

A COMPARISON OF RECALL OF FILM ELEMENTS BETWEEN SUBTITLED
AND DUBBED VERSIONS IN CHINESE STUDENTS

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ABSTRACT

The main purpose of this study was to examine the difference between the recall of two types of foreign language films (i.e., dubbed, subtitled) and the recall of its film elements, based on questions that focused on visual elements or dialogue. Likewise, the study aimed to investigate what kinds of individual factors (gender, age, perceived English proficiency, perceived reading speed, and reported stress level) influence the memory for film detail.

Based on the findings of this study, there was a significant difference in the total recall scores between a group of Chinese students who watched the movie with subtitles and another group of Chinese students who watched the movie in a dubbed version. Chinese students who watched the dubbed movie scored significantly higher in the recall of movie elements compared to their counterparts, namely the Chinese students who watched the movie with subtitles.

There was a significant difference in the recall of visual and dialogue elements between the dubbed and subtitled groups, with the dubbed group having better recall of both elements, but especially visual elements.

The study also found a positive, moderately high, significant relationship between

total recall for the movie and perceived English proficiency, and perceived reading speed. The relationship between total recall scores and reported stress level indicated a negligible, insignificant relationship between the variables. For age, there was a positive, moderately low, significant relationship between the variables. Overall, perceived English proficiency, perceived reading speed, and age accounted for 43.6% of the variances in recall of movie elements.

The study also found a significant difference between male and female on total recall scores.

