



Subtitled-English Films as a Tool for Vocabulary Enhancement: Evaluating Effectiveness in an English Literacy Program

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Abstract

Viewing materials with subtitles are used for effective, modern instruction. The study evaluated the effectiveness of subtitled English films in learning English vocabulary of English Literacy Program (ELP) learners. Sixty-three learners participated – thirty (30) learners for the control group and thirty-three (33) learners for the experimental group – employing quasi-experimental design. Validated 40-item vocabulary test was used to measure the vocabulary levels of respondents before and after the intervention. The data were statistically treated using M, SD, t-test, and ANCOVA, Levene’s Test, and Shapiro-Wilk. Subsequently, the results illustrated that there were significant differences to both groups (controlled and experimental), yet experimental group had increased its vocabulary level with the aid of subtitles. Therefore, this showed the potential subtitles hold in increasing vocabulary learning to learners compared to those who only viewed films with no subtitles. Furthermore, the use of subtitles served as ‘bridge’ which linked the visual and auditory components of the film with the written word, while strengthening vocabulary acquisition. The findings advocate integrating subtitled English films to supplement vocabulary instruction and improve learning outcomes.

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Introduction

English is an evolving language that is shaped by continuous lexical and structural changes. From the newly-coined terms, to the increased set of jargons, and omission of some Old English terms – these changes brought forth new spaces for learning and acquiring the language. Since English was considered a world language, countries around the globe gave emphasis to learning the foreign language by including it in their own curriculum (Katemba, 2018).

In the Philippines, English was one of the two national languages of the country. Hence, its inclusion in the K+12 and MATATAG curriculum was given much importance. One of the requirements of having the ability to communicate in English was by having enough vocabulary since this helped learners in their speaking, writing, listening and reading skills (Katemba & Ning, 2018). That is why, intensifying the teaching of the language was seen as an important matter.

The education in the 21st century was tough in terms of integrating knowledge, skills, and core values in a creative and interesting way to the learners. Technology was being drawn to the limelight; giving birth to viewing as one of the five macro skills in English. Recently, many language instructors, material designers, and scholars had been interested in investigating the effectiveness of the variety of strategies and methods that could be employed in the English as Foreign Language (EFL) and English as Second Language (ESL) classes to facilitate the learners' mastery of language. Since students nowadays were more engaged in using technology, films were already used as a tool in the teaching and learning process. Katemba (2018) stated that there was a significant gap among the group of students who used educational movies than those who belonged to the conventional



teaching. This was also supported by the study of Otoluwa (2024) wherein students have increased their vocabulary knowledge with the use of bimodal subtitling in the English movies they have watched.

Meanwhile, Herron and Hanley (2008) stated that using movies in EFL classroom triggered background information of the learners which had activated their prior knowledge. This allowed the learners to relate to the movies while acquiring new words. Especially in the time of the COVID-19 pandemic, this study showed that education can be more interesting even if students do not go to school physically; as long as films were used. Opriasa (2024) also found out that the longer periods learners watch English with subtitles, the more they improve their vocabulary performance.

Moreover, words can be metaphorically compared to bricks that form the foundation of language development (Anisha, 2011). So, in order to expand the vocabulary, the four macro skills of the language should be enhanced as well (Schmitt, 2000) because poor vocabulary would influence the level how a person acquired the language. So, words were considered to be the bloodstream of the language since these are fundamental for the development and even survival of a language.

With all of the importance of developing one's vocabulary, teachers were challenged to explore more strategies in teaching the 21st century learners. Sukrina (2013) figured that learners would learn more actively and quickly by using media like realia, video clips, movies, and charts. This allowed the learners to experience the real thing and explore the context. By employing movies with subtitles to teach a foreign language, learners' motivation would be actuated, uncertainties would be resolved, and anxieties would be diminished (Sabouri & Zohrabi, 2015). However, in the study of Dzulfahmi & Nikmah (2020), though learners improve their vocabulary, their engagement and interest toward it did not change a bit. This meant that the strategy was effective yet it did not guarantee learners' motivation and positive attitude toward it.

Bostanci (2022) found out that learners who are exposed to subtitled viewing materials, specifically films, performed better in vocabulary compared to those learners who watched the same material without subtitles. In the same study, positive attitudes toward the strategy was identified. This implied



that learners improve their vocabulary better than those who were not given the same material.

