the effects of using subtitled animation movies on EFL students' listening skills and motivation. It was conducted with 51 participants over 10 weeks at the SFL of Osmaniye Korkut Ata University, Osmaniye, Turkey during the 2015-2016 Spring semesters. During the research period, while the experimental group watched and made use of close-captioned animated movies as well as taking listening strategy training, the control group went on their usual flow of listening courses. The researcher used five data collection instruments. The achievement test was used to mind out possible changes in participants listening proficiency levels. To determine the alteration in participants' motivation levels, a motivation questionnaire was conducted in the study both as pre-questionnaire and post-questionnaire. In order to find out the variations in participants' listening strategy recognition and use before and after the study, a strategy awareness scale was administered by the researcher. To perceive participants' feelings about the use of 'subtitled animation movies' and to learn their perceptions about the use of 'subtitled animation movies' to improve their listening skills and strategies, a retrospective interview was conducted at the end of the study. In addition, participants were asked to keep a diary consisting of their feelings about the use of subtitled animation movies to improve their listening skills and strategies. As a result, the findings from these tools indicated that subtitled animation movies may offer a noteworthy experience to EFL students with respect to listening comprehension, strategy recognition, and motivation.

In this study, it is proven that teaching English can be more effective for both teachers and students with the help of technological devices. It was easier for the teachers in the class to integrate English into the students' lives as the students could find the most suitable way of learning English. Besides, during the study, the students felt relaxed without any pressure of learning in a stressful classroom atmosphere in which they could act more independently, and they seemed more relaxed.

Another important conclusion is the learner differences. It is believed that students may hold similar or different attitudes towards foreign language learning. As it is clear from the findings of the present study, while some participants liked the process, some others did not like it. This might be because of the fact that they possess various backgrounds related to their experience in life and education along with their different characteristics such as gender, interests, life standards and conditions, etc. The results of the study proved that the attitudes of students, not all of them, can be influenced positively when supported with authentic audio-visual materials such as animated videos regarding with their level and interest.

It is widely approved by linguistics that language learning activities should not be limited solely to classroom activities and traditional materials. Computers and other audiovisual materials might be conceived as an alternative resource for language education as it is stated by Kocasaraç (2003) who stressed the crucial role of technology in foreign language education. When the focus of the lesson is on the listening skill, by employing computers and audiovisual materials while learning the target language, students have the opportunity to replay the uploaded material as much as they desire, by means of which simplification of the material is achieved. They can become familiar with sounds, speeches, and intonation as well as phonological, morphological, lexical and syntactic components of the target language. They can help students combine theoretical knowledge with practice opportunities. Moreover, technology can increase their motivation levels and help them focus more on the lesson. This is not an exception for my students. I observed that my students constantly demand videos, especially movies, to watch during even other classes. Seeing that this makes them happy, I can infer that videos have many positive effects on their tendency to learn a foreign language. Furthermore, it is not hard to see my students' enthusiasm and happiness when I include movies in the lessons, which urges me to make use of subtitled animation movies for my future students to make the lessons more entertaining and active.

6.2.1. Implications of the Study

There are some implications that can be inferred from the analysis of the study. First of all, this study provided an evidence for facilitating effect of subtitled animation movies on beginner level EFL students' listening comprehension and motivation as well as their strategy use and recognition. Therefore, language teachers may make use of such commercially available animation movies offering caption technology to enhance learners' listening comprehension. Teachers might use this opportunity to provide authentic linguistic input to learners, especially EFL learners who may not capture the chance of being exposed to the target language beyond the classroom. As it is stated by Chapple and Curtis (2000), the presence of extra-linguistic features such as facial expressions and gestures in the videos may reinforce learners' comprehension of the conversations. For this reason, it is wise to use the potential of the movies in the classroom.

Another essential implication of the study is the movies' potential to increase motivation. As supported by the findings of this study, the subtitled animation movies seem intrinsically motivating since they provide students with a film to be enjoyed rather than a lesson that needs to be tested on. They are familiar and non-threatening materials for students and are easy to introduce for the teachers. Wood (1999) proposes utilizing the motivating power of films to stimulate discussion and debate and to generate topics for language skills. At the same time, Marx and Frost (1998) suggest that video can be a powerful motivator and context setter for student learning.

This study also reveals a proof about the use and recognition of listening strategies of the EFL students. In the light of the findings of the study, EFL teachers may use subtitled animation movies with their students as a mean of scaffolding activity. According to syllabi and course books they use, EFL teachers can integrate animation movies into EFL learning process. To benefit from the technological advances in class, this implementation may bring a primary opportunity for educators. Implementation of animation movies into syllabi of courses may provide more competencies for the learners. The use of subtitled animation movies may also be introduced as a method of foreign language teaching during teacher training programs.

6.2.2. Limitations and Suggestions

The findings of this research need to be interpreted in the context of its potential limitations. This study was applied only to elementary level preparatory classes at the SFL of Osmaniye Korkut Ata University. Therefore, it may be misleading to generalize the results because of the restrictions on the sample size and research duration. Presley (2002) pointed out, 'long-term instruction of sophisticated compression strategies clearly improves students understanding and memory of texts that are read' (p. 291). For this reason, future studies that will be carried out for a longer time with more participants in a larger context can give more detailed information about the effects of using subtitled animation movies on the listening proficiency and motivation in EFL settings. After the analysis of the findings, it is revealed that watching subtitled animation movies had some effects on other language skills and vocabulary learning. As a result, the future studies can focus on other language skills such as reading, writing, speaking and vocabulary learning. Also, this study was carried out with beginner level EFL students at a state university. Other studies with different age groups and proficiency levels can be conducted to see whether using subtitled animation movies has different effects on them. Other researchers can also deal with different types of movies except for animation movies to discover the impact of them on their target population.

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APPENDICES

Appendix 1: Achievement Test

LISTENING ACHIEVEMENT TEST FOR PREPARATORY CLASSES

NAME:

GROUP:

DATE:

TRACK 1

- 1) Listen to a radio programme about London. Match the speakers to the languages they mentioned. (5 pts)

Speaker 1: _____

Speaker 2: _____

Speaker 3: _____

- 2) Listen again and answer with the numbers from the box. There are two numbers that you don't need. (10 pts)

87.000 - 13 million - 23 - 350
1 million - 41 - 2

- 1- The number of languages in London: _____
- 2- The percentage of school students in London who don't speak English at home: _____
- 3- The percentage of British people who speak some French: _____
- 4- The number of international students at London university: _____
- 5- The number of international tourists who visit London every year: _____

TRACK 2

- 3) Listen. What are Elijah and Destiny doing? (2 pts)

_____.

- 4) Listen again and complete the sentences. (5 pts)

1. Watch _____ for that pan!
2. _____ careful!
3. No, _____ do that.
4. But if we _____ hurry up, _____ be late for work.
5. _____ you _____ me tidy up, I will drive you to the office.

- 5) What is the purpose of the sentences above? Which are warnings (W) and which are promises (P)? (10 pts)

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

TRACK 3

6) Listen to the three conversations. Where does Zeinab work? (3 pts)

- a) a secondary school b) a collage c) a university

7) Complete the questions with the missing words. Listen again and check. (12 pts)

Ex: Which instruments can you play?

1- _____ time should I arrive?

2- How _____ does a course here cost?

3- _____ old are the students here?

4- _____ I have to have any qualifications?

5- _____ can I park?

6- _____ you been to the area before?

|

8) Listen again. Choose the correct replies to the questions in 2. (12 pts)

Ex: a) piano and drums b) guitar and drum c) guitar and piano

1. a) 6.15

b) 6.30

c) 7.30

2. a) nothing

b) 40 Pounds

c) 75 Pounds

3. a) 16-96

b) 14-70

c) 15-68

4. a) a school leaving certificate

b) none

c) a degree

5. a) next to the supermarket

b) next to the patrol station

c) next to the park

6. a) No, never

b) Yes, regularly

c) Yes, a few times

TRACK 4

9) Match the places in the box to the photos. (3 pts.)

