Learners' Attitudes Towards The Use Of English Subtitled Videos In Language Comprehension

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Abstract

The rapid developments in information technology and far-reaching impacts of social media have opened ways for the language teachers and learners. Language teachers are employing a variety of inputs to improve the learning of the language learners. In Pakistan the teachers of English language are interested to enhance language comprehension and to improve the language skills of their students. In this effort they bring variation in their methods and adopt new strategies. They look for useful aids and inputs to make their lectures interesting and effective for the learners. It is quite reasonable to take notice of the attitudes of the learners while bringing in changes to the inputs of the language classes. The present study probes the effectiveness of English subtitles in the videos for the ESL learners of Pakistan. The purpose behind this study is to know about the response of the learners about the use of teaching aids. This is an evaluative and exploratory study and quantitative method has been used to collect and analyze the data. The sample of the study is 30 students (15 male and 15 female students) of B.S. English (Semester IV) at Government Graduate College Bure Wala Distt. Vehari (Pakistan). The tool of questionnaire has been used to collect data from the sample of the study. The responses of the ESL learners on the Likert Scale have been collected and analyzed statistically. The responses of the male and female students have been compared. The findings of the study show that the learners of English language in Pakistan are in favour of English subtitled videos as the input of their classes. The responses of both the male and female students show that English subtitles are quite beneficial to them in developing language skills and improving language comprehension.

Key Words: Subtitles, Videos, Language comprehension, Language skills, ESL, learners.

Introduction

Modern technology has opened up new horizons for ease, assistance and the betterment of human life. It has brought revolutionary changes in modes and means of teaching and learning. Having a variety of audio and visual aids has assisted the English language teachers to teach ESL learners in a novel way. English language teachers can use videos in their class rooms as an aid to the teaching process. Now-a-days teachers can use different media and videos to reach out the language skills of the learners. As a modern audio visual aid .videos can provide multiple aspects of the story to the observers. Videos can present characters and the situations on one side whereas on the other side they can motivate the learners in a better way (Chang, Lei, & Tseny, 2011). Videos can bring direct exposure of real communication to the English language learners so that they can find the practical models of the language use. It provides an alive and dynamic input to the learners. It can settle down the cross-cultural issues as well. Isamili (2014) believes that English movies can provide opportunity of better interaction among the learners and provide more chances of using English language in their communication. However the teachers prefer shorter videos to be used in the classes exhibiting some task or situation instead of longer videos (Chang, Lei, & Tseny, 2011).

Krashen (1983) claims that the learners need to have comprehensible input to learn a language. Students need to have better language skills to enjoy comprehensible inputs in the process. Long (1983) found that without comprehensible inputs, language acquisition was delayed. Liang (2013) believes that the combination of listening and visuals can be more effective source of listening comprehension than the only source of listening. Wang (2012) is of the view that people remember words along with images more than only the words as a single entity. Gilmore (2005) is of the view that in teaching second language the input must be an authentic sample of that target language rather than having adjusted material of that langauge. Authentic material can help in developing communicative competence on one side and on the other side it can enhance the overall language skills. Audiovisual material is also a kind of authentic material. Earlier researchers found that audiovisual material has facilitative potential if such videos have subtitles as well (Baltova, 1999; Bianchi and Ciabattoni, 2008; Neuman and Koskinen ,1992). They opine that the combination of subtitles, visuals and sound can be conducive to the effective learning of the second language learners.

There are four major skills which are involved in language teaching and learning process like: listening, speaking, reading and writing. Researchers of language differ while comparing these skills. Some researchers opine that listening skill is more important than the other three skills as listening provides the key service in developing the other skills. Hasan (2000) finds that listening skill and comprehension is very useful in language acquisition and it can affect the other language skills positively. Still it has been observed that such practice is not so easy for non- native speakers of English. There are some other factors which involve language learning like vocabulary, grammar, accent, pronunciation and sentence structure. As the non native speakers are not good at

vocabulary, accent and fluency they can face hurdles in listening comprehension (Underwood, 1989). With the result, the learners have the choice to employ the suitable resources as input to their learning process. That is why the second language learners resort to some additional resources from out of their face to face classes. English movies can be an effective resource in language learning process. Sherman (2003) believes that the language learners perceive all voices and conversations if they are provided to the learners in collaboration of audios and visuals. For this purpose a non native English learner watches English movies to improve his language skills but the dialogue delivery is so fluent, accent and pronunciation is so standardized that he faces confusion. There is often frequent use of idioms, slangs and colloquial utterances that the non native learner finds it difficult to understand. In such situation, using movies with subtitles can enable such learners to understand the target language.

