



Movie Subtitling: A Boon to Language Learners

Nalini Arumugum^{1*}; Puspalata C Suppiah¹; Sivajothy Selvanayagam¹ & Julina Munchar¹

¹Akademi Pengajian Bahasa, Universiti Teknologi MARA, Shah Alam

ABSTRACT

This study aims to explore the use of English subtitles in movies as a tool to enhance students' proficiency and reveal the correlation between the habit of watching movies with English subtitles and its contribution to improving speaking skills. A quantitative approach is employed which involves a total of 215 undergraduates in Malaysia. The primary data is gathered through a questionnaire and supported by a semi-structured interview to validate the findings. The questionnaire responses were analysed using the SPSS version 25 tool and 15 respondents' interview responses were categorized thematically. The study indicated that undergraduates benefited from subtitles as they increased their English vocabulary ($M=3.74$) as well as motivated them to learn English ($M=3.71$). Findings also revealed that English subtitles increased their level of confidence in developing speaking skills to communicate in English. The learners also found subtitling created an avenue for both enjoyable and educational, thus fulfilling the demands of the digital era. It is, therefore, recommended that language teachers include this teaching approach of using movies with English subtitles as a teaching tool in the classroom.

Keywords: *Subtitles, English language, motivation, vocabulary, speaking skills, multimedia.*

Citation: Arumugum, N., Suppiah, P. C., Selvanayagam, S., & Munchar, J. (2022). Movie Subtitling: A Boon to Language Learners. *Int J Arts Huma Social Studies*, 4(4), 99-107.

INTRODUCTION

The English language plays an important role in broadening students' minds and developing their emotional skills. Having a good mastery of the language further helps them to improve their quality of life as they are provided better job opportunities. As a global language, English is useful in transportation, trade, banking, tourism, technology, diplomacy, and science [1, 2]. In the digital era, learning English not only can be learned in the classroom using traditional methods but also can be learned with the aid of technology. New improvements in technology and the Internet revolution have changed the ways students learn. The list of well-known styles includes open learning, distance learning, e-learning, and social media learning [3,4].

Subtitles are the captions displayed at the bottom of the screen, translated into a target language [5]. In general, they carry many functions such as understanding and following the speakers' original dialogue and comprehending the discursive aspects that emerge in the images, especially in the case of deaf and hard-of-hearing viewers. However now, we realise that subtitles are a component of multimedia technology that plays an important role in helping students in learning the English language. Subtitled movies contribute especially to the learning of language vocabulary hence, functioning as an important educational instrument. According to Arumugam, et al. [6] and Sadiku [7], in such conditions, vocabulary acquisition occurs spontaneously since the learners try to understand the content of the material by accessing spoken language that they are not fully acquainted with.

Kanellopoulou et al. [8] revealed that authentic videos can be challenging for average students, but the use of subtitles enables them to remember better and contribute to better word recall and incidental vocabulary acquisition. They added that this is in line with Mayer's [9] cognitive theory of multimedia. The theory demonstrates how students learn from multimedia presentations, whereby they actively select and connect pieces of visual and verbal knowledge presentations [9]. The results from a study by Arumugam, et al [10], and Chang et al; [11] indicate that students can better integrate knowledge when the information is presented in both the visual and the auditory channels. The researchers shared that the internal mechanisms are triggered in learners when various sensory channels (visual, auditory, and textual) coincide simultaneously on the screen and increase their cognitive engagement and motivation while learning a new language. The results revealed that the effects of watching captioned instructional videos are stronger on acquiring vocabulary and enhancing language proficiency than on content comprehension. [3,6] study on university students showed that using social media as well as subtitled movies [12] enhanced vocabulary learning and content comprehension. To further attest, a study by Birulés-Muntané and Soto-Faraco [13] revealed that there was an improvement in listening skills after watching the subtitled movie though there were no reliable differences in vocabulary acquisition.

Subtitles present a new practical approach to learning a language. Indeed, students learn a language faster with the help of subtitles. Vocabulary enhancements in the aid of subtitled films may take quite a long time but as the viewer encounters new words from time to time, they tend to enhance vocabulary skills as well as other skills [10,14]. Because movies can help to increase students' interest and motivation in learning a language, they are deemed effective [15]. In addition, Lewis [16] revealed that when one has trouble watching a movie without the presence of subtitles, subtitles can bring it back into that zone of proximal development where effective learning happens. This idea, derived from a concept in psychology and applied to learning states that, users of movie subtitles learn better when they are challenged with something that is beyond their comfort level [17]. Most people also prefer subtitled English movies or films because they want to practice English listening skills, as well as learn the correct spelling and pronunciation of difficult words [18].

