

The effect of watching documentary videos with L1 or L2 subtitles on Iranian learners' vocabulary learning

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Abstract

The focus of the study was to find out the effect of watching subtitled documentary videos on EFL (English as a Foreign Language) learners' vocabulary learning. To this end, 90 intermediate students (male and female) were randomly selected based on a proficiency test. Next, they were randomly assigned to two experimental groups and one control group. Participants took a pre-test. After 12 L2 treatment sessions where each group watched the video clips, 1 experimental group watched the clips with L1 subtitles and the other group with L2 subtitles and the control group with no subtitles, the post-test was conducted. Then, one-way analysis of variance was conducted to find out if there were any differences between the post-test performances of three groups. The results showed that participants in the L2 subtitled group and L1 subtitled group performed significantly better than unsubtitled group. The L2 subtitled group (mean = 16.97) performed better, but not significantly than the L1 subtitled group (mean = 16.56). The findings contribute to EFL learners, teachers and the Ministry of Education.

Keywords: Documentary, video subtitling, listening, vocabulary learning, L1 subtitling, L2 subtitling;

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1. Introduction

Vocabulary is one of the most important parts of language acquisition. Therefore, conscious and unconscious learning of new words is a basic foundation for further development of the language level of learners. The role that vocabulary knowledge plays in second and foreign language acquisition has long been neglected. However, vocabulary is currently receiving increased emphasis in the language teaching curriculum. This is due to several reasons, such as the influence of comprehension-based approaches to language development, the research efforts of applied linguists and the exciting possibilities opened-up by the development of computer-based language corpora (Zarei, 2009).

With increasing access to TV, video equipment and, more recently, computers, teachers have found more opportunities to use audiovisual materials at all levels of foreign language teaching. According to Champoux (1999), movies are a comfortable familiar medium to contemporary students that can keep their interest in the theories and concepts under discussion. According to Rokni and JannatiAtaei (2014), although most movies are fiction, they can offer powerful experiences that students are unlikely to have in a classroom. Film scenes can offer visual portrayal of abstract theories and concepts taught in management and social sciences courses. Explaining concepts through different film scenes brings theories closer to realistic situations. Films can also provoke good discussion, assessment of one's values and self, if the scenes have strong emotional content. Listening comprehension ability plays an important role in the acquisition and development of language skills and sub-skills. Learning to listen to the target language can improve language ability. The sound, rhythm, intonation and stress of the language can only be perfectly adapted through listening. As we get to understand spoken language by listening, it is easier to improve the other skills and gain confidence. As some researchers said both vocabulary and listening ability affect each other. Based on Kelly (1990), there is a claim that vocabulary knowledge is the main obstacle to comprehension in listening comprehension for second language learners.

2. Review of the related literature

2.1. Importance of vocabulary learning

Learning and mastering of target language vocabulary play very important roles in any foreign language teaching and learning. The knowledge of vocabulary enables an EFL learner to establish and achieve successful communication which is the main goal of any foreign language teaching and learning. Therefore, every attempt needs to be made to improve the vocabulary of EFL learners. This is the reason why many scholars and ELT luminaries, like Taylor (1990), emphasise on the conscious attempt to develop the vocabulary of EFL learners. The importance of vocabulary has also been recognised in language pedagogy for all the times. Wilkins (1972), an early representative advocate of the communicative approach, clearly indicated that learning vocabulary is as important as learning grammar. Whether the learner has achieved a near native speaking level or not can be judged based upon whether he/she can use and say collocations well. Allen (1983, p. 05) also emphasises this view stating that, 'lexical problems frequently interfere with communication; communication breaks down when people do not use the right words'. In other statements, Wilkins (1972) and Lewis (1993) emphasised the important role of vocabulary in language learning.

