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Impact of Using Languent as a Movies-Based Mobile Application on the Vocabulary Learning of Iranian EFL Learners

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Abstract

Integrating technological tools in educational practices has transformed traditional learning methodologies, making them more interactive and engaging. However, research in practical language learning applications, specifically regarding vocabulary, has received little attention in the Iranian context. This study investigated the impact of Languent, a movies-based mobile application, on vocabulary learning among Iranian English as a Foreign Language (EFL) learners. A quasi-experimental research design was employed, involving 78 intermediate-level English language learners, as determined by the institute's placement test. Participants were divided into two groups based on pre-existing classes: an experimental group (n = 44), which used Languent for vocabulary learning, and a control group (n = 34), which followed conventional vocabulary learning methods without the application. Both groups completed pretests and posttests to assess vocabulary knowledge and measure the impact. The data were analyzed using one-way ANCOVA to control for initial differences and Pearson correlation to examine relationships between variables. The results revealed that the experimental group significantly outperformed the control group in vocabulary acquisition, demonstrating the positive influence of the Languent on learning outcomes. However, no significant correlation was found between the time spent using the application and the learners' vocabulary improvement. It suggests that while Languent is effective, its impact may not be directly proportional to usage duration. This study contributes to mobile-assisted language learning, making it practical for language teachers, policymakers, and teacher educators.

Keywords:
EFL (English as a Foreign Language), Languent, Movies-based Mobile Application, Vocabulary learning

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Introduction

Effective communication is fundamental to human interaction, facilitating the exchange of information and ideas in an increasingly interconnected world. The ability to convey and comprehend messages is essential for fostering understanding and collaboration across social, academic, and professional contexts. English, the most widely spoken language globally, boasts over 980 million native and second-language speakers. Its prominence has surged with globalization, establishing English as the preferred medium for business transactions, academic discourse, and tourism (Kirkpatrick, 2018; Liu, 2020). Consequently, many multinational corporations conduct meetings in English, and universities are increasingly offering courses in the language to accommodate diverse student bodies (Evans & Fisher, 2022; Tucker, 2021). Proficiency in English enhances career prospects and promotes cultural exchange, making it vital for effective participation in the global community (Friedrich & Dignum, 2021; Huang, 2022).

Effective communication in English requires understanding macro-skills—listening, speaking, reading, and writing—and micro-skills such as grammar and vocabulary. In Iran, where students typically begin learning English in the sixth grade, many face difficulty speaking fluently. This issue highlights the need for a more integrated language education approach that emphasizes vocabulary acquisition. Vocabulary serves as the foundation of language learning and is essential for conveying meaning. Schmitt (2000) notes that vocabulary knowledge has a significant impact on communication effectiveness. Recent studies further emphasize that successful vocabulary instruction must consider context, word forms, and usage, in which a robust vocabulary enhances comprehension and fosters a deeper understanding of language structure (Sabeki & Karimzadeh, 2020).

Unlike traditional learning environments, where access to resources may be limited, mobile platforms facilitate continuous learning opportunities, overcoming time and location constraints. Mobile learning is characterized by its inherent mobility and accessibility, allowing learners to engage with educational content at their convenience. Research indicates that mobile devices, especially smartphones, can significantly enhance communication skills and promote self-regulated learning (Nalliveettil & Alenazi, 2016). Integrating mobile applications in education has revolutionized vocabulary learning, providing innovative and engaging methods for students (Kukulska-Hulme, 2012; Stockwell, 2010). Languent, as a movies-based mobile application, leverages the popularity of visual media to foster vocabulary acquisition. Using short clips from well-known movies and TV series, Languent offers learners an enjoyable and relatable context for language learning. This approach helps vocabulary retention and enhances learners' engagement and motivation, making the learning process practical and more enjoyable.

The Iranian education system often isolates language skills, hindering students' fluency despite years of English study (Sharifian, 2021). There is an urgent need for

further research into effective vocabulary teaching methods tailored to the Iranian context. Additionally, integrating technology into language education is essential, as modern teaching techniques can significantly promote language proficiency, for example, augmented by technology (Jones & Sutherland, 2024). Recent findings suggest that digital tools can engage students and improve learning outcomes (Ameri & Khoshsaligheh, 2022). In the contemporary educational landscape, technology has emerged as a pivotal force, reshaping methodologies employed in teaching and learning. Mobile learning has gained prominence among various technological advancements, particularly in language acquisition. The gap between learning English and using technology often arises from unequal access to devices and varying levels of digital skills among learners. While applications like Mondly can enhance language learning (Hajizadeh et al., 2023), they must be used in conjunction with supportive teaching methods to ensure that everyone can benefit, making it crucial for educational institutions to address these inequalities. As such, this research investigates the impact of Languent, a movies-based mobile application, on English vocabulary acquisition among Iranian EFL learners. In pursuit of the study's purpose, the following research questions were developed:

- Does using Languent, as a movies-based mobile application, affect the vocabulary learning of Iranian EFL learners?
- Is there any relationship between the amount of time learners spend on movies-based mobile applications and their English vocabulary learning?

Literature review

Role of Vocabulary in English Language Learning

In today's interconnected world, the ability to communicate in at least one foreign language has become increasingly essential. A fundamental component of language competence is vocabulary acquisition, which serves as the cornerstone for effective communication in both written and spoken forms. The research highlights the importance of vocabulary development, suggesting that students with robust vocabulary skills can infer the meanings of new words more effectively through reading than those with limited vocabulary knowledge (Cunningham & Stanovich, 1998). Mobile-assisted concept mapping also positively affects EFL learners' self-regulation in vocabulary learning. The research conducted by Chalak and Dinani (2023) indicates that mobile technology for concept mapping enhances students' vocabulary knowledge and capacity for self-regulated learning. It suggests that integrating these tools can significantly improve learners' ability to manage their learning process effectively, highlighting the critical role of vocabulary in language learning.

