Watching English movies and proficiency development: Advanced learners' perceptions and strategies

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Abstract

Watching movies can help language learners improve their proficiency. However, important in this regard are what kinds of movies learners perceive as beneficial and how they benefit from watching movies. This study intended to discover advanced English learners' perceptions and strategies regarding watching movies. To this aim, the researchers selected 34 advanced English learners in Iran. The participants completed a questionnaire and then the researchers interviewed them to find out their perceptions and strategies with regard to watching English movies. The findings suggested that the most favourite genres were comedy, documentary and animated movies, in the order given. Furthermore, the most common strategies used by the learners were writing down new vocabularies, reviewing them and using them in everyday situations. Moreover, advanced learners preferred to watch movies with English or no subtitles. The findings can aid English learners and teachers to become familiar with effective strategies regarding watching English movies.

Keywords: Advanced learners, English movies, learning strategies, learning perceptions, subtitles.

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1. Introduction

Watching movies can have a considerable impact on the development of learners' language proficiency. In fact, using movies in the classroom as a learning tool allows teachers to bring some kind of variety and reality to the class (Naghizadeh & Darabi, 2015). Since English as foreign language (EFL) learners are less in touch with native speakers of English than English as a second language learners, movies may offer a great experience that EFL learners cannot have in a formal classroom. As Barza and Memari (2014) note, movies constitute an important part of the curriculum because they provide learners with authentic language and information about English culture.

1.1. Theoretical background

According to Krashen (1981), language acquisition takes place through abundant comprehensible input. Understanding listening material benefits language acquisition and can even lead to more fluent speech (Terrell, 1993). Thus, teachers, especially those who believe in Krashen's theory, make use of videos as a source of comprehensible language (Ash, 2018). Moreover, the dual-coding theory (Paivio, 2006) proposes that when both verbal associations and visual imagery are involved, learners can better act upon, store and retrieve information; therefore, watching movies, especially with subtitles, can have beneficial effects on language learning (Kanellopoulou, Kermanidis & Giannakoulopoulos, 2019).

1.2. Related literature

Numerous studies have shown the positive effect of movies on language learners' listening skill (e.g., Metruk, 2018; Polat & Eristi, 2019; Yiping, 2016), speaking skill (e.g., Abdolmanafi Rokni & Jannati Ataee, 2014; Okar & Shahidy, 2019; Tajgozari, 2019) and vocabulary development (e.g., Rouhani & Rabiei, 2011; Sabouri et al., 2015; Webb, 2010).

Not all movies have the same effect on proficiency development. Some scholars (e.g., Barza & Memari, 2014; Chiu, 2006; Jalilifar & Ansari, 2012) regard movie genre as an important consideration in EFL learning. Positing that movie genre preference and culture are related to each other, Barza and Memari (2014) maintain that since learners' interest plays a role in their motivation, the movie genre learners are interested in is of significance. In fact, Karakas and Saricoban (2012) found a positive impact of watching animated cartoons on the vocabulary knowledge of EFL learners. Moreover, Ulusoy and Demirbilek (2013) have found that using sitcoms in the classroom can boost the speaking abilities of English language learners.

Learners may use different strategies to benefit from movies. According to Scarcella and Oxford (1992, p. 63), learning strategies are 'specific actions, behaviours, steps, or techniques used by students to enhance their own learning'. More proficient language learners are noted to use more strategies as compared to less proficient ones (O'Malley et al., as cited in Grenfell & Macaro, 2007) and the particular strategies successful learners use are the key to their success (Abraham & Vann, 1987). An example of strategies learners use in relation to watching movies, according to Nguyen and Terry (2017), is repeating the lines said by the actors, which helps learners with aspects of language such as intonation.

Regarding using subtitles while watching movies and its effect on learning a foreign language, there is disagreement among scholars. Although some (e.g., Bird & Williams, 2002; Sydorenko, 2010) believe that subtitled movies are more effective in learning a language, others (e.g., Reese, 1984) claim that subtitles have no role in or may even block learning a language.

