

A Comparative Study of the Effectiveness of Persian vs. English Subtitled Movies on Listening Comprehension Ability among Iranian Intermediate EFL Learners

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Abstract

The present study examined the effects of Persian versus English subtitled movies on listening comprehension ability among Iranian intermediate EFL learners. To do so, 60 EFL learners were selected through OPT from two classes at a private institute in Sari, Mazandaran province. The participants were classified into three groups: two experimental groups: a) English subtitle group (N=20); Persian subtitle group (N = 20) and a control group (N=20). The instruments of this study were listening pre- and posttests. The collected data were analyzed through a paired sample t-test and a One-way ANOVA. The result showed that both Persian and English subtitle films had a significant effect on intermediate EFL learners' listening comprehension performance. Therefore the first and the second hypotheses were rejected. Moreover, there was statistically meaningful difference between the performances of experimental and control groups in listening comprehension after they received instruction. Therefore, the third hypothesis was rejected. This study had few implications for language teachers, practitioners and syllabus designers to use audiovisual programs in facilitating language learning process.

Keywords: *Movies, Listening Comprehension skill, EFL Learners, English subtitles, Persian subtitles*

1. Introduction

Today human beings live in a world, which is called Global Village. Living in the global village has made many people around the world work, trade and as a result communicate with each other. To do so, people usually feel the need of knowing each other's language and among the various languages around the world; English is considered an international one that many people tend to learn for different reasons (Harmer, 2001). Reasons such as job, interest, travel and numerous other reasons have drawn people's attention toward learning English in a way that they have regarded it as an essential need to be fulfilled. Despite this need and desire, many people do not succeed in learning English because they find it a difficult job to do. In this regard, researchers, teachers, and any individual involved in the realm of language teaching and learning, try to pave the way for L2-learners by finding solutions to the problems learners encounter in the language learning process. They try to identify the appropriate methods and materials for different educational levels, to get the best results (Cook, 2003).

The need to know and learn an additional language after one has acquired his mother tongue has led to the phenomenon called "Second Language Acquisition" which is a complex process. According to Ellis (2008), second language acquisition refers to all aspects of language that the language learner needs to master. Acquisition of a language is a gradual process and it cannot happen instantaneously. Learners of both L1 and L2 follow this gradual process to get mastery over the language they are learning, but there are also some differences between L1 and L2 acquisition. The contexts in which L1 and L2 are acquired usually differ from each other. L1 is usually acquired at home where parents use it and its learning process occurs unconsciously. Learning an additional language as a second or foreign language usually occurs outside home and the learner is somehow conscious about the learning process (Ellis, 2008). Gass and Selinker (2008) have also pointed out that L1 language knowledge is largely unconscious comparing to the L2 acquisition. They have also mentioned that bilingual children have a superior cognitive ability rather than monolingual ones. Another difference is that nonnative speakers form interlanguage, something that does not happen for a monolingual. They have also referred to age as a distinguishing factor between L1 and L2 acquisition. L1 acquisition starts at the early stages of childhood while adult L2 acquisition happens later in adulthood.

Chenu and Jisa (2009) delineate that L1 learners are obliged to discover the world and how to talk at the same time, but L2 learners bring their prior knowledge of the world into learning the second language. They also state that L1 learners are exposed to enormously large input compared with L2 learners.

Over the years, language teachers have taken numerous measures to improve the students' language skills and have sought the best potential materials to be utilized in the class to ensure the learners' maximum level of learning in EFL situations. Many surveys carried out by language instructors and scholars have demonstrated that films can become a fundamental part of the curriculum because movies supply exposures to the real language employed in authentic settings and the culture in which the foreign language is presented. They also have discovered that films, which draw the learners' interest, can positively influence their urge to acquire English (Sommer, 2001; Luo, 2004). According to Luo (2004), using films with subtitles can have a crucial effect on different fields and skills such as speaking, listening, reading and subskills like vocabulary, and expressions.

