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Using Pictures of Movie Conversations with Input Enhancement in Subtitles for Developing Speaking of Iranian EFL Intermediate Learners

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ABSTRACT

This study was an attempt to investigate using pictures of movie conversation with input enhancement in subtitles on Iranian EFL intermediate learners' speaking ability. On the basis of Oxford Placement Test (OPT), 50 learners out of 70 Iranian intermediate female and male EFL learners with the age range of 13-18 from Iran language school were chosen to participate in the study. They were assigned to one control and one experimental group. The homogeneity of the two groups in terms of speaking ability was determined by comparing their mean in speaking section of Preliminary English Test (PET) as the pretest. The 10-session treatment was followed using pictures of movie conversation with input enhancement in subtitles for the experimental group while the control group had no treatment. At the end of the instruction period, the speaking section of another version of the PET as a posttest was administered to both groups. To test the hypotheses of the study an independent samples t-test was run on participants' scores. The results showed that the participants in experimental group significantly outperformed the participants in the control group in terms of speaking performance. The findings of this study have implications for students, teachers, and syllabus designers.

Keywords: *Input Enhancement In Subtitles, Intermediate Learners, Pictures Of Movies Conversation, Speaking*

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1. Introduction

In this global period, many people applied English as a means of communication that enables people from different countries communicate more comfortably (Efrizal, 2012). One of the most important skill that developed and improved as means of effective communication is speaking which is very essential for learner's interaction where human almost speak everywhere every day through English. In addition, the essential purpose of English language teaching is to give learners the ability to use English language effectively and correctly in communication (Davies & Pearse, 2000). As it is assumed that learners of language were not able to communicate easily and correctly, they need more practice to enhance their speaking ability and the teachers tried to solve this problem and they tried different strategies; for instance, they use short questions and

short dialogues in the classroom to improve the students' speaking ability (Bashir, Azeem & Dogar, 2011). In addition, the main emphasis of language teaching is to provide learners with opportunities to communicate in the foreign language (Yu, 2009). Besides, speaking is an important aspect of EFL learning as it lets the learners produce the language, which is necessary for communicative objectives. Many scholars (e.g., Jindathai, 2015; Mazouzi, 2013; Saidi, 2014) considered speaking as a means in which English as a foreign language (EFL) learner can interact with each other to achieve their goals, express their beliefs, objectives, and points of views.

However, based on the second language acquisition (SLA) theories, there is an idea that focuses on the formal features of second language input, and its effectiveness in optimal L2 development (Schmidt, 1990). Besides, it is extensively believed that input



is required in order for acquisition to happen in the process of language learning (Wong, 2005). Many strategies like watching movies had been used for developing English language skills specially speaking. As Birds and Williams (2002) and Schmidt (2007) stated, watching subtitled programs can be considered as the best way of language learning. They continued that due to clear word boundaries and no accent variation, comprehension and learning language occur to a greater extent. Also, Mayer (2001) stated that an instructional multimedia document can be defined as a presentation involving words and pictures in order to foster learning. In addition, many studies had emphasized the useful role of using subtitles on developing language skills as a pedagogical application. For instance, several studies have investigated the use of subtitles in language teaching as a learning strategy (Bos, 2014; Danan, 2004; De Bot, Jagt, Janssen, Kessels & Schils, 1986; Hayati & Mohmedi, 2009). Talavan (2010) analyzed the need for pedagogical handling of subtitles and subtitling in the classroom with the aim of developing oral comprehension skills and discovered that it could supply textual, visual and technological support and could develop the oral skill. In addition, Abdolmanafi Rokni and Atae (2014) postulated that watching subtitled films in English might be one of the richest ways of presenting authentic input since it is the combination of these three mediums: aural, visual and textual. However, there is a dearth of research about the effect of subtitling which results in the optimum speaking ability. Therefore, the purpose of this research was to find effective ways to help learners in speaking skill by using movie conversations and subtitles.

2. Literature Review

2.1 Speaking

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact. Therefore, it is difficult for EFL learners, especially adults, to speak the target language fluently and appropriately (Shumin as cited in Richards & Renandya, 2002). According to Ishihara and Cohen (2010), appropriacy is about sociocultural context, or pragmatics. L2 speakers must also be competent socially and culturally it is not enough to be accurate

and fluent. They need to be able to communicate with the proper politeness, directness, and formality. They have to know the ways in which people carry out specific social functions like greetings, thanking, and disagreeing. Authenticity also refers to the degree to which language teaching materials have the qualities of natural speech or writing. Richards and Renandya (2002) stated that a large percentage of the world's language learners study English in order to develop proficiency in speaking. It is a very complicated and complex task to speak a second or foreign language. Speaking is used for many different purposes, and each purpose involves different skills. As stated by Harmer (2007), there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide opportunities and chances to practice real-life speaking in a safe atmosphere of the classroom. Secondly, the students make their effort to use any or all of the language they know, in this case they will receive feedback of their teacher, so they will know how successful they are, and what language problems they are experiencing. And finally, learners have got elements of language which have stored in their brains, the more they take part in speaking activities, the more automatic their use of these elements become. It means they will be able to use words and phrases fluently without very much conscious thought.

