

# L2 Learners' Watching Habits of English-subtitled Movies vis-à-vis Reading Abilities

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**Abstract**— This correlational study aimed to determine the relationship between the grade 12 students' watching habits of English-subtitled movies and their reading abilities. The purposive sampling technique was employed to determine the sample population. As a result, 149 Grade 12 students were surveyed regarding their watching habits of English-subtitled movies and reading abilities. The Pearson chi-square and the Spearman's rho tests were used to read and assess the relationship between the variables. The results revealed that the respondents' watching habits of English-subtitled movies in terms of length of time found to be correlated to their self-assessed decoding ability, vocabulary knowledge, memory, and logical thinking; and the type of English-subtitled movies they watch with their self-assessment in reading fluency and reading comprehension. On the other hand, there is no significant relationship between their watching habits of English-subtitled movies and their performance ratings in the vocabulary and reading comprehension tests. Finally, their performance ratings in the vocabulary test have a significant correlation with their self-assessed vocabulary knowledge and reading comprehension. Whereas, their performance ratings in the reading comprehension test also appeared to have a significant relationship with their self-assessed decoding ability, reading comprehension, vocabulary knowledge, and logical thinking. The findings of the study contribute to the necessity of having alternative language learning instructions and techniques.

**Keywords**— English language learning, reading abilities, English-subtitled movies, alternative language learning techniques.

## INTRODUCTION

Language learning is the process of becoming communicatively competent in the target language. This involves developing the macro skills, primarily the productive skills which include speaking and writing, and the perceptive skills, which are the listening and reading skills (Aksu-Ataç & Günay-Köprülü, 2018; Sharma, 2018).

Learning a language is a deliberate approach—a deductive activity where the rules of the target language are first studied and then put into practice. It takes place more consciously and is most likely a result of formal instruction. Possibly, the same as how a second language is learned (Almaden, 2022; Limacher, 2022).

According to Separa et al. (2020), the objective of language learning is for individuals to be able to interact with others in a way that is most comfortable for non-native speakers, also referred to as second language (L2) speakers (de Wilde, 2022; Morauský, 2020).

Today, English is the most widely spoken second language in the world, with 55 countries using it (Holloway, 2021; Ruiz, 2021). Thus, it plays an important role in many people's lives as it is part of their country's school curricula and is taught at an early age. Learning the language would increase the chances of finding a decent job and create

more professional opportunities since this is used in many courses or fields, such as science, aviation, computing, diplomacy, and tourism. Correspondingly, due to the global nature of the current labor market, many companies need employees who can connect with clients and partners anywhere in the world. Typically, this entails hiring workers who can speak English. Learning the language, therefore, is hugely an important step toward finding the path to success in their future profession and achieving all goals in life (Ilyosovna, 2020; Northcote, 2021).

Unfortunately, many L2 learners are still struggling to learn the target language as it is quite challenging, especially if one lives outside of an English-speaking country (Ama, 2022; Boldiref & Bober, 2022). This is because L2 learning are influenced by a number of circumstances. These factors include students' age, attitudes, levels of confidence or their personality and motivation, the physical setting of the classroom, family background, their academic aptitude or prior linguistic knowledge, the availability of qualified teachers, teaching techniques and resources (Getie, 2020; Miller, n.d.).

In the Philippines, the largest English-speaking country in Asia, English is regarded as a secondary language, where it is mostly utilized for official purposes in the fields of administration, law, business, education, and the media (Dela Cruz, 2022). However, there are several issues in the country that affect and prevent L2 learning. Among these are discrimination, lack of confidence, inferiority, laziness, the method of instruction, and the materials used in the classroom. It appears that neither the unit courses nor the method of instruction for English language learning are changing (Annie, 2020; Pachina, 2020).

Moreover, the Organization for Economic Cooperation and Development (OECD) also found that the Philippines continues to be among the world's weakest in math, science, and reading as the country ranked 77th out of 81 countries in the 2022 Program for International Student Assessment (PISA), which measures students' reading comprehension, Mathematics and Science (Chi, 2023; Ines, 2023).

Meanwhile, among the macro skills for learning a language, reading has been found to be one of the most efficient and effective (Belgacem, 2022; Bostock, 2022). Renandya et al. (2018) added that many people also believe that reading helps students' language development as it helps them gain confidence and skill as they read more materials they can comprehend. Life changes as people learn to read as it is said to be the foundation for knowledge acquisition, cultural participation, democracy, and career success (Castles et al., 2018; Kaado, 2017).

Reading, as defined by Tomas et al. (2021), is a multi-faced activity which combines sensation, perception, comprehension, application, and integration all together. It has been reported that 85% of people's activities involve reading. It may be reading directional signage, commercials, restaurant menus, recipes from cookbooks, dosage instructions, and other things. Reading, as a result, may serve as a pillar for both academic success and lifelong learning.

Moreover, du Plessis (2022) elaborated that reading is a fundamental but challenging skill that everyone must develop since learning how to read comes before reading to learn. He mentioned that there are certain prerequisite reading skills before one can truly master the art of reading. These include the following: (1) decoding which is the process of correctly pronouncing written words using knowledge of letter-sound relationships; (2) phonological

and phonemic awareness that enable people to recognize rhymes, alliteration, break down sentences into words, determine the number of syllables in a word, and blend and segment onset-rimes; (3) reading fluency or the ability to read quickly, accurately, and properly; (4) reading comprehension that describes a reader's ability to interpret a text and connect its concepts to prior knowledge; (5) vocabulary knowledge which means knowing the definitions of enough words; (6) memory which consists of short-term memory that has potential of keeping a little quantity of knowledge in one's mind in an active, immediately available state for a brief period of time and working memory that acts as a temporary sticky note in the brain which secures new information so the brain can process, alter, or connect it to prior knowledge; (7) logical thinking or the act of consistently applying logic to arrive at conclusions; and (8) rapid naming or the ability to identify something quickly and easily and say what it is after.

In connection with this, reading comprehension in L2 is greatly influenced by vocabulary knowledge (Alghamdi, 2019; Masrai, 2019; van den Bosch et al., 2020; Zhang & Zhang, 2020). This implies that building vocabulary is extremely important in L2 learning. A lack of vocabulary knowledge hinders learners from successfully using the target language as communication in L2 simply cannot take place in any meaningful way without words to convey a wider range of meanings, regardless of how well the learners master grammar or how proficiently they learn the sounds of the language (Sadiku, 2018; Sari & Aminatun, 2021). Therefore, reading comprehension will easily take place as without enough vocabulary, nothing can be understood (Ehsanzadeh, 2020; Lewandowski, 2018).

Significantly, new evidence was found that showed changes in the development of fundamental reading skills over the course of the previous year. Spector (2021) highlighted that due to the unexpected COVID-19 pandemic outbreak, which caused schools to close, the ability to read aloud quickly and accurately essentially came to an end. It seemed that students did not generally improve their reading abilities during this time because their learning development slowed due to disruptions and this remained stagnant.

This was supported by Tugade (2022), who presented data from the United Nations Children's Fund (UNICEF) stating that the COVID-19 pandemic had an impact on students' physical and mental health, which led to poorer reading skills. Due to the crisis, the Philippines has experienced the longest school closure. As a result, only about 3 out of every 20 students, or less than 15% of them, can only read simple texts.

In reaction to the pandemic's negative effects, many people have taken up various recreational activities as their coping mechanism to enable them to survive (Lima et al., 2020; Umesh & Bose, 2019). The solitude that many individuals experienced at home during these times created a perfect environment for watching television and engaging in online activities. Given the lack of recreational opportunities at home and the affordability and accessibility of the internet and television, binge-watching may occur. People who indulge in binge-watching usually watch a lot of episodes at once (Basuki et al., 2022; Dixit et al., 2020).

Not to mention, lockdowns also caused adults to spend twice as much as they did prior to the pandemic using streaming services. Yet, it is still unknown how much binge-watching they conduct and what consequences this has when COVID-19 is on a rampage (Rahman & Arif, 2021; Wolf, 2020).

At the same time, the combined effects of streaming technology and a globally isolated population have led to an increase in interest of foreign television programs including Cable Girls, Squid Game, Ekatarina, and a number of Korean dramas and Japanese anime which also resulted in the popularity of subtitles. The combination of technology, pandemic, and subtitles has opened up a whole new world of information in a variety of languages. For language learners, these subtitles could make watching a new show more enjoyable in their target language (Ansari, 2022; Sims, 2022).

