

**DICLE UNIVERSITY
INSTITUTE of EDUCATIONAL SCIENCE
DEPARTMENT of FOREIGN LANGUAGES
ENGLISH LANGUAGE TEACHING PROGRAM**

**TEACHING IDIOMS and IDIOMATIC DAILY EXPRESSIONS
THROUGH CAPTIONED TV SHOWS**

MASTER'S THESIS

EYÜP DİLBER

DIYARBAKIR, 2015

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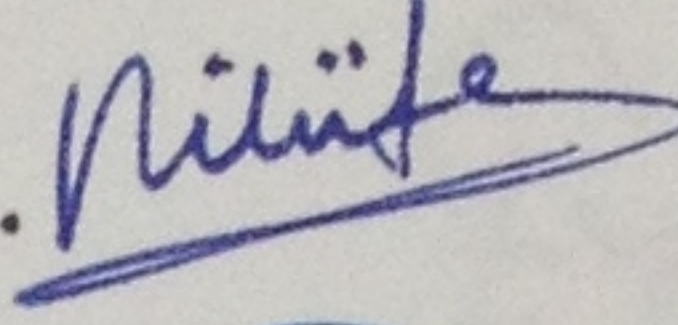
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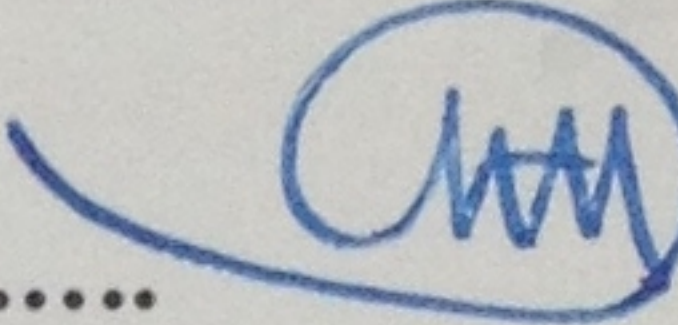
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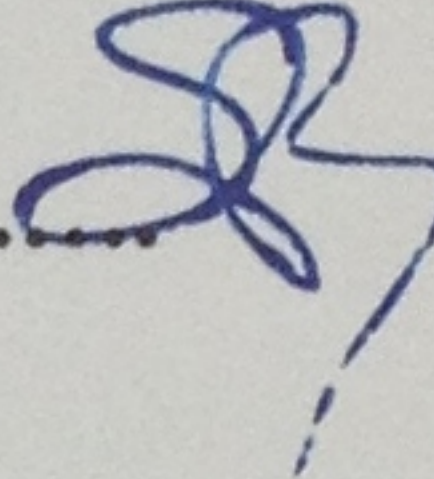
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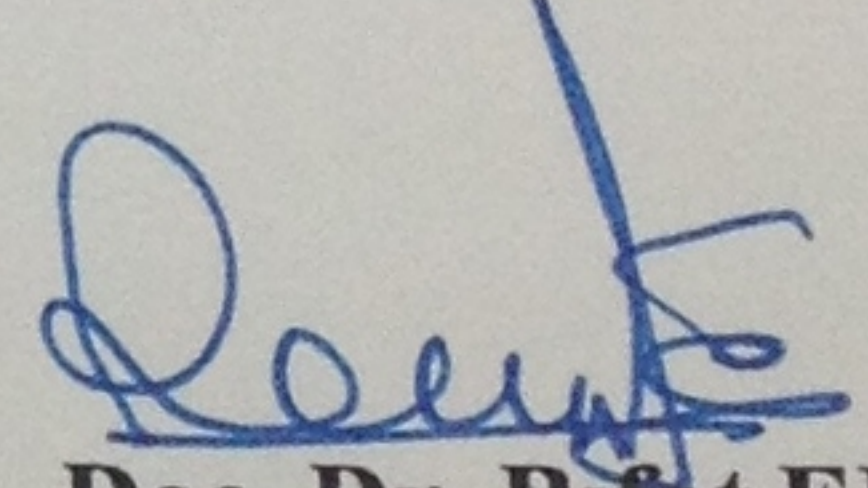
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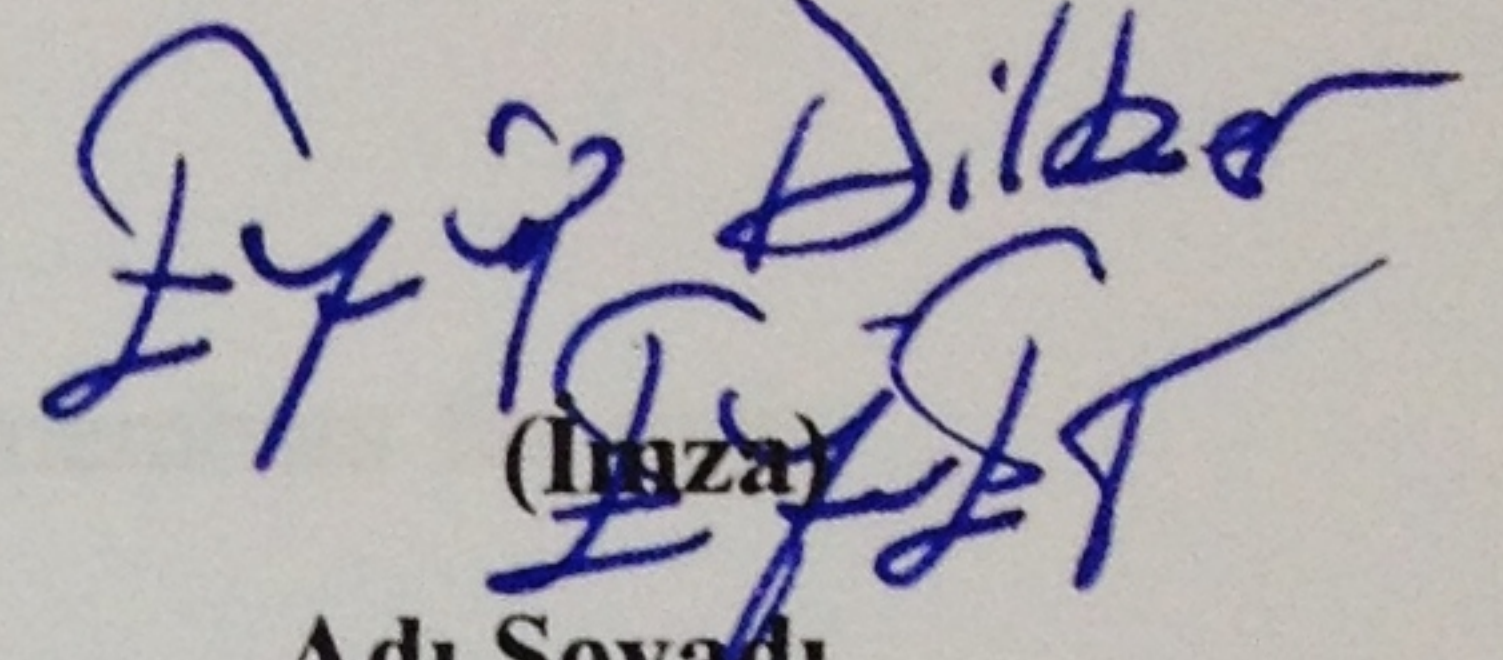
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ABSTRACT

TEACHING IDIOMS and IDIOMATIC DAILY EXPRESSIONS THROUGH CAPTIONED TV SHOWS

This study was designed to investigate the possible effects of using English captioned TV shows on the acquisition of idioms and idiomatic daily expressions. It also aimed at identifying how participants perceived the use of captioned TV shows as a language learning tool and to what extent they exploited technological tools in the learning process. What is more, the present study inquired about the participants' ways of learning idioms/idiomatic daily expressions. 46 freshmen majoring in English Language Teaching at Dicle University participated in the study, taking part in a control group and an experimental group. The study was completed in 11 weeks during the spring semester of 2013-2014 academic year. To collect data from both the experimental group and control group, both qualitative and quantitative research methods were administered. A pre-questionnaire about ways of learning idioms/idiomatic daily expressions and watching English TV shows was administered to both groups. Then, the participants took a content specific pre-test consisting of idioms/daily expressions used in the TV shows. The experimental group watched captioned TV shows to learn idioms/idiomatic daily expressions and the control group learned the same idioms/idiomatic daily expressions without watching captioned TV shows. After the treatment, a post questionnaire and a posttest were administered to the participants.

The data obtained from the study indicated that the participants who learned idioms/idiomatic expression through captioned TV shows outperformed the students who learned the same idioms/idiomatic expression without captioned TV shows. The findings from pre-questionnaires and post-questionnaires of both EG and CG suggest that watching English TV shows is one of the most preferred ways to learn idioms/idiomatic daily expressions. That might be due to visual, aural, contextual and textual aids within the message delivered in the TV shows. The findings also highlight that English TV shows without captions or Turkish subtitles are not so popular among the participants, whereas far more participants watch subtitled and captioned TV shows. This may stem from the fact that captions and subtitles serve as textual aids which contribute to comprehending and processing the information in TV shows. In addition, the findings concerning the use of

technological tools indicate that TVs, Ipads, Mp4s are not that popular for the participants to watch English TV shows, and smartphones are not as popular as expected. However, the findings point out that computers are the most common technological devices used by the participants to watch English TV shows

Keywords: captioned TV show, idiom, daily expression, ICT, authentic material, communicative approach

ÖZET

DEYİM ve DEYİMSEL GÜNLÜK İFADELERİN İNGİLİZCE ALT YAZILI FİMLERLE ÖĞRETİLMESİ

Bu çalışmanın amacı İngilizce alt yazılı İngilizce filmlerin, deyim ve deyimsel günlük ifadelerin öğrenilmesi ile ilgili etkilerini araştırmaktır. Çalışma ayrıca katılımcıların alt yazılı filmleri dil öğrenme aracı olarak kullanma konusundaki algılarını, öğrenme sürecinde teknolojiden ne ölçüde yararlandıklarını ve deyim/deyimsel günlük ifadeleri hangi farklı şekillerde öğrendiklerini incelemektedir. Dicle Üniversitesi İngilizce Öğretmenliği bölümü birinci sınıfta okuyan 46 öğrenci çalışmaya katılarak Deney Grubu ve Kontrol Grubu'nu oluşturmuştur. Çalışma 2013-2014 akademik yılı ilkbahar döneminde gerçekleştirilmiş olup 11 hafta sürmüştür. Deney ve Kontrol gruplarından veri toplamak için hem nicel hem de nitel veri toplama araçları kullanılmıştır. Katılımcılara deyim/deyimsel günlük ifadeleri öğrenme yolları ve İngilizce filmleri izleme ile ilgili ön anket uygulandıktan sonra filmlerden alınan deyim/deyimsel ifadelerden oluşan bir ön-test verilmiştir. Çalışma sırasında deney Grubu alt yazılı filmleri izleyerek deyimleri/deyimsel günlük ifadeleri öğrenirken Kontrol Grubu'na aynı deyimler alt yazılı filmleri izlemeden öğretilmiştir. Çalışma sonunda katılımcılara son test ve son anket uygulanmıştır.

Çalışmadan edilen bilgiler, İngilizce alt yazılı İngilizce filmleri izleyen katılımcıların deyim/deyimsel günlük ifadeleri daha iyi öğrendiğini ve alt yazılı filmleri izlemeden aynı deyimleri öğrenen katılımcılarından daha fazla başarı sergilediğini göstermektedir. Hem Deney Grubu hem de Kontrol Grubu'na uygulanan ön ve son anketlerden elde edilen bulgular, İngilizce filmler izlemenin günlük deyim/deyimsel ifadeleri öğrenmede en çok tercih edilen yollardan bir tanesi olduğunu ve bunun İngilizce filmlerde verilen mesajın görsel, işitsel, bağlamsal ve yazılı olarak desteklenmesinden kaynaklı olabileceğini göstermiştir. Bulgular ayrıca İngilizce veya Türkçe alt yazısız İngilizce filmleri izlemenin katılımcılar arasında pek yaygın olmadığını ve çoğu katılımcının alt yazılı filmleri izlemeyi tercih ettiğini göstermektedir. Bunun nedeni İngilizce ve Türkçe alt yazıların, filmlerdeki veriyi anlamaya ve kendine mal etmeye katkı sağlayan yazılı destek görevi görmesi olabilir. Teknolojik aletlerin kullanımı ile ilgili bulguların sonucuna göre, televizyon, İpad, Mp4 ve akıllı telefon gibi teknolojik araçlar katılımcılar tarafından İngilizce filmleri izlemek için pek

tercih edilmemektedir. Ancak araştırma sonuçları bilgisayarların İngilizce filmleri izlemek için katılımcılar arasında en yaygın teknolojik araç olarak kullanıldığını göstermektedir.

Anahtar Kelimeler: Altyazılı film, deyim, günlük ifade, ICT, özgün materyal, iletişimsel yaklaşım

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CHAPTER I

1. INTRODUCTION

Using captioned videos to enhance various language skills of second/foreign language learners has been a controversial issue since research about the effects of captioning on second language learning began in the 1980s (Taylor, 2005). Various effects of captioned videos on the second language learning and acquisition have been studied over the last three decades. The effects of captioned videos on motivation, learner anxiety, learner attitudes and perceptions have been investigated (Vanderplank, 1988). It has been widely acknowledged that captions aid language comprehension, word recognition and vocabulary acquisition, their use improves speaking, listening and reading skills, and enhances communicative competence of learners (Garza, 1991; Bird and Williams, 2002; Neuman and Koskinen, 1992; Borrás and Lafayette, 1994, Basaran and Dilber, 2013). On the other hand, some other researchers argue that captions might divert the attention of the learners from concentrating on real language use and make them reliant upon textual clues. To be successful in language use and oral proficiency, language learners need to have the mastery of idiomatic forms of expression and a repertoire of formulaic sequences (Wray, 2000, Boers et al., 2006). What is more, non-native speakers can be fluent in daily conversations by using the idiomatic language, which may help them master the target language more easily than grammar (Buckingham, 2006, Wray, 2000).

Taking these assumptions into consideration, the researcher conducts the present study and holds the view that using English language communicatively has been an issue that language learners in Turkey face and having difficulty in using idioms and idiomatic daily expressions to take part in spoken/written discourse can be considered as one of the main reasons for this. Captioned TV shows, especially “[s]itcoms are especially good sources of colloquial idioms” (Cooper, 1998) and they can provide learners with aural, visual and contextual support (King, 2002) and this semantically enriched context makes on-screen text more meaningful as it is supported by both aural and visual clues (Liversidge, 2000).

1.1.Statement of the Problem

In Turkey, a subdivision of the Higher Education Council (YOK) called the Student Selection and Placement Center (OSYM) is the responsible body for administering the national level university admission examination, a multiple choice exam each of whose questions contains five options. Around 1.5 million high school graduates take this exam every year as it is the only way to enter a university in Turkey. The students willing to study English language and literature or related programs at universities take another separate exam, YDS (Foreign Language Exam). From 1999 to 2010, YDS consisted of 100 multiple-choice questions testing vocabulary, grammar knowledge, reading skill and translation from Turkish into English and vice versa. From 2010 till present, YDS has consisted of 80 multiple choice questions the participants must answer within 120 minutes. 20 out of the 80 questions test vocabulary and grammar knowledge, 12 questions test translation from Turkish into English and vice versa, 48 questions test reading skill as shown in the following table 1.

Table 1. Percentage of the language skills tested by YDS

Year	Reading Skills	Vocabulary & Grammar	Translation	Total
1999 – 2010	60%	25 %	15%	100 questions
2010 -	48 questions	20 questions	12 questions	80 questions

The exam did not and still does not test the listening skill of participants. Speaking and writing, on the other hand, are tested indirectly. Upon acquiring their BA degree after a four-year study, graduates of English Language Teaching (ELT) Department, willing to work as English teachers at state schools, take another exam called KPSS (Public Personnel Selection Examination) which does not test speaking, listening and writing skills of participants, either (OSYM, 2014). Although most ELT graduates are rather good at knowing the structural and phrasal rules of English, they are stuck when it comes to using English communicatively in their daily life. As Tran (2012) indicates in his study investigating and evaluating the learning and teaching process of pre-service teachers of English at university in Vietnam over a 15-week period, when ELT graduates are not competently good at communicating in English after studying so many years, it causes controversial social reactions.

The undergraduates majoring in ELT program have no difficulty in learning and knowing new grammar rules, new vocabulary, idioms, daily expressions of English;

however, they find it rather difficult to use them to take part in spoken/written discourses. They just learn but they cannot use their knowledge unconsciously and that is because “learning” takes place but not “acquisition”. What makes acquisition different from learning is understanding and speaking the target language without difficulty, which can be achieved through sufficient exposure to the target language, or else the language acquisition device would not operate (Krashen, 1995). So then, why is it that acquisition does not take place but just learning? Quite many reasons can be named here. Apparently, the national examination system is the main reason for this. To illustrate, the exams the ELT students take throughout the years before they get into university and after they graduate do not test the communicative and productive skills such as speaking and writing, or the receptive skill of listening. In other words, prospective ELT students have a wide variety of language materials to study for multiple choice language exams before getting into university or after their graduation as the whole idea of being able to get into a university and work as English teacher depends on being good at answering multiple choice exams throughout their education life. That is why, the ELT students are not unfortunately exposed to authentic language learning and teaching materials enough to use English language communicatively.

Lacking of opportunity to interact with native interlocutors or native teachers of English language can be another reason why ELT students struggle to use English communicatively. As interactionist and sociocultural perspectives argue, modification in conversational interactions, particularly between individuals, plays an important role in acquiring both first and second language. Such interactions as these lead to both cognitive and language development because speaking and thinking are tightly interwoven (Lightbown & Spada, 2013). As a consequence of not having enough exposure to authentic English language materials and nor having a natural setting for practicing English, ELT students have no self-confidence and are discouraged to improve their communicative skills. However, language learners are usually supposed to be highly motivated in order to learn another language apart from their mother tongue. Obviously, most of the language learners in Turkey are not motivated and lack of motivation leads to challenging and serious issues regarding learning and acquiring the target language. However, the nature of motivation is not clear. Trawinski (2005) defines motivation as inner drive, desire, or need to perform a particular action. “Basically, motivation refers to a willingness to learn or do something” (Patten & Benati, 2010, p.43). “Research on motivation emerged largely from concerns for

Canadian language policy and why some learners were more successful at acquiring and using English or French in a country with two official languages” (Patten & Benati, 2010, p.42). Numerous studies prove that motivation, which is one of the eminent learner differences proposed to effect second language acquisition, has a very crucial role in second language learning. Gass and Selinker (2008, p. 426) mention that “[a] social psychological factor frequently used to account for differential success in learning a second language is motivation”. Ellis also states that “...motivation involves the attitudes and the affective states that influence the degree of effort that learners make to learn an L2” (Ellis, 1997, p.75). However, real and functional motivation has some aspects. “Motivation involves four aspects: a goal, effortful behavior, a desire to attain the goal and favorable attitudes toward the activity in question” (Gardner, 1985, p. 50). For instance, “[i]f learners need to speak the second language in a wide range of social situations or to fulfill professional ambitions, they will perceive the communicative value of the second language and will therefore be motivated to acquire proficiency in it” (Lightbown & Spada, 2013, p.87)

1.2. Significance of the Study

The present study is different from previous studies in that participants do not need to watch the whole movie or an episode at once. Instead, they watch the whole episode after studying specific segments ripped from five different episodes of the same series. What is more, the participants watch the ripped segments of the TV show in harmony with the script of each episode, that is, the ripped segments are viewed consecutively in order they appear in the scripts, in that way, the participants use contextual clues and relate all the segments to one another after watching the whole episodes. Five episodes of a series is used instead of a single movie or film because a series has more language sources and the episodes are interrelated, whereas the target language elements can be limited in a single movie.

Moreover, rather than incidental phrase and vocabulary recognition studied in the previous research studies, the aim of this study is to make the participants focus on particular daily expressions and idioms that are frequently used by the starring native speakers in situations similar to real life ones. They are more similar to real life than any course book prepared beforehand. They are not as formal as the course books and they are not aimed to teach language; that is why, you can get more various authentic language materials. Even

though actors follow a script, screenwriters try to create dialogues that reflect informal, everyday speech with false starts and incomplete sentences (Cooper, 1998). On the other hand, course books and other non-authentic materials contain artificial dialogues that are well pronounced and stressed (Miller, 2003). Widdowson, (1979) describes the sentences: “Ali and Bashir are brothers. Every morning they get up at five o’clock and wash their hands and face. They have their breakfast at six o’clock. They have an egg and a banana for their breakfast. They had an egg and a banana for their breakfast yesterday morning. (p.160)” as artificial language data and it can be seen as linguistic data as it is invented to demonstrate linguistic rules.

What is more, the videos accompanied by course books focus on teaching language, they miss other good quality visual, aural and contextual aids that a TV show can provide. For instance, the actors in TV shows are professionals who can use their mimics, facial expressions, gestures and emotions. These extra-linguistics features make the scene more realistic and memorable than artificial situations provided in graded course books and they enhance language comprehension (Chapple and Curtis, 2000). Moreover, the actors have millions of fans all over the world, they are usually well-known people who will most probably attract more attention than the actors in an ordinary language video. An incredible amount of money is spent in order to shoot good quality scenes in TV shows, which an ordinary language video lack. These characteristics make authentic TV shows more attractive, more fun and more useful than course books and other non-authentic language videos.

