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ABSTRACT

This paper discusses a strategy of developing speaking skill utilizing L2 movies with L2 subtitles, called multimodality learning. Providing such multimodality learning process, theoretically, is believed to give significant benefit. First, learners are provided not only with compelling movies that make them interested in watching, but also with the aid of understanding the story from the subtitle; so the input of the language is comprehensible. Second, listening to L2 sounds leads to comprehending some microskills of speaking such as phonemes, stress, rhythm, intonation, phrases, grammar and so forth. Therefore, it serves as a natural and real-life model for learners' speech development. Third, watching L2 subtitles helps learners understand the model and produce more accurate and complex structure and fluent expressions. To conclude, utilizing L2 movies with L2 subtitles is able to help learners' complexity, accuracy, and fluency in producing their utterances. Therefore, it is suggested for ELT practitioners to utilize this strategy in order to get the benefit from the use of multimodality learning. In addition to vary the atmosphere of teaching and learning process in a more natural way, it is also necessary to find out how such media has an effect on developing L2 learners speaking performance.

Keywords: L2 Movies, L2 Subtitles, L2 Learners' Speaking Skill

INTRODUCTION

Communication practices through aural, textual, and visual resources—or modes—can be used to compose messages. So, the mode of sound, picture, and texts are used at the same time to give real samples of more comprehensible communication. This is beneficial in order to create meaning to learn and to practice producing meaning as well. L2 movies with L2 subtitles can be used as a model to develop speaking ability as the students watch picture motion, listen to L2 sounds, and read L2 subtitles. Learners have ample of opportunities to expose their second language by utilizing multimodal learning strategy. The present article elaborates how speaking skill as a foreign or a second language is developed through exposing learners with second language exposure as many as possible by means of utilizing second language movies (English movies) with second language subtitles (English subtitles).

Second Language Acquisition (SLA) theory plays important role in teaching and learning process as it can be helpful not only for teachers to pick up the appropriate techniques of teaching in the classroom but also for learners to understand how to acquire and learn the language. Understanding how a second language is acquired and learned make both learners and teachers easier, faster, and better to do their jobs because they know what they should do during the teaching and learning process. It means that teachers, in this case, put the hypothesis SLA theory into practice especially the five hypothesis proposed by Krashen (1981, 1982, 1985, 1994, 2003, 2013). It includes (1) the Acquisition-Learning Hypothesis, (2) the Natural Order Hypothesis, (3) the Monitor Hypothesis, (4) the Input Hypothesis, and (5) the Affective Filter Hypothesis. Those five hypotheses are important not only for EFL teachers in order to know and practice the theory through teaching and learning process in English class but for EFL learners in order to base their leaning effectively.

Through comprehensive Input, our *Second Language Acquisition Device* (SLAD) is triggered, and we *Acquire Language* subconsciously in a *Natural Order*, as long as our *Affective Filter* is low. Deviant acquisition orders may emerge when our *Monitor* introduces *Learned Rules* from instruction out of natural order. So, people acquire *Second Languages* (SLs) only if they obtain *Comprehensible Input* and if their *Affective Filters* are low enough to allow the input in. When the filter is down and appropriate *Comprehensible Input* is presented, acquisition is inevitable. It is, in fact, unavoidable and cannot be prevented.

In short, *Input Hypothesis* puts more emphasis on the recent article than the others under the condition that the input is not only interesting but also compelling. It means that the input is so interesting we forget that it is another language. **Compelling input appears to eliminate the need for motivation, a conscious desire to improve.** When we get compelling input, we acquire language whether we are interested in improving or not. So, listening to or reading compelling stories, watching compelling movies, and having conversation with fascinating people become the way to acquire language. And therefore, this compelling input becomes the basis of this article since EFL learners are supposed to watch interesting movies.

MICROSKILLS OF ORAL COMMUNICATION

Phonemes, stress, rhythm, intonation, phrases, grammar and so forth constitute microskills of speaking mostly found in English movies. The microskills of oral communication by English native speakers appeared in movies become a model for learners to develop their speaking ability by imitating some particular elements of language form focusing on the quality and intensity of the exposure. Microskills of speaking or oral communication proposed by Brown (2001: 272) is summarized in Table 1 as follows.

