ESL Undergraduates' Perceptions towards the Role of English Subtitles on Vocabulary Learning

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ABSTRACT

Vocabulary seems to be the aspect of language learning that educators often neglect. Vocabulary learning is crucial as it relates to all four language skills, namely writing, reading, speaking, and listening skills. Without a wide vocabulary knowledge, students might not be able to acquire English as their second language efficiently. One of the possible ways for English as a Second Language (ESL) students to enhance vocabulary is by watching movies or shows with English subtitles. There is quite a few previous research proving that ESL learners could acquire new vocabulary from watching subtitled movies, drama series, TV shows and many others. The present study attempts to investigate the perceptions of ESL undergraduates on watching English subtitled movies or shows. It also determines to identify the ESL undergraduates' perceptions on learning vocabulary through watching English subtitled movies or shows. A total of 132 students participated in this research as respondents. The data was collected using an online adapted survey questionnaire. The results based on the descriptive analysis showed that most students had positive perceptions of learning vocabulary through watching English subtitled movies or shows. It is hoped that the overall findings of this study could benefit stakeholders in the ESL and English as a Foreign Language (EFL) field of study and promote the use of English subtitled movies or shows in the learning of vocabulary.

Index Terms—English Subtitles, ESL Undergraduates' Perceptions, Language Learning, Vocabulary Learning

I. INTRODUCTION

Decades ago, the focus of English language learning was more on grammar, and this idea has been embedded among English as a Second Language (ESL) educators and learners up until this day. Grammatical competence is indeed important, but another language component, such as vocabulary knowledge, is essential as well to ensure that learners can master the English language effectively. Currently, it has become apparent that ESL learners can acquire new words just by watching movies, television (TV) shows, drama series, or any other audio-visual media with English subtitles. Hence, this research is carried out to investigate ESL undergraduates' perceptions of watching English subtitled movies or shows and their opinions on learning vocabulary through watching English subtitled movies or shows.

II. BACKGROUND OF THE PROBLEM

Language learning is one of the most significant features that need to be developed from an early age in one's life. Mastering the national language is easy for everyone since it can be achieved naturally thanks to the environment that surrounds them. However, learning a second language is more difficult for some learners due to its unfamiliar linguistic context. In Malaysia, English is well known as the official second language that has been embedded as a subject in the educational curriculum for students to become competent. Even in higher institutions, English language skills are considered crucial elements to be ameliorated among undergraduates for the purpose of getting better chances to be recruited by any organization. Therefore, it is common for them to pick up the knowledge of grammar, vocabulary, and other English language components from various sources such as the school, the internet, and other forms of modern media to acquire the language.

However, often the central focus of English language learning that has been embedded since the undergraduates' school days is on the grammar and how well they can utilize their grammatical knowledge in numerous discourses. On the other hand, for vocabulary learning, there are many cases where the educators purposely neglect this aspect of language learning due to the reasons that it is not worth spending time on as well as the assumption that students can learn the new, unfamiliar words by themselves [1]. As a result, these ESL undergraduates are considered mature enough to learn and expand their English vocabulary knowledge by themselves. This situation leads to incidental vocabulary learning, which is the process of learning and acquiring words without the intention to do so [2]. It usually happens outside of the classroom as the by-product of another activity.

III. PROBLEM STATEMENT

The neglection of vocabulary learning has been a recurring theme in the literature on English language teaching and learning [3]. Educators seem to entrust learners so much that they can widen their lexical information independently.

However, previous research has shown that the level of vocabulary knowledge among ESL university undergraduates is worrying. [4] indicated that tertiary level ESL learners are expected to possess productive vocabulary knowledge of around 2000 to 3000-word families and the receptive vocabulary of around 3000 to 5000-word families for the sake of performing efficiently as university students. Their study found that "the majority of the participants have the average receptive vocabulary knowledge of between 2000 to 3000-word families and around 2000-word families for productive vocabulary knowledge". Thus, it can be concluded that more than half of the students failed to obtain a 5000-word level. Taking into consideration that university assignments and projects demand students to have a way with words, especially on paper, these students clearly were not prepared for the academic environment at the tertiary level of education.