In the present study, listening skill was considered. Listening is as a primary and unavoidable skill in language learning. According to Benson (1994), listening is viewed as one of the principal learning channels since lectures comprise an important teaching and learning activity in higher education. Some scholars such as Peterson (2001) and Rost (2002) assert that the role and the function of listening as a source for second-language acquisition (SLA) at the same time. Like SLA, the role of listening in foreign language contexts is emphasized (Ferris, 1998). Despite its crucial importance in learning a language and its priority over other skills as Nunan (2001) calls it language scholars and teachers have always downgraded the 'Cinderella skill', listening comprehension, as they are unconsciously obsessed with the observable part of language performance i.e. speaking. It may be due to the fact that the talker is the center of attention for all listeners.

However, listening skill is one of the most principal skills in the language learning process, it is assumed that most language learners and teachers encounter a large amount of problems in comprehending materials in the classroom contexts in the EFL contexts like Iran and they thought this skill is the most difficult one in ELT. Therefore, communicating with language learners will be difficult. In other words, based on Bozorgian and Pillay (2013), in Iran listening is overlooked. Their findings indicate that in Iran, at school level, for the dominance of Grammar

Translation Method (GTM) on school pedagogy, teachers pay more attention to reading and writing than listening. At university level, reading is the main skill. Listening is only taught in language institutes. Often, despite instruction of listening skill being specified in the syllabus of many English language institutes, teachers do not teach listening skills but test it in the EFL classrooms in Iran (Gilakjani & Sabouri, 2016).

Using technological instruments such as films, animations, Podcasts and so on may be magnificent and basic in the process of language teaching and learning and they can reduce listening comprehension problems. In other words, Luo (2004) mentioned that for facilitating the process of language learning and also encouraging the language learners, language teachers have to provide quality of teaching materials that will be engaging, interesting, up-to-date and motivating will simultaneously being a tool that will ensure that students learn. The scholars like (Kusumarasdyati, 2004, Luo, 2004) have found that movies catch the learners' interest and it can positively affect their motivation to learn. To bridge the above-mentioned problems, the current study investigated the comparative effectiveness of Persian versus English subtitled movies on listening comprehension ability among Iranian intermediate EFL learners. Accordingly, the following research questions were formulated:

Research Questions:

RQ1: Do Persian subtitled movies have any statistically significant effect on listening comprehension ability in Iranian intermediate EFL learners?

RQ2: Do English subtitled movies have any statistically significant effect on listening comprehension ability in Iranian intermediate EFL learners?

RQ3: Is there any statistically significant difference between Persian subtitled movies and English subtitled movies regarding their effectiveness on listening comprehension ability?

2. Empirical Studies on Using Films in ELT

Zohdi (2015) tried to investigate the role of using movie clips on students' vocabulary learning. Accordingly, a vocabulary list based on the pedagogical film was provided by the teacher and he presented it in the classroom. He elaborated the word meaning after watching each part, and the learners tried to guess the meaning from the context. After watching the films and learning the new words and expressions, the teacher asked some questions from the learners. After asking the questions, the vocabulary posttest was administered. Thus, after analyzing the learners' scores, the experimental group outperformed in listening part of the movie as they

could see the words and sentences while watching the movie because subtitles can assist comprehension of a second language in a regional accent.

In another study, Sabouri, and Zohrabi (2015) investigated the meaningful distinguishes between male and female learners in learning new words after watching subtitled movies. Totally, 46 upper-intermediate EFL learners were selected in a language institute in Iran, they took part in the current study. For analyzing the data of this study, a quantitative quasi-experimental approach with a pre-test and post-test group design was used. After randomly assigning the participants into two groups of control and treatment groups, they were given the same pre-and post-test items. In addition, the teacher attempted to choose the most proper pedagogical movie material as a treatment for the participants. The findings indicated that first, regardless of the genre of subtitled movie; the performance of male and female learners were not significantly different from each other. Secondly, with the implementation of a subtitled movie, the participants in experimental group outperformed significantly than the subjects of the control groups in both genders.

Moreover, Safranji (2014) investigated the impacts using movies in enhancing listening comprehension. Thirty-eight learners were selected in an English language private institute in 2013 were selected and tested in their listening comprehension abilities after administering the pre- and posttests. The learners' positive and negative perceptions toward watching subtitled films have been asked based on the semi-structured interview. In the final stage, interviews were applied to elicit learners' positive and negative views towards the technique. The statistical findings of the present study revealed that applying pedagogical subtitled films proved to be an influential technique for language learners to enhance their listening comprehension ability.