2.2. Listening comprehension

Listening is the ability to identify and understand what others are saying. This involves understanding the speaker's meaning and what is he/she saying. According to Renukadevi (2014), every study conducted regarding language skills acquisition has proved that when we communicate, we gain 45% of the language competence from listening, 30% from speaking, 15% from reading and 10% from writing. With the highest percentage of involvement in the exchange of information in effective communication, listening has to be considered a forerunner. Our listening skill undoubtedly has an important impact on our ability to learn a second or foreign language. The following list contains the most common types of listening:

1. Face-to-face: the activities of this kind include conversation with family and friends, teacher and students' talk.
2. Talking on the phone at home or at work or talking with the cell phones or talking on new social interaction devices or applications like chat room and chat groups.
3. Listening to the radio, cassettes and MP3 tracks on cell phones.

4. Watching films on TV or handheld devices.
5. Attending a lecture or listening to the teacher speaking in front of the classroom.
6. Listening to other people talking in the street, bus etc.

Murcia (2002, pp. 72–73) divided listening skills into three modes: bidirectional, unidirectional, and autodirectional. By bidirectional she means two ways. In this type, two or more participants take turns changing their role from speaker to listener as they engage in a face-to-face or telephone conversation. Unidirectional is one-way listening. The input of this type comes from different sources: overhead conversation, public address announcement, recorded message, the media (TV, radio or films), instructional situations of all kinds and public performance (lectures, plays or operas). Autodirectional or self-dialogue includes thinking aloud.

2.3. The relationship between vocabulary knowledge and listening comprehension

Nowadays, it is believed that without listening skills, language learning is impossible. This is because that there is no communication where there is no human interaction. And without learning vocabulary, learners' listening comprehension faces difficulty. According to Kelly (1991), it is no doubt that vocabulary knowledge is a main determining factor for reading comprehension. There was a claim that vocabulary knowledge is the main obstacle to competence in listening comprehension for second or foreign language learners. Also, Saengpakdeejit (2014), in a study, indicated that the size of vocabulary knowledge was found to be significantly correlated with listening comprehension. And the participants with more vocabulary knowledge can do better in listening comprehension tests. Staehr (2008), in a study of the relationship between the vocabulary sizes and the skills of listening, reading and writing, found that learners' receptive vocabulary size was strongly associated with their reading and writing skills and moderately with their listening skills. Based on the research findings, it can be claimed that there is a correlation between learners' vocabulary knowledge and their listening comprehension. Learners with more vocabulary knowledge have a better listening comprehension and those with better listening comprehension ability learn more vocabulary from listening.

2.4. CALL

CALL means the use of computer in the teaching or learning of a second or foreign language. The current philosophy of CALL places a strong emphasis on student-centred materials that allow learners to work on their own. Such materials may be structured or unstructured, but they normally embody two important features: interactive learning and individualised learning. CALL is essentially a tool that helps teachers to facilitate the language learning process. It can be used to reinforce what has already been learned in the classroom or as a remedial tool to help learners who require additional support. The design of CALL materials generally takes into consideration principles of language pedagogy and methodology, which may be derived from different learning theories (e.g., behaviourist, cognitive and constructivist) and second-language learning theories, such as Krashen's (1977) monitor hypothesis. The rapid growth of the Internet, which links computers all over the world into a single electronic communication network, is in the process of making widespread computer-based instruction a reality. Computers have been used for language teaching since the 1960s. Cardoso (2013), in a study of 24 students enrolled in a technical computing programme at the federal educational institute in Brazil, showed the effects of CALL in EFL vocabulary learning are positive and there is a significant amount of acquisition of L2 vocabulary in using CALL for teaching vocabulary. Rezaei and Pourgharib's (2014) study explored CALL research on vocabulary acquisition. Sixty male participants of this study were randomly chosen and divided into two groups. During the study (38 sessions), the treatment group used a tutorial that was a computer-assisted course and the control group was taught vocabulary traditionally. The results showed that CALL played an important part in both vocabulary acquisition and reading comprehension.

2.5. Subtitling

The National Captioning Institute defines captions as 'the process of converting the audio portion of a video production into text which is displayed on a television screen'. The captions are typically with upper-case letters against a black background. Subtitles, on the other hand, are defined as 'the permanently affixed on-screen text that represents the narration, dialogue, music or sound effects in a programme'. Subtitles are typically placed at the bottom of the television screen (Mundomedia Digital Sounds, Online Glossary). The word 'subtitle' is prefixed with 'sub-' (below) followed by 'title'.

