

T. C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES

**THE ROLE OF WATCHING ENGLISH SUBTITLED PROGRAMS IN THE
DEVELOPMENT OF SECOND LANGUAGE PRAGMATIC COMPETENCE**

THESIS

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M.Sc. THESIS

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ABBREVIATIONS

L1	: First Language
L2	: Second Language
EFL	: Foreign Language Learner
TL	: Target Language
NL	: Native Language
MDCT	: Multiple Choice Written Discourse Completion Task
WDCT	: Written discourse completion task
DSAT	: Discourse Self-assessment Tasks

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İKİNCİ DİL EDİMSSEL YETERLİLİK GELİŞTİRME İNGİLİZCE ALT PROGRAMLARI İZLEME ROLÜ

ÖZET

Bu çalışma İngilizce altyazılı programını kullanarak deyimler oluşur ve deyimler yabancı dil öğrenenler olarak dördüncü sınıf üniversite öğrencileri ve öğrencilerin bilinçlendirilmesi dil sınıfta kullanarak videoların etkisiyle İngilizce pragmatik yetkinliğini artırmaya yönelik bir etkiye sahip olan olup olmadığını muayene ana ve hedef kültürü arasındaki kültürel farklılıkların doğru. Ayrıca, bu çalışmada katılımcıların tutma üzerinde altyazılı İngilizce programı izlerken yoluyla pragmatik yetkinlik geliştirmek etkisini incelemektedir.

Bu çalışmanın katılımcıları Irak'ta Süleymaniye Üniversitesi'nde dil okulları 20 dördüncü sınıf üniversite öğrencisi oluşturmuştur. Onlar hedef dilde (bundan sonra TL) altyazılı deyimler oluşuyordu yirmi İngilizce programları izledi; her programın bir dakikadır. İki test kullanılan araştırmacı ve Çoktan Seçmeli Söylem Tamamlama Testleri (bundan sonra MDCT) tarafından tasarlanan Sit sınav olan bir ön-test, son test ve kalıcılık testi olarak çalışmanın veri toplamak için kullanılmıştır iki kez; sonrası ilk test olarak ve daha sonra bir kalıcılık testi olarak. Elde edilen çalışma iki t-testi verilerini ve bir tek yönlü ANOVA analiz etmek amacıyla yürütülmüştür.

Sonuçlar izlerken İngilizce altyazılı videolar, daha yetkin pragmatik olmaya EFL öğrenenler yardımcı altyazılar uzun tutma sonuçlandı İngiliz programı izlerken ile ana ve erek kültür ve pragmatik yetkinlik geliştirme arasındaki kültürel farklılıkların karşı öğrencilerin farkındalık kaldırdı gösterdi.

Anahtar Kelimeler: *Görsel-işitsel malzeme, Altyazı, Pragmatik Yeterlilik, kültürel farkındalık, deyimler*

THE ROLE OF WATCHING ENGLISH SUBTITLED PROGRAMS IN THE DEVELOPMENT OF SECOND LANGUAGE PRAGMATIC COMPETENCE

ABSTRACT

The present study examined whether using English subtitled program which consists of idioms and phrases have an impact on enhancing English pragmatic competence for the fourth-year college students as foreign language learners and the effect of using videos in the language classroom on raising the students' awareness towards the cultural differences between the main and the target culture. Furthermore, the study scrutinizes the impact of improving pragmatic competence through watching English program with subtitles on the participants' retention.

The participants of this study consisted of 20 fourth-year college students of schools of language at Sulaimaniyah University in Iraq. They watched twenty English programs that consisted of idioms with target language (hereafter TL) subtitles; each program is one minute. Two tests were utilized to gather the data of the study as a pre-test, post-test and a retention test which are a sit-down exam that designed by the researcher and a Multiple-Choice Discourse Completion Tests (hereafter MDCT) which used twice; first as post-test and later as a retention test. In order to analyze the obtained data of the study two t-tests and one one-way ANOVA were run.

The results showed that watching English subtitled videos helped the EFL learners to become more competent pragmatically, raised the awareness of the students towards the cultural differences between the main and the target culture and improving pragmatic competence through watching English program with subtitles resulted in longer retention.

Keywords: *Audio-visual material, Subtitles, Pragmatic Competence, cultural awareness, idioms.*

1. INTRODUCTION

1.1 Introduction

While teaching English as a foreign/ second language (hereafter L2), should not only include grammatical rules and structures, and vocabulary, but also include how to use L2 properly in the conversation in accordance to the situations. In the recent years, one of the main goals that has been popular in the L2 classes is raising the learners' pragmatic competence awareness which can be defined as having information about communicative act and the way of performing it, and the capability of using language properly with context (Kasper, 1997). Researchers and teachers in language teaching should create a way that makes the link between pragmatics research and the role of these studies in the classroom of language learning (Bardovi-Harlig, 1996). Also, students have to be aware of essential variances between the TL culture and their own culture and draw their attention towards these variances (Bennett, 1993).

In the recent years the progress of pragmatics competence has become one of the most important aspects for EFL learners' communication success. Thus, many researchers (House and Kasper, 1981; Wildner-Bassett, 1994) have investigated the ways of enhancing learners' success in L2 communication and discussed whether it is better to teach pragmatics explicitly or implicitly in the classrooms through emphasizing on some pragmatic aspects.

This present study aims at investigating the role of English subtitled programs in the development of L2 pragmatic competence. It also investigates the effectiveness of using such programs in raising cultural awareness through watching idioms with subtitles by English native speakers. Furthermore, the study scrutinizes the impact of improving pragmatic competence through watching English programs with subtitles on the participants' retention. No studies have used idioms for improving EFL learners'

pragmatic competence with the help of subtitled video as an audio-visual material although, there is a study (Rose, 1994) on video-showing activities in L2 classrooms that can be used as an approach for raising pragmatics awareness by native and non-native teachers. This research aims to decide whether the students who are watching the programs with English subtitles will be pragmatically more competent in English and to determine whether improving pragmatic competence through watching English program with subtitles will result in longer retention. Finally, it aims to know whether using videos in the language classroom will raise the students' awareness towards the cultural variances between the main and the target cultures.

1.2 The Background of the Study

Nowadays with the improvement of technology, learning a foreign language has become easier for learners because it is handy to teachers and learners to have access to the technological equipments that can help them improve their L2. The learners are using many different ways to improve their language skills. Through technologies such as television, computer, the Internet, Social media, DVDs, and CDs, they can improve their foreign language skills. In the recent years, watching foreign movies and programs with subtitles or captions has become very popular among EFL learners. Also, many learners are interested in watching movies and programs in their native languages with English subtitles in order to improve their English language. Movies or programs with subtitles can be used as a valuable educational tool because it will help viewers to watch while reading what they hear.

There is a reality that society cannot be alienated from technology, and the machines have created because of the needs of society. Thus, the EFL teachers should not ignore such important trend in language teaching classrooms as video is accepted by both teachers and students (Hemei, 1997).

Audio-visual materials are considered as a critical aid in motivating and simplifying language learning. Wright (1976) states that a lot of media and a lot of approaches of visual appearances are useful to the learners of language. So, it can be said that all

audio-visual materials have helpful role for learning language if they used at the right place and appropriate time. Researchers suggest that using video materials in the EFL classrooms may foster L2 learners' comprehension of the plot of the movies or any TV programs that they watch in the TL. Audio-visual materials can be used for increasing TL skills of the learners especially if it is interesting and using the same language that the natives use, attract learner's eye, and it will be easier for the ear linguistically (Sherman, 2003).

Video materials seem to be more suitable and pleasurable approach for teaching language in EFL classrooms especially when it is subtitled. Eken (2003) has recommended teachers to use video materials to motivate foreign language learners inside and outside the classrooms to learn foreign languages. To learn anything new you have to notice it; using video materials can provide this for the learners (Wang and Shen, 2007). In addition, video material can be used to show the L2 learners how to use language in suitable contexts, also it is regarded as a language model with new vocabulary, grammar, accents, and discourse forms (Sherman, 2003).

Danan (2004) has claimed that providing captions or subtitles for video materials will motivate the viewers to comprehend what is shown on TV. Most of the educators who are teaching second languages are advising their students to watch movies with subtitles to develop their language proficiency. Also, Chang (2004) believes that using foreign subtitled films enhances student's motivation to acquire foreign languages. Furthermore, Bravo (2005) believes that watching movies with subtitles motivates the students and helps them to acquire foreign languages. Subtitles play a great role in motivating EFL learners to notice and acquire new vocabularies and idioms deliberately (Wilson, 2003).

According to Krashen's Comprehension Hypothesis (1985), L2 can be acquired by understanding the message; when we comprehend what we are hearing or reading, we can acquire a language. Also, learners do not pay attention to the grammatical rules and structures of the sentences while they are reading subtitles. They just read the words on the screen. In this way, EFL learners implicitly or unconsciously will acquire new vocabulary or idioms.

Reich (2006) describes subtitles as a part of translation (from audio to a written language); through subtitles, audience can read the dialogues between the characters on the screen, while listening to them. Captions, on the other hand, are developed to help hearing-impaired people since they include sound cues for example when someone knocking on a door it will be written (knock knock) on the screen. Neves (2008) states that both captioning and subtitling are similar in their definitions; however, there is difference between them. Captions can be used by both hearing-impaired audience and hearers, but subtitles are only for those audiences who have the ability to hear. In this study, subtitles are preferred to captions because using subtitled programs is preferred by most of the movie viewers of foreign languages. So, subtitles are more popular than captions among movie viewers.

In recent years, most of the L2 learners have the same goal; they intended to communicate competently and use L2 perfectly in the social context (Hymes, 1972). Pragmatics can be considered as a foundation for communicative competence. While it has been ignored and shuffled aside beneath the title of syntactic understanding and it has not recognized as a critical constituent in learning language, but this propensity has begun to change considerably. A good instance for this growing emphasize is Dessalle's theory (1998), which highlights the pragmatic competence's significance in preparing L2 learners in order to use language correctly in various conditions.

Kasper (1997; 2000) explains pragmatics as the study of language that uses by a speaker in various social interactions and its impact in the communicative event on the other participants. In the same way Crystal explains pragmatics, "the study of language from the point of view of the users, especially of the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on the other participants in an act of communication" (1985, P.240). Somewhere else, Crystal (1987) claims that pragmatics contains those features that administer our language choices in public contacts and the influences of our choice on others. In this definition, he analyzes pragmatics from speaker's point of view; he considers the various options that the language users can choose when they use the TL in different settings of their communication.

According to Yule (1996, p.3) pragmatics has four different interpretations. First, it “is a study of a speaker meaning” which means that listeners interpret or analyze what the speakers mean when they are uttering a sentence, rather than interpreting the meaning of the words or phrases in their utterances. Second, it is a study of “contextual meaning” which means the speakers choose their utterance in accordance to the setting (i.e. where and when), the situations, and to whom they are talking. Third, it is “the study of how more gets communicated than is said” which means that pragmatic is the inspection for the hidden meaning of the utterance. Fourth, it is the “the study of the expression of relative distance” which means that in accordance to the closeness or distance between the speaker and the listener, the quantity of the essential utterances will be chosen by the speaker.

Before talking about pragmatic competence it is important to explain competence generally. It has been defined by Crystal (1997) as a word utilized in linguistic theory, particularly in generative grammar, so as to refer to the knowledge of the speakers in their language, the rules’ system which they have learnt and they are able to yield and comprehend an unlimited number of sentences, and to distinguish grammatical ambiguities and errors.

From this definition, we can understand that competence means the ability of the human beings to comprehend and yield sentences that they have never heard in the past. In addition, it includes their ability to find out the established rules for grammar that let them notice the mistakes of grammar and understand the speaker’s aim of uttering a sentence.

Leech (1983) states that we cannot comprehend the language nature itself if we do not comprehend pragmatics and understand the way of language usage in communication. In addition, Finch (2005) shows that pragmatics concerns with the utterance meaning. therefore, pragmatic competence is the skill of comprehending speaker’s aim in an utterance; in this way the language learners will be capable to overcome ambiguities of any sentence because in pragmatic meaning depends on the time, place and manner of the statement. If you have a good pragmatic competence, then you will communicate well (Canale, 1983). Both Aitchison (1999) and Peccei (1999) maintain that pragmatics

relates to the speakers' use of language in ways which cannot only expect from linguistic knowledge. Moreover, Lyons (1981) states that many scholars would say that utterance meaning falls outside the province of linguistic semantic, as such, and within that of what has come to be called pragmatics . Koike (1997) found that regardless of having excellent knowledge in L2 grammar and syntax, adult L2 learners regularly face failure to utilize pragmatically suitable expressions.