Another study conducted by [5] revealed that most of the first-year undergraduates of a Malaysian public university have limited knowledge of English vocabulary because they had not successfully acquired the vocabulary at all the five-word levels (2000, 3000, 5000, 10000, and academic word level). As a result, the researchers concluded that most of the students did not have sufficient vocabulary knowledge to be used in the tertiary level of education. To be precise, their vocabulary knowledge is much lower than the expected vocabulary level (6000 to 9000-word families), which university students are required to know.

Furthermore, it has been proven that the Academic Word List (AWL) knowledge of Malaysian ESL undergraduates is still low [6]. In their research, it was unveiled that 35 percent to 83 percent in 10 sub-lists of AWL words were reported as unknown by the participants. In short, these studies showed how important vocabulary learning is to university undergraduates, as it was proven in previous research that they did not have strong vocabulary acquisition considering the fact that they were completing their academic degrees.

Most ESL learners might not realize that they can acquire new words only by watching their favourite shows using English subtitles. This is partly why this study is interested in figuring out the ESL undergraduates' perceptions of watching English subtitled movies or shows and their thoughts on learning vocabulary through watching them. This research is important as there is only a little research done before on this issue in the Malaysian tertiary educational setting. Likely, this research will be a useful resource for educators at all educational levels to realize that vocabulary learning through English subtitles might be an effective method to enhance students' vocabulary bank.

IV. RESEARCH QUESTIONS

To conduct a thorough investigation regarding ESL undergraduates' perceptions of the role of English subtitles on vocabulary learning, the researcher comes up with two research questions:

1. What are the ESL undergraduates' perceptions of watching English subtitled movies or shows?
2. What are the ESL undergraduates' perceptions of learning vocabulary through watching English subtitled movies or shows?

V. LITERATURE REVIEW

A. Vocabulary Learning

Vocabulary learning is an inevitable component in acquiring the English language for ESL learners. It is impossible to achieve complete fluency in the second language without understanding the target vocabulary through reading, writing, listening, and speaking. [7] defined vocabulary as the overall number of words of any language [8]. Besides, [9] recorded that [10] deemed vocabulary as "words from a language, including single words, or consisting of several words that have meaning". Furthermore, [11] stated in their study that [12] and [13] believed "rich vocabulary does not only highlight the words themselves but also their sounds, spelling, meanings, contexts, appropriateness, word formation and derivations". Basically, vocabulary learning means the process of understanding not only the meaning of the words but also other aspects such as the pronunciation, spelling, and suitability to be used in sentences.

As the official second language for Malaysians, it is compulsory for students at all levels of education to learn English and every one of its components. In the present study, vocabulary learning is highlighted as it is always regarded as unimportant when the truth is that English language proficiency cannot be obtained without accurate vocabulary knowledge. This statement can be supported by [15], who recognized that the "lexicon may be the most important language component for learners" [2]. Vocabulary learning strategies can be classified into two categories, namely incidental and intentional learning.

1. Dimensions of vocabulary learning

Vocabulary learning is a fundamental component in mastering the second language, and it is considered the pillar for the development of reading, writing, listening, and speaking skills. ESL learners should focus more on this part of learning because if they do not have sufficient vocabulary knowledge, they might face difficulties engaging in their studies. Vocabulary learning is more than just gaining new words from a variety of learning strategies as it also revolves around the quantity and quality of the knowledge acquired. Thus, it is important for this research to look at the dimensions of

vocabulary knowledge resulting from learning vocabulary. They are called breadth and depth of vocabulary, which was coined by [16] as reported by [17]. This particular section will further elaborate on these two dimensions of vocabulary knowledge.