In the study of Putra (2014), subtitled movies were effective in enhancing and intensifying the reading and listening comprehension of the learners. Aside from amplifying the comprehension, these also increased word recognition and vocabulary level of the learners. Huang and Eskey (2000) also believed that subtitled movies not only improved the comprehension but contributed to the development of the vocabulary as well. Aside from the fact that this improves comprehension, learners get to improve their vocabulary without even realizing it (Hestiana & Anita, 2022).

Subtitled-English films were one of the ingenious educational tools that allowed the learners to be exposed to different words in the movie. Sabouri & Zohrabi (2015) explained that there was a positive correlation between the presence of subtitles and learning unknown words and phrases, recommending that the use of subtitles enhanced micro-level learning. Subtitle played an important part in the learning of an individual as it served as a *bridge* of the audience to the language of the movie (Kusumawati, 2018).

Additionally, Kusumawati (2018) expounded that aside from the word recognition by viewing a film, viewers who were already knowledgeable of the language tended to hear new accent. This implied that by watching subtitled-English films, numerous effects in the language acquisition emerged. Aside from films or movies, learners also improve their vocabulary through the subtitles they have read and familiarized in the video games they play (Lorica et al., 2024). This implied that any multimedia with subtitles could cultivate linguistic competence, specifically vocabulary skills.

Thus, subtitled-English films were widely used in teaching English while vocabulary was one of the things a user of the language developed by watching these subtitled-English films. These two factors were considered to play an important role in the English language; both were interrelated to one another.

With the minimal number of studies focused on the possible effect of subtitled-English films in the Philippine context, specifically in the southern



tip of the country, this study aimed to understand and evaluate subtitled-English films as an effective tool in the development of vocabulary of the English Literacy Program (ELP) learners of Basilan National High School (BNHS) which are essential to the language learning of the ELP learners, and the learning institution. Most importantly, these findings would shed light to language teachers and language curriculum planners to consider the use of subtitles in the viewing materials used inside and even outside the classrooms.

This study answered the following questions:

1. What is the level of vocabulary learning among learners in the experimental and control groups before using the Subtitled-English Film Viewing Strategy, in terms of word meaning?
2. What is the level of vocabulary learning among learners in the experimental and control groups after using the Subtitled-English Film Viewing Strategy, in terms of word meaning?
3. Are there significant differences between the control and experimental group's vocabulary learning in terms of word meaning before using Subtitled-English Film Viewing Strategy?
4. Are there significant differences between the control and experimental group's vocabulary learning in terms of word meaning after using Subtitled-English Film Viewing Strategy?

Theoretical Considerations

This study focused on the significant effect of viewing subtitled-English films to the vocabulary learning of the learners of English Literacy Program (ELP) of Basilan National High School (BNHS). Specifically, this research was anchored on the theory supported by Paivio's Dual Code Theory (1986), and Richard Mayer's Multimodal Learning Theory (1997).

The theory of Paivio (1986) suggested that human cognition is divided into two processing systems: visual and verbal. So, if a learner is viewing a subtitled English film, they are likely to use two processing systems: one for



the visual, which works on interpreting the images and scenes in each part of the film, and one for the verbal, which processes the sounds heard as well as the subtitles shown on the screen. Paivio discussed that in order for a learner to fully comprehend the viewed multimedia material, he/she must have the collaboration of his/her visual and verbal systems.

This was also similar to the concept of Multimodal Learning Theory where teachers utilized or even produced learning material suitable to learners' vast and diverse learning styles (Mayer, 1997). Because there were new occurring trends due to the rapid change caused by technology, there were also a lot of opportunities for learners to access new information. (Bouchev, Castek, and Thygeson, 2021).

Due to the advent of technology, teachers were encouraged to include Multimodal Learning experiences to the learners since this shaped their understanding, deepened their engagement, and retained new vocabulary more effectively. Furthermore, multimodal learning theory solidified the explanation that learners learned vocabularies by being exposed to multiple sensory channels.

These theories supported that viewing subtitled-English films challenged the cognitive capacity of the learners since they must decode the signals and even interpret everything in the film. On top of that, multiple multimedia such as films has increased the engagement of the learners, and expanded their knowledge which resulted to the development of their vocabulary learning.