According to Bialystoc (1993), pragmatic competence includes different abilities in using and interpreting language in context. These involve the ability of the speaker to play with the language according to the situation and speaker's capability to utilize language for various reasons as (requesting, greeting, demanding, and the like). Furthermore, it involves the speaker's capability to follow the established rules (i.e. the rules that uses by natives).

Lewis (1997) states that language does not only consist of vocabulary and old-style grammar but regularly it consists of multi-word assembled chunks, by chunks here he means collocations, idioms, fixed and semi-fixed expressions. Thus, we can understand that idioms also can have an effective role in language development. Fowler (1996) defines an idiom as a phrase that words are combined together and have different meaning from their single meanings in dictionary that make the EFL learners to face difficulties when they try to learn them. For example, in this idiom (Get in some one's hair), the reader or hearer who does not have pragmatic competence for recognizing the meaning of that idiom cannot understand it. They may interpret it according to the meaning of the words; they may believe that it means enter into some one's hair, while this idiom means bothering someone by doing something that he or she does not like it.

Idioms constitute a huge part of nearly all languages; L2 learners have to learn them so as to be fluent in the TL. It is impossible for non-native speakers to fully comprehend an American film, TV program, news, or even a typical conversation without help because English language consists of substandard idioms and slang (Burke, 1998). Also, he believes that non-native speakers will never be capable to integrate and understand the meaning of natives' conversation completely if they do not know the idioms. Cooper (1998) states that even those students who have excellent information of grammar rules

and know much vocabulary will face difficulties in the idiomatic expressions usage if they do not know idioms. EFL learners certainly will meet idiomatic expressions in their daily lives by watching TV programs and movies, and that is absolutely a main reason behind the importance of idiomatic awareness among EFL learners.

Ellis (1997) believes that using idioms properly and having knowledge about it is a significant sign for L2 learner's communicative competence in the L2. Also, it is a sign for pragmatic competence improvement, because as mentioned previously; pragmatic competence is a base for good communicative competence. So, when L2 learners could use idioms in proper sentences, it means that they have communicative competence and their L2 pragmatic competence has improved. Many of the intermediate and advanced L2 learners who have contact with the TL are eager to learn new idioms because they understood the importance of learning idioms and its richness and usefulness in communication.

1.3 Statement of the Problem

Abundant studies (House and Kasper, 1981; Wildner-Bassett, 1984; Bouton, 1994) have scrutinized the teachability of pragmatic competence, and they mostly focused on the speech acts (i.e. refusing and requesting). Some other studies (Kasper, 1981; House, 1996) are investigating the explicit and implicit methods. None of these studies have used subtitled video programs or idioms for fostering pragmatics competence in second language classrooms. In general, in Iraqi schools and universities, teachers do not use video materials for teaching English pragmatic competence inside classes, and they do not pay attention to the importance of idioms in EFL learners' pragmatic competence improvement. The teachers either utilize explicit instruction for teaching pragmatic competence, or they have never tried to teach it. However, when they utilize explicit instruction it will not have an effective role because the students cannot recall what they have studied after a period of time because they do not practice the TL only they have taught rules.

In the most of the English classes, the focus is on teaching grammar rules and structures; they have neglected the importance of pragmatics in communication. There are many students who know all the grammatical rules and structures, yet they cannot utter a sentence in English properly because they lack pragmatic competence, and they have not encountered the words, idioms or phrases in a sentence used by native speakers. As a result they cannot use these phrases or idioms in the correct situation. Kasper and Roever (2005) claim that L2 learners should not only learn how to do things with the words of the TL, but also have to learn how to use communicative acts and the vocabulary that apply them, are both flexible to and form activities, conditions, and social associations.

Washburn (2001) demonstrate the problems that EFL learners are facing in learning pragmatics as: the lack of the naturally appearing, and varied input in EFL contexts, absence of awareness about the norms, methods, and limits, absence of salience in the presented input, and the absence of explicit or direct feedback on the abuses of the rules in ordinary contexts or in the textbook designs.

1.4 Research Questions

- 1- Will the students watching the programs with English subtitles be pragmatically more competent in English?
- 2- Will improving pragmatic competence through watching English program with subtitles result in longer retention?
- 3- Will using videos in the language classroom raise the awareness of the students towards the cultural differences between the main and the target cultures?

1.5 Purpose of this Study

The main purpose of the current study is to examine whether using English subtitled programs which consist of idioms and phrases have an impact on enhancing English pragmatic competence for the fourth-year college students of schools of language at

Sulaimaniyah University in Iraq as foreign language learners. It is teachers' responsibility to present various ways to the EFL learners in order to improve their L2 language. They have to provide many opportunities for the students to enhance writing, reading, speaking and listening skills in the TL. Teachers have to spend more time with their students and have different teaching approaches not only teaching rules and vocabulary. Using video as audio-visual material can be helpful for the EFL teachers to offer their students such opportunities to progress their L2 language skills. It is very vital for the teachers of English language to help their students obtain or become aware of the pragmatic competence significance. Furthermore, it helps them to remember what they have learnt after a long period of time and recall it to use in a suitable condition.

EFL learners should not only learn vocabulary, grammar rules, idiom or phrases but also have to learn when and where use them properly in their communication. For this purpose the EFL teachers can use English Programs and movies which the speakers and the actors are natives of English language. Consequently, the EFL learners will become familiar to the statements, and they will be aware how to utilize the vocabulary, idioms and phrases in a correct setting. In this way they will enjoy the learning situation because it will be fun to watch the video inside classes with their classmates, along with showing videos, the teachers have to make some activities during the watching process to warm up the students and make them eager to speak and use the TL. In addition, subtitles can be used with video materials, so the learners can read the conversations along with listening, in this way they can understand the conversations clearly if they could not understand the spoken language.

In this manner the EFL learners will improve pragmatically, and then they will understand the cultural differences between their own and TL culture which has a vital role in using L2 appropriately to the context. According to DeCapua and Wintergerst (2004), culture has an impact on utilizing language by the speakers in communication and the ways that interlocutors recognize the world. In the same way, language has impact on the means that the interlocutors communicate and how they comprehend the world (DeCapua and Wintergerst, 2004). Moran (2001) believes that language is a vast "window into a culture" (p.35). Therefore, the more learners have contact with the TL,

utilize it, and comprehend the culture better; they can converse properly with the natives of the TL.

1.6 Key Terminology:

Audio-visual materials: Non-paper instructive or promotional tools such as video, cassettes, CDs, DVDs, etc. They possess both sound and visual element.

Video: A recorded movie, TV program, and event on a videocassette, CD, DVD, etc. it can be watched through TV or computer screen.

Subtitles: Words that are appearing on a screen during TV program, movie, or video which are a translation of the spoken language by the actors.

Idioms: Suitable language of people or a nation, and dialect; particular nature of a language expression irregular to a language (The Oxford Dictionary of English Etymology, 1966).

Pragmatic competence: Pragmatic competence is a speakers' capability to accomplish a specific aim and to comprehend language in a context through using language successfully (Thomas, 1983).

Raising Pragmatics competence awareness: It is raising the EFL learners' pragmatic competence awareness of the importance of the pragmatic competence for a successful communication.

Raising EFL learners' cultural differences awareness: It is raising EFL learners' awareness of the TL culture, through encountering the communication between the natives of the targeted language culture in their daily lives.

1.7 The Structure of the Thesis

In the first chapter, general backgrounds of the study, purpose of the study, statement of the problem, research questions, significance of the study, and key terminology that will constantly be used are discussed. The second chapter will consist of literature review

that will present the previous studies on importance of using audio-visual materials in language teaching, the role of subtitles and captions in language learning, place of pragmatics in language teaching, assessment of pragmatic competence, sorts of pragmatics tests, and teaching idioms in L2 classes. The third chapter includes methodology of the study which discusses the materials, participants, and data analysis with data collection procedures. Finally, the last chapter is the conclusions chapter which the findings, limitations and recommendation for other study are explained.



2. LITERATURE REVIEW

2.1 Introduction

In the second language acquisition field, many various efforts have been made so as to help L2 learners understand and utilize the L2 properly in communications of various situations. According to Bachman (1990), to be successful in communication, recognizing the grammatical rules is not enough; it is important for L2 learners to know the TL pragmatic features. Although video material with subtitles are used as a facilitator tools for learning the skills of language (i.e. listening, writing, and speaking) and for vocabulary acquisition as well, but they are not used as facilitator tools for pragmatic competence improvement. On the other hand, idioms which have significant place in language using and constitute a big part of nearly all languages have not used as a helpful method for developing L2 learners' pragmatic ability, while L2 students have to learn them so as to be fluent in the TL because when the L2 learners have capability to utilize idioms it aids them to establish metaphorical ability in the communicative competence (Celce-Murcia, 2008).

All the above mentioned tools can be used together in L2 classes to improve EFL learners' pragmatic competence. This study is to examine whether using English subtitled program which consists of idioms and phrases, have an impact on enhancing English pragmatic competence for the -university-level English students as foreign language learners. This chapter reviews the previous studies which have been conducted to explore the benefits of utilizing those tools (i.e. audiovisual material, subtitles, and idioms) separately for learning language skills in the L2 classes, and the studies that conducted to examine the teachability of pragmatic competence.

First, using audiovisual materials in L2 classrooms will be discussed. Second, the role of subtitles and captions in learning L2 will be explained. Third, place of pragmatics in

Language teaching will be presented while the fourth section will be allotted to assessment of pragmatic competence and Pragmatic tests. The last part will be dealt with teaching and role of idioms in L2 classes.

2.2 Using Audiovisual Materials in Second Language Classrooms

There is a fact that society cannot be separated from technology, and the machines have created because of the needs of society. Thus, the EFL teachers should not ignore such important trend in language teaching classrooms. Reliable audio-visual input provides plentiful chances to address all language use aspects in variety of situations (Alcon, 2005; Martinez- Flor, 2007; and Grant and Starks, 2001). Audio-visual materials can be used as a powerful source for reliable input such as television, video and film. Gilmore (2007) focus on the importance of the audiovisual material as a good sort of authentic material. Baltova (1994) talks about the positive effect of audiovisual material; it motivates viewers with its rich context. Also, he states that showing authentic audiovisual material to learners with TL subtitles is a healthy pedagogical approach (Baltova, 1999).

Schiffrin (1996) states that L2 learners can get benefit from the audiovisual materials because they can constantly view or listen what have been said or done, so they can notice the structure of the communications. Using this authentic input can facilitate production abilities of the L2 learners, when they are watching the communication and ordinary speech by native speakers of the TL (Sherman, 2003). Herron et. al (1995) state that television, film, and video usually present a larger amounts of realistic input of oral language to students , which in the extended course would develop listening ability in direct communication with native speakers. Furthermore, Ghedsharifi and Bagheri (2001) conducted a study in which they made a comparison between the effect of audio, visual and audio-visual on EFL laerner' writing skill. The results demonstrate that the audio-visual group could perform better than the other two groups in writing skill.

Lonegran (1984) clearly highlights the importance of video as it presents absolute communicative contexts to learners where hearer and speaker's relationship is obvious

and the situation of interaction for instance (at work, home, and the like) is clear as well. In the same way, Swaffar and Vlatten (1997) assess that reliable foreign language videos can visualize various types of cultural situations and registers for learning. Berk (2009) focuses on the ability that video has to impact the audiences' feeling. He states that when images come together with suitable language and music can offer unique emotional and mental knowledge. In addition, he mentioned twenty positive points that can be accomplished in a language classroom through using videos for instance (retaining and grabbing the attention of the students, increase their understanding, motivate and inspiring the students, create interest in the class, etc.)

Baltova (1994) states that audiovisual media are close to real life since visual context and signs make viewing the message possible almost as listen to it. In addition, L2 learners will understand another culture through providing indirect contact with the TL speakers, by using both video and audio means (River, 1981). Koolstra and Beentjes (1999) consider television programs as a beneficial way for learning a second language. Also, they argue that a lot of Dutch learners acquire English language from radio and Television rather than school classes.

The positive effect of audio-visual materials has been proved in many studies; Rubin (1990) in her study investigates learners' listening comprehension through showing them videos, she concludes that video can aid language learning as a haven in order to improve listening ability.

