

The Impact of Watching English Subtitled Movies in Vocabulary Learning in Different Genders of Iranian EFL Learners

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Abstract: *English movies are available in many countries around the world and are popular form of entertainment with many students learning English as a foreign language (EFL). Using movies with subtitles to teach a foreign language can facilitate students' motivation, solve ambiguity and remove some of the anxiety of the non-native learners. This study aimed to find out whether there were significant differences between males and females in learning vocabulary when watching subtitled movies. In total, 24 male and 22 female upper-intermediate students taking English classes in a private language institute located in Iran participated in this study and the quantitative analysis of watching subtitled movies of vocabulary tests was conducted. A quantitative quasi-experimental approach with a pre-test and post-test group design was used for the administration of this study. After assigning subjects randomly into two groups of control and treatment groups (four homogeneous groups), they were given the same pre- and post-test items. Also, it was tried to select the most appropriate movie material as a treatment for the participants. The statistical results showed that first, regardless of the genre of subtitled movie, males and females' scores were not significantly different from each other. Second, with the implementation of a subtitled movie, the participants in experimental group performed significantly better than participants of the control groups in both genders. Finally, it can be concluded that the use of movies with subtitles can improve students' engagement in learning and retrieval of new lexical items. However, more studies need to be done in the future in order to get the most advantages out of the movie materials in EFL classrooms.*

Keywords: *subtitles, movies, vocabulary achievement, teaching material*

1. INTRODUCTION

Students arrive in universities with many English language problems: poor comprehension, limited vocabulary, slow reading, bad grammar and low-level conversational skills. Films can help on all these factors. This is because of the fact that cartoons and movies use language so extensively in performing their cultural aspect. Narrative movies in particular use language to advance the main plot and storyline, define movie characters, establish various moods, and simply tell us what is going on in the content of the material. Language plays a crucial role in connecting and defining the various forms of visual and sound information that presents the film experiences as a whole. As realism is the main concern and style of a film, thereby its language approximates the language use, its practical application and benefits in different situations in real life. Vocabulary and listening-comprehension are not the only skills improved by watching movies. Subtitles and closed captioning (dialogue and other sound information placed at the bottom of each frame of the movie) can help the watchers increase their reading and comprehension speed. Films can also serve as the basis for writing assignments and oral presentations, especially when they are combined with the varied film resources which are now readily accessible on the Internet. In short, films provide an invaluable extension of what we might call the technologies of language acquisition that have been used to teach students the basics of English learning in elementary and high schools or institutes. Therefore, this study tried to focus on the following research questions:

1. Is there any difference in vocabulary learning between an ordinary class and a class in which English subtitled movie input is linked with traditional instruction?

HO: There is no difference in vocabulary learning between an ordinary class and a class in which English subtitled movie is used as a traditional instruction.

HA: There is a difference in vocabulary learning between an ordinary class and a class in which English subtitled movie is used as a traditional instruction.

2. Is there any significant difference between two genders in the vocabulary achievement in the classes in which subtitled movie input is implemented?

HO: There is no significant difference between two genders in the vocabulary achievement in the classes in which subtitled movie input is implemented.

HA: There is significant difference between two genders in the vocabulary achievement in the classes in which subtitled movie input is implemented.

2. REVIEW OF THE RELATED LITERATURE

2.1. Subtitles and Education

Despite a decade of extensive research linking the use of video subtitles to improved children's reading skills, the majority of teachers and schools remain unaware of the potential, and what is a significant opportunity to overcome poor reading skills in the classroom.

There has been so much successful research into the many benefits and uses of subtitles and captions on video and Television that has recognized the need for subtitles and captioning, and important laws have been passed which mandate its availability. The benefits of using video and subtitles for improving general L2 reading and listening comprehension have been investigated by many researchers, however what is lacking is research that explores what contribution they may make to learning beyond just comprehension. In an article by Chai, Judy and Erlam, Rosemary (2008) presented a study that aimed to address this gap by investigating how subtitled video clips impacted on the learning of second language words and phrases. Twenty Chinese learners of English participated in the study. Participants were divided into two groups; one group watched a short video sequence with captions and the other the same sequence with no captions. All were pretested prior to the treatment and completed a posttest and delayed post-test. Participants also completed an interview. Results supported a positive correlation between the presence of captions and learning of unknown words and phrases, suggesting that the use of captions does enhance micro-level learning. In the interview, participants were positive in their responses to the use of captioned video in language learning contexts. The majority of those in the captions group reported that they prioritized the reading of captions in watching the video, some reported that they were unable to pay attention to both sound and pictures at the same time.

Although the previously mentioned study investigated the impact of subtitled movies in second language learners' lexical achievement but its impact on Iranian EFL learners was specifically investigated in this study.

2.2. Movies in Classrooms and Related Studies

Class format will change according to the usual variables: number of students, their relative skill and maturity, class duration, availability of screening facilities, etc. Ideally, small groups are best (6-8 students), and if one of the goals is discussion, these groups should talk with each other as soon as possible after the film is shown. As most classes are large and resources limited, some changes in teaching forms are necessary.

Separation is good as it allows a greater sense of intimacy within the group. The membership of different groups should remain static, also to encourage intimacy and trust, thereby lessening the embarrassment of students who are shy about speaking in front of others. For lower level (freshman) courses it's better to show a film and then use it as the basis for class activities for the next three to four weeks. This usually involves a combination of assignments including readings, compositions, research, and group debates.

In a study related to the effects of subtitling task on vocabulary learning and its effective uses, Lertola (2012) reported on a quasi-experimental study carried out at the National University of Ireland to investigate the development of subtitling in the foreign-language class. The study uses both qualitative and quantitative methods and focuses on the effects of the subtitling task on incidental vocabulary acquisition. The sixteen students of Italian as a foreign language were assigned to either subtitling practice (Experimental Group) or oral comprehension tasks and writing tasks (Control Group). Both groups worked for a total of four hours (1 hour per week).

