

**THE EFFECTS OF MOVIE SUBTITLES ON  
PHRASAL VERB RECOGNITION**

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**THE EFFECTS OF MOVIE SUBTITLES ON  
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**PHRASAL VERB RECOGNITION**

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## ABSTRACT

Learning how to comprehend and use phrasal verbs (PVs) are challenging for many ESL learners. This is because the attainment of PV requires comprehension of meaning in contexts (Pasban, Forghani & Nouri, 2015). Bearing this in mind, the current study aims to examine the effects of movie with subtitles and its effect on PV recognition among 13 year old lower secondary school learners in Malaysia. A total of 30 participants were recruited and then classified into three homogenous groups: two experimental groups and one control group. Each group underwent a pre-test task and was given 30 minutes to watch the English movie which was offered separately to the three groups: experimental group A - English subtitled tracks, experimental group B - Malay subtitled tracks and control group C - no subtitles. A discussion (discussion one) was also conducted after the movie. A post-test was then conducted immediately after the discussion (discussion one). Following the post-test, discussion two was conducted to gather some feedback from participants. SPSS was then conducted on the pre and post test results to derive at the scores. The mean scores between and within each group were compared by using t-test analyses. In order to find out whether or not the gains among the three groups were significantly different, a One-way analysis of variance (ANOVA) was performed. The analysis was then followed by the Scheffe Post Hoc Test to find out specifically, how each group was different from the other. All the quantitative data were further substantiated with qualitative data derived from the observation and discussions. The findings revealed that all the three groups showed significant improvement in the post-test, but there was a highly significant difference between the mean scores of the participants in the two experimental groups and the control group. This ascertained that the presence of subtitled tracks was effective in facilitating learners recognition of phrasal verbs. The result was also substantiated by a significant improvement in the gain marks of the learners in the post-tests of both

experimental groups. There was no significant variance in the gain between both experimental groups, but in terms of mean difference, there was some variance. This indicates that with this group of samples, they had improved the most in their phrasal verb test after watching the English movie with Malay subtitled tracks. Of the phrasal verbs noted, it was discovered that idiomatic phrasal verbs were more difficult for learners as compared to literal and aspectual phrasal verbs.

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## ABSTRAK

Belajar untuk memahami dan menggunakan phrasa kata kerja adalah sukar bagi kebanyakan pelajar yang mempelajari Bahasa Inggeris sebagai bahasa kedua. Ini kerana, penguasaan phrasa kata kerja memerlukan kefahaman melalui konteks di mana ianya digunakan (Pasban, Forghani & Nouri, 2015). Justeru itu, kajian ini bertujuan untuk mengenalpasti keberkesanan filem Bahasa Inggeris bersarikata dan kesannya ke atas kefahaman kata kerja phrasa di kalangan pelajar menengah rendah berumur 13 tahun di Malaysia. Seramai 30 orang pelajar dipilih sebagai peserta kajian dan mereka dipecahkan kepada tiga kumpulan yang sama iaitu dua kumpulan kajian dan satu kumpulan kawalan. Setiap kumpulan menduduki ujian pra sebelum menonton filem Bahasa Inggeris selama 30 minit dalam keadaan yang berbeza, di mana kumpulan kajian A menonton filem dengan sarikata Bahasa Inggeris, kumpulan kajian B menonton filem dengan sarikata Bahasa Melayu dan kumpulan kawalan C tanpa sebarang sarikata diberikan. Selepas menonton, sebuah perbincangan (diskusi satu) diadakan bersama dengan peserta. Ujian pos dijalankan setelah tamat perbincangan satu dan diskusi dua diadakan selepas tamat ujian pos bagi mendapatkan maklum balas daripada peserta. Keputusan daripada ujian pra dan ujian pos dianalisa menggunakan perisian SPSS. Analisa 'T-test' dilakukan bagi membandingkan markah purata di antara kumpulan dan juga markah dalam setiap kumpulan. Bagi mengetahui samada jumlah peningkatan markah daripada ujian pra ke ujian pos mempunyai perbezaan yang signifikan atau tidak, 'One-Way Analysis of Variance' (ANOVA) dijalankan. Analisa tersebut diikuti dengan analisa 'Scheffe Post Hoc Test' bagi mengetahui secara spesifik bagaimana setiap kumpulan berbeza daripada satu sama lain. Semua dapatan daripada data kuantitatif diperkukuhkan lagi dengan data-data kualitatif yang dikumpul hasil daripada pemerhatian dan sesi perbincangan bersama peserta yang dijalankan. Kajian menunjukkan semua kumpulan mempunyai peningkatan yang signifikan di dalam ujian

pos, tetapi terdapat perbezaan yang sangat signifikan di antara markah purata peserta-peserta dari kedua-dua kumpulan kajian (A dan B) dan kumpulan kawalan (C). Dapatan ini menunjukkan sarikata yang ada semasa menonton filem Bahasa Inggeris adalah efektif dalam membantu pelajar memahami frasa kata kerja. Dapatan kajian ini juga diperkukuhkan lagi dengan jumlah peningkatan yang signifikan di dalam markah ujian pos peserta-peserta daripada kedua-dua kumpulan kajian (A and B). Namun begitu, tidak terdapat variasi yang signifikan di dalam peningkatan markah ujian pos di antara kumpulan kajian A dan B. Tetapi, jika dilihat daripada perbezaan markah purata, terdapat variasi di antara kumpulan A dan B. Ini menunjukkan kumpulan peserta ini, meningkat paling tinggi di dalam ujian frasa kata kerja apabila menonton filem Bahasa Inggeris dengan sarikata Bahasa Melayu. Daripada kesemua frasa kata kerja yang diuji, kajian mendapati frasa kata kerja 'idiomatic' adalah lebih susah untuk difahami oleh pelajar berbanding frasa kata kerja 'literal' dan 'aspectual'.

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## **LIST OF SYMBOLS AND ABBREVIATIONS**

|      |   |                                       |
|------|---|---------------------------------------|
| ESL  | : | English Second Language               |
| PVs  | : | Phrasal Verbs                         |
| SPSS | : | Statistical Package of Social Science |

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## CHAPTER 1: INTRODUCTION

### 1.0 Preface

This study explores the effects of using English movies with subtitles on phrasal verb (PV) recognition, with reference to 13-year-old Malaysian second language learners of English. The central questions to be investigated are related to the outcomes of using English movie with subtitles as a language tool to facilitate Malay ESL learners' phrasal verb learning, as well as determining which subtitle mode (Malay or English) better complements phrasal verb recognition. Another primary issue is to discover which type of phrasal verbs that targeted learners appear to experience the most difficulty with. These questions are further explained in section 1.3 below. The background of the study, problem statement, aims and research questions of the study, significance of the study, and the scope and limitations of the study are also discussed in this chapter.

### 1.1 Background of the Study

English has been a compulsory subject in Malaysian education since independence in 1957. It may be the second most significant language in Malaysia after the national language, *Bahasa Malaysia* (Darmi, R & Albion, P, 2013). Formal learning of English at school starts at the preschool level. Malaysian learners continue to learn English in primary and secondary school for eleven years and continue when they enter tertiary level of education. English Second Language (ESL) learners in Malaysia have typically been learning English for years, but most of them are still suffer from a limited range of lexical items, leading to the inability to use multiword units such as phrasal verbs (PVs) in their speaking and writing (see 1.2 for further elaborations on problems of PVs encountered by the learners).

Being unable to integrate PVs in writing and speaking is a big loss to students, since this ability would enhance the appearance of meaning conveyed as well as signaling

fluency in the target language. As stated by Riguel (2014), a sentence is semantically more figurative when a phrasal verb is present. Fletcher (2005) seems to have the same views as Riguel (2014), stressing that PVs can be used in all kinds of texts. Utilizing PVs in writings are the most appropriate way to express ideas. Also, native speakers often use phrasal verbs in conversations, as they convey additional meaning by providing details to an action (Danan, 2004). As stated by Erman and Warren (2000), multiword units like lexical phrases, chunks, collocations and PVs make up a total of 52.3 percent of written English and 58.6 percent of spoken English. Statistics show that the native speakers use multiword units a great deal in their production, which also includes PVs, the main focus of the present study. Therefore, finding decent pedagogical techniques that will help learners to acquire PVs should be given equal attention as other language aspects to create awareness of the significant role PVs play among learners as well as motivating the learners to utilize PVs in their speaking and writing.

## **1.2 Statement of the Problem**

A few studies have been conducted with Malaysian learners on how they use PVs. The findings seem to acknowledge that learners encounter problems in using PVs which add on to their problems in the future because they are not able to apply PVs in their writing and conversations. As stated by Kamaruddin (2013) in her study conducted on Malaysian secondary school ESL learners on the usage of English PVs, limited usage of multi-word units like PVs were found in the learners' production. Learners tend to avoid using PVs in their writings and utterances where they would prefer a one-word meaning that is equivalent to the PVs. They may also change the sentence to one that does not require the usage of PVs (Kamaruddin, 2013; & Akbari, 2009). This simplistic manner of using the language, therefore, suggests limited proficiency. Such a phenomenon tends to be carried forward until adulthood.

Researchers seem to consider various reasons as to why PVs appear to be hard for the learners to grasp, therefore leading to avoidance of using one. Mahmoud (2015) mentioned that PVs are often confused with prepositional verbs where some of multi-word verb might look like a PV but it is just a free combination rather than a PV. Due to not being sure of the forms and the right combinations, learners decide to play safe by not using the PV at all (Mahmoud, 2015; & Akbari, 2009). Akbari (2009) also argued that most of Malaysian learners found idiomatic PVs as difficult to be understood compared to the other types of PVs (literal and aspectual) due to the nature of idiomatic PVs as being opaque (not clearly expressed by the original verb and particle) and highly polysemous (have more than one meaning). Slightly more efforts need to be put forward as to understand the meaning of idiomatic PVs.

Other than the stated reasons above, the way PVs being addressed in the language classroom is one of the reasons why learners seem not to have good understanding on PVs. As claimed by Kamaruddin (2013) in her study on 'The Use of PVs by Malaysian Learners of English' English language textbooks do not provide sufficient input on this type of verb, as the PVs section takes only one page of the textbook (see appendix A and B) and PV's section in paper one of the examination only carries one mark. Therefore, PVs tend to be given less attention as teachers concentrate on other aspects of language that have greater chances of being assessed in examination and weigh more marks. However, learners would still be at disadvantage if they are not able to integrate PVs in their writings since the quality of their written essays would be enhanced when they are able to put PVs as part of the sentences. Akbari (2009) argued that this happens due to the lack of awareness on the significant role of utilizing PVs in production as well as having the thoughts that meaning could still be conveyed without using PVs.

Besides the lack of emphasis in the classroom, the teaching of PVs in Malaysian classroom has always been associated with the use of memorizations and drillings as the only way to learn PVs (Kamaruddin, 2013), thus, the teaching and learning of PVs has been less motivating for learners. There is urgent need to work on something that could help the learners to minimize these problems, thus the idea of using movie with subtitles instead of normal memorization and drillings that lead learners feeling less motivated to learn PVs.

The use of audio visual aids like movie with subtitles may be a practical learning tool to facilitate PVs learning among ESL learners since they get to see how PVs being used in a meaningful context with the hope that they obtain some ideas on how to integrate PVs into their language production. As stated by Pasban, Forghani & Nouri (2015), the attainment of phraseological expressions like PVs requires comprehension of the meaning in the context in which a particular PV is being used. Watching an English-language movie with subtitles supplies good portrayal of authentic real-life used of the language in which English movie with subtitles provide learners with practical combination of pictures, sounds and texts where the integrations of all the aspects would simplify and encourage the twin processes of decoding and remembering (Harji, Woods & Alavi, 2010:p.38). Pasban, Forghani and Nouri (2015) also added that dual material coding, including verbal (sounds) and visual (pictures and subtitles) features allow the learners to process the items effectively since associations are built up between the two systems instead of only one. Lommel, Laenen and d'Ydewalle (2006) also stressed that watching foreign movies with subtitles contributes towards considerable targeted second language acquisition, as visual input are accompanied by the soundtrack and subtitles that explain what is happening in the movie, increasing the chance of learners to incidentally acquire the foreign language from the soundtrack. The thoughts of helping second language learners to minimize the problems encounter in acquiring PVs

as well as finding a more practical learning tool that could provide better assistance for learners to have better command in PVs have influenced the present study, which aims to examine the effects of watching *Inside Out*, an English movie with subtitles, on the phrasal verb recognition of 13 year old Malay ESL learners.

### **1.3 RESEARCH AIMS AND QUESTIONS**

Lately, movies have subtitle tracks in a variety of languages that can be changed from one language to another. This is convenient for second language learners when subtitles may be changed to their first language. However, there is growing controversy on which subtitle mode would be best in facilitating phrasal verbs recognition. Thus, this study aims not only to explore the effectiveness of using English movie with subtitles in phrasal verb acquisition among 30 Malay secondary school students, but also to determine which medium of subtitling is most effective in aiding phrasal verb recognition. The study also aims to find out which type of phrasal verbs (literal/idiomatic/aspectual) that learners seem to be performing less well.

To achieve these aims, the following research questions are used as the guideline;

1. Is there any significant difference between watching English movies with no subtitle aids and watching English movies with English subtitles and Malay subtitles in terms of the Malay ESL learner's phrasal verbs recognition?
2. Which type of phrasal verbs, namely literal, idiomatic, and aspectual, do learners have difficulty grasping?

#### **1.4 Significance of the Study**

Research on finding decent techniques to address Phrasal Verbs (PVs) in language classrooms is scarce in the Malaysian context (Kim, 1998). Most pedagogical research in Malaysia focuses on other aspects of language that are considered more important (Kamaruddin, 2013). Therefore, the present study is not only fills the gap but it is hoped to be the stepping-stone towards encouraging more empirical research into better techniques to teach PVs.

The present study is also beneficial for everyone involved with the process of teaching and learning the English language in Malaysia. The findings provide empirical evidence on the effectiveness of using English language movies with subtitles in helping learners to understand PVs. These ideas will add to the existing body of knowledge on previously-used PV teaching ideas.

Relating back to the problem statement (see 1.2), the finding of the study can be used to help the learners to minimize the problems they encountered in learning and using PVs, since the use of English movies with subtitles provided the learners with real life portrayal of how a particular PV can be used in meaningful context. Therefore, such ESL learners would be able to get a clearer understanding of PVs instead of just memorizing them. Besides, movies with subtitles involve the integration of ICT tools in the language classroom. This can be more motivating to the learners when technological items are being used (see 2.3.1). The results of the present study will be equally beneficial to individuals involved with textbook design, as they may include the usage of movies with subtitles as suggestion of learning tools to teach PVs for use by teachers in class.

One of the findings also highlights that watching English movies with Malay subtitle track has a greater effect on the facilitation of the intermediate level of learners to acquire PVs than watching English movies with English subtitle track. Therefore,

parents and teachers that always skeptical about watching English movies with Malay subtitles might have new insights on the benefits that first language subtitling offers to intermediate level of ESL learners in acquiring knowledge of second language.

### **1.5 Scope and Limitations of the Study**

The scope of the study is restricted to 13-year-old Malay ESL learners in Malaysia. All the samples are derived from a co-educational school located in an urban area of Kuala Lumpur and they are of intermediate level of proficiency in English.

There are a few limitations of the study, meaning that the results cannot be generalized, but the findings do highlight certain phenomena in the particular context of Malaysia. The first limitation is that the sample's proficiency level is limited to intermediate level of proficiency only, as learners with low and advanced levels of proficiency might have different scores although they may be from the same age group. The samples are restricted to Malay ESL learners only, which marks the second limitation of the study. The findings from other ethnicities might yield different results. Therefore, the results are not generalizable to all 13-year-old ESL learners in Malaysia.

The third limitation of the study is controlling for prior knowledge of each targeted phrasal verb. Some students were able to make sense of some of the phrasal verbs without having previously watched the selected movie. Some managed to match a few of the PVs to the correct meaning in the pre-test, which was conducted before watching any movie. Also, the number of PVs that each sample managed to answer correctly differed. Both of the stated occurrences indicated that the samples had varying levels of prior knowledge on PVs, which contributed to lowering the reliability of the study. Therefore, this limitation should be taken into account when evaluating the reliability of the study. In addition, there would be possibility that the samples got the meaning of the PVs correctly, due to out of luck. However, in spite of these issues affecting the



reliability of the study, each group of samples improved significantly in the PV post-test.