Chan and Herrero (2010) claim that the movies in foreign language teaching can be useful in the following ways:

1. The foreign language learners can get the idea of the activities going on in the movies easily as they are in real occurring.
2. Movies provide the atmosphere of curiosity for the viewers and introduce the mutual ideas.
3. Such movies strengthen aural and verbal skills.
4. They can assist the learners to speak with better fluency and in a natural way which can make their text more meaningful.
5. Movies can help the learners in getting better understanding of the non verbal linguistic elements.
6. Movies can be used in the language classes as and when they are required according to the genre of the movie.

1.1. Background of the Study

Learning English as a second language is a burning issue of Pakistani Academia. To make it effective, economical and result oriented, a variety of inputs are employed in ESL class rooms. Still audio visual aids can be considered modern and technology based inputs which are used within the class room under the guidance of the teacher. However, they can also be used by the learners even out of the class at their own expense and will. In this regard the non native Pakistani learners of English language are often engaged in watching English T.V programs and the English movies with a particular aim of improving English language. ESL learners often consider such English movies a valuable input. There are some movies which have English subtitles also for the better understanding of the non native viewers. Subtitles of the English movies can improve reading comprehension of the learners. Johnson (2008) believes that reading is a way of getting meaning of the text. Clark and Sibelstein (1987) are of the view that reading is like an interaction with the printed material as a cognitive process and also a kind of monitoring comprehension so as to conceive some meaning out of it. Cristian and Marry (1976) claim that reading is the most frequently used skill by the learners of English language. In reading process, a reader interprets

the meaning of the printed text. It is interesting and quite significant to see how valuable such subtitles movies are for such learners. The present study is an effort to find how far these subtitles movies can assist the ESL learners of Pakistan.

1.2. Research Questions

1. What are the learners` attitudes towards English subtitles on the movies to improve the vocabulary of the ESL learners?

2. Do English subtitles on the movies improve the content comprehension of the ESL learners significantly?

3. Do English subtitles on the movies improve the English language proficiency of the ESL learners?

2. Literature Review

The terms like "subtitles" or "caption" though vary in meaning in different countries are often used as alternatives. They are the written or the printed words on the screen while watching a movie or a video.   They help at least two kinds of viewers such as the viewers who are non native to the language of that movie or the video and second are the viewers who have some listening problem and get benefit about of these subtitled videos. Al-Seghayer (2001) did a study with three types of inputs to find out the reading skill and vocabulary of the language learners. He (2001) used only text, then text along with pictures and later the input of text along with the video. It was found that text and the video combined were more effective for non native learners in developing vocabulary and in enhancing the reading comprehension than using just text on multimedia. Shimogori, Ikeda, and Tsuboi (2010) studied the effectiveness of automatically generated captions while watching a video and found that such videos enhanced English language listening skills. Some researchers found that video watching time matters to keep the viewers engaged and suggested that video length must be around 4 minutes (Guo, 2013; Lella, 2014). Hwang Yanling (2011) found through his research that subtitles videos can be effective media for enhancing English reading skill. He (2011) further said that such videos can elevate the interest of the learners. Van Der Kamp (2007) claims that subtitled videos can be useful for improving the reading skill especially amongst the children. English movies with subtitles can engage the people unconsciously and automatically in reading skill at the time when they are consciously watching that movie. Alyousef (2005, p. 144) opines that reading is a kind of contact between the reader and the text.

Wang (2012) opines that it is true that people remember images more than the words but he claims that the words can be remembered even more if they are spoken or presented strongly. Earlier studies show that videos are dynamic source in developing vocabulary of a language because such videos offer images and other important sources as input to understand the meanings of the new words (Chun and Plass, 1996; Akbulut 2007; Lin and Tseng 2012; Hall and Dougherty 2012). Lin

and Tseng (2012) are of the opinion that in a condition where content of knowledge is presented in a controlled way, effective learning is possible.