a. Vocabulary breadth

According to [17], vocabulary breadth is identified as the number of words that are known by learners. Throughout the years they have spent studying the English language, ESL learners must have collected thousands of words in their vocabulary bank that they could apply in various situations. [18] claimed that a lot of research suggests "knowledge of the most frequent 5000 words should provide sufficient vocabulary to facilitate authentic reading texts". In an educational context, breadth of vocabulary knowledge or also known as vocabulary size, matters in reading comprehension. It acts as prior knowledge for students to use when they try to decode the meaning of the text.

b. Vocabulary depth

Vocabulary depth refers to the degree of knowledge one knows about the words they have acquired. It is deeply concerned with the level of comprehension regarding numerous aspects of words. The existence of this dimension proved to language scholars and learners that knowing a word and its definition only is not enough as vocabulary is a multidimensional structure. Learners have to know not only the meaning but also the spelling, pronunciation, forms, and functions. In addition, the semantic and syntactic relationship between the word with other words such as hyponym, synonym, antonym, and collocation should not be neglected as well [18]. Simply put, the depth of the vocabulary connects one word with another in many different ways so that learners can choose their words wisely according to their context.

To sum up, both breadth (quantity) and depth (quality) of vocabulary that is obtained through vocabulary learning play significant roles in determining the learners' performance in reading, writing, speaking, and listening. [22] asserted that although both divisions "do not grow in a parallel fashion, they are certainly linked and contribute to one another" [17]. Hence, ESL learners should always keep in mind that vocabulary knowledge does not only revolve around the meaning of the words but also involves many other aspects that demand to be studied.

2. Theory of vocabulary learning

a. Second Language Acquisition Theory (Input Hypothesis)

In the field of ESL learning, one of the most influential scholars is Stephen Krashen, who is the man behind Second Language Acquisition (SLA) theory that has been the ultimate source for researchers to refer to for their studies for decades ago. Krashen came up with five different theories, namely the acquisition-learning hypothesis, natural order hypothesis, monitor hypothesis, input hypothesis, and affective filter hypothesis. Out of these five hypotheses, the input hypothesis will be given the spotlight to describe the learning process that is experienced by ESL learners to obtain new vocabulary through subtitled movies or shows.

[23] quoted [14] claim that the input hypothesis is "the central part of an overall theory of second language acquisition that consists of five hypotheses". Taking into consideration that this statement comes from Krashen himself is enough to emphasize the crucial role played by the input hypothesis in this field. According to [24], the input hypothesis [14] suggested that learners possess the ability to acquire knowledge by receiving comprehensible input. [25] explains that what [14] meant by comprehensible input is messages or information that are slightly more complicated than the learners' current competency level.

Moreover, the input has to be conveyed through appropriate methods and must be "interesting and relevant, not form-focused, and quantitative" [25]. These characteristics can be associated with subtitles in movies or TV shows. Subtitled movies or shows contain visual aids displayed in authentic context with genuine language from different socio-cultural backgrounds, ages, and genders. The engaging plot, talented actors, or popularity of the movie or show might be the learners' main reason to watch them, but they would be able to incidentally acquire a wide variety of vocabulary as well along the way. Moreover, the context clues embedded in the subtitles will help them figure out the meaning of unknown words. Hence, it can be said that learning vocabulary through English subtitles sheds some light on how the input hypothesis proposed by Stephen Krashen works in SLA.

3. Past research on vocabulary learning

The English language is widely known as one of the top global languages that are used all over the world, including in Malaysia. Given that English is the official second language for Malaysian students, the pressure to master it increases as they enter the tertiary level of education. This is because the undergraduates are expected to perform well in academic

settings using the target language. To do that, learners should focus on learning vocabulary since it is undoubtedly a prerequisite to the acquisition of the English language. Vocabulary proficiency is closely linked to all four language skills because "without vocabulary, nothing can be conveyed" [18].

