The Impact of Bimodal, Persian and No-subtitle Movies on Iranian EFL Learners' L2 Vocabulary Learning

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Abstract

This study investigated the impact of bimodal, Persian, and no subtitle films on vocabulary learning among Iranian EFL learners. To this end, 27 male and female learners who were studying English in a language institute in Izeh, Khouzestan, Iran were selected as the participants of the study. Participants were randomly assigned to three groups, namely: Bimodal group, Persian group and no subtitle group. They watched the movie named 'the impossible' selected with different modes of subtitles: 1) Bimodal subtitle, 2) Persian subtitle and 3) no subtitle. All groups took a pre-test containing new words drawn from the movie. After six treatment sessions, the post-test was administered. Data were analyzed descriptively and inferentially. To arrive at any difference between the three different modes of subtitles, the researcher conducted a one-way ANOVA. The results obtained from the tests showed that the participants in the bimodal subtitling group performed significantly different and learned more new vocabulary items. Participants in the Persian subtitling and no subtitle groups performed the same, and revealed to be less effective than bimodal subtitling.

Keywords: movie subtitling, bimodal subtitles, Persian subtitles, no subtitles, vocabulary learning, EFL learners

INTRODUCTION

Needless to say, vocabulary has a determining role in developing L2 skills (i.e. speaking, reading, writing, and listening), and is considered as a factor of great importance to both EFL learners and teachers. For many scholars, vocabulary is regarded as the building block of any language without which the communication through that language seems impossible. McCarthy (1990), as an example, maintains that 'No matter how well the student learns grammar, no matter how successfully the sounds of L2 (second language learner) are mastered, without words to express a wider range of meanings, communication in L2 just cannot happen in any meaningful way'.

On the account given above, vocabulary and how to teach that to general language and ESP learners have received a great deal of attention and become the focus of many studies (e.g. Atay & Ozbulgan, 2007; Naghizadeh & Tahririan, 2014; Nation, 2001; Rodriguez & Sadoski, 2000; among others).

One way on which many EFL teachers rely to develop their students' vocabulary knowledge is through using multimedia materials including different kinds of TV shows. However, almost most of them may have lots of doubt regarding the way the films should be presented to the students in terms of subtitles, and consequently they might look for the evidence coming from the findings of the researches in this regard. In recent years, many researchers have considered the effect of multimedia materials on second language learning, some of which have revealed that authentic video and subtitles can play an important role in helping learners increase their foreign language vocabulary.

In addition to being a useful tool for language teaching and learning, the films when used to teach a foreign language, can help motivate students and decreases some of the anxiety of not knowing the language. Moreover, they allow the teacher to introduce variety and to some extent reality into the classroom. Further, after watching the films, the students can bring their own background knowledge and experiences into the classroom through having discussions based on movie content.

Through watching films, language learners are provided with optimal input in which the qualities which in Krashen's (1982) second language theory are considered as integral characteristics of input, namely comprehensible, interesting, relevant, not form-focused, and quantitative, exist. Furthermore, since in the films, especially films which contain subtitle, the verbal system and imagery system are interconnected, the learners, based on dual coding theory, can have better processing and recall because of the additional effects of both image and translation. What's more, the use of subtitled films can help learners to encode information and retrieve them easier for later use.

That films are useful and valuable tools in learning a language in general and developing vocabulary knowledge in particular is something, as far as I am concerned, upon which all scholars, instructors, and teachers agree. But the issue that needs to be considered here is the value of subtitles in enhancing students' language knowledge in all aspects including vocabularies. The findings of some studies are strongly against the use of subtitles and encourage the leaners to watch the film without any subtitle for better comprehension. Reese (1984), for example , consider the subtitles as a block in learning and claims that since humans can attend to only one channel at a time, subtitles are of no use or have deleterious effect.

The findings of some studies such as Bird and Williams (2002), on the other hand, revealed that subtitles are great tools to improve the learning of novel words. Letting learners enjoy films from other cultures and countries and offering a new path to language comprehension are other advantages of subtitles that have been mentioned by many other studies in this respect. Very few, if any, of these studies, however,

demonstrate what kind of subtitles is better to be presented during the films. Therefore, this study sets up to investigate the impact of different, in terms of using native language, kinds of subtitles, i.e. bimodal, Persian and no subtitle movies, on the vocabulary learning on Iranian EFL learners.

