

The Effects of Using English Captions on Iranian Intermediate EFL Students Learning of Phrasal Verbs

Mohsen Ali Pasban

Department of English Language, Sistan and Baluchestan Science and Research Branch, Islamic Azad University, Zahedan, Iran

Mahshid Forghani

Department of English Language, Sistan and Baluchestan Science and Research Branch, Islamic Azad University, Zahedan, Iran

Ahmad Nouri

Department of English Language, Sistan and Baluchestan Science and Research Branch, Islamic Azad University, Zahedan, Iran

Abstract—Phrasal verbs are regularly used in spoken English. Because of the difficulties experienced by Iranian EFL students in learning phrasal verbs (Khatib & Ghannadi, 2011), the present study intended to examine the effects of using English captions on Iranian EFL learners' learning of phrasal verbs in terms of recognition and production. A language proficiency test was managed to 68 EFL learners, among whom 60 intermediate learners were chosen as the participants of the study. They were randomly assigned into two groups: control group and experimental group. Prior to giving any instruction, the researcher administered a pre-test. Then, students in the experimental group watched video clip with captions whereas learners in the control group received video clips without captions. To compare improvement between and within each group *t*-test analyses were conducted. The result of the study indicated that the learners in the experimental group outperformed those of control group in their writing performance. So, watching English captioned movies affects student's phrasal verb knowledge.

Index Terms—captions, videos, phrasal verbs, EFL students, proficiency level

I. INTRODUCTION

The significance of multiword expressions to increase fluency in language learning has been recognized by several researchers. In particular, learning them is regarded as a crucial part of speaking skills (Wood, 2004; Folse, 2004; Alexander, 1988). Knowing the sense of multiword vocabularies is necessary, however, they are not just in productive abilities but also in listening or receptive capabilities. A number of the causes is that there are some kinds of multiword terms like fixed expressions, phrasal verbs etc. (Moon, 1997; Wray, 2002).

Phrasal verbs have been the basis of foiling for students of English. Numerous learners talk about the problems they have whenever they want to use them. Phrasal verbs are commonly used by inborn talkers of English however they have been discovered as hard for second language students to learn (Moon, 1997; Kao, 2001). Because several phrasal verbs have colloquial senses, which are generally defined as the point that "the sense of the compound unit does not end in the simple grouping of those of its components" (Arnaud & Savignon, 1997, p. 161).

Language students and their educators have continuously shown a strong interest in discovery the best prominent techniques of mastering (both production and recognition) of those phrasal verbs (Khatib & Ghannadi, 2001). Even though, phrasal verbs are problematic for second language students to learn, phrasal verb achievement has not received suitable care in second language pedagogy (Bardovi-Harlig, 2002). Mart (2012) indicated that the problem of how best to instruct phrasal verbs is still slightly controversial. He also believed that, even though training phrasal verbs has been overwhelming and tough for educators, and therefore boring for learners, it is needed to develop our students' skills in learning and utilizing them. According to Vieira (2011), several methods have been employed for teaching them such as instructing phrasal verbs in alphabetical lists; one more approach uses category forms such as (in) separable (in) transitive phrasal verbs. He similarly mentions that the best old-style method was based on definite contexts, which groups phrasal verbs around a subject area such as clothes, computers, and so on. In the end he further asserted that in spite of all the efforts, the results were not acceptable.

Study in Second Language Acquisition has demonstrated that if acquisition is to be stable, it should contain active conceptual procedures, and be consistent with the present information in the student's attention (Hanley, Herron & Cole, 1995). Several scholars have suggested strong evidence that multimedia have appropriate effects on language learning

due to rich and consistent comprehensible input (Brett, 1995; Egbert & Jessup, 1996 and Khalid, 2001). For example, Sherman (2003) stated that:

Video permits us to introduce any feature of real life into the language learning situation and contextualizing the learning process. Besides, it also can be used in many instructional situations, from the classroom to online distance learning campuses. The great importance of video lies in its combination of sounds, pictures, and sometimes text (in the form of subtitle), with the socio-cultural information about habits, traditions, culture, etc. (p.1).

