USE OF FILM SCRIPTS AND THEIR TRANSLATIONS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

Research Article

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Abstract

Although millions of EFL learners benefit from watching subtitled/captioned movies and TV shows in non-instructional settings, one almost untouched area is the development of strategies in benefiting from film scripts and their translated versions as well as audio language-subtitle combinations. This paper reports research subsequent to the researcher/teacher's guided work on the use of film scripts and their translated versions. The students guided were required to notice and list chunks as well as technical and creative use of language in these scripts with their immediate contexts. This was carried out comparing the original scripts and those translated in Turkish and do creative dialogue/anecdote writing focusing on appropriacy and variety in language use. However some students' self-reported lack of focus on the jargons and formal language. The research was conducted with 1-5 Likert type questionnaires and closed-ended yes/no questions. The participants, the students of the research/teacher of the present paper, are the undergraduate students taking advanced language skills course as part of the curriculum of their major, the English language and literature. The results demonstrated that the film scripts can be used to convert the input provided by the film scripts to intake and uptake and provide good examples regarding the application of own language use in ELT.

Keywords: film scripts, subtitles, chunks, jargon, out-of-class settings, strategy

1. Introduction

There are several problems getting in the way of comprehension of spoken English. According to Renandya and Farrel (2011), features making speech especially challenging for EFL learners are speech rate, words undergoing radical changes with sounds modified, dropped, and added, which is quite natural for native speakers, blurry boundaries of words, real-time processing of speech.

Studying the listening problems of EFL college students in China, Zeng (2007 as cited in Renandya & Farrel, 2011, p. 54) listed them in percentages (p). Every participant in the sample found speech rate (p: 100%) to be the number one source. Following this were distraction (p: 95%), being unable to recognize words they knew (p: 90%), new vocabulary (p: 85%), missing subsequent input (p: 80%), nervousness (p: 70%), sentence complexity (p: 60%), background knowledge (p: 55%), anxiety and frustration (p: 45%), unfamiliar pronunciation (p: 40%).

Arguing for the need to benefit from the common ground between reading and listening, Renandya and Farrel (2011, p. 56) offer a solution related to the problems with "word recognition skill, vocabulary, reading comprehension, fluency, and general language proficiency". They argue for the application of extensive reading to extensive listening which they think will also help with positive attitudes toward reading and listening in general. What they recommend is reading and listening to simple and enjoyable materials.

The film scripts and their translated versions are the sources that provide such means for both extensive reading and extensive listening. The same holds for the subtitled/captioned movies and TV shows, as well. Therefore, options of audio and subtitles/captions would be

an inseparable part of a study of the use of films scripts for foreign language learning purposes.

Matielo, D'Ely, and Baretta (2015) cite studies showing that caption (same language subtitle) availability improved ESL students' word recognition (e.g. Garza, 1991; Neuman & Koskinen, 1992; Markham, 1999 cited in Matielo, D'Ely, & Baretta, 2015). Also cited by Matielo et al. (2015) are the studies conducted with university-level students concluding that for enhanced listening comprehension initially the students should be exposed to native language subtitles, followed with intralingual subtitles (captions) with the development of foreign language literacy skills. It is only finally no subtitles/captions option should be resorted to (e.g. Markham, Peter & McCarthy, 2001; Markham & Peter, 2003 cited in Matielo et al. 2015). Matielo et. al. (2015) stated that this argument "seems reasonable considering one's language learning path and it has strongly influenced later studies" (p. 172). However, some students may have the need to see the words they hear on the screen to establish the connections between the spoken and the written whereas the native language subtitles do not encourage the previously acquired listening skills (Stewart & Pertusa, 2004).

Reversing the direction of L1 and L2 in the traditionally applied interlingual subtitling, Zengin and Aker's study (2016) tried including a new combination of audio and subtitle languages. Audio language is the native language of the EFL learner and the subtitle is the target language. As the perceptive skill of reading is easier than that of listening, reading can be used to facilitate the preparation of the foundation for productive skills. One way to do this is reading English subtitles while enjoying the full comprehension of the audio language being the mother tongue of the student. Zengin and Aker (2016) conducted in-depth semi-structured interviews about watching movies/series dubbed in Turkish and subbed in English with 16 Turkish undergraduates majoring in English philology and analyzed the data with content analysis. Although seven participants did not experience using the combination, the three-fourths of the sample expressed their positive attitudes towards using Turkish dubbed-English subbed only three participants actively used Turkish dubbed – English subbed films in their past learning processes.

