Enhancing Pronunciation Learning through Intralingual Movie Subtitling in a Thai University Context

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Abstract

At present, many students watch movies but they are unaware of the enormous benefits; movies can help them achieve effective English pronunciation. As a result, this study was set out to investigate how English subtitles can be used to enhance and facilitate students' pronunciation learning. This quantitative study was conducted with 35 final year Thai English-majored students in a university in Southern Thailand. The data were collected from the participants through a questionnaire after watching a movie with intralingual subtitles. Frequency-percentages as a descriptive statistical tool were used to analyze the data to effectively demonstrate how intralingual subtitling can better improve English pronunciation. The results revealed that watching English intralingual subtitled movies has a positive impact on improving Thai students' English pronunciation skills, as well as their vocabulary. Such results can provide insights for students, teachers, and curriculum designers into realizing the benefits of English intralingual movie subtitling in learning and developing the students' English pronunciation skills. It could also enhance the opportunity to incorporate English movies in the classroom within the context of ICT-based learning, which could serve as a motivation for the students in general.

Keywords: Intralingual, subtitling, movies, pronunciation learning, university students, Thai context

1. Introduction

When watching some films on television, a series of words displayed usually at the bottom of the television screen can be noticed. These words are called subtitles (Chiayee, 2017; Muzahaddah, 2019; Kanellopoulou, 2019). Although students generally watch movies for fun, such movies, particularly those with subtitles, can be quite instructive. In the area of English as a foreign language, learning the language through intralingual subtitled movies in and out of class can, in many ways, enhances students' development and achievement of correct English pronunciation.

It was not long after the invention of films that efforts were made to convey the dialogue of the actors to the audience. They started with what we now call intertitles: texts, drawn or printed on printed paper, filmed and placed between sequences of the film. They were first seen in 1903 as epic, descriptive titles in Edwin Stanton Porter's *Uncle Tom's Cabin* (The technique may have been invented by cartoonist and filmmaker J. Stuart Blackton). The titles were, from 1909 onward, called sub-titles as they were used in the same way as subtitles in, for instance, a newspaper. Early, but rarely, the subtitles were placed in the moving image (Witting & Christina, 2002). In fact, the very first "subtitles" in the modern sense saw the light of the already silent film era. In 1909, M.N. Topp registered a patent for a device for the rapid showing of titles for moving pictures other than those on the film strip. With this method, the projectionist showed the subtitles on the screen below the intertitles using a sciopticon (a kind of slide projection). However, this was never much more than a curiosity, although similar techniques, with the titles on a film strip instead of slides, have been used from time to time up to the present day (Bravo, 2005; Caimi, 2006; Chiayee, 2017; Muzahaddah, 2019; Kanellopoulou, 2019). From the year 1927 onward, with the invention of sound film, the audience could hear the actors, so the titles inserted between scenes disappeared and the problem assumed new dimensions. Though, one could make several language versions or have the film post synchronized (dubbed) in another language. However, some film producers and distributors found this technique complex and

expensive. They thus became what we now called subtitles (Muzahaddah, 2019). Since this technique is comparatively cheap, it became the preferred method in smaller language areas. In the early day of film subtitling, the main problem was to place the subtitles on the distribution copies, as the negative was usually in safekeeping in the country of origin. Countries such as Norway, Sweden, Hungary, and France quickly took the lead in developing techniques for subtitling films. However, the first attested showing of a sound film with subtitles was when the jazz singer (originally released in the U.S. in October 1927) opened in Paris, on January 26, 1929, with subtitles in French. Later that year, Italy followed suit, and on August 17, 1929, another Al Jolson film, *The Singing Fool*, opened in Copenhagen, fitted with Danish subtitles. (Gottlieb, 2002).

An extensive study by the European Survey on Language Skills ESLC; European Commission (2012), examined the foreign language skills of approximately 54,000 students and multifaceted analysis geared towards clarifying the influence of languages both internally and externally. Araujo and Costa (2013) indicated that there is a positive relationship between foreign language competence and conventional and new media exposure of students to foreign languages. Although the possibility of going from the lowest level of proficiency to an intermediate level depends more on watching movies with subtitles in the mother tongue and the original version. This is in line with the dual coding theory put forth by Paivio and Clark (1986, 1991) where the researchers demonstrated that imagery, concreteness, and verbal associative processes are pivotal in various educational domains, as these facilitate the interpretation of school material, learning, memory, teaching, and individual motivation of learners. Based on the dual coding theory (DCT) of Paivio and Clark (1991), intralingual subtitled movies in line with the dual coding theory of Paivio and Clark (1991) can enhance learners' pronunciation of different vocabulary as used in selected movies while watching and reading the subtitles from one scene to another, forming imagery, concrete and verbal associative process in the mind of the leaners in a way that they will hardly ever forget.