California	Iceland	Kerala(India)
------------	---------	---------------



10a) What do you know about the places in 1? Make notes about the questions.

1. Where are they in the world?

2. What is the weather like in these places?

3. What's the best time of year to visit?

10b) Listen to three conversations about the places and check your answers. (3 pts)

11) Listen the conversation again and find the correct answer. (3 pts)

1. Why didn't the man like Iceland?

- a- There wasn't a lot to do.
- b- It was very dark.

2. Why don't they want to go to Kerala in August?

- a- You need a lot of money to go there.
- b- The weather is very rainy.

3. What did the woman like most about California?

- A The hot weather
- B The places she visited.

TRACK 5

12a) Look at the photos. Tick () the foods you think you need to make 'Pasta Napolitana'.

1 ☒



2 ☐



3 ☐



4 ☐



5 ☐



6 ☐



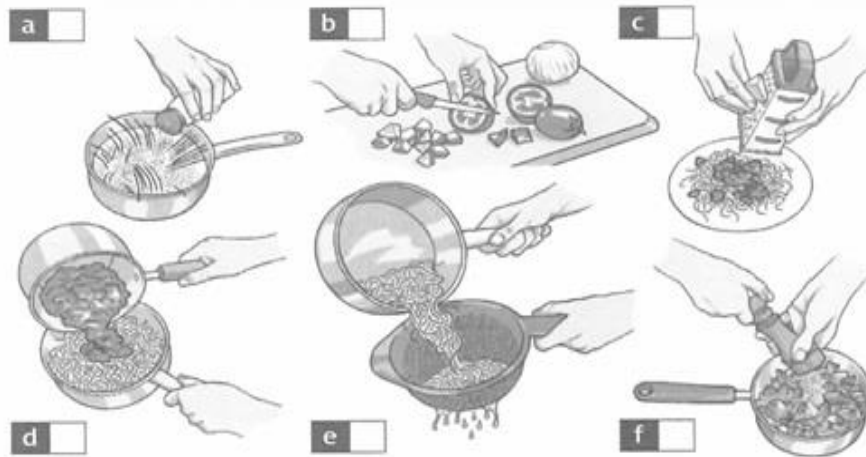
7 ☐



8 ☐



13a) Look at recipe steps a-f. Number them 1-6 in the order you think they go in.



13b) Listen to the second part of the cookery programme and check. (3 pts)

14) Listen and decide whether the sentences are true (T) or false (F). (4 pts.)

1. You need two small onions to make pasta Napolitana.
2. You cook the vegetables for five minutes.
3. To cook the pasta, you need three liters of water.
4. You cook pasta for about eight minutes.

15) Make inferences about the audios. (8 pts)

1. What kind of a programme is the man presenting?

2. Is the quality of the spaghetti important? Why do you think so?

3. Why it is easy to prepare the meal?

4. Could you change the amount of ingredients according to your will? How did you understand?

TRACK 6

16) You are going to listen to three people telling about cultural problems. Look at the photos. What cultural problems do you think each show? Write short notes about your opinions.



1



2



3

17) Listen to the stories and take notes about main ideas and details you hear.

<u>Main Ideas</u>	<u>Details</u>

18) Check your notes and answer the questions by making use of your notes and understanding. Check the topic of each story. (3 pts)

First Conversation

- a. choosing a gift
- b. standing close
- c. shopping

Second Conversation

- a. visiting a home
- b. birthday gifts
- c. giving flowers

Third Conversation

- a. giving business cards
- b. business meetings
- c. getting a job

19) Read your notes and write true (T) or false (F). (5 pts)

1. Joao knew the woman in the bookstore.
2. It's OK to stand very close to other people in the United States.
3. Russians usually give one, three, or five flowers.
4. Tanya was offended by the gift from her co-workers.
5. Rick didn't bring business cards to the weddings.

20) Answer the questions by making use of the notes. (18 pts)

1. Why did the girl say 'move away' to Joao?

2. What was the problem experienced by Joao at the book store?

3. Why did Tanya go to Toronto last summer?

4. What does giving an even number of flowers mean in Russia?

5. Where did Hiro get married?

6. What should you do when somebody gives you a card in Japan?

Appendix 2: The Motivation Questionnaire

Attitude/Motivation Test Battery

Following are a number of statements with which you may agree or disagree. Please circle one alternative below for each statement according to the amount of your agreement or disagreement with that item. Which one you choose would indicate your own feeling based on everything you know and have heard. Note: There is no right or wrong answer.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Slightly disagree</i>	<i>Partly agree</i>	<i>Agree</i>	<i>Strongly agree</i>
1. Learning English is really great.	1	2	3	4	5	6
2. I wish I could speak many foreign languages perfectly.	1	2	3	4	5	6
3. I don't get anxious when I have to answer a question in my English class.	1	2	3	4	5	6
4. I would rather see a TV program dubbed into our language than in its own language with subtitles.	1	2	3	4	5	6
5. Studying English is important because it will allow me to be more at ease with people who speak English.	1	2	3	4	5	6
6. I make a point of trying to understand all the English I see and hear.	1	2	3	4	5	6
7. I would feel uncomfortable speaking English anywhere outside the classroom.	1	2	3	4	5	6
8. Studying English is important because I will need it for my career.	1	2	3	4	5	6
9. I feel very much at ease when I have to listen in English.	1	2	3	4	5	6
10. It would bother me if I had to listen and talk in English on the telephone.	1	2	3	4	5	6
11. I feel confident when asked to listen in English during the lesson.	1	2	3	4	5	6
12. I really enjoy learning English.	1	2	3	4	5	6
13. Listening in English anywhere makes me feel worried.	1	2	3	4	5	6
14. Studying English is important because it will make me more educated.	1	2	3	4	5	6
15. I am calm whenever I have to listen in English during the lesson.	1	2	3	4	5	6
16. English is a very important part of the school programme.	1	2	3	4	5	6
17. To be honest, I really have little interest in my English class.	1	2	3	4	5	6
18. Studying English is important because it will be useful in getting a good job.	1	2	3	4	5	6
19. Learning English is a waste of time.	1	2	3	4	5	6
20. Studying English is important because other people will respect me more if I know English.	1	2	3	4	5	6
21. I get nervous when I listen in English during the lesson.	1	2	3	4	5	6
22. I feel anxious if someone asks me something in English.	1	2	3	4	5	6
23. When I am studying English, I ignore distractions and pay attention to my task.	1	2	3	4	5	6
24. I tend to give up and not pay attention when I don't understand my English teacher's explanation of something.	1	2	3	4	5	6
25. I really enjoy learning English through audio-visual materials such as videos and movies	1	2	3	4	5	6
26. I think devoting more time to using audio-visual materials help me improve my listening ability.	1	2	3	4	5	6
27. It is not important for us to learn foreign languages.	1	2	3	4	5	6
28. I would rather spend more time on listening skill and less on other skills.	1	2	3	4	5	6
29. I enjoy meeting people who speak foreign languages.	1	2	3	4	5	6
30. I plan to learn as much English as possible.	1	2	3	4	5	6

Appendix 3: The Motivation Questionnaire (Turkish)

Tutum / Motivasyon Anketi

Aşağıda, katılabileceğiniz ya da katılmayacağınız bir dizi ifade bulunmaktadır. Lütfen, her bir bildirim için, söz konusu öge üzerinde katılma veya katılmama derecenize göre bir alternatif seçiniz. Seçtiğiniz alternatiflerin duyuğu ve düşüncelerinize en yakın değerlendirmeler olduğuna emin olunuz. **Not:** Ankette doğru veya yanlış cevap yoktur.

