

EXPLORING LEARNERS' VIEWS ON VOCABULARY LEARNING THROUGH MOVIE CLIPS SUBTITLES IN ESL CLASSES

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ABSTRACT

This research explores how individual learning preferences, prior experiences, and engagement levels affect students' views on this innovative approach compared to traditional vocabulary learning methods. This study investigates the motivations, perspectives, and experiences of participants enrolled in the BS English Programme at a private university in Pakistan regarding using videos with English subtitles for L2 vocabulary learning. The research methodology employed a qualitative design, utilizing semi-structured interviews to gather in-depth insights into participants' motivations, perspectives, and experiences. Results of the study reveal that the participants' motivations to use Movie clips with English subtitles are strongly influenced by their individual learning preferences, particularly their preference for visual and experiential learning. They perceive traditional vocabulary learning methods as less engaging and less connected to practical language use. Experiences of those who prefer Movie clips include more active engagement and improved vocabulary retention, while traditional methods are perceived as monotonous and less effective. The implications of this study underscore the significance of accommodating individual learning preferences and prior experiences in language education. Future recommendations include the exploration of diverse student populations and the development of tailored language learning resources that integrate multimedia effectively.

Keywords: Vocabulary Learning, L2 Learning, Movie Clips, English Subtitles, Individual Learning Preferences.

INTRODUCTION

The primary focus addressed in the present study is vocabulary. According to Teng and Zhang (2024), language acquisition, instruction, and comprehension rely heavily on vocabulary knowledge. It plays a crucial role in successfully comprehending other languages and developing language skills. Therefore, significant second-language (L2) acquisition progress is attributed to effective vocabulary instruction and learning activities (Alagozlu & Kiyamazarslan, 2020). Vocabulary has been classified by experts based on its functionality. According to Teng and Zhang (2024), the word is significant in conveying significance. Furthermore, according to Yusoff et al. (2022), vocabulary pertains to knowledge of words

and their associated meanings. Establishing a solid foundation with significant areas of proficiency is a prerequisite for attaining comprehension and effective language use (Gurmani et al., 2022a; Gurmani et al., 2022b).

In this manner, second language learners should be able to comprehend words within a given context and ascertain their intended meaning. Several authors have put forward more intricate explanations for the concept of vocabulary. According to Teng and Zhang (2024), vocabulary acquisition entails comprehending a word within its syntactic framework, allowing for its interpretation and comprehension within a given context. Furthermore, Horst (2019) provided evidence that

vocabulary knowledge is often defined as precise comprehension and measured by the ability to translate lexical items into the learner's most familiar language. It also encompasses identifying the correct definition in a multiple-choice task or paraphrasing an objective language. The various definitions of vocabulary suggest that it involves knowledge of word meanings and understanding their appropriate usage in spoken and written contexts. Additionally, these definitions encompass the connections between newly acquired words and the existing words within a student's knowledge or mental frameworks.

Four distinct vocabulary categories have been identified based on frequency and use patterns (Horst, 2019). These categories include high-frequency, low-frequency, academic, and technical vocabulary. High-frequency words occur often within a language and have a multitude of functions. Using spoken and produced language is necessary in official and informal contexts. Scholarly vocabulary is often used within certain domains, such as politics, accounting, or family law, and is not typically seen in everyday language usage. Technical terminology is often used in certain fields and serves specific goals, such as using phrases related to physics and mathematics. Infrequent words have a low occurrence rate and are not necessary within the context of the language (in agreement). Different types of vocabulary need distinct instructional strategies and academic methodologies to successfully teach them to second language (L2) learners in blended or remote learning environments (Shahid et al., 2022a; Shahid et al., 2022b; Ahmed et al., 2022).

Due to the global outbreak of the Coronavirus, the mode of instruction and learning has transitioned entirely to electronic platforms. The present study employed various methodologies. Students were suddenly required to engage with online resources in their courses and remotely interact with instructors for an extended duration. The deleterious effects of this situation had a detrimental influence on students, decreasing their motivation to engage in online learning. According to the researchers' engagement in English language instruction, students exhibited limited participation in classroom activities and saw a decline in their motivation to acquire English language proficiency. The individuals' dedication to complying with online norms also deteriorated, resulting in a noticeable decrease in their communication skills inside English

classrooms and promotional activities. In order to enhance students' motivation and engagement in second language (L2) learning, as well as their participation in online courses, it was necessary to implement an effective and engaging instructional approach, especially concerning vocabulary acquisition.

Aim and significance of the study

The primary objectives of this study are to investigate learners' attitudes toward using video subtitles in ESL classes and to understand the perceived impact of video subtitles on vocabulary acquisition. This study has further identified factors that influence the effectiveness of video subtitles in vocabulary learning.

Research Questions

The following research questions have been articulated to explore the impact of watching subtitled movie clips.

1. Does the engagement and motivation of students in learning L2 vocabulary increase when they watch movie clips with English subtitles?
2. What are students' perspectives regarding using movie clips with English subtitles for L2 vocabulary learning?