2.1 Attitude of Non Native learners of English Language

Wenden (1991) believes that attitude of the learners can be divided into three domains: cognitive, affective and behavioral domain. Cognitive domain is related to new knowledge and understanding regarding learning some language. Cognitive domain can further be divided into four categories or phases: linking the previous knowledge and new input, creating new knowledge, proving that new information and applying that knowledge in various situations. Affective domain deals with the feelings of liking or disliking for some idea or a situation. Choy and Troudi (2006)claim that feelings and emotions affect the learning attitude of the language learners. The behavioral domain deals with the learning behavior towards a language. Kara (2009)states that the positive and the negative attitude of the learner towards a particular language affect the course of studies as well. If a learner`s attitude is optimistic, his spirits would be elevated and he would be much interested in learning activities.

2.2 Input Resources for Teaching English language

All resources which are used to make the teaching process effective, interesting and understandable for the learners are the input resources. English language teachers also deploy different input resources. With the development of modern technology there are multiple resources available for an English teacher. Brinton (2001) is of the view that multimedia resources can prove very useful for a second language classroom. These resources can comprise of audio tape, CD player, television, radio, projectors, video players, language labs, mobile phones and smart boards. All of such resources can offer many usages and advantages in a second language teaching and learning process (Delaska, 2002). He (2002) is of the view that such multimedia resources can provide opportunities of integrating sound, text and image for developing authentic material in a language class room. Gilmore (2007) also favors the use of authentic material in an English language class room.

2.3 Subtitles

Subtitles are the statements or utterances which are transcribed at the lower part of the screen while watching a movie or a video. They are the textual captions given at the bottom of the screen that is the transcript form of the dialogues delivered by the characters. In the conditions of Pakistan there are two types of subtitles for English movies: Urdu subtitles and English subtitles. They are used to help out the viewers to comprehend the content of that movie or a video. These subtitles can enhance the listening skill and also helps in developing reading skill. While watching such subtitled videos, the viewers can get information through three different channels: auditory channel or sound, verbal visual channel or subtitles and the last one is non-verbal visual channel or visuals.

Baltova(1999) claims that when these three channels are available in a language learning environment, such situation is far better than that of unsubtitled videos or just a written text environment. Bianchi and Ciabattoni (2008) believe that the outcome of the verbal and visual channels is actually determined by the availability of subtitles and the proficiency of the learners in the target language.

2.4 Subtitled Videos

English movies are always considered to be an input for the second language learning environment. They are taken as important media to develop language skills and language comprehension of the non native learners. Subtitles are the translated statements of the dialogues spoken by the actors or actresses of a movie. These subtitles are given for those viewers who have some problem in understanding the original delivery of the dialogues in a video or a movie. They can be in the native as well as the target language. The second language learners are suggested to watch such videos with subtitles in the target language so that they can improve their vocabulary, listening comprehension, understanding of different expressions and pronunciation. Different studies conducted in England show that the audio along with written text can put positive impact on the storage of words and enhances language memory (Okyayuz, 2016, p. 43). With the result, video-based language teaching is becoming popular in second language learning class room (Terrell, 1993; Yang et al., 2010).

2.5 Listening Comprehension and Viewers

Listening is considered a conceptual skill that plays an important part in communication. Nunan (1998) opines that listening stands as the basic language learning capacity because listening can provide 50% as input to communication. Saha (2008) claims that listening is not the process of hearing only rather it needs to analyze the meaning of that sound which is heard. Steinberg (2007) is of the view that listening is a characteristic of an individual which enables him to get the meaning of what he perceives through the sense of organ. In the same way, Harmer (2001) also believes that through listening, a person gets information and meaning. If listening is not done efficiently, the message cannot be perceived and it results into the communication breakdown. Through listening, voices, tones, messages and the variations of speech are analyzed.
Mendelsohn (1994) asserts that a listener must understand the meaning of a statement whether the whole sentence or all the words are not understood completely. In this context movies are the important media that can affect the language listening comprehension skill. In such situation a viewer can watch the movement, hear the sound and get the meaning out of it.

3. Methodology

This is evaluative and exploratory study and quantitative method of data collection and analysis has been used. Questionnaire has been used as a tool of data collection. The subject of the study are the students of B.S. English (Semester IV) at Government Graduate College Bure Wala Distt.

