

Araştırma-İnceleme

**EDUCATION POLICY AND THE EFFECT OF SUBTITLE
OPTIONS IN LEARNING PROCESS: A CASE OF
TURKISH STUDENTS AS ENGLISH LANGUAGE
LEARNERS**

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Abstract: The common assumption in the use of films in learning foreign languages is that films should be watched in the target language with the subtitle in Turkish on, followed by captions later in the process. Given the need to think out of the box, it is necessary to investigate the effect of alternative combinations of language and subtitle options in the language learning process. The purpose of this article is to investigate whether learners of English as a foreign language use Turkish dubbed English subbed movies for the development of English vocabulary skills. For this aim, the data was collected through semi-structured interviews from sixteen Turkish undergraduates majoring in a Turkish University's English Language and Literature Department. The interviews were carried out through Facebook. Besides, an expert interview was conducted to understand his/her ideas about the use of Turkish dubbed English subbed movies/series for improving English vocabulary skills. One of the results indicated that only three participants out of sixteen stated the benefits of watching films as Turkish dubbed and English subbed for English vocabulary skills. As a result of this research, it can be concluded that a collaborative action between applied linguists, policy makers and broadcasting and streaming companies could provide the viewers with alternative options of language and subtitle.

Keywords: Subtitle options, EFL learners, Turkey, Education Policy on Foreign Languages, Interviews.

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EĞİTİM POLİTİKALARI VE ALTYAZI SEÇENEKLERİNİN EĞİTİM SÜRECİNDEKİ ETKİLERİ: İNGİLİZCE ÖĞRENERİN TÜRK ÖĞRENCİLER ÜZERİNE BİR DURUM ÇALIŞMASI

Öz: Filmlerin yabancı dil öğrenmede kullanılmasındaki yaygın kabul, filmlerin önce hedef dil Türkçe altyazı kombinasyonu ile izlenmesi ileri aşamalarda bunu İngilizce altyazının takip etmesinin doğru olduğudur. Alışılmışın dışına çıkma ihtiyacı göz önünde bulundurulursa, dil öğrenme sürecinde farklı dil ve altyazı seçenek kombinasyonlarının etkisinin araştırılması gereklidir. Bu makalenin amacı İngilizce öğrenenlerin kelime becerilerini geliştirmek için Türkçe dublaj İngilizce altyazılı film/dizilere yaklaşımları ve bu tür dil kombinasyonlarından yararlanıp yararlanmadıklarını araştırmaktır. Veriler Türkiye'deki bir üniversitenin İngiliz Dili ve Edebiyatı lisans öğrencilerinin katıldığı yarı-yapılandırılmış mülakat aracılığıyla toplanmıştır. Örneklem seçimi (ölçüt örnekleme) dil edinim sürecinde film/dizileri aktif olarak kullanan öğrencilerle sınırlandırılmıştır ve mülakatlar Facebook üzerinden yapılmıştır. Araştırma analizi, özellikle üç katılımcının İngilizce becerilerini geliştirmek için filmleri Türkçe dublaj İngilizce altyazılı olarak izlemekten yararlandıklarını göstermektedir. Sayının nispeten az olması, bu altyazı kombinasyonunun İngilizce kalıpların kavranmasına yönelik yararlarıyla ilgili farkındalığın artırılması ihtiyacını göstermektedir. Bulgular aynı zamanda uygulamalı dilbilimciler, dil Kamu ve siyasi karar birimlerinin politika belirlemelerinde fayda sağlamayı amaçlamaktadır.

Anahtar Sözcükler: Altyazı seçenekleri, İngilizce Öğrenimi, Türkiye, Yabancı Dil Eğitim Politikaları, Mülakatlar.

Introduction

Renandya and Farrell (2011) list features which make speech particularly difficult for learners of English as a foreign language. One of them is speech rate. There is an inverse correlation between speech rate and comprehension, which becomes almost impossible with speech rate reaching at a critical level, the level which “is normally much lower than that for the more advanced learners” for many EFL learners (Renandya & Farrell, 2011, p. 53). Another feature, which makes it difficult for EFL learners to recognize words, with sounds modified, dropped, or added when woven together (e.g. reduction of ‘What is up?’ to ‘Sup?’). The third feature is the blurry boundaries between words tending to blend with each other. The last but not the least feature is “the real-time processing requirements of speech” with little control over what is said and the speed it is said.

