

# UCUENCA

**Faculty of Philosophy, Letters and Educational Sciences**

**English Language and Literature Major**

**“The Effects of Using English Movies on the Development of Listening Skills and  
Vocabulary Acquisition of EFL Students”**

Trabajo de integración curricular previo a la  
obtención del Título de Licenciada en  
Pedagogía del Idioma Inglés.

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## Resumen

Aprender vocabulario y adquirir competencia auditiva parece ser un desafío para los estudiantes de inglés como lengua extranjera hoy en día porque los maestros y los estudiantes han descuidado esas áreas del idioma inglés durante el proceso de aprendizaje. Desafortunadamente, las metodologías tradicionales e ineficaces no ayudan a los estudiantes a dominar sus habilidades lingüísticas para comunicarse de manera efectiva. Por esta razón, esta síntesis de investigación tiene como objetivo analizar los efectos del uso de películas en inglés con o sin subtítulos en el desarrollo de las habilidades auditivas y la adquisición de vocabulario de los estudiantes de inglés como lengua extranjera. Para este propósito, se seleccionaron y analizaron 15 trabajos de investigación con enfoque cuantitativo, cualitativo, cuasi experimental y de método mixto para determinar si el impacto de ver películas en inglés en el aula es positivo o negativo para los estudiantes. Los hallazgos revelan que (1) ver películas en inglés con o sin subtítulos contribuye en gran medida al desarrollo de las habilidades auditivas, (2) la modalidad bimodal (banda sonora en inglés y subtítulos en inglés) se consideran la más apropiado para mejorar las habilidades auditivas de los estudiantes y finalmente (3) para ayudar a los estudiantes a aumentar su conocimiento del vocabulario en Inglés, ver películas con subtítulos (ya sea bimodal o estándar) es más efectivo que ver películas sin subtítulos.

**Palabras clave:** Películas. Subtítulos. Habilidades de escucha. Adquisición de vocabulario. EFL. Modalidad. Bimodal. Estándar. Banda sonora

## Abstract

Learning vocabulary and acquiring listening proficiency seems to be challenging for learners of English as a foreign language (EFL) today because teachers and students have neglected those areas of the English language during the learning process. Unfortunately, traditional and ineffective methodologies do not help students master their language skills to communicate effectively. For this reason, this research synthesis aims to analyze the effects of using English movies with or without subtitles on the development of listening skills and vocabulary acquisition of EFL learners. For this purpose, 15 research papers with quantitative, qualitative, quasi-experimental, and mixed-method approaches were selected and analyzed to determine whether the impact of watching English movies in the classroom is positive or negative for learners. Findings reveal that (1) watching English movies with or without subtitles greatly contributes to the development of listening skills, (2) bimodal modality (English soundtrack and English subtitles) is considered the most appropriate to improve the listening skills of students, and (3) to help learners increase their knowledge of English vocabulary, watching movies with subtitles (either bimodal or standard) is more effective than watching movies without subtitles.

**Keywords:** Movies. Subtitles. Listening skills. Vocabulary acquisition. EFL. Modality. Bimodal. Standard. Soundtrack

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## **Dedication**

I dedicate this research synthesis to my beloved parents, Dorita and Camilo, and to my siblings, Karina, Johny, and Henry, who have always supported me throughout my life. My father taught me to be responsible and disciplined since I was a child, and my mother taught me to work tirelessly until I achieve my goals. Likewise, thanks to the emotional and financial support of my siblings, I have been able to complete my university studies successfully. Without my family, I would not have been able to achieve my goal of becoming an English teacher. Last but not least, I would like to dedicate this project to my dear father, God, who has guided my life and protected me unconditionally.

## Introduction

Nowadays, many teaching strategies and technological resources are used to satisfy the need to learn English. However, not all of them are effective enough to help students master all the language skills. Therefore, movies with or without subtitles may be an appropriate resource to develop particular areas of the English language that have been neglected and that learners need to attend to become competent English speakers.

Although movies may benefit the development of language skills in general, it is important to look in detail at the impact that movies can have on crucial areas of the English language necessary for effective communication. For this reason, this research study analyzes the effects of using English movies with and without subtitles on the development of listening skills and vocabulary acquisition of EFL learners.

The report of this study consists of the following chapters:

**Chapter I:** This chapter provides a detailed description of the background, problem statement, and rationale for the research study. Similarly, the research questions and objectives that the study intends to fulfill are presented.

**Chapter II:** This chapter includes the theoretical framework with essential concepts and theories that guide and support the research study. Likewise, this chapter encompasses the literature review of fifteen academic journal articles evaluated to answer the research questions of the research project.

**Chapter III:** The methodology used by the research paper is described in this chapter. Furthermore, this chapter encompasses the analysis through tables of the academic journal articles selected to carry out the research study.

**Chapter IV:** The section of conclusions and recommendations of the research work is detailed in this chapter.

## CHAPTER I

### Description of the research

#### 1.1 Background

According to Faqe (2020), “movies as audio-visual aid help students to improve their limited vocabulary, poor grammar and listening skill “(p.47).

For some years now, many technological tools have been used to teach English. One of these tools is movies. Based on the analysis of his study case, Metruk (2019) suggested that students' listening skills develop when watching movies in English. However, in his study, the results do not show that watching movies in English for an extended period causes students to perform better on listening comprehension tests. That is, watching movies will help EFL students to improve their listening skills regardless of how much time they spend on it.

According to Ghasemboland and Nafissi (2012), the use of movies with subtitles had a significant effect on students' listening comprehension. By providing subtitles, students would have a better chance of understanding the content of a movie. Additionally, a questionnaire created by Dzulfahmi and Nikmah (2013) showed that the use of films could improve the vocabulary knowledge of EFL learners. The results of this study also showed that the presence of subtitles can help students to better appreciate the film (Dzulfahmi & Nikmah, 2013).

Furthermore, in his study, Tuncay (2014) stated that the use of films in the EFL classroom helps learners improve their language skills in general. In other words, watching

movies makes students learn English in a meaningful way because movies are resources that show the real use of language.

According to Chao (2013), watching movies can help EFL students to improve their perception and knowledge of other cultures around the world because movies expose students to other realities and facilitate the acquisition of information about a region or country.

## **1.2 Problem Statement**

For people to convey their ideas clearly and accurately, they need to develop their communication skills. For this reason, it is important to highlight that EFL learners can greatly improve their ability to communicate by being in contact with the target language through their listening and reading skills (Metruk, 2019).

Apparently, people neglected the development of listening skills for a long time, and consequently, this caused English learners to under-develop their listening skills over time (Walker, 2004, as cited in Osada, 2014). Essentially, the reason for this situation is that listening is a hard skill to learn and teach (Walker, 2014). Unfortunately, the lack of attention to this skill can affect the development of EFL students' overall competence to communicate successfully. Renukadevi (2014) stated that thanks to the learners' ability to perceive and interpret information from the outside, it is possible to acquire knowledge and develop language skills. In this way, the skill of listening allows people to successfully receive and send information. Basically, the development of listening skills is crucial for learners to become competent English speakers.

Similarly, another component of the English language neglected by teachers is vocabulary instruction. Zhu (2020) stated that teachers tend to teach vocabulary through poor and inappropriate strategies, such as having students memorize a list of words. This situation has caused students to be inattentive in class and has reduced their knowledge of English vocabulary items (Zhu, 2020).

Unfortunately, the lack of vocabulary can affect the ability of EFL learners to communicate properly. If EFL learners do not know a significant amount of vocabulary, they will not be able to use the fundamental language skills that enable learners to communicate successfully (Gorjian, 2014). That is, EFL learners should have a wide knowledge of vocabulary to receive and send information efficiently.

Regrettably, one of the problems that teachers face when teaching English is choosing appropriate strategies that are stimulating and meaningful to students because, on occasion, learners are indifferent to what teachers are trying to teach in class (Erlina et al., 2022). According to Tuncay (2014), EFL learners can exercise their listening skills by watching English movies for a considerable period of time. In his study, Tuncay (2014) also stated that students should watch movies without subtitles to get the most out of them and that the use of films can favor the acquisition of vocabulary. Dzulfahmi and Nikmah (2019) stated that movies allow students to learn vocabulary in an entertaining and non-traditional way.