2.2 Input Enhancement

The term input enhancement as a teaching technique was designed to substitute the term "grammatical consciousness-raising" (GCR) because the scholars who proposed this term believed that the GCR is not efficient for enhanced learning that usually takes place in natural or accidental contexts as opposed to an academic or purposefully educational setting (Ellis, 2008). The growing number of studies conducted in the field of input enhancement reflects the recognition of the crucial role of attention and its high status in the domain of L2 acquisition. Furthermore, Sharwood Smith (1993) claimed that making input prominent can be marked in the argument of proposed structures, giving metalinguistic clarifications, giving negative verification by the use of precise modification, making learners indulge in input, giving instruction to the learners in order to be able to develop the input, and

enhancing texts. In addition, according to Schmidt (2001), “there is no doubt that attended learning is far superior, and for all practical purposes, attention is necessary for all aspects of L2 learning” (p. 3). Considering that attention can be manipulated externally (Schmidt, 1990), a number of growing research has probed into different ways of drawing learners’ attention to formal aspects of the input particularly in meaning-oriented activities, a technique which is referred to as focus on form (F on F). In this way, the significance of external manipulation is based in the assumption in Van Patten’s Input Processing Hypothesis (1996), in which L2 learners are inclined to give more priority to meaning than form in the input they are provided with.

Language learners only process the formal aspects of the input to the extent that they are necessary to understand meaning and inasmuch as the language learner has the available cognitive resources to attend them. As a result, without paying intentional attention to linguistic form, it is less possible that language learners will pay attention to or make best use of a particular linguistic form in the input in the process of learning (Smith, 1993). Therefore, a wide variety of external techniques drawing language learners’ attention to input have been proposed, including input flooding, explicit rule presentation, and input enhancement. Input enhancement, or ‘externally induced’ input enhancement refers to the act by teachers to draw the learners’ attention to the formal aspects of language with determination to make the aspects prominent (Smith, 1993).

2.3 Subtitles

Subtitling is said to be a part of translation which is called audiovisual translation that learners can read the conversations on the screen while watching images and listening to it (Reich, 2006). There are some opinions that state the definitions of captions and subtitles are different, and define captioning as useful for those viewers who are deaf or hearing-impaired, and subtitling is specific to hearers. Subtitles are captions displayed at the bottom of a cinema or television screen, and translate or transcribe the dialogue or narrative (Online Oxford Dictionary, 2014). Technically, subtitles tend to be associated with a translation of the audio track in written text at the bottom of the screen, whereas captions are usually linked to the original audio transcription and displayed in written text. Within the literature on

subtitling and foreign language learning, opinions are divergent and inconsistent. On the one hand, Zarei (2009) remarked that subtitles have often been considered as a factor disturbing the attention and impeding the development of listening skills. The reason for this negative attitude towards subtitles comes from the belief that subtitles make viewers too much dependent on the written text instead of paying attention to the spoken dialogue. On the other, hand Vanderplanck (1988) showed an outlook on subtitling totally against to the previously defined view by Zarei (2009). He also declared that besides being an interruption and a source of sloth, subtitles might have a possible value in helping the learning steps by supporting learners with the key to enormous quantities of real and understandable language info. Danan (2004) indicated that several language learners and teachers have a negative attitude towards the use of subtitles. As an explanation, Danan brings forward the assumption that subtitles would stimulate learners to rely more on the written text instead of paying attention to the spoken language. Consequently, language learners experience feelings of guilt or annoyance whereas teachers demonstrate a rather hostile attitude when it comes to subtitles. Moreover, Zanon (2006) reported that subtitles are often considered as a nuisance because they appear as disturbing visual information. Likewise, Koolstra, Peeters & Spinhof (2002) provide another possible disadvantage of subtitles as being a negative influence on the processing of information because they cover parts of the original visual information.