In a study with EFL college students in China listing top ten listening comprehension problems of EFL college students Zeng's (2007: cited in Renandya & Farrell) has found the fast rate of speech to be the number one problem every and each one of his students. Unable to catch the words, they get distracted, and cannot even recognize the words they knew. It is not surprising to see eighty-five percent reporting new vocabulary as the fourth problem. One

of the sources may be the lack of knowledge of a low-frequency vocabulary such as the technical vocabulary of a profession as well as collocations or other multi-word units. Together with missing subsequent input (85%) and sentence complexity (60%) the sources of listening problems indicate the significance of the comprehension of formulaic language along with the internalized knowledge of its components. Processing language through multi-word lexical units can save time and decrease the nervousness, a factor reported by the seventy percent, and anxiety and frustration reported by the forty-five percent. Processing through multi-word units also prevent waste of limited sources of working memory and save them for higher levels of language so that they can use background knowledge reported by fifty-five percent.

Additionally, the problem of unfamiliar pronunciation has a lexico-grammatical aspect as well. For instance, Celce-Murcia (1995, p. 377) lists lexico-grammatical signals (e.g. discourse markers, lexical phrases, and word order) as items, which are “critical in signaling information to the listener.” According to Kremmel, Brunfaut, and Alderson (2015), although the recognition of the formulaic nature of language is on the increase, the critical role of phraseological knowledge is still underestimated. On the other hand, warning against rote recall, Brown (1987, p. 185) warns against the likelihood of errors in the process of storing prefabricated patterns due to the rottenest being a factor of “a lack of knowledge of the structural rules for forming the particular utterance.”

As Hughes-Trappes Lomax (2004, p. 15) emphasizes, in language teaching, “if grammar and lexis are presented as more separate than they really are, thus obscuring the inter-connectedness in lexico-grammar”, this may bring about potential disadvantages. Likewise, if the division between four skills is perceived and applied in a way that can lead to the failure to attend to the common ground between listening and reading and what is common to speaking and writing. Similar separatism may be observed in the conceptualization of spoken and written media “as discrete types rather than points on a continuum” or in the arbitrary division of text-making features between spoken and written modes, “thus obscuring those text-making features that are common to discourse of all kinds.”

Renandya and Farrell (2011) are on the side of those who benefit from the common ground between reading and listening. Criticizing the scant attention given to the learners’ perceptions and overemphasis on strategy-based approach, Renandya and Farrell (2011, p. 56) believe that applying the extensive reading approach to the skill of listening in the form of an extensive listening approach might be the answer that can help with the listening problems. They call attention to the strong evidence for extensive reading, which results in the improvement of “word recognition skills, vocabulary, reading comprehension, fluency, and general language proficiency” as well as “more positive attitudes towards reading and language learning in general.” Renandya and Farrell (2011, p. 56) emphasize that in this approach, the students read anything they find

pleasurable. The only condition is that “they should choose reading materials that they can understand on their own and that they read a lot of these materials.” Their belief is that the same result might be obtained in the skill of listening, if a lot of practice is done with extensive listening materials that are comprehensible and enjoyable. They think use of listening strategies is burdensome for foreign language learners due to the challenges in the nature of listening especially for those at the beginner level.

Movies and TV series can be accepted as comprehensible and enjoyable listening materials. In low exposure foreign language settings, where the learning culture is reading comprehension oriented, interaction between text based bottom up processing and reader based top down processing (e.g. strategy use) - while reading the L2 subtitles - allow the viewer to connect the L1 dubbed listening input and the subtitle and notice the target vocabulary. They also allow working memory to save space for higher levels of second language use leading to developing all competencies in the framework of intercultural communicative competence, for instance sociolinguistic competence. EFL learners, who may have difficulty with jargon (e.g. medical), can notice them with more ease in the subtitle, which facilitates their learning.

