



## **İNGİLİZCE ÖĞRENCİLERİNİN ARKA KOLTUK TV SİSTEMLERİ VE ALTYAZILI FİMLERE OLAN TUTUMLARI\***

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### **ÖZET**

İngilizcenin yabancı dil olarak öğretildiği konumlarda genel olarak görülen bir durum olan hedef dil girdisinin çok sınırlı olması gerçeği düşündüğünde, İngilizce film ya da dizilerine, özellikle dil kalıpları bakımından, doğal girdi kaynakları olarak ihtiyaç duyulmaktadır. Ancak öğrencilerin bu kaynaklardan faydalanmalarına engel teşkil eden, sınıf içi ve sınıf dışı birçok etken vardır. Bütün sınıflar gelişmiş teknolojilere sahip multi-medyalı öğrenme ortamlarına dönüştürülse dahi, diğer kısıtlamalar (özellikle zaman sınırlılıkları), İngilizce öğrenimi için filmlerden yararlanma imkânlarını örgün eğitim kurumları dışındaki ortamlarda aramayı gerektirmektedir. Bununla birlikte, sosyo-ekonomik açıdan durumu birbirinden farklı olan her insanın, filmleri bu yönde değerlendirmesinin imkânları dâhilinde olduğunu farz etsek dahi, sosyal bir eğlence olan film etkinliğinde bize eşlik eden kişilerin dil tercihlerinin etkisiyle filmi dublaj olarak izleyebilmemiz olası bir durum. Başka bir deyişle eşlik edenlerin dublaj tercihinin filmi orijinal dilinde izlemeye engel teşkil etme ihtimali hiç de düşük bir olasılık değildir.

Öğrencilerin üniversitelerinin bulunduğu şehirden başka bir şehre gidiş gelişlerinin çok sık olduğu bir üniversiteye odaklanan bu çalışmada gidiş geliş yapan öğrencilerin arka-koltuk TV sistemleri ve altyazılı filmlere olan tutumları ele alınmaya çalışılmıştır. İngilizce hazırlık öğrencilerinin tutumlarını ölçmek için beş seçenekli Likert tipi anket kullanılan bu çalışmada bulgular böyle bir hizmetin başlatıldığı andan itibaren takdir toplayıp benimseneceğini gösterdi. Bu çalışmanın, Hükümet, eğitim kurumları, yayın ve seyahat şirketlerinin bir çözüm için işbirliği kurmalarına neden olması umulmaktadır.

**Anahtar Kelimeler:** arka-koltuk televizyon sistemi, filmler, altyazılar, İngilizce öğrenimi

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## **ENGLISH LANGUAGE LEARNERS' ATTITUDES TO BACK-SEAT TV SYSTEMS AND SUBTITLED MOVIES**

### **ABSTRACT**

Given the limited exposure to the target language typical of English as a foreign language setting, English language movies or series are needed as sources of authentic input, especially concerning chunks. However, numerous factors may get in the way of their utilization inside and outside the classroom. Even though all classrooms are transformed into technologically advanced, media enhanced learning environments; other constraints (especially time limits) make it necessary to seek out ways of benefiting from movies in informal settings. Nevertheless, even presuming their availability is within the budget of people of every socio-economic background, the company they keep in this social and fun activity may induce a shift to the version dubbed into the learner's native language. Likelihood of such interference is not low at all.

Focusing on a university context with high-frequency intercity student commuting, this study tries to tackle the attitudes of the commuter students to back-seat TV systems and subtitled movies. Using a five-point Likert-scale to assess the attitudes of English preparation students, the questionnaire findings indicated that such a service would be welcome once initiated. It is hoped that this study may induce the government, educational institutions, broadcasting and travel companies to collaborate for a solution.