1.3. Research gaps

It is useful to know what kinds of movies can better help learners to learn English and what strategies they may use. Additionally, as mentioned above, there seems to be no unanimous agreement among scholars about the role of subtitled movies on learners' proficiency level. Although Hsieh et al. (2010) have investigated the effect of watching movies and types of movies on English learning for EFL learners, they employed intermediate learners and did not probe learners' perceptions and strategies further by follow-up interviews. To address this situation, this study also examines the perceptions of advanced language learners with regard to the effect of using subtitles in the development of EFL learners' proficiency.

1.4. Significance of the study

The present study shows the effectiveness of English movies in the development of English proficiency. The types of movies which are beneficial in learning English, the useful strategies used by advanced language learners, as well as the impact of using subtitles can all be useful for language learners who want to improve their English proficiency by watching English movies. The results can also help English teachers who want to include English movies in their classroom activities.

1.5. Research questions

The following main questions were addressed:

1. How do advanced EFL learners perceive the role of watching English movies and the types of movies in developing their English proficiency?
2. What strategies do advanced EFL learners use to improve their English proficiency through watching English movies?
3. What is the role of watching subtitled movies in the development of language learners' proficiency from the viewpoint of advanced EFL learners?

2. Methods and materials

2.1. Participants

The participants in this study were all advanced learners of English and were selected through purposive sampling from Shiraz University, Iran. Twelve students whose English proficiency was known to be high by any one of the researchers formed part of the participants. To add to the number of the participants, three professors at Shiraz University were asked to introduce their high-proficiency students. Accordingly, a sample of 34 EFL learners (16 males and 18 females) was chosen. Their age ranged between 18 and 34 years. Among them, 23 were BA students of English Language and Literature, 3 were MA students of English Literature and the other 8 were MA students of Teaching English as a Foreign Language (TEFL).

2.2. Instruments

The study employed a questionnaire containing 11 questions (Appendix A) as well as semi-structured interviews (Appendix B). The questionnaire was adapted from a questionnaire used by Hsieh et al. (2010) who referred to its trustworthiness and consisted of an 8-point Likert-type and three multiple-choice questions all asking about the perceptions and strategies of learners regarding the role of movies in learning English. The interview questions, formulated by the researchers themselves and checked by an expert to ensure content validity, also targeted the participants' perceptions and strategies. The participants were first given the questionnaire and then, they were interviewed.

2.3. Data collection procedure

Before conducting the main data collection, a pilot study was done with four participants to realise how the real data collection procedure could best be carried out. However, the data obtained from the pilot study were not included in the main study.

The researchers assured the participants that their answers would remain confidential, asked them to fill in the questionnaire and then, interviewed them. Before conducting the interviews, the interviewees were asked if they preferred to speak in English or in Persian in order to ascertain the most appropriate channel of expressing their ideas. The Persian interviews were translated into English and some were member-checked later. The answers were numbered for each participant and the conversation between the researchers and the interviewees were audio-recorded. Each researcher was responsible for transcribing the content of their own interviews.

2.4. Data analysis procedure

For Likert-type questions of the questionnaire, the frequencies and percentages of answers to each question (strongly agree = 5; strongly disagree = 1) were calculated by Statistical Package for the Social Sciences. For non-Likert items, the percentages of the most frequent answer to each question were reported. In the case of the answers to the interview questions, themes were extracted and the most frequent answers, as well as noteworthy comments made were reported.

3. Results and discussion

This section consists of two parts: the questionnaire and the interview results.

3.1. Questionnaire results

To address how the participants perceive the role of watching English movies and the types of movies in developing their English proficiency, the answers to the first through fifth items in the questionnaire were analysed. Regarding the first question, the participants were asked whether they agreed that watching English movies has a beneficial effect on learning English. Table 1 illustrates the findings.

