The Effects of Watching English Movies with Vietnamese Subtitles on Vocabulary Learning: An Empirical Study at Thủ Dầu Một University

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Abstract: English movies offer learners of the English language not only entertainment but also valuable knowledge. It is believed that when they watch English movies with subtitles, they find the experience enjoyable and engaging, which also improves their vocabulary. This study aims to examine the impact of watching English movies with Vietnamese subtitles on the vocabulary acquisition of second-year English majors at Thủ Dầu Một University (TDMU), Vietnam, as well as their attitudes toward using such movies for vocabulary learning and the development of other language skills. The participants in the study consisted of 130 second-year English majors at TDMU. The researcher employed a mixed-method approach to collect data through questionnaires, controlled experiments, tests (pre-tests and post-tests), and interviews with the students. The results indicate that the survey participants regarded watching English movies with Vietnamese subtitles as an effective English language learning tool, and this approach significantly improved their ability to retain English vocabulary. The study provides insights into the potential of using English movies with Vietnamese subtitles as a resource for learning English vocabulary and enhancing other language skills. Based on the study's findings, the authors offer a number of practical recommendations to assist students in learning vocabulary effectively.

Keywords: Vocabulary, English-majored students, movies, subtitles.

Subject classification: Linguistics.

1. Introduction

Since English has become a global language for communication, many individuals use it to achieve their life goals. Many countries recognize English as

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their official language. It acts as a universal language that connects people worldwide and fosters community bonds. In a multilingual society, English proficiency is essential, particularly for non-native English speakers. Implicit learning refers to the process of understanding the underlying structure of complex stimuli from the environment without conscious effort or intervention. This implies that the acquisition of new vocabulary through such forms of engagement is inevitable. Learners must be able to comprehend and construct increasingly complex texts, engage in oral language for various social purposes, and continuously enhance their vocabulary through language development and literacy experiences. Unfortunately, learners may also encounter challenges in vocabulary acquisition (Kanellopoulou, 2019).

These are all concerning issues since comprehension is the primary goal of reading, and it is essential for basic survival in the education system. This indicates that educators need to devise innovative strategies for expanding vocabulary, as well-rounded vocabulary aids in speaking, listening, reading, and writing. With technological advancements, English movies with subtitles are accessible through numerous platforms.

The use of media in teaching and learning English can motivate students to engage with the language. One of the audiovisual techniques or strategies is the use of movies, which are the greatest sources of enhancing learning as well as teaching processes (Akter, 2019). Movies are a captivating medium that can assist students in acquiring language skills. English movies are one of the effective tools for improving students' vocabulary (Brown & Yule, 1983). Students can learn independently and select learning resources that suit them. As noted by Canning-Wilson & Wallace (2000), subtitles are defined as the textual translation of the dialogue in a movie displayed at the bottom of the screen. They provide vocabulary, slang, idioms, and explanations of what viewers are hearing. Subtitled movies utilize a combination of sounds, visuals, and texts (i.e. the subtitles), which serve as a strong indication that foreign language acquisition is occurring.

The main focus of the study was explored through asking second-year English-majored students at TDMU two questions: *'How does watching English movies with Vietnamese subtitles impact on their vocabulary learning?* and *(ii') What are their attitudes toward watching these films for vocabulary and language skill development?'*

The students featured in this study, are required to use English in their daily activities on campus. As everything they interact with is in English - from textbooks to classroom lectures to their written assignments - it is therefore essential they possess strong and well developed English skills, particularly in vocabularyThis study hopes to contribute both practical and theoretical insights into the development of language learning theories. Practically speaking, the results of the study are expected to motivate and encourage students to enhance their vocabulary skills through watching English movies with Vietnamese subtitles. On a theoretical level, the study will hopefully become a helpful reference for future researchers, providing subsidiary knowledge for similar research topics.