THEORETICAL FRAMEWORK

Vocabulary

A strong command of vocabulary is of utmost importance in any language and is crucial in developing language proficiency among pupils. It is widely agreed among language researchers that a crucial aspect of proficient second language (L2) use is the ability to accurately recognize words when listening or reading and to efficiently recall them while speaking or writing (Smith, 1969; Horst, 2019; Webb, 2020). The significance of vocabulary instruction and acquisition has been undervalued within second language education, persisting over several outdated teaching methodologies and continuing to the present day. The lexical teaching approach originated from the sentence structure interpretation strategy (GTM), whereby vocabulary was presented as discrete words, and the primary exercises focused on interpretation tasks. The use of vocabulary was first shown, followed by the subsequent application of the immediate method (DM), whereby language was introduced within a

specific context. Several instructional methods were introduced, including strategy-based language instruction, the audio-lingual method (ALM), total physical response (TPR), content-based language teaching, the communicative approach, and teaching proficiency through reading and storytelling (Alagozlu & Kiyamazarslan, 2020; Horst, 2019). This observation indicates that the perceived requirements in language education have evolved throughout time, as seen by the overall emphasis placed on pronunciation, grammar, reading, and speaking.

The Pedagogy of Vocabulary Instruction

Educators must ascertain the essential components to include in understanding, instructing, and acquiring knowledge about a certain term. There are several methods for teaching vocabulary. One approach that may be used is the utilisation of explicit instruction, which involves both pre-teaching and the analysis of etymology. Another strategy that may be used is active reading, which relies on being receptive to the words being read. Another technique uses mixed media, presenting words by integrating graphics, hyperlinks, and animated recordings (Horst, 2019). According to Horst (2019), there are three fundamental categories of vocabulary learning: importance, structure, and usage. The significance of words may be shown in several ways, such as identifying their central relevance, doing word card testing, using dictionaries, and making educated guesses based on context. Several experts have proposed different tactics and methodologies for vocabulary instruction. The unintentional acquisition of vocabulary via activities like listening, reading, speaking, and writing skills has been emphasised in vocabulary instruction across various age groups and proficiency levels (Graves, 2016). Students can enhance their vocabulary knowledge via various activities that encourage, motivate, and stimulate their learning of vocabulary in the target language (Graves, 2016; Graves et al., 2013). Various experts have advocated for strategies to instruct individual words, considering them integral components of a comprehensive vocabulary programme. These strategies include elucidating and enhancing the meanings of familiar terms, as well as teaching the meanings of unfamiliar words (Graves, 2016; Gurmani et al., 2023; Abbasi et al., 2022; Shahid et al., 2022c).

Similarly, the acquisition of unfamiliar vocabulary may be facilitated for students via word-learning strategies that aim to expose and comprehend word meanings. These strategies include using word components, utilising contextual cues, consulting dictionaries, and recognising and analysing multiword expressions. In addition, the concept of vocabulary instruction entails that students should be able to comprehend eight aspects of vocabulary learning: incrementality, multidimensionality, polysemy, interrelatedness, heterogeneity, definitions, context, and word parts (Coady & Huckin, 1997) as cited in the work of Alagozlu and Kiyamazarslan (2020). These researchers classified vocabulary teaching methods into three categories: de-contextualizing, semi-contextualizing, and fully contextualising.

Despite the many approaches and frameworks used in vocabulary presentation, recent advancements in information technology have substantially transformed educational theories and instructional practices to enhance students' second language vocabulary acquisition. The following section provides a more comprehensive analysis of the mechanical approach to vocabulary acquisition in education.

The cognitive theory of multimedia learning

It is a theoretical framework that seeks to explain how individuals process and acquire knowledge from multimedia materials. In recent years, there has been a significant transformation in the educational landscape due to technological advancements and innovation. Educational advancements have revolutionised the educational environment by introducing several approaches and tools to language classrooms, from computer-based systems to video clips, apps, and software. Visual and auditory resources, such as films and television programmes, are widely employed for enhancing second language (L2) vocabulary acquisition. In recent times, several studies have focused on examining the impact of visual and auditory materials on second language (L2) vocabulary acquisition, taking into account the cognitive theory of multimedia learning (CTML) (Arndt & Woore, 2018).

Mixed media learning is a pedagogical approach grounded on cognitive frameworks facilitating learning. CTML primarily uses interactive media presentations, such as YouTube and films, for language instruction (Jenlink, 2019).

Cognitive theory enables pupils to engage in the intellectual processing of information and progress within the technological domains. The first stages of CTML include a range of theories, including the working memory hypothesis, double coding hypothesis, mental load hypothesis, and generative hypothesis (refer to Figure 1). According to the Cognitive Theory of Multimedia Learning (CTML), educational experiences are contingent upon the interplay between a student's cognitive abilities and their memory function. This study suggests that pupils can form meaningful connections and mental representations between written or printed words and visual stimuli such as images, illustrations, or videos and then encode them into long-term memory (Jenlink, 2019).