	Kesinlikle Kabuliyorum	Kabuliyorum	Kısmen Kabuliyorum	Kısmen Kabuliyorum	Kabuliyorum	Kesinlikle Kabuliyorum
1. İngilizce öğrenmek gerçekten harikadır.	1	2	3	4	5	6
2. Keşke birçok yabancı dili mükemmel konuşabilseydim.	1	2	3	4	5	6
3. İngilizce dersinde bir soruyu cevaplamam gerektiğinde endişelenmem.	1	2	3	4	5	6
4. Bir filmi İngilizce alt yazılı izlemekten ise kendi dilimde dublajlı izlemeyi tercih ederim.	1	2	3	4	5	6
5. İngilizce eğitimi önemlidir çünkü İngilizce öğrenmek bu dili konuşan insanlarla daha rahat iletişim kurmamı sağlayacaktır.	1	2	3	4	5	6
6. Gördüğüm ve dinlediğim tüm İngilizce ifadeleri anlamaya çalışırım.	1	2	3	4	5	6
7. Sınıfın dışında herhangi bir yerde İngilizce konuşurken gergin hissedirim.	1	2	3	4	5	6
8. İngilizce öğrenmek önemlidir çünkü kariyerim için İngilizceye ihtiyacım var.	1	2	3	4	5	6
9. İngilizce dinlemek zorunda kaldığım zaman çok rahat hissedirim.	1	2	3	4	5	6
10. Telefonla İngilizce konuşmak ve dinlemek zorunda kaldığım zaman rahatsız hissedirim.	1	2	3	4	5	6
11. Ders sırasında İngilizce dinlemem istendiğinde kendimi rahat hissedirim.	1	2	3	4	5	6
12. İngilizce öğrenmekten keyif alırım.	1	2	3	4	5	6
13. İngilizce bir metin dinlemek beni endişelendirir.	1	2	3	4	5	6
14. İngilizce öğrenmek önemlidir çünkü beni daha eğitimli yapacaktır.	1	2	3	4	5	6
15. Ders süresince İngilizce bir metin dinlemek zorunda kaldığım zamanlar sakinimdir.	1	2	3	4	5	6
16. İngilizce okul programının çok önemli bir parçasıdır.	1	2	3	4	5	6
17. Dürüst olmak gerekirse, İngilizce dersleri ile pek ilgilenmiyorum.	1	2	3	4	5	6
18. İngilizce eğitimi önemlidir çünkü iyi bir iş bulmamda faydalı olacaktır.	1	2	3	4	5	6
19. İngilizce öğrenmek zaman kaybıdır.	1	2	3	4	5	6
20. İngilizce eğitimi önemlidir, çünkü eğer İngilizce bilirimse diğer insanlar bana daha çok saygı duyacaktır.	1	2	3	4	5	6
21. Ders sırasında İngilizce dinlerken gerilirim.	1	2	3	4	5	6
22. Birisi bana İngilizce bir şeyler sorduğunda endişeli hissedirim.	1	2	3	4	5	6
23. İngilizce çalışırken dikkat dağıtıcı unsurları görmezden gelir ve görevime odaklanırım.	1	2	3	4	5	6
24. İngilizce öğretmenimin bir şeyler hakkında açıklamasını anlamadığım zaman pes ederim ve dikkatim dağılır.	1	2	3	4	5	6
25. Videolar ve filmler gibi görsel-işitsel malzemelerle İngilizce öğrenmekten keyif alırım.	1	2	3	4	5	6
26. Görsel-işitsel materyalleri kullanmaya daha fazla zaman ayırmak, dinleme yeteneğimi geliştirmeme yardımcı olur.	1	2	3	4	5	6
27. Yabancı dil öğrenmek benim için önemli değildir.	1	2	3	4	5	6
28. Dinleme becerisine daha çok, diğer becerilere daha az vakit ayırmayı tercih ederim.	1	2	3	4	5	6
29. Yabancı dilde konuşan insanlarla tanışmaktan hoşlanırım.	1	2	3	4	5	6
30. Mümkün olduğunca çok İngilizce öğrenmeyi planlıyorum.	1	2	3	4	5	6

Appendix 4: The Strategy Awareness Questionnaire

Figure 6: Metacognitive Awareness Listening Questionnaire (MALQ)

The statements below describe some strategies for listening comprehension and how you feel about listening in the language you are learning. Do you agree with them? This is not a test, so there are no “right” or “wrong” answers. By responding to these statements, you can help yourself and your teacher understand your progress in learning to listen. Please indicate your opinion after each statement. Circle the number which best shows your level of agreement with the statement. For example:

	Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
	1	2	3	4	5	6
1. Before I start to listen, I have a plan in my head for how I am going to listen.	1	2	3	4	5	6
2. I note the key words as I listen.	1	2	3	4	5	6
3. I use the words I understand to guess the meaning of the words I don't understand.	1	2	3	4	5	6
4. I try to make inferences about the text by creating logical connections with what I have already known.	1	2	3	4	5	6
5. As I listen, I compare what I understand with what I know about the topic.	1	2	3	4	5	6
6. As I listen, I try to recognize when the information is about to be given and pay particularly close attention at that point.	1	2	3	4	5	6
7. Before listening, I think of similar texts that I may have listened to.	1	2	3	4	5	6
8. I know the kind of information that I should note.	1	2	3	4	5	6
9. I try to find key words to understand better.	1	2	3	4	5	6
10. As I listen, I quickly adjust my interpretation if I realize that it is not correct.	1	2	3	4	5	6
11. When I have difficulty understanding what I hear, I use my notes.	1	2	3	4	5	6
12. I use the general idea of the text to help me make inferences about listening text.	1	2	3	4	5	6
13. I write down the information I consider important, as I listen.	1	2	3	4	5	6
14. I use clues from the listening text to deduce and find out information that the speaker doesn't tell.	1	2	3	4	5	6
15. As I listen, I periodically ask myself which kinds of vocabularies are suitable for the missing parts.	1	2	3	4	5	6
16. I use my experience and knowledge to help me understand.	1	2	3	4	5	6

Appendix 5: The Strategy Awareness Questionnaire (Turkish)

Biliş Ötesi Dinleme Farkındalık Anketi

Aşağıdaki cümleler dinleyerek anlama ve öğrendiğiniz dili dinlerken nasıl hissettikleriniz hakkında bazı stratejileri tanımlamaktadır. Onlara katılıyor musunuz? Bu bir test değildir, bu yüzden doğru ya da yanlış cevap yoktur. Bu ifadelere cevap vererek dinleme becerisinde gösterdiğiniz gelişim ile ilgili hem kendinize hem de öğretmenize bilgi verme bakımından yardım edebilirsiniz. Lütfen her ifadeden sonra kendi düşüncenizi dikkatlice değerlendirin. İfadelere katılma derecelerinize en uygun sayısı işaretleyin.

	Kesinlikle Katılmıyorum	Katılmıyorum	Nispeten Katılmıyorum	Nispeten Katlıyorum	Katlıyorum	Kesinlikle Katlıyorum			
	1	2	3	4	5	6			
1. Dinlemeye başlamadan önce, nasıl dinleyeceğime dair kafamda bir plan mevcuttur.				1	2	3	4	5	6
2. Dinlerken anahtar kelimeleri not alırım.				1	2	3	4	5	6
3. Dinleme esnasında anlamadığım kelimelerin anlamını tahmin etmek için anladığım kelimeleri kullanırım.				1	2	3	4	5	6
4. Daha önceki bildiklerimle mantıksal bağlar kurarak metin hakkında çıkarımlarda bulunmaya çalışırım.				1	2	3	4	5	6
5. Dinlerken anladıklarımı konu hakkında bildiklerimle karşılaştırırım.				1	2	3	4	5	6
6. Dinlerken anahtar bilginin ne zaman verileceğini fark etmeye çalışır ve o zaman dilimine odaklanırım.									
7. Dinlemeden önce daha önce dinlemiş olduğum benzer metinleri aklıma getiririm.				1	2	3	4	5	6
8. Dinleme esnasında ne tür kelimeleri not alacağımı bilirim.				1	2	3	4	5	6
9. Daha iyi anlamak için anahtar kelimeleri kullanırım.				1	2	3	4	5	6
10. Dinlerken çıkarımlarımın yanlış olduğunu fark edersem ivedilikle onları yeniden düzenlerim.				1	2	3	4	5	6
11. Duyduğumu anlamada zorluk çektiğimde notlarımı kullanırım.				1	2	3	4	5	6
12. Dinleme metni ile ilgili çıkarımda bulunmama yardımcı olması için dinleme metninin genel fikrini kullanırım.				1	2	3	4	5	6
13. Dinlerken önemli olduğunu düşündüğüm bilgileri not alırım.				1	2	3	4	5	6
14. Konuşmacının açık bir şekilde sunmadığı bilgiyi bulmak ve çıkarımda bulunmak için ipuçlarını kullanırım.				1	2	3	4	5	6
15. Dinlerken devamlı kendime eksik bölümler için ne tür kelimelerin kullanılabileceğini sorarım.				1	2	3	4	5	6
16. Anlamama yardımcı olması için tecrübelerimi ve bilgimi kullanırım.				1	2	3	4	5	6