2. Literature review

2.1. Theoretical framework

2.1.1. Movies

In the view of Hornby (2006), a movie is "a series of moving pictures recorded with a sound that tells a story, shown at a cinema" (Hornby, 2006: 950). He further claimed a movie, also referred to as a 'film' or 'motion picture', is a form of visual communication that conveys a story or incident, either drawn from the real world or from fantasy, told through sound and a sequence of moving images, presented in cinemas, on television, or on screens. An English movie is one in which the characters are portrayed conversing in the English language, with various accents such as British, Australian, Canadian, and so on.

There are several fundamental types of movies that are well-known (Bordwell & Thompson, 1993). The first includes *documentary films*, which aim to present information about the external world. *Science fiction films*, in contrast, introduce imaginary elements often inspired by myths and folklore, while still exploring human experiences. *Animated films* set themselves apart by employing unique techniques in their creation process, capturing individual frames to produce a sequence of images. *Action films* feature protagonists facing physical challenges, extended battles, and intense pursuits. *Comedy films* focus on eliciting laughter, while drama films explore emotive topics through authentic character portrayal. *Horror films* seek to evoke fear in audiences and elevate their adrenaline levels. Each type of movie possesses its own distinct characteristics and purposes in entertaining and engaging viewers.

In movies, subtitles serve as a valuable resource for individuals who struggle to understand the language, audio, or visual elements of a presentation, especially in difficult environmental conditions. They enhance the clarity of dialogue and audio for the viewer, as noted by Ivarsson & Carroll (1998). They are essential as they provide translated text that conveys the original language of the movie to viewers, as discussed by Zanon (2006).

Ivarsson & Carroll (1998) categorize subtitles into four types: reversed subtitles, dual subtitles, interlingual subtitles, and intralingual subtitles. *Reversed subtitling* refers to when the soundtrack/audio language and the language used in the subtitles are different. *Dual subtitles* refer to the original language (or the viewer's mother tongue) and the translation shows simultaneously. *Interlingual subtitling* means that the text is written in a different language to the audio language. *Intralingual subtitles* refers to those that are written in the spoken language of the video and particularly supports comprehension when this is the viewer's native language.

It is fundamentally important to acquire vocabulary since language consists of a multitude of words and their meanings, which are then organized into coherent sentences according to a specific set of guidelines.

2.1.2. Vocabulary and vocabulary learning strategies

Jenkins & Dixon (1983) perceived vocabulary as an ongoing endeavor that learners must consistently prioritize; they claimed that *"vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn structure and as they practice sound system"* (Jenkins & Dixon, 1983: 242), emphasizing the pivotal role of vocabulary in the journey of mastering English as a second or foreign language. Vocabulary embodies the aggregate of words, subject to certain rules of combination, that constitute a language; these are the words known and utilized by an individual within a specific domain or profession (Schmitt & Schmitt, 2020). Vocabulary holds paramount significance for learners due to its strong correlation with fundamental skills, encompassing listening, speaking, reading, and writing (Nguyen, 2021). Clenton & Booth (2021) emphasized the significance of vocabulary knowledge in second language development, drawing on studies that support the idea of vocabulary as a key indicator of communicative competence. They focused on elucidating the specific lexical knowledge required for speaking tasks at the pre-intermediate proficiency level. Their analysis is grounded in recent literature suggesting that task-specific vocabulary knowledge varies with proficiency levels.

Vocabulary learning strategies is considered a section of general learning strategies in second language acquisition (Naiman et al., 1978; Rubin, 1975). Learning strategies are defined by Rubin (1987), cited in Schmitt (1997: 203) as "the process by which information is obtained, stored, retrieved, and used" and "therefore vocabulary learning strategies could be any which affect this broadly defined process". Hamzah et al. (2009) viewed vocabulary learning strategies from three different angles. *Firstly*, it can be any action that learners take to aid the vocabulary learning process, *secondly*, these actions must be able to improve the efficiency of vocabulary learning, and *thirdly*, vocabulary learning strategies are conscious actions taken by the learner to study new words. Cameron (2001) & Nation (2001) defined vocabulary learning strategies as actions that learners take to help themselves understand and remember vocabulary items. Vocabulary acquisition strategies can significantly help students greatly expand their vocabulary. Catalan (2003) explained her working definition for vocabulary learning strategies as knowledge about the mechanisms used in order to learn vocabulary as well as steps or actions taken by students to find out the meaning of unfamiliar words, to retain them in long-term memory, to recall them at their will, and to use them in oral or written modes. Intaraprasert (2004) views vocabulary learning strategies as "any set of techniques or learning behaviors, which language learners reported using in order to discover the meaning of a new word, to retain knowledge of newly learned words, and to expand their vocabulary. Sherman (2003) emphasized the use of videos in language learning to incorporate real-life aspects and provide context. These can be utilized in various instructional settings, including traditional classrooms and online platforms, due to their combination of auditory, visual, and textual elements.

