An Investigation into the Studies about the Use of Subtitles in Teaching English in EFL Contexts[*][**]

İngilizcenin Yabancı Dil olarak Öğretimi Bağlamında Altyazı Kullanımına İlişkin Çalışmaların İncelenmesi

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ABSTRACT

Research shows that movies can be used as effective materials in foreign language learning and teaching process since they provide valuable input for students to be exposed to the target language produced in an authentic setting and cultural context. Moreover, the movies with subtitles/captions are reported to be a beneficial means for learning new vocabulary, phrases, idioms, practising pronunciation, and raising cultural awareness in the target language. Numerous research has investigated the effects of subtitled movies and TV shows on different skills and components of the target language. The current study employs the document analysis method to determine the particular research area of certain studies about the effects of English subtitles/captions on EFL learning. To this end, the electronic databases, including ERIC, Google Scholar, EBSCO HOST, and Web of Science (WOS) were searched using certain keywords. Subsequent to applying the exclusion criteria, 35 studies were determined to analyse the effects of using subtitles/captions with regard to the targeted skills, participants, context of the study and

main findings. Detailed content analysis of the selected studies indicated that most of the studies focused on the effects of English subtitles/captions on the vocabulary and listening skills of EFL learners. The results also revealed that most of the studies were conducted in the higher education context. The study also found that the findings of most of the studies were related to the superiority of the group with English subtitles/captions over the group without subtitles/captions.

Keywords: *Language skills, Movies, English subtitles, Captions, Document analysis.*

ÖZ

Araştırmalar, otantik bir ortamda ve kültürel bağlamda üretilen hedef dile maruz kalma açısından öğrencilere değerli girdiler sağladığı için filmlerin, yabancı dil öğrenme ve öğretme sürecinde etkili materyaller olarak kullanılabileceğini göstermektedir. Ayrıca alt yazılı filmlerin yeni kelimeler, ifadeler, deyimler öğrenmek, telaffuz pratiği yapmak ve hedef dilde kültürel farkındalık yaratmak için faydalı bir araç olduğu söylenmektedir. Birçok çalışmada, alt yazılı filmlerin ve TV dizilerinin hedef dilin farklı becerileri ve bileşenleri üzerindeki etkileri araştırılmıştır. Mevcut çalışma, İngilizce alt yazıların İngilizce öğrenimi üzerindeki etkilerine ilişkin çalışmaların tespiti için doküman analizi yöntemini kullanmaktadır. Bu amaçla ERIC, Google Scholar, EBSCO HOST ve Web of Science (WOS) gibi elektronik veri tabanları belirli anahtar kelimeler kullanılarak taranmıştır. Dışlama kriterlerinin uygulanmasının ardından, hedeflenen beceriler, katılımcılar, çalışmanın bağlamı ve ana bulgular açısından alt yazı kullanımının etkilerini analiz etmek için 35 çalışma belirlenmiştir. Seçilen çalışmaların detaylı içerik analizi, çalışmaların çoğunun İngilizce alt yazıların İngilizce öğrenenlerin kelime dağarcığı ve dinleme becerileri üzerindeki etkilerine odaklandığını göstermiştir. Sonuçlar, çalışmaların çoğunun yükseköğretim bağlamında yapıldığını da ortaya koymuştur. Çalışma ayrıca, araştırmaların çoğunun bulgularının, İngilizce alt yazılı grubun alt yazısız gruba üstünlüğü ile ilgili olduğunu ortaya koymuştur.

Anahtar Sözcükler: *Dil becerileri, Filmler, İngilizce alt yazılar, Döküman analizi.*

INTRODUCTION

English language teaching has become significant in today's world due to globalization, technological and scientific developments. Hence, one of the key necessary competencies required in today's globalizing world is the ability to communicate effectively in one's mother tongue and at least one foreign language, especially in English. It is a well-known fact that English takes the lead in most spoken languages in the world. English also gives us access to multiple cultures. We can not use our mother tongue when we are in another country. Therefore, instead of learning hundreds of languages, it will be easier for us to learn English. The English language is also

essential for the academic lives of students from different disciplines. We could regard English as a passport to better education and job opportunities around the world. Therefore, the worldwide popularity of English has made the necessity to learn it more inevitable.

