

NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**THE EFFECTS OF USING SUBTITLED MOVIES ON VOCABULARY
IMPROVEMENT**

MASTER THESIS

REEMA ASLAM RAO

NICOSIA

JUNE, 2017

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Supervisor: Asst. Prof. Dr. HanifeBensen

NICOSIA

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Approval of the Graduate School of Educational Sciences

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DECLARATION

I hereby declare that all the information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this study.

Name, Middle name and Last name: Reema Aslam Rao

Signature

DEDICATION

In the loving memory of my beloved parents Mr. & Mrs. Aslam Rao, who left fingerprints of grace on my life.

ACKNOWLEDGMENTS

I would like to thank all the people who have helped me, and contributed to the preparation of this dissertation during the study.

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ABSTRACT

The Effects of Using Subtitled Movies on Vocabulary Improvement

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This study attempted to examine the effects of using subtitled movies on the vocabulary improvement of English as second language (ESL) learners. A quasi-experimental research design was adopted to effectively answer the research questions posed through a quantitative research approach. This study involved two groups namely, the control and experimental. The experimental group watched an English movie with subtitles and the control group watched an English movie without subtitles. This study involved a diagnostic test, underwent a treatment and then a post-test was administered. Data was collected from 30 O level students and their vocabulary progress was quantitatively evaluated through a post-test based on a Vocabulary Knowledge Scale. The results indicated that English movies helped the vocabulary improvement of the participants. However, when the performances of both groups were compared it was revealed that the experimental group performed better than the control group. Hence, the use of watching movies with subtitles intensively affected their vocabulary knowledge.

Keywords: Subtitled movies, vocabulary improvement, English as a foreign language learning, vocabulary knowledge scale

ÖZET

Altyazılı Filmlerin Kelime Geli tirme Üzerindeki Etkileri

Reema Aslam Rao

ngilizce Ö retmenli i Lisans Programı

Danı man: Yrd. Prof Dr. HanifeBensen

Haziran, 2017, 65 sayfa

Bu çalı ma, alt ba lıklı filmlerin EFL ö rencilerinin kelime hazinesi geli imine etkilerini incelemeye çalı mı tır. Kantitatif bir ara tırma yöntemi ile ortaya atılan tüm ara tırma sorularına etkin bir ekilde cevap vermek için bir qusai-deneysel ara tırma tasarımı kabul edildi. Bu çalı ma, kontrol ve deneysel olmak üzere iki grup içeriyordu. Deney grubu, filmi altyazılarla izledi ve kontrol grubu izlenen filmi altyazısız yaptı. Bu çalı ma, ön test, tedavi ve son test a amalarını içermektedir. Otuz O düzey ö renciden veri toplanmı ve ilerleme, Kelime Bilgisi Ölçe ine dayalı bir post-test ile nicel olarak de erlendirilmi tir. Sonuçlar, ngilizce filmlerin EFL ö rencilerinin kelime hazinesinde geli tirilmesine yardımcı oldu unu gösterdi. Ancak, her iki grubun performansları kar ıla tırıldı nda, deney grubunun kontrol grubuna göre daha fazla oldu u ortaya çıkmı tır. Dolayısıyla, film izlemenin kullanımı yo un bir ekilde kelime bilgisini etkiliyordu.

Anahtar Kelimeler: Altyazılı filmler, Kelime geli tirme, yabancı dil olarak ngilizce, kelime bilgi ölçe i

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LIST OF ABBREVIATIONS

ESL:	English as a second language
ELT:	English language teaching
VLS:	Vocabulary learning strategies
CIE:	Cambridge International Examination
VKS:	Vocabulary Knowledge Scale
L1:	First Language
L2:	Second Language
SPSS:	Statistical Package for the Social Sciences
VCR:	Videocassette Recorder
CD ROM:	Compact Disc-Read Only Optical Memory
FBISE:	Federal Board of Intermediate and Secondary Education
GCE:	General Certificate of Education
PBISE:	Punjab Board of Intermediate and Secondary Education

CHAPTER I

INRODUCTION

Introduction of the Study

Technology and education go hand in hand. The invention of new technological tools and their utilization helps learners to comprehend the course content and achieve good results. The inventions of technological devices have been present for centuries and there has always been a struggle to find out appropriate methods of using these new technologies in education (Groff, Haas, Klopfer&Osterweil, 2009).

Vocabulary, as a pillar of the English language, forms a dominant part of the process of learning the English language. Without enough vocabulary knowledge, a person who is learning English as second language (ESL) will encounter many complications to use the four language skills, i.e., reading, listening, speaking and writing (Gorjian, 2014). Therefore, vocabulary is an important aspect of English language teaching. If students will have ample vocabulary it will be easier for them to communicate and express themselves. It was put forth by Wilkins (1972) that, “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 111).

Using a movie is a very efficacious method to aggrandize English vocabulary and provide learners more opportunities to use the English language. Ismaili (2013) claimed that most students learn approximately three to five new words while watching a movie because of the repetition of those words throughout the movie. Since decades the use of movies has been considered as a very constructive teaching tool (Culkin, 1970; Maynard 1969/1977). Wegner (1977) was the pioneer to use movies as a source of teaching. His 1977 pamphlet, elaborated how different kinds of movies could be used in the classroom. Movies present a visual portrayal of concepts taught to the students. There is a distinct possibility for the students to benefit from movies because they are a very good source of exposure to reality. Showing concepts through movie clips can help the learners to understand how those concepts can be applied in real life situations (Zohdi, 2010).

This chapter unfolds the background along with the context of the study. The chapter progresses with the statement of the problem and significance of the study, the aim of the study, research questions and the limitations of the study.

Background of the Study

Due to the rapid increase in technology, human beings seem to be surrounded with technology. Specially, the new generation is growing up and living in technology because it has reformed the ways how people communicate. Due to this fact, schools and colleges are encouraging the use of technology to get better learning outcomes. Now, teachers are helping students to improve the comprehension of their course content (Hicks, Reid & George, 2001).

The existence of technology in our lives is indispensable. Information is transferred from one place to another using different mediums (Black, 2009; Smythe & Neufeld, 2010). Multimedia technology such as TV, computers, networks, emails, video cassette recorders (VCRS), compact disc read-only memories (CD-ROMs) and interactive multimedia helps to assimilate the situations of real life and target language in classroom. When the learners are exposed to such environment they can easily expand their knowledge of the target language.

Learning a second language requires students to learn the all skills of that language i.e. reading, writing, speaking and listening but the key that enables all these four skills to be learnt is vocabulary. Vocabulary is the core of languages with which without language would not be alive. Harmer (1991) stated that “if language structures make up the skeleton of a language, then it is vocabulary that provides the vital organs and the flesh” (p.153). Harmer (1993) stated that without input which is vocabulary, students will not be able to speak that language properly.

During their academic life, students face many problems in their English language, including weak comprehension, lack of vocabulary, bad grammar and having poor language skills. Movies are a very helpful source to deal with these factors and improve their language (Sabouri & Zohrabi, 2015). The use of movies as an approach to teach ESL is gaining popularity. It helps the students in many ways and can be utilized to improve the skills of English. It is a very important source to support the learning process of students (Hicks, Reid & George, 2001). Therefore, movies can be a beneficial source to eradicate the problems faced by the students to learn language.

Context of Pakistan

Pakistan is a multilingual nation with 77 existing languages. Out of these 77 languages 72 are indigenous and the staying five are named as foreigner (Ethnologue,

2015). The Federal Constitution of Pakistan 1973 has proclaimed Urdu as national language and English as official language. In the progressive system of languages in Pakistan, English languages stands first and Urdu stands second English and Urdu remain as first and second languages in the chain of importance while alternate languages come at the base. The status of English in Pakistan is exceptionally solid since it is utilized as a part of organization, legal, instruction common administrations and media (Rahman, 1996). At present, there are 36 thousand private foundations in every one of the four regions of Pakistan and they cook the instructive needs of 6.3 million kids. In 1983, there were around 3, 300 private organizations. Be that as it may, in the year 2000, a similar four territories had more than 32 thousand of such schools. There is ten times increment in the quantity of schools in Pakistan in less than two decades (Andrabi, Das &Khwaja, 2008).

There is a general observation in Pakistan that if a kid starts to learn English at an early age s/he will bring about a superior scholarly result. This thought brought about the expansion of numerous non-public schools. In the present circumstance, the standard of non-public schools involved those schools in which low expense is charged. They are utilizing names to enthrall more understudies, for example, Cambridge, Grandfolks, Pearl et cetera to pull in students. These schools can be seen all around the avenues for the most part in urban regions and these schools claim to offer English medium training from nursery to secondary school level at significantly less expensive rates. The primary driver for the broadening of such schools is the desire openly to send their youngster in schools with English medium directions.

In Pakistan, there are three instructive frameworks. First, The Federal Board of Intermediate and Secondary Education (FBISE). Second, The Punjab Board of Intermediate and Secondary Education (PBISE) and the latter is General Certificate of Education: Ordinary level (GCE: O Level) ordinarily known as O Level which is authoritatively known as inspected under the Cambridge International Examination (CIE) (Christie,2012). The main two systems which are followed in the country are Matric, which is the national education system of Pakistan, and O Levels, which is the British Education System. Students and parents are more attracted towards the O level system of education mainly because of its superior quality and standard of education as compared to the Matric system.

The teaching and communication styles of both systems are entirely different. The O level follows English as a primary language of teaching and communicating in classrooms. On the other hand, the Matric system includes Urdu as the language of

instruction. The educational standards of O level are recognized and appreciated around the world. O level students follow the Oxford curriculum. However, the Matric students follow the books prescribed by the Punjab Textbook Board. For English, there are mainly three books for grade 9 and 10 i.e., English Textbook 9 (Rasul & Saleem, 2012) and English Textbook 10 (Kayani, 2012). The third book is grammar book which is used both in grade 9 and 10 i.e., English Grammar and Composition (Chisti, Rahman & Hashmi, 2015) (Taleem e Pakistan, 2017).

Statement of the Problem

In Pakistan, the main approach of teaching vocabulary is through traditional methods and this leads the learners to cram new words. Consequently, students remain unaware of the contextual use of those words in their productive skills i.e. writing and speaking. In Pakistan, before the students reach high school level (Matric or O level) a list of vocabulary items is usually distributed among the students along with the meanings of the target items then the students are expected to learn the meanings of words and use them in their sentences. The words are usually selected from the glossary list given at the end of their course books. Then at the end of each session or semester they are evaluated in the same manner in which they have to write the meanings of the given words and use them in sentences. Students find this difficult as they do not know the occurrence of words in different contexts. Consequently, the effectiveness of teaching and learning vocabulary remains doubtful (Saeed, Uzair & Mahmood, 2012).