In a recent survey reported by Tanenbaum (2022), it was discovered that 50% of respondents used subtitles most of the time. It was found that subtitles are utilized by 70% of Gen Z respondents, 53% of millennials, 38% of Gen X, and 35% of baby boomers. The survey also uncovered that there are many factors for why viewers are using subtitles more frequently. Seventy-two percent of respondents said that the audio is jumbled as the primary reason. Other explanations include: the accents are difficult to understand; they don't want the TV to be too loud; they want to concentrate on the screen; and they want to learn a new language.

In relation to this, numerous studies have investigated the use of subtitled movies for language learning. It was learned that watching movies with subtitles promotes language learning and increases vocabulary (Bostanci, 2022; Faqe, 2017; Puimège & Peters, 2019; Pujadas & Muñoz, 2019).

Sabouri et al. (2015) looked into how watching movies with English subtitles affected the vocabulary acquisition of Iranian EFL learners of all genders. One of the phases of the study is selecting the appropriate English movies with subtitles that best fit for language teaching and learning. The findings revealed that there was no significant relationship between the learners' genders and watching English subtitle movies in classrooms, yet, the students who watched English-subtitled movies did better on vocabulary achievement tests, and their scores went noticeably above those who had not watched.

Lewis (2021) and Tajgozari (2019) indicated that utilizing different kinds of subtitles may have favorable effects on the oral accuracy of the advanced-level students. It was observed that, regardless of language, advanced English as a Foreign Language (EFL) learners' oral production can improve when captions are included.

Similarly, several quasi-experimental studies also suggested positive outcomes indicating that watching movies with subtitles can improve reading comprehension, making it a useful technique for helping learners develop reading skills (Permatasari, 2018; Putri, 2021; Ramli, 2019). On top of these, movie watching has been a long-standing teaching strategy utilized by educators since it enhances student learning (Lynch, 2019).

However, Kusumawati (2018) disproved benefits of using movies with subtitles in the classroom. He revealed in his research findings that the vocabulary skill of the learners was unaffected by subtitle as the movie was only shown once to them. He recommended that watching subtitled movies more frequently would help L2 learners in developing their vocabulary.

Hestiana and Anita (2022) affirmed in their qualitative research that students with great English skills are likely to be those who consistently watch movies with subtitles. Yet, there was a positive correlation coefficient between the students' habits of watching subtitled films and the improvement in their English vocabulary skills.



The same findings were revealed by Katemba and Ning (2018) who also stated that repeated watching of movies with subtitles can help students improve reading and listening comprehension, word recognition, and vocabulary acquisition of students.

Meanwhile, certain studies have shown that there is no significant difference between watching English videos with subtitles and listening comprehension. Hence, L2 learners may suffer from utilizing subtitles if their listening skills are not sufficiently developed (Metruk, 2018; Truuts, 2021).

Baranowska (2020) and Matthew (2020) also came to the conclusion that there was no apparent significance regarding the impact of subtitles on students' perceived cognitive load and performance. Given this, subtitles may be considered detrimental to learning as viewers need to manage their attention between various sources of information, which in turn increases superfluous cognitive load, the information placed on the limited active working memory. Zajechowski (2022) even described how watching movies with subtitles can sometimes be more of a distraction than a useful learning tool. He explained that subtitles split viewers' attention causing 40% of them to worry they are missing things.

The body of literature presented in this study discusses the advantages and disadvantages of English-subtitled movies in relation to vocabulary, reading comprehension, and L2 learning.

However, there is a dearth of research on these topics in the Philippines, where reading issues are most felt (Chi, 2023; Ines, 2023, Tugade, 2022). Hence, vocabulary and reading comprehension are the variables that have received the greatest attention based on the existing literature. Other reading skills, like decoding, phonological and phonemic awareness, reading fluency, memory, and logical thinking, have been overlooked despite their equal importance.

Moreover, according to Annie (2020) and Pachina (2020), neither the English unit courses nor the teaching methods are changing in the Philippines, which further highlights the stagnation of strategies and methods for learning the language and improving reading abilities in the country.

These research gaps restrict the understanding of how watching movies with subtitles can help students learn English and develop their reading abilities, even during difficult times like the COVID-19 pandemic; and the importance of English language learning and reading abilities for students, as both are essential for success in career path and life (Castles et al., 2018; Ilyosovna, 2020; Kaado, 2017; Northcote, 2021).

As a result, this study may contribute to the body of knowledge about L2 learning, vocabulary, reading comprehension, and other reading abilities such as decoding, phonological and phonemic awareness, reading fluency, memory, and logical thinking, especially in the Philippines; and may also draw attention to the necessity of using alternative language learning techniques in the country. Thus, this may open opportunities for English-subtitled movies to become as an informal or formal supplementary and springboard activity to support and conduct English language lessons and enhance reading abilities.

Therefore, there is a need to examine the vocabulary, reading comprehension, and other reading abilities of senior high school students who are considered a part of Gen Z.



This study then aimed to determine the relationship between the L2 learners' watching habits of English-subtitled movies and their reading abilities.

### ***Conceptual Framework***

In this study, the explanatory (independent) variable is the respondents' watching habits for movies with English subtitles, whereas the outcome (dependent) variable is their reading abilities.

The explanatory variables include the type of movies with English subtitles, genre, purpose of watching them, frequency of instance (how frequently they are being watched), time spent (how much time is spent watching them) and length of time (how long the learners have been continuously watching movies with English subtitles).

According to Mahoney (2021), subtitles are used to interpret speech on movies and television shows in a foreign language and are primarily meant for viewers who don't understand the language of the videos.

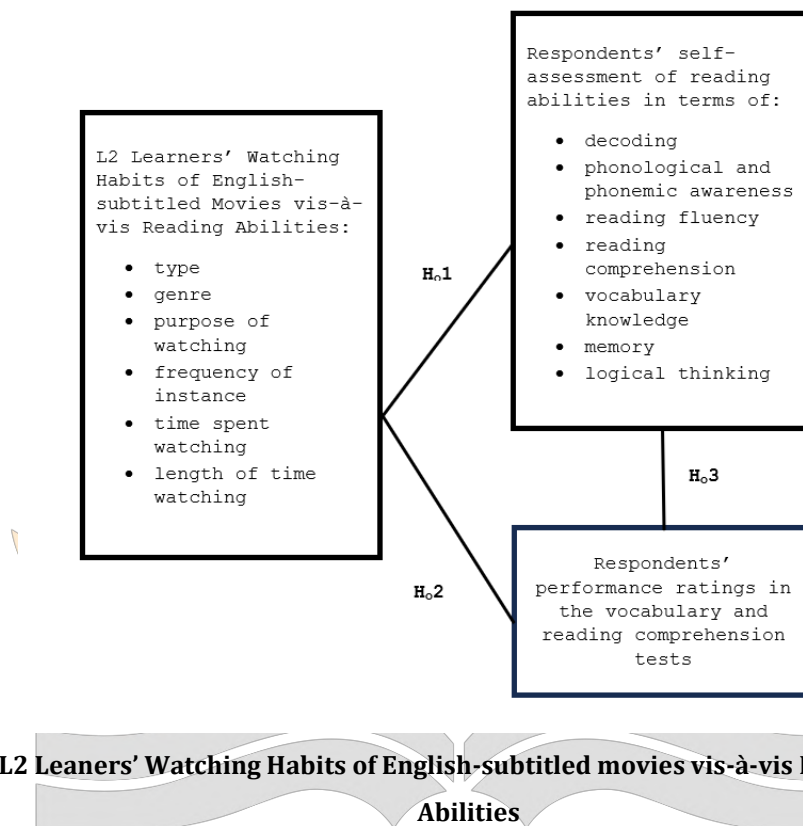
Meanwhile, the outcome variable is the reading abilities that refers to a set of skills related to reading. This includes decoding, phonological and phonemic awareness, reading fluency, reading comprehension, vocabulary knowledge, memory, and logical thinking. First, decoding is the ability to pronounce written words correctly by applying the knowledge of letter-sound relationships, specifically letter patterns. This will help individuals to recognize familiar words quickly, figure out words they haven't seen before, and focus on higher-level literacy skills, such as comprehension and writing, by memorizing letter patterns and their sounds. Second, phonological and phonemic awareness aids in the recognition of rhymes, alliteration, the breakdown of sentences into words, and the identification of the number of syllables in a word. Third, reading fluency is the ability to read easily, accurately, and with proper expression. Fourth, reading comprehension is the ability to process a text, understand it, find information within it, and connect previously learned knowledge with newly acquired information to interpret its meaning. Fifth, vocabulary knowledge is the ability to recognize words when reading, how they are used in a text, and understand their meanings to comprehend the text as a whole. Sixth, memory aids individuals in remembering words and practicing their use to apply them in different sentences and contexts. Finally, logical thinking enables one to form opinions or reflections, understand the primary idea of the text, and generate informed predictions.