It is essential for language learners to be aware of how to use words and phrases in various situations and how to pronounce them properly. Since language learners in Turkey learn English as a foreign language, there are not many opportunities for them to hear English outside their classroom. Also, existing learning instruments may not be enough to expose learners to spoken language in authentic contexts. Schmitt (2000) noted that English language teachers need to come up with effective methods to get their learners to be exposed to the use of English language without travelling to a country where L2 is spoken. A good way to combat the problem of lack of exposure could be providing authentic materials, such as movies to the students. English movies can be used as an effective media for providing EFL learners with some entertaining and useful listening practice. They provide visual aids assisting spoken content and are associated with pleasurable recreation in the students' minds (Ur, 1984). Through movies, our students can learn stress and intonation, formal and informal expressions, mimics, gestures, and how to begin conversations in various contexts. Besides, movies can help EFL learners learn English through context which is similar to real-life situations and be exposed to real spoken language (Aksu-Ataç & Köprülü-Günay, 2018). In addition, it is easier to see the unspoken rules of behaviour in social and business situations in movies rather than to describe in a book or hear on an audio track (Harmer, 2015). When the students watch a movie in English, they can notice grammatical aspects, including intonation. However, sometimes, it could be exhausting to watch a movie in a foreign language since trying to comprehend what is heard can be difficult. This situation may discourage language learners. Nevertheless, in order to avoid such problems, we can use subtitles.

As Ogasawara (1994) states, "watching subtitled movies in English might be one of the richest ways of presenting authentic input since it is the combination of three mediums:

visual, aural, and textual" (p.104). Also, by watching the movies with English subtitles, our students can learn new vocabulary, idioms and the pronunciation of many words (King, 2002). The reasons for using subtitled movies in foreign language teaching are given by McLoughlin, Biscio, and Áine (2011) as follows: 1) It facilitates mnemonic retention and language awareness (including pragmatic awareness); 2) It lends itself to collaborative projects; 3) It generates emotionally charged activities which keep learners motivated; 4) It is innovative and fun; 5) It helps learners develop their vocabulary knowledge, speak more fluently, and create more meaningful texts; 6) Subtitled movies also promote learner's autonomy as learners observe communication acts and advance hypotheses on how to interpret them.

Although the number of studies investigating the effect of subtitles and captions on the English language skills of the students has been increasing since 2003, there is a lack of research on the document analysis of dissertations, theses, and articles on the effect of subtitles and captions on the English language skills of the students. Therefore, this study aims to analyse 35 studies that were conducted between 2003 and 2019 on the effect of subtitles and captions on the English language skills of the students. For this aim, the following research questions are addressed;

1. What are the research trends in theses, dissertations, and articles related to the effect of subtitles and captions on the English language skills of the students?

2. What are the main findings in theses, dissertations, and articles related to the effect of subtitles and captions on the English language skills of the students?

Authentic Materials

The importance of the use of authentic materials in teaching English language has been emphasized by many researchers. Thus, different researchers attempted to come up with an accurate definition of authentic material. According to Nunan (1988), authentic materials are those materials that have not been designed for teaching purposes of teaching the language. In addition, Harmer (2015) defines authentic material as normal, natural language used by competent or native speakers of a language. Another

researcher, Gebhard (2006) defines authentic material as any material we can employ to communicate in the target language. Also, according to Rogers and Medley (1988), authentic materials are language materials which "reflect a naturalness of form, and an appropriateness of cultural and situational context that would be found in the language as used by native speakers" (p. 468). Moreover, Fedicheva (2011) defines authentic material as real materials that are designed for native speakers. Furthermore, according to Tamo (2009), authentic materials are those that include the native speakers' natural use of the language for communication.

Use of Subtitles

Tsai (2010) defines subtitles as texts which represent the dialogue in the movie word for word. Also, Rokni and Ataee (2014) define subtitles as "the printed translation or textual versions of dialogue in films and television programs that you can read at the bottom of the screen when you are watching a foreign film" (p.2). In addition, Karimah (2019) defines subtitles as a process of translation which involves presenting a written text of the dialogue in the movie, generally on the lower part of the screen. According to Zanon (2006), there are three kinds of subtitling: (I) Standard subtitling: from English dialogues to subtitles in the learners' mother tongue; (II) Bimodal subtitling: from English dialogues to subtitles, and (III) Reversed subtitling: from dialogues in the learners' mother tongue to English subtitles.

Sometimes, subtitles are confused with captioning. It is important to know the differences between these two terms. Özgen (2008) explains the differences between subtitles and captions as follows:

- Captions are intended for deaf and hard-of-hearing audiences. Whereas, the assumed audience for subtitling is hearing people who do not understand the language of dialogue.

- Captions notate sound effects and other dramatically significant audio. On the other hand, subtitles assume that you can hear the phone ringing, the footsteps outside the door, or a thunderclap.

- Captions are usually in the same language as the audio while subtitles are usually a translation.

- Captions ideally render all utterances but subtitles do not bother to duplicate some verbal forms (p.49).