Of these three students, this combination had a good effect regarding reading and vocabulary at the beginning stage. But she stated that owing to spelling pronunciation differences, she later had a tendency to use English captioned English audio language. According to another female participant, Turkish dubbed audio with English subtitles on was a good choice for the everyday conversational language but she also argued for English audio with English captions on to gain familiarity with the sound and improve pronunciation. Although almost twenty percent experienced using Turkish dubbed English subbed version and expressed their satisfaction with this experience, more than half found the idea to be very logical. Those considering this strategy useful underlined its help with noticing the mistakes done and its support for new English vocabulary (including technical terminology). There was also one male student who underlined its benefits at the beginning stages he experienced.

Another way of using the receptive skill of reading as a preparatory foundation for the more challenging receptive skill of listening is activities/tasks with the use of film scripts and their translations. Given the challenges presented and solutions offered, the strategy that supports learners of English facing these difficulties in the application of solutions can be the use of activities of films script with which learners detect chunks (collocation, colligations, and others), technical terminology and creative language together with their translations. The activities have implications for subtitles, as well since subtitles are versions of films scripts shown on the screen when the films are played.

Strategies for making most of the subtitles help learners to pay conscious attention to the input resulting in the kind of intake known as noticing (Schmidt, 1990). Due to the cognitive load involved in noticing, receptive tasks should precede productive tasks. "Recent research suggests that tasks promoting "the premature production of language may be less effective than tasks encouraging the receptive processing of input (Van Patten, 1994 as cited in Batstone, 1996, p: 273).

2. Purpose

The researcher was the instructor who taught language skills course. The number one problematic area in the Turkish context is speaking skills. Daily conversational language requires a high-level command of chunks. However, another learning outcome targeted required English for professional purposes as well as the addition of translational skills, and the students were English language and literature majors. Therefore, the study covered specialised language and creative language uses as well as translation.

In order to achieve these outcomes related to construction of vocabulary foundation as a prerequisite and consciousness of the reading-oriented culture of learning in much of the context inTurkey, the researcher developed the strategy of benefiting from compare/contrast study of the scripts of English movies and TV shows and their translation versions both of which can be found free-of-charge in some script websites. Therefore, the students were provided guidance about how to benefit from the scripts for vocabulary skills, translation skills and productive skills of creative dialogue writing. Their progress was monitored in the process. In this context, with a self-made questionnaire, the research/teacher aimed to assess the effectiveness of the above-mentioned strategy in terms of the learning outcomes targeted.

3. Method

Although there was one item asking the participants about their comments, no qualitative data except those by two students were collected, resulting in almost all the data being quantitative with Likert scale attitude questions, yes/no questions, and one multiple choice question. Responses to the Likert scale survey items were analysed using SPSS. As for the other data (multiple choice and yes/no questions) frequencies and percentages were calculated.

3.1. Participants

In terms of participation, the focus of the study was on thirty-six students of English philology program of Tekirdağ Namık Kemal University. They were late adolescents whose level of English was intermediate. The scale was administered in their first language, Turkish.

3.2. Instrument

The questionnaire included 5-point Likert scale attitude questions, yes/no questions and one component with four items consisting of four options to choose from. The Likert scale survey questions consisted of two components. One of these had ten items about the use of scripts of movies and TV shows and their translations and the other had nine questions about the ways of using combinations of the audio language and subtitles, what they chose under what condition and for what reason.

The yes/no questions were those asking whether they wrote dialogues only, short stories only, both dialogues and short stories as part of the scripts. Some yes/no questions were about language use. They were asked whether, in their dialogues/anecdotes, they showed care for appropriacy in language use, whether they showed care not to neglect the variety in language use (inclusion of not only chunks but also jargon and creativity). The film script activities

also consisted of creative writing activities subsequent to the vocabulary tasks which were done with the scripts. Therefore, yes/no items also inquired what they actually wrote and their general preferences apart from this actual writing. So, the participants were asked whether they actually wrote dialogue only, short story only, or both dialogue and short story. Apart from they were also asked whether they generally preferred to write dialogues only, short stories only, or both.