In the view of Brown & Yule (1983), the use of English movies is a language acquisition technique or strategy that can improve English vocabulary and affect the four language skills both directly and indirectly. EFL students are particularly

interested in learning through movie-watching due to the ease, enjoyment, and entertainment movies offer, supported by colorful, vivid visuals and audio that enhance audience comprehension. Roblyer et al. (2010) highlighted that media tools like slides and movies convey information in a more tangible and thus more efficient manner compared to written material. Ebrahimi et al. (2018) stated that English movies provide direct sensory experience integrated with verbal language. Colors and movement also stimulate EFL students' senses, especially through seeing and hearing, and their ability to perceive native English language, which is stored in their short-term memory before the next step of moving to long-term memory knowledge

2.2. Previous studies

Throughout the world, various studies have been conducted investigating the effects movies have on language acquisition. Among these studies is "Captioning and subtitling: undervalued language learning strategies" conducted by Danan (2004). The study reveals that captioning and subtitling in movies are valuable resources for language acquisition, from which learners can enhance vocabulary development, improve listening comprehension, and cultivate a deeper understanding of grammar and syntax. The study also demonstrates how various strategies could be effectively integrated into various formal and informal learning environments, ultimately contributing to more engaging and effective language acquisition experiences.

Webb (2010) investigated the feasibility of acquiring vocabulary through watching movies. Corpus linguistics was utilized to analyze the frequency and contexts of vocabulary encountered in various film genres. The results showed that using movies in education could improve students' vocabulary and pronunciation. Watching movies in the classroom benefits educators and learners by conveying messages effectively, saving teachers' energy, boosting motivation, and enhancing teaching and learning quality.

Caroline & Wei (2019) conducted a study of 100 students at the Universitas Advent Indonesia (UNAI). A questionnaire was used to collect their responses to the idea of enhancing new vocabulary through watching subtitled English movies. Based on the calculation tool named SPSS 20, the results indicated that most students responded positively to using these movies for vocabulary enhancement: 87% showed their agreement with the idea that watching subtitled English movies had a beneficial effect on their English language learning; while 75% of respondents agreed with the idea that a movie review was more motivating than a book review.

Sari & Aminatun (2021) conducted a study to explore students' attitudes toward using movies to enhance their vocabulary skills. Analyzing data collected from questionnaires and interviews, the study reveals that most students have positive perceptions regarding the application of movies in their classes, and that movies are engaging media that can assist them in learning vocabulary. They contribute to improving students' vocabulary for communication and writing in English.

Kusumarajni (2022) conducted the research to find out whether there was any improvement in students' vocabulary after it had been taught through movies. The data was collected from a pre-test and a post-test. The results indicated that there was a significant improvement in students' vocabulary mastery. The study also revealed that noun words improved the most after students had been taught through movies. Hence, the latter undoubtedly can be used to help students to improve vocabulary in their language learning.

Previous studies have illustrated the importance of watching movies in improving language skills. As a rich source of communicative language in use, subtitled videos and movies play a vital role in motivating students in their language learning. Vocabulary is changeable daily and reflected through movies, TV, and multimedia. As little has been studied about the effects of watching English movies with mother tongue subtitles on developing English vocabulary for English-majored students, further research is needed.