If they are not interested in learning the technical terminology of a professional domain, they shift their attention to other components of the text, instead of being distracted by irrelevant input not losing connections between other components of the co-text. Speeding up the vocabulary learning process can pave the way to gradual facilitation of listening comprehension with which learners can gain what is peculiar to listening (variety of accents, stress, rhythm, and intonation).

Having reviewed the studies contributing to how learners of another language can benefit best from subtitled/captioned audiovisual materials, Matiolo, D’Ely and Baretta (2015) summarize what requires further research in a list of six items. They argue that future studies should consider students’ accounts related to “their experiences, strategies, and reactions while watching subtitled/captioned video materials to understand their beliefs and perceptions of the impact of such materials on such materials on their learning process and their effects in non-instructional settings.

Aiming to address this need for further research and believing that to improve the skill of listening by making practice with extensive listening materials that are comprehensible and enjoyable, this study focuses on the reasons, rationale of learners and their explanations about their choices of subtitle/dubbed combinations of their favorite movies and/or TV series. Especially in low-exposure settings of English as a foreign language, movies or series can be a rich source of input. In addition to that, the limited settings of EFL and limited class hours make it necessary to benefit from social and fun activities of movies as learning sources. However, the challenge of listening, especially concerning vocabulary, comprehension is almost impossible. Conceding the hardships in

strategy use and strategy training in listening for beginner level students of English and the fact that the pay off in extensive reading is in the long term, the authors of this study argue that EFL learners might benefit from reading L2 (English) subtitles on an L1 (Turkish) dubbed movie and build inter-lingual connections with the L1 dubbed content. Hence the need to introduce the strategy and conduct research on the ideas of learners in the hope that they build adequate amount of vocabulary to facilitate listening comprehension in the later stages of the second language acquisition.

Besides, it is seen that with the Higher Education Act issued in 1984, “the macro policy regulations on the teaching of English at the level of higher education (YÖK, 1984, in Kırkgöz, 2009, p. 671)” was started in Turkey mostly for achieving “the political and national goals of attaining scientific and technological competitiveness” (Kırkgöz, 2009, p. 671). Several policies have been legislated in 1997 and 2005 for further changes on Turkish foreign language education system and continued until 2009. (Kırkgöz, 2009, p. 676) Recently “many schools and universities make English the medium of instruction” and “within the scope of the European Language Portfolio, new foreign language policies and plans have been developed in Turkey” (Bayyurt, 2013, p. 74). Nevertheless, there have been some problems in in practice. For instance, some researches show that many students (67%) have “experienced difficulties because of studying through the medium of English” one of which is reducing one’s “ability to understand general concepts, thereby leading to superficial learning” (Kırkgöz, 2009, p. 678).

If one argues that ideas of instructors are affected by several sources including policy makers, academic research and researchers (Hall & Cook, 2012, p. 297) and since foreign language education planning process in Turkey does not generally based on scientific data (Bayyurt, 2013, p. 74); the authors aims to provide a preliminary research for first-hand data which could help to solve some of the problems related to study through the medium of English. With this aim, the research employs a non-probabilistic sampling method, or a criterion sampling, and a sample is drawn from the population. The main data source of this study is qualitative (in-depth semi-structured interviews conducted through Facebook). Thus, the observations of this study consists of sixteen Turkish undergraduates majoring in a Turkish University’s English Language and Literature Department and an expert (Ins. 1), who teaches English in this Turkish University. Four of the participants are female (F1, F2, F3, and F4) and twelve of the participants (from M1 to M12) are male students. The content analysis method was used for analyzing the data. In the next section, some descriptive analysis and the content analysis of the data will be discussed.

