The Effect of English Subtitle on Vocabulary Learning: EFLIntermediate Students

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Abstract

In order to learning L2 vocabularies, learners may use various techniques, one of these techniques is watching movies which usually counts as an entertainment but learners can use it as a method to learn vocabularies and improve their listening. In this study watching movies with English subtitle is surveyed. Learners in this research divided into a control group and an experimental group. Every group received apre-test, a movie clip and a pos-test (every material was sent to them after they answered pervious part). The data were analyzed via a SPSS package version 16. Apaired-samples T test was applied for EG and CG, and an Independent-samples T test.According to the results of this research, watching films with English subtitle improves learners' vocabulary knowledge.

Keywords: vocabulary learning, subtitle.

1. Introduction

Many researchers examined effective methods of teaching 2nd or foreign languages and focused on topics such as roles of substances, grammar, and developing fluency and accuracy or technology in teaching, teaching productive or receptive skills, and motivating learners(Ayand & Shafiee, 2016).

Many strategies such as watching films have been applied for improving English language skills, specially speaking. Using subtitles as pedagogical devices plays a powerful role in the procedure of learning. Subtitling refers to placing text (original or translated) into

the images and sound by regarding time and space. In addition, many studies have highlighted the effective role of using subtitles on improving language skills as a pedagogical application (Ayand & Shafiee, 2016).

Many scholars have claimed that movies utilized in English as a Foreign Language (EFL) classroom can end up a crucial part of the curriculum. This is because movies offer exposure to 'real language,' the language utilized in actual settings and in the cultural context in which that language is spoken. Researchers have additionally discovered that movies can positively have an effect on their motivation to learn by capturing the learners' interest(Tajgozari, 2019).

Nowadays there may be an excessive emphasis on English teaching as a medium of communication, and technology performs an extensive function in facilitating communication. Procedures of teaching should be innovative and motivating and also provide an interesting environment for learners who have different degree of proficiency(Ayand & Shafiee, 2016).

1.1. Learning vocabulary

Vocabulary understanding is a multidimensional and complicated construct. Understanding a word includes several sorts of word knowledge, including meaning, word form, collocation, and register. All of these sorts of word knowledge are probably to be learned in an incremental fashion. This means that simply as vocabulary size will increase bit-by-bit, so does one's depth of understanding about words(Tseng & Schmitt, 2008).

Learning is the procedure of obtaining a brand-new ability or knowledge. If mastering a new language be a building, vocabularies are its blocks.

ELT researchers consider that words are the fundamental constructing blocks of language, forming broader and larger structures such as sentences and paragraphs, therefore they perceive L2 vocabulary learning as a considerable area of L2 teaching because they(Mazahery et al., 2021).learning vocabulary being an important part of learning a 2nd language is One element that students, teachers, substances writers, and researchers can all agree. However, the excellent way of reaching proper vocabulary mastering remains unclear, partly as it relies upon an extensive type of factors(De Groot, 2006).

1.1.1. Strategies of learning vocabulary

the employment of motivational and effective learning strategies seems essential for learning vocabulary(Tseng & Schmitt, 2008).

learners who do not have enough vocabularies techniques keep struggling during their academic careers, which results in a cycle of frustration and continued failure(Khany & Khosravian, 2014).

The fast increase of access to technological equipment in training over the past few decades has supplied a possibility for teachers to apply audio-visual substances for language teaching(Zahmatkesh & Ebrahim, 2021).

While there are many ways to learn vocabulary, the question is, what extends the vocabulary and at the same time can be fun?

1.1.2. Movie

Movies are precious teaching material for using in EFL classrooms because they may be able to present a wealthy source of context and vocabulary for the EFL learners. Reese (1987) announces that visual illustrations may be more effective if they be with script. Audio-visual materials are one of the considerable elements of technology that assists in stimulating and facilitating language learning (Çakir et al., 2006).

Using films may be influential in a number of areas in language coaching consisting of teaching writing, oral skills, grammar, vocabulary and cultural features. Using captions in films may be noted as an effective approach in classrooms. Captions are typically displayed at the bottom of the display screen and are both a transcript or screenplay of the conversation or narration in films, tv programs, series or video games (Ayand & Shafiee, 2016).