In learning a foreign language, language learners are often overwhelmed with so many vocabulary items they are supposed to learn on their own without any guidance. To do that, they often repeat the new words, read their synonyms and antonyms, try to make sentence with them, and employ other kinds of strategies until they can memorize them. Despite all these useful strategies, sometimes after months or years of trying to learn English vocabularies, students still cannot use words in appropriate way or in the desired situation. One important reason is that vocabulary item has not entered into their deep memory. Consequently, the learners who are not good at vocabulary development are less able to comprehend text, and they perform poorly when assessed in various areas. On the top of all that, without a good knowledge of vocabulary both language production and comprehension would be difficult for them. Therefore, it's important to choose much more appropriate strategy to learn new vocabulary.

To help students retain, remember, and make use of vocabularies, or broadly speaking have active vocabularies, we as teachers are expected to recommend them different ways of picking up new words. A good way, admitted by researchers and teachers, is asking them to make themselves exposed to the new words through different modes, namely reading, listening and things like that. Films are great tools to serve this purpose, especially when they are accompanied with subtitles, which make the students to see, read and hear the word in real related situation at the same time.

The value of multimedia in general and video materials in particular, in improving students' vocabulary knowledge is increasingly acknowledged by researches and teachers. Some other studies, furthermore, have lent evidence to the usefulness of subtitles added to films in learning and retention of the words. But there is not enough research addressing which type of the modality of subtitles can bring about better outcome in learning vocabularies. Very often I have experienced that EFL teachers, when asked by their students what type of subtitles is more productive in films, get in doubt and can say nothing for sure. Some teachers, however, may recommend a particular type intuitively based on no research evidence. As a result, in many cases the teachers may misguide the students and do not provide appropriate case. A great deal of discrepancies among teachers' suggestions in terms of subtitles is another consequence of this problem (i.e. not being confident about the influence of different types of subtitles). Therefore, the problem that is posed in this study is which type of subtitles has a strong impact on learning new vocabularies and retaining them in the students' memory for further use.

When learners are exposed to films, they can learn some words and phrases used in the films and ultimately improve their target language. The way one watches movies has a

particular effect on one's learning. One way is watching movies with subtitles either in L1 or L2.

By using L2 subtitled movies, students can learn how to pronounce many words. Moreover, subtitles can reinforce the understanding of English context-bound expressions and help learners acquire new vocabulary and idioms. Furthermore, subtitles can motivate learners to study English outside the classroom context by watching English movies, listening to the original dialogues. Finally it allows learners to enhance comprehension.

The role of video materials in developing vocabulary has not been considered seriously in Iran. The findings of this study can be beneficial to all people, engaged in language program including curriculum and course designers, teachers and students. Course designers can benefit from the findings through incorporating subtitled movies of various types as a part of vocabulary development materials. It can also help teachers in choosing the right type of subtitles for the purpose of teaching new vocabulary to their students.

REVIEW OF THE LITERATURE

Different Types of Subtitles

Subtitles, according to Gerzymisch-arbogast (2008), are the written translation of film dialogues appearing synchronously with the corresponding dialogues produced on the screen. the process of subtitling, he furthered, goes through three stages mentioned as follows: 1) from one 'language' to another 2) from verbal speech to a written text 3) from a non-condensed (verbatim) to a condensed (non-verbatim) form of text. Regarding these three stages and Focusing on one particular aspect, different scholars have posed different classifications for subtitles in the films. According to Schilperoord, et al. (2005), subtitles are of two kinds: verbatim and non-verbatim (summarized) subtitles. The former refers to full-text captions in which what people in the film say all is written in the subtitles. The later, on the other hand, just includes keywords in the subtitles. Interlingual and intralingual are also two kinds of subtitles proposed by Cordella (2006). Three types of subtitling have been distinguished by Zanon (2006, p. 47). The first one is bimodal subtitles in which the English dialogues are also written in English. The second one is standard subtitles in which English dialogues are subtitled into the learners' mother tongue, and finally reversed subtitles in which dialogues in the learners' mother tongue are subtitled in English.