Another study by Secules, Herron, and Tomasello (1992) compare instructions with and without using videos; they concludes that the score of those students who participated in the video situation were higher than those who participated in without video condition. According to another research, the participants of the experimental group could improve in global understanding of the presented story with video better than the participants of the control group who were only listened to the story by using audiotape. Wang (2012) examines the effect of using video material for teaching vocabulary to adult learners who were Taiwanese; they watched three American TV series. The results showed that using audio-visual material assisted memorizing words.

In another research that involved intermediate Canadian learners in a primary French program, they exposed to 15-minute clip. The results showed that the participants in the sound-and-video situation gained higher scores than in the situation which they only listened to the sound clip (Baltova, 1994). Nevertheless, away from universal understanding, visual signs do not essentially help with the understanding of the real verbal text, as this research proved. Indeed, the result of the participants' enactment in the sound-and-video situation was very close to the results in the situation of soundless watching (Baltova, 1994).

Baltova conducted another study so as to scrutinize the listening understanding improvement. In his study he compared the same two situations that have been tested in the previous study (i.e. sound-and-video with sound situation only). The focus in this study was on an additional text-dependent understanding test. The results of this test exposed no considerable variance between the two groups and showed the poor level of different textual comprehension (Baltova, 1994). According to the obtained results it can be said that the effect of video alone is limited, so it is necessary to find further methods, as captioning and subtitling, in order to develop instructional effectiveness of the audiovisual material.

It is assumed that using video materials are helpful input sources which can aid learners forming their own interlanguage pragmatics. Crandall and Basturkmen (2004) believe that text book dialogues do not provide enough pragmatic input. Similarly, according to their research findings (Bardovi-Harling, Hartford, Mahan-Taylor, Morgan and Reynolds, 1991; Boxer and Pickering, 1995; Gilmore, 2004) textbook dialogues cannot depend on as pragmatic input sources. Grant and Starks (2001) and Washburn (2001) have approved the difficulty of both sociopragmatic and pragmalinguistic awareness for EFL learners. Thus, they suggest using audio-visual materials to overcome the difficulties that the EFL learners and teachers face in these contexts. Alcon (2005) argues that pragmatic input might be showed to learners through classroom communication, as films and text books dialogues.

2.3 The Role of Subtitles and Captions in Learning Second Language

There are three information channels accessible to the viewers of the audio visual materials which they deliver the same content: non-verbal visual channels (visual), the auditory channels (sound), and the verbal visual channel (subtitles). According to Baltova (1999) joining these three channels make a better atmosphere for learning than watching a non-subtitled video. There is a semantic relation between the learners' proficiency level, the visual channel, the verbal channel, and the sorts of the subtitles, all have a significant role in the result.

Critics argue that including subtitles in the context of L2 acquisition make the L2 students avoid listening to the dialogue of the TL, while they are reading their NL. Certainly, the subtitles' reading is an automatic performance, as confirmed by a series of mental tests evaluating eye movement methods. These tests revealed that regularly the subtitles were read, whether the voice was off or on, unrelatedly of their information about the spoken language subjects or their understanding of subtitling (d'Ydewalle and Gielen, 1992). d'Ydewalle and Gielen (1992) claim that this spontaneous subtitles' reading does not prevent the process of the audio material, in addition to d'Ydewalle and Van de Poel (1999) state that both of them are almost processed equally. Thus the attention of the learners should be divided between the two input channels according to the learners' requirements (d'Ydewalle and Gielen, 1992).

Subtitles has some various types: Native language subtitles (hereafter NL), and Target language subtitles. d'Ydewalle and Van de Poel (1999) claim that NL subtitles are mainly useful because the viewers are offered written translation of the audio along with the contextual and visual signs, and the audio. In contrast, Vanderplank (1988) found that TL subtitles are important because they help the learners to learn some tactics, for instance switching back and forward between the subtitles and the audio material or helping them to find a tactic letting them to process the visual, the text, and the audio channel at the same time.

In their stud, Bianchi and Ciabattoni (2008) indicate that NL subtitles has more benefits for beginners, while the advanced L2 learners get benefits from TL subtitles. They claim

that the reason behind this difference is that the NL subtitles can be processed automatically, while the TL subtitles needs more knowledge about that language in order to be processed without the other cognitive methods' interfering which are involved and they are standard of visual content such as talking and listening. In addition, Mitterer and McQueen (2009) believe that NL subtitles has a negative impact of lexical inference because those viewers who are processing two various languages together will be worse than those viewers who are watching the audiovisual material with the TL subtitles.

Mitterer and McQueen (2009) talk about the difficulties of understanding a foreign language and they claim that the reason is the uncommon mappings between sounds and words in the foreign language. Depending on the outcomes of lexically-guided rearranging they claim that using TL subtitles assists the learners to understand the spoken language. Furthermore, according to Danan (2004) TL subtitles can take a role as a facilitator for the viewers to comprehend what they are listening to in the L2 which is somehow close to the outcomes of Vanderplank (1988) who indicates that TL subtitles created "fast, authentic speech and unfamiliar accents" (p. 275) considerably easier to comprehend. TL subtitles can facilitate the perception of the speech by showing to the learners what sounds and words have been uttered by adding the speech that has uttered orthographically through lexically-guided rearranging. Although the TL subtitles provide lexical knowledge supporting TL speech perception. Markham (1999) found that those English as second language (ESL) university students who watched the audiovisual material with TL subtitles performed considerably better than those who were not exposed to the TL subtitles in the general understanding.

In a study by Fazilatfar, Ghorbani and Samavarchi (2011) they intended to examine whether watching subtitled TV programs effects incidental vocabulary acquisition. In addition, they wanted to indicate which sorts of subtitles (reversed or standard) lead to greater incidental vocabulary acquisition by Iranian L2 learners while watching T.V programs. The participants watched the movie with distinctive types of subtitles. The first Group watched the English without subtitle, the second Group watched the movie with their NL subtitle (Persian) (standard subtitle), and the last Group watched the

movie with English subtitle (reversed subtitle). The results indicated that the scores of the Group that watched the movie with TL subtitle was higher than higher than the Group that watched the movie with NL subtitles and the scores of the without subtitles Group was lower than the other two groups.

Many studies have been examined the effectiveness of subtitles and caption in improving L2 skills, all the results demonstrate the advantages of using subtitles and captions for L2 learning. In their study Huang and Eskey (2000) examine the impact of closed- captioned TV on the listening ability of L2 learners. The outcome of this study revealed that the captions have an impact on improving their language comprehension in general and vocabulary along with their listening skill. Yuksel and Tanriverdi (2009) examine the impacts of close-captioned movie clip on acquiring vocabulary by ESL intermediate-level students. The result of this study revealed that the vocabulary knowledge of the Group who watched the movie episode with captions developed better than the non-captioned Group.

Another study that investigates the development of reading vocabulary comprehension is by (Koolstra and Beentjes, 1999). In this study the focus was on elementary level on native Dutch students who watched Dutch subtitled English language TV programs at home. The outcome of this study shows that the Group who watched the subtitled TV program improved better than the non-subtitled Group in reading vocabulary knowledge. Furthermore, Markham (1999) scrutinizes the impact of videotapes with captions on the listening word recognitions ability in the second language. The results of this study shows significant effect of subtitles which lead to the progress in the auditory word recognitions skill of English language by adult learners.

2.4 Place of Pragmatics in Language Teaching

Pragmatics deals with the speakers' statement intention, the usages of language that needs these intentions, along with the hearers' strategies that they utilize to determine the speakers' intention (Davis, 1991). As language is utilized in context, it is very critical to have knowledge about pragmatics in order to get the aim of a communication. Thus, in many second languages' teaching contexts pragmatic elements have been used

(Kasper, 1997, Rose & Kasper, 2001). Pragmatic rules and principals entered second language acquisition field when the revolution of sociolinguistics started at the beginning of 1970s (Johnson, 2001).

Hymes (1972) in his article named 'On communicative Competence', flood back Chomsky's theory of competence (1965), through resembling it from pragmatics point of view as he establishes the concept of 'the appropriate'. It is significant to be appropriate with the setting that the language is utilized. It is claimed that the ability of employing grammar rules is as essential as having knowledge about the grammar rules (Hymes, 1972). Consequently, it can be argued that the idea of 'the appropriate' by Hymes stands for pragmatic competence of the learners, although it does not used as hypothetical expression (Karatza, 2009).

Some linguists are against Chomsky's concept and they adopt an approach which is similar to Hymes's theory. These linguists are: Campbell and Wales, Jakobovits, and Munby. Campbell and Wales (1970) believe that Chomsky's idea about linguistic competence is restricted. Jakobovits (1970) states that choosing the rules of social context are similarly vital like the syntax rules. All the above mentioned linguists similarly approving that the learners who can use the correct grammar rules in a suitable circumstances, is the one who have most considerable linguistic capability.

Munby (1978) tries to present a more actual theoretical structure to describe the notion. His theoretical structure consists of three elements which are: a socio-semantic view of linguistic knowledge, rules of discourse, and sociocultural orientation. As the previous linguists believe, successful communication presumes both of systemic information and being appropriate to the situation (Munby, 1978). It is argued that a kind of rules of discourse is also essential, which is occurrence rules (Munby, 1978). In general, in Munby's theoretical structure discourse and pragmatics have an important place.

Currently Pragmatic competence has formed a well- established communicative competence's constituent (Bachman, 1990; Johnson, 2001; CEF, 2001; Celce-Murcia and Olshtain, 2001). Common European Framework (CEF) (2001) explains that communicative competence encompasses three constituents: linguistic, pragmatic

competence and sociocultural competences. Sociocultural and pragmatic competences are regarded as two distinct types of competence that should be improved by a social representative. Pragmatic competence is linked to the language's practical use while sociocultural competence is connected to the sociocultural situations of use. So, they are distinguished, but at the same time they are interconnected because both of them are related to language use. L2 learners have not only been able to create utterances that are considered as situationally suitable by natives, but they have to be aware of what situations suit linguistic performance in different social conditions in their second language. This shows the connection between pragmatic competence and L2 culture (Schauer, 2009).

Pragmatic competence consists of three components: discourse, design and functional components (Karatza, 2009). The first component is discourse; it is defined as the pragmatically competent language users' skill to follow rules that make a message be arranged well and consistent. Second component is design; oral communication and written scripts are arranged according to plans that learners have to be conscious of and be able to create. Another pragmatic competence's essential component is functional component; it is very crucial for successful communication as it is the skill of language users' ability to carry out function with language (Karatza, 2009).

Pragmatic competence includes different abilities in the language interpretation and use in context (Bialystok, 1993). The abilities are the speaker's capability to use language for various aims (i.e. requesting, greeting, demanding, informing and so on), the speaker's skill to follow the established rules for narrative and communication, and the speaker's capability for changing in accordance to the requirements and the listener's expectations and conditions. Most of the L2 learners despite their level proficiency show a dissimilar pragmatic structure to the natives of the TL, in the both terms of language comprehension and production (Bardovi-Harling, 2001; Kasper, 1997). Numerous studies have been conducted on L2 learners' pragmatic competence ability (Bouton, 1994; Kasper, 1997; Bardovi-Harling, 2001) the results of these studies show that despite the high grammatical ability EFL learners are not experienced in the pragmatic features of the TL. Pragmatic failure appears when obvious variances exist in the culture

of the speakers, and it looks clear that pragmatic competence is an element of cultural information. Hence, lack of cultural information makes one to look offensive, while he uses very good linguistic forms (Brock and Nagasaka, 2005).

There are many different ideas, and studies about the teachability of pragmatic competence. According to Bachman's model (1990) pragmatic competence is not additional or decorative as the icing on the cake. It is not lower than grammar rules and text structure but coordinated to written knowledge and formal linguistic and cooperates with 'organizational competence' in difficult ways. So as to converse successfully in a TL, it is essential to improve pragmatic competence in L2. But choosing pragmatic competence as one of the objectives for learning L2 is not essentially suggests that pragmatic competence needs teaching.

The previous studies that scrutinized the teachability of pragmatic competence mostly focused on the speech acts (i.e. refusing, requesting, and apologizing) Although Pragmatics is communicative act's study in the sociocultural situation, and communicative action does not only include speech acts, for example, greeting, refusing and requesting, but also includes participating in discussion, in various sorts of discourse, and continuing in difficult communication (Kasper, 1997). As Brock and Nagasaka (2005) discuss that people based in different countries share special non-linguistic experiences and information that the speakers of those communities can interpret each other's speech without further explanation. A famous example for that is the shop that sells children's clothes with a written statement on the window "Baby Sale", if someone has a good pragmatic competence can understand that babies are not on sale but baby stuffs are on sale (Yule, 1996).