**Key Words:** back-seat television system, movies, subtitles, English learning

### **Introduction**

Underlining the limits of classrooms for a quantitatively and qualitatively adequate exposure to English, Thurnbury (2002, pp. 20-21) highlights a fact that the average L2 learner's input is, "to say the least, impoverished". Arguing for the influence of the learning environments on communicative demands and learning opportunities, Nyikos and Fan (2007) emphasize the radical difference between classroom-restricted EFL and socially-embedded ESL settings. According to Rubin, Chamot, Harris and Anderson (2007, p. 143), these two learning contexts are quite different in terms of not only cultural and linguistic background but also "goals and needs of learning a second language, and motivation." Given the low-exposure situations typical of EFL settings where English is not the predominant language, it is necessary to seek ways of enhancing the quantity and quality of exposure to authentic English outside the formal settings. One of these ways is to do with using movies as sources of authentic English in input-poor learning environments.

### **Benefits of movies as sources of exposure to the target language**

The argument that movie scripts are texts with authenticity is very plausible. According to McCarthy (2001, p. 138), authenticity is a characteristic "which users bring to texts by their ability and willingness to recontextualise them" and to recreate the world they portray. Learners' own reports are "what we really need to test authenticity and relevance." McCarthy (2001) expresses that he is "constantly struck by the way many L2 learners of English report to me how useful they perceive TV soap operas in English to be in their learning experiences." As they are imaginative,

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### **Turkish Studies**

*International Periodical For the Languages, Literature and History of Turkish or Turkic*  
Volume 8/8 Summer 2013



the learners can immerse themselves in the world of a conversational transcript, which can claim relevance as texts that are “more socially and culturally engaging than bland and lifeless sentences and drills” (p. 138).

Use of movie scripts is an asset considering what Kramsch (2001, p. 204) has observed for culture. “The culture of attitudes and mind-sets, lifestyles and interactional styles became crucially important” opposed to elite canonical literature or ‘high’ culture waning in importance. Arguing for incorporating culture to language lessons, Lynch (September, 2006) states that movies are useful for culture learning as ways of life and artistic production and consumption. Literary classics are converted into screen plays which then cause the resurgence of interest in reading the books, documentaries or epic dramas.

Incorporating movies into the learning/teaching process will also help prevent stereotypes. Videos can be a highly effective way to engage commonly held stereotypes without students feeling singled out. Emphasizing the need for the integration of cultural studies – curricular or extracurricular – to foreign language teaching, Byram (1997, p. 63) believes that the integration should lead to “an in-depth understanding of the framework within which cross cultural communication takes place and, just importantly, the means to extend the framework in new communication”. This way learners at all levels can acquire socio-cultural knowledge and skills to communicate successfully. This is significant “as it takes language learning beyond training into education” (Byram, 1997, p. 63).

As Lynch (2006) underlines, movies can bring great fun to learning motivating even the most reluctant learners. According to Qiang and Wolff (2009), watching movies can motivate learners arousing their interest in learning, and promoting their learning autonomy. This is the key to the success in teaching English as communication.

Another benefit of movies is that they provide scenes demonstrating the viewer kinesics (gestures and movements), chronemics (use of time), and proxemics (use of space) as well as other features to help with how to say what to whom at the right time in the right place. Oxford (1990, p. 75) considers films as “wonderful sound-and-image” resources. The visual images often provide learners with invaluable contexts “to which they may relate the spoken form.”

When using popular movies, preteaching lexis lists can raise the impact of hearing them while viewing (Lynch, 2008). This impact can be raised further preparing lists of frequent chunks as well. The benefit is emphasized by Nation’s (2001) argument that list learning of vocabulary should include both individual lexical items and chunks.

Emphasizing that it is more likely to see better learners of foreign languages in the subtitling rather than dubbing countries, Reich (2006) believes the reason behind it is that subtitling promotes the learning maintaining the originality of the dialogue and providing translations. Reich (2006) criticizes translatology for neglecting audiovisual translation despite listing the disadvantages as reduction of the original content and distraction of the audience due to the simultaneous perception of the written text and the image, which can be a source of inconvenience to prevent them following the story.