Methods

This research was quantitative in nature which primarily focused on quasi-experimental type of research. This study aimed to evaluate the effectiveness of viewing subtitled-English films strategy on the vocabulary learning of the ELP learners. Quantitative research focused on collecting, analyzing, and interpreting the gathered data which are statistically treated. Furthermore, variables were tested using numbers (Creswell, 2014). This research design was also selected since this involves the use of



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questionnaires – an instrument used to gather data from the sample which would undergo statistical procedures (Punch, 1998).

For this study, the experimental group was exposed to an English film with subtitles, whereas the control group watched the same film without subtitles. Through this, the researcher could fully assess the effectivity of the given strategy basing on the results from the two groups. Structured techniques were used such as a set of predefined questions with specific answer choices related to the viewing materials watched by the respondents.

The subjects of this study were the English Literacy Program (ELP) students of Basilan National High School (BNHS) who were currently enrolled for the school year 2025-2026. There were sixty-three (63) respondents (33 from Grade 10 ELP-A and 30 from Grade 10 ELP-B) taken from the total number of students from the four (4) sections of the said program since this study would focus on a specific group for a more detailed analysis.

The participants in this study were ELP learners at BNHS who had successfully completed the program's rigorous entrance requirements in seventh grade. These students were chosen due to their comparable grade level, which facilitated a more effective comparison of data before and after the intervention. Purposive sampling was utilized to select respondents based on specific criterion parallel with the study's questions, namely, their grade level and enrollment in the ELP program.

The researcher developed a 40-item questionnaire titled "Vocabulary Test on Subtitled English Film: The Pursuit of Happiness." This instrument was divided into sections for basic respondent information and a content-specific vocabulary test related to the viewed film. To ensure objectivity, the questionnaire was reviewed by experts in English language, including an experienced English master teacher, a Public Schools District Supervisor, and a tertiary-level professor. All responses were then analyzed using appropriate statistical methods, with the collected data interpreted using a predefined adjectival rating scale.



Table 1.

Numerical and Adjectival Ratings for Vocabulary Proficiency

Numerical Rating	Adjectival Rating
32.0-40.0	Expert- The individual demonstrates an expert level of understanding, using the word accurately and appropriately in all contexts, including rare or highly technical situations.
24.0-31.99	Advanced- The individual has a solid understanding and uses the word accurately in common and moderately complex contexts but may not be fully comfortable with specialized or rare uses.
16.0-23.99	Competent – The individual understands and applies the word in basic and familiar situations but may struggle with more complex or abstract contexts.
8.0-15.99	Developing – The individual recognizes the word and attempts to use it, though with occasional errors or limited understanding in varied contexts.
0-7.99	Novice – The individual has minimal familiarity with the word, often misuses it, or struggles to apply it correctly in different contexts.

Moreover, the researcher utilized the American film titled “The Pursuit of Happyness” played by Will Smith and Jaden Smith. This viewing material was carefully chosen due to the following reasons: (1) The film featured words related to finance, business, perseverance, and emotions, all used in natural conversations; (2) The movie included both business English (used in job interviews and professional settings) and everyday conversational English (used in personal interactions); (3) Viewers could infer the definition of uncommon words from the situations where they were used, making vocabulary learning more natural; and (4) It was child friendly and does not promote violence and ill-being to the viewers.

To guarantee the validity of the study's instrument, the study had focused on content validity by consulting three language experts – a Master Teacher,



a Public Schools District Supervisor, and a College Professor, all with doctorate degrees—to verify that the questionnaire items accurately assessed vocabulary learning through viewing the selected English film. The experts' validation confirmed the effectiveness of the survey questionnaires in establishing a relationship between viewing subtitled English films and vocabulary learning.

Meanwhile, the reliability of the survey questionnaire was tested using pilot testing. The materials were administered to one of the sections under the English Literacy Program (ELP) who had similar characteristics to the respondents of the study. Using the Cronbach Alpha, the research instrument was determined to be reliable with the reliability value of .702 – indicating that the material was ready and reliable to be used.

Table 2.