The researcher used the popularity of foreign movies and subtitles today in formulating the survey while reading abilities were analyzed using the researcher-made 4-Point Likert scale, in which respondents provided their own assessment of how English-subtitled movies impact their reading abilities. Lastly, the vocabulary and reading comprehension were objectively assessed using a multiple-choice test.

The researcher aimed to examine the correlation between three different findings. Firstly, the respondents' watching habits for English-subtitled movies and their self-assessment of their reading abilities. Secondly, the respondents' watching habits for English-subtitled movies and the results of the vocabulary and reading comprehension tests. Lastly, their self-assessment of their reading abilities and the results of their vocabulary and reading comprehension tests. In light of this, the correlation has been designed to connect by a solid line.

Findings in the study of van der Zee et al. (2017) reveal a strong evidence that English subtitles did neither improve nor hinder students' ability to learn from the videos. This does not imply, however, that English subtitles should not be made available because they are essential for students who have hearing impairments. Even though it might not directly affect their learning, students might prefer to watch videos with subtitles for other reasons.

As illustrated in Figure 1, this study intended to examine the relationship between the second-language learners' watching habits of English-subtitled movies and their reading abilities.



**Figure 1. L2 Learners' Watching Habits of English-subtitled movies vis-à-vis L2 Learners' Reading Abilities**

### ***Statement of the Problem***

The researcher aimed to determine the relationship between the respondents' watching habits of English-subtitled movies to their reading abilities. Specifically, this study sought to answer the following:

1. How may the respondents' watching habits of English-subtitled movies be described in terms of:
  - 1.1. type of English-subtitled movies;
  - 1.2. genre of English-subtitled movies;
  - 1.3. purpose of watching English-subtitled movies;
  - 1.4. frequency of instance in watching English-subtitled movies;



- 1.5. time spent on watching English-subtitled movies; and
- 1.6. length of time watching English-subtitled movies?
2. How may the respondents' assessment of their reading abilities be described in terms of:
  - 2.1. decoding;
  - 2.2. phonological and phonemic awareness;
  - 2.3. reading fluency;
  - 2.4. reading comprehension;
  - 2.5. vocabulary knowledge;
  - 2.6. memory; and
  - 2.7. logical thinking?
3. How may the respondents' performance rating in the vocabulary and reading comprehension tests be described?
4. Is there a significant relationship between the respondents' watching habits of English-subtitled movies and their self-assessed reading abilities?
5. Is there a significant relationship between the respondents' watching habits of English-subtitled movies and their performance rating in the vocabulary and reading comprehension tests?
6. Is there a significant relationship between the respondents' self-assessed reading abilities and their performance rating in the vocabulary and reading comprehension tests?

#### ***Null Hypotheses***

Ho1. There is no significant relationship between the respondents' watching habits of English-subtitled movies and their self-assessed reading abilities.

Ho2. There is no significant relationship between the respondents' watching habits of English-subtitled movies and their performance rating in the vocabulary and reading comprehension tests.

Ho3. There is no significant relationship between the respondents' self-assessed reading abilities and their performance rating in the vocabulary and reading comprehension tests.

#### ***Significance of the Study***

The researcher strongly believes that the findings of this study may benefit the following:

**Administrators.** Schools may recommend incorporating movies with English subtitles as a strategy in language learning and improving reading abilities in their syllabi to help students learn the English language easily while





enhancing their reading skills. Administrators will be guided on what should be stressed by teachers when advising students to watch English-subtitled movies to improve their reading abilities and learn the English language.

**Teachers.** Teachers in reading-related subjects may give activities like watching movies with English subtitles. Since many students enjoy watching movies, this will encourage them to learn.

**Students.** This study will help students strengthen their reading abilities and English language proficiency through watching movies with English subtitles.

**Movie Makers/Series Producers.** The value of captioning resides in its ability to improve video accessibility in a variety of ways. This will provide moviemakers including captioners or subtitlers the idea that their work may have an impact on people's ability to read and learn new languages. As a result, they may give more precise information about what the characters are saying to make the process even more effective and successful.

**Future Researchers.** The study's findings may be useful for those investigating the effectiveness of English-subtitled movies in the classroom as well as for other studies looking at how these movies affect the improvement of the educational process and individual learning.

### **Scope and Delimitation**

The purpose of this study is to determine the relationship between the grade 12 high school students' watching habits of English-subtitled movies and their reading abilities. The respondents' watching habits of English-subtitled movies were described in terms of their type, genre, purpose, frequency, time spent, and length of time watching English-subtitled movies. On the other hand, reading abilities reflected on their personal assessment of their decoding ability, phonological and phonemic awareness, reading fluency, reading comprehension, vocabulary knowledge, memory, and logical thinking ability; and their performance rating on vocabulary and reading comprehension tests.

Additionally, 50% of the total population answered the questionnaires. One limitation of the study was the lack of direct supervision by the researcher while respondents answered the questionnaires, as they were administered online (Google form), during the respondents' free time.

## **METHOD**

### **Type of Research**

This study utilized descriptive-correlational research to ascertain the relationship between the respondents' watching habits of English-subtitled movies and their reading abilities.

Correlational research design, as defined by Hassan (2022) and Bhandari (2022), is a type of non-experimental research that is used to examine the relationship between two or more variables. Anything that can be assessed falls under this category, including thoughts, behaviors, and attitudes. Instead of modifying or controlling the independent variable in this situation, the researcher merely examines the relationship between the independent



and dependent variables. This type of research can be used to predict future behavior or to provide light on why specific behaviors actually occur.

**Participants and Sampling Technique**

The following predetermined criteria were used to identify the respondents: a) a bonafide grade 12 student enrolled in one private secondary school in Angeles City during the academic year 2022–2023; and b) a student who watches movies with English subtitles.

The study employed purposive sampling technique to determine the sample size of the grade 12 high school students who are watching movies with English subtitles. According to Bisht (2024), purposive sampling is a non-randomized sampling technique that chooses sample units based on predetermined standards. Therefore, this sampling strategy works well when studying a particular cultural domain with experienced individuals in that field (Tongco, 2007).

Meanwhile, only 149 out of 296 total population were watching movies with English subtitles. The majority of the respondents or 74 of them were from the Humanities and Social Sciences (HUMSS) strand, followed by 41 of them from the Accountancy, Business and Management (ABM) strand, and 34 of them from the Science, Technology, Engineering, and Mathematics (STEM) strand. On the other hand, there were zero (0) respondents for the General Academic Strand (GAS) as they were used for the pilot testing.

**Table 1: Total Population and Sample Size in Different Strands**

Strand	Total Number of Students Enrolled	Students Watching English Subtitled-movies	Actual Respondents	Percentage within the group	Percentage across the groups
ABM	89	41	41	46%	27%
GAS	34	0	0	0	0
HUMSS	101	74	74	73%	50%
STEM	72	34	34	47%	23%
<b>Total</b>	296	149	149		100%

**Research Instrument**

The researcher utilized a researcher-made survey questionnaire, a 4-point Likert scale, and vocabulary and reading comprehension tests.

Firstly, the survey questionnaire was used to examine the respondents' watching habits for movies with English subtitles which consists of the type of English-subtitled movies they watch, the genre, their purpose for watching them, how often they watch them, how much time they spent watching them, and how long they have been continuously watching movies with English subtitles. Secondly, the 4-point Likert scale was employed for students to assess their own reading abilities in relation to their watching habits of movies with English subtitles. This assessment covers decoding, phonological and phonemic awareness, reading fluency, reading comprehension, vocabulary knowledge, memory and logical thinking.



Bhandari and Nikolopoulou (2020) discussed that a Likert scale is a rating system used to measure attitudes, behaviors, and opinions. This consists of a statement or a question, followed by five or seven answer statements. The option that best expresses the respondent's opinion on the statement or question will be chosen. Thus, the Likert scale is useful for expressing behaviors in an objective manner (Moura, 2020).

Lastly, the vocabulary and reading comprehension tests were composed of thirty multiple-choice items. A table of Specification was prepared to serve as a guide for constructing the test items. The vocabulary test was broken down into five sections: synonyms, antonyms, spelling, word meaning, and context clues. Each has six questions. The reading comprehension test, on the other hand, consists of three stories or sections with ten questions each.

To ensure the validity and reliability of the questionnaires, it has undergone validation of experts, reliability testing, and pilot testing.