Additionally, kids engage with new interactive media material via two distinct channels: visual, which involves nonverbal processing, and hear-able, which involves verbal processing. It aligns with the twofold coding theory, which posits that including visuals enhances the number of symbols linked with the message and provides more comprehensible information. According to Mayer (2014), the mental model he proposed for media processing has two channels for managing data: verbal and visual. Various segments within this model focus on how information is presented, such as using words, visuals, or both. In CTML, the primary emphasis is on imparting instructions for movements using a sensory method that incorporates both visual and auditory elements. According to Jenlink (2019), integrating sophisticated innovations and interactive media techniques into academic practices necessitates coordination by the teacher. The multimodal method encompasses many strategies that facilitate vocabulary perception, acquisition, and retrieval with the help of the Cognitive Theory of Multimedia Learning (CTML).

According to Teng (2021), adherence to media learning standards includes using visual and auditory elements to alleviate students' extraneous cognitive load during educational encounters and direct their attention toward the intended instructional content. Given this hypothetical conception, integrating verbal and non-verbal elements in captioned recordings might stimulate students to perceive, comprehend, apply, and integrate novel information within their cognitive framework (Teng, 2021). However, the acquisition of knowledge may be insufficient when

pupils are preoccupied. For example, individuals may have difficulty integrating diverse datasets to extract implications only based on visual cues, such as images, without using English-language recordings. Additional sources may be necessary to establish more robust implications. For example, non-verbal cues might be used to enhance the process of language acquisition. According to Teng (2021), using L2 subtitles, which are textual information shown on the screen in the learners' target language, might facilitate enhanced comprehension and retention due to the interplay of visual imagery, auditory input, and written text. Based on the abovementioned ideas, the examiner included some components in the present study, such as incorporating multimedia resources that integrate auditory, linguistic, and visual features. The objective is to assist students in acquiring and reinforcing their knowledge of new terminology via video clips accompanied by English subtitles.

The use of interactive media assets, namely video clips with subtitles, has garnered significant attention as a technique for demonstrating second language (L2) vocabulary. The acquisition of vocabulary in a second language (L2) is paramount since words cannot be effectively used if unfamiliar to the learner (Romero-Villamil & Guzman-Martinez, 2020). Consequently, vocabulary acquisition and subsequent retrieval play essential roles in acquiring a second language. Another notable concern is students' tendency to forget vocabulary if not acquired via appropriate instructional methods that provide effective language input within an authentic linguistic environment. Enhancing access to diverse technological resources may facilitate vocabulary acquisition in this approach. (Akmal et al., 2022a; Shahid et al., 2022c).

Specifically, using video clips with captions may be a valuable tool for teaching new terms and bringing students closer to authentic, real vocabulary.

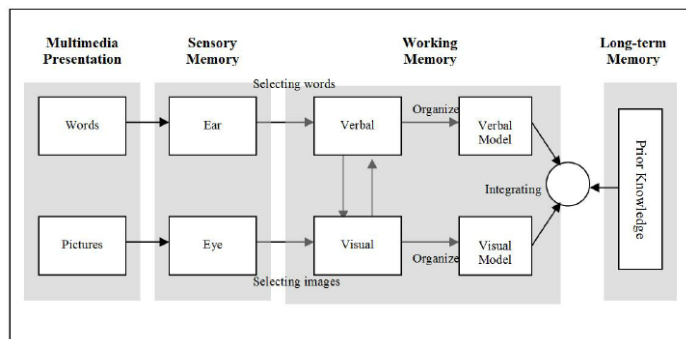


Figure 1. Cognitive Theory of Multimedia Learning (Mayer, 2014)

Movie clips are a visible example of multimedia tools used in language classrooms, especially when they include subtitles or captions. So far, scholarly investigations about the observation of concise recordings have mostly focused on their benefits in language acquisition (Amirreza, 2019; Yawiloeng, 2020). Recent research has shown that animated visuals have a more pronounced impact on students since they combine written and spoken words with images to enhance the educational experience (Hariyono, 2020; Yawiloeng, 2020). Furthermore, using recordings accompanied by inscriptions or captions enables language learners to enhance their working memory capacity (Mayer, 2014; Romero-Villamil & Guzman-Martinez, 2020). According to Schmitt and Schmitt (2020), including inscriptions or captions is likely to enhance language acquisition and retention compared to viewing movie clips without captions.

Furthermore, video clips expose students to authentic materials and visual information in a realistic environment, including natural English spoken at a normal conversational pace and diverse socio-cultural contexts. Moreover, using captions when viewing recorded content might benefit L2 learners at a more vulnerable or basic proficiency level. This is because captions support language comprehension (Amirreza, 2019). Furthermore, Schmitt and Schmitt (2020) assert that the overall media cycles of video consumption provide a compelling and enjoyable avenue for educational advancement among students.

Consequently, using common media content might be a stimulating and engaging to capture students' attention. Numerous prior investigations have delineated the advantages derived from the utilisation of subtitled motion movies and have confirmed that captions enhance students' second

language (L2) vocabulary acquisition. The present study used video clips within a second language (L2) classroom setting to facilitate the acquisition and instruction of L2 vocabulary. Previous studies examining the efficacy of using concise audio recordings to acquire general vocabulary have shown that such an approach can facilitate vocabulary acquisition in the target language (Arndt & Woore, 2018; Sadiku, 2018; Yawiloeng, 2020). Several researchers have investigated the use of visually annotated resources and have seen its potential to facilitate language learners' acquisition of vocabulary (Kanellopoulou et al., 2019; Romero-Villamil & Guzman-Martinez, 2020; Sadiku, 2018). While it is possible to apply a similar approach to several types of vocabulary, there is currently a lack of research examining the effectiveness of captioned movie clips for short-term and long-term vocabulary acquisition and retention.