King's Own Institute was also following the same approach to teach vocabulary from primary until grade eight at the time the present study was carried out. This is acceptable for the Matric educational system (mentioned above) of Pakistan however; the demand of good English proficiency especially excessive vocabulary knowledge in English is high for O level students. Since the participants of this study chose to study O level, it was important for them to be proficient in English vocabulary to obtain good grades. I decided to use movies as a new source of vocabulary teaching to help students to make use of newly learned words in real life situations. In this way, they would be able to prepare themselves in a much better way for the O level exams.

Significance of the Study

The Cambridge International Examination is a part of Cambridge Assessment which is a department of The University of Cambridge. It is a UK based system of qualification. It promises a strong foundation for further studies at university or employment. Cambridge University offers O level around the world for those students who want to receive education as per the British System of Education O Level is a three-year scheme of studies, which starts from class IX followed by A' Level studies (Cambridge International Examinations, 2017). To the best of my knowledge, this study is the first study that has been carried out on the impact of watching movies (with and without subtitles) on the vocabulary improvement of English as second language (ESL) students who are preparing for their O level examinations in the King's Own Institute in Pakistan.

Aim of the Study

This study aims to find out whether the use of English movies helps learners who are learning ESL to improve their vocabulary. It also aims to explore whether there is any improvement in their vocabulary after watching an English movie with subtitles and without subtitles. For this purpose, this study tried to explore the answers to the following research questions.

1. Does watching an English movie with subtitles develop English as a second language learners' vocabulary?
2. Is there any effect on the performances of English as a second language learners' vocabulary knowledge in terms of watching a movie with and without subtitles?

Limitations of the Study

One of the limitations of this study was that the findings of this study are only restricted for the O level students studying in private schools. The findings cannot be generalized for students who are studying at public institutions and who follow the Matric education system (as aforementioned). Another limitation of the study is its context. This study is limited to the context of Pakistan only. The results of this study cannot be generalized for the students who are studying ESL in other countries of the world.

CHAPTER II

LITERATURE REVIEW

This chapter attempts to synthesis a review of recent literature in the field of educational technology as applied in English as secondlanguage (ESL) classes. It also presents detailed information on how learning takes place, the importance of vocabulary, learning English vocabulary, approaches and strategies to teach and learn English vocabulary and some studies related to this research.

Technology and Education

Saine and Kara (2010) stated that as society continues to advance, the demand for digital technologies to be used in classrooms increases (as cited in Saine, 2012, p.1).

The term educational technology can be defined as a structured organization of a learning system. This involves changing or replacing teaching methods and processes according to the decided educational goals. This structured organization of a learning system involves systematic identification of educational goals, identification of range of learner's needs, the situations in which learning will take place and the conditions needed for each of these (NCERT, 2015). Therefore, the role of technology in education is to raise the knowledge and skills of the teachers and learners.

The application of technology in the field of education implies that both teachers and learners need advancement in knowledge. When any new technological device is implemented teachers should be instructed on how to use that device inthe classroom. An increase in the knowledge of teachers will lead to an increase in students' learning (Courville, 2011).

Technology can be used as a research tool for class projects and to improve the lessons. Technology can be used as a communication tool for students who have limited verbal skills (Frage, n.d).

The Process of Learning

Learning can take place in different ways. There are different theories of learning. The three main theories of learning are behaviorism, cognitivism and constructivism. According to the behaviorist approach, it is not possible to define what happens in humans when they learn something. Thorndike (1898) and Skinner (1969), proposed a theory

which was based on the behaviorist approach of learning. According to that theory, we can direct learning through rewards and punishments. In behaviorism, the teacher is the only authority to control the students. The teacher decides the goal of learning and hence, the learning is limited to the passive repetition of the materials presented to the students by the teacher (Rothmeier, 2003). In contrast to the behaviorist approach of learning, the cognitive approach attempts to understand the internal process that takes place in learning. According to Kuhlamann and Sauter (2008), learning is an active processing of incoming information. Learning is a result of comprehension (as cited in Belford, 2013). The process of learning can be understood by another learning theory which is the theory of constructivism. This theory could be considered as a sub field of the cognitive theory as both theories deal with the processing of information by individuals. The theory of constructivism, emphasis was given to the perception, interpretation and construction of learning by individuals. In a constructivist paradigm, learning is building knowledge on the existing knowledge of an individual. That prior knowledge is based on the experience of the individuals. Continued learning is an on-going process and learners keep on constructing newly learned knowledge on the existing knowledge (Bruner, 1961). The concept of constructivism in relation to vocabulary learning was summarized by Jiang (2000):

As one's experience in L2 increases, stronger associations are developed between L2 words and their L1 equivalents. So, information in L1 lemma may be copied or attached to L2 lexical forms to form lexical entries that have L2 lexical forms but semantic and syntactic information of their L1 equivalents. And since morphological information is usually language-specific, and thus less susceptible to transfer, no morphological specifications are contained in the lexical entry at this stage. The full development of lexical competence has a final stage when the semantic, syntactic, and morphological specifications of an L2 word are integrated into the lexical entry. At this stage, a lexical entry in L2 will be very like a lexical entry in L1 in terms of both representation and proceedings. (p. 51)

The Importance of Vocabulary

Learning vocabulary is of vital importance without which students will be unable to communicate properly. Lewis (1993) argued that "lexis is the core or heart of language" (p. 89). When students gain fluency, and develop good English expression, it becomes important for them to learn more productive vocabulary knowledge. According to Meara

(1980) language learners admit that during the process of second language learning they always feel that learning vocabulary is a challenge for them even if they move from beginners to the advance level of learning.

This fact had not only been accepted by the learners but by the language practitioners as well. In a survey conducted by Macaro (2003), it was revealed that teachers admit vocabulary is an aspect of language in which they need to conduct in depth research to shed light on while teaching. This implies that the role of vocabulary to learn a second language is of vital importance and its implications in teaching are in great demand (as cited in Ling & Lai, 2005).

Learning English Vocabulary

The word “vocabulary” means “all the words used by a particular person or all the words that exist in a particular language or subject” (Procter, 1996, p. 628). The concept of “word” can be defined in various ways but the most significant components include form, meaning and use of the words. A word can carry many layers which are connected to their roots (Nation & Meara, 2010).

The form of a word involves its pronunciation (spoken form), spelling (written form) and any word part such as prefix or suffix. Meaning surrounds the way in which form and meaning work together. In other words, it conveys the concept and the associations related to that word when people about a specific word or expression. Finally, use, involves the grammatical functions of the word or phrase. It also includes any constraints on its use (Nation, 2001).

When students learn the English language they automatically learn and realize the importance of learning vocabulary as Schmitt (2010) noted “learners carry around dictionaries and not grammar books” (p.4). This implies that when students start learning a language they know that they cannot communicate effectively without vocabulary.

Vocabulary Teaching Methods

To improve vocabulary learning two teaching methods were proposed by Palmberg (1998). The principal strategy has been utilized widely in recent vocabulary teaching as it concentrates on second language (L2) based activities and exercises. Be that as it may, the second technique depended alone L2 affiliations. These affiliations change for various people as people may have diverse encounters and foundation of languages, particularly in multi-lingual social orders. In this manner, instructors ought to be adaptable while

arranging vocabulary learning exercises. They should design exercises to help the students' worked in lexical syllabus.

To comprehend the vocabulary showing strategies in more detail, Oxford and Crookall(1990) proposed four procedures. To begin with, de-contextualizing which incorporates word records, cheat sheets, and the utilization of lexicons. The second technique is word gathering. It incorporates visual symbolism, aural symbolism, catchphrase, physical reaction, physical sensation and semantic mapping. Third, is completely contextualizing which incorporates all the four abilities of English; speaking, reading, writing and listening. The last category is "adaptable"; it incorporates structure inspecting. Along these lines, it can be presumed that with a specific end goal to learn new words, logical, semi-relevant and de-context oriented techniques of vocabulary educating is required.

Approaches and Strategies in Vocabulary Teaching

Before discussing the strategies, it is important to discuss the approaches to learn vocabulary. Although, vocabulary is the heart of learning a language, it ought to be clarified that there is no "right" or "best" approach for vocabulary learning (Schmitt 2000, p. 2). According to Rubin and Thompson (1994), there are two general ways of learning vocabulary; the direct vocabulary learning approach and the indirect vocabulary learning approach.

Direct or explicit vocabulary learning is concerned with cognizant learning forms when language learners learn vocabulary explicitly, either in setting or in separation, through direct guideline in both the implications of individual words and word-learning methodologies" (Laufer & Hulstijn, 2001, p.1). Therefore, in the direct method, learners are systematically taught the structures of the language and words. This way of learning vocabulary is effective if a learner wants to learn basic lexical or semantic knowledge (Nation, 1990). According to Coady and Huckin (1997), learners should focus on learning single vocabulary words at a beginning time of second language learning but once the capacity to comprehend a language is developed he should move on to the next level and focus on context based learning or indirect learning.

Indirect or implicit learning includes learning the meanings of new words implicitly. This learning takes place when students hear or see the words utilized as a part of various settings. For instance, through daily life experiences, through discussions with

others and through extensive reading (Read, 2000). Unlike the direct vocabulary learning method, the indirect method is concerned with the active process of learning. Students are aware of the learning goals. In addition, students retain the importance of vocabulary, grammatical structures, and ideas essentially from being presented to rich language (Richek et al, 2002). Vocabulary learning indirectly by guessing words from the contexts has been widely accepted as the most effective vocabulary learning strategy (Nation, 2001). This approach should be used to help the learners develop their lexical and semantic knowledge. When language learners develop language ability it becomes easier for them to take in the implications of new words by utilizing inferential or implicit vocabulary learning strategies.

Learners may learn vocabulary through the direct or indirect approach anyway, it is difficult to instruct everything that students may go over. Learners not only learn through the materials presented to them but they also learn from their surroundings in this manner, both direct and indirect approaches are helpful and important when teaching vocabulary. Although, vocabulary can be learnt indirectly, some vocabulary should be taught directly as well. A blend of both the direct and indirect vocabulary learning procedures is observed to be the best way to deal with learned vocabulary. This combination should be emphasized for foreign language learners to maximize the effectiveness of learning. According to Sokmen (1997) “the pendulum has swung from direct teaching of vocabulary (the grammar translation method) to incidental (the communicative approach) and now, laudably, back to the middle: implicit and explicit learning” (p. 239).