Reliability Statistics Result for the 40-item Vocabulary Test on the film 'The Pursuit of Happyness'

Cronbach's Alpha	No. of Items
.702	40

The researcher sought permission from the Isabela City Schools Division, and Office of the School Principal of Basilan National High School (BNHS), to allow the conduct of the implementation of the strategy to the selected learners of the English Literacy Program (ELP). After the approval of the request of the researcher, the respondents received both assent and consent form which were signed by the respondents' parents and/or guardians. The researcher also explained the terms stated in the assent and consent form, particularly in the confidentiality and privacy of the identity of the respondents.

The researcher then secured an initial record of the respondents' vocabulary level through the results of the administered pretest, which was conducted before the actual intervention. Moreover, the control and experimental groups' data were further examined in terms of their homoscedasticity and



normality. It was revealed that both groups exhibited homogenous variance ($p\text{-value}=.659$), and followed a normal distribution ($p\text{-value}=.152$).

Then, the researcher proceeded with the viewing activity with the learners. Since the movie was a two-hour movie, the research participants were given entire afternoon to view the said film. This viewing activity had been scheduled to ensure similar length of exposure for both groups. Specifically, Grade 10-A was classified as the experimental group, while grade 10-B served as the control group. The researcher proceeded with the implementation of the intervention for the Experimental Group, while the Control Group partially received the same strategy—meaning, they viewed the same material but without subtitles. Though the researcher facilitated the intervention herself, the conduct was still ethical and methodological because it is objective through the use of vocabulary test questionnaires. Additionally, there were no academic grades involved in the actual conduct of intervention; therefore, it encourages positive and honest scores.

After the implementation of the intervention, the researcher had administered the post-test to the two groups (control and experimental groups), and collected the data (learners' test scores) for statistical analysis and interpretation.

In this study, statistical tools were employed to analyze and evaluate the effectivity of viewing subtitled English films as a tool in enhancing the vocabulary learning of the learners. The students' responses were statistically treated by the researcher using the following:

Research Question 1. Mean and Standard Deviation were used to determine the vocabulary level of the two groups before the intervention;

Research Question 2. Mean and Standard Deviation were used to determine the vocabulary level of the two groups after the intervention;

Research Question 3. Mean, Standard Deviation, Paired T-Test, Levene's Test (Homogeneity Test), and Shapiro-Wilk (Normality Test) were used to determine whether there was any significant difference in the learners' vocabulary learning in pretest scores of the two groups.



Meanwhile, Homogeneity Test and Normality Test were used to determine whether the data were homogenous and normally distributed;

Research Question 4. Mean, Standard Deviation, Paired T-Test and Analysis of Covariance (ANCOVA) were used to determine whether there was any significant difference in the learners' vocabulary learning in post-test scores of the two groups.

Results and Discussion

The results of the pretest of the respondents using the 40-item vocabulary test, both for the control and experimental groups. This indicated a pre-existing difference in vocabulary knowledge between the experimental and control groups, with the experimental group gaining a higher baseline remark. It was important to note that, although, the experimental group had a higher group mean ($M=23.21$, $SD=3.267$) compared to the control group ($M=18.90$, $SD=3.556$), both were still classified under Competent Level. With these, it had indicated that their initial vocabulary proficiency levels were generally comparable. This comparability among the two groups supported the concept of baseline equivalence of Avellar and Thomas (2014).

Clifton & Clifton (2019) explained that pretest scores or baseline scores were needed to be measured to determine the correlation from the pretest and post-test scores. Also, two similar baseline measurements of the two groups (control and experimental groups) should be equal in terms of their level. This is called 'baseline equivalence' (Avellar & Thomas, 2014).

Meanwhile, the data on the post-test of the two groups illustrated that the experimental group scored significantly higher with 32.85 mean which was classified under the Advanced Level than the control group which maintained in the Competent Level by only securing a mean score of 22.70. The mean score comparison implied that a substantial improvement in vocabulary performance happened in the experimental group who viewed an English film aided by subtitles. Meanwhile, the control group had a slight increase which indicated that there was minimal vocabulary learning by viewing an English film even without the aid of subtitles. According to



Kusumawati (2018), as referenced from studies by Hayati & Mohmedi (2009), Ebrahimi & Bazaee (2016), and İşcan (2017), the majority of research on subtitles has demonstrated their positive impact on language learning, including improvements in vocabulary acquisition and comprehension skills.

