



Original Article

Impact on English Language Learners' Listening Comprehension and Acquisition of Vocabulary Through the Use of Subtitled Videos

Article history:

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|-----------|-------------------|
| Received | December 15, 2022 |
| Revised | February 06, 2023 |
| Accepted | February 23, 2023 |
| Published | February 28, 2023 |

Aisha Qazi

Humanities and Social Sciences Department, Bahria University Karachi Campus - Pakistan

 aisha.qazii@hotmail.com

 <https://orcid.org/0000-0001-8086-4340>

Zahra Khan

Humanities and Social Sciences Department, Bahria University Karachi Campus - Pakistan

 zahra.khan.bukc@bahria.edu.pk

 <https://orcid.org/0009-0002-8519-6892>

How to Cite:

Qazi, A., & Khan, Z. (2023). Impact on English Language Learners' Listening Comprehension and Acquisition of Vocabulary Through the Use of Subtitled Videos. *Academy of Education and Social Sciences Review*, 3(1), 32–43. <https://doi.org/10.48112/aessr.v3i1.400>

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Abstract

There has been an increase of appreciation in the understanding of the value and application of technology in the twenty-first century. In the classroom, technology is replacing conventional teaching techniques. Despite the fact that various research studies have been used to demonstrate the advantages of subtitled movies for language learners, there are notably few ones in this area in the context of Pakistan. This study was framed to examine the effects of watching videos with the subtitles on ESL students' vocabulary and listening abilities. Pre-post tests and attitude questionnaires were given as part of a quasi-experimental study that the researchers used, to gather both qualitative and quantitative data of the groups. The group's hearing comprehension scores were pre-tested at .948 and vocabulary scores were pre-tested at .876. Both with p -values at more than 0.05 showed the group's listening and vocabulary skills were on the same level. However, both the listening comprehension and vocabulary learning post-test outcomes had p -values under 0.05 (0.007 and 0.014, respectively). The researcher's additional use of descriptive statistics and participant surveys showed that the experimental group outperformed the control group in vocabulary learning and listening comprehension, supported the alternative hypothesis. The current study provides insightful qualitative and quantitative data that can aid in the better understanding of modern teaching methodologies and their potential for change by policymakers, syllabus writers, and educators. By allowing for deeper investigation of the topic, this study can aid future academics' understanding of the value of incorporating technology into education.

Keywords: ESL learners, listening comprehension, online videos, subtitles, vocabulary learning

INTRODUCTION

The current study focuses on the usefulness of subtitled videos in helping first-semester undergraduate English as a Second Language (ESL) students enrolled in a computer science programme at a private institution in Karachi, Pakistan, to improve their listening comprehension and vocabulary skills. To determine whether subtitled videos are effective, it specifically focuses on examining the results of educating ESL students with and without the subtitles. The word 'subtitles' will be used to refer to intralingual subtitles throughout the current study. It is essential to establish and comprehend the importance of vocabulary and listening comprehension on the process of language learning, as well as how the need for subtitled movies emerged in the context of education. The usage of the subtitles by the teachers when teaching has been examined by Unal and Ekmekci (2022). The study found that since English movies and TV shows use English language, EFL students can benefit from using them as effective foreign language learning resources. Additionally, by employing the subtitles, language learners can hear how words are spoken and comprehend what is said in English-language movies, TV shows, or in any video.

Research on the impact of English movies with English and Indonesian subtitles on students' listening comprehension was done by Kusumawati and Hasan (2018). The researchers had two complete groups for their quasi-experimental study: group A watched videos with English subtitles, whereas group B watched with Indonesian subtitles. The participants who watched the film with English subtitles had a bigger impact than the participants that watched the movie with Bahasa Indonesian subtitles. Although L1 subtitles will not be the focus of this study, it is important to look at the findings of past studies that used English subtitles, L1 subtitles, and no subtitles as independent variables in order to understand why L1 subtitles were not used in the current study. Interlingual subtitles, which incorporate audio and video in several languages enable content understanding, but they make listening more difficult as students concentrate on reading the subtitles (Erazo, 2020). With the aid of printed screen speech and intralingual subtitles, students can practise their listening skills.