While working on the language learning strategies O’ Malley and Chamot, (1990) defined vocabulary learning strategies as “the special thoughts or behaviors that individuals use to help them comprehend, learn or retain a new information” (p. 1). According to Sternberg (1987),

No matter how many words we teach them directly, those words will constitute only a small fraction of the words they will need to know, or that they eventually will require. They truly constitute a drop in the vocabulary bucket. It does not really matter a whole lot how many of those few words students learn, or how well they learn them. What matters is how well they will go on learning long after they have exited from our lives, as we have exited from theirs. (p. 97)

Word card strategy. Learning from word cards is a very common strategy used by the vocabulary learners. Cohen and Apek (1981) explain that in this strategy, a student

writes the word on one side of the card and its meaning in the first language on the opposite side of the card. It is a type of de-contextualized learning as there is no setting given to the students to figure the importance of the word. It encourages the students to take in the composed type of the word, its significance and utilization. It likewise encourages students to make associations between form and meaning (as cited in Easterbrook, 2013).

Use of dictionary. The most normal methodology utilized by the students to locate the importance of another word is by using a dictionary. Amid the way towards speaking and listening it is difficult to use a dictionary to search up for the importance rapidly while the other individual is speaking. Scholfield (1982) expressed that looking into a word in a dictionary is a long way from playing out a mechanical operation. It includes the utilization of prior knowledge of different sorts and after that unique data derived from different settings. Numerous lexical things in a language have more than one definition in this manner; it ought to be first settled on which definition fits the best with the significance of the word. In the wake of picking a sensible sense from the definitions in the word reference, a user needs to "comprehend the definition and coordinate it into the setting where the unknown was met" (Scholfield, 1982, p.190).

Word part analysis. In the English language, many words have derivational forms. The root words are attached with the prefixes or suffixes to form a new word. Vocabulary can be learnt by using word part analysis. This strategy involves two steps. The first step is that the students should be aware of the prefixes and suffixes so that they would be able to break down the root word from its prefix or suffix. Secondly, they should relate the root word or the common word to the dictionary meaning and "to be able to re-express the dictionary definition of a word to include the meaning of its prefix and, if possible, its stem and suffix" (Nation, 2001, p. 278). This strategy can be very helpful to learn new words of English including high frequency and low-frequency words, especially academic vocabulary (Nation, 2001).

Memorization. The memorization strategy is another commonly used vocabulary learning strategy. It involves making a connection between the to-be-learned word and the previously learned knowledge. Schmitt (1997) suggested that it is necessary for long term retention. Therefore, this strategy is very helpful to inculcate new words into memory in

the process of vocabulary learning. Examples of memorization strategies includes ‘word study with pictorial presentation’, ‘word associations with its coordinates’, and ‘use of semantic maps’.

Keyword method. The Keyword method is mainly applied when managing low recurrence words (Nation, 1990). This method is also known as the keyword mnemonic. It is a widely researched strategy among all other mnemonic strategies as this is one of the most effective methods of learning the meanings of foreign language (Atkinson & Raugh, 1975).

The keyword method is a twostep technique. In this technique, learners find a word in the L1 that sounds like a word in the objective (L2) language and takes a picture consolidating the two ideas. Many investigations (Pressley et al, 1982) have recommended that the keyword strategy is an exceptionally successful technique for enhancing word retrieval. Considerable research had been done which demonstrated its effectiveness and adaptability for the development of vocabulary (McDan& Pressley,1984; Pressley & Levin, 1985; Turnure& Lane, 1987).

Cognitive strategies.In scientific categorization of vocabulary learning procedures proposed by Schmitt (1997), cognitive strategies mainly include verbal repetition to learn vocabulary. This strategy is well known among students and may enable them to accomplish elevated amounts of capability and proficiency. Other subjective methodologies include study aids in various structures for instance taking notes in the class, taping L2 marks on their physical objects or listening recordings.

Meta-cognitive strategies.Meta-cognition “has the potential to empower students to take charge of their own learning and to increase the meaningfulness of students’ learning” (Gama, 2005, p.21). In this approach, the teacher provides a guided practice to the learners to learn new words. A study conducted by Gu and Johnson (1996) had revealed that meta-intellectual methodologies are certain indicators of vocabulary size and general English capability. It is critical to prepare the students to end up plainly autonomous students, they ought to have the capacity to control and assess their own learning by utilizing diverse courses, for example, spaced word practice, proceeding to contemplate study word over time or self-testing. Along these lines, it causes students to become in charge of their own learning.

Authentic Material Employment

Authentic materials are defined as “those written and oral communication produced by members of a language and cultural group for member of the same language and cultural group” (Galloway, 1998, p. 133). Authentic materials should be used in the classroom as they can create “as close an approximation as possible to the world outside the classroom” (McDonough & Shaw, 1993, p. 43). Therefore, authentic materials help students to understand a language. Authentic materials also help students to understand the application of new learned words in real life scenarios. They give an exposure to by using authentic situations rather than teaching words in isolation.

In order to understand authentic frameworks of the target language, learners should have native like input. In this way, they will be able to achieve native-like proficiency. Learners may learn a second language from first language acquisition processes and principals (Hague, 1987; McWilliam, 1998; Singleton, 1999; Stahl, 1986). Movies provide native like input and hence help to learn vocabulary. Movies also give an exposure to authentic situations and help learners to learn vocabulary in context.

Subtitles

Gottlieb(2004), defined subtitles as “a diasemiotic translation in polysemiotic media (including films, TV, video and DVD), in the form of one or more lines of written text presented on the screen in sync with the original dialogue” (p. 220). This definition is very extensive and needs the explanation of some terms. The first term is diasemiotic which means the crossing over of discourse from speech to written form. The written form is the written version which is available on the screen. The second term is polysemiotic which refers to the involvement of various sources of information at the same time. The number of sources can be different for example a subtitled movie can be a source of information. On the other hand, D’Ydewalle (2002) argued that “three different input channels: the visual image, the soundtrack (including the foreign voices) and the subtitles (a translation of the voices). The text lines of the subtitles should, ideally, be completely overlapping with the translated information of the soundtrack”(p.19).

Watching Subtitled Programs

With a specific end goal to have a good comprehension of the process of viewing a subtitled program, Etemadi (2012) highlighted the difference between ‘normal’ reading

and reading of subtitles. To get a deeper understanding, Etemadi (2012) stated that the process of reading subtitles while watching a subtitled program resembles more to the act of listening because while watching a subtitled program, the words are shown once and then they are gone away. The viewer has no chance to look at the words again and words are shown once after which they disappear. They viewer cannot go back and look at the text again like the way it would be done while reading a normal text.

Researchers investigated the process of reading the subtitles and discovered a tendency to initiate reading the subtitles at their onset. Accordingly, D'Ydewalle and Gielen (as cited in D'Ydewalle & De Bruycker, 2007) investigated this tendency and consequently discovered two areas. Firstly, the immediate commencement of reading the subtitles at their onset seemed to be rather compulsory and was not impaired by various contextual factors as for example the soundtrack. Secondly, both people experienced and inexperienced with subtitles appeared to demonstrate this particular tendency. All things considered, one can express that moving the consideration between the subtitles and rest of the sources of information is a largely automatic process.

According to Bianchi and Ciabattini (2008), four factors are involved in the process of watching a subtitled television program. As a first variable, the authors discuss the relation between the subtitles, the dialogue and the picture visible on the screen. In practical terms, this first variable deals with the "semantic match between the verbal channels (audio and text) and the non-verbal channel (images)" (Bianchi & Ciabattini, 2008, p.86). Correspondingly, they found that the more noteworthy the match between the diverse channels, the better the outcomes at all levels of proficiency. The second variable highlighted by the authors is concerned with the participants' level of proficiency and closely related to the third variable which is the type of task employed to identify the level of proficiency. Furthermore, Bianchi and Ciabattini (2008) describe the fourth variable as the type of textual aid that accompanies the program such as intralingual (captions), interlingual (subtitles), reversed or no subtitles. After analyzing the variables, the authors came across several observations. Firstly, comprehension was most affected by interlingual subtitles, while beginners and advanced participants benefitted most from the intralingual subtitles. Secondly, the language-in-use comprehension of participants with a lower level of proficiency was positively influenced by interlingual subtitling in contrast to the advanced participants who benefitted more from the intralingual subtitles.

The effects of watching subtitled programs. Vanderplanck (1988) argued that watching a program without subtitles causes anxiety. Moreover, he emphasized on the importance of subtitles because “the text provides instant feedback and therefore positive reinforcement for learning” (Vanderplanck 1988, p.277). The study of effects of subtitles on various aspects of language has been studied widely. Danan (2004) indicated that some people have a negative attitude about the use of subtitles. While it is hardly surprising that this negative attitude can be attributed to people living in countries where subtitling is not a common practice. Moreover, as the study by D’Ydewalle and De Bruycker (2007) pointed out that the reading of subtitles while watching a program is merely an effortless task and it is also considered as an automatic activity.

The processing of information, while watching a subtitled program, comes from various channels. It is considered to have a positive influence as Zanón stated that “a subtitled video provides a triple connection between image, sound in one language and text, normally in another, sound and text being typically linked by translation” (Zanon, 2006, p. 43). Two possible advantages of using subtitled program were observed by Vanderplanck (1988). The first advantage is linked to the potential of using subtitles to support language acquisition as they provide authentic and comprehensible output to the viewers. Secondly, subtitles are considered to be responsible for an increase of the learner’s attention for the unfamiliar language and consequently improve the language learners’ proficiency in that particular language. A good overview of these advantages was stated by Koolstra et al. (2002) as follows:

Subtitled television programs can be processed well by viewers. Most likely, the necessary condensation involved in the adaptation of spoken text to subtitles does not lead to information loss and subtitles do not distract the viewer’s attention from the picture. Even when the sound of the television is drowned out by other noises in the room, subtitled programs can still be followed. Because reading is faster than listening, information processing while watching subtitled programs is also efficient. (p. 335)

Theoretical Grounds of Using Subtitled Movies in Classrooms

Extensive research on the impact of using subtitled movies on vocabulary development had been carried out since decades. The following section presents some of the theories to support the benefits of using subtitled movies for vocabulary development.

Input hypothesis theory.As far as the impact of English movies on the study of the English language is concerned one of the major theory to be discussed is theory proposed by the American linguist Krashen (1983). His “Input Hypothesis” theory shed light on the comprehension of the significance and data instead of the format and is the main and important theory of second language acquisition. According to the input hypothesis theory there is only one way through which humans understand the language and that is by understanding messages or by receiving “comprehensible input”. We progress along a natural order. That order contains input which contains the structure that is a bit beyond our current understanding. For example, we move from i , which is our current level, to $i+1$, which is the next level. This terminology was expanded and explained by Krashen in 1983. We learn the language from the context containing un-acquired language structure, our knowledge of the world and previously acquired linguistic competence (Krashen, 1985). Movies provide us the context to learn new words and language structures. Therefore, this theory has implications for vocabulary learning by using movies as a pedagogical source.