Viewing movies as resources for teaching and learning English raises concerns about whether or not students of English as a foreign language should watch movies with subtitles. That is, the objective is to determine which modality is more effective in the

development of the components of the English language or if the two modalities could be used alternatively. According to Faqe (2020), watching subtitled movies is a great strategy for teaching vocabulary because the presence of subtitles stimulates students to learn the target language. On the other hand, Tuncay (2014) suggested the absence of subtitles in films that are used for educational purposes. This is one of the questions when using films in the English classroom, and it is important to clarify so that the films are used correctly and meaningfully with EFL students.

### **1.3 Rationale**

There are different methods to improve listening skills and vocabulary acquisition (Al-Nafisah, 2019; Foo & Naeimi, 2015). In this study, we will specifically analyze the effect of using movies with and without subtitles on improving listening skills and vocabulary acquisition with EFL learners.

The reason for carrying out a research synthesis in this project is that it allows presenting the most relevant information on the subject under study by analyzing different academic journal articles (Agosto et al, 2018). In other words, the research synthesis will allow a compendium of the most relevant concepts about the effects of movies on the development of listening skills and the acquisition of vocabulary. Therefore, this synthesis becomes a necessary means for the research of a possible authentic strategy to attend to two components of the language neglected by students and teachers (Zhu, 2020; Walker, 2014).

Additionally, this research is important because listening comprehension and vocabulary knowledge are two decisive skills in English language learning (Al-Nafisah, 2019; Foo & Naeimi, 2015). Unfortunately, the absence of authentic learning tools to improve essential components of the English language has caused students and teachers to

use retrograde and inadequate methods or strategies in class. According to Zhu (2020), learning a list of vocabulary items by heart (a common method used in English classrooms) is a rather tedious and monotonous method.

Determining the most effective strategies and materials for the development of language skills is a challenge because today many resources have the objective of promoting the acquisition or learning of a language. For this reason, this research synthesis focused on the use of movies in the improvement of two essential language components: listening and vocabulary. Renukadevi (2014) stated that if EFL learners do not develop their listening skills, they will not be able to communicate in the target language. Similarly, learning vocabulary is an essential component that must be taught to EFL learners (Gorjian, 2014). Basically, this research synthesis is important because it tries to determine whether the impact of watching movies on developing two essential components of a language (listening comprehension and vocabulary knowledge) is positive or negative.

In this respect, this research synthesis focused on showing the effects of using English movies on increasing vocabulary and developing listening skills appears to be important and necessary. This study may help both teachers and students reconsider the value of vocabulary instruction and listening skills development in the EFL classroom, considering that both competencies have been neglected due to the challenge of acquiring them (Walker, 2014); however, they require attention for the communication process to be successful.



## **1.4 Research Questions**

1. What are the effects of using English movies with or without subtitles on EFL students' listening skills?
2. What are the effects of using English movies with or without subtitles on EFL students' vocabulary acquisition?

## **1.5 Objectives**

### **General Objective:**

-To compare the effects of using English films with or without subtitles on the development of listening skills and vocabulary acquisition of EFL students.

### **Specific Objectives:**

- To examine the effects of using English films with or without English subtitles on the development of listening skills of EFL learners
- To analyze the effects of supplying movies with or without English subtitles on EFL learners' vocabulary acquisition.

## CHAPTER II

### Theoretical Framework and Literature Review

#### 2.1 Theoretical Framework

##### 2.1.1 Introduction

Essential concepts related to the use of English movies with or without subtitles on the development of listening skills and vocabulary acquisition of EFL students are considered in this section. First, the Connectionism Theory to understand how learning is achieved and to determine the importance of connectionism in language learning will be presented. Moreover, the Dual-Coding Theory applied to the language learning process will be explained. Additionally, the definition of subtitles and types of subtitles will be considered in detail. Finally, three subtitling strategies used in movies (Transcription, Paraphrase, and Transfer) will be detailed.

##### 2.1.2 Connectionism

Connectionism is a learning theory that describes the cognitive faculties of human beings by analyzing connections among computerized neurons similar to a real neural network (Adisaputera et al., 2020). This theory states that human beings learn by being in contact with information through a series of operations (Adisaputera et al., 2020). Each student has his or her way of learning because the neural communication in each student's brain is different (Adisaputera et al., 2020).

The connectionist approach states that human neuronal cells remain intertwined. For this reason, cognitive functions, such as memorizing and recalling information are possible (Joanisse & McClelland, 2015).

According to Plunkett et al. (2009), the learning process of a simulated neural network occurs through the contact of the latter with a man-made setting. The number of times the neural network is in contact with that setting will cause the network to behave in a certain way (Plunkett et al., 2009). Therefore, based on the prior concept, students may learn English by being in contact with authentic materials such as English movies (Abdeen et al., 2018), and the time spent watching a movie in English may determine the success of learning this language (Kozhevnikova, 2014).

### **2.1.3 Dual-Coding Theory (DCT)**

According to a study by Paivio (1986), the cognitive process entails two different components which are verbal and nonverbal. That is, human beings use verbal and non-verbal systems to remember or process information. The verbal system is complemented by the non-verbal system (images, photographs, graphs, etc.) by retrieving previously learned or memorized information (Paivio, 1986). For this reason, films are quite common in the English teaching process because the presence of video and dialogues in them has a direct and indirect impact on students' insights (Murshidi, 2020). In other words, movies may be an excellent language learning tool due to the use of both verbal and non-verbal codes.

Through two cognitive systems that work together, the theory of dual coding analyzes the way of acting and the knowledge of people (Clark & Paivio, 1991). That is, two elements are involved in the learning process: the linguistic system and the non-linguistic system (images), and both work together in the retrieval and processing of prior knowledge (Sadoski, 2005).

According to Paivio (1986), Dual coding theory focuses on how the human brain encodes and processes information during the learning of a language and the development

of the ability to read and write. Allan Paivio raised this conjecture to demonstrate the impact of visual representations on the intellect and on the ability to retain information (Paivio, 1986). In this way, people acquire knowledge through verbal and non-verbal codes, and when they work together, the learning process is more significant because both systems complement each other to easily retain or memorize data (Paivio, 1986). Hence, movies may be an effective tool for learning a new language because they use verbal and non-verbal systems at the same time (Fridayanti et al., 2018). Furthermore, according to Kruger (2013), the use of subtitles (written verbal code) in video materials such as movies may help improve students' listening comprehension.

Additionally, for vocabulary instruction, it is important to use elements that people can see because the presence of images, graphics, etc. facilitates the understanding of written or spoken elements (Sadoski, 2005). That is, people can infer the meaning of unknown words thanks to graphic representations that make vocabulary learning possible.

Likewise, Barwasser et al. (2021) stated that people can retain vocabulary items through verbal and visual systems that store different types of information. In this way, people are more likely to easily remember the new vocabulary learned.

#### **2.1.4 Definition of Subtitling**

According to Napu and Ratusmanga (2019), subtitles are texts produced by translating the language used in the soundtrack of a foreign movie (L2) into the written language of the audience (L1).

However, according to a study by Spanakaki (2007), subtitles are the written dialogues of an audiovisual medium (e.g. movies, television programs) placed at the bottom

of a screen. Subtitles can be presented as the translation from one language to another (the language of the audience) or as the written version of the soundtrack (i.e., no translation) (Spanakaki, 2007).

Additionally, Gottlieb (1997) states that although subtitles are a form of translation from one language to another in movies or television programs, subtitles can also be the transcription of the dialogues present in these media. That is, the language of the soundtrack of a movie or television program is maintained but in written form.

## 2.1.5 Types of subtitles

According to Neves (2008), there are two types of subtitles: interlingual and intralingual subtitles.

**Intralingual subtitles** (captioning) are the written version of the dialogues of a movie or television program (intralingual subtitles and dialogues use the same language) (Neves, 2008). On the other hand, **interlingual subtitles** are texts that appear in the audience' language and have been translated from the spoken version of a foreign language (i.e., this change occurs between two languages) (Neves, 2008).

Furthermore, in research by Jakobson (1959), while the function of **interlingual subtitling** is to translate information from one language to another, **intralingual subtitling** is a written representation of the spoken language. That is, intralingual subtitles are not a form of translation but a written representation of a language.

## 2.1.6 Subtitling Strategies used in movies: Transcription, Paraphrase, Transfer

According to Gottlieb (1992), there are various types of subtitling strategies, but in this case, only three of them are described.