All participants in this study by Lertola (2012) took a pre-test to ensure the target words were unknown to the learners; immediate and delayed post-tests were administered after the experiment. The results are presented and discussed. The results of this small study indicate that both conditions (i.e. subtitling and non-subtitling) result in a clear improvement in learners' incidental vocabulary acquisition from pre-test to immediate and delayed post-tests, which confirms the first hypothesis of the study. Regarding the second hypothesis, statistically significant results emerge only at the post-delayed test. Due to the limited number of participants in this study it is not possible to draw definitive conclusions. Nevertheless, this research supports the positive results obtained in recent studies on the use of the subtitling practice as an effective pedagogical tool in the EFL class, and it greatly requires further research on the topic.

In a study Alavinia and Chegini (2012) tried to find out the viable interrelationship between elementary Iranian academic individuals' gender and their performance in terms of vocabulary learning as a result of task-complexity-based incidental vocabulary instruction. The study was conducted with sixty Iranian academic learners, and the instruments used were Nelson Test, English Vocabulary in Use Elementary Level Test, and Basic Tactics for Listening. Based on the findings, while the effect of gender on learners' performance was quite significant for the experimental group participants (on both pretest and posttest), no such significant difference was found to be at work regarding the relationship between the control group participants' gender and their performance on the vocabulary pretest and posttest. Task sequencing in terms of complexity and difficulty has always been regarded as a main determining factor contributing to the comprehensibility of the input provided for learners. Though a great deal has been done with regard to the implications of controlling task complexity and difficulty for the learners' improvement with the whole process of learning, the current study might be regarded as a unique study in its own right as it sheds light on some unattended aspects of task-based instruction, which mainly emanate from its noticeable orientation toward the effect of task complexity- based instruction of incidental vocabulary on learners' general vocabulary learning process.

This study by Alavinia and Chegini (2012) is thought to resolve issues and ambiguities within the realm of didactics, including language teachers, learners, syllabus designers, test developers, educational bodies and many other individuals in the ministries of education and higher education. The main significance of the obtained results lies in the fact that vocabulary instruction plays a key role in any instructional arena and hence coming up with appropriate ways for improving this fundamental component of language in learners can help alleviate much of the learners' problem with the whole process of learning. Furthermore, teachers can gain a lot from the experience of incidental vocabulary teaching for the overall betterment of the vocabulary knowledge in their learners.

In another study by Dibaj (2011), he compared the vocabulary learning of monolingual learners of English as a second language with bilingual learners of English as a third language. The study is based on data from 52 monolingual Persian-speaking learners of English and 45 bilingual Azeri-Persian-speaking learners of English. All the participants were females studying English as a foreign language at two universities in Iran. The informants were exposed to two incidental and four intentional vocabulary learning exercises. They were then measured at four difficulty levels using the Vocabulary Knowledge Scale (Paribakht & Wesche, 1997). Variables such as English language proficiency, intelligence, family educational background, gender, age and type of university were controlled.

Dibaj (2011) also mentioned that the third language learners outperformed their second language counterparts at all word difficulty levels. The findings are discussed in relation to bilinguals' higher level of executive and inhibitory control. The results of the current and similar studies

indicate that L3 learners outperform L2 learners in learning a new language. This may be due to the fact that bilinguals grow up using two language systems. They also begin to exercise suppression of the language they do not need when they are using their other language; although as Bialystok's research shows, both language systems remain active. These result in superior cognitive and metalinguistic abilities in bilinguals compared to monolinguals which may in turn lead to more effective abilities in learning a new language, especially in classroom situations where cognitive abilities are perhaps more involved compared to natural settings.

This study by Dibaj (2011) has shed some light on the area of the effect of bilingualism on learning an additional language, especially in the area of vocabulary learning, but it has certain limitations and many more studies in this area may be highly worthwhile. One limitation was that the vocabulary knowledge of the participants in this study was measured by students' self-reports. However, students' self-reports may not represent their true knowledge of the target words. For example, the semantic and grammatical meaning of a word may be partially known but not enough to produce a synonym or translation. Moreover, because the scale is based on students' self-reports the participants' confidence level may affect the results. For example, a participant might be over confident about seeing a word before. As a result he/she may get 2 points instead of 1 point which can change the result of the whole test scale. Therefore, it is suggested that other measurements be used to determine whether the same results are achieved.

One other limitation in Dibaj's (2011) study was that an introspective study of what caused the L3 learners to outperform the L2 learners was not carried out. This needs further research to address questions such as do L3 and L2 learners implement different learning strategies in acquiring new words? Or do they use the same strategies but the L3 learners use them more effectively? Perhaps the answers could be found by asking the participants to think aloud when completing the incidental and intentional tasks and exercises. This may also involve individual and within-group interviews.

Another issue that should be addressed deeply in later researches was that whether it is the intentional vocabulary learning method or the incidental vocabulary learning method that causes a significant difference between the L3 and L2 learners. Future studies could separate the two methods and compare the results. By doing this, it may be understood that it is the intentional or incidental method or perhaps a combination of both that result in such differences.

In a thesis by Etemadi (2012), the impact of bimodal subtitling on content comprehension of English movies on undergraduate students was studied. In this study, forty four senior undergraduate students studying at Shiraz Islamic Azad University were selected from two intact classes of Tapes and Films Translation course. Two BBC documentary movies (*Dangerous knowledge* and *Where's my robot?*), one with English subtitles and the other without subtitles were selected based on the content and level of difficulty of the language. First, both classes watched the same movies, but class 1 first watched '*Dangerous knowledge*' with English subtitling and then '*Where's my robot?*' without subtitling. To counteract the order effect class 2 first watched '*where's my robot?*' and then '*Dangerous knowledge*'.

After viewing the movies, the participants answered the relevant multiple choice vocabulary and content comprehension questions. The data gathered were subjected to the statistical procedure of paired samples t-test. This research on watching English movies with bimodal subtitling has shown that films are not only a means of motivation to entertain students, but also they could assist learners to comprehend the language as spoken in various accents. That is, EFL learners in general are exposed to the authentic language uttered by people with different accents in various parts of the United States and United Kingdom.

