

Attitude towards Learning English from Subtitled English Films: A study from West Bengal, India

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ABSTRACT

The Indian audience has started liking the Hollywood trend and catching up more with the English movies. In India most of these movies are launched with subtitles in English to make it easy to understand. English becomes global language since people understand its simplicity than other language. Therefore, English is used as official language in many countries. The impact of English is already visible as the employment opportunities are more promising for English speaking professionals in India. Every graduate or job aspiring candidates are seeking communication skill training in English for better career opportunities in India, that is triggering the English demand. This is the present scenario of our culture. Even these Hollywood movies just work as a learning platform for these aspiring professionals. Hence, this study is focused to find out the attitudes of young people whether they aware on the fact that subtitles really help to increase English vocabulary or not.

1. Introduction

Students arrive in university with many English language problems: poor comprehension, limited vocabulary, slow reading, bad grammar, nonexistent conversational skills, to name the most obvious. Films can help on all counts. This is due in part to the fact that films use language so extensively in performing their cultural work. Narrative films in particular use language to advance plot, define characters, establish mood, and simply tell us what is going on. Language plays a crucial role in connecting and rationalizing the various other forms of visual and sound information that make up film experience (Yuksel and Tanriverdi, 2009). Insofar as realism is the dominant style of a film, its language approximates language use in real life, thereby demonstrating practical application. So, audiovisual materials are a powerful instructional tool known to have a motivational and effective impact on viewers (Baltova, 1994). Vocabulary and listening-comprehension are not the only skills improved by watching films. Subtitles and closed captioning (dialogue and other sound information printed across the bottom of the frame) can help students increase vocabulary learning (Lertola, 2012). Films can also serve as the basis for writing assignments and oral presentations, especially when they are combined with the diverse film resources now readily accessible on the Internet. In short, films provide an invaluable extension of what we might call the technologies of language acquisition that have been used to teach EFL (English as a Foreign Language) students.

Now, most of the Hollywood films are arranged with subtitles that has an effective impact on new generations of India. In South Asia, India becomes a leading country where Hollywood films are shown commercially as well as in deep it comes with a motivational way to learn English. The entertainment value of a film may increase interest in the topic, which can boost people's motivation to learn foreign language (Silvia, 2008).

This study is developed in finding the attitudes among young people of UG (Undergraduate) and PG (Postgraduate) students from North Bengal (NB) and South Bengal (SB) regions of West Bengal, who are highly or partially attached to see Hollywood films which are mostly shown in subtitles. Hence this study is conducted for seeking to a conclusion that films with subtitles are effective to learn English audio-visually and comparatively easy to understand the meaning and gestures of the language than ordinary video graphics.

2. Objectives and significance of the study

The objective of the study is focused on the impact of subtitles of English movies that are helpful to learn English as a second language in India. Though in India, there are no such studies that are built to understand the relations of acquiring English knowledge by providing subtitles and motion graphics through Hollywood films. Recent tendency of young generations of India are found to be addicted towards Hollywood films. Even they can remember many dialogues from these movies. Many of them are either good in English so that dialogues become too easy to remember or they are just followed by the subtitles on which they can memorize the dialogues. So, it is effective in the sense that the films with subtitles can teach English language by repeatedly practicing or repeatedly observing the same movie with subtitles. Not only that, a small sentence of a conversation between characters may influence listeners to bubble meaningful foreign language. Hence, it can be hypothesized that English movies with subtitles has an effective contribution in learning English.

Therefore, this study can be stated as a searching for the knowledge that is beneficial to understand the key concept of English language acquisition technique while it is in the base of subtitles and side by side the exploration of English movies throughout the globe.

The present paper is aimed at investigating the attitudes of UG and PG students from West Bengal, based on following

key objectives- (i) Do subtitles with films are helpful to learn English language? (ii) Whether films with subtitles attract learners? (iii) Whether subtitles help to enhance English vocabulary among learners? (iv) Is it true that young people are trendier to watch English films with subtitles? (v) Do young people accept that subtitles help to learn English quickly? (vi) Do they have any difference in their attitudes on this topic?

3. Review of related literature

a) Studies conducted in India

There are many literatures which are dealing with large number of effective studies on learning EFL on the platform of English movies with subtitles. But there are few studies in India that are associated with this subject of the study. Only one local study is closely associated to support review of literature.