Similarly, Haghverdi and Abdpur (2013) examined the effectiveness of pedagogical songs and films on high school learners' language achievement. To do this, sixty high school male and female learners were divided into an experimental group and a control group in acquiring English language at a private language institute in Dehdasht. The procedures of data collection were: a pre/post achievement test, and a questionnaire, which were both designed by the investigator. After collecting and analyzing the data, the statistical findings indicated that using pedagogical songs and movies had a meaningful impact on learners' language achievement in their listening, reading, vocabulary and grammar.

Latifi, Youhanaee and Mohammadi (2013) investigated the impact of applying movie scripts on improving listening comprehension. Forty-five intermediate learners were selected based on an IELTS test to carry out the study, and then they were divided into 3 groups: a Home Scripts Group (HSG), a Class Scripts Group (CSG), and a Non Scripts Group (NSG). Performance on the posttest revealed a significant difference among the groups with the best achievement for the CSG.

Dorshomal, Gorjian and Pazhakh (2013) studied the role of movies on enhancing Iranian pre-intermediate learners' oral proficiency. It also dealt with the role of pedagogical films on students' motivation to take part in oral activities interactively. Speaking is one of the most difficult and challenging skill in Iranian classroom since teachers in EFL classes focused mostly on written cues rather than spoken tasks. Therefore, the present study hypothesized that applying interesting and short films may influence their speaking skill and also motivation. This issue has been somehow rarely explored in Iranian universities. The reason for this may have been the poor performance of pre-intermediate students in speaking EFL. To do this study, a proficiency test was administered to 120 university learners'. Fifty-four pre-intermediate language learners who were homogeneous in terms of their rank scores were selected and randomly divided in two equal groups in size. i.e., as experimental and control groups. To assess their speaking proficiency at the beginning of the treatment period, both groups participated in a pre-test interview and scored based on a speaking checklist and filled in a motivation questionnaire. Both the experimental and the control groups were interviewed on the similar topics covered in the pre-test and filled in the same questionnaire after 10 sessions of treatment. The statistical findings indicated that the experimental group had a better effect than the control group since educational movies had a positive effect on developing speaking skill.

Alipour, Gorgian and Gholampour (2012) studied the role of educational movies on EFL students' vocabulary learning and to find out the role of English and Farsi subtitles and no subtitles on vocabulary learning. To achieve these purposes out of 90 participants, 40 language learners were selected and divided into two homogenous groups as the pedagogical and authentic groups based on a proficiency test. The participants were given 12 sessions of instruction on how to gain vocabulary elicited from the films. Then they sat for post-test at the end of treatment period. The participants were examined based on the vocabulary achievement multiple-choice tests. The results of the post-test based on the findings of t-test showed that authentic group

generally performed better than pedagogical group in vocabulary learning. Based on the findings of One-way ANOVA and Post-hoc Tuckey test, the results also revealed the better performance of those learners who watched the films with English subtitles.

3. Methodology

3.1 Participants

Sixty EFL learners were selected from three classes at Oxford institute in Sari, Mazandaran Province. They were selected through an Oxford Placement Test (Syndicate, 2001). After giving OPT, those who scored two SD above and below the mean were selected as the participants. The participants' language proficiency level was similar and they were in the intermediate proficiency level were selected. The learners had 3 years-experience in language learning. The learners aged from 13 to 16. The first language of the participants was Persian. The whole participants were both males and females. The participants were classified into three groups: two experimental groups: 1) English subtitle (N=20), 2) Persian subtitle (N=20) and a control group (N=20).

3.2 Instruments

Oxford Placement Test

An Oxford Placement Test (Syndicate, 2001) was used to find out the proficiency level of participants. This test included of 60 questions in two parts. Questions 1 to 20 evaluated the grammatical knowledge of the learners. Questions 21 to 40 assessed the vocabulary knowledge of the learners. Questions 41 to 60 evaluated learners' reading comprehension performance.

Subtitled Films

Four English films were selected from video book of second New Interchange Richards (2010) by the researcher. They were in two formats: English versus Persian subtitles. The topic of these films were introducing, locations, regions, and countries. The movies, which select based on the content to be interesting, the level of difficulty of the language to be appropriate for the participants.