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One practical approach to setting vocabulary learning objectives in English language programs is to consider the vocabulary size of native speakers. Nation (2008) emphasized the importance of vocabulary size in comprehending diverse texts, asserting that a well-developed vocabulary is necessary for understanding the nuances of language. He proposed that This perspective is vital, as it provides learners with a benchmark for their own vocabulary acquisition goals. Furthermore, Nation (2001) pointed out that true mastery of a word encompasses various aspects of word knowledge, including its meaning, usage, and contextual appropriateness. The more comprehensive learners understand these aspects, the more effectively they can employ vocabulary in real-life situations.

According to Adolphs and Schmitt (2003) and Schonell (1956), familiarity with English's most common word families equips learners with the lexical resources necessary for engaging in everyday conversations, and frequency of word usage is another critical factor in vocabulary learning. In his article, Brown (2018) declared that learning vocabulary through understanding word families can significantly improve word recognition and usage in English. However, the challenge remains that language is often difficult to retain and easy to forget. Pinter (2017) advocated for a multifaceted approach to vocabulary instruction, suggesting that educators should employ various techniques rather than relying on a singular method. This recommendation aligns with the evolving landscape of education, where mobile wireless technologies offer innovative avenues for enhancing vocabulary learning through mobile learning platforms (Rezaei et al., 2014).

Recent studies further emphasize the importance of vocabulary acquisition in language learning. For instance, Chen and Ge (2021) explored the impact of digital tools on vocabulary retention, finding that interactive applications significantly enhance learners' engagement and retention rates. Similarly, a meta-analysis by Zhang et al. (2023) highlighted the effectiveness of spaced repetition systems in vocabulary learning, showing that these methods enhance long-term retention compared to traditional study techniques. Additionally, Alqahtani (2015) highlighted the role of contextualized learning in vocabulary acquisition, suggesting that teaching vocabulary within meaningful contexts facilitates more profound understanding and usage.

Mobile Applications as Online English-Learning Resources

In the 21st century, technology has become an integral aspect of daily life, particularly in education. The emergence of mobile applications has significantly reshaped the landscape of language learning, especially in the pursuit of English proficiency. Research indicates that incorporating modern technological tools enhances the learning experience, broadening the educational opportunities available to students (Raja & Nagasubramani, 2018). This essay examines the multifaceted benefits of mobile applications as resources for online English language learning. Technological developments have become significant sources for teachers to help students grasp concepts easily. As positive

impacts, it is necessary to mention convenience and flexibility, personalized learning, interactive and engaging materials, cost-effectiveness, access to a wide range of learning materials, immediate feedback and correction, and gamification (Chen et al., 2021).

Mobile applications provide a wealth of features that enhance the educational experience. They facilitate access to a wide range of learning materials, thereby improving the quality of education. As Alexander (2020) highlighted, mobile apps not only increase educational accessibility but also alleviate the financial burden associated with traditional learning methods. This democratization of education enables learners to engage with English language resources at any time and from any location, effectively breaking down barriers related to time and place (Miangah & Nezarat, 2012; Ou et al., 2024). A study found that using WhatsApp as a mobile application significantly improved vocabulary learning among Iranian junior high school EFL students compared to traditional instruction methods. However, it also noted that there was no substantial difference in vocabulary improvement between male and female students (Jafari & Chalak, 2016). In another study, Asadi and Khan (2022) demonstrated that integrating Skype, a telecommunication application, into online English instruction significantly improves language learning by facilitating real-time interaction and authentic practice of speaking and listening skills. Their study emphasizes the importance of adapting teaching methods to align with modern learners' digital habits, promoting a more dynamic and inclusive educational experience.

Integrating various media forms—text, images, animations, audio, and video—within these applications creates a dynamic and engaging learning environment, leading to increased student engagement. This multimedia approach captivates learners' interest and caters to diverse learning styles, making English language acquisition more effective (Huang & Zhao, 2021). To support this claim, Asadi and Ebadi (2024) found that augmented reality (AR) tools enhance EFL reading comprehension by fostering deeper engagement through immersive and contextually rich learning experiences, particularly improving learners' understanding and retention. Moreover, integrating multimedia in an online writing course significantly enhances peer assessment, learner engagement, and overall writing skills by creating a dynamic and collaborative learning environment (Asadi & Taheri, 2024). Asadi and Khan (2022) found that leveraging widely accessible technology has the potential to create meaningful, student-centered learning experiences. Their study utilized Skype as a key application to enhance human interaction and create a dynamic, interactive learning environment. Using Skype, they reported that the multimedia approach, which integrates the teacher's instruction, yielded effective learning results.

Mobile applications often incorporate gamification elements, which can significantly enhance user engagement (Chen et al., 2021). Features such as quizzes, rewards, and progress tracking motivate learners to practice regularly and achieve their language goals. Research by Hamari et al. (2016) indicates that gamified learning

experiences can lead to higher levels of motivation and improved learning outcomes. This interactive approach transforms the often daunting language learning process into an enjoyable and rewarding experience. Moreover, they facilitate personalized and social learning experiences. Many apps utilize algorithms to assess a learner's proficiency level and tailor content to meet individual needs. This customization allows students to progress at their own pace, focusing on areas where they may need improvement. According to a study by Chen et al. (2023), personalized learning through mobile applications can significantly enhance language acquisition and retention, as learners can engage with materials that resonate with their interests and skill levels. Besides individual learning situations, many apps feature forums, chat functions, and collaborative projects that connect learners with peers and native speakers around the globe. This interaction fosters a sense of community and provides opportunities for authentic language practice. As highlighted by Liu et al. (2023), social interaction within mobile learning environments enhances learners' speaking and listening skills, which are essential for achieving fluency in English.

Mobile applications have revolutionized English language learning by enhancing accessibility, reducing costs, and promoting learner autonomy. These dynamic and interactive applications engage students and accommodate various learning preferences, making the journey toward English proficiency more inclusive and effective. As technology continues to evolve, the potential for mobile applications to further enrich educational experiences remains vast and promising. Integrating gamification, personalized learning, and social interaction into these platforms will likely continue to shape the future of language education, making it more engaging and effective for learners worldwide.