Zohdi (2015) tried to peer the impact of using movies on learners' vocabulary knowledge. For this purpose, a list of vocabulary of every ten minutes of the movie organized by the trainer and presented to the class during the 10 minutes of learners' watching the movie clip and then the meanings were explained. The outcomes indicated a considerable increase in the getting to know of new words and expressions. The students were also provided with movie subtitles, leading to their better understanding of the film while watching it. Subtitles could play an effective function in understanding L2 with different accents.(Zahmatkesh &Fakhri Alamdari, 2021, p. 3).

1.1.3. Subtitle

"Words that translate what is said in a film/movie into a different language and appear on the screen at the bottom. Subtitles are also used, especially on television, to help deaf people"(oxford)

According to Vaezi, Sarkeshikian and Shah-Ahmadi (2013), there are different sorts of subtitles in English. They are standard subtitles (foreign language audio with mother tongue captions), bimodal subtitles (foreign language audio with foreign language subtitles), and reversed subtitles (mother tongue audio with foreign captions).(Bagheri & Ghoorchaei, 2014)

2. Statement of problem

The aim of this study is to investigate if English subtitle effect on EFL students learning vocabulary or not.for this study, we used two groups of intermediate EFL students. One point we should keep in mind is individual differences which cause different learning speeds.

However, most learners pay attention to words that are repeated more than once or twice.

After undertaking plenty of studies, Danan (2004) supplied a list of the advantages and disadvantages of using subtitles in films and programs. Improvement in efficient skills, improvement of word recognition and vocabulary building, comprehension of details and decreasing learners' tension may be stated as 4 of the benefits(Tajgozari, 2019).

By considering the studies on L2 learning from audiovisual materials with and without caption, we come to note that the findings recommend the advantage of watching films

supported with display screen textual contentinstead of watching them without it (Jelani & Boers, 2018).

3. Research question

The question of this research based on what is said in pervious sections is:

To what extent watching English Movies regarding English subtitle affects EFL learners' vocabulary learning?

4. Research hypothesis

Watching movies with English subtitle has a positive influence on EFL learners' vocabulary learning. They can remember some vocabularies and also how and where use them, especially words that are repeated several times during the film.

5. Methodology

5.1. Participants

80 intermediate-level EFL students (female) were recruited for this study from two teacher education centers in Zahedan that were selected based on an Oxford Placement Test. These participants divided into two groups :a control group (without subtitle) and an experimental group (with English subtitle).

5.2. Instruments and materials

Oxford placement test was used to homogenize the participants, an idiom and vocabulary test including 25 items asthe pre-test, two randomly selected original American English films, with English subtitle (for the experimental group) and without subtitle (for the control group), and at the end, a 25-item idiom and vocabulary test as the post-test were the instruments and materials used in this study.

5.3. Procedure

5.3.1. Data collection prosses

This study was conducted during the last semester of university education and the data collection took about a month. For collecting data, online forms used for pre-test and post-test and the movie clip was sent to target groups in social medias such as Whats App and Telegram. The students in this study were divided into two groups, each of which had 40 students. Every group received an online vocabulary test as pre-test and after answering pre-test, they received the movie clip that they had to watch at a certain time. One group were watching the film without any subtitle (control group), while the other group were watching the film with English subtitle (experimental group).At the end of allotted time, an online test as post-test was delivered to them which they had to answer within a specified time.

5.3.2. Data analysis

This study was a cause-and-effect study to see the effect of English subtitled movies on Iranian intermediate EFL learners' vocabulary learning. This study was based on a quantitative study. It followed a model as the pre-test, treatment and the post-test design. The data were analyzed via a SPSS package version 16.Descriptive statistics was applied for each test of each group to check the statistics analysis (mean, std. deviation, min and max).paired-samples T test

was applied for experimental group to see the influence of treatment (watching English subtitled movie). paired-samples T test for control group and Independent-samples T test for both groups' post-test to compare the mean score, between control group and experimental group.

