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The Study of DVD Subtitle on EFL Students' English Listening Comprehension and Vocabulary Acquisition

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Abstract:

Nowadays subtitles of DVD films are quite used in language learning by teachers and learners to strengthen listening comprehension and vocabulary acquisition. Many researches showed the effect of subtitle on the listening comprehension. However, few studies discuss about the effect of subtitle on vocabulary acquisition even the comparison with different types of subtitling. Therefore, this study applied quantitative and qualitative research methods to investigate which one of the subtitle method has effect on students' listening comprehension and vocabulary acquisition: standard, bimodal or reversed subtitling of DVD film and multimedia by EFL students. There are 106 EFL students as participants: 80 females and 26 males. The outcome of this paper is that using standard and bimodal subtitling and using different multimedia have effect on students' listening and vocabulary abilities and standard subtitling is more effective than bimodal subtitling. Besides, participants of high score and low score groups have significant and different opinions toward reversed subtitling and in the female and male groups, students don't show any significant difference in the different kinds of subtitling and multimedia.

Keywords: Subtitle, standard subtitling, bimodal subtitling, reversed subtitling, DVD film, listening comprehension, vocabulary acquisition, multimedia

1. Introduction

Vocabulary learning is very important to development listening, speaking, reading, and writing skills (Harris, 1969; Siribodhi, 1995). Besides, many teachers focus on listening comprehension in English teaching; listening comprehension is the most commonly used language skill, and when it comes to reaching academic success, listening skills have been shown to be more effective than reading or aptitude (Vogely, 1999). Nowadays, because of the great improvement in the quality of the playback and increased options with computer interfaces, DVD players and digital video cameras have become extremely popular during the past few years (Katchen, Fox, Lin, & Chun, 2001). Furthermore, Katchen, Fox, Lin, and Chun (2001) claimed that the powerful function provided by DVD technology is selecting various subtitles. Those are standard, bimodal and reversed subtitling (Zanon, 2006; 47). There are many researches discussing about the effects of subtitles on listening comprehension (Vogely, 1999; Littlewood, 1981; Ur, 1996; Ur 1984). However, the few researches discuss about the effects on vocabulary acquisition even the comparison with standard, bimodal, and reversed subtitling; therefore, the purpose of this study is to explore on which kind of subtitles of DVD films and whether multimedia can influence EFL students' listening comprehension and vocabulary acquisition.

1.1. Research Question

1. Does standard subtitling improve students' listening comprehension and vocabulary acquisition?
2. Does bimodal subtitling improve students' listening comprehension and vocabulary acquisition?
3. Does reversed subtitling improve students' listening comprehension and vocabulary acquisition?
4. Does multimedia improve students' English listening comprehension and vocabulary acquisition?
5. Do the students of high scores and low scores have different opinions toward using subtitles and multimedia?
6. Do the female students and male students have different opinions toward using subtitles and multimedia?

1.2. Hypothesis

1. Standard subtitling improves students on listening comprehension and vocabulary acquisition.
2. Bimodal subtitling improves students on listening comprehension and vocabulary acquisition.
3. Reversed subtitling improves students on listening comprehension and vocabulary acquisition.
4. Multimedia improves students' English listening comprehension and vocabulary acquisition.
5. The students of high scores and low scores have different opinions toward using subtitles and multimedia.
6. The female students and male students have different opinions toward using subtitles and multimedia.

2. Literature Review

2.1. Subtitles

Subtitling was classified depending on different ways of using subtitle and audio. Zanon (2006) distinguished three different types of DVD subtitling. Those are standard, bimodal and reversed subtitling. Standard subtitling (L1 subtitles with L2 audio) is from English dialogue to Chinese subtitles. Bimodal subtitling (L2 subtitles with L2 audio) is from English dialogue to English dialogue. Reversed subtitling (L2 subtitles with L1 audio) is from Chinese dialogue to English subtitles.

In the following, King (2002) summarized partly of the major benefits of using subtitles in language learning activities:

- It can connect listening skills to reading.
- By trying to keep up with the subtitles that accompany the dialogues, students can have great improvement on reading and learn to process text in the foreign language quickly.
- Consciously and unconsciously, students can find out how to pronounce a lot of words.
- It is easily to allow learners follow the storyline.
- Word recognition skills can be developed by learners.
- It helps learners to acquire new vocabulary and idioms, because captions can enhance the understanding of English-bound expressions.
- Humor (such as jokes) can be easily understood which would be hard to understand without the help of the captions by students.
- Lonergan (1989) indicated that humor is good for the language classroom; subtitles help to understand it and enhance the interests of learning, even though it is difficult (as cited in Zanon, 2006).