In short, these limitations in fact offer suggestions and directions for future research in this area. Future research may be enhanced by involving bigger number of samples with multiracial groups of samples as well as choosing learners from various proficiency levels. Richer findings will thus be obtained from the research and more valid generalizations reached.

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## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Review Of Relevant Literature**

The purpose of this chapter is to develop a general theoretical framework that could facilitate towards greater understanding about the issues related to the research questions and aims stated in section 1.1. The discussion includes the general overview of language learning, operational definitions of phrasal verbs recognition, explanations on types of phrasal verbs involves in the study and a review of pedagogical approaches that have been used in the process of teaching and learning PVs. The discussion is followed by the operational definition of subtitles, the potential effectiveness of using movies with subtitles in the process of language learning and reviews on previous research that have been done on the usage of subtitles to facilitate various aspects of language skills and components.

### **2.1 Language Learning**

In the second language classroom, teaching of grammatical items is typically given more attention than the teaching of vocabulary (Kamaruddin, 2013: p. 52). As grammar is ‘the heart of a language’ (Saaristo, 2015), the mastery of grammar receives more emphasis in second language classrooms and it is believed that in order to use the language well, ESL learners must first have good command of grammatical structures. However, educational scholars have varied opinions about the role of lexical knowledge in ensuring the learner’s proficiency in a second language (Rudzka-Ostyn, 2003: Schmitt, 2008: & McCarthy, 1990). As stated by McCarthy (1990), no matter how well the learners understand grammar, meaningful communication cannot happen if learners do not have the vocabulary to express what they want to convey. Harmer (1991, p.153) also acknowledged that, “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh”. Therefore, equipping learners with wide range of vocabulary is essential. This includes multiword units like

phrasal verbs in order to produce learners who can construct near native-like production.

Schmitt (2010) claims that both receptive and productive knowledge are equally important for a complete knowledge of vocabulary. Receptive knowledge is a state of knowing the lexical items well enough that the learners can comprehend what is presented to them in the second language. Productive knowledge refers to the ability to use lexical items that they already know well enough to communicate meaning when necessary (Schmitt, 2010: p. 87). In regards to the knowledge of PVs, learners need to have both receptive and productive knowledge to utilize PVs in speaking and writing. Since native speakers often use PVs in both formal and informal discourse, the receptive and productive knowledge are essential for the ESL learners in order to understand and use this language feature while communicating in English (Kamaruddin, 2013). The ability to use PVs in their production signals fluency in the target language (Riguel, 2014). However, Kao (2001) argues that ESL learners find PVs as difficult to acquire; thus, learners may take lengthier duration for productive mastery of PVs. Aloqaili (2014) stresses that “it is the incremental nature of word knowledge that each type of word knowledge is acquired gradually, at variable rates”.

Relating to the present study, the main focus might not be productive knowledge, since the participants are of intermediate levels of proficiency and have limited knowledge of phrasal verbs. The present study is more on equipping learners in their receptive knowledge to come to understand the PVs which has been recognized. This may be a stepping stone towards getting learners to move from being able to absorb PVs receptively to using the PVs productively. Helping learners understand PVs requires more efforts than single lexical items (Kim, 1998), therefore, exposing learner with a language tool that can foster phrasal verb recognition is necessary. The usage of audiovisual tool of movie with subtitles that offers rich depiction of PVs used in

meaningful contexts would be helpful in helping learners comprehend PVs. As such, contextualization may be sufficient to facilitate learners towards being able to see how a particular PV is used in real situations (see 2.3 for further discussion on the potential effectiveness of using movie with subtitles).

## **2.2 Phrasal Verbs Recognition**

A phrasal verb is defined as “a verb combined with an adverb particle or a preposition, or sometimes both, to give a new meaning” while recognition is described as “the process of recognizing and identifying something” (Oxford Advanced Learner’s Dictionary, 2015). In other words, recognition is the state of coming to understand something which has been recognized. Therefore, the term phrasal verb recognition may be more comprehensible as the process of knowing a multi-word verb. The ability to make sense of a phrasal verb demands that learners retrieve information about the logical relation of the particles tangled to the verb and the probable word order of the components of the PVs and their objects, which are not as readily retrievable from the brain like competent native speakers (Buyukkarci, 2010: pg.12).

### **2.2.1 Types of Phrasal Verbs**

According to Leech & Svartvik (1975: p.263-265), PVs are verbs that combine with adverbial particles, for instance *take off* and *turn up*, while prepositional verbs include prepositional adverbs that function as prepositional phrases like *run across*. Celce-Murcia and Larsen-Freeman (1999) categorized PVs as referring to semantic groupings, which are literal, aspectual and idiomatic. Celce-Murcia and Larsen-Freeman’s categorization of PVs has been used in the present study for grouping PVs.

The first category is called literal PVs, as the meaning could be guessed easily by making sense of meaning of the original verb and the conjoint particle. For instance, the meaning of *fill in* can be easily deduced by combining the meaning of each element. The second category is called aspectual PVs, often described as between literal and

idiomatic. Celce-Murcia and Larsen-Freeman (1999) stated that the meanings of aspectual PVs are not as obvious as the literal PVs and more apparent than idiomatic phrasal verbs. The particles attached to the verbs usually provide coherent aspectual meaning to the verbs, for instance, the particle ‘away’ is used with activity verbs as in *moved away* and *dance away*. Kamaruddin (2013: p. 49) describes aspectual PVs as laying between literal and idiomatic. One of the items in the pairs would remain its usual meaning, while the other aspect is metaphorical. Due to the nature of aspectual PV, made up of one literal element and one idiomatic element, aspectual PVs are slightly easier to comprehend compared to idiomatic PVs as learners can make associations from the meaning of the literal ones (which takes the original word meaning) with the other word combination, which is metaphoric (Waibel, 2007).

The third category is idiomatic PVs, in which the meanings conveyed are not clear from the original meaning of the individual parts. Sometimes, idiomatic PVs also have more than one meaning. Meanings may differ according to context. For instance, the following PV *pass out* means distribute in context (a) while in context (b), *pass out* carries the meaning of being unconscious.

- a) I *pass out* the exam paper to everyone in the class.
- b) I feel like I am going to *pass out* as the weather is so hot.

### **2.3 Approaches to Teaching Phrasal Verbs**

At the early stage, many strategies of teaching PVs to the ESL learners focus on mastering the syntactic structure of PVs. However, syntactic approaches do not equip second language learners holistically, only allowing a grasp of the structure of phrasal verbs while semantic features of phrasal verbs are not considered (Zhi and Juan, 2015). Therefore, learners still struggle in understanding PVs, which leads to avoidance in utilizing PVs in their production. As stated by Imrose (2013;p. 111) ‘not only the nature of PVs themselves, but also approaches used to deliver PVs to the learners, is the major

causes of learners' difficulty in dealing with PVs'. In short, a call for new teaching approaches that go beyond syntactic identification or lists and groupings for memorization is necessary to help L2 learners in phrasal verbs learning (Bronshstein and Gustafson, 2015:pg. 92).

In attempt of helping learners to gain insights into the meaning of PVs, Side (1990) anticipated that PVs are better learnt through particle-led analysis. He believed that focusing on the particles of phrasal verbs would help learners to decode the PVs. Kim (1998) investigated whether Side's teaching approach helps or hinders learners to gain understandings of the meaning of the PVs. She conducted a study to test Side's teaching approach with a 12 years old primary school student in Malaysia. She discovered that the teaching approach of getting the learners to know the meaning of the particle did not help the learner to make sense of the PVs, but made him more confuse instead. This was because most of the particles in PVs were metaphoric and they had to be understood as a whole unit of PV instead of linking the meaning of the particle and the verb (Kim, 1998). The study was looking at one sample of Malaysian ESL learner only; thus, generalization could not be made since other learners might produce different results. But, Kim's finding from her exploratory study still highlight certain occurrences common among Malaysian learners.

Another teaching approach to teaching PVs was proposed by Lewis (1993), where he came out with a notion called The Lexical Approach of Lewis. He believed that words would be better remembered through making associations with other related words (as cited in Kamaruddin, 2013). The idea is quite similar to collocations in which some words co-occur every time, but in terms of PVs, they are associated with certain objects to make it easier to be retained. For instance, the PVs 'get in' and 'get on' may carry the same meaning and are often associated with vehicles, but the object of 'get in' is regularly associated with cars, while 'get on' is commonly used for plane and bus. In a

way, this approach does make the process of learning PVs more meaningful than rote memorizations, but still requires the learners to memorize certain objects in the surroundings often associated with that particular PV. Hence, the stated strategy would not work if the learners were not motivated to make an attempt to memorize those related subjects in the settings.

Kim (1998) further discovered in her study on the teaching of phrasal verbs that learning phrasal verbs through contextualization has a big impact on enhancing learners' understanding of PVs. She revealed that the learner was able to make sense of the unknown PVs by using the contextual clues given in the sentence where PV was part of the sentence. However, her study examined contextual clues given in the sentences only, which would be very helpful for learners who could make sense of the whole sentence. Some learners of low and intermediate levels of proficiency in English need more than just contextual clues in the form of sentences to understand PVs. Available visual cues that compliment textual cues provide better assistance for learners in understanding PVs (Pasban, Forghani and Nouri, 2015).

Some other educational scholars also seem to agree that presenting the PVs in a context that shows portrayal of the PV's syntactic behavior is effective in helping the learners to grasp PVs (Cirocki, 2003; Thornbury, 2002; & Mart, 2012). As noted by Cirocki (2003) in his article 'Teaching Phrasal Verbs my Means of Constructing Texts', he asked learners to read a text where PVs are included and he found out that learners can crack the meaning of the PVs by relating the given contexts with the PVs being used. In this case, learners are only presented with textual cues, which is effective in helping learners make sense of PVs. If learners are further helped with sequences of visuals of real-life situations, what about audio from the soundtrack and text in the form of subtitles that learners can read while looking at the visuals and listening to the soundtrack? These kinds of settings offer learners greater support that would make the

process of decoding the PVs much more faster and the targeted PVs retention would be much higher (Lommel, Laenen & d'Ydewalle, 2006). Besides, none of the current study done in Malaysian context, is looking at the integration of visual, audio and textual cues in facilitating PVs recognition, therefore, the present study is filling in the gap in the literature by investigating the effectiveness of using English movie with subtitles in helping learners to acquire phrasal verbs.

Several teaching approaches have been used with the aim of helping learners to acquire PVs and each strategy has its own strengths and weaknesses. Every scholar has their own point of view on each approach and their findings from various studies contribute towards adding the existing body of knowledge on teaching PVs.

#### **2.4 The Use of Technology in Malaysian Classroom**

Second language learners of English in most Malaysian schools may be considered lucky since Malaysia Ministry of Education (MoE) puts considerable effort into empowering the mastery of English among learners. From time to time, the government equips schools with various kinds of technologies like computers, Internet, Liquid Crystal Displays (LCDs), televisions and other learning tools to intensify the process of delivering the knowledge as well as maximizing the receiving input of the learners. As stated in Preliminary Report of Malaysia Education Blueprint 2013-2025, more than six billion ringgit have been spent on Information and Communication Technology (ICT) as education initiatives to enhance teaching and learning in Malaysian classroom (Ministry of Education, 2012).

However, according to the 2012 UNESCO review, ICT usage has not been fully utilized in the language classroom. Many beneficial applications are not being used, and the usage is observed to focus on word-processing applications as an instructional tool (Ministry of Education, 2012, as cited in, Termit & Ganisha, 2014). This is a major oversight since a lot more could be done with the availability of ICT, which has



remarkable potential to enhance learning in multiple ways. Therefore, appropriate techniques and pedagogical ideas that integrate the usage of ICTs should be reinforced, not only to facilitate learners' learning of various aspects of language skills but also to give some constructive teaching ideas for language teachers to incorporate ICTs in their teaching. This idea is also in line with the new 21<sup>st</sup> century learning framework, that teachers are encouraged to maximize the utilization of Information and Communication Technology (ICT), so as to expose learners to a broader scope of content that is interactive, appealing and more meaningful. Subsequently, this research is of importance as the aim is trying to investigate the effectiveness of one of the advancement in technologies, which is the movies with subtitles, in facilitating ESL learners' phrasal verb recognition that would work incredibly well in an educational setting equipped with ICT learning tools like computers and LCDs.

## **2.5 The Potential Effectiveness of Audiovisual Aid of Movie Subtitles**

Subtitles are words translated from the dialogue or narrative which are made available at the bottom of a television or cinema screen, in which a movie or film is being screened (Online Oxford Dictionary, 2015). According to Katchen, Lin, Fox and Chun (2002) there are five types of subtitles: Intralingual subtitling, Interlingual subtitling, reversed subtitling, bilingual subtitling, and bilingual reversed subtitling. However, only two types of subtitles are considered in this research, which are Intralingual and Interlingual subtitling. The divergent between these two modes of subtitling is the language used as textual display in translating what is said in the movie. Intralingual will have subtitles in the same language as the audio track, while interlingual will have subtitles in viewer's native language.

### **2.5.1 Movie with Subtitles Provides Ideal Environment for Language Learning**

Movies, whether local or foreign, are popular among youth as a form of entertainment. While watching movies, young learners may direct their attention to the

movie without being forced to do so, which makes the process of viewing the movie becomes a form of stress-reliever and excitement. Therefore, utilizing movies as a language tool to teach a foreign language can increase learner's motivation as well as lowering the anxiety of not being able to understand the language (Etemadi, 2012). As stated by King (2002), a movie is a more dynamic medium than a stagnant text or audio-sound only material, and is rich with resources that could motivate the learners intrinsically in the process of language learning.

The belief that learners will be intrinsically motivated to learn when the learning process takes place in a less stressful way, which puts them in a low anxiety situation is in line with what is proposed by Stephen Krashen in 1987 in his affective filter hypothesis. He claims that learners' affective filter would be lowered when they are motivated, confident and having a low anxiety level, which further leads to readiness in acquiring the second language (Krashen, 1987). In terms to the utilization of audiovisual aids of movie with subtitles, a learner's affective filter would be declined when they are presented with rich inputs through authentic visuals and audios which are exciting to the learners and the availability of the subtitles makes the process of understanding the audios in the second language to be much more easier and faster. However, low affective filter is only one of the factors that contribute towards successful attainment in second language, it is not enough to have just low affective filter for acquisition to happen (Krashen, 1988).

### **2.5.2 Movie with Subtitles Exposes Learners to Meaningful Contexts**

Besides getting the learners to learn language in a conducive environment, educational scholars (Harmer, 2003; & Dornyei, Durow & Zahran, 2004) agree that the best way to acquire a language is through being exposed to the real language culture. However, as stated by Erdemir (2014) in her study on the effects of TV Series on formulaic language, exposing learners with rich authentic language environment is very

hard for the countries in which English is learnt as a second language. The same situation is evidenced in the present study in which English is learnt in a non-native setting and English is not the language that learners speak at home. The best that can be done to overcome the drawbacks is to expose learners to a language tool that allows context to be created and brought into the language classroom. Winke, Gass & Sydorenko (2010) stated that “movies with subtitles serve as a crucial pedagogical tool because they bring more native voices into the learning environment and help learners integrate written and aural information, which supports language acquisition”. Aloqaili (2014) also pointed out that audiovisual aid of English movie with subtitles offers content through three representational channels; nonverbal visual (images), aural (soundtracks), and verbal visual (subtitles) and these three channels provide better environment for learning. Therefore, in line with the notion, the present study has used an English language movie with subtitles as the language tool to foster phrasal verb recognition.

Apart from that, it is vital to be reminded that the method through which native speakers and second language learners acquire vocabulary is a total divergent, where the second language learners going through a milestone in acquiring the vocabulary in a second language. A more conscious and demanding process of vocabulary learning is required as there may be lexical gaps experienced by the second language learners where they cannot effortlessly understand what they read in second language as compared to reading in first language. There is a strong connection between the ability to comprehend what is presented to them in the second language and learner's vocabulary knowledge on the second language (Read, 2004). This makes innate sense, as better understanding of the context would be attained when learners know the words (Blachowicz, Fisher & Donna, 2006).