Eighteen students from the General Academic Strand (GAS) took the pilot test before it was finalized and given to the actual respondents. The Cronbach's Alpha was used to test the reliability of the Likert scale and the results showed Cronbach's alpha of .958 which indicates excellent reliability based on the acceptable level of reliability by George and Malley (2003).

Whereas, the Kuder-Richardson Formula 20 (KR-20) was utilized to test the reliability of the multiple-choice test that revealed KR20 value of 0.865 which demonstrates a good reliability based on the interpretation of KR20 by Kuder and Richardson (1937). Thus, a Table of Specification (TOS) was also created before constructing the test to ensure its validity.

All the questionnaires were evaluated by a statistician, two language experts, and the Director of the Research and Development Center (RDC) of the school where the study was conducted. Comments and suggestions were also taken into consideration.

### ***Data Gathering Procedures and Ethical Considerations***

This research study was conducted during the academic year 2022-2023. To begin the data gathering procedure and as part of the ethical consideration, an ethical clearance was secured from the Research and Development Center (RDC) of the Republic Central Colleges. Henceforth, a letter was submitted to the respondents' School Registrar to obtain the total population of SHS grade 12 students.

Upon obtaining the total population, the researcher sent a letter to the High School principal asking for permission to distribute the questionnaires to the respondents. Afterward, the researcher asked permission from the advisers of the respondents, then the president of each section created a group chat through Messenger application and added the researcher to administer the questionnaires through Google form.

The questionnaires contained informed consent with an explanation of the implications of participating in the study. The respondents were assured that the information they provided would only be utilized as data for the data analysis and no information would be divulged in accordance with the Data Privacy Act of 2012.



**Data Analysis**

The data that were collected from the 149 respondents were tabulated into MS Excel. The data were given appropriate numerical code and then transposed into Licensed IBM SPSS Statistics version 25 for statistical treatment and analysis.

The statistical tools such as frequency (f), and percentage (%) distributions were used in the treatment and presentation of the respondents' watching habits of English-subtitled movies in terms of type, genre, purpose, frequency of instance, time spent, and length of time. The mean ( $\bar{x}$ ) distribution was used in describing the respondents' assessment of their reading abilities with the  $\bar{x}$  range and description as follows:

Mean ( $\bar{x}$ ) Ranges*	Descriptions
3.50-4.00	Strongly Agree (SA)
2.50-3.49	Agree (A)
1.50-2.49	Disagree (D)
1.00-1.49	Strongly Disagree (SD)

\* based on the rule of rounding off numbers

To describe the respondents' performance ratings in the vocabulary and reading comprehension tests, the median and interquartile range were used since the data were not normally distributed ( $p < .05$ ). The performance of the respondents was further classified according to the following score range and description:

Score Range	Description
25 - 30	Advanced
19 - 24	Proficient
13 - 18	Approaching Proficiency
7 - 12	Developing
0 - 6	Beginning

The Pearson chi-square test was used to test the significant relationship between variables with nominal scale like the type, genre, and purpose of watching English-subtitle movies. The Spearman's rho test was used to test the significant relationship between variables with ordinal scale such as frequency, time spent, and length of time of watching English-subtitle movies; self-assessed reading abilities, and performance ratings in vocabulary and reading comprehension tests. The p-value less than or equal to .05 is considered significant.

The strength of correlation by Dancey and Reidy (2004) was utilized to interpret the obtained correlation coefficient value:

Contingency/Correlation Coefficient Value	Direction and Strength of Correlation
±1.00	Perfect (+/-) correlation
±0.70 to ±0.99	Strong (+/-) correlation





<b>±0.40 to ±0.69</b>	Moderate (+/-) correlation
<b>±0.10 to ±0.39</b>	Weak (+/-) correlation
<b>±.00 to ±0.09</b>	No correlation

## RESULTS

The data gathered were organized and processed using the appropriate statistical tools and techniques which revealed the following results:

### *Respondents' Watching Habits of English-subtitled movies*

Table 2 shows the distribution of one hundred forty-nine (149) respondents' watching habits of English-subtitled movies in terms of type, genre, purpose, frequency of instance, time spent, and length of time.

Type of English-subtitled movies. The majority of respondents, 78 (52.3%) of them watched Korean movies, followed by 33 (22.1%) of them who watched Filipino movies, 21 (14.1%) who watched American movies, and 16 (10.7%) who watched Japanese anime. On the other hand, only one respondent (0.7%) watched Japanese movies and none of them watched Indian movies.

Genre of English-subtitled movies. Among the 149 respondents, most or 71 (47.7%) of them preferred action movies. Following this were 33 (22.1%) respondents who enjoyed romance-genre-type of movies, 20 (13.4%) of them who watched drama movies, and 16 (10.7%) of them who liked horror movies. Few respondents or six (4.0%) of them were fans of science fiction whereas only two (1.3%) watched historical movies, and one (0.7%) among them was into comedy.

Purpose of watching English-subtitled movies. Most of the respondents or 84 (56.4%) of them indicated that the main reason why they watch movies with English subtitles is to understand the storyline. This was followed by understanding the language being spoken, as responded by 35 (23.5%); learning new words, as stated by 17 (11.4%); and recognizing words and accents, as indicated by 10 (6.7%). Meanwhile, only one (0.7%) of the respondents mentioned the need to understand jargon and slang language; the same goes for another one (0.7%) respondent who pointed out the need to keep track on what the characters are saying; and one (0.7%) of the respondents who stated the need to keep up with the fast dialogues of the characters.

Frequency of instance in watching English-subtitled movies. The majority of respondents or 44 (29.5%) of them watched movies with English subtitles every day, followed by 36 (24.2%) who watched twice a week, 35 (23.5%) who watched once a week, and 34 (22.8%) who watched thrice or more in a month.

Time spent on watching English-subtitled movies per day. Among the 149 respondents, 80 (53.7%) of them watched movies with English subtitles for at least 1-2 hours whereas 35 (23.5%) watched for 3-4 hours. Some respondents or 29 (19.5%) of them watched for 5 hours or more and 5 (3.4%) watched for at least 59 minutes or less than only.

Length of time watching English-subtitled movies. Most of the respondents—114 of them (76.5%), have been consistently watching movies with English subtitles for at least two years already. However, some of them or 11



(7.4%) only watched for less than a month, followed by another 11 (7.4%) who watched for a year and a half, 9 (6.0%) who watched for 1-5 months, and 4 (2.7%) who watched for at least 6-11 months.

**Table 2: Respondents' Watching Habits of English-Subtitled Movies**

Type of English-subtitled movies	f	%
<b>Filipino Movies</b>	33	22.1
<b>Korean Movies (Kdrama)</b>	78	52.3
<b>Japanese Anime</b>	16	10.7
<b>Japanese Movies</b>	1	0.7
<b>American Movies (Hollywood)</b>	21	14.1
<b>Indian Movies (Bollywood)</b>	0	0
<b>Total</b>	149	100.0
Genre of English-subtitled movies	f	%
<b>Action</b>	71	47.7
<b>Horror</b>	16	10.7
<b>Drama</b>	20	13.4
<b>Romance</b>	33	22.1
<b>Historical</b>	2	1.3
<b>Science Fiction</b>	6	4.0
<b>Comedy</b>	1	0.7
<b>Total</b>	149	100.0
Purpose of watching English-subtitled movies	f	%
<b>To understand the storyline</b>	84	56.4
<b>To learn new words</b>	17	11.4
<b>To understand the language that is being spoken</b>	35	23.5
<b>To understand jargons and slang language</b>	1	0.7
<b>To recognize words and accents</b>	10	6.7
<b>To keep track on what they are saying.</b>	1	0.7
<b>To keep up with the fast dialogues of the characters</b>	1	0.7
<b>Total</b>	149	100.0
Frequency of instance in watching English-subtitled movies	f	%
<b>Everyday</b>	44	29.5
<b>Once a week</b>	35	23.5
<b>Twice a week</b>	36	24.2
<b>Thrice or more in a month</b>	34	22.8
<b>Total</b>	149	100.0
Time spent on watching English-subtitled movies per day	f	%



<b>59 minutes or less</b>	5	3.4
<b>1-2 hours</b>	80	53.7
<b>3-4 hours</b>	35	23.5
<b>5 hours or more</b>	29	19.5
<b>Total</b>	149	100.0
<b>Length of time watching English-subtitled movies</b>	f	%
<b>Less than a month</b>	11	7.4
<b>1-5 months</b>	9	6.0
<b>6-11 months</b>	4	2.7
<b>1 and a half years</b>	11	7.4
<b>2 years and longer</b>	114	76.5
<b>Total</b>	149	100.0

### ***Respondents' Self-assessment of Reading Abilities***

Table 3 displays the data about the respondents' self-assessment of their reading abilities in terms of decoding, phonological and phonemic awareness, reading fluency, reading comprehension, vocabulary knowledge, memory, and logical thinking.