3. Methodology

3.1. Design

The emphasis of this body of research focused on the effects of watching English movies with Vietnamese subtitles to improve students' vocabulary, using an empirical study. As indicated by Arikuntoro (2013), an empirical study is a valuable approach to evaluate cause-and-effect relationships, in which the researcher develops the application of movies for students to improve their vocabulary. The study involved two groups of students (a control group and an experimental group), and pre-tests and post-tests were employed to determine their vocabulary levels and progress. Data was collected through both quantitative and qualitative methods. While the quantitative method through a survey questionnaire was used to indicate the frequency distribution of the responses to the questionnaire items, the qualitative method through interviews and descriptions was used primarily for analyzing the data to determine students' impressions, feelings, thoughts, and ideas about watching English movies with Vietnamese subtitles.

The movies chosen were suitable not only for the students' language proficiency and interest but also they contained a rich vocabulary and real-life context. Watching movies was organized both during classroom hours and outside of class as a supplementary activity, which was mandatory to ensure all students participated, or optional to encourage personal interest. The approach involved organizing group movie-watching sessions to promote discussion and sharing of opinions about the vocabulary, allowing students to take notes and look up new words during the viewing. Additionally, a discussion or vocabulary practice session followed each viewing, relating to the movie content to help students reinforce and effectively apply the knowledge they had learned.

3.2. Participants

The sample was made up of 130 second-year English-majored students at TDMU who all shared similar learning conditions and cultural backgrounds. To fulfill the research objectives, the participants were randomly divided into two groups consisting of 65 members each: the *experimental group* and the *control group*. While the experimental group was exposed to the innovative approach of learning English vocabulary through watching English movies with Vietnamese subtitles, the control group did not watch movies with Vietnamese subtite. Ten of the participants were randomly selected for the interview survey to gain deeper insights into their perceptions and experiences of watching English movies with Vietnamese subtitles in language learning.

As the objectives of the study were clearly stated right at the beginning of the survey, all the students showed interest and consideration in completing the questionnaire and answering the interview questions.

3.3. Instruments

Four main instruments were used in the study: a movie, a questionnaire, a test, and an interview; each one served a specific purpose in collecting and processing information for the study.

Movies

American and British movies were utilized to improve students' vocabulary abilities. These were animated, action, and science fiction movies. By watching these with Vietnamese subtitles, students could enhance their vocabulary, idioms, structure, pronunciation, and intonation, as well as knowledge about culture, history, and society.

Questionnaire

There were 10 items listed in the survey questionnaire, which were used to determine students' awareness, opinions, attitudes, behaviors, and satisfaction levels toward watching English movies with Vietnamese subtitles in vocabulary acquisition. Below are the questionaire: 1) Watching English movies with Vietnamese subtitles enhances students' capacity to memorize new vocabulary; 2) English movies with Vietnamese subtitles are helpful to stimulate interest in learning English; 3) Watching English movies with Vietnamese subtitles can be used as a multifaceted tool that supports both academic and leisure objectives; 4) Watching English movies with Vietnamese subtitles serves as a tool to help students review and practice vocabulary assignments; 5) Students understand the meaning of words quickly due to Vietnamese subtitles; 6) Students understand the meaning of conversations in the movies clearly due to Vietnamese subtitles; 7) Students understand the feelings and expressions in the movies due to Vietnamese subtitles; 8) Students learn unfamiliar idioms, proverbs, slang and phrases due to Vietnamese subtitles; 9) Students can apply the vocabulary they have learned from movies to daily life; 10) Students can improve their vocabulary by watching English movies with Vietnamese subtitles.

Designed in the format of a 5-Likert scale questionnaire - one of the effective tools to investigate the strength of feeling or attitude (Bell, 2010) - students were required to respond by choosing one of the given numbers ranging from 1 to 5 for each indicator, from "Strongly disagree" for 1 to "Strongly agree" for 5. After receiving the questionnaire, the students were given careful and comprehensive instruction. If a student had difficulty understanding a question, he or she would be given help to fully understand it. The time limit for each student to complete the questionnaire was 10 minutes.

Tests

Brown (2001) defined a test as "a means of testing a person's skill, knowledge, or performance in a certain subject". In the current study, vocabulary tests (including a pre-test and a post-test) were administered to determine students' vocabulary performance. With the correspondence of B1 level of proficiency, the pre-test served as a critical step to ensure that all participants had a similar foundational knowledge before engaging with the main experimental procedures. The use of the pre-test enhanced the overall validity and reliability of the research findings.