Although as has been seen, different terms have been used by different scholars, overall, in many cases they mean the same thing. For example, standard subtitles (foreign language audio with mother tongue captions) and interlingual both refer to the same thing. Bimodal subtitles (foreign language audio with foreign language subtitles) and intralingual ones have also the same definition. In this study, Zanon's (2006) classification is adopted by the authors and then adapted to the following types :

Bimodal subtitles: Bimodal subtitles refer to English subtitles transcribed from English dialogues. Zanon (2006) first used bimodal subtitling as moving from English dialogues to English subtitles.

Persian subtitles: Persian subtitles refer to Persian subtitles transcribed from English dialogues. Adapted from Zanon's (2006) standard subtitling which is considered as moving from English dialogues to subtitles in the learners' Persian tongue.

Notice that the third type distinguished by Zanon(2006) (i.e. reversed subtitles) is not included here because it is not to be investigated in this study.

Review of Previous Studies

The review of previous studies reveals the effectiveness of subtitled films in learning different aspects of a second language. There have been a great number of supporters of the use of subtitles in videos and TV programs for various reasons. For example, the effect of computer-based subtitling to language learning has been examined by Zanon (2006) whose result, at the end, was to a considerable extent in support of watching subtitles films. The claim that he made, based on the results, was that subtitle films increase learners' motivation and makes them secure and self-confident. Besides, they can help language learners to monitor their speech and find new vocabulary.

Danan (2004) claims that audio visual materials enhanced with captions or subtitles may function as a powerful educational tool in a large number of ways. Investigating the effect of subtitles on aural word recognition skills was the purpose of a study conducted by Markham (1999). At the end, the conclusion was that the availability of subtitles significantly improved the participants' ability to identify the key words when they subsequently heard them again (p. 323).

Koolstra & beentjes (1999) studies with children also advocated the use of subtitles in films. They concluded that the vocabulary learning of children was much higher in the subtitled condition.

Being influential in enhancing learners' comprehension is another merit of subtitled film drawn from a study conducted by Kirkland, et al. (1995). In this study, the effect of three captioning levels (standard, edited, or highlighted) on the comprehension of children with learning disabilities has been investigated. They eventually have come with the point that when captioning was withdrawn, comprehension dropped. As a result, the use of videos enhanced by captioning positively affects language comprehension.

Stewart and Pertusa's (2004) study is rather different from the above-mentioned studies in that it aimed to compare the effect of a particular kind of subtitles, namely interlingual one with another kind, intralingual. The classification of Cordella (2006) was adopted for their study. The conclusion drawn from this study exhibited a great advantage of intralingual subtitles over no subtitles and interlingual subtitles to a

considerable extent. In much the same way but with different findings, Grignon, Lavaur, & Blanc (2005) compared three versions of a film sequence (that is, dubbed, subtitled, and original versions). They unlike Stewart and Pertusa's (2004) found that the dubbed and subtitled versions lead to better performance than the original version. In a similar way but with deaf people, the role of verbatim and non-verbatim captions in the comprehension of videos has been compared by Schilperoord, et.al.(2005). The result indicated that verbatim captions are much more influential.

The impact of three keyword caption modes on the listening comprehension was also investigated by Rooney (2014).The participants, who were Arab learners of English, watched three different video clips from three science videos, each of which contained one of the three keyword caption modes. Each participant experienced all three modes and the order in which they were viewed was counterbalanced. The analysis of the listening comprehension test scores found evidence of an effect for the 50% keyword caption condition.

Lavaur and Bairstow (2011), on the other hand, addressed the role of subtitling on film comprehension. They found that the addition of subtitles can make the comprehension in depth. However, it can make distraction on visual comprehension too.

Etemadi's (2012) study is somehow similar to this study in that both address the effect of different kinds of subtitles on Iranian EFL learners' vocabulary. Etemadi (2012) examined the effects of bimodal captions of English movies on content comprehension and vocabulary recognition. The results of his study, at the end, showed positive effects of the bimodal subtitling on content comprehension, but not on vocabulary recognition.

All the studies mentioned above are among many other studies which suggested that subtitles can positively affect different aspects of language learning including vocabulary learning. However, that is not to say that there are no studies which argue against including subtitles in the films. Rather, the number of opponents was not so much less then proponents. Some of these opponents contend strongly against the use of subtitles in the film and consider them as the distracting and a source of laziness to the extent that they slow down the development of listening skills because they are seen to make learners rely on the text rather than on the stream of speech. Reese (1984), for example, in his study concluded that subtitles either impede or have no effect on learning. This is, according to Reese (1984), because of the limitations of single channel processing, according to which humans can attend to only one channel at a time. Switching attention from spoken text to written text impairs performance when processing demands are heavy because some information is lost in the process.