Dual-coding theory (a model of cognition) proposes that memory is consisted of two different but interrelated coding systems for operating data - one verbal and the other visual (Paivio, 1971, 1986). According to Ghasemolani and Nafissi (2012), the visual and verbal organisms can be activated individually, however there are interconnections among the two organizations that permit dual coding of material. They furthermore believe that if material is coded in both organizations (as with verbal language and captions); the student remembers it more simply, since links will be shaped among the two organizations. This model was confirmed by Paivio's study (1971) in a first language context. In a study, Ghasemolani and Nafissi (2012) substantiated the importance of dual coding model in increasing our understanding of understanding processes. Paivio and Lambert (1981) expanded the dual coding inquiry into multilingual situations and found similar positive evidence.

It is also said that, captions deliver extra reading input to the previously standing graphic and auditory input delivered by numerous methods of repeatedly used video equipment (Vanderplank, 1988). Subtitled videotapes have been used for instruction of some aspects of language abilities (Price, 1983; Koskinen, Wilson & Jensema, 1985; Borrás & Lafayette, 1994). Chang (2004) shows that foreign videos, mainly when subtitled, increase viewers' motivation to gain the languages of those movies.

Currently, DVD possibilities with their supple scopes are mainly beneficial in foreign and second language contexts. Proposing both bilingual captions and bilingual sounds, DVD equipment permits for numerous groupings of written and oral language over unlike sensual channels (Ghasemolani & Nafissi, 2012).

Even though several researches have theorized the advantages of the usage of captions for hearing-impaired, disabled learners, and language students, similar studies about the use of English captions in English education are still restricted in Iran. The current study is of greatest importance and will shed some light on the use of captioned videotape in the classroom. Therefore, there is a need to further explore the potential effect of captioned television programs or captioned videos to detect their usefulness to Iranian EFL students.

II. REVIEW OF RELATED LITERATURE

A. Phrasal Verbs

A phrasal verb is the combination of a base verb and a particle with both literal plus idiomatic meanings for example: 'come in', 'join in' for literal meaning and 'try on', 'hang out' for idiomatic meanings. A phrasal verb regularly has a meaning which is different from the original verb. Oxford dictionary (2010) has defined phrasal verb as an idiomatic phrase consisting of a verb and additional element, typically either an adverb, as in *break down*, or a preposition, such as, 'fill out', 'look up' and 'make up' mean 'complete a form', 'search in a list or reference' and 'invent a story or lie' respectively.

According to Waibel (2007), a clear distinction among idiomatic and literal senses of phrasal verbs is tough and in several ways also useless. Bolinger (1971) also states that the difference among figurative and literal is regarded as minor. The literal usages lie at the basic, and nonliteral ones border them at changing distances. In the current research, a precise grouping arrangement is thus not tried and by "phrasal verb" we mean both types of phrasal verbs (literal & idiomatic).

Because of the trouble in learning phrasal verbs among EFL students, a number of research studies were directed to investigate effective approaches to instruct phrasal verbs.

Kaminska (2001; 2002) studied the efficiency of the KWM (keyword method) on learning of phrasal verbs. Her research took three to four weeks. She recognized a variation of the KWM in the process of this study, which she names literal-keyword technique. She showed images to support the learners to form an operative picture, even though she grasped at the assumption that this was probably not needed. The conclusions of her study, recommend that the KWM is similarly appropriate to describe phrasal verbs and that these educated with the literal-keyword method seem to be greater remembered than those learnt by old discovery drills, mainly when huge amounts of vocabulary are to be educated (ibid.).

Khumbangly (2005) conducted a study to compare the achievement rate in learning phrasal verbs through the instruction of the meaning of adverb particle and the traditional approach. Results showed that the development ratio of learning phrasal verbs by means of mastering adverbs particles was slightly higher than that of the traditional approach. However, results also discovered that the learning of adverb particle in phrasal verbs carried about less confusion among learners.

Additional study was conducted by Nassaji and Tian (2010) which was the effects of Collaborative and individual output jobs on mastering English phrasal verbs. They compared the efficacy of reconstruction editing jobs and rebuilding cloze tasks for mastering of English phrasal verbs. Moreover they desired to understand whether doing the jobs collaboratively directed to better improvements of understanding of the goal verbs than finishing the tasks

independently and similarly whether the form of job made a change. Their research was done in two intact low-intermediate adult ESL schoolrooms. Their study exposed that finishing the tasks in couples directed to a more correctness of job accomplishment than implementation them independently. Yet, cooperative jobs did not lead to importantly more improvements of words consciousness than singular jobs. The outcomes, still, revealed an influence of editing tasks, using the task style being additional operative than the cloze jobs in learning.