The post-test was designed to assess vocabulary improvement of the students who had received a specific process. The post-test contained vocabulary which was lifted almost word for word taken from the movies and corresponded to B2 level of proficiency in a variety of contexts, including multiple-choice and gap-filling questions. The results of the post-test were then compared with those of the pre-test.

Interviews

The structured interview in English was employed to fulfill the objective of gathering additional information that had been acquired through the use of questionnaires. While a questionnaire might offer evidence of patterns amongst massive populations, qualitative interview data often collects more in-depth insights into participants' attitudes, ideas, and behaviors (Kendall, 2008).

Each participant was asked four questions to determine their perception and experience of watching English movies with Vietnamese subtitles as a tool for learning English vocabulary: (1) How can watching English movies with Vietnamese subtitles help you in your vocabulary learning? (2) What are the benefits of watching English movies with Vietnamese subtitles in your language learning? (3) What are the possible disadvantages of watching English movies with Vietnamese subtitles? and, (4) What are your experiences and techniques in watching English movies with subtitles to learn new vocabulary?

3.4. Data collection and analysis

The researcher explained the purposes and restrictions of the study before the students filled out the questionnaire: after the instructions were given, the students could hand round the questionnaires themselves rather than the researcher handing them out. After collating the questionnaire data, the results were statistically analyzed using Statistical Package for the Social Sciences 20 (SPSS 20). The

liability analysis, as well as mean and standard deviation (SD) estimates, were also included in the statistical analysis.

At the end of the experimental practice, the final post-test scores from the two groups were gathered, analyzed, and compared through SPSS version 20. The proficiency levels of the tests ranged from level B1 (pre-test) to B2 (post-test) according to the Common European Framework of Reference for Languages.

The interviews which were carefully recorded with the participant's approval were held at TDMU at 8:00 a.m on 2024, September 15. The researchers randomly selected 5 from control group, 5 from experimental group, who had previously shared their opinions through responses to the questionnaire. These students were interviewed immediately after the end of the experimental practice session by the researcher. As the objectives of the study were clearly stated, the interviews had strong support from the students and a mini recorder was used to accurately record them. After completing the interviews, the researcher re-listened to the recordings to capture key concepts and ideas. The key concepts were reviewed and refined, and the data was input into Microsoft Excel.

4. Results and discussion

4.1. Results

4.1.1. Results from the questionnaire

To achieve the objectives of the study, 10 questionnaire items were designed in the format of a Likert scale ranging from 1 for "**Strongly disagree**"; 2 for "**Disagree**"; 3 for "**Neutral**"; 4 for "**Agree**", and 5 for "**Strongly agree**".

Table 1. *Students' perceptions and attitudes toward watching English movies with Vietnamese subtitles in enhancing their vocabulary*

	Items	Mean	SD
1	Watching English movies with Vietnamese subtitles enhances students' capacity to memorize new vocabulary.	4.39	0.554
2	English movies with Vietnamese subtitles are helpful to stimulate interest in learning English.	4.08	0.489
3	Watching English movies with Vietnamese subtitles can be used as a multifaceted tool that supports both academic and leisure objectives.	4.26	0.441
4	Watching English movies with Vietnamese subtitles serves as a tool to help students review and practice vocabulary assignments.	3.98	0.424

5	Students can understand the meaning of words quickly due to Vietnamese subtitles.	4.37	0.487
6	Students understand the meaning of conversations in the movies clearly due to Vietnamese subtitles.	4.37	0.579
7	Students understand the feelings and expressions in the movies due to Vietnamese subtitles.	4.37	0.487
8	Students learn unfamiliar idioms, proverbs, slang and phrases due to Vietnamese subtitles.	4.34	0.477
9	Students apply the vocabulary they have learned from movies to daily life.	4.48	0.504
10	Students can improve their vocabulary by watching English movies with Vietnamese subtitles.	4.53	0.503
Overall		**4.317**	**0.494**