Paivo’s dual code theory.Paivo’s dual code theory is also very significant in understanding the importance of using captioned movie for developing ESL vocabulary. This theory was widely applied to the use of English movies in language teaching. On the premise of this hypothesis, the human memory framework incorporates linguistic and nonlinguistic system. At the point when the linguistic and non-linguistic systems were translating a language together, it is easier to store data in memory than the language system or the non-language system interprets the language independently (Paivio& Clark, 1991).

Hence, auditory material and visual information could be arranged and processed by the human system of processing information. Picture data, voice data and the primary information framework are coordinated into a general framework and change learning into long- term memory. While watching English movies, the student will join visual info and sound-related info, which will completely assemble an assortment of novice sensory organs to get data which will adequately construct important data and information together, to enhance students’ listening aptitudes and their understanding capacity (Yiping, 2016).

Each individual has his own mental process of learning new things it can be referred to as “user’s model”. Individuals develop the understanding of new things

“through interaction with the system” (Norman, 1990, p. 16). Hence different people interpret with different systems and it is different for each individual therefore it is not universal. This system of learning can create confusions different people can have different understandings of the same word according their experiences. Kramschand Andersen (1999) stated that students can access authentic videos by using multimedia. Therefore, they will learn how a particular word is used in the socio-cultural contexts of target language.

Mayer’s cognitive theory of multimedia learning. Mayer (2005) proposed his theory of multimedia which was based on three core assumptions. The first one is the dual channel assumption. According to this assumption, human beings process information through audio and visual materials presented to them. This information is then processed in working memory where relevant pictures are selected and organized. Eventually, the information from both channels are integrated and connected to already held long term memory. The second assumption is the limited capacity assumption. Humans have limited capacity

of processing information that is why when human beings see or listen anything they can only hold a few images or sounds in their working memories. The third assumption, as explained by Mayer (2005), is active processing assumption. This assumption states that human process information of their past experiences in an active manner. We constantly select record and integrate information. Learning takes place when the cognitive process is applied to the incoming materials. Movies provide us with an opportunity to involve our two senses, visual and auditory, at the same time.

5R model for vocabulary learning process. A five-step model for vocabulary learning was proposed by Brown and Payne (1994). This model includes experiencing new words, getting the word shape, getting a reasonable picture, taking in the importance and utilizing the words. In 5R model, these vocabulary learning methodologies can be named as: accepting, perceiving, holding, recovering and reusing in every one of the four aptitudes of language. The 5R model can be viewed as a circulatory framework display (see Figure 1) in light of the fact that the most ideal approach to learn vocabulary includes circulating process.

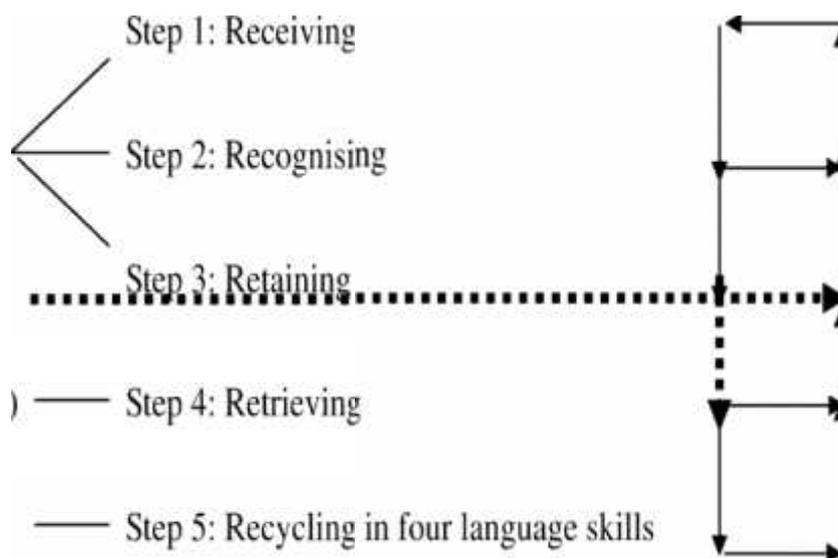


Figure 1. Stages of Vocabulary Learning

According to Brown and Payne (1994), students may encounter new words from any source through the four main language skills. The source of encountering new words can be audio and visual materials, teachers, native speakers or other language learners. It has been emphasized that in order to acquire new vocabulary, learners should use high contextualizing resources. Subtitled movies provide learners with new words in a context. When students watch movies with subtitles they not only encounter new words by listening but they can also see the word from the subtitles. Therefore, contextual learning helps them to understand how a particular word is used in a specific context.

After encountering new words, students try to recognize them either consciously or subconsciously. Students may also try to guess the meaning of the word by relating it to their prior experience and then associate or create image of the new word. This act of relating words may connect to storing of the word as illustrated in step 3. This is an essential stride of retaining or retrieving the words from memory. However, if the learners choose to neglect the word then the students will not be able to retrieve the information and therefore, recycling of the word will not take place (Hatch & Brown, 1995).

The Influence of English Movies on ESL Vocabulary

English movies can enhance the ability of students to learn new words and use them effectively. It may also trigger their psychological fear and their efforts cannot pay back according to their expectations. Eventually, they will feel exasperated and irritated and will easily give up. English movies can help students to make a better sense of language by giving them a better exposure to the language and new words (Yiping, 2016).

Putra, (2012) stated that “when students are watching English movies with English subtitles, they can learn some new word and phrases used in the movies, and also help them to acquire new vocabulary and idioms Putra” (p. 2).

Wilson and Wallace suggested that learners get encouraged by subtitled movies to learn new vocabulary words and idioms without being a distraction to the previously learned vocabulary words (as cited in Rokni&Ataee, 2014).

While watching movies with subtitles, the information is received from two input types and they are dialogue and subtitles. They are processed in a more effective manner than if either dialogue or captions are presented alone (Boehler&Sidoti, 1981).

English movies improve ESL learners’ pronunciation and comprehension of spoken language, because if they cannot comprehend the movies, they will not have positive effects on the learners, and they cannot learn anything from the movie, even they will not enjoy it. Furthermore, to comprehend the movies, the learner needs to know lots of English vocabulary with correct spelling and correct pronunciation (Sxynalski, n.d).

According to Ruusunen (2001), movies can benefit students in English classroom in many ways. Some of the main reasons of using English movies in ESL classes are their authenticity, the quality and amount of input and other positive effects that movies have on language learning.

Furthermore, the audio-visual effects, use of gestures, alluring plots can stir their enthusiasm about English learning and acquiring new vocabulary which can enhance to yield memory of frequently used words and expressions to an expansive degree (Yiping, 2016).

Watching movies inESL classroom can be beneficial as they can bring about “special experience of real feelings of accomplishment when students understand what is going on in where native speakers use English” (Rammal, 2005, p. 5).

Related Studies

Most of the past investigations with respect to the utilization of subtitles in the language classrooms upheld the way that they positively affect the learning of the students. Prior examinations in this field concentrated on the impacts of utilizing captioned and subtitled movies on the listening skills of the students (Basaran&Kose, 2012; Huang &Eskey, 2000).

Cakir expressed that learners depend vigorously on visual pieces of information to help their understanding (as cited in Yuksel&Tanriverdi, 2009). With this conviction, it has been prescribed to utilize distinctive sorts of recordings, with or without subtitles, as an instructive apparatus to teach vocabulary.

Varga (2013) completed an investigation in which he expressed an exploration question as takes after: “Which skills can be developed with the help of feature movies?” (p.343). The results of his study revealed that movies have many beneficial effects on the learners’ receptive and productive skills (Varga, 2013). This belief is also supported by another research done by Harmer (2007) put forth that “much language production work grows out of texts that students see or hear” (p. 267).

Numerous different examinations have been completed to explore the impacts of utilizing subtitles on the learning of vocabulary. Koolstra and Beentjes did an investigation with the basic level Dutch talking understudies. He discovered that there was a change in the perusing vocabulary information of the students by watching Dutch subtitled English language TV programs at homes (as cited in Yuksel&Tanriverdi, 2009).

The aftereffects of an examination completed by Guillory (1998), uncovered that subtitles are more helpful for the novice level students. She additionally discovered that it would be more gainful for the starting level students if the keyword will be introduced instead of the whole sentence as it may not put intellectual load on the learners.

Similarly, in a study by Neuman and Koskinen, middle school level ESL students surprisingly expanded their knowledge of vocabulary after they had been exposed to the English language captions for lengthy hours. The above-mentioned studies involved the consistent exposure to the target language videos for lengthy hours. Those videos involved the use of subtitled and they produced favorable results (as cited in Yuksel&Tanriverdi, 2009).

Dibaj (2011) carried out a study in which he contrasted two groups to learn vocabulary. One group included monolingual students and the other involved bilingual students who were preparing to learn English as third language. To get to the vocabulary

learning of the two groups, he utilized Vocabulary Knowledge Scale (Paribakht&Wesche, 1997). He additionally expressed that the third language students performed exceedingly superior to the next gathering on each level of trouble. The discoveries were discussed as for more elevated amounts of the executive and inhibitory control bilinguals. This investigation uncovered that the students of third language outpaced the students of second language to take in another language. Maybe, the explanation for this is bilinguals develop utilizing two language frameworks and along these lines they were practicing the expressions of the language that were not by any means required when they were utilizing other language.

An investigation on the importance of the incidental vocabulary learning as the main source of learner centered vocabulary acquisition was done by Huang and Yang (2012). The outcomes uncovered that most effective method to learn vocabulary is to read extensively, the utilization technology and media has helped students in obtaining vocabulary (as cited in Sabouri&Zohrabi, 2015).

To assess the effects of using subtitles in target language for vocabulary acquisition, an investigation was done by Stewart and Pertusa (2004). They partitioned two Spanish movies into fragments. They likewise isolated Spanish talking classes of English students into two groups. One group with 53 students viewed the Spanish movie with Spanish subtitles and 42 students viewed a similar film with English subtitles. Students were assessed on the content of the movie on the basis of a multiple-choice question pretest and posttest. The aftereffects of the test demonstrated that there was a slight distinction in the two groups' performance on the vocabulary post-test. A survey was additionally given to the students to express their emotions about their experience of viewing a film. The aftereffects of the survey demonstrated that the students who viewed the movie with target language subtitles had a superior ordeal than the other gathering. Along these lines, English motion pictures influence the language aptitudes as well as help to build the inspiration and motivation of students. "English movies can motivate students to learn vocabulary and enable them to comprehend English language better" (Putra, 2014, p. 1).