In some cases, such as live opera, the dialogue is displayed above the stage in what are referred to as 'surtitles' ('sur-' meaning 'above'). Subtitles can be used to translate dialogue from a foreign language into the native language of the audience. It is not only the quickest and cheapest method of translating content, but is also usually preferred as it is possible for the audience to hear the original dialogue and voices of the actors. Subtitle translation is sometimes very different from the translation of written text. Usually, during the process of creating subtitles for a film or television programme, the picture and each sentence of the audio are analysed by the subtitle translator; also, the subtitle translator may or may not have access to a written transcript of the dialogue.

There are different types of possible combinations between audio and subtitles. The use of one or another in class will depend on the goal of the lesson and on the students' level.

Standard subtitles: 'Interlingual subtitles' (Neves, 2008), also known as 'standard subtitles' (Zanon, 2006) or 'L1 subtitles', are a form of subtitles in which the audio track is in the original language of the video (e.g., English) and the text constitutes a translation of the audio track into the viewer's L1 (e.g., Persian). Bimodal subtitles: 'Intralingual subtitles' (Neves, 2008), also known as 'bimodal subtitles' (Zanon, 2006) or 'L2 subtitles', are a transcription of the audio track of a video into captions of the same language. Intralingual subtitles are known as 'closed captions' when provided for the benefit of hearing-impaired viewers.

Reversed subtitles: According to Zanon (2006), 'reversed subtitles' are a form of subtitles in which the audio track is in the original language of the video (e.g., Persian) and the text constitutes a translation of the audio track into the target language (e.g., English).

2.6. Related literature

2.6.1. Research on subtitled or unsubtitled language learning

Mei-ling (2007) examined teaching English listening and speaking through films. The results suggest that English films play a positive role in motivating students to learn English listening and speaking. Also, taking a couple of empirical backgrounds, Lertola (2010) conducted a study on the effects of the subtitling task on incidental vocabulary acquisition. The study applied both qualitative and quantitative methods. The population in her study included 16 students of Italian as a foreign language. She made two hypotheses. The results of her analysis confirmed the first hypothesis: both conditions, i.e., subtitling and non-subtitling, resulted in retention of new L2 vocabulary compared to the pre-task performance. Regarding the second hypothesis, it was confirmed that the subtitling condition led to a more significant L2 incidental vocabulary acquisition compared to the non-subtitling condition. In a different study, Mohebi (2013) investigated the effect of using multimedia on prompting L2 vocabulary learning of Iranian language learners. To this end, 20 language learners were randomly assigned to 2 participating groups, namely a multimedia group and a comparison group. The multimedia group took advantage of multimedia software and watched three movies with subtitles plus the texts. The comparison group attended the teacher-fronted classes and read the texts of the movies. After three sessions, the participating groups were given a post-test. The data analysis showed that the participants who were provided with multimedia outperformed the participants in the comparison group. At the same time, Vahdat and Rasti (2013) explored the effects of video games on Iranian EFL learners' vocabulary learning. To conduct the study, they divided 40 randomly chosen intermediate EFL learners into 2 groups. The control group studied vocabularies via traditional classes and the experimental group via a video game. The results showed that video games-based learning has a strong effect on acquiring new vocabulary. Rokni and JannatiAtaei (2014) showed that subtitles have a significant role in improving Iranian foreign language learners' listening comprehension, especially bimodal subtitling, i.e., L2 audio with L2 subtitles. The results indicated that using movies with English subtitles is a better way to help students to improve the listening comprehension compared to the movies with no subtitles. The general findings of these studies support the common assumption that subtitles and captions are powerful instruments in vocabulary learning.