This point was also confirmed by Reese & Davie (1987) who concluded that subtitles may impede understanding of the picture stories by distracting attention from the visuals.

 King (2002) conducted another study which favors excluding subtitles from the films because this study showed that subtitles affect negatively the comprehension of language. On the other hand, the exclusion of the subtitles, as they maintain, help students develop a high tolerance of ambiguity, enhance listening strategies such as guessing meaning from context, promote active viewing and listening for key words and main ideas encourage learners to make use of authentic materials on their own, and finally, give learners a sense of accomplishment and self-assurance.

Despite Koolstra & Beentjes (1999), as mentioned before, assign a positive effect for subtitle in their study, they also claimed subtitles may distract the viewer from watching the visual images because the title partly covers the film, and because the reading of subtitles make the viewer, especially the viewer with poor reading skill, look away from the film.

To conclude, as has been seen, the findings of most of the studies in relation to the effect of the subtitled films are controversial. That is why the need for further studies is still felt. Moreover, the influence of different kinds of captions in terms of using first language is rarely addressed by researches.

THIS STUDY

The present study intends to investigate the effect of subtitles on vocabulary learning of English movies of Iranian EFL students. It aims at finding answers to the following research questions:

1. Is there any significant difference between the effect of watching movies with bimodal subtitles and movies without subtitles on the learning vocabulary among EFL learners?
2. Is there any significant difference between the effects of watching movies with bimodal and Persian subtitling on the learning of vocabulary among EFL learners?
3. Is there any significant difference between the effect of watching movies with Persian subtitles and movies without subtitles on the learning vocabulary among EFL learners?

In the light of the problem of the present study and the research questions that have been raised, the following null hypothesis can be proposed:

1. There is no significant relationship between the effect of watching movies with bimodal subtitles and movies without subtitles on the learning vocabulary among EFL learners.
2. There is no significant difference between the effects of watching movies with bimodal and Persian subtitling on the learning of vocabulary among EFL learners?
3. There is no significant relationship between the effect of watching movies with Persian subtitles and movies without subtitles on the learning vocabulary among EFL learners.

METHOD

Participants

The participants of the present study included 27 male and female intermediate learners who were studying English in Parvaz language institution in Izeh, Khouzestan, Iran. Their age ranged between 15 to 17 years old. For the sake of homogeneity, the Oxford Placement Test (2007) was given to all learners, who were within the mentioned age-range at that institution. Out of 120 learners, 27 learners were found to be intermediate learners, which were at the same level of language knowledge. After that they were randomly assigned into three groups, two experimental group and one control group, each group consist of 9 students. Then, a researchers' made pre- test was administered to the three groups to measure their vocabulary knowledge.

Instruments

Oxford Placement Test (OPT)

Participants were required to take Oxford Placement Test to make sure that they were homogeneous with respect to their proficiency in language skill as a whole. Oxford Placement Test is consist of 60 multiple-choice questions. Students who answered higher than 40 questions classified in intermediate level. Other student answer less than 40 question were excluded from the study.

Vocabulary pretest

The researcher's-made vocabulary pretest was a multiple-choice test consisted of 96 items. The words to be assessed were selected from the words existed in the content of the film. Apart from the main purpose of every pretest, it served the purpose of excluding the vocabulary items which was already known and answered correctly by all the participants. After the analysis of the obtained results, it was found that 27 items should not be included in the posttest. Meanwhile, before the main administration, to pilot the test for the identification of any possible problem or flaw during the main administration, a similar test to the pretest was given to the similar participants in another institution.

Vocabulary posttest

Vocabulary posttest consist of 40 multiple-choice vocabulary items which was administered at the end of the study to measure the variation in the participants vocabulary knowledge after treatment.

"The impossible" was the name of film which was played for students in six separate sessions, the total time duration of the film was 90 minutes, and the time duration of the film in each session was 15 minutes. The posttest has also been piloted before administration with the students similar to the participants of current study. The

reliability estimated through KR-21 for pretest and posttest was 0/82 and 0/69 respectively.