Problem Statement

Learning English as a second language is never easy, more so if students are learning English outside of an English-speaking country [19, 20]. Hence, subtitles provide an effective and enjoyable method of learning a new language especially when learning the English language. Researchers have carried out surveys among undergraduates on the benefits of subtitles and how it helps them in learning English. Thus far, studies that use movie subtitles to improve students' language proficiency have been conducted in global settings [15, 21]. Khadidja and Manar [22], Thammineni [23], and Kusumarasdyati [24] for example have concentrated on the impact of subtitles on the mastery of the English language because they believe that movies expose people to the reality of language when it is used in authentic settings and in the cultural context in which the foreign language is spoken. They have also discovered that movies pique the learners' interest and boost their motivation to learn. Moreover, King [25] deems that employing subtitles can assist learners to pronounce words in varied situations and understand the theme of the film because they only contain the speakers' well-spoken words.

Hence, having subtitles in movies allows the learner to both comprehend the topic and the language used by the characters in the film. Meanwhile in Malaysia, a few researchers [26, 27 & 28] have examined the use of movie subtitles to facilitate learners' understanding of the English language. Malaysia, being a multiracial country with diversified cultures, the lack of research within the local setting has influenced the present study to examine the impact of learning a language via subtitles. More specifically, the study aims to investigate how subtitles can be utilised as a tool in learning English in the classroom. In Malaysia, high importance has always been given to acquiring the English language, and having a good mastery of the language is seen as a priority in becoming a developed nation. The change in the teaching approaches has shifted present learners' preference in learning a new language from the more traditional chalk and talk method to learning using technology and multimedia [10,3,29,1].

Since subtitled movies and videos are components of multimedia that include the elements of aural, visual and textual [21], they stimulate interest among learners to learn the language in a more authentic context. Due to the change in learning preference, it is important that educators make their students' learning experience stimulating through subtitled movies. Therefore, this study aims to bridge the gap in this area by answering the following questions:

- 1) How subtitles can be an effective tool to learn the English language?
- 2) What are the students' perceptions of the use of movie subtitles in influencing their speaking skills?

METHODOLOGY

Asserted that integrating quantitative and qualitative approaches will further help to validate the quantitative data. Thus, this study employed a quantitative approach along with some qualitative input obtained through structured interviews with the respondents to validate quantitative data. A total of 215 undergraduates from Malaysian public and private universities participated in this study. There were 125 female and 90 male undergraduates respectively. The demographic profile indicates that 89.3% of the respondents are Malays followed by Chinese and Indians with both at 3.3% while the rest represent other ethnic groups from Sabah and Sarawak. Also, 93.4% of the respondents are from public universities while 6.6% come from private universities. 91% of the respondents were in the age range of 19-22 years old while the rest indicated their age range was from 23-25 years old. All the participants were enrolled in a compulsory language course at their institutions to improve their English language competency. The students had a minimum of two contact hours per week over 14 weeks. The total sample size for the interview was 15, comprising 6 male and 9 female respondents (8 Malays, 3 Chinese, 3 Indians, and 1 Sabahan). The participants ranged from 19 - 22 years old were interviewed based on their availability.

Research Instruments

The main instrument used in collecting the data for the research was an online questionnaire, which was distributed through URL links on messaging services such as Telegram and WhatsApp. A pilot test was conducted on 20 respondents and the questionnaire was modified before it was distributed to the respondents. The research instrument was

pre-tested to enable the researchers to obtain feedback and to ensure the effectiveness of the interview plan [30]. The questionnaire consists of four parts; Part A provides the demographic profile of respondents; Part B was adapted from Zanón [31] paying attention to the effectiveness of subtitles as a learning tool while Part C explains the effectiveness of subtitles influencing students' speaking skills. The questionnaire data were analysed using descriptive analysis.

In addition, semi-structured interviews were conducted through the telephone. The interview questions were adapted from Rafik-Galea et al. [32] and a total of 15 respondents were randomly selected and called, asking for personal views and their perception on learning English via subtitled movies. This is an effective method for collecting qualitative, open-ended data and exploring participant feelings and thoughts about a particular topic [33]. The semi-structured interviews were conducted after they had responded to the questionnaires and were audio-recorded. The interviews were conducted by a non-participant observer of the research team and each interview lasted for 12 to 15 minutes. The researchers had a duration of one month to obtain relevant data for the study. Participants' consent to quote their responses was obtained and all excerpts of the information were assigned pseudonyms R1–R215. The recorded interview responses were transcribed and analysed verbatim. In this study, the researchers view the semi-structured interview responses as retrospective reflections. Four researchers analysed the transcribed data using an open coding system. The researchers designed an interview schedule that allowed for consistency to ensure the reliability of the interviews.