The impacts of watching subtitled cartoons on incidental vocabulary learning were researched by Karakas and Saricoban (2012). They gathered information from 42 first grade English Language Teaching (ELT) students at the University of Mehmet AkifErsoy, Burdur in Turkey. They utilized a 5-point vocabulary information scale with a mix of 18 target words. The students were separated into two groups for the examination.

A pre-test and post-test group design was chosen. They were given an identical test from pre-test and post-test. In spite of the fact that the discoveries of the investigation did not support the presumption that the subtitled group would outpace the no-subtitled group in any case, a prominent change was seen in the performance of the participants of both groups from pre-test to post-test. Findings of these studies and investigations support the common supposition that subtitled movies are valuable instructional tool in vocabulary affirmation and recognition (Gorjian, 2014).

CHAPTER III

METHODOLOGY

This Chapter defines the design of this study, ethical considerations for this study and the procedures carried out to collect and analyze data.

Research Design

The choice of research design depends upon the research questions. Therefore, whichever design is selected “fitness for purpose is the key” (Gorard, 2002, p. 354). Quasi-experimental design of a diagnostic test, a treatment followed by a post-test was employed for this research. A quasi-experimental research design tests causal hypothesis in which treatment is tested for how well it has achieved its objective. This research design involves comparison groups which is as similar as possible to the treatment group with reference to the baseline characteristics. It evaluates what would have been the result if a treatment had not been implemented. Hence, the treatment could be said to have caused any difference in outcomes between the treatment and comparison groups (Adeeb, 1994).

Data was collected using a quantitative method. A quantitative method is very prominent in the field of social sciences because of its standard methods which are seen as a model for carrying out the research (Flick, 2006). Aliaga and Gunderson (2002) defined quantitative method of data collection as “the explanation of a phenomenon by using numerical data and then the data is analyzed by using mathematical statistics” (p.1). Quantitative method was necessary to employ for this study because this study involved the comparison of mean scores of the experimental and the control groups to check the improvement of their performances in both tests.

Research Procedures

The participants of this study were selected through convenient sampling. After the selection of the participants, a diagnostic test (see Appendix A) was administered to both the control and experimental groups to obtain the information about their prior vocabulary knowledge. It was also administered to see if the participants had the same level of vocabulary knowledge. A diagnostic test is a test which is employed to discover the strengths and weaknesses and identify the language problems of the students. At the start

of the course, the test is given to see what areas of language need to be worked on during the course of study (Zhao, 2013).

The diagnostic test (see Appendix A) included 20 vocabulary items. All the vocabulary items were chosen from the current class curriculum of the two groups. Wesche and Paribakht's (1996) Vocabulary Knowledge Scale (VKS) was used to evaluate the responses of the diagnostic test items.

After the diagnostic test, the treatment phase started. Participants of the control and experimental groups watched a movie in the classroom where students had their regular lessons. They had their vocabulary lesson once a week. The duration of each lesson for each group was eighty minutes. In each lesson, there was a warm up session of 5 minutes. Then there was a methodology section which included showing the movie to the students for thirty minutes and a discussion session of twenty minutes. There was 1 worksheet for each lesson (see Appendix B, C, D & E). Twenty minutes were given to complete the worksheet for each lesson (see Appendix B, C, D & E). Each lesson plan (see Appendix B, C, D & E) finished with a wrap up session of 5 minutes. On the day of the week when students had their vocabulary class, the lesson was conducted with the control group followed by the experimental group. Participants of both groups did not have a chance to discuss the lesson among them. The same lesson plan was followed for both the control and experimental group to ensure that the teaching strategies did not vary and hence not to affect the results of the study. A projector was arranged and was attached to a laptop. Projector was used because the school had the availability of the projectors only. Furthermore, speakers were used to ensure optimal hearing. The whole procedure took place over a period of four weeks. The duration of the movie was two hours four minutes and forty-eight seconds.

In the first session of the treatment phase (see Appendix B) for both groups the lesson started by greeting the students. Then feedback about their preferred genre of watching movies was discussed as an ice breaker activity. This was done to lead the topic ahead. An ice breaker activity is an activity, game, event or question that is used to warm up the conversation among the participants in a classroom before starting the lesson. The purpose of this activity is that students would be able to interact comfortably with each other (Heathfield, 2017). The name, theme, characters and story of the movie were introduced by the teacher.

After that a list of targeted words (fleeced, magnate, immutably, floozies, scorned) was displayed on the screen through a projector and students were asked to focus on the

target words while watching the movie, the words were pronounced by the teacher to make them familiar with the correct pronunciation of the words. A worksheet (see Appendix B) was distributed among the students so that they can compose the implications of the objective words according to their own understanding after watching the movie. The movie was played for 30 minutes. During the movie, the teacher paused for a minute and gave the students time to write the meaning of the word in the space provided in the first question of the worksheet (see Appendix B) according to their understanding of the word. The participants of the control group had a chance to listen to the target word (fleece, magnate, immutably, floozies, scorned) before the pause whereas; the participants of the experimental group listened to the word in the dialogue and read the word from the subtitle. After watching the movie for thirty minutes the teacher allowed the students to comment on their ideas about the meaning of the target words. The students shared their ideas which were further explained according to the context of the movie. The correct definition of each word was also provided to the students by the teacher during the twenty-minute discussion session. The teacher listened to the ideas of the students then explained how the word was actually used in the movie. The discussion session was carried out to get the in depth understanding of the meaning of the word and its use in the context of the movie. For example, one idea about the meaning of the word “scorned” was “taunted”. The teacher said that the word was used in the movie as “He has mocked your privacy. He’s scorned it”. She wrote this sentence on the board. The teacher asked students if the word “taunt” is correct to be used in this context. The word “taunt” can be a synonym of the word “scorn” but we cannot apply this meaning in the context of the movie. The teacher encouraged the student to read the whole sentence and then try to come up with the correct meaning of the word scorned according to the context of the movie. The teacher verbally explained the definition of the word scorned according to the context of the movie in English. The teacher explained that the correct meaning of the word scorned here is to “disrespect”. The students wrote the correct meaning of the word on the worksheet given to them at the beginning of the lesson.

After the discussion session, students wrote sentences for each word on their worksheets (see Appendix B) in the space given to them in question two of the worksheet. At the end of the first session, the teacher asked students to recall the events of the movie and based on that, anticipate the upcoming events of the movie. It was done as a wrap up activity to end the lesson. Wrap up is the time to end the lesson and students are expected

to organize the information in a meaningful manner in their minds or to reflect upon the lesson (Lewis, 2017).

In the second lesson (see Appendix C), the lesson started by recalling the words taught to the students in the first lesson. A list of the targeted words for the second lesson, (gloat, fantasia, insinuating, consolation, parlance) was displayed on the screen through a projector on the screen and students were asked to focus on the target words while watching the movie, the words were pronounced by the teacher before watching the movie to make them familiar with the correct pronunciation of the words. A worksheet (see Appendix C) was distributed to the students so that they could write the meanings of the target words (gloat, fantasia, insinuating, consolation, parlance) according to their own understanding after watching the movie. After that, the movie was played in the class for thirty minutes and after the movie teacher allowed the students to comment on their ideas about the meaning of the target words. Students shared their ideas and teacher related their ideas with the context of the movie. The correct definition of each word was orally provided to the students by the teacher. The discussion session was carried out to get the in depth understanding of the meaning of the words and their usage in the context of the movie. After the whole class discussion of twenty minutes, students were asked to complete their worksheets by writing the synonyms of the given words. Students were allowed to use dictionaries to find out the meaning of the words. The dictionaries were available to them in the library corner of the classroom. To end the session, students pasted their worksheets on the “word wall” in their classroom. This was done as a wrap up activity. It was also done to display the student work on the “word wall” for their encouragement as classroom walls can be served as a tool to support and enhance students’ learning outcomes. The three walls of the classroom can be served for a specific purpose to reflect on the learning and to display student work (Creekmore, 1987). The “word wall” was designed to display and acknowledge students’ work and also to keep the words in their sight. All the information on the walls of the classroom was covered with the chart papers during the exam week to prevent cheating from the displayed information.

The warm up session for the third lesson (see Appendix D) also comprised of recalling the words taught to the students in the previous lesson and introduction of the new words (resurrection, elusive, debacle, concede, dabbled). A worksheet (see Appendix D) was distributed to the students and they were requested to focus on the target words (resurrection, elusive, debacle, concede, dabbled) while watching the movie. For the practice session, students read the sentences written on the worksheet and replaced the

italicized words with their synonyms from the word bank. To wrap up the lesson, students were asked to share their answers with their peers.

In the last lesson (see Appendix E), the warm up session included recalling the words taught and learnt in the previous lesson. The teacher also asked the students about the anticipated end of the movie. After that, a new vocabulary word list (manipulate, unencrypt, consensus, dispense, narcissistic, goaded, infiltrate) was displayed and a worksheet (see Appendix E) was given to the students so that they could write the meanings of the target words while watching the movie. After watching the movie, a whole class discussion was carried out in which the teacher asked the students about the meanings of the target words. To practice the new words, students wrote the synonyms of the new words and used the words in sentences. The lesson ended with a wrap up session. Students created a list of vocabulary words. It was done to keep a record of the words taught to the students for future use. They had a list of all the words taught to them in the treatment phase of four weeks in their notebooks in alphabetical order. They could read them from their notebooks at any time. At the end of the treatment phase, students had their personal word bank in their notebooks which they called “personal dictionaries” in which all the words taught to them were included with their definitions and example sentences.

After the treatment phase of four weeks, a post test (see Appendix F) was administered to both the experimental and control groups. The test was conducted in order to check the progression in the vocabulary of the learners from the diagnostic test to the post test. The post-test was comprised of twenty-two items (see Appendix F) selected from the movie. The results of the post-test were analyzed using the VKS.

Ethical Consideration

Before starting data collection, the first step was to receive permission from the “Kings Own Institute”. A permission letter was sent to the principal of the school. Written consent was received from the principal of the school (see Appendix G). Once this was obtained, another written consent form was given to the students who participated in the study (see Appendix H). By filling in the consent form, the participants agreed upon participating in the study. The participants were also informed that their names would be kept anonymous and the data obtained would only be used for research purpose. The participation of the students was voluntary and they could withdraw from the study at any time without any penalty.

Data Collection

Data for this study was collected by using the following data collection instruments.

Diagnostic test. A diagnostic test (see Appendix A) was administered to both of the experimental and control groups with a specific end goal to check the earlier vocabulary knowledge of the participants.