Subtitles are most often used to help viewers who are deaf, those with hearing difficulties, or people who have accent recognition problems to follow the dialogue or commentary in films (Eken, 2003; Muzahaddah, 2019). Recently, it has been used in the language teaching and interpreting fields. How native speakers of English pronounce words is undoubtedly different from that of non-native speakers (NNS). Thus, this study aimed to discover how one can use subtitles to enhance EFL student's pronunciation and investigate how students in a Thai EFL university setting can use subtitled films to learn appropriate English pronunciation as a way of easing their communication and comprehension in everyday conversation.

The choice of the research direction in this paper is based on the apparent fact that that many people like watching films but are unaware of how it can be academically helpful. It would make students create language within a familiar and motivating context, that is, using its audio-visual extract, like the films (Gottlieb, 2002; Eken, 2003; Kanellopoulou, 2019). The students will also feel as if they were playing an active role in their learning process, thus enhancing their language learning. The use of subtitles would also be a cheaper and easier way in achieving this goal of learning a second language or foreign language at the convenience of the learners. More so, technology in this context is very motivating to students. The objectives of this study will be achieved through the following research questions:

1) Can intralingual subtitling be included in the curriculum of pronunciation teaching?

2) How can learners use intralingual subtitles to learn English pronunciation?, and 'How can teachers use intralingual subtitles to teach English pronunciation?

2. Objectives

The study has the following as its primary objectives:

(a) To describe the benefits of intralingual subtitles in the learning and teaching of pronunciation;

(b) To recommend to teachers and policymakers the implementation of monolingual subtitles in teaching English pronunciation; and

(c) To advocate for other learners of English and/or teachers of English the use of intralingual subtitled films in learning pronunciation.

3. Review of Literature

This section examines the publications that are germane to our investigation to widen our horizons on the subject matter. Central to this investigation is the use of intralingual subtitling in the learning and teaching of English in a Thai EFL setting. It is worth noting that much has been written on the use of subtitles, but very little has been put down particularly on the use of intralingual subtitling to teach pronunciation in Thai EFL university contexts.

3.1 Subtitling in general

According to Reich (2006), subtitling is a branch of translation called audiovisual translation in which viewers can read statements of dialogues on the screen as well as watch the images and listen to the dialogues. Neves (2008) believes that captioning and subtitling have the same definitions although some make a distinction and believe that *captioning* is considered to be for both deaf and hearing-impaired viewers while *subtitling* is special to hearers. According to (Gerzymisch-arbogast 2008, as cited in Zarei & Rashvand, 2011), subtitles are the written translation of film dialogues appearing synchronously with the corresponding dialogues produced on the screen. He adds that the process of subtitling involves two steps: (1) from one 'language' to another, and (2) from verbal speech to a written text.

Reich (2006) holds that although there were voiceless films in cinemas at the beginning of the film-making history where the producers tried to find a solution to convey the dialogues to the viewers. They finally decided to write short statements on a paper and insert them between the film sequences. The written statements were called intertitles. Subtitles are new forms of interfiles. Eken (2003) suggests that foreign language teachers exploit the media including television, video, and the internet as motivational tools in and out of class. Similarly, Koolstra and Beentjes (1999) believe that watching television programs is a useful way to learn a foreign language. They also maintain that many Dutch students learn English from television and radio more than in schools. Wang and Shen (2007) believe that if something is to be learned, it must be noticed. Watching television programs makes this possible. It is, however, difficult for learners to understand films if they rely only on listening comprehension. Here subtitling plays a prominent role. (Meskill 1996, as cited in Hayati & Mohmedi, 2011) believes that subtitled video, a combination of pictures, sounds, and texts, do not hinder comprehension, but rather enhance it. Furthermore, Chang (2004) demonstrates that foreign films, especially when subtitled, increase viewers' motivation to acquire that language. Similarly, Danan (2004) maintains that media have a motivational effect on language learning. In this respect, video alone is not enough. He suggests that stakeholders exploit subtitling although there is some belief that these technologies are distracting and result in listening laziness. Paivio and Clark (1986, 1991) demonstrated that imagery, concreteness, and verbal associative processes are pivotal in various educational domains, as these facilitate the interpretation of school material, learning, memory, teaching and individual motivation of learners. Based on the dual coding theory (DCT) of Paivio and Clark (1991) intra-lingual subtitled movies are said to enhance learners pronunciation of different vocabulary as used in selected movies while watching and reading the subtitles from one scene to another, forming imagery, concrete and verbal associative process in the mind of the leaners in a way that they will hardly ever forget. The positive effects of concreteness and imagery on the readability of texts and memory lead to generalizing oral transmission of knowledge in the classroom. That is to say, it would be easier to understand and recall lessons containing specific details and evoking vivid images than lessons that are abstract and not image-arousing. Besides, as in classroom lessons, the same imagery manipulations that benefit memory for text should also benefit memory for orally presented knowledge Paivio and Clark (1991).