2.2. Dual-Coding Theory of Multimedia Learning

Dual-Coding Theory is important to explain how subtitle films can work on language learning. Sadoski, Paivio, and Goetz (1991) stated that how information is stored in memory through Dual coding theory is a complete set of assumptions and hypotheses (as cited in LP Rieber). Besides, some researchers (Rieber, 1994; Rieber, 1992) states that language-like and specializes in linguistic activities about words and sentences is the verbal system, on the other hand, being thought of as a code for images and other picture-like representations is the visual system.

Yan-dong and Cai-fen (2007) summarized that the imagery system and the verbal system are functionally independent and encoded by separate subsystems according to the Paivio's bilingual dual coding theory. In addition, there are separate verbal systems related by associative connections which are be relied on by bilingual. These three independent systems are interconnected and presented meantime in subtitled films. Because of the additive effects of both image and translation, it may have better processing and recall.

2.3. Cognitive Theory of Multimedia Learning

Cognitive Theory of multimedia learning is a key point to let language learning becomes easier through subtitled films. Individuals have a limited capacity to attend to and process incoming information through a single sense modality (e.g., auditory) on the research of Cognitive of Multimedia Learning (Mayer, 2003). Yan-dong and Cai-fen (2007) summarized that activating prior knowledge and the meaningful connection of new information to the previously-learned information is the cognitive theory. It can help learners activating their existing schemata and reduce the cognitive load of learning by subtitled films.

2.4. Vocabulary Acquisition of Multimedia Learning

Vocabulary acquisition is an important basic in language learning. Akbulut (2007) provided an assumption and claims that "combining text with visuals is more effective in facilitating vocabulary learning than providing only definitions of words".

Some researchers (Harris, 1969; Siribodhi, 1995) stated that vocabulary learning is very important to develop listening, speaking, reading, and writing skills (as cited in CC IHEANACHO, 1997). Many researches (Horst, Cobb, & Meara, 1998; Nation, 1990; Schmidt, 2001) stated that in order to understand and remember a word needs to see that word in many different forms (as cited in A.P.D.D. YUKSEL & A.P.D.P. TANRIVERDI, 2009).

2.5. Listening Comprehension of Multimedia Learning

Many language learners really focus on listening comprehension. Rost (2002, p. 59) claimed that comprehension has been defined as "the process of relating language to concepts in one's memory and to the references in the real world" (as cited in J Luo, 2004). Vogely (1999) distinguished that in a teacher student relationship, listening comprehension is the most commonly used language skill, and when it comes to reaching academic success, listening skills have been shown to be more effective than reading or aptitude. Littlewood (1981) states that applying both linguistic and non-linguistic knowledge to make meaning out of the words that students hear is an active skill of listening comprehension.

Visually showing actual conversations carried out right before the students which can be a way of video. In her book Ur (1996) talks about attractive and motivating way of carry out listening comprehension exercises as video (as cited in David Clausson, 2007). Moreover, Koolstra and Beentjes (1999) found that soundtracks in languages similar to the native language is the most efficient to enhance listening comprehension. Besides, using visual materials is one way of dealing with listening comprehension in a context closer to how language is used in real life. Showing visual materials to the students with overhead projectors, sketches and pictures how the conversation or story take place can help to aid the comprehension while doing listening comprehension exercises (Ur, 1984).

2.6. The Advantages of DVDs

Using DVDs is a popular and interesting method to learn language. Kusumarasdyati (2005) stated that for the purpose of developing EFL learner's listening skill, DVDs is an effective teaching device. Comparing to the traditional VHS format, DVD has more advantages (Katchen, 2001). First DVD is larger than traditional videotapes on the storage, meaning that DVDs can be much higher on storing a quite longer movie and the sound and picture quality. Second, video quality and audio are better on DVDs. Third, as long as they come back to the "menu", the audience could skip to any chapters immediately. In addition, selecting various subtitles that can facilitate the listening comprehension of learners with different levels of proficiency and enhance their motivation toward learning the target language is the powerful function provided by DVD technology (Katchen, Fox, Lin, & Chun, 2001).