2.6.2. Research on L1 subtitled vocabulary learning

Raine (2012) sought to evaluate the effectiveness of subtitled authentic videos as a means of increasing the depth of vocabulary knowledge. Low intermediate level Japanese learners of English were shown an authentic video subtitled in four different modes (intralingual, interlingual, dual and no subtitles) to see if they were able to incidentally learn the meanings of six target words appearing in the video. A questionnaire was also administered to determine whether the students felt they were

able to improve their knowledge of the English vocabulary from watching the video, whether the content of the video was interesting, and whether the subtitles were easy to read. Although the majority of students were not able to learn the meanings of the target words from watching the video, two exceptional cases showed that doing so was not impossible. Additionally, members of the interlingual group felt most able to learn vocabulary from watching the video, and also found the subtitles easier to read than any other group. The intralingual subtitle group was the only group that did not find the content of the video interesting.

2.6.3. Research on L2 subtitled vocabulary learning

Interested in vocabulary learning, Zarei (2009) investigated the types of subtitling in vocabulary recognition and recall. He concluded that the most effective type of subtitling for vocabulary recognition would be bimodal subtitling. At the same time, standard subtitling would produce significantly better results than reversed subtitling, i.e., English subtitles transcribed from dialogues in the learners' mother tongue. He also concluded that in the case of vocabulary recall, bimodal subtitling would be significantly better than the standard subtitling, which, in turn, would be significantly better than reversed subtitling. Zarei and Rashvand (2011) differentiating between verbatim and non-verbatim subtitles as well as between native and target language subtitles, found that native language subtitles, whether verbatim or non-verbatim, were mainly applicable in terms of vocabulary production. They also argued that non-verbatim subtitles were more facilitating in terms of vocabulary comprehension, regardless of whether they were in the native or target language. Furthermore, Matielo, Collet, and Dely (2013) in a study of 27 intermediate Brazilian EFL learners investigated the effects of interlingual (L2) and intralingual (L1) subtitled videos on vocabulary acquisition. The participants were divided into three groups (interlingual, intralingual and control). The results showed more immediate gain in the group with intralingual subtitles.

2.6.4. Research on reverse subtitled vocabulary learning

Gorjian (2014), in a study on 90 students studying English translation in Abadan Azad University at the BA level, showed that employing subtitled videos as a teaching material in language teaching environments can assist learners to receive language through multisensory channels. He indicated that the most effective type of subtitling for learning vocabulary incidentally is reverse subtitling. However, in another study exploring the effect of subtitled video films on foreign language learning, it was found that the reversed subtitling was the most effective method for improving foreign language learning than no-subtitling and standard subtitling (Danan, 2006).

Some of the above-mentioned studies support the use of subtitled movies in the field of L2 teaching and suggest beneficial effects. However, it seems that the cause of better language performance is not clearly set. For instance, it is not clear that the good reading, improved listening comprehension or types of videos are the source of better vocabulary retention in watching subtitled movies. Besides, the results of the afore-mentioned studies are not quite consistent on the most effective type of subtitling employed to foster language learning in an L2 context. However, it is difficult to generalise the findings of studies reviewed above for the following reasons: several studies did not group subjects by proficiency levels; the numbers of participants in some of them are problematic. To move further, none of the above-mentioned studies have focused on vocabulary learning from documentary videos. It seems that more research in the field of L2 vocabulary learning is required to arrive at a decisive conclusion about the better mode in which subtitles are present. So, the present study aims to investigate the effect of different types of subtitling on vocabulary learning.

3. Methodology

3.1. Participants

In order to collect the required data, at the first stage, 110 students from 3 language institutes of Yasouj, Iran, were selected. So, for homogenising the participants, the Quick Oxford Placement Test (version 1, 40 questions) was administered, and based on the results ($M = 16.13$) those participants who were one standard deviation ($SD = 2.07$) above or below the mean were omitted and 90 intermediate participants were selected as the population of the study. They were 16–20 years old. At the beginning of the course, the researcher divided the participants randomly into three intact groups. Thirty students were in each group (15 male and 15 female in each group).