Vehari (Pakistan). Sample of the study are 30 students of BS English where 15 are the boys and equally 15 are the girls. So there is equal participation of both the genders. The average age is 21years for both the groups.

A questionnaire comprising of 12 questions was given to the students. This questionnaire has been developed to find out general information from the participants regarding their views on the usefulness of movies in learning English as a second language. Further, their opinions and attitudes towards the practicability and effectiveness of English subtitles were sought to get responses regarding the perspective of the learners of English language. It was further observed whether there is any difference of responses between the male and female non native learners regarding the subtitles as an input to teaching and learning of English language. They provided their responses on Likert Scale ranging from 1 to 5. The responses of the students of B.S English were sought and graduated by Likert Scale: strongly disagree, agree, not agree nor disagree, Agree and strongly agree.

4. Data Collection and Analysis

For the present study a questionnaire consisting of 12 close ended questions was used as a tool to find the responses of the B.S. English students. There were 30 students as the respondents who were further divided into two groups. Group A was consisting of 15 male students whereas Group B contained the equal number of girls. There were 5 options for the respondents for every question on the Likert Scale.

Table4.1: Responses by Male Students on the Movies with Subtitles for language learning

N   Level of Agreement

Questions	No.of Resondents	Strongly Disagree	Disagree	Not agree nor Disagree	Agree	Strongly Agree
1.English subtitles help me understand conversation in the movies better	15				6	9
2. Movies help me understand unfamiliar idioms and slangs better	15				12	3
3.Original English movies can improve my listening skill better than other English media normally used in class	15		2	1	11	1
4.Watching English movies can be beneficial for English use in everyday life	15		1	2	6	6
5. I learn correct pronunciation through movies	15		1	1	9	4

6.I can improve my listening skill by watching English subtitled movies	15			2	10	3
7.Movies help me understand unfamiliar accents and dialects better	14			5	5	4
8.English movies with subtitles are useful for improving listening skill of the students	15	1		1	8	5
9.By watching English subtitled movies I learn new words	15			2	8	5
10.By watching English movies with subtitles I learn new sentence structures	15	1	3	4	2	5
11.English movies with subtitles make me feel at ease in comprehension	15				9	6
12. Movies with English subtitles can improve reading skill	15	2		4	3	6
Total	179	4	7	22	89	57

Table 4.1 shows the responses of 15 male students of B.S English class. There are 12 close ended questions for the respondents. Each question has five options to select from on the Likert Scale ranging from strongly disagree to strongly agree. In the above table the total number of respondents (N=15) taking an option out of the five. It is shown in the table against each question how all 15 respondents provided their response in 5 columns. For question no.7 one student did not provide any response. The blank blocks show that there was no response for that option. The table clearly shows a kind of cluster in the last 2 columns. It means that most of the respondents agreed to the statements. In the last row total of the responses of the male students have been shown. Out of 179 responses for the given 12 questions from male students (N=15) only 4 (2.23%) responses fall in strongly disagree and 7 (3.91%) responses show disagreement. In the same way 22 responses are neutral whereas 146 responses favour the statements. It clearly shows that the learners find that the subtitled videos are beneficial to them in learning English as a second language.

Table4.2: Responses by Female Students on the Movies with Subtitles for language learning

N __**Level of Agreement**_____

Questions	Strongly Disagree	Strongly Disagree	Disagree	Not agree nor Disagree	Agree	Strongly Agree
1.English subtitles help me understand conversation in the movies better	15	1			8	6

2. Movies help me understand unfamiliar idioms and slangs better	15			4	7	4
3.Original English movies can improve my listening skill better than other English media normally used in class	15		3	3	5	4
4.Watching English movies can be beneficial for English use in everyday life	15			1	10	4
5. I learn correct pronunciation through movies	15			1	6	8
6.I can improve my listening skill by watching English subtitled movies	15	1		3	6	5
7.Movies help me understand unfamiliar accents and dialects better	15		1	3	9	2
8.English movies with subtitles are useful for improving listening skill of the students	15		3		6	6
9.By watching English subtitled movies I learn new words	15				7	8
10.By watching English movies with subtitles I learn new sentence structures	15		4	1	9	1
11.English movies with subtitles make me feel at ease in comprehension	15		2	1	10	2
12. Movies with English subtitles can improve reading skill	15		1	3	3	8
Total	180	2	14	20	86	58