3. Methodology

The questionnaire aimed to investigate whether standard, bimodal and reversed subtitles have effects on EFL students' listening comprehension and vocabulary acquisition and what are students' attitudes toward different kinds of multimedia. The interview questions were to investigate more details of students' perspectives about different kinds of subtitles.

3.1. Participants

The participants in this study were EFL students who are sophomore, junior and senior students from 19 to 24 years old. There are 106 EFL students: 80 females and 26 males from applied English department of one private colleague, Taiwan.

3.2. Instruments

The instrument includes questionnaire, interview question and a test of vocabulary and listening comprehension, and those are both in English and Chinese versions.

Questionnaire includes basic information and 30 multiple choice questions which are divided into four parts: 1. standard subtitle 2. bimodal subtitle 3. reversed subtitle 4. different kinds of multimedia. The researcher uses 5-point Likert scale in this questionnaire, and range from 5 (Strongly agree) to 1 (Strongly disagree). Interview question includes 11 questions according to questionnaire, and it is deeper without limitations of the answer. For the purpose of understanding standard, bimodal and reversed subtitles' effects on the vocabulary learning and listening comprehension, the researcher played the movie "Ice 3" with three kinds of subtitles as testing instrument, therefore English vocabulary and listening comprehension test are designed according to "Ice 3". Because there is not too much time doing questionnaire and the test of vocabulary and listening comprehension, the researcher just chose part of movie, and it is about 30 minutes. These 30 minutes are divided into three parts. The first one is from 14min 24sec to 19min 59sec and 21min 13sec to 25min played with bimodal subtitle; the second one is from 25min to 28min 17sec and 42min 47sec to 50min 43sec with standard subtitle, and the last one is from 1hr 15min 56sec to 1hr 24min 30sec with reversed subtitle. In the vocabulary and listening comprehension test, 5 vocabulary questions and 3 listening comprehension questions are designed for each part with different subtitle, so there are total 15 multiple choice questions in the vocabulary test and 9 multiple choice questions in the listening comprehension test.

3.3. Procedure

3.3.1. Making Preparation

Before distributing questionnaire and the test of vocabulary and listening comprehension, the researcher checked the time with teacher first. Because this research needs over 100 participants, and it's not enough distributing questionnaires and tests in only one class, the researcher distributed that two times. The first time was in the class of Translation of Media Texts from 9: 20 to 12:10, and there were 62 females and 21 males. The second time was in the class of Language Acquisition from 13:30 to 16:20, and the participants were 19 females and 6 males. Besides, the researcher also made preparation for playing DVD of Ice 3. The researcher used "tag" of DVD's function to record different playing times in order to change fluently. For example, the first part of movie is from 14min 24sec to 19min 59sec and 21min 13sec to 25min; using "tag" records the time of 21 min 13 sec, and when the movie is played until 19min 59sec, it will be easy changing to 21min 13sec without interrupting.

3.3.2. Distributing Questionnaire and Listening Comprehension Test

The questionnaire and the test of vocabulary and listening comprehension were distributed by the researcher. At the beginning of distributing questionnaire and test, the researcher explained the whole process to the participants in 30 seconds and then played the DVD of Ice 3 and still focused on time in order to change chapter and subtitle, and it took approximately 30 minutes. After watching movie, the questionnaire and the test were distributed, and those were collected after 15 to 20 minutes. This whole process took about 50 to 55 minutes.

3.3.3. Doing Interview Question

The researcher chose 10 participants from 106 participants randomly, and whole process was proceeded by only researcher in the classroom where the questionnaires were distributed and on the MSN. The interview in the classroom is face to face which started at 12: 15 and the interview on the msn started at 20:00. The researcher was doing interview one by one. At the beginning of interview in the classroom, the researcher switched on the cell phone to record the content and then greeted to the participant and started to ask

question. When there were the key words, the researcher wrote it down immediately. One person was interviewed about 5 minutes; there were four interviewers, and whole process took about 20 minutes. At the beginning of the interview on the msn, the researcher called the students first and then asked questions to them one by one. There were six interviewers, one person took about 10 minutes, and total process took 60 minutes.