The use of video subtitles is becoming more widespread because they enhance listening abilities. According to several research (Birulés-Muntané & Soto-Faraco, 2016), the subtitles in videos may help second language learners with vocabulary and context. According to a research study conducted by Vulchanova et al., (2015), both intralingual and interlingual subtitles were equally successful at improving context understanding and vocabulary acquisition. According to several research studies, intralingual subtitles are superior to interlingual subtitles for improving context awareness and vocabulary development (Bianchi & Ciabattini, 2008; Bird & Williams, 2002).

Overall, it is important to comprehend students' viewpoint and behaviour about the subtitles because they

are the key elements that can help one to determine whether or not to continue using the subtitles and can be used to measure the effectiveness of their use. Although some people believe the subtitles are pointless and distracting (Hu et al., 2015), others believe they are beneficial (Erazo, 2020). It is important to highlight that the goal of the current study is not to suggest that watching the subtitles is the best way to learn English. Instead, it wants to emphasise that using them is a long-term strategy that can help students get the confidence to start watching films without the subtitles as well as techniques to make the most of them.

Research Hypotheses

- Using subtitled videos when teaching ESL students will improve their listening comprehension
- Using subtitled videos when teaching ESL students will improve their vocabulary acquisition

Research Questions

- What effects do the subtitles have on learners' listening comprehension when they watch subtitled or unsubtitled videos?
- What effects do the subtitles have on learners' vocabulary acquisition when they watch subtitled or unsubtitled videos?

LITERATURE REVIEW

Listening Comprehension

Speaking, listening, reading, and writing are the four language skills that are emphasised in Second Language (SL) classes by both teachers and students. Children learn language by listening, which is their first means of communication and crucial in all aspects of schooling (Gilakjani & Ahmadi, 2011; Mendelsohn, 1994, as cited in Behroozizad & Majidi, 2015). Listening is by far the most underappreciated of the two receptive abilities, despite its potential importance in L2 learning (Gilakjani & Ahmadi, 2011; Kazemi & Kiamarsi, 2017; Kavaliauskien, 2008; Yildiz, Parjanadze, & Albay, 2015). Videos are the most popular multimodal pedagogical tools (Vandergrift, 1999). In language acquisition, teachers' lectures are less successful than video materials (Baltova, 1999; Bird & Williams, 2002; Chung, 1999, 2002; Hsu & Lachenbruch, 2014; Markham 1999, 2001; Syodorenko, 2010; Winke, et al., 2010). Watching videos as a listening activity increases motivation, group work, and interaction (Yasin, et al., 2017).

Video Subtitles

To further elaborate on the subtitles, they are usually written in the learner's native language with audio in their second language, which makes them interlingual (Danan, 2004). Another method is the intralingual subtitles, which use the same language as the soundtrack. It originally targeted the deaf and hearing-impaired to view movies and TV (Burnham et al., 2008). Language teachers and scholars adopted subtitled films after realizing how they improve listening comprehension. Intralingual subtitles are unaffected by intonation, accents, or background noise, therefore having both the audio and the subtitles helps isolate spoken words (Mitterer & McQueen, 2009). Many researchers have claimed that the subtitles are helpful for language learners (Alabsi, 2020; Azizi & Aziz, 2020; Liao, Kruger & Doherty, 2020). In another study, it was discovered that watching videos with the subtitles increased informal language learning just like auditory, visual, and written input. Learning new words and phrases made learning a second language easier, increased enthusiasm in studying, and decreased anxiety (Almeida & Costa, 2014).

Subtitles: A Controversial Point of View

However, the subtitles have also had an adverse effect on language learners. The controversial usage of the subtitles negatively influencing the effectiveness of English Language Learners (ELLs) is a disputed issue in this context. Yoshino et al., (2000) study on the effectiveness of the subtitles for EFL learners reveal that rather than making learning easier, the subtitles' (Japanese) presence caused difficulties for the students. They cited learners' heavier cognitive processing load during translation as the cause of the problem, which made comprehension more difficult. To properly use captioned and subtitled content, students also need to practise active viewing all the time (Danan, 2004).