### **Use of subtitle/captions**

For the purposes of this research, it is necessary to mention the distinction between subtitles and captions, although it is possible to find them used interchangeably in the literature. Subtitles refer to on-screen text in the native language of the viewers that accompany the original language soundtrack of the video material whereas captions refer to on-screen text in a given language combined with a soundtrack in the same language. As technology continues to evolve, the

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## **Turkish Studies**

*International Periodical For the Languages, Literature and History of Turkish or Turkic*  
Volume 8/8 Summer 2013



DVD option has added a dimension of flexibility that makes it particularly useful in the second language setting. Offering both multilingual captions and multilingual soundtracks, DVD technology allows for various combinations of oral and written language. Previous research (Markham, 1999; Huang & Eskey, 2000) has established the value of using English language captions to enhance ESL students' listening comprehension. Caption availability significantly improves university-level ESL students' listening word recognition of English language video material regardless of the level of pictorial support of the video (Markham, 1999). Koolstra and Beentjes (1999) observe elementary-age, Dutch-speaking students improving their reading vocabulary knowledge by watching a substantial number of Dutch-subtitled English language television programs in the home. Huang and Eskey (2000) report the aid of captions in improving university-level ESL students' general comprehension, vocabulary acquisition, and listening comprehension.

As reported by Markham, Peter, and McCarthy (2001), university level students learning Spanish as a foreign language improved general comprehension of Spanish-language DVD video by means of either English captions or Spanish captions as opposed to viewing the same DVD material without captions. On the other hand, the English captions group significantly outperformed both the Spanish captions group and the no captions group. With participants being literate, this finding may be interpreted to demonstrate English language reading input as, obviously, a powerful contributor to general comprehension. In addition, it can also be argued that the participants' Spanish language reading comprehension also contributed somewhat to the general comprehension of these students. Furthermore this element contributes to better listening comprehension scores as manifested by the improved performance of the Spanish captions group versus the performance of the no captions group. It is, therefore, not completely possible to rule out the benefit of the reading input provided by the captions as a factor in enhancing the participants' listening comprehension test scores (Markham & Lizette, 2003).

Winke, Gass and Sydorenko's study (2010, p. 65) revealed learners' use of "captions to increase their attention, improve processing, reinforce previous knowledge, and analyze language. Learners also reported using captions as a crutch". Emphasizing the benefit of captioning in chunking, which reduces processing burdens on the learner, Winke et al. (2010) argue that what captioning offers in seeing and parsing chunks may also assist them in remembering from the patterns.

If the learners are not subscribed to channels which broadcast series/movies with subtitle/caption options, they can be taught how to caption them. It is easy to produce a solution using relevant software (Adobe Premier, iMovie, or ViewPoint) according to Winke et al. (2010). Nevertheless, despite such availability, many teachers are not provided with captioning technologies, or they may not possibly know how to use captioning films. Even so, movie scripts or sites containing captions/subtitles can be googled and the access is free.

### **Methodology**

Considering the above-mentioned benefits of movies, this study aims to investigate and assess intermediate EFL students' attitudes about the idea of broadcasting English language movies on backseat TV (television) systems.

### **Participants**

The study has focused on the students enrolled in English preparation program of Namık Kemal University (NKU) in Tekirdağ, located about two hours away from Istanbul, Turkey. The number of participants was 131 intermediate-level students whose ages ranged from 18 to 20 years. The scale was administered to them in Turkish, their first language.

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### **Turkish Studies**

*International Periodical For the Languages, Literature and History of Turkish or Turkic*  
Volume 8/8 Summer 2013



### **Instrumentation**

The participants' attitudes were measured with a five-point Likert-scale 27 items ranging from 1 (strongly disagree) to 5 (strongly agree), which constituted the main part of the questionnaire with attitude questions developed by the researchers (see Table 1 for the items translated into English). SPSS 12.0 software was used to compute means, standard deviations, frequencies and percentages. The Cronbach's alpha coefficient of the scale was found to be .748, which is adequate to establish the reliability. There was also a supplementary part containing demographic questions (travel frequency and duration, education, and technology use). For the demographic data, only the numerical frequencies and percentages were taken into account.

### **Results and Discussions**

#### **Demographic questions**

Prior to presenting the findings, it is necessary to provide some details about Namık Kemal University students' commutation in general. It is observed that students travel frequently to Istanbul and generally prefer the bus as the means of transportation; several bus companies carry passengers to and from Istanbul almost every half an hour. More than half of these buses have back-seat TV systems of various qualities, installed on each seat, which is a trend on the increase.