2.4 Related Studies

Fahim and Vaezi (2011) carried out a study about the potentially relative effectiveness of visual/textual input-based enhancement on the acquisition of Verb-Noun lexical collocations by Iranian EFL intermediate learners. For the purpose of the study, ninety-six intermediate learners were selected and randomly assigned to three groups. The first experimental group received reading passages through which the collocations bolded or CAPITALIZED while the learners in the second experimental group had a conventional-based treatment. The control group received no specific instructions. The findings enrich our understanding of the contribution of both visually/textually enhanced input and conventional method of teaching on the acquisition of target items. Indeed, visual/textual input-based enhancement can



be as beneficial as conventional method of teaching. Roohani and Rabiei (2011) conducted a similar study which 90 advanced English Foreign Language students took part to search the efficiency of watching movies and the use of subtitling in movies in the area of second language vocabulary learning. Results of this study indicated that all modes of watching a subtitled movie (bimodal, standard and no subtitles) improved the vocabulary scores, but that due to the presence of two languages and two sources of information, the standard or interlingual subtitling mode was responsible for a larger incidental acquisition of vocabulary.

In another study, Hayati and Mohmedi (2011) examined the effects of video fragments with and without subtitles on listening comprehension. 90 Persian speakers, intermediate learners of English were chosen for their experiment, based on their scores in a proficiency test. The learners were assigned randomly in three groups: English subtitles (ES), Persian subtitles (PS) and no subtitles (NS). The results of their comprehension scores showed that subtitles can actually enhance listening comprehension. The ES group outperformed the other two groups, and the PS group scored higher than the NS group. Consequently, intralingual subtitling is more effective than interlingual, in this particular study. Likewise, Karakaş and Sariçoban (2012) conducted a study to find out whether incidental vocabulary learning takes place while watching a subtitled cartoon. To this end, 42 first grade English Language Teaching students participated in this study consisting of a pre-test/post-test design. According to their study, whether members watched the movies with subtitles or without them, they enhanced at an important level from pre-test to post-test scores. The advantage of participants were considered to be the result of contextual helps of cartoons.

Rokni and Ataee (2014) conducted a study on the effect of movie subtitles on EFL learners' oral performance. The participants were 38 Iranian intermediate learners of English randomly selected from Novin institute in Gorgan, Iran. They were divided into two groups, namely experimental and control. Each group consisted of 19 learners. A speaking pretest was administered to measure their speaking ability. The participants in the experimental group were interested in the treatment in which they watched an English movie with

subtitles while the control group watched the same movie without subtitles. In 20 sessions and for about 15 minutes per session, the learners watched the movie and at the end of the study, all students took the speaking posttest. Through running an independent t-test, the results indicated that the experimental group who watched the movie with subtitles improved in their speaking ability in comparison with the control group who watched the movie without subtitles.

In their study, Motlagh and Nasab (2015) who investigated the role of input enhancement as positive factor and its impact on L2 vocabulary and to find out how differently many kinds of input enhancement factors such as bolding, underlining, and capitalizing impact on L2 learners' vocabulary acquiring. To this end, four classes containing 80 learners were selected as the experimental groups, and each class was conducted by one of the input enhancement main categories compared with the control group. Each group received different strategies but control group received no treatment and then, the researcher taught and employed those inputs in texts along with target words. The results of study showed that three inputs were effective in responding to target vocabulary words and they compared and contrasted with control group but the bolding group did better than the other groups. Finally, bolding target words were more effective in fostering L2 learners' vocabulary knowledge learning. These outcomes propose that using input enhancement to answer target words are the most useful factors, especially bolding as a significant input in this study outperformed the other ones in developing learners' awareness to answer vocabulary tests.

There is a study by Ayand and Shafiee (2016) who attempted to explore the effects of employing English and Persian subtitles on the Iranian EFL learners' oral fluency and accuracy. From among 100 Iranian intermediate EFL learners in Donyaye Sokhan Language Institute in Isfahan, Iran, 60 were selected in the wake of administering the PET (Preliminary English Test) as the participants of the study, and were randomly divided into two experimental groups and one control group. The control group was exposed to movies without any subtitles, while one of the experimental groups watched movies with English subtitles and the other watched movies with Persian subtitles. The format of

pretest and posttest was semi-structured interview in which students answered several questions. The analysis of the obtained data indicated that the successful performance of the participants in the experimental groups was shown to be attributable to using subtitles as a method for improving oral fluency and accuracy, but there were no significant differences between the two experimental groups, and oral fluency and accuracy of the control group did not ameliorate significantly in the course of this experiment.