Therefore, it is hard for learners to hear every single word, because they are used to the Standard English. Furthermore, this is a useful practice to get acquainted with different accents of English around the world, and bimodal subtitling is a perfect choice to assist the comprehension of the movies.

However, Etemadi (2012) in this research suggested that bimodal subtitling had no effect on L2 vocabulary recognition, due to the fact that exposure to the film once had probably no effect on vocabulary learning. Since, for learning vocabulary from subtitled movies students have to watch them with high frequency of repetition and focus. It can be assumed that subtitled movies could

have an effect on vocabulary recognition if learners watch the movie more than once. Viewing the movie twice or more may help students recognize vocabulary and they may learn new expressions and idioms.

In a study by Huang and Yang (2012), they reported the significance of incidental vocabulary learning as the main source of learner-centered vocabulary acquisition in authentic situations. They concluded that in the past decades, extensive reading has been the main focus in incidental learning research. Recent studies have examined how information technology media can assist learners in acquiring vocabulary incidentally. More specifically, vivid 3D simulation scenarios and players' interactions and communications may be applied to construct an incidental language learning environment.

3. THE STUDY

3.1. Design of the Study

A quantitative design was used to carry out the study on four intact classrooms concluding both genders with equal vocabulary size knowledge of English words. A proficiency test for all groups was conducted which clarified that all groups' vocabulary knowledge are in the same level. Then, two groups including male and female learners were selected as our treatment group. Male and female classrooms were apart from each other and there were one experimental group and one control group in each of the classrooms. Therefore, this study was aimed to explore the impact of using English movies with English subtitles on English learners' lexical achievement. Although the grouping of participants was totally random, a quasi-experimental design was used in this study.

3.2. Participants

Four English classrooms with the same level of vocabulary knowledge (based on proficiency test) including 46 (24 male and 22 female) Iranian EFL learners participated in this study. It was not possible to assign both genders of learners randomly to each classroom because of the aim of study and gender discriminations. However, only male teachers handled classrooms with male learners and the statistics were recorded and provided to the researchers afterwards. Those participants that couldn't participate in our study or were absent in our movie presentations, were excluded from the statistics and analyses of this research. The age of the participants ranged between 15 to 30 years old and they were randomly placed in each group of classes.

The participant were placed in experimental and control groups randomly as all of the members of our groups had the same level of vocabulary knowledge and all four groups benefited from four teachers (two male and two female) in the period of this research.

The teachers were experienced in English language teaching in the above mentioned institute as they've taught for nearly four years with different course-books. Also, the learners and teachers had the same cultural and ethnic background as they were from the city of Tehran and their first language was Persian (Farsi) with fluent accent of Farsi language.

3.3. Instruments

The instruments used in this study were: a) A movie in English language supplemented with English subtitle b) a proficiency test and c) a post-test.

3.3.1. Learning Vocabulary through Watching a Subtitled Movie

The movie by the title of *Avatar* was purposefully selected because it consisted of military, wildlife and forest vocabulary items altogether and its intermediate difficulty level of the lexical items was expected to highly reinforce the vocabulary achievement by the learners. *The Avatar* movie is an American movie first released in 2009 in the genre of epic and science fiction.

This movie was directed, written, co-produced, and co-edited by James Cameron, and starring Sam Worthington, Zoe Saldana, Stephen Lang, Michelle Rodriguez, Joel David Moore, Giovanni Ribisi, and Sigourney Weaver. The film is set in the mid-22nd century, when humans are mining a precious mineral called *Unobtainium* on Pandora. With the expansion of the mining colony, it threatened the continued existence of a local tribe of Na'vi. The film made extensive use of

modern motion capture filming techniques, and was released for traditional viewing, 3D viewing, and for "4D" experiences in some theaters. The visual effects in this title was touted as a breakthrough in cinematic technology. The vocabularies which the researchers were supposed to study included in the movie and were presented to the learners during implementation process of this study.

3.3.2. Pre- and Post-test

The two genders of participants in this study took the treatment, though they were grouped into control and treatment groups. All groups received the same pre- and post-test vocabulary items. The vocabulary achievement test was constructed and distributed among the groups of participants.

Words were chosen based on the difficulty level and tried to avoid being difficult or easy. The tests that were presented in the pre-test were also provided in posttest again and the results were compared and recorded.

3.4. Procedure

This study was carried out in four phases. First the most appropriate English movie title with its English subtitle was selected as the material of this study. Second, the processes of administering the pre- and post-tests were mentioned. The details and specifications of the comparisons are clarified at the final phase.

3.4.1. Choosing an Appropriate Movie Title

After having a research through websites and books related to movies and education, it was decided to select a movie appropriate for language teaching and learning. In order to balance the difficulty of words which were supposed to be tested, the researchers needed to select an English movie that best suit for the English knowledge level of the participants in this study.

Most of the movies were narrated based on a male hero and this issue was problematic for the study and its results. The researchers had to select a movie which had neither male nor female hero character which was intended to be provided to both genders of participants. The movie by the name of *Avatar*, engaged learners in watching process of this research because it had numerous visual effects and it used modern film making and action scenes.

The preparation phase required a projector linked to a laptop and the movie was broadcasted to the learners. Speakers of high quality sound output were used during the movie broadcasting process for an optimal hearing. Also, the best screen quality of the movie format was already downloaded and prepared for the research because it was clear that having a good visual quality would impress and engage learners in their seats.

3.4.2. Preparation and Administration of Pre-test Vocabulary Items

At first, words were selected based on their difficulty and they were tried to be balanced based on the level of the learners. A paper including twenty English words extracted from the selected movie were distributed among learners and the learners were asked to choose the best answer in their sheets. Questions and answers were provided in English and all the words which were extracted from the movie of *Avatar* were covered in the treatment phase which the learners were supposed to find the best definition based on their background knowledge of lexis. The proficiency phase also provided a good vocabulary size statistics of the learners for this study. This ensured the researchers that all the testees were equal according to their lexical knowledge.