Theoretical explanation of learning English through multimedia

This study relies on the cognitive theory of multimedia learning as the framework. The cognitive theory of multimedia learning supports the use of subtitled movies in language learning as learners are presented with visual and verbal components together [9]. In a multimedia environment, the material is presented in more than one format, such as in words and pictures [34]. In his multimedia principle, he believes that people can learn more intensely when they receive an explanation in words and pictures rather than words alone. Because multimedia involves two or more sensory systems (eyes and ears) to process incoming information, students are involved in deeper learning when key steps in the narration are signaled rather than non-signaled [35]. Learners then process the information (pictures and words) they see and hear through these signals. This is to say that, when learners watch movies along with subtitles, they have the capacity to absorb information better compared to only watching movies without the subtitles and this has proved to be effective in the learning of the English language, especially vocabulary.

RESULTS AND DISCUSSION

Subtitles can be an effective tool in reinforcing second language learning

Lewis [16] argued that shows with subtitles have become a learning platform as the zone of proximal development occurs and the viewers learn and internalize meanings and ideas from the subtitles. Learning English through movie subtitles is not only an easy option in the classroom but an effective method of learning as well [36]. As a valuable teaching aid, it is now regularly used by educators in the language classroom, and this has resulted in an increase of websites that provide the use of online educational videos.

Table 1 illustrates the inclusion of subtitles in movies can benefit the students in improving their English language as compared to watching them without the subtitles. Generally, the mean is more than 3 for all eight items, which means the feedback was more positive than negative. Hence, it can be concluded that these students reported positive responses to exploring movies for language learning. The highest mean indicated in the table ($M=3.74$, $SD=0.535$) shows that the respondents agree that the use of subtitles helps to build word recognition skills.

Table 1: Subtitles Can Be an Effective Way to Reinforce Second Language Learning

No.	Item	Mean	Std Deviation
1	Subtitles can help students develop word recognition skills.	3.74	0.535
2	Subtitles allow students to follow the plot easily.	3.73	0.568
3	Watching videos with subtitles is one of the steps to developing motivation in learning English.	3.71	0.629
4	Students can learn to process text in a foreign language rapidly and improve rapid reading, by trying to keep up with the subtitles that accompany the dialogues.	3.69	0.632
5	Watching videos with subtitles helps to increase students' motivation in learning the English language.	3.63	0.661
6	Subtitles can motivate students to study English outside the classroom context, especially by watching movies on TV or at the cinema and listening to the original dialogues.	3.62	0.779
7	Captions can reinforce the understanding of English context-bound expressions.	3.60	0.896
8	Subtitles can enhance students' concentration in following the story or events.	3.60	0.896

This finding is in line with a study done by Perez et al. [37], who indicated that the students who watched videos with subtitles outperformed those who watched videos without subtitles on word recognition. The majority of the respondents agreed that they can follow the plot easily with the presence of subtitles with a mean, $M=3.73$, $SD=0.568$.

Next, the respondents agreed that watching videos with subtitles is one of the steps to developing motivation in learning English, which depicts a mean of $M=3.71$, $SD=0.629$. Moreover, subtitled videos are also able to increase students' motivation in learning English language items preferred with ($M=3.63$, $SD=0.661$). This concurs with Darmayanti et al. [38] findings that students believe, that using English movies with subtitles helps them learn English faster as the learning environment is more enjoyable and motivating. Similarly, an extensive study carried out in Turkey on the use of subtitles in language education, revealed that subtitles have positive contributions to language education and that they increase learner motivation in language education and support a multilingual environment. The study also revealed that learners prefer subtitles to dubbing translations when learning English as they find subtitled movies to be more beneficial and fun (EACEA, 2009/01, as cited in Okyayuz [39]).

Movie subtitles help students to process text in a foreign language rapidly and improve rapid reading, to understand the dialogues ($M=3.69$, $SD=0.632$). In a study by Furaidah et al. [40], running sentences in subtitles that appear periodically is beneficial for students to train themselves to control their speed in reading. Many respondents ($M=3.60$, $SD=0.896$) felt that subtitle captions can reinforce the understanding of English context-bound expressions while ($M=3.60$, $SD=0.896$) agreed that subtitles can improve their concentration. Ebrahimi and Bazae [41] too advocated that subtitles can strengthen the understanding of English context-bound expressions and they allow students to follow the story and events easily or in other words, to develop comprehension.