Opposed to the idea of listening laziness through watching subtitled videos is Zanon (2006) who concludes that using subtitled video in language classes causes students to be more relaxed while watching. Also, because it is a nice and pleasurable activity, it improves language comprehension and acquisition. Watching subtitled videos motivates students and familiarizes them with the target culture. It also has an effective role in acquiring correct pronunciation and developing new words and idioms. In the same vein, Bravo (2005) maintains that watching subtitled movies enhances the learners' motivation and results in the incidental acquisition of foreign languages.

According to Schroter (2005), subtitling is a form of translation called "additive translation." Because paralinguistic features including intonation and stress patterns, gestures, and facial expressions

affect the meaning, both verbal and nonverbal utterances are supposed to be conveyed into subtitles. Although some believe that subtitling is advantageous overdubbing since it presents original dialogues, Schroter (2005) argues that both have the same effect on the audience's understanding. He also believes that although it is a fact that subtitles distract viewers to focus on the image, it is not too difficult to read, watch, and listen to all at once.

3.2 Addressees of subtitling

Neves (2008) states that the addressees of subtitles do not belong to one unique group; therefore, subtitlers have to consider various age groups and social backgrounds. According to Chang (2004), even though subtitling was originally formulated for deaf and hearing difficulties, it is also beneficial for second language learners. Similarly, Zanon (2006) and Caimi (2006) maintain that due to creating a combination of sound, image, and text, this approach can be used for all types of students. According to Zanon (2006), subtitling enjoys many advantages; it motivates learners and makes them secure and gains self-confidence. Besides, it can help language learners to monitor their speech and find new vocabulary. Koolstra and Beentjes (1999) believe that interlingual subtitles contribute to learning expressions, pronunciation, syntax, and connotations as well as vocabulary. They found that interlingual subtitling has three main advantages overdubbing: the first is that subtitling is cheaper than dubbing. The second is related to the actors' original voices, which certainly affect comprehension. The last, and the most important, is that it may result in incidental language learning.

3.3 Interlingual and intralingual subtitling

Neves (2008) makes a distinction between interlingual and intralingual subtitles. The language of intralingual subtitles is the same as that of dialogues, whereas the language of interlingual subtitles is different from that of the audio. Bravo (2005) believes that both interlingual and intralingual subtitles result in language learning. He comments that learners of lower levels of proficiency are supposed to work with the first, whereas advanced learners benefit from the second to develop pronunciation and their knowledge of words and idioms. According to Caimi (2006), intralingual subtitling affects students' memories, develops their listening and reading comprehension, enhances their self-confidence, and replaces learning with entertainment. He maintains that there are two types of intralingual subtitles: the first is special to deaf or hearing-impaired viewers in which dialogues, as well as every other sound, are subtitled on the screen. In fact, this kind of subtitling is viewed as an "accessibility aid". The second kind has been formulated for people whose language is different from that being spoken in the film. Caimi believes that intralingual subtitling for didactic aid improves second language learners' listening comprehension due to the reproduction of oral language in written form. According to Danan (2004), intralingual subtitles are called "captions" and interlingual ones are referred to as "standard subtitles". He believes that although both increase the learners' motivation, captioning suffers several limitations, whereas standard subtitling leads to incidental language learning. For example, he argues that captioning is suitable for beginners only if adapted to a primary level of linguistic ability. Stewart and Pertusa (2004) hypothesize that films subtitled in the target language are more appropriate foreign language learning tools for English learners although most English instructors use English subtitled films in foreign language classes. The biggest drawback of English subtitling is the neglect of listening skills. On the other hand, Bird and (Williams 2002, as cited in Caimi, 2006) and (Schmidt 2007, as cited in Zarei & Rashvand, 2011; Gorjian, 2014) maintain that one of the best ways of language learning is watching intralingual subtitled programs. The above-mentioned studies reflect only part of the relevant literature. A more thorough examination of the literature is not within the scope of this paper, such as higher levels of controversy as to the effectiveness of various types of subtitling on vocabulary learning. In an attempt to resolve part of this controversy, the present study aims to investigate the use of intralingual subtitling in the learning and teaching of pronunciation to university students in a Thai EFL university context.