Learning Vocabulary through Mobile Applications

Vocabulary acquisition emerges as a critical component influencing overall language proficiency. The significance of vocabulary extends beyond mere word recognition; it encompasses the ability to comprehend and effectively utilize language in various contexts. Therefore, educators must adopt innovative methodologies to enhance vocabulary instruction, particularly in traditional classroom environments where materials often remain static and text-based, potentially leading to student disengagement (Cruz et al., 2012). Accordingly, applying Technology to English learning classes can be practical and motivate learners to actively learn vocabulary. Investigating the effectiveness of the Mondly application, Hajizadeh et al. (2023) found that Mondly can provide a multimodal learning environment, interact with students, scaffold learning, and empower them with language skills at their convenience.

Recent research highlights the efficacy of mobile applications in facilitating vocabulary learning. Chinnery (2006) suggests that mobile apps can have a significant impact on vocabulary acquisition, transforming the learning experience from passive to

active engagement. The appeal of mobile applications for students can be attributed to their advantages: they are user-friendly, promote self-efficacy, and are compatible with students' diverse learning styles. Moreover, the intention to use these applications is bolstered by their perceived usefulness in enhancing the educational experience.

Integrating mobile applications diversifies the materials available to learners and increases accessibility to many learning resources. According to Soleimani et al. (2014), the interactive nature of these tools fosters greater engagement, providing students with opportunities for collaboration with peers and instructors. As a result, learners are provided with a more dynamic and immersive environment that is conducive to language acquisition. Since language is an indispensable component of cultural heritage that encapsulates national identity, it fosters a deeper understanding of a society's values, beliefs, and traditions. As Yalcin (2013) emphasizes, acquiring proficiency in a foreign language necessitates a comprehension of the culture that underpins it. Language is not merely a communication tool; it reflects a community's history, customs, and social norms (Sapir, 1921). This connection between language and culture highlights the importance of contextual learning in language acquisition. Films emerge as particularly effective mediums for enhancing English language learning among the myriad pedagogical tools available (Sherman, 2003). Their popularity among learners can be attributed to their capacity to heighten motivation and engagement, a sentiment widely echoed in the academic literature.

The integration of films into language education offers numerous advantages. Visualizing information using a combination of imagery, illustrations, graphs, text, and other elements that are animated to add movement can be an entertaining experience. A study found that learners who acquired English with animated infographics significantly outperformed their peers in conventional instruction, demonstrating that integrating multimedia tools can lead to more effective language learning and offer valuable insights for teachers seeking to improve their methodologies (Tavanpour & Chalak, 2022). As Sherman (2003) articulates, films present real-life contexts that enrich the language learning experience. The visual elements inherent in movies facilitate learners' ability to contextualize the language, allowing them to visualize events, characters, narratives, and dialogues. This visual context can make abstract concepts more tangible, helping learners grasp nuances in language use that might be difficult to understand through traditional methods. Harmer (2007) identifies several compelling reasons for incorporating films in EFL classrooms, such as illustrating language usage, fostering cross-cultural awareness, stimulating creativity, and boosting motivation. Namely, movies serve as a bridge between linguistic proficiency and real-world application, enhancing a learner's comprehension of the language while promoting the development of crucial skills in listening, speaking, reading, and writing (Herron & Hanley, 1992). We believe that incorporating films into language education boosts the learning experience and fosters a

deeper connection to the language and culture, making the process more enjoyable and relevant for students.

Besides, the strategic use of subtitled films can further amplify student engagement. A study by Bostancı (2022) revealed that watching movies with subtitles had a significant impact on the vocabulary knowledge of ESL students. Reviewing the literature, the researchers found that ESL students have a positive attitude toward watching films in language classes, particularly in vocabulary classes. Gorjian (2014) stated that subtitled movies provide a dual auditory and visual stimulus that encourages greater interaction with the material, resulting in notable improvements in incidental vocabulary acquisition among EFL learners. Hsieh and Chang (2021) found that movie-based learning activities significantly enhanced student engagement and language skills, demonstrating that learners who actively engage with films participate more effectively in their language-learning process. Khodabandeh et al. (2024) also confirmed that films with subtitles notably improved language retention and comprehension, suggesting that this method can be particularly beneficial for learners who struggle with auditory processing.

Movies are invaluable in foreign language education, particularly in English language learning. Their ability to contextualize language, enhance cultural understanding, and promote student motivation renders them essential in the pedagogical landscape. The evidence presented in recent studies underscores the importance of integrating films into language curricula to facilitate holistic language acquisition and cultural immersion. Wu et al. (2023) illuminated the role of films in cultivating cultural competence among English as a Second Language (ESL) learners. Understanding cultural references and idiomatic expressions is crucial for effective communication, and films provide a rich tapestry of such elements. As educators continue to explore innovative teaching methods, incorporating films into language instruction enriches the learning experience and prepares students to navigate a globalized world where cultural literacy is paramount. By leveraging the power of movies, educators can create vibrant and interactive learning environments that foster language skills and cultivate an appreciation for diverse cultures.

Method

Design

This study employs a quasi-experimental design to investigate the effect of using Languent, a movies-based mobile application, on the vocabulary learning of Iranian EFL learners. By comparing the vocabulary learning outcomes of learners who use the application (experimental group) with those who do not (control group), this design allows for the examination of causality while acknowledging the practical constraints of random assignment in natural educational settings. Additionally, a correlational design is

employed to investigate the relationship between the amount learners spend on the application and their English vocabulary learning outcomes. This design is appropriate for identifying potential associations between these variables without implying direct causation. Together, these complementary designs provide a robust framework for addressing the research questions: the quasi-experimental design establishes the impact of the intervention, while the correlational design offers insights into how engagement with the application may influence learning outcomes. This dual approach ensures a comprehensive understanding of the role of movies-based mobile applications in vocabulary acquisition, aligning with the study's objectives and contributing to the broader field of technology-enhanced language learning.

Participants

78 English language learners were recruited as participants in this study. Participants were required to complete an online demographic questionnaire, which collected information about their age, gender, native language, and educational background. The sample comprised male and female participants, all enrolled at the intermediate level of English proficiency, as determined by the institution's placement test. At the time of the study, the participants studied *Top Notch 2B* in their classrooms. The participants were adult learners, ranging in age from 14 to 49 years, with educational levels spanning from high school to master's degree qualifications. For this research, participants were divided into two groups: experimental and control. The study involved eight classes, with four randomly assigned to the control group and the remaining four designated as the experimental group. The experimental group consisted of 44 learners, while the control group consisted of 34. Detailed demographic information for the participants is presented in Table 1.