**Decoding.** The results indicated that the respondents strongly agreed that watching movies with English subtitles helps them recognize familiar words ( $\bar{x} = 3.59$ ) and figure out words they have not encountered before ( $\bar{x} = 3.53$ ), while they only agreed that this also helps them focus on higher-level literacy skills, such as comprehension and writing, by memorizing letter patterns and their sounds ( $\bar{x} = 3.42$ ). In general, the respondents strongly agreed ( $\bar{x} = 3.51$ ) that watching movies with English subtitles helps in the development of their decoding ability.

**Phonological and phonemic awareness.** The outcomes showed that the respondents agreed that watching movies with English subtitles improves their ability to break down sentences into words ( $\bar{x} = 3.28$ ); identify alliteration ( $\bar{x} = 3.23$ ); recognize rhymes ( $\bar{x} = 3.13$ ); and figure out how many syllables are in a word ( $\bar{x} = 2.80$ ). In conclusion, the respondents agreed ( $\bar{x} = 3.11$ ) that watching movies with English subtitles contributes to the development of their phonological and phonemic awareness in reading.

**Reading fluency.** According to the findings, the respondents strongly agreed that watching movies with English subtitles improves their ability to read a text easily ( $\bar{x} = 3.54$ ) and accurately ( $\bar{x} = 3.52$ ), whereas they only agreed that it helps them read text with proper expression ( $\bar{x} = 3.44$ ). Overall, the respondents strongly agreed ( $\bar{x} = 3.50$ ) that watching movies with English subtitles promotes their reading fluency.

**Reading comprehension.** Based on the results, the respondents agreed that watching movies with English subtitles enhances their ability to interpret the meaning of a text ( $\bar{x} = 3.50$ ); understand the meaning of a text easily ( $\bar{x} = 3.49$ ); quickly find information within a text ( $\bar{x} = 3.43$ ); integrate their prior knowledge to a text ( $\bar{x} = 3.40$ ); and process a text ( $\bar{x} = 3.39$ ). In summary, the respondents agreed ( $\bar{x} = 3.44$ ) that watching movies with English subtitles aids in the development of their reading comprehension.

Vocabulary knowledge. The outcomes revealed that the respondents strongly agreed that watching movies in English enhances their ability to recognize how a word is used in texts ( $\bar{x} = 3.51$ ). Meanwhile, they only agreed that this improves their ability to understand many texts because of the new words they learned by watching movies ( $\bar{x} = 3.47$ ); build their vocabulary knowledge by searching the definitions of unfamiliar words ( $\bar{x} = 3.42$ ); and comprehend many reading materials than before ( $\bar{x} = 3.36$ ). Finally, the respondents agreed ( $\bar{x} = 3.44$ ) that watching movies with English subtitles expands their vocabulary knowledge.

Memory. The findings displayed that the respondents agreed that watching movies with English subtitles helps them develop their ability to apply words in different sentences and situations ( $\bar{x} = 3.47$ ); use or practice words ( $\bar{x} = 3.43$ ); and remember them ( $\bar{x} = 3.34$ ). In general, the respondents agreed ( $\bar{x} = 3.41$ ) that watching movies with English subtitles supports memory retention.

Logical thinking. The results indicated that the respondents agreed that watching movies with English subtitles allows them grasp the main idea of the text ( $\bar{x} = 3.36$ ); make informed predictions ( $\bar{x} = 3.26$ ); and form opinions or reflections when reading ( $\bar{x} = 3.23$ ). In conclusion, the respondents agreed ( $\bar{x} = 3.28$ ) that watching movies with English subtitles helps in the development of their logical thinking.

**Table 3: Respondents' Self-assessment of Reading Abilities**

Decoding	SD	D	A	SA	$\bar{x}$	Desc
<b>English-subtitled movies have helped me develop the ability:</b>						
1. to recognize familiar words quickly.	2	1	53	93	3.59	Strongly Agree
2. to figure out words I haven't encountered before.	2	4	56	87	3.53	Strongly Agree
3. to focus on higher-level literacy skills, such as comprehension and writing, by memorizing letter patterns and their sounds.	1	6	71	71	3.42	Agree
<b>Sub-mean</b>					3.51	Strongly Agree
<b>Phonological and Phonemic Awareness</b>						
<b>English-subtitled movies have helped me develop the ability:</b>						
1. to recognize rhymes.	2	15	94	38	3.13	Agree
2. to identify alliteration (the repetition of an initial consonant sound in words that are in close proximity to each other).	2	9	91	47	3.23	Agree
3. to break down sentences into words.	2	10	82	55	3.28	Agree
4. to figure out how many syllables are in a word.	9	45	62	33	2.80	Agree
<b>Sub-mean</b>					3.11	Agree
<b>Reading Fluency</b>						
<b>English-subtitled movies have helped me develop the ability:</b>						





1. to read a text easily.	0	5	59	85	3.54	Strongly Agree
2. to read a text accurately.	1	4	60	84	3.52	Strongly Agree
3. to read a text with proper expression.	2	3	71	73	3.44	Agree
<b>Sub-mean</b>					3.50	Strongly Agree
<b>Reading Comprehension</b>	SD	D	A	SA	$\bar{x}$	Desc
<b>English-subtitled movies have helped me develop the ability:</b>						
1. to process a text.	1	7	74	67	3.39	Agree
2. to understand the meaning of a text easily.	2	4	62	81	3.49	Agree
3. to quickly find information within a text.	2	7	65	75	3.43	Agree
4. integrate my prior knowledge to a text.	0	7	76	66	3.40	Agree
5. interpret the meaning of a text.	1	7	58	83	3.50	Agree
<b>Sub-mean</b>					3.44	Agree
<b>Vocabulary Knowledge</b>	SD	D	A	SA	$\bar{x}$	Desc
<b>English-subtitled movies have helped me:</b>						
1. build my vocabulary knowledge since I was able to search the meanings of words I do not recognize.	4	3	68	74	3.42	Agree
2. improve my ability to recognize how a word is used in texts.	1	2	66	80	3.51	Strongly Agree
3. understand many texts because of the new words I discovered.	0	3	73	73	3.47	Agree
4. comprehend many reading materials than before.	2	6	77	64	3.36	Agree
<b>Sub-mean</b>					3.44	Agree
<b>Memory</b>	SD	D	A	SA	$\bar{x}$	Desc
<b>English-subtitled movies have helped me develop the ability:</b>						
1. remember words.	1	8	79	61	3.34	Agree
2. use or practice words.	0	6	73	70	3.43	Agree
3. apply words in different sentences and situations.	0	6	67	76	3.47	Agree
<b>Sub-mean</b>					3.41	Agree
<b>Logical Thinking</b>	SD	D	A	SA	$\bar{x}$	Desc
<b>English-subtitled movies have helped me develop the ability:</b>						
1. to form opinions or reflections when reading;	2	10	88	49	3.23	Agree
2. to grasp the main idea of the text; and	3	4	79	63	3.36	Agree
3. to make informed predictions.	3	8	85	53	3.26	Agree
<b>Sub-mean</b>					3.28	Agree
<b>Overall Mean</b>					3.39	Agree



N=149;  $\bar{x}$  – mean; Desc – Description

SD=Strongly Disagree, D=Disagree, A=Agree, SA=Strongly Agree

**Respondents' Performance Ratings in the Vocabulary and Reading Comprehension Test**

Table 4 presents the respondents' level of performance according to their performance ratings in the vocabulary and reading comprehension tests.

**Vocabulary test.** Among the 149 respondents who took the 30-item vocabulary test, 49 (32.9%) of them scored between 13-18 which is classified as approaching proficiency level, followed by 38 (25.5%) with a score range of 19-24—considered to have reached proficient level, and 33 (22.1%) respondents with a score range of 25-30, which falls under the advanced level. On the other hand, 25 (16.8%) of them scored between 7-12—categorized under the developing level, and four (2.7%) respondents with a score range of 0-6 are still regarded under the beginning level. The overall performance of the respondents in the vocabulary test has a median of 18 and an interquartile range of  $\pm 11$  which shows the dispersion of the scores from 7 to 29 or a performance level of developing to advance in vocabulary.