Some of them were about including film activities that included acting, that is the enactment of the script. The participants were asked whether they did activities of enactment of dialogues and/or anecdotes including role play, script-writing and doing the shooting within-group task-sharing. The last component had four options each of which was a combination of audio language and subtitle. Options were English audio – subtitle off, English audio – Turkish subtitle, English audio – English subtitle (captions), and the option of the Turkish dubbed – English subbed. They were asked assuming that they had a device that provides a variety of audio language and subtitle combinations what option they would choose under what condition (however, due to presumably time constraints or seeing the following Likert scale items were on the same topic, except two students, no participants wrote any comment related to each option and only a few selected.

4. Results

4.1. Findings of Yes/No Questions

All of the students did activities in which they scanned the English language movies and TV shows (series) for chunks, find the Turkish equivalents of these chunks in the Turkish translation versions of the English language scripts and listed both English chunks and their Turkish translations. The number of those adding to the lists the examples of creative language use together with their Turkish equivalents was higher, namely 30 students. However, six respondents (p:16.66% – two males and four females) stated they did not so. Those adding specialized language examples with their Turkish equivalents constituted almost the three-quarters of the sample. Nine respondents (p=8.33%; males: N=3; females: N=6) said they did not so and there were two nonresponders. Almost all of them added vocabulary with their Turkish translations when they noticed their translations were intriguing. Only two did not so (5.55% - one male and one female). Except for 10 respondents (p=27.77 %; males: N=3 and females: N=7), the participants stated that the structures requiring grammatical awareness in terms of grammar together with their Turkish equivalents.

Only less than half of the participants reported that they did these (above-mentioned) activities using the scripts of movies and TV shows (series) together with their L1 translations outside the class, that these activities turned into a habit and they construct vocabulary materials from the movies or series they were interested in even if they were not asked to by the teacher. However, more than half of the sample (p=55.55%; males: N=7 and females: N=13) self-reported that they limited themselves to in-class activities and did not extend them beyond the class hours.

In their vocabulary lists, they constructed using these script activities. It is only almost two-thirds of the sample who stated that in addition to the daily conversational language, they added language use examples such as formal/academic language and technical terminology. All of the participants stated clearly that they could write dialogues rich in terms of language use examples they acquired with these activities. Some questions were about the participants' preferences and tendencies to write dialogue, short story/anecdote or both.

Half of the sample (N: 18, p=50%; females: N=9; males: N=9) stated that they wrote only dialogues. Almost four-fifths of the participants (N= 14, females: N=11, males: N=3) wrote short stories in addition to dialogues number fourteen. Those whose general preference is writing dialogues constitute half of the respondents (N=18, P=50%, females: N=12 and males:N=6) whereas those who generally prefer to write anecdotes number two (one female, one male) and It was only four respondents (3 females and 1 male) who underlined their general preference is writing both dialogues and anecdotes. Other participants seem to be confused or indecisive or having contradictory statements since they expressed more than one kind of preference out of three choices (only dialogue, only anecdote, both): The number of those doing so is 11 (7 females, 4 males) for only dialogue option, 7 (4 females, 3 males) for only anecdote option, 9 (6 females, 3 males) for both dialogue and anecdote option. It may also be said the wording of the questions is problematic which might be the cause. So maybe those with more than one stated preference meant that there have been times they chose to write only dialogue, only anecdote, and both. If this is the case those stating their general preference as both are 13 participants (9 females, 4 males).

Some questions were about the features of their productions. Except for one person, all the participants stated that they did show care to have appropriacy of language use in what they wrote. Except two, all of them stated that they showed care to have variety (e.g. including not only chunks, but also creative-language, technical terminology, including academic, or formal elements as well informal or casual words). However, regarding the enactment of what they wrote, those who played the role of a character in their writings are only half of them (12 females, 6 males), whereas the other half did not do so. A bit over forty percent (41.66%) were self-reported to do activities of enacting dialogues and/or anecdotes including role play, script-writing and doing the shooting within-group task-sharing.

Most of the participants considered the speech rate and the accent to be the factors that create difficulty to understand the movie an/or TV show (series). Only 3 students (2 females and one male) thought that the speech rate is not the factor of difficulty. As for the accent only five student respondents (4 females and 1 male) state that to them the accent does not make it difficult to understand the movie and TV shows. The number of those believing the technical language to cause difficulty in comprehension of the movies/TV shows (series) is much less compared to speech rate and accent. However, it is only 10 participants (8 females and 2 males) who do not consider the technical jargon to be a source of difficulty.