3.4.3. Showing the Movie for the Treatment Group

The treatment group (experimental group) of this study consisted of twenty-three participants in total. All of the participants of treatment groups watched the movie together in their classrooms based on their genders and it took approximately thirty minutes of the class time. Although the Farsi meaning of suggested words were provided for the participants throughout the implementation process, they also listened to their teacher describing the definition of the words in English. However, the participant of the control groups solely listened to their teacher with the definition of the words and they were asked to memorize and learn the items in a traditional way. The processes of treatment were repeated for eight sessions and once a week. Participants in the

treatment groups were supposed to focus on their course-book and merely on the items provided in the movie.

The process of movie watching was mostly learner-centered and their presence was an essential need, though teachers handled the preparing of the material in the classes. The teachers introduced the learners to the movie and its essential role in their education and they asked learners to pay attention, learn and focus on the items needed for the study. The teachers provided necessary information related to definitions of the words in the movie in order to maintain better understanding of the new lexical items for the learners.

3.4.4. Taking a Post-test at the Final Stage

A post-test consisting of the same indicated words (as in the pre-test phase) was also administered to the participants in both control and treatment groups at the end of the 8th session of the research.

The learners were asked to answer the papers based on their newly learned lexical items and finally, their papers were collected and prepared for scoring.

3.5. Data Analysis

After collecting the papers as data collection, four sets of papers were ought to be analyzed in order to find answers to the research questions of this study. First, an independent-samples t-test was conducted between male and female groups for the pre-test. The homogeneity of the participants were supported in this study and the result could be duly reliable.

With a paired sample t-test in the next phase, difference between the experimental and control groups from pre-test (before implementation of treatment) and post-test (after the treatment) was revealed. By the statistical results it was obvious that both treatment and control groups improved their knowledge of presupposed vocabulary items as a result of participating in this study. Also another independent-samples t-test was conducted on post-tests of both groups to elaborate the differences in their achievement scores in total.

Finally, one more independent-samples t-test was conducted to see if males' and females' results taken from post-test in experimental group differed from each other. More comparison is also available in the next sections to provide better review of the results in this research.

4. FINDINGS

4.1. Pre-test and Post-test

As to increase the validity and the reliability of this study about vocabulary size of the participants, a proficiency test was used to measure the lexical knowledge of the student.

Both groups in both genders had nearly the same vocabulary knowledge based on the mean comparisons and they were nearly in the same level of lexis knowledge. The sample tests were retrieved from the words used throughout the Avatar movie title. The statistics of this section were extracted and analyzed by SPSS computer software and details are as the following:

4.1.1. English Word Knowledge Comparison of Genders in Pre-tests

About twenty English words extracted from the movie were distributed among the participant in both genders of control and treatment groups. The results of the statistical analysis by SPSS, presented in Table 1, show that the means for Experimental Group ($M= 7.13$, $SD= 3.78$) and Control Group ($M= 7.69$, $SD= 3.53$) were statistically not different in total.

Moreover, males ($M= 7.08$, $SD= 3.34$) and females ($M= 7.77$, $SD= 3.96$) did not differ statistically in their means if both control and experimental groups were taken into account.

Figure 1 shows the boxplot of the distribution of scores in pre-tests. Numeric reports of the standard deviations and variances show that the distributions look fairly normal between control and experimental groups in pre-test phase of this study.

This data confirmed that the participants had nearly equal knowledge of the meaning of the words proposed in this study. The mentioned boxplot was generated by SPSS based on the numeric data already stated in Table 1.

Table1. Descriptive Statistics for the Pre-test Scores of English Vocabulary Test

Gender & Groups		N	Mean		SD
		Statistic	Statistic	Std. Error	Statistic
MALES	Control Group	12	7.2500	.96236	3.33171
	Experimental Group	12	6.9167	1.01091	3.50216
	Total	24	7.0833	.68344	3.34816
FEMALES	Control Group	11	8.1818	1.15851	3.84235
	Experimental Group	11	7.3636	1.27403	4.22546
	Total	22	7.7727	.84498	3.96331
TOTAL	Control Group	23	7.6957	.73703	3.53470
	Experimental Group	23	7.1304	.78852	3.78159
	Total	46	7.4130	.535303	.63059

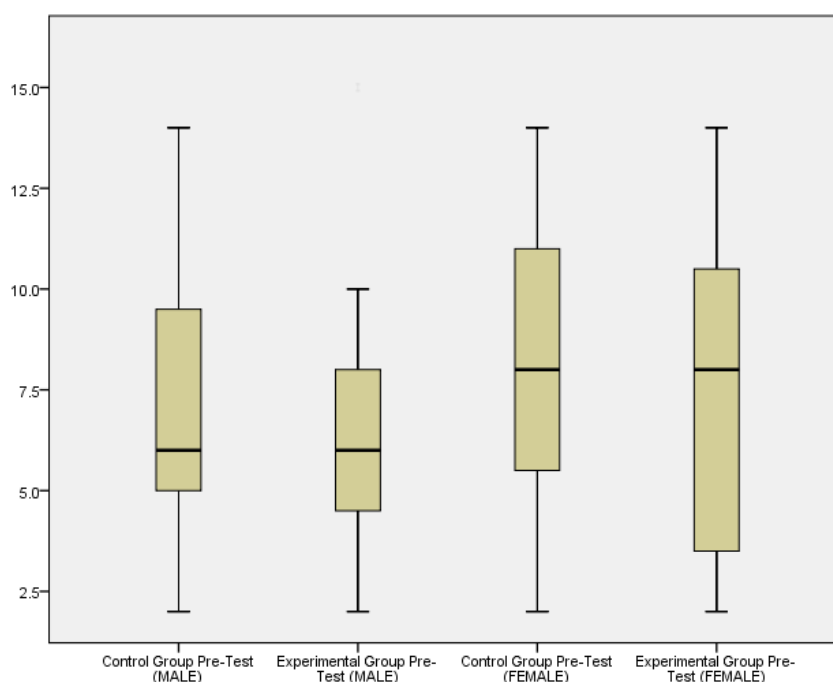


Fig1. Boxplot for the Pre-test Scores of both Genders in All Groups

4.1.2. Results of the Post-test Scores

After the pre-test phase, a post-test was administered to both class groups at the end of the semester. The comparison of two classes' performance through paired samples t-test revealed a significant difference in their pre- and post-test scores. As it's indicated in table 2, for the males class of control groups, this analysis showed a significant difference in their pre-test (M=7.25, SD=3.33) and post-test (M=15.33, SD=2.57) scores.