Ganji (2011) directed a study comparing efficacy of three different approaches in learning phrasal verbs: sentential contextualization, translation, and metaphorical conceptualization between Iranian college learners. Though differences between the groups' acts were not found statistically important, effectiveness of metaphorical conceptualization, and sentential contextualization was significant. All three methods helped learners predict the meaning of uneducated phrasal verbs. The contextualization and translation were useful in guessing the meaning of unacquainted phrasal verbs while conceptual metaphor method helped students remember the meaning of phrasal verbs.

B. Captions

Captions are on-screen texts in a given language combined with a soundtrack in the same language which are presented synchronously as the video is playing (Ghasemolani & Nafissi, 2012).

An amount of closed-captioned videotape researches where subtitles in second language were added to second language video resources, which have been done among years 1983 and 2012, have shown that this viewing method improves student's language abilities.

A study (Price, 1983) directed by 500 ESL students who viewed captioned television series, showed that learners' overall listening ability in English was importantly developed.

In additional study, Koskinen, Wilson & Jensema (1985) selected their contributors from the individuals of a correctional competence. In their research, the investigators observed the special impacts of captioned videotapes on accompanying reading words information. Based on their results, Koskinen and his colleagues claimed that captioned videotapes significantly enhanced the incidental reading vocabulary information of adult non-native English talkers. Furthermore, watchers, regardless of instructive level or language background, profited noticeably from captioning, even with only one viewing. In Goldman & Goldman (1988) similar results to Koskinen, et al., (1985) study on the favor of captions were reported.

In an experimental research via Vanderplank (1988), 15 college learners of English second language at advanced and high-intermediate level viewed BBC TV series by English language captions in 9 hour-long periods. Scrutiny of these learners, as well as learners' own reflective informations around the practice of subtitles, and their act on language-oriented actions, showed that they were capable to go after the transcript, audio, and image concurrently, deprived of resorting just to reading. Learners were well skilled to comprehend "fast, realistic speech and unaccustomed accents" (p.275), and they respected the capability to display how fine they assumed the vocal language in compare to the text. Of specific concentration is Vanderplank's conclusion that the practice of subtitles similarly facilitated the learners reach a great level of remembering for the language in the series.

Further to the mentioned researches, Garza (1991) piloted an research with seventy students of ESL and fifty learners of Russian as a second language, all listed in advanced or upper-level language sequences at unlike colleges in Washington. For every second language he matched an experimental crowd who viewed 5 videotape parts by subtitles in the separate second language to a control crowd who viewed identical video parts without captions. All participants finished content-based comprehension quizzes (involving ten questions) after watching individually of the videotapes twice. Conclusions revealed that the existence of second language subtitles considerably improved listening understanding. Further, 5 learners from each situation were accidentally chosen for a short-term spoken interview and requested to deliver immediate exact remembrance of a movie section of their selection. Garza's results confirmed that remembrance of the language used in the parts was higher in the subtitled situations, not only for ESL learners, but for learners learning Russian second language, where a dissimilar orthographic structure is involved.

On the other hand, Borrás and Lafayette (1994) piloted another research to find out how subtitled videotape exposure matches to videotape without subtitles effects on the speaking act of 44 college learners of French. Learners who viewed subtitled movie pieces and learners who viewed the same sections minus subtitles were tried on spoken explanation and narration jobs at two levels of effort. Their presentation was measured in terms of overall efficiency, organization, correctness, and fluency. On both jobs, the investigators found important gains for the subtitled situation over the non-subtitled situation. Learners in the subtitled state also involved in their descriptions more of the unique language used in the movie. Again, there is confirmation that learners who are showing to L2 subtitled movie show a progressive emotional reaction to this watching method (see e.g., Borrás & Lafayette, 1994).

Chung (1996), conducted another study which captioned movie was portion of an educational program in EFL, particularly she asked 204 low-intermediate teenage students in Taiwan to remark on the use of closed-captions. Based on her initial results, 70% of the learners stated that captions in the goal language improved their knowledge of the film content.