Additionally, a research study by Mitterer and McQueen (2009) examined the effects of watching English shows with L1 and L2 subtitles to see if it could aid participants in learning a new accent or serve as a distraction. 121 Dutch speakers watched a 25-minute presentation with an Australian or Scottish accent in six groups. Each group watched captioned and caption-free versions. Then, after seeing half of the 160 audio

clips, they repeated them. People who viewed movies with English subtitles quickly adapted their hearing to regional accents and new words spoken with the subtitles after only a brief exposure.

Liao, Kruger, and Doherty (2020) did not identify any significant increase in the unnecessary cognitive load as a result of the presence of audio and visual information in any of their four different kinds of subtitled materials, in contrast to Mitterer and McQueen's (2009) findings. The researchers also asserted that because bilingual subtitles contained more redundant information than monolingual subtitles, they did not contribute to cognitive load on viewers or learners. They also evaluated how the subtitles affected and how well the participants understood the four different types of subtitled videos, and they were able to come to the conclusion that participants had no trouble understanding the video regardless of the existence or format of the subtitles.

Vocabulary Learning

Another noteworthy feature of the subtitles is that they have a substantial influence on vocabulary development. Both experts and educators agree that learning vocabulary is one of the key components of developing excellent communication and literacy skills (Yuksel & Tanriverdi, 2009). Numerous studies have demonstrated that technology aids students in expanding their vocabulary. English Language Learners must comprehend 98 percent of the words that are presented to them in texts, according to Nisbet (2010), in order to read the material at their optimal level and be able to use context clues to help themselves comprehend the meanings of the other words within the text that they are unable to understand.

In contrast to the above findings, some research investigations have come to the conclusion that the statistical data in their research did not demonstrate any appreciable improvement in the learners' vocabulary learning (Kusumawati & Hasan, 2018). In a different study, Kusumawati (2019) reported that the findings indicated that the subtitles do have a beneficial impact on content comprehension and understanding while using English movies; however, the statistical analysis of the study revealed that the subtitles had no significant impact on the learners' comprehension of vocabulary.

According to Erazo's (2020), the employment of intralingual subtitles improves listening comprehension because the experimental group outperformed the control group in their tests. The experimental group was able to reach a 15.39 score over 20, while the control group failed to improve upon their performance or demonstrate any consistency in their results. Overall, in every test that the researcher ran, the experimental group was able to outperform the control group. In conclusion, earlier study has shown that intralingual subtitles had a considerably more substantial impact on the listening comprehensions of EFL learners, demonstrating that the subtitles are an essential component of language learning.

Research Gap

The students and teachers disagree on using subtitled films to improve listening comprehension and vocabulary. Understanding video texts, cultural factors, and pupils' prior knowledge have not been extensively studied (Alabsi, 2020). The researchers found that statistically, there was no significant difference between the vocabulary learning tests of the dual subtitles group and the L1 subtitles group, although there was a chance that the learners focused more on L1 subtitles than L2. This study investigates the effects of L2 subtitles on vocabulary development and listening comprehension.

METHODOLOGY

Table 1

Control Group and Experimental Group Design

| | | | |
|--------------|-----|---|----|
| Experimental | RO1 | X | O2 |
| Control | RO3 | | O4 |

Quasi-Experimental Design

This study uses the non-equivalent quasi-experimental design. The researcher selects similar groups and treats as one. The experimental and control groups are depicted below. The experimental group has the X intervention, while the control group has none.

Data Collection Tools

After the experiment, the students received an adapted attitude questionnaire. This questionnaire assessed

the students' opinions on subtitled and non-subtitled videos from the experimental and control groups. The experimental group underwent a pre-test and post-test using the Cambridge B1 Preliminary English Test (PET). For all 25 questions, a total of 25 was obtained. The pre-test was completed in 30 minutes by each group. The vocabulary of exam takers was expanded by 5 MC questions. The pre-test had four sections, the first two of which were multiple-choice tests. The third section had a six-blank note. There were multiple-choice questions (MCQs) in the fourth section. The researcher developed MC items based on the first five minutes of 'The Deadly Affliction of the Match Girls' to test the participants' vocabulary. The participants watched a different section of the pre-test video for the MC Items in the post-test.