Moreover, in comparison to control group, there was a significant difference in first class's (males) experimental group's score in pre-test (M=6.91, SD=3.50) and post-test (M=17.83, SD=1.52).

Table2. Descriptive Statistics for Males in Control & Experimental Groups (Pre- & Post-Test)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Control Group Pre-Test	7.2500	12	3.33171	.96236
	Control Group Post-Test	15.3333	12	2.57023	.74196
Pair 2	Experimental Group Pre-Test	6.9167	12	3.50216	1.01099
	Experimental Group Post-Test	17.8333	12	1.52753	.44096

Figure 2 shows a bar chart including the degree of effectiveness of the material used in this study. By comparing the advancement line, it can be concluded that the material was totally effective in comparison to the groups which learned the lexical items in traditional ways.

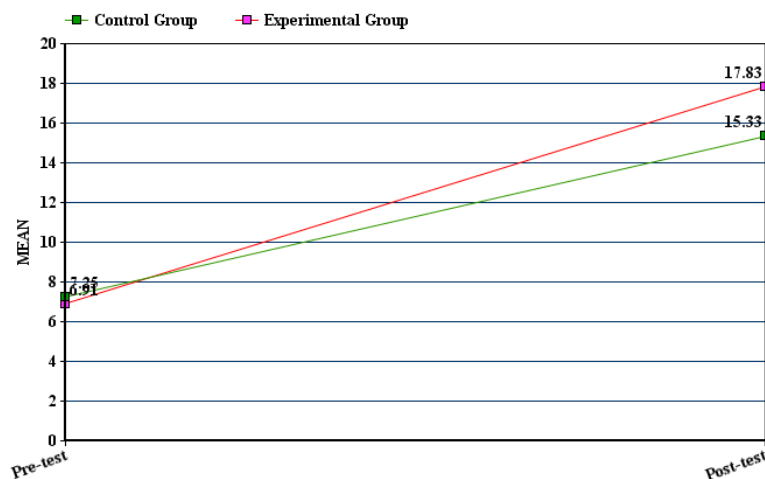


Fig2. Line chart for Pre- and Post-test Scores of Male Gender in both Groups

Additionally, in the Table 3 it clearly shows that there was significant difference in females' control group's pre-test ($M=8.18$, $SD=3.84$) and post-test ($M=14.09$, $SD=1.92$) scores. Moreover, there was a significant difference in females' experimental group's pre-test ($M=7.36$, $SD=4.22$) and post-test ($M=17.36$, $SD=1.56$) scores.

Table3. Descriptive Statistics for Females in Control & Experimental Groups (Pre- & Post-Test)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Control Group Pre-Test	8.1818	11	3.8423	1.1585
	Control Group Post-Test	14.0909	11	1.9211	0.5792
Pair 2	Experimental Group Pre-Test	7.3636	11	4.2254	1.2740
	Experimental Group Post-Test	17.3636	11	1.5667	0.4723

Figure 3 shows the advancement of the female scores in both groups. It is obvious that their scores improved at the end of the term. Additionally, the scores of experimental group in female gender improved significantly due to the use of subtitled movie material in their classes.

In this figure it is clear that both groups had nearly the same score (vocabulary knowledge) in pre-test phase of this study. Their scores got better at the end of the term which is shown by orange and blue color lines in this line chart. It is noticeable that the raw scores of both experimental and control groups were nearly same in pre-test phase and it is considered as a reliability factor to test further phases. Having the same score scale in-between two groups ensured the researchers to proceed to the implementation phase of the research.

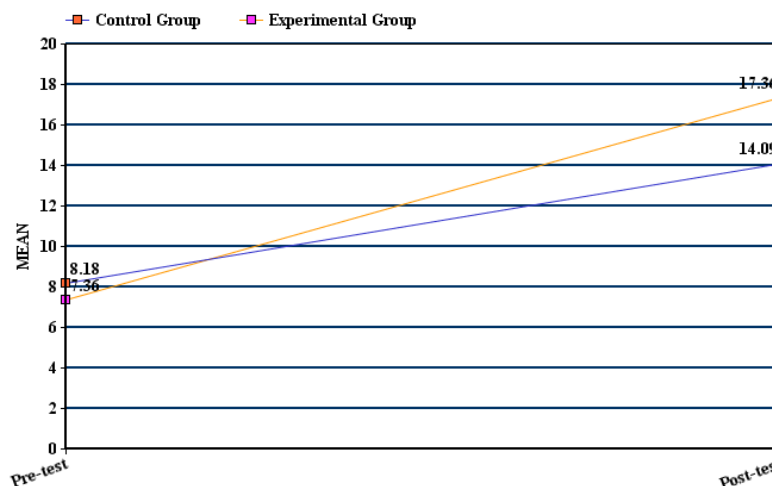


Fig3. Line Chart for Pre- and Post-test Scores of Female Gender in both Groups

Figure 4 shows the boxplot for the mean scores of both control and experimental groups in females in pre- and post-test phases. In this box plot it is clear that the scores in pre-test between control and experimental groups are nearly same and normally distributed.

However, both groups' scores increased significantly in post-test phase according to the mean comparisons of all groups. Yet, the scores of females' experimental group are higher than the mean scores of females' control group in post-test. It shows that implementing subtitled movies in experimental groups' classes was effective in improving participants' lexical achievements.

