

The Effect of Watching Documentary Films, with and without Subtitles, on Iranian Advanced EFL learners' Listening Ability

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Abstract This study was conducted to investigate the effect of watching documentary films with and without subtitles on Iranian advanced EFL learners' listening ability. To achieve this purpose, 60 male and female advanced learners (15-30 age range) who were studying English as a Foreign Language (EFL) at Resalat Language Institute in Rasht, Iran, participated in this study. A standard proficiency test was run to ensure the learners' homogeneity. Then participants were randomly assigned into three groups, namely: experimental group with English subtitle (N = 20), experimental group without English subtitle (N = 20) and control group receiving the conventional method of teaching with a focus on listening activities of the Institute' book (N = 20). Then the pretest including listening test was administered to the groups. All groups received the same pretest of listening. During 10 sessions two experimental groups watched 10 documentary films with different modes: Bimodal subtitle, and no subtitle with the duration of 20-30 minutes. After 10 treatment sessions, the posttest, which was the parallel form of the pretest, was administered. One-way ANOVA was conducted to identify any difference between the three groups. Finally, it can be concluded that the use of documentary movies can improve students' engagement in learning and retrieval of new lexical items. Certainly watching films with subtitles is more effective than watching it without subtitles. However, more studies need to be done in the future in order to get the most advantages out of the movie materials in EFL classrooms.

Keywords : Documentary films

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