Procedure

As mentioned before, to select homogeneous participants, the Oxford Placement Test (2007) was given to the learners. Based on the result of the test   participants were selected and then assigned into three homogenous groups, two experimental groups, and one control group. Later on, the vocabulary pre-test consisting of 96 vocabulary items in multiple- choice format was given to them. The time duration of this test was 90 minute. After the administration of the pretest, the participants in all groups were taught the same apart from the kind of subtitle presented in the film. That is to say, they were asked to watch the film in six sessions. In every session, they watched 15 minutes of the film three times in the class. They watched the same film but with different modes of subtitles. The first group of experimental group watched the film with soundtrack and English subtitle , another experimental group watched the same film with soundtrack English but with Persian subtitle, and control group watched the same film with soundtrack English but without any subtitle (control group watch the original film without any subtitle).

All groups watched the film in four weeks. At the end of treatment period, the vocabulary post-test was administered. As mentioned before, the post-test was 40 vocabulary items in multiple- choice format each item containing one target word of the pre-test with the same construction.

RESULTS

Pretest

To investigate the impact of the type of subtitles on learning new vocabularies, a one-way analysis of variance (ANOVA) was run. The result obtained from the pretest is presented in the table1.

Table1. Descriptive Statistics of the pretest

	N	Mean	Std. Deviation	Mini	Max
Bimodal	9	26.444	5.1423	23.00	30.00
Persian	9	26.222	5.1207	23.00	29.00
No subtitling	9	25.888	5.0880	23.00	29.00
Total	27	26.258	5.117	23.00	30.00

The results show that all groups are almost the same in terms of their vocabulary knowledge, or to put it differently, there is not a significant difference between them. The results obtained from pre-test were analyzed using SPSS 19 software.

Posttest

The next step was to analyze the results obtained from post-test at the end of treatment period. The descriptive statistics of the participants' performance in different groups on post-test are presented in Table 2.

Table-2. Descriptive Statistics of the posttest

Groups	N	Mean	Std. Deviation	Minimum	Maximum
Bimodal	9	37.999	6.1643	36.00	40.00
Persian	9	33.999	5.8308	31.00	39.00
No subtitling	9	33.888	5.8213	31.00	37.00
Total	27	35.295	5.9388	31.00	40.00

A glance at Table 2 and comparing the mean of each group with the corresponding mean obtained from pre-test, reveal that the participants' in all groups have performed better on post-test and the mean of three groups has significantly increased. As it is shown in Table 2, bimodal group has achieved the highest mean and Persian group and no subtitle group are of approximately the same mean. To see whether or not the differences among the groups concerning their performance on the post-test, are statistically significant, a One-way ANOVA was run. The results are presented in Table 3.

Table 3. One- way ANOVA for posttest

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	83.185	2	41.593	12.173	.0.00
Within Groups	82.000	24	3.417		
Total	165.185	26			

The analysis in Table 3 shows that the observed F value (12.173) is greater than the critical F value in this case. The computed significance equals 0.00 which is less than significance level set for the study (0.05) substantiates the fact that there is a statistically significant difference among the bimodal groups with Persian, no subtitle group concerning their performance on the post-test. To find out exactly where the difference lies, a multiple comparisons were performed using the Post-hoc Scheffe test. The results are shown in Table 4.

Table 4. Scorers for post-hoc scheffe test (Multiple Comparisons)

(I) subtitle	(J) subtitle	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
bimodal	Persian	3.667*	.871	.001	1.39	5.94
	no subtitle	3.778*	.871	.001	1.50	6.05
Persian	bimodal	-3.667*	.871	.001	-5.94	-1.39
	no subtitle	.111	.871	.992	-2.16	2.38
no subtitle	bimodal	-3.778*	.871	.001	-6.05	-1.50
	Persian	-.111	.871	.992	-2.38	2.16

DISCUSSION

Having analyzed the results of pretest and posttest descriptively and inferentially, we come now to consider the proposed questions and null hypothesis of the study one by one.