1. Descriptive Results of the Case

First of all, the key questions of the semi-structred interviews were mainly on attitudes and opinions of participants about watching movies and/or series dubbed in Turkish with English subtitles on. Five interviewees (F1, F2, M2,

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M3, and M7) expressed that they actually used this strategy. Two of them (F1 and F2) are female. Besides, there are seven interviewees who did not actually use the combination but acknowledged its potential (M5, M6, M9, M11, M12, F3 and F4). Thus, more than half of the interviewees agreed that watching movies and/or series dubbed in Turkish with English subtitles on can bring out some benefits. As the Table 1 shows, in total, twelve students have positive opinions about watching movies and/or series dubbed in Turkish with English subtitles on.

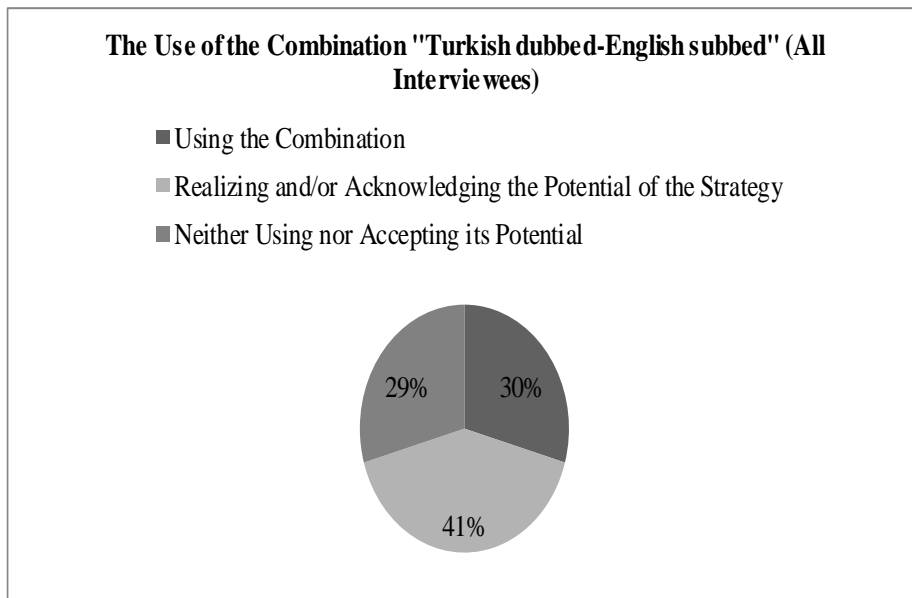
Table 1: Summary of the Students' answers about subtitle strategy³

Number of the Students Attitude of the Students	Male Students	Female Students	Total
Using and/or Accepting the combination "Turkish dubbed-English subbed" as useful	8	4	12
Seeing the Strategy as "Useless"	4	-	4

The study suggested that the participants have two main attitudes toward watching movies and/or series dubbed in Turkish with English subtitles on: Accepting the strategy as useless or useful. Focusing on the attitudes, it is seen that there are two main reasons to accept the strategy as useful: Assistance for realising one's own mistakes, and for learning English vocabulary. However, as a result of the data analysis it is seen that there is one reason for interviewees to accept the strategy as useless: Seeing English Level of the student as barrier to learning. Five interviewees (M1, M4, M8, M10, and Ins. 1) do not believe that this strategy would bring any benefit.

Thirdly, as a result of the analysis it is seen that there are several conditions for reaching movies and/or series in Turkish-English with different subtitle combinations. One of these are facilities of the participants (M4, M5, M7, and F3). Finally, interviewees (M9, M11 and F2) have various sub and dub combinations, and they contribute their own ideas about these combinations to the study.

³ Source: The Table is constructed by authors based on the data collected through interviews.



2. A Critical Analysis of the Data

2. 1. Accepting the strategy as Useful

As it was stated, five interviewees (F1, F2, M2, M3 and M7) expressed that they actually used this strategy. Two female interviewees (F1 and F2,) stated its benefit for vocabulary as well. One other benefit expressed by a female participant (F1) was related to reading. According to her, viewing the Turkish dubbed English subbed version was helpful at the beginning stage, specifically in terms of reading and vocabulary. However, later on in the learning process, due to the difference between spelling and pronunciation, she tended toward viewing in the original (English) language with English subtitles. She stresses that this was the way she prepared for a proficiency exam at which she got a good mark.

