

**THE EFFECTS OF CAPTIONING ON EFL  
LEARNERS' LISTENING COMPREHENSION:  
AN INVESTIGATIVE STUDY WITH INTERMEDIATE  
LEVEL UNIVERSITY PREP-SCHOOL STUDENTS**

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**(Yüksek Lisans Tezi)**  
**Eskişehir, 2011**

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**M.A. THESIS**

**English Language Teaching Program**

**Advisor: Prof. Dr. Gül DURMUŞOĞLU KÖSE**

**Eskişehir**

**Anadolu University**

**Institute of Educational Sciences**

**February, 2011**

**İNGİLİZCE ALTYAZI KULLANIMININ İNGİLİZCEYİ YABANCI DİL  
OLARAK ÖĞRENENLERİN DİNLEME ANLAMA BECERİSİNE ETKİLERİ:  
ORTA DÜZEY İNGİLİZCE HAZIRLIK SINIFI ÖĞRENCİLERİYLE BİR  
ÇALIŞMA**

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**Anadolu Üniversitesi**

**Eğitim Bilimleri Enstitüsü**

**Şubat, 2011**

**M.A. THESIS ABSTRACT**

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This study was designed to investigate 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 previously constructed by the administration of Foreign Languages School participated as experimental and control groups in this study. These intact groups included a total of 66 preparatory school students of English Language Teaching department in Akdeniz University. In order to confirm that all the subjects had the same level of listening proficiency at the onset of the study, a standardised listening proficiency test – a sample First Certificate in English test prepared by Cambridge University Press – was administered to the subjects, and according to the results of independent samples *t*-test on subjects' scores on this test, it was found that all the subjects in both experimental group and control group had the same level of listening proficiency. First 24-min segment of the film

‘Matchstick Men’ was captured and employed as the research material. Experimental group subjects (n=32) watched the film segment with captions, whereas the subjects in control group (n=34) watched the same segment without captions. The English language dependent measure consisted of a 16-item content-specific multiple-choice listening comprehension test devised by the researcher. The results of independent samples *t*-test procedures revealed that the students in the experimental group outperformed their peers in the control group. As a result, it was concluded that captions yielded highly positive effects on intermediate level EFL students’ listening comprehension of a film segment. Moreover, subjects’ 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 this multi-sensory (to view the video action, hear the spoken word, and see the printed text) presentation was perceived as a helpful and entertaining instructional material by the subjects. Furthermore, so as to find out if there were any factors which might have an effect on subjects’ listening comprehension scores, two representative groups from the experimental group and control group – four of the subjects having the highest scores and four having the lowest scores in each group (totally 16) – were interviewed about their English language backgrounds and habits. Nevertheless, none of the factors investigated through the interview demonstrated a relation with subjects’ listening comprehension scores. On the whole, these outcomes indicated that captioned films might offer an invaluable experience to intermediate level EFL students in terms of listening comprehension.

*Key words:* authentic materials, films, captioning, listening comprehension, EFL,  
intermediate learners

## **YÜKSEK LİSANS TEZ ÖZÜ**

# **İNGİLİZCE ALTYAZI KULLANIMININ İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENENLERİN DİNLEME ANLAMA BECERİSİNE ETKİLERİ: ORTA DÜZEY İNGİLİZCE HAZIRLIK SINIFI ÖĞRENCİLERİYLE BİR ÇALIŞMA**

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Bu çalışma, İngilizce bir filmde altyazı kullanımının İngilizceyi yabancı dil olarak öğrenen orta seviye İngilizce yeterliğine sahip üniversite hazırlık sınıfı öğrencilerinin dinleme-anlama becerisi üzerindeki etkilerini araştırmak amacıyla desenlenmiştir. Akdeniz Üniversitesi Yabancı Diller Yüksek Okulunda bulunan iki sınıf, bu çalışmaya deney ve kontrol grubu olarak katılmıştır. Katılımcılar, 66 İngilizce Öğretmenliği bölümü hazırlık sınıfı öğrencisidir. Çalışmanın başında, tüm öğrencilerin İngilizce dinleme yeterliklerinin eşit seviyede olduğunu doğrulayabilmek için standart bir sınav olan ‘First Certificate in English’ sınavının Cambridge University Press tarafından hazırlanmış bir örneği uygulanmıştır ve istatistikî analiz sonuçlarına göre, tüm katılımcıların İngilizce dinleme yeterliklerinin eşit seviyede olduğu belirlenmiştir. ‘Matchstick Men’ filminin ilk 24 dakikası kesilip araştırma materyali olarak

kullanılmıştır. Ölçme aracı olarak da, arařtırmacı tarafından filmin ieriđi temel alınarak hazırlanmış 16 maddelik dinleme-anlama sınavı kullanılmıştır. Sonuçları istatistikî olarak inceleyebilmek için kullanılan Bađımsız Örneklem *t*-testi'nin sonuçları, deney grubu öğrencilerinin kontrol grubundakilerden daha iyi bir başarı elde ettiklerini göstermiştir. Bu nedenle, bu arařtırmada altyazıların İngilizceyi yabancı dil olarak öğrenen orta seviye İngilizce yeterliğine sahip öğrencilerin dinleme-anlama becerileri üzerinde olumlu etkiler gösterdiği sonucuna varılmıştır. Ayrıca, katılımcıların İngilizce altyazılı filmin öğretim materyali olarak kullanılmasına yaklaşımları hakkında bilgi edinebilmek amacıyla bir anket uygulanmıştır. Yüzde ve frekans incelemesi yapılan anket sonuçlarına göre, altyazılı film kullanımı katılımcılar tarafından faydalı ve eğlenceli bulunmuştur. Daha sonra, katılımcıların dinleme anlama sınavındaki başarılarını etkilemiş olabilecek herhangi bir faktör olup olmadığını ortaya çıkarabilmek için deney ve kontrol grubundan temsili olarak en yüksek ve en düşük puanları alan 4'er kişi (toplam 16 kişi) ile yarı yapılandırılmış bir görüşme yapılmıştır. Fakat görüşme yoluyla arařtırılan hiç bir faktörün katılımcıların dinleme anlama sınavından aldıkları puanlarla bir bağlantısı olmadığı sonucuna varılmıştır. Sonuçta, tüm bu olumlu bulgular İngilizce altyazılı filmlerin İngilizceyi yabancı dil olarak öğrenen orta seviye İngilizce yeterliğine sahip öğrencilere İngilizce dinleme-anlama açısından faydalı bir deneyim kazandırabileceğini göstermiştir.

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# CHAPTER I

## INTRODUCTION

### 1.1. Introduction

It has been a widely held assumption that the level of proficiency achieved in a foreign language is directly affected by the amount of exposure to the target language in its natural settings (Rott, 1999). Since the students, in Turkey, learn English as a foreign language, they have limited chance of being exposed to the target language beyond the classroom. Besides, in the classroom, the quality and quantity of language input they gather from their language learning materials and teachers in a limited class time may not be enough to compensate the lack of exposure to real spoken and written language in use and its cultural aspects. Thereby, the learners suffer from the lack of opportunities or conditions to hear what they will learn and practise what they have just learned. According to the literature, this is the most commonly highlighted underlying reason of their underachievement in language learning (Rott, 1999; Flowerdew & Miller, 2005). The conclusion Krashen (1982) draws from a review of the research literature is that insufficient exposure to the target language or wrong kind of exposure may fail to trigger off the language acquisition device. Only if the learners experience sufficient meaningful interaction in the target language, they can pick up the language without the benefit of formal instruction. EFL teachers, therefore, should provide authentic communicative input to their students and also encourage them to do extensive study. In addition, they should help them to make use of this kind of input in

an efficient way by themselves. Consequently, one of the most important tasks that the language learners have is to expose themselves to their target language. So as to tackle this task, they may make use of authentic materials; such as radio/TV programmes, songs in English, newspapers, magazines, books, films, etc. Although all kinds of authentic materials are commonly accepted as helpful for learners, watching captioned films in English might be the richest way of presenting authentic input since it is the combination of these three mediums: aural, visual and textual.

In order to emphasize the original linguistic content of the films, King (2002) states,

‘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. (p.2)’

Moreover, the presence of extralinguistic features such as facial expressions and gestures may reinforce learners’ comprehension of the conversations (Chapple and Curtis, 2000). Besides, the language spoken in films is not only authentic, but also presented in the appropriate cultural context and, therefore, can be an invaluable means of providing more appropriate use of language and preventing cross-cultural understanding (Herron, Dubreil, Corrie, & Cole, 2002).

As a result, captioned films seem to provide a rich authentic context with cultural issues for foreign language acquisition. Furthermore, viewers are generally quite motivated to understand what is shown and said in films or television programs.

In addition to exposure, motivation is another highly indicated essential condition for language learning. According to Krashen (1981), only with the existence of motivation, the learners can engage in the learning process. Krashen (1982) claims that learners with high motivation, self-confidence, and a low level of anxiety are better equipped for success in second language acquisition, and he, therefore, believed that poor motivation would work like a filter that would block comprehensible input. Various research studies have been done comparing the amount of language competence and the amount of exposure to the language either in classroom-years or length of residence, the age of the language learner, and the acculturation of the language acquirer. The results of these studies are consistent with Krashen's hypotheses: the more comprehensible input one receives in low-stress situations, the more language competence that one will have (Richards & Rogers, 1986). Video technology provides such an innovation. People of all ages and educational backgrounds seem to be attracted to films, and numerous captioned videos and programs can be used in conjunction with specific curriculum topics and objectives (Xiaoqiong & Xianxing, 2008).

Captioning technology was originally developed for the benefit of the deaf. However, interest has widely grown in the use of captions for language learners (Huang & Eskey, 2000). As a result, the great popularity of captioned videos in the target language among second/foreign language learners has canalized researchers to try to determine what benefits they can provide to the learner of a foreign or second language (King, 2002). The actual use of captions for second/foreign language teaching started in the 1980s, and many researchers investigated the influence of captioning on general comprehension, reading and listening comprehension, vocabulary acquisition, language

in use issues, learner attitudes, etc (Markham & Peter, 2003). Numerous studies on teaching English as a Second Language and actual accounts conveyed by ESL instructors have come to the same conclusion: captioned video improves language acquisition in terms of many areas and skills such as reading and listening comprehension, vocabulary acquisition, word recognition, and oral fluency of ESL/EFL students (Bianchi & Ciabattini, 2008; Borrás & Lafayette, 1994; Chung, 1999; Garza, 1991; Huang & Eskey, 2000; Jones & Plass, 2002; Koolstra & Beentjes, 1999; Markham & Peter, 2003; Taylor, 2005; Yoshino et al, 2000).

Studies also report the motivating and entertaining influence of captioned videos, and extremely positive learner attitudes towards this medium (Huang & Eskey, 2000; Koolstra & Beentjes, 1999; Weasenforth, 1994). For example, according to the findings of Goldman and Goldman's 1988 study, the use of closed captioned primetime television programs with high school ESL students and students in remedial reading programs increased the students' motivation, and resulted in an improvement in their English vocabulary, reading comprehension, and word analysis skills. Besides, Salebi (1991) examined nineteen Saudi college students' attitudes towards the use of TV and videotapes as educational tools in the EFL/ESL classroom. The findings of the study demonstrated positive attitudes of the students towards the use of these technological tools in the classroom. It is stated that the use of videos as educational tools was expressed by the participants as motivating, helpful and advantageous in many ways. Also, by comparing it to learning through extensive reading, Gieve and Clark (2005) found that the participants in their study who were European and Chinese learners were more likely to try to learn independently through watching films than through extensive reading, and Ding (2007, p. 275) reported that among the participants in his study, all

eight of the prize winners in national level English speaking contests in China ‘regarded watching English movies and television series as one of the most effective ways of improving their English’.

All in all, captioned movies may be a highly influential, motivating, and beneficial method to create at least one out-of-class channel of authentic communication for our EFL learners.

## **1.2. Statement of the Problem**

With the rapid advances in multimedia technology, video materials are more and more widely employed in language classes. Through the researcher’s teaching experience, it has been assumed that watching English video programs not only makes English study more interesting, but also contributes to the improvement of EFL students’ listening ability. However, the use of captions has generally been indicated as a controversial issue by the linguists. Some believe that no matter what language they are in, captions are distracting and create a form of text dependence. Nonetheless, others hold the view that captions contribute a lot to students’ second language acquisition (Wang, 2007). Hence, these controversial assumptions about the effects of captioning, the best ways captions can be utilized in, and learners’ attitudes towards the use of captioned video as an instructional tool motivated the researcher conduct the present study.

### **1.3. Significance of the study**

The use of captions has generally been found as an effective tool to facilitate listening comprehension by many researchers around the world (Baltova, 1999a; D'Ydewalle & Van de Poel, 1999; Herron, Morris, Secules, & Curtis, 1995; Huang & Eskey; 2000; Jones & Plass, 2002; Jones, 2004; Markham & Peter, 2003; Neuman & Koskinen, 1992). However, in Turkey, there are only three reported researches regarding the use of English language captions. Firstly, Çilek (2004) examined the influence of captioned documentation on listening comprehension and 'oral performance' of advanced university level students. Yüksel and Tanrıverdi (2009) examined the effects of captioned video on 'vocabulary development'. Finally, Özgen (2008) investigated the effects of 8-week period of captioned video treatment on both the listening comprehension and vocabulary development of intermediate level students. All of the three studies reported the use of captions as efficient and motivating for foreign language learners.

On the other hand, the present study aimed to investigate the influence of captions on the listening comprehension of intermediate level prep-school EFL students. Unlike the other studies in Turkey, this study's focus area is only listening comprehension on which a few researches focused in Turkey. Also, in the present study an authentic material - a feature film segment - was employed as the research material rather than an educational video or documentary. Furthermore, a data triangulation method was followed to collect the data in this study. In particular, a content specific listening comprehension was conducted to gather the quantitative data, a questionnaire was utilized to investigate subjects' attitudes towards captioned video; and a semi-

structured interview was held to examine the factors that might have an influence on subjects' listening comprehension scores.

#### **1.4. Purpose of the Study and Research Questions**

The purpose of this study is to examine the effects of using captions on intermediate-level EFL prep-school students' listening comprehension of a feature film segment as measured by a multiple choice test. Also, the study aims to find out how students' perceptions of learning English through captioned film are.

The two following research questions were addressed in this study:

- 1) Do the subjects who watch an English-language feature film segment with English language captions outperform those who watch the same film segment without captions on a content specific listening comprehension test?
  
- 2) Do the subjects perceive captioned film as a helpful and entertaining instructional material?

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1. Captions vs. Subtitles**

For the purposes of this research, it is necessary to reveal the distinction between subtitles and captions. Captions refer to on-screen text in a given language combined with a soundtrack in the same language. On the other hand, subtitles refer to on-screen text in the native language of the viewers that accompany the second language soundtrack of the video material (Clark, 2003). In this investigation, since both the soundtrack and captions were always presented in the same language – English – during the film session, the term ‘captions’ will be used throughout.

#### **2.2. Captioned Videos as Language Learning / Teaching Tools**

It is now commonplace to say that audiovisual material, with its rich context, is a powerful instructional tool having a motivational, attentional, and affective impact on viewers, which in turn facilitates auditory processing (Brett & Nash, 1999). Captioned videos create a rich learning environment by allowing students to hear the words, see the words as captions and experience the meaning of the words by watching the images on the screen (King, 2002).

Besides, film, television, video, and now digitized images usually expose students to larger amounts of authentic oral language input, which in the long term may improve listening comprehension in face-to-face interaction with native speakers (Herron et. al., 1995). Accordingly, recently videos have been used for English language instruction in EFL classrooms. There are a number of advantages using videos in the classroom. They are a familiar and nonthreatening medium for students and are, therefore, easy to introduce.

Moreover, the motivating power of film to stimulate discussion and debate and to generate topics for writing has long been recognized by educators (Wood, 1999). They seem intrinsically motivating since they provide students with a film to be enjoyed rather than a lesson that needs to be tested on. In addition, King (2002) asserts 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 the significance of teaching English through films is multifold. They state that it can help students to improve their pronunciation and intonation, to pick up idiomatic use of words and phrases, to assimilate English sentence structure, and to become familiar with the target culture which will prepare them for studying and living abroad or international communication at home.

Current DVD technology offers another advantage: watching foreign language films closed-captioned in the target language, which provides visual reinforcement of what students are hearing. Baltova (1999b) acknowledges this advantage by claiming

that adding printed captions provides a third dimension to the visual and auditory cues provided by the video and further encourages students to think in English.

The following part will report the studies having investigated the influence of captioning on many areas and skills of language learning such as structure learning, vocabulary development, reading comprehension, speaking performance, overall proficiency, etc.

### **2.3. Studies regarding the Influence of Captioning on Language Learning**

With the ever increasing popularity and availability of target language feature films, sitcoms, and documentaries, using captioned video to facilitate language learning becomes widely welcomed (Brett, 1998). Consequently, many studies were conducted to investigate the effects of captioning on language learning. A number of studies have demonstrated some beneficial effects of captions in terms of improving learning motivation and attitude, listening comprehension, vocabulary development, reading comprehension, speaking performance, structure learning, overall proficiency, etc (Garza, 1991; Chung, 1999; Jones, 2004; Koolstra & Beentjes, 1999; Taylor, 2005; Markham, Peter, & McCarthy, 2001; Wei, 2003).