## **2.1.6.1 Paraphrase**

Paraphrasing is a subtitling strategy in which the subtitles are written in different word order from the one used in the dialogues to make them more understandable for the audience (different syntactical rules in subtitling) (Gottlieb, 1992).

## **2.1.6.2 Transfer**

Transferring is a subtitling strategy where the subtitles are the exact translation from one language to another. In other words, the arrangement of words used by a foreign language is not altered when it is translated into another language (Gottlieb, 1992). Similarly, Gottlieb (1992) stated that transferring means that dialogues in one language are translated with great precision into the written version of another.

## **2.1.6.3 Transcription**

Transcription is the strategy that allows keeping the original text when a term is ambiguous or difficult to understand (Gottlieb, 1992).

## **2.1.7 Conclusion**

Relevant concepts have been detailed to support the study of the effects of the use of films in English with or without subtitles on the development of listening skills and vocabulary acquisition of EFL learners. First of all, the theory of connectionism tries to explain the cognitive abilities of human beings through a simulated neural network. Furthermore, dual coding theory states that verbal and nonverbal systems complement and interact with each other in the retrieval and processing of information. Therefore, movies can be an excellent language learning tool due to the use of both verbal and non-verbal systems. Likewise, the subtitles can be the translation from one language to another, or they

can be the transcript of a dialogue. Finally, Paraphrasing, Transferring, and Transcription are three subtitling strategies used in movies that aim to help the viewer understand the content of a movie in a foreign language.

## **2.2 Literature Review**

### **2.2.1 Introduction**

This section brings together relevant studies for this research proposal. Fifteen empirical studies are analyzed to determine the possible effects of watching movies with or without subtitles on the development of listening skills and vocabulary acquisition. Nine studies focus on the use of subtitles to develop listening comprehension, and nine studies focus on the use of subtitles to improve vocabulary learning. The impact of three modalities of subtitles on the development of listening comprehension and vocabulary learning among English as foreign language learners is also described.

### **2.2.2 The Use of Movies to Develop Listening Skills in EFL Classrooms**

First, Metruk (2019) investigated the effects of high daily exposure to English-language TV shows and movies on the listening skills of learners of English as a foreign language. The participants were 18 Slovak students (10 women and 8 men) from the study program Teaching English Language and Literature at a university in Slovakia. The English proficiency level of all students was CEFR B2+. This study used a quantitative method. The students completed a questionnaire to identify the time they would spend watching movies and television shows. Subsequently, three groups were created: those who watch television and movies daily for one hour, two hours, and three hours. After treatment, the students took a listening comprehension test to determine the effects of watching movies

and television shows on the listening skills of the three groups. The results of the study showed that watching movies and TV programs in English improves EFL learners' listening abilities, but the period of time students are exposed to English-language movies does not seem to influence participants' listening skills. This would confirm the suitability of using films to develop the listening skills of EFL students.

Additionally, Safranjanj (2015) conducted a study to determine to what extent watching movies with and without subtitles improves students' listening comprehension. The participants were 38 Serbian students of English as a foreign language at a private English school in Novi Sad, Serbia. There were nine high school students and twenty-nine college students. This study used a Mixed-Method nature approach since the researcher used a qualitative interview and a quantitative questionnaire. Firstly, participants were interviewed to establish their movie viewing backgrounds. Afterward, the students answered a questionnaire about the use of movies to develop listening skills. The results of the study showed that all the students agreed that watching movies improves their listening skills. Furthermore, most of the students stated that the use of subtitles helps them improve their listening comprehension. This would confirm the appropriateness of using films to develop the listening skills of EFL students and the use of subtitles to further improve their listening comprehension.

In addition, Ghasem Boland and Nafissi (2012) worked on a study that attempted to analyze the effects of watching English movies with or without English subtitles on the listening comprehension of Iranian students. The participants were 60 EFL undergraduate students of English literature in the second year of the only unisex university in Iran. Their English proficiency levels were between pre-intermediate and upper-intermediate. This



study used a quasi-experimental pretest post-test design (quantitative method). Participants were randomly assigned to two groups: a control group and an experimental group. Both groups took a pretest (a listening comprehension test). Subsequently, the experimental group watched movies with subtitles, and the control group watched them without subtitles. While watching the movies, all students took a posttest (a listening comprehension test) to measure their understanding of the movies' content. The results revealed that the students who were part of the experimental group obtained higher scores than the students of the control group in the post-test. Therefore, it is concluded that watching movies with an English soundtrack and English subtitles improves the listening comprehension of Iranian students. This study would confirm the suitability of the use of movies to develop EFL students' listening skills and the use of English subtitles to further improve EFL students' listening comprehension.

Moreover, Askary et al. (2016) carried out a study to determine whether or not the use of movies in English with subtitles improves students' listening comprehension. The participants were 10 language students from the Chabahar Maritime University located in Iran. The students were selected as study participants after taking an English language proficiency to form homogeneous groups. Their level of English language proficiency was intermediate. This study used a quantitative method to gather data. The participants were randomly divided into two groups: the experimental group and the control group. Both groups watched the same movies in English. The experimental group watched the movies with English subtitles, and the control group watched them without subtitles. The study was carried out during five sessions. At the end of each session, the participants answered a multiple-choice comprehension test. The results of the study showed that the experimental

group scored significantly higher on listening comprehension tests than the control group. This would confirm the suitability of watching movies with L2 subtitles to improve listening comprehension of movie content among learners of English as a foreign language.

Likewise, Abdolmanafi and Ataee (2014) analyzed the effects of watching movies with and without subtitles on the listening comprehension development of EFL students. The participants were a total of 45 Iranian intermediate learners studying a general English course at Golestan University located in Iran. This study used a quantitative method. The students were assigned to two groups: a control group and an experimental group. Before treatment, the students took an English language proficiency test. Then they completed a pre-test that included 30 multiple-choice questions to determine their level of listening comprehension. Subsequently, all the participants watched a film in English divided into 10 episodes. Each episode was played twice per session. The experimental group watched the movie episodes with English subtitles, and the control group watched the movie episodes without subtitles. After ten sessions, the participants took a post-test that included 30 multiple choice questions to analyze their improvement in listening comprehension. The outcomes of the study showed that both groups were at a similar level of listening comprehension before treatment. However, the experimental group performed significantly better on the posttest than the control group. This would confirm the desirability of using movies with English subtitles to help EFL learners improve their listening comprehension effectively.

Furthermore, Rahman and Syam (2014) probed into the effects of watching movies with or without subtitles on students' listening skills. The participants were 40 second-year students in an English class at a teachers' college in Bulukumba, Indonesia. This study used

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a quantitative method and focused on the comparison of two groups using a pretest and posttest design. Two groups of 20 students each were created: the subtitled group and the non-subtitled group. The subtitled group watched movies with subtitles, and the non-subtitled group watched movies without subtitles. Before watching the films, both groups took a pre-test to assess the students' listening comprehension competence. The study was carried out during six meetings (six weeks). Each meeting was divided into three stages: pre-viewing (introduction of a movie theme), viewing (event prediction), and post-viewing (evaluating students' listening comprehension of movie content). The students watched a different movie per meeting. After the six meetings, the two groups took a post-test to identify possible improvements in the students' listening comprehension levels. The analysis of the data collected showed two results. In the pretest calculation, the students who were assigned to the non-subtitled group had higher scores than the subtitled group before treatment, but the difference between the scores of both groups was not significant. In the calculation of the post-test, it was shown that watching movies with and without subtitles had a positive effect on the listening comprehension competence of the students since both groups obtained better scores than those obtained in the pre-test. However, the group that watched all six films without subtitles demonstrated substantially higher scores on the IELTS listening comprehension test than the group that watched the films with subtitles. On the other hand, the results of the movie tasks (activities after watching each movie) showed that the subtitled group demonstrated better listening comprehension of the movie content than the group without subtitles. For this reason, it is concluded that watching movies without subtitles improves students' listening skills, and watching movies with subtitles enhances students' listening comprehension of movie content.