For most of the respondents (115 out of 131), intercity commutation took at least two hours – about 2 or 2.30 hours for 63 respondents and more than two and a half hours for the fifty-two (48.09% and 39.69% respectively). The average duration was less than one hour for only 16 respondents: half an hour for five respondents (3.82%) and one hour for eleven students (8.40%). The duration was especially asked to see the possibility of watching movies during the commutation. For many (88 %), the time spent on the bus is more than enough for watching a whole movie.

#### **Attitude towards back-seat TV systems and subtitled movies**

It is certain that one of the hobbies of participants was definitely watching films (1. item: 4.5420). One hundred twenty-six (96.1%) of 131 respondents responded positively. However, in good weather, this tendency was on the decrease for seventy-nine respondents (60.3%), who stated that they tend toward open air activities. Only twenty three respondents (17.6%) stated they did not hold back from watching films with the rest being undecided (2. item: 3. 6183). (For means, see Table 1).

Many of them were of the opinion that they needed to do out-of-class practices, thinking that they should not limit themselves to in-class activities (3. item: 4.3130); one such practice to develop their English was watching films, whether they be movies, documentaries or series (4. item: 4.0611). If the original language of the film being watched was English, the number of those preferring the original language (English) constituted just a bit higher than half of the sample, the other half comprised almost equally of the undecided and negative responses (5. item: 3.5038), with a mean a little lower than the higher means of the previous two questions. There might be factors which decrease their tendency.

Those accompanying might be one of the factors. Asked whether or not they preferred watching a film with their friends or family members (6.item), the positive responses, 54.2% in percentage terms, outweighed the negative (25.2%) by almost one-third those undecided constituting the 20.6%. Nevertheless, the question falls short of distinguishing whose company it is they prefer. This might be the reason for the mean of the whole sample not to be very high (6. item: 3.3817). Watching films is a social fun activity many stated they enjoyed accompanied with friends or families. However, the kind of company may influence the consequences. This can be seen with

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### **Turkish Studies**

*International Periodical For the Languages, Literature and History of Turkish or Turkic*  
Volume 8/8 Summer 2013



the decrease in preference for the Turkish dubbed version when those accompanying were friends (8. item: 3.9542) rather than family members (7. item: 2.9847). On the other hand, the number of those responding positively to dubbed versions accompanied with friends was not few, either (54 out of 131) and even 51 students responded negatively. These suggest that it would be wrong to overestimate the difference with many students expressing that they had to resort to Turkish-dubbed versions whatsoever. This may be the reason why almost two-thirds stated that they would enjoy the opportunity to watch a film again in its original language though they already watched the Turkish dubbed version (9. item: 3.8092).

There are several reasons for choosing the English language option in watching a movie. The film scripts are a source of chunk learning, which is important for conversational English. The sample of the study has also shown their appreciation. Almost nine in ten respondents (89.3%) underlined the importance for themselves of everyday expressions or chunks in English, in contrast to only four (3%) who did not, which resulted in one of the highest means (10. item: 4.3053). Acquiring the knowledge of everyday expressions of chunks was reported to be one of the reasons for watching films (11. item: 4.3359).

Films with subtitle/captions were preferred when the aim was to make progress in chunk learning, and the subtitle preference included English captions as well (13. item: 3.6489) the positive responses (82 respondents) being more than three times than the negative. The mean is not very high; the reason may be the undecided and/or the perception that its availability would be less likely. It is possible to find them on the net and caption them on the films downloaded from the net; however, even the number of those who could have access to the English captions constituted only a little over half of the sample let alone captioning (15. item: 3.5649), which is not as high as expected considering the young age of the sample. The average attitude is less positive for the question whether they studied the everyday expressions or chunks in the English captions (16. item: 3.2901) although they needed to learn them to pass through the intermediate stages to the advanced level. When the aim was to develop their English in terms of everyday expressions or chunks, watching films with no subtitle/captions was the least preferred option (12. item: 2.7252). If the aim was to learn Turkish equivalents of this kind of expressions while watching a film, many agreed on the benefit of the Turkish subtitles (14. item: 3.9771). However, about one quarter of the sample (26%) stated that they conducted comparative studies of both Turkish subtitles and English captions of the same film focusing on the equivalences between Turkish and English (17. item: 2.6641). There is another alternative involving both English and Turkish: watching an originally Turkish language or Turkish dubbed film with English caption. Possibly due to the difficulties related to its availability, the mean for using this is low (18. item: 2.1756) with almost one-sixth (21 students) responding positively compared to 93 students responding negatively.