Table 1. Viewpoints on the effectiveness of movies

Viewpoint	Frequency	Percentage
Uncertain	2	5.9
Agree	6	17.6
Strongly agree	26	76.5
Total	34	100.0

Thus, almost all the participants believed that watching English movies was valuable, which is in line with Hsieh et al. (2010).

The second question asked whether the participants agreed that the kinds of movies they prefer affect their learning. Table 2 illustrates the results.

Table 2. Viewpoints on the effectiveness of the preferred kind(s) of movies

Viewpoint	Frequency	Percentage
Disagree	1	2.9
Uncertain	6	17.6

Agree	13	38.2
Strongly agree	14	41.2
Total	34	100.0

The type of movie was important to most of the participants. Hsieh et al.'s (2010) study showed similar results.

Concerning the third question, the participants' answers indicated the types of movies they liked, which are presented in Table 3 (they could choose more than one).

Table 3. Favourite genres

Genre	Frequency	Percentage
Comedy	28	82.4
Animated movie	21	61.8
Romance	21	61.8
Documentary	15	44.1
Science fiction	15	44.1
Action	14	41.2
Thriller	14	41.2
War movie	13	38.2
Suspense	12	35.3

As depicted in Table 3, while comedy movies were the most-liked, suspense movies were the least favourite genre.

The fourth question asked about the kinds of movies the participants perceived as beneficial in learning English; the results are depicted in Table 4 (again, they could choose more than one).

Table 4. Beneficial genres

Genre	Frequency	Percentage
Comedy	28	82.4
Documentary	26	76.5
Animated movie	26	76.5
Romance	18	52.9
Science fiction	13	38.2
Thriller	10	29.4
Action	8	23.5
War movie	8	23.5
Suspense	7	20.6

Comedy movies were regarded as beneficial by most of the participants. Thus, many of the participants deemed the same movies they liked to be beneficial as well. Consequently, in learning a language, the status of the learners' interests plays an important role.

The fifth question asked the participants whether they preferred English movies to be included in the classroom as teaching materials. Table 5 shows the results.

Table 5. Viewpoints on using English movies as teaching materials

Viewpoint	Frequency	Percentage
Uncertain	1	2.9
Agree	15	44.1
Strongly agree	18	52.9

Total	34	100.0

Similar to the study by Hsieh et al. (2010), it can be concluded that using English movies in the classroom can be interesting to learners.

Concerning the second research question, i.e., what strategies advanced EFL learners use to improve their English proficiency through watching movies, the sixth and seventh questions of the questionnaire were analysed. The sixth question asked whether the participants agreed with the statement 'keyword preview helps me understand the storyline of a movie'. The findings are presented in Table 6.

Table 6. Viewpoints on the effect of keyword preview on understanding the storyline

Viewpoint	Frequency	Percentage
Strongly disagree	1	2.9
Uncertain	3	8.8
Agree	22	64.7
Strongly agree	8	23.5
Total	34	100.0

The results are again similar to Hsieh et al.'s (2010).

The seventh question asked whether the participants believed that keyword preview could motivate them to learn English. The results are shown in Table 7.

Table 7. Viewpoints on the effect of keyword preview on motivation

Viewpoint	Frequency	Percentage
Strongly disagree	1	2.9
Uncertain	12	35.3
Agree	17	50.0
Strongly agree	4	11.8
Total	34	100.0

The findings of the study by Hsieh et al. (2010) were similar to these results.

With regard to the role of watching subtitled movies on the development of language learners' proficiency, the answers to the eighth through eleventh questions of the questionnaire were analysed. The answers to the eighth question revealed whether the participants thought Persian subtitles were better than the English ones in learning English and the results are shown in Table 8.

Table 8. Viewpoints on the advantage of Persian subtitles

Viewpoint	Frequency	Percentage
Strongly disagree	18	52.9
Disagree	5	14.7
Uncertain	8	23.5
Agree	2	5.9
Strongly agree	1	2.9
Total	34	100.0

Previous studies (e.g., Stewart & Pertusa, 2004; Zarei, 2009) also showed that interlingual subtitles were less effective than intralingual subtitles.