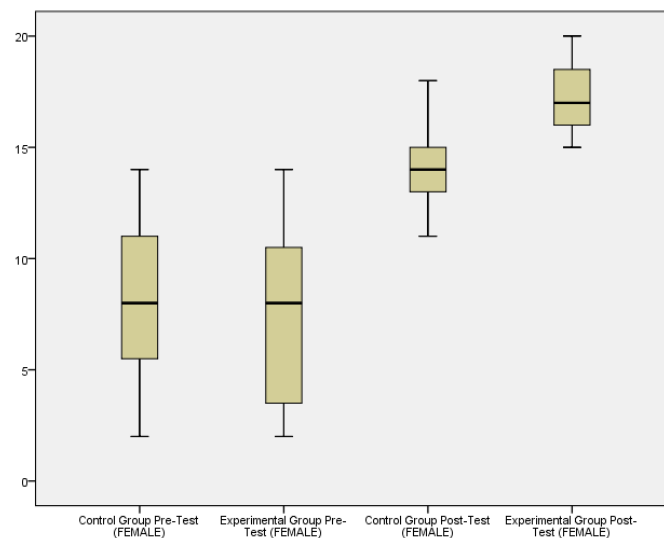


Fig4. Boxplot for the Pre- and Post-test Scores of Females in both Control and Experimental Groups

Table 4 shows the output of paired sample t-test for males in both control and experimental groups. Analysis of the results shows scores for males control group in pre-test and post-tests (M=8.08, SD=4.52); $t(11)= 6.19, p = 0.000$. There was significant difference between the control groups' scores and the experimental groups' scores (M=10.91, SD=2.42); $t(11)= 15.56, p = 0.000$, as well.

Table4. Paired Samples T-Tests of Males in Control and Experimental Groups (Pre- and Post-Test)

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Post- & Pre-test (Control Group)	8.0833	4.5218	1.3053	5.2103	10.9563	6.193	11	.000
Pair 2	Post- & Pre-test (Experimental Group)	10.9166	2.4293	0.7012	9.3731	12.4601	15.56	11	.000

Table 5 provides the results of paired sample t-test for females' group in both control and experimental groups. Analysis of the results shows the scores for females control group in pre-test and post-tests (M=5.90, SD=4.82); $t(10)= 4.06, p = 0.002$. It is also clear that there was significant difference between control groups' scores and experimental groups' score (M=10.00, SD=4.47); $t(10) = 7.41, p = 0.000$.

Table5. Paired Samples T-Tests of Females in Control and Experimental Groups (Pre- and Post-Test)

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Post- & Pre-test (Control Group)	5.9090	4.8260	1.4551	2.6669	9.1512	4.06	10	.002
Pair 2	Post- & Pre-test (Experimental Group)	10.0000	4.4721	1.3484	6.9955	13.0044	7.41	10	.000

The Impact of Watching English Subtitled Movies in Vocabulary Learning in Different Genders of Iranian EFL Learners

The boxplot presented in Figure 5 shows all groups in pre- and post-tests in total. It is clear that distributions in post-tests were quite similar in Males' test results. In addition, distributions in post-tests are normally distributed.

It can also be concluded that males and females scores improved in post-test in comparison to their scores in their pre-test scores of lexical achievement test.

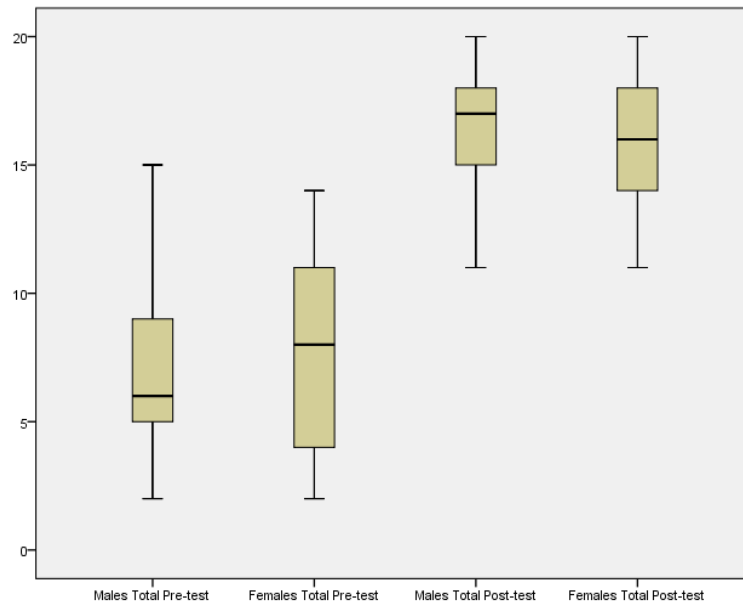


Fig5. Boxplot for Males' and Females' Scores in Pre- and Post-tests

The mentioned analysis was conducted only to show that English instruction supplemented with subtitled movie watching for treatment groups in both genders was successful according to their pre- and post-tests and learners had improved their scores. However, the effect of English subtitled movie should be analyzed specifically. To clarify the effect of using English movie with subtitles on students' lexical achievement scores, an independent samples t-test was conducted on experimental groups' and control groups' post-test scores.

Table6. Descriptive Statistics for Post-test Scores of Experimental and Control Groups

	N	Mean	Std. Deviation	Variance
	Statistic	Statistic	Std. Error	Statistic
Control Group	23	14.7391	.4838	2.3202
Experimental Group	23	17.6087	.3189	1.5296