6. Results

The effects of English Subtitle on EFL Intermediate learners' Vocabulary Learning were investigated in this research. It is obvious that the EFL learners showed better performances on their vocabulary post-tests, compared to their vocabulary pre-test performances.

The descriptive statistics related to the placement test are shown in Table 6.1 below:

Table 6.1

		N	Minimum	Maximum	Mean	Std. Deviation	Std. Error Mean
Pre-test	CG	40	10	23	16.87	3.172	.502
	EG	40	11	23	16.98	3.084	.488
Post-test	CG	40	12	24	17.30	2.939	.464
	EG	40	14	25	19.00	3.154	.499

Descriptive Statistics

*CG: control group/ EG: experimental group

This table shows that grades (total and mean) increased in both groups (CG and EG),the mean in the CG increased from 16.87 to 17.22 (+0.35) and in the EG increased from 16.98 to 19 (+2.02) which is a significant increase. This table also shows std. deviation changes that decreased by 0.233 (from 3.172 to 2.939) in the CG; and in the EG, it increased by 0.07 (from 3.084 to 3.154).

Based on these findings and statistics, it can be said that in both groups were observed changes in learners' vocabulary knowledge and grades because of watching an English language film. But these changes were more considerable in the EG that were watching the film regarding English subtitle.

Tables below (6.2 & 6.3) are obtained based on a paired-samples T test for CG:

Table 6.2

		Mean	N	Std. Deviation	Std. Error Mean
CG	Test1	12.6333	30	1.74659	.31888
	Test2	16.4000	30	1.73404	.31659

Paired Samples Statistics

		Paired Differences					t	df	Sig. (2-tailed)
					Paired Samples Test				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
CG	Test1-Test2	-3.76667	1.02329	.18683	-4.14877	-3.38456	-20.161	29	.000

The single most crucial piece of statistics is the p-value under the Sig. column. This value should be compared with the significance level (i.e., .05) to see if the difference between the pre-test and post-test scores of a group were statistically considerable or not. A p-value less than .05 shows a significant difference between the two sets of scores, and a p-value larger than .05 indicates a difference which did not attain statistical significance. (Mazahery et al., 2021)
There was a statistically increase in mean of scores and decrease in SD from pre-test (M = 16.88, SD = 3.172) to post-test (M = 17.30, SD = 2.937), t (39) = -2.208, p <.05 (two-tailed).

The mean increase in scores was 0.42 with a 95% confidence interval ranging from -.814to .036. The eta squared statistic indicated a small effect size.

Due to the fact that the p-value under the Sig. column in table 6.2 is lower than the .05 level of significance (.03 >.05), it could be inferred that the difference between the pre-test and post-test scores of EFL learnerswas statistically significant.

Tables below (6.4 & 6.5) are obtained based on a paired-samples T test for EG:
Table 6.4

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
EG	Pre-test	16.98	40	3.084	.488
	Post-test	19.00	40	3.154	.499

Table 6.5

SP Publications

International Journal Of English and Studies (IJOES)

An International Peer-Reviewed Journal; Volume-4, Issue-9(September Issue), 2022
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For experimental group, there was a statistically significant increase in test scores from

		Paired Differences					t	df	Sig. (2-tailed)
Paired Samples Test									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
C G	Pre-test, post-test	-.425	1.217	.192	-.814	.036	-2.208	39	.033

pre-test (M = 16.98, SD = 3.084) to post-test (M = 19.00, SD = 3.154), t (39) = -9.000, p <.05 (two-tailed). The mean increase in test scores was 2.02 with a 95% confidence interval ranging from -2.480 to -1.570. The eta squared statistic indicated a large effect size.

Table 6.4 reveals that, The Sig. (2-tailed) value represents a p-value lower than the significance level (.000 < .05), indicating that the difference between the pre-test and post-test vocabulary scores of the EFL learners had been statistically significant. This means that English subtitling significantly improved vocabulary knowledge of intermediate Iranian EFL learners.