[30] did research on 42 Catalan/Spanish first-year university students majoring in English Studies, which revealed that vocabulary size is closely related to language proficiency and reading, speaking, writing, and listening skills. However, looking deeper into the study, the findings suggested that the vocabulary size is more closely linked to writing and reading skills than speaking and listening skills. Both researchers recognized that it was probably because they measured the students' orthographic vocabulary size rather than aural vocabulary size, which indicates the words were presented in written form. Simply put, without knowledge of words, learners would face difficulty in conveying and comprehending the message.

Several studies have highlighted the relationship between vocabulary knowledge and reading comprehension performance. One of them is a study carried out by [31] about the effect of vocabulary knowledge on reading comprehension among Iranian EFL learners at Kerman Azad University. The findings confirmed that there was a significant relationship between vocabulary knowledge and reading comprehension. They acknowledged the fact that vocabulary learning functioned as one of the predicting factors for students' reading comprehension.

Vocabulary learning is also associated with listening comprehension. [20] carried out a study to look into the effect of vocabulary knowledge on the General English Proficiency Test (GEPT) listening comprehension performance by using a validated Listening Vocabulary Levels Test (LVLT). The result showed the participants with a higher level of vocabulary knowledge succeeded in scoring extremely well in the GEPT listening subtest. All in all, the study demonstrated that the higher level of vocabulary knowledge possessed by the students, the easier they can understand the spoken text through listening comprehension.

Aside from reading and listening comprehension, vocabulary learning is undoubtedly related to writing and speaking competence. [32] completed a study to investigate the level of productive knowledge of ESL learners, the writing quality, and the relationship between vocabulary knowledge and writing quality. The findings demonstrated that the level of productive vocabulary knowledge of the respondents fell into the category of weak. None of them managed to produce an essay with a higher Academic Word List (AWL) range. Besides, the overall writing quality of the participants was generally fair. The majority of them were fair writers (69 percent), while 6 percent were excellent, 10 percent were good, and 15 percent were weak. There was a positive and significant correlation between vocabulary knowledge and mechanics, but that was not the case for two other variables – organization and content. Thus, writing mechanics like grammar, punctuation, spelling, and sentence structure were considered a strong indicator of writing quality. However, [32] declared that even with appropriate knowledge of content and organization, students would not be able to produce good writing with limited word knowledge. In essence, it can be inferred from this study that vocabulary knowledge has a profound impact on the quality of writing.

Vocabulary learning is linked to speaking competency as well. [33] carried out research to explore the role of vocabulary size in second language speaking ability in 46 international students from 15 different countries. According to the vocabulary rating scores, they were considered to be lexically proficient to the extent that they had a wide enough vocabulary to engage in topics and were able to paraphrase appropriately despite several inadequacies. As for the relationship between vocabulary size (Yes/No test) and second language speaking proficiency, Pearson correlation analysis showed that there was a significant relationship between them. It suggested that learners with huge receptive vocabulary sizes are more likely to be more excellent at speaking. In general, the study's findings confirmed the relationship between vocabulary knowledge and L2 speaking proficiency.

Based on the studies conducted by [32] and [33] regarding the role of vocabulary knowledge on writing and speaking competence, it can be seen how crucial vocabulary learning is. If there is less than sufficient knowledge of words among learners, they will not be able to come up with a great writing product and adequate speech.

VI. SUBTITLES

According to [34], subtitles are defined as texts that are shown at the bottom of a movie or television picture to describe what is being uttered. Another decent meaning of subtitles is "a printed statement or fragment of dialogue appearing on the screen between the scenes of a silent motion picture or appearing as a translation at the bottom of the screen during the scenes of a motion picture or television show in a foreign language" [35]. In addition, [36] stated that The National Captioning Institute view subtitle as the "permanently affixed on-screen text that represents the narration, dialogue, music, or sound effects in a program". To put it simply, all of them perceive subtitles as the translation of the spoken words that appear at the bottom of the screen.