All participants were of Iranian nationality, with Persian as their native language, and were from private institutes in Babol, Iran. Additionally, all participants demonstrated a sufficient level of familiarity with mobile technology. Detailed instructions were provided exclusively to the experimental group to ensure proper utilization of the selected application for the study.

Table 1.

Participants' Demographic Information

Gender	N	Age	N	English Vocabulary Proficiency Level	N	First Language	N	Education Degree	N

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Female	44	14 19	to	18	901-1000 (A)*	0	Persian	78	High school	18
					601-900 (B)*	10			High school graduate	0
Male	34	20 29	to	38	401-600 (C)*	38	Other languages	0	College student	0
					201-400 (D)*	20			BA	44
		30 49	to	22	101-200 (E)*	10			MA	16
					0-100 (F)*	0			PhD	0

*901-1000=Very advanced
*601-900=Advanced
*401-600=Intermediate
*201-400=Pre-intermediate
*101-200=Elementary
*0-100=Beginner

Materials

This study used two primary materials to collect the required data. Top Notch 2B, an English language textbook designed for adult and young adult learners, was the first instructional material employed. Published by Pearson, the *Top Notch* series is widely recognized for its structured approach to fostering confidence and fluency in English communication. *Top Notch 2B* specifically encompasses Units 6–10 of the *Top Notch 2 Student's Book* and corresponding units in the accompanying Workbook. The textbook enhances learners' communicative competence through goal-oriented lessons, engaging content, and practical language tasks. Its widespread use and suitability for diverse learner profiles make it a reliable choice for instructional purposes. The selection of *Top Notch 2B* for this study was further justified by its adoption as the standard teaching material across the two participating institutions, ensuring uniformity in instructional conditions and enhancing the reliability of the study's outcomes.

The second material utilized in this research was *Languent*, a mobile application designed to facilitate English language learning through exposure to popular movies and television series. *Languent* offers a range of features, including comprehensive word lists, exam preparation courses (e.g., IELTS and PTE), access to famous English literature, and an extensive library of movies and TV series. The application focuses primarily on vocabulary acquisition, providing users with over 100,000 words and more than 1,000,000 contextual examples. Each word is accompanied by at least three video clips, ranging from 15 to 30 seconds in length, which are extracted from dialogues in English movies and series. Users have the option to enable subtitles for additional support.

Languent also incorporates online video-based assessments to evaluate users' retention and understanding of the vocabulary they have learned. As an online application, Languent requires an active internet connection for functionality (LANGUENT, 2019). The selection of *Languent* was guided by the specific objectives of this research, particularly its emphasis on vocabulary learning through short, contextually rich video clips derived from authentic English media.

Instruments

This study employed three primary instruments to assess and measure participants' English vocabulary proficiency and learning outcomes. The first instrument utilized was the DIALANG placement test, which was administered to evaluate learners' proficiency levels in English vocabulary. DIALANG is a diagnostic language assessment tool designed initially for European citizens to measure language abilities in alignment with the Common European Framework of Reference for Languages (CEFR). The DIALANG placement test was administered to assess their English vocabulary proficiency. This test evaluated key language skills and sub-skills, including reading, writing, listening, grammar, and vocabulary. DIALANG primarily aims to identify learners' language proficiency levels within the CEFR framework, assess specific language skills, and pinpoint areas for improvement. It is particularly valuable for educators, language teaching institutions, and organizations aiming to promote language proficiency among their members. Its widespread adoption is attributed to its user-friendly design and clear language instructions (Zhang & Thompson, 2004).

The second instrument employed in this study was the BNC/COCA word family lists developed by Nation (2016). These lists comprise 29-word families and represent the most frequent words in the English language, as derived from the British National Corpus (BNC) and the Corpus of Contemporary American English (COCA). The BNC/COCA lists were designed to provide EFL learners with a structured and frequency-based approach to vocabulary acquisition. These lists were a foundational resource for selecting target vocabulary items in this study.

The third instrument was a researcher-designed vocabulary pre- and posttest consisting of 45 multiple-choice items. Participants were allotted 45 minutes to complete the test. The researchers developed the test based on two primary sources: (1) the BNC/COCA word family lists, which include the most frequent vocabulary items in academic contexts, and (2) the lexical content of the participants' coursebook, *Top Notch 2B*. The target vocabulary items selected for the test were drawn from these sources and were familiar to participants because they were included in the instructional materials used during the training period. A pilot study was conducted with 25 participants whose profiles closely matched those of the target study population to ensure the reliability and validity of the test. The reliability of the test was calculated using Cronbach's alpha, yielding a high-reliability coefficient of 0.96, indicating strong internal consistency.

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Procedures

The data collection process began with assessing participants' baseline English vocabulary proficiency. To achieve this, all learners were administered the DIALANG placement test, a standardized diagnostic tool designed to evaluate vocabulary knowledge. The test consisted of 75 English words, and participants were required to indicate whether they knew the meaning of each word. The test was completed in approximately 10 minutes, providing a reliable measure of the learners' initial vocabulary proficiency.

After the placement test, the participants were invited to complete an online demographic questionnaire. The questionnaire was distributed via Telegram and WhatsApp groups created by their instructors, ensuring ease of access and participation. The questionnaire collected essential demographic information, including participants' age, gender, native language, and educational background. This data was crucial for characterizing the sample and ensuring the representativeness of the study population.

Subsequently, participants were asked to complete a researcher-designed academic vocabulary pretest (see Appendix B). The list was taken from the academic phrase bank, BNC/COCA word family lists, and the lexical content of Top Notch 2 B. It was prioritized based on its frequency of appearance in educational texts and discussions, thereby improving the writing quality. This pretest consisted of 45 multiple-choice items and was developed based on the mentioned resources—the pretest aimed to establish a baseline measure of participants' vocabulary knowledge before the intervention. The test was piloted with a similar group of learners before the study, and its reliability was confirmed with a Cronbach's alpha coefficient of 0.96, indicating high internal consistency.