3.2. Materials

In order to collect the data, different instruments were used in this study. Firstly, a language proficiency test was used to identify learners' level of language proficiency. Secondly, at the beginning of the course, a pre-test containing 50 items measured the vocabulary knowledge of learners. Thirdly, a post-test (another version of pre-test) containing 30 items was administered to 3 intermediate groups to gather data regarding the student's improvement in vocabulary development in this level after the treatment. Fourthly, video clips of a documentary video called 'Nature's Most Amazing Events' were selected. This collection contained six DVDs (about 360 minutes).

3.3. Procedure

In order to homogenise 110 participants, selected from 3 language institutes, the Quick Oxford Placement Test (version 1, 40 questions) was administered and 90 participants were selected. At the beginning of the course, the researcher divided the participants randomly into three intact groups. Thirty participants in the control group (with no subtitled), 30 participants in the bimodal (L2) subtitles group and 30 participants in the standard (L1) subtitles group. At the beginning of the course, a pre-test containing 50 questions was administered to the 3 intermediate groups as a pre-test to check the students' vocabulary knowledge. The items of pre-test were chosen from the scripts of videos on DVDs. The students were asked to answer the question. They could write their English definitions or write their meaning in their mother tongue (Persian) in order to assure that they do not know the words. Participants in different groups were presented with episodes of the same documentary video. For each session, a 15-minute clip of 'The most wonderful adventures on earth' (a documentary video) was presented to all three groups. Twelve episodes, with each episode of documentary video lasting for 15 minutes, from different sections of the collection were selected. This was done to keep the video clips motivating and interesting for the participants. Participants in the bimodal subtitles group were presented with both English videos and L2 subtitles; the standard subtitles group was presented with English videos and L1 (Persian) subtitles; and the reverse subtitles group was presented with English videos and no subtitles. Then, at the end of the treatment period, a post-test consisting of the same section of pre-test containing 30 questions was given to the three intermediate groups to check the students' vocabulary development. Those questions of the pre-test that were answered by most of the students or those that students were familiar with were eliminated in the post-test.

3.6. Data analysis

First, the proficiency level of the participants was determined. Next, one-way analysis of variance (ANOVA) was used to compare the pre-test scores of three groups on the vocabulary test. Then, to investigate the difference between three groups with regard to the post-test of vocabulary, one-way ANOVA was run. Finally, a *post-hoc* test was run to see more details about the differences between three groups and compare their performances more closely.

4. Results

4.1. Overview

In this section, a detailed description of the statistical analyses of the data obtained in the main phase of the present study is presented. The results obtained from pre-test and post-test were analysed using SPSS. First, one-way ANOVA was carried out and the descriptive statistics of participants in different groups on pre-test was analysed. Then, one-way ANOVA was performed to compare the performance of the participants in the experimental groups and control group on the post-tests of vocabulary. Finally, a *post-hoc* test was run to see more details about the differences between three groups and compare their performances more closely.

4.2. Assessing normality distribution of the data

The Kolmogorov–Smirnov test was used to assess the normality of the distribution of the learners. The Kolmogorov–Smirnov statistics for this test are presented in the Table 1.

Table 1. Data normality of the participants in the pre-test

One-Sample Kolmogorov–Smirnov Test			Normality
<i>N</i>			90
Normal Parameters ^a	Mean		13.64
	Std. Deviation		1.193
Most extreme differences	Absolute		0.162
	Positive		0.161
	Negative		–0.162
Kolmogorov–Smirnov <i>Z</i>			1.533
Asymp. Sig. (2-tailed)			0.018

The results of the Kolmogorov–Smirnov test in Table 1 indicate that the distribution of scores was normal.

4.3. Comparing the pre-test and post-test of the vocabulary scores of the experimental and control groups

In order to compare the vocabulary scores for the experimental and the control groups, parametric tests (i.e., one-way ANOVA and post-hoc tests) were used. As the first step in analysing data, the scores gathered from the pre-test were analysed using SPSS 16 software. Table 2 shows the descriptive statistics of the participants' performance in different groups on the pre-test.