Tests to Check Participant's Listening Comprehension and Vocabulary Acquisition

Prior to the multiple-choice questions, the participants were given a True/False test with statements relating to the video they had just watched. They had to choose the correct answer based on their listening comprehension test. The test was designed so that it could assess the learners' listening abilities without risking any of their expressive abilities. They were questioned in relation to the subtitled videos they had watched. To ensure that the learners' attention and interest were not diverted from the study, the number of questions that they were given was restricted. All of these activities were modified based on the study report by Erazo (2020). After seeing the film and finishing their listening activities, the participants were scheduled to attempt the MC items and word matching exercise for the vocabulary test.

Data Analysis Techniques

The data set was analysed using SPSS 22. This study used 2-tailed paired t-tests. Descriptive statistics established the research's data foundation. It provides sample and measures summaries. The theme analysis was used to analyse the data. Open coding of the data was carried out first when the data set was coded. Then, relationships and patterns in the data were found using pattern coding. Repeated sorting is a step in the pattern coding method of categorising data.

DATA ANALYSIS AND FINDINGS

The learners were given pre-tests and post-tests at the beginning and conclusion of the experiment respectively, and these tests were used to gather the quantitative data for the study. The pre-test was used to evaluate the participants' hearing and vocabulary abilities, and the post-test was used to evaluate those same abilities four weeks after the intervention. The data for the pre-test are shown in Table 2 for both the control and experimental groups, whereas the data for the post-test are shown in Table 3 for both groups.

Table 2

Statistical Analysis of Quantitative Data of Control and Experiment Group's Pretest

| | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|------------------------|--------------------|---------|-------------------|--|---------|-------|----|--------------------|
| | Mean | SD | Std Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| Pre_Exp_L - Pre_Cont_L | .07143 | 4.04711 | 1.08164 | -2.26530 | 2.40816 | .066 | 13 | .948 |
| Pre_Exp_V - Pre_Cont_V | -.07143 | 1.68543 | .45045 | -1.04456 | .90171 | -.159 | 13 | .876 |

Acronyms: Pre = pretest; Exp = experimental; L = listening; Cont = control; V = vocabulary; SD = standard deviation

The pre-test results with the control and experimental groups are shown in Table 2 along with the mean, standard deviation, and t-value. The listening scores of both groups on the pre-test are compared in the first row and the vocabulary scores are compared in the second row. It demonstrates that both groups' hearing and vocabulary skills were equivalent at the outset of the study. The hypotheses developed to determine whether or not the pre-test results of the control and experimental groups were equal are displayed in Table 3.

Table 3

Hypotheses: pre-listening and pre-vocabulary of experimental and control group

| | Null Hypothesis | Alternative Hypothesis |
|---------------------------------------|---|--|
| Hypothesis of listening comprehension | $H_0: \mu_{\text{Pre_Exp_L}} = \mu_{\text{Pre_Cont_L}}$ | $H_1: \mu_{\text{Pre_Exp_L}} \neq \mu_{\text{Pre_Cont_L}}$ |
| Hypothesis of vocabulary learning | $H_0: \mu_{\text{Pre_Exp_V}} = \mu_{\text{Pre_Cont_V}}$ | $H_1: \mu_{\text{Pre_Exp_V}} \neq \mu_{\text{Pre_Cont_V}}$ |

Table 2 illustrates significant value of 0.948 for the pre-test results of both groups' listening comprehension indicates that the students in both groups were at the same level of comprehension. Similar to this, the pre-test results of both groups' vocabulary learning indicate that both groups' students were at the same ability level, with a significant value of 0.876. As a result, the researchers can demonstrate that there was no favouritism because no group performed better on the pre-test than the others. Because all groups scored equally on their pre-tests, the null hypothesis was accepted in both instances.

Table 4

Control and Experiment Group's Posttest: Quantitative Data through Paired t-test Analysis

| | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|------------------------|--------------------|---------|----------------|---|---------|-------|----|-----------------|
| | Mean | SD | Std Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| Post_Exp_L-Post_Cont_L | 2.78571 | 3.26234 | .87190 | .90210 | 4.66933 | 3.195 | 13 | .007 |
| Post_Exp_V-Post_Cont_V | .57143 | .75593 | .20203 | .13497 | 1.00789 | 2.828 | 13 | .014 |

Acronyms: Post = posttest; Exp = experimental; L = listening; Cont = control; V = vocabulary; SD = standard deviation

The post-test was conducted with the control and experimental groups as shown in Table 4 along with its mean, standard deviation, and t-value. The first row compares the hearing post-test results of the two groups, while the second row compares the vocabulary post-test results of the two groups. The paired t-test statistical analysis presented above demonstrates that there was a significant difference between the experimental and control groups' hearing and vocabulary scores.