According to these results, many respondents were aware of the fact that they need everyday expressions or chunks for their listening and conversational English skills. They were also interested in Turkish equivalences of these expressions. One of the means they resorted to for the development of their English, watching films was a hobby they take pleasure from. It is a social fun activity; however, the English command of those accompanying (friends or family members) may cause them to feel obliged to a Turkish dubbed version. Besides, with nice weather, not unusual in Tekirdağ, they are likely to hold back from films tending toward open air activities. Therefore, chances for a valuable opportunity for authentic English (and nonverbal discourse advantages) that a social and fun activity might bring along decrease despite the potential motivation. Another problem is that they did not benefit from subtitle/captions for the same purpose despite their accessibility. Therefore chances for authentic input turn out to be much weaker, apparently more so given the unavailability of foreigners speaking English. It is already a problem difficult to solve due to classroom constraints, which needs to be complemented with out-of-

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### Turkish Studies

*International Periodical For the Languages, Literature and History of Turkish or Turkic*  
Volume 8/8 Summer 2013



class activities; especially so when the conduct of the lessons do not strike a balance between form and meaning. Therefore, solutions to be produced should not be limited to in-class activities but extend to out-of-class informal settings.

The respondents were quite positive as to whether they wanted the buses to reserve some channels of the back-seat TV system for films in English (Means of 19. item: 4.0763). When the question was whether they would like the availability of a Turkish dubbed version of a film in English as an alternative to its Turkish subtitles version shown on another channel, sixty-eight (51.9%) out of 131 students wanted an alternative while the rate of those disagreeing numbered thirty-eight, 29% in percentage terms (20. item: 3.4198). Preference for Turkish subtitles was 3.5954 (21. item) making them a much more preferred option compared to the English captions with 60 respondents agreeing (22. item: 3.2519). Therefore, the most popular option was English films with Turkish subtitles. Understandably, everyone has a different film choice, so the system is preferred to allow watching films through a USB device, which would make it more appealing to the individually diverse choices. The agreement on this possibility had the highest mean of the 5-point Likert-scale questionnaire (23. item: 4.4656). Most of them definitely wanted the bus companies to have a backseat TV system featuring this possibility. Compared to movies, the less time-taking series in English was more popular. They wanted the back-seat TV systems to include channels like CNBC-E or E2 which broadcast TV series with Turkish subtitles (24. item: 4.4580).

Other alternatives were not that popular in the sample. It was the low number of respondents that watched news videos of the news channels like CNN or MSNBC through the internet during bus travel (25. item: 2.6107). The mean is much less for the option of watching an English film downloaded to their cell phones (26. item: 1.9542), with only six persons stating that they did. It is possible to estimate that almost every student has a mobile phone but those playing videos are expensive, and films may consume the much-needed battery power. The screen size would not be as large as that of a back-seat TV monitor. Using a laptop (or netbook) for the same purpose would serve better according to higher number of respondents, but the mean is still low (27. item: 2.9618). Despite a much larger monitor, problems with charging are assumed to be again a source of difficulty for watching the whole film. Almost two-fifths of the sample (52 respondents – 39.7%) reported that they watched movies they recorded on laptops (42 out of 89 laptop owners). Despite these low numbers assumed to stem from technological constraints, this suggests enthusiasm for the opportunity of both education and entertainment of their own choice on the get-away bus ride where the individual does not have to adapt to others' English level or movie taste.

There was also a similar positive attitude about these systems playing TV channels which are known to broadcast English language series on the bus seat (24. item). None of those who do not (or almost not) commute expressed negative attitudes, and the undecided numbered only three as opposed to the forty-one agreeing to the item. This was parallel to the general tendency among high-frequency commuters (the seventy-nine agreeing in contrast to only the two undecided and six disagreeing).