3.4 Pronunciation Problems

In English language learning contexts, pronunciation is either not stressed or even ignored. Few scholars argue that neglect can be due to the assumption that supra-segmental characteristics appear

unlearnable Greenwood (2002). Also, many teachers rarely consider pronunciation a skill in its own right rather than a sub-component of the macro skill of speaking Kanoksilapatham (2010). Pronunciation is a global construct consisting of segmental (e.g., consonant and vowels) and suprasegmental (e.g., stress, intonation, rhythm, pace, volume). A critical factor in affecting English pronunciation among Thai students is the lack of opportunity to practice English pronunciation. Many Thai students do not communicate often in the English language since they use the Thai language more often by so doing many Thai students are lacking in English pronunciation. This problem can be engaged by introducing intra-lingual subtitled movies in English language classrooms which will not only improve English pronunciation of students but it will also serve as an opportunity for learners to practice and improve communication skill while in a relaxed atmosphere of learning.

4. Materials and Methods

This section describes the methodology of the study including the participants and data collection and analysis procedures.

4.1 Movie selection

The film used in this investigation is *The Sound of Music* produced and directed by Robert Wise based on a musical book written by Howard Lindsay and Russell Crouse and screenplay by Ernest Lehman. The movie is also based on the book: *The Story of the Trapp Family* by Maria Von Trapp. This movie was selected as it was professionally subtitled. Consequently, it is a suitable resource to investigate the research objective. Another choice of this movie is the real-life and contextualized features that the film possesses which will help stimulate the viewers' interest. Besides, the genre of comedy and music adds to its attractiveness. Again, it is assumed that this film had been watched by most of the students under study, therefore, this will enable them to pay more attention to the point of focus (pronunciation) and little attention to the storyline. Among other movies, *The Sound of Music* was chosen based on the students' consistent interest in the particular movie and recommendation during practice in class indicating that they enjoyed watching the movie *The Sound of Music* with intralingual subtitles.

4.2 Participants

The participants in this study were 35 final year English-majored students in a university in Southern Thailand. This sample was motivated by the fact that these students are usually looked upon by their peers and students of other Departments and Faculties as those who command a certain degree of language proficiency, usually higher than theirs.

It tends to be true as these students mainly study the English Language throughout their stay at the university. As English-majored students, all 35 participants were selected due to their good command of the English language and clear understanding of the meaning of word stress, sentence stress, consonant clusters, 'unfamiliar' vowels, and juncture. They have been trained in class during practice to understand the different patterns of pronunciation before they were given questionnaires for this study. Thus, this study aimed at complementing other teaching-learning methods of effective pronunciation by suggesting another method, which is, using monolingual subtitling.

4.3 Instruments

The data for this study were collected principally using questionnaires. Due to time constraints, only an excerpt of the film, *The Sound of Music*, was selected for the participants to watch in a classroom setting along with the researchers. The essence of this exercise was for the students to observe whether subtitles could better their learning of English pronunciation. The film was watched for 45 minutes, after which the researchers administered the questionnaires for the students to fill in the necessary information. The collected information was then collated and used as data for analysis.

4.4 Data Analysis

The collected data from the questionnaires were analyzed quantitatively using descriptive statistical tools and employing frequencies and percentage counts to effectively demonstrate how using intralingual

subtitling movies in teaching can better improve students' English Language pronunciation skills. The descriptive analysis was then interpreted and discussed based on a thematic-content based approach.