For instance, Borrás and Lafayette (1994) conducted a research to examine the effects of captioning during transactional task practice with multimedia courseware on oral communicative performance of fifth-semester college students of French. Compared to the no-captions condition, the captions condition resulted in significantly higher overall Oral Performance scores. The findings demonstrate that far from being

detrimental, fully duplicating intra-lingual captions have potential value in helping the learner to not only better comprehend authentic linguistic input but also to produce comprehensible communicative output.

Also, the findings of Goldman and Goldman's 1988 study indicated that captions facilitated the general reading comprehension of first language readers in elementary and secondary level settings.

Wei (2003) conducted a study to find out if learning German verbal tenses can be fostered by the German-captioned and/or German-English-captioned video clips on a website. The researcher utilized two sets of digitized video clips: one with the target language captioning, and the other with the target plus native languages captioning. High school students in the State of Idaho participated in the study. The results of the study demonstrated that post-test scores based on learning German verbal tenses were significantly improved by both treatments.

Besides, Chung (1999) reported that general ideas can often be made understandable through images alone or even advanced organizers such as oral and written summaries or video clips, but captions have proven to be more beneficial for the comprehension of details related to characters and plot.

Moreover, Hwang (2003) in her doctoral dissertation conducted a study to investigate the effect of the use of video captioning on EFL on college students' language learning in Taiwan. The study made use of two experimental conditions with caption-viewing and without caption-viewing. A series of ESL instructional videos with English captions was utilized as the treatment. Subjects' initial language proficiency was

measured by the General English Proficiency Test (GEPT), used as a pretest. After viewing, the Content-Specific Test (CST) was administered as the other instrument, measuring subjects' language comprehension in terms of listening comprehension, vocabulary and content comprehension. Then, an identical GEPT was used as posttest measuring students' English proficiency in listening and reading. The data analysis revealed that subjects viewing captioned videos outperformed the control group, which did not view captioned videos. The findings indicated that the use of captioned videos improved learners' listening comprehension, English proficiency in listening, vocabulary learning and content comprehension.

According to Webb and Rodgers (2009), language acquisition, with the help of inter-lingual captioning, is most frequently incidental since many viewers may learn the language heard in captioned programs without a conscious or systematic effort to do so.

Also, Dubois and Vial (2000) asserted that the interaction between sound, the written word, and the image of objects presented enhanced memorization considerably in a contextual way.

Similarly, to examine the effect of a context-embedded approach to second language vocabulary instruction, Kang (1995) conducted a study with elementary school students who had basic knowledge of the English alphabet and sentence structure. The results indicated that the presentation of vocabulary with visual, aural and sentence contexts in multimedia learning environments enhances vocabulary learning and teaching.

In addition, Chun and Plass (1996) conducted three studies of the effectiveness of multimedia annotations on vocabulary acquisition. The results showed a higher rate of incidental learning of vocabulary and significantly higher scores for words that were annotated with pictures and text than for those with video and text or text only.

Likewise, Koolstra and Beentjes (1999) conducted an experiment with 246 Dutch children in grade 4 and grade 6 to examine their vocabulary gains after they watched a 15-minute American documentary shown twice with or without captions. The results demonstrated that children acquired more English vocabulary from watching captioned television. Koolstra and Beentjes also reflect that video links visual input with meaning, presents the language clearly and accurately, and attracts the interest of the viewers.

Moreover, D'Ydewalle and Van de Poel (1999) investigated implicit foreign-language acquisition in children by having conducted three different tests involving vocabulary, morphology, and syntax. The participants were 8-12 year-old 327 children in the third, fourth, fifth, and sixth grades of a primary school in Dutch-speaking Belgium. The results revealed that in both the visual and auditory parts of the vocabulary test, acquisition effects emerged when Danish was available in the soundtrack; there was only acquisition in the visual part of the vocabulary test when Danish was provided in the subtitles. That is, the findings indicated that watching movies may be as effective in contributing to incidental vocabulary learning as reading.

Furthermore, captions were found to be helpful with word recognition and vocabulary building. Neuman and Koskinen (1992) conducted a nine-week experiment with 129 seventh and eighth grade ESL students watching nine 5- to 8-minute long

segments of an American children-oriented science production. They investigated differences among four conditions: (a) captioned television, (b) traditional television viewing without captions, (c) reading along and listening to text, and (d) textbook only. The researchers found that captioning was more beneficial to vocabulary recognition and acquisition than traditional television watching, or reading while listening. A series of increasingly complex tests demonstrated the beneficial effects of captions. These tests ranged from weekly word recognition exercises which entailed distinguishing written target words from non-word distracters, to sentence anomaly exercises testing word comprehension in context, and on the most difficult level, meaning identification of words presented in isolation.

Stewart and Pertusa (2004) conducted a comparison study having investigated the gains in vocabulary recognition made by students in intermediate Spanish conversation classes viewing films with English (L1) subtitles and others watching the same films with closed-captioning in Spanish. The results demonstrated that the students in the Spanish captions group outperformed those in the English captions group. The researchers indicated that the length of the segment may have had a negative effect on students' ability to remember the word or expression.

In Turkey, Yüksel and Tanrıverdi's 2009 study investigated the effects of watching a closed-captioned movie clip on incidental vocabulary learning of 120 college EFL students from a college preparatory class. Two weeks before the treatment, all of the participants completed a 20-item vocabulary knowledge scale that was adopted from Wesche and Paribakht (1996). Two groups included in the study: Group A – movie clip with captions; Group B – movie clip without captions. The findings

demonstrated that both groups demonstrated significant gains based on the VKS, and Group A improved more in the post-test. However, the development between the groups was not significant.

Some of the studies investigated the influence of captioning on listening comprehension and vocabulary acquisition at the same time. For instance, Jones (2003) examined under what conditions multimedia annotations can support listening comprehension and vocabulary development in a second language. The study drew attention to students' views on the effectiveness of multimedia annotations (visual and verbal) in assisting them in their comprehension and acquisition of vocabulary from aural texts. The findings suggested that the availability and the choice of visual and verbal annotations in listening comprehension activities enhanced students' abilities to comprehend the material presented and to acquire vocabulary.

On the other hand, Podszebka et al. (1998) investigated what effect the mode of instruction, video and narrative presentations, had on children's vocabulary acquisition and listening comprehension. The findings showed that video helped students with comprehension and reading helped with vocabulary acquisition. However, video with captions mode was not found as effective as only video and both video and text modes.

Consequently, some may argue that the improved listening comprehension resulting from the specific context of a captioned audiovisual program does not necessarily prove students' ability to better comprehend new scenes without captions. To test how captioning affected listening ability regardless of semantic information, so as to assess recognition memory in relation to sound alone, Bird and Williams (2002) focused on the implicit and explicit learning of spoken words and non-words. Implicit

learning pertained to auditory word recognition, while explicit learning referred to the intentional recollection and conscious retention of aural stimuli. A first experiment with 16 English native and 16 advanced non-native speakers demonstrated that subjects in the captioned condition were better able to implicitly retain the phonological information they had just processed. They also showed superior explicit recognition memory when asked to aurally identify words that had been presented in a previous phase. A second experiment with 24 advanced ESL students found that captioning had a beneficial effect on word recognition and implicit learning of non-word targets paired with two rhyming and two non-rhyming aural cues, especially in the rhyme condition. Thus, the researchers determined that captioning clearly aided with the phonological visualization of aural cues in the minds of listeners, who became more certain of ambiguous input, could more accurately form a memory trace of the words, and could later more easily identify identical sounds without textual support.

Huang, in his dissertation, designed a study to examine the effects of closed-captioned TV (CCTV) on the listening comprehension of intermediate ESL students. In addition, vocabulary/phrase acquisition and general comprehension were tested as two subscales. There were two treatment groups: traditional TV and CCTV. According to the results, the group with captioning scored significantly better on the listening comprehension test as well as on the two subscales than the group without captioning. The researcher also analyzed subjects' perceptions of the effects of CCTV on ESL learning, and significant results were reported: CCTV helped the students understand the story better; CCTV helped the students with their vocabulary/phrase acquisition; CCTV improved the students' listening skill; and watching TV was an enjoyable way to learn English.

On the whole, various studies have demonstrated some favourable effects of captions in terms of improving learning motivation, listening comprehension and vocabulary development, reading comprehension, oral performance, structure learning, overall proficiency, etc. Nevertheless, since the overall focus of the present study is listening comprehension gains through captioning, the studies having investigated listening benefits will be reviewed in detail in the following part.

#### **2.4. The Effects of Captioning on Listening Comprehension**

Listening is a key language skill, it has a crucial role in the language acquisition process, and its development is of prime concern to language teachers (Rubin, 1994; Dunkel, 1991). Consequently, it has been a cornerstone of many theories of second language acquisition (Flowerdew & Miller, 2005). Briefly, these theories posit that exposure to authentic listening and reading texts facilitates an implicit process through which new language and linguistic rules become internalised and can then be automatically reproduced (Brett, 1997). Therefore, various materials have been developed to improve listening skills by providing authentic listening/viewing texts that are accompanied by motivating, focusing, and achievable tasks. One of them is captioned video: audiovisual material enhanced with captions is generally assumed as a particularly powerful pedagogical tool which can facilitate the listening comprehension skills of second/foreign language learners (Ogasawara, 1994). Various studies have demonstrated the positive effects of captioning on listening comprehension of ESL/EFL learners (Herron, Morris, Secules, & Curtis, 1995; Huang & Eskey, 2000; Baltova, 1999a; Markham, 2001; Markham, Peter, & McCarthy, 2001; Markham & Peter, 2003).

Huang and Eskey (2000) examined the effects of closed-captioned TV (CCTV) on the listening comprehension of intermediate-level students learning English as a second language, and found that Closed-Captioned TV had beneficial effects on the listening comprehension of intermediate level ESL students.

Markham, Peter and McCarthy (2001) sought to establish the influence of L1 captions in addition to L2 captions. The study was conducted to investigate the effects of three different conditions on the comprehension of Spanish DVD soundtrack material in the case of university students at intermediate level. The results demonstrated that students improved their general comprehension of Spanish-language DVD video via the aid of either English captions or Spanish captions as opposed to viewing the same DVD material without captions. The researchers concluded that captions in the first language might be useful for intermediate to low proficiency students who often struggled with rapid, authentic native speaker FL discourse.

Likewise, Markham and Peter (2003) investigated the effects of using Spanish captions, English captions, or no captions with a Spanish language soundtrack on intermediate university-level Spanish as a Foreign Language students' listening/reading comprehension of a DVD video episode as measured by a 20-item multiple-choice test presented in the target language. According to the results of One-way ANOVA, the English-language captions group outperformed the other two groups, and the Spanish-captions group performed at a statistically higher level than the no captions group. The researchers concluded that English captions and Spanish captions can improve intermediate-level foreign language students' listening / reading comprehension.

To examine the effect of captioning on aural word recognition skills, Markham (1999) designed an experiment involving multiple-choice tests administered orally. 118 advanced ESL students watched two 12-minute short video programs with or without captions. In the subsequent listening tests, subjects heard sentences directly taken from the script and immediately followed by four single words including one key word which belonged to a sentence just heard and three distracters presented orally, too. According to the findings of the study, the availability of subtitles during the screening significantly improved the students' ability to identify the key words when they subsequently heard them again.

Also, Garza (1991) conducted an experiment comparing the comprehension ability of 70 high-intermediate/low advanced ESL learners as well as 40 third/fourth year American university students of Russian to explore the language learning benefits of merging spoken and printed text in one medium. Subjects viewed five discursive types of 2- to 4-minute-long videos with and without captions. They were tested through multiple-choice content-based questionnaires requiring the identification of target-language "informational paraphrases, basic deductions, or synonym identification" of a term made visually explicit in the video segment. The results demonstrated significant increases in comprehension of the segments, as well as recall of the language used in them.

Yoshino, Kano, and Akahori (2000) followed a different research design and examined the effects of English and Japanese captions on the listening comprehension of Japanese EFL students attending either junior college or a four-year university. They made use of music video clips as stimulus materials. Each material was constructed

with four caption conditions: 1) audio & video with English captions; 2) audio & video with Japanese captions; 3) audio & video without captions; and 4) audio only as the control condition. The participants were asked to write down every word, phrase, clause, or sentence that they could recall after viewing the material. The results demonstrated that the English captions significantly improved the word recall scores and the accuracy of the recalled information for both the junior college and university students. The university subjects scored higher with Japanese captions than without. However, the junior college subjects recalled more words under the audio and video condition than the audio and video with Japanese captions condition for three out of the four materials. The university students and the junior college students performed the same with the easier materials. However, the university students could not recall as many words as the junior college students with the more difficult materials. As a result, the findings of this study suggested that the use of captions facilitated listening comprehension.

Furthermore, Ogasawara (1994) conducted a longitudinal study in order to measure the effectiveness of using English captioned videos on listening comprehension of EFL university students. There were two aims: 1. to measure whether videos with English captions are effective teaching materials in comparison with videos without captions; 2. to measure whether fully captioned videos are more effective than partially captioned ones. The results indicated that fully captioned videos were much more effective than partially captioned or non-captioned videos if they were used over the long term such as at least one semester.

In Turkey, Özgen (2008) conducted a study to determine the positive effects of captioned authentic video on the listening comprehension of intermediate EFL students at Selcuk University, School of Foreign Languages for his M.A. thesis. The study included two groups: with English captions as experimental group and without captions as control group. The students watched the same chosen episodes of “*Everybody Hates Chris*”, an Emmy Award-nominated sitcom, and took the same pre and post tests, and questionnaires. Before each presentation, both groups received work-sheets of the target vocabulary and phrases. The results revealed that the experimental group scored significantly better on the listening comprehension test. Pre / post questionnaires were also administered to analyze the students’ perceptions of the effects of captioning on EFL learning and significant results were found. The students reported that captioning helped them understand the plot better, helped them with their vocabulary acquisition, and improved their listening skills. Özgen concluded that multi-sensory presentation charmed students, and created a tendency for using captioning technology as a listening and a learning tool by themselves outside the classroom.

In spite of the beneficial aspects, captioning may not be always suitable for all materials and viewers at all levels of language proficiency. In particular, some linguists posit that it may be helpful to beginners only if the material is carefully adapted to their level and contains many familiar phrases that can be activated and reinforced by the audiovisual presentation. For example, Neuman and Koskinen (1992) found that in spite of the additional contextual support provided by the video, students with limited linguistic abilities learned less from the captions than viewers at the mastery level. This finding was also supported by an experiment in which full text or keyword captioning was added to the authentic language video clips designed to accompany a French

beginning textbook. Guillory (1998), who tested 202 American subjects in second semester French classes, found that even with captions the comprehension mean scores for two video clips from this program were at best 72%. If the material is too advanced, as in this case with nearly 28% of the words used in the video not listed in the textbook glossary, captions cannot sufficiently compensate for the fast rate of speech and the difficult vocabulary level. As a result, Guillory indicated that even with captions, visual input which was too far beyond the linguistic competency of the viewers might yield poor language gains.

On the other hand, Markham (1989) conducted a research to determine the effects of captioned television videotapes on the listening comprehension of university students studying English as a Second Language. Results yielded significant comprehension benefits for beginning, intermediate, and advanced students who viewed videotaped television material with captions. Also, it was found that beginners performed better when supported with captioned videos. Hence, Markham indicated that L2 captioned videos might not be as important for advanced learners.

On the whole, the use of captioned video was mostly found to be facilitating for listening comprehension of ESL/EFL learners. However, it is vital to look at the theories explaining the rationale of using captioned video in ESL/EFL learning. Thus, next section will present the theoretical basis of using captioned video in ESL/EFL learning in depth.

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

### 2.5.1. Cognitive Theory of Multimedia Learning

Mayer's (2003) cognitive theory of multimedia learning draws on dual coding theory, cognitive load theory, and constructivist learning theory. It is derived from the following three assumptions, which are summarized in Table 1: (a) working memory consists of independent auditory and visual working memories; (b) each working memory store has a limited capacity, (c) meaningful learning occurs when a learner selects relevant information in each store, organizes the information in each store into a coherent representation, and makes connections between corresponding representations in each store (Mayer & Moreno, 2003).

Table 1

*Three Assumptions about How the Mind Works in Multimedia Learning (Mayer, 2003)*

<i>Assumption</i>	<i>Definition</i>
Dual channel	Humans possess separate information processing channels for verbal and visual material.
Limited capacity	There is only a limited amount of processing capacity available in the verbal and visual channels.
Active processing	Learning requires substantial cognitive processing in the verbal and visual channels.