**Reading comprehension test.** Forty-four (29.5%) of the respondents who took the 30-item reading comprehension test received scores between 13-18, which falls under approaching proficiency level. Following this were 41 (27.5%) respondents with range score of 7-12, classified under developing level; 40 (26.8%) who scored between 19-24—believed to have reached proficient level; and 12 (8.1%) respondents with range score of 0-6, regarded under beginning level and another 12 (8.1%) respondents who scored between 25-30, categorized under advanced level. The overall performance of the respondents in reading comprehension test has a median of 16 and an interquartile range of  $\pm 9$  which shows the dispersion of the scores from 7 to 25 or a performance level of developing to advance in reading comprehension.

**Table 4: Respondents' Performance Ratings in Vocabulary and Reading Comprehension Tests**

Level of Performance	Vocabulary Test	Reading Comprehension Test
	f (%)	f (%)
<b>Beginning (0 - 6)</b>	4 (2.7%)	12 (8.1%)
<b>Developing (7 - 12)</b>	25 (16.8%)	41 (27.5%)
<b>Approaching Proficiency (13 - 18)</b>	49 (32.9%)	44 (29.5%)
<b>Proficient (19 - 24)</b>	38 (25.5%)	40 (26.8%)
<b>Advanced (25 - 30)</b>	33 (22.1%)	12 (8.1%)
<b>Total</b>		
<b>Median</b>	18	16
<b>Interquartile Range</b>	$\pm 11$	$\pm 9$

Test of Relationship between the Respondents' Watching Habits of English-subtitled Movies and their Self-assessed Reading Abilities.



Table 5 encapsulates the results of the test of relationship between the respondents' watching habits of English-subtitled movies and their self-assessed reading abilities.

**Decoding.** The results of Pearson chi-square test correlating respondents' decoding ability and their watching habits of English-subtitled movies in terms of type ( $p = .436$ ), genre ( $p = .602$ ), and purpose ( $p = .862$ ) showed p-values greater than 0.05 level of significance, therefore, the null hypothesis is failed to reject. This indicates that the respondents' watching habits of English-subtitled movies in terms of type, genre, and purpose have no significant relationship to their decoding ability.

Meanwhile, the findings of Spearman's rho test correlating the respondents' watching habits of English-subtitled movies in terms of frequency of instance ( $p = .390$ ) and time spent ( $p = .944$ ) and their decoding ability also showed p-values greater than 0.05 level of significance, hence, the null hypothesis is failed to reject. This implies that the respondents' watching habits of English-subtitled movies in terms of frequency of instance and time spent and their decoding ability showed no significant relationship.

On the other hand, the respondents' watching habits of English-subtitled movies in terms of length of time and their decoding ability showed  $p = .013$  with a 95% confidence level. This means that there is a significant relationship between the variables as the p-value is less than 0.05 level of significance. Consequently, the correlation coefficient = .204 indicates that the relationship between the respondents' watching habits of English-subtitled movies in terms of length of time and their decoding ability is weak and positive. This shows that the respondents decoding ability improves, the longer they continuously watch movies with English subtitles and vice versa. However, a weak degree of correlation demonstrates that their watching habits of English-subtitled movies in terms of length of time accounts for only little variation, and there are other variables that are more correlated to their decoding ability.

**Phonological and phonemic awareness.** The results of Pearson chi-square test that correlated the respondents' phonological and phonemic awareness and their watching habits of English-subtitled movies in terms of type ( $p = .932$ ), genre ( $p = .983$ ), and purpose ( $p = .977$ ) showed p-values greater than 0.05 level of significance. As a result, there's no significant relationship between their phonological and phonemic awareness and watching habits of English-subtitled movies in terms of type, genre, and purpose.

Accordingly, it was revealed that there is also no significant relationship between respondents' phonological and phonemic awareness and their watching habits of English-subtitled movies in terms of frequency of instance with  $p = .399$ , time spent with  $p = .548$ , and length of time with  $p = .833$ .

**Reading fluency.** The Pearson chi-square test results correlating the respondents' watching habits of English-subtitled movies in terms of type ( $p = .001$ ) and their reading fluency showed a p-value less than 0.05 level of significance with a 95% confidence level, thus, the null hypothesis is rejected. This demonstrates that there is a statistically significant relationship between the respondents' watching habits of English-subtitled movies in terms of type and their reading fluency. Further, the contingency coefficient = .483 indicates that the relationship between the variables is moderate and positive. The crosstabulation results further revealed that those who are



watching Filipino, Korean, Japanese Anime, and American movies with English subtitles have high reading fluency as compared to those who are watching Japanese movies with English subtitles.

However, it was found out that the respondents' watching habits of English-subtitled movies in terms of genre ( $p = .998$ ) and purpose ( $p = .945$ ) showed no significant relationship to their reading fluency. This indicates that the null hypothesis is failed to be rejected.

On the other hand, the results of Spearman's rho test correlating the respondents' watching habits of English-subtitled movies in terms of frequency of instance ( $p = .601$ ), time spent ( $p = .432$ ), and length of time ( $p = .266$ ) to their reading fluency also showed p-values greater than 0.05 level of significance, therefore, the null hypothesis is failed to be rejected. As a result, there is no statistically significant relationship between the respondents' reading fluency and their watching habits of English-subtitled movies in terms of frequency of instance, time spent, and length of time.

Reading comprehension. The findings of the Pearson chi-square test, which correlated the respondents' reading comprehension and watching habits of English-subtitled movies in terms of type ( $p = .001$ ) revealed p-value less than 0.05 with a 95% confident level, which means the null hypothesis is rejected. This suggests that there is a statistically significant relationship between the respondents' reading comprehension and watching habits of English-subtitled movies in terms of type. The contingency coefficient = .404 indicates that the relationship between the variables is moderate and positive. The crosstabulation results further revealed that those who are watching Filipino, Korean, Japanese Anime, and American movies with English subtitles have high reading comprehension as compared to those who are watching Japanese movies with English subtitles.

However, the respondents' and watching habits of English-subtitled movies in terms of genre with  $p = .447$  and purpose with  $p = .413$  showed no significant relationship to their reading comprehension as the p-values are greater than 0.05.

Meanwhile, the results of Spearman's rho test in correlating the respondents' reading comprehension and watching habits of English-subtitled movies in terms of frequency of instance ( $p = .512$ ), time spent ( $p = .082$ ), and length of time ( $p = .091$ ) showed p-values greater than 0.05, thus, the null hypothesis is failed to be rejected. This reveals that there is no significant relationship between the respondents' reading comprehension and watching habits of English-subtitled movies in terms of frequency of instance, time spent, and length of time.

Vocabulary knowledge. The Pearson chi-square test results correlating respondents' vocabulary knowledge and watching habits of English-subtitled movies in terms of type ( $p = .348$ ), genre ( $p = .744$ ), and purpose ( $p = .968$ ) revealed p-values greater than 0.05. This shows that there is no statistically significant relationship between the respondents' vocabulary knowledge and watching habits of English-subtitled movies in terms of type, genre, and purpose.

On the other hand, Spearman's rho test's findings in correlating the respondents' vocabulary knowledge and watching habits of English-subtitled movies in terms of frequency of instance ( $p = .910$ ) and time spent ( $p = .252$ ) also showed p-values greater than 0.05, concluding that the null hypothesis is failed to be rejected. This displays





that there is no correlation between the respondents' vocabulary knowledge and their frequency of instance and time spent in watching movies with English subtitles.

Meanwhile, the respondents' vocabulary knowledge was found to be correlated to their watching habits of English-subtitled movies in terms of length of time ( $p = .006$ ) as the  $p$ -value is less than 0.05 level of significance with a 95% confidence level, therefore, the null hypothesis is rejected. The correlation coefficient = .224 indicates that the relationship between the respondents' watching habits of English-subtitled movies in terms of length of time and their vocabulary knowledge is weak and positive. This demonstrates that as the respondents' vocabulary knowledge increases, the longer they continuously watch movies with English subtitles. However, a weak degree of correlation shows that their watching habits of English-subtitled movies in terms of length of time accounts for only little variation and there are other variables that are more correlated to their vocabulary knowledge.

Memory. The results of the Pearson chi-square test correlating the respondents' ability to remember words, practice and apply them in different sentences and situations and their watching habits of English-subtitled movies in terms of type ( $p = .515$ ), genre ( $p = .805$ ), and purpose ( $p = .052$ ) showed  $p$ -values greater than 0.05. This indicates that there is no significant relationship between the respondents' memory and watching habits of English-subtitled movies in terms of type, genre, and purpose.

Likewise, the results of the Spearman's rho test correlating the respondents' memory and watching habits of English-subtitled movies in terms of frequency of instance ( $p = .302$ ) and time spent ( $p = .891$ ) revealed  $p$ -values greater than 0.05, hence, there is no significant relationship between the variables.