Kasper (1997) believes that competence cannot be taught, either pragmatics or linguistics because competence is a sort of skill that every L2 learners have, they can acquire, improve, lose, and use. Adults of L2 learners attain large amount of pragmatic information for free in the L2 because some knowledge of pragmatics are universal, and some other features may successfully transferred from the L1. Second language learners understand that pragmatic can be transferred incidentally, and they can utilize knowledge of context and several informational sources to indirectly comprehend

transferred meaning. They can achieve the repeated speech conditions through conversational practices (Coulmas, 1981; Nattinger and DeCarrico, 1992). The L2 learners will realize that speech actions are differing in accordance to the context (Blum-Kulka, 1991).

Kasper (1997) states that there is a good and a bad news for L2 learners; he believes that adult learners possess lots of pragmatic knowledge, but unfortunately they constantly do not use what they already know which is a bad news for them. Thus, he believes that there is an obvious role for pedagogic involvement here, and the aim is to help them to be aware about the pragmatic knowledge that they already know either they attained universally or from transferring L1 pragmatic and inspiring the learners to use them in their L2 conversations.

Many studies have been conducted on pragmatics; they focused on three aspects of research. They examined whether the targeted features of pragmatic are teach-able or not; whether different approaches of teaching are effective differently; whether instructing targeted aspects have more affect than no instruction (Kasper and Rover, 2005). The goals of teaching in the studies vary according to pragmatic abilities and aspects. Some of the studies scrutinize the discourse strategies and signs, through which communicators acquire in and behind the communications, continuing, introducing, changing topics, organizing turn-taking and keeping the conversation going on through hearer actions for example, back channeling. Lots of these conversational acts are applied through pragmatic practices which frequently happen in verbal discourse; however, learners of the foreign languages might have little contact to them (Kasper, 1997).

Furthermore, Kasper (1997) discuss that there are some studies that investigate whether teaching particular speech acts has benefit for students or not. The speech acts that examined are apologies, compliments, refusals, and complaints. There is a literature review on the all of these speech acts, detailing how they are implemented by English native speakers in various social circumstances. According to the literature reviews, the linguistic methods and the strategies have been taught to the learners. However, most of these pragmatic structures have been taught to advanced or intermediate students; in the

studies of Wildner-Bassett (1994) and Tateyama et al. (1997) the participants are beginner learners. Thus, both of the studies are addressing the significant question about the teachability of pragmatics whether it is teachable to beginners or whether they need to have some onset knowledge of L2 linguistic first. The target language in their studies is not English, the target language in Wildner-Bassett's study is German, and the target language is Japanese in Tateyama et al. study.

Routines of pragmatics are teachable to the beginner learners of foreign languages (Wildner-Bassett 1994 and Tateyama et al. 1997). This result is significant for designing curriculum because it dismisses the legend that pragmatics can be taught only after the students' development in the basis of L2 vocabulary and grammar rules. In his study House (1996) submits the restrictions of L2 pragmatics teachability. He investigates the pragmatic eloquence progress of German EFL learners. The results showed that only one aspects of pragmatic eloquence attained from teaching consciously and through conversational exercise; the resistant feature was to offer suitable rejoinders to a speaker's earlier contribution (Kasper, 1997).

Another research by Billmyer (1990) and Bouton (1994) who scrutinized the effect of teaching implicature and complementing to the participants, they wanted to examine whether the Group that has received the instruction did better than the Group that has not received the instruction. Furthermore, House and Kasper (1981), House (1996), and Tateyama et al. (1997) make a comparison between implicit and explicit methods. Implicit teaching only consisted of input and practicing without teaching pragmatics components, while in explicit teaching they described, explained, and discussed the pragmatic aspects along with input and exercise to the participants. Another study is Kubota's (1995) study that makes a comparison between inductive and deductive approach with zero teaching in implicature, in which the students in groups have to discover how implicatures work in English.

The outcomes of the above mentioned studies revealed that those studies that scrutinized the teachability of the certain pragmatic aspects supported the teachability of such pragmatics features, and comparisons between instructed and uninstructed learners showed that the instructed learners improved better than the uninstructed Group. In

addition, the studies that make comparison between implicit and explicit teaching found that both approaches have effective role, but the learners who have taught explicitly progressed better than the implicit Group. In Kubota's study (1995) the results show that the students who received deductive and inductive teaching did better than the group that received no instruction, but the inductive approach has higher effect than the deductive approach.

Kim and Hall (2002) researched about the impact of reading a book on the progress of pragmatic competence. In their study they wanted to check the improvement of Korean children's pragmatic competence in English after contributing in a cooperating book reading program for four months without instruction. The findings showed that the participants developed in some features of L2 pragmatic competence, a considerable change has been noticed in the words' number, talk management characteristics such as (initiations, elaborations, and closing) that children used throughout the role plays. On the other hand, Fukuya and Clark (2001) in their study checked the ability of the learners in recognizing various types of mitigators for requesting. The aim of their investigation was to know which teaching techniques will improve the learner's ability in the recognizing mitigation types. The teaching techniques that has been used were explicit (emphasis on forms), or implicit (emphasis on forms). After the investigation of their listening ability and their pragmatic acknowledgment; the results showed no substantial variance between the participants in the three groups, which means that there was not significant variance between the two techniques of teaching which were used.

Kasper (1997) describes some opportunities for learning pragmatics; he believes that classroom teacher's dialogue provides some opportunities for learning pragmatics. He considered classroom management as one of the critical learning means, as in such action language does not work as an item for practice and examination but as a resource for interaction. If the teacher communicates with the students in their L1, they will miss the most important chance for practicing the L2 as a main way of interaction (Kasper, 1997). This, the teachers should have various sorts of activities for different aims; some activities for raising their pragmatic awareness, and some activities for providing students opportunity to practice communication.

2.5 Assessment of pragmatic competence and Pragmatic tests

After a long period the first individual who introduced the notion of pragmatic tests was Oller (1979) through establishing restraints for their paperwork (Liu 2006a). So, at the beginning pragmatic assessments were described as tasks that need meaningful processing of language arrangements' elements in the evaluated language at everyday lives' step (Oller 1979). Liu (2006a) believes that pragmatic tests should exactly look like real world use.

There are not many researches on pragmatic competence assessment until now (Kasper and Rose 2001, Roever 2005), while most of the researchers are fond of language testing (Hughes 1989, McNamara 1996; 2000). A significant cause why the researchers do not like assessing pragmatic competence is because of the difficulty in the tests' designing that assess the pragmatic competence of the learners (Liu 2006a, Rose and Kasper 2001). There are some tests that designed by Liu (2006a, 2006b, 2007) that specially designed to directly evaluate particular features of pragmatic competence.

It can be asserted that pragmatic tests are valuable for pragmatic competence's improvement research (Karatza, 2009). There is a reality that pragmatic competence is a crucial feature of communicative competence (Liu 2007), and then it can be asserted that every time when communicative proficiency is evaluated, pragmatic proficiency is tested as well. During conversation, the knowledge of both language use and language forms employ by learners. Thus, in communicative and performance testing field, pragmatic competence mostly has been evaluated indirectly and sometimes has been evaluated directly.

Research on the pragmatic competence assessment field is quite restricted (Liu 2006a, 2006b). Brown (2001) believes that assessing pragmatic competence has started to be discovered recently. Nevertheless, some significant studies on this field have been done. Until now six pragmatic tests' types have been found (Brown, 2001; Liu, 2006a; Yamashita, 1996). Three of the tests are used for measuring pragmatic competence orally (role-play self-assessment tasks, discourse role-play tasks, and oral discourse completion tasks), the goal of these tests is to measure interlanguage pragmatics of the

learners after including them in a various conditions (Norris, 2001; Brown, 2001; Liu 2006a). For testing written production three different sorts have been used which are written discourse completion tasks, discourse self-assessment tasks, and multiple-choice discourse completion tasks (Brown, 2001; Liu, 2006a).

In the present study the participants' pragmatic competence is assessed through written tasks. Thus, it would be important to discuss the written pragmatic assessments' sorts that mentioned above.

2.5.1 Written Discourse Completion Task:

It is a pragmatic test that has an effective way to assemble data about learners' pragmatic competence (Brown 2001, Liu 2006a, Takimoto 2007). In the Written discourse completion task (hereafter WDCT), the EFL participants are asked to write what they have to say in specific condition according to the participants and the setting (Brown 2001). They are written surveys which include a number of short-term descriptions according to situations, after that there is a short conversation with an empty space for the speech act's that the participants believe it is suitable for that context.

At the office of the professor

A student has lent a book from her teacher that she vowed to bring it back.

Today: when encountering her teacher, though, she understands that she missed to return it.

Teacher: Mariam, I wish you returned the book I lent you.

Mariam: -----

Teacher: Ok, but please do not forget it next week.

(Blum-Kulka and Olshtain, 1984, p. 198)

The main weakness of WDCT is its design because each test is only eliciting one speech act at one time (Rose and Kasper 2001). Therefore, only the capability to yield that specific speech act is evaluated by using this tool of evaluation. It has been mentioned

previously the notion of pragmatic competence include several features. So we cannot judge on someone's pragmatic competence only by producing particular speech acts. It can be said that the limitation of this test reduces its use and make it unreliable for measuring learners' pragmatic competence (Karatza 2009).

2.5.2 Multiple-Choice Discourse Completion Tests

This test is also used for assessing pragmatic competence. In Multiple-choice Discourse Completion Test, Brown (2001) describes MDCT as an instrument for pragmatics that needs learners to read a written explanation of a condition and choose the best choice to say in that particular situation from the option set. Although all MDCTs have to share these overall features, a conditional prompt and a set of response options, but there is not a particular description that more explicitly put down what an MDCT element should look like so as to be discussed in this way. The probable of MDCTs in language evaluation has been discovered in different conditions and with learners of many language, societies, and skill level. According to review of the literature, it appears that the format of MDCT item differs according to the situation and goal of the intentional evaluation that they are being utilized, adapting and developing to particular requirements of different settings of usage (Yamashita, 1996; Yoshitake, 1997; Roever, 2006; Liu, 2007). Participants will be requested to choose potential answers to a special question, with offering alternative options depending on their pragmatic competence structures. They are expected to select the correct choice, which is the reply that is considered suitable for the condition (Davies et al., 1999). The following is a sample item of MDCT:

You are a student. You disremembered to do the homework for your Human Resources class. When your teacher that you know for a long time asks for your homework, you make an apology to him.

A-I'm sorry, but I forgot the deadline for the homework. Can I bring it to you at the end of the day?

B-Forgive me, sir, I forgot that. Can I do the homework at once? So sorry! It's my mistake!

C-I've finished my homework but forgot to get it. I'll give you tomorrow.

2.5.3 Discourse Self-assessment Tasks

In this type of test Discourse Self-assessment Task (hereafter DSAT); first the information are given which followed by the tasks' exponent. After reading each context the participants are asked to assess their own competence in using language properly in the specific condition that has given. The participants have to rate their own replies on a five-point grade. The researchers designed this test because they tried to make learners assess their own pragmatic ability. The following sample is designed by Hudson, Detmer and Brown (1995, p.192).

You and a number of your colleagues are working on a particular plan. You are in a meeting in the plan leader's office. As you are giving instruction for your briefcase you unintentionally hit over the umbrella of the project leader which was leaning opposite of the desk.

Rating: I believe what I would say in this condition might be

Very unacceptable 1-2-3-4-5 totally suitable

2.6 Teaching idioms in second language classes

Every language created by words originally, to learn any language either the first or second language; it is very important to learn words. Also, the process of new word invention and the acquisition of words never stop. It is even obvious in our first language that we constantly learning and acquiring new vocabulary with giving new meanings to the old words we have already known.

There are some other types of word such as idioms, proverbs, collocations and fixed expressions which the teachers have neglected them. These categories (i.e. idioms, proverbs and collocations) are word expressions which they have particular meaning that related to the cultures. The most neglected multi-word expressions are idioms which are a group of words that organized together so as to create a particular meaning which they have effect in communication or writing (Sinclair, 1991). The word Idiom is defined in

(Webster's Unabridged Dictionary of the English Language, 1998) as an established multiword production; in which its meaning cannot be completely comprehended from the basic words that have created from and may be it is considered as a self-reliant verbal element. Another definition found in the Longman Dictionary of Contemporary English (2009) which defines idioms as a collection of words that has a specific meaning which is vary from the original meaning. For instance 'a piece of cake' is an idiom which means 'easy'.