The Use of Subtitles and Captions in Teaching English Language Skills

EFL teachers can utilize movies to expose their students to the use of spoken language and cultural context. Also, movies can take our students from one country to another and from one period to another. Moreover, by watching the movies with subtitles, our students can learn new vocabulary, idioms and the pronunciation of many words (King,2002). Finally, subtitled movies can promote learners' autonomy as they observe communication acts and advance hypotheses on how to interpret them (McLoughlin, Biscio, Áine, 2011).

Numerous research has investigated the effect of subtitled movies on language skills of EFL students. Most of the studies regarding the use of subtitling have emphasized the effect of subtitling on particular characteristics of foreign language skills, such as listening and vocabulary.

A study by Mahdi (2017) aimed to investigate the effect of the implementation of keyword-video captioning on L2 pronunciation skills of 34 EFL university students using mobile devices. The findings of the research showed that the participants at the keyword video captioning group outperformed the participants at the full-video captioning group. The study concluded that teachers could benefit from keyword captioning in order to develop pronunciation skills of EFL learners. Another study by Sirmandi and Sardareh (2018) examined the impact of movies with bimodal subtitles on vocabulary development of 60 Iranian intermediate EFL students. The results of the study revealed that the bimodal subtitling group outperformed the no-subtitle group in the post-test and learned considerably more new words.

Furthermore, Yang and Chang (2014) conducted a study to examine the effect of three different types of captions, annotatated keyword, full, and keyword captions on

listening skills of 42 EFL university students. The results revealed that the annotated keyword caption group showed the greatest increase in the mean score of pre and post tests. In addition, the findings of this study showed the superiority of the annotated keyword caption group over the full-caption group and keyword-only caption group in reduced-form recognition. This study concluded that the annotated keyword captions could help EFL learners develop their general listening skills as well as learn reduced forms. Finally, Kim (2020) conducted a quantitative research to investigate the use of captions on 67 high- and low-level EFL university students' speaking skills. The results of this study showed that the use of captions could help both high- and low-level EFL learners improve their speaking skills. Also, the results revealed that captioning could help high-level EFL students enhance their speaking accuracy and fluency, as seen by considerable mean differences between non-captioned and captioned groups. The study concluded that language teachers could use captions as a foreign language teaching instrument.

METHODOLOGY

Research Design

Document analysis was adopted as a qualitative research method in this study. Document analysis design was used as the main method of data collection. Bowen (2009) defines document analysis as "a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material" (p.27).

Data Collection Process

In order to determine the studies, the electronic databases, including ERIC, Google Scholar, EBSCOHOST, and Web of Science were searched. The focus of the search was on the research relevant to EFL, language skills, subtitles and captions. The search terms used were "subtitles", "captions" together with "EFL", "vocabulary learning", "listening skill", "speaking skill", "reading skill", "writing skill" and "foreign language

learning". The initial search located 6258 studies. Studies were considered relevant if they (1) included language skills as an outcome (target or secondary), (2) included TV shows or movies as materials, (3) were in English, (4) mentioned either subtitles or captions in the title, (5) were related to EFL, (6) provided enough information about the context and method, (7) were published from 2003 to 2019. The focus was on empirical research—whether qualitative, quantitative, or mixed. Studies were excluded from the analysis if they (1) were related to disabilities, (2) focused on only affective variables, such as motivation, and enjoyment, (3) compared the effects of different types of subtitles and captions, (4) were related to news and documentary. Graph 1 shows the process of elimination.
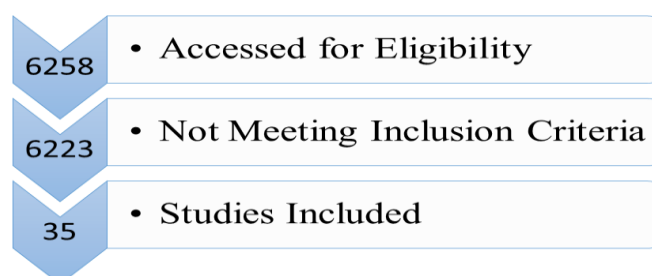
Graph 1. The process of elimination

Articles constitute 27 of 35 studies included. In addition, doctoral dissertations constitute 5 of the selected studies. Finally, master's theses constitute 3 out of 35 studies included. All of these 35 studies were conducted in ELT context. Most of the studies included focused on the use of captions and subtitles in teaching language skills such as vocabulary and listening skills. Detailed information regarding the context of the studies has been given in the findings section.

Compliance with Ethical Rules

Since this article is a literature review, ethics committee approval was not required. All studies included in the literature review within the scope of the study have been cited and indicated in the ' Studies Analysed' section at the end of the article.

Data Analysis

In the data analysis process, content analysis was conducted on the determined studies. In the content analysis process, some sub-categories related to the research questions were taken into consideration. These sub-categories include the context of the studies, participants, distribution of the studies by year and skill, research methods of the studies, and main findings of the studies.