Appendix 6: Retrospective Interview Questions

Interview Questions

- 1) What were your first impressions about the idea of using English subtitled animation movies to improve your English listening skill?
- 2) Did you have any ideas about listening strategies helping you better understand English listening texts before this study?
- 3) Did you have a habit of watching English subtitled animation movies before this study?
- 4) What are the positive aspects of using English subtitled animation movies for language learning?
- 5) What are the negative aspects of using English subtitled animation movies for language learning?
- 6) Do you think that this study has improved your listening skills and strategies?
- 7) Which one of your listening strategies developed most after this treatment?
- 8) Do you think using subtitles in movies has an effect on listening skill? How?
- 9) How did you feel during the research period? How did this study affect your motivation?
- 10) Would you recommend other students to use English subtitles animated movies to improve their listening skills? Why?

Appendix 7: Retrospective Interview Questions (Turkish)

Görüşme Soruları

- 1) İngilizce dinleme becerilerini geliştirmek için İngilizce altyazılı animasyon filmleri kullanma fikriyle ilgili ilk izlenimleriniz nelerdi?
- 2) Bu çalışmadan önce İngilizce dinleme metinlerini anlamaya yönelik dinleme stratejileri konusunda fikir sahibi miydiniz?
- 3) Bu çalışmadan önce İngilizce altyazılı animasyon filmleri izleme alışkanlığınız var mıydı?
- 4) İngilizce altyazılı animasyon filmlerinin dil öğrenimi için kullanılmasının olumlu yönleri nelerdir?
- 5) İngilizce altyazılı animasyon filmlerinin dil öğrenimi için kullanılmasının olumsuz yönleri nelerdir?
- 6) Bu çalışmanın dinleme becerilerinizi ve stratejilerinizi geliştirdiğini düşünüyor musunuz?
- 7) Bu çalışma esnasında en çok hangi dinleme stratejiniz gelişti?
- 8) Filmlerde alt yazı kullanılışınız dinleme becerisi üzerinde etkisi olduğunu düşünüyor musunuz? Nasıl?
- 9) Araştırma süresi boyunca nasıl hissettiniz? Bu çalışma motivasyonunuzu nasıl etkiledi?
- 10) Dinleme becerilerini geliştirmek için İngilizce altyazılı animasyon filmlerini kullanma yöntemini diğer öğrencilere tavsiye eder misiniz? Neden?

Appendix 8: Schedule of the Study

1. Week: Strategy Training (Listening for Specific Information- Making Inference)

2. Week: Strategy Training (Activating Background Knowledge- Note Taking)

3. Week: The Movie 'Frozen' and Exercises

4. Week: The Movie 'The Croods' and Exercises

5. Week: The Movie 'Kung Fu Panda' and Exercises

6. Week: The Movie 'Wall-e' and Exercises

7. Week: The Movie 'Charlie and the Chocolate Factory' and Exercises

8. Week: The Movie 'Despicable Me 2 and Exercises

9. Week: The Movie 'Ratatouille' and Exercises

10. Week: The Movie 'Up' and Exercises

Appendix 9: Strategy Training (Listening for Specific Information-Making Inference)

Week 1- Listening for Specific Information

Specific Knowledge

SKILLS DEVELOPMENT

FUNCTIONAL LANGUAGE Advice

- 1 Put the words in the correct order to complete the conversations.

Conversation 1

- A I've only had four customers today!
(10) What should I do?
(1) what do should ?)
- B (12)
(advertise should you) Then more people will know about the restaurant.
(13)
(call why the local newspaper you don't ?)

Conversation 2

- A I feel tired all the time.
(14)
(should I see think do a doctor you ?)
- B (15)
(go to you need to earlier bed I)
Try that for a week and see how you feel.

Conversation 3

- A I'm so stressed at the moment - I can't relax.
(16)
(should do what I ?)
- B (17)
(yoga what about doing ?)
I'm sure that will help.

- 2 a 6.2 Listen and check your answers to 1.

b Match conversations 1-3 to photos a-c.



- 3 Write one more piece of advice for the people in 1.

Conversation 1

What about...

Conversation 2

Conversation 3

LISTENING

Listening for specific information

- 1 6.3 Tiago is organising a street party tonight, to raise money for charity. Listen. How many people phone him?



- 2 Listen again. Are the sentences true (T) or 'we don't know' (?)?

- 1 A journalist is going to write about it. _____
- 2 The street party will raise \$1,000 for charity. _____
- 3 Guests don't have to wear formal clothes. _____
- 4 It finishes at eleven o'clock. _____
- 5 There's going to be music. _____
- 6 It starts at half past seven. _____
- 7 There's going to be food and drink. _____
- 8 It's near Green Road. _____

Inferring emotion

- 3 a Match emotions 1-6 to expressions a-f.

- | | |
|---------------|----------------------------------|
| 1 angry | a I'm quite busy at the moment. |
| 2 excited | b I'm sorry, I don't understand. |
| 3 sympathetic | c You shouldn't do that! |
| 4 worried | d What should I do? |
| 5 confused | e Wow. That's great news! |
| 6 bored | f Oh no! That's awful. |

- b Listen again. For each call, choose the best emotion in 3a to describe Tiago's response.

1 _____ 2 _____ 3 _____

STRATEGY To understand a speaker's emotions, listen carefully to what they say and how they say it (their intonation). Do they sound excited, angry, etc.? We often use exaggerated intonation to express strong emotion and flatter intonation to give factual information, or to express boredom.

Week 1 - Making Inference

Inferencing



Writers and speakers often do not explain everything to the readers and listeners. For example, in a listening track, the speaker may not tell the reader the time or place. Often listeners have to guess these things. This is called making inferences. Listeners frequently need to find small clues that lead them to infer—understand—things that the speaker doesn't explicitly state. They need to use information in the text to guess other things about the text. For example, you might listen: "The waves rushed up around his legs and he could feel the sand between his toes." You would then infer that this person was at the beach.

Inference Practice: Where Am I?

Listen each track below. Write where you think the passage is happening and explain your answer.

Track 1

As I walked in the door

Track 2

The water felt so good.....

Track 3

As we entered, a large.....

Week 1 - Making Inference

Inference Practice: Answer the Questions.

Listen each track and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Track 4: Mr. Johnson looked up at the.....

1. What does Mr. Johnson do for a living?

How do you know this?

2. Why is Mr. Johnson cursing the sun?

How do you know this?

3. Why does Mr. Johnson go to church at the end of the passage?

How do you know this?

Track 5: Warren pushed the back door open

4. What is Warren doing?

How do you know this?

5. Why does Warren get so angry when the bag spills on his leg?

How do you know this?

Appendix 10: Strategy Training (Activating Background Knowledge-Note Taking)

Week 2- Activating Background Knowledge

Prior Knowledge

SKILLS DEVELOPMENT

FUNCTIONAL LANGUAGE

Checking in

- 1 Read conversations 1–7 and write *airport* (A), *hotel* (H) or both (B).

Location	Conversation
1 H	A I'm pleased to tell you, you have a suite! B Oh, that's <u>great</u> . Thank you!
2	A How many bags do you want to check in? B <u> </u> this one.
3	A Can I have your tickets and passports, please? B Yes, of <u> </u> . Here they are.
4	A Here's a free pass to the gym and pool. B Oh, that's a <u> </u> . Thanks very much!
5	A Do you have your booking reference number? B Yes, <u> </u> it is. We booked online.
6	A I'm afraid there's an extra cost for breakfast. B Oh, that's a <u> </u> .
7	A I'm afraid there's a delay to your flight. B Oh, <u> </u> . How long is it?