The ninth question asked whether the participants believed English subtitles to be good in learning English. The findings are illustrated in Table 9.

Table 9. Viewpoints on usefulness of English subtitles

Viewpoint	Frequency	Percentage

Strongly disagree	1	2.9
Uncertain	4	11.8
Agree	18	52.9
Strongly agree	11	32.4
Total	34	100.0

Only one participant strongly disagreed. However, further analysis revealed that this participant believed that subtitles should not be used in learning English altogether.

The tenth question examined whether the participants agreed with the statement 'after watching a movie with Persian subtitles, I watch it again with English subtitles'. The results are shown in Table 10.

Table 10. Viewpoints on watching movies with Persian subtitles first and watching them again with English subtitles

Viewpoint	Frequency	Percentage
Strongly disagree	4	11.8
Disagree	7	20.6
Uncertain	13	38.2
Agree	9	26.5
Strongly agree	1	2.9
Total	34	100.0

The results showed that opinions are wildly divided on this issue. Furthermore, some of the participants stated that they did not watch movies with Persian subtitles at all.

Finally, the last question examined whether the participants preferred to watch movies with Persian, English, or no subtitles. The results are shown in Table 11.

Table 11. Viewpoints on choosing subtitles

Language	Frequency	Percentage
Persian	2	5.88
English	22	64.71
None	10	29.41
Total	34	100.0

The participants explained their reasons why they chose each of these options in the interviews.

3.2. Interview results

The first question of the interview asked, 'How do you think those kinds of English movies you chose as beneficial in learning English might be effective?' The majority of the participants claimed that their preferences have positive effects on learning. Some held that the storyline is indeed important because when the movie is interesting, the audience will follow it. Others said that those types of movies in which the actors speak a lot can be beneficial. A few of the participants commented that it is essential for a learner to watch every kind of movie so that they can hear different words used in different contexts.

As mentioned by some of the participants, in comedy movies, actors use useful adjectives and idioms. Moreover, documentaries were believed to cover many topics and, through them, the learners can get familiar with different kinds of vocabularies in different contexts. Such movies contain formal language, which is very important for academic use. Participant 4 said that in documentary movies, the narrator usually talks slowly and you can imitate the words. According to some participants, animated movies are also beneficial in learning English because simple words are

typically used in them. A study conducted by Karakas and Saricoban (2012), too, pointed to the positive effects of animated cartoons on incidental vocabulary learning.

The second interview question asked whether the participants preferred watching movies or reading books for boosting their vocabulary knowledge and why. The proportions of participants who preferred watching movies or reading books were nearly the same (38.2% and 32.4%, respectively). The rest were not categorical about this question. This finding is in contrast with what Karlsson (2010) found in that the majority of the learners in that study tended to watch movies instead of reading books.

The most frequently mentioned reason for using books to improve vocabulary knowledge was seeing the exact form of the words and having more time to concentrate on them. In addition, 10 participants (29.4%) opined that using both books and movies could be valuable, but they could affect different areas: watching movies improves vocabulary knowledge as well as speaking and listening skills whereas reading books expands the range of words used in written language. Participant 30 mentioned that 'movies can provide a good opportunity for reviewing the already known vocabularies, while books are better for learning new words'. The participants' reasons for their preferences are shown in Table 12.

