
The Impact of Watching Captioned Movies on Iranian Intermediate EFL Learners' Oral Reproduction Ability

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The present study mainly discusses and exemplifies the impact of captioned movies on Iranian Intermediate EFL learners' oral proficiency. Specifically, this study aimed at finding out whether students who participated in this research (the experimental group) acquired more oral proficiency than those who were not treated (the control group). For this purpose, 100 male students participated in this study. Having been homogenized by a QPT, 60 learners were selected and they were randomly assigned into two groups, control and experimental (N = 30). Then both groups sat for a pre-test, which was a teacher-made speaking test. The purpose of this test was to measure the learners' knowledge of vocabularies used in speaking. Afterwards, the experimental group received treatment based on watching movies with caption. But, the control group received no treatment. The treatment procedure took for 16 sessions. Finally, at the end of the course both groups sat for the post-test of teacher-made speaking. Then the statistical analysis was run through independent samples t-test and ANCOVA. The findings revealed that learners' oral proficiency improves more when they are provided movies with caption.

Keywords : captioned movies, oral proficiency, Iranian Intermediate EFL learners

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