The post-test findings clearly indicated that the intervention—specifically, the use of English films with subtitles—was effective in enhancing vocabulary skills. This is supported by Harji, Woods, and Alavi (2010), who stated that learners exposed to viewing materials with subtitles achieved significantly higher mean scores compared to those in the control group. On top of that, these results were identical with the study of Yildiz (2017) which stated that the group who had viewed materials with subtitles demonstrated greater accuracy in vocabulary acquisition compared to the other group who viewed the same material but without the aid of the subtitles.

Yüksel and Tanriverdi (2009), as mentioned by Sadiku (2017), determined that learners who had watched videos with subtitles showed more vocabulary improvements than those who only watched the same videos without subtitles. The incorporation of subtitles allowed the learners to make clearer connections between spoken and written language included in the film.

The notable improvement in the experimental group's performance, compared to the limited progress observed in the control group, revealed that the intervention had a meaningful and measurable impact to the vocabulary learning of the participants. Therefore, with the given findings, it could be suggested that subtitled-English films was an effective strategy for vocabulary learning within the English Literacy Program.

These findings are relative to the Multimodal Theory and Dual Code Theory because the learners' visual and verbal domains work hand in hand to accommodate learning through the use of subtitles in the movie they have watched.

The pretest scores also presented the difference between the scores of control and experimental groups. It showed $t(61) = 4.10$, $p < .001$ which was less than



$\alpha=.05$. Therefore, there was a significant difference between the group means of pretest scores of control group ($M=19.39.10$, $SD=3.81$), and experimental group ($M=23.10$, $SD=3.33$). This implied that the learners in the experimental group obtained higher pretest scores compared to those in the control group (Kord, Goorchooyi, and Dehaj, 2022).

Though there was a notable disparity observed in the data of control and experimental groups, the research could still be considered, as long as it is properly and appropriately analyzed and controlled (Van Breukelen 2006). Furthermore, in reference to the results of the homoscedasticity and normality test conducted, it was established that despite the dissimilar pretest levels, the two groups were homogenous and were normally distributed.

Furthermore, the post-test scores presented the difference between the control and experimental groups. It showed an $F(1,60)=98.33$ and $p<.001$ which were less than $\alpha=.05$. Therefore, there was a significant difference between the group means of the post-test scores of control group ($M=23.58$, $SD=3.88$), and experimental group ($M=32.90$, $SD=2.06$) taking in consideration the possible effect of the pretest, a covariate.

This further implied that the learners in the experimental group had yielded higher post-test scores compared to those in the control group. This could be inferred those learners in the experimental group had achieved better vocabulary learning compared to the control group after the implementation of the Subtitled-English Film View strategy whilst controlling the possible effects of their pretest. So, learners exposed to subtitles had achieved a higher accuracy in comprehension and vocabulary acquisition compared to the group who happened to watch the film with no subtitles (Aydin Yildiz, 2017).

Firmansyah et al. (2024) discussed that subtitles in films were more effective for teaching vocabulary compared to the group who only viewed the same film without subtitles. This was also similar with the findings of Bostanci (2021) where subtitled viewing material intensively affected the vocabulary learning of the English as Second Language (ESL) learners.



Moreover, English films with subtitles had proven its effectiveness since learners who were exposed to these materials had significant higher mean scores than those who were not exposed to the same mode of intervention (Harji, Woods, and Alavi, 2010). Meanwhile, it was also observable that the control group had a slight increase in its mean score after the intervention. Therefore, it could be suggested that vocabulary learning was still attainable because the material introduced the language. However, the learners who were not exposed to subtitled-English film still needed to pause just to learn vocabulary (Qazi & Khan, 2023).

Thus, this significant difference on their vocabulary learning could be associated to the effectiveness of the Subtitled-English Film View strategy despite yielding a significant difference on the learners' scores before the conduct of the intervention. These findings were supported by the study of Sabouri and Zohrabi (2015) where they had concluded that subtitles interactively allowed the learners to learn the language which resulted to learning more vocabulary.

With all these findings at hand, it can be deduced that the use of Subtitled-English Film View strategy in improving the learners' vocabulary learning was indeed effective.

