



Vocabulary Learning Promotion through watching subtitled movies *among* EFL learners in Iran.

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Abstract: This study conveys the efficiency of the subtitles as a tool for increasing the vocabulary knowledge in Iranian EFL learners accomplished at IranMehr Language institute in Tehran, Iran. The participants were 60 intermediate EFL female students between the ages of 18 and 20. Participants were determined into two experimental and control groups, a first class received subtitled movies and the second class movies without any subtitles. The experimental group watched two movies with English subtitles according to the level of that class and the control group again watched those movies by turning off the Subtitles. Both groups practiced for a total of twenty two and half hours (5 weeks, 4.5 hours each). Data were investigated and in order to find the differences between the groups. As the results showed, the findings showed that participants in the experimental group with subtitled movies performed significantly better and learned more new vocabulary considered to the control group.

Key words: vocabulary learning, subtitling, oral comprehension, Visual Imagery or Movies