FINDINGS

Trends in Articles, Theses, and Dissertations about the effect of Movies and TV Shows on EFL learners' Vocabulary Learning

The context of the studies, participants, distribution of the studies by year and skill, and research methods of the studies were analyzed to respond to the first research question.
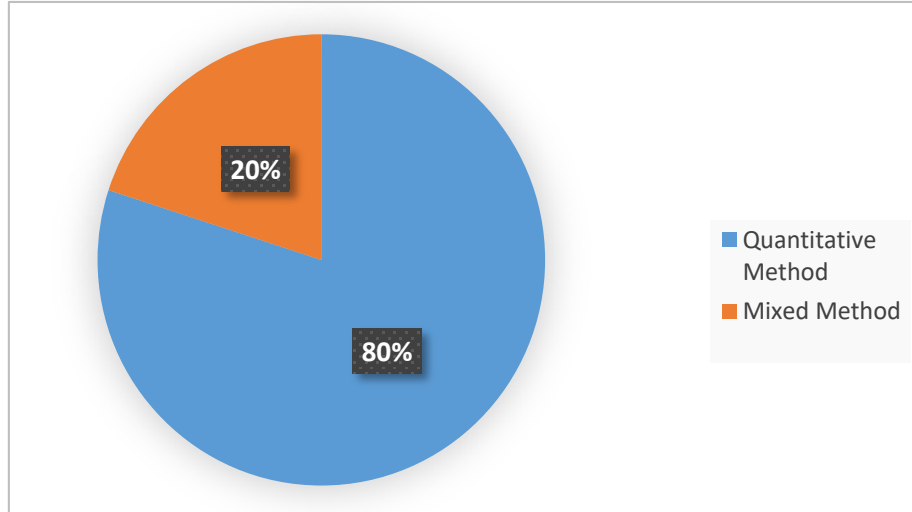
Context of the Studies

Each study was analysed in terms of the main field they belonged to. The content analysis of the studies revealed that all of the studies were conducted in ELT context. Most of the studies focused on the effects of subtitles and captions on students' language skills such as vocabulary and listening skills. Some studies also reported positive aspects of subtitles and captions regarding students' perceptions. In addition, the other context on which the studies focused was found to be Computer and Instructional Technologies in which 25 studies were conducted. The related graph is presented below;
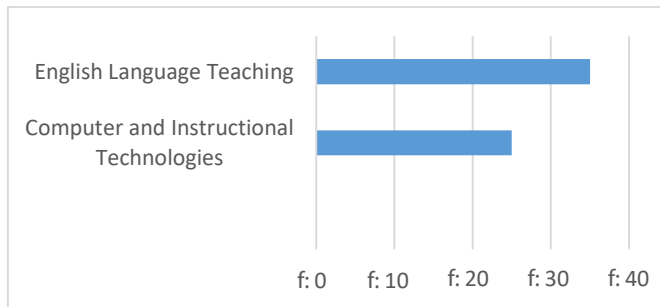
Graph 2. Frequency of the Studies in terms of their Context

Research Methods

The research methods of the selected studies revealed that 28 (80%) out of 35 studies used a quantitative method. As quantitative data collection tools, most of the quantitative studies conducted pre-and post-test design or comprehension tests. 7 (20%) of the studies used a mixed-method approach in which quantitative and qualitative data collection tools were used. However, none of the studies analyzed utilized the qualitative method. Graph 3 below illustrates the distribution;

Graph 3. Research Methods

Participants

According to the findings regarding the participants of the selected studies, it was found that 24 (%69) out of 35 studies were conducted in higher education context. The participants in these studies were either preparatory class students or freshmen undergraduate students. In 1 (%3) of the selected studies, the participants were in primary education. 6 (%17) out of 35 studies focused on students in secondary education. Also, 4 (%11) of the studies were conducted in a private language course where different learners from different age groups participated in the study. Graph 4 below summarizes the distribution of participants from different educational contexts.
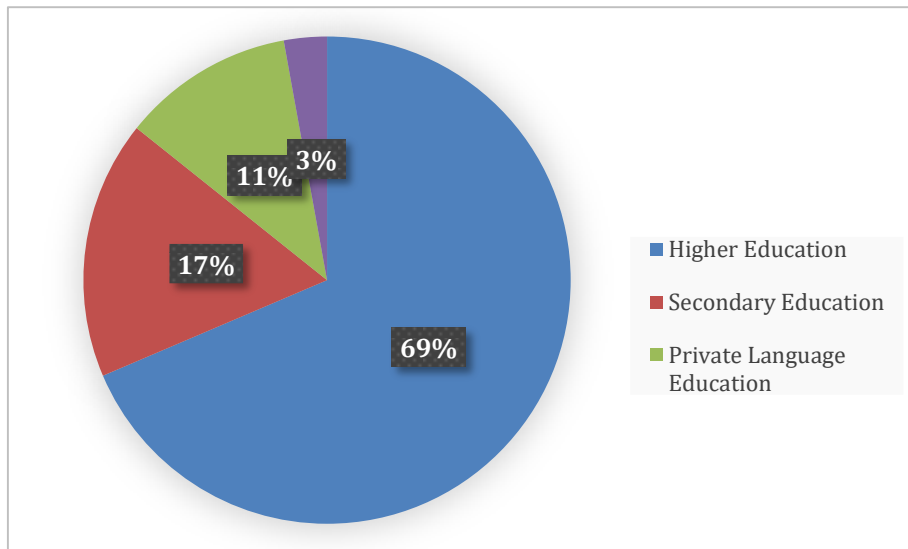