The present study examines the impact of including contextualised vocabulary items in the form of movie clips with English subtitles and assesses the effectiveness of this approach in teaching second language (L2) vocabulary within a traditional instructional method. There is a widely acknowledged consensus that enhancing the environment in which language acquisition occurs may substantially impact students' progress and vocabulary retention. (Gurmani et al., 2023b; Akmal et al., 2022b).

In each given context, the use of language serves as a fundamental element that students endeavour to grasp in both written and spoken discourse. The approach to presenting second language (L2) vocabulary is crucial in acquiring a target language.

Research Methodology

This study will employ a qualitative research design, specifically a phenomenological approach, to gain insights into learners' experiences, perceptions, and views on vocabulary learning through video subtitles. Creswell and Poth (2017) and Moustakas (1994) highly recommend a qualitative design when exploring a phenomenon. The five ESL learners (ages 18 and above) enrolled in ESL classes in the Lahore district. A diverse sample of five participants from different language backgrounds, proficiency levels, and exposure to video subtitles were sought to capture a wide range of perspectives. Data was collected using semi-structured interviews. The

participants were individually interviewed, and open-ended questions were used to elicit their views, experiences, and attitudes toward using video subtitles for vocabulary learning. Classroom observations were conducted to investigate how video subtitles are integrated into ESL lessons and learners' reactions during these lessons. Thematic analysis was employed to identify recurring themes in participants' responses and classroom observations. This approach comprehensively explains the research questions (Braun & Clarke, 2006). This study has adhered to ethical research guidelines, ensuring informed consent, confidentiality, and anonymity of participants.

Data Analysis

sub-set questions were developed to elicit deep information to ask students about their interests and vocabulary development through video subtitles. Here is the list of the questions the five volunteered students asked from the BS English Programme.

Q1. Do students' engagement and motivation to learn L2 vocabulary increase by watching animated Movie clips with English subtitles?

Sub-questions:

- a) How the use of animated movies does clips impact students' interest and enthusiasm for learning L2 vocabulary?
- b) Are there differences in engagement levels among students of varying language proficiency levels when using Movie clips with English subtitles?
- c) What role does the choice of Movie content and genre play in influencing students' motivation to learn L2 vocabulary?
- d) Do students' self-reported motivations align with their observed behaviors when using Movie clips for vocabulary learning?

Q2. What are students' views on watching Movie clips with English subtitles to learn L2 vocabulary?

Sub-questions:

- a) What do students perceive as the advantages of using Movie clips

with English subtitles for L2 vocabulary learning?

- b) What are the potential drawbacks or challenges students identify when using this approach?
- c) How do individual learning preferences and prior experiences affect students' views on using Movie clips for vocabulary acquisition?
- d) Are there any specific linguistic or cultural aspects in Movies that students find particularly helpful or hindering vocabulary learning?
- e) How do students compare their views on Movie clips with those of more traditional vocabulary learning methods?

These sub-questions were helpful to delve deeper into the motivations, perspectives, and experiences of students when using Movie clips with English subtitles for L2 vocabulary learning.

Students' Responses to sub-questions of research question one

a) How the use of movie does clips impact students' interest and enthusiasm for learning L2 vocabulary?

The integration of movie clips into language learning has a significant impact on students' interest and enthusiasm for acquiring L2 vocabulary. These visual resources provide an engaging and enjoyable avenue for students to explore language in a real-life context. These clips' captivating narratives and visual appeal effectively capture students' attention, increasing motivation. The dynamic nature of movie clips breathes life into vocabulary learning, making it an exciting and immersive experience.

However, the impact of movie clips on students' interest and enthusiasm for L2 vocabulary learning is not universally consistent. It yields mixed results, with some students responding highly positively due to the interactive and entertaining nature of the content. On the other hand, some students may not exhibit the same level of enthusiasm, as their response is influenced by their personal preferences and familiarity with the medium. This variance underscores the individualized nature of motivation and engagement in language learning.

In practice, using movie clips often leads to a noticeable boost in students' interest and enthusiasm for learning L2 vocabulary. Including dynamic visuals, humor, and relatable contexts in these clips act as potent motivational tools, effectively elevating the learning experience. The visual and narrative elements of movie clips create an environment where students are not just learning vocabulary but actively participating in a captivating linguistic journey. The impact of movie clips on students' interest and enthusiasm for L2 vocabulary learning exhibits variability. While some students find these resources refreshing and exciting, others may experience only a modest increase in motivation. This variation can be attributed to individual differences in learning styles and preferences and the degree to which students resonate with the specific content and teaching approach. The diverse responses highlight the intricate interplay between individual factors and the effectiveness of movie clips in motivating learners.