After the pretest, participants were provided with a list of 75 target English words (see Appendix A). These words were selected based on their frequency in the BNC/COCA word family lists and their alignment with the lexical content of Top Notch 2B. Participants in the control group were instructed to learn these words using conventional vocabulary learning methods, such as memorization and classroom-based activities, without using any digital tools. In contrast, participants in the experimental group were introduced to Languent, a mobile application designed to facilitate vocabulary learning through exposure to short video clips from English movies and TV series. Before using the application, learners in the experimental group received a detailed orientation via a PowerPoint presentation prepared by the researchers, which explained the features and functionality of Languent.

Over one month (eight sessions), participants in the experimental group were required to learn approximately 20 words per week using Languent. The application provided at least three short video clips (15–30 seconds each) for each target word, allowing learners to encounter the words in authentic contexts. Participants were advised

not to study more than five words daily to optimize learning. This structured approach ensured consistent and manageable vocabulary acquisition throughout the intervention period. After the one-month intervention, the experimental and control groups completed the same vocabulary test (see Appendix B) as a posttest. The posttest, which lasted 45 minutes, was identical in format and content to the pretest, allowing for a direct comparison of vocabulary gains between the two groups. The posttest served as the primary measure of the effectiveness of the intervention.

Data Analysis

The collected data were analyzed using both descriptive and inferential statistical methods. Descriptive statistics were used to summarize the demographic characteristics of the participants and their performance on the pretest and posttest. Pearson correlation was employed to examine the relationship between variables. Additionally, a one-way analysis of covariance (ANCOVA) was conducted to compare the posttest scores of the experimental and control groups while controlling for pretest scores. This analysis allowed for the identification of significant differences in vocabulary gains between the two groups. All statistical analyses were performed using SPSS version 26, ensuring robust and reliable results. ANCOVA was substantial in this study, as it accounted for potential differences in participants' initial vocabulary knowledge, providing a more accurate assessment of the intervention's impact. The analysis's results were used to address the research questions and draw meaningful conclusions about the effectiveness of using Languent for vocabulary learning.

Results

The purposes behind the present study were threefold. First, it aimed to investigate the impact of using Languent as a movie-based mobile application on the English vocabulary learning of Iranian learners. Second, it examined any significant relationship between students' time spent on movie-based mobile applications and their vocabulary learning. Finally, it examined the perceptions of Iranian EFL learners towards Languent as a movies-based mobile application. Except for the third research question, which was a descriptive one and was analyzed using frequencies and percentages, the other two research questions were analyzed through a one-way analysis of covariance (one-way ANCOVA) and Pearson correlation, whose core assumption is the normality of the data.

Table 2 displays the skewness and kurtosis statistics, along with their ratios, over the standard errors. The computed ratios are analogous to standardized scores (Z-scores) and "can be compared against values that you would expect to get if skewness and kurtosis were not different from 0. So, an absolute value greater than 1.96 is significant at $p < 0.05$, above 2.58 is significant at $p < 0.01$, and above 3.29 is significant at $p <$

0.001" (Field 2018, pp. 345-346). Since the computed ratios were lower than +/- 1.96, it was concluded that the normality assumption was retained.

Table 2.

Testing Normality of Data Via Skewness and Kurtosis Statistics

Group		N	Skewness			Kurtosis		
		Statistic	Statistic	Std. Error	Ratio	Statistic	Std. Error	Ratio
Experimental	Pretest	44	.119	.491	0.24	-.682	.953	-0.72
	Posttest	44	-.481	.491	-0.98	-1.070	.953	-1.12
Control	Pretest	34	-.038	.550	-0.07	-.975	1.063	-0.92
	Posttest	34	.029	.550	0.05	-1.489	1.063	-1.40

Table 3 displays the descriptive statistics and KR-21 reliability indices for the pretest and posttest of vocabulary. The results indicated that the two tests enjoyed reliability indices of .78 and.87, respectively.

Table 3.

Descriptive Statistics and KR-21 Reliability of Pretest and Posttest of Vocabulary

	N	Minimum	Maximum	Mean	Std. Deviation	Variance	KR-21
Pretest	78	13	43	27.44	7.210	51.989	.78
Posttest	78	15	45	32.33	8.752	76.596	.87

A one-way ANCOVA was run to compare the experimental and control groups' means on the posttest of vocabulary after controlling for the effect of their entry vocabulary knowledge as measured through the pretest to probe the first research question. First, ANCOVA assumes that the relationship between the dependent variable (posttest of vocabulary) and the covariate (pretest) is linear. Based on the results displayed in Table 5 ($F(1,19) = 111.11$, $p < .05$, $\eta = .648$ representing a large effect size), it can be asserted that the statistical null hypothesis, which posited that the relationship between the two variables was not linear, has been rejected. Put differently, a linear association existed between the dependent variable and the covariate. Eta squared ($\eta 2$) can be interpreted according to the criteria: .01 = Weak,.06 = Moderate, and .14 = Large (Gray & Kinnear, 2012).

Table 4.

ANOVA Test of Linearity of Relationship between Posttest of Vocabulary and Pretest

			Sum of Squares	Df	Mean Square	F	Sig.
Posttest * Pretest	Between Groups	(Combined)	2559.833	19	134.728	7.296	.000
		Linearity	2051.798	1	2051.798	111.119	.000
		Deviation from Linearity	508.035	18	28.224	1.529	.183
	Within Groups		350.833	19	18.465		
	Total		2910.667	38			
	Eta-Squared		.879				

Second, One-way ANCOVA posits that the linear relationship between the dependent variable and the covariate remains consistent across different groups, indicating a homogeneity of regression slopes. The non-significant interaction between the covariate and the independent variable (F (1, 35) = 1.58, p >.05, partial $\eta 2$ =.043 representing a weak effect size) (Table 5) confirmed that the assumption of homogeneity of regression slopes was satisfied.

Table 5.