Graph 4. Participants

Distribution of the Studies by Year

The findings with regard to publication year of the selected studies indicated that 10 (28%) studies were conducted in 2018 as the highest in number. In addition, seven (20%) studies were completed in 2014. Also, five (14%) studies were completed in 2019. Furthermore, three (8%) studies were completed in 2016. Moreover, 2 (6%)

studies were conducted in 2010, 2011, and 2015 respectively. Graph 5 shows the distribution of studies by year;
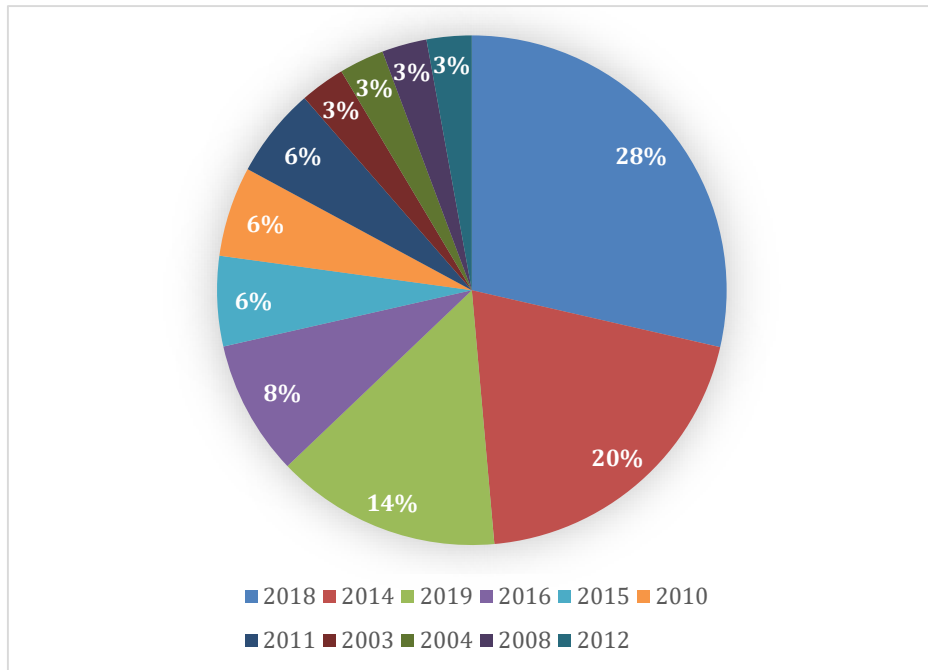
Graph 5. Distribution of the Studies by Year