Mayer and Anderson’s research (1991) indicates that humans have a restricted capacity to attend to and process incoming information through a single channel (e.g. auditory). That is, a learner can hear, understand, and process only a certain amount of information at any time. More than the limited amount will not be retained because a form of “cognitive overload” may happen. However, if an additional channel (e.g., visual) is made use of to convey extra information, then the limited capacity for processing information by learners can be extended to some degree (Mayer & Sims, 1994). To provide an additional channel, multimedia presentations like captioned video can be employed since they are usually the combination of these mediums: aural, visual, and textual. Figure 1 illustrates a cognitive theory of multimedia learning based on the assumptions about how the human mind works.

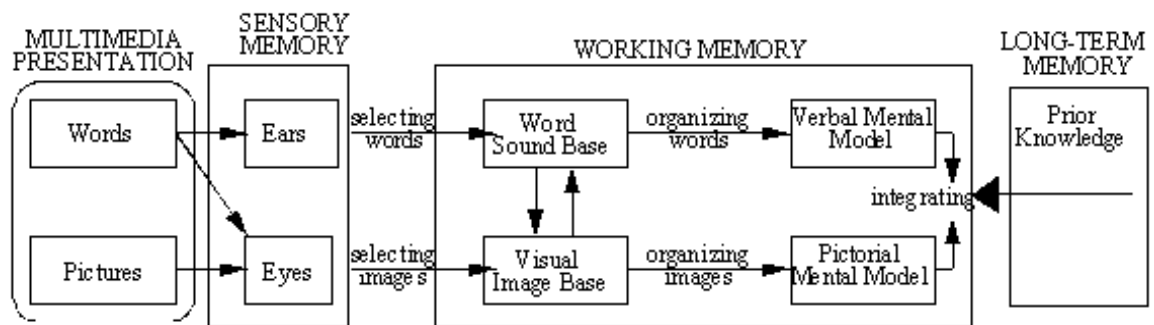
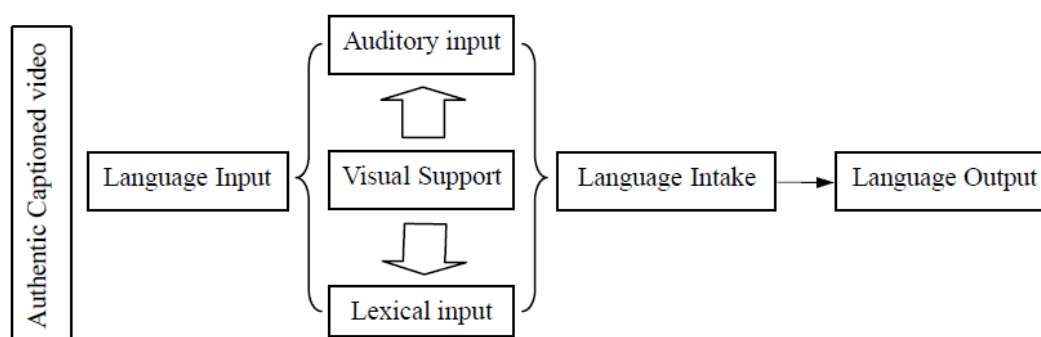


Figure 1. A Cognitive Theory of Multimedia Learning (Moreno&Mayer, 2000)

Moreno and Mayer (2000) suggested that one way to ease the “over-load of working memory” is to activate prior knowledge and mental automation. Therefore, in language learning, new information should be connected in a meaningful way to the previously learned information. In order to provide this meaningful connection, Wang and Shen (2007) focused on captioned video and suggested a cognitive process of language learning through authentic captioned video, shown in Figure 2.



*Figure 2.* A Cognitive Process of Language Learning through Authentic Captioned Video (Wang&Shen, 2007)

According to them, as captioned video presents the information, namely the language, in meaningful real life contexts, it canalizes learners to actively engage in the learning process by activating their own existing schemata and making connections with previously learned material. Consequently, it reduces the cognitive load of working memory.

### **2.5.2. Information Processing Theory**

Information Processing Theory focuses on how the human memory system acquires, transforms, compacts, elaborates, encodes, retrieves, and uses information. The study of memory is the prime concern of its approach to learning. The memory system consists of three main storage structures: Sensory Registers, Short-Term Memory (STM), and Long-Term Memory (LTM) (Nyikos & Oxford, 1993; Wang & Shen, 2007).

Registering stimuli in the sensory memory system is the initial step of processing. People receive information from the environment via a sensory receptor; ears, eyes, nose, mouth or sense of touch. Thereby, the information is a kind of sensation when it enters the body. The sensory registers temporarily keep the information in its raw form until the stimulus pattern is noticed or lost. The noticed sensation is converted into a message and sent to working memory. The important condition is that the message is sent when the individuals are paying attention to a stimulus or if the message activates a known pattern. Short Term Memory keeps information in its noticed form, such as visual-icon, auditory-echo, textual-alphabet, etc (Wang & Shen, 2007). It is fundamental that the learner focuses on the information at this stage and further stages in order for information to move on to the next. A significant feature of STM is that both visual information and phonemic coding are of vital importance for learning, especially learning a language. If we remember information for a short amount of time, it directly goes into long-term memory. The capacity of LTM is limitless to store knowledge. Elaboration and distributed practice are the two processes that move information into long-term memory (Manolopoulou-Sergi, 2004; Wang & Shen, 2007).

Consequently, Wang and Shen (2007) claim that by using captioned video during instruction may help students to encode information. Based on this theory, Wang and Shen (2007) proposed a model (illustrated in Figure 3) positing that captioned video can meet the required conditions by the optimal memory.

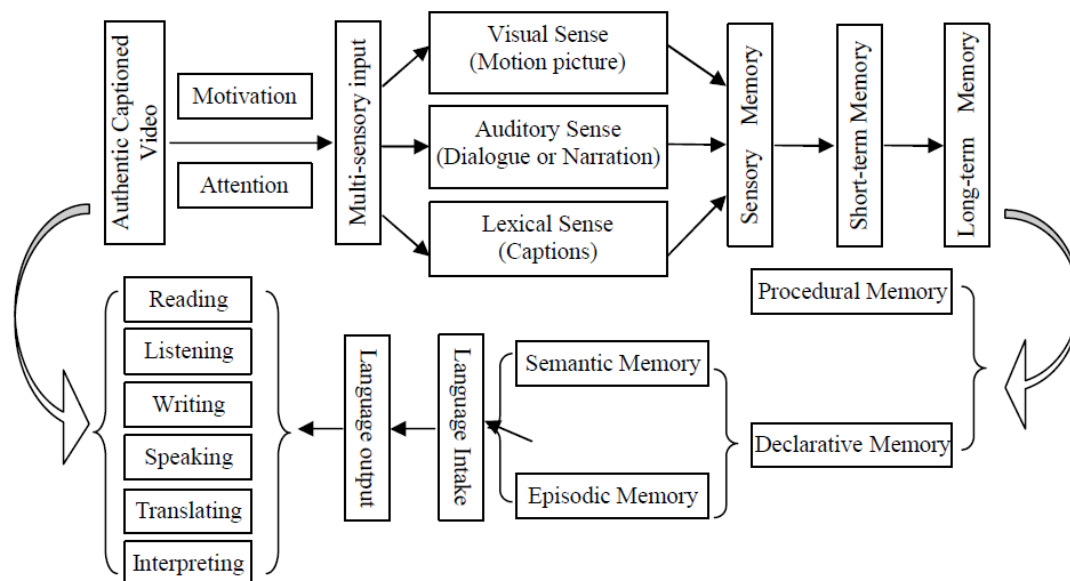


Figure 3. Information Processing During Language Learning through Captioned Video (Wang&Shen, 2007)

When the input language is stored in long-term memory, it is divided into two parts and stored in the form of semantic memory and episodic memory separately. Since video material is usually episode-oriented, the content of the video can be easily remembered in LTM. They suggest that this can serve to activate the content of semantic memory and ease the “load” of working memory; and this satisfies the principle of “in language learning, new information should be connected in a

meaningful way to information previously learned.” Furthermore, they indicate that authentic captioned video can be used to train or activate language skills such as fast reading, listening comprehension, writing inspiration, speaking, translating and interpreting.

### 2.5.3. Dual Coding Theory

According to Paivio’s (2006) Dual Coding Theory, cognition includes the activity of two distinct subsystems, shown in Figure 4: a verbal system specialized for dealing directly with language and a nonverbal (imaginal) system specialized for dealing with non-linguistic objects and events. Paivio (2006, p.3) states ‘the systems are assumed to be composed of internal representational units, called logogens and imagens, that are activated when one recognizes, manipulates, or just thinks about words or things’.

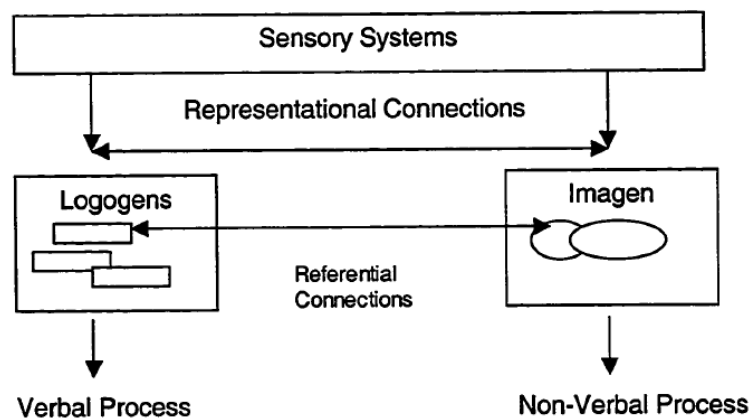


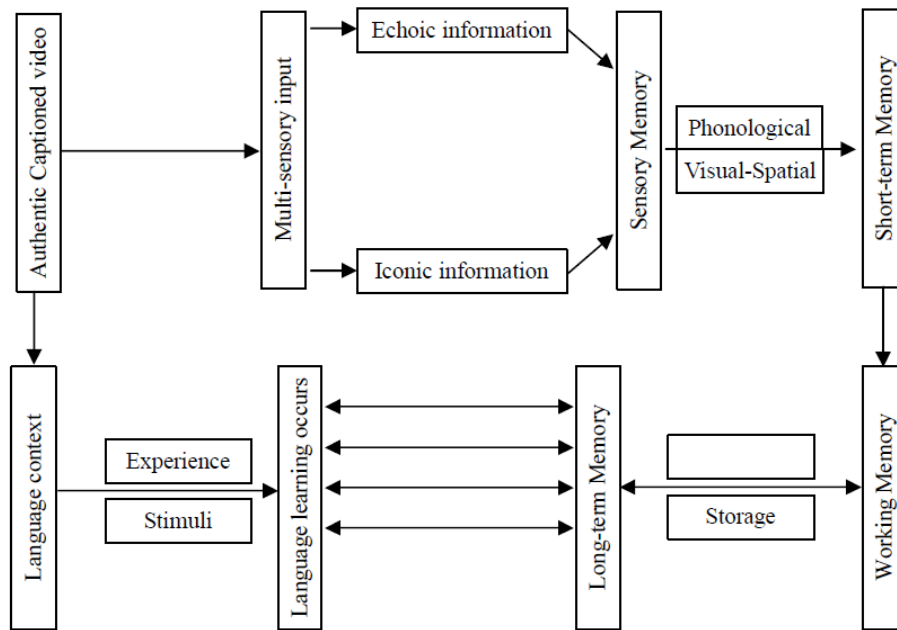
Figure 4. Pavio’s Dual Coding Theory

Paivio clarifies that these systems are functionally independent; nevertheless, dually coded items are linked by referential associations. Thereby, representation in one system can also activate those in the other (as cited in Wang&Shen, 2007, p.8). Moreover, it is stated that visual items are remembered better than verbal ones and also have an additional influence when items or subjects are encoded dually. As a result, Paivio (2006) posits that in ESL/EFL learning, as more foreign words and expressions are learned in direct association with appropriate nonverbal referents, the referential connections get richer and more meaningful; therefore, result in better language recall and appropriate use.

Captioned videos present motion pictures, verbal captions, and spoken words simultaneously; thereby, a word or a concept represented as an image can also find the verbal label in video captions or soundtrack, or vice versa. Moreover, Paivio (2006) argued that pictures were often remembered better than verbal information. Those remembered images can be served as prior knowledge of later more advanced language learning.

#### **2.5.4. A Constructivist View of Language Learning through Captioned Video**

Wang and Shen (2007) posited that language is constructed by learners through interaction with authentic scenes in which that language is used, which is based on the Constructivists' view; and proposed a model of language learning in an interactive way through captioned video (as shown in Figure 5).



*Figure 5. Learning Language in an Interactive Way through Captioned Video*  
 (Wang&Shen, 2007)

This model elaborates the importance of authentic or real context in which language is used. It is indicated that this distinguishes authentic English video from other video. According to Wang and Shen (2007, p.10), ‘when captioned video is integrated into EFL learning process, it mingles with the process and forms a circulating cycle.’

### **2.5.5. Krashen's Second Language Acquisition Theory and Monitor Model**

The belief that captioned video is an effective educational tool for ESL/EFL learners is also partly based on the second language acquisition hypotheses of Stephen Krashen. Krashen's Monitor Model (acquisition/learning) hypothesis is one of the best-known among the forty to sixty theories of second language acquisition (SLA) that have been introduced. Krashen believes that people have two distinguishing ways of developing competences in second language: **1. Acquisition:** by using language for real communication; **2. Learning:** 'knowing about' language (Richards & Rogers, 1986).

According to Krashen, language acquisition is a subconscious process not unlike the way a child learns language. Language acquirers are not consciously aware of the grammatical rules of the language, but rather develop a "feel" for correctness. "In non-technical language, acquisition is 'picking-up' a language" (Terrell, 1986). Language learning, on the other hand, refers to the conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them." Thus, language learning can be compared to learning about a language (Terrell, 1982). That is to say, learning a language versus acquiring it leads to grammatical and mechanical knowledge of the language, but it does not lead to fluency. It can function only as a monitor or editor checking and repairing the output of the acquired system.

#### **2.5.5.1. The Input Hypothesis**

According to S.D. Krashen's second language acquisition theory, human acquire language only through understanding messages or through receiving "comprehensible

input” (Terrell, 1986). Thus, language learners should be provided with optimal input to facilitate their language acquisition. According to him, it needs four conditions to achieve the optimal input: comprehensible, interesting and relevant, not form-focused, and quantitative (Nunan, 1995).

All these four conditions can be found in captioned authentic video since it is motivating, which was proved by many studies, and it provides input flood. In addition, as the videos are authentic, they are not form-focused. However, as it is mentioned above, input can only be slightly above the students’ level of proficiency to be comprehensible. Therefore, when the material is chosen carefully or adapted to the slightly above of the students’ level, it can be an efficient learning tool for language learners.

Besides, in order to be able to provide comprehensible input, Krashen (1991) suggests Sheltered Subject Matter Teaching Classes (SSMT). In SSMT classes, the target language is utilized as means of teaching subjects such as math, history, etc. Thus, the focus is on subject matter, not language. He explains that since the focus is on meaning (subject matter), not form (language), SSMT in a second language is comprehensible.

According to Krashen (2008), “The present is marked by the emergence of the Comprehension Hypothesis, the view that we acquire language when we understand messages, and is also characterized by the beginning stages of its applications: comprehensible-input based teaching methods, sheltered subject matter teaching, and the use of extensive reading for intermediate language students” (p.178).

Finally, Krashen (1982) emphasizes fossilization. He declares that fossilization refers to the stage at which the L2 learner's progress dies down in the L2 development process. According to him, fossilization is caused by insufficient quantity and inappropriate quality of input for some L2 learners. For instance, L2 learners may stop progressing if they have little access to authentic books, native speakers, etc. Likewise, Schmidt (1993) highlights the same in other words, "Learners must notice the difference between their own and new language forms in order to acquire the new form, then failure to notice means failure to acquire – and failure to acquire, over the long haul, means fossilization." (as cited in Han & Odlin, 2006, p.160)

#### **2.5.5.2. The Affective Filter Hypothesis**

It is believed that the learner's emotional state is just like an adjustable filter which freely passes or blocks input necessary to acquisition. When the filter is down, information can pass through and learning can occur (Lightbown & Spada, 2003). However, when there are high levels of anxiety for instance, the filter can rise, blocking information from reaching the learner. That is, a "high affective filter" would block out language input and make learning impossible. A "low affective filter" would allow input to come in and be processed by an "internal language processor" similar to Chomsky's LAD (Richards & Rogers, 1986).

As Wilson (2000) states that the filter is 'affective' because there are some factors which regulate its strength. These factors are defined as self-confidence, motivation and anxiety state: **1. Motivation:** Learners with high motivation generally

do better. **2. Self-confidence:** Learners with self-confidence and a good self-image tend to be more successful. **3. Anxiety:** Low personal anxiety and low classroom anxiety are more contributing to second language acquisition (Richards & Rogers, 1986).

In most of the studies having investigated the effects of video or captioning, through some questionnaires or interviews it was found that learners reflected very positive attitudes towards captioned videos and they found them interesting and enjoyable (Huang & Eskey, 2000; Stewart & Pertusa, 2004). Since they become motivated and feel relaxed while watching captioned videos, the affective filter goes down for the comprehensible input to reach the LAD; in that way, learners subconsciously acquire the language while they are absorbed in watching captioned videos.