5. Results

The analyzed data were distributed into different themes for proper and effective interpretation. The themes (see Table 1 below) include difficulty in pronouncing words, Placement of stress, Language learning in general, Learning rhythmic patterns, Pronunciation of English consonant clusters, Developing a better accent, Pronunciation of unfamiliar vowel sounds, Knowledge of juncture, Those who like and dislike intralingual subtitles, and Should intralingual subtitles be used to teach English pronunciation.

Table 1 Themes and frequencies distribution

Theme	% response (yes)	% response (no)
Difficulty in pronouncing words	51.5 %	48.5%
Placement of stress	60%	40%
Language learning in general	85.7%	14.3%
Learning rhythmic patterns	71.4%	28.6%
Pronunciation of English consonant clusters	68.6%	31.4%
Developing a better accent	80%	20%
Pronunciation of unfamiliar vowel sounds	65.7%	34.3%
Knowledge of juncture	42.8%	57.2%
Those who like and dislike intralingual subtitles	74.2%	25.8%
Using intralingual subtitles to teach English pronunciations	65.7%	34.3%

For the first theme, the table above reveals the percentage of students who claimed to have (or not to have) problems with pronunciation. Of 35 students, 18 (51.5%) claimed that they have pronunciation problems, while 17 (48.5%) were comfortable with their pronunciation. This, however, does not tie with the general opinion in the university and the available literature, which discloses that the level of pronunciation in the university environment is very low. The second theme is about the difficulties students face in stress placement. Of 35 students, 21 (60%) asserted that intralingual subtitles help them in the correct placement of stress, while 14 (40%) found it not helpful. 30 students (85.7%) found intralingual subtitling as helpful in language learning in general while 5 students (14%) did not deem it helpful. Also, according to the table, 25 (71.4%) students confirmed that intralingual subtitling assists them in learning the various rhythmic pattern of English while 10 of them (28.6%) said it does not help them. Moreover, 24 out of 35 students (68.6%) stated that intralingual subtitles advance the pronunciation of English consonant clusters while 11 of them (31.4%) said it does not advance their English pronunciation development. Based on the accent, 28 students (80%) alleged that intralingual subtitling helps them to develop a better accent while seven of them (20%) said it does not aid in developing their accent. Furthermore, 23 (65.7%) reported that intralingual subtitles help them in improving their pronunciation of unfamiliar vowel sounds like /^/ while 12 of them (34.3%) supposed it cannot. The next theme discloses that 15 students opined that intralingual subtitling increases their knowledge of juncture, while 20 of them (57.2%) said that it does not increase their knowledge of juncture. It was further realized that 26 students (74.2%) liked intralingual subtitles, while the remaining nine (25.8%) disliked intralingual subtitles. Lastly, the last theme uncovers whether intralingual subtitles should be used to teach English pronunciation or not. A total of 23 students (65.7%) affirmed that it should be used whereas 12 of the students (34.3%) disagreed. From these findings, it is evident that intralingual subtitling helps most Thai English-majored university students in the learning of the different elements of

pronunciation. The discussion and implications are emphasized in the next section.

6. Discussion

The primary objectives of this study were to describe the benefits of intralingual subtitling on pronunciation learning, by investigating how students in a Thai EFL university setting can use subtitled films to learn appropriate English pronunciation and other skills of language like comprehension, as a way of easing their communication and comprehension skills in everyday conversation. Intralingual subtitling impact on learners comprehension has to a greater extend, perhaps one of the well-documented aspects in the literature, especially concerning multilingual speakers. As Vanderplank (2015) rightly puts it, the picture that has been built up with the literature is very informative in that the previous years of research into intralingual subtitles have proven to repeatedly have a positive effect on language learning similarly to the case of Thai university students in this study.

Watching motion pictures with intralingual subtitles is famous amongst language learners; however, most often it is not given due representation as a section of a language course. The truth that instructors intuitively understand this with precise implementation can beautify language learning, especially direct or incidental vocabulary, pronunciation and accent acquisition (Garnier, 2014). Intralingual subtitled movies can facilitate adequate understanding due to the impact of aural, visible and textual gains from watching movies with intralingual subtitles (Zanon, 2006). In the process of language learning, visible information can be fundamental as it serves physique language, gestures and facial expressions that accompany the meaning, pronunciation, intonation and stress of vocabulary, as nicely as the tradition and actual language of the audio in specific movies. Subtitles delivered to a visible channel neither distract nor intrude with the oral and pictorial information. Multiple sources of a message rather amplify the potential of learning reminiscence and successfully promote language learning.