1.3.Purpose of the Study

Even though ELT students in Turkey learn English consciously by mastering grammar, vocabulary and reading before getting into university and after studying over a four-year period at university, they lack the mastery of idioms/idiomatic expressions in daily use, which is considered to be one of the important components of language acquisition because the significance of idioms lies in their high frequency rate of use in daily life assuming that people use 245 idioms per hour (Cooper, 1998).

The purpose of the present study was to analyze if captioned TV shows help the participants learn and use idioms and idiomatic daily expressions. Another aim of the study

was to analyze learners' perceptions of the ways to learn idioms/idiomatic daily expressions. What is more, the study aims to find out the frequency rate of the use of TV shows by the participants as language learning tools of idioms/idiomatic daily expressions and their probable effects. Along with this, it is aimed to investigate the technological devices from which the participants benefit while watching English TV shows.

1.4. Research Questions

The following research questions have been sought in the study:

1. Do the participants learning idioms and daily expressions through captioned TV shows outperform those who learn the same idioms and daily expressions without captioned TV shows in content-specific tests?
2. How often do the participants watch English TV shows throughout their language learning experiences?
3. Do they prefer subtitled or captioned English TV shows?
4. What technological devices do the participants use to watch English TV shows?
5. What are participants' perceptions of the ways of learning idioms and idiomatic daily expressions?

1.5. Limitations of the Study

The inferential statistics obtained from the data sets, also called parametric statistics (Larson-Hall, J., 2010) could be generalized to a population wider than the sample in the present study. However, it was hard to claim that the data were collected from a truly random sampling of people because the researcher could not have identified the wider population that the sample came from. The sample came from two intact classes of freshmen studying English Language Teaching (ELT) program at Dicle University, Turkey. At this point, it was questioned if it meant inferential statistics from this study could not be applicable to a wider population. In other words, it was inquired about whether the sample in this study could be representative of all students at that university, or in the entire country, and or maybe in the entire world. Although using volunteers might be regarded as random sampling, it cannot be because volunteers are often different from those who would never voluntarily include themselves in a study, however; a political survey saying how many people will vote for a

specific political party or candidate during election year might be considered as a truly random sampling (Larson-Hall, 2010).

Along with sample limitation, there was time limitation as the study was restricted to almost one semester, which was about 11 weeks. The result might have been different if the study had been extended to two or more than two semesters. In the course of learning process, language learners are exposed to more various semantic and syntactical contexts that facilitate learning vocabulary naturally by fully grasping the extended meaning of a word (Anderson and Nagy, 1991). More importantly, watching captioned videos becomes more and more effective over time because captions gradually improve students' aural comprehension along with reading comprehension (Garza, 1991, Bianchi and Ciabattini, 2008).

1.6. Definition of Key Terms and Abbreviations

ELT: English Language Teaching

YOK: The Higher Education Council (Yükseköğretim Kurulu)

OSYM: The Student Selection and Placement Center (Öğrenci Seçme ve Yerleştirme Merkezi)

YDS: Foreign Language Test (Yabancı Dil Sınavı)

CLT: Communicative Language Teaching

ICT: Information and Communication Technology

EFL: English as a Foreign Language

VKS: Vocabulary Knowledge Scale

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

Acquiring the target language by taking part in spoken/written discourses unconsciously has been one of the main issues that have been investigated by many researchers. Because understanding and speaking the target language without difficulty is the main concern of the acquisition, only can it be achieved through sufficient exposure to the target language (Krashen, 1995). Exposure to authentic language learning/teaching materials is what considerably contributes to using English language communicatively when language learners lack interaction with native interlocutors. As argued by interactionist and sociocultural perspectives, modification in conversational interactions lead to both cognitive and language development since speaking and thinking cannot be considered as separate learning processes; on the contrary, they are strictly interrelated and have an effect on each other (Lightbown & Spada, 2013). Enough exposure to authentic English language materials and creating a natural setting for practicing English provides an inner desire or need to learn the target language. In other words, language learners are motivated to acquire a second language and numerous studies have proven that motivation plays an important role in that (Gass and Selinker, 2008).

English Language teaching styles and sources have been updated and revised as information and communication technology in general and especially internet undergoes a lot of advancements with each passing day. As a result of this, there has been a tendency to shift from the traditional learning setting to a new learning environment which is integrated into technology and computer assisted authentic resources. Integration of these authentic resources into teaching and learning process has created a natural-like and interesting learning setting for language learners, which makes language learners more interested and motivated.

2.2. Definition of Authentic Materials

Now, the questions arises as to what makes materials authentic. Various definitions of “authentic materials” have been proposed over the last decades. According to Harmer (1983) “authentic texts (either written or spoken) are those which are designed for native speakers: they are real texts designed not for language students, but for the speakers of the language in question” (p.146). Nunan (1989) defines “authentic materials” as any material that is not designed and produced in order to teach a language.

2.2.1. Authentic Materials? For which learners?

After being familiar with and defining “authentic materials”, we face the question whether using them is appropriate for all levels of language learners. According to Kılıçkaya (2004), authentic materials are appropriate for intermediate and advanced level students only. Nunan (1989) also claims many low-level learners are stressed and discouraged when they are first exposed to authentic samples of the target language. On the other hand, some others claim that authentic materials can be used for all levels of students although the language used in the authentic materials is not well pronounced and stressed and it might lie beyond some learners’ level of proficiency (McNeil, 1994; Miller, 2005; Guillory, 1998). However, as Krashen (1985) assumes, in order for language acquisition to take place, “the input” must be slightly beyond the level of the learner’s comprehensibility.

2.2.2. Criteria for selecting Authentic Materials

We need to select authentic materials carefully and use them attentively as they can have both negative and positive effects on language learners and the authenticity is the primary criterion for selecting and evaluating language teaching materials (Widdowson, 1979; Taylor, 1994; Cook, 1997). What criteria then should we take into consideration while selecting authentic materials? Lee (1995) states four important criteria for authentic materials: authenticity of text, suitability of content, compatibility with course objectives and being suitable for the task designed. Along with these criteria, however, some other factors such as learner factor, teacher factor, learning environment factor and task factor should be taken into consideration (Breen, 1985, Lee, 1995, Macdonald, Badger and White, 2000). Lee indicates (1995) that the teacher factor is very crucial as the teacher’s role in class

can make even authentic materials inauthentic. On the other hand, friendly, understanding teachers who are aware of cultural awareness and sensitive to learners' needs can authenticate even unauthentic materials and create interesting and authentic learning settings by letting learners interact with one another and discussing material content and teaching methodology with learners (Thorp, 1991, Tudor, 1993). The learner factor also plays an important role in exploiting authentic materials because learners respond appropriately to the materials and hold positive perceptions of them only when they are interesting, motivating and not leading to cultural shock and discomfort (Young, 1980). "When learners read an authentic text, their prior knowledge, interest, and curiosity make it easier for them to engage with it" (Lee, 1995).

2.2.3. How to Exploit Authentic Materials Sources

With the advent of information and communication technology (ICT), learning a second language is just one click away. Language learners can access various authentic language learning materials through the internet and technological gadgets such as laptops, tablet PCs, and smart phones. Considering a great variety of technology-based authentic language learning materials, the teaching – learning process can be made more effective by exploiting those materials diligently. For instance, you can chat with native speakers of the target language through Skype and similar programs. You can buy and get almost any books or different printed materials related to language learning and teaching on the internet. What is more, you can watch a wide variety of captioned or subtitled movies, music videos, as well as amateur content such as video blogging and short original videos, which are accessible through plenty of websites such as Youtube or Facebook. In spite of all these language learning tools, language learners lack motivation and knowledge about how to exploit them efficiently. Therefore, universities, teachers, authorities and administrators need to lead and help language learners to use authentic language tools effectively taking national, state, district and regional factors into consideration (Chapelle, 2003).

Some other sources for authentic language materials can range from newspapers and magazines to radio and television (Miller, 2003). Based on this, speech from scripted films, TV shows and reports prepared for radio broadcasts can be referred to as authentic materials (Mejia & O'Connor 1994) and they can be used as language learning tools. These authentic

materials reflect the communicative aspect of the target language and they also may play a very important role in making language learners familiar with cultural and social aspects of the target language, and these cultural and social aspects constitute an important stage of second language acquisition (Gass & Selinker, 2008). Specifically, captioned TV shows contain plenty of visual clues, cultural knowledge like interpreting facial expressions which affect comprehension positively (Baltova, 1994). What is more, they contain aural clues such as hesitations, returns, repeats and tone of voice along with linguistic information, such as phonology, syntax, semantics, and discourse. These kind of clues and information are perceived by viewers as basic content for audio messages (Guillory, 1998). As these kind of materials are not specifically designed for the purpose of teaching and learning languages but for real life communication purposes, they can improve the communicative aspect of the target language (Adams, 1995).

2.3. Communicative Approach

Communicative Language Teaching (CLT) appeared in the late 1960s when there was a significant shift from traditional British language teaching. Situational Language Teaching and Audio-lingualism were thought to be outdated language teaching methodologies. From the mid-1970s on, the scope of Communicative Language Teaching has expanded all over the world and most advocates of CLT claim that it is an approach rather than a method. They also think “communicative competence” is the main goal of language teaching and it is necessary to make language and communication interdependent by establishing a procedure for four basic language skills: speaking, listening, reading and writing (Richards, J. C., & Rodgers, T. S., 2001). Another advocator of CLT Littlewood (1981) states that both functional and structural aspects of language are considered systematically to process communicative competence.

2.3.1. Characteristics of CLT

Finocchiaro and Brumfit (1983) list meaning, contextualization and comprehensible pronunciation as paramount characteristics of CLT. They also state that any device that helps the learners gain the ability to use the linguistic system effectively and appropriately (communicative competence) is accepted. Although fluency and acceptable language is sought, accuracy is judged not in the abstract but in context. In this respect, TV shows can

serve as language learning / teaching tools within communicative learning settings based on CLT since the functional and structural characteristics of communicative language such as pronunciation, intonation, using idiomatic words and phrases within a context, assimilating English sentence structure, and becoming familiar with the culture of the target language can be found in TV shows and they can be selected and used systematically for communicative purposes (Qiang, Hai, and Wolff, 2007). For instance, “Mark my words”, “Wish me luck”, and “Pull over” can be used to teach the imperative form of language along with its functional meaning within the context provided in “How I Met Your Mother”, the TV show where they appear as shown in the following image 1 and image 2.



Image 1. Captioned scene from the series ‘How I Met Your Mother’



Image 2. Captioned scene from the series ‘How I Met Your Mother’

2.3.2. Four Aspects of Communicative Competence

The concept of “communicative competence” was introduced by Dell Hymes (1966) and it has been discussed and redefined by many authors since then. According to Hymes grammatical competence is not enough in order to be able to communicate effectively in a language. It is also necessary to know how a language is used by members of a speech community to accomplish their purposes (Canale and Swain, 1980). Canale and Swain (1980) identify four dimensions of communicative competence:

2.3.2.1 Grammatical competence refers to linguistic competence and its main area of interest is grammatical and lexical capacity. As mentioned above, TV shows can be used to enhance the grammatical and lexical capacity of language learners. As the following snapshots indicate, grammar rules such as “imperative form”, “simple present” and “adjective clause” can be taught or consolidated through TV shows on condition that they are carefully analyzed and accompanied with relevant worksheets.



Image 3. Captioned scene to teach ‘imperative’



Image 4. Captioned scene to teach ‘simple present’

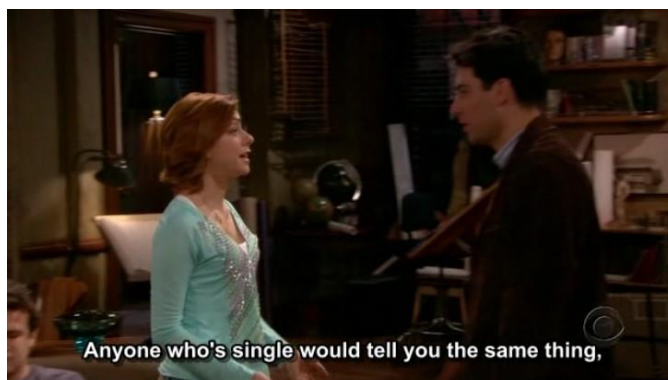


Image 5. Captioned scene to teach ‘adjective clause’

2.3.2.2. Sociolinguistic competence it refers to the social context of the communication in general. Particularly, it refers to role relationships, the shared information of the participants, and the communicative purpose for their interaction as in the following excerpt dialogue from TV show called “How I met your mother”:

Ted: Hello?

Robin: I'm so sorry I missed your party.

Ted: Who is this? Meredith?

Robin: Robin.

Ted: Oh, Robin! Hey! Yeah, I, uh, guess you never showed up, did you?

Robin: No, I got stuck at work.

2.3.2.3. Discourse competence refers to how ideas and meanings, both in written discourse and spoken discourse, are linked linguistically and semantically. For instance, we use pronouns as substitutes for nouns or noun phrases that have been already talked about and we use an auxiliary verb as a substitute for a main verb. An example of semantic link will be as the following:

A: It's really cold in here.

B: I'll turn on the heater.

A sample linguistic link can be seen in the following example:

A: Do you know how to handle with this situation?

B: Sure, I do.

2.3.2.4. Strategic competence refers to employing various strategies such as initiating, terminating, maintaining, repairing, and redirecting communication in order to convey one's message when there is a communication breakdown or to communicate more effectively through various ways such as paraphrasing, using fillers, asking for help and clarification and so on.

The following excerpt from the TV show mentioned above can be an example:

(Ted is talking on the phone with Robin)

Robin: I wish your party was tonight.

Ted: It is-- the party's tonight.

Ted: Yeah, uh... it's a two-day party, 'cause that's just how we roll.

Ted: Uh, so, if you want to swing by, you know, it's casual.

Ted: See ya.

2.3.3. Elements of communicative learning theory

There are three main elements of the underlying learning theory of CLT communication principle: Activities that involve real communication promote learning. A second element is the task principle: activities in which language is used for carrying out meaningful tasks promote learning. A third element is the meaningfulness principle: Language that is meaningful to the learner supports the learning process (Johnson,1982)

2.3.4. Types of Learning and Teaching Activities of CLT

CLT uses any kind of activity that enables learners to be engaged in the use of such communicative processes as information sharing, negotiation of meaning, and social interaction (Richards, J. C., & Rodgers, T. S., 2001), which include conversation and discussion sessions, dialogues and role plays, simulations, skits, improvisations, and debates (Littlewood,1981)

2.3.5. Role of Teacher

In a communicative setting, the first role of the teacher is to facilitate the communication process between all participants in the classroom using various activities and texts. Thus, using captioned videos could be a promising method to facilitate L2 acquisition (Liversidge 2000). The second role is to act as an independent participant of the learning-teaching group.

2.3.6. Role of instructional materials

Many proponents of CLT view the use of "authentic," "from-life" materials as a way of influencing the quality of classroom interaction and language use. These authentic materials can range from language-based realia, such as signs, magazines, advertisements, and newspapers to graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs, and videos.

2.3.7. Procedure of Using Communicative Activities

Finocchiaro and Brumfit suggest that CLT procedures can vary based on different situations and atmospheres. Students can be motivated to present a brief dialogue or several mini-dialogs. The teacher can be a model for oral practice of each utterance of the dialogue segment through entire class repetition, half-class, groups or individuals. A basic communicative expression in the dialogue or one of the structures which exemplify the function might be presented by the teacher. To clarify the meaning of the expression or structure, the teacher might give several additional examples with familiar vocabulary in unambiguous utterances or mini-dialogs using pictures, simple real objects, or dramatization.

Learners should be given the opportunity to discover and to pay attention to generalizations or rules underlying the functional expression or structure. This should include at least four points: its oral and written forms (the elements of which it is composed, e.g., "How about+ · verb + ing?"); its position in the utterance; its formality or informality in the utterance; and in the case of a structure, its grammatical function and meaning

Based on these points, TV shows can arouse various emotions in viewers and they may serve as a good source of various communicative expressions and functional structures such as idioms and idiomatic daily expressions frequently used in TV shows. Such communicative expressions as these can be invaluable language data for language learners who are expected to learn English for a wide range of reasons.

2.4. Definition of Idiom

There are various definitions of what an idiom is. Cooper (1998) defines idioms as figurative / non-literal expressions that do not mean what they literally state. As indicated by Simpson and Mendis (2003), “[t]he most prevalent description of an idiom is “a group of words that in a more or less fixed phrase and whose overall meaning cannot be predicted by analyzing the meanings of its constituent parts” (p. 423). “In other words, it can be called figurative idioms or figurative idiomatic expressions, for example, catch fire, under the microscope” (Tran, 2012, p.77)

The Longman dictionary of contemporary English defines idiom as “a group of words that has a special meaning that is different from the ordinary meaning of each separate word”. For example, 'under the weather' is an idiom meaning 'ill' (Longman dictionary of contemporary English).

2.4.1. Types of idioms

There are different classifications of idioms by researchers according to different criteria. As shown in Table 2, Fernando (1996) classifies idioms into three different types: pure idioms (non-literal), semi-literal idioms and literal idioms, (let the cat out of the bag, walking on eggs, vicious cycle, respectively). The main feature that classifies idioms is their idiomatic degree, that is, their figure of speech which refers to “a word or expression that is used in a different way from the normal meaning, to give you a picture in your mind” (Longman dictionary of contemporary English)

Table 2. Classification of idioms

pure idioms (non-literal)	semi-literal idioms	literal idioms
let the cat out of the bag	walking on eggs	vicious cycle

2.4.2. Significance of idioms in daily use

There are four types of nonliteral expressions: idioms, metaphors, simile and proverbs among which idioms are the most frequently encountered both in oral and written discourse. High frequency in discourse is what makes idioms a significant part of language learning and comprehending and producing them creates a huge burden of vocabulary learning for language learners (Cooper, 1998). To investigate the frequency rate of idioms, Pollio and his colleagues (cited in Cooper, 1998) analyzed approximately 200,000 English words gathered from different written and spoken discourses such as political debates, taped psychotherapy sessions, and compositions written by students and adults. After counting figures of speech, they concluded that about 4.08 idioms per minute were used by the speakers and writers. Assuming that people speak about four hours a day, 245 idioms per hour, 980 idioms per day, 6,860 per week and 356,720 per year would be used, which means 20 million idioms would be used by a person throughout a life of 60 years, which indicates the importance of idiomatic expressions in daily use as “[o]ne important component of successful language learning is the mastery of idiomatic forms of expressions ... (Wray, 2000, p.1). The following table summarizes the frequency rate of using idioms based on the assumed length of daily speech.

Table 3. Frequency rate of the use of idioms in terms of length, speech and time

Analyzed words	Length of speech	Time	Number of idioms
200.000	4 hours a day	per minute	4.08
		per hour	245
		per day	980
		per week	6,860
		per year	356,720
		a-60-year life	20.000.000

Another study carried out by Boers et al. (2006) concludes that having “... a repertoire of formulaic sequences can be a useful contribution to improving their oral proficiency (p.1)”. Idiomatic language also makes it easier for non-native speakers to be fluent in daily conversations and it makes a greater contribution in mastering the target language than grammar (Buckingham, 2006, Wray, 2000).

2.4.3. Factors affecting idiom learning and comprehension

Cooper (1998) mentions some variables affecting idiom learning and comprehension, which are the age of the learner, the use of figurative language by teachers, linguistic characteristics of idiomatic expressions, degree of contextual support and the role of native language interference. The role of context in the acquisition of target language idioms is very important as the comprehension of idioms is facilitated by contextual support for all ages (Cacciari and Levorato, 1989). A study conducted by Tran (2012) about teaching idioms to pre-service teachers of English indicates how the context in idiom learning is significant when idioms are used in integrated skill tasks. Various semantic and syntactical contexts facilitate learning vocabulary naturally by fully grasping the extended meaning of a word (Anderson and Nagy, 1991). Vocabulary learning takes place naturally while a language learner tries to understand what is said, sung or written by using semantic and syntactical clues provided within a context (Koolstra and Beentjes, 1999).

2.4.4. Definition of “subtitles” and “captions”

Captions, called teletext subtitles in Europe, are also labeled bimodal, same language, unilingual, or intralingual subtitles in scholarly literature (Taylor, 2005). Danan (2004) defines captions as subtitles in the same language as the sound track, whereas subtitles, as defined by Markham and Peter (2003, p. 332), “... refer to on-screen text in the native language of the viewers that accompany the second language soundtrack of the video material”. Based on these definitions, the term “captions” is used in the present study because English TV shows accompanied with on-screen English text were the main materials of the investigation.