Linking the stated arguments to the usage of movies in the process of language learning, learners from the intermediate and low levels of proficiency in the target second language might still find it difficult to make sense of the utterances in the movie when they have limited range of vocabulary about the second language in their mental lexicon. Learners may depend on the visuals and their prior knowledge to understand the audio inputs and make their own interpretations by linking some words that they know in the second language with the visuals, which sometimes could lead to misapprehensions (Danan, 2004). Therefore, this is where the availability of subtitles, especially in the learner's first language (Interlingual subtitles) would be very constructive in facilitating the second language learners in achieving better understanding of the words spoken by the casts in the movie when they can relate what they hear from the audio with the subtitles that translate the spoken language. In a study conducted by Tsai (2009: p.8) with English Second Language (ESL) learners in Taiwan reported that they 'learn more words from what they heard in English and what they read in Chinese'. Koolstra, Peeters and Spinhof (2002) also claims that subtitles in learner's first language permit the process of acquiring knowledge of a word to be done by reading its equivalent in the first language, while listening to the audio inputs and seeing the visuals.

### **2.5.3 Movie with Subtitles Provides Multimodal Learning**

Kress (2003), in his multimodal theory, claims that the process of meaning-making in a particular language could be done not only through one mode of communication, but can happen through several communicational modes from one source. These communicational modes can be the sound, image, action, movement, words, gestures and many others, appearing in a combination of material, such as the audiovisual resources like movies and videos with on-screen text (subtitles). The availability of the multimodal meaning representation illuminates learning when learners can make use of

the different modes which are presented at the same time to come to understand the targeted items (Walsh, 2010). Related to the present study, the usage of movie with subtitles provides learners with practical combination of pictures, sounds and texts and the integration of all the aspects would make the process of decoding and remembering simpler and faster (Harji, Woods & Alavi, 2010:p.38). The integration of all aspects (pictures, sounds and texts) is parallel to a model of cognition proposed by Paivio (1971) in his dual code theory, where in the memory there are two distinctive but interdependent coding systems for managing data, which are verbal and visual (see Figure 3.0). Each system may be activated independently, but when linked between the two coding systems is made possible, the lexical item would be coded by two coding systems instead of depending on only one system (Ghasemboland and Nafissi, 2012). Pasban, Forghani & Nouri (2015) states that dual material coding, which are verbal (sounds) and visual (pictures and subtitles) allows the learners to process the items effectively since associations are built up between the two systems instead of only one. Therefore, chances for the learners to achieve comprehensible input are higher when exposed to variety of modes (sounds, pictures and subtitles).

#### **2.5.4 Movie with Subtitles Provides Platform for Intentional Vocabulary Learning**

Getting learners to be informed of what is the focus of the learning is fundamental, such that learners know what to be focused on and it can contribute towards getting the learners to pay attention to the targeted language items (Han & Chen, 2010). As stated by Doughty & William (1998), as cited in Aloqaili (2014), intentional learning through giving explicit instruction directs learner attention towards the targeted items, thus increasing the possibilities for the focused items to be realized by the learners. In regards to the present study, when learners are intentionally given explicit instruction to pay attention to the oral input and the subtitles, chances for the targeted items (phrasal verbs) to be noticed being used by the casts in the movie are slightly higher. Since there

are many other language features used by the casts and inconsistencies in terms of speed in every scene, the chances that learners might miss the targeted items are higher if they are not given explicit instruction before viewing the movie.

The positive effects of intentional learning in educational pedagogy has been fairly explored in regards to oral and written input. With the aim of investigating the effectiveness of watching films with subtitles, a study was conducted by Melodie (2013) with a male British undergraduate who is an English-speaker learning French. Intentional vocabulary learning was also the focus of the study. The participant was explicitly instructed to focus on the subtitles and the oral input to spot the unknown lexical items and he was permitted to pause the film when he confronted the unfamiliar words. He watched the same selected film each week for two months which made a total of 8 viewings. Immediately after each viewing, he was given a vocabulary test in which the order of the blanks in each test was not the same to avoid any episodic memory from the previous test. He was also told to write a diary pertaining any issues or difficulties that he encountered during the process viewing and answering the test. The results of the study indicate that the participant's vocabulary knowledge increased to about 27% (112 words out of 415 unknown words) of the unknown words after the eighth viewing of the film. He was also observed not only progressively increasing in his vocabulary knowledge, but also remembering what was previously learnt. In short, watching subtitled film with intentional vocabulary learning leads to the positive effect on learner vocabulary attainment and offers long lasting learning of words.

The same positive results were evidenced in a study conducted by Milton (2008) when investigating the effects of intentional vocabulary learning from watching a film with subtitles. The study was conducted with an English-speaker learning Greek person. The participant watched a film with English audio and Greek subtitles for four weeks (once a week). Immediately after the viewing, the participant answered a vocabulary

test and the test's result revealed that the rate of the vocabulary gain was extensive, which was about 40 words per session. However, the participant of the study was an ideal learner and highly motivated; therefore, generalization could not be made since 'less ideal' learners might yield different result than the discussed study.

Both of the reviewed studies were on oral input. As for the pedagogical value of intentional learning in terms of written input, a study was conducted by Han and Chen (2010) with a Chinese speaker who lived in the States. She was a fluent speaker of Chinese but her ability to read was poor. She received a treatment in which she was to read a few Chinese texts repetitively, and she was explicitly instructed to identify five target words, which was done to represent intentional learning. As for incidental learning, a few words from the texts were tested and the finding indicated that the participant showed better word attainment from intentional learning than incidental learning.

The previous discussions show the positive effects that intentional learning offer towards vocabulary attainment, therefore the present study utilizes intentional learning as part of the treatment receives by the participants in order to maximize the effects of using movie with subtitles in facilitating phrasal verb's learning among ESL learners. Besides, since the effectiveness of intentional learning on phrasal verb attainment has not been extensively explored, the present study is believed to be filling in the gaps in the literature by adding the knowledge on the effectiveness of intentional phrasal verb learning from watching an English-language movie with subtitles.

## **2.6 Previous Literature that Explore the Potential Effectiveness of Movie Subtitles**

The advancement of audiovisual aid of movie with subtitles has gradually found its way to the foreign language educational settings, and the effectiveness as language tools have been evidenced in various studies. Yuksel and Tanriverdi (2009) conducted a

study with 120 intermediate level EFL learners on the effects of watching subtitled movie clip on their vocabulary improvement, where the participants were randomly assigned to two groups (movie clip with subtitles and movie clip without subtitles) and the result revealed that participants who watched movie clips with subtitles improved more in 20-item Vocabulary Knowledge Scale (VKS) post-test. Another study was conducted by Aloqaili (2014) about the effectiveness of subtitled videos on intentional vocabulary learning where participants are grouped into three experimental groups who watched the same English videos with three different subtitle modes (interlingual subtitles, intralingual subtitles and dual subtitles) and one control group who watched the same videos but with no aid of subtitling and they were not briefed to pick up the focus words while watching though the other three experimental groups were instructed to pay attention to the content of the video and the subtitles to pick up the focus words. The findings showed that the absence of subtitles lead to poor improvement of the control group, which indicated that the presence of subtitles with intentional vocabulary learning lead to experimental group's positive results in VKS post-test.

Additionally, positive effects of subtitle movie are also evidenced in listening and reading comprehension. Hayati and Mohmedi (2011) conducted a study focusing on listening comprehension of 90 Iranian EFL learners with intermediate level of proficiency in English with the aim of investigating the effects of the presence of subtitles while listening to English conversations. In six week's treatment, six multiple-choice test sets were taken by the participants to measure listening comprehension. There were three treatment groups (listen to English conversations without subtitles, with Persian subtitles and with English subtitles) and the results unraveled that group who listened to the conversations with English subtitle showed upper level of listening comprehension than Persian subtitled group, while Persian subtitle group outperformed the no subtitling group.



Most scholars seem to acknowledge the positive effects of watching a movie with subtitles for various aspects of language learning (see 2.4 para 1 and 2) but Taylor (2005) does not seem to be on the same positive side about the usage of subtitles. He stated that the availability of subtitles interrupts rather than assists the learners, especially for low-level learners. Danan (2004) in his article ‘Captioning and Subtitling: Undervalued Language Learning Strategies’ mentioned that Europeans and people in the United States appeared to have varied perceptions on having subtitles while watching any sorts of audiovisual materials. Americans who rarely watch programs with subtitles would be relying more on subtitles rather than the actual utterances when subtitles were made available, while Europeans claimed that through watching American movie with subtitles was the strategy that they implied to have learnt English regularly (Danan, 2004; p.1). Both statements were quite controversial, and Baltova (1991, as cited in Danan, 2004) conducted a study to prove that subtitles contribute towards better listening comprehension rather than limiting learner’s focus on actual spoken language from the audiovisual materials. The study was conducted with Canadian learners undergoing a core French program. 58 participants were divided into two groups; one watched a 15-minute video clip with visuals and audios while the other group only listened to the audio without any visuals. A text-dependent comprehension test was administered after the treatment and the result emerged from the test disclosed no significant difference between both groups. This unearthed the constraint of video and suggested for a need of extra material like captions and subtitles that could be used to improve the effectiveness of the pedagogical audiovisual tool to increase the learners textual understanding (Baltova, 1994). Bird & William (2002) added that subtitles help the viewers to visualize the aural cues and making them more certain of the confusing inputs. The process of understanding the target language speech may be much easier and faster with the access to subtitle aids (Mitterer & Mcqueen, 2009).

In short, a number of researchers have testified on how subtitling could facilitate the process of teaching and learning of L2, not only on acquiring vocabulary but also in terms of increasing the level of comprehension and listening skills. However, to the best of the researcher's knowledge, only one research work in the literature examined the effectiveness of subtitled English video clip on phrasal verbs learning conducted by Pasban, Forghani and Nouri (2015) in Iran focusing on phrasal verbs recognition and production among 68 Iranian EFL learners at Simin Institute of Zahedan. The samples were assigned into two groups; an experimental group who watched the clip with English subtitle and a control group who watched the clip without subtitle. Vocabulary Knowledge Scale (VKS) was used to measure the phrasal verbs pre and post-test results and the results revealed that participants in the treatment group performed better than the control group in the ability to utilize PVs in their writing. In brief, that research showed that subtitles are effective in facilitating phrasal verbs learning, but only compared one type of subtitle (Intralingual subtitle), which means the effectiveness of Interlingual subtitle remains in doubt. Therefore, the present study is considered of importance as to further investigate the effectiveness of watching an English-language movie with subtitles in both Intralingual and Interlingual subtitles in facilitating phrasal verbs recognition, as well as figuring out which subtitle mode is the most effective to compliment phrasal verbs recognition. Besides, none of the studies in this area (to my best knowledge) have been done among intermediate Malay secondary school EFL learners. Hence, the current study is intended to fill this gap in the literature around phrasal verb acquisition.

## **CHAPTER THREE: METHODOLOGY**

### **3.0 Introduction**

This chapter focuses on six prominent components in carrying out the study. The first part of the chapters explains the research design, theoretical framework underlying the research, followed by detailed explanations on the participants and research instruments. The fourth part describes the data collection methods and the fifth component focuses on the data analysis. Lastly, some clarifications on ethical considerations are provided.

### **3.1 Research Design**

The present study utilized a mixed methods research design in conducting the study. Per Creswell and Plano Clark (2011), mixing both quantitative and qualitative methods in a single study will provide better understanding of the research problem and question than either method by itself, the present study integrated both of the methods. Since both quantitative and qualitative types of data were available, the qualitative data obtained from the observations (see appendix G, H and I) and discussions (see appendix J, K, L, M, N and O) were used to provide more detailed and specific information that can support the quantitative findings. Creswell (2014) describes a mixed methods research design as a process of triangulation where the usage of multiple reference takes into account in explaining a certain phenomenon.

### **3.2 THEORETICAL FRAMEWORK**

It is significant to comprehend how the issue of the study is linked to a theoretical framework, before carrying out a research design. Per Grant and Osanloo (2014), the process of understanding, analyzing and designing methods to investigate the problems will be based on the selected theory, which would be the conceptual doctrine of the research. It is the theory that acts as the basis of a research. The current study is based on the following theories.

### 3.2.1 Paivio's Dual Code Theory

In 1971, Paivio developed his theory on dual coding theory (DCT), claiming that information is processed and stored in memory through verbal and imagery systems where they are sorted accordingly at the receiver brain, but due to their interconnectedness, both coding systems are linked by referential connections which makes dual coding of both systems possible through associative network (Clark & Paivio, 1991). When dual coding of both systems is made possible, it leads to better remembering and recall since the verbal cues are supported with nonverbal cues (visual images). This is also supported by Mayer (2000), in his contiguity principle that mental models are better constructed when verbal and imagery codes are presented simultaneously rather than separately. Therefore, with DCT as the base theory, the current study examines the representational connections between verbal/symbolic codes and visual codes offered by movie with subtitles and their effects on learner's phrasal verb recognition. A clearer model of this framework is shown in the illustration below (Figure 3.1).

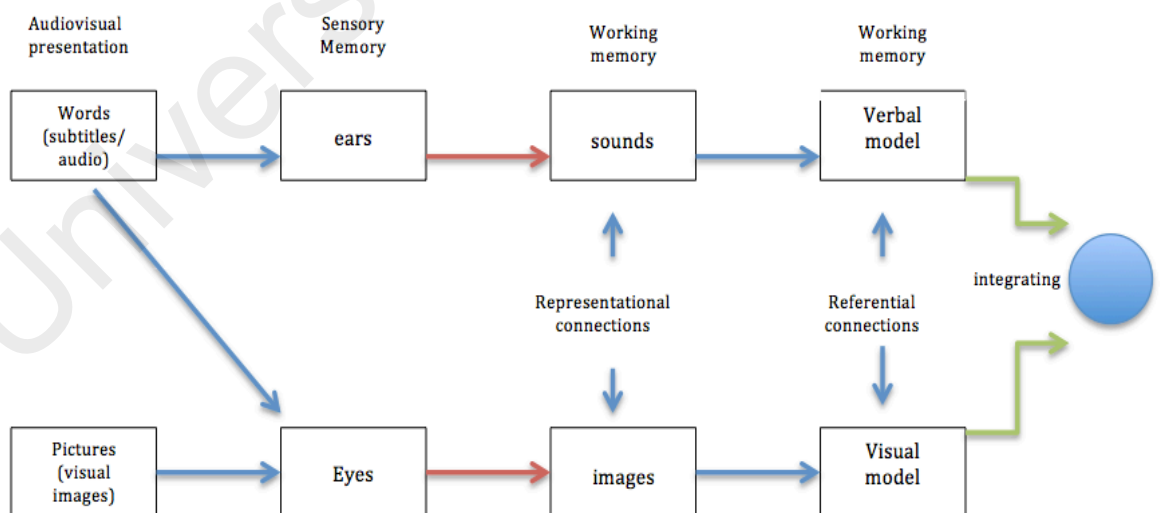


Figure 3.1: Framework of Dual Coding Theory. 1.) cognitive processing represented by the arrows 2.) green arrows signified the route of 'integrating' information. 3.) orange arrows signified the route of 'selecting' information to be used in working memory

### 3.2.2 Krashen Comprehensible Input Theory

Krashen (1987: pg.21) proposed that comprehensible input is achieved when the input-language comprises structure that is slightly higher than the current existing knowledge, 'i + 1' input. He also added that the kind of comprehensible input could be obtained by the use of context, knowledge of the world and extra-linguistic input (Krashen, 1987: p. 21). Relating to the current study, it is believed that PV learning would be intensified through the usage of movie with subtitles which provides rich and consistent comprehensible input through combinations of sounds, pictures and texts. Additionally, movie with subtitles permits the introduction of real life occurrences to be integrated into the process of teaching and learning, which makes the learning process more meaningful and evocative (Sherman, 2003, as cited in, Pasban, Forghani & Nouri, 2015).