RQ 1. Is there any significant difference between the effect of watching movies with bimodal subtitles and movies without subtitles on the learning vocabulary among EFL learners? The results of one-way ANOVA of post-test, which are presented in Table 3, show that there has been a significance difference between groups watching movies with different modes of subtitles(Sig=0.00). Since it was hypothesized that "There is no significant relationship between the effect of watching movies with bimodal subtitles and movies without subtitles on the learning vocabulary among EFL learners." it can be concluded that the null hypothesis of the research is rejected. The results of multiple comparison of means shows that there has been a significant difference between bimodal group and no subtitle group concerning their performances on the post-test (Sig=.001). This means that participants in bimodal group performed significantly better than those in no subtitle group. In other word, the findings indicated that the Participants' vocabulary scores in the bimodal subtitling, and no subtitling groups increased significantly from the pretests to the posttests, which result in vocabulary learning and improve foreign language learners' knowledge vocabulary. Watching movies in English can help students learn more L2 words indicating the significance of treatment (i.e., watching movies with bimodal subtitle and without subtitle). This finding is consistent with Stewart& Pertusa (2004) findings, They reported that intra-lingual subtitles are more effective in enhancing vocabulary learning as compared with no subtitles.

RQ2. Is there any significant difference between the effects of watching movies with bimodal and Persian subtitling on the learning of vocabulary among EFL learners? Since it was hypothesized that "There is no significant relationship between the effect of watching movies with bimodal subtitles and movies Persian subtitles on the learning vocabulary among EFL learners." it can be concluded that the null hypothesis of the research is rejected. The post-hoc test revealed that there was a significant difference between the effects of watching movie with bimodal and movie with Persian subtitle, (in which the soundtrack is in English and the subtitles are in Persian). In other word the results of multiple comparison of means shows that there has been a significant difference between bimodal group and no subtitle group concerning their performances on the post-test (Sig=.992).The participants of the study learnt less English words when the words in the soundtrack were translated into Persian, But the test scores obtained in the bimodal subtitle was higher than Persian subtitle.

RQ3. Is there any significant difference between the effect of watching movies with Persian subtitles and movies without subtitles on the learning vocabulary among EFL learners? regarding this question research of the study, the results of the study

demonstrated that there was no difference between mean of the post-test vocabulary learning of Persian subtitle and no subtitle movie, since it was hypothesized that "There is no significant relationship between the effect of watching movies with Persian subtitle and movies no subtitles on the learning vocabulary among EFL learners." it can be concluded that the null hypothesis of the research is accepted., The post-hoc test revealed that there was not a significant difference between the effects of watching movie with Persian and movie without subtitle, Indicating the significance of treatment (i.e., watching movies with Persian subtitle and without subtitle), are unlike to Grignon, Lavaur, & Blanc (2005) compared three versions of a film sequence (that is, dubbed, subtitled, and original versions). They found that the dubbed and subtitled versions lead to better performance than the original version, but the finding of the present study indicated that there are no difference between mean of participants in the Persian subtitle and no subtitle.

According to the above results, teacher should carefully select the kind of appropriate movies with appropriate subtitles to be implemented for L2 learning so as to facilitate vocabulary learning. There is a growing interest among Iranian EFL learners to watch English movies with English subtitle rather than Persian subtitles and no subtitle movie. Thus, there is a need for policy makers in the area of pedagogy to select and make available appropriate kind of movies with high quality subtitles.

CONCLUSION

This study aimed to investigate impact of subtitles on vocabulary learning among Iranian EFL learners; it examined the difference between type of subtitles based on watching movie with bimodal, Persian, and no subtitle.

Based on the results of this study, it can be concluded that the subtitle is an effective factor influencing vocabulary learning. Therefore, the conclusion drawn here is that bimodal subtitling is more influential in teaching and learning vocabularies than other subtitles considered in this study. Persian subtitling, on the other hand, produces the same results as no subtitle.

The findings of this study can be beneficial to teachers in that it can give them the insight that by using movies with bimodal subtitles as a part of their teaching material in their classes, they can boost the students' both receptive and productive words. To learners this study can suggest that they devote more time to watching movies with bimodal subtitle so that they can improve their other language skills as well as their vocabulary knowledge. Another striking insight drawn from this study is that including Persian subtitles in the films makes no difference. In brief, there is a need for the teachers to train their students how to benefit most from watching movies.

Any study has its own limitations, and this study is no exception. Therefore, what has been found here should be taken in the light of its limitations. The first limitation of the study is the limited number participants chosen here. Another limitation considers with

the number of films exposed to the students since researcher didn't have enough time to show many movies to student, drawing any generalizations should be taken with caution. The finding of this study is also limited to students with intermediate level; hence, any claim about other levels requires further studies. An investigation on the effect of using the subtitle movie on teaching vocabulary of other languages such as German or French can be another topic of research.

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