The vocabulary knowledge scale. A VKS was used to analyze the responses of the participants according to each vocabulary item. This is the most commonly used scale which specifies the understanding of vocabulary items from least to the most. Wesche and Paribakht's (1996) VKS was adopted in this study. The following are the options presented for each vocabulary item:

- A I have never seen this word/phrase before
 - B I know what this word/phrase means but I am not sure how to use it
 - C I have seen this word/phrase before but I do not know how to use it
 - D I know what this word/phrase means and I can use it in a sentence
- (if you choose this option then please fill the next column)*

The students responded to a self-report scale of word knowledge per word, categories from “un recognition of a word” to “use the word in sentences”. Therefore, VKS was used “to capture initial stages or levels in word learning that are subject to accurate self-report of efficient demonstration” (Wesche&Paribakht, 1996). The VKS was employed as it is one of the most reliable scales to track the vocabulary knowledge of learners. Laufer and Goldstein (2004) stated that very few vocabulary tests attempt to measure a learner's progress along a continuum of knowledge. However, Wesche and Paribakht's (1996) VKS, tracks the progress of a learner from total unfamiliarity to superficial familiarity with a lexical item to the ability to use it precisely in production (Tan et al, 2016).

Movie. For the treatment phase, an English Movie “Now You See Me 2” was selected. The participants of this study were teenagers and teenagers usually find such movies interesting. According to Leat and Nichols (1997), thrillers have become a popular teaching strategy. Many teachers have reported enthusiastically that thriller movies help the learners to feel more motivated and engaged in lessons. This movie was selected because it was a thriller movie and helped to engage the learners. The two versions of

themovie were used for control and experimental groups. The control group watched the movie without subtitles and the experimental group watched the movie with subtitles. The two versions were downloaded from Netflix, which is streaming service and allows customers to watch variety of movies, documentaries, TV shows and so on (Netflix, n.d.).

Now You See Me II was released in 2016. It is an American thriller film directed by Jon M. Chu and written by Ed Solomon. It is a sequel to the 2013 film “Now You See Me” and follows the four Horsemen who resurface and are forcibly recruited by a tech genius to pull off an almost impossible heist.

Post-test.The last instrument used in this study was a post-test (see Appendix F) which was conducted after the treatment phase. There were 22 items in post-test which were typed and then printed on A4 sheets. The post-test was conducted to see whether there was any difference in the vocabulary development of the experimental and control group. It was also carried out to see if the experimental group performed better than the control group.

Participants and Sampling

The participants of this study were selected through convenient sampling. Convenient sampling is also known as availability sampling. This sampling method relies on the population which is conveniently available and willing to participate in the study. Convenient sampling allows all the available participants to participate in the study. All subjects are invited to participate in the study without making any changes and there is no identified criterion for the participants (Saunders et al, 2012).

Participants.The participants for this study were 30 O level students studying in King’s Own Institute in Lahore Pakistan. There were 19 males and 11female participants. The age of the members went in the vicinity of 15 and 17 years old. There were 15 members in each gathering.

Course teacher.The teacher of the course was the researcher of this study. She had a Master’s degree in English Language Teaching. She had seven years of teaching experience and had been teaching in Kings Own Institute for 2 years.

Data Analysis

Before the treatment and after the treatment, two tests were analyzed. In both tests, the responses of the students were collected using a VKS. After data collection, the quantitative data was entered into the Statistical Package for the Social Sciences (SPSS) version 20. For each item, the mean scores and standard deviations were calculated. Mean scores and standard deviations gave information about each item presented in the diagnostic test and post-test. From those results, the highest mean scores for each group in the two tests were obtained. The high mean scores attribute to the greater knowledge of the participants.

After entering the information for each item for the diagnostic and post-test onto the SPSS program, independent samples t-tests were conducted. The first independent samples t test was conducted as diagnostic test to see if there was any difference in the knowledge of the two groups (control and experimental). Another purpose of conducting this test was to check the reliability of the groups. In order to conduct the treatment session, the two groups needed to have approximately the same knowledge. The data for the post-test was also entered on the SPSS program using the same procedures. First, the results of each item in the post-test were entered, and then a test was conducted. This t-test was conducted to see the difference in the performances of the control group and experimental group. The results and findings of the data collected will be presented in the next chapter.

CHAPTER IV

FINDINGS AND DISCUSSION

The previous chapter described the methodology employed in the present study. This chapter will present and discuss the results of the data analysis.

Diagnostic Test

To be able to reveal whether there was any significant difference between the vocabulary knowledge of the participants of the two groups, an independent samples t-test was conducted. The mean scores of the two groups were compared.

Table 1 illustrates the results of the t-test. The results of the statistical analysis showed that the experimental group (M =2.71, SD = 0.13) and the control group (M=2.58, SD = 0.08) were not statistically different at the beginning of the study. The result of the t-test yield significant value at 0.41 which implies that statistically there was no significant difference among the two groups and that they had equal word knowledge.

From the data presented in Table 1 and 2, it is clear that the members had about equivalent information of the significance of the words introduced in the diagnostic test (see Table 1 & 2). Therefore, we can conclude that the distribution between the two groups was normal.

Table 1

Diagnostic Test

Descriptive Information	Diagnostic Test	
	Control Group	Experimental Group
M	2.59	2.71
SD	0.39	0.59
N	15	15
Independent Sample t test	P value = 0.41	

Key: M= Mean SD= Standard Deviation N = Number of students

It can be seen from Table 2 that for the word *elated* the experimental group with a mean score of 2.26 and standard deviation of 0.96 knew less of this word compared to the

control group which had a mean score of 2.33 and standard deviation of 1.04. This implies that more participants in the control group were aware of the meaning and use of this word.

Similarly, for the word *reiterate* the experimental group with a mean score of 0.93 and standard deviation 0.88, scored less than the control group (M=2.00, SD= 1.06). The results showed that the participants of the control group knew more about the meaning and use of the word *reiterate* (see Table 2).

Table 2

Individual Results of Diagnostic Test

Words	Experimental Group			Control Group		
	N	M	SD	N	M	SD
Elated	15	2.26	0.96	15	2.33	1.04
Reiterate	15	1.93	0.88	15	2.00	1.06
Opted	15	2.80	0.94	15	2.73	1.16
Cumulative	15	2.33	1.04	15	2.60	1.18
Amiable	15	3.60	0.73	15	2.73	1.27
Validate	15	2.73	0.96	15	2.60	1.05
Devastated	15	3.60	0.73	15	2.60	1.12
Alleviated	15	2.26	0.96	15	2.66	1.11
Altered	15	2.26	0.96	15	2.66	1.11
Commemorate	15	2.93	0.96	15	2.80	1.01
Insatiable	15	3.66	0.72	15	3.13	1.18
Swage	15	2.80	0.94	15	2.66	0.89
Loathe	15	2.40	0.82	15	2.40	0.91
Plunder	15	3.00	1.00	15	2.86	0.91
Affirm	15	2.06	1.16	15	2.40	1.18
Abate	15	1.93	0.88	15	2.00	1.06
Guile	15	2.06	0.88	15	2.13	1.12
Dogma	15	2.73	0.96	15	2.26	1.03
Conflagration	15	2.33	0.89	15	2.20	0.86
Embellish	15	3.13	0.63	15	3.06	0.70

Key: N: Number of Students M: Mean Score SD: Standard Deviation

The participants of the experimental group were aware of the use of the word *opted* (M=2.80, SD=0.94). However, the participants of the control group with a mean score of 2.73 (SD=1.16) knew less about this word.

For the word *cumulativethe* the experimental group with a mean score of 2.33 (SD=1.04) scored less than the control group (M=2.60, SD=1.18). Therefore, the participants of the control group knew more about this word.

In addition, for the word *amiable* with a mean score of 3.60 (SD=0.73) is higher than the mean score of the control group (M=2.73, SD= 1.27). This result indicates that the participants of the experimental group knew more about the meaning of this specific word.

The participants of the experimental group had more knowledge of the word *validate* with a mean score of 2.73 (SD=0.96) compared to the control group (M=2.60, SD=1.05).

Similarly, participants of the experimental group knew more about the word *devastated* (M=3.60, SD=0.73) than the participants of the control group with a mean score of 2.60 (SD=1.12).

From Table 2, it could be seen that the mean score of the experimental group for the words *alleviated* and *altered* were the same M= 2.26 and hence, the standard deviation 0.96 were also the same for these words. Similarly, the control group obtained the same results for the words *alleviated* and *altered* (M=2.66, SD=1.11). This implies that the experimental and control groups had equal knowledge of these words.

The mean score of the experimental group was higher for the word *commemorate* (M= 2.93, SD=0.96) than the mean score of the control group (M= 2.80, SD=1.01). This indicates that the participants of the experimental group knew more about the word than the participants of the control group.

For the word *insatiable* in Table 2 the participants of the experimental group scored higher with a mean score of 3.66 (SD=0.72) than the participants of the control group with a mean score of 3.13 (SD=1.18). Therefore, the results showed that the participants of experimental group knew more about the word than the participants of the control group.

The participants of the experimental group also outperformed the control group for the word *swage*. The experimental group achieved a mean score of 2.80 (SD=0.94) and the control group achieved a mean score of 2.66 (SD=0.89).

The mean scores of both groups were the same for the word *loathe*, i.e., M=2.40 however, the standard deviation was lower in the experimental group, i.e. SD =0.82 compared to the control group (SD=0.91).

The word *plunder* was found to be more known among the participants of experimental group who achieved a mean score of 3.00 (SD=1.00) than the participants of the control groups (M=2.86,SD=0.91).

The participants of the experimental group seemed to have less knowledge of the word *affirm*. The participants of the experimental group achieved a mean score of $M=2.06$ ($SD=1.16$) however, the control group achieved a mean score of 2.40 ($SD=1.18$),

Similarly, the participants of the experimental group had less knowledge of the word *abate*. The participants of the experimental group achieved a mean score of $M=1.93$ ($SD=0.88$). In contrast, the control group achieved a mean score of 2.00 ($SD=1.06$).

The participants of the experimental group also scored lower for the word *guile* ($M=2.06$, $SD=0.88$) compared to the control group ($M=2.13$, $SD=1.12$). This implies that the experimental group knew less than the control group.

However, the experimental group had more knowledge of the word *dogma* ($M=2.73$, $SD=0.96$). The control group scored lower for this word ($M=2.26$, $SD=1.03$). This reveals that the experimental group was more aware of this word compared to the control group participants.

For the word *conflagration*, the mean score achieved by the experimental group was 2.33 ($SD=0.89$) and it was lower than the mean score achieved by the control group ($M=2.20$, $SD=0.86$). This implies that the experimental group had less knowledge regarding this word compared to the control group.