- 2 Complete the conversations in 1. There is one word that you don't need.

course dear great here
just ready shame surprise

LISTENING

Activating background knowledge

- 1 a You are going to hear part of a travel programme about a relaxing holiday. Tick (✓) three topics you think you'll hear.

geography survival
holiday activities work
technology weather

- b  2.2 Listen and check.

- 2 a Write the three topics from 1 below. Add three words or expressions for each topic.

1 geography: beach
2 :
3 :

- b Listen again and check the words and expressions you hear.

STRATEGY Read the task before you listen. What do you know about this topic? Can you think of any useful topic words or expressions? Use your background knowledge to help you to predict key ideas and vocabulary in the recording.

Listening for specific information

- 3 Complete the summary with one word in each gap. Use the key ideas in the box to help you.

direction language place
temperature things month

CAYE CAULKER is an ⁽¹⁾ island in the Caribbean, 50 kilometres ⁽²⁾ of Mexico. The reviewer spent a holiday there last ⁽³⁾ . The island is unusual because there aren't any ⁽⁴⁾ there. The reviewer also liked the fact that most of the locals speak ⁽⁵⁾ . The weather is sunny and ⁽⁶⁾ . On holiday, the reviewer swam in the sea, and relaxed on the ⁽⁷⁾ . She also enjoyed fishing, sailing, and watching the ⁽⁸⁾ .

STRATEGY Listen for key ideas to answer the questions. Remember: you do not need to understand every word that you hear!

Week 2- Activating Background Knowledge

SKILLS DEVELOPMENT

FUNCTIONAL LANGUAGE

Describing a local dish

1 Match conversations 1-3 to photos a-c.

- 1 A: I need water! This ⁽¹⁾ tastes / looks / feels really hot. What is it?
 B: It's a ⁽²⁾ frequent / usual / typical Korean fish soup, made with lots of chillies! It's often served ⁽³⁾ by / for / with rice.
- 2 A: What's that? It ⁽⁴⁾ watches / sees / looks delicious!
 B: Mate, it's a ⁽⁵⁾ kind of / kind / kind as tea which is popular in Latin America. We usually serve it in a special cup.
- 3 A: I love Italian food! But what are these?
 B: ⁽⁶⁾ Typically, / Basically, / Really, they're courgette flowers! They're usually ⁽⁷⁾ fried / fry / frying with cheese and anchovies.



2 Choose the correct options to complete the conversations in 1.

LISTENING

Activating background knowledge

1 You are going to listen to two adverts. Circle the kinds of language you expect to hear.

apologising
 criticising
 describing
 persuading
 warning
 recommending

2 a Choose eight words or expressions from the box that you think you'll hear. Match them to the two products below.

baggy disgusting fashionable modern
 mouth-watering poor-quality processed
 spicy stylish tasty traditional ugly

1 New Street Fashion

2 Authentic India Curry Sauce

b 10.3 Listen and check.

Listening for topic changes

3 Match topics a-f to questions 1-6.

- a price
 b types of food
 c shops
 d place
 e fashions
 f age

- 1 What clothes are New Street Fashion best known for? _____
 2 Where are the clothes made? _____
 3 Why is the shop good value at the moment? _____
 4 How old is the Authentic India company? _____
 5 What are the ingredients in the recipe you hear? _____
 6 Where can you buy the sauces? _____

4 Listen again and answer the questions in 3.

STRATEGY Listen for clues to help you to identify topic changes. Speakers often stop for a short time between topics, and introduce new ideas with a linker or time expression (What's more, Well, So, Right now, etc.).

Successful Note-taking



Taking notes in class

Where to write them: Make sure that you have a notebook and pen; if that is the way you like to take notes, or a laptop, or tablet, if you prefer to use digital systems. (However, make sure that you are not distracted by social networks or email etc. during your lessons.) In this worksheet, we will look first at more traditional “pen and paper” methods and then at some digital options.

What to write: You won’t be able to write everything so write, titles, keywords and ideas, but not exactly what the teacher/lecturer says. Try to listen for ideas, and concepts rather than trying to get every word.

How to write: Everyone has their own style for this and you may develop a mixture of styles depending on what you are doing but however you take notes you need to do these things:

- 1) take down the important information;
- 2) organize it in such a way as is easy for you to review and revise later;
- 3) make sure that the important parts are clear and legible
- 4) expand your notes with your own ideas after class.

Listen to the conversation and Take notes. Write the words and phrases into the box below.

--

Week 2- Note Taking Strategy

1. Put these words in the correct order by writing a number in the brackets.

1. brilliant () You () are () history. () at ()
2. notes () from () are () today. () my () These ()
3. copy () You () to () everything. () have () don't ()
4. to () You () the () have () write () words. () important ()
5. your () test () Let's () memory. ()
6. copy () You () to () everything. () have () don't ()

2. Check your understanding: true or false

Circle *True* or *False* for these sentences.

- | | |
|---|-------------------|
| 1. Clare is good at history. | <i>True False</i> |
| 2. Clare's notes are too long. | <i>True False</i> |
| 3. Mark thinks you need to write everything. | <i>True False</i> |
| 4. Mark draws a crown and an 'H' instead of 'King Henry'. | <i>True False</i> |
| 5. Clare doesn't think Mark's idea is very good. | <i>True False</i> |
| 6. Mark's way of taking notes doesn't work for Clare. | <i>True False</i> |

3. Check your vocabulary: gap fill

Complete the sentences with a word from the box.

draw	important	write
exam	notes	remember

1. Clare has got a history _____ on Friday. Mark is helping her.
2. He looks at her _____ from today.
3. He explains she doesn't need to _____ everything, just the _____ words.
4. She can _____ pictures too.
5. Pictures help you _____ facts.

4. Answer the questions by using your notes.

Why does Clare feel worried about the history exam?

_____.

What is Mark's advice for Clare?

_____.

Appendix 11: In-Class Activities of the Third Week



1. Watch and listen the trailer of 'Frozen' and complete the blanks.
(https://www.youtube.com/watch?v=TbQm5doF_Uc)

<i>problem</i>	<i>forever</i>	<i>business</i>	<i>warmer</i>	<i>frozen</i>
<i>snow</i>	<i>summer</i>	<i>sister</i>	<i>summer</i>	<i>death</i>
<i>lady</i>	<i>everyone</i>	<i>start</i>	<i>legs</i>	<i>people</i>
<i>winter</i>	<i>feet</i>	<i>cute</i>	<i>melting</i>	<i>second</i>

1.....in the city of Arendelle. It couldn't be 2.....it couldn't be sunnier. But that's about to change...3.....Arendelle! It's completely 4..... Cold, cold, cold...A real howler in July, ja? The land is covered in eternal 5..... Really? If we don't do something soon, we will all freeze to 6..... You want to talk about a 7.....? I sell ice for a living. That's a rough 8..... to be in right now. I mean, that is really... That's unfortunate. My 9.....? This is awkward. Not that you are awkward. But just because we're, I'm awkward. You're gorgeous. Wait, what? Hi 10..... I'm Olaf. Hi! You're creepy. No, I don't want it. We got off to a bad 11..... I know how to stop this 12..... Hang on! I like fast. Wow, wow, wow. Get your 13..... down. This is fresh lacquer. Seriously, were you raised in a barn? Let's go bring back 14.....! Man, am I out of shape. Wolves! Duck! Are you okay? I've got a thick skull. I don't have a skull. Head rush. It's so 15..... It's like being a baby unicorn. Now we just have to survive this blizzard. That's no blizzard. That's my 16..... That would have been nice to know. Heads up! It is not nice to throw snow 17..... Wow, wow, wow, feisty-pants, just let the snowman be. I'm calm. Great. On, come on! Olaf, you are 18..... Some people are worth melting for. Just maybe not right this 19..... Come on, buddy, faster! Olaf! Hang in there, guys! I can't feel my 20..... I can't feel my legs. Those are my legs. Hey, do me a favour, grab my butt. Oh, that feels better.