All in all, Krashen's L2 acquisition hypotheses serve as strong theoretical justification for this study. The input hypothesis indicates that extensive L2 input in a tension-free environment is a source of comprehensible input which causes language acquisition and, therefore, can contribute considerably to the development of learners' language skills. Furthermore, captioned videos provide a semantically enriched context where the visual and the audio lend meaning to the printed words on the screen (Baltova, 1999a). Therefore, watching captioned video is both a form of listening and a form of reading, and combining the skills required for these two kinds of language processing improves comprehension of both the spoken and written forms of the text. It also provides a presentation of information that includes opportunities to view the video action, hear the spoken word, and see the printed text. This multisensory presentation has been found appealing to students (Huang & Eskey, 2000). Moreover, as it is in

SSMT classes, while watching a captioned video, the focus is on the story, not on the language; therefore, students are exposed to the comprehensible language input via watching a film. By the way, they may avoid fossilization since they are given the opportunity of noticing the difference between their own language, and the language used in films which refers to the real world language. As a result, many students spend much time watching films or videos. If they watch captioned videos, then they will have the chance to acquire sufficient quantity and appropriate quality of comprehensible input in a low-anxiety and interest-driven situation.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Introduction**

This study was conducted to examine the effects of captioned video on the listening comprehension of Akdeniz University School of Foreign Languages intermediate level EFL students. Throughout this chapter the comprehensive design of the study is covered. The overall design of the study, subjects, data collection instruments, pilot study, data analysis, and procedures will be explained in detail.

#### **3.2. Research Design**

In order to investigate the relationship between the existence of the captions and listening comprehension of a film segment, a post-test only design was followed (shown in Table 2). In this design, two intact groups participated in the study as experimental group and control group. At the onset of the study, a listening proficiency test was conducted so as to ensure that the subjects had the same level of listening proficiency. In the study, the experimental group watched a 24-minute film segment with captions whereas the control group watched the same segment without captions. After that, a content-specific listening comprehension test was carried out as post-test in order to find out if a significant difference occurred between experimental and control groups' listening comprehension scores after watching the film segment in two different conditions.

Table 2

*Design of the Study*

<b>Groups</b>	<b>Listening Proficiency Test</b>	<b>Conditions</b>	<b>Post-test</b>	<b>Qualitative Data</b>
Experimental Group ( <i>n</i> =32)	FCE Listening Proficiency Test	Film segment with captions	Listening Comprehension Test	Questionnaire & Interview
Control Group ( <i>n</i> =34)	FCE Listening Proficiency Test	Film segment without captions	Listening Comprehension Test	Questionnaire & Interview

Moreover, three sources of data were utilized in this study: first as mentioned above, the quantitative data collected through the content-specific listening comprehension test, then the qualitative information gathered through the questionnaire asking about their perceptions of using captioned films as an instructional material, and finally another qualitative data collected via a semi-structured interview. These three sources of data would provide a triangulation of data that might yield a reliable and valid examination of the effects of captioned video on the listening comprehension of intermediate-level EFL learners.

### **3.3. Subjects**

This study took place during the period of September, 2010 at Akdeniz University School of Foreign Languages in Antalya, Turkey. The number of students who participated in this study was 66, and they all continued B2 (intermediate) level at A.U. School of Foreign Languages. Their department was English Language Teaching,

and they were taking intensive English language courses before their undergraduate education to fulfil the language requirements of ELT program.

At the beginning of each education year, a proficiency test devised by the Testing Office members of the A.U. School of Foreign Languages is conducted to determine which students need to take preparatory English education. According to the results of this test, students who score 70 and above continue their major studies at the University, and others who score under 70 have to take one-year preparatory English education. Secondly, students take a standardized placement test which consists of 100 multiple-choice questions, and they are placed at proficiency levels based on their performance on this test. Cambridge University Press placement test are utilized since the course books followed at A.U. School of Foreign Languages are published by Cambridge University Press. At A.U. School of Foreign Languages, there are three proficiency levels: A1, A2, B1, and B2. In this test, there are generally 20 questions for each level (Beginner to Upper-intermediate). Students with a score under 21 are placed at A1. Students scoring between 20 and 40 are included in A2 level. The ones who score between 40 and 60 are placed at B1 level (Pre-intermediate). Students scoring between 60 and 80 are placed at B2 level (Intermediate), and finally the ones scoring more than 80 are included in C1 (Upper-intermediate). Students labelled as A1 or A2 have 5 English classes a day and total 25 classes per week. B1 and B2 students have 4 English classes a day and total 20 classes per week. Every class has two or three teachers who teach alternately along the week days. Students have six mid-term exams and a final exam throughout year. In addition to these major exams, they also have quizzes.

As mentioned before, this study was carried out in the autumn term. Two classes of B2 (intermediate) level students participated as intact groups in this study. They were taking integrated courses, and studying the book “Complete First Certificate” published by Cambridge University Press. The subjects might be described as homogeneous as the age of the students varied from 18 to 20, and they were all from the same department: English Language Teaching. The study was performed with these two existing classes as the experimental group: caption group ( $n=32$ ), and the control group: no-caption group ( $n=34$ ).

### **3.4. Instruments**

#### **3.4.1. The Film Segment**

First 24-min segment of the film ‘Matchstick Men’ was captured and employed as the stimulus material. Matchstick Men is a 2003 comedy/drama film directed by Ridley Scott. The story is about a team of con artists: Nicolas Cage and Sam Rockwell. The language of the film is English. With the help of DVD technology, the segment was utilized in both with caption and no caption formats.

So as to select the film, three criteria were taken into account. Firstly, the type of film should match to the interests of the target audience. The other criterion was that the film should be new to the audience; that is none of the subjects should have watched the film before. Finally, the visual material of the film alone should never be enough to understand the story, which means the audio must be listened in order to be able to comprehend the story and answer each of the questions.

Initially, a purposeful sampling of films was done to fulfil the first criterion. In the sampling, as wide a variety in film types as possible was offered in order to give the preference to the subjects themselves. Therefore, the sampling was included 8 films of various types including romance, comedy, history, action, drama, true story, science fiction, biography, etc. All the films in the sampling were watched and evaluated before being included. Selection and evaluation of the films was carried out by the researcher herself and two other instructors teaching B2 level at Akdeniz University School of Foreign Languages.

The following set of questions was asked to evaluate the films:

1. Is the language appropriate for the situation portrayed in the film segment?
2. Is the language (grammatical and lexical complexity) of the segment appropriate for the intermediate level of study?
3. Is the drama relevant and of interest to the average student in this age group?

First of all, the language of the film should be appropriate for the situation portrayed in the film segment, and it should not include abusive language. Next, the language of the film should be appropriate for the intermediate level of study in terms of grammatical and lexical complexity. According to the literature, the appropriate input should be a little beyond the students' present English level in order to intrigue the students and to induce them to use context, knowledge of the world, and extra-linguistic information in addition to their current linguistic competence to understand the segment. Krashen's Natural Order Hypothesis (1982) indicate that learners make progress along the natural order by understanding input and the next stage, which is formulated as "i + 1"; "i"

represents the learner's current level of competence. Also, the results of Neuman and Koskinen's (1992) study and Guillory's (1998) study demonstrated that even with captions, visual input which is too far beyond the linguistic competency of the viewers may yield poor language gains. Besides, all the films were selected by taking the relevance and interests of the students in that age group into account. Consequently, a film selection questionnaire was developed by taking all the criteria into consideration (See Appendix A). In the questionnaire, the films are presented with their original and Turkish translation names, and accompanied by a reduced-size poster of each.

In addition, in order to fulfil the second criterion that is the film should be new to the audience, the selection questionnaire was included a question for each film asking whether the subjects had watched the film before. If the subjects had watched the film, they were supposed to write 2-3 sentences summarizing the film; however, if they had not watched the film, they were asked if they would like to watch the film so as to take their willingness into account.

According to the results of the questionnaire, 'Matchstick Men' was the least watched and the most rated-to-watch film. Thus, four subjects who had watched this film before were not included in the study, and 'Matchstick Men' was selected as the research material.

Finally, the last criterion which is the visual material of the film alone should never be enough to understand the story was fulfilled by forming a group who watched the film segment without any sounds and captions in the pilot study. It will be explained later in detail under the title of 'Pilot Study'.

### **3.4.2. FCE Listening Proficiency Test**

The English proficiency level of the subjects was labelled as B2-level (intermediate) by Akdeniz University School of Foreign Languages; however, the placement test did not include a listening part; that is, it did not measure their listening proficiency levels. Thus, in order to ensure that all the subjects had the same level of listening proficiency, a standardised listening test was administered to all the subjects at the onset of the present study. The test was constructed from the listening paper of a First Certificate in English Test. As the subjects followed the book “Complete First Certificate” which was an FCE preparation book published by Cambridge University Press, the test was selected from the sample FCE tests prepared by Cambridge University Press. The test consists of 4 parts and 30 items with three choices (see Appendix B). The scoring system for this test format was very straightforward. One point was awarded for each correct answer.

### **3.4.3. Listening Comprehension Test**

To examine the effects of captioning on EFL learners’ listening comprehension, a 16-item English-language multiple-choice listening comprehension test was administered as the post-test (see Appendix C). The test was devised based on the information presented in the DVD passage material by the researcher with the help of an instructor teaching B2 level at A.U. School of Foreign Languages (see Appendix D for the script). It consisted of words and structures that were used in the DVD segment. That is, the vocabulary and the structures of the English-language multiple-choice items directly reflected the difficulty level of the English-language passage material itself.

The rationale for constructing multiple-choice items based directly on vocabulary and structures from the DVD passage was to make certain that the difficulty of the test language would be equivalent to the difficulty of the language of the passage as much as possible.

Moreover, it was prepared in the same format as the listening comprehension subtest of the First Certificate in English test (FCE) since that format was used in all the exams of B2 level. The listening papers of FCE tests include three-choice questions. Hence, the reason of having three choices for each question was to be able to prepare the listening comprehension test as similar as the ones they were accustomed to do in their classes. While scoring this test, one point was awarded for each correct answer.

So as to decide the validity of the listening comprehension test items, two experts, one of whom was a native speaker having expertise on ELT, were relied on for their opinions on the appropriateness of the test items. They conducted an item analysis of the multiple choice test. The following Likert scale was used: (1) Very Inappropriate, (2) Inappropriate, (3) Fair, (4) Appropriate, and (5) Very Appropriate. Only test items that scored on or above the appropriate level were employed.

Moreover, prior to administering the listening comprehension test to the subjects, a pilot-study was administered to ascertain the reliability of the test items and to alter or eliminate the items that did not perform at an acceptable level prior to the main data collection effort. Kuder-Richardson Formula 20 was conducted to analyze each of the pilot-tested multiple-choice items in terms of their reliability. The report of the analysis revealed that the reliability coefficient for the Listening Comprehension Test reached .84 which was statistically significant. Also, none of the items was found

below the acceptable level. Accordingly, 16 items were determined valid and reliable enough to employ. Besides, the pilot-test findings demonstrated that the passage and item difficulty levels were appropriate in terms of instructional level for the subjects based on their ability to watch the DVD passage and complete the test.

#### **3.4.3.1. Pilot Study**

The DVD passage and multiple-choice test were pilot-tested with 49 B2-level (intermediate) EFL students at A.U. School of Foreign Languages to ascertain their suitability for the target audience and to measure the validity and reliability of the items. The pilot study was conducted with another group of ELT department students who had the same level of proficiency as the subjects of the present study. Three groups were involved in the study: Group 1 ( $n=16$ ) watched the film segment twice with English language soundtrack and captions, Group 2 ( $n=17$ ) watched the segment twice with English language soundtrack, but without caption, and Group 3 ( $n=16$ ) watched the segment twice without any sounds and captions. Since the focus of study was listening comprehension, it was important to be sure that all the subjects needed to listen to the material to be able to answer each of the questions. Therefore, the third group was formed in order to find out whether any of the questions could be answered only by the help of visual material. If any of the questions could be answered correctly by the subjects of the third group, it would be eliminated from the study. However, the pilot-test findings revealed that none of the questions was answered correctly by the subjects of Group 3. Also, as mentioned before, with the help of the test scores of Groups 1 and

2, reliability of the test items was analyzed by employing Kuder-Richardson Formula 20 (KR-20) analysis.

#### **3.4.4. Questionnaire**

A questionnaire was utilized to examine subjects' attitudes toward the use of captioned video as an instructional tool (see Appendix E). The questionnaire format was taken from Huang & Eskey's (2000) study; however, one of the four items in the original format was eliminated since it asked about the vocabulary development of the subjects which was not related to the aims of this study. The aim of the questionnaire was to be able to answer Research Question 2, which asked whether the subjects would perceive captioned film as a helpful and entertaining instructional material.

#### **3.4.5. Interview**

A semi-structured interview was conducted to discover the similarities and differences in terms of subjects' English language backgrounds and habits between the subjects with the highest scores and those with the lowest scores in order to find out whether there were any factors affecting subjects' listening comprehension test scores. In this way, it was aimed to explain the reasons of the difference between these subjects' successes on the listening comprehension test.

The interview was in a semi-structured format since it was intended to allow new questions to be brought up during the interview as a result of what the interviewee

says. In that way, the researcher may obtain unexpected significant information as well as answers for prepared interview questions. The interview was carried out with two representative groups from the experimental group and the control group – four of the subjects having the highest scores and four having the lowest scores in each group. Eight questions were prepared to be addressed to the subjects in the interview by the researcher and an instructor teaching B2 level (Appendix F). The prepared questions were about their backgrounds and habits regarding English language.

### **3.5. Procedures**

In order to minimize disruption of the cooperating teachers' classroom schedules, the research was conducted after the subjects' regularly scheduled class hours in two available classrooms at A.U. School of Foreign Languages for about 90 minutes. A computer was used with a digital image display projector and external speakers. With the projector technology, the resulting visual image was approximately two meters high and slightly over two meters wide. Given this option, captions were clearly visible from the back of the classroom. External speakers also provided increased volume with greater sound quality than would normally be attainable with standard internal speakers.

The subjects were informed about the study and assured that their scores on the test would not affect their course grades before their consents were taken. Each group watched the film segment twice in only one of the conditions: with caption or no caption. After each group viewed the film segment, the multiple-choice test was

conducted. Each participant was given a test paper including items and instructions. They were given 15 minutes to complete the test. They were told to mark only those answers which they were sure of; those they were unsure of were left blank to avoid the interference of chance. The test papers were collected promptly after each group finished the task so as to guarantee that no group had extra time to select answers. After that, the questionnaires about the subjects' perceptions of captioned film were distributed to the subjects in both groups, and they were given five minutes to complete them, and the questionnaires were collected after the subjects had finished responding to them.

Finally, a semi-structured interview was conducted so as to find out if there were any other factors which might have an influence on the subjects' listening scores. The interview was carried out with two representative groups from the experimental group and the control group – four of the subjects having the highest scores and four having the lowest scores in each group (totally 16 students). During the interview, the subjects were asked eight questions about their English language backgrounds and habits. The interview was recorded by the researcher.

### **3.6. Data Analysis**

After the data were collected, the SPSS software program was utilized to analyze the data in this study. First of all, an independent *t*-test procedure was carried out to analyze the quantitative data which was collected through listening comprehension test. The researcher examined the two different passage conditions (with captions and

without captions) with the multiple-choice test as the dependent measure. The level of significance was defined as .05. After that, a frequency analysis was conducted to analyze the qualitative data collected by means of the questionnaire. Finally, the recorded interview data was transcribed and reported by the researcher and a lecturer instructing B2 (intermediate) level in order to determine the similarities and differences in terms of subjects' English language backgrounds and habits between the subjects with the highest scores and those with the lowest scores. It was aimed to find out whether there were individual differences affecting subjects' listening comprehension test scores in an attempt to clarify the reasons of the difference between these subjects' successes on the listening comprehension test.

## CHAPTER IV

### RESULTS

#### 4.1. Introduction

This chapter presents the results in four parts. The first part reports the quantitative data including listening proficiency test results. The second part reveals the post-test results referring to the research questions. The next part presents the qualitative data gathered from the questionnaires, and the last part reports the interview results.

#### 4.2. FCE Listening Proficiency Test Results

As mentioned above, a standardised FCE listening proficiency test was given to both subject groups in the beginning of the study in order to determine their listening proficiency levels. The listening proficiency test results were described in Table 3 as mean scores, standard deviations, and standard error means.

Table 3

*Descriptive Results of FCE Listening Proficiency Test Scores*

	Groups	N	Mean	Std. Deviation	Std. Error Mean
FCE TEST	Experimental Group	32	16.6563	3.22900	.57081
	Control Group	34	17.6471	3.11285	.53385

Table 3 demonstrates that the mean score of the students in the experimental group is 16.65 points out of 30, and the mean score of the students in the control group is 17.64 points. Accordingly, the mean scores indicated that they all performed similarly in the listening proficiency test. Then, the test results were analyzed by an independent samples *t*-test to find out if there was a significant difference between the experimental and control groups' listening proficiency test scores. According to the results of *t*-test procedures, there were no significant differences between the listening proficiency test scores of the students in two conditions. Table 4 illustrates the results of the statistical analyses on FCE listening proficiency test scores.