Perceptions towards the use of movie subtitles in influencing students' speaking skills

Table 2 demonstrates how English subtitles facilitate students in expanding their vocabulary when learning English as a second language.

Table 2: English Subtitles as Tools for Students in Expanding Second Language

No	Items	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Mean	SD
1	I learn new vocabulary from the subtitles in the movies.	0.5	0.9	22.8	75.8	3.74	0.538
2.	English subtitles help me understand conversations in the movies better.	-	3.3	20.5	76.3	3.73	0.578
3.	Watching English movies with subtitles can be beneficial for English use in everyday life.	-	2.8	24.7	72.6	3.70	0.597
4.	I learn correct pronunciation through movies' subtitles.	-	4.2	22.3	73.5	3.69	0.641
5.	English subtitles are good for teaching listening to students.	-	2.8	31.2	66.0	3.63	0.681
6.	Motion pictures with captions in the movies help me understand the conversation better.	-	2.3	33.0	64.7	3.62	0.698
7.	English subtitled movies can improve my listening skills better than other English media normally used in class.	-	4.7	28.4	67.0	3.62	0.638
8.	I understand unfamiliar idioms, proverbs, and slang better.	-	6.0	28.4	65.6	3.60	0.669
9.	I use new vocabulary in practice through movies.	-	7.0	27.4	65.6	3.59	0.758

A total of 98.6% of respondents agreed that English subtitles allow them to learn new vocabulary from the movie subtitles. The item recorded the highest mean response ($M=3.74$, $SD=0.538$). Lestari [15] whose results from her experimental research, agreed that the English subtitles in movies were more effective in increasing students' vocabulary than viewing movies without subtitles. Megawati and Nuroh [42] further anchored that movie subtitles can help improve speaking abilities by empowering them with words and phrases.

Using English subtitles can be beneficial for English use in everyday life (24.7% agreed and 72.6% strongly agreed) with a mean of $M=3.70$, $SD=0.597$. Not only were they able to understand the information better but also acquired new

vocabulary. Moreover, by watching movies they were able to hear and understand how the words were used in context hence, helping them to remember and memorize the sounds better.

A total of 96.8% of respondents said that English subtitles helped them understand conversations in the movies better (76.3% strongly agree, 20.5% agree) and recorded the second-highest mean response ($M=3.73$, $SD=0.578$). Subtitles help students to follow the conversations, so they do not miss any words. When students feel more confident with their listening, they can watch the same movie again without subtitles [43].

Next, 95.8% stated that they learned correct pronunciation through subtitled movies ($M=3.69$, $SD=0.641$). Students can make great advances in their pronunciation by listening to what the actors are saying and simply repeating the words to themselves.

Atac and Gunay's [44] findings are also consistent with this result. The respondents in their study also agreed that English subtitles help them to understand better most of the slang words, idioms, and proverbs used in the movie.

Responses to the semi-structured interviews are grouped into four categories: learning the correct pronunciation, improving vocabulary, enhancing spelling, and improving communication skills.

Learning Correct Pronunciation

Most of the respondents agreed that watching English movies with subtitles can help them improve their pronunciation. R27 said that "I get to understand the meaning of the words and I learn to listen how to pronounce the certain words the correct way". Besides, R49 also said that "I can know how to use a new accent or dialect with the correct pronunciation". Similarly, R21 agreed that movie subtitles aid incorrect pronunciation of new words and motivated him to watch British shows on Netflix such as 'The Crown' and 'The Gilded Age'. He added that the subtitles helped him to understand the dialogues and the accents better. This finding is consistent with Yudar et al. [45] that students can improve their pronunciation when they listen to the correct pronunciation made by actors and actresses in movies. A study by Özgen [46] has similar findings where the Turkish undergraduates involved in the study agree that subtitled movies help them learn the correct pronunciation as well as accents and dialects, idioms, proverbs, and slang words in the target language. Syam et al. [47] shared a similar finding, revealing that imitating and practicing dialogues from the Harry Potter movies has a positive impact on developing British accent skills.