Table 4.2 shows the response of 15 female students of B.S English (Semester IV). They were given a questionnaire to find their responses regarding subtitles in English videos. They were offered 12 close ended questions with 5 options on Likert Scale. They were supposed to give one of those five options ranging from strongly disagree to strongly agree.There are 15 responses to each question which are given in 5 columns. The blank blocks of each row show that there was no response with these options. The data collected in this way shows that the total responses from 15 students fall mostly in last 2 columns. It shows that most of their responses were in favour of use of subtitled English videos for second language learners of English language. Out of total 180 responses, only 16 fall under disagree category whereas 144 responses are in favour of subtitles. Only 20 responses are neutral. It proves that female non native learners of English as a second language also find English subtitles as conducive to the language learning process.

Table4.3: Responses by all Students (Male & Female) on the Movies with Subtitles for language learning

N   **Level of Agreement**

Questions	No.of resond ents	Strongly Disagree	Disag ree	Not agree nor Disag ree	Agr ee	Stron gly Agre e
1.English subtitles help me understand conversation in the movies better	30	1			14	15
2. Movies help me understand unfamiliar idioms and slangs better	30			4	19	7
3.Original English movies can improve my listening skill better than other English media normally used in class	30		5	4	16	5
4.Watching English movies can be beneficial for English use in everyday life	30		1	3	16	10
5. I learn correct pronunciation through movies	30		1	2	15	12
6.I can improve my listening skill by watching English subtitled movies	30	1		5	16	8
7.Movies help me understand unfamiliar accents and dialects better	29		1	8	14	6
8.English movies with subtitles are useful for improving listening skill of the students	30	1	3	1	14	11
9.By watching English subtitled movies I learn new words	30			2	15	13
10.By watching English movies with subtitles I learn new sentence structures	30	1	7	5	11	6
11.English movies with subtitles make me feel at ease in comprehension	30		2	1	19	8
12. Movies with English subtitles can improve reading skill	30	2	1	7	6	14
Total	359	6	21	42	175	115

Disagree with the statements = 6+21=27
Neutral= 42
Agree with the statements = 175+115=209
No response=1
Total responses=359

Table 4.3 shows the collective response of all the students (N=30) including 15 male and 15 female of B.S English against the questions of the survey conducted with them. Here again table shows

the cluster of responses in the last 2 columns which shows that the response of both the groups is in favour of using of subtitles in the videos. Out of 359 responses there are only 27 that show disagreement which is just 7.6% of the complete data. On the other hand 290 responses (80.77% of the complete data) show that the respondents agree with the statements of the questionnaire. 42 responses are in the category of being neutral which is just 11.7% of the complete data where one respondent did not choose any response on the scale for question no.7.

Table4.4: Responses by all Students (Male&Female) on the Movies with Subtitles for language learning

 __N__

_____Level of Agreement_____

Questions	No.of respondents	Strongly Disagree	Disagree	Not agree nor Disagree	Agree	Strongly Agree
1.English subtitles help me understand conversation in the movies better	30	1 =3.33%	---	---	14 =46.66%	15 =50%
2. Movies help me understand unfamiliar idioms and slangs better	30	---	---	4 =13.33%	19 =63.33%	7 =23.33%
3.Original English movies can improve my listening skill better than other English media normally used in class	30	---	5 =16.66%	4 =13.33%	16 =53.33%	5 =16.66%
4.Watching English movies can be beneficial for English use in everyday life	30	---	1 =3.33%	3 =10%	16 =53.33%	10 =33.33%
5. I learn correct pronunciation through movies	30	---	1 =3.33%	2 =6.66%	15 =50%	12 =40%
6.I can improve my listening skill by watching English subtitled movies	30	1 =3.33%	---	5 =16.66%	16 =53.33%	8 =26.66%
7.Movies help me understand unfamiliar accents and dialects better	29	---	1 =3.45%	8 =27.58%	14 =48.27%	6 =20.68%
8.English movies with subtitles are useful for improving listening skill of the students	30	1 =3.33%	3 =10%	1 =3.33%	14 =46.66%	11 =36.66%