2. Watch the trailer and think about the questions with your partner.

- a- What kind of a movie is this? Do you like animated movies?
- b- What do you think about the topic of the movie?
- c- Have you ever lived in a cold place?
- d- Which of these would you make if you had ice powers? Decide on one and then tell why:
 - a) an ice palace
 - b) a snow monster
 - c) a talking snowman

FROZEN

Part 1 (Beginning – 00:08:24)

Take notes and Answer the questions:

- 1) Who are Anna and Elsa?
- 2) What magic power has Elsa got?
- 3) Is it dangerous?
- 4) What problem has her family got?
- 5) How do they solve it?

Part 2 (00:08:24-00:34:49)

Complete the sentences:

married	castle	nervous	parents	a queen	left
---------	--------	---------	---------	---------	------

- 1) Elsa freezes things when she feels _____.
- 2) The girls lost _____.
- 3) Elsa became _____.
- 4) Anna met Hans at the Coronation party and they want to _____.
- 5) On the same day Elsa _____ her home to live in the ice _____ in mountains.

Part 3 (00:34:49 – 01:00:57)

Say True or False:

- a) Anna leaves Hans responsible for the kingdom while she is away.
- b) Anna goes to the mountains to look for adventures.
- c) Kristoff and Sven agree to help her because she is beautiful.
- d) Olaf is a reindeer.
- e) They found Elsa and took her home.

Part 4 (01:00:57 – 01:15:41)

Put the events in order:

- They go to meet trolls.
- They said Anna had ice in her heart and only true love will save her.
- The men attack Elsa and her castle.
- Elsa wakes up in prison
- Kristoff brings Anna home
- Anna tells Hans that only true love's kiss can save her.

Part 5 (01:20:00)

- 1) What do you think happens at the end of the movie? Watch and check.

Listen the Song and Complete the Blank with given vocabularies. (15 pts)

Let It Go

From "Frozen"

The (1) _____ glows white on the mountain
tonight

Not a footprint to be seen

A kingdom of isolation,

And it looks like I'm the (2) _____.

The wind is howling like this swirling (3) _____
inside

Couldn't keep it in, heaven knows I tried

Don't let them in, don't let them (4) _____

Be the good girl you always have to be

Conceal, don't feel, don't let them know

Well, now they know

Let it (5) _____, let it go

Can't hold it back anymore

Let it go, let it go

Turn away (6) _____ slam the door

I don't care

What they're (7) _____ to say

Let the storm rage on,

The (8) _____ never bothered me anyway

It's funny how some distance

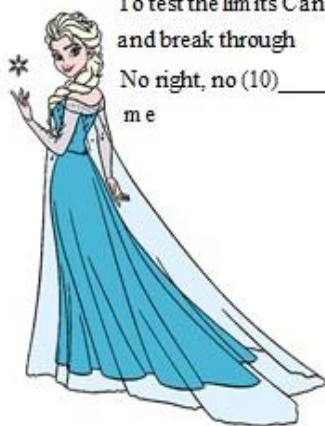
Makes everything seem (9) _____

And the fears that once controlled me

It's time to see what I can do

To test the limits Can't get to me at all
and break through

* No right, no (10) _____, no rules for
me



I'm free

Let it go, let it go

I am one with the wind and sky

Let it go, let it go

You'll never see me cry

Here I stand

And here I'll stay

Let the storm rage on

My power flurries through the air into the ground

My soul is spiraling in (11) _____ fractals all
around

And one thought crystallizes like an icy blast

I'm never going back,

The (12) _____ is in the past

Let it go, let it go

And I'll rise like the (13) _____ of dawn

Let it go, let it go

That perfect (14) _____ is gone

Here I stand

In the light of (15) _____

Let the storm rage on,

The cold never bothered me anyway



Word Bank

queen	going	storm	frozen	and
day	small	go	snow	past
wrong	see	break	girl	cold

Appendix 12: In-Class Activities of the Fourth Week

THE CROODS

BEFORE WATCHING



Look at the picture and make inference about the movie.

Watch the trailer and answer the questions.

a. What is 'primitive'?

b. What do you know about the prehistoric ages?

c. What are the differences between modern people and prehistoric people?

d. What do you think is the most important discovery of the prehistoric ages?

e. Do you think the movie takes place in a real world or an imaginary world? Why?

The Croods

WHILE WATCHING

1. Write the names of the characters. (Beginning-00:18:00)



2. Who do you think will be the main character of the movie? Why?

WHILE WATCHING

3. Watch and circle the correct option. (00:18:00-01:00:00)

- a. The Croods was / were cavemen.
- b. The Croods lived / live many years ago.
- c. There were / was 6 members in Eep's family.
- d. Cavemen paints / painted the walls.
- e. The Croods' dad was / were very strong and he always started / followed the rules.

4. Match a-i with 1-9. (00:18:00-01:00:00)

- | | |
|--|--|
| a) The Croods lived | 1) <u>the</u> cave. |
| b) <u>Grug</u> , the father, protected | 2) <u>all</u> together to sleep. |
| c) The Croods walked | 3) <u>his</u> family. |
| d) The family found an | 4) <u>in</u> a cave. |
| e) Eep hated | 5) <u>egg</u> for breakfast. |
| f) Eep climbed | 6) <u>to</u> the story of Krispy bear. |
| g) Gran walked | 7) <u>with</u> a long stick. |
| h) The Croods piled up | 8) <u>the</u> rocky wall very high. |
| i) The family listened | 9) <u>into</u> the big cave |

AFTER WATCHING

5. Answer the following questions according to the movie.

a. How did the father's stories end?

b. Why did Eep go out of the cave at night?

c. What did Guy use to save the Croods from red birds?

d. How many animals did Grug take with him at the end?

e. How many members were in the family at the end?

f. Did you like the movie? Why or why not?

Appendix 13: In-Class Activities of the Fifth Week

KUNG FU PANDA TRAILER ACTIVITIES



Watch the trailer. Take notes and answer the questions.

1-) Do you have a pet?

2-) What is your favourite animal?

3-) What do you know about pandas?

4-) Do you know anything about martial arts?

5-) Are martial arts popular in your country?

Watch the video about wild pandas and discuss the questions with your partner.

(http://www.youtube.com/watch?v=8s_YoSzWq-A)



1. What does panda's original Chinese name mean?

2. Where do pandas live?

3. What's panda's biggest problem?

4. How many pandas are there in the wild?

5. What's "Team Earth"?

KUNG FU PANDA

(First 20 minutes)

A) Write a list of information or words you think you will hear. Then, watch and check.

--	--	--

A) Write True or False. Correct the false statements.

1. Po dreams about noodles. ☐

2. Po likes working in his father's restaurant. ☐

3. Master Oogway is a blue whale. ☐

4. Master Oogway has to choose the Dragon warrior. ☐

5. There's a tournament to see who the Dragon Warrior is. ☐

6. Po tries to open the door with a key. ☐

7. Master Oogway points at Tigress. ☐

8. At first, Po can't go up the stairs. ☐

9. Po loves skiing. ☐

10. Tigress, Viper, Crane, Monkey, Mantis are the Funny Five. ☐



B) Match these sentences:

1. You're
2. This is the greatest day
3. Nothing is
4. You were really dreaming
5. Service
6. I had
7. Go to the

- a. Jade palace.
- b. late for work!
- c. a vision. Tai lung will return.
- d. with a smile!
- e. impossible.
- f. about noodles?
- g. in Kung Fu history.

(Rest of the Movie)

C) Check whether the statements below are true (T) or false (F).