4. Results

The purpose of this study is to examine that what kinds of subtitling can improve students' listening comprehension and vocabulary acquisition. The original participants are 108 and two questionnaires are useless so there are only 106 questionnaires required and the returning rate is 98 %. The 106 students are participants in this research and there are 80 females and 26 males including 54 sophomores, 26 juniors and 26 seniors (see figure 1). In addition, 3 participants have been learning English for 3-6 years, 72 participants have been learning English for 7-10 years, and 31 participants are for over 10 years(see figure 2).

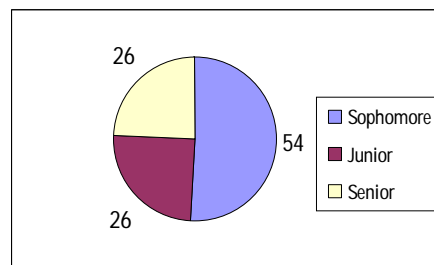


Figure 1: The grades of subjects

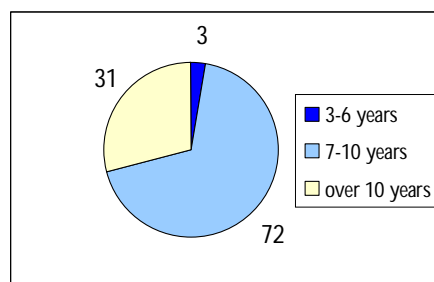


Figure 2: How long the participants have been learning English

According to the participants' perspective on questionnaire, test and interview questions, in the following, six hypotheses are discussed.

4.1. Hypothesis 1: Standard Subtitling Improves Students on Listening Comprehension and Vocabulary Acquisition

The first part (items 1-6) of questionnaire focus on the standard subtitling (English audio with Chinese subtitle). The mean score is 3.86 (SD=0.33) which means that over half numbers of participants agree that standard subtitle can improve their listening and vocabulary abilities (see table 1). The six participants out of 10 participants agree that standard subtitling can help them learning English. For example, the participant # 9 said that "This subtitling is very good. Because my listening is not very good, listening to English can practice my listening skill and compare to Chinese subtitle can let me learn more vocabularies and how to say some sentence." The participant #8 claimed that "It is not good for training listening. Besides, if we can not understand the vocabulary, we can check it immediately by watching Chinese subtitle." The participant #6 mentioned that "I can practice my listening ability, and also follow the Chinese meaning at the same time by this way." According to the outcome of questionnaire and interview, this result fits on the hypothesis 1.

Standard subtitling improves students on listening comprehension and vocabulary acquisition.		Mean	SD
		3.86	0.33
1.	I think that the subtitle in Chinese doesn't change too fast.	3.86	0.76
2.	I think that this movie is suitable to standard subtitle.	3.66	1.15
3.	I like standard subtitling.	4.23	0.82
4.	I think that standard subtitling can help me understanding the movie.	4.29	0.71
5.	I think that standard subtitling can help me understanding the movie.	3.63	1.04
6.	I think that standard subtitling can't distract me.	3.51	1.03

Table 1: Mean Score and Standard Deviation for Hypothesis 1

4.2. Hypothesis 2: Bimodal Subtitling Improves Students on Listening Comprehension and Vocabulary Acquisition

The second part (items 7-12) of questionnaire focus on the bimodal subtitling (English audio with English subtitle). The mean score is 3.59 (SD= 0.24) which means that over half numbers of participants agree that bimodal subtitle can improve their listening and vocabulary abilities (see table 2). In the 10 participants, there are six participants agree that using bimodal subtitling can help them learning English. For example, the participant # 9 mentioned that “When we listen to English pronunciation, sometimes we can not understand how to write those words. If we watch the English words, we can know how to pronounce it accurately. It is fits on listening, speaking, reading and writing. Because we know how to write the words, we still know how to read it when we see that.” The participant # 2 also said that “We had one Jessica’s course before, and she said that if you want to take note, it is better to listen to English and write down note in English. If we don’t understand the movie, we can watch the English subtitle and take note in English, so that we can practice our listening, speaking, reading and writing.” Besides, the participants # 3 claimed that “I like bimodal subtitling because this can train listening skill. We can listen to English first and check that it is exactly what you listened or not by watching Chinese subtitle to correct the accent. If we watch Chinese subtitle, you will not sure whether the translation is proper or not. Even though I can not understand some English vocabularies by using English subtitle, I will prefer to check it on my own and figure it out by myself.” According to the statistics of the questionnaires and the answers of interview questions, the result fits on the hypothesis 2.