2.5. A Brief History of Using Captioned Videos as Second Language Learning Materials

Captioning was developed in the 1970s for people with impaired-hearing; however, research about effects of captioning on second language learning began in the 1980s and quite a lot of studies have been conducted on probable effects of captioned videos since then (Taylor, 2005). In the 1990s, a number of researchers started to investigate if captioned videos worked better than non-captioned videos regarding various skills such as reading and listening comprehension, word recognition and acquisition, and oral communication

performance. They also studied the effects of captioned videos on motivating language learners and reducing their anxiety (Garza, 1991; Bird and Williams, 2002; Neuman and Koskinen, 1992; Borrás and Lafayette, 1994; Vanderplank, 1988). To sum up, the studies on captioned videos have focused on aural skills or oral skills together with visual and contextual clues. Since the present study exploits aural, visual, textual and contextual support provided by captioned TV shows, the literature review specifically mentions previous studies on listening comprehension, vocabulary acquisition, word recognition and integrated aural and oral skills.

2.5.1. Studies on Listening Comprehension

In a study conducted by Garza (1991), a total of 140 Russian students took a multiple choice comprehension test consisting of 10 items after viewing the captioned and uncaptioned American and Russian video segments which were 2-4 minutes in length with particular genre such as drama, comedy, news, animation, and music. Comprehension test scores showed that the students watching captioned videos got higher comprehension scores than the students watching uncaptioned videos. What is more, the participants exploited both visual and auditory channels along with textual aids, which facilitated comprehension.

Another study on listening comprehension was conducted by Başaran (2011). At the onset of the study, a total of 66 preparatory school students at the intermediate level took a standardized listening proficiency test – a sample of the First Certificate in English test by Cambridge University Press-, which showed that the experimental group and control group had the same level of listening proficiency. The collected data were analyzed through the SPSS software program. The results of a 16-item content-specific multiple-choice listening comprehension test devised by the researcher showed that the students in the experimental group outperformed their peers in the control group. A questionnaire was utilized to find out the participants' perceptions of captioned TV shows as instructional material. To examine if there is a relation between the participants' listening comprehension scores and their English language learning background, two representative groups from the experimental and control groups were interviewed. The groups consisted of 16 participants four of whom had the highest scores and four had the lowest scores in each group. The

interview results demonstrated no a relation with participants' listening comprehension scores.

Çilek (2004) examined the influence of captioned documentation on listening comprehension and word recognition of ELT freshmen, considered to be at the advanced level as they all passed the central English exam. The 69 participants were divided into a control group (34) and an experimental group (35) who watched the captioned video. The results of the listening comprehension tests demonstrated that the experimental group outperformed the control group. Based on the questionnaire, it was concluded that the study results were correlated with the participants' English language learning background.

Along with their listening comprehension, vocabulary development of intermediate level university students was investigated by Özgen (2008) over an 8-week period of captioned video treatment. The participants consisted of an experimental group who watched captioned videos and a control group who watched the same episodes of "Everybody Hates Chris" without captions once, for about 20 minutes. Both groups took the same pre and posttests, and questionnaires and received work-sheets of the target vocabulary and phrases before each presentation. The results demonstrated that the group who watched captioned videos significantly outperformed the other group on the listening comprehension test. The vocabulary pre/post questionnaires examined the students' perceptions of the effects of captioning on EFL learning. It was concluded that captioning helped students understand the plot better, and improved students' listening skills and vocabulary acquisition. Multi-sensory captioning treatment containing visual, aural and on-screen text aids appealed to the participants as a listening and a learning tool.

Taylor (2005) also conducted a study about the effects of captioned videos on the beginning students of Spanish. He used a segment of captioned and uncaptioned video which accompanied the first-year Spanish textbook Puentes (Marinelli & Laughlin, 2002). The result of the study showed that the group with 3-4 years of study outscored first-year students in comprehending the captioned video. The captions were found distracting by first-year students and they had trouble processing three channels of sound, image and captions. Vanderplank (1988) also noted that some participants of his study initially were distracted

by subtitles; however, they could develop some personal strategies to attend to the three channels.

2.5.2. Studies on Word Recognition and Vocabulary Acquisition

Bird and Williams (2002) conducted an experiment about effects of captioning on word recognition without textual support. The result of their experiment showed that captioning helped students recognize identical sounds in subsequent new scenes without captions and the students were also able to identify previously learned words. Markham (1999) also conducted an experiment about the effects of captioning on aural word recognition skills. The participants watched captioned videos and then they listened to some key words from the script. He used multiple-choice oral tests whose results indicated that the participants could recognize the key words without textual aid after watching captioned videos.

Another study about the effects of captioned video on ‘incidental vocabulary learning’, was carried out by Yüksel and Tanrıverdi (2009). In their study, 120 college preparatory students learning English as a foreign language (EFL) completed a 20-item vocabulary knowledge scale (VKS) two weeks prior to the study. One month after the experiment, the participants took another VKS with 20 words. The participants who were randomly assigned to Group A watched a captioned movie clip and those who were assigned to Group B watched the movie clip without captions. T-test analyses were administered to analyze the development between and within each group. The VKS results demonstrated that Group A improved more in the post-test than Group B. The development between the groups was not significant, though.

2.5.3. Studies on Overall Proficiency Level of Learners

Some studies on captioning were concerned with the proficiency level of language learners and those studies came up with different results for beginners, intermediate and advanced learners (Guillory, 1998; Taylor, 2005). Guillory used authentic language video clips with captions or key words, designed to accompany a French beginning text book, *Parallèles* (Allen and Fouletier-Smith, 1995). In the 1997 spring semester at the University of Texas at Austin, 202 American students in French classes participated in the experiment.

In a preliminary study, they asked two native French speakers to read the scripts of the videos and select the words to be included in the captions. Three groups of the participants watched the videos with full text captions, key word captions and no captions. The results of the one-way ANOVA test indicated that the full text captions group outperformed the key word captions and no captions groups. Furthermore, the results showed that the language proficiency level of learners must be taken into consideration when captioned materials are chosen. They should be suitable and carefully adapted because if the captioned material is too advanced and is beyond their proficiency level, learners may have difficulty in comprehending difficult vocabulary even with the aid of captions catching up with fast dialogues. Moreover, it was pointed that captions will not help if learners need to pay more attention on the action in the video than on the textual channel. That is why, learners must be exposed to smaller amounts of texts in the visual channel so that they can fully comprehend auditory information without facing an overload in multichannel processing. That is to say, selected keyword captions help learners listen more than they read, so they do not have to read every single word on the screen to comprehend.

2.5.4. Broad-range Integrative Studies

A recent longitudinal study carried out by Ghorbani (2011) investigated whether target language subtitles can be used as a means of modifying input for language learners. In Ghorbani's longitudinal study, a 12 year-old boy watched 20 subtitled cartoons over the course of two years. The boy took oral tests of vocabulary, pronunciation, listening and comprehension after mastering each video. At the end of the study, the boy's pronunciation was native-like, and he was good at writing and spelling as well as speaking English fluently. This long term study shows that captioning becomes more and more effective over time because captions gradually improve students' aural comprehension along with reading comprehension (Garza, 1991).

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

Short and long term effects of both captioning and subtitling on 17 beginner, 45 intermediate, and 23 advanced Italian adult learners of English were investigated by Bianchi and Ciabattini (2008). A total of 85 volunteer students participated in the broad-range study including content comprehension, vocabulary acquisition, language-in-use, and semantic match between audio and video inputs within a single computerized setting. Prior to the study, a pre-test was administered to assess the proficiency level of the participants, their knowledge of the words, phrases. Based on pre-test results, the participants were randomly assigned to experimental group 1 with captions, experimental group 1 with subtitles and control group without textual aid. The results of the study showed that, regardless of their proficiency level and the films they watched, participants in experimental group 2 with subtitles outperformed experimental group 1 with captions and the control group in the comprehension test. These findings suggest that text in the mother tongue can facilitate content comprehension. On the other hand, beginner and advanced participants in experimental group 1 with captions did better than the control group with no-text input. Having been exposed to semantic matches between audio-video-text inputs, all levels of proficiency acquired higher results in short-term comprehension tasks and in both short- and long-term vocabulary tasks. It turned out that subtitles were more useful than captions for the participants with low proficiency and especially when there was no or no little semantic match between verbal and non-verbal channels. However, long-term results showed that beginners benefited most from captions.

A rather recent study conducted by Winke, Gass and Sydorenko (2010) investigated the effects of captioning while doing video-based activities. Learners of four languages, that is, Arabic, Russian, Chinese and Spanish, participated in their study. They used comprehension and vocabulary tests after the learners watched three short videos with captioning and without captioning. Tools such as t-tests, ANOVA and content analysis were used to analyze results. As a consequence, aural and written vocabulary tests showed that captioned videos were useful in vocabulary recognition. Additionally, captioned videos improved learners' overall comprehension of the videos.

d'Ydewalle and Van de Poel (1999) also conducted an integrative study on the possibilities, the boundaries and limits of implicit foreign-language acquisition through watching subtitled television. The tests used in the study involved vocabulary, morphology,

and syntax. They believed mastering new words was the first step in foreign-language acquisition and expected to prove this through some tests on vocabulary. They also expected that the acquisition of the morphology and syntax of the foreign language would occur after some formal learning of the foreign languages, French and Danish, taught throughout their study. Different age groups were included in the study to gain some insight into the development of children's implicit language-acquisition capacities and to figure out if there was a sensitive period for foreign-language acquisition. According to the results of the study, watching a subtitled movie contributed to the foreign language acquisition by children although it was limited. However, there was no evidence that a sensitive language-acquisition period existed. The implicit language acquisition by watching subtitled television suggested that adults performed equally well or even better than children.

2.5.5. What Strategy to Use while Using Captioned TV Shows

A wide gap between student's proficiency level and difficulty of the spoken text may affect comprehension negatively (Guillory, 1998). Danan (2004) claimed that captioned videos can help learners improve their listening comprehension by using appropriate strategies. Markham (2001), based on his investigation about caption availability, claimed that familiarity with the content of videos and captions helped learners comprehend the videos considerably and consequently made the use of captions more beneficial. Other studies focused on learner differences while working on captioned videos (Vanderplank, 1990).

Moreover, after conducting a four-year study, Qiang, Hai and Wolff (2007) claimed that using TV shows can be beneficial on condition that appropriate and effective methods are applied. **First**, TV shows must be informative, entertaining and educational. **Second**, a workbook concerning the TV shows needs to be prepared and given to students in order for them to study well in advance. **Third**, a range of classroom activities such as dubbing, storytelling, acting and debating can be employed to make students active participants.

Table 4. Methods of exploiting captioned TV shows

Type of Movies	Additional Sources	Classroom Activities
informative	Workbook about the TV shows	dubbing
entertaining	prepared in advance	storytelling
educational		acting
		debating

All in all, as information and communication technology grows at a breakneck pace, language learners have self-access to limitless interactive language materials. At this point, language learners need to be guided so they have the utmost benefit from boundless materials because they can easily get confused and lost if they do not know what materials to use and how to use those materials, which can make them demotivated and demoralized and abstain from using authentic materials as effectively as possible. Captions, regarded as authentic language learning materials, might play a very essential role in motivating language learners.

CHAPTER III

3. METHODOLOGY

The present study was conducted to identify if captioned TV shows helped freshmen, studying English Language Teaching (ELT) at Dicle University Faculty of Education, learn idioms and idiomatic daily expressions. As the participants were pre-service English teachers, it was also aimed to examine their perceptions of using captioned TV shows as a learning/teaching tool for idioms and idiomatic daily expressions. Furthermore, technological devices the participants use to watch English TV shows and experiences of learning idioms and idiomatic expressions through captioned or subtitled TV shows were investigated. This chapter covers a detailed explanation of research design, data collection tools, pilot study, data analysis procedures and participants.

3.1. Research design

Both qualitative and quantitative research methods were administered in this study. At the onset of the study, the participants were randomly assigned to an experimental group (EG) watching captioned movies to learn idioms and daily expressions and a control group (CG) learning the same idioms and daily expressions without watching captioned TV shows. A pre-questionnaire about the usage of idioms and idiomatic daily expressions was administered to both the experimental group and the control group. Then, all the participants took a content specific pre-test. After the treatment, the participants were administered a post questionnaire and post-test, both of which contained the same questions in the pre-questionnaire and the pre-test. The study was completed over an 11-week period. The following table summarizes how the study was designed:

Table 5. Design of the research

Groups	Pretests	Conditions	Posttests
Experimental Group (n=22)	Vocabulary Knowledge Scale	captioned TV shows	Vocabulary Knowledge Scale
	Pre-questionnaire		Post-questionnaire
Control Group (n=24)	Vocabulary Knowledge Scale	without captioned TV shows	Vocabulary Knowledge Scale
	Pre-questionnaire		Post-questionnaire

3.2. Participants

The participants in this study were freshmen enrolled in the ELT program at Dicle University Faculty of Education, located in the city of Diyarbakir, Turkey. The participants were pre-service English teachers who had taken a centralized and nationwide University Entrance Exam, conducted by the Student Selection and Placement Center and got a sufficient score on the language section to be eligible for the program. A total of 65 participants participated in the study in the spring semester of the 2013-2014 academic year. They were randomly assigned to EG and CG. Thirty five of the participants with odd numbers were assigned to EG and 30 of them with even numbers were assigned to CG. However, due to various reasons, 19 out of 65 participants, 13 from EG and 6 from CG, dropped out of class. So, just 22 participants of EG and 24 participants of CG had regular attendance. The age of the 37 participants varied between 18 and 22. 9 participants were over 23 years old. The following table summarizes information about the participants.

Table 6. Summary of information about the participants

Groups	Level	Sex	Age	Total		
Experimental Group	Freshmen	Male	18-22	2		
			23-40	3		
		Female	18-22	15		
			23-40	2		
					Total	22
		Control Group	Freshmen	Male	18-22	6
23-40	3					
Female	18-22			14		
	23-40			1		
				Total	24	
Total				46		

3.3. Materials

A pre-questionnaire (See Appendix A) about idioms and idiomatic daily expressions was used to collect data from both the experimental group and control group. Then, the participants took a content specific pre-test (See Appendix C). After the treatment, the participants were administered the same tests to find out the difference.

For the purposes of the present study, the experimental group was taught idioms with examples taken from captioned videos. Five episodes of “How I Met Your Mother”, an American sitcom that premiered in 2005, were used with EG. Software such as AVI Recomp 1.1.5 and Windows Movie Maker were used for segmentation and embedding processes. To watch segmented videos, BS video player was used.

Before entering the information of pre/post questionnaires and pre/posttests into SPSS, a ‘codebook’ was prepared. Each of the variables was defined and labelled with abbreviated variable names and a numerical code was assigned for each response. After that, data were inputted into a Microsoft Excel data file, and then they were keyed in SPSS.

3.3.1. Pre-questionnaire

The pre –questionnaire about captioned or subtitled TV shows and the use and learning of idioms and idiomatic daily expressions was administered to both EG and CG. The questionnaire consisted of two parts. The first part was a closed-ended Likert scale, which consisted of characteristic questions accompanied by five response options for the participants. They indicated their answers by circling one of the responses ranging from “always”, “often”, “sometimes”, and “rarely” to “never”. The second part also contained closed-ended Likert scale items consisting of characteristic statements accompanied by five response options ranging from “strongly agree”, “agree”, “undecided”, and “disagree” to “strongly disagree” (See Appendix A). The following table shows an excerpt from the first and second parts of the scale respectively:

Table 7. Excerpt from the first and second parts of the questionnaire

How often do you watch TV shows in English with captions?					
a) Always b) Often c) Sometimes d) Rarely e) Never					
I learn idioms and daily expressions best when I watch TV shows in English.					
a) strongly agree b) agree c) undecided d) disagree e) strongly disagree					

The first part aimed at examining the participants' perceptions and experiences of learning idioms and idiomatic expressions through captioned or subtitled TV shows, whereas the second part focused on the participants' attitudes towards various ways to learn idioms and idiomatic expressions. The first part also inquired about technological devices used by the participants to watch English TV shows.

The clarity of the item wordings and the instructions was improved by rehearsing the administration procedures. Most importantly, the researcher could dry run the analysis and see if the expected findings might be obtained from the data (Larson-Hall, 2010). After all these steps, the questionnaire was double-checked to make sure that there were no mistakes. To make sure that the instructions were understood correctly, each item was analyzed carefully and missing responses were excluded. By conducting reliability analysis, the coherence of each item of the scale that measured the same target area was established and items that did not fit in with the others were identified. It was concluded that all the items in the scale measured the same underlying construct. So, one of the main issues concerning the scale was eliminated because Cronbach's alpha coefficient is one of the most commonly used indicators of internal consistency (Pallant, 2010). The internal consistency of the pre-questionnaire scale was good, with the Cronbach alpha coefficient of .78 for EG and .77 for CG, as shown in the following table 8.

Table 8. Internal consistency of the pre-questionnaire scale

Groups	Cronbach's Alpha	N of Items	N of Cases		
			Valid	Excluded	Total
Prequest.EG	.78	17	22	0	22
Prequest.CG	.77	17	23	1	23

The figures in the box labeled Item-Total Statistics in the output of the pre-questionnaire show the Corrected Item-Total Correlation and they indicate the degree to

which each item correlated with the total score. 13 items of the EG and CG were above .35 or .25, except for four items in each group. Correlations of less than .35 or .25 are often considered by professional test makers not to be useful for discriminating between participants (Oller, 1979).

Table 9. Corrected item total correlation

	EG	CG
EChannels1	.385	.519
EShows2	.687	.699
ESWithCapt3	.590	.591
ESWithoutCapt4	.323	.450
SWithoutTurSubt5	.610	.608
SWithTurSubt6	.250	.453
TV7	.502	.222
Computer8	.696	.368
Ipad9	.429	.163
Smartphone10	.349	.320
Mp411	.457	.209
LThroughRead12	.041	.550
LThroughCbook13	.103	.071
LThroughTVS14	.477	.535
LThroughNC15	.194	.275
LThroughNS16	.292	.431
LThroughSong17	.227	.355

3.3.2. Pretest

After the questionnaire was administered to both EG and CG, the participants were asked to take a content-specific pre-test (See Appendix C). The pre-rest was developed by the researcher and it consisted of a total of 50 idioms/idiomatic daily expressions; 10 were from the first episode of the TV series “How I met your mother”, 10 from the second episode, 10 from the third episode, 10 from the fourth episode and 10 from the fifth episode. The aim of the pre-test was to assess the participants’ knowledge of the content specific idioms and idiomatic daily expressions. The participants had enough time to complete the pre-test. Before distributing the test papers, the researcher briefly explained the general aim of the test to encourage the participants to complete the test correctly and honestly. The reliability analysis the pretest was conducted. The internal consistency of the pre-test scale was good, with the Cronbach alpha coefficient of .89 for both EG and CG, as shown in the following table 10.

Table 10. Internal consistency of the pretest scale

Groups	Cronbach's Alpha	N	Valid	Excluded	Total
Prequest.EG	.89	50	22	0	22
Prequest.CG	.89	50	24	0	24

The pretest was based on Wesche and Paribakht's (1996) Scale of Vocabulary Knowledge (VKS). The VKS basically aims to build a practical tool for the initial recognition and use of new words (Wesche and Paribakht, 1996). The theoretical framework for the construction of this tool is based on the 5 levels of vocabulary acquisition process that involves being repeatedly exposed to new words within meaningful contexts. The scale mainly aims to measure progressive degrees of word knowledge and compare if different vocabulary instructional techniques are effective. Level I reflects the level of the participant's vocabulary knowledge. Levels II, III and IV measure the level of vocabulary recognition and Level V measures vocabulary production. Coding responses is quite straightforward as scoring for each test item is done according to the following categories: 1, 2, 3, 4 and 5. Therefore, incorrect answers to Level V or IV results in a score of 2 or 4. In the same manner, if the meaning of a word is given and used appropriately in the sentence context, then a score of 3 is given and so on. The following table 13 shows the template of VKS.

Table 11. Wesche and Paribakht's Scale of Vocabulary Knowledge

I: I do not remember having seen this word before.....
II: I have seen this word before but I do not know what it means.....
III: I have seen this word before and I think it means.....(synonym or translation)
IV: I know this word. It means.....(synonym or translation)
V: I can use this word in a sentence .e.g. :.....
(if you do this section, please also do section IV)

Some researchers used modified versions of the VKS in their studies of L2 vocabulary development (Joe, 1998, Zareva, Schwanenflugel and Nikolova, 2005). The modified version of the VKS in this study consisted of 3 levels of vocabulary knowledge because it was assumed that the 3 levels would be enough to measure the two dimensions of the recognition and production of the specific content taken from the TV shows. In that way,

the scale would be less complicated and more productive, if it contained fewer keywords and measured fewer dimensions than the original VKS (Waring, 2002). Level I in the scale reflects what the participants do not know about content specific idioms, Level II measures if they recognize the idioms and Level III measures if they can use the idioms within a dialogue. Table 14 shows the scale used in the present study.

Table 12. Modified scale used in the present study

I: I do not remember having seen this idiom / daily expression before.....
II: I know this idiom / daily expression. It means (synonym or translation).....
III: I can use this idiom / daily expression in a small dialogue: (dialogue).....

3.3.3. Issues Regarding the VKS

This kind of scale has been criticized for measuring vocabulary knowledge of the target language through a linear scale as it only tests written and reading vocabulary but not oral or aural vocabulary. For example, a participant may know the pronunciation of a word but have never seen its written form. Moreover, the scale heavily depends on 4 receptive items and one productive item: Level V in the VKS (Read, 2007).