All in all, both theories are believed to be the conceptual doctrine of the present study. The comprehensible input presented to the learners through the movie supplies authentic portrayal of how PVs are being used in a meaningful context. The contexts are substantiated with the existence of extra linguistic input provided through the sounds and subtitle tracks. The same inputs are delivered to the learners through three different medium (audio, visual and subtitles) which have referential connections that allow the input being able to be coded dually (visual and verbal) in the brain. Therefore, the process of comprehending the input would be much easier and faster since the information is coded dually instead of one. Also, when the learners want to retrieve the input, two codes (in the form of visual and verbal) would be available since both codes are referring to the same input. The integration of both theories involved in the usage of movie with subtitles provides practical help in facilitating learners phrasal verb recognition. A clearer model of the integrated framework is shown in the illustration below (Figure 3.2).

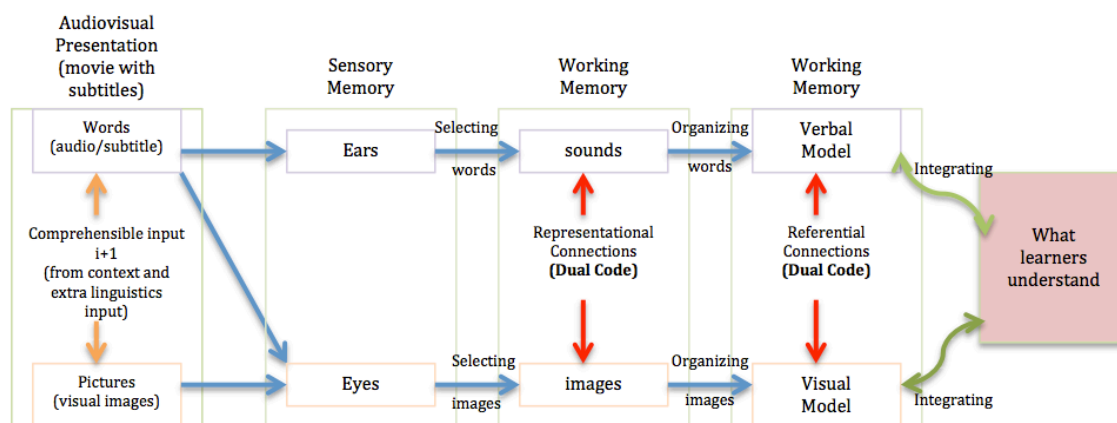


Figure 3.2: Integrated Framework of Paivio's Dual Coding Theory and Krashen's Comprehensible Input Theory. 1.) Orange arrows signified the source of Krashen's Comprehensible Input Theory from the context and extra linguistics input. 2.) Red arrows represented Paivio's Dual Code Theory that was made possible due to representational and referential connections. 3.) Blue arrows signified the route from 'selecting' to 'organizing' information to be used in the working memory. 4.) Green arrows signified the route of 'integrating' information that led to comprehension.

### 3.3 Participants

Participants were enlisted from a non-residential secondary school located in the urban area of Kuala Lumpur. That particular school was selected since the school was very near to researcher's house and the school had two sessions of schooling. The researcher was working as a teacher too, and thus could not come in the morning to conduct the study. The school had two sessions, so the researcher was able to come during the afternoon session during which the form one and form two students would be present. The student population is mainly Malay and has five classes of form one students. This provided the researcher with ample potential participants, since non-probability sampling type was used, in which some members had no chance of selection.

Thirty form one secondary school students aged 13 served as participants in the study. Form one pupils were selected due to the rationale that formal teaching of phrasal verbs at school started at this level. It is stated in the form one-curriculum specification set up by Malaysia Ministry of Education that the students would be learning phrasal verbs in chapter 15 under the theme of 'Take Part-Take Charge' on page 177 in the

official Form One textbook (see appendix A and B). Phrasal verbs are part of the language content that assessed in paper one and multiple choice questions. With adequate knowledge of phrasal verbs, students should be able to choose the correct phrasal verbs to suit the given context. Apart from that, the quality of their written essays would be enhanced when they are able to integrate phrasal verbs in their writing, which would be very advantageous in scoring good grades in standardized Form Three Final exam (PT3) that they would take when they are in Form Three. It was highly advised by the principal and the language teacher to use non-examination students as the participants. Therefore, considering all the factors, form one students were the most eligible learners to be recruited as the samples of the study.

### **3.3.1 Criteria for Selecting Samples**

The study controlled four important variables: the samples cannot be of other ethnicities; they must be Malay second language learners; never watched the selected movie (that was used as instrument in the study); and in Summative One English Examination. Additionally, their marks must fall in either the E grade (40 to 49) or D grade (50 to 59) according to Malaysian Education grading system (see appendix C) where they were regarded as having intermediate level of proficiency in English. The E grade is the minimum passing grade for lower secondary schools in Malaysia. The rationale of controlling the stated variables was to ensure group homogeneity as well as increasing the reliability and validity of the study.

The samples must be Malay to allow sampling of only those with the same first language background. Also, the researcher had to be meticulous in selecting the samples as some of the students, they might be Malay but if the medium of communication at home is English, they could not be regarded as having Malay language as their first language as they use more English than Malay on daily basis. These would not be true samples of second language learners of English either when acquiring it is not a struggle

anymore. Besides, obtaining information whether or not the samples have watched the selected movie is crucial as to ensure that no one has prior knowledge about the targeted movie as to be certain of the results obtained after the treatment. Therefore, a survey form was given for the students to complete to obtain the expected information as well as ensure that the controlled variables stated above were addressed (see appendix D).

Apart from that, since the study follows quasi-experimental design, participants could not be randomly assigned to groups. The researcher allocated the samples into groups according to their marks in the exam. Each group was required to have an equal number of samples in terms of marks to avoid incomparable groups. For instance, researcher arranged the student's marks from the highest till the lowest but still in range of E and D grade, which was, 40 to 59 marks. Students who obtained high marks (55-59) were distributed equally among the three groups.

### **3.4 Research Instruments**

In ensuring that the research questions were answered, the following research instruments were utilized;

- I. A survey form (see Appendix D)
- II. Summative One Examination's Result
- III. An English movie entitled 'Inside Out'
- IV. English and Malay Subtitles of the movie
- V. Phrasal Verbs pre and post test (see Appendix E and F)

#### **3.4.1 Survey Form**

A survey form is a document used to gather information about a sample of the population in order to find out about their details, opinions and behaviors (Creswell, 2011). In the present study, a survey form was used to gather background information about the participants (see appendix D). The participants ticked the boxes which



represented them and if there were no valid options to describe them, they wrote themselves in the space provided.

### **3.4.2 Summative One Examination's Result**

Summative One Examination is a form of examination held at the beginning of the year in every school in Malaysia. This was used in choosing the participants of the study. Each student's mark was between the E and D grade (40 to 59 out of 100 marks) to be recruited as samples, where 40 was the minimum passing mark for lower secondary school (see Appendix C) and regarded as having intermediate level of proficiency in English. Selecting samples based on their result in Summative One Examination was reliable as the exam was administered at the same time and it was marked by the same teacher. The rationale of recruiting participants based on the Summative One Examination's result was to ensure that participants were of the same level, which lead to equality among the three groups where elimination of any inconsistent variables were mandatory as the study follows quasi-experimental design. The initial language proficiency level of the participants would influence the effect of the treatment; therefore selecting of the same level was necessary.

### **3.4.3 English Movie**

A movie is 'a film shown in a cinema or on television and often telling a story' (Cambridge Dictionary, 2016). In the present study, an English movie entitled 'Inside Out' produced by Pixar Animation Studios and released by Walt Disney Pictures was used in the study. It was an American comedy-drama film in 3D where it was written by Ashley (2015) in the Hollywood Reporter that it has officially become Pixar's most successful original film and also the most educational. The occurrences portrayed in the movie were suitable to the learners, as it addresses moral values and uncovered how young minds deal with different emotions in life. In brief, the movie revealed how the mind of 11-year-old girl worked. Five personified emotions (Joy, Sadness, Fear, Anger

and Disgust) tried to lead her through life as she moved to a new city with her parents. The humanized emotions were made funny too, which added more colors to the movie. Besides, in developing this movie, the director Pete Docter consulted numerous psychologists to understand how young children deal with emotions.

Furthermore, the movie portrayed authentic use of PVs in real life settings where the casts utilized PVs a lot in their conversations. Although the movie was screened for 30 minutes only, there were already more than ten PVs were found spoken in different settings throughout the 30 minutes. For the above reasons, 'Inside Out' was believed to be the most suitable movie for the study.

#### **3.4.5 English and Malay Subtitles**

Subtitles are words translated from the dialogue or narrative, which are made available at the bottom of a television or cinema screen, in which, a movie or film is being screened (Online Oxford Dictionary, 2015). There were two types of subtitles used in the present study and they were taken from the original DVD, which had subtitle tracks in English and Malay inserted to the movie. Before screening the movie, the researcher had to choose which language of the subtitle tracks to be used from the menu. Four English language teachers from Malaysia who graduated from The University of Auckland, New Zealand with degrees in Teaching English to Speakers of Other Languages (TESOL) and the researcher reviewed the English and Malay subtitles to ensure that the subtitles were translated correctly. Also, for Malay subtitles the researcher asked a Malay Language expert from Dewan Bahasa dan Pustaka (DBP) to decide whether or not the language used was appropriate and conveyed the right meaning.

#### **3.4.6 Phrasal verb Pre and Post Tests**

There were two Phrasal Verb tests conducted which were before and after watching movie session (see Appendix E and F). Each test measured the same-targeted phrasal

verbs from the movie. There were ten targeted PVs which were spoken and portrayed by the characters in the movie. In deciding which PVs to be used in the study, there was not much of a choice available, as they were tied to the ones presented in the movie. They were enlisted from the first 30 minutes of the movie and the researcher also referred to Oxford Phrasal Verbs Dictionary for Learners of English (2001) to check whether the grammar patterns of the chosen phrasal verbs were of the right patterns. Also, it was noted that all the targeted PVs were of the common types of PVs used in the dictionary.

Referring to the characteristics of each type of PV defined by Celce-Murcia and Larsen Freeman in 'The Grammar Book' published by Heinle & Heinle Publishers in 1999, the ten targeted PVs were classified into three types of phrasal verb: literal, aspectual and idiomatic. A breakdown of each PV belongs to which group is shown in Table 3.1.

Table 3.1: Breakdown of the Types of Phrasal Verbs

| Literal<br>(1) | Aspectual<br>(4) | Idiomatic<br>(5) |
|----------------|------------------|------------------|
| Get back       | Moved away       | Look out         |
|                | Stomp around     | Hold on          |
|                | Closing in       | Drive out        |
|                | Lead on          | Made up          |
|                |                  | Fall back        |

Table 3.1 shows that there is only one literal PV, four aspectual PVs and five idiomatic PVs. Since the different PVs are not of equal quantity, the mean scores for each type of PV were converted into percentages. In the actual test, each PV was tested two times, in question one and question two, which made the total score for the test were out of twenty instead of ten. Therefore, the total score for literal PV was out of

two, aspectual PVs were out of eight and idiomatic PVs were out of ten. The real results are shown in figure 4.17 (see 4.4).

As for the pre-test, there were two parts of the questions. In the first part, participants were expected to match ten phrasal verbs to the listed meanings. The second part, participants were required to read ten dialogues (based on the movie) and completed the dialogues with suitable phrasal verbs. There is no giving definition kind of questions being asked as to suit lower secondary school level where they might find it quite challenging to write definitions for items that they just come across when watching the movie. In preparing the listed meanings of each PV in part one questions, the researcher referred to 'English Phrasal Verbs in Use' by McCarthy and O'Dell (2004), which was published by Cambridge University Press. This particular book on PVs was chosen as the meaning of each PV provided was clear and easy to comprehend. Therefore, it was thought that learners would not have much problems to make sense of the listed meanings, that they had to match to the correct phrasal verb.

Besides, all the given answers provided were placed with extras three meanings (13 answers) as to avoid any chances that the subjects might answer the questions without much thinking. Besides, the rationale of having two different format of questions was to determine how well they 'know' the phrasal verbs in terms of receptive and productive knowledge when they are able to complete the sentences and the dialogues. In the post-test, which was conducted after watching the movie, the same set of phrasal verb tests were used. The same ten targeted words and the format were also the same. To avoid any episodic memory from the pre-test, the order of the meanings and the phrasal verbs were changed slightly. The allocated time to complete the test was 30 minutes.

### 3.5 Data Collection Methods

The third part of the methodology chapter focuses on the how the data are gathered towards answering the research questions. The structure of the procedures of collecting data is as shown in Figure 3.2.

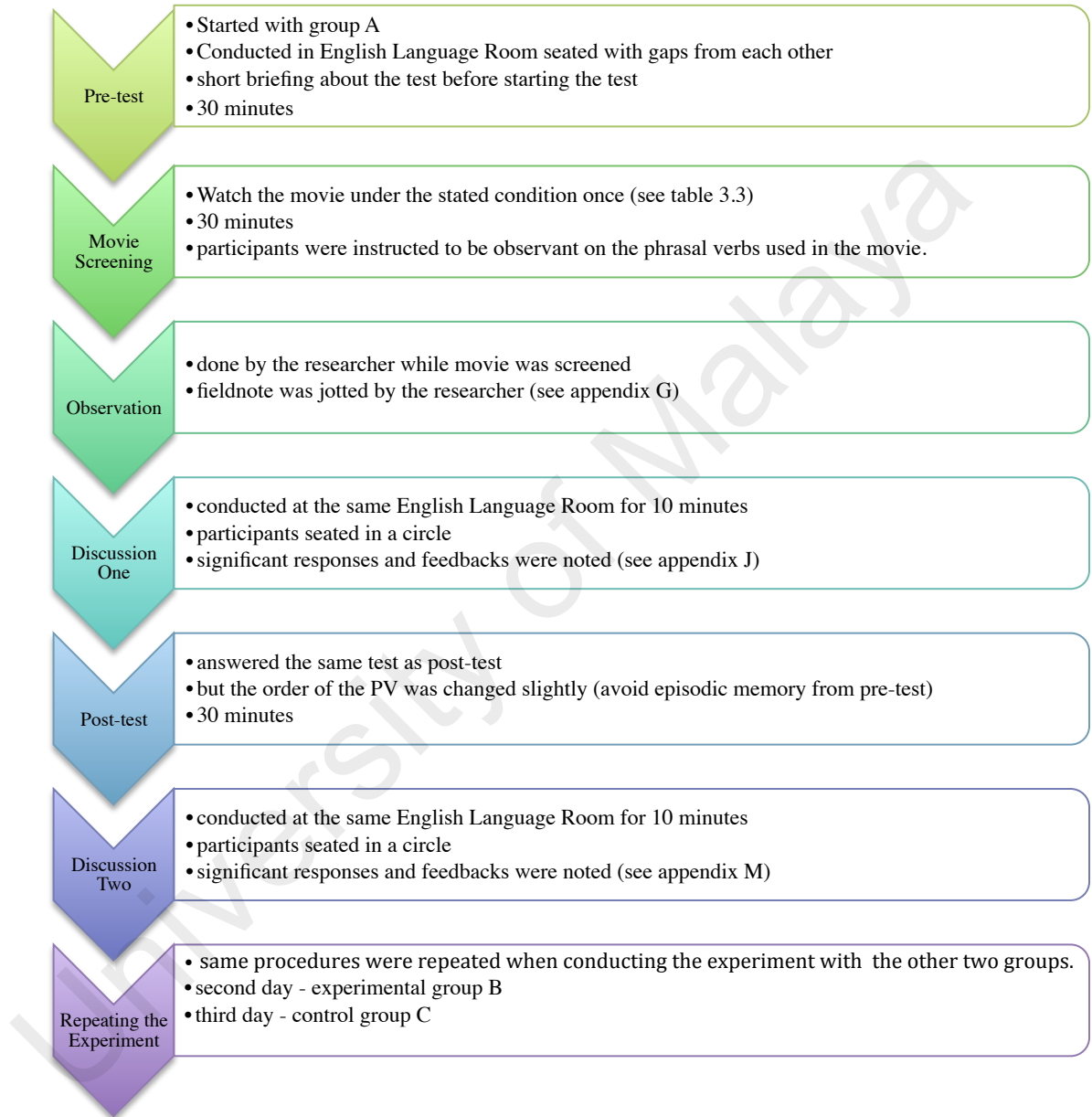


Figure 3.3: Procedures of Collecting Data

### 3.5.1 Research Design and Procedures

Three groups (A, B and C) with 10 participants each participated in the experiments. Two groups were experimental groups, which were group A and group B, while group C was the control group. For clearer view and understanding, Table 3.2 shows the grouping of the participants;

| Group   | Experiment/Control   | Condition  |
|---------|----------------------|--|
| Group A | Experimental group 1 | Watch English movie with English subtitle track                |
| Group B | Experimental group 2 | Watch English movie with first language (Malay) subtitle track |
| Group C | Control group        | Watch English movie without any subtitle track                 |

Table 3.2 Grouping of the Participants

The experiment was held at English Language Room where it was well-equipped with a computer and LCD. On the first day, the experiment was conducted with group A, followed by group B on the second day and group C on the third day. The time each experiment was conducted was the same for every group, which was the first period lesson every day. The first period on each day was chosen to conduct the experiment, as it was believed that learners were still wide awake and enthusiastic at that time, compared to doing the experiment towards the end of the school hours of the day where participants might be restless and worn out already. Before each experiment was conducted, the participants were given a concise clarification about the research and informed of the importance of taking part in the experiment seriously in order to get a valid result that truly reflected their potential and capability. All the procedures of asking for permission and selection of participants were done earlier.