Bimodal subtitling improves students on listening comprehension and vocabulary acquisition.		Mean	SD
		3.59	0.24
7.	I think that the subtitle in English doesn’t change too fast.	3.44	0.92
8.	I think that this movie is suitable to bimodal subtitling.	3.9	0.85
9.	I like bimodal subtitling.	3.45	0.93
10.	I think that bimodal subtitling can help me understanding the movie.	3.37	0.94
11.	I think that bimodal subtitling can help me learning vocabularies.	3.89	0.97
12.	I think that bimodal subtitling can’t distract me.	3.5	1.07

Table 2: Mean Score and Standard Deviation for Hypothesis 2

4.3. Hypothesis 3: Reversed Subtitling Improves Students on Listening Comprehension and Vocabulary Acquisition

The third part (items 13-18) of the questionnaire is about the reversed subtitling (Chinese audio with English subtitle). The mean score is 2.85 (SD=0.46) which means that over half numbers of participants disagree that the reversed subtitling can help them on listening comprehension and vocabulary acquisition (see table 3). Moreover, the eight participants out of 10 participants don’t think that reversed subtitling is useful. For example, the participant # 3 said that “Reversed subtitling is not good and I can not understand which Chinese meaning belongs to which English word. It is too subjective.” The participant # 7 also mentioned that “I don’t like it. If I am good at listening Chinese, I will be tired of watching English subtitle.” The participant # 1 figured that “This is not helpful. If I listen to Chinese subtitle, I will not watch English subtitle. Furthermore, the participant # 8 claimed that I don’t like to listen to Chinese, because I think that watching movie is in order to imitate foreigners’ speaking style to train our pronunciation and intonation so I don’t like it.” According to the statistics of the questionnaire and the answers of the interview questions, the result does not fit on the hypothesis 3.

Reversed subtitling improves students on listening comprehension and vocabulary acquisition.		Mean	SD
		2.85	0.46
13.	I think that the subtitle in English doesn’t change too fast.	3.41	0.93
14.	I think that this movie is suitable to reversed subtitling.	2.34	1.13
15.	I like reversed subtitling.	2.33	1.07
16.	I think that reversed subtitling can help me understanding the movie.	2.89	1.05
17.	I think that reversed subtitling can help me learning vocabularies.	3.32	1.07
18.	I think that reversed subtitling can’t distract me.	2.78	1.10

Table 3: Mean Score and Standard Deviation for Hypothesis 3

4.4. Hypothesis 4: Multimedia improves students’ English listening comprehension and vocabulary acquisition

The fourth part (items 19-30) of the questionnaire is about the multimedia. The mean score is 3.98 (SD=0.09) which means that over half numbers of participants agree that multimedia can improve their English competence (see table 4). All ten participants like to use multimedia to learn English and have good reactions. For example, the participant # 2 mentioned that “I like to use movie to learn English and I can practice my listening skill by listening to their English communication. If there are some interesting slang, I will remember that.” The participant #3 also said that “It works. I like to use radio freely and prefer to listen to BBC. I can practice my listening skill and if I heard some useful English grammar, I will write it down immediately and it is difficult to forget it. Even sometimes I cannot understand the vocabulary because they speak really fast, I can try to guess the meaning according to the previous and the following words”. In addition, the participant # 1 claimed that “I like to listen to English song and read the English lyrics at the same time. If I don’t understand some English lyrics and like that song very much, I will go to check the meaning one by one. Besides, my listening skill also becomes better.” According to the statistics of the questionnaire and the answers of the interview questions, the result fits on the hypothesis 4.