Traditionally, subtitles are distinguished into linguistic parameters and recognized as "the relationship that is established between the source and target languages, whether this is the same or not" [39]. In accordance with that, there are two types of subtitles under this parameter, namely intralingual and interlingual subtitles. The intralingual subtitle is used when the original language in the movie or show and the subtitles are in the same language. On the other hand, the interlingual subtitle is applied when the program's language is translated into the target language [40].

A. Theory of subtitles

1. Dual Coding Theory (DCT)

According to [44], Allan Paivio proposed a learning theory called Dual Coding Theory (DCT) in 1971 that expounds on the convincing effects of mental imagery on the mind and memory. The theory asserts that both visual and verbal knowledge is utilized by the brain to illustrate the information. However, this information is sorted into two different channels in the human mind, which results in disparate representations of information that each channel digested. One of the channels is a verbal system that keeps linguistic data that includes text, sound, or even motor experience such as sign language in subsequent units called 'logogens'. The other channel is known as the non-verbal system, where visual data such as pictures, videos, or symbols are kept and developed in units named 'imagens' [44]. When both channels work together, their combination causes better retention of the input. In other words, Paivio, through his work DCT, suggested that "when pictures are added to the meaning, the number of signals connected with the message increases", as claimed by [45].

2. Cognitive Theory of Multimedia Learning (CTML)

Another famous theory that is considered important to justify vocabulary learning through movies or shows with English subtitles is the one introduced by [46], the Cognitive Theory of Multimedia Learning (CTML). [46] believes that multimedia learning takes place when a learner constructs mental representation from words (printed or spoken text) and pictures (drawings, maps, charts, figures, tables, or dynamic graphics like videos or animation) that they see. CTML was formulated on three assumptions, namely the dual-channel assumption, the limited capacity assumption, and the active processing assumption. [46] described the dual-channel assumption in a way that learners possess different information processing systems for visual (or pictorial) material and auditory (or verbal). The limited capacity assumption is that people can concentrate only for a limited time to gain information via each channel [47]. Finally, the active processing assumption implies that "humans engage in meaningful learning by attending to relevant incoming information, organizing selected material into coherent mental representations, and integrating mental representations with other knowledge" [46]. Basically, this theory explains that learning occurs best when the channels, visual/pictorial and auditory/verbal, are linked together at once.

B. Past research on subtitles

The implementation of audio-visual materials with subtitles to facilitate language learning is not a strange occurrence in this field of study. In fact, many scholars and researchers have agreed on the potential that this learning strategy has to assist learners in acquiring the target language. [46] claimed that "people can learn more deeply from words and pictures than from words alone" [15]. In the current study, subtitled audio-visual materials refer to subtitled movies or shows that are watched by learners for entertainment purposes. However, vocabulary learning could happen without their notice. Thus, the researcher is eager to find out the ESL undergraduates' opinions on this matter. Aside from boosting students' vocabulary knowledge, subtitled videos also bring fruitful contributions in other areas, which can be seen from several previous types of research reviewed below.

[48] organized a study earlier this year to prove that subtitling can be used to promote bilingualism and patriotism in Cameroon. They were determined to explore how deeply rooted the application of audio-visual translation is in local media outlets (focusing on how it can help in promoting bilingualism and patriotism) and advocate the use of subtitling in the Cameroonian audio-visual media landscape and evaluate the role of the audio-visual translator in this division. The researchers used four methods to gather the data, specifically questionnaire, interview, observation, and documentation. Based on the findings, it was discovered that a vast majority of the respondents (97 percent) were convinced that watching lots of subtitled programmes could help them in SLA. Furthermore, it was confirmed that 91 percent of them believed TV programs that include subtitles could elevate the rate of bilingualism in Cameroon. Overall, their study, [48] highlighted that subtitling could be the medium to nurture bilingualism and patriotism among Cameroonians if more awareness were put by the responsible authorities.