Testing Homogeneity of Regression Slopes: Posttest of Vocabulary by Groups with Pretest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Group	73.893	1	73.893	3.919	.056	.101
Pretest	1886.039	1	1886.039	100.039	.000	.741
Group * Pretest	29.936	1	29.936	1.588	.216	.043
Error	659.858	35	18.853			
Total	43683.000	39				

Finally, ANCOVA assumes that the groups' variances are roughly equal, i.e., homogeneity of variances. The non-significant results of Levene's test (F (1, 37) = 2.03, p >.05) (Table 6) indicated that the assumption of homogeneity of variances was fulfilled.

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Table 6.

Levene's Test of Equality of Error Variances: Posttest of Vocabulary by Groups with Pretest

F	df1	df2	Sig.
2.031	1	37	.162

Table 7 displays the descriptive statistics for the two groups on the posttest of vocabulary after controlling for the effect of the pretest. Based on these results, the experimental group (M = 34.18, SE = .937) had a higher mean than the control group (M = 29.94, SE = 1.06) on the posttest of vocabulary after controlling for the effect of the pretest.

Table 7.

Descriptive Statistics: Posttest of Vocabulary by Groups with Pretest

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Experimental	34.180[a]	.937	32.280	36.080
Control	29.943[a]	1.067	27.779	32.107

a. Covariates appearing in the model are evaluated at the following values: Prestest= 27.44.

The results of one-way ANCOVA (F (1, 36) = 8.82, p <.05, partial η2 =.197, representing a large effect size) (Table 9) indicated that the experimental group significantly outperformed the control group on the posttest of vocabulary after controlling for the effect of pretest. Thus, the first null hypothesis, "using Languent as a movies-based mobile application did not have any significant impact on the vocabulary learning of Iranian EFL learners," was rejected.

Table 8 also displays the covariate's significance, i.e., vocabulary pretest. The significant F-value associated with the covariate (pretest) (F (1, 36) = 97.17, p <.05, partial η2 =.730, representing a large effect size) indicated that the pretest was correctly chosen as a covariate, i.e., it had a significant role in this model.

Table 8.

Tests of Between-Subjects Effects: Posttest of Vocabulary by Groups with Pretest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Pretest	1861.972	1	1861.972	97.175	.000	.730
Group	169.076	1	169.076	8.824	.005	.197
Error	689.793	36	19.161			
Total	43683.000	39				

Pearson correlation was run to explore whether there was a significant relationship between students' time spent on movie-based mobile applications and their English vocabulary learning. The results ($r(20) = .271$, representing a weak effect size, $p > .05$) (Table 9) indicated that there was no significant relationship between the amount of time students spent on movie-based mobile applications and their English vocabulary learning. Thus, the second null hypothesis was supported.

Table 9.

Pearson Correlation[1] between Posttest of Vocabulary and Time Spent on Application

		Time
Posttest	Pearson Correlation	.271
	Sig. (2-tailed)	.222
	N	44

Discussion

Technology integration in language education has garnered considerable attention, particularly regarding using mobile applications for vocabulary acquisition. Asadi and Khan (2022) emphasized that leveraging accessible platforms, such as Skype, supports real-time interaction and enables adaptive learning tailored to individual student needs, thereby contributing to more effective and engaging language education practices. This study investigates the impact of Languent, a movies-based mobile application, on vocabulary learning among Iranian EFL learners. Research conducted by Sabeki and Karimzadeh (2020) suggests that several factors, including insufficient experience, job insecurity, and suboptimal teaching conditions, significantly impact the quality of

teaching in Iranian institutions for both private and public educators. In light of these challenges, promoting self-learning through educational applications may serve as a viable solution to enhance instructional quality and support professional development among teachers. The findings align with existing literature that underscores the effectiveness of mobile applications in enhancing vocabulary acquisition, revealing significant implications for language education practices.

In agreement with this study, Agca and Ozdemir (2013) demonstrated that mobile-assisted learning environments improved vocabulary and stimulated students' curiosity and engagement. Recent studies have reinforced these conclusions. For instance, Koksal and Polat (2020) reported notable advancements in lexical retention and learner autonomy, indicating that learners who utilize mobile applications show a greater ability to retain vocabulary over time. Huang and Zhao (2021) illustrated that gamified mobile applications significantly increased learner engagement and vocabulary growth, suggesting that game-like elements can enhance the learning experience by making it more enjoyable and interactive. Alharbi (2022) further emphasized the advantages of multimedia resources in mobile applications, which improve contextual understanding of vocabulary by providing visual and auditory stimuli that aid memory retention.

A meta-analysis by Chen et al. (2023) confirmed the positive impact of mobile-assisted language learning on vocabulary outcomes, suggesting a robust relationship between technology and language acquisition. This analysis highlighted the importance of integrating mobile applications into language learning curricula, as they can lead to improved vocabulary outcomes and greater learner satisfaction. Additionally, Klimova and Berger (2018) noted that mobile applications promote independent learning, allowing students to engage in self-directed study, which is vital for language mastery. This independence is particularly beneficial in EFL contexts, where learners often encounter limited opportunities to engage with the target language outside the classroom environment.

The findings of Rezaei et al. (2014) indicate that students not only favor mobile applications for vocabulary acquisition but also experience improved retention, confidence, and classroom participation. This suggests that mobile learning tools create a more engaging and supportive educational environment. Kacetl and Klimova (2019) further highlighted the cognitive benefits of mobile learning, including increased motivation and learner autonomy, particularly for low-achieving students, thereby promoting inclusivity in the educational framework. These findings underscore the potential of mobile applications to cater to a wide range of learners, making language education more accessible and practical. Furthermore, Makoe and Shandu (2018) emphasized the importance of technological and pedagogical elements in vocabulary learning through mobile applications. They noted that the interactive nature of these tools provides immediate feedback, encouraging users to address gaps in understanding and fostering deeper comprehension. This immediate feedback loop is crucial in language

learning, as it enables students to correct errors in real-time and reinforces their vocabulary knowledge in context.