Listening Pre and Posttests

Both listening pre and posttests were in the multiple-choice format. Each test consisted of 20 items and the participants listened to the short conversation. The reliability of the listening and posttests were examined through SPSS version 21. The reliability of the pre- and post-tests was

taken care of at the piloting stage through the Cronbach's Alpha formula which turned out to be (Pre = .71, and Post = .73). To have the most appropriate test, item characteristics, that is item facility and item discrimination were also studied. The test took 40 minutes and ten minutes at the end for test takers to transfer their answers to the answer sheet.

3.3 Data Collection Procedure

In the treatment session, four films were selected from video book of second New Interchange Richards (2010) by the researcher. The topics of these films were introducing, locations and regions and countries. After teaching each lesson, the teacher was showing the film for the experimental groups in 30 minutes. For the first experimental group, the films had English subtitles. In the second experimental group, the films were in Persian subtitles. At the end of showing the clips, the teacher asked few comprehension questions about the main idea of video clips. For the control group, the teacher used the same films in two experimental groups without subtitles. After giving instructions, all groups took the listening comprehension posttest.

4. Results

4.1 Testing the First Question

To answer the first research question of this study stating “whether Persian subtitled movies have any statistically significant effect on listening comprehension ability in Iranian intermediate EFL learners or not”, learners’ performance in the Persian subtitled pre- and posttests are compared. Before any conclusion on the listening tests scores, descriptive statistics for listening comprehension scores in pre- and post-tests, followed by the standard deviation, mean scores of both pre-test and post-test are also provided in table 4.1.

Table 4.1 .Descriptive Statistics of Listening Comprehension pre-and posttests

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error
Persiansub-Pre	20	12	16	13.90	.390
Persiansub-Post	20	14	20	16.50	.412

Table 4.1 presented the descriptive statistics of Persian subtitle group performance on listening pre- and posttests. The mean scores and standard deviation scores of Persian subtitle

learners in pre- and posttests were ($M = 13.90$, $SD = 1.74$) and (16.50 , $SD = 1.87$) respectively. To check whether the mean difference is statistically significant and meaningful, a sample-paired t-test is used. Table 4.2 presents the sample-paired t-test of Persian subtitle group in listening comprehension pre and post-tests.

Table 4.2. Paired Samples t-test of Persian subtitle group in listening comprehension pre and post-tests

		Paired Differences				t	df	Sig. (2-tailed)	
Pair		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
1	Persiansub_pre	-	2.05721	.61820	-	.97411	.735	20	.022
	Persiansub_posttest	.40162				1.86620			

The results of sample-paired t-test of Persian subtitled learners' performance on listening pre- and posttests were presented in Table 4.2. As the sig (2 tailed) is lower than .05, it can be stated that the mean difference from pre to post-test is significant and the Persian subtitled groups' performance in listening comprehension improved significantly. Therefore, the first hypothesis of the study is rejected. In other words, Persian subtitled movies provided a significant effect on the first experimental groups' listening comprehension performance.

4.2 Testing the Second Question

To analyze the second research question of the present study stating “whether English subtitled movies have any statistically significant effect on listening comprehension ability in Iranian intermediate EFL learners or not”, learners' performance in listening pre- and posttests are compared. Before any conclusion on the listening scores, descriptive statistics for listening scores in pre- and post-tests, followed by the standard deviation, mean scores of both pre- and post-tests are also provided in Table 4.3.

Table 4.3. *Descriptive Statistics of Listening Comprehension pre-and posttests*

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
Englishsub-Pre	20	11	15	13.5	1.082
Englishsub-Post	20	12	17	16.8	1.055

Table 4.3 revealed the descriptive statistics of the English subtitle group’s performance on listening comprehension pre- and posttests. The mean scores and standard deviation scores of the English subtitled group in listening comprehension pre- and posttests were (M = 13.50, SD = 1.08) and (16.80, SD = 1.05) respectively. To check whether the mean difference is statistically significant and meaningful, a sample-paired t-test is utilized. Table 4.4 presents the sample paired t-test of the English subtitled group in listening comprehension pre and post-tests.