Another study was conducted by [49] to examine the effects of subtitles in L2 grammar (specific constructions) learning. Results from the post-test indicated that both groups showed improvements in their target constructions knowledge. Nevertheless, the influence of captions in learning constructions could be seen more clearly in the Captions group as the students performed better than those in the Non-Captions group. In conclusion, [49] study has shed light on how captions play a significant role in acquiring grammatical constructions in a second language and how learners' differences in proficiency, WM capacity, and language learning aptitude could affect the learning process.

VII. METHODS

A. Research Design

To find out the perceptions of ESL undergraduates on learning vocabulary through English subtitled movies or shows, a quantitative research design is employed. For the current research, an online survey using a set of questionnaires was distributed to every participant to collect the desired data.

B. Participants

The researcher is determined to conduct this research on the undergraduates majoring in Bachelor of Education in Teaching English as a Second Language (TESL) from the Faculty of Educational Studies in Universiti Putra Malaysia (UPM). They are currently in the first, second, third, and final years of study. The population has a total of 196 undergraduates. The researcher used the table by [50] to determine the sample size that will participate in the current research, which involved 132 students participating as respondents.

C. Research Instruments

To answer the research questions, an online survey questionnaire adapted from [51] was distributed to the participants through Google form. A total of 30 items were incorporated in the online survey questionnaire, which was divided into three sections, specifically Section A, Section B, and Section C. Section A of the survey questionnaire was created to obtain the demographic information of the participants, namely their gender, and age and year of study. The multiple-choice answer format was utilized in this section for the participants to provide their answers. Section B was designed to figure out the participants' perceptions of watching English subtitled movies or shows. Meanwhile, for Section C, the items regarding the participants' perceptions of learning vocabulary through watching English subtitled movies or shows were induced. Cronbach's Alpha coefficient is employed to analyze the instrument's reliability used in the pilot study. The Cronbach's Alpha coefficient revealed that all of the items in the research questionnaire are reliable as the overall α value is 0.808, which clearly exceeded the acceptable level of reliability, 0.700.

D. Data Analysis

The data that has been gathered were analyzed using descriptive statistics. Descriptive statistics, namely mean, standard deviation, frequency, and percentage, were employed using SPSS to analyze the answers from the participants for Sections B and C in the online survey questionnaire.

VIII. RESULTS

In this particular study, the researcher employed descriptive statistics, namely mean, standard deviation, percentage, and frequency, to analyze the answers from Sections B and C in the survey questionnaire. Furthermore, findings from the current research will be supported by findings from past studies for the purpose of understanding the discussion better.

The first research question aims to investigate the ESL undergraduates' perceptions of watching English subtitled movies or shows. Based on the data collected, the overall mean score for items 1-13 in Section B is 4.61. According to [52], the mean value within 4.21-5.00 is considered very high. Therefore, the findings show that majority of TESL undergraduates have a positive perception regarding watching English subtitled movies or shows.

Item 1, 'I like watching movies with English subtitles,' received 4.76 as the mean score, which is considered to be very high. It denotes that the participants have a huge interest in watching movies with English subtitles. The result from item 1 aligns with past research by [51], where 69 percent of their respondents highly prefer watching movies with English subtitles. [42] claimed that audio-visual tools had become a necessity for today's generation thanks to the rapid progress of multimedia technology that contributes to the effectiveness of the learning process. The traditional teaching method such as chalk and talk does not work on the students any longer due to their short attention span. Therefore, teachers are required to come up with creative teaching tools, which in this case could be English subtitled movies or shows.

In Section B, item 12 with the statement 'Watching English subtitled movies or shows has its advantages in learning English' has the highest mean score at 4.82. This value indicates that the participants view English subtitled movies or shows as a helpful tool to help them in improving their English language learning process. The finding correlates with the feedback received by [37] and [51]. The majority (89 percent) of the respondents agreed and strongly agreed that watching English subtitled movies has a beneficial effect on learning English.