Kusumawati (2018) examined the effect of English movies with subtitles on content comprehension of English movies and vocabulary comprehension. 56 students of Politeknik Elektronika Negeri Surabaya were selected randomly of English subject. A movie was chosen in line with the ESP content and language level difficulty. Class A watched movie with English subtitles and class B without subtitles. After watching the movie, the participants answered the relevant vocabulary, content comprehension questions, and questioners. The data gathered were subjected to the statistical procedure of paired sample t-test. The results presented that subtitles have a positive effect on content comprehension of English movies. The results indicated that the participants comprehend the subtitled movie better. Moreover, Rodgers (2018) examined the role of imagery in audio-visual input. Rodgers studied 90 target words happening in single seasons of television, and the degree to which their aural occurrence matched the presentation of a potentially supporting image. He proved that imagery supports possible vocabulary learning in documentary television compared with narrative television, and that this supporting imagery occurred simultaneously with the aural form more often in documentary television.

In addition, Peters (2019) has done a study to investigate the effect of imagery in three TV viewing conditions: with L1 subtitles, with captions, and without subtitles. 142 Dutch-speaking EFL learners were participated. The results demonstrated that the captions group made the most vocabulary learning gains. Also, imagery was positively related to word learning. This means that words that were shown in close proximity to the aural occurrence of the words were more likely to be learned.

Based on the above mentioned literature and the related studies, the

following research question was articulated in the current study.

Q1: Does using pictures of movie conversation with input enhancement in subtitles have statistically significant effect on the speaking of Iranian EFL intermediate learners?

3. Methodology

3.1 Participants

The population of this study was 70 Iranian students studying in Iran language school. They were 42 female and 28 male learners and their age ranged between 13-18 years old and they were at intermediate level. All of the participants participated in an Oxford Placement Test (OPT), pretest and posttest. Only those learners whose scores on OPT were one standard deviation below and above the mean were selected and they were assigned to two classes, one containing 25 homogenous participants in the control group and the other class, containing another 25 homogenous participants, were considered as the experimental group. The experimental group received input enhancement technique in movie subtitles as their treatment and the other control group followed the method suggested by the language school.

3.2 Materials and Instruments

3.2.1 Oxford Placement Test

Oxford Placement Test, which contained of 60 items, is a standard test of proficiency. One specific feature of a proficiency test, as a norm-referenced test, is that it should produce “scores which fall into a normal distribution” (Brown, 2005, p. 5), which allows relative interpretations of the test scores in terms of “how each student’s performance relates to the performances of all other students” (p. 4). The second distinctive feature of the test is that “the test must provide scores that form a wide distribution, so that interpretations of the differences among students will be as fair as possible” (p. 8). The OPT provides reliable and efficient means of placing students at the start of a course for teachers (Allan, 2004).

3.2.2 Speaking Pretest

In order to measure the learners’ speaking ability, the researcher used the speaking section of Preliminary English Test (PET) as a pretest. The speaking practice test in PET consists of four parts and the students were allowed to take interview about 10-12 minutes. In part one, of the speaking test, the examiner asked some questions about personal information of student and each candidate interacted with



the interlocutors about 2-3 minutes. Part two of the speaking test, was about simulated situation base on a visual stimulus; candidates interacted with each other. Making and responding to suggestion, discussing alternatives, making recommendations and negotiating agreement were recommended in this part and it takes 2-3 minutes time. In part, three of the speaking test candidates talked for up to a minute each about one photo each on a related topic. This part was based on extended turn, responding to photographs and managing discourse in a longer turn and it needs 3 minutes time. Part four was based on general conversation and candidates talked about their likes/dislikes, preferences, experiences, habits, etc. They also talked about extend discussion on the topic of part 3 which took about 3 minutes' time (see Appendix A).

3.2.3 Speaking Posttest

In order to obtain the scores of the participants on speaking performance, the speaking section from another version of PET other than the one used for pretest was administered to the learners (see Appendix B).

3.2.4 Speaking Rubric

The rating scale used to rate the speaking section of PET by Jenny Quantana (2003) in this study was the one provided by Cambridge under the name of General Mark Schemes for speaking. The rating was done on the basis of the criteria stated in the rating scale including the rating scale of 0-5 which should be converted to 15 in line with the scoring guidelines (see Appendix C).

3.3 Procedures

The population of this study was 70 Iranian EFL intermediate learners studying in Iran language school. Researchers administered OPT with the intention of choosing a certain number of homogenized students for participating in the study. Seventy learners who were selected based on their performances on OPT in the main study were considered as the main participants. Those 50 students whose scores were between one standard derivation above and below the mean were selected as the main participants. One of the classes was randomly assigned as the control and the other as the experimental group. In order to measure the learners' speaking ability, the researcher used the speaking section of Preliminary English Test (PET) as a pretest. It should be mentioned that these students' speaking marks on the PET were considered

as their pretest. The teacher herself and her colleague who was also a teacher rated the speaking section of the PET based on the Cambridge General Mark Schemes to increase the amount of inter-rater consistency. It is worth noting that in order to come up with reliable scores; an experienced teacher cooperated with the researcher and rated the speaking and writing section of the PET. Pearson correlation coefficient was calculated to determine the reliability of the scores. After ensuring internal consistency between the raters, the average of the scores given by the two raters was considered as the obtained score of each participant.