9.By watching English subtitled movies I learn new words	30	---	---	2 =6.66 %	15 =50 %	13 =43.3 3%
10.By watching English movies with subtitles I learn new sentence structures	30	1 =3.33 %	7 =23.3 3%	5 =16.66 %	11 =36.6 6%	6 =20%
11.English movies with subtitles make me feel at ease in comprehension	30	---	2 =6.66 %	1 =3.33 %	19 =63.3 3%	8 =26.6 6%
12. Movies with English subtitles can improve reading skill	30	2 =6.66 %	1 =3.33 %	7 =23.33 %	6 =20 %	14 =46.6 6%
Total	359	6=1.67 %	21=5. 85%	42=11. 7%	**175 =48.7 4%**	115= 32.03 %

Disagree with the statements = 1.67%+5.85%=7.6%
Neutral= 11.7%
Agree with the statements = 48.74%+32.03%=80.77%

Table 4.4 depicts all entities in percentage of total responses (29 or 30 in aggregate) against every single question. As each question has 5 possible responses to choose from on the Liker Scale, each block shows the number of answers falling in that column with a particular response. The blank blocks show that there was no response falling in that column. This collective data of male and female students show that from the perspective of the learners subtitled videos are helpful in learning English as second language. The brief summary of the table 4.4 shows that 80.77% of the responses are in favour of the given statements of the questions.

Table4.5: Comparative analysis of Positive or negative responses to the Questions by Male respondents

Questions	No. of Disagr ee	(%) Disagr ee	No. of Agr ee	(%) Agree	Differe nce of agreem ent
1.English subtitles help me understand conversation in the movies better	0	0%	15	100%	+15
2. Movies help me understand unfamiliar idioms and slangs better	0	0%	15	100%	+15
3.Original English movies can improve my listening skill better than other English media normally used in class	2	13.3%	12	80%	+10

4.Watching English movies can be beneficial for English use in everyday life	1	6.6%	12	80%	+11
5. I learn correct pronunciation through movies	1	6.6%	13	86.6%	+12
6.I can improve my listening skill by watching English subtitled movies	0	0%	13	86.6%	+13
7.Movies help me understand unfamiliar accents and dialects better	0	0%	09	60%	+09
8.English movies with subtitles are useful for improving listening skill of the students	1	6.6%	13	86.6%	+12
9.By watching English subtitled movies I learn new words	0	0%	13	86.6%	+13
10.By watching English movies with subtitles I learn new sentence structures	4	26.6%	07	46.6%	+03
11.English movies with subtitles make me feel at ease in comprehension	0	0%	15	100%	+15
12. Movies with English subtitles can improve reading skill	2	13.3%	09	60%	+07
Total Responses by Male learners	**179**	**11**	**6.14%**	**146**	**81.56 %**	**+135**

Through the data entered in table 4.5 the comparative analysis of positive and negative responses to the questions by the male respondents has been given. In the first column the responses of disagreement have been entered against each question. In second column percentage (%) of disagreement is shown. In column #3, number of agreements to the statements of the questions has been entered whereas in the 4th column the percentage of the agreement has been given. The last column shows the difference between the number of positive and negative responses where the sign of (+) shows that number of positive are more than the negative ones.

Table4.6: Comparative analysis of Positive or negative responses to the Questions by Female respondents

Questions	No. of Disagree	(%) Disagree	No. of Agree	(%) Agree	Difference
1.English subtitles help me understand conversation in the movies better	1	6.6%	14	93.3%	+13
2. Movies help me understand unfamiliar idioms and slangs better	0	0%	11	73.3%	+11
3.Original English movies can improve my listening skill better than other English media normally used in class	3	20%	09	60%	+6