It is crucial to acknowledge that the impact of movie clips on students' interest and enthusiasm for L2 vocabulary learning is contingent on various factors. These factors include the choice of specific clips, the students' proficiency level, and the educator's instructional approach. The impact may be substantial in certain instances, significantly elevating motivation and engagement. Conversely, in other cases, the influence may be more limited, emphasizing the need for a tailored and context-sensitive approach to incorporating movie clips into the language learning curriculum.

b) Are there differences in engagement levels among students of varying language proficiency levels when using Movie clips with English subtitles?

A notable factor is the impact of language proficiency levels on students' engagement when utilizing movie clips with English subtitles. Notably, these differences are discernible, particularly when contrasting more advanced students with beginners. Advanced learners tend to exhibit higher levels of engagement, primarily attributed to their enhanced comprehension of dialogues and subtle nuances present within the content. In contrast, beginners often grapple with following the dialogues, resulting in comparatively lower levels of engagement. This disparity in engagement levels underscores the

significant influence of language proficiency on students' interaction with movie clips and subtitles.

Conversely, the distinctions in engagement levels among students of varying language proficiency are somewhat minimal. While advanced learners may possess a keener grasp of subtleties within the content, the visual and contextual aspects of the clips ensure that even beginners remain engaged. Although the focus may vary, subtitles with movie clips maintain a reasonable level of engagement across the proficiency spectrum. Interestingly, a U-shaped pattern emerges when assessing engagement levels among students of varying language proficiency levels using movie clips with English subtitles. Beginners and advanced learners display higher levels of engagement, while intermediate students often fall between these extremes. Beginners find the visual aspects of the clips captivating, holding their attention, whereas advanced learners derive substantial benefits from understanding the dialogues. This pattern of engagement highlights the complex interplay between language proficiency and the influence of visual and auditory elements.

c) What role does the choice of Movie content and genre play in influencing students' motivation to learn L2 vocabulary?

The influence of the choice of movie content and genre on students' motivation to learn L2 vocabulary is significant. The selection of movie content that resonates with students' interests and aligns with their cultural background and preferences can serve as a potent motivator. This is particularly evident when students encounter content featuring popular movies or beloved characters, igniting their enthusiasm. Additionally, the movie genre, whether it falls into the category of comedy, fantasy, adventure, or other genres, has a discernible impact on students' motivation. Some students may derive their motivation from the humor within comedic genres, while others find inspiration in the imaginative worlds presented by fantasy or adventure genres. The choice of movie content and genre plays a pivotal role in shaping students' motivation and connection to L2 vocabulary learning.

Furthermore, the role of the choice of movie content and genre in influencing students' motivation to learn L2 vocabulary cannot be understated. The

alignment between the content and students' interests is a powerful motivator in terms of visual engagement and cultural background and preferences. Moreover, the genre of the movie is a significant factor in shaping the emotional connection students establish with the material, which, in turn, substantially impacts their motivation. The alignment of content with personal interests and preferences enhances motivation, and the genre of the movie shapes the emotional resonance that students develop with the material, thus influencing their motivation. The selection of movie content and genre is pivotal in motivating students to learn L2 vocabulary. Content that mirrors students' interests and preferences, such as characters from popular movie series or movies, holds the potential to significantly boost motivation.

Moreover, the genre of the movie, whether it falls into the realm of action, mystery, romance, or comedy, can engage students in distinct ways. While action and mystery genres may spark motivation in some, romance or comedy genres may appeal more to others. The diversity in content and genre aligns with students' individual preferences and, consequently, influences their motivation.

d) Do students' self-reported motivations align with their observed behaviors when using Movie clips for vocabulary learning?

Several key patterns emerge in assessing the alignment between students' self-reported motivations and actual behaviors when using movie clips for vocabulary learning. Firstly, there is a consistent correspondence between students' reported motivation and their observed engagement levels. When students express high motivation and enthusiasm for utilizing movie clips as a learning tool, this fervor often translates into active participation during class sessions, robust involvement in discussions, and a commendable commitment to completing associated assignments. It is evident that their reported motivations closely parallel their observable actions.

However, it is important to note that while a substantial majority of students display alignment between their self-reported motivations and their actual behaviors, there are occasional instances where variations occur. In these cases, students may occasionally overestimate their motivation, resulting in a slightly diminished level of engagement in

practice compared to what they initially reported. These discrepancies are not a common occurrence but do warrant consideration.

Students Responses for sub-questions of research question two

a) What do students perceive as the advantages of using Movie clips with English subtitles for L2 vocabulary learning?

Students discern several advantages in employing Movie clips with English subtitles for L2 vocabulary learning. Their recognition centers on visual context, which significantly facilitates the comprehension of new words by grounding them in real-life scenarios. The organic and authentic use of language in these clips, reflecting real-life situations, contributes to a deeper understanding of vocabulary. Furthermore, the inherent engaging and enjoyable nature of Movie clips sustains their motivation, rendering the vocabulary acquisition process far less tedious and monotonous. Furthermore, students underscore the practicality of using Movie clips alongside English subtitles for L2 vocabulary learning. They highly value the contextual cues these visuals provide, as they play a pivotal role in enhancing their ability to grasp the meanings of words more effectively. Additionally, exposure to a wide array of accents and using colloquial language in Movies is regarded as profoundly beneficial for developing real-world language comprehension skills.

b) What are the potential drawbacks or challenges students identify when using this approach?