Conclusion and Recommendation

This research was centered on the effectiveness of viewing subtitled-English films in vocabulary learning; using quasi-experimental and quantitative research design as the backbone of the study. It also utilized a 40-item vocabulary test questionnaire which was validated by three (3) experts coming from different fields who all held doctorate degrees. To fully realize the study, sixty-three learners participated in the study – thirty (30) learners for the control group and thirty-three learners (33) for the experimental group.



The gathered data were statistically treated using mean, standard deviation, T-test, and Analysis of Covariance (ANCOVA), Levene's Test (Homogeneity Test), and Shapiro-Wilk (Normality Test).

Subsequently, the results had illustrated that there were significant differences to both groups (controlled and experimental), yet one group had increased its vocabulary level with the aid of subtitles.

Therefore, these findings showed the potential subtitles hold in terms of increasing the chance of more vocabulary learning to the learners compared to those who only view films yet no subtitles were utilized. The findings of this study indicated that both the control group and experimental group acquired the Competent Level in terms of their vocabulary level, with the mean scores of 18.90 and 23.21 respectively. It means that they both had the same level of competency in vocabulary. Furthermore, both groups were identified to have normal distribution using the Normality Test, and homogenous using Homogeneity Test.

Of note, the initial level of the participating groups was important because this served as the baseline measurement of each group. These pretest scores were vital in interpreting the effectiveness of the implemented intervention since the post-test scores were compared to them.

The results highlight the importance of creating a supportive work environment that recognizes teachers' rights, values their contributions, and promotes positive professional relationships. While teachers are generally satisfied with many aspects of their work, addressing compensation and career growth opportunities remains essential to maintain motivation, well-being, and retention in the public school system.

The results after the conduct of the intervention showed an increase in the mean scores of both groups: control and experimental groups. However, the experimental group who was exposed to the subtitled-English film had a higher increase of its mean score of 32.85 which was classified to be under the Advanced Level. Meanwhile, control group stayed in the Competent Level with its mean score of 22.70. This indicated that there was a substantial vocabulary learning in the experimental group who viewed the subtitled-



English film compared to the control group who only viewed the film yet no subtitles at all.

The study revealed that there was a significant difference between the mean scores of control and experimental groups before the implementation of the intervention. This comparison of baseline scores was required to and since pre-intervention assessment was needed to guarantee appropriate and correct analysis and interpretation such as Levene's Test (Test of Homogeneity) and Shapiro-Wilk (Test of Normality).

Since the experimental group yielded higher mean score compared to the acquired scores by the control group, this further signified that the learners in experimental group had better vocabulary knowledge than the latter; even before the actual conduct of the Subtitled-English Film View strategy. Despite the steep advantage of the experimental group which resulted in a remark of having a significant difference, the study could still push through and would not be disqualified because both were homogenous based on the result of Homogeneity test, and Normality test.

Conclusively, the two groups: experimental and control groups exhibited disparity in the beginning of the intervention in terms of their vocabulary learning, yet still homogenous in nature; making them qualified for the study.

Moreover, the data indicated the significant difference between the post-test scores of control and experimental groups, where both increased their mean scores, yet the experimental group rose to a higher level from 'Competent' to 'Advanced'; controlling the pretest – a covariate.

The remarkable increase of the experimental group suggested that those learners who were viewing the English film with the aid of subtitles had obtained better vocabulary learning than the learners in control group who only viewed the film with no aid of subtitles. This implied that subtitles in films improved the comprehension of the learners which resulted to the acquisition of English vocabularies.



Though there was also a modest increase in the mean score of the control group who viewed the similar English film, the learners in experimental group still exceeded their level due to the key element: subtitles. This resulted only in proof that English films with subtitles were more effective compared to learners who were only exposed to materials with no subtitle. Thereby, the determined significant difference on the vocabulary learning of the two groups were the result of the implementation of the intervention. Furthermore, this showed the effectiveness of the Subtitled-English Film Viewing strategy despite having significant difference in the pretest scores of the respondents. In light of these, it could provide sufficient and credible evidences to the claim of the effectiveness of the viewing strategy.

Hence, the results of this study imposed a huge advantage and an eyeopener to the field of interactive education, specifically in the integration of viewing materials with the aid of subtitles to improve the vocabulary. The findings emphasized that there was indeed a positive effect in the use of subtitled-English film in the vocabulary learning of learners.