Table 2. Descriptive statistics of the pre-test of vocabulary

	<i>N</i>	Mean	95% confidence interval for mean				Minimum	Maximum
			Std. deviation	Std. error	Lower bound	Upper bound		
No subtitles	30	8.07	1.596	0.291	7.47	8.66	4	11
L1 subtitles	30	8.53	1.167	0.213	8.10	8.97	6	11
L2 subtitles	30	8.47	1.383	0.252	7.95	8.98	6	11
Total	90	8.36	1.393	0.147	8.06	8.65	4	11

As can be seen in Table 2, the three groups were similar concerning their performance in the pre-test and the mean and standard deviation of the groups (no subtitles: $M = 8.07$, $SD = 1.596$; L1 subtitles: $M = 8.53$, $SD = 1.167$; and L2 subtitles: $M = 8.47$, $SD = 1.383$) are approximately similar. The next step was to analyse the results obtained from post-test at the end of treatment period. The descriptive statistics of the participants' performance in different groups on post-test are presented in Table 3.

Table 3. Descriptive statistics of the post-test of learners' vocabulary learning

	<i>N</i>	Mean	95% confidence interval for mean				Minimum	Maximum
			Std. deviation	Std. error	Lower bound	Upper bound		
No subtitles	30	12.77	1.524	0.278	12.20	13.34	10	16
L1 subtitles	30	16.70	1.368	0.250	16.19	17.21	14	19
L2 subtitles	30	16.97	1.189	0.217	16.52	17.41	14	19
Total	90	15.48	2.357	0.248	14.98	15.97	10	19

A glance at Table 3 and comparing the means of each group with the corresponding means obtained from pre-test reveals that the participants in all three groups performed better in the post-test and the means of three groups have significantly increased. As shown in Table 3, the L2 subtitles

group achieved the highest mean ($M = 16.97$), followed by the L1 subtitles ($M = 16.70$) and no subtitles ($M = 12.77$) groups. Based on the results in Table 3, there is a statically significant difference among the three groups performance on the post-test. Therefore, the null hypothesis is rejected. The results are presented in Table 4.

Table 4 ANOVA for post-test of vocabulary learning

	Sum of squares	df	Mean square	F	Sig.
Between groups	331.822	2	165.911	88.753	0.000
Within groups	162.633	87	1.869		
Total	494.456	89			

As the results show, the difference between the three groups is significant and in order to find out exactly where the difference lies, a multiple comparison of means was performed using the *post-hoc* Scheffe test. The results are presented in Table 5.

Table 5. Scores for the post-hoc Scheffe test (multiple comparisons)

(I) Post-test	(J) Post-test	Mean difference (I-J)	Std. error	Sig.	95% Confidence interval	
					Lower bound	Upper bound
No subtitles	L1 subtitles	-3.933 ^a	0.353	0.000	-4.81	-3.05
	L2 subtitles	-4.200 ^a	0.353	0.000	-5.08	-3.32
L1 subtitles	No subtitles	3.933 ^a	0.353	0.000	3.05	4.81
	L2 subtitles	-.267	0.353	0.752	-1.15	.61
L2 subtitles	No subtitles	4.200 ^a	0.353	0.000	3.32	5.08
	L1 subtitles	.267	0.353	0.752	-0.61	1.15

^aThe mean difference is significant at the 0.05 level.

Table 5 indicates that although the difference between the L1 and L2 subtitles groups is not statically significant, they are both significantly better than the no subtitles group. In other word, both L1 and L2 subtitling result in better vocabulary learning than no subtitling. And L2 subtitling is in some extent better than L1 subtitling.

5. Discussion and conclusion

5.1. Discussion

As presented in the Results section, in Table 2, the three groups were similar due to their performances in the pre-test (L1 mean = 8.53, L2 mean = 8.47 and no subtitles mean= 8.07). After the treatment, a post-test was administered and the results are presented in the Results section, in Table 3 (L1 mean = 16.70, L2 mean = 16.97 and no subtitles mean = 12.77). Based on the above-mentioned comparisons of the results, it can be concluded that different types of subtitling has a different effect on vocabulary learning through watching subtitled or unsubtitled documentary videos. The result of the mean scores of participants in all groups has considerably increased from pre-test to post-test. It means that, regardless of the type of videos the learners were exposed to during treatment period, their performance was better in the post-test than the pre-test. Furthermore, it can be concluded that participants in the L2 subtitles group (mean = 16.97) had performed better in the post-test than those in the L1 subtitles group (mean = 16.70) and L1 subtitles group had performed better than the no subtitles group (mean = 12.77). This means that concerning the effectiveness in vocabulary learning L2 or bimodal subtitling has been in the first place, standard or L1 subtitling in the second and no subtitling in the third place.