Whether cultural differences constitute any difficulty factor in the understanding of movies and TV shows are also responded positively by almost half of the sample with 16 participants (9 females and 7 males) responding negatively to the statement. The least number of affirmative responses went to whether the high number of slangs generated any difficulty in the comprehension of movies/TV shows. Almost the four-fifths (N=28; females:N= 19; males: N=9, p= 77.77%) responded negatively.

Except for two students (1 female, 1 male), all of the students stated that they noticed chunks or similar multiword units while watching English movies and/or TV shows (series). However, although the chunks are reported to be noticed, more than half of the respondents (N: 19; females: N= 11; males: N=8; p= 52.77%) stated that they do note them down. Likewise, the statement "While noticing the chunks, I note them with their Turkish equivalents" is responded positively only by half of the sample.

4.2. Findings of the multiple-choice part of the questionnaire

Out of four audio-subtitle combinations, English audio with subtitles off and Turkish dubbed-English subbed combinations are the two audio-subtitle combinations that were

reported to be chosen by only one person (in each case females). The other participants choosing one choice are 29 participants. Almost half of them self-report their preference as English audio with English captions (N= 15, female:N= 10; males: N=5). Almost another half chose the other much-preferred combination, namely English audio with Turkish subtitles (N= 14; female: N= 8 males: N=6). As for the rest few, there was one female non-respondent, one female choosing all the combinations except the Turkish dubbed English subbed version, one female choosing English audio with English subtitles and English audio with Turkish subtitles. There was also one male choosing each item and writing his justification for each.

4.2.1 Comments of two participants

One female was seen to have the need to add her comment as a justification for her preference for English audio – English subbed/captioned

"This is the way I develop my listening, I get familiar with the words. Besides, seeing the way the words are written, I am coding them in my mind. Above all, when the words are intelligible due to the difference in accent the words this combination makes the words in the memory stronger when I see them."

Not having one choice, one of the participants (male) had the need to reflect her preferences more accurately:

According to what he wrote: When he does not have trouble following or understanding the series or the movie he watches it in English and without subtitles. If he has no trouble watching the series, he prefers to set both the language and subtitle as English. In order to watch the series in its original language and watch it without any trouble with the understanding, he sets the audio as English and the subtitle as Turkish. In order to see how the movie or series were adapted to Turkish and how the chunks were translated he prefers Turkish dubbed English subbed version.

4.3. Likert scale findings

4.3.1. Findings of the use of scripts of movies and TV shows and their translations on a 5-point Likert scale

Table 1. *Questionnaire items about the use of scripts of movies and TV shows and their translations on a 5-point Likert scale*

Items	Means (M)	Level of agreement (LoA)	Standard Deviations (SD)
1. The above-mentioned activities contributed to general English.	4.37	87.4%	.646
2. The above-mentioned activities contributed to my conversational English.	4.1429	82.8%	.49366
3. The above-mentioned activities contributed to chunks.	4.3714	87.4%	.59832
4. The above-mentioned activities contributed to specialized language (law, medicine, etc.).	3.9714	79.4%	.82197
5. The above-mentioned activities contributed to my translation skills.	4.2286	84.6%	.59832
6. Some benefits of translation are raising of the awareness regarding the source (Turkish) language and culture as well as target (English) language and culture.	4.0000	80.0%	.64169
7. The place of translation in my learning process contributed to the awareness regarding cultural differences.	3.8000	76.0%	.96406

8. I came across examples of creative language uses in the English scripts (e.g. bridezilla, bromance).	4.3235	86.4%	.80606
9. The translations of creative language uses were beneficial in terms of creative language use.	4.1714	83.4%	.78537
10. While I was benefiting from the films in language learning I noticed stereotypes.	4.4000	88.0%	.55307