Various keywords in the scale such as “know”, “have seen”, “means” and “can use” measure word knowledge in a multi-dimensional way because they test different aspects. However, different types of word knowledge are not consistently tested at each level. That is why, using a less complicated scale could be more productive and easier to interpret a participant’s word knowledge through a scale with only one dimension (Waring, 2002).

The following table 15 shows a less complicated scale with one dimension.

Table 13. Scale with only one dimension

A. I do not know this word
B. I know this word a little
C. I know this word quite well
D. I know this word very well

3.3.4. Post-questionnaire

A post questionnaire (See Appendix A), the same as the pre-questionnaire, was administered at the end of the experiment. It was designed to compare results with the results of the pre-questionnaire to see if there were any differences in the participants' attitudes towards various ways to learn idioms and idiomatic expressions. It was also aimed to identify if there were any changes in the participants' perceptions of using captioned TV shows as teaching/learning tools for idioms and idiomatic daily expressions following the experiment. The internal consistency of the post-questionnaire was good. The Cronbach alpha coefficient was .81 for EG and .84 for CG, as it is shown in Table 11.

Table 14. Internal consistency of the post questionnaire scale

Groups	Cronbach's Alpha	N	Valid	Excluded	Total
Prequest.EG	.81	17	22	0	22
Prequest.CG	.84	17	24	0	24

3.3.5. Post-test

A Post-test (See Appendix C), the same as the pre-test, was administered and it was used to compare its results with the results of the pre-test to see the development of learning idioms/idiomatic expressions after the experiment.

Table 15. Internal consistency of the posttest scale

Groups	Cronbach's Alpha	N	Valid	Excluded	Total
Prequest.EG	.92	50	22	0	22
Prequest.CG	.95	50	24	0	24

3.3.6. Pilot Test

Even though the items were adopted from previous instruments, the questionnaire still needed to be piloted for the specific population (Dörnyei and Csizér, 2012). At the devising stage of the questionnaires used in the present study, the items and the language of the questionnaire were reviewed. Afterwards, the questionnaire was piloted by administering it to a sample of participants who were similar to the target group of participants for whom it was designed. A total of 20 sophomores studying in English Language Teaching program took the pilot test.

Table 16. Summary of pilot test participants

Level	Sex	Age		Total
		18-22	23+	
Sophomore	Male	6	3	9
	Female	8	3	11
Total		14	6	20

The results of the piloting helped the researcher to fine-tune the final version of the questionnaire by eliminating ambiguous or irrelevant items. As shown in Table 17, the internal consistency of the pilot scale was measured and the Cronbach alpha coefficient was .73. Values above .7 are accepted as ideal values although preferred values are above .8 (Pallant, 2010).

Table 17. Reliability statistics of the pilot test

Groups	Cronbach's Alpha	N	Valid	Excluded	Total
Pilot Test	.73	17	20	0	20

3.3.7. TV Shows

Five episodes from the season one of “How I Met Your Mother”, an American sitcom that premiered in 2005, were used in the lessons with EG. Each episode was approximately twenty-two minutes in length. Each episode in this season was available for streaming on Netflix and Amazon Instant Video. The episodes used were “Pilot”, “Purple Giraffe”, “Sweet taste of Liberty”, “Return of the Shirt” and “Okay Awesome”. The episodes were pre-screened so that any scene containing violence, foul speech and explicit sex could be excluded. A total of 198 idioms were selected from the TV shows: 43 idioms from the first episode, 46 idioms from the second episode, 46 idioms from the third episode, 32 idioms from the fourth episode and 31 idioms from the fifth episode. The following table gives brief information about the plot of each episode and the number of idioms taken from each.

Table 18. Summary of the plots of 5 episodes and the number of used idioms

Episode	N of idioms
Pilot	43
Purple Giraffe	46
Sweet Taste of Liberty	46
Return of the Shirt	32
Okay Awesome	31
Total	198

3.3.8. Segmentation and Embedding Software

The captions were embedded into each episode through AVI Recomp 1.1.5 software. The program contains the feature of embedding subtitles/captions into video and allowing you to add black borders to your movie and place your subtitles on them. When the embedding process ended, the script of each episode was analyzed and scanned for idioms/idiomatic expressions. After spotting them, the video regions containing the idioms within a context were segmented, and then were ripped through the Windows Movie Maker utility. To watch each episode, BS video player was used. This software downloads subtitles/captions online automatically or enables users to find and download them manually on a PC and embed them into the videos.

3.3.9. Procedure

The present study was carried out over an 11-week period in the spring semester of the 2013-2014 academic year at Dicle University Faculty of Education. Both EG and CG groups had 3 hours of Oral Communication Skills a week and the study was conducted during the scheduled hours of the course. Throughout the study, the participants in EG learned idioms/idiomatic expressions through captioned TV shows, whereas the participants in CG learned idioms/idiomatic expressions without captioned TV shows.

The researcher followed the transcript of each episode while segmenting the specified video regions containing idioms. So, the ripped segments had a context and the participants did not have to watch the ripped segments randomly. Instead, they watched them based on their order of the ripping process according to the transcript. After watching each segment, the researcher gave background information about the scene and dialogue so that the participants could associate the conversation with the previous scene within a context. In that way, the participants could link the content of the segments they were watching to the ones they saw before. In addition, segments showed not only the part where idioms or idiomatic expressions appeared but also they showed the scene before and after them to provide more contextual clues. Upon watching all the ripped segments, they watched the whole episode to see and hear the idioms and expressions within context. As well as providing context, watching for a second time provided consolidation of what they had learned so far. As Nunan (1999) states, “We do not simply take language in like a tape-

recorder, but interpret what we hear according to our purpose in listening and our background knowledge” (p.23).

The participants could watch the ripped segments through an LCD TV mounted on the wall next to the whiteboard. It was connected to a laptop that played the segments. In order for the learners to understand the dialogues better, the sound quality of the TV was adjusted. The captions appeared at the bottom of the screen. The curtains in the class were drawn and lights were turned off to make it darker before watching. The researcher sat at his table with the students. The video segments were replayed and regions containing idioms were played back. By doing so, it was intended to practice the way the idioms were pronounced and to comprehend the whole context as it was sometimes difficult to catch up with dialogues of the videos in the course of following the captions.

At the beginning of each class, the participants were informed about each idiom/idiomatic expression they were going to learn that day. First, the Turkish equivalents of the idioms were given to the participants to find out if they knew what they meant and to encourage the students to think about the idioms. What the participants were supposed to do throughout the class was explained in detail. When it was necessary, the researcher gave further information about new activities to be applied at the beginning of each class. In addition to seeing the captioned idioms in the video segments, the written form of the idioms with relevant examples were displayed separately to the participants through Prezi presentation software. The aim of this activity was to consolidate the idioms they just learnt through a better visual aid.

CHAPTER IV

4. RESULTS

In this chapter, the data obtained from independent samples and paired-samples t-tests will be analyzed. Also, the results of pre-questionnaires and post questionnaires that inquired about the participants' perceptions and experiences of learning idioms/idiomatic expressions will be analyzed thoroughly.

Descriptive statistics on SPSS were conducted in order to see the general distribution of the data and average scores. As shown in Table 19, in comparison to the mean values of the posttest and pretest of CG, the highest mean value lies in the posttest of the EG (Mean=92.36). The average pretest scores of both groups were very close (EG=59.77, CG=59.62), which indicated that the participants in both group had the same level of knowledge about the content specific idioms/idiomatic expressions at the onset of the study.

Table 19. Descriptive statistics of the general distribution of the data

Groups	N	Minimum	Maximum	Mean	Std. Deviation
Pretest EG	22	50	91	59.77	10.33
Pretest CG	24	50	99	59.62	9.89
Posttest EG	22	69	124	92.36	17.01
Posttest CG	24	50	130	75.00	22.38

To perform statistical analyses of before and after-data sets of pre/posttests, t-tests were used. There were two different groups: experimental group and control group. To compare the mean score of both groups on continuous variables, an independent t-test was used. Two main variables were analyzed. The first one was an independent variable that was categorical with only two nominal levels: a group with captioned TV shows or a group without captioned TV shows. The second variable was a dependent and continuous variable with a range of scores, which was the average of the items of pre/posttests of learning idioms and idiomatic daily expressions. Averages of the variables were taken, and then, the dependent variable was measured in interval-level measurements; before the treatment and after the treatment. The data were independent and were normally distributed, and both EG and CG had equal variances.

4.1. Findings about Research Question 1: Do the participants learning idioms and daily expressions through captioned TV shows outperform those who learn the same idioms and daily expressions without captioned TV shows in content-specific tests?

An independent-samples t-test was conducted to compare the scores of learning idioms and idiomatic daily expressions with or without captioned TV shows for the EG and the CG. As indicated in Table 20, the EG scored much higher ($M=92.36$) on the content specific test of learning idioms/idiomatic expressions than the CG ($M=75.00$). What is more, the actual difference in scores for both groups lied between 5.57 and 29.15., which meant the 95% confidence interval around the difference between group means was relatively precise. These results suggest captioned TV shows had an effect on learning idioms/idiomatic daily expressions. Specifically, the results of the present study suggested that when students studying English Language Program learned idioms/idiomatic expression through captioned TV shows, they learned better and they outperformed the students who learned the same idioms/idiomatic expression without captioned TV shows.

Table 20. Independent-samples t-test results comparing the EG and the CG

Groups	f	M	Sd	t	df	Sig.(2-tailed)
Experimental Group	22	92.36	17.09	297	42.66	.005*
Control Group	24	75.00	22.38			

* $p < .05$

As shown in Table 21, the p-value was greater than .05 (.40, when rounded) in the ‘Levene’s test for equality of variances’, which indicated that the variability in both EG and CG was about the same; that is, the variability in the two conditions was not significantly different. Therefore, the line labeled “Equal variances assumed” could be used to interpret the results of the t-test for independent samples, found under the part of the table labeled “t-test for Equality of Means.” The second line “equal variances not assumed”, also called Welch’s procedure, was used to see if the p-value was lower than .05 (Larson-Hall, 2010). As predicted, the Sig (2-Tailed) value was less than .05 (.005), which meant there was statistically significant difference in scores for the experimental group and the control group.

Table 21. Levene's test for equality of variances in the EG and the CG

	Levene's Test for Equality of Variances				t-test for Equality Means		
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	.703	.406	2.93	44.00	.005	17.36	5.93
Equal variances not assumed					.005	17.36	5.84

4.1.1. Mean scores of pretest and posttest of EG

A paired-samples t-test, also called repeated measures or matched-samples t-test (Larson-Hall, 2010; Pallant, 2010), was used to compare the mean scores of the pretest and posttest of EG and it was measured at two different time periods: before the treatment (Time 1) and after the treatment (Time 2). The aim was to see if the samples performed better or worse at the second time period. The participants who were tested were the same, so the two mean scores could not be independent of each other. The test had exactly two variables, one of which was a categorical independent variable; in this case it was Time with two different levels: Time 1 and Time 2. The second variable was a continuous, dependent variable (Pretest/posttest scores of EG) measured on two different occasions. The paired-samples t-test could tell whether there was a statistically significant difference in the mean scores for Time 1 and Time 2.

As shown in the Table 22, the paired samples statistics indicates the Mean scores for each of the two sets of scores of Time 1 (pretest) and Time 2 (posttest) were 59.77 and 92.36 respectively. Thus, it was concluded that there was a significant increase in the Test scores from Time 1 (prior to the treatment) to Time 2 (after the treatment). To sum up, a paired-samples t-test was conducted to compare the mean scores of pretest and posttest of EG measured at two different time periods. There was a statistically significant increase in test scores from Time 1 ($M = 59.77$, $SD = 10.32$) to Time 2 ($M = 92.36$, $SD = 17.09$), $t(21) = -8.68$, $p < .000$ (two-tailed). The mean increase in posttest scores was 32.59 with a 95% confidence interval ranging from -40.391 to -24.791

Table 22. Paired Samples t-test results comparing the pretest and posttest of the EG

Groups	f	M	Sd	t	df	Sig.(2-tailed)
Pretest Experimental Group	22	59.77	10.33	-8.69	21	.000*
Posttest Experimental Group	22	92.36	17.10			

* $p < .05$

4.1.2. Mean scores of pretest and posttest of CG

Another paired-samples t-test was used to compare the mean scores of the pretest and posttest of CG and it was measured at two different time periods: before the treatment (Time 1) and after the treatment (Time 2). The aim of the test was to see if the samples performed better or worse at the second time period by finding out whether there was a statistically significant difference in the mean scores for Time 1 and Time 2. Time with two different levels (Time 1 and Time 2) was the first independent variable. The pretest/posttest scores of CG, measured on two different occasions, was the second dependent variable.

As shown in the Table 23, the paired samples statistics of the mean scores for each of the two sets of scores of Time 1 (pretest CG) and Time 2 (posttest CG) were 59.62 and 75.00 respectively. It was concluded that there was an increase in the test scores of CG from Time 1 (prior to the treatment) to Time 2 (after the treatment). To sum up, a paired-samples t-test was conducted to compare the mean scores of pretest and posttest of CG measured at two different time periods. There was a statistically significant increase in test scores from Time 1 (M = 59.62, SD = 9.88) to Time 2 (M = 75.00, SD = 22.38), $t(23) = -4.124$, $p < .0000$ (two-tailed). The mean increase in the posttest scores was 15.375 with a 95% confidence interval ranging from -23.086 to -7.663. However, when compared with the mean increase in the posttest of CG (15.375), the mean increase in the posttest scores of EG was twice higher (32591).

Table 23. Paired Samples results comparing the pretest and posttest of the CG

Groups	f	M	Sd	t	df	Sig.(2-tailed)
Pretest Control Group	24	59.62	9.89	-4.12	23	.000*
Posttest Control Group	24	75	22.38			

* $p < .05$

4.1.3. Mean scores of pretests of EG and CG

Another independent-samples t-test was conducted to compare the scores of content specific pretests of learning idioms and idiomatic daily expressions with or without captioned TV shows for the experimental group and control group. As table 24 indicates, the EG scored almost the same ($M=59.77$, $SD=10.32$, $N=22$) on the content specific test of learning idioms/idiomatic expressions as the CG ($M=59.62$, $SD=9.88$, $N=24$), $t(44) = 0.05$, $p = .96$. Specifically, these results suggested that there was no significant difference between the groups at the onset of the study and both groups had the same level of knowledge about the content specific idioms/idiomatic expression prior to the study.

Table 24. Independent-samples t-test results comparing the scores of the EG and the CG before the study

Groups	f	M	Sd	t	df	Sig.(2-tailed)
Experimental Group	22	59.77	10.32	.49	43	.096
Control Group	24	59.62	9.88			

$p > .05$

4.2. Findings about Research Question 2: How often do the participants watch English TV shows throughout their language learning experiences?

The pre-questionnaires inquired about the participants' perceptions and experiences of learning idioms/idiomatic expressions through captioned or subtitled TV shows. They also investigated the participants' attitudes towards various ways to learn idioms/idiomatic expressions. The post-questionnaires aimed to find out any changes in the participants' perceptions of learning idioms/idiomatic expressions and their attitudes towards various ways of learning them. The responses were examined in terms of their frequencies and the results were reported in figures through cross tabulation and in percentages through bar charts.

4.2.1. Frequency of Watching TV Channels Broadcasting in English

"How often do you watch the TV channels broadcasting in English?" was the first question in the first part of the pre-questionnaire. The question inquired about the frequency rate of watching the TV channels that broadcast in English. A closer look at the graph below

reveals that the largest percentage of the participants who sometimes watched TV channels broadcasting in English was the highest, at 73 percent for the EG and 50 percent for the CG. As shown in Table 25 and Figure 1, 16 out of 22 (%73) participants of the EG and 12 out of 24 (%50) participants of the CG chose “sometimes” as a response to the first question, whereas none of both groups chose “never” option. In comparison with the results of the pre questionnaire, there was a slight decrease in the scores of EG and a little increase in the scores of the CG on the post questionnaire. 13 participants in the EG (%59) and 15 participants in the CG (%62.5) opted for “sometimes” respectively. However, there was no big change in the scores of other options. These findings indicate that the majority of the participants watch TV channels that offer programs in English now and then.

Table 25. Participants’ frequency rate of watching English TV channels

	never		rarely		sometimes		often		always	
	f	%	f	%	f	%	f	%	f	%
EG Pre-questionnaire	0	0	3	14	16	73	2	9	1	4
CG Pre-questionnaire	0	0	3	13	12	50	8	33	1	4
EG Post questionnaire	0	0	3	14	13	59	4	18	2	9
CG Post questionnaire	0	0	5	21	15	63	2	8	2	8

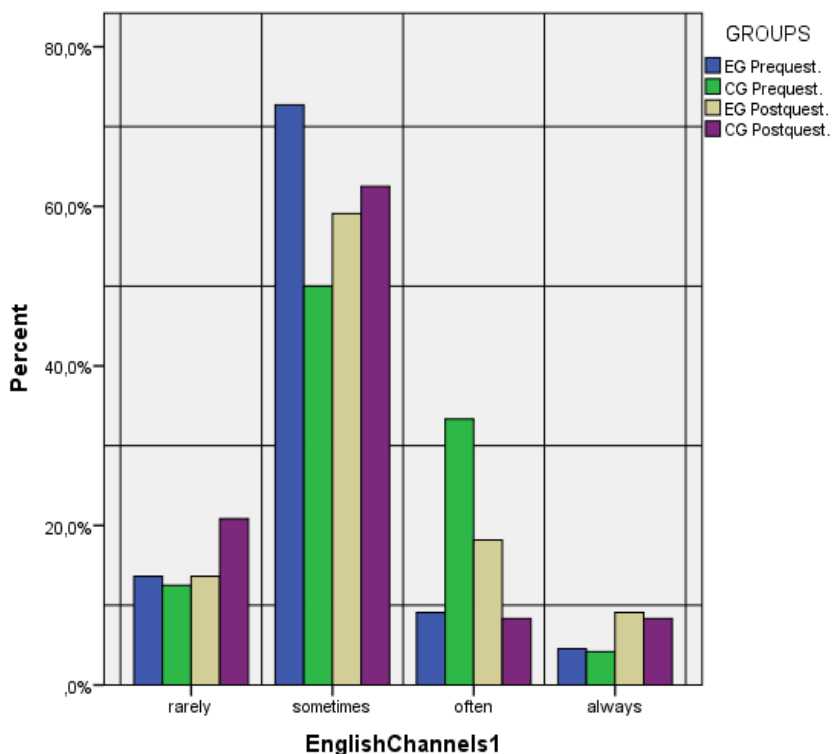


Figure 1. Participants' percentage of watching English TV channel

4.2.2. Frequency of Watching TV Shows in English

The second question in the first part of the pre-questionnaire was “*How often do you watch TV shows in English? (TV shows: movies, series)*”. The question inquired about the frequency rate of watching the TV shows that were in English. As the below Figure 2 shows, the largest percentage of the participants who sometimes watched TV shows in English was the highest, at 50 percent for the EG and 46 percent for the CG. As shown in Table 26, 11 out of 22 (%50) participants of the EG and 11 out of 24 (%46) participants of the CG chose “sometimes” as a response to the second question, whereas none of both groups chose “never” option. As for the result of the post questionnaire, there was hardly any change in the scores of both EG and CG. These findings suggest that the majority of the participants watch TV shows in English from time to time.

Table 26. Participants' frequency rate of watching TV shows in English

	never		rarely		sometimes		often		always	
	f	%	f	%	f	%	f	%	f	%
EG Pre-questionnaire	0	0	2	9	11	50	5	23	4	18
CG Pre-questionnaire	0	0	2	8	11	46	8	33	3	13
EG Post questionnaire	0	0	2	9	11	50	4	18	5	23
CG Post questionnaire	0	0	3	13	10	42	9	37	2	8

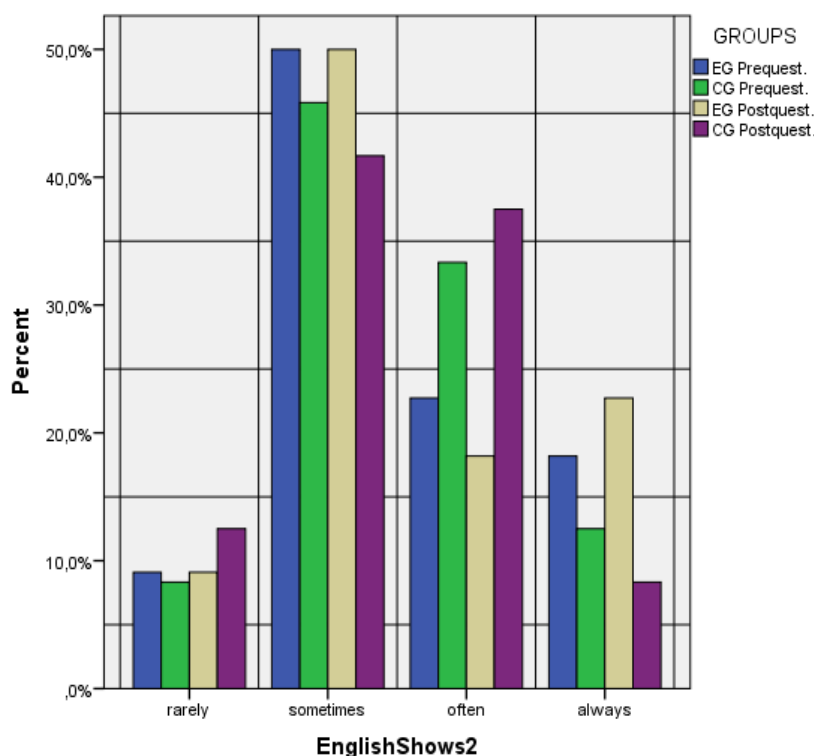


Figure 2. Participants' percentage of watching TV shows in English

4.3. Findings about Research Question 3: Do they prefer subtitled or captioned English TV shows?

4.3.1. Frequency of Watching Captioned English TV Shows

The third question in the first part of the pre-questionnaire was “*How often do you watch TV shows in English with captions? (Caption: English Subtitles for English TV shows)*”. The question inquired about the frequency rate of watching the captioned TV shows in English. As the below Figure 3 shows, the largest percentage of the participants who sometimes watched captioned TV shows was the highest, at 59 percent for the EG. On

the other hand, the majority of the participants in the CG frequently watched TV shows in English, at 46 percent. As shown in Table 27, 13 out of 22 (%59) participants of the EG chose “sometimes” and 11 out of 24 (%46) participants of the CG chose “often” as a response to the third question, whereas none of both groups chose “never” option. Compared to the results of the pre-questionnaire, the result of the post questionnaire were more or less similar. These findings demonstrate that more than half the participants in the EG watch TV shows in English now and then, while nearly half the participants in the CG watch TV shows in English many times.