Distribution of the Studies by Skills

Main skills of the selected studies indicated that 16 (46%) out of 35 studies focused on listening as the main skill. Also, 11 studies (32%) focused on vocabulary as the main skill. Moreover, four studies (11%) focused on reading as the main skill. In addition, four studies (11%) focused on speaking as the main skill. Graph 6 shows the distribution of studies by skills;
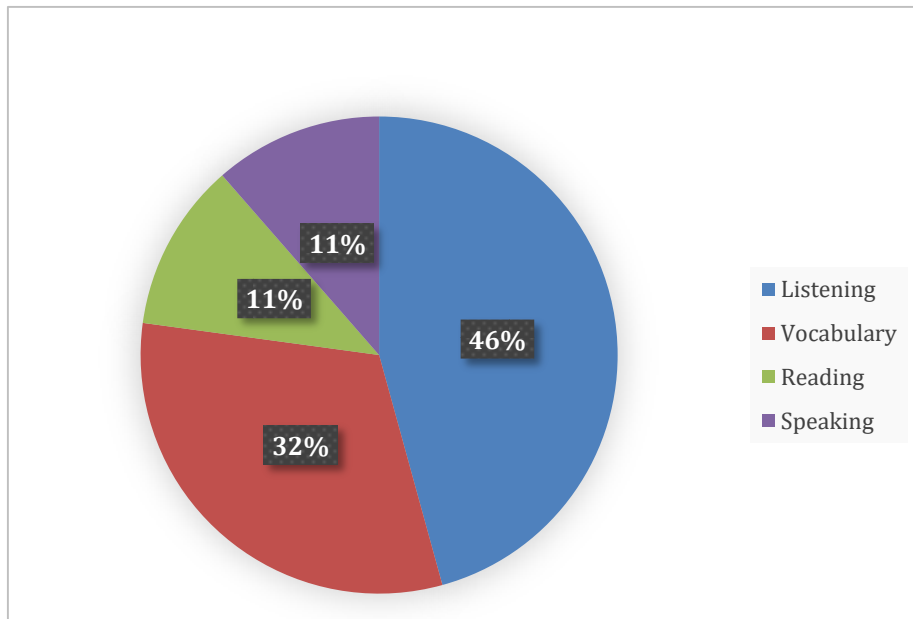
Graph 6. Distribution of the Studies by Skills

Main Findings in Theses, Dissertations and Articles about the Effect of Subtitles/Captions on English Language Skills of EFL Learners

The context of the studies, participants, distribution of the studies by year, research methods of the studies were analyzed to respond to the first research question. With regard to the RQ2, 'What are the main findings in theses, dissertations, and articles related to the effect of subtitles and captions on the English language skills of the students?', the findings from the discussion and conclusion sections of the studies revealed that the effectiveness of subtitles and captions on the English language skills of the students was related to the main findings of 30 studies. This means that almost all of the studies found the subtitles and captions more effective compared to traditional instructional techniques. Most of these studies focused on the achievement dimension of this effect.

Another finding from the analyzed studies was the positive perceptions of the participating students. Five out of 35 studies reported that the participating students had positive attitudes towards subtitles and captions as an instructional technique. These studies particularly focused on the positive atmosphere in classrooms where movies and TV shows were used as a new instructional technique.

Table 1. Main Findings of The Studies Included in The Analysis

Main Findings	f
Subtitles/Captions are more effective	30
Students have positive attitudes towards subtitles and captions as an instructional technique	5

DISCUSSION

Based on the reviewed research, it can be deduced that the studies related to the effect of subtitles and captions on English language teaching were mostly conducted with students at higher education institutions using quantitative methods. In addition, most of the studies were conducted for examining the effect of subtitles and captions on English language skills and finding out perceptions and attitudes of EFL learners towards the use of subtitles and captions on English language teaching. The results of the studies reviewed generally indicate that subtitles in the target language can facilitate English language learning and expose the learners to both aural and visual input. The results of most of the analyzed studies showed that movies with subtitles and captions in the target language had a significantly positive effect on the language skills of the EFL students and teachers could benefit from subtitles and captions as authentic materials in teaching English. Furthermore, the results of most of the analyzed studies found that watching subtitled movies and TV series was more effective than conventional teaching methods. For example, a study by Ramli (2019) revealed that there was a remarkable development in the experimental class students who were taught reading using the "Inside Out" movie with subtitles as media. However, the students in the control group were taught using

narrative text. The study found a difference between students' scores before and after being taught by using subtitled "Inside Out" movie as media. Also, another study by Kim (2020) revealed a notable difference between the total speaking performance mean scores of subtitled group (experimental group) and non-subtitled group (control group). The results of the independent t-tests showed that the use of subtitles had a superior effect on overall speaking performances of the students in the subtitled group. The researcher concluded that the subtitled group (experimental group) benefited from the TV series "Friends" in developing their speaking skills more than non-subtitled group (control group).

Furthermore, subtitled movies revealed to have an effect on the motivation of the learners. Aksu-Ataç and Köprülü-Günay (2018) indicated that using subtitled movies motivated the students and had positive effects on English language learning. In addition to the positive effect on motivation, subtitles were revealed to help students understand the dialogue and accents in the movie. A study by Ayand and Shafiee (2016) showed that subtitles assisted learners in understanding the language spoken in different accents as the learners could follow the conversations in the movie as written forms. Also, Liando, Sahetapy and Maru (2018) emphasized the effect of subtitles on the comprehension of the dialogue in the movie. Liando, Sahetapy and Maru (2018) found that subtitles made it easier for students to comprehend difficult accents of native English speakers.

Moreover, findings of the analyzed studies found that students agreed that movies could help them learn idioms, and proverbs in the target language. In addition, studies generally demonstrated that by watching movies, the language learners could learn correct pronunciation. Generally, the participants considered English movies to be beneficial in everyday English use. For example, Aksu-Ataç and Köprülü-Günay (2018) showed that subtitles are better for understanding dialogues in movies and students could learn slang words, proverbs, and idioms through watching movies.