Table 2. *Frequency in number (n) and percentage*

Items	Strongly agree N (%)	Agree	Undecided	Disagree	Strongly disagree
1. The above-mentioned activities contributed to general English.	15 (41.66%)	20 (55.55%)	-	1 (2.77%)	
2. The above-mentioned activities contributed to my conversational English.	7 (19.44%)	27 (75.0%)	2 (5.55%)		
3. The above-mentioned activities contributed to chunks.	15 (41.66%)	19 (52.77%)	2 (5.55%)		
4. The above-mentioned activities contributed to specialised language (law, medicine, etc.).	10 (27.77%)	18 (50.0%)	6 (16.66%)	2 (5.55%)	
5. The above-mentioned activities contributed to my translation skills.	11 (30.55%)	22 (61.11%)	3 (8.33%)		
6. Some benefits of translation are raising of the awareness regarding the source (Turkish) language and culture as well as target (English) language and culture.	7 (19.44%)	22 (61.11%)	7 (19.44%)		
7. The place of translation in my learning process contributed to the awareness regarding cultural differences.	9 (25.0%)	15 (41.66%)	8 (22.22%)	4 (11.11%)	
8. I came across examples of the creative language uses in the English scripts (e.g. bridezilla, bromance).	16 (44.44%)	16 (44.44%)	1 (2.77%)	2 (5.55%)	
9. The translations of creative language uses were beneficial in terms of creative language use.	12 (33.33%)	20 (55.55%)	2 (5.55%)	2 (5.55%)	
10. While I was benefiting from the films in language learning I noticed stereotypes.	15 (41.66%)	20 (55.55%)	1 (2.77%)		

As can be seen in Table 1 and Table 2, with five being the 100% agreement and the mean values converted into percentages, the items in the first Likert scale questionnaire, which was about the use of the scripts of movies and TV shows (series) together with their L1 translations, were highly rated, above the level of agreement of 0.80 (80%) which shows a high consensus of agreement with the items on the part of the participants of the study. Only the two below this threshold, the fourth and the seventh also reflect the agreement, the former only 0.6 below the 0.80 agreement level whereas the latter also demonstrate agreement as well.

Overall, the items in the questionnaire are highly rated. The activities using scripts of movies and TV shows and their translations contributed to general English, conversational English, chunks, specialized language (legal jargon, medical jargon, etc.) and translation skills. Out of these contributions, that regarding chunks had the highest level of agreement followed by that regarding general English, which shows it is not limited to chunks. Those with a positive attitude toward their contribution to general English make up 97.22% of the sample with only one student disagreeing (2.77%). Those demonstrating affirmative attitude toward their benefit for the chunks number 34 making up the 94.44 of the sample with those disagreeing consisting of the rest, 5.55% of the sample. Chunks make up most of the conversational language. Thus, a similar level of high rating was exhibited with the affirmative attitudes shown by 32 out of 36 participants (%88.88 with positive attitudes) toward the item stating the benefits of the film scripts for conversational English. Furthermore, the film scripts are also perceived by almost four-fifths of the sample to be beneficial in terms of the special-language words or terms associated with particular areas of specialist knowledge. The film scripts were reported to provide benefit beyond formulaic language. Almost ninety percent (88.88%) of the sample stated they came across examples of creative language use (8th item). Translations of the examples of creative language use, produced breaking the moulds of formulaic language, benefited the students as well. So the 9th item was also favored with 32 out of 36 students (88.88%). Those undecided and those disagreeing constitute 5.55% and 5.55% respectively. The high level of an agreement reflected with favorable attitudes was shown by 32 out of 36 (88.88%) students who think the dimension of creative language use involved the translations of creative language use.

By their nature, the film script studies involved both English scripts and the scripts' translation into Turkish. The film scripts were self-reported to make contributions to 33 participants' translation skills. For this item (5th item in the questionnaire), no student displayed a negative attitude, and there were only 3 undecided respondents. Another item about translation is the sixth item stating the benefits of translation with respect to awareness-raising regarding the language and culture of both source and target languages, which is highly rated by 29 respondents, a bit over the four-fifth (80.5%).

However, although highly rated by the two-third, the item about the contribution of translation in the students' learning process to their awareness of cultural differences was rated lower than the rest of the items. This shows that awareness should be raised as to the potential of translation for cultural differences. Another dimension requiring attention is the problem of stereotypes that may be seen in films. Given all the credit attached to the benefits of using films for skills related to language skills, except one disagreeing, all the students (N: 35, p= 97.22%) self-report that they came across stereotypes in films.