Prior to the conduct of the study, none of the TV channels (national or international) broadcasted English language TV series with English captions. The findings revealed a demand for an additional option of English captions. The number of those favoring the Turkish subtitles was higher. There are only 29 respondents expressing positive attitudes to Turkish subtitles yet disagreeing to the English captions. Furthermore, it was only fourteen respondents who favored the latter but disagreed to the former.

Comparing the positive attitude toward subtitle/captions of those with high-frequency commuting and those without, those preferring English captions (as shown through responses to the item 22) were much less in number than those preferring Turkish subtitles in both groups of

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### **Turkish Studies**

*International Periodical For the Languages, Literature and History of Turkish or Turkic*  
Volume 8/8 Summer 2013



intercity commuting. Despite this parallel picture, the latter group displayed a much more mixed picture with the 15 positive, 15 undecided and 14 negative responses while more than half of the high-frequency commuting group was in favor of the item in contrast to the 20 undecided and 22 negative attitudes.

On the other hand, we cannot state that many respondents wanted to exclude the option of a Turkish dubbed version of the same movie in another channel of the backseat TV system. Only twenty-two respondents preferring (and eleven undecided about) the movies to be shown with English captions wanted the Turkish dubbed version to be out of choice. Regardless of commuting frequency, only fifty-six of the 103 respondents agreeing to the Item 19 did not express positive attitude to another channel playing the Turkish dubbed version (20. item). These fifty-six respondents constituted most of the sixty-eight respondents responding positively to the Item 20.

The number of options can be increased with passengers' USB disks, which allow them to record and play files suitable for shorter commuting durations. Accordingly, whether they travelled frequently or not, most of the students were clearly in favor the idea of watching films with a USB disk on the backseat TV system, which can increase their options. Seventy-nine respondents in the former group of 87 respondents (group with high frequency commuting) expressed positive attitudes in contrast to only the 2 undecided and six disagreeing; likewise, almost all were in favor in the latter group (41 out of 44 respondents).

Those who reported their watching news videos on the news websites (like cnn.com, msnbc.com) were even less than one-fourth of the sample (32 participants). Of these, those agreeing to the item 19 (demanding English films on the back seat systems) and 21 (preferring Turkish subtitles on these systems) numbered 25 and 19 respectively. The cause of the latter being less positive may be attributed to the fact that the news websites is without any subtitle/captions.

### Conclusions

Considering the high-frequency intercity commuting, we can conclude that back-seat TV systems would be accepted and used as tools which can contribute to the quantity and quality of exposure through popular movies or series broadcast with subtitle/caption options. However, such a service is not provided. Once initiated, the attitudes of the questionnaire respondents suggest that it would be embraced, and could even inspire similar practices all around the country and abroad. Supported with formal teaching activities, chances for high mobility students to turn the input into intake increase during the three-hour travel duration that adds up to six hour-exposure. It is especially a good opportunity especially given the fact that those accompanying the learners while watching movies are likely to cause it to be an L1-dubbed experience.

Other than that, there are other negative factors that can be perceived in many situations in Turkey. Many movie theaters prefer to play movies in dubbed versions for commercial reasons, Students speaking English are sometimes perceived by some peers or classmates as pretentious, which can affect their motivation. Youth are large users of the net, but social media addiction consumes or waste the time that can be allotted to exposure opportunities. Many learners are frustrated with expensive costs related to internet connection speeds necessary for downloading movies, technical difficulties with adding subtitle/captions to these movies, expensive 3G connection let alone high costs of owning necessary technology devices. Finally, none of the free-access TV channels provide viewers with the option of English caption for English language movies or English subtitles for Turkish dubbed versions.

The results have implications for the teachers and administrative bodies of schools. The learning culture should change. Alptekin, Erçetin and Bayyurt (2007) criticize the curriculum for the predominance of grammatical structures as the central organizing feature in language teaching.