### 3.5.2 Pre – test

All 10 participants from the group were seated individually with some gaps. A short briefing about the test was delivered by the researcher. When the subjects were ready,

they were given the phrasal verb test and the researcher explained the instructions of each question. The allocated time was 30 minutes.

### **3.5.3 Movie Screening**

The subjects watched the movie under the stated condition once as that would be the normal way people watched movies. The movie screening lasted for only 30 minutes as young learners have limited attention spans and it would be difficult for the researcher to get them to watch attentively if the screening took longer time. Before the movie screening was conducted, the participants were explicitly instructed to pay attention to the audio and the subtitles to spot the phrasal verbs used in the movie.

### **3.5.4 Observation**

Observation was done by the researcher while the participants were watching the movie. The rationale of conducting the observation was to collect any significant responses and reactions by the participants while watching the movie under different conditions that could be useful to provide qualitative evidence to further support the main findings from the experiment, as well as to help in explaining the initial quantitative results. The researcher prepared fieldnotes while observing the samples (see appendix G, H and I).

### **3.5.5 Discussion One**

A short discussion was conducted at the same Language Room after the participants watched the movie for 30 minutes. The participants were seated in a circle and questions were prompted by the researcher. Significant responses and remarks were jotted down by the researcher (see appendix J, K and L). The reason of having the discussion was to get some feedbacks on what the participants experienced when they were watching the movie under the stated condition (with Malay subtitle/English subtitle/no subtitle) and to get some perspectives whether or not the presence of the

subtitles while watching movie was helping the participants to understand the phrasal verbs better. The questions were as listed below:

1. Could you spot the phrasal verbs used in the movie?
2. Did you manage to get clearer view on what each phrasal verb mean after watching the movie?
3. Did the subtitles help you to understand the meaning of the phrasal verbs?  
(was asked to experimental group A and B only)
4. Did you face any difficulties while trying to understand what was happening in the movie?

#### **3.5.6 Post – test**

After Discussion One, the participants answered the same phrasal verb test that they had answered in pre-test. The same-targeted phrasal verbs were assessed by using the same formats but the order of the phrasal verbs was changed slightly to avoid participants having any episodic memories of what they had answered in the pre-test. The allocated time was also 30 minutes for the participants to answer all the questions.

#### **3.5.7 Discussion Two**

After answering the post-test, the researcher held another discussion with the participants (see appendix M, N and O). The rationale of having another discussion after the post-test, was to obtain some responses on what the participants encountered while answering the post-test after they had watched the movie, and to listen to what they had to say about whether or not they were able to relate what they had watched before to answer the post-test questions. The questions being asked were as follows:

1. Did you find it much easier to answer the questions after watching an English-language movie with subtitles? (English movie only as for control group C)



2. Did you manage to recall what you have watched before, in answering the questions?
3. Do you think you have improved in getting more answers right in the post-test than in the pre-test?
4. Did you find it helpful to watch an English movie with subtitles?

### **3.5.8 Repeating the Experiment**

The same procedures from section 3.5.1 until section 3.5.7 was repeated when conducting the experiment with the experimental group 2 (group B) on the second day and the control group (group C) on the third day.

### **3.6 Data Analysis**

Data analysis was done quantitatively via Statistical Package for Social Science (SPSS) Version 22. The results from the quantitative analysis were further substantiated with qualitative findings from observations and discussions with the participants. It is also noted that in deciding which statistical procedures in the SPSS to be used to analyze the data, an expert in statistics from the Faculty of Language and Linguistics was consulted (see appendix R). Firstly, the marks in the pre-test and post-test as well as the gain were tabulated. The gain was just the raw score used to support the main results. Secondly, an independent samples t-test was administered to investigate if there was any statistical significant difference among pre-tests results of the groups. Then, the difference between post-test and pre-test for each experimental group and control group was tested via paired samples one tailed t-tests. In addition, two paired samples t-test was administrated to determine any significant difference in the gain between the score before and after viewing the movie between the two experimental groups. This was done specifically to uncover which type of subtitling is more constructive in facilitating phrasal verb's recognition. Furthermore, one-way analysis of variance (ANOVA) was also conducted to find out whether the gain between the three groups was statistically

different. Lastly, a Scheffe Post Hoc Test was carried out to determine specifically which groups were different from each other. In brief, all the different tests conducted above were used to answer research question one. To address research question two, which aims to find out which type of phrasal verb (literal / idiomatic / aspectual) that learners seem to be struggling with the most, the mean score of each type of PV was tabulated. Then, the mean score was converted to percentage, as the PV test does not contain an equal number of each type of PV items.

### **3.7 Ethical Considerations**

In conducting the study, a few ethical considerations were taken into account. The principal was informed earlier about the research that was conducted in the school with some of the students. Some facilities that belong to the school, including the English Language Room, LCD television, and speakers were also used in the process of conducting the research. Permission to do so was obtained first before the research was carried out. A consent form was given to the principal as well as to the parents or guardians of each subject (see appendix Q). Inside the consent form, they were assured that the students will be in good hands and they were labeled as anonymous. However, if the parents did not agreed with the stated condition, their decision was respected.

### **3.8 Summary**

This chapter described the participants involved in the study, followed by detailed descriptions on the research instruments used in the research. Step by step procedures of collecting data were explained comprehensively as well as on how the data were analyzed by using the SPSS software. Lastly, some clarifications on ethical considerations were provided.

## CHAPTER FOUR: RESULTS

### 4.0 Introduction

This chapter is a continuation from the earlier methodological chapter, where the analyses and findings of this research on the effects of using English movie with subtitles on phrasal verb recognition by Malay ESL learners will be further explained. Therefore, the clarifications from now onwards will contain only significant findings from diverse analysis methods, such as descriptive statistics as well as differential analyses of t-test, analysis of variance (ANOVA), and a post hoc test. Also, findings that stand out are further substantiated with evidence from qualitative data obtained from the observations and discussions conducted with the participants. Better insights on the findings of the study will be acquired since each part of the analysis will be comprehensively described. Also, it is worth noted that the analyses were checked by an expert in statistics to ensure that analyses was correctly performed (see appendix R).

The first part of the analysis will compare the pre-test scores among the three groups via independent samples t-test (see 4.1). The purpose of this part is to investigate the difference between the two experimental groups and control group's pre-tests. The second part of the analysis will describe differential analyses on post-test and pre-test for each experimental and control group by using paired samples one tailed t-tests (see 4.2). The post score is expected to be higher than the pre score; hence, one tailed t-test is utilized. The third part of the analysis will define differential analysis of the gain between the two experimental groups via two paired samples t-test (see Table 4.12 and Table 4.13). The purpose of this part is specifically to determine if there is any significant difference in the gain between the score before and after viewing the movie among the two groups who watched the movie with the aid of subtitling as well as to find out which medium of subtitling (English or Malay subtitles) produce better result in phrasal verb's test. Since the results from the two-paired samples t-test did not show any significant difference in the gain between both experimental groups, the means of both

experimental group A and B were compared in order to determine which medium of subtitling is better.

The fourth part of the analysis shows a one-way analysis of variance (ANOVA) that is used to find out whether the gain among the three groups is statistically different (see 4.3). The purpose of this analysis is to provide clearer view on the difference across the three groups, as the result obtained will show comparison between the three groups at once. Then, to identify precisely which groups are different from each other, Scheffe post hoc test was carried out (see 4.3). This test was used as it is able to provide specific information about which group of means are significantly different from each other.

Lastly, to answer research question two, the mean score of each type of PV was presented in Figure 4.2 (see 4.4). The score was taken from the samples' post-test result and the mean score was converted to percentages, as the PVs test does not involve equal number of each type of PV items. Noted that the literal PV was not included in the comparison as all the participants got it right in both pre-test and post-test.

#### **4.1 Comparing Pre-Test Scores of Experimental and Control Groups**

The pre-test scores of each group were compared between the two groups at one time to investigate the difference between their pre-test's scores. The first comparison of the pre-test scores was done between the experimental group A and B (see 4.1.1), followed by the experimental group A and control group C (see 4.1.2) and experimental group B and control group C (see 4.1.3).

##### **4.1.1 Pre-Test Scores of Experimental Group A and B**

TABLE 4.1:  
DESCRIPTIVE STATISTICS FOR PRE-TEST SCORES OF EXPERIMENTAL GROUP A AND B

|                | Groups | N  | Mean   | Std. Deviation | Std. Error Mean |
|----------------|--------|----|--------|----------------|-----------------|
| Pretest Scores | A      | 10 | 7.7000 | 3.05687        | .96667          |
|                | B      | 10 | 8.3000 | 3.62246        | 1.14552         |

Table 4.1 shows descriptive statistics for the pre-test scores of experimental groups A and B. The mean and standard deviation of the pre-test scores were 7.7 and 3.06 for experimental group A and 8.3 and 3.62 for experimental group B. The pre-test mean of experimental group B was higher than the mean of experimental group A. Therefore, to determine this difference was statistically significant or not, the independent samples t-test analysis was conducted (Table 4.2).

TABLE 4.2:  
INDEPENDENT SAMPLES T-TEST FOR PRE-TEST SCORES OF EXPERIMENTAL GROUP A AND B

|               | Levene's Test for |      | t-test for Equality of Means |        |                 |                 |                       |   |         |  |
|---------------|-------------------|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|---------|--|
|               | Equality of       |      |                              |        |                 |                 |                       |   |         |  |
|               | Variances         |      |                              |        |                 |                 |                       |   |         |  |
|               | F                 | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |         |  |
|               |                   |      |                              |        |                 |                 |                       | Lower                                     | Upper   |  |
| Pretest Equal |                   |      |                              |        |                 |                 |                       |   |         |  |
| A variances   | .342              | .566 | -.400                        | 18     | .694            | -.60000         | 1.49889               | -3.74905                                  | 2.54905 |  |
| and B assumed |                   |      |                              |        |                 |                 |                       |   |         |  |
| Equal         |                   |      |                              |        |                 |                 |                       |   |         |  |
| variances not |                   |      | -.400                        | 17.505 | .694            | -.60000         | 1.49889               | -3.75544                                  | 2.55544 |  |
| assumed       |                   |      |                              |        |                 |                 |                       |   |         |  |

Based on the results, there was no significant difference in the marks for the pre-tests of experimental group A ( $M=7.7$ ,  $SD=3.06$ ) and experimental group B ( $M= 8.3$ ,  $SD=3.62$ );  $t(18) = -.400$ ,  $p = .694$ . The result indicates that both groups are of equal level of proficiency and so it allows experiment with both groups to be conducted without any issue pertaining the homogeneity of the participants in terms of their level of proficiency.

#### 4.1.2 Pre-Test Scores of Experimental Group A and C

The same test was run between experimental group A and control group C to identify whether there was any importance variance in the pre-test scores between the two groups. The analysis was as shown below in Table 4.3 and Table 4.4.

TABLE 4.3:  
DESCRIPTIVE STATISTICS FOR PRE-TEST SCORES OF EXPERIMENTAL GROUP A AND C

|         | Group | N  | Mean   | Std. Deviation | Std. Error Mean |
|---------|-------|----|--------|----------------|-----------------|
| Pretest | A     | 10 | 7.7000 | 3.05687        | .96667          |
| Scores  | C     | 10 | 6.1000 | 3.81372        | 1.20600         |

Table 4.3 shows the descriptive statistics for the pre-test scores of experimental group A and control group C. The mean and standard deviation of the pre-test scores were 7.7 and 3.06 for experimental group A and 6.1 and 3.81 for experimental group C. The pre-test mean of experimental group A was higher than the mean of experimental group C. Therefore, to determine this difference was statistically significant or not, an independent samples t-test analysis was conducted (Table 4.4).

TABLE 4.4:  
INDEPENDENT SAMPLES T-TEST FOR PRE-TEST SCORES OF EXPERIMENTAL GROUP A AND C

|         |                          | Levene's Test<br>for Equality of<br>Variances |      | t-test for Equality of Means |        |                        |                    |                          |   |         |
|---------|--------------------------|---|------|------------------------------|--------|------------------------|--------------------|--------------------------|---|---------|
|         |                          | F   | Sig. | t                            | df     | Sig.<br>(2-<br>tailed) | Mean<br>Difference | Std. Error<br>Difference | 95% Confidence<br>Interval of the<br>Difference |         |
|         |                          |   |      |                              |        |                        |                    |                          | Lower   | Upper   |
| Pretest | Equal                    | .548  | .469 | 1.035                        | 18     | .314                   | 1.60000            | 1.54560                  | -1.64719  | 4.84719 |
| A and C | variances<br>assumed     |   |      |                              |        |                        |                    |                          |   |         |
|         | Equal                    |   |      | 1.035                        | 17.186 | .315                   | 1.60000            | 1.54560                  | -1.65826  | 4.85826 |
|         | variances<br>not assumed |   |      |                              |        |                        |                    |                          |   |         |

Based on the results, there was no significant difference in the marks for the pre-tests of experimental group A ( $M=7.7$ ,  $SD=3.06$ ) and pre-tests of experimental group C ( $M=6.1$ ,  $SD=3.81$ );  $t(18) = 1.035$ ,  $p = .314$ . The result indicates that both of the groups are of equal level of proficiency and so, the bias issue would not arise when starting the actual experiment with both of the groups.

#### 4.1.3 Pre-Test Scores of Experimental Group B and C

The same test was run between experimental group B and control group C to identify whether there was any importance variance in the pre-test scores between the two groups. If there is a variance in the pre-test scores between the two groups, the participants would have to be reselected to get participants who are at equal levels of proficiency. Analysis was as shown below in Table 4.5 and Table 4.6.

TABLE 4.5:  
DESCRIPTIVE STATISTICS FOR PRE-TEST SCORES OF EXPERIMENTAL GROUP B AND C

|                   | Group | N  | Mean   | Std. Deviation | Std. Error Mean |
|-------------------|-------|----|--------|----------------|-----------------|
| Pretest<br>Scores | B     | 10 | 8.3000 | 3.62246        | 1.14552         |
|                   | C     | 10 | 6.1000 | 3.81372        | 1.20600         |

Table 4.5 shows descriptive statistics for the pre-test scores of experimental group B and control group C. The mean and standard deviation of the pre-test scores were 8.3 and 3.62 for experimental group B and 6.1 and 3.81 for experimental group C. The pre-test mean of experimental group B was higher than the mean of experimental group C. Therefore, to determine this difference was statistically significant or not, independent samples t-test analysis was run (Table 4.6).