Moreover, the American DVD movie "Misery" that was produced in 1999, was supposed to be used in the class. Movie cutter program "format factory" was used to split the movie to the 10 minutes' parts to become appropriate for playing in the class in each session without taking too much time. Then, learners watched the movie for ten sessions. It is worth mentioning that prior to showing the movies to the participants in each session, the conversation in the subtitles were highlighted for the participants in order to draw the learners' attention to them. It is worth noting that during the treatment in each session, the researcher and participants devoted 10 minutes to watch the movie. For instance, if there is a grammar point or the collocation in each sections of the conversation, the teacher highlighted them and during the study, she paused them and explained those points and then, the teacher tried to talk about the key words, idioms and grammar points and then they practiced them through some pictures and definition and then then she played the film and paused it while the students were taking the pictures from those points in order to practice them at home again and then they discussed about that important parts of the movie. Then, she asked students to practice them in pairs and then she checked them and provided feedback when necessary.

Moreover, in order to motivate students to speak, the teacher stopped the film in the middle of a scene and asked the students to predict what will happen next. After watching the film for 10 minutes, the students could express their ideas about the film, whether they liked it or not, their favorite moments or characters, and so on. They were also asked to have students reflect on what they have watched and relate

that to their personal experiences and they were supposed to compare the differences between their own culture and the culture of the target language. In this way, the teacher tried to activate the students' schemata and tapping into their prior knowledge of them present in the film, which will help learners to better understand the film. For the next session, the students should practice the key points at home and reviewed them through the pictures they were taken and then the teacher reviewed the points and asked them some questions related to their previous session.

As for the control group, the teacher followed the teachers' course book manual and completed the course just like all other normal conversation classes. In this group, the teacher chose a topic out of the textbook and they talked about each topic in 2 or 3 minutes. They have just practiced the conversation and asked learners to repeat them again and again. The treatment sessions took 10 sessions, each taking 90 minutes and just 30 minutes on the treatment. Finally, after ten sessions, the speaking section from another version of PET was administered in order to examine any significant difference between the two groups regarding the speaking ability.

3.4 Data Analysis

A comprehensive descriptive statistics of data obtained from OPT was provided. The means of two groups' scores at pretest were compared using an independent samples t-test. The inter reliability of the speaking section of the PET both as a pretest and posttest was calculated through Pearson correlation. Also, the means of two groups' scores on posttest were compared using an independent samples t-test in order to compare the significant difference between the groups' means to test the null hypothesis. The data analysis was done through the 16th version of the Statistical Package for Social Sciences (SPSS).

4. Results

At the outset of the study, the OPT was administered to 70 learners and then the descriptive statistics were calculated for the scores.

Table 1: Descriptive Statistics for the Opt Scores for the 70 Learners

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	
OPT Participants	70	70	27.00	18.00	45.00	36.90	.726	6.074
Valid (listwise)	N 70							

As it is presented in Table 1, the mean of OPT for the 70 learners was 36.9 and the standard deviation turned out to be 6.075. Then, based on the mean and standard deviation, the researcher selected only those learners whose scores fell within the range of +/- one standard deviation from the mean and the rest of the participants were discarded. Following this procedure, 50 learners who were homogeneous in terms of overall language proficiency were selected and divided into an experimental and a control group each consisting of 25 learners.

After selecting the participants, they were given a speaking pretest which was taken from the PET speaking section. The speaking performance of the learners was assessed by two raters. To establish the reliability of the scores yielded from the speaking pretest, it was necessary to calculate the correlation coefficient index between the two sets of scores assigned by the two raters. Table 2 illustrates the descriptive statistics for the speaking pretest scores assigned by the two raters.

Table 2: Descriptive Statistics for the Speaking Pretest Scores Assigned by the Two Raters

Descriptive Statistics										
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness	Kurtosis	
Rater 1 Speaking Pretest	50	9.0	5.00	14.00	9.40	.33	2.33	5.46	.281	.33
Rater 2 Speaking Pretest	50	9.0	5.00	14.00	9.24	.27	1.92	3.69	.057	.33
Valid N (listwise)	50									

As evident, in the table above, the Skewness and Kurtosis indices are within the range of +/-1.96 and thus both data sets are normally distributed. Therefore, the researcher used Pearson correlation coefficient to calculate the inter-rater reliability for the pretest scores. Table 3 displays the results of Pearson correlation coefficient to calculate inter-rater reliability for the pretest scores.