A PhD thesis conducted by S. Acharya, published in the year of 2015 having a title with “Popular Culture and English Language Learning: A Study among Youth in India”, where it was mentioned that with the proliferation of television channels, social networking sites, blogs, music and film genres, video and computer games etc. the youth of today’s generation live a life that is completely dominated by technology and pop culture. The pressure to fit into the group, to be one in the crowd, is so overpowering for youngsters today that most of them live life dictated by what they see in movies, TV serials, fashion and popular magazines etc. Speakers are seen to be using language creatively in specific local contexts to achieve particular social and interactional goals, and in the process both language and culture are reshaped to fit new, locally meaningful identities.

The study was initially conceived with three basic objectives in mind: to examine the impact of popular culture forms on the everyday language environment of Indian youth; to explore the various ways and methods by which popular cultural forms can be used for English language learning amongst students at the tertiary level, and to delineate the changes in the language habits of the youth because of the new adaptations. The research draws chiefly from primary data, and the method applied was a questionnaire-based

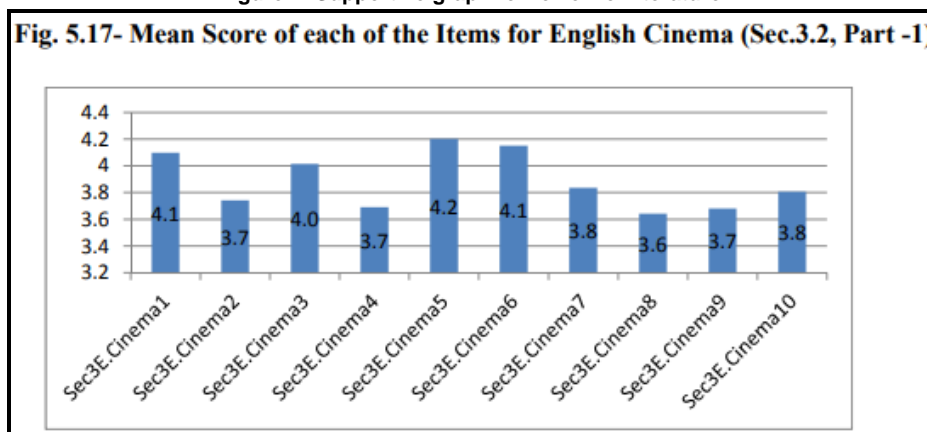
survey among undergraduate students of different educational backgrounds namely, engineering, medical, arts, commerce and science disciplines of various colleges of Odisha. Data was elicited from the students in their classrooms; hence the context was quite normal for them. The questionnaire included both close-ended and open-ended questions, and 626 students, both male and female, were accessed for the study. The findings of the study indicate that the language environment of the youth of the state is decisively influenced by today’s popular cultural forms. They enjoy being a part of it as that reassures their identity in the group of their peers inside or outside their study environment. All popular culture forms are important means of English language learning that if used wisely and properly can become valuable teaching resources for teachers in the classrooms. The survey data reveals that popular cultural forms like print media, internet, and televisions are affecting the English language environment of Indian youth more than any other forms.

In his study only one review which supports this study. S. Acharya in his review has stated a reference i.e. Bueno (2009) has illustrated ways in which pop culture, particularly films, can be used to teach the target language and culture. According to her, two significant benefits of using films in foreign language classes include that foreign language students can develop (1) “media literacy skills” and (2) “trans-lingual and trans-cultural competence.” For Indian youngsters, English cinema viewing can be made more interesting if they comprehend every detail of it, may be, with the help of English subtitles, and some prior knowledge of the foreign culture showcased in the cinema.

Finding that helps the study:

In Fig. 5.17 (in his study) the mean score of Item 5 (Subtitles/ captions for the dialogue help in understanding the language used in the movie) (4.2) is the highest followed by Item 1 (I am fond of watching English Movies) and Item 6 (I have learnt some new English expressions by watching movies) (4.1) bearing the same score. From the following figure it is perceived that English cinema has the capacity to be a wonderful teaching/learning tool for practicing language skills.

Figure.1: Supportive graph for review of literature.



So, after having this above study it can be stated that subtitles are hence effective to learn English language among young people of India.

b) Studies conducted on learning EFL

There are numerous foreign literatures which are dealing with large numbers of effective studies on learning EFL on the platform of English movies with subtitles.

Paivio's (1971) dual coding theory states that functionally the verbal system and the imagery system are independent and separate subsystems encoded them. Two ways are introduced through this theory to develop learnt material: verbal association and visual imagery. Furthermore, two separate verbal systems create bilingual situations by associative connections. These three independent systems in subtitled films simultaneously interconnect and present. This might cause better processing and recall due to image and translation effects.

To investigate the impact of subtitling on aural word recognition skills, Markham conducted a study in this respect. The participants of this study were 118 advanced ESL learners. They watch two short videos of 12 and 13 minutes' duration in two different modes: with/without subtitles. The results of listening tests show that the learner's ability to identify the key words during screening significantly improved when they heard them again subsequently (Markham, 1999).