4.3.2. Findings of the ways of using combinations of the audio language and subtitles on a 5-point Likert scale

Table 3. *Questionnaire items about the ways of using combinations of the audio language and subtitles on a 5-point Likert scale*

Items	Means (M)	Level of agreement (LoA)	Standard Deviations
1. When the spoken language is not comprehended due to the accent, preferring the combination of English audio / Turkish subtitles facilitates comprehension.	4.22	84.4%	.760
2. The combination of English audio / Turkish subtitles contributes to my pronunciation.	3.75	75.0%	.996
3. At an advanced level, it is also beneficial to watch in English audio with no subtitle, the fact that there is no subtitle can help prevent distraction.	3.86	77.2%	1.125
4. It is better to prefer setting the audio to English and switching off the subtitle when the viewer can comprehend the English.	4.11	82.2%	1.116
5. What provides better results in the learning process is not only one combination (audio language-subtitle combination) but the variety of audio language-subtitle combinations.	4.36	87.2%	.762
6. When Turkish dubbed-English subbed combination is preferred noting down chunks with their Turkish equivalents gets easy	3.65	73.0%	.981
7. When Turkish dubbed-English subbed combination is preferred, this preference facilitates my noticing the language use when I do not understand the accent.	3.06	61.2%	1.162
8. When Turkish dubbed-English subbed combination is preferred, this facilitates noticing and noting down the formal or academic-oriented uses of language.	3.74	74.8%	.919
9. When Turkish dubbed-English subbed combination is preferred, this facilitates the development of the vocabulary necessary for the beginning stage of the language learning process.	4.06	81.2%	.591

Table 4. *Frequency in number (n) and percentage (%)*

Items	Strongly agree N (%)	Agree	Undecided	Disagree	Strongly disagree
1. When the spoken language is not comprehended due to the accent, preferring the combination of English audio / Turkish subtitles facilitates comprehension.	14 (38.88%)	17 (47.22%)	4 (11.11%)	1 (2.77%)	
2. The combination of English audio / Turkish subtitles contributes to my pronunciation.	7 (19.44%)	19 (52.77%)	5 (13.88%)	4 (11.11%)	1 (2.77%)
3. At an advanced level, it is also beneficial to watch in English audio with no subtitle, the fact that there is no subtitle can help prevent distraction.	12 (33.33%)	13 (36.11%)	7 (19.44%)	2 (5.55%)	2 (5.55)
4. It is better to prefer setting the audio to English and switching off the subtitle when the viewer can comprehend the English.	17 (47.22%)	12 (33.33%)	2 (5.55%)	4 (11.11%)	1 (2.77)
5. What provides better results in the learning process is not only one combination (audio language-subtitle combination) but the variety of audio language-subtitle combinations.	18 (50.0%)	14 (38.88%)	3 (8.33%)	1 (2.77%)	
6. When Turkish dubbed-English subbed combination is preferred noting down chunks with their Turkish equivalents gets easy.	6 (16.66%)	16 (44.44%)	6 (16.66%)	6 (16.66%)	
7. When Turkish dubbed-English subbed combination is preferred, this preference facilitates my noticing the language use when I do not understand the accent.	4 (11.11%)	9 (25.0%)	10 (27.77%)	9 (25.0%)	3 (8.33%)
8. When Turkish dubbed-English subbed combination is preferred, this facilitates noticing and noting down the formal or academic-oriented uses of language.	7 (19.44%)	16 (44.44%)	8 (22.22%)	4 (11.11%)	
9. When Turkish dubbed-English subbed combination is preferred, this facilitates the development of the vocabulary necessary for the beginning stage of the language learning process.	7 (19.44%)	23 (63.88%)	5 (13.88%)		

As can be seen in Table 3 and Table 4, the thirty-one out of 36 participants, that is more than four-fifth, (86.11%) demonstrated positive attitudes toward combining English audio with Turkish subtitles when the accent factor gets in the way of comprehending the English audio. The number of those undecided and negative was four (11.11%) and one (2.77%)

respectively. The English audio / Turkish subtitle combination was also believed to contribute to the pronunciation of almost the third fourth of the sample with those with affirmative attitudes numbering twenty-six (72.22%). Those undecided numbered 5, and those with negative attitudes were 5 in number with 11.11% and 2.77% exhibiting disagreement strong disagreement respectively.

The third and fourth items were related to watching films with English audio on and subtitle off. There is also a high level of agreement with the item stating that at an advanced level it is also beneficial to watch an English film without subtitles and distraction is prevented when subtitle is turned off. Making up almost seventy-percent the seventy-five students rate the item highly. Those undecided consisted of seven students whereas only four participants' answers were negative with 2 disagreeing and 2 those disagreeing strongly.