Idioms belong to the non-literal group or metaphorical language which also comprises: similes, metaphors and proverbs. Glucksberg (2001) claims that what makes idioms be different from nearly all other fixed expressions is its nature which is non-logical, that is the lack of any relation between their idiomatic and their linguistic meanings. Idioms are very familiar in both spoken and written language. In conversation, print (i.e. newspaper and magazine), and media (i.e. TV, radio, and movies) Idioms appear (Lundblom and Woods, 2012).

Fernando (1996) claims that all the translators and language teachers that their aim is a natural use of the TL should not ignore idioms. Pawley and Syder (1983) claim that the fluency of native speakers does not only depend on vocabulary which is kept as single words, but also depends on phrases and more chunks, which memory can retrieve them as one piece, and decreasing difficulties in processing. So, it is very essential to make learners conscious about the use of the chunks in language construction.

Idioms are considered as a portion of language's socio-cultural features; thus, comprehending the idioms means comprehending the social communication. So, in order to communicate successfully it is significant to EFL learners to understand and create the idiomatic expressions that native speakers are using during communication. Nippold and Martin (1989) state that when an individual fail to recognize the meanings of idioms this will have effect on his or her language understanding in social , work place, and academic setting. Thus, idioms have a vital role in daily social situations. Hence, it is so critical for EFL learners to be conscious about the idioms of the TL in order to understand and use them in their communication in a right context.

Celce-Murcia (2008) in the reviewed communicative competence model states that the capability to use idioms is considered as a formulaic competence constituent. Formulaic competence denotes to choosing and using language stretches and fixed chunks in communication (Celce-Murcia, 2008). Idiomatic competence as part of formulaic competence is the skill to communicate properly through idioms in the both roles of listener and speaker (Buckingham, 2006; Burke, 1988). It assists communicators encrypt and decrypt the conversation's meaning.

There is a large deal of study exist regarding vocabulary learning. Conversely, very little studies concentrate on idiomatic expressions learning. Idioms have been considered as a vital part of fluency development in a language and they are regularly included in the vocabulary term. Nation (2001) proposes that “[i]dioms need to be dealt with as if they were words; they should be given attention on the basis of their frequency and range of occurrence” (p. 335). Also he states that using Idiomatic expression of language has become so popular in English which can let the learner to use idioms in their texts or speaks confidently. So, learning idioms can be considered as an essential part of learning vocabulary. It can be added Idioms to the vocabulary learning through using them in stories and dialogues (Nation, 2001).

Schmitt (2000) and Nation & Meara (2002) evaluate the two approaches of vocabulary learning which are explicit and peripheral learning. Schmitt (2000) states that explicit learning directly focuses on the knowledge to be learned which gives the highest chance to acquire it. Both Nation & Meara (2002) have the same point of view, and they believe that conscious learning is more significant than incidental learning, and they claim that learning explicitly is goal-directed. Though, Schmitt (2000) as well as Nation and Meara (2002) admit the reality that learning incidentally is impactful too. Rendering to Schmitt (2000), learning incidentally is slower and lacks the stressed attention of learning explicitly. In the conclusion he states that both incidental and explicit learning are essential for L2 learners, and it should be considered as complementary.

Many researches have been conducted to improve the methods of learning idioms. In their study Boers, Lindstromberg, Littlemore, Stengers and Eyckmans (2008) propose that making a link between symbolic idioms and their verbatim meaning can be an

impactful pedagogical manner so as to assist EFL learners understand and recall the idioms. Using images is a way to assist learners so as to create this links. This approach is close to the dual coding concept (Paivio, 1986) in which the relationship between a mental image and verbal information has advantage because it makes an extra pathway for the verbal information's recollection.

According to the results of their study Boers, Eyckmans and Stengers (2006) claim that those persons whose reasoning style displays a tendency for reasoning in cognitive images mostly get superior outcome in the multiple-choice meaning and in the exercises of gap-filling. In their research they make a comparison between two groups of students. One of the groups watched on-line exercises with the explanation of the idioms' origin which was accompanied by images (a drawing picture or a photograph), while the other group watched the same exercises without showing pictures to explain the oral input. The results showed that the group who watched the exercises with images could maintain a significant development in the multiple-choice meaning exercises.

2.7 Concluding Remarks

This chapter explained the outcomes of the previous studies relevant to the current study. The review of the studies revealed that using that reliable audiovisual material in the TL can aid the acquisition of the L2. Especially when the audiovisual material contains subtitles as an additional knowledge channel, it has been claimed that audiovisual material has a facilitative role with the combination of, verbal visual, non-verbal visual, and auditory information all together presenting a greater atmosphere for acquisition (Baltova, 1999; Bianchi and Ciabattoni 2008; Neuman and Koskinen, 1992). In addition, the literature review also revealed that both TL and NL subtitles are beneficial while Bianchi and Ciabattoni (2008) indicate that NL subtitles has more benefits for beginners, while the advanced L2 learners get benefits from TL subtitles. Danan(2004) claims that TL subtitles has facilitator role for the viewers to comprehend what they are listening to in the L2.

As to the place of pragmatics in language teaching, Kasper (1997) states that competence cannot be taught, either pragmatics or linguistics, because competence is a skill type that every EFL learners own it. Some researchers believe that the repeated speech conditions are achieved by the L2 learners through conversational practices (Coulmas, 1981; Nattinger and DeCarrico, 1992). Routines of pragmatics are teachable to the beginner learners of foreign languages (Wildner-Bassett, 1994; Tateyama et al., 1997). In the same way House (1996) argues the restrictions of L2 pragmatics teachability. Furthermore, Kasper (1997) believes that adult learners possess lots of pragmatic knowledge. Thus, he believes that the role for pedagogic here is to aware them about the pragmatic knowledge that they already know either they attained universally or from transferring L1 pragmatic and inspiring the learners to use them in their L2 conversations.

The literature review also showed that it is very significant to L2 learners to know the TL idioms because they have a vital role in daily social situations. Nippold and Martin (1989) state that an individual's fail to recognize the meanings of idioms will affect his or her language understanding in social circumstances. Idioms are regularly integrated in the vocabulary term, thus regarding the idioms' teaching both Nation and Meara (2002) believe that conscious learning is more significant than incidental learning as the two approaches of teaching vocabulary. Although, according to Schmitt (2000), both incidental and explicit learning are essential for L2 learners. Boers, Lindstromberg, Littlemore, Stengers and Eyckmans (2008) propose that making a link between symbolic idioms and their verbatim meaning can be an impactful pedagogical way so as to aid EFL learners understand and recall the idioms.

3. METHODOLOGY

3.1 Introduction

The current study examined whether using English subtitled programs which consist of idioms and phrases have an impact on enhancing English pragmatic competence for the fourth-year college students as foreign language learners and the impact of using videos in the language classroom on raising the students' awareness towards the cultural differences between the main and the target cultures. Furthermore, the study scrutinizes the impact of improving pragmatic competence through watching English program with subtitles on the participants' retention.

The purpose of the current study is to find the following research questions:

- 1- Will the students watching the programs with English subtitles be pragmatically more competent in English?
- 2- Will improving pragmatic competence through watching English program with subtitles result in longer retention?
- 3- Will using videos in the language classroom raise the awareness of the students towards the cultural differences between the main and the target cultures?

The present chapter covers details about participants, material, instruments, the procedures of data collection and the procedures of data analysis.

3.2 Participants

The participants of this study consisted of 20 fourth-year college students of schools of language at Sulaimaniyah University in Iraq; they comprised of 11 male and 9 female.

The mean of their age was 22, and their native language was Kurdish. They have studied English language (i.e. Grammar, Phonology, Morphology, and Linguistics) and Literature (Drama, Novel, Poetry, Literary Criticism, etc.) in the past three years intensively, but they only used English language at classes, and they have never had opportunity to go abroad and communicate with native speakers of English language. The study was conducted in the one of the classrooms of the school of Languages at Sulaimaniyah University during the first semester; all of the participants were in the same class and participated as one Group (Experimental Group). They participated as volunteers and they were informed that the tests are not included in their college syllabus and that their scores will not have any effect on their college grades.

Their proficiency level was determined according to their averages that they scored in the last three years. Passing grade in Sulaimaniyah university is %50, and grading system is as follows, (50-59% Satisfactory), (60-69% Fair), (70-79% Good), (80-89% Very good), and (90-100% Excellent). The participants in this study were selected randomly and they were all in one class and in their class all the levels are exist except excellent level as follows, satisfactory level 10%, Fair level 35%, Good level 30%, Very Good level 25% respectively. The table below shows the participants' levels.

Table 3.1: The Level of the Participants

Level	Frequency	Percent %
Satisfactory	2	10.0
Fair	7	35.0
Good	6	30.0
Very good	5	25.0
Excellent	0	0.0
Total	20	100.0

3.3 Materials

In this experimental study, a program named “English in a Minute” by The Voice of America (VOA) was used as a stimulus material (available online from <https://www.youtube.com/watch?v=liKTSSKrD40>); the program consists of some English idioms with subtitles, in addition to the discussions of their meaning that helps the learners to learn when and where use these idioms. In choosing film or a documentary program in language classroom some aspects should be considered. One of the factors is length (Stempleski, 1992). Similarly, Arcario (1992) claims that the conversation should be brief; as Stempleski (1992) states that two to three minute videos can be enough and effective for a one-hour lesson to provide satisfactory material.

Accordingly, 20 programs were selected and showed to the participants with TL subtitles; each program is one minute and in each program an idiom is discussed and used in a conversation by the actors who are native speakers of English language. The selected idioms are used in various contexts, and the actors in the programs used the idioms in a way that the natives use them in their daily lives. The chosen idioms are (Food for thought, Elephant in the room, an open book, Over the hill, a piece of cake, Missed the point, the apple does not fall far from the tree, Rings a bell, On pins and needle, Got up on the wrong side of the bed, Nail bitter, Out of the blue, The sky’s the limit, tip of the iceberg, on the edge of our seats, Water under the bridge, Nip in the bud, apple of some ones eye, up in the air, to have butterfly in one’s stomach).

3.4 The Procedure of Data Collection

Two tests were used to collect the data of the study as a pre-test and a post-test which are a sit-down exam that designed by the researcher herself and a Multiple-Choice Discourse Completion Tests (MDCT) which was used twice; first as a post-test and later as a retention test. The treatment and the tests were given in a regular classroom at Sulaimaniyah University where the participants were taking their daily classes. For the treatment an LCD projector and a Laptop were used to show the programs, and the researcher herself attended the classes during the treatment.

The participants took a sit-down exam one week before the treatment started in order to determine their pragmatic competence whether they are pragmatically competent enough to put the given idioms in the blanks which each of them is suitable for a specific situation, and to compare their pragmatic competence before and after the treatment. The sit-down exam consisted of 20 situations with omitted sections. All the idioms that they watched later during the treatment were given on the top of the paper and the participants were requested to select a correct one and put it in a suitable blank to complete the omitted sections in a sentence that they believe it suits that specific sentence. (See Appendix1)

The treatment took four weeks in total; in each week the participants watched five one-minute videos. Since the videos are short, we believed that in order to catch the students' attention more, we played each one for three times, and each session lasted for forty-five minutes. The treatment consisted of no instruction, only before watching the videos the researcher discussed what idioms are and why it is important to learn them and some idioms were explained with the participants except the idioms that they were going to watch during the treatment. In order to warmup the participants, make them eager to watch the videos and not to cause boredom during the treatment; each week we followed three stages:

- a. pre-watching questions,
- b. while watching, and
- c. post-watching.

During the pre-watching, each participant separately were asked about the particular situations that they were going to watch later whether they knew what idiom the natives of that culture (i.e. American culture) use in these specific situations. For instance, one of the selected idioms was "Out of the blue"; this idiom is used when somethingan unexpected happens so the participants were asked "Do you know what people in the American culture say when an unexpected thing happens?). Another selected idiom was "A piece of Cake"; this idioms is used by American people when something is very easy and they can do it without facing any difficulty, so the participants were asked "Do you

know what an American people say when something is very easy and they can do it easily?”. The same way was used for the other situations and the participants should answer yes or no and if they answered yes, then they had to give an example. They were asked to write their answers on a sheet of paper because if they replied orally they may all repeat the same answer, especially if one of them could give an example of an idiom that can be used in the particular situation.