Table 4

*Independent Samples t-test Results of FCE Listening Proficiency Test Scores*

		Levene's Test for		t-test for Equality of Means				
		Equality of Variances						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
FCE	Equal variances assumed	.010	.919	-1.269	64	.209	-.99081	.78067
TEST	Equal variances not assumed			-1.268	63.389	.210	-.99081	.78155

\**p* < .05

According to Table 4, the results of the statistical analysis did not reveal a significant difference between the two groups' listening proficiency scores since the *p* value was found .919, which was higher than the level of significance set at .05. In other words, the subjects in both groups achieved the same level of listening proficiency in the test. As a result, it can be concluded that at the onset of the study, all the subjects in

both experimental group and control group had the same level of listening proficiency. Hence, their listening proficiency levels cannot be identified as a variable correlating their scores on the post-test – the listening comprehension test.

### **4.3. Listening Comprehension Test Results**

As it has been mentioned before, the present study investigated the effects of captioning on intermediate-level EFL students' listening comprehension, and subjects' perceptions of captioned video as an instructional tool. Accordingly, the study addressed two research questions.

Research question 1 asked whether the subjects who watched an English-language feature film segment with English language captions would outperform those who watched the same film segment without captions on a content specific listening comprehension test. So as to be able to answer Research Question 1, the 16-item listening comprehension test based on the film segment was administered to the subjects in both conditions as the post-test, and the results were statistically described. The means, standard deviations, and standard error means of the two groups on the post-test were displayed in Table 5.

Table 5

*Descriptive Results of Listening Comprehension Test Scores*

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Listening Comprehension Test	Experimental Group	32	12.9375	1.38977	.24568
	Control Group	34	7.2647	2.00467	.34380

According to the findings, the experimental group achieved the mean score of 12.93 out of 16 whereas the control group got 7.26 as the mean score. Therefore, the findings showed that the experimental group scored higher than the control group on the listening comprehension test.

Later, an independent samples *t*-test was conducted to analyze the difference between the experimental and the control groups' listening comprehension test scores. The results of this statistical analysis were presented in Table 6.

Table 6

*Independent Samples t-test Results of Listening Comprehension Test Scores*

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
FCE	Equal variances assumed	5.641	.021	13.281	64	.000	5.67279	.42714
TEST	Equal variances not assumed			13.425	58.946	.000	5.67279	.42256

\* $p < .05$

The *t*-test procedures yielded significant results between the two conditions. As shown in Table 6, the findings indicated that the experimental group's mean was significantly higher than that of the control group since the *p* value was found .021, which was lower than the level of significance set at .05. Thus, it can be concluded that the subjects in the experimental group, who had access to captions, performed at a significantly higher level than their peers in the control group on the multiple-choice dependent measure, which was the listening comprehension test. Consequently, it can be claimed that research question 1 was answered positively.

#### **4.4. Questionnaire Results**

Research question 2 inquired if the subjects would perceive watching captioned film as a helpful and entertaining instructional material. Hence, a questionnaire was administered to the subjects so as to be able to learn about their perceptions of learning English through captioned films. The qualitative data gathered from the questionnaire results were analyzed in order to answer Research Question 2. The questionnaire was utilized as two versions for two conditions. Subjects' responses to the questionnaires were analyzed by employing the SPSS software program. They were examined in terms of their frequencies and the results were reported in percentages.

Each version has three questions, and each question offered the following three-point Likert scale: NO, SOME; and A LOT. Versions were analyzed separately. Firstly, the questionnaire version for the experimental group was examined in detail.

Question 1 asked students in the captioned condition whether captions had helped them understand the film better. The analysis results of experimental group subjects' responses to the question 1 were demonstrated in Table 7. According to the results, 72 % of the subjects, namely 23 students out of 32, responded with "A LOT"; which means that the majority of the subjects claimed that captions helped them "A LOT" to understand the film better.

Table 7

*Results of Experimental Group's Response Analysis for Question 1*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SOME	9	28.1	28.1	28.1
	A LOT	23	71.9	71.9	100.0
	Total	32	100.0	100.0	

Also, as shown in Table 7, 28 % of them responded with "SOME"; that is, 9 of the subjects declared that captions helped them to "SOME" extent to understand the film better. As a result, the answers of the subjects in the experimental group to question 1 revealed that all subjects believed that captioned condition helped them understand the film better since none of them responded with "NO".

Question 2 inquired whether watching video with English captions increased their listening comprehension. As seen in Table 8, all the students believed that captions did indeed assist their listening comprehension as none of the students responded with “NO”. In fact, nearly 70 % of students claimed that captions increased their listening comprehension “A LOT”, and 30 % of them stated that captions improved their listening comprehension to “SOME” extent. In other words, 22 out of 32 students responded with “A LOT”, and 10 of them responded with “SOME”.

Table 8

*Results of Experimental Group’s Response Analysis for Question 2*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SOME	10	31.3	31.3	31.3
	A LOT	22	68.8	68.8	100.0
	Total	32	100.0	100.0	

The last question in the questionnaire version for the experimental group asked students whether they thought learning English through watching film was fun. The analysis results of experimental group subjects’ responses to question 3 were displayed in Table 9.

Table 9

*Results of Experimental Group's Response Analysis for Question 3*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	1	3.1	3.1	3.1
	SOME	4	12.5	12.5	15.6
	A LOT	27	84.4	84.4	100.0
	Total	32	100.0	100.0	

In the light of the results, it is indicated that nearly 85 % of the students chose to answer with “A LOT”. That is to say, 27 subjects out of 32 believed that learning English through watching film was entertaining. In addition, only four of the subjects responded with “SOME”, and one responded with “NO”. Accordingly, except for one subject, all the students perceived captioned video as an entertaining learning material.

All in all, in the light of the responses given for the questionnaire, it was interesting to find out how students in the experimental group reacted positively to the captioned film. Particularly, they demonstrated highly positive attitudes towards the use of captions as an instructional material.

Secondly, the responses to the questionnaire version for the control group were investigated. Question 1 of second version was “Do you think that if you had watched the film segment with captioning, it would have helped you understand the film better?” According to the results shown in Table 10, none of the students chose to answer with “NO”. Thus, question 1 was answered positively by all the subjects of Group 2. In other words, everyone in the control group thought that if they had watched the film segment with captioning, it would have helped them understand the film better.

Table 10

*Results of Control Group’s Response Analysis for Question 1*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SOME	6	17.6	17.6	17.6
	A LOT	28	82.4	82.4	100.0
	Total	34	100.0	100.0	

In particular, close to 83 percent of the control group, namely 28 subjects out of 34, confirmed that captions would have helped them “A LOT” to understand the film better if they had watched the film segment with captioning. Besides, only 6 out of 34 students declared that captions would have helped them to “SOME” degree to understand the film better if they had watched the film segment with captioning.

Question 2 inquired whether captions would have increased their listening comprehension if they had watched the film segment with captioning. The analysis results of control group subjects' responses to question 2 were shown in Table 11.

Table 11

*Results of Control Group's Response Analysis for Question 2*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	4	11.8	11.8	11.8
	SOME	9	26.5	26.5	38.2
	A LOT	21	61.8	61.8	100.0
	Total	34	100.0	100.0	

Table 11 indicates that the responses of control group are a little bit different from the ones of experimental group since there are 4 students who responded with "NO" to the second question. On the other hand, most of the control group students ( $n=21$ ) answered with "A LOT". That is, 62 percent of them claimed that captions would have increased their listening comprehension "A LOT" if they had watched the film segment with captioning. Also, 27 percent of the control group subjects believed that captions would have increased their listening comprehension to "SOME" degree if they had watched the film segment with captioning.

Finally, question 3 asked whether students thought learning English through watching film was fun. As demonstrated in Table 12, all the subjects in the control group believed learning English through watching film was entertaining since none of them chose the option of “NO”. In particular, nearly 80 % of the subjects, namely 27 out of 34, responded with “A LOT”, and the others answered with “SOME”.

Table 12

*Results of Control Group’s Response Analysis for Question 3*

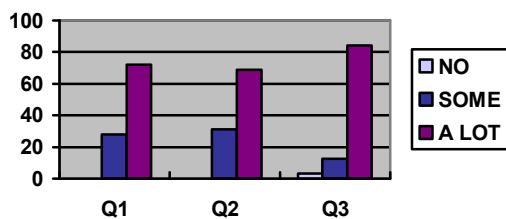
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SOME	7	20.6	20.6	20.6
	A LOT	27	79.4	79.4	100.0
	Total	34	100.0	100.0	

In conclusion, according to the responses given for the questionnaire, the subjects in the control group thought that captions would have provided a better condition for watching the film segment in terms of their listening comprehension. Besides, all the subjects in the control group believed learning English through watching film was fun. Hence, they demonstrated highly positive attitudes towards the use of captions as an instructional material, likewise the experimental group did.

To summarize, the following graphs illustrate the percentages of each group's responses to each question.

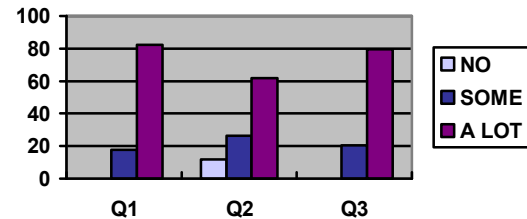
**Graph 1:**

**Experimental Group's Responses**



**Graph 2:**

**Control Group's Responses**



As demonstrated in these graphs, students in both groups reacted similarly to the use of captions as an instructional material. In particular, all the subjects in both groups responded positively to the first question, which asked about the captions' help to understand the film better. Nevertheless, when we compare experimental group' responses to the second question with those of control group, it can be seen that control group subjects believed captions' improving help for their listening comprehension less than the experimental group did. This result might be caused by the fact that they did not experience an access to captions while watching the film segment. On the other hand, both groups gave highly positive responses to the last question, which asked whether learning English through film was entertaining.

On the whole, according to the students' answers on the questionnaire, it might be concluded that this multi-sensory (to view the video action, hear the spoken word, and see the printed text) presentation was perceived as a helpful and entertaining

instructional material by the subjects in both the experimental group and control group. Accordingly, it can be claimed that research question 2 was answered positively.

#### **4.5. Interview Results**

So as to find out whether there were individual differences which might have an effect on subjects' listening comprehension test scores, two representative groups from the experimental group and the control group – four of the subjects having the highest scores and four having the lowest scores in each group (totally 16) – were interviewed about their English language backgrounds and habits. It was aimed to explain the reasons of the difference between these subjects' successes on the listening comprehension test. The questions were prepared by considering all the factors which might have an influence on the subjects' listening comprehension test scores. In this interview, eight questions were addressed to the subjects, and subjects' answers were recorded by the researcher. Then, they were transcribed and reported with the help of a lecturer instructing B2 level. In the following part, the results were presented and discussed for each question.

First question of the interview asked at what age the subjects started learning English. In the experimental group, seven subjects stated that they started learning English at the age of 10, and one subject who had the second highest score declared that she started learning English when she was 12. Also, all the control group subjects declared that they started learning English at the age of 10.

Second interview question inquired whether they studied in a state school or private school. All the subjects in both the experimental and control groups stated that they attended state schools from primary school to university.

Next question asked if they had ever been to abroad. If the answer would be positive, the questions where they had been to and how long they stayed there were also planned to be asked to the subjects. However, none of the subjects in both of the groups answered this question positively.

Question 4 inquired whether there were any native speakers in their family or among their friends. None of the subjects in both of the groups stated that they had a native relative; however, all of them declared that they had one or two native friends with whom they rarely had chat on the internet. Since this condition is present for all, it may not be labelled as a reason of the differences among their scores on the listening comprehension test.

Consequently, subjects' answers for the first four questions demonstrated the similarities of their backgrounds related to learning English. Therefore, it can be concluded that their background issues related to English language, such as starting age of learning English, kind of school, foreign country experience, and native contact, might not be defined as factors affecting subjects' listening comprehension test results. This outcome supported the quantitative results of FCE listening proficiency test, which revealed that all the subjects had the same level of listening proficiency.

Question 5 asked if subjects watched films in English. If the answer was positive, the follow-up questions how often they watched and in what condition they

preferred to watch: with captions, with Turkish subtitles or without captions were addressed to the subjects. All the subjects claimed that they watched films in English; nevertheless, three of the experimental group subjects with the highest scores expressed that they often watched films in English, whereas the other subjects in both of the groups claimed that they sometimes did. Also, all of them stated that they preferred watching with captions and rarely with Turkish subtitles. This condition might have an effect on their listening comprehension scores since three of the subjects with the highest scores in the experimental group claimed that they often watched captioned films in English. Hence, it can be deduced that frequent watching of captioned videos might have an improving effect on their listening comprehension of captioned films.

Question 6 asked whether they listened to music in English, and if the answer was positive, how often they listened was also asked. Six of the experimental group subjects told that they sometimes listened to music in English while two of them, one having the third highest score and one having the second lowest score in the experimental group, declared that they usually listened to music in English. Also, five of the control group subjects claimed that they sometimes listened to music in English whereas three of them, one having the second highest score, one having the fourth highest score, and one having the lowest score in the experimental group, stated that they usually listened to music in English. As a result, listening to music in English or its frequency could not be defined as a factor having influence on the subjects' scores of listening comprehension test.

Question 7 inquired whether they read books or magazines in English, and if the answer was positive, how often they read was asked. All the subjects in both the

experimental group and the control group surprisingly stated that they rarely read books and magazines in English. Thereby, this condition may not be defined as a reason for the difference among their scores on the listening comprehension test.

The last question was addressed to the subjects to learn whether they followed any printed and visual media in English and if they followed how often they did it. Nearly all the subjects in the experimental group expressed that they rarely followed printed media in English; however, they sometimes followed some TV serials, generally with Turkish subtitles. One subject having the second lowest score stated that she rarely followed TV programmes in English. Also, all the subjects in the control group expressed that they rarely followed printed media in English; nevertheless, they sometimes followed some TV serials, generally with Turkish subtitles, likewise the experimental group subjects did. According to their answers, their habits of following printed and visual media in English were found extremely similar. Thus, this condition also might not be described as a factor having affected subjects' listening comprehension.

On the whole, it can be reported that almost none of the factors investigated through the interview might have neither positive nor negative effects on subjects' listening comprehension scores. On the other hand, only the frequency of watching films in English, which was asked by question five, might have an influence on subjects' listening comprehension scores since three of the subjects with the highest scores in the experimental group claimed that they often watched captioned films in English while the others in both of the groups claimed that they sometimes did. For that reason, watching captioned videos frequently might have provided an improving effect

on their listening comprehension of captioned films. Moreover, these findings emphasized the similarity of subjects' backgrounds and habits related to learning English, which confirmed the quantitative results of the FCE listening proficiency test, which revealed that all the subjects had the same level of listening proficiency. Furthermore, these outcomes supported the listening comprehension test (post-test) findings. As a result, it can be deduced that the only reason of the experimental group subjects' better performance on the post-test might be their access to the captions.

## **CHAPTER V**

### **DISCUSSION & CONCLUSION**

#### **5.1. Introduction**

This chapter has two main parts: discussion and conclusion. In the first part, the results of the present study were discussed referring to the findings of the previous studies in the literature. Second part presents conclusion, recommendations, and suggestions for further research.

#### **5.2. Discussion**

The present study compared the effects of watching films with captions and without captions on intermediate-level EFL prep-school students' listening comprehension of a feature film segment as measured by a multiple choice test. In accordance with the outcomes testing students' listening comprehension regarding the first research question, the results yielded highly positive effects of using captions on the subjects' listening comprehension of a feature film segment. Therefore, the findings of the present study regarding the significant outcome of the influence of captioned video on the students' listening comprehension are clearly consistent with the results of previous studies, such as the studies of Huang (1998), Baltova (1999a), Huang & Eskey (2000), Hwang (2003), Wei (2003), etc.

Also, questionnaire results concerning the second research question, which asked if the subjects perceived captioned film as a helpful and entertaining instructional

material, revealed that subjects perceived captioned films as helpful and entertaining instructional materials. This outcome is also consistent with the findings of many studies which revealed the motivating power of captioned films, such as Goldman and Goldman (1988), Salebi (1991), Huang (1998), Huang & Eskey (2000), Gieve and Clark (2005), Ding (2007), etc.

### **5.2.1. Research Question 1**

As mentioned above, the results of the present study revealed that with caption group did better than without caption group in the post-test. This indicates that caption group performed better on the listening comprehension of a feature film than no caption group. The success of caption group on listening comprehension test might be explained as follows.