Improving vocabulary

R12 agreed that viewing any media with English subtitles improved her vocabulary and she has learned many new words from it. More than half of the respondents agreed that watching programs with English subtitles can improve their vocabulary. R51 said that "I learn new vocabulary and understand the meaning better when I watch any video, especially YouTube with English subtitles compared to the ones without subtitles". Other than that, R3 said that "I can improve my knowledge because I know how to spell new words correctly". R47 said she 'picked up' many new words and expressions like 'inconspicuously dressed' 'passed with flying colours' and 'lift one's spirit' while watching subtitled movies, such as 'The King's Speech' and 'The Flight Before Christmas' on YouTube. She also said she was excited to learn them and was looking forward to using them in her English class. R82 also accorded the same feeling and said that "watching any media with English subtitles can improve my grammar and vocabulary to be used in my speaking and writing skill later". This finding is similar to Nasution [48] who shared that there is a significant statistical effect and improvement in students' vocabulary acquisition when YouTube is used as a platform of learning. This is in line with Aidinlou [49] research that authentic subtitled video is effective in improving students' vocabulary, especially in long-term retention. Similarly, Putra [50] in his study on the use of subtitled movies among undergraduates at Bandung University highlighted that all of the respondents agreed that subtitled movies or media can be an effective tool for learning new vocabulary. Thus, he concludes that "there is no doubt that video technology especially subtitled movies can be a powerful teaching tool to help students learn and acquire new vocabulary" (p.7).

Enhancing Spelling

Other than that, there were some respondents who indicated their agreement to watching media with English subtitles improved their spelling as they read the subtitles. R5, R68, and R91 said that by reading subtitles they have the spelling new words. R68 said she not only learned to use new words in the correct context but also learned the correct spelling of the words like 'perennial', 'culmination' etc. Another respondent, R52 admitted that learning new words via subtitled movies gave her the confidence to read and understand longer academic texts in English. A study by Metruk [51] shared a similar finding as to the current study, where it was found that using subtitles and captions when watching videos or television programs is a powerful instructional tool in relation to learning vocabulary and enhancing reading and listening comprehension skills for students. In addition, the findings of a study by Rokni and Atae, [21] on the use of subtitled movies by Iranian students learning English as a foreign language reveal that the students strongly agree that subtitles help them in improving productive skills like recalling the words entirely and using them in the correct context.

Improving Communication skills

Next, there were 12 respondents who felt that watching media with English subtitles improved their communication skills. R8 said that “I can learn and practice how native speakers speak in their daily conversations in the correct way” and R74 stated that “I will talk to people around me in English and always try to use the words that I recently learned from the subtitle of the movie”. R18 said the new words or phrases she is exposed to enable her to cope better with the assignments given by her lecturers. Similarly, R29, said, “I can use many new words and expressions that I have learned from movie subtitles in my oral presentations and throughout my coursework to achieve better results”. This finding echoes Joseph [52] who advocated that watching visual media with subtitles can help students to improve their communication skills.

To sum up, there are many positive responses from the undergraduates and many of them agreed that subtitles can give positive effects on vocabulary, pronunciation, and speaking skills. It cannot be denied that English subtitles can help students in learning the English language. In general, subtitles in movies can be an effective way to improve students’ speaking skills. Furthermore, some respondents indicated that they applied their new knowledge related to communication skills by speaking proper English with their lecturers to ask any questions and admitted that English subtitles helped them tremendously to speak confidently during class presentations.

CONCLUSION

In conclusion, English subtitles help undergraduates learn English better as they are aware of the benefits of watching movies with captions on. Most undergraduates agree that subtitles are an effective way to reinforce second language learning because English subtitles help them in terms of developing and increasing motivation in English learning. As attested by Anas and Zakaria [27], teachers appreciate the benefits that audio-visual materials provide to enhance a better language learning experience. Moreover, subtitles benefit students in terms of processing texts in the English language rapidly and improve rapid reading.

The study also revealed that most undergraduates improved their vocabulary, pronunciation, and communication skills through the usage of subtitles while watching English movies. The findings show that the undergraduates agree that English subtitles help them to understand the dialogues and enable them to follow the flow of the movie better. In addition, many of them indicate that watching English movies with English subtitles enables them to learn the correct pronunciation of words. Correct pronunciation of words can create a good first impression and boost the confidence of students, which makes it even easier for them to communicate.

Recommendations and Pedagogical Implications

Some recommendations are made based on the findings of this study. English teachers need to move away from traditional teaching approaches and be open to alternative teaching methods. The use of movies and videos with subtitles can be an innovative, yet fun teaching tool used by them in the language classroom to improve the student’s vocabulary, spelling, and pronunciation.