TABLE 4.6:  
INDEPENDENT SAMPLES T-TEST FOR PRE-TEST SCORES OF EXPERIMENTAL GROUP B AND C

|  | Levene's Test for<br>Equality of<br>Variances |      | t-test for Equality of Means |        |                     |                    |                          |   |         |  |
|--|---|------|------------------------------|--------|---------------------|--------------------|--------------------------|---|---------|--|
|  | F   | Sig. | t                            | df     | Sig. (2-<br>tailed) | Mean<br>Difference | Std. Error<br>Difference | 95% Confidence<br>Interval of the<br>Difference |         |  |
|  |   |      |                              |        |                     |                    |                          | Lower   | Upper   |  |
|  |   |      |                              |        |                     |                    |                          |   |         |  |
| Pretest Equal<br>B and variances<br>C assumed<br><br>Equal<br>variances<br>not assumed | .026  | .873 | 1.323                        | 18     | .203                | 2.20000            | 1.66333                  | -1.29453  | 5.69453 |  |
|  |   |      | 1.323                        | 17.953 | .203                | 2.20000            | 1.66333                  | -1.29519  | 5.69519 |  |

This analysis marked the last independent samples t-test conducted for the pre-test scores between two groups. Based on the results, there was no significant difference ( $p > 0.05$ ) in the marks for the pre-tests of experimental group B ( $M=8.3$ ,  $SD=3.62$ ) and pre-tests of experimental group C ( $M= 6.1$ ,  $SD=3.81$ );  $t(18) = 1.323$ ,  $p = .203$ . Just like the other two analyses that have been done formerly, the result specifies that both groups are of equal level of proficiency and so it allows experiment with both groups to be conducted without any issue pertaining the homogeneity of the participants in terms of their level of proficiency. The later tests conducted will be regarded as highly reliable.

In summary, tests were conducted to verify that all the groups were of the same level in terms of their initial proficiency in English. All the groups did not show any significant difference in the pre-test marks, but in terms of the p value, comparison between experimental group A and B has the biggest p value of .694, followed by experimental group A and control group C (p. 314) and experimental group B and control group C (p.203). This indicates that experimental group A and B has the smallest variance in the pre-test's scores.



## 4.2 Comparing Pre-Test and Post-Test Scores Within Each Group

This marked the second part of the analysis where the pre-test and post-test scores within each group (A, B and C) were compared. The first comparison was conducted on experimental group A (see 4.2.1), followed by the experimental group B (4.2.2) and control group C (see 4.2.3).

### 4.2.1 Pre-Test and Post-Test Scores of Experimental Group A

With the aim of identifying whether or not there is significant difference between the pre-test and the post-test scores of experimental group A, descriptive statistics were calculated. Table 4.7 shows the mean and standard deviation of experimental group A's pre-test and post-test.

TABLE 4.7:

DESCRIPTIVE STATISTICS FOR PRE-TEST AND POST TEST SCORES OF EXPERIMENTAL GROUP A

| Group A   | Mean    | N  | Std. Deviation | Std. Error Mean |
|-----------|---------|----|----------------|-----------------|
| Pre Test  | 7.7000  | 10 | 3.05687        | .96667          |
| Post Test | 11.8000 | 10 | 2.57337        | .81377          |

Based on Table 4.7, the post-test mean of the experimental group A was slightly higher than the pre-test mean (pre-test  $M=7.7$ , post-test  $M=11.80$ ). In order to determine specifically whether or not this variance is statistically significant, a paired samples t-test was administered. The results are shown in table 4.8.

TABLE 4.8:

PAIRED SAMPLE T-TEST FOR PRE-TEST AND POST-TEST SCORES OF EXPERIMENTAL GROUP A

| Group A              | Paired Differences |                |                 |   |          | t      | df | Sig. (2-tailed) |
|----------------------|--------------------|----------------|-----------------|---|----------|--------|----|-----------------|
|                      | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |          |        |    |                 |
|                      |                    |                |                 | Lower                                     | Upper    |        |    |                 |
| Pretest–<br>Posttest | -4.10000           | 1.91195        | .60461          | -5.46773                                  | -2.73227 | -6.781 | 9  | .000            |

Table 4.8 specifies that there is significant increase in the scores of the pre-test ( $M=7.70$ ,  $SD=3.05$ ) and post-test ( $M=11.80$ ,  $SD=2.57$ ) of the experimental group A at  $p < .05$  level ( $M$  difference =  $-4.10$ ,  $p = .000 < .05$ ). This result indicated that there was a high and significant increase in the post scores compared with the pre scores. Positive feedbacks obtained from discussion one (see appendix J) and two (see appendix M) between the researcher and the participants from group A after watching the movie and after the post-test, which may explain why there was significant increase in the participant's post-test scores compared to the pre-test scores. A majority of the participants said 'Yes!' when asked whether they found it much easier to answer the questions after watching subtitled English movie. Also, responses like 'Yes' and 'a lot' were common when questioned whether they think they have improved in getting more answers right in the post-test than in the pre-test (see appendix M). In short, feedback from the participants who watched the English movie with English subtitle tracks appears to endorse the results obtained from the t-test analysis.

#### 4.2.2 Pre-Test and Post-Test Scores of Experimental Group B

As for experimental group B, t-test differential analyses are shown in Table 4.9 and Table 4.10. Table 4.9 presents the descriptive statistics of the pre-test and post-test scores of experimental group B.

TABLE 4.9:

DESCRIPTIVE STATISTICS FOR PRE-TEST AND POST TEST SCORES OF EXPERIMENTAL GROUP B

| Group B  | Mean    | N  | Std. Deviation | Std. Error Mean |
|----------|---------|----|----------------|-----------------|
| pretest  | 8.3000  | 10 | 3.62246        | 1.14552         |
| posttest | 12.8000 | 10 | 3.45768        | 1.09341         |

Referring to Table 4.9, the post-test mean of the experimental group B was slightly higher than the pre-test mean (pre-test  $M=8.3$ , post-test  $M=12.80$ ). Thus, to determine specifically whether or not this variance is statistically significant, a paired samples t-test was administered. The results are shown in table 4.10.

TABLE 4.10:  
 PAIRED SAMPLE T-TEST FOR PRE-TEST AND POST-TEST SCORES OF EXPERIMENTAL GROUP B

| Group B            | Paired Differences |                |                 |   |          | t      | df | Sig. (2-tailed) |
|--------------------|--------------------|----------------|-----------------|---|----------|--------|----|-----------------|
|                    | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |          |        |    |                 |
|                    |                    |                |                 | Lower                                     | Upper    |        |    |                 |
| pretest - posttest | -4.50000           | 2.59272        | .81989          | -6.35472                                  | -2.64528 | -5.489 | 9  | .000            |

Table 4.10 shows the t-test differential analysis between pre-test and post-test of experimental group B and the finding from the analysis indicated that the sample's post-test ( $M=12.80$ ,  $SD=3.45$ ) in group B had significantly higher score than their pre-test ( $M=8.3$ ,  $SD=3.62$ );  $t(9) = -5.49$ ,  $p=.000 < .05$ . So far, both of the experimental groups (A and B) have significant higher score in the post-test which means that, the treatment of having subtitle aids while watching English movie is effective in facilitating the experimental groups' phrasal verb's recognition. This outcome was further supported by the qualitative findings drawn from the observation (see appendix G and H) performed by the researcher while the participants were watching the movie and the discussions (see appendix J, K, M and N) between the researcher and the participants. While watching the movie, both of the experimental groups were observed to be making sounds like 'Ooo' or 'Haa', when they came across the phrasal verbs used by the casts in the movie, which signaled that participants noticed the PVs. Head and hand movements included nodding their heads and pointing their finger in the air when they noticed the PVs were also witnessed by the researcher, which might be the marks signifying that they came to understand something from what they saw from the visuals, heard from the audio and read from the subtitles. In brief, the effectiveness of English movie with subtitles was proven quantitatively (see 4.2.1 and 4.2.2) and qualitatively (see appendix G, H, J, K, M, N).

### 4.2.3 Pre-Test and Post-Test Scores of Control Group C

As to observe the change among pre-test score and the post-test score of the control group, first descriptive statistics was tabulated in Table 4.11.

TABLE 4.11:  
DESCRIPTIVE STATISTICS FOR PRE-TEST AND POST TEST SCORES OF CONTROL GROUP C

| Group C  | Mean   | N  | Std. Deviation | Std. Error Mean |
|----------|--------|----|----------------|-----------------|
| Pretest  | 6.1000 | 10 | 3.81372        | 1.20600         |
| posttest | 7.6000 | 10 | 4.00555        | 1.26667         |

Based on Table 4.11, the post-test mean of the control group C was slightly higher than the pre-test mean (pre-test  $M=6.10$ , post-test  $M=7.60$ ). In order to determine specifically whether or not this variance is statistically significant, a paired samples t-test was administered. The results are shown in table 4.12.

TABLE 4.12:  
PAIRED SAMPLE T-TEST FOR PRE-TEST AND POST-TEST SCORES OF CONTROL GROUP C

| Group C            | Paired Differences |                |                 |   |         | t      | df | Sig. (2-tailed) |
|--------------------|--------------------|----------------|-----------------|---|---------|--------|----|-----------------|
|                    | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         |        |    |                 |
|                    |                    |                |                 | Lower                                     | Upper   |        |    |                 |
| pretest - posttest | -1.50000           | .84984         | .26874          | -2.10794                                  | -.89206 | -5.582 | 9  | .000            |

Table 4.12 specifies that there is significant increase in the scores of the pre-test ( $M=6.10$ ,  $SD=3.81$ ) and post-test ( $M=7.60$ ,  $SD=4.00$ ) of the control group C at  $p < .05$  level ( $M$  difference =  $-1.50$ ,  $p = .000 < .05$ ). This shows that there is a high significant increase in post score compared with the pre-score. In short, all the findings are showing significant increase in the post-test from experimental group A ( $p = .000$ ), experimental group B ( $p = .000$ ), and control group C ( $p = .000$ ), which indicates that the usage of English movie whether with subtitle aids or not, as learning tool does improve

participants' phrasal verbs recognition. This result was expected since positive responses were gathered from the participants when they were asked whether they find it much easier to answer the questions after watching the movie. Also, when they were prompted on whether they thought they had improved in getting more answers right in the post-test than in the pre-test, the experimental groups A and B appeared to answer 'Yes' and some said they even realized that their answers in the pre-test were wrong (see appendix M and N) . As for the control group, participants also responded 'yes' but did not have much confidence that their new answers in the post-test were correct (see appendix O).

Besides, since to find out specifically which type of subtitle aid is more constructive in facilitating phrasal verb's recognition is also one of the aims of the study, differential analysis of the gain between the experimental group A (who watched the movie with English subtitles) and experimental group B (who watched the movie with Malay subtitles) was run via independent samples t-test. This part of the analysis did not include the control group as it was proven in the previous analysis that mean difference between pre and post-test of the control group was the lowest compared to the other two experimental groups (see Table 4.12). Therefore, the analysis was carried out between the two experimental groups only. The results are as shown in Table 4.13 and Table 4.14.

Table 4.13:  
DESCRIPTIVE STATISTICS OF THE GAIN SCORES OF EXPERIMENTAL GROUP A AND B

| Group  |        | Mean   | N  | Std. Deviation | Std. Error Mean |
|--------|--------|--------|----|----------------|-----------------|
| Pair 1 | Gain A | 4.1000 | 10 | 1.91195        | .60461          |
|        | Gain B | 4.5000 | 10 | 2.59272        | .81989          |

Table 4.13 shows the mean and standard deviation for the gain of experimental group A (M=4.10, SD=1.91) and experimental group B (M=4.50, SD=2.59). The mean of gain for experimental group B was higher than the mean of experimental group A, though the

difference was only by 0.40. Therefore, to confirm whether this difference was statistically significant or not, an independent samples t-test analysis was run (Table 4.14).

TABLE 4.14:  
PAIRED SAMPLE T-TEST FOR THE GAIN OF EXPERIMENTAL GROUP A AND B

|                        | Paired Differences |                |                 |   |         | t     | df | Sig. (2-tailed) |
|------------------------|--------------------|----------------|-----------------|---|---------|-------|----|-----------------|
|                        | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         |       |    |                 |
|                        |                    |                |                 | Lower                                     | Upper   |       |    |                 |
| Pair 1 Gain A – Gain B | -.40000            | 3.09839        | .97980          | -2.61645                                  | 1.81645 | -.408 | 9  | .693            |

Based on Table 4.14, there was no significant difference in the gain between two groups  $t(9) = -.408$ ,  $p = .693 > .05$ . This means that the presence of subtitles really comes in handy to help ESL learners in their phrasal verb's recognition. It does not matter which modes of subtitling, be it English or Malay subtitles; they both contribute towards the betterment of a learner's phrasal verbs recognition. However, in terms of mean difference, samples in experimental group B who watched the English movie with Malay subtitles ( $M=4.50$ ) had a higher mean value than experimental group A who watched the same English movie but with subtitles in English ( $M=4.10$ ). In short, although there was no significant variance in the gain between both treatment groups, in terms of mean difference there was some variance, which indicates that with this group of samples, they improve the most in their ability to identify and understand the targeted phrasal verbs after watching the English movie with Malay subtitle aid.

As structured in the discussion between the researcher and the participants from experimental group B (see appendix K), participants were reported to be saying 'Yes!' and 'all of them' when they were asked whether they could spot the PVs used in the movie. The availability of Malay subtitles seemed to be helping the learners to identify the PVs uttered by the cast since the translation made in the Malay subtitles were

describing the situation of the PVs quite clearly. For example, the PV ‘look out’, the meaning written in the Malay subtitles as ‘*Awas*’ which indicated the need of being careful. Also, the meaning was further described through visuals from the movie which led to understanding the PVs. Therefore, it was not surprising when they were reported to be saying ‘*cepat faham sebab ada sarikata Bahasa Melayu*’ (fast understanding because got subtitle Bahasa Melayu) which meant that the availability of Malay subtitle tracks made the process of comprehending the movie easier and faster. Moreover, since all the participants had been explicitly instructed to pay attention to the audio as to spot the PVs used in the movie, the chances of the PVs to be noticed by the participants were expected to be high.

Looking at the participants from experimental group A, it was anticipated that they would be able to identify the PVs used in the movie as they could see the written form of the PVs. However, they were reported to be more interested to watch the movie with Malay subtitle tracks, when they said ‘*lagi best kalau subtitle in Malay*’ (the best if the subtitle in Malay) after being asked whether they found it helpful to watch English movie with English subtitle tracks (see appendix M). Also, participants from group A (English subtitles group) were reported to be saying that ‘*baru nak fikir lama sedikit apa maksud phrasal verb yang ditemui, tapi dah masuk babak lain*’ (wanted to think a bit longer the meaning of phrasal verb found, but already entered story about other scene) after being asked if they encountered any difficulties in understanding the PVs. This suggested that they managed to identify the PVs but they needed more time to relate what was written in the subtitles in English with the visuals as to understand the PVs.

In sum, feedbacks from both discussions conducted after watching the movie and after answering the post-test seem to support the finding that participants improve the most in their phrasal verbs test after watching the English movie with Malay subtitle aid.

### 4.3 Gains Noted Among the Three Groups

The next analysis was done via one-way analysis of variance (ANOVA) to find out whether the gain between the three groups is statistically different or not. Descriptive statistics were calculated and presented in Table 4.15 below.

TABLE 4.15:  
DESCRIPTIVE STATISTICS OF THE GAIN BY ALL THE THREE GROUPS

|                | N  | Mean   | Std. Deviation | Std. Error | 95% Confidence Interval for Mean |             | Minimum | Maximum |
|----------------|----|--------|----------------|------------|----------------------------------|-------------|---------|---------|
|                |    |        |                |            | Lower Bound                      | Upper Bound |         |         |
| Experimental A | 10 | 4.1000 | 1.91195        | .60461     | 2.7323                           | 5.4677      | 1.00    | 6.00    |
| Experiment B   | 10 | 4.5000 | 2.59272        | .81989     | 2.6453                           | 6.3547      | 1.00    | 8.00    |
| Control C      | 10 | 1.5000 | .84984         | .26874     | .8921                            | 2.1079      | .00     | 2.00    |
| Total          | 30 | 3.3667 | 2.29667        | .41931     | 2.5091                           | 4.2243      | .00     | 8.00    |

Table 4.15 shows the average gain for the three groups, experimental group A (4.10), experimental group B (4.50) and control group C (1.50). The averages of both experimental groups were very close but were very distant from the control group's average. Therefore, to determine the variance was statistically significant or not, one-way analysis of variance (ANOVA) was run. The results are shown in Table 4.16.