## 2.2.3 The Use of Movies to Improve Vocabulary Acquisition in EFL Classrooms

First, Kusumawati (2018) researched the effect of watching movies in English with subtitles on movie content and vocabulary comprehension. The participants were 56 fifth-semester students from a Technological Institute in Indonesia. Their level of English language proficiency was intermediate, and their English grades obtained in the last semester were similar. The study used a quantitative method (pre-test and post-test quasi-experimental design) and lasted 3 months. To carry out this study, two groups were created through the coin lottery: one group watched a movie with L2 subtitles and the other watched it without subtitles. Before treatment, the researcher and the English teacher of both groups collected data on the participants' English subject grades from the previous semester. Next, the researcher and the teacher gave reading classes with audiovisual help to the two groups during 4 meetings. Subsequently, both groups watched the film titled *Transcendence*. One group watched the movie with L2 subtitles, and the other watched it without subtitles. After watching the movie, the students answered some multiple-choice questions related to the vocabulary of the movie, some content comprehension questions, and questionnaires. The results of the study showed that the use of L2 subtitles had a positive effect on the understanding of the content of the film in English since the students who watched the film with subtitles understood it better than those who watched it without subtitles. However, the study showed that watching movies with subtitles had no impact on students' vocabulary comprehension. This would confirm the suitability of the use of subtitles to improve students' understanding of the content but not of the vocabulary of a film itself.

Furthermore, Dzulfahmi and Nikmah (2019) examined the effects of watching English movies on vocabulary acquisition and motivation to learn English among EFL students in Indonesia. This study aimed to determine the relationship between age and the increase in vocabulary knowledge and students' motivation to learn the English language. The participants were seven Indonesian students of different age groups and different English proficiency levels: three elementary school students, two junior high school students, and two senior high school students. A qualitative approach was used in this research project. Before treatment, participants received a list of words and identified the meaning of the words they knew. Subsequently, the participants watched the film titled *Forrest Gump* with Indonesian subtitles. While watching the movie, the students were asked to try to memorize the meaning of the words used in the movie by reading the subtitles. After watching the film, a teacher asked the participants the vocabulary they learned from the film to help them identify the correct meaning, spelling, and pronunciation of the words. Next, the students took a vocabulary test. Moreover, they participated in an interview and shared their experience in using films as a teaching tool. The results of the study showed that regardless of students' age and English language proficiency, watching movies can increase their vocabulary knowledge. Furthermore, most of the participants agreed that learning English through movies is a fun and motivating experience. And in addition, the outcomes of the study showed that watching movies with subtitles gives students a better understanding of the story.

Likewise, Bellalem et al. (2018) explored the impact of subtitled movies on vocabulary acquisition among Algerian students. A total of 27 Algerian university students formed the participants. Their level of command of the English language was intermediate.

A quantitative approach was used in this research project. Two groups of participants were created: a control group and a treatment group. Before the treatment, the participants took a vocabulary test (pre-test) and were informed about a post-test so that they were prepared and watched the film carefully. After completing the pretest, both groups watched a movie. The control group watched a movie without subtitles, and the treatment group watched it with Arabic subtitles. They were asked to watch the movie twice to increase vocabulary acquisition. After watching the film twice, the participants completed a vocabulary test (post-test). The vocabulary test aimed to determine the possible effects on students' vocabulary acquisition after watching the film. The results of the study showed that both groups were homogeneous before treatment and that, unlike the control group, the treatment group had a significant improvement from pre-test to post-test. That is, the use of films subtitled in L1 significantly benefited vocabulary acquisition. This would confirm the convenience of watching movies with L1 subtitles to increase vocabulary acquisition among students.

Moreover, Özaydınlı–Tanriverdi and Yuksel (2009) examined the effects of watching movie clips with subtitles on unintentional vocabulary acquisition. A total of 104 university students formed the participants. The participants were enrolled in a preparatory class at Kocaeli University in Turkey and were learning English as a foreign language. Their level of English language proficiency was intermediate. This study used a quantitative method. Two weeks before starting treatment, students took a pretest (Vocabulary Knowledge Scale). The students were randomly assigned to two groups. Group A watched movie clips with subtitles, and Group B watched them without subtitles. After completing the pretest, the participants watched 9-minute movie clips twice each.

One month after treatment, students took a posttest (Vocabulary Knowledge Scale). The results of the study showed that both groups were homogeneous before treatment since their results obtained in the pretest were not significantly different from each other.

Likewise, in the post-test calculation, it was shown that both groups had a significant improvement in their vocabulary knowledge after watching movies because the post-test scores of the two groups were considerably higher than those obtained in the pre-test.

Group A performed slightly better on the posttest than Group B, but there was no statistically significant difference between the scores of the two groups. This would confirm the convenience of using movies with or without subtitles to acquire incidental vocabulary.

In addition, Faqe (2020) conducted a study focused on the effects of watching English-subtitled movies on vocabulary learning among learners of English as a foreign language. The participants were a total of 31 Kurdish students from the English department at Soran University in Iraq. The participants had the same level of knowledge of English vocabulary. A quantitative approach was used in this research work. Before treatment, all participants took the Michigan English Language Proficiency Test. Next, all the students watched a 21-minute movie in English without subtitles. Afterward, the students completed a Likert scale questionnaire to determine if the students increased their vocabulary knowledge after watching the film without subtitles. Subsequently, the participants watched the same movie with bimodal subtitles and completed another Likert scale questionnaire to determine their attitude towards the use of subtitled movies to learn vocabulary. The results of the study showed that students learned more vocabulary items when they watched the movie with subtitles than when they watched it without subtitles. In addition, the analysis

of the closed questionnaire data showed that students prefer to watch movies with subtitles to recognize the vocabulary items used in a movie. This would confirm the suitability of watching movies with subtitles to improve vocabulary learning among students of English as a foreign language.

Finally, Gorjian (2014) looked into the effects of subtitled movies on involuntary vocabulary learning among learners of English as a foreign language. The participants were 90 Iranian students at Abadan Azad University in Iran. All participants had the same level of English language proficiency. A quantitative approach was used in this research project. Students took a Barron TOEFL proficiency test to form three homogeneous groups: Bimodal group (English subtitles with English dialogue), Standard group (Persian subtitles with English dialogue), and Reversed group (English subtitles with Persian dialogue). The students then answered a multiple-choice pretest that included target words from the video clips they were about to watch. Next, each group watched eight video clips taken from three movies with the assigned subtitle type. After watching one video clip per session, all students answered questions related to each movie clip to remember and indirectly use the new vocabulary learned. Subsequently, the participants discussed the content of each video clip in each group. Before starting a new session, all students took a quiz on movie clips. After eight treatment sessions, they took a 40-item multiple-choice posttest that contained some words that were part of the pretest. The results of the study showed that the pretest results of the three groups were similar. Furthermore, analysis of the posttest data showed that all three groups had a significant improvement in vocabulary learning from pretest to posttest. And, the most efficient modality of subtitling for vocabulary achievement was reversed since students who viewed the video clips with reversed subtitles performed



markedly better on the vocabulary post-test than the other two groups. Furthermore, the Bimodal group performed better on the posttest than the Standard group. For this reason, it is concluded that watching movies with standard, bimodal, and reversed subtitles significantly improves incidental vocabulary learning among EFL learners, especially reversed subtitles.

## **2.2.4 The use of movies to develop listening skills and improve vocabulary acquisition in EFL Classrooms**

First, Masrai (2019) investigated the effects of watching movies in English with L1 subtitles on students' listening skills and vocabulary acquisition. The participants were 78 Arab students at a university in Saudi Arabia, learning English as a foreign language (EFL); their English proficiency level was A2. The study used a quantitative method and did not use a control group. Before treatment, all participants took a vocabulary test and a listening comprehension test. Afterward, they extensively watched English movies with Arabic subtitles for 5 weeks during their free time. Participants watched movies of their choice. After finishing treatment, participants took a new vocabulary test and a new listening comprehension test. The results of the study showed that extensive viewing of movies improves listening comprehension. Furthermore, subtitles in movies generate an incidental acquisition of L2 vocabulary. This article is relevant to the proposed project because the study establishes that the acquisition of L2 vocabulary and the improvement of listening comprehension are effects of the use of films as teaching tools among students of English as a foreign language.