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### Turkish Studies

*International Periodical For the Languages, Literature and History of Turkish or Turkic*  
Volume 8/8 Summer 2013





Alptekin and Tatar (2011) focus on the Turkish contexts where they believe the integration of communicative activities is too much of a challenge in case of a teacher-centered context dominated with rote-memorization and grammar drills and dialogue readings of mechanical nature. Therefore communicative aims fall short of taking effect, which is reflected in the consequent discrepancies between the self-stated beliefs of English language teachers many of whom doing little more than lip service to communicative language teaching (CLT) and their actual practice (Alptekin and Tatar, 2011). In his article on the Guardian Weekly entitled “Better ELT requires big-picture thinking”, Tribble (2012, p. 4) states that training teachers is not enough for innovation to take effect if curricular and evaluation systems do not encourage the outcomes. Teaching young learners in a private school in Turkey, Dodgeson (2012) emphasizes the biggest challenge about his classes as the assessment being grammar-centric.

Consequently, the potential of movies is wasted, which has bearing for cultural and conversational skills the development of which is possible only through a vision of lifelong learning, which includes informal as well as formal settings. Aware that they are both learners and users of the foreign language, teachers of English should guide their students in making the most of the possibilities outside school for their education. Since what learner do will affect the inside of the classroom, research and teaching should cover both formal and informal settings establishing links between them.

Ur (2012) sees research as a valuable supplement to ELT knowledge base of practitioners for whom the main source is classroom experience. In his classroom experiments at university level, Soruc (2011) has found out that animation with sequential narration and on-screen text may contribute to the learner’s possible potential problems with mental overload. This may suggest some possible problems related to simultaneous perception of both language and gestures or mimics.

Practical solutions come out with the collaboration of all stakeholders inside and outside the formal education. Administrative bodies in the education sector should negotiate with their counterparts in the transportation or broadcasting sector for how they can serve the learners better. Reaching outside the boundaries of the campuses, school managements should take action in influencing civil initiatives (local government, private sector) to contribute to the service sector helping them integrate educational features to daily life activities taking into consideration the unique features of their local context. It is possible to do projects for bus companies to install backseat TV systems and involve teachers in preparation for supporting materials or sponsor the purchase of films in English with subtitle/captions. The number of examples can be increased considering the potential of university-industry cooperations.

In order to set standards, governments may play leading roles. Using buses for input enrichment has a special effect for Turkey, a highly populated country (over 70 million), where the most popular means of intra-city or intercity transportation is the bus (coach) and TV viewing is almost an addiction for many people in a country with a large number of young adults.

Similar studies should be conducted for high schools students in Turkey and elsewhere for whom school bus runs exceed the recommended maximum times. In some parts of Istanbul, Turkey, for instance, many students waste considerable amount of their time on the roads in congested traffic. If Istanbul commuters benefit from roads educationally, it will be a value added asset at least for more than ten millions of people. To give an example about students attending school in rural areas of USA, for instance, bus runs exceed the recommended levels (the Challenge newsletter, October, 2002). Howley and Howley (1995) caution against too much optimism about technology use in schools stressing that there are rural schools which lack infrastructure and resources despite technological advances. However, the solution is not necessarily confined to the

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### **Turkish Studies**

*International Periodical For the Languages, Literature and History of Turkish or Turkic*  
Volume 8/8 Summer 2013



boundaries of the school walls. In fact, students in Arizona State can do essays or home works in the school bus. As stated by Dillon (2010), Arizona State has started to provide wireless internet service in school buses, which influences many other states to follow this practice. Autonet Mobile, the company marketing the router, has already sold them to schools of districts in Florida, Missouri and Washington, D.C. Foregrounding the waste of time in hundreds of hours on yellow buses commuting to and from schools in the desert exurb of Tucson, a New York Times article headline highlights the transformation: “Wi-Fi turns rowdy bus into rolling study hall”. Karen Cator, (cited in Dillon, 2012) director of education technology at the federal Department of Education, stated that “the buses were part of a wider effort to use technology to extend learning beyond classroom walls and the six-hour school day.”