During the while-watching stage, the video was paused for a while and the participants were asked to give further knowledge about the showed video and whether they knew more idioms that could be used in such condition. For instance for the idiom “Out of the blue” the participants were asked “Do you know further idiom that can be used in this situation?” After that they continued watching the videos. Similar to the pre-watching, the participants should reply yes or no and write their replies on a piece of paper.

During the post- watching stage, after watching the whole video the participants were asked whether they knew any idiom in their main culture similar to the English one that they watched and can be used in that particular situation. It was taken in to concentration that some of the idioms have not similar ones in the Kurdish language .Similar to a pre-watching and a while-watching, the participants should answer yes or no and if they replied yes then they have to write an example in their native language so as to determine whether watching the videos raised the awareness of the students towards the cultural differences between the main and the target cultures. Also, it was taken in to consideration that some of the idioms does not have similar one in their main culture.

Two weeks after the treatment was over the participants’ pragmatic competence was assessed by Multiple-Choice Discourse Completion Tests (MDCT) by Davies et al. (1999). In the MDCT, participants were requested to choose the true choice provided for each test item. The participants were expected to choose the true choice, which is the reply that is considered suitable for the given context. Dissimilar to the other tests multiple-choice questions in which choices may be selected based on the correctness principle, the MDCT provided options are created on the concept of suitability.

The MDCT in this study consisted of 20 various situations, and for each situation three different options were given; the given options were the idioms that they watched during the treatment. The participants should choose the correct idiom that suits the situations. The particular conditions were adapted to fit the social norms and culture of the Iraqi participants. (See Appendix 2)

Three weeks later, the same MDCT test was managed as a retention test so as to examine the participants' retention ability in using idioms in the appropriate situations. It was important to repeat the same test after some weeks so as to check whether the participants who watched the programs that consisted of idioms with TL subtitles still have ability to use the idioms in right contexts after three weeks of the treatment, and so as to decide whether improving pragmatic competence through watching English program with subtitles results in longer retention.

3.5 Data Analysis

To discover the present study's research questions, qualitative and quantitative data collection instruments were utilized in the study. The quantitative data was gathered through a sit-down exam and MDCTs. The sit-down exam was conducted as a pre-test before the treatment sittings started and the MDCT was administered as the post-test two weeks after the treatment sittings were accomplished by the participants. Also, another MDCT was administered three weeks after the first MDCT as a retention-test. The marks of the participants in the pre-test, post-test, and the retention-test were compared by running one-way ANOVA tests and two t-tests to compare pre-test and post-test scores, and comparing post-test and retention test scores.

Regarding the qualitative data, the participants' replies during the pre-watching, while-watching, and post-watching stages were noted down on a piece of paper by the researcher and calculated by Microsoft Excel (2007). Through their replies, the study discovered how watching videos affected culture awareness of the students towards the cultural variances between their own and the target cultures. So, the data obtained from the tests was qualitatively supported.

3.6 Concluding Remarks

This chapter presented the study's methodology which prepared to find the research questions' answers. Furthermore, it presented information about the participants, the study material, the instruments, the procedures of data collections and data analysis. The following chapter will provide information on the outcomes of the data analysis through using the above-mentioned statistical techniques



4. DATA ANALYSIS

4.1 Introduction

This study examined whether using English subtitled program which consists of idioms and phrases have an impact on enhancing English pragmatic competence for the fourth-year college students as foreign language learners and the impact of using videos in the language classroom on raising the students' awareness towards the cultural differences between the main and the target cultures. Furthermore, the study scrutinizes the impact of improving pragmatic competence through watching English program with subtitles on the participants' retention.

The purpose of this study is to find the following research questions:

- 1- Will the students watching the programs with English subtitles be pragmatically more competent in English?
- 2- Will improving pragmatic competence through watching English program with subtitles result in longer retention?
- 3- Will using videos in the language classroom raise the awareness of the students towards the cultural differences between the main and the target cultures?

This chapter explains the research design's types and the analyses of quantitative and qualitative data included in the study. The sort of the research design of the study will be presented before displaying the results of analyzing the qualitative and quantitative data.

4.2 The study's design

The design of the study is one group pre-test and post-test; since, there was only one group (Experimental Group) without the control one. It was a pre-test and a post-test experimental design as presented in the table below. The data analysis gathered through the sit-down exam as a pre-test and MDCT as a post-test and retention test, and calculated by running one one-way ANOVA test with employing two t-test so as to analyze the significance of the means' variance between the test scores.

Table 4.1: One- Group pre-test and post-test design

Pre-test	Treatment post-test
O	X O

The qualitative data for the current study was gathered through the participants' replies that noted down on a piece of paper by the researcher. The researcher asked the participants during the three stages of pre-watching, while-watching, and post-watching. Before showing each video they were asked about the particular situations that they were going to watch during the treatment and they have to answer yes or no on a sheet of paper and if they replied yes, then they have to provide an example in English language in pre-watching on the situation that the researcher asked them, and in while-watching they were asked to give further idioms if they know that can be used for the same situations that they watched, finally, in the post-watching they asked to give example for each idiom similar to the English one that use in their own culture in the same condition if available.

4.3 Quantitative Data Analysis

In this study one One-way ANOVA was run in order to expose whether there is a significant variance between the participants' scores in the pre-test, post-test and retention test .

Descriptive Statistics:

Table 4.2: The Descriptive Statistics of the Test Results

	Test1	Test2	Test3
Sample Size	20	20	20
Mean	14.0000	73.2500	73.2500
Minimum	.00	50.00	50.00
Maximum	25.00	90.00	90.00

The results in the above table shows that there is a significant difference between the mean of the three tests, as the mean of the pre-test, post-test and retention test are (M=14.000, 73.2500, and 73.00). The minimum mean for the pre-test is .00, and the maximum is 25, while for the post, and retention tests the minimum is 50 and maximum is 90. The participants' grades in the tests are displayed in the Tables 4, 5 and 6.

Table 4.3: The participants' Grades in the pre-test (Test1)

Grades	Frequency	Percent %
.00	1	5.0
5.00	2	10.0
10.00	6	30.0
15.00	5	25.0
20.00	3	15.0
25.00	3	15.0
Total	20	100.0

Table 4.4: Displays the participants' grades in the post-test (Test2)

Grades	Frequency	Percent %
50.00	1	5.0
55.00	2	10.0
65.00	3	15.0
70.00	3	15.0
75.00	2	10.0
80.00	6	30.0
90.00	3	15.0
Total	20	100.0

Table 4.5: The Participants' Grades in Retention-Test

Grades	Frequency	Percent %
50.00	1	5.0
55.00	2	10.0
60.00	1	5.0
70.00	6	30.0
75.00	1	5.0
80.00	5	25.0
85.00	2	10.0
90.00	2	10.0
Total	20	100.0

The results in the table below indicate that there is a significant variances in the means between the participants' scores in the pre-test, post-test and retention test as $p = .000$, and it is less than $.05$ ($P < .05$). Therefore, the analysis of one-way ANOVA revealed that the participants' scores are significantly different before the treatment and after the treatment.

Table 4.6: One- way ANOVA for Comparing Pre-test, Post-test, and Retention test

S.O.V	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	932.731	2	466.365	2014.632	.000
Within Groups	13.195	57	.231		
Total	945.925	59			

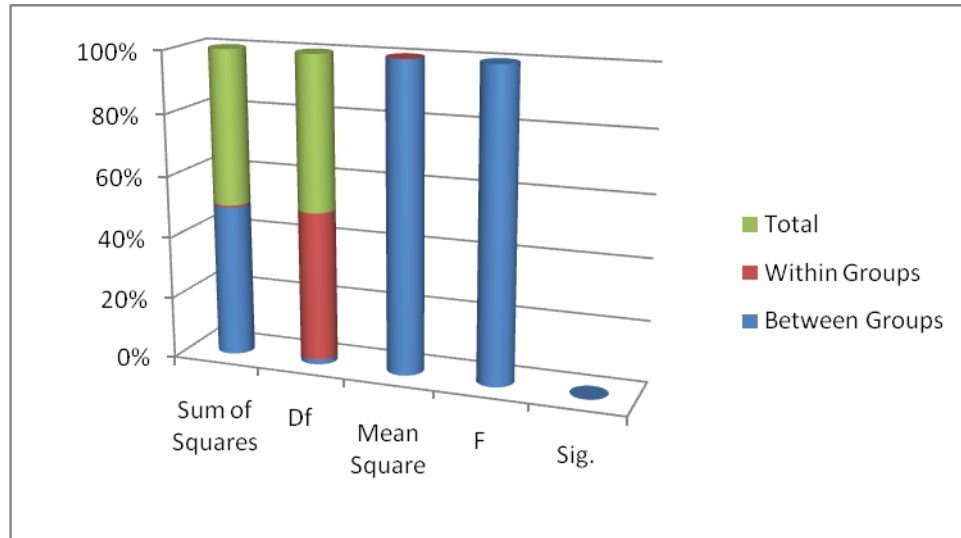


Figure 4.1: One- way ANOVA for comparing pre-test, post-test, and retention test

Comparison between the pre-test and post-test (i.e. first MDCT)

So as to compare the mean differences between the pre-test and the post-test a t-test was run, the tables below display the results of the t-test.

Table 4.7: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Test1	14.0000	20	6.99624	1.56441
	Test2	73.2500	20	11.61612	2.59744

Table 4.8: Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Test1 & Test2	20	.528	.017

Table 4.9: Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Test1 - Test2	-59.25000	9.90415	2.21463	-63.88528	54.61472	-26.754	19	.000

According to the above tables' results of the t-test between the pre-test and the post-test, we can notice that the t value for the tests is 26.754 and $p = 0.00$ and it is less than .05 ($P < .05$). Hence, the analysis of the t-test revealed that the participants' performances are totally different before and after the treatment.

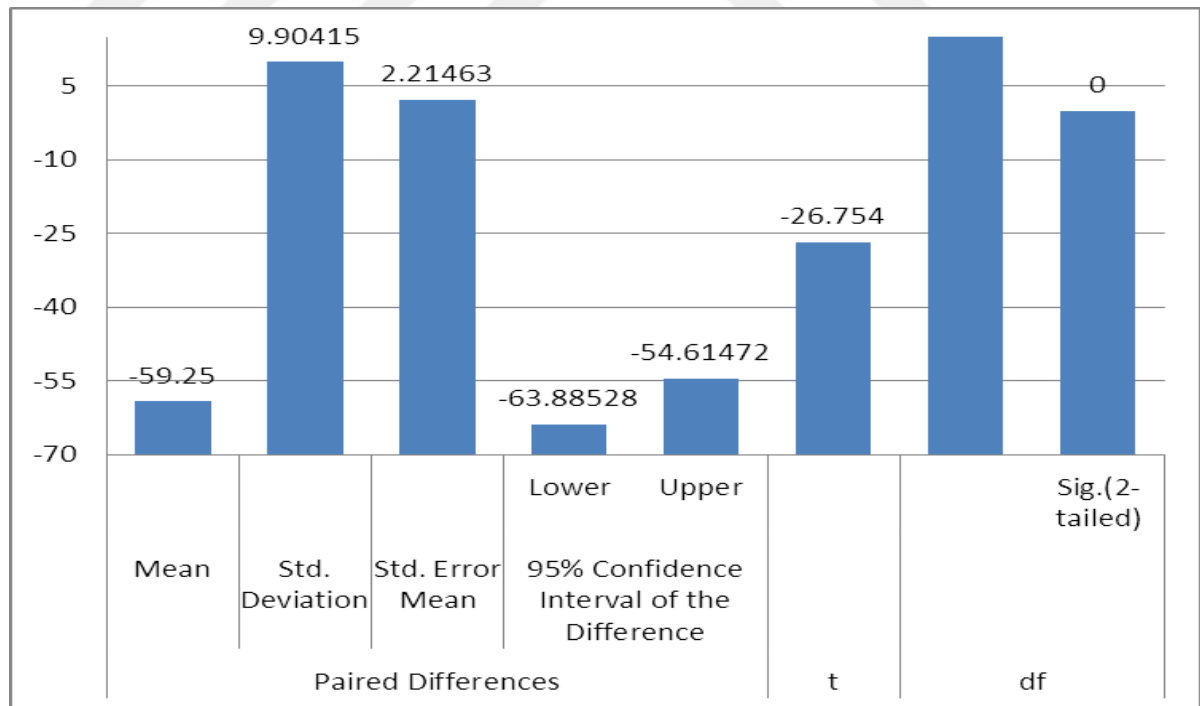


Figure 4.2: Paired Samples Test between Test 2 and Test 3

Another t-test was run so as to compare the mean of the post-test (i.e. first MDCT) and the retention test (i.e. second MDCT). The tables bellow demonstrate the results that revealed by the t-test.