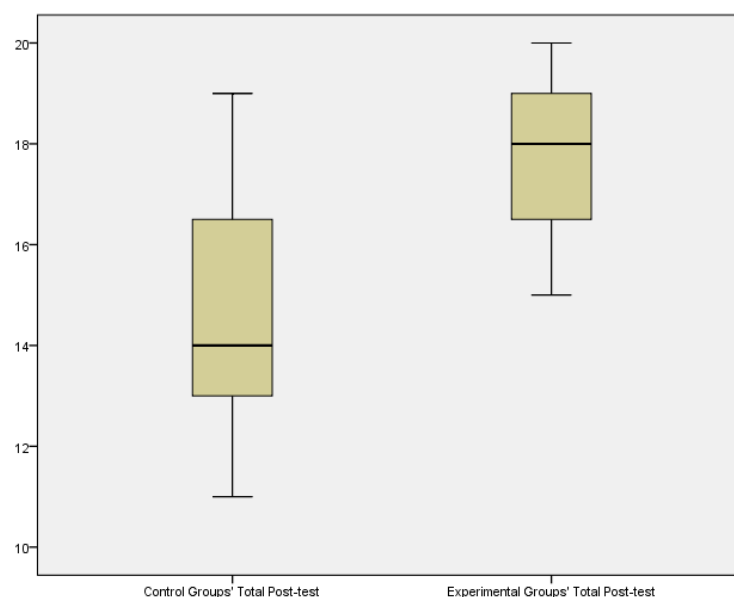


Fig6. Boxplot for Post-test Scores in both Groups in Males' and Females' Classes

Table 6 indicates the means and standard deviations for the two groups comparing both genders in post-test scores. As the comparison of the means across groups shows, the experimental groups (M=17.60, SD=1.52) performed better than the control groups (M=14.73, SD=2.32). In this comparison both genders are merged into one group in order to compare the effectiveness of material. Responding to Research Question 1, it is clear that generally, this method has significant impact in the outcome of lexical achievement. However, another sample t-test needed to compare the means between females and males scores in the experimental group in order to answer the second research question of this thesis.

The boxplot presented in Figure 6 for post-tests shows the overall advancement in control groups and experimental groups' post-tests. It is obvious that there was a noticeable difference between these two groups. The experimental group of this study gained a considerable development in comparison to our control group. Thus, we can safely reject the null hypothesis that suggested using English subtitled movies does not have any significant effect on EFL learners' lexical achievements.

Table7. Descriptive Statistics for Male and Female Experimental Groups' Scores in Post-test

Gender	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Males (Post-test of EG)	12	17.8383	.4409	1.5273
Females (Post-test of EG)	11	17.3636	.4723	1.5667

In the descriptive statistics for males and females scores in experimental group, presented in the Table 7, the means and standard deviations for both groups are fairly equal. We could conclude that there was not a significant difference in post-test of males' scores in experimental group (M=17.83) and females' scores in experimental group (M=17.36).

Based on the results reflected in Figure 7, it can be concluded that the score distributions are pretty similar. Thus, responding to research question 2, there was no significant difference in the post-test of experimental groups between two genders. It should be highlighted that the number of male and female participants was different in this study; as opposed to 11 female learners, there were 12 male participants for the analysis purpose of this study.

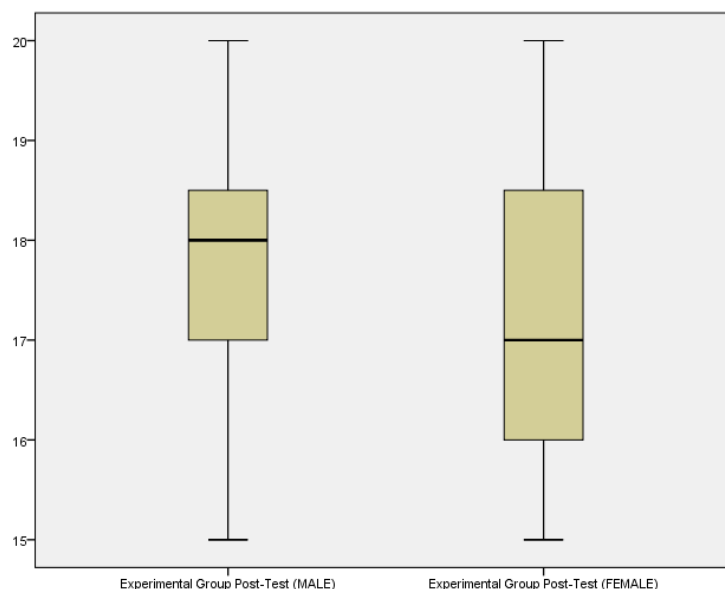


Fig7. Boxplot for Males' and Females' Scores in Experimental Group in Post-test

Table 8 shows all groups' pre- and post-test scores in both genders. By comparison of the means between groups we can conclude that learners acquired necessary knowledge of lexical items. It is also notable that watching English subtitled movie in classes had significant effect on learners' attitudes toward a better vocabulary learning. It is clear that there's no significant difference between females and males experimental groups' scores and thus they performed nearly equal. By the mean comparison of both genders' control groups scores, it can also be concluded that the lexical instruction was totally beneficial for learners even when movie material was not presented in the classes.

The Impact of Watching English Subtitled Movies in Vocabulary Learning in Different Genders of Iranian EFL Learners

Table 8. Descriptive Statistics for Males' and Females' Scores in Pre- and Post-test

Groups & Genders	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Control Group Pre-Test	12	7.2500	.9623	3.3337
Control Group Post-Test	12	15.3333	.7419	2.5702
Males				
Experimental Group Pre-Test	12	6.9167	1.0109	3.5021
Experimental Group Post-Test	12	17.8333	.4409	1.5273
Females				
Control Group Pre-Test	11	8.1818	1.1585	3.8423
Control Group Post-Test	11	14.0909	.5792	1.9211
Experimental Group Pre-Test	11	7.3636	1.2740	4.2254
Experimental Group Post-Test	11	17.3636	.4723	1.5667

Figure 8 was plotted for overall tests and score results: With a look at this bar-chart design we can infer that there was no significant difference between males' and females' scores of experimental groups after implementing the movie material with subtitles in the classroom. Also, females scored fairly as the same as males in all group. Responding to the second research question, it is clear that there was no significant difference between two genders performances in post-test. Also, regarding the first research question, watching English subtitled movie was useful in learning vocabularies in both genders.