1. Po is a pig. He is very good at Kung Fu. []
2. Tigress, Monkey, Mantis, Viper and Crane are called The Furious Five. []
3. Shen isn't strong, but he has a big cannon. []
4. Po is Shen's friend. []
5. The wolves work for Master []
6. Po's dad is a goose. []
7. Soothsayer can see the future. []
8. Master Shifu is a great kung fu teacher. []
9. The Furious Five are Po's enemy. []
10. Master Ox, Master Rhino and Master Croc are famous kung fu fighters. []
11. Master Shifu teaches Po and the wolves. []
12. Po and the Furious Five use their kung fu skills to protect people from China. []
13. Shen wants to serve China. []
14. Po convinces Master Ox and Master Croc to leave the prison and help him. []



D-) Answer the questions.

1. What did Panda have to do?

2. Did bunnies learn the cool Kung Fu moves?

3. What did Panda tell the bunnies?

4. How many stories did he tell the bunnies? Why?

5. Did he tell the bunnies about his first day at Kung Fu school?



Appendix 14: In-Class Activities of the Sixth Week



BEFORE WATCHING

A) Do this exercise before you start watching. Write the inventions in the correct group. If you don't know, have a guess!

Time Travel Machine	Robot Teachers	Nano Clothes
3D Printers	Flying Cars	Spaceships
Wing-Suits	Digital Running Shoes	Virtual Reality Glasses

<u>Inventions of Today</u>	<u>Inventions of Future</u>

B) Watch the video about Robots (<https://www.youtube.com/watch?v=rVlhMGQgDkY>), take notes and discuss the questions with your partner.



- 1- What do you think about the abilities of Robots?
 - 2- Do you think people are going to use robots in everyday life in a few years?
 - 3- Is it good or bad to have a machine which works instead of a real person? Why?
 - 4- Are the robots going to replace man in some professions (doctors, teachers, and drivers)?
 - 5- Is there any disadvantages of using robots in everyday life?
 - 6- Do you want to have a robot assistant?
-



WHILE WATCHING

C) Decide whether the following statements are true (T) or false (F), or if the text doesn't say (D).

1. Pixar is a company from the United States. _____
2. WALL-E was one of many robots that the humans left on Earth. _____
3. At the start of the film there are only two robots still working on Earth. _____
4. In the spaceship, the humans spend their time sitting on the floor. _____
5. EVE travels to Earth in a spaceship with some humans. _____
6. EVE falls in love with WALL-E at the end of the film. _____
7. The humans have been away from Earth for longer than they expected. _____
8. M-O and WALL-E quickly become friends. _____
9. M-O does not move much. _____
10. WALL-E takes his pet cockroach into space with him. _____

D) Answer the questions about the movie.

1. When does the story of *WALL-E* take place?
2. What was Wall-E designed to do? (What is his "directive"?)
3. What happens to Wall-E while he watches movies on the television?
4. How does WALL-E fix himself when he gets damage?
5. Who is EVE? What energy does she use?
6. What is her job?
7. Why did the humans send EVE to Earth?
8. How is the ship controlled?
9. Why did the humans leave Earth?

E) Complete the blanks by using suitable vocabularies.

Write five adjectives to describe WALL-E
[physical/personality].

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____



Write five items you see in WALL-E's house.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____



Write five adjectives to describe EVE
[physical/personality].

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

What does WALL-E stand for?

- W _____
- A _____
- L _____
- L _____
- E _____

AFTER WATCHING

F) You are a journalist on the Axiom. Write an article about life on the space ship as you see it.

Appendix 15: In-Class Activities of the Seventh Week

CHARLIE AND THE CHOCOLATE FACTORY

A. Before you read



Look at the movie cover picture. What do you think? Tick YES, or NO, or I DON'T KNOW.

	YES	NO	I DON'T KNOW
a. Are any children in the story?			
b. Are there any old people in the story?			
c. Is the story about animals?			
d. Is the story about a boy and a chocolate factory?			
e. Will it be a sad story?			
f. Will it be a magic story?			

WHILE WATCHING

B. Write the characters' names in the bubbles.



C. Choose the correct answer (First 20 min.)

A. What kind of family does Charlie have?

- a. Mom and dad.
- b. Mom, dad and four grandparents.
- c. Two grandmothers.

C. Why did Willy Wonka create the Golden Ticket contest?

- a. To have fun.
- b. To show children how to be jealous.
- c. So that someone can take the factory.

C. What two children found the tickets first?

- a. Violet and Augustus
- b. Charlie and Violet
- c. Veruca and Augustus
- d. Mike and Charlie

D. What were their reactions?

- a. Sad
- b. Annoyed
- c. They could care less
- d. They are happy

D. Answer the following questions. (First 40 min.)

1. What is the name of the owner of the chocolate factory?

2. What is the prize for finding a Golden Ticket hidden under the candy bar?

3. Who goes with Charlie Bucket to the chocolate factory?

4. Who are the small workers who sing songs as they work in the chocolate factory?

5. Who falls into the river of hot melted chocolate?

E. Answer the questions (40 min.-103 min.)

1. What is Violet Beauregarde's favorite thing in the entire world?

2. What are the miniature squirrels specially trained to do?

3. Who do the miniature squirrels send down the chute?

4. At the end of the story, who will have the chocolate factory?

F. Are these sentences true or false? Correct the false ones.

a. Charlie's family was poor. T/F

b. Charlie's grandfather didn't work at the chocolate factory. T/F

c. The palace Willy Wonka built melted because of the sun. T/F

d. Willy Wonka's ideas were stole by other chocolatiers. T/F

e. Four children went to the factory. T/F

f. Two boys and three girls won the Golden Ticket. T/F

G. Match the descriptions with the names of the characters that are in the box:

Violet Beauregarde - Willy Wonka - Grandpa Joe - Veruca Salt

- a) I am the owner of the chocolate factory. My favorite clothes are a black top hat and tail coat. Who am I?
- b) My parents are very rich. I get whatever I want. Who am I?
- c) I love to chew gum. Who am I?
- d) I wanted my grandson to win the golden ticket. Who am I?

AFTER WATCHING**H. Answer the question about yourself.**

- a. Do you want to take part in such kind of a chocolate competition? Why?

- b. Do you think that the end of the story is surprising or ordinary?

I. Write your own ending.

Write a short paragraph about what character do you think deserved to win the Golden Ticket the most? Why?

Appendix 16: In-Class Activities of the Eighth Week

DESPICABLE ME 2: PRE WATCHING ACTIVITY

A. Look at the picture and answer the questions.



1. What do you see in the picture?
2. What would you do if you had special powers?
3. Who is your favorite fictional character?
4. What do you do to feel relax?
5. Have you ever been to an amusement park? Where?

B. Watch the teaser trailer of the movie and order the sentences considering Gru's daily routines.

1. gets up/ half past/ Gru/ eight/ at
2. ducky/ shower/ with/ happily/ Gru/ has/ his/ rubber/ a
3. his/ brushes / toothbrushes/ Gru/ with/ two/ teeth
4. for/ pancakes/ he/ heart-shaped/ serves/ breakfast
5. on/ cupcake shop/ the/ goes/ foot/ he/ to

C. What do you think about Gru considering his daily routines?



1. Watch the scene from the movie and take notes.

--	--	--	--

Scene 1: Arctic Circle scene



2. Answer these questions.

- 1) What type of building can you see there in the Arctic Circle?
- 2) What's the name of the lab?
- 3) What are two guards doing?
- 4) What language do you think they speak?
- 5) Think and guess: Why are the coins, the shovel and the metal barrel flying?
- 6) What can you see coming down from the sky? What is it?
- 7) What is the magnet ship doing?

Scene 2: Agnes' Birthday party scene

3. Write a list of information or words you think you will hear.

--	--	--



4. Describe Agnes' Birthday party:

5. Answer the questions about the scene by using key vocabulary:

backyard	pink balloons	inflatable unicorn balloon	dragon
streamers	a slide	a bouncy house shaped like a castle	a sword
costumes	princesses	suit of armor	ninja

1) What can you see? (Use there is/there are.)

2) What kind of party is it?

3) What are the children wearing?

4) What are the children doing?

5) What is Gru doing? Is he happy?

6) How is Gru feeling and why?

7) Guess: how will he solve the situation?