Students pinpoint several potential drawbacks when utilizing Movie clips with English subtitles for language learning. One of the challenges they draw attention to is the speed of speech, which can often exceed the pace at which learners are comfortable, especially for beginners. Furthermore, the colloquial language and idiomatic expressions within Movie clips occasionally confuse non-native speakers. The dual task of simultaneously focusing on subtitles and visual content may lead to information overload, further compounding the challenge.

While acknowledging the benefits of using Movie clips with English subtitles, some students also identify potential challenges. They emphasize that selecting appropriate content can be time-consuming, as not all Movies align with educational

goals. Furthermore, students may encounter difficulties when dealing with fast-paced clips, making it arduous to simultaneously follow the spoken language and the subtitles, resulting in frustration and diminished comprehension.

c) How do individual learning preferences and prior experiences affect students' views on using Movie clips for vocabulary acquisition?

Individual learning preferences and prior experiences significantly influence students' perspectives concerning using Movie clips for vocabulary acquisition. Those students who gravitate towards visual and experiential learning tend to hold a more favorable view of this method, as it closely aligns with their preferred learning style. Moreover, individuals who have previously encountered success using multimedia tools for educational purposes tend to exhibit a more positive outlook, contrasting with their counterparts who have grappled with similar techniques, potentially leading to greater skepticism.

The impact of individual learning preferences and past experiences on students' viewpoints regarding integrating Movie clips for vocabulary acquisition cannot be overstated. Students who have previously relished and excelled in multimedia learning environments frequently express a positive view of this method. Conversely, those who have grappled with challenges or strongly prefer traditional classroom methods may regard this approach with reluctance or skepticism.

d) Are there any specific linguistic or cultural aspects in Movies that students find particularly helpful or hindering vocabulary learning?

Several students identify specific linguistic and cultural elements in Movies that prove highly advantageous for vocabulary learning. They point out that the clear enunciation of words by Movie characters not only aids in mastering pronunciation but also enhances comprehension of phonetic subtleties. Additionally, using culturally pertinent settings and dialogues within Movies offers a platform for cultural immersion, significantly enriching the meaning and relevance of vocabulary acquisition. Moreover, students underscore linguistic and cultural features in Movie films that reinforce vocabulary learning. This includes the strategic use

of repetition and contextual cues in dialogues, which effectively solidify word meanings and facilitate comprehension.

Furthermore, Movies featuring diverse characters and settings provide exposure to a broad spectrum of accents and cultural contexts, enhancing students' language and cultural awareness. For certain students, specific linguistic and cultural aspects in Movies are particularly valuable for vocabulary acquisition. These students observe that Movies often employ exaggerated expressions and gestures, rendering word meanings more comprehensible and memorable. Including culturally diverse characters and scenarios within these films contributes to a valuable cross-cultural learning experience, enriching vocabulary acquisition by grounding it in real-world contexts. However, students also acknowledge that linguistic and cultural aspects in Movies can be a double-edged sword in vocabulary learning. On the one hand, the clear and context-rich language in Movie dialogues significantly aids comprehension, fostering vocabulary acquisition.

On the other hand, idiomatic expressions and culturally specific references found in Movies can occasionally pose challenges, hampering vocabulary acquisition.

Moreover, student perspectives vary regarding the utility of linguistic and cultural aspects in Movies for vocabulary learning. While some students appreciate such elements, others recognize certain aspects as potential obstacles. They find clarity of speech and visual context in Movie dialogues helpful in vocabulary acquisition. However, incorporating slang, regional accents, or humor specific to the movie's culture can sometimes confuse vocabulary comprehension. These students' perceptions highlight the nuanced interplay of linguistic and cultural elements pertaining to vocabulary learning in Movies.

e) How do students compare their views on Movie clips with those of more traditional vocabulary learning methods?

Students frequently compare their views on Movie clips and those of more traditional vocabulary learning methods. They often articulate a distinct preference for Movie clips, emphasizing this approach is engaging and interactive nature in stark contrast to the monotony associated with traditional methods such as flashcards or rote memorization.

Furthermore, students typically draw comparisons between their perspectives on Movie clips and those concerning more traditional vocabulary learning methods. Many students find Movie clips to be a more enjoyable and memorable option. They deeply appreciate the contextual and real-life language usage that Movie clips offer.

Conversely, they often view traditional methods as less engaging and less connected to practical language use. In addition, students consistently make evaluations, contrasting their views on Movie clips with those of more traditional vocabulary learning methods. Their preference strongly leans towards Movie clips, citing the entertainment value, real-life context, and memorable content as appealing features.