Recent studies continue to support these findings. For instance, Chen et al. (2021) found that gamified mobile applications can effectively boost vocabulary retention among ESL students. Similarly, Khamis et al. (2023) highlighted that integrating augmented reality in language learning apps enhances engagement and vocabulary acquisition. Furthermore, a review by Jones and Sutherland (2024) underscores the growing trend of mobile-assisted language learning (MALL) as a vital resource for fostering personalized education. In the same vein, Nisbet and Austin (2013) emphasize the crucial role of mobile applications in enhancing vocabulary development for adult English as a second language (ESL) learners. Their study reveals that mobile technology enables learners to tailor their study schedules and pace, creating a more engaging and personalized learning environment that reduces the pressures associated with traditional education. Nalliveettil and Alenazi (2016) also note that mobile phones significantly influence students' daily lives, often more than other devices. Their research shows that students frequently use mobile phones with English language tools, such as electronic dictionaries, to learn new vocabulary in real-time, thereby strengthening their language skills.

Research conducted by Deris and Shukor (2019) revealed that students exhibit positive attitudes toward using mobile applications for vocabulary learning. This study corroborated their findings, as most participants expressed that mobile apps facilitate flexible and self-paced study, fostering a more student-centered learning experience. This level of flexibility is essential for addressing various learning styles and preferences, enabling learners to interact with the content in ways that align with their unique requirements. In the same vein, evaluating Mondly in terms of its affordances and limitations, Hajizadeh et al. (2023) found the language learning application's potential suitability and limitations from the perspective of EFL learners.

Conclusion

Recent advancements in mobile technology, particularly the integration of artificial intelligence (AI) and personalized learning pathways, have significantly enhanced the efficacy of vocabulary acquisition applications, such as Languent. Indeed, the transformative impact of technology on vocabulary learning is evident in its ability to deliver tailored educational experiences that adapt to individual learners' proficiency levels, interests, and pacing. Features like spaced repetition, interactive gamification, and real-time feedback mechanisms reinforce retention and foster greater learner engagement. Furthermore, incorporating multimedia resources—including videos and audio clips—enriches comprehension by contextualizing vocabulary within meaningful scenarios. The advent of AI-driven analytics has further optimized these tools, enabling applications to

dynamically adjust content difficulty based on user progress, thereby maximizing learning outcomes.

This study underscores the potential of mobile applications like Languent to revolutionize English vocabulary acquisition by promoting autonomous learning, enhancing learner motivation, and delivering immediate, personalized feedback. As technological innovations continue to evolve, further research is imperative to explore the integration of such tools into formal language curricula. Such efforts will enable educators to fully leverage these advancements in supporting effective vocabulary learning. This approach is particularly critical for improving language proficiency among EFL learners. It is essential to remain attuned to emerging technologies and pedagogical strategies that can further enrich the landscape of vocabulary learning. By embracing these innovations, educators and researchers can foster more engaging, personalized, and compelling learning experiences. The findings indicate that using Languent as a movies-based mobile application can improve the vocabulary learning of English language learners. By expanding their vocabulary, learners can enhance other skills and sub-skills in the English language. Therefore, using Languent as an educational tool in and outside the classroom can be helpful.

These findings align with previous research, highlighting the effectiveness of mobile applications in vocabulary acquisition for ESL learners. This convergence underscores mobile technology's potential as a vital resource in language education, meeting the diverse needs of learners as technology continues to evolve. While the project successfully achieved its objectives, several limitations were evident. Firstly, the small sample size significantly impacted the reliability of the findings. A larger participant pool would have enhanced the validity of the results. The absence of direct supervision during examinations also posed a risk of academic dishonesty, as all assessments were conducted online. Finally, the constrained timeframe for utilizing Languent, a movies-based mobile application, restricted the study's vocabulary range and overall depth. The researchers faced time limitations that precluded an extension of both the duration and the vocabulary scope, which could have led to more precise outcomes.

Future research on Iranian EFL learners should prioritize expanding the diversity of participant pools to include individuals from varied linguistic and cultural backgrounds, thereby enhancing the generalizability of findings. Additionally, larger sample sizes would improve the reliability of results, while studies focusing on more homogeneous groups in terms of age and gender could provide deeper insights into the influence of these variables on vocabulary acquisition. Comparative studies examining the effectiveness of different vocabulary learning applications, particularly those leveraging advanced technological integrations, would also yield valuable insights. By addressing these recommendations, future research can provide more robust implications for teachers and trainers to utilize this application in teaching English vocabulary to learners in a more enjoyable and engaging environment, thereby contributing to a more

nuanced understanding of EFL learning processes. English language learners can also utilize Languent to learn English vocabulary independently and in a self-regulated way. Consequently, the results of this study are useful for policymakers in the educational systems, material developers, and course designers.

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Appendix A

English Academic Words

Asparagus (n.)	Advantage (n.)	Bitter (adj.)	Bite (v.)	Beauty (n.)
Brush (v.)	Boring (adj.)	Bright (adj.)	Bully (n.)	Cheer (v.)
Continuum (n.)	Controversy (n.)	Criticize (v.)	Crash (v.)	Debate (v.)
Disease (n.)	Dashboard (n.)	Document (n.)	Engine (n.)	Extrovert (adj.)
Emerald (n.)	Emotion (n.)	Ethic (n.)	Fashion (n.)	Fatty (adj.)
Fascinate (v.)	Greeting (n.)	Gesture (n.)	Grain (n.)	Genre (n.)
Hint (v.)	Health (n.)	Headlight (n.)	Hobby (n.)	Hero (n.)
Honest (adj.)	Identical (adj.)	Influence (v.)	Improve (v.)	Instant (adj.)
Melt (v.)	Masculine (adj.)	Manner (n.)	Personality (n.)	Probably (adv.)
Principle (n.)	Psychologist(n.)	Polite (adj.)	Rarely (adv.)	Real (adj.)
Ridiculous (adj.)	Religion (n.)	Suggest (v.)	Settle (v.)	Squeeze (v.)
Shrimp (n.)	Silly (adj.)	Tribe (n.)	Traditional(adj.)	Terrific (adj.)
Terrible (adj.)	Trash (n.)	Theft (n.)	Trouble (n.)	Upset (adj.)
Usual (adj.)	Violent (adj.)	Youth (n.)	Weird (adj.)	Wrinkle (n.)