Table 1: *Microskills of oral communication*

1	Produce chunks of language of different lengths.
2	Orally produce differences among the English phonemes and allophonic variants.
3	Produce English stress patterns, word in stressed and unstressed positions, rhythmic structure, and intonational contours.
4	Produce reduced forms of words and phrases.
5	Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6	Produce fluent speech at different rates of delivery.
7	Monitor your own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message.
8	Use grammatical word classes (noun, verbs, etc.), systems (e.g., tense, agreement, pluralization, word order, patterns, rules, and elliptical forms).
9	Produce speech in natural constituents—in appropriate phrases, pause groups, breath groups, sentences.
10	Express a particular meaning in different grammatical forms.
11	Use cohesive devices in spoken discourse.
12	Accomplish appropriately communicative functions according to situations, participants, and goals.
13	Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
14	Convey links and connections between events and communicate such relation as main idea, supporting idea, new information, given information, generalization and exemplification.
15	Use facial features, kinesics, body language, And other nonverbal cues along with verbal language to convey meanings.
16	Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

It is obvious that utterances spoken in English movies are manifestation of microskills of oral communication shown from Table 1. The following example of utterances taken from a movie `Captain America: The First Avenger` using English subtitles shows some points of microskills usage. For example, learners can orally produce differences among the English phonemes as in excerpt from 248 to 253 in order that learners will get better English pronunciation, intonational contours as in excerpt 248, use grammatical word classes as in excerpt 249, accomplish appropriately communicative functions according to situations as in excerpt from 250 to 253 since all these expressions are in the form of instruction from the commander. In excerpt 250, the the utterances `Pick up the pace ladies!` are not

actually intended to ladies but it is the use of appropriate pragmatic or implicature addressed to the soldier who do not run fast. So, what is said by the commander is not what is meant by him and learners will begin to realize the meaning of these utterances by watching the movie and the subtitles.

Excerpts 248 to 253 from a movie `Captains America: The First Avenger`:

248
00:21:24,745 --> 00:21:27,111
Rogers! Get that rifle out of the mud!

249
00:21:27,214 --> 00:21:31,844
And they will personally escort Adolf Hitler to the gates of hell.

250
00:21:32,186 --> 00:21:34,313
Pick up the pace, ladies!

251
00:21:34,989 --> 00:21:38,447
Let's go, let's go! Double time!

252
00:21:38,793 --> 00:21:41,591
Come on! Faster! Faster!

253
00:21:42,063 --> 00:21:44,361
Move! Move!

This kind of microskills can be developed gradually day by day based on their own free time and preference. Therefore, it is flexible for learners to arrange their own learning time. It is very common to say that movies are a flexible tool for second language learning since they assure a rich variety of language and cultural experiences. Movies expose the students to authentic target language, speech forms that are not normally encountered in the more restricted classroom environment and they are often made to sound natural to native speakers of the language and therefore they represent authentic language.

STUDIES ON L2 MOVIES WITH L2 SUBTITLES

Talking about L2 movies and L2 subtitles is something to do with the combination between audio and subtitles which are followed by the picture motion altogether. In general, there are different types of possible combinations between audio and subtitles. The main ones are typically known as *standard subtitles* (foreign language audio with mother tongue captions), *bimodal subtitles* (foreign language audio with foreign language captions), and *reversed subtitles* (mother tongue audio with foreign captions). The most commonly used combination is the standard one, also called *interlingual*. The bimodal variety, also called *intralingual*, is also commonly used in classroom activities; the use of one or another in class will depend on the goal of the lesson and on the students' level. This article is focusing on the use of L2 subtitles more than the other subtitles.

Research on subtitles have been carried out by many researchers resulting various findings to date. According to Vanderplank (1990) who examined how learners of English used captions over a three-month period found that learners who took notes while watching captioned videos produced more accurate language on subsequent comprehension exercises. Those who did not take notes comprehended as well as the note-taking group but did not retain specific language used in the videos. He concluded that attention and processing are important for the intake and long-term retention of forms through caption.

Another author named Garza (1991) compared Russian ESL learners' comprehension of video segments with second language (L2) subtitles to that of video segments without captions. The results showed that a textually enhanced visual channel, which presents information redundant to that presented by the auditory channel, facilitates students' comprehension. Mirvan (2013) revealed that L2 subtitles

help students understand and improve their reading skills and its effects on developing students' reading and communication skills. It means that films offer a visual context aid which helps students understand and improve their reading skills.

Koolstra and Beentjes (1999) worked on 246 Dutch children in Grade 4 and Grade 6. They were shown a 15-minute American documentary once with subtitles and once without subtitles. The study demonstrated that children acquired more English vocabulary from watching subtitled compared to those who watched the program without subtitles. Children in the subtitled condition also performed significantly better on a word recognition test, consisting of words heard in the soundtrack and words that could have been used in the context of the particular program.

In addition, when watching videos, learners can become more inquisitive and intellectually stimulated (Denning, 1992). Videos are also useful for group work, for tasks from which learners can apply appropriately what they have learned with higher cognition skills (Denning, 1992). EFL learners can enrich their knowledge of culture when viewing authentic communication among native speakers (Rammal, 2006). Generally, videos are a useful medium to help expose learners to the target language, from which many aspects of the language, including conversational strategies, could be acquired efficiently. In line with Mei-ling (2007) who examined teaching English listening and speaking through films suggests that English films play a positive role in motivating students to learn English listening and speaking.