In their perception, traditional methods fall short in engagement and effectiveness in vocabulary retention. Moreover, when students compare their views on Movie clips with those of more traditional vocabulary learning methods, a clear preference for the former emerges. Movie clips are seen as more enjoyable and interactive, with the belief that they lead to better vocabulary retention. In contrast, traditional methods are often viewed as less engaging and less applicable to real-life language use. Lastly, students frequently compare their views on Movie clips and those associated with more traditional

vocabulary learning methods. Movie clips are perceived as more engaging, relatable, and effective for vocabulary acquisition. In their view, traditional methods sometimes become repetitive and less engaging, further solidifying their preference for Movie clips.

Thematic Analysis

The thematic analysis of students' motivations, perspectives, and experiences when using Movie clips with English subtitles for L2 vocabulary learning offers a comprehensive understanding of their engagement and preferences. The clear and organized table format simplifies the identification of codes, sub-themes, and main themes, rendering the analysis easily navigable. However, it would have benefitted from specifying the characteristics of the student sample, such as age, language proficiency, and cultural background, to contextualize the findings. Incorporating quantitative data to substantiate viewpoints and delving more profoundly into the reasons behind specific preferences could enrich the analysis. Considering potential bias in the responses and addressing the transferability of findings to diverse educational settings would be essential for a well-rounded analysis that contributes effectively to language education research and practice. Table 1 shows the summary of the analysis.

Table 1. Summary of the Thematic Analysis

Codes	Sub-Themes	Main Themes
Enhanced Engagement and Enjoyment Positive perspective Active involvement, Participation	Motivated by engaging content, humor, and relatable contexts View the approach as enjoyable and interactive Active participation in discussions and lessons Positive learning experience	Theme 1: Enhanced Engagement and Enjoyment
Individual Learning Preferences and Prior Experiences Motivated by individual learning preferences Positive perspective regarding the approach Experiences influenced by past successes and struggles	Influence of Individual Learning Preferences on motivation Students with prior success in multimedia learning to have a more positive perspective while those favoring traditional methods maybe more skeptical Positive experiences lead to a more favorable	Theme 2: Individual Learning Preferences and Prior Experiences

	View of the approach Past struggles may result in reservations	
Comparison with Traditional Methods Motivated by the perceived advantages Positive perspective regarding the approach Positive experiences using Movie clips and less effective	Motivation driven by perceived advantages of engagement, contextual understanding, and memorability compared to traditional methods Perceived advantages lead to a positive the perspective of Movie clips Traditional methods are often viewed as less engaging and less connected to practical language use More active engagement and better vocabulary retention with Movie clips Traditional methods are seen as monotonous and less effective	Theme 3: Comparison with Traditional Methods

Description of the Analysis

Theme 1: Enhanced Engagement and Enjoyment

Many students are motivated to utilize Movie clips with English subtitles for L2 vocabulary learning. Their motivation stems from this approach's engaging and enjoyable nature, emphasizing the appeal of visual content, humor, and relatable contexts. Students maintain a positive perspective on the effectiveness of Movie clips, viewing this method as more enjoyable and interactive, making the learning process less tedious and more engaging. This perspective is frequently influenced by the entertainment value inherent in these clips. Furthermore, students who find these clips engaging often recount higher levels of involvement during lessons, active participation in discussions, and a positive overall learning experience.

Theme 2: Individual Learning Preferences and Prior Experiences

Students' motivations are notably influenced by their individual learning preferences. Those who favor visual and experiential learning tend to exhibit higher motivation when using Movie clips. Additionally, prior positive experiences with multimedia learning significantly impact their motivation. The perspectives on using Movie clips for L2 vocabulary learning vary considerably based on individual learning preferences. Students who have previously excelled in multimedia learning methods often view this approach more favorably.

In contrast, those who lean toward traditional methods may be more skeptical. Students with prior positive experiences with multimedia learning are more inclined to find the Movie clip

approach effective. However, those who have encountered challenges or struggles with such methods may have reservations or doubts about their efficacy.

Theme 3: Comparison with Traditional Methods

Students frequently draw comparisons between Movie clips and more traditional vocabulary learning methods. Their motivation for choosing Movie clips is rooted in the perceived advantages of engagement, contextual understanding, and memorability when contrasted with traditional methods. Students maintain a perspective that characterizes Movie clips as more enjoyable, memorable, and contextually relevant for vocabulary learning than traditional methods. Traditional approaches are often less engaging and less connected to practical language use (Khan et al., 2023). Moreover, students who favor Movie clips often recount more active engagement and better vocabulary retention using this approach, contrasting with traditional methods' monotonous and less effective perception.

In conclusion, the thematic analysis reveals that students are motivated to use Movie clips with English subtitles for L2 vocabulary learning due to their enhanced engagement and enjoyment. Individual learning preferences and prior experiences strongly shape their perspectives and motivate them. Students often favor Movie clips over traditional methods, perceiving them as more engaging and effective for vocabulary learning.