First, Mayer's cognitive theory posits that humans have a restricted capacity to attend to and process incoming information through a single channel (e.g. auditory). As a form of "cognitive overload" may happen, more than the limited amount will not be maintained (Mayer & Anderson, 1991; Mayer, 2003). Nevertheless, according to Mayer and Sims (1994), an additional channel (e.g. visual) might be employed to convey this extra information and to be able to extend the limited capacity for processing information by learners. At this point, both of the groups might have employed the visual channel in addition to the auditory channel; however, with caption group also might have made use of another additional channel which is textual. Baltova (1999a) indicates this advantage by explaining that adding captions provides a third dimension

to the visual and auditory prompts provided by the video and also supports students to think in English. Therefore, this condition might have affected with caption group's listening comprehension results in a positive way.

Secondly, as mentioned before, Information Processing Theory declares that the memory system includes three main storage structures: Sensory Registers, Short-Term Memory (STM), and Long-Term Memory (LTM) (Nyikos & Oxford, 1993; Wang & Shen, 2007). The first step of processing is registering stimuli in the sensory memory system. The information was temporarily kept in its raw form until the stimulus pattern is recognized or lost. The sensation is transformed into a message and sent to working memory. Short Term Memory keeps information in its noticed form, such as visual-icon, auditory-echo, textual-alphabet, etc. Finally, if we remember information for a short amount of time, it directly goes into long-term memory. However, a significant feature of STM is that both visual information and phonemic coding are of vital importance for learning, especially learning a language (Wang & Shen, 2007). Thus, captioned version of the film might be more helpful for phonemic coding rather than without caption version since it provides the textual representations in addition to the auditory forms. In this study, this condition might have a positive influence on experimental group subjects' listening comprehension performances.

Finally, Paivio (2006) posits in his Dual Coding Theory that cognition consists of the activity of two distinct subsystems: a verbal system and a nonverbal (imaginal) system. Paivio explains that these systems are functionally independent; however, dually coded items are linked by referential associations. Accordingly, representation in one system can also activate those in the other (as cited in Wang&Shen, 2007, p.8).

Also, it is stated that visual items are remembered better than verbal ones and also have an additional influence when items or subjects are encoded dually. As a result, a word or a concept represented as an image can also find the verbal label in video captions or soundtrack, or vice versa since captioned videos present motion pictures, verbal captions, and spoken words simultaneously. For this reason, as Paivio (2006) indicated, dual coding of a word or a concept might have a supportive influence on its recall. Thus, this additional influence might have affected caption group's performance on the listening comprehension test.

### **5.2.2. Research Question 2**

In order to learn about the subjects' attitudes towards captioning and captioned films as language learning materials, a questionnaire was administered in two versions for both experimental and control groups. Questionnaire results as regards the second research question indicated that subjects perceived captioned films as a helpful and entertaining instructional material. This result is consistent with the findings of many studies having indicated the motivating and entertaining effect of captioned films, such as Salebi (1991), Huang (1998), Baltova (1999a), Gieve and Clark (2005), Ding (2007), etc. Krashen's Input Hypothesis and Affective Filter Hypothesis might be helpful to explain the reason behind this positive result based on the qualitative data referring to the characteristics of the material employed in this study.

First of all, the material used in this study was a film segment taken from a feature film; hence, it might have been found appealing to the subjects. Feature films

are commonly found interesting in terms of their stories, visual effects, and actors/actresses rather than educational videos or documentaries. In addition, since they are a familiar and nonthreatening medium for students, they are generally quite motivated to understand what is shown and said in films. Therefore, it could have a positive effect on subjects' attitudes towards captioned films as an instructional material.

Moreover, Krashen's second language acquisition theory claims that four conditions are essential to achieve the optimal input. It should be comprehensible, interesting and relevant, not form-focused, and quantitative (Nunan, 1995). Captioned authentic film segment used in this study might have all these conditions: At first, the material might be labelled as comprehensible since the criterion that input can only be slightly above the students' level of proficiency to be comprehensible was taken into account while deciding on the material. Hence, the material was chosen carefully to be a little beyond the students' present English level in order to intrigue the students and to canalize them to use the context, knowledge of the world, and extra-linguistic information as well as their current linguistic competence to understand the segment. Secondly, the film segment might be defined as interesting and relevant to the subjects because while choosing the film, their preferences were regarded by utilizing a questionnaire including a purposeful sampling of the film types. The sampling consisted of 8 films of various types including romance, comedy, history, action, drama, true story, science fiction, biography, etc. Also, their willingness was taken into account by asking if they would like to watch the film in the questionnaire. Moreover, the segment also can be called as not form-focused and quantitative. As the films are authentic, they are not form-focused. According to Baltova (1999a), captioned films present a

semantically enriched context in which the visual and the audio lend meaning to the printed words on the screen. The focus in the films is on the story. In addition, they provide input flood similar to the real life context.

Finally, in Krashen's Affective Filter Hypothesis, it is posited that the learner's emotional state acts just like an adjustable filter which freely passes or blocks input necessary to acquisition. When the filter is down, information can pass through and learning can occur (Lightbown & Spada, 2003). On the other hand, when there are high levels of anxiety, the filter can rise and block the information. Most of the studies having investigated the effects of video or captioning revealed that learners reflected very positive attitudes towards captioned videos and they found them interesting and entertaining (Huang & Eskey, 2000; Stewart & Pertusa, 2004). Since the learners become motivated and feel relaxed while watching captioned films, the affective filter goes down for the comprehensible input to reach the LAD; in that way, learners subconsciously acquire the language while they are absorbed in watching captioned films. Furthermore, it is claimed that the more comprehensible input one receives in low-stress situations, the more language competence that one will have (Richards & Rogers, 1986). Many students spend a lot of time watching films or videos. As a result, if they watch captioned videos, then they will have the chance to be exposed to sufficient quantity and appropriate quality of comprehensible input in a low-anxiety and interest-driven situation.

### **5.3. Conclusion**

The present study made an attempt to investigate the effectiveness of captioned video on intermediate level EFL students' listening comprehension and compared caption condition with no caption condition in terms of their performance on the multiple-choice listening comprehension test based on a feature film segment. The comparison of both group scores revealed that captioned video had favourable effects on the listening comprehension of intermediate level EFL students of Akdeniz University School of Foreign Languages. The study also examined students' perceptions of captioned film as an instructional tool. The frequencies and percentages gathered from the qualitative data demonstrated that students perceived this multi-sensory (to view the video action, hear the spoken word, and see the printed text) presentation as a helpful and entertaining instructional material. As a result, these outcomes indicate that captioned films may offer a noteworthy experience to intermediate level EFL students with respect to listening comprehension.

#### **5.3.1. Implications of the Study**

This study provided an evidence for facilitating effect of captioned films on intermediate level EFL students' listening comprehension. Therefore, language teachers may make use of such commercially available DVDs offering caption technology to enhance learners' listening comprehension. Teachers may use this opportunity to

provide authentic linguistic input to learners, especially EFL learners who might not have the chance of being exposed to the target language beyond the classroom.

There are a number of advantages using films in the classroom. King (2002) highlights the benefits of films by stating, '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 (p.2)'. Herron et. al (1995) indicate that this exposure provided by films in the long term may improve listening comprehension in face-to-face interaction with native speakers. In addition, Qiang, Hai, and Wolff (2007) state that it can help students to improve their pronunciation and intonation, to pick up idiomatic use of words and phrases, to assimilate English sentence structure, and to become familiar with the target culture which will prepare them for studying and living abroad or international communication at home.

Moreover, as supported by the findings of this study, they 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 a familiar and nonthreatening medium for students and are, therefore, easy to introduce. Wood (1999) suggests utilizing the motivating power of film to stimulate discussion and debate and to generate topics for writing.

Furthermore, in the classroom, the quality and quantity of input they gather from their language learning materials and teachers in a limited class time could not be enough to compensate the lack of exposure to real spoken language in use and its cultural aspects. However, it was commonly claimed that the amount of exposure to the target language plays a crucial role in learning process of a foreign language (Rott,

1999). As a result, teachers might encourage learners to make use of captioned films as learning materials so as to do extensive study beyond the classroom.

All in all, as Brett and Nash (1999) assert that audiovisual material, with its rich context, is a powerful instructional tool having a motivational, attentional, and affective impact on viewers, which in turn facilitates auditory processing. Besides, captioned films create a rich learning environment by allowing students to hear the words, see the words as captions and experience the meaning of the words by watching the images on the screen (King, 2002).

### **5.3.2. Suggestions for Further Research**

This research was conducted on intermediate level students who were studying in the preparatory school of a university. A study on different age group and proficiency levels can be conducted to see whether captioned video has different effects on them. They may obtain different results in different proficiency levels. For instance, the results of Neuman and Koskinen's study (1992) exhibited that in spite of the additional contextual support provided by the video, students with limited linguistic abilities learned less from the captions than viewers at the mastery level. On the other hand, Markham (1989) indicated that L2 captioned videos might not be as important for advanced learners since according to the results of his study, beginners performed better when supported with captioned videos. Given these controversial issues, future studies may investigate which effects can be observed if captioned materials are provided to students of different levels.

Also, in this study, the influence of captioned films was examined on listening comprehension of EFL students. Future studies may focus on different skills and language areas, such as speaking skill which is often less emphasized in the English classes in Turkey.

Finally, this research examined the effects of captioned films on listening comprehension. It might be of interest to carry out a longitudinal research to see if the results will be consistent when captioned films are utilized in a long term.

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## APPENDICES

### Appendix A

#### Film Selection Questionnaire



**The Pursuit of Happyness (Umudunu Kaybetme)**  
filmini izlediniz mi? EVET  HAYIR

Cevabınız EVET ise;

Lütfen 2-3 cümle ile anlatınız.

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Cevabınız HAYIR ise;

İzlemek ister miydiniz? EVET

HAYIR



**Matchstick Men (Üçkağıtçılar)** filmini izlediniz mi?

EVET  HAYIR

Cevabınız EVET ise;

Lütfen 2-3 cümle ile anlatınız.

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Cevabınız HAYIR ise;

İzlemek ister miydiniz?

EVET  HAYIR



**Twilight (Alacakaranlık) filmini izlediniz mi?**

**EVET**  **HAYIR**

**Cevabınız EVET ise;**

**Lütfen 2-3 cümle ile anlatınız.**

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**Cevabınız HAYIR ise;**

**İzlemek ister miydiniz?**

**EVET**  **HAYIR**



**Yes Man (Bay Evet) filmini izlediniz mi?**

**EVET**  **HAYIR**

**Cevabınız EVET ise;**

**Lütfen 2-3 cümle ile anlatınız.**

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**Cevabınız HAYIR ise;**

**İzlemek ister miydiniz?**

**EVET**  **HAYIR**



**Harry Potter: The Order of the Phoenix**  
**(Zümrüdüanka Yoldaşlığı) filmi izlediniz mi?**

**EVET**  **HAYIR**

**Cevabınız EVET ise;**  
**Lütfen 2-3 cümle ile anlatınız.**

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**Cevabınız HAYIR ise;**  
**İzlemek ister miydiniz?**

**EVET**  **HAYIR**



**Catch me if you can (Sıkıysa Yakala) filmi**  
**izlediniz mi? EVET**  **HAYIR**

**Cevabınız EVET ise;**  
**Lütfen 2-3 cümle ile anlatınız.**

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**Cevabınız HAYIR ise;**  
**İzlemek ister miydiniz?**

**EVET**  **HAYIR**



**The Young Victoria (Genç Viktorya) filmini izlediniz mi? EVET  HAYIR**

**Cevabınız EVET ise;**

**Lütfen 2-3 cümle ile anlatınız.**

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**Cevabınız HAYIR ise;**

**İzlemek ister miydiniz?**

**EVET  HAYIR**



**Eagle Eye (Kartal Göz) filmini izlediniz mi?**

**EVET  HAYIR**

**Cevabınız EVET ise;**

**Lütfen 2-3 cümle ile anlatınız.**

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**Cevabınız HAYIR ise;**

**İzlemek ister miydiniz?**

**EVET  HAYIR**

## Appendix B

### FCE Listening Proficiency Test

#### FIRST CERTIFICATE in ENGLISH

#### LISTENING

Name & Surname:

#### PART 1

You will hear people talking in eight different situations. For questions **1 – 8**, choose the best answer, (**A**, **B** or **C**).

---

**1** You hear a young man talking. Why did he go back to college?

- A** He needed a better job.
- B** He needed an evening activity.
- C** He needed new skills.

**2** You hear a man talking on the radio. What is he?

- A** an inventor
- B** a company employee
- C** a writer

**3** You hear someone talking on the radio about an artist.

How does the artist feel about his work?

- A** He would like to exhibit it in an art gallery.
- B** He wants to make his creations last longer.

**C** He is happy to see his work destroyed.

**4** You hear a woman talking to her son. Why is she talking to him?

**A** to give him a warning

**B** to refuse permission

**C** to make a suggestion

**5** You hear part of a lecture about the role of retired people in the economy.

What is the lecturer describing?

**A** reasons why something is changing

**B** errors in statistical information

**C** disagreements between researchers

**6** You hear a chef being interviewed on the radio.

Why did he decide to become a chef?

**A** to follow a family tradition

**B** to develop a natural talent

**C** to pursue his love of cooking

**7** You hear a teenager talking about the sport she plays.

How does she feel while she is playing the sport?

**A** uncomfortable

**B** embarrassed

**C** confident

**8** You hear an explorer talking about a journey he is making.

How will he travel once he is across the river?

**A** by motor vehicle

**B** on horseback

**C** on foot

## **PART 2**

You will hear an interview with a woman called Helen Hunter who runs a summer camp for teenagers.

For questions **9 – 18**, complete the sentences.

---

### **SUMMER CAMPS**

Helen says that people taking part in the summer camp usually sleep in a **9** \_\_\_\_\_

The summer camp is a chance for teenagers to meet people and learn **10** \_\_\_\_\_

As an example of a practical activity, Helen tells us about a team which built a **11** \_\_\_\_\_

In the next camp, teams will work out problem-solving activities such as a **12** \_\_\_\_\_ with clues.

Helen gives the example of **13** \_\_\_\_\_ as the only typical sporting activity at the camp.

The day when teams can choose their own activities is called **14** ‘ \_\_\_\_\_ ’

The summer camp is good for people who don't have opportunities or have little **15**

---

On 'Battle of the Bands' day, the teams make a pop record and a **16** \_\_\_\_\_

For the teenagers taking part, the camp lasts for **17** \_\_\_\_\_

You can book for a summer camp that will be held in the month of **18** \_\_\_\_\_

### **PART 3**

You will hear five different people talking about a mistake they recently made. For questions **19 – 23**, choose from the list (**A – F**) the type of mistake that each person made. Use the letters only once.

There is one extra letter which you do not need to use.

---

- |  |                  |                          |           |
|--|------------------|--------------------------|-----------|
| <b>A</b> ignoring someone's advice                 | <b>Speaker 1</b> | <input type="checkbox"/> | <b>19</b> |
| <b>B</b> failing to inform someone about something | <b>Speaker 2</b> | <input type="checkbox"/> | <b>20</b> |
| <b>C</b> mistaking someone's identity              | <b>Speaker 3</b> | <input type="checkbox"/> | <b>21</b> |
| <b>D</b> arriving somewhere too early              | <b>Speaker 4</b> | <input type="checkbox"/> | <b>22</b> |
| <b>E</b> getting a particular date wrong           | <b>Speaker 5</b> | <input type="checkbox"/> | <b>23</b> |
| <b>F</b> losing something important                |                  |                          |           |

#### **PART 4**

You will hear an interview with a conservationist who has built a cable car in the rainforest. For questions **24 – 30**, choose the best answer (**A**, **B** or **C**).

---

**24** What feature of the cable car makes it particularly good for seeing wildlife in the rainforest?

**A** the speed at which it moves

**B** the height at which it travels

**C** the distance that it covers

**25** What is the main aim of the cable car project?

**A** to educate local people

**B** to persuade people to save the rainforest

**C** to raise money for other conservation projects

**26** What is the advantage of the project for the local people?

**A** They can use the land if they want.

**B** They can sell forest products to the visitors.

**C** More work is available to them.

**27** Why was the cable car redesigned?

**A** so that people could touch the trees

**B** to avoid cutting down too much forest

**C** because it had to be brought in by air

**28** How does Donald react to the suggestion that he has disturbed the wildlife?

**A** He explains what happened in the past.

**B** He criticises what happens elsewhere.

**C** He denies that there's been any disturbance.

**29** Why is Donald sure his project is a success?

**A** This piece of forest has survived.

**B** Animals have returned to the area.

**C** Other projects have copied his ideas.

**30** Donald thinks the future survival of the rainforest will depend on

**A** the size of the world's population.

**B** the attitude of people towards it.

**C** the size of the areas left as forest.

## Appendix C

### Content Specific Listening Comprehension Test – Post-test

**Name & Surname:**

- **Choose the correct answer for each question. If you are not sure of the answer, please leave it blank.**

**Roy:** Nicolas Cage

**Frankie:** Sam Rockwell

1. What is the fraud the men commit to get people's money?
  - a) They phone someone and tell them that they will win a fabulous prize if they buy a water filtration system from their company.
  - b) They phone someone and tell them that they have won a prize and if they buy a water filtration system, they won't pay any tax on the prize.
  - c) They phone someone and tell them that they have won a 50 % discount, and they sell a fake diamond necklace for the half of a real one's price.
  