In an additional study, Koolstra and Beentje (1999) concentrated on elementary-level Dutch-speaking learners, and studied the level of progress in reading lexis understanding by viewing Dutch-captioned English language TV series at home and they found helpful influences.

In a further research on the special effects of captions, Markham (1999) studied the impacts of captioned videos on term understanding abilities. He specified that the existence of captions considerably promoted the mature ESL students' listening word understanding of English language nonetheless of the level of graphic maintenance of the film.

In Markham and Peter (2003) study, also parallel results to Koskinen, et al., (1985) research on the favor of captions were stated.

Hayati and Mohmedi (2011) considered the influence of subtitle on listening comprehension of EFL learners in Iran. The participants of this study were 90 learners among 200 in intermediate level. The treatment for this research was divided into three groups; English conversation without captions, with Persian captions, with English subtitles. The data gathering was piloted with six-sets of multiple-choice test once six weeks' treatment to each group to check listening comprehension. Based on the result, English subtitle group revealed higher level than Persian subtitles group, then, Persian subtitles group beaten the no subtitle group. English captions group revealed better understanding of the DVD substances. This group stated that they stated to the subtitles when they need to approve the meaning of particular key words during viewing. It appears that they do translation while they viewing subtitles. Persian subtitles group stated that the Persian subtitles unfocussed their consideration and hindered the emphasis on the listening to the sound in several degree.

In line with prior studies, Ghasemboland and Nafissi (2012) research which whose purpose was to notice the influence of the existence or nonexistence of English captions with an English-language auditory track on the college-level Iranian EFL learners' listening ability of videotape passage substantial, also decided that providing subtitles for Iranian university-level EFL learners could be useful in overcoming some of their listening ability problems.

Thus, a great amount of researches have been done on the impacts of watching captioned/ subtitled videotapes on enhancing vocabulary learning and remembrance of content, incidental reading vocabulary knowledge, understanding fast, authentic speech and unfamiliar accents, enhancing listening comprehension and understanding of the video content. But no study to the present researcher's best knowledge has been done on the effects of watching captioned video on learning English phrasal verbs. So the following research question was raised.

III. METHODOLOGY

The objective of the present study was to study the effect of the presence/absence of captions supplemented by films on Iranian EFL learners' learning phrasal verb. To meet the above declared end, the researcher has spoken the following research question:

1. Does teaching English phrasal verbs through English-subtitled videos significantly affect Iranian intermediate EFL students' learning of phrasal verbs?

A. Participants

In order to conduct this study, the researcher chose 68 learners aged from 16 to 22 joined EFL classes organized in Simin Institute of Zahedan. The participants' ability level was intermediate based on the results gained from the First Certificate in English (FCE), proficiency examination. Some students couldn't success the test, so the number of participants reduced to 60 learners. From these, 31 were female and 29 were male and they were distributed into two groups randomly: control group and experimental group (30 learners in each group).

B. Instrumentation

The instrumentation used in this study involved:

1. Standardized Proficiency Test

The researcher administered a language proficiency test in order to test all the participants' initial homogeneity. The First certificate in English (FCE) proficiency test was administered in this regard. The students who got above 60 were chosen as the participants of the study.

2. Phrasal Verb Tests Served As Pre-test and Post-test

Paribakht and Wesche's (1996) scale of vocabulary knowledge was utilized to measure the development of phrasal verb understanding of participants of the research. This measure is one of the best usually used Vocabulary Understanding Scales, which states the steps of lexis achievement from first experience to production. The pretests and posttests were counted based on the VKS scoring method suggested by Paribakht and Wesche (1996) (table 2). That is, a mark of 1 was specified if the student revealed that he or she was not acquainted with the goal phrasal verb. A mark of 2 was specified when a student showed that he or she was acquainted with the term however did not distinguish its sense or, if the student delivered a sense (a translation or a synonym), the sense was incorrect. A mark of 3 was specified when a student delivered an adequate synonym (the students were similarly given the selection of providing a paraphrase of the word sense in their first language if they wanted). A mark of 4 was specified when the student used the term in a meaningful sentence, but syntactically incorrect (for instance, the student provided a meaningful sentence however the sentence had the unruly of unit misplacement in connection with the direct object). A mark of five was presented when the sentence delivered was both syntactically and semantically correct. The participants' answers were just coded based on the level they selected for each word on VKS (Wesche and Paribakht, 1996).