The listening comprehension post-test scores for both groups are shown in the first row. The figure of 0.007 demonstrates that the experimental group's performance in the listening test was significantly better than the control group. The value of the post-test for both groups' vocabulary learning test is shown in the second row of the table. The number, which is 0.014, gives sufficient proof that the experimental group outperformed the control group in their vocabulary test.

Table 5

Experimental and control group listening comprehension and vocabulary acquisition: Descriptive Statistics of Pretest and Posttest

| | N | Mean | SD |
|-------------|----|-------|------|
| Pre_Exp_L | 14 | 11.42 | 3.82 |
| Pre_Cont_L | 14 | 11.35 | 3.22 |
| Pre_Exp_V | 14 | 3.9 | 1.44 |
| Pre_Cont_V | 14 | 4.0 | 1.03 |
| Post_Exp_L | 14 | 20.28 | 2.99 |
| Post_Cont_L | 14 | 17.5 | 2.47 |
| Post_Exp_V | 14 | 4.93 | 0.26 |
| Post_Cont_V | 14 | 4.35 | 0.63 |

Acronyms: N = number; SD = standard deviation; Pre = pretest; Post = posttest; Exp = experimental; Cont = control

It is clear from Table 5 that both groups had the same level of listening abilities at the beginning of the test because the mean listening score for the experimental group pre-test is 11.42, while the mean listening score for the control group pre-test is 11.35. Similar to this, there is only 0.1 difference in the means of both groups' vocabulary skills, demonstrating that both groups' vocabulary levels were comparable before the intervention.

After the pre-test, there was a four-week intervention followed by the post-test, and the data were then analysed. The results of the post-test for both groups showed that the experimental group's mean listening score was 20.28, whereas the control group's mean score was 17.5. The post-test findings show that the experimental group's vocabulary mean score is 4.93, higher than the control group's mean score of 4.35. Therefore, it can be concluded that the experimental group made improvements in their vocabulary learning and listening comprehension compared to the control group.

Thematic Analysis of Control Group's Data

A questionnaire was conducted at the end of post-test. Although the concept of subtitled videos had not yet been introduced to them, students were asked their thoughts on watching unsubtitled videos in the first two questions. Following their response, they were asked what role they believed subtitles played in enhancing hearing and vocabulary. The participants gave a positive reaction, claiming that having the subtitles would undoubtedly help them improve their listening comprehension and vocabulary learning. Table 6 provides a thorough findings of their reply.

Table 6

Coding of Control Group's Response on Subtitled and Unsubtitled Videos

| a) Unsubtitled Videos Effect on Learner's Understanding | |
|---|--|
| CSCHB01 | "Helps to understand the topic more clearly" |
| CSCHH02 | "Makes listening better with the audio" |
| CSCUF03 | "Would be more helpful if there are the subtitles" |
| CSCSS04 | "Visualises the audio" |
| CSCZG05 | "Difficult to guess without audio that what's going on, who is saying what." |
| CSCHJ06 | "Yes, as sometimes the picture speaks more than words" |
| CSCUH07 | "Through video I can understand more easily" |
| CSCAH08 | "It can be easy" |
| CSCAR09 | "Even if I skip listening at some point, I can understand by watching the video" |
| CSCAA10 | "Yes, because we not only get to hear, but also see what the speaker is talking about which makes it easier to understand" |
| CSCAT11 | "Better to understand a content with audio and video" |
| CSCMA12 | "Visual aid helps with understanding incidental vocabulary better than just with audio" |
| CSCMS13 | "Better understanding of the content when the audio is combined with video" |
| CSCHA14 | "Through combination of audio with video it's quite easy to understand the meaning of different words" |
| b) Did Unsubtitled Videos Help Them? | |
| CSCHB01 | "Helped a lot in understanding different accents, expression" |
| CSCHH02 | "It is good by watching videos" |
| CSCUF03 | "Improved our listening skills" |
| CSCSS04 | "Movies helped me more in learning English than the school." |
| CSCZG05 | "Only video not enough; it may help to understand accent but proper knowledge is required to learn the grammar." |
| CSCHJ06 | "Learning English language from watching movies, series, YouTube, etc. has always been my primary source rather than attending English course classes" |
| CSCUH07 | "Easy for me to learn through videos" |
| CSCAH08 | "Makes it easier for me" |
| CSCAR09 | "For a fact I have learned a lot of words through watching video, movies and documentaries. Plus, it helped me to understand the different contexts of the language" |