2. Which prize does the woman on the phone (**Irene Fisk**) hope for?
  - a) a Chevy Blazer
  - b) a diamond necklace
  - c) a trip to France

3. How does Frankie get the money from the woman on the phone?
- a) He sends a courier and wants the woman to give him a check.
  - b) He calls the woman and learns her credit card details.
  - c) He asks the woman to post a check.
4. **Woman:** How much do I pay?
- Frankie:** Three hundred ninety-eight dollars. You'd pay twice that in stores.
- Woman:** \_\_\_\_\_.
- a) I can't afford it right now.
  - b) I need to speak to my husband.
  - c) My husband wants to talk to you.
5. Frankie introduces Roy to the woman as his \_\_\_\_\_ on the phone.
- a) secretary
  - b) supervisor
  - c) assistant
6. Frankie and Roy introduce themselves to **Mr. and Mrs. Schaffer** as \_\_\_\_\_.
- a) company officers
  - b) federal agents
  - c) police officers
7. What personal details do they get about **Mr. Schaffer**?
- a) the name of his bank, his account number and signature
  - b) the name of his company, his account number and signature
  - c) the name of his bank, his ID number and signature

8. Why can't Roy reach **Dr. Mancuso**?

- a) He has retired.
- b) He has died.
- c) He has moved.

9. What does Frankie do to help Roy?

- a) He looks for Roy's pills.
- b) He calls Roy's doctor.
- c) He finds another doctor for him.

10. What does Roy tell Frankie to do with the phone?

- a) to phone his ex-wife
- b) to hang up the phone
- c) to wipe the receiver

11. Why does Roy go to see **Dr. Klein**?

- a) to get a new prescription
- b) to get the doctor's money by a fraud
- c) to talk to him about his illness

12. Which statement is **NOT true**?

- a) Roy has got '*agoraphobia*'.
- b) Roy works in antiques.
- c) Roy is bad at personal relationships.

13. How many years ago did Roy get divorced?

- a) 10
- b) 14
- c) 5

14. Which statement is **TRUE**?

- a) Roy's wife was pregnant when they got married.
- b) Roy doesn't know if he has a kid.
- c) They had a five-year old kid when they got divorced.

15. What does Roy want **Dr. Klein** to do for him after the LAST therapy session?

- a) to find the pink pills
- b) to arrange a new appointment
- c) to call his ex-wife

16. Which statement is **NOT true**?

- a) Heather wants to talk to Roy.
- b) Angela wants to meet Roy.
- c) Roy wants to talk to Heather.

## Appendix D

### The Script of First 24-min. Segment of Matchstick Men Movie

1  
00:00:18,453 --> 00:00:21,172  
<i>One, two, three.</i>

2  
00:02:54,373 --> 00:02:55,726  
One, two, three.

3  
00:03:04,333 --> 00:03:07,052  
- Well, congratulations.  
<i>- Excuse me?</i>

4  
00:03:07,213 --> 00:03:10,523  
You're a guaranteed winner of one of three fabulous prizes.

5  
00:03:10,693 --> 00:03:13,605  
- Have you won anything major before?  
- <i>No, never.</i>

6  
00:03:13,773 --> 00:03:15,525  
- Well, you have now.  
- <i>Oh, my God.</i>

7  
00:03:15,693 --> 00:03:17,729  
- <i>Are you kidding?</i>  
- No, it's confirmed.

8  
00:03:17,893 --> 00:03:21,727  
<i>- Are you sure? Okay, what did I win?</i>  
- Either the Chevy Blazer, the Paris...

9  
00:03:21,893 --> 00:03:26,250  
- Do you have a water filtration system?  
- <i>A faucet filter? No, sir. I don 't.</i>

10  
00:03:26,413 --> 00:03:29,769  
- Do you read the papers or watch TV?  
- <i>Sometimes, yeah.</i>

11  
00:03:29,933 --> 00:03:32,606  
Well, then you've probably seen our advertisements.

12  
00:03:32,773 --> 00:03:35,651  
The government is gonna make you pay a tax on the prize.

13  
00:03:35,813 --> 00:03:39,488  
But if you buy the Waterson 2000 water filtration system...

14  
00:03:39,653 --> 00:03:43,487  
...the prize gets recorded as a sales expense, and you don't pay any tax.

15  
00:03:43,653 --> 00:03:44,927  
- Good deal, huh?  
<i>- Yeah.</i>

16  
00:03:45,093 --> 00:03:47,163  
- Yeah.  
<i>- And then I get the trip to Paris?</i>

17  
00:03:47,333 --> 00:03:50,609  
You're guaranteed one of those three prizes.

18  
00:03:50,773 --> 00:03:54,891  
I'm gonna have a courier come to your house. You're gonna give him a check.

19  
00:03:55,053 --> 00:03:56,372  
He's gonna come to me...

20  
00:03:56,573 --> 00:04:00,452  
...and we'll decide which one of  
those prizes you get. See how  
that works?

21  
00:04:00,613 --> 00:04:03,650  
- *How much do I pay?*  
- Three hundred ninety-eight  
dollars.

22  
00:04:03,813 --> 00:04:07,169  
- You'd pay twice that in  
stores.  
*- I need to speak to my  
husband.*

23  
00:04:07,493 --> 00:04:11,850  
Irene, my supervisor just  
stepped into my office, and he  
would love to talk to you.

24  
00:04:12,013 --> 00:04:15,164  
Can you hold just a sec? Thanks,  
Irene.

25  
00:04:15,653 --> 00:04:18,042  
- Good morning.  
- Who says so?

26  
00:04:18,213 --> 00:04:20,852  
Irene Fisk. She wants to talk to  
her husband first.

27  
00:04:21,013 --> 00:04:24,130  
Mrs. Fisk, John Goodhew,  
regional vice president.

28  
00:04:24,293 --> 00:04:26,887  
Congratulations.  
Which prize are you hoping for?

29  
00:04:27,053 --> 00:04:28,964  
*- Paris.*  
- That would be my choice too.

30  
00:04:29,133 --> 00:04:31,522  
*- We've never been.*  
- My associate tells me...

31  
00:04:31,693 --> 00:04:34,207  
...you have five grandkids? Wow.

32  
00:04:34,373 --> 00:04:37,843  
I understand you'd like to speak  
to your husband first about  
this.

33  
00:04:38,013 --> 00:04:41,323  
But the thing is, my secretary  
is having a baby this afternoon.

34  
00:04:41,493 --> 00:04:44,291  
Everyone at the office is about  
to head to the hospital.

35  
00:04:44,453 --> 00:04:45,772  
*Well, that's wonderful.*

36  
00:04:45,933 --> 00:04:48,845  
Let me confirm your address for  
our courier service.

37  
00:04:49,013 --> 00:04:50,287  
*All right.*

38  
00:04:55,893 --> 00:04:57,167  
Hey.

39  
00:04:57,333 --> 00:04:58,925  
Sorry, sorry.

40  
00:05:00,453 --> 00:05:02,409  
Any thoughts on lunch?

41  
00:05:02,933 --> 00:05:05,003  
Spicy calamari?

42  
00:05:05,173 --> 00:05:07,084  
Thai food?

43  
00:05:32,293 --> 00:05:33,408  
Pygmies.

44  
00:05:37,933 --> 00:05:39,525  
Otis, hush, hush.

45  
00:05:43,333 --> 00:05:45,403  
- Can I help you?  
- Carolyn Schaffer?

46  
00:05:45,573 --> 00:05:47,564  
I'm Agent Kellaway.  
This is Agent Cole.

47  
00:05:47,733 --> 00:05:49,644  
We're from the Federal Trade  
Commission.

48  
00:05:49,813 --> 00:05:52,930  
Sorry to disturb you.  
We'd like to ask you a few  
questions.

49  
00:05:53,093 --> 00:05:55,163  
- Is everything all right?  
- We hope so.

50  
00:05:55,333 --> 00:05:59,804  
Mrs. Schaffer, can you tell us  
exactly what the man said on the  
phone?

51  
00:05:59,973 --> 00:06:03,090  
He said that there'd been a  
contest, and I had won a prize.

52  
00:06:03,253 --> 00:06:05,642  
There'd be a drawing next week,  
and I'd win...

53  
00:06:05,813 --> 00:06:08,327  
...either a Chevy Blazer, a  
diamond necklace...

54  
00:06:08,493 --> 00:06:11,007  
...or a trip to Italy or France.  
I don't remember.

55  
00:06:11,173 --> 00:06:16,293  
And that if I bought one of  
their filtration things, I  
wouldn't have to pay the tax.

56  
00:06:16,453 --> 00:06:19,013  
- Jesus, Carolyn.  
- I wanted to surprise you.

57  
00:06:19,493 --> 00:06:23,645  
I'm sorry to tell you this,  
ma'am, but you won't be  
receiving any prize.

58  
00:06:23,813 --> 00:06:27,169  
And I'm sorry to tell you that  
you've been the victim of fraud.

59  
00:06:27,333 --> 00:06:28,527  
Otis, knock it off.

60  
00:06:28,693 --> 00:06:31,048  
It's not the newest swindle in  
the world.

61  
00:06:31,213 --> 00:06:34,888  
They bait you with something  
bogus, then sell you something  
worthless.

62  
00:06:35,053 --> 00:06:37,726  
How much did you give them, Mrs.  
Schaffer?

63  
00:06:39,093 --> 00:06:41,561  
Seven hundred dollars.

64  
00:06:41,733 --> 00:06:44,452  
- What's it worth?  
- At any hardware store, 50  
bucks.

65  
00:06:44,613 --> 00:06:46,410  
Jesus, Carolyn.

66  
00:06:46,573 --> 00:06:48,529  
We've met people who paid twice  
that.

67  
00:06:48,693 --> 00:06:49,808  
- Really?  
- Yeah.

68  
00:06:49,973 --> 00:06:51,804  
You wrote a check, ma'am?

69  
00:06:51,973 --> 00:06:53,725  
Did you mail it to them?

70  
00:06:55,333 --> 00:06:57,244  
No, a courier picked it up.

71  
00:06:59,733 --> 00:07:02,201  
- What?  
- Lf they'd used the postal  
system...

72  
00:07:02,413 --> 00:07:04,847  
...it's mail fraud, and we can  
go after them.

73  
00:07:05,013 --> 00:07:07,481  
Otherwise, there's not a lot we  
can do.

74  
00:07:08,093 --> 00:07:10,368  
- Unless...  
- Unless what?

75  
00:07:10,533 --> 00:07:12,603  
Well, a lot of these whack  
jobs...

76  
00:07:14,173 --> 00:07:18,007  
...work in syndicates. If they  
cashed your check out of state,  
it's federal.

77  
00:07:18,173 --> 00:07:20,607  
But we'd need a signed clearance  
from you...

78  
00:07:20,773 --> 00:07:23,845  
I'll give you one if it will  
catch these sons of bitches.

79  
00:07:24,013 --> 00:07:26,846  
- You have any more L-47s?  
- Yeah, maybe in the car.

80  
00:07:27,013 --> 00:07:28,651  
Wait a second.

81  
00:07:29,453 --> 00:07:31,045  
Here we go.

82  
00:07:31,213 --> 00:07:32,328  
- My pen.  
- I got one.

83  
00:07:32,493 --> 00:07:33,812  
Okay.

84  
00:07:34,253 --> 00:07:36,448  
- Would you let him out?  
- Oh, sorry.

85  
00:07:37,133 --> 00:07:38,612  
Sorry.

86  
00:07:40,053 --> 00:07:42,886  
Here you go. That's right.

87  
00:07:43,053 --> 00:07:44,452  
Sorry.

88  
00:07:47,733 --> 00:07:50,531  
All we need is the name of your  
bank...

89  
00:07:51,013 --> 00:07:52,924  
...your account number...

90  
00:07:53,493 --> 00:07:56,246  
...and your signature down  
below.

91  
00:07:58,253 --> 00:08:01,245  
- Any luck, these guys were  
amateurs...  
- He all right?

92  
00:08:02,053 --> 00:08:05,125  
...cashed your check in Nevada.  
- Sign there. You can date it.

93  
00:08:07,413 --> 00:08:08,448  
There you go.

94  
00:08:09,573 --> 00:08:11,006  
- You all right?  
- He's fine.

95  
00:08:11,813 --> 00:08:14,407  
- Would you like some water?  
- Everything's fine.

96  
00:08:14,573 --> 00:08:15,688  
Thank you for coming.

97  
00:08:20,853 --> 00:08:23,003  
You didn't take your pills, did  
you?

98  
00:08:29,453 --> 00:08:34,163  
- They left the door open. It  
was bitchen!  
- It's just an open door, Roy.

99  
00:08:35,813 --> 00:08:39,647  
Well, it's not a fortune,  
but it will keep me in diapers.  
Barely.

100  
00:08:39,813 --> 00:08:42,850  
Don't look at those drapes, man.  
You should've known.

101  
00:08:43,893 --> 00:08:47,203  
Saw that guy again last night.

Chuck. Guy I was telling you  
about.

102  
00:08:47,373 --> 00:08:49,568  
- Guy with the...  
- With the boat.

103  
00:08:49,733 --> 00:08:52,122  
Yeah, Frechette. Man, he's top-  
heavy.

104  
00:08:52,293 --> 00:08:54,682  
- Jesus Christ, what am I...?  
- Don't say that.

105  
00:08:54,973 --> 00:08:56,964  
- Don't say what?  
- You know what.

106  
00:08:57,373 --> 00:08:59,489  
Just don't say it.

107  
00:09:02,773 --> 00:09:03,762  
It's real money.

108  
00:09:03,933 --> 00:09:06,845  
If it's real money, it's long  
con.  
I don't do long con.

109  
00:09:07,013 --> 00:09:08,605  
You haven't done it lately.

110  
00:09:08,773 --> 00:09:10,365  
Without me, Frank.

111  
00:09:11,053 --> 00:09:12,691  
Okay.

112  
00:09:12,853 --> 00:09:16,448  
I'd just like to be able to take  
a girl  
someplace nice once in a while.

113  
00:09:16,613 --> 00:09:18,524  
You have to pay extra for that?

114  
00:09:24,293 --> 00:09:26,124  
- Hi.  
- Hi.

115  
00:09:27,573 --> 00:09:31,202  
Three, four, five, six and...

116  
00:09:33,093 --> 00:09:35,482  
...eight packs of Tareyton.

117  
00:09:36,613 --> 00:09:38,922  
That's 36. Out of 50.

118  
00:09:39,093 --> 00:09:44,531  
Thirty-seven, 38, 39, 40 and 10  
is 50.  
Thank you.

119  
00:09:45,573 --> 00:09:46,847  
Next.

120  
00:11:08,053 --> 00:11:09,566  
Oh, pygmies.

121  
00:11:23,413 --> 00:11:25,802  
Hi, this is Roy Waller calling  
for Dr. Mancuso.

122  
00:11:25,973 --> 00:11:28,771  
<i>He moved.</i>  
<i>He doesn 't live here  
anymore, man.</i>

123  
00:11:28,933 --> 00:11:30,889  
- What do you mean, "moved"?  
- <i>He's gone.</i>

124  
00:11:31,053 --> 00:11:33,806  
- You're shitting me. Where'd he  
go?  
- <i>Back east.</i>

125  
00:11:33,973 --> 00:11:36,282  
- Back east?  
- <i>He owes me back rent,  
man.</i>

126  
00:11:36,453 --> 00:11:39,809  
Give me a contact... Hello?  
Hello?

127  
00:11:41,093 --> 00:11:44,051  
<i>If you'd like to make a  
call,</i>  
<i>please hang up and try  
again.</i>

128  
00:12:05,333 --> 00:12:08,131  
Roy, it's me. It's Frankie.

129  
00:12:08,293 --> 00:12:11,012  
<i>Come on, pick it up.</i>  
<i>I know it's tough, but come  
on.</i>

130  
00:12:16,853 --> 00:12:20,926  
Roy, this is Dmitri. I met you  
at that club Rage the other  
night.

131  
00:12:21,093 --> 00:12:23,049  
<i>I really liked your leather  
and...</i>

132  
00:12:24,293 --> 00:12:29,003  
<i>All right, come on. Pick it  
up.</i>  
<i>Pick it up. Pick it up. Pick  
it up.</i>

133  
00:12:29,173 --> 00:12:30,765  
Roy, come on, man. Come on.

134  
00:12:32,893 --> 00:12:36,772  
<i>Roy, it's lonely in this  
little office</i>  
<i>all by myself.</i>

135  
00:12:37,613 --> 00:12:39,569  
<i>Roy, come on.</i>

136  
00:12:40,133 --> 00:12:44,524  
Roy, I wouldn't bother you,  
but...  
Well, I'm dying, Roy.

137  
00:12:44,693 --> 00:12:46,968  
It's my spleen.