TABLE 1.
SCORING CATEGORIES: MEANING OF SCORES

I.	→	1 The word is not familiar at all.
II.	→	2 The word is familiar but its meaning is not known.
III.	→	3 A correct synonym or translation is given.
IV.	→	4 The word is used with semantic appropriateness in a sentence.
V.	→	5 The word is used with semantic appropriateness and grammatical accuracy in a sentence.

Source: Paribakht & Wesche (1996)

But, level 3, 4 and 5 contain some kind of creation from students. Thus, the examiners tested the correctness of their responses and marked their selections as they are, if they were true. But, if the replies were wrong, the researcher lowered the participant's selection by one level. For example, if a participant chose Level 3 for a word, the reply was distinct as Level 3 only if the reply was correct, if it was not, then the investigator marked the response as Level 2. The dependability of the counting of the VKS was tested by requesting a second educated rater to mark a haphazard sample of 25% of the posttest substances and 25% of the pretest substances. An inter-rater dependability of 97% was gained which is satisfactory.

3. Video files

There is a clear problem in using authentic videotapes in the foreign language teaching: they present real language that is not ranked nor simplified, and spoken at a regular speed. So the examiner made use of instructional video (Connect With English) which is appropriate for using in this study.

4. Procedure

A Pre-Test Post-test Control Group Quasi-Experimental design was used as the research design in the present study. One week before the treatment, learners' initial knowledge of target phrasal verbs which were in 15 episodes of the movies supposed to be played for participants was pretested. In the experimental (the subtitle) group, the participants received treatment; so they watched the movies with the English subtitles and English audio track (bimodal subtitling) and in control group (the no-subtitle group), participants watched movies without subtitles and with English audio track. Both groups were administered the same pre and post-tests. Table 3 shows the design of study.

TABLE 2.
DESIGN OF THE STUDY

Pretest	Treatment	Post-test
VKS is given to both groups	Experimental group (videos with subtitles) Control group (videos without subtitles)	VKS is given to both Groups

Episodes 1 to 15 of Connect With English, English teaching video pack were subtitled by researcher and used in this study since these episodes did not include much slang and were clear for learners to understand. Seventy eight target words from these 15 episodes were chosen based on the ability level and background of the students. Word class of entire of these words were the same (phrasal verb).

The treatment and administration of the exams were done in language lab of Simin. A laptop and an LCD projector were obtainable for the treatment in the lab. The open software KM Player, a media performer that has the ability to contain subtitles into the moving image, was used to play movies.

To control for wash back effect of the pretest on the scores of participants in the posttests, two weeks after the treatment, the learners were post tested on the phrasal verbs which seemed in the pre-test as well. Wesche and Paribakht's (1996) 5-point self-report of VKS was restructured to measure the phrasal verb understanding progress of the participants.

To keep the research trustworthy, the students were not learned about the purpose of the research till they finished the post-tests and they were not permitted to use their dictionaries in exam management. Moreover, beforehand the administration of the research the learners were reminded that partaking was voluntary. Administering each pretest or posttest took 90 minutes and watching each episode lasted nearly 15 minutes. The predictable responses were placed on a five-point scale specified above. This process lasted 7 weeks.

Data Analysis was done quantitatively via Statistical Package for Social Sciences (SPSS). In order to answer the research questions, first both the pre-test and the post-tests were scored and all test results were entered into SPSS to analyze the data, and the researcher ran independent samples t-tests to examine if there was a statistically important difference among the pre-tests and post-tests results of the groups. In addition, two paired samples t-test was administered to see if there was a statistically significant difference between two groups in terms of their development in phrasal verb knowledge. Then the amount of developments which each group obtained in terms of their phrasal verb knowledge was compared.

IV. RESULT

1. Comparing Pre-test Scores of Control and Experimental Groups

As stated earlier, the research hypothesis addressed in the study was:

H01. Teaching English phrasal verbs through English-subtitled videos does not significantly affect Iranian intermediate EFL students' learning of phrasal verbs.

In order to see if the hypothesis of the study is correct or not the researcher did the following analysis. To examine the difference between the experimental and control group's pre-tests, first, the descriptive statistics were calculated. Table 4 shows the means of both groups in the pre-tests.