Table 12. Reasons for preferring reading books or watching movies

Reasons for preferring reading books	• Seeing the form of the words
	• Knowing the proficiency level of graded books
	• Having more time to focus on words and to check their meanings
	• The greater role of words (rather than music and image) in understanding the content
Reasons for preferring watching movies	• Being interesting and more involving
	• Good for learning pronunciation
	• Activating auditory and visual memory (music, picture, action etc.)
	• Lasting less than 2 hours
	• Containing up-to-date words and structures
Reasons for not preferring movies	• Just improving listening
	• Considered as a hobby only
	• Distracting because of the presence of pictures
	• Making learners focus on the story and not the words or structures
Reasons for not preferring books	• Being boring
	• Taking much time to be read completely

The third question asked, 'Do you watch movies for pleasure or for the only reason of learning English?' Seventeen participants (50%) expressed that they watched movies just or mostly for pleasure. Nine participants (26.5%) stated that they watched movies for both enjoyment and learning English. Two participants (5.8%) believed that their sole purpose of watching movies was language learning. Although two participants (5.8%) stated that they started watching movies just for entertainment at first and now learning English is their aim, two others (5.8%) indicated that when they were beginners, they watched movies for learning English and now, at their current level of proficiency, they watch movies just for enjoyment. Additionally, two other participants (5.8%) mentioned that the purpose of watching movies depends on the type of movie a person wants to watch. Participant 4 stated, 'I watch some British movies for improving my pronunciation, for example, Sherlock Holmes'. The participants also generally commented that the feeling of enjoyment is what motivates learning.

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The fourth question asked whether the participants were interested in watching movies that are in line with their own culture or divergent. Sixteen (47%) participants responded that they liked to watch culturally divergent movies to get acquainted with different traditions, cultures and behaviours of native speakers. Only three (8.8%) participants preferred to watch movies which are culturally in line with their own culture, especially when they watch movies with their families. However, the cultural issues were not so much important for nine (26.5%) of the interviewees. Besides, six (17.6%) participants expressed that they were interested in both types of movies. Thus, the preference of many learners is in line with many scholars (e.g., Byram, 1997; Jiang, 1999; Tajeddin & Teimournezhad, 2015) who believe that the ability to communicate effectively in a language is dependent on the knowledge of the culture related to that language.

The next question examined the importance of the quality of the movies (sound and picture). Twenty-one participants (61.8%) answered that high quality of the movie is very important, especially for the purpose of learning English. Those who claimed that the quality of the picture is more important mentioned that visualisation can make one remember the scene and also the conversation occurring therein. Nevertheless, Participant 17 believed that 'if the learner likes the topic of the movie and its storyline, then it makes no difference whether the quality is high or low and the learner will watch the movie anyway'. Ten participants (29.4%) were uncertain about the significance of the quality of movies. Two (5.8%) of them claimed that it depends on the kind of movie; for example, Participant 8 stated that 'if it is an action movie or science fiction, it should have a high quality, but if it is an animated movie, it is not very important to have a high or low quality'. Only one (2.9%) of the interviewees said that low quality is better as it helps the learners improve their listening skill while other extra noises are present. Table 13 provides a summary.

Table 13. Reasons for tending to watch movies with high quality

Reasons for tending to watch movies with high quality	• Enjoying the movie • Hearing the correct words and improving listening skill • Learning better • Understanding the plot of the movie better • Concentrating on the movie and getting involved in it • Being tempted to watch it even if you do not like the topic
Reasons for not tending to watch movies with low quality	• Hearing the wrong sentence or word • Lowering one's confidence and thinking that they are poor at English • Not attracting the audience so they will not watch the movie even if the plot is good

Concerning the second research question, the answers to the sixth and seventh interview questions were examined. The sixth question asked, 'Do you check every new vocabulary you encounter in the movie or just those which block your understanding?' In short, most of the participants expressed that guessing meaning from the context was the strategy they always applied. In addition, they mentioned that constantly checking the words is a time-consuming and boring strategy that does not allow enjoyment of the movie. This points to the superiority of incidental over intentional learning of vocabulary, which is in line with Ahmad's (2012) experimental study.

The seventh question concerned the students' strategies for memorising new words met while watching a movie. Participant 33 stated, 'I write down the new vocabularies and phrases in my notebook and review and repeat them every now and then'. Some participants said that they wrote them in their smartphones or laptops and set them as wallpaper in order to see them frequently.