Watching English videos with English (L2) subtitles, EFL learners are able to acquire English subconsciously as they are exposed to English sounds to listen and English text to notice simultaneously that make learners comprehend the input from watching the videos. It is in line with Krashen (1985) who proposed Second Language Acquisition (SLA) stating that learners can learn a large amount of language unconsciously through ample comprehensible input. The use of the target language in real communicative environment and the stress on rich comprehensible input by exposing the learners to the target language in the classroom, facilitate their language acquisition. Therefore, by watching the video with subtitle, learners are not only able to understand the story exposed in the scene but comprehend some words related to the scene they have watched as well.

Ohta (2000) states that language production within a meaningful context and through interaction has been demonstrated to assist second language acquisition. Also, several research studies have shown that language production within a meaningful context resulted in improvements in language acquisition (Nagata, 1998; Ellis & He, 1999). According to Swain's (1993) output hypothesis, language production within a meaningful context and through interaction: (1) provides the opportunity for 'contextual' use of linguistic resources, which leads to 'automaticity' in language use; (2) forces 'syntactic processing' where students pay more attention to syntax when listening in order to use it in their own language production later on; (3) helps students to 'recognize what they do not know or know partially'; (4) provides opportunity for 'testing hypotheses' in order to see the linguistic features that work.

Bird and Williams (2002) focused on the implicit and explicit learning of spoken words and non-words. A first experiment with 16 English native and 16 advanced non-native speakers demonstrated that participants in the captioned condition were better able to implicitly retain the phonological information they had just processed. They also showed superior explicit recognition memory when asked to aurally identify words that had been presented in a previous phase. A second experiment with 24 advanced ESL students found that captioning had a beneficial effect on word recognition and implicit learning of non-word targets paired with two rhyming and two non-rhyming aural cues, especially in the rhyme condition.

EFL learners take advantages of being exposed by different kinds of modes—multimodality—to improve comprehension, but L2 subtitling is more beneficial than L1 because it causes less lexical interference (Guichon & McLornan, 2008). The information from subtitles is so beneficial for learners since this valuable information is concerning the consistency of viewing behavior (Wagner, 2007) and it is in line with Grgurović & Hegelheimer (2007) who claim that participants interacted with the subtitles **more frequently and for longer periods of time than** with the transcript. Therefore, Captioning was more effective than no captioning and captioning during the first showing of the videos was more effective for performance on aural vocabulary tests (Winke & Gass & Sydorenko, 2010) supporting to have speech performance.

Finally, research on the use of L2 subtitles and L2 movies resulted similar conclusion, for examples, Zarei (2009) stated that bimodal subtitling is significantly better than the standard subtitling, which, in turn, is significantly better than reversed subtitling because when the soundtracks are in their native language, the learners may not feel the need to read the subtitles simply because comprehension is

achieved without them. When they do not read the subtitles, they do not learn new words, receptively or productively. Harji & Woods & Alavi (2010) concluded that it was significantly proven that the presence of subtitles on the videos helped learners better acquire the words used in the conversations and employing multimedia, such as audio video appliances, in language teaching environments assists learners to receive the language through multisensory channels. Pasban & Forghani & Nouri (2015) concluded that the learners in the experimental group outperformed those of control group by watching English captioned movies which affects student's phrasal verb knowledge.

CONCLUSION AND SUGGESTION

Based on the multimodality learning strategy investigated by researchers during the last decade, it can be concluded that using L2 movies with L2 subtitles bring some benefits to learning English as a foreign language. First, learning a foreign language utilizing multimodality is so challenging that might enlighten learners to learn English speaking better since learners can have their own schedule to learn and to choose the movies they like. The help of L2 subtitles provides learners with English production within a meaningful contexts and through interaction so that they understand the movie more easily and assist second language acquisition. Second, learners have opportunities to adopt and adapt the microskills of oral communication such as phonemes, stress, rhythm, intonation, phrases, grammar and so forth from the compelling movies. The movies expose the students to authentic target language, speech forms, and movies are often made to sound natural to native speakers of the language and therefore they represent authentic language. Also, learners can explore the issues of appropriateness and pragmatics while observing linguistic, paralinguistic and nonverbal behaviour as well. Third, the realistic verbal communication from movies also helps the learners to pick up the language more spontaneously and motivate them to develop their oral skills.

It is recommended for teachers to use this multimodality learning strategy in order to be able to teach English speaking better. It is also suggested for syllabus designers to include movie material to learn English in their speaking class. Teachers and syllabus designers will be able to facilitate the students' learning by exposing them to the right kind of subtitled movies.

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