| | |
|--|--|
| CSCAA10 | "No, because just watching the video without pause didn't give me the chance to search for the meaning or grasp the words/knowledge given." |
| CSCAT11 | "Easy to understand content with video" |
| CSCMA12 | "Yes, because with the videos it was easier for me to interpret the context" |
| CSCMS13 | "Yes, English can be learned with videos" |
| CSCHA14 | "Yes, I can learn English with videos because in videos we can see different situations, so we can learn the use of vocabulary at the right situation." |
| c) Improving Listening Through Subtitles | |
| CSCHB01 | "Helps us to understand different accents, and how a particular word is pronounced" |
| CSCHH02 | "It's a good way to improve listening skills and English" |
| CSCUF03 | "The subtitles will help us acquire the precise words" |
| CSCSS04 | "I have watched many videos with the subtitles but without them I cannot quite catch the words" |
| CSCZG05 | "Yes, with the subtitles it becomes easier to understand because English is not my native language and the movies or videos that we watch are in a different accent." |
| CSCHJ06 | "Yes, as with them I know the exact words and the pronunciation" |
| CSCUH07 | "No without the subtitles would be better to improve our listening" |
| CSCAH08 | "Often, we cannot recognize the word because of the accent so to get better knowledge of the word, its pronunciation and spelling, the subtitles can help." |
| CSCAR09 | "With the subtitles it will take less time to understand what is being said. Just listing takes a bit more effort to understand it correctly." |
| CSCAA10 | "I don't think so. Because that way one is mostly reading the subtitles and not listening or watching the content." |
| CSCAT11 | "The subtitles play an important role to understand the words or sentences more clearly" |
| CSCMA12 | "Yes, I believe so because sometimes the narrator has a different accent which takes time to understand." |
| CSCMS13 | "We can easily connect with the video as we read the subtitles." |
| CSCHA14 | "Yes, as we are non-native speakers of English language and English is spoken in different accents in different parts of the world, so the subtitles help us recognize the spoken words." |
| d) Improving Vocabulary Through Subtitles | |
| CSCHB01 | "Yes, it helps us to know about the nature and context of the word, where a word is to be used." |
| CSCHH02 | "Yes, I think vocabulary will be improved by watching videos day by day" |
| CSCUF03 | "Yes, without a doubt. I believe that it is the finest approach to expand our vocabulary." |
| CSCSS04 | "Yes. It's easy to understand the scenario for me through the subtitles and one can easily guess the meaning of a word by simply eyeing the quotes." |
| CSCZG05 | "Yes, definitely because when you know a word and its spelling, you're able to search the meaning and to know more about the use of that word." |
| CSCHJ06 | "Yes, as reading develops writing and grammar is improved." |
| CSCUH07 | "No, maybe not" |
| CSCAH08 | "Yes, if you read the subtitles, you will immediately get the word, its spelling and pronunciation as well." |
| CSCAR09 | "Yes, the subtitle videos will help improve vocabulary in learning the meaning and spelling of the word with the context it has been used in." |
| CSCAA10 | "Yes, I will know what it means in the given setting." |
| CSCAT11 | "Yes, as sometimes we are unable to catch the words because of the accents so in that manner the subtitles help us in understanding." |
| CSCMA12 | "We can process and understand words better when a visual representation is presented as well as it would be easier to find out how to spell." |
| CSCMS13 | "Sometimes we cannot understand just with the video, the subtitles can help us see the word and help with vocabulary building." |
| CSCHA14 | "Yes, as when I watch videos with the subtitles my attention is automatically diverting to that new word in the subtitles and after finding the meaning, I am able to remember that word." |

Unsubtitled Videos Effect on Learner's Understanding

The participants believed that watching a video could facilitate easier hearing and understanding (CSCUH07). According to CSCHA14, it was simple to comprehend the meaning of various words when audio and video are combined. One participant, CSCUF03, thought that the introduction of the subtitles would make the listening session even more beneficial. To maintain the ethical standards, we had to keep the participants in the control group in the dark about the existence of the other group that was being tested. The answers to this theme are therefore unique to simply watching unsubtitled videos.