Additionally, teachers and Department of Education could prioritize production of subtitled viewing materials to supplement class discussions, and to increase engagement and participation of the learners.

With the compared mean scores, it clearly demonstrated the effectiveness of subtitled-English film as a tool for vocabulary learning among learners. While both the experimental and control groups indicated an increase during post-test, the learners under experimental group exhibited a significant progress from Competent Level to Advanced Level showing that they had acquired more vocabulary learning than the learners in control group who viewed the film without subtitles. This substantial increase, even when pretest scores were statistically controlled, and tested for homogeneity and normality, confirmed that the integration of subtitles played a crucial role in reinforcing language and facilitating vocabulary learning. Through this, it could be ensured that the distinguished improvements could be credited to the intervention itself.

Using the results of this study, it was safe to affirm that the integration of subtitled-English films as an innovative and effective teaching strategy to improve the learners' vocabulary learning was meaningful in terms of aiding



learners in contextualizing and understanding new vocabulary through visual and auditory cues. As such, the significant difference in vocabulary achievement between the two groups underscored the pedagogical value of multimedia – enhanced vocabulary, specifically through the use of subtitled-English films.

These findings provided strong and credible pieces of evidence for educators to consider subtitled-English film viewing as an effective intervention in English language instructions, especially in vocabulary development. Furthermore, with its potential, teachers could upgrade their teaching styles by means of employing this strategy in the classroom level where they could maximize the benefits of technology through viewing activities, enhanced with the element of subtitles. Additionally, educational institutions could try to expand their teaching and learning activities by recommending and encouraging teachers to integrate this strategy.

With this study, they could invest in multimedia technologies combined with subtitles to elevate the teaching of the educators in the field. Hence, vocabulary learning could be more effective, interactive, and modern because of the help of the new teaching style that could be implemented inside the classrooms – the Subtitled-English Film Viewing Strategy.

After the careful analyses and interpretation of data which were supported by empirical evidences, this research provided new perspectives to the numerous benefits and challenges related to the integration of subtitled-English films in vocabulary learning, particularly on the word meaning aspect. This also aimed to enumerate valuable insights which will motivate other individuals to consider this strategy.

With the potential to transform a traditional learning process into a fun, interactive, and meaningful learning, learners may assimilate this strategy to their advantage. In addition, they may opt to use subtitled-English films as a tool to learn more English terms at their convenience, and even at the comforts of their homes.

Given that parents were considered as the ‘teachers-at-home’, parents may continuously motivate the learners to be exposed more to these kinds of



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viewing materials. Moreover, they may also guide the learners in terms of the appropriate selection of viewing materials which could engage the learners and hone their vocabulary skills.

Meanwhile, teachers may embrace this innovative and effective way of teaching vocabulary and language to the learners. Teachers may also utilize this strategy to be at par with the learning demands of the 21st century learners. Similarly, they may examine viewing materials and check for subtitles to amplify the vocabulary learning of the learners.

Local Government Units (LGUs) may craft policies to support the production of localized educational viewing materials with subtitles to enhance vocabulary learning. Furthermore, they may provide assistance to teachers who would be producing their own viewing material which could leverage their teaching styles inside and outside the classrooms.

Moreover, with the fast rise of technology in the field of education, the Department of Education (DepEd), together with the school administrators and curriculum developers, may invest in releasing viewing materials with subtitles to improve and intensify the teaching and learning process of the English language on the ground level. DepEd may also prepare and conduct trainings and workshops to teachers on how to create their own subtitled materials to supplement their teaching styles. Additionally, they may offer quality assurance services to teachers who wanted their viewing materials be checked for technicalities and content matters. Welcoming this strategy may be a turning-point to the department as it would gear towards a more accessible and active learning while still upholding its vision to prepare the learners to be holistically-developed which would lead to being globally-competitive individuals.

Finally, this study aimed to be a landmark study which would pave way to more academic exploration, so, future researchers were suggested to explore the benefits of this strategy to the other aspects of the English language such as morphology, syntax, discourse, and etc. Moreover, future researchers could investigate other viewing materials, not limited to films, but also to other forms of multimedia existing today, and employ the strategy to other types and levels of learners.



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