Table 3: Results of Pearson Correlation Coefficient for the Inter-Rater Reliability of the Pretest Scores

Correlations			
		Rater One Speaking Pretest	Rater Two Speaking Pretest
Rater One Speaking Pretest	Pearson Correlation	1	.913**
	Sig. (2-tailed)		.000
	N	50	50
Rater Two Speaking Pretest	Pearson Correlation	.913**	1
	Sig. (2-tailed)	.000	
	N	50	50

** Correlation is significant at the 0.01 level (2-tailed).

As it is presented in Table 4.3, the inter-rater reliability index for the speaking pretest scores assigned by the two raters is .913 which is at an acceptable level. After



making sure that the pretest scores had an acceptable level of reliability, an independent samples t-test was run between the scores of the pretest for the two groups. Table 4 displays the results of descriptive statistics for the speaking pretest scores of the experimental and control groups.

Table 4: Descriptive Statistics for the Speaking Pretest Scores for the Experimental and Control Groups

Group Statistics					
	Groups	N	Mean	Std. Deviation	Std. Error Mean
	Experimental Group	25	9.520	2.6318	.5263

As it can be seen in the table above, the mean of the scores for the control group equals 9.28 and 9.52 for the experimental group. To see whether there is a significant difference between the means of the scores for the two groups and independent samples t-test was run. Table 5 demonstrates the results of independent samples t-test for the scores of the two groups on the speaking pretest.

Table 5: Results of Independent Samples T-Test on the Speaking Pretest

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		Sig.	df	t	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Speaking Pretest	Equal variances assumed	1.953	48	-.360	.721	-.24000	.66743	1.58	1.10
	Equal variances not assumed	.360	5.30	-.360	.721	-.24000	.66743	-1.58	.10

As it is noticed in the table above, the significance value is 0.72 which is higher than the confidence level of .05 indicating there was no significant difference between the means of the two groups on the speaking pretest and thus the two groups were homogeneous in terms of speaking performance prior to the administration of the treatment.

To find whether using pictures of movie conversation with input enhancement in subtitles has a statistically significant effect on the speaking of Iranian EFL intermediate learners, an independent samples t-test was run on the speaking posttest scores of the experimental and control groups. Table 6 shows the descriptive statistics for the posttest scores of the two groups.

Table 6: Descriptive Statistics for the Speaking Posttest Scores for the Experimental and Control Groups

Group Statistics					
	Groups	N	Mean	Std. Deviation	Std. Error Mean
	Experimental Group	25	11.920	1.441	.288

As it is seen in the table above, the mean of the scores for the experimental and control group were 11.9 and 9.64, respectively. To find whether such difference between the means of the two groups was statistically significant, an independent samples t-test was run the posttest scores of the experimental and control group. Table 7 displays the respective results.

Table 7: Results of Independent Samples T-Test on the Speaking Posttest

Independent Samples Test										
		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	95% Confidence Interval of the Difference Lower	Upper
Speaking posttest	Equal variances assumed	.006	.937	-5.548	48	.000	-2.280	.40743	-3.09	-1.46
	Equal variances not assumed			-5.548	8.0	.000	-2.280	.40743	-3.09	-1.46

As it is noticed in the table above, the significance value equals .000 which is lower than the confidence level of 0.05 indicating that the means of the two groups on the speaking posttest were statistically different. Since the mean of the posttest scores for the experimental group is higher than that of the control group (11.9 > 9.64), it can be concluded that using pictures of movie conversation with input enhancement in subtitles has a statistically significant and positive effect on the speaking of Iranian EFL intermediate learners; therefore, the null hypothesis of the study is rejected.

To determine the strength of the findings of the research, that is, to evaluate the stability of the research findings across samples, effect size was also estimated. To calculate Cohen's d for independent samples t-test, the researcher used the following formula in line with Cohen (1988):

$$\text{Cohen's } d = (M2 - M1) / \text{SD pooled where:}$$

$$\text{SD pooled} = \sqrt{((SD12 + SD22) / 2)}$$

$$\text{Cohen's } d = (11.92 - 9.64) / 1.435009 = 1.588841$$

Therefore, the Cohen's d calculated for the posttest scores of the control and experimental group was 1.58 which is considered to be a large effect size and thus

according to Cohen (1988), the findings can be safely generalized across different samples.