Table 4.4. *Paired Samples t-test of English Subtitled group in listening comprehension pre and post-tests*

		t				df		Sig		
		(2-tailed)								
Pair		Paired Differences				t	df	Sig. (2-tailed)		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower				Upper	
3	Englishsub_pre - Englishsub_post	-.33152	1.17221	.69020	-1.69134	.98461	-.712	20	.018	

The results of the sample paired t-test of the English group’s performance on listening pre- and posttests are presented in Table 4.4. As the sig (2 tailed) is smaller than .05, it can be stated that the mean difference from pre to post-test was significant and the learners’ performance in listening comprehension performance improved significantly. Therefore, the second hypothesis of the study was rejected. In other words, English subtitled movies provided a significant effect on the EFL learners’ listening comprehension performance.

4.3 Testing the Third Question

To answer the third research question of this study stating, “whether there is any statistically significant difference between Persian subtitled movies and English subtitled movies regarding their effectiveness on listening comprehension ability or not”, the descriptive statistics of listening pre-scores of three groups (The Persian subtitle, the English subtitle, and the control groups) are presented in Table 4.5.

Table 4.5. *Descriptive Statistics of Listening comprehension pre-test scores*

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
Persiansub-Pre	20	12	16	13.9	1.74
Englishsub-Pre	20	11	15	13.5	1.08
Control-Pre	20	10	15	12.7	1.03
Valid N (listwise)	20				

As reveals in the Table 4.5, three groups had the following mean and standard deviation: The Persian subtitled group ($x = 13.90$, $SD = 1.74$); The English subtitled group ($x = 13.50$; $SD = 1.08$) and the control group ($x = 12.70$; $SD = 1.03$). As it can be seen, the mean of the listening pre-scores of three groups is different. Accordingly, a One-way ANOVA is used to compare the means of three groups in Table 4.6.

Table 4.6. *One-way ANOVA Listening Comprehension pre-scores*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.333	2	1.667	.520	.598
Within Groups	182.850	57	3.208		
Total	186.183	59			

The analysis in this table reveals that there was no significant difference ($p = .598 > .05$) between the performance of The Persian subtitle, the English subtitle and the control groups in listening comprehension performance before the treatment. Table 4.7 shows the descriptive statistics of reading comprehension posttest scores.

Table 4. 7 *Descriptive Statistics of Listening Comprehension post-test.*

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
Persiansub-Post	20	14	18	16.50	1.96
Englishsub-Post	20	14	18	16.80	1.12
Control-Post	20	13	15	13.81	1.26
Valid N (listwise)	20				

As reveals in Table 4.7, the descriptive statistics of the three groups: The Persian subtitle group ($X= 16.50$, $SD= 1.96$); the English subtitle group ($X= 16.80$; $SD= 1.12$) and the control group ($X= 13.81$; $SD= 1.26$). As it can be seen, the mean of the three groups in the post-test is different. Accordingly, One-way ANOVA is used to compare the means of three groups in Table 4.8.

Table 4.8 .*One-way ANOVA Listening Comprehension post-scores*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	54.233	2	27.117	6.794	.002
Within Groups	227.500	57	3.991		
Total	281.733	59			

The analysis Table 4.8 reveals that there was a significant difference ($p = .002 <.05$) between the performance of Persian subtitle, English subtitle and the control groups in listening comprehension performance after the treatment. For observing the differences between groups in post-test scores, Table 4.9 was presented as Tukey HSD.

Table 4.9. *Multiple Comparisons Listening Comprehension post-scores Tukey HSD*

(I) Groups	(J) Groups	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Persiansub	Englishsub	.450	63.176	.313	.329	3.370
	Control	2.150*	63.176	.003	.629	3.670
Englishsub	Persiansub	-.450	63.176	.313	-3.370	-.329
	Control	1.300*	63.176	.002	-1.220	1.820
Control	Persiansub	-6.150*	63.176	.003	-3.67C	-.629
	Englishsub	-1.300*	63.176	.002	-1.82C	1.220

*. The mean difference is significant at the 0.05 level.

Table 4.9 showed the differences between three groups. In this regard, there was a significant difference between Persian subtitle, English subtitle and the control groups in listening comprehension performance. This table showed that the Persian subtitle group outperformed than the control group. In addition, there was a significant difference between the English subtitle group and the control group. In other words, the English subtitle group outperformed than the control group. There was no significant difference between the Persian subtitle group and the control group.