4.Watching English movies can be beneficial for English use in everyday life	0	0%	14	93.3%	+14
5. I learn correct pronunciation through movies	0	0%	14	93.3%	+14
6.I can improve my listening skill by watching English subtitled movies	1	6.6%	11	73.3%	+10
7.Movies help me understand unfamiliar accents and dialects better	1	7.1%	11	78.5%	+10
8.English movies with subtitles are useful for improving listening skill of the students	3	20%	12	80%	+9
9.By watching English subtitled movies I learn new words	0	0%	15	100%	+15
10.By watching English movies with subtitles I learn new sentence structures	4	26.6%	10	66.6%	+6
11.English movies with subtitles make me feel at ease in comprehension	2	13.3%	12	80%	+10
12. Movies with English subtitles can improve reading skill	1	6.6%	11	73.3%	+10
Total Responses by Female learners	**180**	**16**	**8.8%**	**144**	**80%**	**+128**

Table 4.6 shows the comparison of positive and the negative responses of the female respondents. Here again the comparative differences in positive given in the last column show that the female learners of English language also find that the subtitled videos are useful for learning language.

Table 4.7: Summary of Responses in Comparison

	Male	Female	Total	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	04	02	06	1.667%	1.671%	1.671
Disagree	**07**	**11**	**18**	**5%**	**5.014%**	**6.685**
Neutral	22	20	42	11.667%	11.7%	18.385
Agree	**89**	**86**	**175**	**48.61%**	**48.746%**	**67.131**
Strongly Agree	**57**	**58**	**115**	**31.94%**	**32.033%**	**100**
Total Responses	179	180	359	99.72%	100%	
No Response	01	00	360	100%		

Table 4.7 shows the summary of the data collected from 30 students of B.S English including 15 male and 15 female students. They were given a questionnaire comprising of 12 questions. Each question has 5 options for a respondent to give his view on the Likert Scale. The comparison of male and female respondents shows that they have almost identical views regarding the usability of the English subtitled videos. However it has been observed that more than 80% responses are

in favour of the use of subtitles and only 7% are there in this sample that does not agree to the statements of the questions. It shows that from the perspective of the Pakistani learners of English as a second language consider that English subtitles in the English movies are quite useful in the process of developing language skills and learning English language.

5. Findings and Discussion

The present study shows that Pakistani learners of English language are in favour of subtitles in English videos. They believe that such subtitles can help them in enhancing their language skills. The data collected from the students of B.S. English shows that both the girls and the boys are equally interested in using subtitles to enhance their learning. They further expressed their views of having English subtitles instead of having subtitles in the native language. They find that subtitles are useful inputs in English language learning as these subtitles help the language learners in the developing language skills, enriching the vocabulary and improving the other lingual virtues of English.

The following are the findings of the study which was conducted with 30 students of B.S. English (15 male students and 15 female students) through the tool of a questionnaire comprising of 12 questions. These questions comprised of different aspects of learning language and the subtitles of English language given in the English movies. The statements of the questionnaire contained different aspects of subtitles as inputs for teaching and learning English language. The following are the findings of the data collected from the respondents of the questionnaire:

1. The data collected from the sample of the study shows that the English subtitles on the movies are quite helpful in improving vocabulary of English for the second language learners of Pakistan. Question.2 and 9 are specially based on vocabulary, words, idioms or slangs of English language and more than 90% responses to these questions were in favour of these statements. It was further found that there was not a single response against them.

2. The responses found through survey of the learners of English show that subtitled videos can improve the content comprehension. Question no.1 and 11 given in the questionnaire were particularly designed to get the response of the learners regarding content comprehension. The findings show that 96% responses of the learners are aligned with the statement of Q. 1 and 90% agree to the statement of Q.11. It shows that subtitles help the learners in content comprehension.

3. The data of the survey shows that subtitled videos of English language are quite beneficial in developing language skills and getting language proficiency. Most of the questions were based on language skills, especially reading and listening skill, and the overall language proficiency. The responses of the learners show that they find such videos very useful in developing language skills and language proficiency. More than 80% of the responses show that the learners agree to the statements of the questions and they find subtitles given in English language quite beneficial as the learning and teaching input.

This study shows that the non native learners of English language need multiple teaching methods and learning aids. With this development of modern technology and the access of social media, the screen of a T.V or a cell phone has become a very useful tool for teaching and learning of a language along with the other objectives attached to such technological aids. In such situation, the subtitles on the lower part of the screen along with a video can be an important input in teaching English language to the non native learners. The learners of English language in Pakistan welcome the use of English subtitled videos in the language learning process. This study invites the other researchers to find out other useful inputs that can enhance the language learning of the non native learners of English.

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