Also, methods section of the reviewed studies revealed that most of the reviewed studies adopted quantitative methods to collect and analyze the data. None of the studies has used qualitative methods. Finally, none of the studies reviewed focused on the writing as the main skill. Most of the studies focused on the listening and vocabulary as the main skills.

CONCLUSION and SUGGESTIONS

The EFL learners have a little chance of hearing and practising the target language outside the classroom. Watching English movies and TV series could be a good way to combat the problem of lack of exposure to target language. Research indicates that EFL learners can benefit from English movies or TV series as effective materials in foreign language learning since they include authentic language and help EFL learners be exposed to real spoken language. In addition, through subtitles, language learners can hear the pronunciation of many words and comprehend what is heard in the English movies or TV series. Although the number of the studies investigating the effect of subtitles and captions on the English language skills of the students has been increasing since 2003, there is a lack of research on the document analysis of dissertations, theses, and articles on the effect of subtitles and captions on the English language skills of the students. Thus, the aim of this study was to to analyse 35 studies that were conducted between 2003 and 2019 on the effect of subtitles and captions on the English language skills of the students. The studies reviewed generally showed that English subtitles could facilitate English language learning and help participants understand conversation in the movies. Moreover, Further research should employ qualitative methods to collect and analyze the data. Furthermore, to get deeper understanding of the perceptions of the EFL learners on the use of subtitles and captions to learn English language skills, further studies should use interviews to obtain EFL learners' perceptions and attitudes towards the use of subtitles and captions to learn English language skills. In addition, further studies should be conducted to investigate the effect of subtitles and captions on the writing skill of EFL learners. Finally, it can be concluded that much more research

on the effect of English subtitles and captions on English language skills of EFL learners is needed. This research can provide new information for the researchers who aim to conduct research on the use of subtitles and captions in English language skills of EFL learners and the teachers who would like to make use of English subtitles on teaching language skills. The findings of this research are expected to encourage language learners to devote more time to watch subtitled movies, and TV shows to develop their English language skills.

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GENİŞ ÖZET

Amaç

Bu çalışmanın amacı, altyazıların öğrencilerin İngilizce dil becerileri üzerindeki etkisine ilişkin 2003-2019 yılları arasında yapılmış 35 çalışmayı incelemektir. Bu amaç doğrultusunda aşağıdaki araştırma sorularına yanıt aranmıştır:

1. *Altyazıların öğrencilerin İngilizce becerilerine etkisine ilişkin makaleler ve lisansüstü ve doktora tezlerindeki araştırma eğilimleri nelerdir?*

2. *Altyazıların öğrencilerin İngilizce becerilerine etkisine ilişkin makaleler ve lisansüstü ve doktora tezlerindeki temel bulgular nelerdir?*

Yöntem

Bu çalışmada yazılı belgelerin içeriğini sistematik olarak analiz etmek için n itel bir a raştırma yöntemi olan doküman analizi kullanılmıştır. Çalışmaları belirlemek için ERIC, Google Scholar, EBSCOHOST, Web of Science gibi elektronik veri tabanları tarandı. "Altyazılar" arama terimi ile birlikte "EFL", "kelime öğrenimi", "dinleme becerisi", "konuşma becerisi", "okuma becerisi", "yazma becerisi" ve "yabancı dil öğrenme" arama terimleri kullanılmıştır. İlk aramada 6258 çalışma bulunmuştur. Araştırmamızın odağı, nitel, nicel veya karma d eneysel çalışmalardır. Eleme sürecinden sonra 35 çalışma dahil edilmiştir. Bu 35 çalışmanın tümü İngiliz dili öğretimi bağlamında gerçekleştirilmiştir. Veri analizi sürecinde belirlenen çalışmalar üzerinde içerik analizi yapılmıştır. İçerik analizi sürecinde araştırma sorularına ilişkin bazı alt kategoriler oluşturulmuştur. Bu alt kategoriler, çalışmaların bağlamını, katılımcıları, çalışmaların yıllara ve becerilere göre dağılımını, çalışmaların araştırma yöntemlerini ve çalışmaların ana bulgularını içerir.