Tables 6.6 & 6.7are obtained after applying Independent-samples T test for both groups' post-test to observe the difference between control group and experimental group' mean:

Table 6.6

Group Statistics					
	CG: without sub. EG: with Eng sub	N	Mean	Std. Deviation	Std. Error Mean
Post-test	control	40	17.30	2.937	.464
	experimental	40	19.00	3.154	.499

An independent-samples t-test was conducted to compare the vocabulary scores for control group and experimental group. There was a significant difference in scores for CG (M = 17.30,

SD = 2.937) and EG (M = 19.00, SD = 3.154; t (78) = -2.495, p = .015, two-tailed). The magnitude of the differences in the means (mean difference = -1.700, 95% CI: -3.057 to -.343) was considerable.
Table 6.7

In table6.7, Sig. value for Levene's test is larger than .05 (.582), thus the first line in the table,

		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
Post-test	Equal variances assumed	.306	.582	-2.495	78	.015	-1.700	.681	-3.057	-.343
	Equal variances not assumed			-2.495	77.606	.015	-1.700	.681	-3.057	-.343

which refers to Equal variances assumed, should be used. the value in the Sig. (2-tailed) column is less than .05 (.015), therefore, there is a significant difference in the mean scores on dependent variable for each of the two groups.

7. Discussion

The aim of this research was to indicate the extent to which watching English subtitled movies had any effects on Intermediate EFL learners' vocabulary learning. According to the results of this research, watching films with English subtitle improves learners' vocabulary knowledge.

The findings of this study agree with Mazahery (2021) who says that sustainable and extensive exposure to a TV show can have considerable effects on both vocabulary learning. the language of on-screen text can have a positive effect on L2 vocabulary learning. taking

advantage of various TV series with different genres can help viewers to face and learn the common vocabularies used in that area.(Mazahery et al., 2021)

The findings of this investigation contradict those of Ayand &Shafiee (2016), they mentioned learning every language's skill has specific challenges. Using movies and subtitles is one of these useful strategies for facilitating the learning. They recommend learners to use English subtitles.(Ayand & Shafiee, 2016)

The role of subtitles, based on Bagheri & Ghoorchaei (2014), especially bimodal subtitling that is, L2 audio with L2 subtitle, in increasing idiom comprehension, is essential and not be overlooked. It was found that subtitles can be considered as an advance organizer. movies regarding subtitles may be an excellent source of research as well as instruction in the realm of EFL learning. They also said that upper-intermediate learners can acquire features of a foreign language via watching subtitled movies. A variety of opinions about using subtitle indicates that subtitles are valuable, because of the fact that they result in more complexity of processing by concentrating attention, strengthen the acquirement of idiomatic expressions through multiple modalities, and let learners to decide meaning through making language pieces easier. The researchers discovered that subtitled slides can promote the automaticity in processing.(Bagheri & Ghoorchaei, 2014)

According to Shiraziet.,al (2015) the presence of controllable or repeated subtitles of the movie ensures EFL learners that any of vocabularies will not be missed from the conversations. The results show that using movies with controllable subtitles is a better means to help students to enhance the vocabulary knowledge compared to the movies with uncontrollable subtitles. the findings of their research show that, in contrast to uninteresting traditional techniques of teaching vocabulary, using audiovisual techniques such as subtitled video as a method for the explicit teaching of vocabulary may be useful and essential in promoting target language skill and subskills of the learners and improving their knowledge of vocabulary.(Shirazi et al., 2015)

8. Conclusion

There are different strategies to learn vocabulary and a fun and indirect learning will be more effective and easier for learners, such as watching movies. Native movies also use some vocabularies and expressions that are rarely taught in classes.

The main aim of this study was investigating the effect of watching English subtitled movies and video clips. And the result of current study indicates that although watching a movie without subtitle has an almost positive effect on the mean of vocabulary knowledge (control group), but this effect may vary depending on the situation and is not significant. On the other hand, the effect that watching a movie with English subtitle has on learners is more considerable and increases the mean vocabulary knowledge more than control group, and this effect is significant(experimental group).The analysis of the findings of this study confirms the hypothesis expressed in the study and based on it, watching the movie with English subtitles is recommended to learn vocabularies more and better.

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