Appendix B

Vocabulary Exam (Pretest and Posttest)

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Vocabulary Exam

Name:
Last Name:
Age:

Date:

1. After they got married, they ..... in Brooklyn.

a)settled☐ b)improved☐ c)admitted☐ d)attached☐

2. She looked ..... with that horrible make-up on her face.

a)bright☐ b)real☐ c)weird☐ d)identical☐

3. He ..... to me that my pants' zipper was open.

a)settled☐ b)suggested☐ c)improved☐ d)hinted☐

4. There is a general assumption that ..... foods are bad for your heart.

a)fatty☐ b)polite☐ c)silly☐ d)violent☐

5. Some women look more ..... than feminine.

a)terrible☐ b)masculine☐ c)upset☐ d)terrific☐

6. Tom is not ..... and he never picks fights with anybody.

a)violent☐ b)extrovert☐ c)introvert☐ d)weird☐

7. People are ..... frank with each other these days.

a)bitterly☐ b)probably☐ c)honestly☐ d)rarely☐

8. One of my favorite seafood dishes is fried ..... .

a)aisle☐ b)shrimp☐ c)asparagus☐ d)grain☐

9. Roberto shakes his friend's hands for ..... .

a)fashion☐ b)ethic☐ c)beauty☐ d)greeting☐

10. We seek to ..... relations between two countries.

a)cheer☐ b)improve☐ c)attach☐ d)squeeze☐

11. Because I am an ....., I rarely go to parties.

a)introvert☐ b)extrovert☐ c)identical☐ d)emerald☐

12. This dog will ..... anyone who comes next to him.

a)debate☐ b)admit☐ c)bite☐ d)improve☐

1

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Vocabulary Exam

Name: Date:
Last Name:
Age:

13. This job is so ..... . I wish I could do something more creative.

a)honest☐ b)bright☐ c)terrific☐ d)boring☐

14. Sue is the ..... in the family; opinionated, talkative and passionate about politics.

a)upset☐ b)introvert☐ c)extrovert☐ d)terrible☐

15. It wasn't very ..... of you to serve yourself without asking.

a)polite☐ b)weird☐ c)bitter☐ d)real☐

16. He noticed deep ..... in his forehead.

a)gestures☐ b)trashes☐ c)wrinkles☐ d)documents☐

17. It is more important to prevent ..... than to cure it.

a)continuum☐ b)theft☐ c)genre☐ d)disease☐

18. The children should ..... their teeth after every meal.

a)debate☐ b)influence☐ c)brush☐ d)suggest☐

19. Life will be redefined as a ..... of different experiences.

a)dashboard☐ b)continuum☐ c)hero☐ d)advantage☐

20. When she heard the news of the accident, her ..... changed from sadness to anger.

a)emotions☐ b)ethics☐ c)principles☐ d)hobbies☐

21. In both appearance and ....., Tom is exactly like his father.

a)trouble☐ b)personality☐ c)religion☐ d)genre☐

22. My nephew is a complete video game ..... and he plays it every day.

a)principle☐ b)manner☐ c)addict☐ d)fashion☐

23. We often use ..... to convey simple messages by using our hands.

a)gestures ☐ b)greetings☐ c)manners☐ d)hobbies ☐

24. The bookstore also sells music CDs of various ..... .

a)directors☐ b)diseases☐ c)genres☐ d)principles☐

2

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Vocabulary Exam

Name:
Last Name:
Age:

Date:

25. Their daughter had ..... nightmares for weeks after the car accident.

a)ridiculous □ b)terrific□ c)bright□ d)terrible□

26. She regrets that she spent her ..... traveling and not studying.

a)youth□ b)tradition□ c)religion□ d)gesture□

27. I left my keys at home, which was a pretty ..... thing to do.

a)terrific□ b)silly□ c)fatty□ d)traditional□

28. The next morning, the snowman had completely ..... .

a)melted□ b)attached□ c)influenced□ d)admitted□

29. He's a kind man at heart, but he has a rough ..... .

a)genre□ b)disease□ c)manner□ d)appointment□

30. The car's ..... went dead in the middle of the highway.

a)dashboard□ b)engine□ c)headlight□ d)bully□

31. The car ..... into the fence.

a)attached□ b)hinted□ c)brushed□ d)crashed□

32. What's the ..... in skirts these days?

a)personality□ b)manner□ c)fashion d)advantage□

33. May I ..... a white wine with this dish, Sir?

a)suggest□ b)debate□ c)attach□ d)cheer□

34. My wife had a ..... idea; why don't we all get together for a picnic this weekend?

a)violent□ b)fatty□ c)polite□ d)terrific□

35. Don't be ..... ! You can't pay £40 for a T-shirt!

a)ridiculous□ b)upset□ c)extrovert□ d)traditional□

36. Our master entered the classroom later than ..... .

a)usual□ b)terrible□ c)identical□ d)real□

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Vocabulary Exam

Name:
Last Name:
Age:

Date:

37. At the end of the film, the ..... is killed by the enemy.

a)gesture☐ b)hero☐ c)ethic☐ d)continuum☐

38. My ..... is chess. Are you interested in learning?

a)hobby☐ b)health☐ c)advantage☐ d)youth☐

39. Without your signature the ..... is invalid.

a)aisle☐ b)engine☐ c)asparagus☐ d)document☐

40. Outside seemed so ..... after being in the dark theater.

a)ridiculous☐ b)boring☐ c)bright☐ d)honest☐

41. There was a ..... over the plans.

a)genre☐ b)hobby☐ c)controversy☐ d)health☐

42. Don't invite ..... by leaving your key in the car!

a)theft☐ b)trash☐ c)hero☐ d)youth☐

43. He was a (an) ..... and enjoyed hurting others.

a)traditional☐ b)masculine☐ c)bully☐ d)honest☐

44. The bride and her father walked slowly down the ..... of the church.

a)document☐ b)dashboard☐ c)grain☐ d)aisle☐

45. He ..... the toothpaste out of a tube.

a)fascinated☐ b)squeezed☐ c)crashed☐ d)criticized☐

Good Luck

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