138  
00:12:47,133 --> 00:12:50,284  
I can't feel my thumbs.

139  
00:12:56,573 --> 00:12:57,892  
<i>Hello.</i>

140  
00:12:58,653 --> 00:13:00,405  
<i>Roy, answer the phone,  
man.</i>

141  
00:13:00,573 --> 00:13:04,646  
<i>I've been watching Univision  
all night,</i>  
<i>and all they speak is  
Spanish.</i>

142  
00:13:04,813 --> 00:13:06,849  
<i>What's going on?</i>

143  
00:13:07,493 --> 00:13:11,850  
<i>But seriously, I want to talk  
to you</i>  
<i>because I think I've  
developed a rash.</i>

144  
00:13:12,013 --> 00:13:15,244  
<i>Come on, man.</i>  
<i>Come on, you're killing  
me.</i>

145  
00:13:15,413 --> 00:13:17,847  
<i>Roy, come on, what the  
hell?</i>  
<i>I feel like a chick.</i>

146  
00:13:19,133 --> 00:13:21,203  
<i>All right, that's it. I'm  
coming over.</i>

147  
00:13:32,053 --> 00:13:34,442  
Roy? Okay, I see that.

148  
00:13:34,613 --> 00:13:36,604  
I see... I saw you. I know  
you're there.

149  
00:13:36,773 --> 00:13:38,365  
Come on, Roy. Really, man.

150  
00:13:38,533 --> 00:13:40,285  
One, two, three.

151  
00:13:40,813 --> 00:13:42,804  
- Take your shoes off.  
- What? Why?

152  
00:13:43,173 --> 00:13:45,323  
Take your shoes off,  
or you don't come in.

153  
00:13:45,493 --> 00:13:47,449  
You didn't take your pills, did  
you?

154  
00:13:47,613 --> 00:13:49,524  
I'm taking them off.

155  
00:13:49,693 --> 00:13:52,526  
I'm taking the shoes off.  
Give me a break over here.

156  
00:13:52,693 --> 00:13:53,842  
Okay.

157  
00:13:54,013 --> 00:13:56,686  
Jesus Christ.  
Oh, God, what is that smell?

158  
00:13:56,853 --> 00:13:59,686  
What, did you get attacked  
by Mr. Clean?

159  
00:13:59,853 --> 00:14:02,606  
- You gotta open a window,  
buddy.  
- No! No windows.

160  
00:14:02,773 --> 00:14:05,241  
Okay. Windows are closed.  
Windows are closed.

161  
00:14:05,413 --> 00:14:07,324  
You looking for something,  
sucker?

162  
00:14:07,493 --> 00:14:09,404  
Yeah, my partner. Have you seen  
him?

163  
00:14:09,573 --> 00:14:12,133  
He's been missing most of the  
week.  
Tall guy.

164  
00:14:12,413 --> 00:14:15,007  
Hey, would you watch the rug?  
You're spilling food...

165  
00:14:15,493 --> 00:14:18,724  
- You didn't take your shoes  
off.  
- Okay, I'm taking the shoes  
off.

166  
00:14:18,893 --> 00:14:21,009  
I'm taking them off. See?  
They're off.

167  
00:14:21,973 --> 00:14:23,691  
Here you go.

168  
00:14:24,693 --> 00:14:27,810  
Oh, man, you are bad.  
Did you take your pills?

169  
00:14:27,973 --> 00:14:30,441  
I spilled them down the drain by  
accident.

170  
00:14:30,613 --> 00:14:32,604  
Oh, Roy, come on.  
Did you call Mancuso?

171  
00:14:32,813 --> 00:14:34,087  
Moved.

172  
00:14:34,253 --> 00:14:36,926  
- You gotta be shitting me.  
- That's what I said.

173  
00:14:38,093 --> 00:14:40,049  
Okay, here we go.

174  
00:14:40,493 --> 00:14:42,051  
Hurry. Come on.

175  
00:14:44,133 --> 00:14:46,931  
Come on, let's go. Come on. It's  
okay.

176  
00:14:48,573 --> 00:14:51,167  
I want you to breathe, okay?  
Just keep breathing.

177  
00:14:51,333 --> 00:14:52,482  
Breathe. Okay.

178  
00:14:52,653 --> 00:14:55,008  
Okay. Okay, shoes are... There  
you go.

179  
00:14:55,173 --> 00:14:56,811  
- You got food...  
- What?

180  
00:14:56,973 --> 00:15:02,286  
Okay, food is gone.  
I'm picking up all the food,  
okay?

181  
00:15:02,693 --> 00:15:05,127  
Listen to me, Roy. You  
listening?

182  
00:15:05,293 --> 00:15:09,366  
I'm gonna make a couple of  
calls. My aunt saw this shrink  
after her divorce.

183  
00:15:09,533 --> 00:15:12,127  
- He really helped her. He's a  
good guy.  
- Frank...

184  
00:15:12,293 --> 00:15:15,365  
You need to see someone.  
Don't think I'm doing this for  
you.

185  
00:15:15,533 --> 00:15:18,366  
You got money. You can retire.  
I got car payments, man.

186  
00:15:18,533 --> 00:15:20,603  
I don't need a partner who's  
like:

187  
00:15:21,013 --> 00:15:23,368  
My heart goes out to you, but  
this is it now.

188  
00:15:23,533 --> 00:15:25,489  
Wipe that off when you're done  
with it.

189  
00:15:25,653 --> 00:15:28,725  
Wipe the receiver. Just wipe it  
off.

190  
00:15:28,893 --> 00:15:31,965  
Okay. How's that? You like that?

191  
00:15:32,133 --> 00:15:33,566  
How's that?

192  
00:15:33,733 --> 00:15:35,883  
Okay, I'm sorry. Okay.

193  
00:16:11,173 --> 00:16:14,370  
Do you mind if I put them up?  
It helps my back.

194  
00:16:16,693 --> 00:16:18,445  
- Go ahead.  
- Thanks.

195  
00:16:19,173 --> 00:16:21,403  
Well, you're something of a  
clean slate, Roy.

196  
00:16:21,573 --> 00:16:24,326  
You were on medication, but you  
don't know what kind.

197  
00:16:24,693 --> 00:16:28,083  
Yeah, okay, good. Yeah, they  
were these little pink tablets.

198  
00:16:28,253 --> 00:16:31,404  
I think it said "CRC" on them.  
Something like that.

199  
00:16:31,573 --> 00:16:34,690  
- You were getting them  
illegally?  
- Yes, I was. So what?

200  
00:16:34,853 --> 00:16:37,731  
- Why?  
- So I wouldn't have to talk to  
you.

201  
00:16:37,893 --> 00:16:39,849  
- Do you know what they were?  
- Yes.

202  
00:16:40,013 --> 00:16:43,164  
At that dosage, you're lucky to  
be sitting up straight.

203  
00:16:43,333 --> 00:16:45,722  
That's great.  
Can you get me some more of  
them?

204  
00:16:47,853 --> 00:16:49,969  
- You get to the point.  
- And you skirt it.

205  
00:16:50,133 --> 00:16:52,363  
- Can you get me the pills or  
not?

- Yes.

206  
00:16:52,533 --> 00:16:55,684  
Well, then let's get that prescription pad out.

207  
00:16:55,853 --> 00:16:59,323  
Roy, I don't prescribe medicine unless I've chatted with the patient.

208  
00:16:59,493 --> 00:17:02,849  
If you're inclined against that, this session will be quite brief.

209  
00:17:27,493 --> 00:17:30,371  
Would you like to tell me what's been bothering you?

210  
00:17:31,253 --> 00:17:35,371  
I don't like being outdoors, which I know is called "agoraphobia." Right?

211  
00:17:35,533 --> 00:17:38,809  
Incorrectly. But, yes.

212  
00:17:38,973 --> 00:17:43,012  
- Anything else?  
- Dirt. Especially around moldings.

213  
00:17:43,173 --> 00:17:45,562  
I don't like when people put shoes on my carpet.

214  
00:17:45,733 --> 00:17:49,123  
Obviously, I have a lot of tics. I find that very frustrating.

215  
00:17:49,533 --> 00:17:52,525  
Certain things distract me, make me feel sick to my stomach.

216  
00:17:52,693 --> 00:17:55,810

Have these distractions affected your work of late?

217  
00:17:56,453 --> 00:17:58,762  
And your personal relationships?

218  
00:18:00,933 --> 00:18:02,332  
What personal relationships?

219  
00:18:02,493 --> 00:18:04,927  
When was the last time you were in one?

220  
00:18:05,133 --> 00:18:08,364  
With a woman? A long time ago.

221  
00:18:08,533 --> 00:18:10,125  
Five years?

222  
00:18:10,533 --> 00:18:12,842  
- Ten years?  
- Keep going, man.

223  
00:18:14,373 --> 00:18:15,965  
What was her name?

224  
00:18:18,213 --> 00:18:19,646  
Heather.

225  
00:18:20,293 --> 00:18:22,011  
Were you married?

226  
00:18:22,613 --> 00:18:23,807  
Kids?

227  
00:18:24,493 --> 00:18:26,165  
Maybe.

228  
00:18:26,333 --> 00:18:28,051  
You haven't seen her since?

229  
00:18:28,533 --> 00:18:32,162  
She left me with a black eye, which I gave her, and a bun in the oven...

230  
00:18:32,333 --> 00:18:35,166  
...which might've come from  
anyone.  
So, no, I haven't.

231  
00:18:37,093 --> 00:18:40,688  
Look, doc, I spent last Tuesday  
watching fibers on my carpet.

232  
00:18:40,853 --> 00:18:44,812  
And the whole time I was  
watching my carpet, I was  
worrying I might vomit.

233  
00:18:44,973 --> 00:18:48,852  
I was thinking, "I'm a grown  
man. I should know what goes on  
in my head."

234  
00:18:49,013 --> 00:18:50,526  
The more I thought about it...

235  
00:18:50,693 --> 00:18:54,083  
...the more I realized I should  
blow my brains out and end it  
all.

236  
00:18:54,253 --> 00:18:56,847  
But if I thought more about  
blowing my brains out...

237  
00:18:57,013 --> 00:19:00,801  
...I started worrying about what  
that would do to my goddamn  
carpet.

238  
00:19:01,893 --> 00:19:03,326  
So that was a good day, doc.

239  
00:19:03,493 --> 00:19:08,009  
And I just want you to give me  
some pills and let me get on  
with my life.

240  
00:19:18,893 --> 00:19:20,770  
- Roy.  
- What?

241  
00:19:20,933 --> 00:19:22,924  
He just gave them to you at the  
office?

242  
00:19:23,093 --> 00:19:26,085  
He said they were new.  
Prefex something-or-other.

243  
00:19:26,253 --> 00:19:28,244  
- You feel better?  
- A little.

244  
00:19:28,413 --> 00:19:29,926  
You want to work soon?

245  
00:19:32,133 --> 00:19:33,771  
Think you can you control  
the...?

246  
00:19:33,933 --> 00:19:36,163  
- What?  
- Nothing.

247  
00:19:52,413 --> 00:19:55,405  
<i>- What city, please?</i>  
- Woodland Hills, California.

248  
00:19:55,573 --> 00:19:57,689  
<i>- Name, sir?</i>  
- Fenton, Heather.

249  
00:19:57,853 --> 00:20:00,447  
<i>- Can you spell that?</i>  
- F-E-N...

250  
00:20:24,173 --> 00:20:28,451  
<i>Hi. If that's you, then this  
is me.</i>  
<i>So leave a message after the  
beep.</i>

251  
00:20:29,573 --> 00:20:31,529  
- Hello, this is...  
<i>- Hello?</i>

252  
00:20:34,933 --> 00:20:37,891  
Well, you know, we fought a lot.

253  
00:20:38,053 --> 00:20:39,771  
- About what?  
- What do you got?

254  
00:20:39,933 --> 00:20:41,446  
I wasn't sober a lot then.

255  
00:20:41,853 --> 00:20:43,605  
Are you now?

256  
00:20:43,773 --> 00:20:46,128  
So some nights, she just didn't  
come home.

257  
00:20:46,293 --> 00:20:50,411  
She was pregnant two months  
before she even told me about  
it.

258  
00:20:51,893 --> 00:20:54,043  
Yeah. Do you think about her  
much?

259  
00:20:54,213 --> 00:20:57,410  
You know, what could have been,  
what might have been.

260  
00:20:59,013 --> 00:21:01,766  
- And the baby?  
- Lf there's a baby.

261  
00:21:02,293 --> 00:21:05,171  
- Do you think about that?  
- Sometimes. Rarely.

262  
00:21:05,333 --> 00:21:10,691  
Like, if I see a school bus,  
I'll wonder,  
"Is one of those kids Roy Jr.?"

263  
00:21:10,853 --> 00:21:14,732  
He, if he's a he, would be how  
old now?

264  
00:21:15,893 --> 00:21:18,726  
He'd be 14.

265  
00:21:19,973 --> 00:21:21,486  
Fourteen, ready to be a man.

266  
00:21:23,253 --> 00:21:26,370  
Yeah. If he's a he.

267  
00:21:26,533 --> 00:21:28,444  
If he is at all.

268  
00:21:34,853 --> 00:21:38,562  
Congratulations.  
You bought yourself a week's  
worth.

269  
00:21:38,733 --> 00:21:40,291  
Thanks.

270  
00:21:41,573 --> 00:21:43,211  
Listen, doc...

271  
00:21:43,373 --> 00:21:46,809  
...do you know of a way...

272  
00:21:46,973 --> 00:21:49,362  
...just to find out, you know...

273  
00:21:49,533 --> 00:21:52,366  
There's nothing wrong with a man  
telephoning his ex-wife.

274  
00:21:52,533 --> 00:21:55,331  
I tried that last night, and I  
couldn't say a word.

275  
00:21:55,493 --> 00:21:57,643  
So could you call her?

276  
00:21:58,533 --> 00:22:01,923  
- I don't know, Roy. L...  
- Please. It's just to find out.

277  
00:22:07,333 --> 00:22:09,563  
- Now?  
- No, after I'm gone.

278  
00:22:10,093 --> 00:22:12,129  
When you can.

279  
00:22:14,293 --> 00:22:15,885  
- Okay.  
- That's great.

280  
00:22:16,813 --> 00:22:18,371  
Thank you.

281  
00:22:18,533 --> 00:22:23,163  
- So I'm gonna see you on  
Tuesday?  
- Well... Why? I mean, I have  
the meds.

282  
00:22:23,693 --> 00:22:25,251  
Well, I guess that's your call.

283  
00:22:26,813 --> 00:22:29,008  
- Okay.  
- Take care.

284  
00:22:42,733 --> 00:22:44,610  
<i>Hello.</i>

285  
00:22:44,773 --> 00:22:47,765  
<i>Roy? This is Dr. Klein.  
I...</i>

286  
00:22:47,933 --> 00:22:49,002  
- Hello?  
- <i>Hey.</i>

287  
00:22:49,253 --> 00:22:52,290  
Listen, I just got off the phone  
with Heather.

288  
00:22:52,453 --> 00:22:54,091  
<i>We had a very nice  
conversation.</i>

289  
00:22:54,253 --> 00:22:57,563  
- Does she want to speak with  
me?  
- <i>No, she doesn 't.</i>

290  
00:22:57,733 --> 00:23:00,406  
She didn't understand it might  
help  
with your therapy.

291  
00:23:00,573 --> 00:23:02,609  
You told her I was in therapy.

292  
00:23:02,773 --> 00:23:05,446  
No, I told her I'm a  
psychiatrist.  
I can't lie.

293  
00:23:06,373 --> 00:23:08,568  
- <i>Angela wants to talk to you  
though.</i>  
- Who?

294  
00:23:08,733 --> 00:23:10,246  
<i>Angela, your daughter.</i>

295  
00:23:10,413 --> 00:23:13,928  
She knows you're her father and  
says she really wants to meet  
you.

## **Appendix E**

### **Questionnaire Version for the Experimental Group**

#### ***Group 1, With Captions***

**Name & Surname:**

**Do you think watching video with English captions**

1. helped you understand the film better?

No ----- Some ----- A lot ----

2. increased your listening comprehension?

No ----- Some ----- A lot ----

3. Do you think learning English through watching film is fun?

No ----- Some ----- A lot ----

### **Questionnaire Version for the Control Group**

#### ***Group 2, Without Captions***

**Name & Surname:**

**Do you think that if you had watched the film segment with captioning,  
it would have**

1. helped you understand the film better?

No ----- Some ----- A lot ----

2. increased your listening comprehension?

No ----- Some ----- A lot ----

3. Do you think learning English through watching film is fun?

No ----- Some ----- A lot ----

## **Appendix F**

### **The Interview Questions**

1. At what age did you start learning English?
2. Did you study in a state school or private school?
3. Have you ever been to abroad? If yes, Where? How long?
4. Are there any natives in your family/among your friends?
5. Do you watch films in English? How often? In what condition: with captions, with Turkish subtitles or without captions?
6. Do you listen to music in English? How often?
7. Do you read books / magazines in English? How often?
8. Do you follow printed and visual media in English? How often?