Similarly, for the word *embellish* the experimental group achieved a meanscore of 3.13 ($SD=0.63$) and the control group achieved a mean score of 3.06 ($SD=0.70$). This shows that the participants of the experimental group knew more about this word.

Post- Test

After the diagnostic test stage, a post-test (see Appendix J) was regulated to both the experimental and control groups toward the finish of the treatment session of four weeks. It was conducted to find out the answers of the research questions presented earlier.

Table 3 shows the results of the post-test. Generally, the mean score for the experimental group were higher than the values of the control group. This reveals that the experimental group outperformed the control group. Therefore, the movies have a positive effect on the performance of the learners. The group who watched the movie with subtitles performed better than the group who watched the movie without subtitles.

Table 3
Post-Test

Descriptive Information	Post-Test	
	Control Group	Experimental Group
M	2.97	3.56
SD	.46	2.80
N	15	15
Independent Sample t test	P value = 0.000	

Key: M= Mean SD= Standard deviation N = Number of students

The scores of each item of the post-test in Table 4 revealed that the participants of the experimental group performed better than the participants of the control group. It is clear from the table that the experimental group scored higher for the word *fleeced* (M=3.60, SD=0.73) than the control group (M=2.66, SD=0.81). This implies that the participants of the experimental group knew more than the participants of the control group regarding the word *fleeced*.

Similarly, for the word *magnate* the participants of the experimental group with a mean score of 3.40 (SD=0.91) knew more than the participants of the control group (M=2.60, SD=0.91).

The mean score achieved by the experimental group for the word *immutably* was 3.20 (SD=0.94) and for the participants of the control group it was 2.93 (SD=0.96) which showed that the participants of the control group had more knowledge of this word than the participants of the control group.

The experimental and control group seemed to have equal knowledge of the word *scored* as they yield the same mean score of 3.53 and standard deviation 0.74.

For the word *gloat* the experimental group achieved higher (M=3.33, SD=0.97) than the control group (M=2.33, SD=0.89). This showed that the participants of experimental group knew more about this word compared to the participants of the control group.

Table 4
Individual Results of Post-Test

Words	Experimental Group			Control Group		
	N	M	SD	N	M	SD
Fleeced	15	3.60	0.73	15	2.66	0.81
Magnate	15	3.40	0.91	15	2.60	0.91
Immutably	15	3.20	0.94	15	2.93	0.96
Floozies	15	3.40	0.91	15	1.93	0.70
Scorned	15	3.53	0.74	15	3.53	0.74
Gloat	15	3.33	0.97	15	2.33	0.89
Fantasia	15	3.06	0.88	15	2.66	0.81
Insinuating	15	3.33	0.97	15	2.60	0.82
Consolation	15	3.13	0.91	15	3.13	0.91
Parlance	15	3.46	0.83	15	2.93	0.70
Resurrection	15	3.60	0.82	15	3.33	0.89
Elusive	15	3.33	0.97	15	2.26	0.79
Debacle	15	3.86	0.35	15	2.93	0.88
Concede	15	3.80	0.41	15	3.46	0.74
Dabbled	15	3.73	0.60	15	3.26	0.79
Manipulate	15	4.00	0.00	15	3.06	0.96
Unencrypted	15	3.73	0.70	15	3.33	0.89
Consensus	15	3.86	0.51	15	3.46	0.83
Dispense	15	3.86	0.51	15	3.46	0.83
Narcissistic	15	3.46	0.74	15	2.66	0.81
Goaded	15	3.86	0.51	15	3.46	0.83
Infiltrate	15	4.00	0.00	15	3.53	0.74

Key: N: Number of Students M: Mean Score SD: Standard Deviation

Similarly, the experimental group achieved higher for the word *fantasia* (M=3.06, SD=0.88), and *insinuating* (M=3.33, SD=0.97) compared to the control group who achieved lower for the word *fantasia* (M=2.66, SD=0.81) and *insinuating* (M=2.60, SD=0.82). This finding revealed that for the words *fantasia* and *insinuating*, the experimental group had more knowledge.

Table 4 shows that both groups had equal knowledge of the word *consolation* because both groups' mean scores were 3.13 and standard deviation 0.91.

The mean score of the experimental group was higher for the word *parlance* (M=3.46, SD=0.83) than the mean score achieved by the participants of the control group (M=2.93, SD=0.70). Similarly, the participants of the control group achieved a lower mean score of 3.33, (SD=0.89) for the word *resurrection* than the participants of the experimental group (M=3.60, SD=0.82), revealing that the experimental group had more knowledge regarding these words.

For the word *elusive* the participants of the experimental group achieved a mean score of 3.33 (SD=0.97) and the control group achieved a mean score of 2.26 (SD=0.79). The findings indicated that the experimental group knew more about this word.

The participants of the experimental group were aware of the meaning of the word *debacle*. They achieved a mean score of 3.86 (SD=0.35). However, participants of the control group achieved a lower mean score of 2.93 (SD=0.88). This indicated that the experimental group knew this word more compared to the control group.

The participants of the experimental group knew more about the meaning of the word *concede* (M=3.80, SD=0.41) but the participants of the control group knew less about the word *concede* (M=3.40, SD=0.74)

For the word *dabbled* the participants of the experimental group Achieved the mean score of 3.73 (SD=3.26). However, the participant of the control group scored lower for the same word (M=2.26, SD=0.79), revealing that they had less knowledge of this word.

The participants of the experimental group had the same knowledge for the words *manipulate* and *infiltrate* with the same mean score of 4.00 and with the standard deviations of 0.00. On the other hand, the control group achieved the mean score of 3.06 for the words *manipulate* and standard deviation of 0.96 and for the word *infiltrate* obtained a mean score of 3.53 and standard deviation 0.74. This implies that the participants of experimental group knew extra about words *manipulate* and *infiltrate*.

It is clear from Table 2 that both groups shared the same knowledge for the words *consensus*, *dispense* and *goaded* with a mean score of 3.86 and standard deviations of 0.51.

The experimental group scored higher than the control group for the word *unencrypted* (M=3.73, SD=0.70) (the control group: M=3.33, SD=0.89). Similarly, for the word *narcissistic* the experimental group scored higher (M=3.46, SD=0.74) than the control group (M=2.66, SD=0.81). This implies that the participants of the experimental group knew more about these words.

The analysis of the data regarding the results of the diagnostic test showed that although the control group scored less than the experimental group in the diagnostic test there was an improvement in the performances of both groups from the diagnostic test to the post-test.

An independent samples t-test was conducted for the post-test and it was clear that the groups who watched an English movie without subtitles scored lower than the group who watched an English movie with subtitles. The results of the t-test revealed a significant difference between the two groups. As it can be seen in Table 4, the highest mean score obtained by the experimental group was 4.00. However, the control group, who watched the movie without subtitles, achieved a mean score of 3.53 (as the highest mean scores). The analysis of the data regarding the general results of the post-test revealed that the experimental group scored higher than the control group. The outcomes of the independent sample t test presented in Table 3, demonstrated that there was a huge contrast in the results of the experimental group ($M= 3.56$, $SD = 0.28$) and control group ($M=2.97$, $SD=0.46$). This implies that watching movies with subtitles help to improve the vocabulary performance of ESL learners more than watching a movie without subtitles. It was revealed that the use of English movies with subtitles had a positive effect on the vocabulary of learners.

It is evident from the findings that the vocabulary knowledge of both groups improved dramatically when movies were employed as a pedagogical tool to teach vocabulary. "Movies provide language learners with the opportunity to view the social dynamics of communication as native speakers interact in authentic settings" (Ismaili, 2013, p. 122). This is in accordance with the consequences of a quasi-experimental study completed at the National University of Ireland (Lertola, 2012). The study concentrated on the impacts of subtitling on vocabulary acquisition. Every one of the members of the study took diagnostic test and post-tests. The results of the study uncovered that in the two conditions, i.e., subtitling and non-subtitling, result in an improvement in the vocabulary knowledge from diagnostic test to the post test.

The analysis also revealed that the experimental group who watched an English movie with subtitles performed better than the control group who watched an English movie without subtitles. A study carried out by Sydorenko (2010) analyzed the impacts of subtitles on the vocabulary learning of Russian students. Twenty-six second semester students participated in the study and were divided into two groups. Group one watched the movie with subtitles and group two watched the movie without subtitles. The results of

the study indicated that the group who watched the movie with subtitles performed better than the group who watched the movie without subtitles.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The main purpose of this research study was to investigate the effects of subtitled English movies on the vocabulary progression of English as second language (ESL) learners. The research focused on finding out whether English movies, with and without subtitles, was helpful for the learners to improve their vocabulary knowledge. The participants of the study comprised of two groups namely, experimental and control.

Summary of the Findings

After the diagnostic test results, it was clear that there was no significant difference in the English proficiency levels of the learners in both groups. The results of the independent samples t-test revealed that the two groups were equal in their word knowledge.

The experimental group watched an English movie with subtitles and the control group watched an English movie without subtitles during the treatment phase of four weeks. After the treatment phase of four weeks a post-test was conducted to see if there was any significant difference in the vocabulary performances of the groups from the diagnostic test to the post test and to see whether there was any significant difference regarding the vocabulary knowledge between the groups who watched the movies with subtitles and those who watched a movie without subtitles.

When the results of diagnostic and post-tests of both groups were compared, it was noticed that there was an improvement in the vocabulary knowledge of both groups from the diagnostic test to the post test. However, the experimental group who watched the English movie with subtitles showed more improvement in their vocabulary knowledge than the control group who watched the English movie without subtitles. The findings indicated that watching movies with target language subtitles could improve the vocabulary development of ESL learners.

Suggestions and Recommendations for Further Practice

Based on the findings of this study, two pedagogical implications are emphasized.

First, teachers can employ movie based instructions to improve the vocabulary of the learners. Second, activities derived from the films such as class discussions can enhance the comprehension of the target language.

The findings of this study can be beneficial to the people in the education sector who are engaged with course designing, teachers and students. Course designers can benefit from these findings through incorporating movies as an effective tool for vocabulary development and follow or adopt the syllabus of this present study. Teachers can use movies in their lessons since this research involved the use of English movies as a pedagogical tool to improve the vocabulary of their students who are studying ESL and by using this strategy of teaching, students' learning will be enhanced. The strategy of contextualization in vocabulary teaching can be a source of development. This can be considered as a vital pedagogical implication for the teachers and they can use contextual communication materials to support the vocabulary development of learners.