5. Discussion

The present study aimed to find if using pictures of movie conversation with input enhancement in subtitles has a statistically significant effect on the speaking of Iranian EFL intermediate learners. The results of independent samples t-test indicated that using pictures of movie conversation with input enhancement in subtitles has a statistically significant and positive effect on the speaking of Iranian EFL intermediate learners. With respect to the role of subtitles in language learning, the present findings support the findings of the previous research conducted by Fahim and Vaezi (2011) who has done about the effectiveness of visual/textual input-based enhancement on the acquisition of Verb-Noun lexical collocations by Iranian EFL intermediate learners and they concluded that visual/textual input-based enhancement can be as beneficial as conventional method of teaching.

Similarly, the present findings support the findings of Roohani and Rabiei (2011) who studied the efficiency of watching movies and the use of subtitling in movies in the area of second language vocabulary learning. Results of their study indicated that all modes of watching a subtitled movie improved the vocabulary scores of learners. In the same way, the present findings are in line with the findings of Hayati and Mohmedi (2011) who examined the effects of video fragments with and without subtitles on listening comprehension. The results of their study indicated that subtitles can actually enhance listening comprehension. The ES group outperformed the other two groups, and the PS group scored higher than the NS group. Consequently, intralingual subtitling is more effective than interlingual, in this particular study.

Moreover, the findings of the present study are in favor of the results of the research done by Rokni and Ataee (2014) who investigated a study on the effect of movie subtitles on EFL learners' oral performance. The results of their study through an independent t-test showed that the experimental group who watched the movie with subtitles showed a considerable improvement in their speaking ability in comparison with the control group who watched the movie without subtitles. Likewise, the present findings are in line

with the findings of Motlagh and Nasab (2015) who carried out a study to find out the role of input enhancement as positive factor and its impact on L2 vocabulary and they proved that using inputs were effective in responding to target vocabulary words and using input enhancement to answer target words are the most useful factors in the process of vocabulary.

Furthermore, the present findings support those of Ayand and Shafiee (2016) who explored the effects of employing English and Persian subtitles on the Iranian EFL intermediate learners' oral fluency and accuracy. The findings of the study indicated that the successful performance of the participants in the experimental groups was shown to be as a result of using subtitles in improving oral fluency and accuracy

6. Conclusion and Implication

Based on the results of the current study, it can be concluded that movie subtitles through input enhancement can have a facilitative role in the achievement among the participants and it can affect their speaking ability because movies are one type of audiovisual input which have long been regarded as an important source for foreign language teachers as it is an authentic source of material (Kaiser, 2011). Also it provides language learners with multi-sensory input that learners come across in the real world communication, as well (Arcario, 1993). Considering the fact that SLA simply cannot take place without having exposure to a sort of language input, various audiovisual input has the potential to provide the necessary language input for SLA improvement mainly in EFL contexts where social interaction as a basis of language input does not exist or is limited. It can be concluded that the use of films in teaching foreign languages or teaching foreigners in foreign languages cannot be seen as a simple phenomenon in the form of films or watching students alone. In order to achieve this success, supporting film watching activities should be created by the teacher. Watching a movie with using subtitles and via input enhancement technique can result in success. However, when using the right method with the right film, movies might be an effective and fun way to improve the learners' speaking ability.

The use of films in teaching foreign languages or teaching foreigners in foreign languages cannot be seen as a simple phenomenon in the form of films or watching students alone; therefore, teachers



can conclude that teaching through movie subtitles is beneficial and they can employ this technique in their teaching speaking practice to help to the learning procedure as much as possible. According to the findings of this study, using pictures of movie conversation with input enhancement is effective on speaking, and helps learners increase their capability in speaking. Moreover, EFL learners can be encouraged to use materials with input or contain enhanced content when they come to the speaking section in language learning. In fact, using these types of input may also be useful for students in coping with difficulty and complexity of speaking. Material developers can also include the movies or cartoons besides their textbooks in an attempt to familiarize students with this issue in language learning. As material developers and textbook writers are looking for an effective way of presenting speaking tasks in teaching materials, the findings might be helpful in designing materials in which the use of movies through subtitles is taken into account to the extent possible particularly for the purpose of teaching speaking.

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Appendix A: Speaking Pretest

Paper 3 Speaking test

About the Speaking test

The Speaking test takes about 10 to 12 minutes. You take the test with a partner (another student). There are two examiners in the room but only one of them will talk to you. Both examiners will give you marks for the test. The examiner will ask you some questions and will also ask you to talk to your partner.

Part 1

The examiners introduce themselves to you and your partner.

One examiner asks each of you a few questions about yourself (where you live, your school, your interests, etc.) and asks you to spell your names.