TABLE 3.
DESCRIPTIVE STATISTICS FOR PRE-TEST SCORES OF CONTROL AND EXPERIMENTAL GROUPS

	groups	N	Mean	Std. Deviation	Std. Error Mean
Pre-test scores	experimental	30	12.7667	1.19434	.21805
	control	30	13.1667	1.59921	.29197

Based on the descriptive statistics, the pre-test mean of the control cluster was upper than pre-test mean of the experimental group. While the pre-test mean of the control group was 13.16, the pre-test mean of the experimental group was 12.76. In order to see whether this difference was statistically significant or not, independent samples *t*-test analysis was run (Table 5).

TABLE 4.
INDEPENDENT SAMPLES TEST FOR PRE-TEST SCORES OF CONTROL AND EXPERIMENTAL GROUPS

Levene's Test for Equality of Variances			t-test for Equality of Means						
F	Sig.		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
.841	.363	Equal variances assumed	-1.098	58	.277	-.40000	.36441	-1.12945	.32945

Based on the results, there was not a important variance in the marks for pre-tests of experimental group (M=12.76, SD=1.1) and pre-tests of control group (M=13.16, SD=1.5); $t(58) = -1.098, p = .277$. This put us on a safe footing to start the actual experiment.

2. Comparing Post-test Scores of Control and Experimental Groups

In order to examine the difference between the experimental and control group's post-tests, first, the descriptive statistics were calculated. Table 6 shows the means of experimental and control group's post-tests.

TABLE 5.
DESCRIPTIVE STATISTICS FOR POST-TEST SCORES OF CONTROL AND EXPERIMENTAL GROUPS

	groups	N	Mean	Std. Deviation	Std. Error Mean
Post-test.scores	experimental	30	14.8000	2.10746	.21805
	control	30	13.3000	1.68462	.29197

According to the descriptive statistics, the pre-test mean of the experimental group was 14.80, the pre-test mean of the control group was 13.30. In order to see whether this difference was statistically significant or not, independent samples *t*-test analysis was run (see Table 7).

TABLE 6.
INDEPENDENT SAMPLES T TEST FOR POST-TEST SCORES OF CONTROL AND EXPERIMENTAL GROUPS

Levene's Test for Equality of Variances			t-test for Equality of Means						
F	Sig.		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
1.562	.216	Equal variances assumed	3.045	58	.003	1.50000	.49259	.51398	2.48602

An independent samples *t*-test was accompanied to match the means of post-tests of the experimental and control groups. There was a important change in the scores of post-tests of experimental group (M=14.80, SD=2.1) and post-tests of control group (M=13.30, SD=1.6); $t(58) = 3.045, p = .003$. Specifically, after playing movies for both groups their scores on the post-tests of phrasal verbs had a significant difference.

3. Comparing Pre-test and Post-test Scores of Experimental Group

In order to test the variance among the experimental group's pre-test and post-test marks, first, the descriptive statistics were considered. Table 8 shows the means of experimental group's pre-test and post-test.

TABLE 7.
DESCRIPTIVE STATISTICS FOR PRE-TEST AND POST-TEST SCORES OF EXPERIMENTAL GROUP

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test.experimental	12.7667	30	1.19434	.21805
	post-test.experimental	14.8000	30	2.10746	.38477

Based on the descriptive statistics, the post-test mean of the experimental cluster was upper than its pre-test mean. Although the pre-test mean of the experimental cluster was 12.76, the post-test mean was 14.80. In order to see whether this increase is statistically significant, paired samples *t*-test analysis was run on SPSS (Table 9).

TABLE 8.
PAIRED-SAMPLE T-TEST FOR PRE-TEST AND POST-TEST SCORES OF EXPERIMENTAL GROUP

Paired differences					t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
-2.03333	2.41380	.44070	-2.93466	-1.13201	-4.614	29	.000

According to paired samples *t*-test results, there was a statistically important difference between the pre-test results (M=12.76, SD = 1.1) and the post-test (M=14.80, SD = 2.1) of the experimental group at $p < .05$ level (M difference = - 2.03, $p < .05$). In light of these results, it can be concluded that the watching captioned movies was effective in improving the experimental group's knowledge of phrasal verbs.