TABLE 4.16:  
THREE GROUP'S GAIN BY ANOVA

|                | Sum of Squares | df | Mean Square | F     | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 53.067         | 2  | 26.533      | 7.171 | .003 |
| Within Groups  | 99.900         | 27 | 3.700       |       |      |
| Total          | 152.967        | 29 |             |       |      |

Table 4.16 shows that the significant value is at .003, which indicates that there is significant difference between the gained score for all the three groups (A, B and C). However, since this ANOVA analysis does not provide specifically which groups are



different from each other kind of analysis, a Scheffe post hoc test was carried out to identify precisely which groups are different from each other. The analysis is shown in Table 4.17.

TABLE 4.17:  
THE THREE GROUP'S DIFFERENCES BY SCHEFFE POST HOC TESTS

| Group (I)             | Group (J)             | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval |             |
|-----------------------|-----------------------|-----------------------|------------|------|-------------------------|-------------|
|                       |                       |                       |            |      | Lower Bound             | Upper Bound |
| (A) English Subtitles | (B) Malay subtitles   | -.40000               | .86023     | .898 | -2.6280                 | 1.8280      |
|                       | (C) Control Group     | 2.60000*              | .86023     | .020 | .3720                   | 4.8280      |
| (B) Malay Subtitles   | (A) English Subtitles | .40000                | .86023     | .898 | -1.8280                 | 2.6280      |
|                       | (C) Control Group     | 3.00000*              | .86023     | .007 | .7720                   | 5.2280      |
| (C) Control Group     | (A) English Subtitles | -2.60000*             | .86023     | .020 | -4.8280                 | -.3720      |
|                       | (B) Malay subtitles   | -3.00000*             | .86023     | .007 | -5.2280                 | -.7720      |

\*. The mean difference is significant at the 0.05 level.

Table 4.17 shows three group's differences by Scheffe Post Hoc Test. From the table, English subtitles group A and Malay subtitles group B does not differ significantly from each other ( $p = .898$ ). Conversely, significant difference could be seen between the two experimental groups with the control group (see green box) and high significant increase of the gained score for English subtitles group A and Malay subtitles group B were evidenced from the negative mean difference between both groups with the control group (see orange box). Furthermore, in order to provide clearer view on the difference between the three groups, a Plot of Means is presented graphically in Figure 4.1.

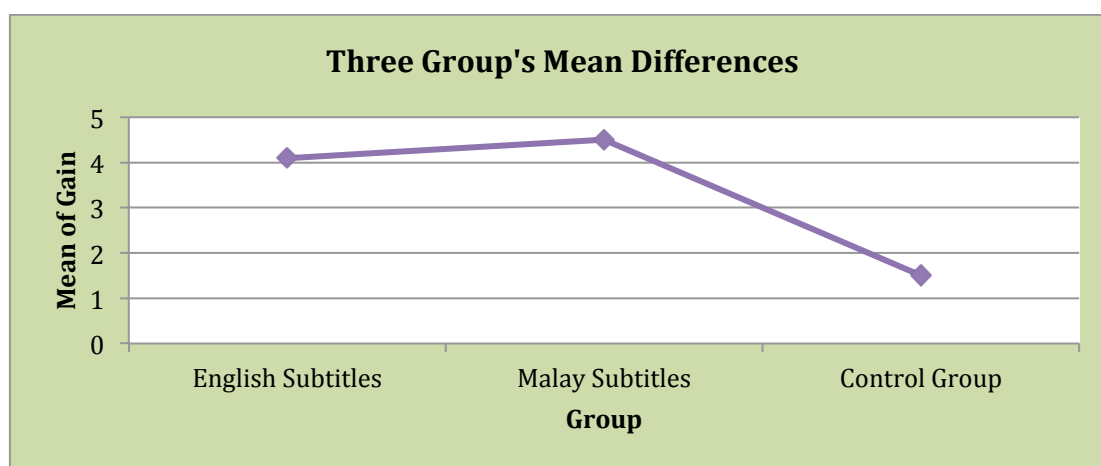


Figure 4.1: Three Group's Mean Differences

Figure 4.1 graphically confirms that the difference between each experimental group and control group was statistically significant. Therefore, the result is worth noted that the significant improvement in the marks of the learners in the post-tests are not due to luck or chance variation, but may be credited to the aids of subtitling that complemented the movie. Besides, various evidence was found through the discussions that the availability of subtitle tracks, be it in Malay or English, was convenient to the participants. Taken from discussion one conducted with experimental group A (English subtitle group), one of the feedbacks saying that *'ada yang cakap laju, nasib ada subtitle'* (some was spoken fast, luckily got subtitles) when participants were asked whether subtitles were helping them to understand the meaning of the PVs. Also, it was reported that *'they noticed the PVs while reading the subtitles'* (see appendix J) and managed to get clearer view on what each PV meant by *'tengok gambar'* or looking at the visuals. This suggests that ESL learners may use subtitles to get a better understanding of the occurrences in the movie. In the present study they are shown to have used the subtitles to help them to get to know the meaning of the phrasal verb that has been recognized being used by the cast. The availability of the subtitle tracks increases the chances of the PVs to be noticed and further being comprehended through integrating the visual cues seen in the movie. This notion was also supported by responses from participants in the experimental group B who watched the movie with

Malay subtitle tracks, when they were saying '*dapat banyak clue*' (got many clues) and '*cepat faham sebab ada sarikata Bahasa Melayu*' (fast understanding because got subtitle Bahasa Melayu) (see appendix N). The meaning of PVs translated in the Malay subtitles provides a medium that could bridge the gap between being able to identify the PVs only to being able to understand the meaning of PVs (see appendix P for translated meaning of PVs in Malay).

In summary, there were significant difference between the gains of the experimental groups A and B with the control group C. This indicates that the presence of subtitle tracks is effective in helping the learners get to know the meaning of the PVs which have been recognized. The significant improvement in the marks of the learners in the post-tests are not due to luck or chance variation.

#### **4.4 Types of Phrasal Verbs (Literal, Aspectual and Idiomatic)**

This part of analysis was done specifically to answer research question two, which aimed to discover which type of phrasal verb (literal / idiomatic / aspectual) that learners seem to be performing less well. To achieve the stated aim, the mean score of each type of PV was tabulated. Literal PV was not included in the comparison since there was only one literal PV out of the ten targeted PVs. The results would not be conclusive if there were too few of each type of PV. Thus, the comparisons were made between aspectual and idiomatic PVs only, where there were four aspectual PVs and five idiomatic PVs (see table 3.1 for breakdown of types of PVs). In addition, all participants were found to perform well by answering the literal PV correctly in both question one and two. Thus, literal PV was not a problem for this group of participants. In short, there was no need for discussion on the literal PV and comparisons were done between the other two types of PV that seemed to stand out. The results are shown in Figure 4.2.

| Types          | Aspectual | Idiomatic |
|----------------|-----------|-----------|
| N              | 30        | 30        |
| Mean Score     | 4.60      | 5.2       |
| Mean per cent. | 57.50     | 52.00     |

Figure 4.2: Mean Scores and Percentages of the Mean Scores

Figure 4.2 shows the mean score and the percentage of the mean score for the two types of PVs. The mean score for aspectual PVs is 4.60 from the total score of 8 and the mean score for idiomatic PVs is 5.2 from the total score of 10. Since the different PVs were not of equal quantities (aspectual = 8, idiomatic = 10), the mean scores were converted to percentages. Each PV was tested twice (in question one and two); therefore, the total marks were out of twenty instead of ten. Based on the results, the highest percentage of the mean score was evidenced in the aspectual PVs (57.50) and the lowest percentage of the mean score was for idiomatic PVs (52.00). This result indicates that participants have a better understanding of aspectual PVs than the idiomatic PVs. Participants seem to be performing less well in idiomatic PVs and this outcome is not a surprise since the meanings conveyed by idiomatic PVs are opaque (not clearly expressed by the original verb and particle) and highly polysemous (have more than one meaning). More efforts need to be made to make idiomatic PVs more accessible to learners to allow better comprehension of idiomatic PVs.

#### 4.5 Summary

The results from the present study have highlighted four main findings. The first finding is that the usage of English movie whether with subtitle tracks or not, is effective in facilitating ESL learners' phrasal verb recognition as shown by the significant improvement in the pre-test and post-test of all the three groups (see 4.2.1, 4.2.2, 4.2.3). However, in comparison to the two experimental groups (A and B) who

watched the movie with subtitle tracks, the control group (C) who watched the movie with no subtitle tracks has the lowest significant difference between pre and post-test (see 4.2). This indicates that the presence of subtitle tracks while watching English movie helps learners better in acquiring phrasal verbs, which marks the second important findings from the study. These findings are further evidenced by the gains among experimental groups A and B, which are significantly different from the gain of the control group C (see 4.3). The two stated evidences (see 4.2 and 4.3) confirm that watching an English movie with subtitle tracks works better in facilitating the ESL learners' phrasal verb recognition than watching an English movie with no subtitle tracks. The third finding reveals that both mediums of subtitled tracks, be it English or Malay, are effective in helping learners to make sense of the phrasal verbs as shown in Table 4.13 (see 4.2) , but looking at the mean scores of each experimental group, participants who watched the English movie with Malay subtitle track improved more in their post-test as compared to the participants who watched the English movie with English subtitle tracks. The fourth finding indicates that this group of learners found idiomatic phrasal verbs to be difficult compared to the other types of phrasal verbs as shown in Figure 4.2. In the next chapter, focus is on a discussion of the results with reference to the relevant literature.

## **CHAPTER FIVE: DISCUSSION AND CONCLUSION**

### **5.0 Introduction**

The purpose of the study was to investigate the effectiveness of using an English movie with subtitles (entitled Inside Out) on the recognition of ten targeted phrasal verbs among 13-year-old lower secondary school learners in Malaysia. Other than examining the effects of using English movie with subtitles on PV recognition, the study also determined to identify which medium of subtitling (Malay or English) was more effective in aiding phrasal verb recognition. Determining which type of phrasal verbs (literal / aspectual / idiomatic) that learners appeared to grasp well was also the aim of the present study. The previous chapter provided presentation of findings from the data analyses. This final chapter will thus elaborate more on the findings arising from this study with reference to previous research conducted within the same area. The order of the discussions will be in accordance to the research questions (RQs) as listed below:

RQ 1: Is there any significant difference between watching English movies with no subtitle aids and watching English movies with English subtitles and Malay subtitles on Malay ESL learner's phrasal verbs recognition?

RQ 2: Which type of phrasal verbs, namely literal, idiomatic and aspectual, do learners have difficulty grasping?

### **5.1 Research Question 1 (RQ1)**

This research question aims to investigate the effects of using English movie with subtitles on ESL learner's phrasal verb recognition. The second aim of the RQ1 is to determine which medium of subtitling (Malay or English) would be more effective in aiding phrasal verb recognition. In order to answer RQ1 and achieve the stated aims, a paired samples t-test analysis was conducted on the pre-test and post-test within each

group (see 4.2). Analysis of the pre-post tests were showing significant increase in the post-test from experimental group A ( $p = .000$ ), experimental group B ( $p = .000$ ), and control group C ( $p = .001$ ). Given that both controlled and the two experimental groups showed improvements in their respective post-tests, there was a need to compare which of these three showed better improvements. Therefore, from a one-way analysis of variance (ANOVA) followed by a Scheffe post hoc test were conducted between the control and experimental groups. Findings from the analyses indicated that the average gain of both experimental groups had a significantly higher gain than the control group in the pre-post tests (see 4.3 in Table 4.17). Therefore, the findings show a significant difference between watching English movies with no subtitle aids and watching English movies with English subtitles and Malay subtitles on Malay ESL learner's phrasal verb recognition. Participants from the experimental groups who watched the English movie with subtitles outperformed the participants from the control group who watched the English movie with no subtitle aid in phrasal verb's pre-post tests. These results credit the use of subtitles accompanying the movie during screening.

The result can be attributed to several contributing factors. First, the usage of the English movie itself is motivating to the learners (King, 2002; & Etemadi, 2012) (see 2.5.1). Schmitt (2008) also claimed that the usage of an authentic movie is engaging and it arouses learners' interest. In the context of this study, the findings noted that the controlled group who were not given any subtitle assistance in the English movie had also improved significantly in their post-test although the experimental group's improvement was slightly higher. One possible reason that could have created this improvement for the controlled group may be because the PVs were introduced to the learners in a real language contexts. The learners had acquired the usage of the PV because these were used within the movies that had also highlighted how these PVs were applied. Moreover, the movie was coloured and cartoon based and this had

encouraged the students' interest to learn more about the usage and as Krashen (1982) says, when anxiety level is low and when interest is aroused, learning can take place more easily. Marshall (2002) had also claimed that audiovisual aids like movies with graphics and moving objects tend to have more power to activate the emotional states of the viewers who then become more initiated and thus more engaged with what they are watching. This therefore allows the interest to become more prolonged and the more the learners hear the usage of the words, the more these words become retained in their working memory and subsequently, their long term memory. Thus, it appears that the usage of the PVs by the controlled group had also increased.

The second factor that also contributes towards better improvement in the post-tests of the experimental groups might be due to the intentional phrasal verb learning where explicit instruction was given to the participants prior to watching the movie (see 2.5.4 for further discussion on intentional learning). As stated by Schmitt (2008), while working with low proficiency learners, intentional learning is more effective and beneficial to the learners. It was evidenced in the present study, participants were intentionally reminded to focus on the soundtracks (all groups) and the subtitles (for experimental groups A and B) to spot the targeted items used in the movie. Although the control group was given explicit instruction to pay attention to the phrasal verb used in the movie just like the experimental groups, participants in the control group were depending on the audio input solely, while the participants in the experimental groups had subtitles and audio inputs to be relied on as to notice the phrasal verb used in the movie. Therefore, higher significant improvement in the phrasal verb's post-test was evidenced from the experimental groups who watched the English movie with subtitles. Since the participants in the experimental groups were explicitly instructed to focus on both soundtracks and subtitles, they were observed to make sounds like 'Ooo..' when they noticed the phrasal verb while watching the movie and some of the participants



were observed to be pointing in the air when they came across the phrasal verb (see appendix G and H). Participants watched the movie with the intention of trying to notice the phrasal verbs used throughout the movie, thus they knew what to be focused on which also contributed towards more chances of noticing the PVs. In short, the significant improvement in the gains of both subtitled groups may also be attributed not only to the presence of subtitle tracks but to intentional phrasal verb learning through explicit instructions.

Another contributing factor leading to the significant improvement in the experimental group's phrasal verb's post-test of is that the presence of the subtitles had increased their notice of the targeted items (phrasal verbs). This was pointed out by Zarei (2009). Since not all the scenes in the shown movie progressed at the same phase and speed, it is likely that the participants may also have missed some of the auditory input (Zarei, 2009). As evidenced in the present study, one of the reported responses noted in the experimental group - A that was provided with a movie (English Subtitle) was that '*ada yang laju dia cakap, nasib ada subtitle*' (some were spoken fast, luckily got subtitles) made by the participants. This indicates that the subtitles had enabled the participants to pick up the PVs even though in the movie shown, the utterances were unclear or too fast for the participants. Therefore, it can be said that the subtitle tracks served as another source for the learners to notice the use of the PVs, thereby enabling the learners to recognize the targeted items (Wilson, 2002). The availability of the subtitle tracks, whether in English or Malay, had also helped to bridge the gap between learner's intermediate level of proficiency and the inconsistent speed of the speech and action noted in the movie. Clearly, the subtitle tracks helped to equip the learners with the access to notice and be able to understand the verbal cues through sounds (movie with English soundtrack), visual cues noticed through the images, and the learners ability to directly decode the verbal cues provided through the subtitle tracks. As

reported from a discussion that was conducted between the researcher and the experimental group B (Malay subtitle), one of the responses made by the participants was, '*dengar dia sebut dan baca subtitle sambil tengok cerita*' (heard the cast said the PV and read the subtitle while watching the movie). Based on this response, it is thus deduced that the learners had managed to get a clearer view on what each PV means by associating what was presented to them simultaneously (audio, visual and subtitles) while watching the movie. Blachowicz, Fisher and Donna (2006) had also claimed that the learners would get better understanding of the context when the learners know the words, which in this case were presented in the learner's first language (Malay subtitles). The targeted PV would be much easier to be comprehended by the learners with the availability of the Malay subtitles that described the PV in the way that they could understand with ease and speed. As an example, in the context where the PV, '*closing in*' was used in the movie by the cast, the utterance was '*She's closing in*', the meaning translated in Malay was '*Dia semakin mendekati kamu*' and the visuals showed the action of someone coming towards another person and trying to score a goal. All in all, the concurrent cues presented based on the audios, subtitles and visuals, had clearly provided the learners with sufficient input that had helped them to understand the PV with more ease.