The Influence of Movie Clips on Engagement and Motivation

The first study inquiry mentioned the potential increase in members' dedication and motivation to acquire second language (L2) terminology via captioned film excerpts. The results indicate that participants were motivated to direct their attention towards the instructor in online sessions and engaged more often in drawings. Most participants strongly agreed that using video clips to acquire new vocabulary created a stimulating, enjoyable, and captivating learning environment. The findings of Abdulhussein and Alimardani (2021) align with the present study's results since they also saw a significant impact on participants' motivation to acquire a second language vocabulary while using media included in a narrative-based computer game. Furthermore, the findings of Hariyono (2020) support the hypothesis that incorporating YouTube

videos enhances students' engagement and enthusiasm in the classroom. Consequently, it is often assumed that media use creates a favourable atmosphere in educational settings (Shahid et al., 2019; Razaq, et al., 2023). This evaluation examines how participants' participation and commitment were enhanced by using L2 vocabulary examples in the form of film cuts accompanied by English subtitles.

Students' perspectives on using movie clips (L2) vocabulary acquisition.

The second study inquiry centres on the viewpoints of individuals about the use of English subtitles in Film excerpts as a means to acquire second language vocabulary. The sessions revealed that participants identified many advantages of using this instructional approach in online courses. Initially, it was discovered that seeing video excerpts proved advantageous in acquiring and retaining specialised terminology. The majority of participants reached a consensus about the efficacy of this methodology in determining the use of terms in authentic contexts. Interactive media assets, including visual, written, and auditory elements, facilitated the acquisition and retention of target vocabulary.

Furthermore, participants said engaging with video clips facilitates vocabulary acquisition more efficiently and expediently, requiring less time and effort. These findings are consistent with other research (Romero-Villamil & Guzman-Martinez, 2020), which also concluded that students have favourable attitudes about the beneficial role of viewing video clips in language acquisition and retention. Furthermore, the results indicated that viewing Film cuts, which included actively attending to dialogues between characters, enhanced students' proficiency in articulation. By viewing films with English subtitles, individuals might experience many benefits and educational advantages regarding their second language vocabulary acquisition, retention, and classroom engagement.

Conclusion

The objective of this research is to investigate the impact of seeing video clips accompanied by English subtitles on the acquisition and retention of specialised vocabulary among second language (L2) learners. The study was designed as a pre-test-posttest single-group design with weekly quizzes. The results indicate that participants effectively engaged in academic activities, demonstrated

comprehension, and critically evaluated second language vocabulary after seeing film clips accompanied by English subtitles. Following the mediation, the participants' post-test scores assessing their understanding of vocabulary were higher than their results after learning vocabulary using a conventional teaching method. The act of seeing films has been shown to positively impact individuals' motivation to acquire a second language vocabulary and their dedication to participating in online English courses. Based on these findings, it can be inferred that using captioned video clips is a beneficial and engaging instructional approach that positively impacts students' vocabulary development. The cognitive theory of multimedia learning can be employed to explain the potential reasons behind the enhanced learning outcomes observed when students engage in video-based instruction. By presenting information in a visual and auditory format, videos effectively stimulate both the visual and auditory senses, offering a more efficient approach to language acquisition than relying solely on either. This research provides more evidence that using interactive media in educational instruction may positively impact the acquisition and retention of second language vocabulary. The research on the ebb and flow of captioned film clips in an online classroom also indicates that participants had a favourable perception. They reported being engaged and motivated to acquire second language vocabulary in a stimulating environment.

Limitations, Implications, and Future Recommendations

This research is subject to many limitations. The primary constraint is the lack of generalizability of the findings, owing to the limited sample size used in the review. Furthermore, the English proficiency of the members was limited to an intermediate level. In addition, the present analysis examines the impact of seeing film excerpts on the development of second language vocabulary. However, the impact of seeing video clips on many cognitive skills, such as language comprehension, listening, reading, and writing, has not been substantiated and requires more investigation. Given the limitations identified in the analysis, researchers need to investigate the impact of video clips on various cognitive capacities, such as reading, listening, and speaking.

Furthermore, it is essential to replicate this focus in diverse environments and across different cohorts of students with varying degrees of proficiency.

Furthermore, it is possible to make some modifications to enhance the generalizability and accuracy of the results. For instance, the evaluation may be expanded to include a broader range of variables, add a hybrid orientation assessment, or use a longer duration for the intervention. In future assessments, it is recommended that a selection of English institutions be emphasised rather than just focusing on a particular institution, as shown in the recent study. The findings of this research offer some noteworthy implications that might be beneficial for instructors and students in the context of second language acquisition. Educators can organise online resources inside L2 homerooms to facilitate the acquisition of specialised language. However, educators must provide specific details regarding the types of materials utilised in their classrooms and adhere to specific guidelines when selecting these materials. This includes considering the appropriateness of the content concerning the students' age, interests, culture, and language proficiency.

Similarly, second language instructors should use several instructional strategies to teach second language vocabulary and the four language modalities: reading, writing, listening, and speaking. Educators have the potential to use a combination of film visuals, auditory elements, and written content to effectively engage and motivate students to actively participate in the online classroom environment. In addition, educators can use various online resources, such as software programmes, websites, narratives, and games, to develop a web-based second language (L2) curriculum that focuses on teaching specialised vocabulary. Finally, it is recommended that second language (L2) learners regularly practice watching film clips and engaging in word pronunciation in an authentic context.

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