Table 27. Participants’ frequency rate of watching captioned English TV shows

	never		rarely		sometimes		often		always	
	f	%	f	%	f	%	f	%	f	%
EG Pre-questionnaire	0	0	3	14	13	59	4	18	2	9
CG Pre-questionnaire	0	0	4	17	7	29	11	46	2	8
EG Post questionnaire	0	0	5	23	11	50	3	14	3	13
CG Post questionnaire	0	0	3	13	9	38	9	38	3	13

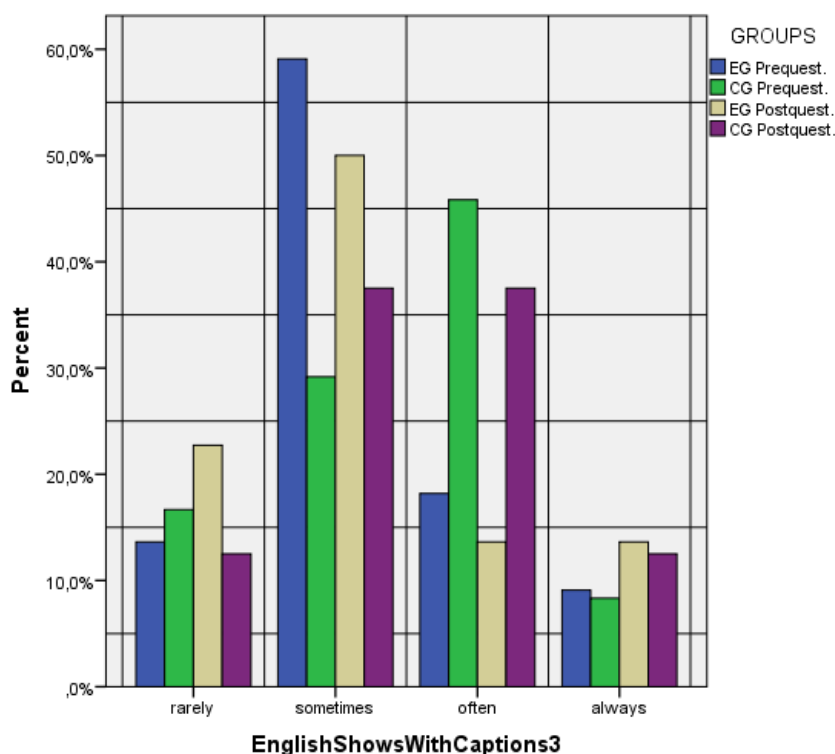


Figure 3. Participants’ percentage of watching captioned English TV shows

4.3.2. Frequency of Watching English TV Shows without Captions

The fourth question in the first part of the pre-questionnaire was “*How often do you watch TV shows in English without captions?*” The question inquired about the frequency rate of watching the TV shows in English without captions. As the below Figure 4 shows, the largest percentage of the participants who sometimes watched TV shows in English without captions was the highest, at 62.5 percent for the CG. However, half the participants in the EG hardly watched TV shows in English without captions, at 50 percent. As shown in Table 28, 11 out of 22 (%50) participants in the EG and 3 out of 24 participants in the CG (%12.5) opted for “rarely”. 15 out of 24 (%62.5) participants of the CG chose “sometimes” as a response to the fourth question, whereas none of both groups chose “never” option. As for the results of the post questionnaire, there was one-third decrease to in the score of the participants in the CG who opted for sometimes, at 42 percent (10 participants), whereas the score of the participants who opted for “rarely” rose by 20 percent (%33, 8 participants). These findings highlight that English TV shows without captions are not so popular among the participants.

Table 28. Participants’ frequency rate of watching TV shows in English without captions

	never		rarely		sometimes		often		always	
	f	%	f	%	f	%	f	%	f	%
EG Pre-questionnaire	0	0	11	50	9	41	1	4	1	5
CG Pre-questionnaire	0	0	3	12	15	63	5	21	1	4
EG Post questionnaire	0	0	7	32	8	36	3	14	4	18
CG Post questionnaire	1	4	8	33	10	42	4	17	1	4

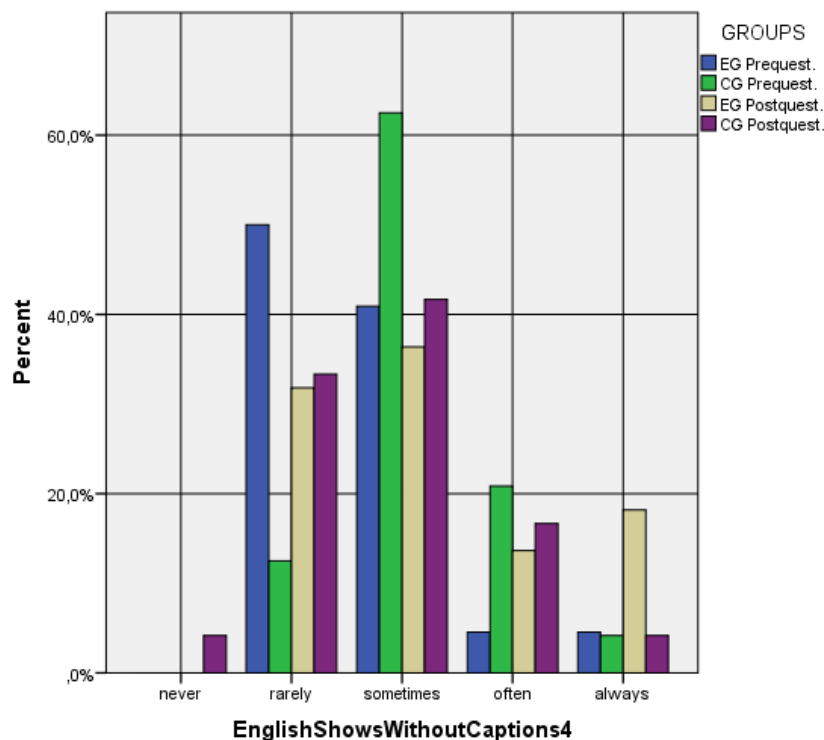


Figure 4. Participants' percentage of watching TV shows in English without captions

4.3.3. Frequency of Watching English TV Shows without Turkish Subtitles

The fifth question in the first part of the pre-questionnaire was “*How often do you watch TV shows in English without Turkish subtitles?*” The question inquired about the frequency rate of watching the TV shows in English without Turkish subtitles. As the below Figure 5 shows, the largest percentage of the participants who seldom watched TV shows in English without Turkish subtitles is the highest, at 62 percent for the EG. However, nearly half the participants in the CG watched TV shows in English without Turkish subtitles, at 46 percent. As shown in Table 29, 14 out of 22 (%62) participants of the EG opted for “rarely” and 11 out of 24 (%62.5) participants of the CG chose “sometimes” as a response to the fifth question. In comparison with the results of the pre questionnaire, the scores of the participants in EG who opted for “rarely” on the post questionnaire dropped by 12 percent (%50, 11 participants), whereas there was a slight rise in the scores of the participants in the CG who opted for “often” (%37.5, 9 participants). These findings suggest that English TV shows without Turkish subtitles were not so popular among the participants.

Table 29. Participants' frequency rate of watching TV shows in English without Turkish subtitles

	never		rarely		sometimes		often		always	
	f	%	f	%	f	%	f	%	f	%
EG Pre-questionnaire	0	0	14	64	5	23	3	13	0	0
CG Pre-questionnaire	1	4	6	25	11	46	5	21	1	4
EG Post questionnaire	0	0	11	50	4	18	6	27	1	5
CG Post questionnaire	0	0	6	25	8	33	9	38	1	4

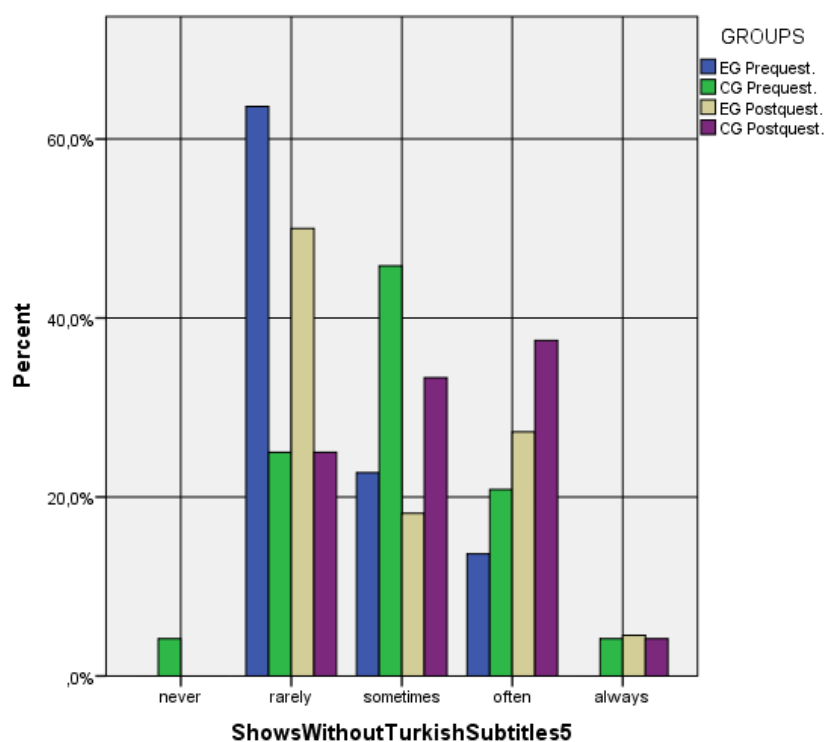


Figure 5. Participants' percentage of watching TV shows in English without Turkish subtitles

4.3.4. Frequency of Watching English TV Shows with Turkish Subtitles

The sixth question in the first part of the pre-questionnaire was “*How often do you watch TV shows in English with Turkish subtitles?*” The question inquired about the frequency rate of watching the English TV shows with Turkish subtitles. As it can be easily seen from the below Figure 6, the difference between the “often” and “sometimes” bars is less marked. The highest rate goes to “sometimes” response circled by 42 percent of the participants in the CG, who are followed by 32 percent of the participants in the EG. The

percentage of the participants who frequently watched TV shows in English with Turkish subtitles comes next, at 41 percent for the EG and 33 percent for the CG. As shown in Table 30, 10 out of 24 (%42) participants in the CG and 7 out of 22 (%32) participants in the EG opted for “sometimes” as a response to the sixth question. Similarly, 9 out of 22 (%41) EG participants and 8 out of 24 (%33) CG participants opted for “often” response. Compared to the scores of the pre questionnaire, the scores of the participants in the EG who opted for “often” on the post questionnaire fell by 22 percent (%23, 5 participants), while there was a slight increase in the scores of the participants EG who opted for “always” and “sometimes” by 9 percent and 11 percent respectively. Overall, these findings highlight that just over 40 percent of the participants watch English TV shows with Turkish subtitles.

Table 30. Participants’ frequency rate of watching English TV shows with Turkish subtitles

	never		rarely		sometimes		often		always	
	f	%	f	%	f	%	f	%	f	%
EG Pre-questionnaire	2	9	2	9	7	32	9	41	2	9
CG Pre-questionnaire	1	4	3	13	10	42	8	33	2	8
EG Post questionnaire	0	0	4	18	9	41	5	23	4	18
CG Post questionnaire	0	0	4	17	11	46	6	25	3	12

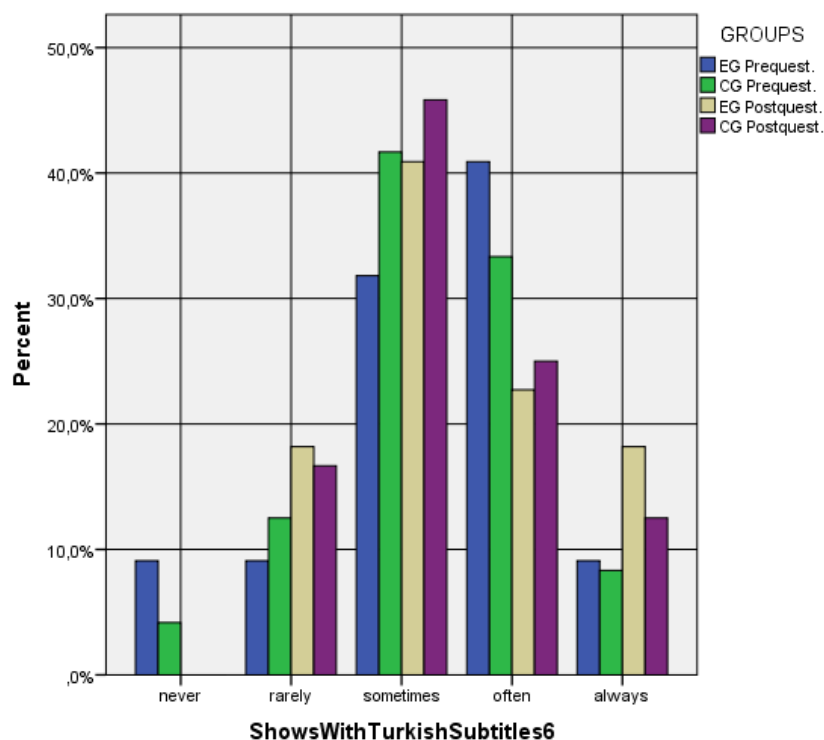


Figure 6. Participants' percentage of watching English TV shows with Turkish subtitles

4.4. Findings about Research Question 4: What technological devices do the participants use to watch English TV shows?

4.4.1. Frequency of Using TV to Watch English TV Shows

The seventh question in the first part of the pre-questionnaire inquired about the frequency rate of using some technological devices such as television, computer, Ipad, Mp4 and smartphone to watch TV shows in English. A detailed look at Figure 7 and Table 31 reveals that a slightly more than one-fourth of the participants in EG who used TV (6 participants, %27) opted for “rarely”. The percentage of those who opted for “sometimes” and “always” is exactly the same as of those who chose “rarely” option (%27). A one-third of the participants in the CG (8 participants, %33) opted for “sometimes”, another one-third (8 participants, %33) opted for “often” and 20 percent of the participants in the CG (6 participants) chose “rarely”. In comparison with the pre questionnaire scores, there was a dramatic increase by 32 percent in the scores of the participants in the EG who opted for “often” on the post questionnaire (%41, 9 participants). On the other hand, there was a %12-decrease in the scores of the participants in the CG who opted for “often” (%21,

5 participants) and a %13 -decrease in the scores of the participants in the EG who opted for “sometimes” (%14, 3 participants. Overall, these findings highlight that watching TV is not that popular for the participants to improve their English through TV shows.

Table 31. Participants’ frequency rate of using TV to watch English TV shows

	never		rarely		sometimes		often		always	
	f	%	f	%	f	%	f	%	f	%
EG Pre-questionnaire	2	9	6	27	6	27	2	9	6	28
CG Pre-questionnaire	0	0	6	25	8	33	8	34	2	8
EG Post questionnaire	0	0	4	18	3	14	9	41	6	27
CG Post questionnaire	0	0	10	42	7	29	5	21	2	8

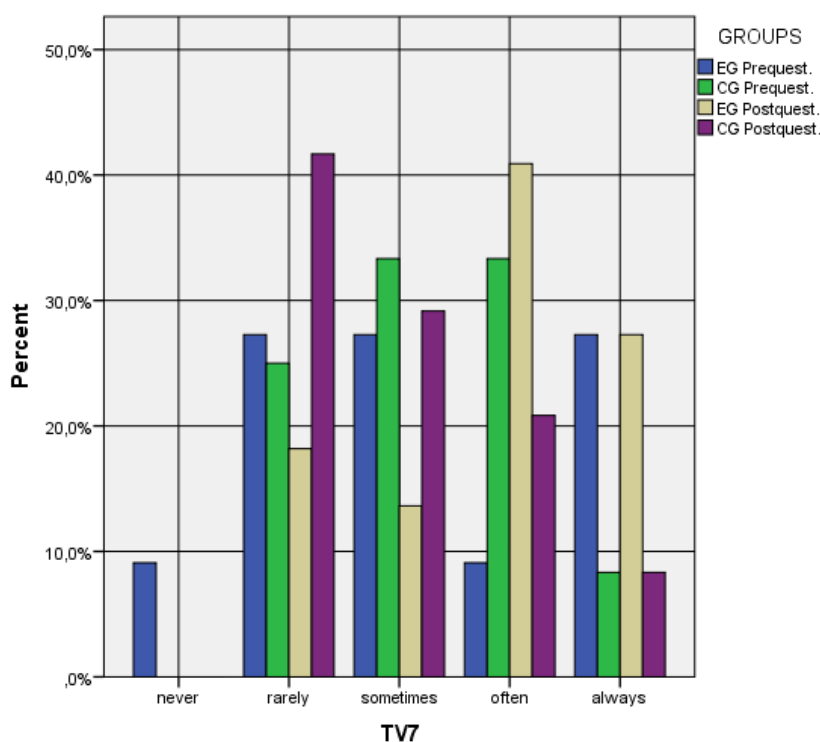


Figure 7. Participants’ percentage of using TV to watch English

4.4.2. Frequency of using Computers to Watch English TV Shows

The frequency rate of using computers to watch TV shows in English was also inquired through the eight question in the first part of the pre-questionnaire. A closer look at Figure 8 and Table 32 reveals that the largest percentage of the participants in EG who use a computer to watch TV shows in English all the time is the highest (%50,11 participants),

whereas the participants in the CG has a slightly less percentage (%46, 11 participants). The rate of the participants in CG who opted for “often” comes next, at 33 percent (8 participants) and approximately one-third of the participants in the EG (7 participants, %33) opted for “sometimes”. On the other hand, the figures of the participants in EG who opted for “rarely” and “often” drops sharply, at 4.5 percent (1 participant) and at 13.5 percent (3 participants) respectively. As for the results of the post questionnaire, the scores of the participants in the CG who opted for “always” fell by 17 percent (%29, 7 participants), whereas there was a slight increase in the scores of the same group on “often” and “sometimes”, by 13 percent (%33, 11 participants) and 9 percent (%17, 4 participants) respectively. Overall, these findings highlight that using computers to improve English through TV shows is common among the participants.