Did Unsubtitled Videos Help Them?

Like the experimental group, almost all participants (85.7%) said watching films, even without the subtitles helped them learn and understand other dialects (CSCHB01, CSETA14, CSETA08, CSEMS03, CSEAM05, CSEFT01). CSCHJ06 and CSCAR09 said they learnt new vocabulary via viewing movies, programmes, documentaries, etc. CSCZG05 believed that watching videos alone was not enough to learn English because adequate grammar knowledge is needed. CSCAA10 also thought watching videos didn't help because they wanted to pause them to learn.

Improving Listening Through Subtitles

The third question asked from the control group indicated that the subtitles were a good and easy approach to learn language since they helped (CSCSS04) catch specific words and sentences. 35.7% said it would help them comprehend accent and word pronunciation. However, if we compare this to the experimental group's assessment of subtitled movies, we can conclude that subtitled videos help improve pronunciation and the participants understand the words that they may not understand due to native English speakers' accents (CSETA14, CSETA08, CSEMS03, CSEAM05, CSEFT01).

Improving Vocabulary Through Subtitles

The final question addressed how subtitled videos improved vocabulary. CSCUF03 said it's the best way to increase vocabulary. CSCCC04 also said that the subtitles make the scenario easy to follow and that quotes make it easy to estimate word meanings. All participants agreed that subtitled videos helped them grasp words and their meanings better.

Thematic Analysis of Experimental Group's Data

Table 7 shows experimental group's qualitative data. After their post-test, they answered a questionnaire about subtitled video use and effects. They were asked if subtitled movies improved their listening comprehension and vocabulary and what style of video viewing they preferred. The questions were sorted into topics and the answers were grouped by similarity to analyse the data.

The participants were coded by writing CS for Computer Science, their department, 'E' if they were in the experimental group, their first and last names, and their attendance list number.

Table 7

Coding of Experiment Group's Response on Subtitled and Unsubtitled Videos

| a) Subtitled Videos Effect on Learner's Understanding | |
|---|--|
| CSEHR02 | "Yes, it gets easier to get better understanding of the content" |
| CSEMK04 | "Yes, I do have a better understanding of the content with the subtitles" |
| CSEEA06 | "Yes, it is much easier to understand the text" |
| CSERS07 | "The subtitles help out with the audio as it allows me to focus more on both reading and listening skills. Nonetheless, I feel like I improved." |
| CSEZR09 | "Helps to get answers and the subtitles help confirm your answers" |
| CSERS10 | "Yes, due to the subtitles it is easy to understand the audio" |
| CSEMS11 | "Yes, it is easy to respond the questions efficiently when the subtitles are available" |
| CSESU12 | "Yes, because it makes little easier for us to see the word" |
| CSESA13 | "Better experience" |