Part 2

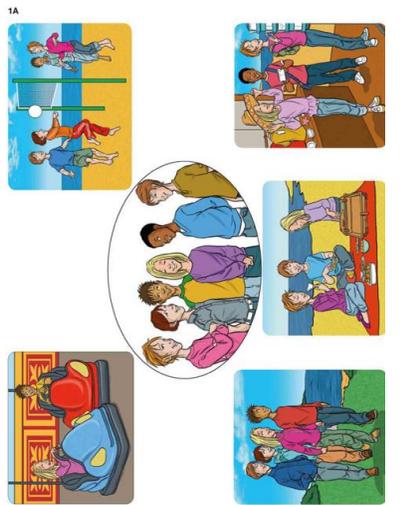
The examiner gives you and your partner a drawing and explains what you have to do. You and your partner talk about it together.

Part 3

The examiner gives you a photograph. You show your photograph to your partner and describe it. Then your partner is given a photograph to show you and describe.

Part 4

The examiner asks you and your partner to talk together about the subject of the photographs in Part 3. You tell each other your opinions or describe your experiences.



Appendix B: Speaking Posttest

In the example below Lucy and Edward are talking about pocket money. You have to read the statements (20-22) and decide whether each one is right (A) or wrong (B). In the exam, there are three more statements like the ones below.

	A YES	B NO
20 At first, Edward thinks Lucy gets enough pocket money.	<input type="checkbox"/>	<input type="checkbox"/>
21 Lucy's friends get more pocket money than she does.	<input type="checkbox"/>	<input type="checkbox"/>
22 Lucy is happy to pay for her own music.	<input type="checkbox"/>	<input type="checkbox"/>

At the end of the Listening test you have six minutes to transfer your answers to the answer sheet.

Paper 3 Speaking

Time: 10-12 minutes per pair of candidates

In the Speaking test, there are two oral examiners and you take the test in a pair with another candidate. At centres with an uneven number of candidates, the last pair will be examined in a group of three. The Speaking test is worth 25% of the total marks.

Part 1

The first part of the test is a general conversation. One of the examiners will talk to each of you in turn and will ask you for personal details, about your daily routines, likes and dislikes, etc. The examiner will ask you at some point to spell all or part of your name.

Part 2

In Part 2 you have to take part in a simulated situation with the other candidate. For example, you may have to make and respond to suggestions, discuss alternatives, make recommendations and negotiate agreement with your partner.

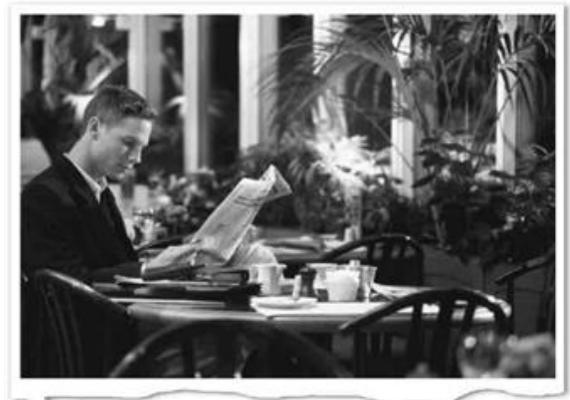
To help you with this part of the test, the examiner will give you a prompt sheet like the one below and give you some instructions. In this case, the examiner will tell you that a friend of yours is planning to spend six months in England to improve her English. You



have to talk together about the things she will need in England and discuss which are the most important things she should bring with her.

Part 3

For Part 3 the examiner will give you a colour photograph like the one below. You have to describe what you can see in the photograph. The examiner then gives your partner a different colour photograph to describe.



Part 4

In this last part of the test, you have to talk with your partner. The examiner will give you a subject which is related to the two photographs you described in Part 3. In this case, the subject is reading and writing. The examiner asks you to talk about the kinds of reading and writing you did when you were younger and what kinds of reading and writing you do now.

Preparing for PET

If you would like more practice material to help you prepare for the PET exam, there are past paper packs available to buy which include an audio CD of the Listening test. You can find more information, prices and details of how to order on our website at: www.CambridgeESOL.org/support/pastpapers.htm

Next steps

We wish you every success in taking PET and we hope that you will take other Cambridge ESOL exams in future. The First Certificate in English (FCE) is the next level of the Cambridge exams. You can find more information about FCE on our website at: www.CambridgeESOL.org/exams/fce.htm

Appendix C: Speaking Rating Scale of PET

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
6	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics. 	<ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics. 	<ul style="list-style-type: none"> Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic. 	<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	<i>Performance below Band 1.</i>			