In addition, English movies and videos with subtitles can be used as an alternative lesson during class. It is not only applied to tertiary level education but also applicable in primary and secondary school. The goal of this strategy is to encourage students to be active learners in class and to create a more positive learning environment. The movies need to be carefully selected and should come from official releases such as official Blu-ray discs or based on official streaming services and the correct English subtitles should come from a legal source to effectively apply the English subtitles in the learning process.

In addition, since these movies and videos can be watched multiple times, new input can be reinforced faster with less effort in the classroom. Less proficient students can continue watching them at their own pace at home without using precious class time, giving teachers more time to focus on other learning activities and assessments in the classroom.

In short, this study aims to encourage language teachers and educators to introduce subtitling in the language classroom because of the richness in opportunities this cutting-edge learning tool represents. The use of subtitles not only engages learners in fresh and motivating language tasks but also benefits them in many other ways, thus facilitating language and linguistic awareness.

REFERENCES

1. Galea, S., Arumugam, N. & de Mello, G (2012). Enhancing Academic Writing Skills Through The Term-Paper. *Pertanika Journal of Social Sciences & Humanities* 20 (4): 1229 – 1248. ISSN 0126 – 7702.
2. Rao, P., S. (2019). The role of English as a global language. [https://www.rjoe.org.in/Files/vol4issue1/new/OK%20RJOE-Srinu%20sir\(65-79\)%20rv.pdf](https://www.rjoe.org.in/Files/vol4issue1/new/OK%20RJOE-Srinu%20sir(65-79)%20rv.pdf).

3. Arumugam, N., Farhanah Burhanuddin, N., Suppiah, P., C., & Razak, M., I., M. (2020). English vocabulary development among undergraduates: social media. *International Journal of Academic Research in Progressive Education and Development*. <https://doi.org/10.6007/ijarped/v9-i4/8455>.
4. Veerasingam, K., Supramaniam, K., Arumugam, N. & Sathiyasenan, S. D. (2020). A Study on Factors Influencing Young and Matured Adult Learners to Continue Their Education. *International Journal of Modern Languages and Applied Linguistics (IJMAL)*, 4(2), 1 -14, e-ISSN: 2600-7266
5. Saraf, M. (2020). An introduction to subtitling: women in localization. <https://womeninlocalization.com/an-introduction-to-subtitling/>.
6. Arumugam, N., Nur Sarah Shafiqah, Alice Shanti, Mohamad Idham & Purwarno (2022). The Use of Twitter in Learning English Vocabulary: EFL Learners. *International Journal of Academic Research in Business and Social Sciences*, 12(6), 1638-1655.
7. Sadiku, A. (2018). The role of subtitled movies on students' vocabulary development, *International Journal Science Basic Applied Research*, 42, 212-21.
8. Kanellopoulou, C., Kermanidis, L.K. and Giannakouloupoulos, A. (2019) The dual-coding and multimedia learning theories: filmsubtitles as a vocabulary teaching tool, *Open Journal of Modern Linguistics*,9,145-152, <http://www.scrip.org/journal/oiml>.
9. Mayer, R. E. (2014). *The Cambridge handbook of multimedia learning*, Cambridge University Press, New York.
10. Arumugam, N., & Hashim, A. A. B., Selvanayagam, S., & Krishnan, I. A. (2021). Anxiety During Oral Presentations in English Among Malaysian Undergraduates. *Journal of ELT and Education*, 4(1): 19-24.