Table 32. Participants’ frequency rate of using computers to watch English TV shows

	never		rarely		sometimes		often		always	
	f	%	f	%	f	%	f	%	f	%
EG Pre-questionnaire	0	0	1	4	7	32	3	14	11	50
CG Pre-questionnaire	0	0	3	13	2	8	8	33	11	46
EG Post questionnaire	0	0	1	4	7	32	5	23	9	41
CG Post questionnaire	0	0	2	8	4	17	11	46	7	29

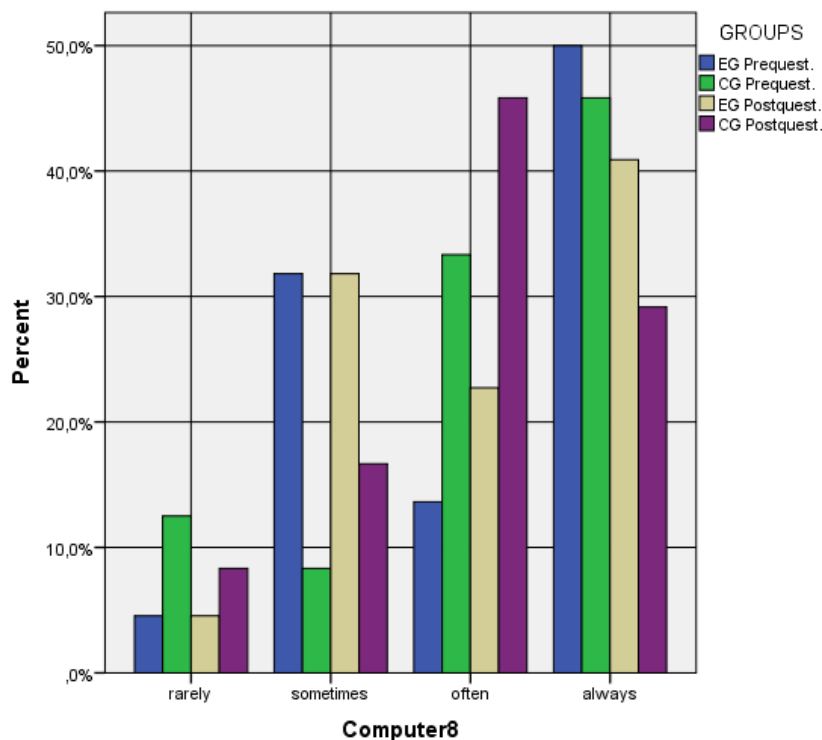


Figure 8. Using a computer to watch English TV shows

4.4.3. Frequency of Using Ipad to Watch English TV Shows

The frequency rate of using Ipad to watch TV shows in English was also inquired through the ninth question in the first part of the pre-questionnaire. As it can be clearly seen from the Figure 9 and Table 33 below, a considerably high percentage of the participants both in EG and CG never used an Ipad to watch TV shows in English, at %50 (13 participants) and %54 (13 participants) respectively. On the other hand, the figures of the participants in CG who selected “often” and “always” drops sharply; only 1 participant (%4) for each. None of the participants in EG marked “always”, but only 1 participant in the CG marked “often” (%4.5). Compared to the scores of the pre questionnaire, the score of the participants in EG who checked the option “never” on the post questionnaire fell by 18 percent (%41, 9 participants), whereas the score of the same group rose by 22 percent (%41, 9 participants). All in all, these findings indicate that using an Ipad to improve English through TV shows is not that popular among the participants.

Table 33. Participants' frequency rate of using Ipad9 to watch English TV shows

	never		rarely		sometimes		often		always	
	f	%	f	%	f	%	f	%	f	%
EG Pre-questionnaire	13	59	5	23	3	14	1	4	0	0
CG Pre-questionnaire	13	54	4	16	5	21	1	4	1	4
EG Post questionnaire	9	41	9	41	3	14	1	4	0	0
CG Post questionnaire	13	54	7	30	2	8	0	0	2	8

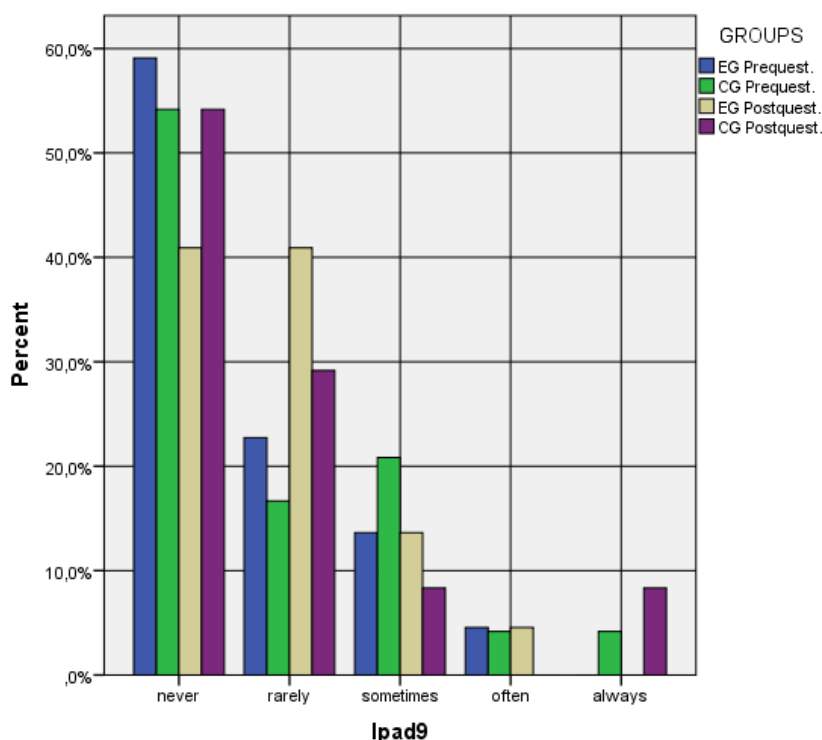


Figure 9. Participants' percentage of using Ipad9 to watch English TV shows

4.4.4. Frequency of Using Smartphones to Watch English TV Shows

The frequency rate of using smartphones to watch TV shows in English was also inquired through the tenth question in the first part of the pre-questionnaire. A closer look at Figure 10 and Table 34 reveals that the largest percentage of the participants in EG who never use a smartphone to watch TV shows in English is the highest (%32, 7 participants), whereas the participants in the CG has a slightly less percentage (%25, 6 participants). The rate of the participants in CG who opted for “often”, “sometimes” and “always” is exactly the same; approximately one-fourth of the participants (5 participants, %21). The figures of the participants in EG who opted for “rarely” and “often” are similar (5 participants, %23).

In comparison with the result of the pre questionnaire, the scores of the participants in the CG who opted for “often” on the post questionnaire have dramatically increased by 29 percent (%50, 12 participants). On the other hand, there was a %14-fall in the scores of the participants in EG who opted for “often” (%9, 5 participants) and a %20-fall in the scores of the participants in the CG who opted for “sometimes” (%4.5, 1 participant). Overall, these findings highlight that using a smartphone among the participants to improve English through TV shows is not as popular as expected.

Table 34. Participants’ frequency rate of using smartphones to watch English TV shows

	never		rarely		sometimes		often		Always	
	f	%	f	%	f	%	f	%	f	%
EG Pre-questionnaire	7	32	5	23	2	9	5	23	3	13
CG Pre-questionnaire	6	25	3	12	5	21	5	21	5	21
EG Post questionnaire	6	27	6	27	5	23	2	9	3	14
CG Post questionnaire	3	12	5	21	1	4	12	50	3	13

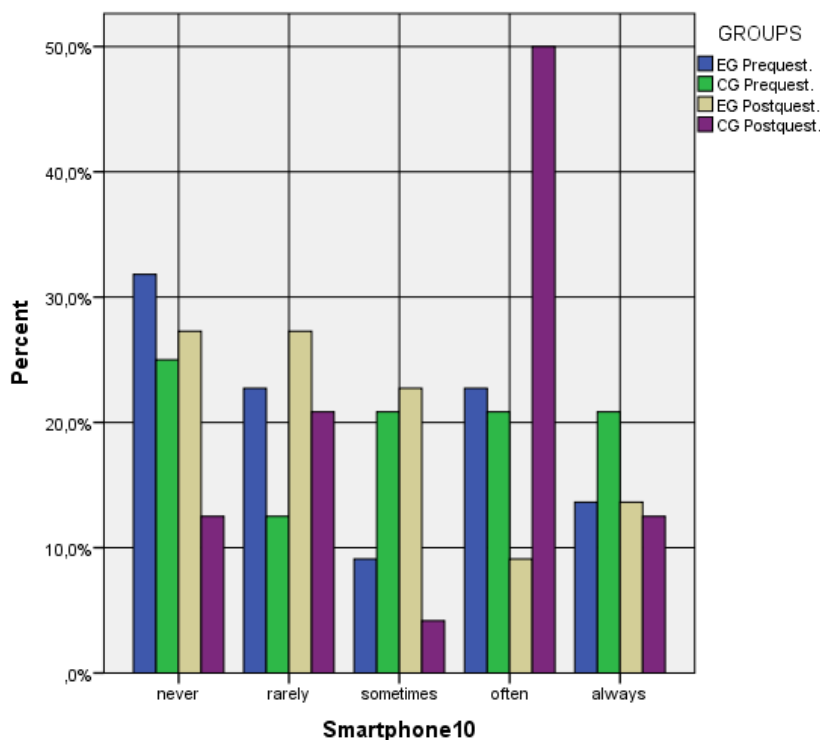


Figure 10. Participants’ percentage of using smartphones to watch English TV shows

4.4.5. Frequency of Using Mp4s to Watch English TV Shows

The frequency rate of using Mp4s to watch TV shows in English was also inquired through the eleventh question in the first part of the pre-questionnaire. As it can be clearly seen from Figure 11 and Table 35 below, half of the participants in CG (%50, 12 participants) and a little above 40 percent of the EG (9 participants) never use an Mp4 to watch TV shows in English. The rate of the participants in EG who opted for “rarely” comes next, at 36 percent (8 participants). The rate of the participants in EG and CG who opted for “often” drops sharply, at 4.5 percent (1 participant) and at 12.5 percent (3 participants) respectively. None of the participants in EG opted for “always”; however, only 2 participants in CG opted for it (%8). Compared to the results of the pre-questionnaire, there was not any significant change in the results of the post questionnaire. To sum up, these findings highlights that using an Mp4 to improve English through TV shows is not that popular among the participants.

Table 35. Participants’ frequency rate of using MP4s to watch English TV shows

	never		rarely		sometimes		often		always	
	f	%	f	%	f	%	f	%	f	%
EG Pre-questionnaire	9	41	8	36	4	18	1	5	0	0
CG Pre-questionnaire	12	50	3	13	4	17	3	12	2	8
EG Post questionnaire	12	55	8	36	2	9	0	0	0	0
CG Post questionnaire	12	50	6	25	5	21	0	4	1	0

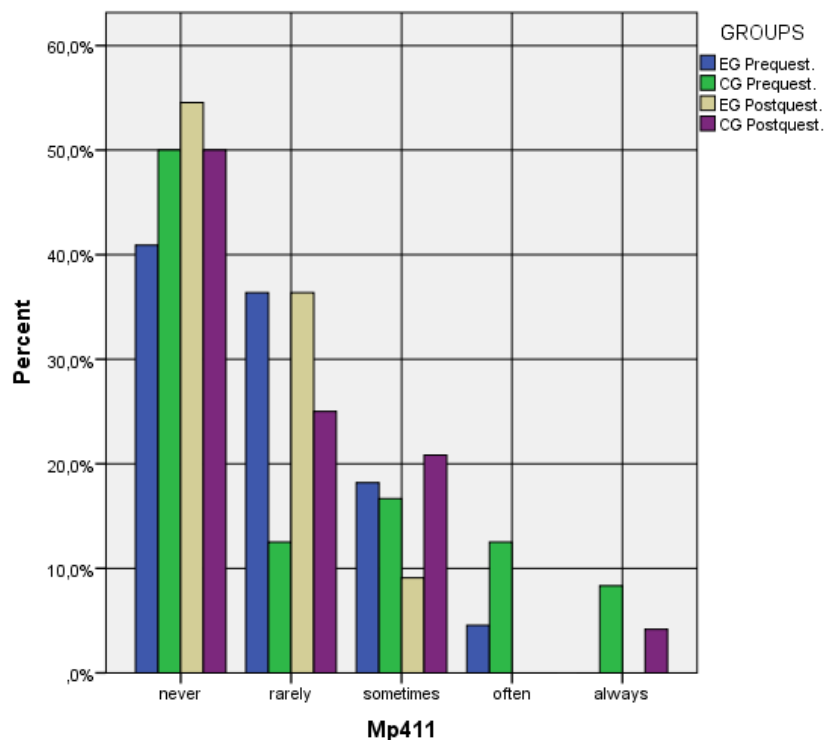


Figure 11. Participants' percentage of using MP4s to watch English TV shows

4.5. Findings about Research Question 5: What are participants' perceptions of the ways of learning idioms and idiomatic daily expressions?

4.5.1. Perception of Reading a Novel or a Story as a Way of Learning

The twelfth question in the first part of the pre-questionnaire inquired about the participants' perception rate of reading a novel or a story as a way to learn idioms/idiomatic expressions. A detailed look at Figure 12 and Table 36 reveals that a substantially high percentage of the participants in EG and CG agree that they learn idioms/idiomatic expressions best when they read a novel or a story, at 82 percent (18 participants) and at 62.5 percent (15 participants) respectively. The rate of the participants who opted for "strongly agree" is % 25 for CG (6 participants) and %9 (2 participants) for EG. None of the EG opted for "disagree" and only 2 participants (%8) opted for it. Compared to the scores of the pre-questionnaire, the scores of the post questionnaire changed slightly. There was a %12-decrease in the scores of the participants in EG who opted for "agree" (%59, 13 participants) and a %14-increase in the scores of the EG who opted for "strongly agree" (%23, 5

participants). Overall, these findings show that the majority of the participants are in the opinion of that reading a novel or a story help them learn idioms/idiomatic expressions.

Table 36. Participants' perceptions of reading a novel/a story

	strongly disagree		disagree		undecided		agree		strongly agree	
	f	%	f	%	f	%	f	%	f	%
EG Pre-questionnaire	0	0	0	0	2	9	18	82	2	9
CG Pre-questionnaire	0	0	2	8	1	4	15	63	6	25
EG Post questionnaire	0	0	1	4	3	14	13	59	5	23
CG Post questionnaire	0	0	0	0	5	21	14	58	5	21

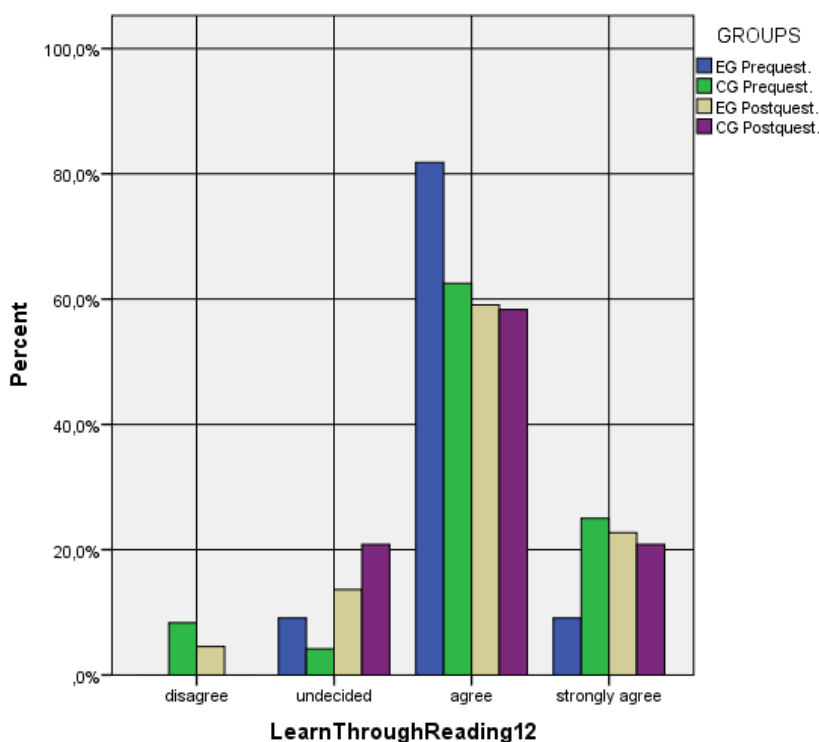


Figure 12. Participants' perceptions of reading a novel/a story

4.5.2. Perception of Studying Course Books as a Way of Learning

The thirteenth question in the first part of the pre-questionnaire inquired about the participants' perception rate of learning idioms/idiomatic expressions through English course-books. As it can be clearly seen from Figure 13 below and Table 37, the largest percentage of the participants in CG agree that they learn idioms/idiomatic expressions best, at 67 percent (16 participants). Half the participants in the EG also believe that course books

is the best option to learn idioms/idiomatic expressions (%50, 11 participants). The rate of the participants in the EG who opted for “strongly agree” is % 23 (5 participants). As for the results of the post questionnaire, there was a %21-decrease in the scores of the participants in the EG who opted for “agree”, whereas there was a %14-decrease in the scores of the participants in the EG who opted for “strongly agree”. Overall, these findings show that more than half of the participants are in the opinion of that course books help them learn idioms/idiomatic expressions.

Table 37. Participants’ perceptions of English course-books.

	strongly disagree		disagree		undecided		agree		strongly agree	
	f	%	f	%	f	%	f	%	f	%
EG Pre-questionnaire	1	4	2	9	3	14	11	50	5	23
CG Pre-questionnaire	0	0	5	20	3	12	16	68	0	0
EG Post questionnaire	1	4	1	4	7	32	10	46	3	14
CG Post questionnaire	0	0	7	29	5	21	11	46	1	4

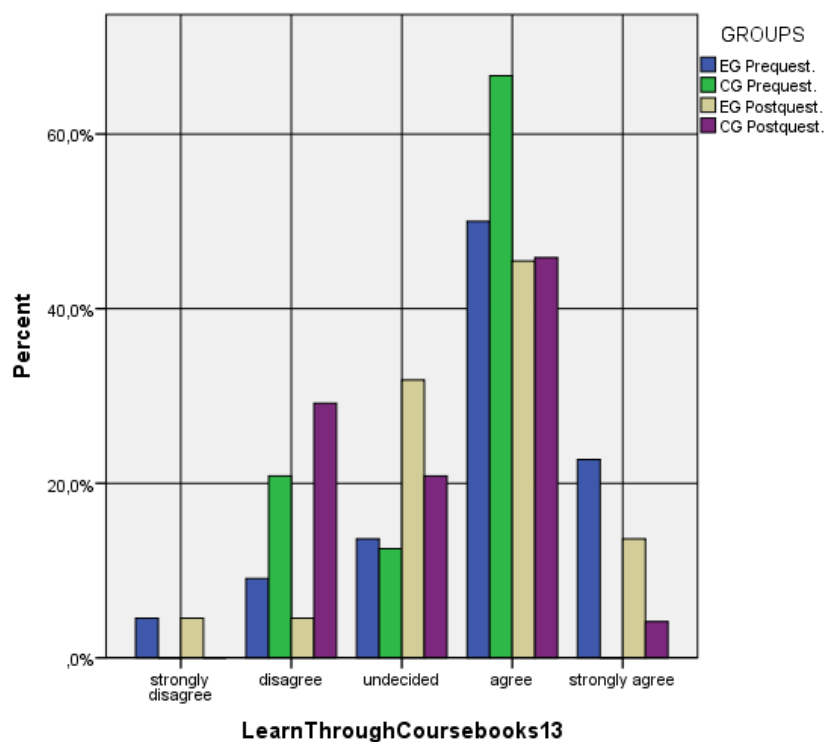


Figure 13. Participants’ perceptions of English course-books.

4.5.3. Perception of Watching English TV Shows as a Way of Learning

The fourteenth question in the first part of the pre-questionnaire inquired about the participants' perception rate of watching TV shows in English (movies, series) as a way to learn idioms/idiomatic expressions. As it can be clearly seen from Figure 14 and Table 38 below, half the participants in CG (12 participants) agree and 42 percent of them (10 participants) strongly agree that they learn idioms/idiomatic expressions best when they watch TV shows in English, while 41 percent of the participants in the EG strongly agree (9 participants) and 36 percent of them (8 participants) agree watching TV shows is the best option to learn idioms/idiomatic expressions. Only 1 participant in the EG opted for "disagree" and none in the CG opted for it. In comparison with the results of the pre-questionnaire, the scores of the post questionnaire were more or less the same. There was an 8-fall in the score of the participants in the CG who opted for "agree" (%42, 10 participants), while the scores of the participants in the CG who opted for "undecided" increased by 17 percent (%25, 6 participants). Overall, these findings show that the majority of the participants are in the opinion of that watching TV shows in English helps them learn idioms/idiomatic expressions.

Table 38. Participants' perceptions of English TV shows

	strongly disagree		disagree		undecided		agree		strongly agree	
	f	%	f	%	f	%	f	%	f	%
EG Pre-questionnaire	0	0	1	4	4	18	8	37	9	41
CG Pre-questionnaire	0	0	0	0	2	8	12	50	10	42
EG Post questionnaire	0	0	2	9	2	9	8	36	10	46
CG Post questionnaire	0	0	0	0	6	25	10	42	8	33

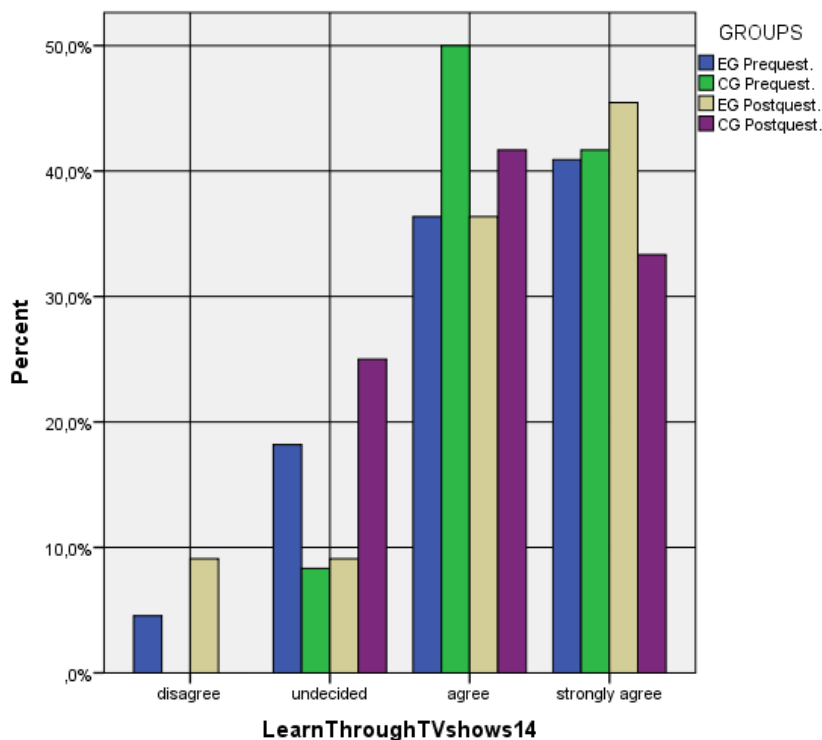


Figure 14. Participants' perceptions of English TV shows

4.5.4. Perception of Chatting Online with Native Speakers as a Way of Learning

The fifteenth question in the first part of the pre-questionnaire inquired about the participants' perception of chatting online with native English speakers as a way to learn idioms/idiomatic expressions. A closer look at Figure 15 and Table 39 below reveals that half the participants in EG (11 participants) and 42 percent of the participants in CG (10 participants) agree that they learn idioms/idiomatic expressions best when they communicate with native English speaker on the internet. The percentage of the participants in the EG who opted for "strongly agree", "disagree" and "strongly disagree" is exactly the same, at 9 percent (2 participants). On the other hand, 37.5 percent of the participants in the CG strongly agree (9 participants) that chatting native English speakers is the best option to learn idioms/idiomatic expressions, while only 1 participant in the CG opted for "strongly disagree" and none of them opted for "disagree". Compared to the results of the pre-questionnaire, there was not any significant change in the scores of the post questionnaire. There was a slight increase (%9) in the scores of the participants in the EG who opted for "strongly agree", at 18 percent (8 participants), whereas there was a 23-increase in the scores of the participants in the EG who opted for "disagree" (5 participants). Overall, these

findings highlight that more than 40 percent of the participants are in the opinion of that chatting with native English speakers helps them learn idioms/idiomatic expressions better.