In addition, Cedar et al. (2018) looked into the most effective subtitle type for developing listening comprehension and learning the vocabulary of a movie. The three

types of subtitles analyzed are bimodal subtitling (English subtitles with English dialogue), standard subtitling (Thai subtitles with English dialogue), and dialogue in English without subtitles. A total of 63 Thai students of English as a foreign language formed the participants. They were tenth graders at Samakkhiwitthayakhom School in Chiang Rai, Thailand. In this research project, a mixed-method approach was applied. Three groups with 21 students each were created; the participants were assigned to each group considering their levels of English language proficiency. Each group of students watched the Toy Story of Terror movie in English with one of the three types of modalities mentioned above. After watching the film, they took a listening comprehension test on the content and vocabulary used in the film. After completing the test, four students chosen at random from each group were interviewed to find out their opinion about the effects of watching movies with the three types of subtitles. The results of the study showed that standard subtitles are the most effective for developing listening comprehension of movie content and vocabulary because these types of subtitles help students immediately identify the meaning of words they do not know. However, when it comes to improving listening skills in English and identifying the correct pronunciation and spelling of words, students prefer to use bimodal subtitles. Therefore, this would confirm the suitability of watching movies with standard and bimodal subtitles to develop listening comprehension and learn new vocabulary.

Similarly, Shahsavandi (2017) investigated the potential effects of watching movies with subtitles on listening comprehension and vocabulary learning among learners of English as a foreign language. The participants were a total of 64 EFL graduate students from the Islamic Azad University located in Shiraz, Iran. This study used a quantitative

method. The students had advanced proficiency in the English language. Next, the students were assigned to two groups: an experimental group and a control group. All participants watched a BBC documentary. The experimental group watched the movie with English closed captions and the control group watched the movie without English closed captions. After viewing the first 10 minutes of the film, all participants took a multiple-choice vocabulary test and a listening comprehension test; they only answered the first 10 items of the two tests. Subsequently, the participants watched the other 10 minutes of the film and then answered the last 10 items of the two tests. The results of the study showed that the experimental group scored significantly higher on the listening comprehension test than the control group. In addition, the analysis of the vocabulary test data showed that the experimental group performed better on the vocabulary test than the control group, but the difference between the two groups was minimal. Therefore, it is concluded that watching movies with English subtitles positively affects students' listening comprehension. Nevertheless, watching English movies with English subtitles does not have a significant effect on students' vocabulary learning.

## **2.2.5 Conclusion**

In conclusion, all the studies reviewed on the effects of watching movies with or without subtitles on the development of listening skills agree that the use of subtitles significantly improves students' listening comprehension. Additionally, most of the reviewed studies also agree that the use of subtitles helps vocabulary recognition and incidental vocabulary learning. However, there are discrepancies among the studies regarding which is the most appropriate subtitling modality to improve listening comprehension and learning vocabulary.

## CHAPTER III

### 3.1 Methodology

#### 3.1.1 Introduction

This section summarizes the methodology used to carry out this research proposal. First, the definition of research synthesis is provided. Additionally, the objective of this work is established. Furthermore, the requirements and points that were taken into account to gather information on the chosen topic are briefly described. Similarly, some of the relevant papers that were analyzed throughout the development of the study are listed. Finally, the method used to analyze the collected data is mentioned.

According to Agosto et al. (2018), research synthesis allows for a compendium of the most relevant information on a research topic through the analysis of different articles from academic journals to achieve more precise results on the subject of study. The present work is an explanatory research that attempts to obtain information about the effects of using English films with or without subtitles on the development of listening skills and vocabulary acquisition of EFL students. To obtain meaningful information about the chosen topic, a thorough analysis of relevant literature was carried out. The articles were found in pertinent databases such as Scholar Google and EBSCO, which provided essential information for this work. Keywords and terms used to select suitable sources were the following: (a) films, (c) listening skills, (d) vocabulary learning, and (e) English subtitles. There was no restriction regarding the type of approach; therefore, the studies analyzed were of a quantitative, qualitative, quasi-experimental, and Mixed-Method nature. The sources to carry out the present research were digital since this work required information that was not easily found in physical studies in our academic context.

Five points were taken into account for choosing significant sources. First, the articles needed to be written in English since it is the language on which the study focused. Second, the articles had to analyze the effects of using English movies in EFL classrooms. Third, the articles needed to determine the effects of watching movies in English with or without subtitles on the development of EFL students' listening skills and or the effects of supplying English films with or without subtitles on the acquisition of vocabulary of EFL learners. Fourth, the papers had to be empirical studies. And fifth, the articles had to be published between 2009 and 2020 to collect up-to-date evidence of the impact of watching films in English on EFL students and to avoid information that has become insignificant over time.

Some of the journals that were revised included Journal of English Teaching, International Journal of Asian Social Science, Procedia - Social and Behavioral Sciences, International Journal of Education and Information Studies, and The Turkish Online Journal of Educational Technology, among other journals that were meaningful to the development of this work. Finally, tables of data were used to examine the data of the studies that addressed the effects of using movies in English with or without subtitles on the development of listening skills and vocabulary acquisition of learners of English as a foreign language.

### **3.1.2 Conclusion**

Essentially, research synthesis is the collection of data from multiple studies to draw reliable conclusions on a specific study topic. Based on this definition, the study on the effects of watching movies with or without subtitles on the development of listening skills and vocabulary acquisition of students of English as a foreign language was carried out.

First of all, this research project used databases such as Google Scholar and EBSCO to collect trustworthy information. In addition, films, listening skills, vocabulary learning, and English subtitles were the terms that guided the search for information. Likewise, the data collected were of a quantitative, qualitative, quasi-experimental, and Mixed-Method nature. In addition, the time frame of the empirical studies was extended between 2009 and 2020. Finally, tables of data were used to analyze the relevant information collected.

## **3.2 Data Analysis**

### **3.2.1 Introduction**

In this section, the results of the fifteen studies selected to carry out this research study are analyzed in detail. First, the years of publication of the studies are indicated to determine the currency of the information provided in the articles. In addition, considering that the English language is a universal language, the place of origin of the studies analyzed to develop this research synthesis is another category of importance. Similarly, the educational level of the participants is also taken into account to identify the group preferred by scholars to investigate the central theme of this work. In addition, the number of studies focused on the development of listening skills and vocabulary learning through watching movies is highlighted. Furthermore, to answer the two research questions of this study, a thorough analysis of the effects of watching movies with or without subtitles on the development of listening skills and vocabulary acquisition among English learners as foreign language is carried out.

### 3.2.2 Publication Year of the Studies

Table 1 shows the year of publication and the names of the authors of the 15 studies chosen to carry out this research proposal. The total number of studies corresponding to each time period is also shown.

Table 1

<i>Publication Year of the Studies</i>		
Year of publication	Author(s)/Year	No. of studies
2000-2010	Özaydinli -Tanriverdi & Yuksel (2009)	1
2011-2020	Abdolmanafi & Ataee (2014); Askary, Saed & Yazdani (2016); Bellalem, Bouagada, Djellou & Neddar (2018); Cedar, Napikul & Roongrattanakool (2018); Dzulfahmi & Nikmah (2019); Faqe (2020); Gorjian (2014); Ghasemboland & Nafissi (2012); Kusumawati (2018); Masrai (2019); Metruk (2019); Rahman & Syam (2014); Safranjanj (2015); Shahsavandi (2017)	14

**Note:** N=15

The selected studies were allocated to one of two time frames of 10 years each. The majority of the studies (n=14) were published from 2011 onwards (Abdolmanafi & Ataee, 2014; Askary et al., 2016; Bellalem et al., 2018; Cedar et al., 2018; Dzulfahmi & Nikmah, 2019; Faqe, 2020; Gorjian, 2014; Ghasemboland & Nafissi, 2012; Kusumawati, 2018; Masrai, 2019; Metruk, 2019; Rahman & Syam, 2014; Safranjanj, 2015; Shahsavandi, 2017), and only one study was published between 2000 and 2010. Therefore, this suggests the growing importance that several researchers have given to the use of films to improve the process of teaching and learning the English language in recent years (Azizul et al, 2021).

### 3.2.3 Location of the Studies

Since this work focuses on analyzing the effects of watching English movies on EFL students, it is important to determine the region where the selected studies were conducted, considering that English is learned as a foreign language in various countries around the world. For this reason, Table 2 shows the number of studies carried out by continent.