Scene 3: Gru's front yard and Ocean scene

6. Look at the picture and make inference about the situation.



7. Watch the scene first. Are the following statements True or False? Correct the false sentences.

- | | |
|--|-----|
| 1) Lucy is an agent of the AVL. | T/F |
| 2) Lucy shoots Gru with a FREEZE RAY. | T/F |
| 3) Lucy's car transforms into an UNDERWATER VEHICLE. | T/F |
| 4) AVL means Anti-violence League. | T/F |

Do you remember? What sea animals did you see?

Shannon's House Audio

8. Listen the audio tract about Shannon's House Scene and Fill in the blanks with the expressions below:

-tell me about it	-you know	-see you tomorrow!
-this was fun	-surprisingly	-don't worry
		-officially

LUCY: I think you did it. You just _____ had the worst date ever.

GRU: Huh, _____.

LUCY: _____--it can only get better from here, right? But if it doesn't, you can always borrow my dart gun. I've had to use it on one or two dates myself.

GRU: Yeah, _____, as far as dates go, I think I'm good with just the one.

LUCY: Well, good night, partner. _____.

GRU: Yes. _____, it was.

LUCY: Oh, and uh, just between you and me? You look much better bald. _____!

Appendix 17: In-Class Activities of the Ninth Week

Ratatouille



1. Do you know what a ratatouille is?
2. What do you know about Paris?
3. Where does the story take place?
4. Why is France famous for its food?
5. Who is the main character of the movie?

BEFORE WATCHING

1. Match the words to the definitions.

Nod Garbage boy Will Flavor Hungry Gift Spices Deadline

- a. A spicy or aromatic odor or fragrance. _____
- b. Taste, especially the distinctive taste of something as it is experienced in the mouth.

- c. A special ability or capacity; natural talent. _____
- d. The faculty of conscious and especially of deliberate action. _____
- e. This is the person who throws the rubbish away. _____
- f. The latest time for finishing something. _____
- g. To bend (the head) in a short, quick downward movement. _____
- h. Having a desire, craving, or need for food. _____

WHILE WATCHING**1. Write the name of the main characters (First 23 min.)**















2. Match the halves of the sentences. (First 43 min.)

- a. Gusteau's famous motto...
 - b. The health inspector
 - c. Linguini and Gusteau always said to Remy.....
 - d. The only way to communicate at the kitchen....
 - e. Skinner was concerned about linguini.....
- () ...he was Gusteau's son and the owner of the restaurant.
- () ...closed the restaurant because of the rats.
- ().... "Anyone can cook"
- ()was controlling Linguine by pulling on his hair.
- ().... that it's not necessary to steal. He has got another option.

AFTER WATCHING**3. Answer the following questions.**

- a. Where is the movie set in?
- b. Why did Remy and his father argue?
- c. What is the name of the restaurant?
- d. What was Linguini and Remy's plan?
- e. What was Skinner's plan?

4. Mark True and False sentences.

- | | |
|--|--------------|
| 1. The story takes place in New York. | True / False |
| 2. Alfredo doesn't know how to cook. | True / False |
| 3. Remy wants to help Alfredo cook. | True / False |
| 4. Skinner loves Alfredo. | True / False |
| 5. Remy is hiding in Alfredo's hair because
he must not be seen in the kitchen. | True / False |
| 6. Django is proud of his son's plans. | True / False |

5. In which scenes can you observe these feelings, describe what made the character feel like that.

Happy:

Nervous:

Unhappy:

Embarrassed:

6. Work with your partner. Do some internet research about Paris and its famous restaurants. Find an easy recipe, prepare a short presentation about it.

Appendix 18: In-Class Activities of the Tenth Week

UP-

A) Look at the picture and guess what is happening.

B) Write a list of information or words you think you will hear.

C) Watch the trailer (https://www.youtube.com/watch?v=ORFWdXI_zJ4) and unscramble these sentences according to the video.



- () I could help you cross your yard.
- () It likes me!
- () I could help you cross the street.
- () All his life, Carl Fredrickson dreamed of adventure. Today his adventure is finally taking off.
- () What is that thing?
- () Good afternoon! Are you in need of any assistance today, sir?
- () Please let me in.
- () Where are we?
- () I would be happy if you stopped.
- () Hey, look! A dog!
- () They're coming!
- () And anyone knows where they are?

Plot



D) Read the plot and complete the summary of the movie.

A young Carl Fredrickson meets a young adventure spirited girl named Ellie.
 1. ____ 70 years later, Ellie has died. Carl remembers the promise he made to her.
 2. ____ But before they can take him, he and his house fly away. However he has a stowaway aboard. 3. ____ Together, they embark on an adventure, where they encounter talking dogs, an evil villain and a rare bird named Kevin.

- | |
|--|
| <i>A. They both dream of going to a Lost Land in South America.</i> |
| <i>B. An 8 year old boy named Russell, who's trying to get an Assisting the Elderly badge helps them</i> |
| <i>C. Then, when he inadvertently hits a construction worker, he is forced to go to a retirement home.</i> |

E) Read the definitions and match the character's names to the correct pictures. Then write an adjective for each of them. (First 22 min.)



- a. He is a little boy. He carries a backpack. He has got a trumpet. His name is Russell.
- b. They are two friends. They can speak. Their names are Gamma and Beta.
- c. He sales balloons. He wears glasses. His house can fly. His name is Carl.
- d. It is a very tall bird. It likes chocolate. Its name is Kevin.
- e. He is an old explorer. He wears a brown jacket. His name is Muntz.
- f. It is a very good dog. Its name is Dug.
- g. It is a very tall dog. It is the leader of dogs. Its name is Alpha.

F) Read and circle YES or NO.

- | | |
|---------------------------------------|--------|
| A) Carl has got black hair | YES/NO |
| B) Russell eats ice cream | YES/NO |
| C) Kevin is a bird | YES/NO |
| D) Muntz lives in the mountains | YES/NO |
| E) Alpha is a black dog | YES/NO |
| F) Kevin doesn't like chocolate | YES/NO |
| G) Carl and Russel are in the desert. | YES/NO |

G) Describe what is happening in each scene and put them in order.











□

H) Who is your favorite character in the movie? Why?

Appendix 19: Examples of Student's Diaries

WEEK 2

Bugün izlediğimiz filmde ve bu film hakkındaki görüşüm zaman zaman komik olmasına rağmen genelinde çok sıkıldım çünkü karakterlerin rolleri fazla abartılmış ve bunaltıcı olduğunu söylemen lazım. Filmin %60'ını anlamıştım çünkü anlaşılır bir dil kullanmışlardı. Anlanadığım yerlerde ise alt yazının önemi ortaya çıktı. Kelime hazinem biraz daha eklenmiş olmalı benim için iyi bir şey çünkü buradaki ekstra kelimeler vizelerde karşımıza çıkıyor daha iyi bir puan almayı sağlayabilir diye düşünüyorum. Bu animasyon filmi bir an önce bitiririz umarım.

WEEK 4

Bugünkü izlediğimiz filmde çok etkilenmediğim söylemeyeyim nedeni ise filmin muhtesem olay örgüsü değil bana olan katkısıydı çünkü bir şey öğrendim. Pürke ile İngilizce sırasında karşılaştırma yaptığında bambaşka diller olduğunu bir kez daha fark ettim. Özellikle cümle dizilimini analiz etmek olursak alakasız iki dil olduğundan dolayı dinleme yeteneğimin neden zor geliştiğini gözümde bulurdum.

WEEK 8

Bugünkü izlediğimiz film eğlenceliydi dil anlaşılır ve kolaydı bu ikisi bir araya gelince İngilizceye olan sempati biraz daha arttı bazı arahtar kelimeler cümleyi anlamamda yardımcı oldu bazı bölümlerde not almaya başladım geçen bir filmi içinde not almaya çalışmak zor oldu tabiki ama filmi anlamamda yardımcı olacağı için bu problemi gördüm ve bazı püt noktaları keşfettim buda anahtar kelimeler oldu. İzlediğimiz bu filmlerin göğü zaman bana bir şey kattığını görünce iyikide izlemişim diyorum.

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