Table 39. Participants' perceptions of chatting online with native English speakers

	strongly disagree		disagree		undecided		agree		strongly agree	
	f	%	f	%	f	%	f	%	f	%
EG Pre-questionnaire	2	9	2	9	5	23	11	50	2	9
CG Pre-questionnaire	1	4	0	0	4	16	10	42	9	38
EG Post questionnaire	0	0	5	23	2	9	11	50	4	18
CG Post questionnaire	0	0	1	4	4	17	11	46	8	33

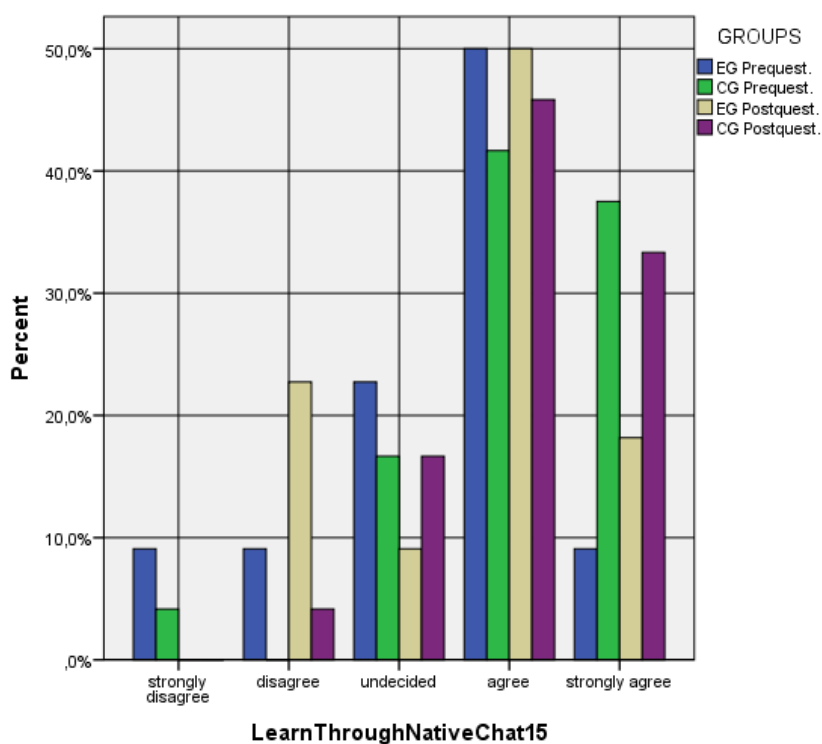


Figure 15. Participants' perceptions of chatting online with native English speakers

4.5.5. Perception of Speaking with Native Speakers as a Way of Learning

The sixteenth question in the first part of the pre-questionnaire inquired about the participants' perception of speaking with native English speakers as a way to learn idioms/idiomatic expressions. A detailed look at Figure 16 and Table 40 below demonstrates that the percentage of the participants in the CG who agree and who strongly agree that they learn idioms/idiomatic daily expressions best when they speak with native English speakers

is exactly the same (%46, 11 participants). The largest rate of the participants in the EG who opted for “agree” is 41 percent (9 participants). The participants in the EG who opted for “strongly agree” comes next, at 27 percent (6 participants). On the other hand, only 3 participants in the EG and 2 participants in the CG opted for “disagree”, at 14 percent and 8 percent respectively. In comparison with the results of the pre-questionnaire, there was a %18-rise in the scores of the participants in the EG who opted for “agree” (%59, 13 participants), while the scores of the participants in the EG who opted for “undecided” fell by 13.5 percent (%4.5, 1 participant). Overall, these findings point out that more than half the participants share the view that speaking with native English speakers helps them learn idioms/idiomatic expressions better.

Table 40. Participants’ perceptions of speaking with English speakers

	strongly disagree		disagree		undecided		agree		strongly agree	
	f	%	f	%	f	%	f	%	f	%
EG Pre-questionnaire	0	0	3	14	4	18	9	41	6	27
CG Pre-questionnaire	0	0	2	8	0	0	11	46	11	46
EG Post questionnaire	0	0	1	4	1	4	13	60	7	32
CG Post questionnaire	0	0	1	4	1	4	12	50	10	42

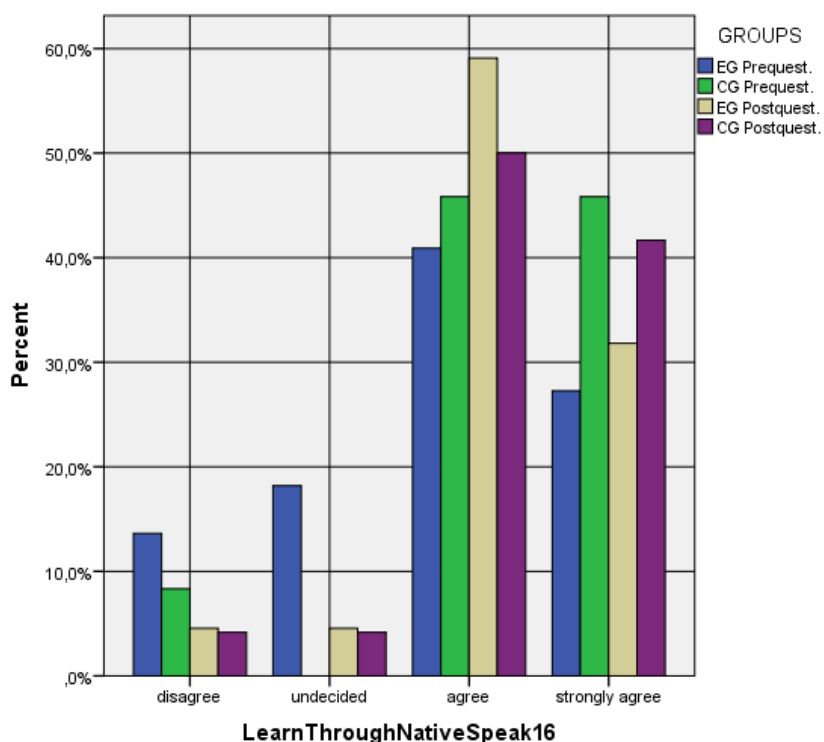


Figure 16. Participants’ perceptions of speaking with English speakers

4.5.6. Perception of Listening to English Songs as a way of Learning

The seventeenth question in the first part of the pre-questionnaire inquired about the participants' perception of listening to English songs as a way to learn idioms/idiomatic expressions. As it can be clearly seen from Figure 17 and Table 41 below, half of the participants in the EG (11 participants) and approximately half of the participants in the CG (%46, 11 participants) agree that they learn idioms/idiomatic daily expressions best when they listen to English songs. 6 participants in the EG (%27) and 8 participants in the CG (%33) opted for "strongly agree", whereas only 2 participants in both the EG and CG opted for "disagree", at 9 percent and 8 percent respectively. In comparison with the results of the pre-questionnaire, the scores of the post questionnaire remained more or less the same. On the other hand, the scores of the participants in the EG and CG who opted for "agree" showed a fall by 14 percent (%36, 8 participants) and a fall by 13 percent (%33, 8 participants) respectively. What is more, the scores of the participants in the EG who opted for "undecided" showed a rise by 13.5 percent (%27, 6 subjects). Overall, these findings highlight that more than seventy percent of the participants share the view that listening to English songs helps them learn idioms/idiomatic expressions better.

Table 41. Participants' perceptions of English songs

	strongly disagree		disagree		undecided		agree		strongly agree	
	f	%	f	%	f	%	f	%	f	%
EG Pre-questionnaire	0	0	2	9	3	14	11	50	6	27
CG Pre-questionnaire	0	0	2	8	3	13	11	46	8	33
EG Post questionnaire	0	0	1	4	6	27	8	37	7	32
CG Post questionnaire	1	4	3	13	3	13	8	33	9	37

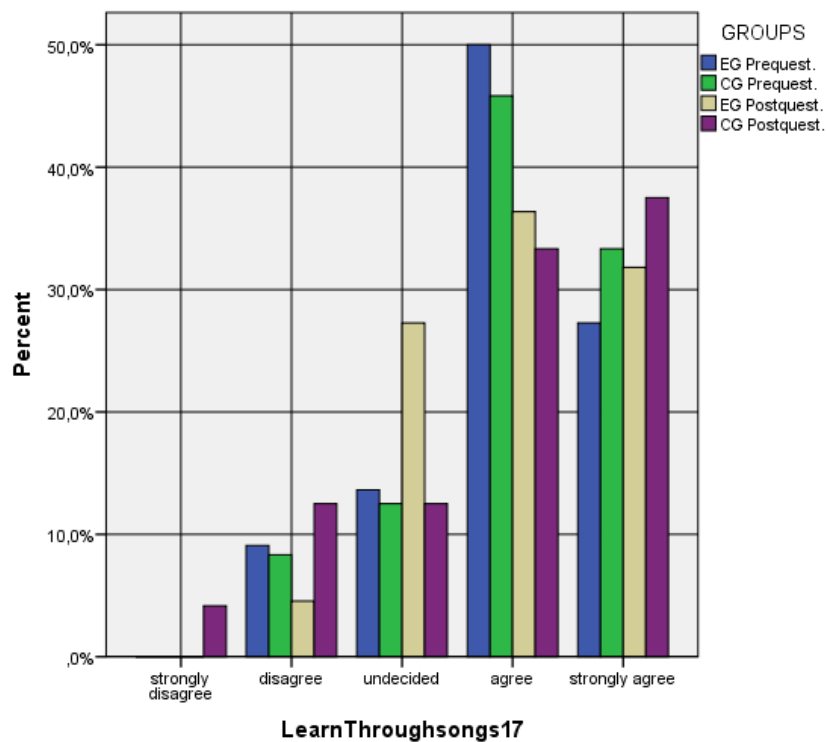


Figure 17. Participants' perceptions of English songs

CHAPTER V

5. DICUSSION

5.1. Introduction

One of the main issues that is constantly raised in learning English as a foreign language in Turkey is that language learners lack chances to practice English in a communicative way after studying its grammar and learning too many English words and phrases for years. They address some factors as main contributors to this issue. These factors can be listed as lack of face-to-face interaction with native English speakers, not having a natural learning setting, the education and examination system, unqualified English teachers and instructors, not having appropriate authentic English language learning materials and negative attitude towards language learning. By all means, many more factors can be added to this list; however, what is more important here is to bring some suggested solutions to tackle the issue.

Advances brought by information and communication technology (ICT) allow foreign language learners to access technological sources and use innovative materials. On the other hand, most of the learners do not know how to exploit those sources and materials. The present study aims to suggest that captioned TV shows can be used as authentic language learning tools with visual, aural and contextual aids.

In order to find out if captioned TV shows are effective in teaching idioms and idiomatic daily expressions, an experimental group with captioned TV shows and a control group without captioned TV shows were formed and they were treated over an 11-week period. Another aim of the study was to analyze learners' perceptions of various ways to learn idioms/idiomatic daily expressions. What is more, the study aims to find out the frequency rate of use of TV shows by the participants as language learning tools of idioms/idiomatic daily expressions and their probable effects. What is more, it is aimed to investigate the technological device which the participants exploit to watch English TV shows.

5.2. Interpretation of the Research Questions

5.2.1. Research Question 1: Do the participants learning idioms and daily expressions through captioned TV shows outperform those who learn the same idioms and daily expressions without captioned TV shows in content-specific tests?

The results of content-specific test showed that the experimental group with captioned TV shows scored significantly better on idioms and idiomatic daily expressions than the control group without captioned TV shows. More generally, the results of the present study indicate that captioned videos has positive effects of on language learners' vocabulary and phrase acquisition as they facilitate the acquisition process of new words, phrases or expressions. In other words, these significant outcomes of the present study are clearly consistent with the findings of the previous studies such as recognizing and identifying previously learned words after watching captioned videos (Bird and Williams, 2002), recognizing key words without textual aid after watching captioned videos (Markham, 1999), better vocabulary learning through captioned videos (Yüksel and Tanrıverdi, 2009, Ghorbani, 2011), better vocabulary recognition on written vocabulary tests after watching captioned videos and improvement in learners' overall content comprehension (Winke, Gass and Sydorenko, 2010).

TV shows have a plot which help language learners follow conversational exchanges with the target words or phrases. Along with contextual clues, captioned TV shows provide textual support which might help language learners intake the target words/phrases rapidly and more effectively. So, the success of the experimental group might have stemmed from internalizing idioms/idiomatic expressions by exploiting four different aids (visual, aural, contextual and textual) at the same time. That is to say, native speakers of the target language choose words and grammatical markers automatically and the moment they hear a familiar word, they can easily understand it because they pay attention to the overall meaning of a text or conversation. On the other hand, language learners of the target language give their attention to individual words (Lightbown & Spada, 2013). That is why, the present study used captioned TV shows instead of TV shows without captions to motivate and help language learners keep up with the native-speed spoken English. Without captions, it may

be difficult for learners to follow the dialogues and learners may get discouraged. It can be concluded that captions served as textual aid which contribute to comprehending conversation and processing information about the idioms/idiomatic daily expressions in TV shows.

The authentic materials used in the present study were captioned TV shows. They were regarded authentic as they were not “designed and produced in order to teach a language (Nunan, 1989)”. The language of the TV shows were above the participants’ proficiency level because the dialogues by the native characters were not artificial and they were not well pronounced and stressed. Based on this approach, it is assumed that using authentic TV shows contributed to the success of the EG “[b]ecause the language of authentic materials usually lies beyond most learners’ level of proficiency, second language closed captioning makes the language more accessible” (Guillory, 1998, p. 91). As Krashen (1985) assumes, in order for language acquisition to take place, “the input” must be slightly beyond the level of the learner's comprehensibility.

The contextual clues available in the TV shows might have helped the EG retrieve their knowledge about the idioms/idiomatic daily expressions and outperform the CG. This is because our memory record the way we hear, read or see something within the context where learning takes place, which contributes to remembering previous knowledge (Lightbown and Spada, 2013). According to the Information Processing Model, visual information and phonemic coding play an important role in keeping information in the Short Term Memory. After information is stored in Short Time Period for a little while, it goes into the Long Term Memory. The learners’ memory works most effectively when their auditory and visual registers are stimulated (Lightbown and Spada, 2013). Based on this assumption, it can be concluded that, the aural and visual clues in TV shows might have also helped the EG outperform the CG. Specifically, these findings suggest that the development in learning idioms/idiomatic expressions might have stemmed from visual and aural aids provided by captioned TV shows. Even though contextual and textual support was provided in both the EG and the CG, development in learning idioms/idiomatic expressions was much higher in the EG. In other words, aural and visual aids in captioned TV shows may strengthen textual and contextual clues and facilitate the learning process of idioms/idiomatic expressions. Contextual clues are highly important in the acquisition of target language

idioms for all ages and various semantic and syntactical contexts facilitate learning vocabulary naturally by fully grasping the extended meaning of a word (Anderson and Nagy, 1991, Cacciari and Levorato, 1989). Semantic and syntactical clues provided within a context encourages language learners to try to understand what is said, sung or written and this contributes to learning vocabulary naturally (Koolstra and Beentjes, 1999). As d'Ydewalle and Van de Poel (1999) indicates the visual image, the sequence of events in the movie and unconsciously lip-reading contain clues which sometimes help comprehension more than the spoken language or the subtitle of a video.

5.2.2. Research Question 2: How often do the participants watch English TV shows throughout their language learning experiences?

The findings from pre-questionnaires and post-questionnaires of both EG and CG indicate that the frequency rate of watching English TV shows is not that high. What is more, findings highlight that the majority of the participants watch TV channels that offer programs in English now and then.

It can be concluded watching English TV show is one of the most preferred ways by the participants to learn idioms/idiomatic daily expressions, yet the participants do not watch English TV shows very often and there might be a few reasons for that. It is highly likely that they have limited or no access to the internet or the TV channels broadcasting English TV shows. Also, they may not afford to buy the DVDs of English TV shows or they may not be motivated to watch them.

5.2.3. Research Question 3: Do they prefer subtitled or captioned English TV shows?

The findings from pre-questionnaires and post-questionnaires of both EG and CG about the frequency rate of watching captioned, subtitled TV shows and TV shows without subtitles or captions highlight that English TV shows without captions and without Turkish subtitles are not so popular among the participants, whereas the percentage of the participants who watch subtitled TV shows is almost the same as the as the participants who watch captioned TV shows.

The findings suggest that the reason why captioned and subtitled English TV shows are so popular is that aural and visual aids in captioned TV shows might strengthen textual and contextual clues and facilitate the learning process of idioms/idiomatic expressions. Although some researchers argue that captions might divert the attention of the learners from concentrating on real language use and make them reliant upon textual clues, some others claim that captioned TV shows, especially “[s]itcoms are especially good sources of colloquial idioms” (Cooper, 1998) and they can provide learners with aural, visual and contextual support (King, 2002) and this semantically enriched context makes on-screen text more meaningful as it is supported by both aural and visual clues (Liversidge, 2000).

As captioned TV shows, along with contextual clues, provide textual support, language learners may intake the target words/phrases rapidly and more effectively. So, the success of internalizing idioms/idiomatic expressions could be achieved by exploiting four different aids (visual, aural, contextual and textual) at the same time. In other words, gradual and progressive aids enable second language learners to contextualize and absorb what they hear and see, whereas native speakers of the target language choose words and grammatical markers automatically and the moment they hear a familiar word, they can easily understand it because they pay attention to the overall meaning of a text or conversation. On the other hand, language learners of the target language give their attention to individual words (Lightbown & Spada, 2013). That is why, captioned TV shows instead of TV shows without captions motivate and help language learners keep up with the native-speed spoken English. Without captions, it may be difficult for learners to follow the dialogues and learners may get discouraged. It can be concluded that captions serve as textual aid which contributes to comprehending conversation and processing information about the idioms/idiomatic daily expressions in TV shows. That is why, watching captioned English TV show might be one of the most preferred ways to learn idioms/idiomatic daily expressions. As audiovisual media are closer to real life because they enable learners to view and listen to the message simultaneously (Baltova, 1994). Together with contextual and textual supports, viewing and listening to the message might help language learners build up and process their knowledge of the target language. Besides, learners are encouraged to pay attention to the message delivered in the TV shows when they receive visual, aural, contextual and textual aids.

5.2.4. Research Question 4: What technological devices do the participants use to watch English TV shows?

The findings from pre-questionnaires and post-questionnaires of both EG and CG highlight that TVs, Ipads, Mp4s are not that popular for the participants to watch English TV shows, and smartphones are not as popular as expected. However, the findings points out that computers are the most common technological device among the participants to watch English TV shows.

Summing up the results, it can be concluded the use of computers might play an important role in teaching and learning language in general and idioms/idiomatic daily expressions in particular. Now that the use of computers is popular among the participants, it also can be inferred most of the participants have basic computers skills which includes word processing, using email and search browsers to navigate on the web. So, language learners can be encouraged to have self-access to English TV shows on computers in order to learn idioms/idiomatic daily expressions. In other words, language learners can become autonomous learners of idioms/idiomatic daily expressions as computers enable them to exploit captioned TV shows as authentic language materials in an interactive way and they can facilitate learning process by providing flexible aid anywhere and anytime. Rather than having an access to computer labs in schools once a week for some specific activities, language learners can use their portable laptops, to exploit interactive authentic materials to develop various language skills.

5.2.5. Research Question 5: What are participants' perceptions of the ways of learning idioms and idiomatic daily expressions?