Table 2

*Continent of the Conducted Studies*

Continent	Country	Author(s)/Year	No. of studies
Asia	Iran	Abdolmanafi & Ataee (2014);	12
	Iran	Askary, Saed & Yazdani (2016);	
	Thailand	Cedar, Napikul & Roongrattanakool	
	Indonesia	(2018); Dzulfahmi & Nikmah (2019);	
	Iraq	Faqe (2020);	
	Iran	Gorjian (2014);	
	Iran	Ghasemboland & Nafissi (2012);	
	Indonesia	Kusumawati (2018);	
	Saudi Arabia	Masrai (2019);	
	Turkey	Özaydınlı -Tanriverdi & Yuksel (2009) *;	
	Indonesia	Rahman & Syam (2014);	
	Iran	Shahsavandi (2017)	
Europe	Slovakia	Metruk (2019);	3
	Turkey	Özaydınlı -Tanriverdi & Yuksel (2009) *;	
	Serbia	Safranjan (2015)	
Africa	Algeria	Bellalem, Bouagada, Djellou & Neddar (2018)	1

**Note:** N=15 \*country lays on two continents

Table 2 indicates the location where the studies were carried out. The studies took place in countries where English is learned as a foreign language. As shown in Table 2, the majority (n=12) of the chosen studies were conducted in Asian countries, such as Iran (Abdolmanafi & Ataee, 2014; Askary et al., 2016; Gorjian, 2014; Ghasemboland & Nafissi, 2012; Shahsavandi, 2017), Thailand (Cedar et al., 2018), Indonesia (Dzulfahmi & Nikmah,



2019; Kusumawati, 2018; Rahman & Syam, 2014), Iraq (Faqe, 2020), Saudi Arabia (Masrai, 2019), and Turkey (Özaydınlı -Tanriverdi & Yuksel, 2009). Similarly, three studies were performed in European countries such as Slovakia (Metruk, 2019), Turkey (Özaydınlı -Tanriverdi & Yuksel, 2009), and Serbia (Safranjan, 2015). In addition, one study took place in an African country, Algeria (Bellalem et al., 2018). Hence, the study of the effects of using movies on the development of listening skills and vocabulary acquisition has become significantly more popular in Asian countries.

### 3.2.4 Educational Level

In order to determine the group preferred by scholars to analyze the research topic of this project, the educational level of the participants who were part of the 15 chosen studies is indicated. The data is categorized considering four convenient categories: school, high school, university, and institute.

Table 3

*The Educational level*

Educational Level	Author(s)/Year	No. of studies
Elementary School	Cedar, Napikul & Roongrattanakool (2018); Dzulfahmi & Nikmah (2019)*	2
High School	Dzulfahmi & Nikmah (2019)*; Safranjan (2015)*	2
University	Abdolmanafi & Ataee (2014); Askary, Saed & Yazdani (2016); Bellalem, Bouagada, Djellou & Neddar (2018), Faqe (2020); Gorjian (2014); Ghasemboland & Nafissi (2012); Masrai (2019); Metruk (2019); Özaydınlı -Tanriverdi & Yuksel (2009); Rahman & Syam (2014); Safranjan (2015)*; Shabsavandi (2017)	12
Technological Institute	Kusumawati (2018)	1

**Note:** N= 15 \*a study was carried out with students of different educational levels

Table 3 details that two studies were conducted with elementary school students (Cedar et al., 2018; Dzulfahmi & Nikmah, 2019). Furthermore, two studies were carried out

with high school students (Dzulfahmi & Nikmah, 2019; Safranji, 2015). Additionally, twelve studies were performed with university students (Abdolmanafi & Ataei, 2014; Askary et al., 2016; Bellalem et al., 2018; Faqeh, 2020; Gorjian, 2014; Ghasemabadi & Nafissi, 2012; Masrai, 2019; Metruk, 2019; Özyaydınlı -Tanriverdi & Yuksel, 2009; Rahman & Syam, 2014; Safranji, 2015; Shahsavandi, 2017). And one study was conducted with students of a technological institute (Kusumawati, 2018). It is important to highlight that two studies were carried out with participants of different educational levels. The first study was performed with elementary and high school students (Dzulfahmi & Nikmah, 2019). And the participants of the second study were high school and college students (Safranji, 2015). It is noticeable that the majority of the studies were conducted with university students. Hence, the lack of studies focused on different educational levels could be due to the difficulty of the research topic itself. However, it could also mean that there is a disparity when considering the participation of students of all educational levels in this field of research.

### **3.2.5 Primary Studies Selected for the Research Synthesis**

Table 4 shows the number of studies selected to answer the two questions of this research study regarding the development of listening skills and the acquisition of vocabulary after watching movies in English. It is important to indicate the total number of studies selected to answer each research question to demonstrate whether or not there was parity in investigating these two areas.

Table 4

*Primary Studies Selected for the Research Synthesis*

<b>Aims of the study</b>	<b>Author(s)/Year</b>	<b>No. of studies</b>
Development of listening skills	Abdolmanafi & Ataee (2014); Askary, Saed & Yazdani (2016); Ghasemboland & Nafissi (2012); Metruk (2019); Rahman & Syam (2014); Safranji (2015)	6
Vocabulary acquisition	Bellalem, Bouagada, Djellou & Neddar (2018); Dzulfahmi & Nikmah (2019); Faqe (2020); Gorjian (2014); Kusumawati (2018); Özeydinli - Tanriverdi & Yuksel (2009);	6
Both	Cedar, Napikul & Roongrattanakool (2018); Masrai (2019); Shahsavandi (2017)	3

**Note:** N=15

Table 4 indicates the number of studies chosen to answer the two research questions of this research synthesis. The first question is concerned with the effects of using English movies with or without subtitles on EFL students' listening skills. To answer this question, nine studies (Abdolmanafi & Ataee, 2014; Askary et al, 2016; Ghasemboland & Nafissi, 2012; Rahman & Syam, 2014; Safranji, 2015; Metruk, 2019) have been analyzed. On the other hand, the second question is concerned with the effects of using English movies with or without subtitles on EFL students' vocabulary acquisition. In order to answer this research question, nine studies (Bellalem et al., 2018; Dzulfahmi & Nikmah, 2019; Faqe, 2020; Gorjian, 2014; Kusumawati, 2018; Özeydinli -Tanriverdi & Yuksel, 2009) have been chosen. It is important to highlight that three of the fifteen studies selected to carry out this research synthesis focused on answering the two research questions at the same time (Cedar et al., 2018; Masrai, 2019; Shahsavandi, 2017). Basically, this research proposal used the same number of studies to answer the two research questions. Therefore, it is noticeable that both research questions are equally important for this study.

### 3.2.6 The Effects of Using English Films with or without Subtitles on the Development of Listening Skills of EFL Learners

Table 5 shows whether the effects of watching English movies with or without subtitles on the listening skills of EFL students are positive or negative. Moreover, the data collection instruments used by each study are identified to determine the common process used by most studies to investigate the subject of this research project.

Table 5

*The Effects of Using English Films on the Development of Listening Skills*

<b>Study No.</b>	<b>Author</b>	<b>Data collection instruments</b>	<b>Results</b>
1	Abdolmanafi & Ataee	Pre/post-test	Positive
2	Askary, Saed & Yazdani	Pre/post-test	Positive
3	Cedar, Napikul & Roongrattanakool	Pre/post-test, semi-structured interview	Positive
4	Ghasemboland & Nafissi	Pre/ post-test	Positive
5	Masrai	Pre/post-test	Positive
6	Metruk	Pre/post-test	Positive
7	Rahman & Syam	Pre/pro-test	Positive
8	Safranaj	Interview, questionnaire	Positive
9	Shahsavandi	Pre/post-test	Positive

**Note:** N= 9

Table 5 indicates that watching movies in English positively impacts the listening skills of EFL learners; all of (n= 9) the analyzed studies (Abdolmanafi & Ataee, 2014; Askary et al., 2016; Cedar et al., 2018; Ghasemboland & Nafissi, 2012; Masrai, 2019; Metruk, 2019; Rahman & Syam, 2014; Safranaj, 2015; Shahsavandi, 2017) concluded that watching movies in English with or without subtitles greatly contributes to the development of students' listening skills. Additionally, the majority (n=8) of the studies (Abdolmanafi & Ataee, 2014; Askary et al., 2016; Cedar et al., 2018; Ghasemboland & Nafissi, 2012; Masrai, 2019; Metruk, 2019; Rahman & Syam, 2014; Shahsavandi, 2017) used a pre-

posttest design to identify the potential improvement in students' listening skills after watching movies.