In line with the dual coding theory (DCT) of Paivio and Clark (1991), intra-lingual subtitled movies are said to enhance learners pronunciation of different vocabulary as used in selected movies while watching and reading the subtitles from one scene to another, forming imagery, concrete and verbal associative process in the mind of the leaners in a way that they will hardly ever forget. The positive effects of concreteness and imagery on the readability of texts and memory lead to generalizing oral transmission of knowledge in the classroom. That is to say, it would be easier to understand and recall lessons containing specific details and evoking vivid images than lessons that are abstract and not image-arousing. Besides, as in classroom lessons, the same imagery manipulations that benefit memory for text should also benefit memory for orally presented knowledge Paivio and Clark (1991).

Based on the results presented above, it can be said that the use of intralingual subtitling as an aid in pronunciation is very effective about the overall results. This provides equipped input in three different aspects (image, written text and verbal expression) that contribute to supply a more robust and probably longer-lasting mental object of recent lexical things. Intralingual subtitled movies help learners monitor a speech that might most likely be lost otherwise. Whereas films that are not subtitled will produce a high level of insecurity and anxiety in learners, the incorporation of intralingual subtitles provides instant feedback and positive reinforcement that contributes to forming a sense of confidence in the learners which will facilitate them to feel free and motivated to read and repeat vocabulary from the subtitles of the films with effective pronunciation and accent gained as they watch.

This is evident in the total number of students who affirm that intralingual subtitling enhances their pronunciation development. The differences as expressed in percentages give a picture of the positive remark from the majority of the participants in this study who indicated that intralingual subtitling contributes to their effective pronunciation. Regarding difficulty in pronouncing words, of the 35 students sampled in this study, 51.5 % of them claimed that they have pronunciation problems while the other 48.5% were comfortable with their pronunciation. For stress placement, 60% of them asserted that intralingual subtitles help them in a correct stress placement, as opposed to 40% who did not find it helpful. From the point of view of language in general, 85.7% of the students found intralingual subtitling helpful in language learning in general, as opposed to 14.3% of students who did not deem it helpful. For rhythmic patterns learning, 71.4% of the students said intralingual subtitling helps them in learning the various rhythmic patterns of English while 28.6% of them think otherwise.

As opposed to the idea of listening laziness through watching subtitled videos as opined by Danan (2004), the results here show that using subtitled video in language classes makes the students more relaxed while watching (Yang, Chen, & Jeng, 2010). Moreover, since it is a nice and pleasurable activity, it improves language comprehension and acquisition (Burger, 2013; Cintas, 2008). Watching subtitled videos motivates students and familiarizes them with the target culture. The findings further suggest that intralingual subtitles also play an effective role in pronunciation acquisition especially through imitation of the dialogue. Thus, having a more practical class with the integration of intralingual subtitling in teaching English lessons could be a more realistic way of helping Thai students to learn. When watching movies, the students could look at the subtitles on a more edifying and academic basis, knowing that their purpose is for learning. However, gaining a desirable accent from watching movies with intralingual subtitles requires effective implementation because most learners may effectively recognize, pick vocabulary and pronounce them accurately after watching a particular movie with intralingual subtitles more than once (Etemadi, 2012). Consequently, intralingual subtitling has a very effective role in acquiring and learning correct pronunciation and other aspects of a language as clearly seen in the results of this study.

7. Conclusion

This study has shed light on the use and benefits of intralingual subtitling as a learning strategy in language pedagogy. The study concludes, based on its analysis and results, that intralingual subtitling is necessary to support English language learning and teaching classes for the mastery of English pronunciation. Based on the results, the majority of the students conceded to this vital role of intralingual movie subtitling, and its integration thereof, during their English lessons, particularly those on pronunciation skills development. Such results could be helpful to language instructors in general and education establishments in particular on this relevant and practical role. The exploitation of intralingual subtitling will enrich the content of language programs and improve, to a greater extent, the pronunciation and listening comprehension skills of students. The study would even be necessary for language course developers who may realize it is worthwhile to incorporate intralingual subtitled academic movies in their courses for the benefits of the language learners who face many challenges in pronunciation and listening comprehension to non-educational materials broadcast on different satellite channels. Language teachers and learners, in general, may find using intralingual subtitling a great tool for self-access learning and development. Videos are now available on the internet on a large scale, and the learners can follow instructional procedures to maximize the simplest use of subtitled movies.

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