The lowest mean value in Section B belongs to item 13, 'I am not distracted by the appearance of English subtitles in movies or shows', which is 4.15. However, the mean score is still regarded as high, which implies that most of the TESL undergraduates concur with the statement mentioned. Subtitles, as defined by The National Captioning Institute, are "permanently affixed on-screen text that represents the narration, dialogue, music, or sound effects in a program" [36].

To some, subtitles in movies or shows might come off as distractive, but that is not the case among the participants of this study. Their attitude towards the appearance of English subtitles in movies or shows is mainly positive, which suggests that it is not an uncommon feature for them. Besides, [43], asserted that the filming industry started to use subtitles for their films in the second half of the 1970s. Hence, the researcher believed that the participants would have little to no difficulty watching movies or shows with English subtitles.

The second research question is proposed to identify the ESL undergraduates' perceptions of learning vocabulary through watching English subtitled movies or shows. The overall mean score for Section C is 4.67, while the standard deviation is 0.391. Therefore, the mean value is categorized as very high, which represents a high level of positive perception among TESL undergraduates regarding learning vocabulary through watching English subtitled movies or shows.

Out of all the items in Section C, item 2 with the statement 'I can learn many new words by watching English subtitled movies or shows' obtained the highest mean score at 4.82. [53] stated that vocabulary acquisition happens spontaneously when learners watch videos with subtitles in their attempt to grasp the content of the material by accessing spoken language that they are not completely familiar with. In this context, English subtitled movies or shows can be a beneficial tool in bringing students closer to the broad vocabulary used in authentic real-life communication. The result from item 2 corresponds with the finding from past research conducted by [51] and [54], which demonstrated that 89 percent of the students agreed and strongly agreed that they can learn many new words by watching English subtitled movies.

The students' positive viewpoint on this matter can further be proved from the responses gained by item 9, 'Watching movies or shows with English subtitles help me to enhance my vocabulary knowledge in the second language, which has 4.80 as its mean value. Again, this is a very high value that strengthens the students' opinion on learning vocabulary through watching English subtitled movies or shows. Students may find movies or shows with English subtitles interesting because they provide a brilliant combination of aural, visual, and textual input all at once. In short, watching English subtitled movies or shows could cause students' senses, specifically visual and aural senses, to be activated and indirectly reinforce their vocabulary learning experience. This situation would lead to an expansion in the students' vocabulary bank as they use what they see and hear to make sense of the words in the second language.

Item 10 'I learn vocabulary by watching English subtitled movies or shows and memorize the words repeatedly' had the lowest mean score in Section C at 4.38. Nevertheless, the value is still regarded as very high according to the mean score interpretation introduced by [52]. The majority of the participants view the statement positively, which the researcher presumes to be one of the strategies to heighten their vocabulary awareness. At the beginning of learning vocabulary, word repetition strategies are crucial [56]. This is probably because it would assist learners in familiarising themselves with the new lexical information.

IX. DISCUSSION

A. ESL undergraduates' perceptions of watching English subtitled movies or shows

As stated previously, the majority of the participants have a positive stand regarding the act of watching English subtitled movies or shows. They do not just simply like watching them but prefer if the movies or shows come with English subtitles rather than L1 subtitles. These responses indicate an idea that aside from the appealing storyline, and an outstanding cast of impressive cinematography, the students are interested in the presence of English subtitles in the movies or shows. In addition, the students strongly agreed that they could enhance their listening skills and reading comprehension as they watch movies or shows with English subtitles. [57] quoted that "listening skills are the main channel through which students make initial contact with the target language and its culture". Since the English subtitled movies or shows are comprised of auditory information, it is evident that they could assist in improving the learners' listening skills and eventually bring them closer to the culture of the second language. Regarding reading comprehension, subtitles in movies or shows are deemed textual information as they represent the narration, dialogue, music, or sound effects. Students consume the textual information to understand the spoken words by reading; therefore, that action could result in them advancing their reading comprehension to a higher level.