The WI-FI service on the school bus is a reflection of the vision that aims for creating learning environments out of sources outside schools. Investments made on WI-FI infrastructure will allow people to use much more of these services for every budget in the future. However, at present, we can build on what is already available. The findings of our study have implications for TV companies to increase the subtitle options. Returning to examples from the Turkish context, at present, for some amount of fee, (not in everyone’s price range), subscribers of two TV companies have options of soundtrack and subtitles (Turkish and English). Whether a brief conclusion of this study shared with one of the companies had anything to do with initiation of this service is not to our knowledge. Especially the English subtitles on the monitor when the movie is Turkish-dubbed will be good for those who want to practice their foreign language skills but cannot do so given the language preferences of the monolingual relatives or friends accompanying. For those of us mobile, we still have to wait at present until the research summaries shared through persistent correspondences with interested parties (travel agencies, companies and government bodies) pay off. Wishing to end on an optimistic note, we hope this article can inspire the launch of such a service.

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## Turkish Studies

*International Periodical For the Languages, Literature and History of Turkish or Turkic*  
Volume 8/8 Summer 2013



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Volume 8/8 Summer 2013



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Table 1. <i>Questionnaire items with means (M) and standard deviations (SD)</i>	M	SD
Items		
1. One of my hobbies is watching films	4.5420	.62338
2. When the weather is good, my tendency for films decreases, and I tend toward open air activities.	3.6183	1.05581
3. My English practice is not limited to in-class activities.	4.3130	.84201
4. Watching films is one of the ways I resort to in order to develop my English.	4.0611	.95881
5. When the original language of a film is English, I prefer to watch it in English.	3.5038	1.13933
6. I prefer to watch a film with my family members or friends.	3.3817	1.17969
7. In case my family members accompany me watching a film originally in English, we watch the Turkish dubbed version.	2.9847	1.32424
8. In case my friends accompany me watching a film originally in English, we watch the Turkish dubbed version.	3.9542	1.12907
9. If I watched a film in its Turkish dubbed version, and if I have the opportunity for the English language version of the same film later, it would be interesting to watch it again.	3.8092	1.20329
10. I attach importance to learning English everyday expressions or chunks.	4.3053	.74310
11. One of the reasons for watching films in English is the knowledge acquired by listening to the English everyday expressions or chunks.	4.3359	.72971
12. In order to develop my English in terms of everyday expressions or chunks, I watch films in English with no subtitle/caption.	2.7252	1.00041
13. In order to develop my English in terms of everyday expressions or chunks, I watch films in English with English captions.	3.6489	1.12266
14. In order to learn the Turkish equivalents of English everyday expressions or chunks, I watch films in English with Turkish subtitles.	3.9771	.88982
15. I can find the English subtitle/captions of films in English on the Internet.	3.5649	1.31324
16. I study the everyday expressions or chunks in the English captions.	3.2901	1.09887
17. I study comparatively both the Turkish subtitles and English captions of the same film looking to the interlingual equivalences.	2.6641	1.20646
18. I watch originally Turkish or Turkish dubbed films with English captions.	2.1756	1.14005
19. I want some channels of the backseat TV systems to be reserved for films in English.	4.0763	.98151
20. If a Turkish subtitled film in English is played in one of the channels I would not want another channel to be reserved for the Turkish dubbed version of the same film.	3.4198	1.31239
21. If buses provide the availability of films in English by means of backseat TV systems, I prefer films with Turkish subtitles.	3.5954	1.05085

### Turkish Studies

*International Periodical For the Languages, Literature and History of Turkish or Turkic*  
Volume 8/8 Summer 2013



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22. If buses provide the availability of film in English by means of backseat TV systems, I prefer films with English captions.	3.2519	1.21746
23. I want to have the possibility of watching the films in my usb disk on the monitor of the backseat TV system.	4.4656	.87088
24. I want the backseat TV system to include a channel (e.g. CNBC-E/E2) broadcasting series in English.	4.4580	.88804
25. I watch the news videos on the news channels (e.g. cnn.com/ msnbc.com) through the net during bus travel.	2.6107	1.17390
26. During the bus travel, I watch a film in English I previously recorded on my cell phone.	1.9542	.83078
27. During the bus travel, I watch a film in English I previously recorded on my lap top (or netbook).	2.9618	1.31503

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**Turkish Studies**

*International Periodical For the Languages, Literature and History of Turkish or Turkic*  
Volume 8/8 Summer 2013