Table 4.10: Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Test2	73.2500	20	11.61612	2.59744
Test3	73.2500	20	11.50229	2.57199

Table 4.11: Paired Samples Correlations

	N	Correlation	Sig.
Test2 & Test3	20	.961	.000

Table 4.12: Paired Samples Test for Test 2 and Test 3

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Test2 - Test3	.00000	3.24443	.72548	-1.51844	1.51844	.000	19	1.000

The results in the above tables demonstrate that the t value for the post-test and the retention test is .000, and the p= 1.000 which is more than 0.05 ($P > .05$). Thus, the t-test analysis revealed that the participants performed equally in the post-test and the retention test.

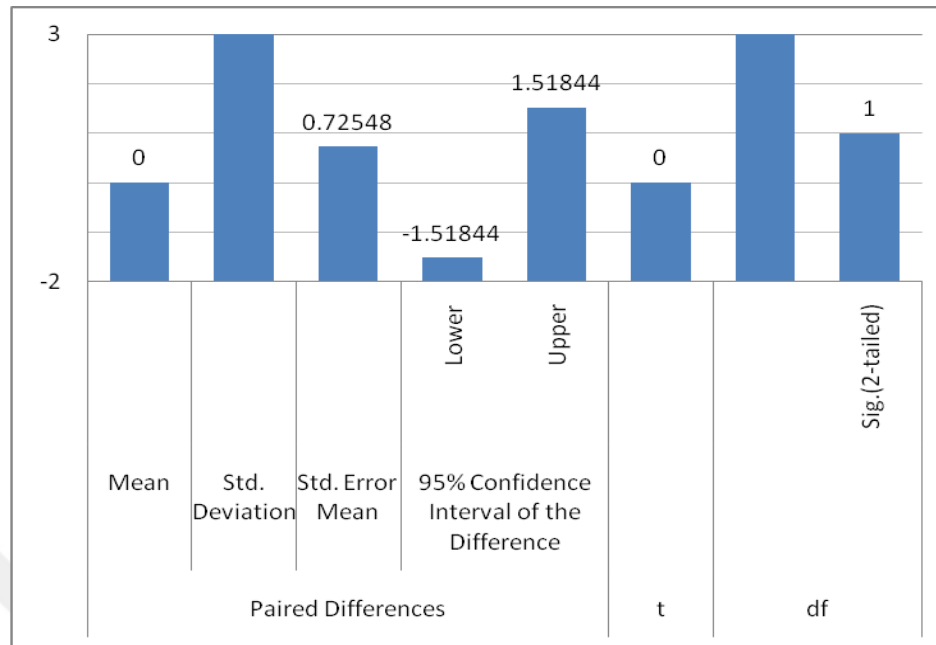


Figure 4.3: Paired Samples Test for Pre Test and Post Test

4.4 Qualitative Data Analysis

The qualitative data in this study was collected through the participants' responses that have noted down on a sheet of paper during the three stages that the researcher followed in each week of the treatment which are pre-watching, while-watching, and post-watching questions. Through their replies, the study discovered how watching videos affect raising the culture awareness of the students towards the cultural variances between their own and the target culture. So, the data obtained from the tests qualitatively supported.

The table shows that in the pre-watching stage only 16.75% of the participants replied yes to the questions about all the situations. In the while-watching stage only 10% of the participants answered yes while in the post-watching stage 52.5% of the students replied yes and could give similar idioms in their native language that are using in the same conditions similar to those that they watched in English.

Table 4.13: The Percentage of participants' replies for pre, while, and post watching questions

	Pre-Watching %		While-Watching %		Post-Watching %		Missing Answer
	Yes	No	Yes	No	Yes	No	
Piece of cake	0.35	0.65	1	0	0.85	0.15	
Open book	0.1	0.9	1	0	0	1	
Apple of her eyes	0.2	0.8	0	1	0.55	0.45	
Elephant in the room	0.15	0.85	0	1	0	1	
Food for thought	0.2	0.8	0	1	0.95	1	
Get up on the wrong side of the bed	0.15	0.85	0	1	1	0	
Miss the point	0.4	0.6	0	1	0	1	
Nail bitter	0.25	0.75	0	1	0	1	
Nip in the bud	0.1	0.9	0	1	1	0	
On pins and needles	0.05	0.95	0	1	1	0	
Edge of the seat	0.15	0.85	0	1	0	1	
Out of the blue	0.2	0.8	0	1	0	1	
Over the hill	0.2	0.8	0	1	0.95	0.05	
Ring a bell	0.2	0.8	0	1	1	0	
The apple doesn't fall far from the tree	0.1	0.9	0	1	1	0	
The sky's the limit	0.05	0.95	0	1	0.5	0.5	
Tip of the iceberg	0.15	0.85	0	1	0.65	0.35	
Have butterflies in one's stomach	0.15	0.85	0	1	0.05	0.25	0.7
Up in the air	0	1	0	1	0	1	
Water under the bridge	0.2	0.8	0	1	1	0	
Total	0.167	0.832					
	5	5	0.1	0.9	0.525	0.4875	0.7
Percentage %	16.75	83.25	10	90	52.5	48.75	70

4.5 Discussion

The purpose of this study was to examine whether watching authentic programs with subtitles in English which consist of idioms have an impact on enhancing English

pragmatic competence for the fourth-year college students of schools of language at Sulaimaniyah University in Iraq as foreign language learners. It has been hypothesized that the students who are watching the programs with English subtitles will be pragmatically more competent in English. The second hypothesis of the study was that using videos in the language classroom would raise the awareness of the students towards the cultural differences between the main and the target cultures. The last hypothesis was that improving pragmatic competence through watching English program with subtitles will result in longer retention.

Regarding the first hypothesis that claimed the students who are watching the programs with English subtitles will be pragmatically more competent in English, descriptive analysis was conducted on the participants' scores that they have attained in the Pre-test (i.e. a sit-down exam) and the post-test (i.e. first MDCT). So as to compare the mean differences between the pre-test and the post-test a t-test was run. The results from the t-test showed that the t value for the tests is 26.754 and $p= 0.00$ and it is less than .05 ($P < .05$). Also, one One-way ANOVA was run in order to discover whether there is a significant variance between the participants' scores in the pre-test, post-test and retention test. The outcomes showed that there is a significant variance between the three tests, as the mean of the pre, post and retention test are ($M=14.000$, 73.2500 , and 73.00). The minimum mean for the pre-test is .00, and the maximum is 25, while for the post, and retention tests the minimum is 50 and maximum is 90.

Hence, the analysis of the t-test and One-way ANOVA revealed that the participants performed differently before and after the treatment. The results indicated that the participants improved pragmatically. Hence, it can be said that watching English subtitled programs had a positive effect on improving participants' pragmatic competence. These results confirm the statement of Rose and Kasper (2001), who claim that utilizing video is one of the best ways that teachers that teachers can utilize to help learners to notice and practice pragmatics.

The second hypothesis which stated that improving pragmatic competence through watching English program with subtitles will result in longer retention, another descriptive analysis was carried out on the participants' scores that they gained in the

pot-test (i.e. first MDCT) and retention- test (i.e. second MDCT).). In order to compare the mean variances between the post-test and the retention-test a t-test was run. The results demonstrated that the t value for the post-test and the retention test is .000, and the $p = 1.000$ which is more than 0.05 ($P > .05$). Thus, the t-test analysis revealed that the participants performed similarly in the post-test and the retention test, which means that improving pragmatic competence through watching English programs with subtitles resulted in longer retention.

Regarding the last hypothesis, that stated using videos in the language classroom will raise the awareness of the students towards the cultural differences between the main and the target cultures. To examine this hypothesis the researcher noted down the students' replies to the questions that they were asked during the three stages (i.e. pre-watching, while-watching, and post-watching questions) on a sheet of paper.

Their replies in the three stages were totally different. In the pre-watching stage only 16.75 % of the participants replied yes, in the while-watching stage only 10% of the participants replied yes, while in the post-watching stage after watching the videos 52% of the participants replied yes and gave examples in their native language.

According to these results, it can be said that using videos inside language classroom raised the awareness of the students towards the cultural differences between the main and the target cultures. Since the participants did not have any knowledge about those idioms that they watched later during the treatment, but after watching the videos they could understand how to use all the idioms and could successfully provide similar idioms that are using in the same conditions in their native culture. While some of the idioms does not have similar example in the Kurdish language, but the participants could give all similar example for those that have similar one in their native language. This outcome is in line with Arthur (1999) who states that video can increase students' awareness of L2 cultures through teaching suitability and appropriateness.

4.6 Concluding Remarks

This study examined whether using English subtitled program which consists of idioms and phrases, have an impact on enhancing English pragmatic competence for the - university-level English students as foreign language learners and the impact of improving pragmatic competence through watching English program with subtitles on the participants' retention. Furthermore, the study scrutinized the effect of using videos in the language classroom on raising the students' awareness towards the cultural variances between the main and the target cultures.

In order to examine the effectiveness of English subtitled programs on pragmatic competence improvement, the study took a sit-down exam as a pre-test and MDCT as a post-test. After giving four- week treatment of showing programs with English subtitles, the participants could improve pragmatically.

In order to scrutinize to which extent enhancing pragmatic competence through watching videos with English subtitles affect the participants' retention, the study took a MDCT as a retention test after five weeks of the treatment over. The results showed that improving pragmatic competence by watching English subtitled programs had a significant effect on the participants' retention.

So as to scrutinize the influence of using videos in the language classroom on raising the students' awareness towards the cultural variances between the main and the target cultures, the researcher followed three stages which are pre-watching, while watching, and post-watching during the treatment. In these stages the researcher asked three different questions on each video, and noted their replies on a sheet of paper. The results showed that after watching the videos the participants' culture awareness raised and could comprehend the culture differences between their main culture and American culture.

5. CONCLUSION

5.1 Introduction

This study examined whether using English subtitled program which consists of idioms and phrases, have an impact on enhancing English pragmatic competence for the fourth-year college students as foreign language learners and the influence of using videos in the language classroom on raising the students' awareness towards the cultural differences between the main and the target cultures. Furthermore, the study scrutinizes the impact of improving pragmatic competence through watching English program with subtitles on the participants' retention.

5.2 The Overall view

The study aimed to find whether the students will be pragmatically more competent in English if they watch the programs with English subtitles. Based on the t-test results, the participants' pragmatic competence significantly improved after watching the twenty one- minute English programs with TL subtitles and each program rerun three times. However, the participants were not pragmatically competent before the treatment according to the sit-down exam results. The minimum mean for the pre-test is .00, and the maximum is 25, while for the post tests the minimum is 50, and maximum is 90. The results from the t-test showed that the t value for the tests is 26.754 and $p= 0.00$, which shows the significant variance between the participants' score before and after the treatment.

Another research question was whether improving pragmatic competence through watching English program with subtitles result in longer retention. Again, based on the t-

test results, the participants could successfully remember the particular situation that they watched during the treatment after five weeks from the treatment. In the retention test the minimum grade is 50 and maximum is 90. The t value for the post-test and the retention test is .000, and the $p= 1.000$. This result shows no significant difference between the participants' performance in the post-test and the retention –test. This means improving pragmatic competence through watching English programs with TL subtitles resulted in longer retention.

Another proof for the effectiveness of watching programs with subtitles for improving pragmatic competence comes from the comparison between the three tests through one way ANOVA. According to the one way ANOVA results, the participants' scores completely vary in the three tests as there is a significant difference in the means between the participants' scores in the three tests as $p= .000$.

The last research question of the study concerns the effectiveness of using videos in the language classroom for raising the awareness of the students towards the cultural differences between the main and the target cultures. The results show improvement in the participants' cultural awareness, based on the results that obtained from the participants' replies during the treatment stages and noted down on a piece of paper by the researcher. The participants could give similar example of some idioms in their native language like those that they watched in English. Although, some of the idioms that used in this study have not similar one in their native language but the students could successfully provide similar examples for those that have similar one in their native language.