The findings from pre-questionnaires and post-questionnaires of both EG and CG suggest that the majority of the participants are in the opinion of that reading a novel or a story, watching English TV shows and speaking with native English speakers help them learn idioms/idiomatic expressions, with 39, 37 and 40 participants respectively. In comparison, only 27 participants think that course books help them learn idioms/idiomatic expressions and 33 participants share the view that chatting online with native English speakers help them learn idioms/idiomatic expressions better. Finally, it is clear from the

findings that 34 participants share the view that listening to English songs helps them learn idioms/idiomatic expressions better.

It can be concluded that watching English TV show is one of the most preferred ways to learn idioms/idiomatic daily expressions. As audiovisual media enable learners to view and listen to the message simultaneously, they are closer to real life (Baltova, 1994). Viewing and listening to the message together with contextual and textual supports might help language learners build up and process their knowledge of the target language. Visual, aural, contextual and textual aids encourage learners to pay attention to the message delivered in the TV shows. Paying attention to context and trying to comprehend or produce the target language requires using cognitive resources to process information. That is to say, according to cognitive psychologists of Information-processing Model, second language learners automatically speak and understand the target language as they build up information and knowledge about it (Lightbown and Spada, 2013). Along with the production of language, exposure to the target language is regarded as practice to develop basic language skills by the Information Processing Model. Language development cannot be restricted to just mechanical activities. The exposure experience require cognitive effort that takes place subconsciously. After enough exposure, language learners begin to speak automatically without thinking about the rules of the target language. Even though language learners need some time to process their knowledge about the target language, it seems that learners suddenly manage to use the language automatically.

CHAPTER VI

6. CONCLUSIONS & SUGGESTIONS

6.1. Implications for Further Studies

The participants of the present study were freshmen studying in English Language Teaching program at Dicle University. They had taken a university admission exam to enter the university. Based on their exam results, it could be said that they had a good command of vocabulary and grammar, and their reading comprehension skill was developed. In other words, the participants mastered English at different level prior to their learning idioms/idiomatic expressions through captioned TV shows. So, a similar study can be conducted with students at beginner level; however, some criteria should be taking into consideration while selecting TV shows. The first criterion is if the TV show help language learners reach the objective of teaching/learning process. That is to say, it is necessary to carefully think about which language skill will be taught through the TV show. Secondly, it is vital to note that the TV show must reflect the authentic use of the target language. Otherwise, the material may become artificial and not yield the expected result. What is more, the rate of speech dialogues, the type and strength of the accent must be appropriate to the level of language learners. If the rate of speech is too fast and too beyond the proficiency level of learners, then this may demotivate them and make them think they will not be able to develop their speaking and listening skills like the native speakers that appear on the TV show. The accent or dialect used in the TV show should belong to one of the most two common standard English languages: American and British English.

A teacher plays an important role in exploiting authentic TV show materials. The personality characteristics of teachers can make these authentic materials inauthentic (Lee, 1995). Teachers who are not aware of and sensitive to cultural and moral needs of learners might cause negative attitudes towards authentic materials. Therefore, teachers should create an interesting authentic learning settings, and let learners interact with one another. Using various activities, teachers can facilitate the communication process between all participants in the classroom. Learners should have a chance to discuss the content of the authentic

material used in the class and the teaching methodology of the material (Thorp, 1991, Tudor, 1993). This makes the materials more interesting and motivating without causing cultural shock and discomfort. As a result of this, learners respond appropriately to the materials and hold positive perceptions of them (Young, 1980).

The present study was conducted over an 11-week period and a total of 198 idioms were taught during 33 hours of class time. Obviously, much more time and enough exposure to the conversational interaction is needed to internalize idioms learnt through captioned TV shows. Unlike second language learners, first language learners have the chance to use the target language in a great variety of situations. As it is also well known, first language learners are constantly exposed to the language spoken around them for thousands of hours. As some studies on children's linguistics behaviors and neurological research on infants' speech perception indicate language acquisition begins as soon as a child is born or it even starts before birth and the continuous exposure to the language in the natural environment shapes a child's brain (Lightbown & Spada, 2013). So, the question is if second language classrooms can provide a natural setting for exposure. If a classroom is designed for student-centered interaction, then the answer is "yes". In a student-centered environment, the teacher initiates and leads interaction, learners get involved in interaction and finally teacher gives feedback where it is necessary (Lightbown & Spada, 2013). However, what needs attention is the way we can integrate captioned TV shows in a classroom setting where language learners can be exposed to them for a considerable amount of time.

6.2. Pedagogical Implications

This study provides strong evidence that captioned TV shows have beneficial effects on the acquisition of idioms/idiomatic daily expressions by freshmen studying in ELT program at the Faculty of Education, Dicle University. The study suggests that captioned TV shows provide contextual clues reinforcing vocabulary comprehension and acquisition, which calls for a significant pedagogical implication for English teachers/lecturers: They may assist their students to learn new words/phrases by using captioned TV shows that contain contextual communicative materials rather than teaching and explaining their meanings verbally and being dependent on inauthentic materials like course books.

Captioned TV shows can contain the cultural elements of the target language within contexts similar to real life situations. They present colloquial or slang languages, idioms and daily expressions within relevant contexts. It is a known fact that pre-service English teachers lack enough opportunities to interact with native English speakers and learn English in social and cultural context. They cannot communicate with English speakers with different identities and they thus cannot analyze how their speech change in different everyday life situations, and how they choose and pronounce specific words/phrases in some specific situations. Just few students have the chance of going to an English speaking country through youth and study exchange programs such as Erasmus. In addition, there are hardly enough incoming students and academics from English speaking countries. Quite a few students work in summer in touristic areas where they can interact with English speakers with different race, gender, age or class. This is one of the main reasons why ELT graduates are not good at speaking English fluently and they have English pronunciation issue. However, captioned TV shows may partially meet the need to interact with native speakers because TV shows can present situations that are almost similar to real life ones. They present different identities within the society of the target language and these identities are manifested through the words used by the society. They also present the cultural beliefs, norms and values of the society of the target language and these sociocultural elements are encoded in its own language. Consequently, captions can be regarded as language learning sources that are full of authentic language materials for learners and they might be a plausible partial solution to the lack of opportunities to communicate with native speakers.

What is more, the present study used an American comedy sit-com which made the participants laugh and provided a stress-free environment. Obviously, a relaxing and fun environment plays an important role in motivating learners and getting them involved in the learning process. The mimics, facial expressions, gestures and emotions of characters with millions of fans all over the world make the scenes more realistic and fun and they appeal to the viewers (Chapple and Curtis, 2000). These attractive features can make language learners more engaged in TV shows learners. Language learners respond appropriately to the materials used and hold positive perceptions of them only when they are interesting, motivating and not leading to cultural shock and discomfort (Young, 1980). On the other hand, they may lose concentration and get tired of materials very quickly if they are not interesting (Adams, 1995). So, it can be concluded that learning idioms/idiomatic

expressions through captioned TV shows might have lowered “the affective filter” of the EG; that is why, they outperformed the CG. According to Krashen’s Affective Filter Hypothesis, acquisition takes place when the level anxiety of language learner is down; on the other hand, information is blocked and it cannot be processed when language learner is too anxious. Consequently, “language acquisition device” does not operate because input cannot be absorbed (Lightbown & Spada, 2013).

All in all, it can be said that using captioned TV shows as English language learning and teaching tool has a lot of benefits. First of all, they enable language learners acquire idioms/idiomatic daily expression more easily because they are presented in TV shows with contextual clues that are similar to real life ones. These contextual clues makes the language more comprehensible and they can be considered as components of ‘modified interaction’ which does not require only linguistic simplification but also slower speech rate, gesture, and additional contextual clues (Lightbown and Spada, 2013).

Secondly, TV shows can make up for a shortage of interaction and communication with native English speakers. As it is well known, language learners in Turkey can barely interact with native English speakers and hear them speak. However, TV shows with native performers can compensate for this lack of language acquisition through interaction within a natural setting. That is to say, language learners can imitate the language produced in TV shows and attempt to reproduce it. They can pause the TV show they are watching and play back the speech and sound patterns they want to hear and imitate over and over again. They can continue to imitate and practice these pattern until they form ‘habits’ of correct language use. Although ‘positive reinforcement’ by praising or just successful communication is not possible in case of working on TV shows individually, successful imitation of the patterns can be considered as ‘positive reinforcement’.

Thirdly, TV shows can help language learners improve their pronunciation (Qiang, Hai, and Wolff, 2007) and especially intonation which is an important component of pronunciation because it makes the interaction more comprehensible. However, it is important to note that teaching pronunciation through TV shows will be more useful if it is contextualized and designed carefully. Teaching decontextualized pronunciation is not enough to improve the way of speaking. Therefore, a combination of instruction, exposure,

experience, and motivation is required for successful acquisition of pronunciation. As some classroom research indicate, advanced language learners prefer to learn by imitating what others say and they find it useful to listen carefully to and imitate sound and speech patterns in a language laboratory or tutorial (Lightbown and Spada, 2013). Imitating and reproducing intonation and stress patterns (supra-segmental) of a language makes it far more comprehensible than articulating each individual (segmental) sound of the target language (Lightbown and Spada, 2013).

Another benefit of using TV shows as language learning/teaching is that they make language learner familiar with the culture of the target language. Knowing the culture of a language fosters 'integrative motivation' of language learners who desire to know more about the culture of the community of the target language (Lightbown and Spada, 2013). Mastering a language is incomplete without knowing its cultural features such as facial expressions, gestures, and attitudes towards personal space/privacy, work ethics, celebrations, values, beliefs, greetings and customs.

What is more, captioned TV shows can be used to develop speaking skill of language learners. However, how speaking can be incorporated into teaching through TV shows for all proficiency levels is a question that must be addressed. As previously mentioned, TV shows provide visual, aural, contextual and textual supports. Based on these aids, content-based conversational interactions can be produced. For example, teacher can pause the TV show at some points and ask language learners to describe what they see, to clarify what they comprehend or to paraphrase or restate grammatical forms. Request for clarification and negotiation of meaning can serve as implicit feedback in this case. Additionally, some part of the TV show can be used for student-student interaction where they can practice the sociolinguistic or functional features of the target language through role-plays. In such a communicative instructional setting as this, learners may acquire the target language in a way similar to natural acquisition.

TV shows can also be used as to teach grammar rules for all levels, from low to advanced ones. Unlike course books that are based on texts and not authentic materials, TV shows contain infinite structural patterns and TV shows has a plot which provides contextual clues for these patterns. For example, complex grammar rules such as 'adjective clause' and

‘relative clauses’ and all tenses can be presented and taught within different contexts and types of discourse in TV shows. But, of course, this requires careful analyzing the transcript of the TV show used for this purpose beforehand. In that way, a lot of time can be saved and the video segments ripped from an episode can be put in an order based on their context. However, learners must be informed about grammar rules prior to learning through TV shows. This will facilitate the learning process and will help learners absorb the grammar rules using contextual and visual clues.

APPENDICES

Appendix A

Pre Questionnaire

Dear respondent,

This questionnaire aims to find out your views about learning idioms and idiomatic daily expressions. I am carrying out this survey as part of my Master's thesis in English Language Teaching. Your answers to the questionnaire will only be used for academic purposes and will be kept confidential and the results will be presented in my research in such a way that no individuals can be identified. Your answers will not affect your midterm or final exams. Please give your answers sincerely as only this will guarantee the success of the survey. Kindly note that by completing this questionnaire, you agree to allow us to use the data for research purposes. I would like to thank you, in advance, for your cooperation.

Name & Surname:

Class:

Gender:

Date:

Age:

INSTRUCTIONS:

Make sure you complete the personal information above first.

Please indicate your answers by circling the letter next the appropriate statement that applies to your learning and using English idioms and idiomatic daily expressions in general.

Please answer the following questions based on your learning English experience:

1. How often do you watch the TV channels broadcasting in English?
a) Always b) Often c) Sometimes d) Rarely e) Never
2. How often do you watch TV shows in English? (TV shows: movies, series)
a) Always b) Often c) Sometimes d) Rarely e) Never
3. How often do you watch TV shows in English with captions? (Caption: English Subtitles for English TV shows)
a) Always b) Often c) Sometimes d) Rarely e) Never

4. How often do you watch TV shows in English without captions?
 a) Always b) Often c) Sometimes d) Rarely e) Never
5. How often do you watch TV shows in English without Turkish subtitles?
 a) Always b) Often c) Sometimes d) Rarely e) Never
6. How often do you watch TV shows in English with Turkish subtitles?
 a) Always b) Often c) Sometimes d) Rarely e) Never

State how often you use the following technological devices to watch English TV shows?

7. Television	a) Always	b) Often	c) Sometimes	d) Rarely	e) Never
8. Computer	a) Always	b) Often	c) Sometimes	d) Rarely	e) Never
9. iPad	a) Always	b) Often	c) Sometimes	d) Rarely	e) Never
10. Smart phone	a) Always	b) Often	c) Sometimes	d) Rarely	e) Never
11. Mp4 player	a) Always	b) Often	c) Sometimes	d) Rarely	e) Never

Please check the answers that best apply to you:

12. I learn idioms and daily expressions best when I read a novel or a story.
 a) Strongly agree b) agree c) undecided d) disagree e) strongly disagree
13. I learn idioms and daily expressions best through an English course-book.
 a) Strongly agree b) agree c) undecided d) disagree e) strongly disagree
14. I learn idioms and daily expressions best when I watch TV shows in English.
 (Movies, series etc.)
 a) Strongly agree b) agree c) undecided d) disagree e) strongly disagree
15. I learn idioms and daily expressions best when I chat online with the native speakers
 of English.
 a) Strongly agree b) agree c) undecided d) disagree e) strongly disagree
16. I learn idioms and daily expressions best when I speak with the native speakers of
 English.
 a) Strongly agree b) agree c) undecided d) disagree e) strongly disagree
17. I learn idioms and daily expressions best when I listen to English songs.
 a) Strongly agree b) agree c) undecided d) disagree e) strongly disagree

Appendix B

Sevgili Öğrenciler,

Bu anket, “deyim ve deyimsel günlük ifadeler”in öğrenimi ile ilgili görüşlerinizi elde etmeyi amaçlıyor. İngiliz Dili Eğitimi alanında yaptığım yüksek lisans tezinin bir parçası olarak bu araştırmayı yapıyorum. Verdiğiniz cevaplar, anket sonuçları, katılımcıların kişisel bilgileri gizli tutulacak ve sadece akademik amaçlar için kullanılacak. Verdiğiniz cevaplar vize ve final sınavlarınızı etkilemeyecek ve bu yüzden araştırmanın geçerliği için lütfen samimi cevaplar veriniz. Bu anketi doldurarak anket verilerinin araştırma amaçları doğrultusunda kullanılacağını kabul etmektesiniz. İşbirliğiniz için şimdiden teşekkürler.

İsim & Soyisim:

Sınıf:

Cinsiyet:

Tarih:

Yaş:

Açıklamalar:

Yukarıdaki kişisel bilgilerinizi doldurmayı unutmayınız.

Deyim ve deyimsel günlük ifadelerin kullanımı ile ilgili sorulara cevap verirken size uygun olan seçeneğin yanındaki harfi yuvarlak içerisine alınız.

Aşağıdaki soruları İngilizce öğrenme deneyimlerinize dayanarak cevaplayınız:

- 1- İngilizce yayın yapan TV kanallarını ne sıklıkla izliyorsunuz?
a) Her zaman b) Sıklıkla c) Ara sıra d) Neredeyse hiç e) Asla
- 2- İngilizce filmleri/dizileri ne sıklıkla izliyorsunuz?
a) Her zaman b) Sıklıkla c) Ara sıra d) Neredeyse hiç e) Asla
- 3- İngilizce alt yazılı İngilizce filmleri/dizileri ne sıklıkla izliyorsunuz?
a) Her zaman b) Sıklıkla c) Ara sıra d) Neredeyse hiç e) Asla
- 4- İngilizce alt yazısız İngilizce filmleri/dizileri ne sıklıkla izliyorsunuz?
a) Her zaman b) Sıklıkla c) Ara sıra d) Neredeyse hiç e) Asla
- 5- Türkçe altyazısız İngilizce filmleri/dizileri ne sıklıkla izliyorsunuz?
a) Her zaman b) Sıklıkla c) Ara sıra d) Neredeyse hiç e) Asla
- 6- Türkçe altyazılı İngilizce filmleri/dizileri ne sıklıkla izliyorsunuz?
a) Her zaman b) Sıklıkla c) Ara sıra d) Neredeyse hiç e) Asla

İngilizce filmleri/dizileri izlemek için aşağıdaki teknoloji araçlarını ne sıklıkla kullandığınızı belirtiniz.

7- Televizyon	a) Her zaman	b) Sıklıkla	c) Ara sıra	d) Neredeyse hiç	e) Asla
8- Bilgisayar	a) Her zaman	b) Sıklıkla	c) Ara sıra	d) Neredeyse hiç	e) Asla
9- iPad	a) Her zaman	b) Sıklıkla	c) Ara sıra	d) Neredeyse hiç	e) Asla
10- Akıllı Telefon	a) Her zaman	b) Sıklıkla	c) Ara sıra	d) Neredeyse hiç	e) Asla
11- Mp4 çalar	a) Her zaman	b) Sıklıkla	c) Ara sıra	d) Neredeyse hiç	e) Asla

Deyim ve deyimsel günlük ifadelerin öğrenimi ile ilgili her bir soruya cevap verirken size uygun olan seçeneğin yanındaki harfi yuvarlak içerisine alınız:

12 - Deyim ve deyimsel günlük ifadeleri bir **roman veya hikaye okuyarak** en iyi şekilde öğrenirim.

- a) Kesinlikle katılıyorum b) Katılıyorum c) Kararsızım d) Katılmıyorum e) Kesinlikle katılmıyorum

13- Deyim ve deyimsel günlük ifadeleri **İngilizce ders kitabı aracılığıyla** en iyi şekilde öğrenirim.

- a) Kesinlikle katılıyorum b) Katılıyorum c) Kararsızım d) Katılmıyorum e) Kesinlikle katılmıyorum

14- Deyim ve deyimsel günlük ifadeleri İngilizce **filmleri/dizileri** izleyerek en iyi şekilde öğrenirim.

- a) Kesinlikle katılıyorum b) Katılıyorum c) Kararsızım d) Katılmıyorum e) Kesinlikle katılmıyorum

15- Deyim ve deyimsel günlük ifadeleri **anadili İngilizce olan kişilerle internette yazıarak** en iyi şekilde öğrenirim.

- a) Kesinlikle katılıyorum b) Katılıyorum c) Kararsızım d) Katılmıyorum e) Kesinlikle katılmıyorum

16- Deyim ve deyimsel günlük ifadeleri **anadili İngilizce olan kişilerle yüz yüze konuşarak** en iyi şekilde öğrenirim.

- a) Kesinlikle katılıyorum b) Katılıyorum c) Kararsızım d) Katılmıyorum e) Kesinlikle katılmıyorum

17- Deyim ve deyimsel günlük ifadeleri **İngilizce şarkılar dinleyerek** en iyi şekilde öğrenirim.

- a) Kesinlikle katılıyorum b) Katılıyorum c) Kararsızım d) Katılmıyorum e) Kesinlikle katılmıyorum

Appendix C

Name & Surname:

Class:

Gender:

Date:

Age:

INSTRUCTIONS:

Make sure you complete the personal information above first.

Please indicate your answers by circling the letter next the appropriate statement that applies to your learning and using English idioms and idiomatic daily expressions in general.

Content Specific Idioms and Daily Expressions Pre-Test

1. to screw the whole thing up

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation).....
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue).....

2. to drink a toast

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation).....
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue).....

3. to settle down

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue).....

4. to get dumped by someone

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation).....
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue).....

5. to save the best for the last

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation).....
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue).....

6. to chicken out

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue).....

7. to mark someone's word

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

8. to be done with

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation).....
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

9. It sucks

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation).....
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

10. Under one condition

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation).....
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

11. to ask somebody out

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation).....
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

12. to bump into someone

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

13. to get stuck

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

14. It has nothing to do with

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

15. to make yourself at home

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

16. to move on

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

17. to show up

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

18. to care of the rest

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

19. it is time for the tough talk

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

20. What are the odds!

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

21. be my guest

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

22. to be on someone

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

23. to be headed somewhere

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

24. to hang out

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

25. I'll give you that

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

26. It is kind of weird

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

27. It turns out that

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

28. The way I see it

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

29. to walk in on somebody /something

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

30. to pick up someone

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

31. to be broke

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

32. to be into something /somebody

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

33. to call it a day

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

34. compliments of someone

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

35. to make a point

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

36. to be such a big deal

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

37. to take it like a man

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

38. to take it personally

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

39. to take pride in

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

40. to track someone down

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

41. to click with someone

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

42. to duck into

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

43. to have stroke

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

44. to have more in common

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

45. it is not like I care

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

46. on principle

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

47. to stand for

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

48. to stroll into somewhere

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

49. to take someone's side

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

50. to tip someone

- (a) I do not remember having seen this idiom / daily expression before.....
- (b) I know this idiom / daily expression. It means (synonym or translation)
- (c) I can use this idiom / daily expression in a small dialogue: (dialogue)

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