The data shown in Table 1 clearly demonstrates that the majority of participants hold a positive view regarding the effectiveness of watching English movies with Vietnamese subtitles as a means to improve vocabulary. The high levels of agreement, with mean scores ranging from 3.98 to 4.53 and low standard deviations (SD from 0.424 to 0.554), indicate a consensus among participants. This suggests that watching English movies with Vietnamese subtitles not only enhances vocabulary retention but also sparks a keen interest in learning English. The results show that this approach serves as a versatile tool that supports both academic and leisure goals, aiding students in reviewing and practicing vocabulary. Additionally, the data highlights that they can quickly grasp word meanings, understand conversations, comprehend emotions and expressions, as well as learn unfamiliar idioms, proverbs, slang, and phrases with the help of Vietnamese subtitles. Furthermore, the findings indicate that students can effectively apply the vocabulary learned from movies to real-life situations. While the response to the tenth item was mixed, with 46.8% of participants agreeing and an unspecified percentage strongly agreeing, the overall data clearly supports the use of Vietnamese subtitles in improving English language skills. The responses to the sixth statement were incredibly positive, with 53.2% of participants agreeing and 41.9% strongly agreeing (M=4.37; SD=0.579). This clearly shows that they can effortlessly grasp the conversations in movies, thanks to Vietnamese subtitles. Moving on to the seventh statement, a whopping 62.9% agreed and 37.1% strongly agreed (M=4.37; SD=0.487), indicating that students can vividly understand the emotions and expressions in movies, all thanks to Vietnamese subtitles. The eighth statement also received an outstanding level of agreement (M=4.34; SD=0.477), with 66.1% agreeing and 33.9% strongly agreeing. This clearly demonstrates that students can easily pick up unfamiliar idioms, proverbs, slang, and phrases, thanks to Vietnamese subtitles. Furthermore, the ninth statement also received an

overwhelmingly positive response (M=4.48; SD=0.504), with 51.6% agreeing and 48.4% strongly agreeing, indicating that students can seamlessly apply vocabulary from movies to their daily lives. Lastly, the tenth statement received a mixed response (M=4.53; SD=0.503), with 46.8% agreeing and the rest strongly agreeing. The data suggests that students' vocabulary can be enriched through the use of Vietnamese subtitles while watching English movies.

4.1.2. Results from the tests

The data obtained from the pre-test and post-test scores were analyzed using SPSS to address the first research question, which examined the effectiveness of Vietnamese subtitles in enhancing English vocabulary acquisition among second-year English majors at TDMU in Vietnam. Each vocabulary test comprised 40 multiple-choice items aimed at gauging students' vocabulary proficiency. Each question carried a weight of 0.25 points, and the total score for each test was 10 points. The average pre-test scores of the control group are 7.43 while those of experimental group are 7.41; the post-test scores of the control group are 7.49, and those of experimental are 8.65.

As can be seen in Table 3, both groups had similar proficiency levels in English vocabulary at the beginning of the study, as indicated by the pre-test scores. This helps assure the validity and reliability of the data collected from experimental practice. After the treatment, however, the experimental group showed a significant increase in their mean score (from 7.41 in the pretest to 8.65 in the post test), while the control group's mean score remained relatively unchanged (7.43 in the pre-test and 7.49 in the post-test). This significant difference in post-test scores between the two groups suggests that the treatment had a positive impact on the experimental group's vocabulary proficiency (7.49 of the control group, compared to 8.65 of the experimental group).

4.1.3. Results from the interview

After conducting the questionnaire survey and administering the pre- and post-tests, 10 follow-up interviews were purposefully extended to 10 randomly-selected students. Each student was asked four questions relating to their attitude toward watching English movies with Vietnamese subtitles to improve their vocabulary learning. Some extracts from their responses are included in Table 4.

Table 4. Responses from the students in the interviews

Students	Responses
Student 1	Watching English movies with Vietnamese subtitles helps us learn new vocabulary and phrases in different contexts. Translations are not always accurate, which can lead to misunderstandings. I believe that learners should choose the types of movies they like to watch because they can enhance their language concentration.