On the other hand, the respondents' length of time ( $p = .024$ ) in watching movies with English subtitles and their memory revealed to have correlation as the  $p$ -value is less than 0.05, with a 95% confidence level. This shows that the null hypothesis is rejected. The correlation coefficient = .184 indicates that the relationship between the respondents' watching habits of English-subtitled movies in terms of length of time and their memory is weak and positive. This shows that as the memory progresses, the longer they continuously watch movies with English subtitles. However, a weak degree of correlation demonstrates that their watching habits of English-subtitled movies in terms of length of time accounts for only little variation and there are other variables that are more correlated to their memory.

Logical thinking. The outcomes of Pearson chi-square test correlating the respondents' logical thinking ability and their watching habits of English-subtitled movies in terms of type ( $p = .936$ ), genre ( $p = .945$ ), and purpose ( $p = .357$ ) showed  $p$ -values greater than 0.05, which implies that there is no significant relationship between the variables.

Similarly, the results of the Spearman's rho test in correlating the respondents' logical thinking ability and their watching habits of English-subtitled movies in terms of frequency of instance ( $p = .130$ ), and time spent ( $p = .201$ ) also showed  $p$ -values greater than 0.05. This means that there is no correlation between the respondents' logical thinking ability and frequency and time spent of watching movies with English subtitles.



On the other hand, it was found that their logical thinking ability is significantly correlated to the length of time ( $p = .013$ ) the respondents have for watching movies with English subtitles as the p-value is less than 0.05, with a 95% confidence level. Therefore, the null hypothesis is rejected. The correlation coefficient = .204 shows that the relationship between the respondents' watching habits of English-subtitled movies in terms of length of time and their logical thinking is weak and positive. This shows that as the respondents' logical thinking ability improves, the longer they continuously watch movies with English subtitles. However, a weak degree of correlation demonstrates that their watching habits of English-subtitled movies in terms of length of time accounts for only little variation and there are other variables that are more correlated to their logical thinking.

**Table 5: Test of Relationship between the Respondent's Watching Habits of English-subtitled Movies and their Self-assessed Reading Abilities**

Self-Assessed Reading Abilities	Watching Habits of English-subtitled movies											
	Type		Genre		Purpose		Frequency		Time Spent		Length	
	cc	p	cc	p	cc	p	r	p	r	p	r	p
<b>Decoding</b>	.274	.436	.310	.602	.270	.862	-.071	.390	.006	.944	.204*	.013
<b>Phonological and phonemic awareness</b>	.191	.932	.222	.983	.227	.977	-.070	.399	.050	.548	.017	.833
<b>Reading fluency</b>	.483**	<.001	.190	.998	.246	.945	.043	.601	-.065	.432	.092	.266
<b>Reading comprehension</b>	.404**	<.001	.273	.447	.277	.413	-.054	.512	.143	.082	.139	.091
<b>Vocabulary knowledge</b>	.286	.348	.291	.744	.234	.968	-.009	.910	.094	.252	.224**	.006
<b>Memory</b>	.215	.515	.222	.805	.351	.052	-.085	.302	-.011	.891	.184*	.024
<b>Logical thinking</b>	.190	.936	.246	.945	.341	.357	-.125	.130	.105	.201	.204*	.013

\*\* . Correlation is significant at the 0.01 level (2-tailed)  $p < .01$

\* . Correlation is significant at the 0.05 level (2-tailed)  $p < .05$

Legend:

cc = Pearson chi-square test (contingency coefficient) value

r = Spearman's rho (correlation coefficient) value

p = significant level

***Test of Relationship between the Respondents' Watching Habits of English-subtitled Movies and their Performance Ratings in the Vocabulary and Reading Comprehension Tests***

Table 6 illustrates the results of the test of relationship between the respondents' watching habits of English-subtitled movies and their performance rating in the vocabulary and reading comprehension tests.

Vocabulary test. The results of the Pearson chi-square test correlating the respondents' watching habits of English-subtitled movies in terms of type ( $p = .087$ ), genre ( $p = .561$ ), and purpose ( $p = .505$ ) and their performance ratings in the vocabulary test showed p-values greater than 0.05 level of significance. As a result, there's no significant relationship between the variables.



Likewise, the outcomes of the Spearman's rho test in correlating the respondents' watching habits of English-subtitled movies in terms of frequency of instance ( $p = .152$ ), time spent ( $p = .586$ ), and length of time ( $p = .833$ ) and their performance ratings in the vocabulary also showed p-values greater than 0.05 level of significance. As a result, there's no significant relationship between the variables.

Reading comprehension test. The findings of the Pearson chi-square test results correlating the respondents' watching habits of English-subtitled movies in terms of type ( $p = .633$ ), genre ( $p = .062$ ), and purpose ( $p = .574$ ) and their performance ratings in the reading comprehension test showed p-values greater than 0.05 level of significance. As a result, the null hypothesis failed to be rejected, hence, there's no significant relationship between the variables.

Meanwhile, the results of the Spearman's rho test in correlating the respondents' watching habits of English-subtitled movies in terms of frequency ( $p = .561$ ), time spent ( $p = .881$ ), and length of time ( $p = .129$ ) and their performance ratings in the reading comprehension test also showed p-values greater than 0.05 level of significance. As a result, there's no significant relationship between the variables.

**Table 6: Test of Relationship between the Respondents' Watching Habits of English-subtitled Movies and their Performance Ratings in the Vocabulary and Reading Comprehension Tests**

Performance Rating	Watching Habits of English-subtitled movies											
	Type		Genre		Purpose		Frequency		Time Spent		Length	
	cc	p	cc	p	cc	p	r	p	r	p	r	p
<b>Vocabulary Test</b>	.373	.087	.361	.561	.367	.505	.118	.152	.045	.586	.017	.833
<b>Reading Comprehension Test</b>	.289	.633	.438	.062	.359	.574	.048	.561	.012	.881	.125	.129

Legend:

cc = Pearson chi-square test (contingency coefficient) value

r = Spearman's rho (correlation coefficient) value

p = significant level

***Test of Relationship between the Respondents' Self-assessed Reading Abilities and Performance Ratings in the Vocabulary and Reading Comprehension Tests***

Table 7 shows the results of the test of relationship between the respondents' self-assessed reading abilities and their performance ratings in the vocabulary and reading comprehension tests.

Vocabulary Test. The Spearman's rho test results that correlated the respondents' performance rating on the vocabulary test with their self-assessed reading abilities, consisting reading comprehension ( $p = .035$ ) and vocabulary knowledge ( $p = .038$ ), showed p-values less than 0.05 level of significance with a 95% confidence level; as a result, the null hypothesis is rejected. The reading comprehension correlation coefficient is = .173 and the vocabulary knowledge correlation coefficient is = .170, both of which shows that there is a weak but positive correlation between the respondents' performance ratings on the vocabulary test and their self-assessed reading



comprehension and vocabulary knowledge. This indicates that respondents' self-assessment of their reading comprehension and vocabulary knowledge seems true as their performance rating in reading comprehension test is high and vice versa. However, a weak degree of correlation demonstrates that their performance rating on the vocabulary test account for only little variation and there are other variables that are more correlated to their self-assessed reading comprehension and vocabulary knowledge.

Meanwhile, the test correlating the respondents' performance rating in the vocabulary test and their self-assessed reading abilities such as decoding ( $p = .058$ ,  $r = .156$ ), phonological and phonemic awareness ( $p = .991$ ,  $r = .001$ ), reading fluency ( $p = .401$ ,  $r = .069$ ), memory ( $p = .665$ ,  $r = .036$ ), and logical thinking ( $p = .074$ ,  $r = .147$ ) showed p-values greater than 0.05 level of significance. Therefore, there is no significant relationship between the variables.

Reading Comprehension Test. The findings of the Spearman's rho test showed significant relationship between the respondents' performance ratings on the reading comprehension test and their self-assessed reading abilities like decoding ( $p = .029$ ), reading comprehension ( $p = .013$ ), vocabulary knowledge ( $p = .001$ ), and logical thinking ( $p = .045$ ) as the p-values are less than 0.05 level of a significance, with a 95% confidence level, thus, the null hypothesis is rejected. Decoding ability has a correlation coefficient of  $= .178$ , reading comprehension has  $= .204$ , vocabulary knowledge has  $= .259$ , and logical thinking has  $= .164$ , all of which shows weak and positive correlation between the respondents' performance ratings on the reading comprehension test and the mentioned self-assessed reading abilities. This shows that the respondents' self-assessed decoding, reading comprehension, vocabulary knowledge, and logical thinking abilities look accurate as their performance rating in reading comprehension test is high and vice versa. However, a weak degree of correlation demonstrates that respondents' performance ratings on the reading comprehension accounts for only little variation and there are other variables that are more correlated to their self-assessed decoding, reading comprehension, vocabulary knowledge, and logical thinking ability.