Moreover, besides using the pre-posttest design, a study (Cedar et al., 2018) used a semi-structured interview to find out students' insights about the effects of watching movies with Thai or English subtitles and watching movies without subtitles on their listening comprehension. The majority of the students stated that the Thai and English subtitles helped them better understand the content of the film with dialogue in English. However, it is important to note that most of these students preferred to watch movies with English subtitles in order to improve their listening skills in English.

On the other hand, one study (Safranji, 2015) employed different data collection instruments (an interview and a questionnaire) to determine to what extent watching movies with and without subtitles improves students' listening comprehension. An interview was conducted to determine participants' movie viewing background, and a questionnaire was applied in order to collect information about the use of movies to develop listening skills.

### **3.2.7 Comparison between the Effects of Using English Films with and without Subtitles on the Development of Listening Skills**

Table 6 compares the effects of watching movies with (bimodal and standard) and without subtitles on EFL learners' listening skills in order to determine which is most appropriate among EFL students.

Table 6

#### *Findings on Watching English Movies with and without Subtitles*

<b>Study No.</b>	<b>Author</b>	<b>Control Group /Experimental</b>	<b>The mean score on</b>	<b>Type of subtitle</b>
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		<b>Group</b>	<b>post-test</b>	
1	Abdolmanafi & Atae	Control group Experimental group	11.52 20.27	Without subtitles. Bimodal
2	Askary, Saed & Yazdani	Control group Experimental group	19.8400 40.7000	Without subtitles Bimodal
3	Cedar, Napikul & Roongrattana kool	English Subtitles Group Thai Subtitles Group Without Subtitles Group	7.43 8.76 6.48	Bimodal Standard Without subtitles
4	Ghasemboland & Nafissi	Control group Experimental group	14.46 18.73	Without subtitles Bimodal
5	Masrai	Experimental group	19.08	Standard
6	Rahman & Syam	Subtitled group Nonsubtitled group	10.9 12.6	Bimodal Without subtitles
7	Shahsavandi	Control group Experimental group	9.21 13.56	Without subtitles Bimodal

**Note:** N= 7

Results reported in Table 6 show that in five studies (Abdolmanafi & Atae, 2014; Askary et al., 2016; Ghasemboland & Nafissi, 2012; Rahman & Syam, 2014; Shahsavandi, 2017) the participants were assigned to two groups: an experimental group and a control group. The experimental group watched English movies with bimodal subtitles (English subtitles), and the control group watched English movies without subtitles. Before treatment (movie viewing), the participants took a pre-test (a listening comprehension test) to assess their listening comprehension competence. After treatment, a post-test was conducted among the students. Basically, students in both the experimental and control groups showed significant improvement in their listening comprehension proficiency after watching movies with and without subtitles respectively. However, in four of these five studies, the experimental group scored higher on the post-test than the control group. For

this reason, it can be said that watching movies with soundtracks in English and with bimodal subtitles is more effective than watching movies with soundtracks in English without subtitles for developing the listening skills of EFL learners.

Likewise, another study (Safranji, 2015), which employed different data collection instruments (an interview and a questionnaire) also stated that watching English movies with English subtitles (Bimodal modality) contributes to improving the listening comprehension of EFL learners.

On the contrary, one study (Cedar et al., 2018) showed that the group of participants who watched an English movie with standard subtitles (L1 subtitles) scored higher on the post-test (mean=9.33) than the group of participants who watched the same movie with bimodal subtitles (mean=7.42). According to this study, standard subtitling is better than bimodal subtitling in improving listening comprehension of movie content.

Similarly, the study carried out by Masrai (2019) claimed that watching English movies with standard subtitles helps in the development of EFL learners' listening skills. According to this study, the native language of EFL students makes it easier for them to understand movies with soundtracks in English.

Essentially, it is notable that the majority (n=5) of the studies (Abdolmanafi & Ataei, 2014; Askary et al., 2016; Ghasemboland & Nafissi, 2012; Shahsavandi, 2017; Safranji, 2015) agreed with the idea that bimodal subtitles are the most appropriate modality to improve EFL learners' listening skills.

### 3.2.8 The Effects of Using English Films with or without Subtitles on Vocabulary Acquisition of EFL Learners

Table 7 shows whether the effects of watching English movies with or without subtitles on the vocabulary acquisition of EFL students are positive or negative.

Additionally, the data collection instruments used by each study are identified to determine the common process followed by most of the chosen studies to investigate the subject of this study.

Table 7

*The Effects of Using English films on Vocabulary Acquisition*

Study No.	Author	Data collection instruments	Results
1	Bellalem, Bouagada, Djellou & Neddar	Pre/post-test	Positive
2	Cedar, Napikul & Roongrattanakool	Pre/post-test, semi-structured interview	Positive
3	Dzulfahmi & Nikmah	Pre/Post-test, interview(yes/no questions)	Positive
4	Faqe	a Likert- scale questionnaire	Positive
5	Gorjian	Pre/post-test	Positive
6	Kusumawati	Pre/post-test	Negative
7	Masrai	Pre/post-test	Positive
8	Özaydınlı -Tanriverdi & Yuksel	Pre/post-test	Positive
9	Shahsavandi	Pre/post-test	Negative

**Note:** N= 9

According to Table 7, watching movies in English positively influences the vocabulary acquisition of EFL students. Most (n=7) of the studies (Bellalem et al., 2018; Cedar et al., 2018; Dzulfahmi & Nikmah, 2019; Faqe, 2020; Gorjian, 2014; Masrai, 2019; Özaydınlı -Tanriverdi & Yuksel, 2009) chosen to carry out this research project agreed that watching English movies with subtitles increases vocabulary knowledge of EFL students.



Nevertheless, it is important to note that two studies (Kusumawati, 2018; Shahsavandi, 2017) stated that watching English movies with English subtitles (Bimodal modality) has no effect on vocabulary recognition of EFL learners because, although the group of participants who watched movies with bimodal subtitles scored higher on the post-test than the group of participants who watched movies without subtitles, the difference between the scores of both was not significant. Nevertheless, it is important to keep in mind that films can be presented with different subtitling modalities, in addition to the bimodal modality, which are the standard and inverted modalities (Gorjian, 2014).

Furthermore, the majority (n=8) of the studies (Bellalem et al., 2018; Cedar et al., 2018; Dzulfahmi & Nikmah, 2019; Faqe, 2020; Gorjian, 2014; Kusumawati, 2018; Masrai, 2019; Özaydınlı -Tanriverdi & Yuksel, 2009; Shahsavandi, 2017) used a pre-posttest design to identify the potential enhancement in EFL learners' vocabulary learning after watching movies with and without subtitles. On the other hand, one study (Faqe, 2020) used a Likert- scale questionnaire to identify participants' perspectives on watching movies with and without subtitles to improve their vocabulary. According to Faqe (2020), the participants considered that the bimodal subtitles helped them to identify and understand the vocabulary of the chosen film.

Additionally, in two studies (Cedar et al., 2018; Dzulfahmi & Nikmah, 2019), an interview was conducted among the participants to determine their views on how the use of movies with and without subtitles affects their vocabulary learning. Participants in both studies agreed that watching movies with subtitles makes it easier to understand and learn the vocabulary used in a movie.

### 3.2.9 Comparison between the Effects of Using English Films with and without Subtitles on Vocabulary Acquisition

Table 8 compares the effects of watching movies with (Bimodal, Standard, and Inverted) and without subtitles on EFL learners' vocabulary acquisition in order to determine which modality is most appropriate among EFL students.