A female student (F2) equipped with the know-how of movies/series, believes that using Turkish dubbed-English subbed version is a good method to grab the everyday conversational language. She acknowledges that combining Turkish dub with English subtitles is a good method as long as the viewer is not bothered with how it sounded. In fact she said that some movies or series are well-dubbed or dubbed properly. However, according to her, it is not the only method; using the combination of English language and English subtitle is useful as well for improving the pronunciation and gaining familiarity with the sounds of the target language. She also gives an example from her Erasmus experience in Spain where she benefited from Spanish TV channels broadcasting popular English language series Spanish dubbed and English subbed. She also adds that, she sometimes downloads both Turkish and English subtitles and compares them.

Another male interviewee (M7), who benefited a lot from Turkish dub-English subtitle combination, states that in the beginning stages of his learning process he often watched movies Turkish dubbed and English subbed. He considers this experience to be important in the development of his English, which finally has contributed to his acceptance into the major of English language and literature, given that he graduated from high school with a Turkish-Maths (equally-weighted) concentration.

Almost half of the interviewees (F3, F4, M5, M6, M9, M11, and M12) did not express their actual practice with the Turkish dub-English sub combination. However, when they were asked their opinion on using Turkish dub and English subtitle, they agreed that it can bring out some benefits. For a female interviewee (F3), what the Turkish dubbed-English subbed version can benefit is vocabulary. In her opinion, the Turkish dubbed-English subbed combination might be good for testing oneself. Nevertheless, according to her, it is better for both the soundtrack and subtitle to be in English regarding its potential benefits for gaining familiarity with the sound given that she lives in a country where Turkish is the only language spoken.

About using Turkish and English subtitle at the same time, on the same screen, another female interviewee (F4) states that, she has come across websites broadcasting videos with features displaying two subtitles at the same time, one at the bottom and the other at the top. She expresses her surprise seeing these videos, and thinks that they are well-thought-of, but rare to find. She stresses its importance for learning English vocabulary and states “If it is only the English subtitle on the screen, you miss words you do not know the meaning of. If the screen shows only the Turkish subtitle this does no good. Both being out there on the screen would be good in terms of pronunciation skills and comprehending the meaning, bringing more efficiency.”

A male interviewee (M5) emphasizes that he does not like dub, since for him nothing can be like the original voice. Nevertheless, he also states that the Turkish dubbed English subbed version would benefit idioms and chunks. According to him (M5), if the aim in watching is to compare languages this can also benefit grammar structures and terminology one is not familiar with (used in medicine, or by police officers, army staff and engineers). Thus, the reason the interviewee sees the strategy as useful because of its ability to help students for learning English words and vocabulary. According to another male participant (M9), it can be used as a tool for discovering translation errors, which is an award in itself. However, he points out that he does not like the dubs and the benefit from it depends on the translation.

Some of the interviewees consider to and open to try this strategy. A male participant (M11) thinks it is worth experimenting for the development of writing skills. He clearly states that although his subtitle preference is generally English language-Turkish subtitle combination, the Turkish dubbed-English subbed can be used, which may result in more improvement in their English

writing skills. Similarly, M12 believes that it would be worth trying. Nevertheless, because of translation problems, this participant believes that there is a possibility to have cultural gaps in translation in terms of chunks. Besides, the study shows that some of the participants hesitate to try this strategy because they are not used to. For instance, by using a metaphor, M12 argues that the Turkish dubbed-English subtitled version is like brown bread, which is beneficial for health but difficult to get used to.

Lastly, different from most of the other interviewees, M6 expressed that the Turkish dubbed English subtitled version might be only good for starters. According to him, it may benefit those in the beginning stages for vocabulary learning purposes but not for those who want to improve beyond this level.