4. 6.4. Comparing Pre-test and Post-test Scores of Control Group

In order to examine the change among the control groups' pre-test and post-test result, first the descriptive statistics were calculated. Table 10 shows the means of control group's pre-test and post-test.

TABLE 9.
DESCRIPTIVE STATISTICS FOR PRE-TEST AND POST-TEST SCORES OF CONTROL GROUP

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test.Control	13.1667	30	1.59921	.29197
	Post-test.Control	13.3000	30	1.68462	.30757

Based on the descriptive statistics, the post-test mean of the control cluster is slightly upper than it's pre-test (pre-test M= 13.16, post-test M= 13.30).

In order to understand if the difference is statistically important, a paired samples *t*-test was directed. The *t*-test investigation showed that the variance among the pre-test and post-test means of the control cluster is not statistically important (pre-test M= 13.16, SD = 1.5; post-test M=13.30, SD = 1.6). Table 7 shows the paired samples *t*-test result for the mean difference in pre-test and post-test results for this group.

TABLE 10.
PAIRED SAMPLE T-TEST FOR PRE-TEST AND POST-TEST SCORES OF CONTROL GROUP

Paired differences					t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
-.13333	.89955	.16424	-.46923	.20257	-.812	29	.423

As these results propose, the control group didn't display a statistically significant development in their level of phrasal verb's understanding. This result may be expected since the students in this class were watching movies without captions. Though this group made a 0.13 point growth after the seven-week period, the experimental group made a 2.03 point increase.

T-test analysis also reveals that there is an important effect of English captions on learning of phrasal verbs. Thus, in light of the findings, it can be concluded that English captioned videos has an effect on developing phrasal verb understanding more than without caption movies.

This section has presented information concerning the data analysis and the results. In accord with the statistical tests conducted by the researcher, there is a statistically significant growth in the experimental group after a seven-week experiment of viewing English captions. In a similar way, the control group has revealed small amount of development after seven weeks of presenting shows without caption. According to the results, the development that the experimental group has made is higher than the control group. Therefore, the results propose that English captions have a significant influence on the learning of phrasal verbs by Iranian intermediate level EFL learners.

V. CONCLUSION

A. Discussion

Captioned videotape has been progressively used in foreign language programs. The accessibility of authentic videotapes (e.g. Via Satellites, the Internet, and DVD) and captioned creating software, makes it cool for educators and curriculum designers to use captioned videotapes (containing captioned news) in their overseas language instruction programs. Because of the widespread use of captioned movie, this research intended to investigate student's use of captions while watching shows (connect with English) in English as a foreign language. The discussion and findings connecting to the results of the study are offered base on the research question.

The findings of the study indicated that, the experimental group enhanced their phrasal verb knowledge significantly at the end of the 7-week watching English captioned shows (pre-test: $M=12.76$, post-test: $M=14.80$, development: 2.03 , $p < .05$). This increase may be related to the English captions this group viewed simultaneously with movies. As proposed by the literature (e.g., Jylha-Laide & Karreinen, 1993), viewing English cartoons will support students to improve their vocabulary understanding. As suggested by Koskinen, Wilson & Jensema (1985) and Neuman and Koskinen (1992) captioned videotapes considerably enhance the incidental reading vocabulary awareness of English learners. Vanderplank (1988), from his research concludes that English language captions make learners capable of to go after the text, sound, and image at the same time, without turning to reading only. Ghasemboland and Nafissi (2012), Markham (1999) also conclude from their studies that the existence of captions significantly promoted the students' listening word identification of English language. There is confirmation that learners who are open to second language subtitled film reveal a optimistic demonstrative reply to this watching system (Borras & Lafayette, 1994; Vanderplank, 1988, 1990). Thus we can conclude that the improvement in phrasal verb knowledge of learners can be because of the English captions. The outcomes of this study suggest that watching captioned English movies can improve vocabulary (phrasal verb) knowledge of students; so these results are in line with connected literature.

As argued above, the experimental group revealed statistically significant progress at the end of the 7-week period. Once the development that both groups reached was compared, the experimental group's development (2.03) was found to be upper than the control group's (0.13); so the variance between changes of two groups was 1.9 .