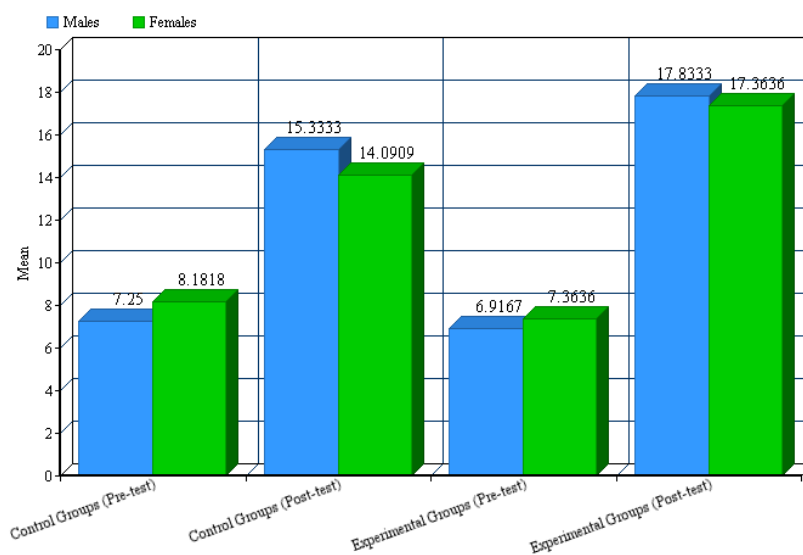


Fig8. Bar Chart for All Groups of both Genders in Pre- and Post-tests

5. DISCUSSION

The results gathered from the analyses revealed the answer for the first research question of this study that learners who had watched English subtitled movies in classrooms had performed better in the vocabulary achievement tests and their scores increased significantly. With regard to the second research question, with an independent t-test the lexical achievement test scores of males and females' were compared within experimental groups. This comparison showed that there was not much difference between both genders vocabulary test scores in the post-test. Therefore, no relationship was found between genders and watching English captioned movies in classrooms. In this section, the researchers would also refer to the findings and review of earlier studies to justify the data and findings of the present research.

In a study by Kalaycioğlu (2001), the effectiveness of the educational games as a teaching technique in the preschool-level English vocabulary learning of four year old learners were investigated. The sample was 33 private preschool children who were four years old. There were 17 females and 16 males in total. Data collection instrument was the 24-item English as a Foreign Language (EFL) Vocabulary Performance checklist prepared in accordance with the Total Physical Response (TPR) lessons' content by the researchers. A pilot study, reliability and

validity checks were done. In a four-week period, totally 24 vocabulary items were presented with picture cards by using Total Physical Response Method to both groups. In the experimental group, picture vocabulary games were used additionally while the control group did not receive picture vocabulary games. At the end, independent-samples t-test was conducted and the results indicated a significant difference in English Vocabulary achievement in favor of the experimental group which was taught by the educational picture vocabulary games with a large effect size. In addition, whether or not there was a gender effect on learning vocabularies of English as a foreign language with picture vocabulary games in the experimental group and without picture vocabulary games in the control group was investigated by means of t-tests. As a result, non-significant gender effect was found for both experimental and control group in learning English vocabulary. Upon understanding the remarkable effectiveness of the picture vocabulary games on English language learning for four year-olds, it can be implied that more picture vocabulary games should be devised for very young learners by the experts for the classroom use and the number of the books about educational vocabulary games should be increased. Furthermore, policy makers ought to prepare English as a foreign language curriculum including games for early childhood education programs, and integrate a new course about teaching English to very young learners into foreign language teacher training and education programs of the universities for pre-service teachers in the scope of a national foreign language policy.

In another study by Baltova (1999), how grade 11 students of French as a second language in Ontario learn content and vocabulary in French with authentic video was investigated. Students in a Reversed condition watched a brief video documentary with English audio and French subtitles first (reversed format), then with French audio and French subtitles (bimodal format), and finally with French audio without subtitles (traditional format). Students in a bimodal condition watched the same video in a bimodal format twice, followed by a traditional format, and students in a Traditional condition saw the video three times in a traditional format. Prior to the intervention, all students were assessed for general proficiency in French and prior vocabulary knowledge in order to control for initial differences. Content learning was measured by a Content test, and vocabulary learning by Vocabulary knowledge Scale (VKS) and a C-Cloze. The content test and the C-Cloze were administered as immediate and delayed posttests, and the VKS was given as a pretest and a delayed posttest. Analyses of covariance revealed that the learning and retention of content in the Reversed and Bimodal conditions were similar and significantly superior to those in the Traditional condition. The learning and retention of vocabulary in the bimodal condition were found to be significantly higher relative to the other two groups, whose outcomes were similar. Students' preferences for studying French with different kinds of input (text, sound and picture) were assessed in a Background Pre-questionnaire. The majority of students in all conditions expressed a preference for reading (books and black-board), and for listening to the teacher (but not to audiotapes). Almost everybody who claimed attachment to watching video or TV (less than a quarter) was also reading-oriented. Students' input preferences did not affect significantly their performance on the tests, however. Finally, a questionnaire given after treatment, revealed that students who were exposed to French subtitles reacted very positively to their use, and believed that the subtitles not only assisted their understanding of the video, but also helped them do the tests.

In a study by Sydorenko (2010), the effect of input modality (video, audio, and captions, i.e., on-screen text in the same language as audio) on (a) the learning of written and aural word forms, (b) overall vocabulary gains, (c) attention to input, and (d) vocabulary learning strategies of beginning L2 learners were examined. Twenty-six second-semester learners of Russian participated in this study. Group one (N = 8) saw video with audio and captions (VAC); group two (N = 9) saw video with audio (VA); group three (N = 9) saw video with captions (VC). All participants completed written and aural vocabulary tests and a final questionnaire. The results indicated that groups with captions (VAC and VC) scored higher on written than on aural recognition of word forms, while the reverse applied to the VA group. The VAC group learned more word meanings than the VA group. Results from the questionnaire suggest that learners paid most attention to captions, followed by video and audio, and acquired most words by associating them with visual images. Pedagogical implications of this study are that captioned video tends to aid recognition of written word forms and the learning of word meaning, while non-captioned video tends to improve listening comprehension as it facilitates recognition of aural word forms.

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