Multimedia improves students' English listening comprehension and vocabulary acquisition.		Mean	SD
		3.98	0.09
19.	I like to use DVD to learn English.	3.81	0.84
20.	I like to use computer to learn English.	3.9	0.85
21.	I like to watch TV to learn English.	4.04	0.72
22.	I like to listen to music to learn English.	4.08	0.74
23.	I think that using DVD to learn can improve my English listening comprehension.	3.94	0.81
24.	I think that using computer to learn can improve my English listening comprehension.	3.89	0.76
25.	I think that watching TV to learn can improve my English listening comprehension.	3.91	0.71
26.	I think that listening to music to learn can improve my English listening comprehension.	3.99	0.85
27.	I think that using DVD to learn can improve my English vocabulary acquisition.	4.09	0.72
28.	I think that using computer to learn can improve my English listening comprehension.	4.01	0.79
29.	I think that watching TV to learn can improve my English listening comprehension.	4.04	0.77
30.	I think that listening to music to learn can improve my English listening comprehension.	4.09	1.59

Table 4: Mean Score and Standard Deviation for Hypothesis 4

4.5. Hypothesis 5: The students of high scores and low scores have different opinions toward using subtitling and multimedia

The researcher divided 106 participants into high score group and low score group according to the test. This hypothesis only needs to use 31 participants of high score group and 39 participants of low score group. According to table 5, the high score group and low score group doesn't have significant difference on the factor 1(standard subtitling), factor 2(bimodal subtitling) and factor 4(multimedia). The table 5 presents that the t value of factor 1 is -1.506 and sig. is 0.14 ($p>0.05$). The t value of factor 2 is 1.38 and sig. is 0.17 ($p>0.05$). The t value of factor 4 is 1.21 and the sig. is 0.23 ($p>0.05$). The p value of factor 1, 2 and 4 are all larger than 0.05 and it means that participants of high score group and low score group don't have significant and different opinions toward to subtitling and multimedia. Besides, according to 95% Confidence Interval of the Difference in the table 5, Lower to Upper of the factor 1 is from -0.51 to 0.07, the factor 2 is from -0.1 to 0.52 and the factor 4 is from -0.1 to 0.41. These three factors all have 0 from Lower to Upper and this shows that the participants of high score group and low have no significant and different opinions toward using standard subtitling, bimodal subtitling and multimedia. On the other hand, the factor 3 (reversed subtitling) presents significant difference between high score group and low score group. According to table 5, the t value of factor 3 is -2.18 and p value is 0.03 ($p<0.05$). The p value is smaller than 0.05 so it means that the participants of high score group and low score group have significant and different opinions toward to use reversed subtitle. The other evidence is also according to 95% Confidence Interval of the Difference. The number from Lower to Upper of the factor 3 is from -0.63 to -0.03 and there is no 0 in this range (see table 5). It also proves that the participants of high score group and low score groups have different opinion toward to use reversed subtitle. Generally speaking, according to the statistics of the questionnaire, only factor 3 (reversed subtitling) fits on the hypothesis 5.

Independent Samples Test										
	Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
	F	sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
factor1	Equal variances assumed	1.514	.223	-1.506	68	.137	-.21805	.14482	-.50704	.07095
	Equal variances not assumed			-1.476	58.500	.145	-.21805	.14778	-.51380	.07770
factor2	Equal variances assumed	1.175	.282	1.376	68	.173	.21151	.15376	-.09531	.51832
	Equal variances not assumed			1.407	67.919	.164	.21151	.15031	-.08843	.51144
factor3	Equal variances assumed	.252	.617	-2.184	68	.032	-.32706	.14977	-.62592	-.02819
	Equal variances not assumed			-2.160	61.477	.035	-.32706	.15141	-.62977	-.02434
factor4	Equal variances assumed	.302	.585	1.208	68	.231	.15303	.12671	-.09982	.40588
	Equal variances not assumed			1.243	67.961	.218	.15303	.12307	-.09255	.39861

Table 5: Independent Samples Test of high score group and low score group

Group Statistics					
	gender	N	Mean	Std. Deviation	Std. Error Mean
factor1	1.00	80	3.8832	.60658	.06782
	2.00	26	3.7958	.63795	.12511
factor2	1.00	80	3.5856	.62726	.07013
	2.00	26	3.6092	.62218	.12202
factor3	1.00	80	2.8127	.62354	.06971
	2.00	26	2.9423	.67634	.13264
factor4	1.00	80	4.0140	.49270	.05509
	2.00	26	3.8877	.60596	.11884