11. Chang, C., Tseng, H., & Tseng, J. S. (2011). Is single or dual channel with different English proficiencies better for English listening comprehension, cognitive load, and attitude in ubiquitous learning environment? *Computers and Education*, 57, 2313–2321.
12. Bellalem, F., Neddar, B. A., Bouagada, H., & Djelloul, D. B. (2018). The use of subtitled movies for vocabulary acquisition in ESP settings: Insights from an experimental study in Algeria. *Arab World English Journal*, 9(3), 2-16. <https://dx.doi.org/10.24093/awej/vol9no3.1>.
13. Birulés-Muntané J., Soto-Faraco S. (2016) Watching subtitled films can help learning foreign languages. *PLoS ONE* 11(6): e0158409 <https://doi.org/10.1371/journal.pone.0158409>.
14. Sirmandi, E. H., Sardareh, A. S. (2016). Improving Iranian intermediate EFL learners' vocabulary knowledge through watching video clips with English subtitles, *Journal of Applied Linguistics and Language Research*, 3 (6), 175-187.
15. Lestari, R. L. (2018). The use of English subtitle in movies to improve student's vocabulary: An experimental study in grade IX of SMPN 1 Gunungsari Academic Year 2015/2016. *Academic Journal of Educational Sciences* 1(1), 31-36. <https://ejurnal.undana.ac.id/AJES/article/download/1264/1005>.
16. Lewis, R. (2021). When (and why) to Use Subtitles for Learning English. <https://www.leonardoenglish.com/blog/use-subtitles-for-learning-english>.
17. Held, L. (2019). 5 Advantages of translating a video into English subtitles. <https://www.rev.com/blog/5-advantages-to-translate-a-video-to-english-subtitles>.
18. Napikul, S., Cedar, P., & Roongrattanakool, D. (2018). The effects of film subtitles on English listening comprehension and vocabulary. *International Journal of Applied Linguistics and English Literature*, 7(6), 104. <https://doi.org/10.7575/aiac.ijalel.v.7n.6p.104>.
19. Arumugam, N., Govindasamy, M., Supramaniam, K., & Kaur, K.M.S. (2018). Prewriting discussion and academic writing. *Journal of Computational and Theoretical Nanoscience* 24(4):2569-2572. [American Scientific Publishers](https://www.american-scientific.com/journal/american-scientific-publisher/2018/04/2569-2572).
20. Jacob, A., A. (2019). *Challenges encountered by learners of English as a second language*.
21. Rokni, S., & Ataee, A. (2014). The effect of movie subtitles on EFL learners' oral performance, *International Journal of English Language, Literature and Humanities*, 1(5), 201-15.
22. Khadidja, C., & Manar, D. (2018). Investigating students' attitudes towards watching English movies in enhancing EFL Students' speaking skill (Doctoral dissertation, AbdelhafidBoussouf University Centre-Mila).
23. Thammineni, H. B. (2016). Movies supplement English classroom to be effective in improving students' listening and speaking skills—a review. *International Journal of Studies in English Language and Literature (IJSELL)* 4, 35-37.
24. Kusumarasdyati, K. (2007). Subtitled movie DVDs in foreign language classes. In International Conference of the Australian Association for Research in Education 2006: Engaging Pedagogies 1-11. *Australian Association for Research in Education*.
25. King, J. (2002). Using DVD feature films in the EFL classroom. *Computer assisted language learning*, 15(5), 509-523.
26. Azizi, S., & Aziz, A. (2020). The effect of intralingual caption on students' vocabulary learning. *International Journal of Advanced Research in Education and Society*, 1(3), 12-22. <http://myjms.mohe.gov.my/index.php/ijares/article/download/8299/3570>.
27. Anas, F. A. & Zakaria, N. Y. (2019). ESL learners' perceptions on English subtitled audio-visual materials. *Creative Education*. 10 (12), 2796-2803.