The next strategy used by many of the participants was to use the sentences heard in the movie in everyday conversations and in their writing activities. In a similar vein, Swain (1995) believes that comprehensible input is not sufficient and there is a need for output.

Another useful strategy alluded to by some of the interviewees was watching the same movie several times. Participant 19 mentioned, 'I always watch a movie three times; once for pleasure, then I watch it in order to read the subtitle, if there is any, and finally, I watch it, for example, 10 minutes by 10 minutes to focus more'. However, Participant 1 commented that,

It might be a better strategy to watch many different movies instead of watching the same movie several times. This way, you will not get tired of watching the same movie and you will become familiar with the high frequency words because they are repeatedly used in different movies.

Moreover, the following are some other strategies each mentioned by a few:

− Making sentences about one's own real life using the words or phrases heard in the movie
− Looking for other usages of a known word in the movie
− Writing a summary of the movie using the new words
− Pausing the movie to have time to ponder over the new words, sentences, or expressions

The third research question sought the participants' reasons for choosing English over Persian subtitles or vice versa. Among some of the participants who stated that they did not use subtitles at all, some preferred English subtitles if they were to use one. A few of the interviewees added that using subtitles depends on the genre; for example, for watching historical movies with many new words, English subtitles are required; or one may need to use Persian subtitles for watching thriller movies in order to fully understand the storyline. Participant 15 believed that 'Persian subtitles are suitable for beginner learners because the complexity of the structure in English subtitles may hinder their understanding, but after intermediate levels, English subtitles can be useful'. The reasons for the answers mentioned by the participants are listed in Table 14. The most frequent ones are mentioned first.

Table 14. Reasons for preferring and not preferring each type of subtitle

Reasons for preferring English subtitles	• Improving language skills and sub-skills
	o Improving listening skill
	o Learning the spelling of the words
	o Improving the speed of reading
	o Learning expressions and their use
	• Helpful in understanding what the actors say while there are some irrelevant noises
	• Getting familiar with unusual accents
	• Enjoying the movie as a result of both seeing and hearing the exact words
Reasons for considering Persian subtitles helpful	• Learning the exact meaning or equivalents of some words in Persian
	• Paying more attention to what is said in the movie
	• Understanding the storyline
Reasons for not preferring Persian subtitles	• Different structures of English and Persian languages
	• Damaging learning
	• Hindering 'thinking in English'
	• The absence of translation in real-life conversations
	• Causing confusion between what you hear and what you see
	• Not being able to keep in mind the meaning of the word
	• Inappropriate or inexact translation
Reasons for not using subtitles at all	• Focusing on what is said in the movie and guessing and finding the unknown words

- Being able to find out the words after seeing the movie two or three times
- Preparing yourself for real-life listening and speaking
- Getting distracted by looking at subtitles
- Testing how much you have understood

4. Conclusion

The present study examined advanced learners' perceptions and strategies regarding the role of watching English movies in developing EFL learners' proficiency. The findings revealed that the advanced EFL learners believed that watching English movies can greatly impact the development of their proficiency. The participants selected comedies, documentaries and animated movies as the most effective ones, respectively. Moreover, most of them believed that the type of movies may affect learning.

The most commonly used strategies by the participants were writing down new vocabularies or phrases heard in the movie, repeatedly reviewing the words or sentences written from the movie and putting them into everyday use.

With regard to subtitles, most of the participants believed that using English subtitles could be very effective in learning English while some of the participants were of the opinion that watching movies without subtitles was better. The most frequent reason mentioned by the participants for preferring no subtitles was that the structures of English and Persian languages were totally different and thus the presence of subtitles might be destructive in learning. The majority of those who preferred English subtitles stated that they helped improving language skills and sub-skills. Very few participants deemed Persian subtitles to be useful in enhancing English proficiency.