2.2. Conditions for watching movies and series with various subtitle combinations

As a result of the data analysis, it is seen that there are several conditions related to facilities, such as limited channels, household's preferences, which affect interviewees subtitle decision. Four interviewees (M4, M5, M7 and F3) state that they had to opt for the Turkish dubbed versions of movies/series due to their family members' viewing preference. However, none of them reported that they actually used the Turkish dubbed-English subtitled version. This suggests that this option is generally neglected and not used as a strategy for low-exposure settings.

For instance, the male interviewee (M4) directly states that his mother and father reject reading subtitles due to the difficulty with the font size, so that he could prefer the Turkish dub. Thus, he watches TV with his family and conforms to his families preferences (maybe willingly). Another condition related to facilities that the students have is parents' TV series preferences. The interviewee explains (M4) why he does not use English subtitles while viewing the Turkish dubbed films by claiming that watching a series on TV with his parents is so rare. His (M4) reason is that his dad almost always watches his favorite Turkish series. In the company of others who are not good at English, he prefers the viewing to be in the English language but with Turkish subtitles.

Similarly, another male interviewee (M5) states that when he watches a series with his father, he always has to choose the dubbed version because his father can not follow the subtitle. However, he also adds that this does not occur often, and he watches a series in English everyday. Reminded that there are channels that allow the viewer to add English subtitle to the dub, he states that the number of these channels is limited.

A female interviewee (F3) supports this idea by claiming that in the company of others who are not good at English, she needs to prefer the dubbed version. She mentions that her family sometimes do prefer the dubbed version, but her friends do not. She also adds that there were times she had to watch the same series for the second time due to her dislike for the dub. Expressing his opinion

metaphorically, a male interviewee (M3) says it is like taking English lessons from actors.

Another student (M7) who benefited a lot from Turkish dub-English subtitle combination states that he only opts for the Turkish dubbed-English subbed version when accompanied with his family. In other cases, his current preference is English language-English subtitle combination.

2.3. Useless strategy: “Barrier to learn English”

Some of the interviewees (M1, M4, M8, M10, and Ins. 1) did not agree to the benefit of the strategy of Turkish dub-English sub. For instance male interviewees (M1, and M8) refer to the difficulty with interlingual equivalence due to which word may be different. The graduate of the applied English and translation department (two-year program offered by some vocational schools in Turkey), M1 believes that “beginning-level speakers of English do not have the ability of simultaneous translation. Therefore I think it isn’t beneficial. I have always watched in English language, with English subtitles, and looked up the words or idioms I couldn’t understand in a dictionary.”

Other participant (M8) does not think that the Turkish dub-English sub combination will be very beneficial, at least not for everyone. The translations of the chunks may not be word-for-word type so you have to know the translation beforehand, and the online process requires speed, otherwise it would be confusing. He stresses that he continues the habit of three hours of movie/series per one hour study developed during his preparation for LYS (Undergraduate Placement Examination). Even when the participant does not know the meaning of a word, he compensates this constituting a sentence with similar meaning. As for series which is not hard to comprehend, he opts for the English subtitle for the English language, which led to an increase in the vocabulary.

Lastly, the expert, a Russian teacher of English (Ins.1), argues that since he teaches spoken English he needs his students to practice spoken English more. For him, the ideal option is the English captioned English language version or using no subtitles at all. As for the Russians dub/sub preferences, he informs that Russians used to prefer Russian subtitled English language movies.

2.4. Advantages of other subtitle combinations

Finally, some of the interviewees (M9, M11 and F2) states advantages of other subtitle combinations. A student (F2) lists several advantages of her viewing preferences. According to her, watching in the original voice is attractive, as developing an accent, the familiarity gained with the pronunciation of the target language, and hearing more than one equivalent forms in the same language different equivalents for the same word in L1 (Turkish) in the target language.

Another student (M9) argues that if soundtrack and the subtitle are English, it makes possible for him to see the chunks as they are heard. He remembers missing some parts when the subtitle was off. According to the interviewee,

English subtitles also supports in case of different accents the viewer may not comprehend. Another male interviewee (M11) clearly states that his subtitle preference is actually English language-Turkish subtitle combination. This way, he can hear the accentuation, seeing Turkish subtitles visualise their English equivalents because viewing in English language causes sound familiarity.