28. Hariffin, A. & Said, N. E. (2019). The effects of captioned videos on primary ESL learners' vocabulary acquisition in A Malaysian rural setting. *International Journal*, 2(7), 23-37.
29. De Mello, G., Ibrahim, M. N. A., Arumugam, A., Husin, M. S., Omar, N. H. & Sai Dharinee (2022). Nursery rhymes: Its effectiveness in teaching English among pre-schoolers. *International Journal of Academic Research in Business and Social Sciences*, 12(6), 1914 – 1924.
30. Malhotra, N. K. & Birks, D. F. (2000). *Marketing research: an applied approach*. England: Pearson Education Ltd.
31. Zanon, N., T. (2006). Using subtitles to enhance foreign language learning. *Porta Linguarum: revista internacional de didáctica de las lenguas extranjeras*, 41-52.
https://www.researchgate.net/publication/28178514_Using_Subtitles_To_Enhance_Foreign_Language_Learning
32. Rafik-Galea, S., Arumugam, N. & de Mello, G. (2012). Enhancing academic writing skills through the term-paper. *Pertanika Journal of Social Sciences & Humanities*, 20 (4), 1229 – 1248. ISSN0126 – 7702.
33. DeJonckheere M, Vaughn L.M. (2019). Semi structured interviewing in primary care research: a balance of relationship and rigour. *Family medicine and community health*; 7:e000057. doi: 10.1136/fmch-2018-000057.
34. Mayer, R. E. (2009). *Multimedia learning*. Cambridge University Press, New York.
35. Mayer R. E. (2005). *Multimedia learning: guiding visuospatial thinking with instructional animation*, The Cambridge handbook of visuospatial thinking. 477-508.
36. Should I use subtitles on movies to learn English listening skills? (n.d.). <https://gonaturalenglish.com/use-subtitles-movies-learn-english-listening-skills/>.
37. Perez, M., M., Peters, E., Clarebout, G., & Desmet, P. (2014). Effects of captioning on video comprehension and incidental vocabulary learning. *Language Learning & Technology*, 18(1), 118-141.
https://scholarspace.manoa.hawaii.edu/bitstream/10125/44357/1/18_01_monteroperezetal.pdf.
38. Darmayanti, M., Hengki, & Aprizani, Y. (2020). Perception of vocational high school students toward English movies with subtitle, particular attention on teaching reading skill. *Proceeding of Shepo 2020 (International Conference on Social Sciences & Humanity, Economics, And Politics)*. <https://ojs.uniska-bjm.ac.id/index.php/PIUOK/article/view/4008>.
39. Okyayuz, S. (2016.) Subtitling historical drama TV series: constraints and considerations". *International Journal of English Language & Translation Studies*. 4(1) 165-172. <http://trin.bilkent.edu.tr/sirin.html>
40. Furaidah, A., Ngadiso, & Asrori, M. (2019). Watching video with subtitle as an alternative to improve reading skill. *English Education Journal*, 7(2), 257-263. <https://jurnal.uns.ac.id/englishedu/article/view/35814/27461>.
41. Ebrahimi, Y., and Bazae, P. (2016). The effect of watching English movies with standard subtitles on EFL learners' content and vocabulary comprehension. *Journal of Applied Linguistics and Language Research*, 3(5), 284-295.
<http://www.jallr.com/index.php/JALLR/article/view/394/pdf394>.
42. Megawati, F, and Nuroh, E. Z. (2018). The effect of English subtitle in "zootopia" movie in speaking skill. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 5(2), 9. <https://media.neliti.com/media/publications/273873-the-effect-of-english-subtitle-in-zootop-7155f78b.pdf>.
43. Reales, A. (n.d.). Watching movies in English. <https://www.avalonschool.co.uk/blog/watching-movies-in-english/>.
44. Atac, B., A. and Gunay, K. S., G. (2018). The role of subtitle in foreign language teaching. *International Online Journal of Education and Teaching (IOJET)*, 5(3), 525-533.
45. Yudar, R., S., Aditomo, D., T., & Silalahi, N., S. (2020). The movie as a helper for students' pronunciation in speaking skill class. *Journal of English Language Studies*, 15-19.
<https://journal.unilak.ac.id/index.php/elsya/article/view/3684>.
46. Özgen, M. (2008). *The use of authentic captioned video as listening comprehension material in English Language Teaching (Master's thesis)*. Selcuk University, Konya, Turkey.
47. Syam, R., R., Dj, M. Z., & Suaib, R. W. (2020). British accent through Harry Potter movie as a learning media: Imitating and practising the dialogue. 574-586. <http://iconelepbi.uin-alauddin.ac.id/index.php/iconele02/proceeding02/paper/view/180/90>.
48. Nasution, A., K., R. (2019). YouTube as a media in English language teaching (ELT) context: teaching procedure text. *Utamax. Journal of Ultimate Research and Trends in Education*, 1(1), 29–33.
<https://doi.org/10.31849/utamax.v1i1.2788>.
49. Aidinlou, N. A. and Moradinejad, A. (2016). Short-term and long-term retention of vocabulary through authentic subtitled videos. *Advances in Language and Literary Studies*. 7 (5), 14-22. DOI:
<http://dx.doi.org/10.7575/aiac.alls.v.7n.5p.14>
50. Putra, P. (2014) *Learning vocabulary using English movie with subtitles in SMK Santo Yoseph Non-Regular English Program Faculty of Letters and Culture Udayana University*.
51. Metruk, R. (2018). The effects of watching authentic English videos with and without subtitles on listening and reading skills of EFL Learners. *EURASIA Journal of Mathematics, Science and Technology Education*, 14(6), 2545-2553. <https://www.ejmste.com/download/the-effects-of-watching-authentic-english-videos-with-and-without-subtitles-on-listening-and-reading-5451.pdf>.

52. Joseph, S., A., S. (2016). Subtitles help to ameliorate students' communicative skills. *Journal of English Language and Literature (JOELL)*, 3(1), 142-145. <http://joell.in/wpcontent/uploads/2016/03/SUBTITLES-HELP-TO-AMELIORATE-STUDENTS.pdf>