Table 8

*Findings on Watching English Movies with and without Subtitles*

Study No.	Author	Control Group /Experimental Group	The mean score on post-test	Type of subtitle
1	Bellalem, Bouagada, Djellou & Neddar	Control group	11.69	Without subtitles
		Treatment group	21.71	Standard
2	Cedar, Napikul & Roongrattanakool	English Subtitles Group	7.42	Bimodal
		Thai Subtitles Group	9.33	Standard
		Without Subtitles Group	6.47	Without subtitles
3	Faqe	Control group	31.00	Without subtitles
		Experimental group	35.87	Bimodal
4	Gorjian	Bimodal group	40.56	Bimodal
		Standard group	35.76	Standard
		Reversed group	44.50	Reversed
5	Kusumawati	Control group	38.48	Without subtitles
		Experimental group	51.48	Bimodal
6	Masrai	Experimental group	2173.08	Standard
7	Özaydınlı - Tanriverdi & Yuksel	Control group	2.56	Without subtitles
		Experimental group	2.76	Bimodal
8	Shahsavandi	Control group	12.4375	Without subtitles
		Experimental group	13.4375	Bimodal

**Note:** N= 8

According to Table 8, in four studies (Faqe, 2020; Kusumawati, 2018; Özaydınlı - Tanriverdi & Yuksel, 2009; Shahsavandi, 2017) the participants were assigned to two groups: an experimental group and a control group. The experimental group watched English movies with bimodal subtitles (English subtitles), and the control group watched English movies without subtitles. These four studies showed that the experimental group scored higher on the post-test than the control group. That is, the students increased their vocabulary knowledge after watching English movies with bimodal subtitles. Similarly, in one study (Bellalem et al., 2018) the participants were assigned to two groups: the control group and the treatment group. The control group watched English movies without subtitles. However, in this case, the treatment group watched English movies with standard subtitles (L1 subtitles); the participants who belonged to the treatment group scored significantly higher on the post-test than the control group. Bellalem et al. (2018) stated that the use of films with L1 subtitles greatly benefits vocabulary acquisition among EFL learners. Likewise, Masrai (2019), who did not use a control group in his study, stated that watching movies with standard subtitles has a positive effect on vocabulary learning among EFL learners. That is, watching English films with standard subtitles generates an incidental acquisition of L2 vocabulary.

Considering that bimodal and standard subtitles are considered effective in learning vocabulary, it is important to analyze the information presented by a study (Cedar et al., 2018) that conducted an investigation to discover the most effective subtitle modality (bimodal subtitles, standard subtitles, or without subtitles) to learn vocabulary when watching an English movie. Therefore, Cedar et al. (2018) claimed that standard subtitles

are the most effective subtitle mode to learn vocabulary because this modality helps students immediately identify the meaning of unfamiliar words.

In contrast, Gorjian (2014) stated that the most efficient subtitling modality for vocabulary achievement is reversed (L1 soundtrack with English subtitles) since students who watched the movie clips with reversed subtitles performed noticeably better on the post-vocabulary test than the other two groups (bimodal and standard subtitles).

Furthermore, the bimodal group performed better on the posttest than the standard group.

Basically, it can be said that watching English movies with either standard or bimodal subtitles is significantly better than watching English movies without subtitles for vocabulary acquisition among EFL learners.

### **3.2.10 Conclusion**

Essentially, from 2011 onwards, the study of the effects of the use of English movies on the development of listening skills and vocabulary acquisition has become significantly more popular in Asian countries. In addition, the participants of most of the analyzed studies were mainly university students. Moreover, the same number of studies was selected to answer the two research questions of this research project. In addition, all the selected studies stated that watching movies with soundtracks in English with or without subtitles greatly contributes to the development of students' listening skills. The participants showed a significant improvement in their listening comprehension proficiency after watching movies with and without subtitles. And furthermore, it is stated that the bimodal modality is the most appropriate to improve the listening skills of EFL learners. Finally, the authors of most of the studies claimed that watching English movies with standard or bimodal subtitles is significantly better than watching movies without subtitles

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for the vocabulary acquisition of EFL learners. That is, there is an incidental acquisition of L2 vocabulary after watching English movies with L1 or L2 subtitles.

## CHAPTER IV

### Conclusions and Recommendations

#### 4.1 Conclusions

The purpose of this research synthesis was to determine the effects of the use of English films with or without subtitles on the development of listening skills and vocabulary acquisition of EFL learners. Based on the examination of fifteen studies with Mixed-Method, quantitative, qualitative, and quasi-experimental approaches, it can be concluded that watching movies in English has a positive effect on the listening skills and vocabulary acquisition of EFL learners.

First of all, the analyzed studies have provided evidence to consider movies as a useful tool for learning English. The results of most of the research studies revealed that watching English movies with or without subtitles greatly contributes to the development of listening skills of EFL learners since the participants showed a significant improvement in their listening comprehension proficiency after watching movies with and without subtitles (Abdolmanafi & Ataee, 2014; Askary et al., 2016; Cedar et al., 2018; Ghasemboland & Nafissi, 2012; Masrai, 2019; Metruk, 2019; Rahman & Syam, 2014; Safranji, 2015; Shahsavandi, 2017). Likewise, watching English movies with subtitles helps EFL learners increase their knowledge of L2 vocabulary because the use of subtitles makes it easier to understand and learn the vocabulary used in a movie (Bellalem et al., 2018; Cedar et al., 2018; Dzulfahmi & Nikmah, 2019; Faqe, 2020; Gorjian, 2014; Masrai, 2019; Özaydınlı - Tanriverdi & Yuksel, 2009).

In addition, regarding the question of whether English movies should be presented with or without subtitles to effectively develop students' listening skills, it can be concluded that

watching movies with subtitles (either bimodal or standard) is more effective than watching movies without subtitles because the use of subtitles significantly improves students' listening comprehension. In this context, it is important to highlight that bimodal modality (English soundtrack and English subtitles) is considered the most appropriate to improve the listening skills of EFL learners (Abdolmanafi & Ataee, 2014; Askary et al., 2016; Ghasemolani & Nafissi, 2012; Shahsavandi, 2017; Safranji, 2015).

Similarly, regarding the question of whether English movies should be presented with or without subtitles to enhance vocabulary acquisition, it can be concluded that watching movies with subtitles is certainly better than watching movies without subtitles because the use of subtitles helps the recognition and incidental learning of vocabulary. In this case, bimodal and standard subtitles are good for helping students learn new vocabulary since there are studies that support the use of English movies with bimodal subtitles (Faqe, 2020; Kusumawati, 2018; Özyıldırım -Tanriverdi & Yuksel, 2009; Shahsavandi, 2017, Gorjian, 2014), and there are also some studies that support the idea of watching English movies with standard subtitles (Bellalem et al., 2018, Cedar et al. 2018; Masrai, 2019). However, it is difficult to claim which of the two modalities is better because the only two studies that make a comparison between standard and bimodal modalities do not agree. Cedar et al. (2018) stated that standard subtitles are the most effective subtitle mode for learning vocabulary because this modality helps students immediately identify the meaning of unknown words. In contrast, Gorjian (2014) stated that bimodal subtitles are more effective than standard subtitles for learning vocabulary.

Basically, this research synthesis shows that the impact of the use of English films in the classroom is positive; the analyzed studies indicate that movies are effective tools to help

students improve two components of the language (listening skills and vocabulary learning) that have been neglected by teachers and students (Walker, 2014; Zhu, 2020). Essentially, movies can be seen as useful tools to help students learn English efficiently (Abdeen et al., 2018). Movies use verbal and non-verbal codes that create an authentic learning environment that makes the language learning process possible. This view is supported by Paivio (1986), Clark and Paivio (1991), and Plunkett et al. (2009).

## **4.2 Recommendations**

Based on the findings of this research synthesis, there are some recommendations to improve the impact of watching English movies with or without subtitles on the development of listening skills and vocabulary acquisition in the EFL classroom. First of all, since there are different modalities (with or without subtitles) when watching a movie (Gorjian, 2014), it is recommended that teachers find the right way to use them in class to get the most out of them. Therefore, before selecting the modality in which a movie will be watched to learn English, teachers must carefully analyze their classroom environment and make a decision based on the needs of their students.

Second, since the majority of analyzed studies (Abdolmanafi & Ataei, 2014; Askary et al., 2016; Cedar et al., 2018; Ghasemabadi & Nafissi, 2012; Masrai, 2019; Metruk, 2019; Rahman & Syam, 2014; Shahsavandi, 2017; Bellalem et al., 2018; Dzulfahmi & Nikmah, 2019; Faqe, 2020; Gorjian, 2014; Kusumawati, 2018; Özyaydın -Tanriverdi & Yuksel, 2009) used pretest-posttest design, it is important that students not only watch an English movie; but they also demonstrate what they learn from the movie. Therefore, teachers should create some activities for their students to do before and after watching a movie. In



this way, teachers will be able to determine the progress of their students and confirm the suitability of watching English movies in the development of their students' language skills.

Third, the lack of studies on the effects of using English films on the development of listening skills and vocabulary acquisition in Europe, Africa, and America indicated a research gap that needs to be addressed immediately given that the development of listening skills and vocabulary knowledge is essential for communication to occur successfully (Renukadevi, 2014; Zhu, 2020).

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## Annex 1

### List of Studies Analyzed

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