The positive perceptions perceived by the TESL undergraduates align with the Dual Coding Theory (DCT) that was proposed by Allan Paivio in 1971. The theory revolves around the concept of visual and verbal knowledge that is used by our brain to comprehend information. When both channels band together, their combination causes better retention of the input. The researcher found that the findings confirm another learning theory, Cognitive Theory of Multimedia Learning (CTML), which was coined by [46]. It is believed that multimedia learning takes place when a learner constructs mental representation from words (printed or spoken text) and pictures such as drawings, maps, charts, or dynamic graphics like videos or animation that they see.

English subtitled movies or shows are said to be beneficial to many learners because they infuse both entertainment and educational elements, although the latter often occurs incidentally. The majority of the participants showed a high level of agreement towards this matter, which says a lot about the potential it has to elevate their experience in learning the English language. They could be watching the English subtitled movie or show to fill in their free time or seek enjoyment after days of being under pressure, but they also get to pick up new words. A former study completed by [51] supported

this finding in which a large number of the respondents (89 percent) agreed and strongly agreed that watching English subtitled movies has a beneficial effect on learning English. In addition, this study discovered that the students do not think the appearance of English subtitles is a nuisance when they watch any movie or show that comes with it.

B. ESL undergraduates' perceptions of learning vocabulary through watching English subtitled movies or shows

The perceptions among TESL undergraduates regarding vocabulary learning through watching English subtitled movies or shows incline more towards the positive side. The participants admitted that they could learn many new words by watching English subtitled movies or shows. This viewpoint of theirs is in line with the study conducted by [51]. The researcher thinks that the students might try to comprehend the unknown words by guessing the meaning or using their prior knowledge, mental pictures, or contextual clues, which is true because all of the items that contain these statements were strongly agreed by many of them.

The findings of the current study are found to correspond with the input hypothesis, which is a part of Stephen Krashen's SLA theory. [14] claimed that the input hypothesis is "the central part of an overall theory of second language acquisition" [23]. The input hypothesis suggests that learners have the ability to acquire knowledge through comprehensible input. According to [25], comprehensible input is information that is slightly more complex than the learner's current competency level. The movies or shows watched by the participants most probably contain information in the form of words that they are not familiar with. This is when contextual clues embedded in the subtitles come in handy to help them figure out the meaning of the words.

Besides, the researcher found that many TESL undergraduates who took part in this study actively used their prior knowledge to comprehend the unknown words in the English subtitles. The feedback for that specific item shows that the participants know how to link their latest input with former input in an attempt to define the unfamiliar vocabulary. Apart from that, the respondents view English subtitles in movies or shows as a medium contributing to their opportunity to learn new vocabulary. Their strong support regarding this matter is enough to prove that vocabulary learning is possible to be done through English subtitled movies or shows.

X. CONCLUSION AND RECOMMENDATIONS

The current study investigates the ESL undergraduates' perceptions of watching English subtitled movies or shows and figuring out their perceptions on learning vocabulary through watching English subtitled movies or shows.

The study presents several recommendations that could benefit the teachers, students, and other people in the ESL and EFL field of study. These recommendations stem from the findings that concern the learning of vocabulary through watching English subtitled movies or shows. It signifies that today's generation cannot be tied to only books or traditional teaching methods as a whole because they grow up in a surrounding that applies technology in every aspect of life. These digital natives need learning strategies that could provide a large amount of input in an authentic target language environment. In this case, movies or shows with English subtitles could be the right learning tool for learners to add new words to their vocabulary bank.

To promote the use of English subtitled movies or shows in classrooms, teachers could insert clips from any movie or TV show in their lessons. A two or three-minute video clip from the movie or show would do as long as it contains useful information related to the topic being taught.

Furthermore, teachers can help students in increasing their vocabulary knowledge by encouraging students to make their own glossaries. Moreover, the teacher can enrich the students' knowledge by asking them to figure out the synonym, antonym, or part of speech of the new vocabulary they found. By doing this activity regularly in the classroom, the students would not only get to exchange new vocabulary knowledge with their classmates but also strengthen their understanding of the words.

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