Bulgular

Çalışmaların içerik analizi, tüm çalışmaların İngiliz dili öğretimi bağlamında yürütüldüğünü ortaya koymuştur. Çalışmaların odaklandığı diğer bağlam ise 25 çalışmanın gerçekleştirildiği Bilgisayar ve Öğretim Teknolojileri olmuştur. Seçilen 35 çalışmadan 28'inin (%80) nicel bir yöntem kullandığı ortaya çıkmıştır. Araştırmaların 7'sinde (%20) nicel ve nitel veri toplama araçlarının birlikte kullanıldığı karma yöntem kullanılmıştır. Ancak, incelenen çalışmaların hiçbiri nitel yöntem kullanmamıştır. Seçilen çalışmaların katılımcılarına ilişkin bulgulara göre, 35 çalışmanın 24'ünün (%69) yükseköğretim bağlamında yürütüldüğü tespit edilmiştir. Seçilen çalışmaların sadece 1'inde (%3) katılımcılar ilköğretim düzeyindedir. 35 araştırmadan 6'sı (%17) ortaöğretimdeki öğrencilere odaklanmıştır. Ayrıca çalışmaların 4'ü (%11) özel bir dil kursunda gerçekleştirilmiştir. Seçilen çalışmaların yayın yılına ilişkin bulgular, 10 (%28) çalışma ile en fazla çalışmanın 2018 yılında yapıldığını göstermiştir. Buna ek olarak, 2014 yılında yedi (%20) çalışma tamamlanmıştır. Ayrıca 2019 yılında beş (%14) çalışma gerçekleştirildi. 2016 yılında üç (%8) çalışma tamamlandı. Ayrıca sırasıyla 2010, 2011 ve 2015 yıllarında 2 (%6) çalışma yapılmıştır. Seçilen çalışmaların ana becerilerine ilişkin analiz, 35 çalışmadan 16'sının (%46) ana beceri olarak dinleme becerisine odaklandığını göstermiştir. Ayrıca, 11 çalışma (%32) ana beceri olarak kelime bilgisi becerisine odaklanmıştır. Buna ek olarak, dört çalışma (%11) ana

beceri olarak okuma becerisine odaklanmıştır. Son olarak, dört çalışma (%11) ise ana beceri olarak konuşma becerisine odaklanmıştır. Çalışmaların tartışma ve sonuç bölümlerinden elde edilen bulgular, altyazıların öğrencilerin İngilizce dil becerileri üzerindeki etkililiğinin 30 çalışmanın ana bulgularıyla ilişkili olduğunu ortaya çıkarmıştır. Ayrıca, 35 araştırmadan 5'i, katılımcı öğrencilerin bir öğretim tekniği olarak altyazılara yönelik olumlu tutumlara sahip olduğunu bildirmiştir.

Sonuç

İncelenen çalışmalar genel olarak İngilizce altyazıların İngilizce öğrenmeyi kolaylaştırabileceğini ve katılımcıların filmlerdeki konuşmaları anlamalarına yardımcı olabileceğini göstermiştir. Ayrıca, incelenen çalışmalar İngilizceyi yabancı dil olarak öğrenen öğrencilerin, günlük dili içerdiklerinden ve gerçek konuşma diline maruz kalmalarına yardımcı olduklarından, yabancı dil öğreniminde etkili materyaller olarak İngilizce filmlerinden veya TV dizilerinden yararlanabileceğini belirtmiştir.

Tartışma

İleride yapılacak olan çalışmalarda, verileri toplamak ve analiz etmek için nitel yöntemlerin kullanması önerilebilir. Buna ek olarak, İngilizceyi yabancı dil olarak öğrenenlerin İngilizce dil becerilerini öğrenmek için alt yazı kullanımına ilişkin algılarını daha derinden anlamak amacıyla, daha sonraki çalışmalarda İngilizceyi yabancı dil olarak öğrenen öğrencilerin İngilizce öğrenmek için alt yazı kullanımına yönelik algılarını ve tutumlarını elde etmek için mülakat tekniğinin kullanılması önerilebilir. Dahası, altyazıların İngilizceyi yabancı dil olarak öğrenenlerin yazma becerisi üzerindeki etkisini araştırmak için daha fazla çalışmanın yapılması tavsiye edilebilir. Son olarak, İngilizce altyazıların İngilizceyi yabancı dil olarak öğrenen öğrencilerin İngilizce dil becerileri üzerindeki etkisine ilişkin daha fazla araştırmaya ihtiyaç duyulduğu sonucuna varılabilir. Bu araştırma, İngilizceyi yabancı dil olarak öğrenen öğrencilerin İngilizce dil becerilerinde altyazı kullanımı konusunda araştırma yapmayı amaçlayan araştırmacılara ve dil becerilerinin öğretiminde İngilizce altyazılardan yararlanmak isteyen öğretmenlere yardımcı olabilir. Bu çalışmanın bulgularının, yabancı dil öğrencilerini İngilizce dil becerilerini geliştirmek amacıyla altyazılı filmler ve dizileri izlemeye daha fazla zaman ayırmaya teşvik etmesi beklenmektedir.