On the other hand, other self-assessed reading abilities such as phonological and phonemic awareness ( $p = .533$ ,  $r = .051$ ), reading fluency ( $p = .118$ ,  $r = .129$ ), and memory ( $p = .976$ ,  $r = .002$ ), did not appear to be significantly correlated to the respondents' performance ratings on the reading comprehension test, as the p-values are greater than the 0.05 level of significance. Therefore, the null hypothesis failed to be rejected and there is no correlation between the variables.

**Table 7: Test of Relationship between the Respondents' Self-assessed Reading Abilities and their Performance Ratings in the Vocabulary and Reading Comprehension Tests**

Self-Assessed Reading Abilities	Performance Rating			
	Vocabulary Test		Reading Comprehension Test	
	r	p	r	p
<b>Decoding</b>	.156	.058	.178*	.029
<b>Phonological and phonemic awareness</b>	.001	.991	.051	.533
<b>Reading fluency</b>	.069	.401	.129	.118
<b>Reading comprehension</b>	.173*	.035	.204*	.013





<b>Vocabulary knowledge</b>	.170*	.038	.259**	.001
<b>Memory</b>	.036	.665	.002	.976
<b>Logical thinking</b>	.147	.074	.164*	.045

\*\* . Correlation is significant at the 0.01 level (2-tailed)  $p < .01$

\* . Correlation is significant at the 0.05 level (2-tailed)  $p < .05$

Legend:

$r$  = Spearman's rho (correlation coefficient) value

$p$  = significant level

## DISCUSSION AND CONCLUSION

English language learning could open up a lot of opportunities for students, especially in their professional lives. Hence, reading ability is said to be the most efficient and effective way to language learning (Belgacem, 2022; Bostock, 2022). However, achieving these goals can be challenging without the right strategy in place, especially during trying times like the COVID-19 pandemic, not to mention in the Philippines where reading issues are most prevalent (Chi, 2023; Ines, 2023; Tugade, 2022). Considering this, the researcher sought to find the best approach to address this issue even during the time when schools cannot operate and learning is limited. Therefore, this study aimed to explore the relationship between the grade 12 respondents' watching habits of English-subtitled movies to various reading abilities.

The results reveal that the majority of the respondents watch Korean movies the most; they prefer action genre; they mostly watch movies with English subtitles so they can follow the storyline; they watch for at least an hour or two every day; and the majority of them have been watching for two years already. However, the overall data confirm that there is no significant relationship between the respondents' watching habits of English-subtitled movies and their self-assessment of reading abilities. Yet, the researcher's findings also indicate that there is an exception to this. The study shows that the respondents' decoding ability, vocabulary knowledge, memory, and logical thinking appeared to be correlated with the length of time they had spent watching English-subtitled movies. The same thing is observed for the respondents' reading fluency and reading comprehension, which were found to have significant relationship with the type of English-subtitled movies they watch.

Therefore, it can be inferred that the respondents' decoding, vocabulary, memory, and logical thinking abilities improve the longer they continuously watch movies with English subtitles. On the other hand, the respondents' reading fluency and comprehension enhance depending on the type of English-subtitled movies they watch.

In the qualitative study conducted by Hestiana and Anita (2022), it was discovered that there was a positive relationship between the students' improved vocabulary in English and their watching of movies with subtitles. Thus, it was found that students with great English skills are likely to be those who consistently watch movies with subtitles.

On the other hand, Sabouri et al. (2015) investigated the impact of watching English-subtitled movies in vocabulary learning in different genders of Iranian EFL learners. A part of the study involved choosing the

appropriate English movie with its English subtitle—the one that best fits for language teaching and learning. The study revealed that, although there was no significant relationship found between the learners' genders and watching English captioned movies in classrooms, the learners who had watched English-subtitled movies in classrooms in general had performed better in the vocabulary achievement tests and their scores increased significantly compared to the ones who had not.

Katemba and Ning (2018) also affirmed that repeated watching of movies with subtitles can help students improve reading and listening comprehension, word recognition, and vocabulary acquisition of students.

Meanwhile, most of the respondents strongly agree that their decoding ability and reading fluency improve as they watch movies with English subtitles while they only agree that this enhances phonological and phonemic awareness, reading comprehension, vocabulary knowledge, memory, and logical thinking ability.

Hence, the majority of them who took the 30-item vocabulary test, 49 of them scored between 13-18 which is classified under approaching proficiency level while they received scores between 13-18 in reading comprehension test, which falls under approaching proficiency level. The overall performance of the respondents in both vocabulary and reading comprehension tests falls within the performance level of developing to advance.

This supports the findings of Permatasari (2018), Putri (2021), and Ramli (2019) that watching movies with subtitles can enhance reading comprehension, proving to be a helpful method for assisting students in improving their reading abilities.

Consequently, in the multiple-choice test to objectively assess the respondents' vocabulary knowledge and reading comprehension, the results show no significant relationship to the respondents' watching habits of English-subtitled movies.

This suggests that the respondents' vocabulary knowledge and reading comprehension are not importantly affected by the type and genre of English-subtitled movies they watch, their reason for watching them, how often they watch them, how much time they spend watching them, or how long they have been watching them. Hence, this also contradicts the results of Pujadas and Muñoz (2019), who found that watching movies with subtitles enhances vocabulary and promotes language learning; Putri (2021) who stated that movies with subtitles improve reading comprehension.

Moreover, these further conflicts some of the results obtained from their self- assessment, which indicated that their vocabulary, reading comprehension, and other reading abilities were significantly correlated with the type of English-subtitled movies and the length of time they have been watching them.

Therefore, the aforementioned findings were examined to determine whether the respondents' self-assessed reading abilities were true by correlating their self-assessed reading abilities to their performance rating in the vocabulary and reading comprehension tests.

It was found that the respondents' performance rating in the vocabulary test and their self-assessed reading abilities such as decoding, phonological and phonemic awareness, reading fluency, memory, and logical thinking

showed no significant relationship except the vocabulary knowledge and reading comprehension. It can be inferred that respondents' self-assessment of their reading comprehension and vocabulary knowledge seems true as it matches their performance rating in reading comprehension.

On the other hand, the respondents' performance ratings on the reading comprehension test did not appear to be significantly correlated to the respondents' self-assessed reading abilities such as phonological and phonemic awareness, reading fluency, and memory.

Yet, it appeared that self-assessed decoding ability, reading comprehension, vocabulary knowledge, and logical thinking have significant relationship with their performance rating on the reading comprehension test.

Given their performance rating on the reading comprehension exam, it is possible that the respondents' self-assessed decoding, reading comprehension, vocabulary knowledge, and logical thinking abilities are accurate.

However, it is important to note that the respondents were only assessed objectively in terms of their vocabulary and reading comprehension. Further research is still necessary to unbiasedly evaluate and investigate other reading abilities such as decoding, phonological and phonemic awareness, reading fluency, memory, and logical thinking.

## **Recommendations**

Based on the foregoing results, discussions, and conclusions, the following recommendations are offered:

1. The administrators, teachers, and other stakeholders may incorporate watching movies with English subtitles as a form of informal or formal supplementary and springboard activity to support and conduct English language lessons and enhance reading abilities which highlights the necessity of having alternative language learning instructions and methods.
2. Students should engage themselves in watching movies with English subtitles as it will be beneficial for them in the development of their reading abilities and English language learning and later in their career paths.
3. Further studies should be conducted using a different research design (e.g. quasi-experimental study) about the effects and significance of watching movies with English subtitles to the reading abilities of the learners.
4. The researcher also suggests conducting the same study and administering the survey questionnaire in-person with a time limit to see if the results will differ, given that the data for this study was collected online (via a Google Form) during the respondents' free time without any time limit.
5. The researcher was unable to give emphasis to reading abilities such as decoding, phonological and phonemic awareness, reading fluency, memory, and logical thinking although they are equally important as with the vocabulary knowledge and reading comprehension. Considering this, the researcher also recommends that a longer and more objective study should be done to measure and assess these reading abilities and see whether they improve when watching movies with English subtitles.
6. Further study should be conducted regarding movies with English subtitles and confounding variables such as socio-economic status, prior English proficiency, motivation, academic performance in other subjects, and time spent in other activities in order to have a stronger correlation between variables.



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