Like the high rating shown for the English audio with no subtitles mode for those at an advanced level of English, the rating was also high (29 students making up of a bit over four-fifth (80.55%) to use this combination in case of viewers with no problem of comprehension of the English. As for the rest of the sample (19.45%), those showing disagreement (N= 4, p= 11.11%) and strong disagreement (N= 1, p=: 2.77%) outnumbered the undecided (N=2, p=5.55%).

With the highest number of those showing strong agreement (N= 18, p= 50%), the highest-rated item was the necessity of using a variety of audio-subtitle combinations and not necessarily limiting the option to anyone combination to achieve better results in case of benefiting from audio-subtitle options in terms of learning and using English (3 undecided, 1 disagreeing). However, the ratings for watching films Turkish dubbed, English subbed were lower than those for other audio-subtitle combinations. The unfamiliarity with this combination seems to be the reason if one thinks of four unanswered items in the four items related to the Turkish dubbed – English subbed combination (two, one and on in 6th, 8th and 9th items respectively). Although the second-lowest rated item there was still enough agreement level for the sixth item stating that if the preference is shown for Turkish dubbed and English subbed version, it gets easy to note down chunks with their Turkish equivalents.

However, the only undecided attitude is exhibited for the seventh item, a preference for the Turkish dubbed-English subbed version facilitates noticing the language use when the accent is not understood. What would confuse the mind here can be the mention of the word accent in the item, the accent might be seen as irrelevant to prefer this combination. The total of those agreeing is only a bit over one third with those agreeing and strongly agreeing consisting of 25% and 11.11.% respectively

On the other hand, the picture is different when the participants were asked if and to what extent the combination in question (Turkish dubbed audio with English subtitles on) facilitates noticing and noting down the formal or academic-oriented uses of language. More than the three-fifth (N= 23, p: 63.88%) demonstrated positive attitude but the one-fifth (n: 8, p:22.22%) were undecided and four participants (11.11%) disagreed with the statement expressed in the item.

The Turkish dubbed-English subbed version was believed by more than four-fifth of the sample (N= 30, p:83.33%) to be most suitable for the facilitation of vocabulary development in the beginning stage of the learning process. Only five respondents were undecided and there was no participant demonstrating disagreement.

5. Discussion

Matielo, D'Ely and Baretta's (2015) list of recommendations for what future studies should focus on is the accounts by the students of the experiences they undergo, strategies they use

and reactions they show while viewing videos with subtitles/captions. This way will reflect what they believe and perceive about the impact of this kind of videos on the process of their learning and the effects in non-instructional settings. The previous study Zengin and Aker (2016) was on the students' accounts with implications on the need to raise consciousness about the use of Turkish dubbed-English subbed films. The present study is also the account of English language and literature undergraduate students' attitudes toward the use of film scripts and the implications for the use of subtitles/captions. As free-of-charge sources, the websites containing film scripts in their original language as well as their translated versions and subtitles/captions that can be used in and out of class settings. There is a great need to have strategies seeing the whole picture and integrating both the formal and informal settings.

The challenges sourcing from speech rate, vocabulary (novel words, technical terminology, etc.) and accent are acknowledged by the participants of this study which are also corroborated in Zeng's (2007 as cited in Renandya & Farrel, 2011) study which determined the sources of listening difficulties. The participants rated the item stating that distraction is prevented when the subtitles are turned off. However, examining foreign language vocabulary acquisition by Dutch fourth and sixth graders Koolstra and Beentjes (1999) young children benefit from watching subtitled TV programs. Showing no difference between a TV program in English with and without Dutch subtitles, the findings of Koolstra and Beentjes' (1999) study contradicted with the belief that viewers might be distracted from hearing English words by reading subtitles. The Dutch subtitling also helped word recognition and vocabulary acquisition.

The subtitles are good examples of the use of translation for the learning of the foreign language. But the intercultural aspect of translation should not be ignored. The item of the questionnaire about the translation and intercultural competence was lower than the other items. One of the numerous topics subtitled/captioned videos addressed is the development of intercultural competencies (Matielo, D'Ely, & Baretta, 2015). Highly rated items regarding the benefit of subtitles and translation converged with Matielo and Espindola's (2011) evaluation: Not reflecting a complete verbatim of what is spoken, subtitles are shaped by mandatory linguistic compression (Matielo & Espindola, 2011). This compression has an advantage for memory.