5.3 The Study's Limitation

The study aimed to explore the impact of watching English subtitles programs on EFL learners 'pragmatic competence improvement. The study only included an experimental group without a control group. The study could obtain better results if a control group was included to compare the results of the both groups and fully understand the effectiveness of audio-visual material for pragmatic competence progress. Time was the

only obstacle behind the absence of the control group because the English department at Sulaimaniyah University believed that if the study takes a long period of time, it will affect the students' achievement and miss a lot of lessons. So, they only accepted one group to participate in the study.

5.4 Recommendation for Future Researches

The focus of the present study was on the improvement of EFL learners' pragmatic competence through watching English subtitles programs that consisted of American idioms. The further study can examine whether watching English movies are as effective as watching English subtitles programs for improving EFL learners' pragmatic competence or not. Also, further studies can be carried out to examine the effect of social media on pragmatic competence improvement.

5.5 Overall Remarks

Alcon (2007) describes language classroom as an appropriate environment for the pragmatic competence improvement. The present study used English subtitles programs as a stimulus to examine the impact of watching English subtitles programs on EFL learners' pragmatic competence improvement. Regardless of a learners' knowledge of grammar and linguistics, they made a lot of pragmatics errors as appeared in the pre-test. Through exposure to the English subtitled programs the participants' pragmatic competence improved. Furthermore, they could understand the TL culture. By raising EFL learners' awareness of pragmatic variances in the classroom, learners are better prepared to distinguish and remember them, then use them outside of the classroom. Spending time in exposure to TL speakers and cultural are one of the best ways to learn and observe what is pragmatically suitable in the TL culture.

So as to interact within a society, language structures skill is not enough. Knowledge of how to utilize a language to interpret and deliver intentional meaning is essential too. An emphasis on pragmatic competence appears to be a mutual denominator among learners of language who adapt easily into the TL culture. Successfully integrated language

learners all appear to share capability to comprehend and precisely utilize implicative meaning. That is what is meant by the word pragmatic competence.



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APPENDICES

Appendix 1: Sit-down Exam (Pre Test)

Student's Name:

Fill in the blanks by using suitable idioms.

(Food for thought, Elephant in the room, an open book, Over the hill, a piece of cake, Missed the point, the apple does not fall far from the tree, Rings a bell, On pins and needle, Got up on the wrong side of the bed, Nail bitter, Out of the blue, The sky's the limit, tip of the iceberg, on the edge of our seats, Water under the bridge, Nip in the bud, apple of her eye, up in the air, to have butterfly in one's stomach)

- 1- My company has lost billions of Euros last week, which forced me to fire some of my employees. This was awful. All of the things were -----
----- for me. Still I cannot believe it.
- 2- I really feel sorry for the orphans who are begging on the streets, but what we see are just -----, there are many more homeless orphans.
- 3- Once you turn sixty; people think you are ----- but they do not know you are full of experiences.
- 4- I have watched a documentary video about planets, it was -----
- I really got benefit from it.
- 5- Jack broke one of the computers in the office; it is going to be -----
-----, but no one daring to tell the manager.
- 6- They finished the project in one hour, because it was -----
----- for them.
- 7- I am afraid -----, could you please repeat what you said in the meeting? I had a very bad headache I could not focus on the topics.
- 8- When I was a child, I was stung by a bee. So, whenever I see a bee it -----
-----.

- 9- Laura is ----- . I always understand her, and know what she is going to do.
- 10- Yesterday I met Nancy's mother, they really looks like each other, clearly - -----.
- 11- When I traveled, the weather was too bad; it was raining with thunder. My parents were -----, until I called them and told them I have arrived safely.
- 12- You are very angry today, have you -----?
- 13- The problem cannot be controlled, if it is not -----
- 14- Everyone was eager to know the election's results. Really, it was a ----- election.
- 15- He got seventy in the exam, he can achieve more even. He is so clever, ---- -----.
- 16- I do not know what Sam wants to do because he has not decided what to do yet. His plans are -----.
- 17- Last night my friends and I were watching a play of our favorite team. We could not move, and we were ----- - during the whole play.
- 18- Every time before starting a presentation I get -----.
- 19- Jack's grandmother loves him too much. She tries to do any things that he wants. He is -----.
- 20- I wish my friends never talk about my past problems with police. All the problems happened in the past and it is -----.

Appendix 2: Multiple Choice Discourse Completion Tests

Student's Name:

Please choose a suitable option for each Situation below.

- 1- Kian and Laura are friends; they are in the same class. Yesterday when they had a lesson they were talking all the time, so they did not understand what the teacher was talking about. What do you think about this situation?
 - a- They were on the same page.
 - b- They missed the point.
 - c- They were on pins and needles.
- 2- Linda could successfully graduate from the college of Medicine; her family was waiting for that day. So, her father decided to buy her a new car because he is so proud of her and loves her too much. How do you think about this situation?
 - a- She is over the hill.
 - b- She missed the point.
 - c- She is the apple of her father's eye.
- 3- Daniel has written a new essay about pollution, he gave it to his friends and they read it many times because they love it and they thought it provides new information. How do you think about this situation?
 - a- It is an elephant in the room.
 - b- It is food for thought.
 - c- It is a piece of cake.
- 4- The economic situation in our country is in crisis, but the leaders neither talk about it nor finding a solution for the situation. How do you think about this situation?
 - a- It rings a bell.
 - b- The sky's the limit.
 - c- It is an elephant in the room.
- 5- Karry is 45 years old, he used to be a soccer player but now he decided to quit playing. He believes he is not able to play anymore because he is old enough for playing soccer. How do you think about the situation?

- a- He is over the hill.
 - b- He gets up on the wrong side of the bed.
 - c- He nips in the bud.
- 6- Ann is invited to a wedding party. She wants to be very attractive in the party, but she has not decided what to wear yet. How do you think about the situation?
- a- It is an Elephant in the room
 - b- It is up in the air.
 - c- It is a nail bitter.
- 7- Diana has a test after one hour, she is so nervous; she believes that she has forgotten everything. How do you think about this situation?
- a- Butter flies in her stomach.
 - b- It is open book.
 - c- She is at the edge of her seat.
- 8- Our teacher asked us to prepare an essay about political issues in the country. We managed to prepare it quickly because it was easy for us. How do you think about this situation?
- a- It was a piece of cake.
 - b- It was food for thought.
 - c- It was water under the bridge.
- 9- There is an old man who lives near us. He looks like my grandfather, so whenever I meet him he reminds me my grandfather. How do you think about this situation?
- a- It rings a bell.
 - b- It nips in the bud.
 - c- It is over the hill.
- 10- Last night I could not sleep all the night because I was really anxious. I was thinking about the result of the test that will be announced today. How do you think about this situation?
- a- He was on pins and needles.
 - b- He got up on wrong side of the bed.
 - c- He missed the point.

11- I could not enjoy my weekend because my father was in a bad condition. He had to stay at hospital. So, I was restless the entire weekend. How do you think about this situation?

- a- It was a nail bitter.
- b- It was an elephant in the room.
- c- It was water under the bridge.

12 -My brother is very angry today, he does not talk with any one for no reason. How do you think about this situation?

- a- Butterflies are in his stomach.
- b- He got up on the wrong side of the bed.
- c- He is on pins and needles.

13- Bill is a young boy; he participated in many important films. He is a very talented character, and he can performs any roles, nothing is impossible for him. How do you think about this situation?

- a- Water under the bridge.
- b- The sky's the limit.
- c- It is tip of the iceberg.

14- Alan and I were at cinema last night; we watched a very interesting movie. It was so exciting and suspenseful we could not expect what is going to happen. So we have to wait till the end. How do you think about this situation?

- a- The movie was out of the blue.
- b- The movie was keeping you on the edge of your seat.
- c- The movie was up in the air.

15. The workers in a big company are talking too much during the work, and they do not care about their work. The manager decided to do something and solve this problem before it causes real problems. So, in the staff meeting he notified them that they have not to talk during the work. How do you think about this situation?

- a- The problem was tip of the iceberg.
- b- The problem nipped in the bud.
- c- The problem was up in the air.

16. Lina asked Jack to lend her money five days ago because she was going to travel a day after. Jack forgot to lend her money. Now, Jack is so sad but he cannot do anything because Lina has already traveled. How do you think about this situation?
- a- It is water under the bridge.
 - b- It is over the hill.
 - c- It is a nail bitter.
17. Sam was caught by police while he was stealing in a shop yesterday. His father was caught because of stealing when he was in Sam's age too. How do you think about this situation?
- a- He is the apple of his father's eye.
 - b- He is on pins and needles.
 - c- The apple does not fall far from the tree.
18. Dereck is a very easy person. His friends love him too much because he always shares his intention with them. How do you think about this situation?
- a- He is an open book.
 - b- He has butterflies in his stomach.
 - c- The sky's the limit.
19. There are many dangerous diseases in the world. What we hear and see on the TV or social Medias are half of them. How do you think about this situation?
- a- They are tip of the iceberg.
 - b- They are food for thought.
 - c- They are water under the bridge.
20. Julia and Oscar are in the same class in university. They are friends but Julia was in love with him. One day Oscar made a surprise and asked her to marry him. Julia was very happy and surprised because she was not expected that.
21. How do you think about this situation?
- a- It was out of the blue.

- b- It was a nail bitter.
- c- It was an elephant in the room.



Appendix 3: The Pre, While, and Post-Watching Answers of the Participants

NO.		Pre-watching	While-watching	Post-watching
1	Narin Ali	Yes	No	Yes (zalataya)
2	Hersh Jalal	No	No	Yes (zalataya)
3	AgrinKhdire	Yes (piece of cake)	No	Yes (zalataya)
4	ShvanMohammed	Yes (piece of cake)	No	Yes (zalataya)
5	Hzha Ahmad	Yes (piece of cake)	No	Yes (zalataya)
6	Blnd Hamid	Yes (piece of cake)	No	Yes (zalataya)
7	Diyan Ali	No	No	Yes (zalataya)
8	Zhiyan Rahman	No	No	Yes (zalataya)
9	Kashan Abdulla	No	No	No
10	Raz Mustafa	Yes (piece of cake)	No	Yes (zalataya)
11	Tre Jamal	No	Names	No
12	Dastan Ahmad	No	No	Yes (zalataya)
13	Chra Mustafa	No	No	Yes (zalataya)
14	Kazhwan Kamal	No	No	Yes (zalataya)
15	SaiwanSdiq	No	No	Yes (zalataya)
16	Harem Faruq	No	No	No
17	Rawand Ahmad	No	No	Yes (zalataya)
18	Bawan Muhamad	No	No	Yes (zalataya)
19	SherwanRebwar	No	No	Yes (zalataya)
20	Shad Kaiwan	Yes(piece of cake)	No	Yes (zalataya)

Pre-watching question: Do you know what an American people say when something is very easy and they can do it easily?

While-watching question: Do you know further idiom that can be used in this situation?

Post- watching question: Do you know any idiom in your main culture similar to this Idiom

Appendix 4: Ethic's Form

TÜRKİYE CUMHURİYETİ
İSTANBUL AYDIN ÜNİVERSİTESİ



THE REPUBLIC OF TURKEY
ISTANBUL AYDIN UNIVERSITY

SOSYAL BİLİMLER ENSTİTÜSÜ

Sayı:B.30.2.AYD.0.41.00.00/0 20-47
Konu: ANKET

06.01.2016

Sayın Zhıkal Qader Salih SALIH,

Enstitümüz Y1312.020051 numaralı İngiliz Dili ve Edebiyatı Ana Bilim Dalı İngiliz Dili ve Edebiyatı yüksek lisans programı öğrencilerinden Zhıkal Qader Salih SALIH'ın "THE ROLE OF WATCHING ENGLISH SUBTITLED PROGRAM IN THE DEVELOPMENT OF SECOND LANGUAGE PRAGMATICS COMPETENCE" adlı tez çalışması gereği THE ROLE OF WATCHING ENGLISH SUBTITLED PROGRAM IN THE DEVELOPMENT OF SECOND LANGUAGE PRAGMATICS COMPETENCE ve EXAM ile ilgili anket ve ölçeği 14.12.2015 tarih ve 2015/14 İstanbul Aydın Üniversitesi Etik Komisyon Kararı ile etik olarak uygun olduğuna karar verilmiştir.

Bilgilerinize rica ederim.


Prof. Dr. Zafer UTLU
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PUBLICATIONS/PRESENTATIONS ON THE THESIS:

- Salih, Zh. (2016). *The Role of Watching English Subtitled Programs in the Development of Second Language Pragmatic Competence*. (MA thesis), Istanbul Aydin University, Istanbul, Turkey.