Conclusion

This study aimed to investigate, whether EFL learners use Turkish dubbed English subbed movies for the development of English vocabulary skills. The participants were undergraduates of a Turkish university majoring in English language and literature. The results indicated that only a few (three) actually utilized the strategy. Although most of them reported they did not watch movies in a Turkish dubbed/English subbed fashion, more than half of them found the idea plausible. The idea of shifting to turn on the English subtitles in situations, where the only choice is the Turkish dub, is welcome. The strategy has advantages for building necessary vocabulary for comprehension; the participants point out and discuss these advantages. For instance, as the study showed, the participants have two main attitudes toward watching movies and/or series dubbed in Turkish with English subtitles on. These attitudes are accepting the strategy as useless or useful. The ones, who considered the strategy useful, believe that the strategy allows one to realize his or her mistakes and learn new English vocabulary (including specialised vocabulary use appropriate for particular settings/domains).

Speeding up the vocabulary learning process can pave the way to gradual facilitation of listening comprehension with which learners can gain what is peculiar to listening (variety of accents, stress, rhythm, intonation). With respect to the genre, familiarity with vocabulary depends on genre difference as well. Webb and Rogers (1995) considers science fiction programs to be one of the most demanding genres, containing more technical vocabulary than other genres. Arguing for the interaction between foreign language teaching (FLT) and sociolinguistics, Bayyurt (2013) argues that the teaching of successful communication in L2 is through the use of correct register or appropriate variety, where to use the correct register or variety". She clearly criticizes FLT research for its neglect for sociolinguistics.

The results of this study support the idea that there are ways to make translation a source of efficient language learning. The application recommended in this study parallels reverse translation, which is translation out of the first language into the target language, which implies a contribution to productive skills. Nevertheless, longitudinal studies are required to investigate into its contribution into spoken or written production.

Most of the applications of the grammar-translation method, which has survived for all the criticism it takes, use translation into the first language. In Turkey, translation and dubbing enjoy much success, although it is unfair that much quality work is not recognized. It would be a strategic error not to benefit from

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this quality in foreign language learning and teaching. Arguing against the overemphasis on interdisciplinary and intradisciplinary separatism but not separation for heuristic reasons, which facilitates a study), Cook and Barbara Seidlhofer (1995, p. 7) state that the areas of translation and lexicography, while sometimes by convention considered separate, might equally well be encompassed by the definition” of applied linguistics. According to Hall and Cook (2012), “the continued use of translation activities in language classrooms around the world has also been increasingly acknowledged in recent years.” As they state that the field has started to enjoy the beginning of “a re-evaluation of teaching that relates the language being taught to the students’ own language,” this study argues that English as a foreign language can be taught with the help of the students’ own language. Köksal (2005) argued for the incorporation of translation skill into the skills taxonomy of foreign language learning and teaching.

As in this study, in Turkey, many young people may watch English language series through websites of streaming companies. Benefiting from this motivation, they could be guided on how best to utilize this rich source of input and strategies need to be developed to infuse education into entertainment. Hubbard and Levy (2006) argue that interpretation of computer-assisted language learning (CALL) in all major CALL journals is not limited to the language teaching in the classroom, on the contrary CALL is interpreted way beyond the classroom. As the studies of Zengin and Çucukçu (2013) and Zengin, Doğan and Çubukçu (2015) have attempted to call attention to the need to equip backseat TV and cinema systems (which are costly but ineffective given its potential) of intercity coaches for high-frequency student commuter, there is a possibility to connect the potential overlaps between education and entertainment. The results of this study has implications for foreign language teaching anxiety, a neglected area according to Aydın (2016) as well since foreign language teaching majors are not immune to input problem especially concerning chunks. Investment on vocabulary can increase the likelihood of payoff from investments like 3-D virtual learning environments, use of which Zengin (2015) argues for to improve listening skills. The results of this study may have an impact on policy makers to discuss providing the viewers with alternative ways of combining language and subtitle/captions so that the viewers, who want to develop their language skills, can use them to their advantage.

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