The findings of this study are in agreement with some previous studies. Zarei (2009) investigated the effect of three modes of subtitling on vocabulary recognition and recall. Ninety-seven participants in three groups (bimodal, standard and reversed) were presented with the same film but using different ways of subtitling showed that bimodal subtitling was significantly more effective than the standard subtitling, which, in turn, was significantly more effective than reversed subtitling. Matielo et al. (2013) in a study of 27 intermediate Brazilian EFL learners investigated the effects of interlingual (standard) and intralingual (bimodal) subtitled videos on vocabulary acquisition. The participants were divided into three groups (interlingual, intralingual and control). The results showed more immediate gain in the group with intralingual subtitled. The results are also in agreement with Vahdat and Rasti (2013) and Mohebi's (2013) studies.

The results of this study are in contrast with Gorjian's (2014) study on 90 students studying English translation in Abadan Azad University at BA level, which showed that employing subtitled videos as a teaching material in language teaching environments can assist learners to receive language through multisensory channels. He indicated that the most effective type of subtitling for learning vocabulary incidentally is reverse subtitling. Also, the result of the study is in contrast with Lertola (2012) and Karakas and Saricoban's (2012) studies; the difference between the results of this study and above-mentioned studies could be due to the participants' listening comprehensions different levels, the difficulty level of videos presented in these studies or number of participants in some of them.

5.2. Conclusion

According to the results of the present study, it can be concluded that subtitling is an effective factor in impacting vocabulary learning. The overall results of the study suggest that subtitling either in L2 or L1 is better than unsubtitled in vocabulary learning. Also, it is concluded that L2 or bimodal subtitling is superior to L1 or standard subtitling and unsubtitled. At the same time, standard subtitling produces significantly better results than unsubtitled. In L2 subtitling, the combination of orthographic and phonological information logically yields better results than the other two types.

The findings of this study can be beneficial to all people and departments engaged in language learning and language teaching including the Ministry of Education's curriculum and course designers, institutions, teachers and students. The present paper did not try to determine that documentary films were better than other types of treatment or media in English vocabulary learning. It just attempted to present implications and usefulness of video clips with subtitles for vocabulary learning. The role of subtitled movies in vocabulary learning has not been seriously considered in Iran. This study might encourage learners to devote more time to watching subtitled TV programmes, including movies, cartoons, news, and video clips on their cell phones, in order to improve their overall language skills specially vocabulary learning. Because of learners' enjoyment of video clips and their high interests in watching them, language teachers may be interested in using subtitled video clips for learners' better understanding of video contents and enhance the learners' vocabulary learning. The Ministry of Education and language designers can benefit from the findings of the study and design and produce various types of movies and video clips with L1 or L2 subtitles as a part of materials for vocabulary learning and development. The teachers can find appropriate ways to better teaching of vocabulary. Learners can also enjoy the findings by diverting their attention more to the importance of watching subtitled videos for vocabulary development. Additionally, language institutes and universities can use the result of this study. They can make more appropriate syllables for teaching of the vocabulary.

The results of the current study should be considered in light of its limitations. An important limitation is that the participants were not chosen completely randomly. Another limitation is that different treatments such as longer or repeated playing of video clips may have better results. The results are also limited in their ability to generalise to all second and foreign language learning situations and they cannot be generalised to other aspects of language learning. The focus of the study was the development of some vocabulary items after watching some documentary videos with or without subtitles. Further research can be conducted to see the effects of watching movies on other aspects of language, such as speaking, listening comprehension, reading, grammar and pronunciation; the effects of other audiovisual media on vocabulary learning; and the extent to which the participants understand or failed to understand the content of the video.

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