5. Discussion

This study sought out the comparative effectiveness of Persian versus English subtitled movies on listening comprehension ability among Iranian intermediate EFL learners. The results gathered from the analyses revealed the answer to the first research question of this study that learners who had watched Persian subtitled movies in classrooms had a significant effect in the listening comprehension tests and their scores increased significantly. With regard to the second research question, whether watching English subtitled movies had a significant effect on the listening comprehension performance or not, the results showed that English subtitled movies had a significant effect on the listening comprehension performance. Moreover, the result of the third research question revealed that Persian and English subtitled movies had a significant difference in comparison to the control group. In other words, it can be stated watching films with Persian or English subtitles had a meaningful impact on the EFL learners' listening comprehension performance.

The findings of this study are in line with Dikilitas and Duvenci's (2009) study. According to their research films does not have any significant effect on the listening skill and motivation of the learners. The result of the present study is consistent with the Aliakbari and Ahmadi's (2014) study, which was about investigating female English students' integrative and instrumental motivation in intermediate level in Ilam, Iran. This study presents some important factors in improving motivation. Exciting and proficient teachers, interesting learning context, focus on speaking, and better textbooks were among the factors that made students more motivated in learning English language.

The findings of this study is not compatible with the results of the research conducted by Bahrani and Soltani (2011). They discovered that films improved listening ability of the learners. In addition, their study revealed that vocabulary and communication components of speaking enhance more than other components of speaking. Furthermore, the results of this study are not in line with the study that Mekheimer (2011) did. Furthermore, this is not compatible with Ardriyati (2010) that found that using films in teaching could be motivated and attractive. According to him (2010) films can make students become more motivated to learn and communicate in the language. The finding of the study conducted by Istanto (2009) support the use of films in classes and thus is not consistent with the outcome of current study. According to Istanto, films provide strong motivation for learners to learn the target language and culture because they can learn in more interesting ways compared to traditional class activities. Moreover, it is in the same line with Jahangard (2007) who discovered that visual materials increase language learning in classrooms. Also, it is not consistent with the finding of Ardriyati (2010) who stated that motivation plays an essential element when teacher use films in classrooms as a teaching material.

6. Conclusion and Pedagogical Implications

There is no doubt that movies can be an effective and versatile teaching material especially in societies where the number of TV lovers and computer users are expanding with great haste. As video technology changes at a greater speed, our options are advancing too and they are not limited to traditional video cassettes. Although they still seem to be the most accessible resources in many schools but they are out-of-date nowadays and the learners do not willingly accept them.

It is inevitable, of course, that more advanced technological tools such as interactive video CD, DVD and web-based multimedia tools will become increasingly more popular aids in the EFL classrooms. Integration of old and new technologies seems very attractive and it requires for more research and studies in this area of expertise. In the meantime, research conducted with subtitled movie title played on a laptop can contribute to our understanding of more advanced video and multimedia technology and how it can best be used for the teaching in an EFL classroom.

This study has yielded a number of investigations about the use of movies with subtitles, confirming previous research indicating that movies are beneficial and effective because they result in greater focus and exposure to foreign language. It also improves overall attention,

reinforce the acquisition of vocabulary through watching, listening and understanding. It allows learners to determine meaning through meaningful input via movies and the language within. In this study, it was found that movies, may reduce learners' anxiety, improve their global listening strategies, and promote understanding of the words in the context. In this study, Iranian EFL learners between the ages of thirteen to sixteen comprising both genders were investigated.

A few educational implications of the conclusions of this study have been presented:

Although the study revealed that films could facilitate the learning is not necessarily a must. It greatly depends on how pedagogically appropriate films are used and how effective it is used in teaching. Films and their special features such as subtitles were of a great help to develop an effective learning environment. Another implication is that teachers can employ movie-based instruction to improve students' four main skills and also the ability of improving vocabulary and grammar. Moreover, material designers are advised to acquaint EFL learners with the substance and advantages of using pedagogical films in language classrooms so that language learners with different language abilities may draw upon them. In addition, a film is one medium that incorporates all three learning styles and can hold the attention and pass on knowledge and understanding to all three main learning styles. Film takes into account how a learner learns; it attracts the three main types of learners and engages all of them in one sitting. It reaches out to all genders and ages especially boys. It is not only watching films but using films within a lesson. This is sometimes difficult to do with budgets and time constraints but can be a worthwhile exercise. The technology and resources are out there and teachers must start to use them for the benefit of pupils and themselves practitioners.

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