Table 6: Group Statistics of high score group and low score group

4.6. Hypothesis 6: The female students and male students have different opinions toward using subtitles and multimedia

The researcher divided 106 participants into female group and male group according to gender and there are 80 participants in female group and 26 participants in male group. According to table 7, the participants of female group and male group have no significant difference on the factor 1(standard subtitling), factor 2(bimodal subtitling), factor 3 (reversed subtitling) and factor 4(multimedia). The t value of factor1 is 0.63 and sig. is 0.53 ($p>0.05$). The t value of factor 2 is -0.17 and sig. is 0.87 ($p>0.05$). The t value of factor 3 is -0.9 and sig. is 0.37 ($p>0.05$). The t value of factor 4 is 1.07 and sig. is 0.29 ($p>0.05$). The p value of factor 1, 2, 3 and 4 are all larger than 0.05 so the participants of female group and male group don't have significant and different opinions toward to subtitling and multimedia. According to 95% Confidence Interval of the Difference in the table 7, Lower to Upper of the factor 1 is from -0.19 to 0.36, the factor 2 is from -0.3 to 0.26, the factor 3 is from -0.41 to 0.16 and the factor 4 is from -0.11 to 0.36. These four factors all have 0 in the range from Lower to Upper and this shows that the participants of female group and male group don't have significant and different opinions toward to use standard subtitling, bimodal subtitling and multimedia. In general, according to the statistics of questionnaire, there are no factors fits on the hypothesis 6.

Independent Samples Test										
	Levene's Test for Equality of Variances			t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
factor1	Equal variances assumed	0.61	.806	.631	104	.530	.08748	.13867	-.18750	.36246
	Equal variances not assumed			.615	40.736	.542	.08748	.14231	-.19998	.37494
factor2	Equal variances assumed	.121	.728	-.167	104	.868	-.02361	.14133	-.30386	.25665
	Equal variances not assumed			-.168	42.767	.868	-.02361	.14074	-.30747	.26026
factor3	Equal variances assumed	.398	.530	-.901	104	.369	-.12956	.14372	-.41456	.15544
	Equal variances not assumed			-.865	39.760	.392	-.12956	.14985	-.43246	.17335
factor4	Equal variances assumed	.190	.664	1.072	104	.286	.12631	.11788	-.10745	.36077
	Equal variances not assumed			.964	36.366	.341	.12631	.13098	-.13925	.39186

Table 7: Independent Samples Test of female group and male group

Group Statistics					
	gender	N	Mean	Std. Deviation	Std. Error Mean
factor1	1.00	80	3.8832	.60658	.06782
	2.00	26	3.7958	.63795	.12511
factor2	1.00	80	3.5856	.62726	.07013
	2.00	26	3.6092	.62218	.12202
factor3	1.00	80	2.8127	.62354	.06971
	2.00	26	2.9423	.67634	.13264
factor4	1.00	80	4.0140	.49270	.05509
	2.00	26	3.8877	.60596	.11884

Table 8: Group Statistics of female group and male group

5. Discussion and Conclusion

The results of this study found that subtitling do have effects on learning foreign language. This finding supports the study from King (2002) and Lonergan (1989), indicating both standard and bimodal subtitling have effect on EFL students' listening comprehension and vocabulary acquisition and the most effective subtitling is standard subtitling. Over half numbers of students didn't think that these two subtitling distract them while they was watching movie. On the other hand, the reversed subtitling didn't present good effects on English listening and learning English vocabulary. Besides, the students have good reactions to use multimedia to learn English and also think that it can improve English listening and vocabulary abilities. This finding matches the previous researches (Kusumarasyati, 2005; Katchen, 2001; Katchen, Fox, Lin, & Chun, 2001). Moreover, according to the high score group and low score group, the participants only have significant difference on using reversed subtitling. In addition, the groups of female and male don't have significant and different opinions toward standard, bimodal, reversed subtitling and multimedia.

There are two suggestions provided to teachers. First, if teacher wants to use movie as teaching material, it is better to use English audio with both English and Chinese subtitle because standard and bimodal subtitling all have good reactions and some interviewers also mentioned that using English audio with both English and Chinese subtitle can improve English listening, speaking, reading and writing ability. Second, it is better to play movie without stopping and interrupting because many participants prefer to learn English freely not too intentionally.

For the future study, it is good to add bilingual subtitles (listening to L1 with L1 and L2 subtitles) because it seems that some students pay attention to bilingual subtitles. Besides, if the future research needs to investigate reversed subtitling, it is important to choose DVD film because only some films provided for children and animation have Chinese audio. Finally, spending more time to train students' listening comprehension and vocabulary acquisition by using DVD films can produce much stronger evidence.

6. References

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