As a result, the following concluding remarks can be given:

1. With the development of technology, the use of movies is an unavoidable pedagogical tool in the process of teaching.
2. Movies can be helpful in developing vocabulary knowledge
3. English language instructors should encourage their students to watch movies for the development of their vocabulary knowledge
4. The Ministry of Education in Pakistan should pay attention to the fact that the use of movies is of vital importance and therefore the use of movies as a mandatory teaching resource should be included in English lessons.

Suggestions and Recommendations for Further Research

This research can lead to a further study of examining the effects of watching subtitled movies in English language classrooms. The following suggestions for further research can be given:

1. In this research, only one movie was employed. However, for further research more than one movie can be employed to see further results
2. This research can be extended for students who are studying at other levels i.e., university level
3. The findings of this study are restricted to the effects of watching subtitled movies on the vocabulary improvement of the ESL learners however,

further research can be done to see the effects of using subtitled movies on the motivation and/or anxiety level of students

4. The idea of using subtitled movies can be applied to teach other aspects of English language for example grammar tenses, sentence formation and so on.

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APPENDICES

Appendix A

Diagnostic Test

Prep II

Name:

Section:

Date:

- A I have never seen this word/phrase before
 B I know what this word/phrase means but I am not sure how to use it
 C I have seen this word/phrase before but I do not know how to use it
 D I know what this word/phrase means and I can use it in a sentence
(if you choose this option then please fill the next column)

NO.	Target Word	A	B	C	D	Make sentence of the word if you choose option D
1	Elated					
2	Reiterate					
3	Opted					
4	Cumulative					
5	Amiable					
6	Validate					

7	Devastated					
8	Alleviate					
9	Altered					
10	Commemorate					
11	Insatiable					
12	Swage					
13	Loathe					
14	Plunder					
15	Affirm					
16	Abate					
17	Guile					
18	Dogma					
19	Conflagration					
20	Embellish					

Appendix B

Lesson Plan 1

Lesson Plan 1

Objectives of the lesson

At the end of the lesson students will be able to:

- acquire new vocabulary
- use the new vocabulary identified from the selected movie

Warm up

- Greet the students
- Ask students if they like watching movie and what is their preferred genre (comedy, horror, thriller, adventure)
- Introduce the movie "Now You See Me 2". Introduce the characters, theme and storyline

Methodology

- Display the target words on screen through projector
- Tell students to focus on the use of the words while watching movie
- Read the words for students so that they can be familiar with the correct pronunciation of the words. Give the worksheets to the students.
- Play the movie for 30 minutes.
- After watching the movie allow the students to comment on their ideas of what is the meaning of the target words
- Relate the meaning given by the students back to the context of the movie and provide supporting definitions by accessing dictionaries
- Make a connection between the meaning of the word given by the students and the meaning as used in the context. Facilitate the discussion among all members of the class
- After the discussion ask the students to complete the given worksheets to practice the use of words in a sentence.

Wrap up

To end the session, ask students about their ideas of upcoming events in the movie.

Signature of the coordinator

Teacher's Signature

Worksheet 1

1. Read the words given below and write the meanings of the words according to your understanding as used in the context of the movie

Fleeced _____

Magnate _____

Immutably _____

Floozies _____

Scorned _____

2. Use the following words into sentences

Fleeced	
Magnate	
Immutably	
Floozies	
Scorned	

Appendix C

Lesson Plan 2

Lesson Plan 2

Objectives of the lesson

At the end of the lesson students will be able to:

- recall the previous lesson and the vocabulary words taught to them
- acquire new vocabulary
- write the synonyms of the list of words given to them

Warm up

- Greet the students
- Recall the previous lesson and story of the movie they watched in the previous lesson.
- Recall the vocabulary words taught to the students in the previous lesson.

Methodology

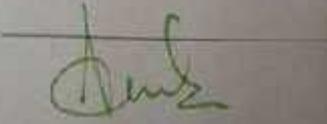
- Display the target words on screen through projector
- Tell students to focus on the use of the words while watching movie
- Read the words for students so that they can be familiar with the correct pronunciation of the words
- Play the movie for 30 minutes.
- After watching the movie allow the students to comment on their ideas of what is the meaning of the target words
- Relate the meaning given by the students back to the context of the movie and provide supporting definitions by accessing dictionaries
- Make a connection between the meaning of the word given by the students and the meaning as used in the context. Facilitate the discussion among all members of the class.
- After the discussion ask the students to complete the given worksheets. Students will rewrite the synonym for the word that makes sense with the context.

Wrap up

To end the session, students will paste their worksheets on the "word wall" in their class.

Signature of the coordinator

Teacher's Signature



Worksheet 2

1. Read the words given below and write the meanings of the words according to your understanding as used in the context of the movie.

Gloat _____

Fantasia _____

Insinuating _____

Consolation _____

Parlance _____

2. Write the synonyms of the following words.

Gloat	
Fantasia	
Insinuating	
Consolation	
Parlance	

Appendix D

Lesson Plan 3

Lesson Plan 3

Objectives of the lesson

At the end of the lesson students will be able to:

- recall the previous lesson and the vocabulary words taught to them
- acquire new vocabulary
- replace the words correctly with their correct synonyms in the given sentences

Warm up

- Greet the students
- Recall the previous lesson and story of the movie they watched in the previous lesson.
- Recall the vocabulary words taught to the students in the previous lesson.

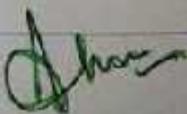
Methodology

- Display the target words on screen through projector
- Tell students to focus on the use of the words while watching movie
- Read the words for students so that they can be familiar with the correct pronunciation of the words
- Play the movie for 30 minutes.
- After watching the movie allow the students to comment on their ideas of what is the meaning of the target words
- Relate the meaning given by the students back to the context of the movie and provide supporting definitions by accessing dictionaries
- Make a connection between the meaning of the word given by the students and the meaning as used in the context. Facilitate the discussion among all members of the class
- After the discussion ask the students to complete the given worksheets. Students will rewrite the synonym for the word that makes sense with the context of the sentences given in the worksheet.

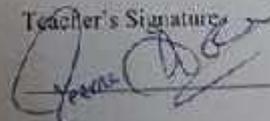
Wrap up

To end the session, students each student will share their answers with the class. Each student will share the synonym of one word.

Signature of the coordinator



Teacher's Signature



Worksheet 3

1. Read the words given below and write the meanings of the words according to your understanding as used in the context of the movie.

Resurrection _____

Elusive _____

Debacle _____

Concede _____

Dabbled _____

2. Replace the italicised words in the sentences with their synonyms from the list of words given below.

Word Bank				
Elusive	Debacle	Dabbled	Concede	Resurrection

1. His main emphasis is laid on chastity and the *rebirth* of the flesh.
2. Of course the sad truth about happiness is that it is entrancing, desirable and maddeningly *difficult to find*.
3. When the movie was released, it was called a *disaster* by the critics.
4. The losing candidate *acknowledged the defeat* after the polls had closed.
5. His father, a Lutheran clergyman at Leonberg, immersed himself in spiritualism, and was deprived of his living in 1771.

Appendix E

Lesson Plan 4

Lesson Plan 4

Objectives of the lesson

At the end of the lesson students will be able to

- recall the previous lesson and the vocabulary words taught to them
- acquire new vocabulary
- use the new vocabulary identified from the selected movie

Warm up

- Greet the students
- Recall the previous lesson and ask students about the anticipated end of the movie
- Recall the vocabulary words taught to the students in the previous lesson.

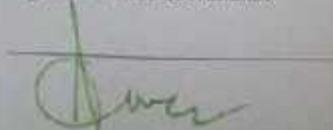
Methodology

- Display the target words on screen through projector
- Tell students to focus on the use of the words while watching movie
- Read the words for students so that they can be familiar with the correct pronunciation of the words
- Play the movie for 30 minutes.
- After watching the movie allow the students to comment on their ideas of what is the meaning of the target words
- Relate the meaning given by the students back to the context of the movie and provide supporting definitions by accessing dictionaries
- Make a connection between the meaning of the word given by the students and the meaning as used in the context. Facilitate the discussion among all members of the class
- After the discussion ask the students to complete the given worksheets. Students will rewrite the synonym for the word that makes sense with the context of the sentences given in the worksheet.

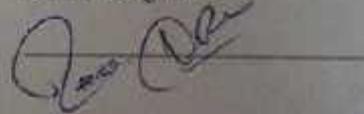
Wrap up

To end the session, students will make a list of all the words they have learned while watching movie and will create a personal dictionary. The words in the dictionary will be placed alphabetically.

Signature of the coordinator



Teacher's Signature



Worksheet 4

1. Read the words given below and write the meanings of the words according to your understanding as used in the context of the movie.

Manipulate _____

Un-encrypt _____

Consensus _____

Dispense _____

Narcissistic _____

Goaded _____

Infiltrate _____

2. Write a synonym for each word given in the table. Use the words in sentences.

Word	Synonym	Sentence
Manipulate		
Un-encrypt		
Consensus		
Dispense		
Narcissistic		
Goaded		
Infiltrate		

Appendix F
Vocabulary Knowledge Test
Post-test

Name:

Section:

Date:

- A I have never seen this word/phrase before
 B I know what this word/phrase means but I am not sure how to use it
 C I have seen this word/phrase before but I do not know how to use it
 D I know what this word/phrase means and I can use it in a sentence
(if you choose this option then please fill the next column)

NO.	Target Word	A	B	C	D	Make sentence of the word if you choose option D
1	Fleeced					
2	Magnate					
3	Immutably					
4	Floozies					
5	Scorned					
6	Gloat					

7	Fantasia					
8	Insinuating					
9	Consolation					
10	Parlance					
11	Resurrection					
12	Elusive					
13	Debacle					
14	Concede					
15	Dabbled					
16	Manipulate					
17	Un-encrypt					
18	Consensus					
19	Dispense					

20	Narcissistic					
21	Goaded					
22	Infiltrate					

Appendix H
Participant Consent Form

I _____, consent to participate in the research study named “*The Effect of Using Subtitled Movie on Vocabulary Improvement*” conducted by Reema Aslam Rao. I have understood the nature of this project and wish to participate. I know that my participation in this study is voluntary and I can withdraw myself from the study at any time and not liable for any penalty. My signature below indicates my consent.

Signature: _____

Date: _____

APPENDIX I

TURNITIN REPORT

The screenshot shows the Turnitin interface for a class. At the top, there is a navigation bar with options like Home, Assignments, Reports, and a user profile. Below this is the Turnitin logo and a search bar. The main content area is titled 'class homepage' and contains a paragraph of instructions. Below the instructions is a table titled 'assignment submission results'.

id	file	status	actions
essay1	(file icon) Title: 2401-2017-11-01M Due: 31 Nov 2017 9:00PM Exp: 31 Nov 2017 1:59PM	100% ■	Resubmit View Download

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