4.1. Implications of the study and recommendations

The present study shows that learners and their teachers can effectively use English movies for proficiency development. It is recommended that teachers who want to include English movies in classroom activities pay special attention to learners' favourite genres as identified in this study since such genres may be more beneficial for learning. Furthermore, learners should be made aware of the value of strategies mentioned by the participants in this study such as revising vocabularies encountered in the movies and putting them into use in conversation. Finally, teachers may advise their students to use English subtitles rather than subtitles in the learners' own language as English subtitles have been reported to offer important advantages by most advanced learners.

5. Limitations of the study

The main limitation of the present study was that convenient sampling was used, although among the conveniently available individuals, participants were selected purposefully. The small number of the participants can also be considered as another limitation of the study.

5.1. Suggestions for further research

To increase the reliability of the quantitative findings and to obtain richer qualitative results, other researchers could follow up this study by using a larger sample. Moreover, interviews with English teachers could yield further insights into how movies can be used in classrooms and what activities in this regard are beneficial. Future research may also replicate this study in different cultures as culture plays a role in learners' preferences (Barza & Memari, 2014).

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Appendix A

Questionnaire (in English)

Hi. We are MA students of TEFL. We want to know your opinion on learning English through watching movies. We would appreciate it if you fill up the questionnaire.

Name:

Gender: □ Male   □ Female

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Age: _____

Major: _____

□ BA   □ MA

Have you ever lived in any English-speaking country?

□ Yes   □ No   If yes, for how long?

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1. Watching English movies has a beneficial effect on learning English.

□ Strongly agree   □ Agree   □ Uncertain   □ Disagree   □ Strongly disagree

2. The kind of movie I prefer will affect my learning.

□ Strongly agree   □ Agree   □ Uncertain   □ Disagree   □ Strongly disagree

3. What kinds of English movies do you like? (You can choose more than one.)

□ Thriller   □ Comedy   □ War movies   □ Documentary   □ Romance   □ Suspense

□ Science fiction   □ Action   □ Animated movie

4. What kinds of English movies do you think are beneficial in learning English? (You can choose more than one.)

□ Thriller   □ Comedy   □ War movies   □ Documentary   □ Romance   □ Suspense

□ Science fiction   □ Action   □ Animated movie

5. I am interested in learning English if the teacher uses English movies as teaching materials.

□ Strongly agree   □ Agree   □ Uncertain   □ Disagree   □ Strongly disagree

6. Keyword preview helps me understand the story line of a movie.

□ Strongly agree   □ Agree   □ Uncertain   □ Disagree   □ Strongly disagree

7. Keyword preview before movie viewing motivates me to learn English.

□ Strongly agree   □ Agree   □ Uncertain   □ Disagree   □ Strongly disagree

8. Persian subtitles are better than English subtitles in learning English.

□ Strongly agree   □ Agree   □ Uncertain   □ Disagree   □ Strongly disagree

9. English subtitles are good in learning English.

□ Strongly agree   □ Agree   □ Uncertain   □ Disagree   □ Strongly disagree

10. After watching a movie with Persian subtitles, I watch it again with English subtitles.

□ Strongly agree   □ Agree   □ Uncertain   □ Disagree   □ Strongly disagree

11. With regard to subtitles, what subtitles would you choose when you watch English movies at home?

□ Persian   □ English   □ None

Appendix B

Interview questions in English

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1. How do you think the kinds of English movies you chose as beneficial in learning English might be effective?

2. Do you prefer watching movies or reading books for boosting your vocabulary knowledge? Why?

3. Do you watch movies for pleasure or for the only reason of learning English?

4. Do you like movies which are culturally in line with Iranian culture or divergent?

5. How much is the quality of the movie (sound/picture) important?

6. Do you check every new vocabulary you encounter in the movie or just those which block your understanding?

7. What is the strategy you use for keeping in mind a new word you encounter in a movie?

8. If you think English/Persian subtitles are better, what is your reason? What are the advantages?