Student 2	Vietnamese subtitles help improve students' comprehension and pronunciation. Subtitles can reduce the focus on the content of the movies. I think reviewing vocabulary from movies can help students improve their vocabulary retention.
Student 3	Vietnamese subtitles are beneficial for understanding cultural nuances, idioms and slang, and for improving my vocabulary. Processing information in two languages can be challenging for most of learners. We should consider words in various contexts, because vocabulary can change the meaning according to the context.
Student 4	Vietnamese subtitles help me understand the meaning of words and phrases, and improve my vocabulary, but translation errors can cause misunderstandings. Learners should repeat vocabulary to strengthen learning and revisiting aids vocabulary retention.
Student 5	Vietnamese subtitles help me understand many different cultures and learn a lot of vocabulary. Unfortunately, students depend too heavily on subtitles, making them unable to grasp the movie's content. Students should pause to note down new words or phrases and look up their meanings.
Student 6	I can improve my vocabulary by reading the Vietnamese subtitles, but I think that relying on them can distract viewers from the content of the movie. Beginners should watch movies with content that is close and familiar to daily life.
Student 7	I can learn vocabulary and understand idioms by watching English movies with Vietnamese subtitles. Relying too much on subtitles can hinder the development of students' listening skills. We can summarize the content of the movies in English to improve our ability to remember.
Student 8	I can understand idiomatic expressions, new words, and phrases through Vietnamese subtitles. Depending too heavily on subtitles in your native language can impede your English listening skills. Students should start watching movies with Vietnamese subtitles, and then switch to English subtitles.
Student 9	I can improve my pronunciation, intonation and tone by watching English movies. The font size and color of the Vietnamese subtitles can distract me from the content of the movies. Students can write down new words with their meanings and try to use them in daily life.
Student 10	Vietnamese subtitles in movies help me a lot in learning new vocabulary. However, relying too much on them can hinder English listening skills. Students can pause movies to look up unfamiliar words and practice pronunciation.

In response to the first and the second questions *"How can Vietnamese subtitles help you in your vocabulary learning?"* and *"What are the benefits of watching English movies with Vietnamese subtitles in your language learning?"*,

the majority of the students shared positive views as per: *"Watching English movies with Vietnamese subtitles helps us learn new vocabulary"* (students 1, 3, 4, 5, 6, 7, 8, and 10); *"I can improve my pronunciation, intonation and tone by watching English movies"* (students 2 and 9); *"I can understand idioms and slang by watching English movies with Vietnamese subtitles"* (students 3, 7, and 8); *"Vietnamese subtitles help me understand many different cultures"* (students 3 and 5). It is clear from their replies that watching English movies with Vietnamese subtitles enhances the students' learning of, and their engagement with, the English language.

When asked about the potential drawbacks of watching these movies (i.e. *What are the possible disadvantages of watching English movies with Vietnamese subtitles?*), several valid concerns were raised by the students. Some of them noted the danger of inaccurate translations (students 1 and 4), while others highlighted the distraction caused by the size and color of subtitles, impacting the movie's content (students 2, 5, 6, and 9). Additionally, they also expressed concerns about the potential negative impact on English listening skills due to over-reliance on subtitles (students 7, 8, and 10), and the challenge of processing information in two languages, which can be daunting for learners (student 3).

In response to the question *"What are your experiences and techniques in watching English movies with subtitles to learn new vocabulary?"*, several useful tips concerning learning new vocabulary while watching English movies with subtitles were shared by the students. They suggested choosing movies aligned with personal preferences, reviewing vocabulary, considering words in different contexts, pausing to note down new words, and watching familiar content. Some of the extracts from their responses include "…choose the types of movies they like to watch..." (student 1); "…reviewing vocabulary from movies can help students strengthen their vocabulary…" (students 2 and 4); "...consider words in various contexts..." (student 3); "...pause to note down new words or phrases and look up their meanings..." (student 5, 9, and 10); "...watch movies with content that is close and familiar..." (student 6); "...summarize the content of the movies..." (student 8).