The participants showed a high level of agreement for the use of interlingual subtitles. This finding overlapped with Hall and Cook (2012) and Hall and Cook (2013) that shows support for the fact that learners of English benefit from using their languages as opposed to overly monolinguistic attitudes suggest. Hall and Cook (2012, p. 271) reports "charts the continuing widespread use of students' own languages in classrooms around the world and the contemporary academic and societal trends which have led to a revival of support for this" and provides support for the learner's own languages with a range of theoretical frameworks, empirical studies. Hall and Cook's (2013) interviews with practicing teachers demonstrated a wide-spread own-language use which showed a gap between mainstream ELT and teachers' practices on the ground.

6. Conclusion

The scripts of movies and TV shows were analyzed to detect chunks (collocations, colligations, other multi-word units/formulaic language examples), examples of specialised language and creative use of language and the translations of these and list both the English vocabulary and their translation equivalents. Having been exposed to the rich variety of language use examples with their translations, the students were required to be involved in creative dialogue writing activities following each vocabulary activity in the process. Analysis of the Likert scale attitude questions constructed to assess the students' attitudes

toward these script tasks demonstrated that these tasks were found to be beneficial in terms of general English, English for specific/professional/academic purposes, chunks and conversational English as well as creative use of language. Besides, the tasks were found to benefit the students in terms of translation skills, and awareness of source and target language and culture. This had implications for students to benefit much more from translation in terms of awareness of cultural differences which many students did not seem to benefit enough in their learning process. Apart from all these benefits, the students also did notice stereotypes in movies and TV shows.

Another awareness was shown on the variety of strategies for using combinations of audio language and subtitles. Out of all the items, those about the use of Turkish dubbed English subbed version were rated lower than the others, therefore strategy training and consciousness-raising should be started for the use of Turkish dubbed audio language with English subtitles in the learning and use of English. In a study by Zengin and Aker (2016), some of the participants stated that they benefited from this audio-subtitle combination in the beginning stages of learning English. However, the present study showed the need to find ways to benefit from the Turkish dubbed-English subbed version in all the levels of the language learning/use process. Besides, more awareness should be raised for specialised language and use of translation. Translation has significant untapped potential but translation is still taboo word perceptions and conceptions regarding its use being marginalised to and confused with the grammar-translation method (Hall & Cook, 2012; Hall & Cook, 2013). Köksal (2005) argues for the need to incorporate translation as a fifth skill. There is a lack of studies on this dimension. Similarly, Arslan and Kavaklı (2019) conducted a study in which they analyzed the pre-service teachers' translation errors and they stated that implementing error analysis could guide the instructors to pinpoint the source of errors and improve language learning.

The film script tasks reported in this article proved to be good applications of the idea of using film scripts to advance EFL learners' vocabulary and translation skills. As a successful application, the processes reported have implications for those aiming to develop strategies to speed up the processes of learning and teaching English. These activities cvan be integrated to learning/teaching processes within a flipped classroom approach. Since much of the learning takes place in out-of-class settings where the teacher cannot provide immediate feedback it is necessary to reverse the way things run. The teachers of English should be introduced to the use of films scripts and they should be helped to integrate this to their unique settings. The current research had important implication for developing conversational skills of the Turkish learners of English living in Turkey since the conversational skills is a vicious circle experienced and observed by so many people in Turkey.

7. Limitations

The present study had some limitations. The study was limited to script tasks and creative writing. More encouragement should have been shown for those who want to write monologues or anecdotes from the beginning of the process. Also, in writing productions of students, intercultural awareness should have been shown more concern similar to Arslan's (2018) recommendations on the place of intercultural skills in materials. Tasks did not include students' watching of the films with a variety of audio languages and subtitles. This way, they could also observe aspects of nonverbal communication which constitutes a significant part of the communication. This is recommended for future studies. As highlighted in Zengin and Çubukçu (2013), Zengin, Doğan, and Çubukçu (2015) which focused on the idea of using backseat TV systems of buses and Zengin and Aker (2016), the present study holds the same view the solution stakeholders are government, educational

sector and broadcasting companies. Language teaching strategies should not be imprisoned to the walls of classrooms only view to education.

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