| | |
|---|---|
| CSEFT01 | "I think it helps me a lot because understanding different accents is hard for me" |
| CSEMS03 | "Sometimes we do not listen to some words carefully or the pronunciation is not clear so because of the subtitles we can easily go through them" |
| CSEAM05 | "Yes, because sometimes the pronunciation of certain words is unclear or confusing so it helps to see it in written form as well" |
| CSETA08 | "Helps in grasping the concept; the difference in accents can be a bit confusing at times and so with the help of the subtitles, the problem is reduced" |
| CSETA14 | "Yes, different speakers have different accents, we can understand it better if there are the subtitles so we know exactly what word it is and how to pronounce it" |
| b) Which would they prefer: Subtitled or Unsubtitled Videos? | |
| CSERS07 | "Yes, there are some words I cannot understand due to accent so I could read them and understand the context of it" |
| CSETA08 | "The difference in accents can be a bit confusing at times and so with the help of the subtitles, the problem seems to be reduced" |
| CSEZR09 | "It helps to learn the vocabulary fast" |
| CSEMS11 | "The pronunciation of different words along with their spellings can be seen which enhances one's vocabulary" |
| CSESU12 | "Yes, it helps to us to view new word and their pronunciation and meaning" |
| CSETA14 | "It enhances and improve vocabulary" |
| CSEFT01 | "I do think learning English is better with subtitled videos as it makes it easier to understand the audio" |
| CSEHR02 | "I was able to understand English better with subtitled videos" |
| CSEMS03 | "It is much easier through reading subtitles and understanding meaning of a word" |
| CSEMK04 | "I do think I was able to learn better English because I was able to understand English better." |
| CSEAM05 | "Yes, while listening I can also see what is being said and better visualize the content." |
| CSEEA06 | "Yes, it helped me understand the concept and ideas of the activity and the videos in detail" |
| CSERS10 | "The subtitles make it easy to understand the audio" |
| CSESA13 | "Easy to understand with the subtitles rather than just listening to an audio" |

Subtitled Videos Effect on Learner's Understanding

The qualitative data showed that 57.1% of participants thought the subtitles helped them understand the video. The subtitles aid with accents, according to CSETA08. The subtitles help CSETA14 pronounce words correctly. A control group participant, CSCUF03, stated that subtitled videos would have been more useful.

Preference Between Subtitled or Unsubtitled Videos

The next theme asked the participants if the subtitled videos helped them learn English. 42.8% of participants said CSESU12 helped them learn new words and pronounce them. The subtitled videos improve English comprehension for the remaining 57.1% of the class. Two control group participants, CSCZG05 and CSCAA10 said that watching films without subtitles was not enough to improve English or learn English.

Pronunciation and Accents

The researchers observed through the qualitative data that the participants (CSEFT01, CSEMS03, CSEAM05, CSETA08, CSETA14) found it easier to comprehend the varying accents due to the subtitles and understood how to pronounce certain words they had previously not known (Aksu-Ataç and Köprülü-Günay, 2018; Ayand and Shafiee, 2016; Liando, ET AL., 2018). According to Aksu-Ataç and Köprülü-Günay (2018), subtitled movies inspire students, improve their language learning skills, and help them grasp dialogue and accents. A research done by Ayand and Shafiee (2016) showed that the participants understood accented languages. Finally, Liando, et al., (2018) found that the subtitles helped students understand difficult native English accents.

Qualitative Analysis in Light of Quantitative Analysis

In conclusion, subtitled videos improve vocabulary and listening comprehension. Other researchers have found that subtitled video improves listening comprehension (Erazo, 2020). This study's second variable was vocabulary acquisition, and it was predicted that experimental group learners would increase their vocabulary learning skills. However, Kusumawati and Hasan (2018) and Kusumawati (2019) in their studies, did not find any significant change in learners' vocabulary.

CONCLUSION

According to the data gathered for this study, among the two primary variables we selected—subtitled videos and unsubtitled videos. The students who watched subtitled films fared higher on listening comprehension and vocabulary learning assessments than those who watched unsubtitled videos. According to the findings from descriptive statistics, the experimental group's mean listening post-test score was 20.28, while the control group's score was 17.5. Similar to this, the experimental group's vocabulary post-test average was 4.93, compared to 4.35 for the control group. Intralingual subtitles in which the audio and subtitles were both in the target language showed to be effective in enhancing ESL students' vocabulary and listening skills.

Future researchers in this field are advised to take a few important factors into account when carrying out similar studies. In order to make the participants feel comfortable and prevent them from becoming distracted from the activities and the research, the researcher should make sure that the selected video or movie is appropriate to the given context, culture, and norms. The selected film should be one that the participants have probably never seen before; otherwise, they might have to rely on memory to help them with the vocabulary and listening exercises. The research will be hampered once more if the selected videos are lengthy. There are various scales on which research can be done. It is best to select several departments from both public and private universities to examine and contrast how the subtitles affect participants from various backgrounds. To obtain better findings, the research could be undertaken with a larger sample size.

Competing Interest

The authors have declared that no competing interest exists.

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