The findings recommended that presenting English captions increase learning of English phrasal verbs. In other words, understanding phrasal verbs through captioned videos was more operational than with that of non-captioned ones. Generally, the results confirmed the results of previous research in the linked literature (e.g. Bird & Williams, 2002; Borras & Lafayette, 1994; Garza, 1991; Winke, Gass, and Sydorenko, 2008; Markham & Peter, 2003), which offered that audiovisual resources presented with captions are influential instructive tools, which are assumed to improve L2 learning. The findings of this research are mostly consistent with Garza (1991) study, which concluded that captioning aids language learner link auditory to visual input.

The present study, also, showed that learning phrasal verbs through captions among intermediate students is beneficial. This suggests that participants were not confused from the audio input by subtitle. The results of previous investigators in this regard are varied. Markham (1993) found that subtitles are more helpful to advanced students. Guillory (1998) found that captions are beneficial for beginning level learners. Taylor (2005) argued that captions are more of an interruption than a help for lower-level students.

Besides, the result also refers to between-channel redundancy, which assumes superior performance from audio-print resources, reduces error and material loss, as well as increases recall once one channel delivers cues for another (Hsia & Jester, 1968). So, since the viewer watches shows with captions, greater learning and understanding is observed.

Meanwhile, students' phrasal verb knowledge increases due to exposure to comprehensible input under the appearance of the appropriate level $I + 1$. The conclusion represents Krashen's (1985) Input Hypothesis. Additional linguistic information and Context provide learners with understanding of the content and abundant input. The usage of a target language in real communicative situations and the stress on rich comprehensible input by exposing the learners to the target language in the classroom simplify the learners' language attainment.

B. Conclusions of the Study

The central objective of this study was to investigate the impacts of using English captions on Iranian intermediate EFL students learning of phrasal verbs. Precisely, it examines in what way English language material with or without English captions influenced phrasal verb development of English students of Iran. In light of the results of the study, it can be determined that this research approves the prior literature on captions and phrasal verb learning. For the purpose of developing phrasal verb knowledge, it is essential to adapt learning approaches, additionally, using technology and opportunities for authentic input are strongly suggested. Incorporating different language abilities are encouraged in order to promote harmony and meaningful instruction. Specially, making students acquainted with the way phrasal verbs are used in the target language by presentation how real communication in an authentic setting happens is what the literature recommends. This research draws closer to verify this offer by indicating that while watching shows without captions aid the development of phrasal verb understanding, English captions aids more.

In general, the findings recommended that English captioned educational videos were effective in students' phrasal verb progress. This supports Dual-Coding Model, which suggested that bimodal appearance of foreign language materials can simplify learning.

Increasingly, captions help Learners Bridge the gap between the improvement of abilities in reading comprehension and aural comprehension.

Besides, captions make comprehension of authentic movie material less tough and encourage conscious phrasal verb learning more than viewing shows without captions.

Furthermore, integration of L2 visual and L2 verbal situation is maintained by the certainty that second language gaining is improved over the supplementary acquisition of language from situationally productive oral input whereas the learners focus on the sense instead of the arrangement of the input. In this sense, enhancing contact to a wide variety of authentic text in the foreign language schoolroom, such as ESL L2 captioned videotapes, seems to enrich educational settings more than exclusive exposure to instructors' lectures and an imperfect set of linguistic textbooks. To put it differently, EFL captioned movies provide easy input which is geared to a definite level of foreign language skill and is delivered at a normal rate of narration.

According to the results in relation to the efficacy of the captioned materials, the current study therefore recommends that the employment of suitable captioned instructional movie programs has a great influence on the recognition and production of phrasal verb learning to EFL learners.

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Mohsen Ali Pasban is a student of English Language Teaching Department at Zahedan Islamic Azad University (Science and Research), Iran. He got her B.A. and M.A. in TEFL from Islamic Azad University. His areas of interest include SLA, Curriculum Planning/Evaluation, and Language Teaching Methodology.

Mahshid Forghani is a student of English Language Teaching at Zahedan Azad University (Science and Research), Iran. She got her B. A and M.A in TEFL from Islamic Azad University. Her areas of interest include syllabus Design / Evaluation, second language acquisition, language teaching Methodology.

Ahmad Noori is a student of English Language Teaching Department at Zahedan Islamic Azad University (Science and Research), Iran. He got her B.A. and M.A. in TEFL from Islamic Azad University. His areas of interest include Curriculum Planning/Evaluation, and Language Teaching Methodology.