4.2. Discussion

The impact of watching English movies with Vietnamese subtitles on the vocabulary learning of English-majored students

Based on this study, it is evident that watching English movies with Vietnamese subtitles significantly enhances vocabulary learning for English-major students at TDMU. The results presented above, which are in line with the findings from Webb's study (2010), highlight the advantages of using English movies with Vietnamese subtitles in language learning and underscore its effectiveness in improving vocabulary retention.

The students found that watching English movies with Vietnamese subtitles enhances vocabulary acquisition. Over half the participants agreed that Vietnamese

subtitles helped them follow conversations in the movies easier. These results suggest that Vietnamese subtitles are easier to comprehend than English subtitles. This aligns with previous research by d'Ydewalle and Van de Poel (1999) showing that subtitles in the mother tongue influence how learners perceive dialogue and contextual clues in movies.

Learners can also enhance other language skills by watching English movies with subtitles in their native language. These types of videos undoubtedly provide authentic linguistic input, thus offerrng genuine linguistic exposure. Findings from the survey also reveal that learners benefit more from native language subtitles, as they aid in understanding and learning idioms, proverbs, and slang, which cannot be found in books or dictionaries. This provides unique and effective learning opportunities. These findings are pretty much in line with those suggested by Bianchi & Ciabattoni (2008) and Markham et al (2001), who noted that subtitles in one's native language are more effective for improving the listening comprehension of language learners as the text can reinforce their understanding, and in contrast to those suggested by Katchen (1996), who argued that learning idioms, slang, and technical terms is more challenging when reading subtitles in one's mother tongue.

Students' attitudes toward watching these films for vocabulary and language skill development

The data presented in Table 4 reflects a consensus among the students that watching movies with Vietnamese subtitles is a highly effective method for improving language skills. The findings indicate that they can enhance their pronunciation, intonation, and understanding of different accents by immersing themselves in native speakers' dialogue in movies. The presence of Vietnamese subtitles also aids in comprehending cultural nuances, idioms, and slang. As noted by Koolstra & Beentjes (1999), there is a burgeoning interest among students to watch subtitled movies for language acquisition, with English-subtitled ones being particularly valuable for providing a rich context for expanding vocabulary.

The study's empirical findings show a significant improvement in vocabulary proficiency among the participants. This learning approach is particularly effective for language acquisition as it allows students to see and hear the language in use in movies. Most participants had a positive attitude towards watching English movies with subtitles in their mother tongue, indicating that the approach is not only effective but also well-received. The enjoyment factor plays a vital role in maintaining their motivation and interest in learning for long-term language acquisition.

Strategies for effective application of English movies with Vietnamese subtitles in language teaching and learning

In the light of the research findings, educators are encouraged to utilize English movies with Vietnamese subtitles to enhance the vocabulary proficiency of EFL learners in Vietnam. By thoughtfully selecting movies that resonate with students' needs, teachers can enrich instructional delivery and inspire students. The integration of audio-visual aids and other effective strategies has shown to significantly improve vocabulary acquisition. Learners are urged to explore various movies in their leisure time, while instructors are encouraged to endorse this method to enhance students' language proficiency.

The study suggests that using audiovisual media, such as watching English movies with subtitles, can greatly benefit one's educational journey. This approach both enhances the learning experience and promotes dynamic linguistic development. It also serves as a model for integrating technology and media into language education, with overwhelmingly positive results and attitudes from participants.

5. Conclusion

This study aimed to determine how watching English movies with Vietnamese subtitles affects the vocabulary learning of English-major students at TDMU in Vietnam. The results showed that reading Vietnamese subtitles while watching English movies can be a helpful tool for vocabulary learning, rather than watching movies just for entertainment. Additionally, the study found that this method can support and motivate students in the overall process of their language acquisition, particularly in developing vocabulary. Teachers can incorporate this approach in their lesson plans, providing exercises, or having students practice new vocabulary. Teachers should carefully select movies appropriate to their students' interests and learning style to make the approach effective. However, several limitations arise due to the survey's small sample size and time constraints. Further research with a wider scope is needed to comprehend the issue better and provide new insights that can expand on the available literature, while also investigating other elements of vocabulary teaching and learning in Vietnam.

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