The availability of subtitle tracks helps learners connect auditory inputs with visual inputs (Gaza, 1991, as cited in Pasban, Forghani & Nouri, 2015). When the combination of audio, visual images and subtitle tracks is presented simultaneously to represent a particular information, the process of decoding is much simpler and faster (Harji, Woods & Alavi, 2010; & Mayor, 2000). This notion portrays how Dual Coding Theory (DCT) proposed by Allan Paivio in 1971, can simplify the process of learning with the appearance of two-mode (bimodal) foreign language materials (Pasban, Forghani & Nouri, 2015) (see 2.5.3 and 3.2.1 for further discussion on multimodality and Dual

Code Theory). In the present study, the two modes are derived from the English movie with subtitles through words from the audio and subtitles and pictures from the visual images. Aloqaili (2014) concluded that ‘when learning a word that has more than one mode, the word will be coded dually, which may facilitate a successful retention of the word’ (p.12). Thus, with regards, to the current study, the understanding of the PVs was made possible due to the dual coding of subtitles. From watching a movie with English subtitles, learners were able to have a significant improvement in their gained marks in the PV’s pre-test and post-test and this was especially more so among the experimental group who watched the movie with subtitle aids.

Besides, if a movie with subtitles also supplied authentic visual cues accompanied by audio cues through the soundtrack and the on-screen texts (subtitles), the setting then becomes extremely facilitative for the learners’ PV recognition (Aloqaili, 2014; Roya, Akbar & Shahla, 2015). Canning-Wilson and Wallace (2000) had also claimed that audiovisual aids like movies and videos offer contextual support to the learners to visualize and understand the targeted language items. In the present study, the contextual cues were not only presented through the visuals, but also through the rich and consistent input of the combination of visuals, sounds and on-screen text (subtitles). The learners got to see the authentic portrayal of how phrasal verbs being used in a meaningful context and the contexts are substantiated with the existence of extra linguistic input through the sounds and subtitle tracks. As stated by Krashen (1985) in his Comprehensible Input Theory, comprehensible input could be acquired by the use of context, knowledge of the world and extra-linguistic input (p.21). Therefore, it seems that the learners’ significant improvement in the post-test scores might be due to the availability of visual, audio and textual cues from the movie that help the learners to recognize and come to understand the targeted phrasal verbs.

In summary, it can be said that the first aim of the research question one was successfully answered that there was significant difference between watching English movie with no subtitle aids and watching English movie with English and Malay subtitles on Malay ESL learner's phrasal verb recognition. The present study adds to the body of knowledge on the effectiveness of using English movie with subtitles in terms of one aspects of the language, namely phrasal verbs. The next discussion concerns the second aim of research question one, which is the medium of subtitling that works best in aiding learners' phrasal verb recognition.

#### **5.1.1 Medium of Subtitling (Malay and English)**

The previous discussions proved that English movie with subtitles was operational to help learners to come to understand the target language items and as for the present study, the targeted language item was on the ability to make sense of the phrasal verbs. The next discussion concerns second aim of the research question one, regarding which medium of subtitling (Malay or English subtitles) that is more effective in facilitating phrasal verb recognition. Based on the findings that emerged from the paired sample t-test for the gain of the experimental group A and B, both mediums of subtitle tracks, be it English or Malay, are effective in helping learners to make sense of the phrasal verbs as shown in Table 4.14 (see 4.2) where there was no significant difference in the gain between both experimental groups was found statistically, but in terms of mean difference there was some variance. Participants in experimental group B who watched an English movie with Malay subtitles ( $M=4.50$ ) has higher mean value than the experimental group A who watched the same English movie but with subtitles in English ( $M=4.10$ ). This indicates that, participants seem to be performing much better in their phrasal verb's test after watching the English movie with Malay subtitle aids. Since the participants were of intermediate level of proficiency in English, they might not have wide range of vocabulary stored in their mental lexicon, therefore, the

availability of subtitle tracks in their native language were accommodating their needs to understand the audio inputs in English. As stated by Karimian and Talebinejad (2013), translation plays an important role in learner's vocabulary attainment, since their L2 glossary is not adequate to help them deduce what a word means in a particular context. The same assumption could be related to the current study as due to insufficient second language vocabulary, participants in experimental group A who listened to audio tracks in English with English subtitle aids while watching English movie performed less well in the phrasal verb post-test compared to experimental group B who watched the English movie with L1 subtitles (Malay subtitle aids). Bianchi and Ciabattini (2008) also added that the process of understanding something which has been recognized would be made much easier if semantic match could be created between both verbal channels from the audio and the text from the subtitles available and a non-verbal channel through visual images. Ellis (1997) stated that subtitles in a learner's first language are more effective in facilitating learner's vocabulary recognition, including phrasal verbs. He further stated that comprehending a new L2 word requires a mapping of the new word onto the prior existing conceptual meanings or onto L1 translation equivalent to the word as estimation (p. 133). In short, the availability of subtitle tracks in participant's native language is bridging the gap between their insufficient L2 vocabulary knowledge and coming to comprehend the targeted phrasal verbs.

In summary, this particular finding is line with the previous literature on the positive effects of the native language (interlingual) subtitles in helping learners in language learning. Although the mean difference between the two experimental groups was only by 0.40, watching an English movie with Malay subtitle tracks seemed to be favorable by most of the participants. The other two groups who did not get a chance to watch the English movie with Malay subtitle tracks reported through discussion two '*tapi lagi best kalau subtitle in Malay*' (but the best if subtitles in Malay) when participants who

watched the movie with English subtitles were asked whether they found English subtitles were helpful or not (see appendix M). As for the controlled group, most of them were reported to be in favour of the medium of subtitling in Malay when one of the responses was saying '*selalu tengok cerita English dengan sarikata Bahasa Melayu*' (always watch English movie with Malay subtitles) when they were asked whether they like watching movies without subtitles (see appendix O). In the next discussion, the focus is on answering the research question two of the study, which is on the type of phrasal verbs that participants seem to be performing less well and what the literature has to say about it.

## **5.2 Research Question Two: Types of Phrasal Verbs**

The aim of the second research question is to discover which type of phrasal verbs that learners seem to be performing well and less well. Following Celce-Murcia and Larsen-Freeman (1999) categorization of phrasal verbs, the ten targeted phrasal verbs are grouped into three groups which are literal, aspectual and idiomatic (see 2.2.1). The quantity of each phrasal verb was not of equal number, where there was only one literal, four aspectual and five idiomatic phrasal verbs. Participants from all groups were found to perform well in answering the literal PV correctly in both question one and two; thus, literal PV was not a problem for this group of participants. Participant's well performance in answering the literal phrasal verb was expected since the literal phrasal verb is very direct and the meaning could be guessed easily by making sense of the original verb meaning and the conjoint particle. In other words, participants could derive at the meaning by combining the meaning of each conjoined word. As stated by Kamaruddin (2013), most literal phrasal verbs involve physical action or movement of a person therefore, the action can be imagined clearly which further leads to this type of phrasal verb to be much easier to comprehend than the other types of phrasal verbs. For instance, the literal PV included in the present study, 'get back' (*to return to some*

*place*) indicating physical action of returning to somewhere and the particle was providing direction to the action verb which complemented the verb. In short, there was no need for discussion on the literal PV, since it was evidenced as not a problem to the participants and the comparison was done only between the other two types of PV which participants seemed to be struggling to understand.

Focusing on the aspectual and idiomatic phrasal verbs, the highest percentage of the mean score was evidenced in the aspectual PVs (57.50) and the lowest percentage of the mean score was the idiomatic PVs (52.00). This result indicates that participants have a better understanding of aspectual PVs than the idiomatic PVs. Participants seem to be performing less well in idiomatic PVs and this outcome is not a surprise since the meanings conveyed by idiomatic PVs are opaque (not clearly expressed by the original verb and particle) and highly polysemous (have more than one meaning). Unlike the aspectual PVs which meaning can be derived by associating one of the combination elements which is transparent to the metaphoric ones (see 2.2.1 for further discussion on aspectual PVs), the idiomatic PVs require slightly more efforts to come to understand their meanings. The process of coming to understand idiomatic PVs requires comprehension of the PV as a whole rather than by referring to the meaning of the verb and the particle as idiomatic PV can mean a completely different meaning from the original word meaning (Kim, 1998). However, previous research on the use of phrasal verbs among second language learners found that learners were reported to be using the same strategy of trying to derive at the meaning of a phrasal verb by attempting to relate the definition of the particle with the meaning of the verb as to comprehend the meaning of idiomatic PVs (Kim, 1998; Kamaruddin, 2013; Liao & Fukuya, 2004). As a result, learners may be more confused and frustrated when their attempts to make sense of the phrasal verb are unsuccessful. Therefore, avoidance of using phrasal verbs in their productions would be evidenced (Abdel Salam El- Dakhs, 2016).

The finding of the present study are similar to a study conducted by Akbari (2009) with Malaysian ESL learners, indicating that idiomatic PVs were the most problematic to the learners compared to the other two types of PVs. Due to the nature of idiomatic PV that is metaphorical in meaning, learners might not be able to use them spontaneously in their productions, therefore, idiomatic PVs are seldom being found used by the learners in their speaking and writing. As found by Mahmoud (2015), in his study conducted with Arab EFL learners, 88% of the phrasal verbs used were of non-idiomatic ones and only 12% of idiomatic phrasal verbs were observed being used by the learners in their free writings. These findings suggest that more efforts need to be made to make idiomatic PVs more accessible to the learners as to help learners to have better comprehension of idiomatic PVs. Thus, learners would be able to use not only literal and aspectual PVs but also idiomatic PVs in their productions.

In summary, the stated finding of the study discussed above highlights the type of phrasal verbs that learners appear to be struggling with the most to derive at the meaning, which is answering the research question two. The finding confirms previous literature that idiomatic phrasal verbs are the most difficult to be acquired by ESL learners.

### **5.3 Conclusion**

The present study explored the effects of watching English movie with two different mediums of subtitling on 30 lower secondary school 13-year-old ESL learners' phrasal verb recognition. There were two experimental groups and one control group involved in the study and the difference between each experimental group was on the medium of subtitling that was presented to them while they were watching English movie. As for the controlled group, there was no subtitle aids provided at all while the participants were watching the movie. Even though the control group received no additional aid, the scores in the phrasal verb's post-test were showing significant improvement than the



phrasal verb's pre-test too, just like the two experimental groups who received additional aids of subtitle tracks. However, the two experimental groups' improvements were statistically higher than the controlled group's improvement. These findings indicated that the usage of English movie solely was effective in facilitating learner's phrasal verb recognition, but the presence of subtitle tracks while watching English movie was more effective in helping learners in their phrasal verb's recognition. The findings from the present study are in line with the previous literature, which highlights the positive effects of subtitled English movie in helping learners to acquire various aspects of a second language (Aloqaili, 2014; Hayati & Mohmedi, 2011; Karimian and Talebinejad, 2013; Danan, 2004; Pasban, Forghani & Nouri, 2015).

Other than investigating the effects of watching an English-language movie with subtitles on ESL learner's phrasal verb recognition, the present study also intended to find out which medium of subtitling would produce learners with better results in the phrasal verb's pre-post tests. In order to achieve the stated intention, gains between the experimental group A and B were statistically analyzed via two paired samples t-test (see Table 5.2 and Table 5.3). Based on the results of the analysis, no significant difference was evidenced statistically in terms of gains between the group who watched English movie with English subtitle tracks and the group who watched English movie with Malay subtitle tracks, but in terms of the mean difference, there was a difference. The mean of the gain for experimental group B who watched English movie with Malay subtitle tracks was slightly higher than the mean of the gain scores of experimental group A who had subtitle tracks in English. This indicated that participants improved the most in their phrasal verb test after watching an English movie with Malay subtitle tracks. Worth noted that the participants were of intermediate level of proficiency, therefore the existence of subtitle tracks in their native language was really helpful in getting them to understand the phrasal verb used in the movie. As stated by Markham,

Peter and McCarthy (2001), 'access to interlingual subtitles (native language subtitles) is a factor that enhances learner's listening comprehension' (p. 339).

In regards to the intentional phrasal verbs learning via watching an English-language movie with subtitles, all the participants from the groups were given explicit instruction to pay attention to the soundtracks and the subtitles to spot the phrasal verbs being used by the casts in the movie. In other words, participants were watching the movie with the thoughts of trying to notice the phrasal verbs used throughout the movie. In short, one of the factors that contribute to the significant improvement in the post-test for all the groups was due to the intentional phrasal verbs learning through explicit instructions. Participants were observed to be more focused in watching the movie when they had a clear objective of what they were supposed to be focusing on.

Another significant finding from the research concerned the type of phrasal verbs that participants seemed to be performing less well in the phrasal verb test. From both questions one and two of the post-test, the phrasal verbs that participants answered correctly were noted and the mean score of each type of phrasal verb that participants answered correctly was calculated. Since all participants obtained full marks for the literal PV (for which there was only one example), comparison was made between the aspectual and idiomatic phrasal verbs only. From the result, participants were observed to be having a better understanding of aspectual PVs than the idiomatic PVs. Even within this group of participants, they also found idiomatic PVs to be the most difficult type of PV, which is similar to what previous studies have discovered (Mahmoud, 2015; Kamaruddin, 2013; Kim, 1998).

In conclusion, the effectiveness of English movie with subtitles on ESL learners' phrasal verb recognition has been scientifically proven from the research. Language teachers and people involve with language learning are hoped to find the findings from the present study to be beneficial in helping learners to have a better command in

phrasal verbs. Since idiomatic PVs are the type of PVs that learners seem to understand less well, the findings suggest a more focused learning on this type of phrasal verb. More efforts need to be made in order to increase learner ability to grasp idiomatic PVs. One of the practical pedagogical methods that can be done is to use a subtitled English movie with intentional phrasal verb learning as one of the language tools in the language classroom.

#### **5.4 Recommendation for Future Research**

The present study highlights the positive effects that English movie with subtitles offer for language learning, specifically on phrasal verbs. However, there are certain things that emerged from the recent study that could be improved if future research would like to replicate the study and explore more about the effectiveness of English movie with subtitles whether on the same language aspect of phrasal verbs or others. First, a study may be conducted with a larger scale of participants, since the effects of the two subtitle types (English and Malay) remain uncertain, as the significant difference is only based on mean difference but statistically, no significant variance was found via paired samples t-test. Therefore, a larger group of participants may yield novel insights.

Second, the findings from the discussion one and two would be better if the questions being asked to the participants are not fixed or too structured but also allow issues observed during the observation to be clarified during these sessions. The questions being asked could be various, depending on what has been perceived during the observations conducted with each group. This method would give some space to find answers and explanation about the participants' observed actions during the movie screening. The present study would have been more supplemented and accurate if the researcher implies this strategy. Therefore, the future research should be aware of this strategy as to get more accurate data that could support the main findings.

Third, the present study focuses on two types of subtitling only, which are intralingual and interlingual subtitles. Thus, a future study may consider dual subtitle tracks in which the on-screen texts would be available in both first and second language. The findings of such a study would be meaningful and feasible. Third, from the review of previous relevant literature, there seems to be gaps in the body of knowledge on the usage of movie with subtitles. A limited body of research has been found in regards to other aspects of language, like the acquisition of formulaic language and lexical chunks among ESL learners. The usage of movie subtitles appears to be an effective tool to help learners in their acquisition of phrasal verbs. Thus, future research should investigate movie subtitle effectiveness on other phraseological units like formulaic language and lexical chunks.

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