Bird and Williams (2002) and Schmidt (2007) maintain that watching subtitled programs is the best way of language learning. They maintained that comprehension and learning language occur to a greater extent because of clear word boundaries and no accent variation.

Bird and Williams (2002) used subtitles as one-way (voice or text) and two-way (voice and text) in studying the effects of subtitles in word teaching and eventually found that the use of subtitles was effective in learning the words in the story (Shirazi, Account & Simin, 2016). Similarly, in the Shirazi's, Accident's and Simin's study (2016), it was shown that students who watched a subtitle film learned the vocabulary of the target language more easily and that the students had an effective learning environment thanks to their interaction with each other.

Another study was done by Karakas and Saricoban (2012) investigating the impact of subtitled cartoons on incidental vocabulary learning. The findings of the study revealed significant improvement on pre and post-test of both participated groups but results of t-test showed no significant difference between the two groups.

c) Subtitle and media

According to Johnson and Ensslin (2007), when studying language in the media, writers have used in their investigations conversational or text analysis, corpus linguistics, critical and multimodal discourse analysis, stylistic and speech act theory, histogramical and ethnographic techniques as well as pragmatics.

Kress (2003) points out, that while possible it is not a very common view that, for example, images should be considered alongside language when studying language in the media.

A study conducted by Price (1983) examined the relationship between captioned TV program and the learning of a foreign language. Some 450 students participated in the study, and the result showed that captions significantly improved overall comprehension of the linguistic information presented in the video material.

In another study, Vanderplank (1988) investigated the use of English language subtitles in BBC television programs. Fifteen (15) high-intermediate and advanced ESL (English as Second Language) university students were selected as the participants of the study. They received subtitled BBC television programs in nine-hour-long sessions. The results revealed that they could follow line, sound, and picture simultaneously. Students were better able to understand "fast, authentic speech and unfamiliar accents".

Koskinen, Kane, Jensema, Markham, and Knable (1995) analyzed the effects of captioned TV programs on the learners' incidental vocabulary acquisition. Some 72 learners participated in the study voluntarily. They were randomly assigned into two groups: with and without subtitle. They watched 9 science information segments over 9 weeks. The results revealed no significant differences on the word recognition and sentence anomaly post-tests between the two groups, but the results of word meaning test showed significant differences on captioned TV program.

Similarly, Markham (1989) did a study with 76 ESL university students to investigate the effects of captioned TV program on the comprehension of ESL university students. The results demonstrated fundamental comprehension advantages for beginning, intermediate, and advanced ESL university students who watched subtitled TV programs. Goldman (1993) concluded similarly that subtitled TV programs can be a good motivator for enhanced reading comprehension in intermediate and advanced ESL programs.

Despite a decade of extensive research linking the use of video subtitles to improved children's reading skills, the majority of teachers and schools remain unaware of the potential, and what is a significant opportunity to overcome poor reading skills in the classroom. There has been so much successful research into the many benefits and uses of subtitles and captions on video and Television that has recognized the need for subtitles and captioning, and important laws have been passed which mandate its availability. The benefits of using video and subtitles for improving general L2(Second Language) reading and listening comprehension have been investigated by many researchers, however what is lacking is research that explores what contribution they may make to learning beyond just comprehension. In an article by Chai, Judy and Erlam, Rosemary (2008) presented a study that aimed to address this gap by investigating how subtitled video clips impacted on the learning of second language words and phrases.

Language is one of the most critical tools that we are used to communicating with the outside world. Thus it is essential to have a common language for talking across difference for breaking down divisions and achieving understanding in our

daily life. As increasing number of foreign language program start to combine video materials into their curricula. There are more attention focused on ways and means to optimize the second language learners' comprehension of the language of the movies and some television segment (Garza, 1991).

Richards and Gordon (2004) stated that as a medium, media enables language learners to use visual information to enhance comprehension. During the process, it assists learners to observe the facial expression and the body language that combine with the speech (Hayati & Mohmedi, 2011). It can even help them experience the cultural information involved in a certain dialog.

According to the experiment conducted by Wang (2012), the result had shown that the key-words subtitled video can benefit the learner's vocabulary comprehension. And in the term of the content comprehension, key-words subtitle is much more suitable for the learner in high level, and is meaningless for the deep level language learners. Moreover, the selection of types of subtitle display, to a certain degree, depends on the learning objectives and the proficiency level for each learner. It meant that, if you tend to learn a foreign language through understanding video contents, native language subtitle or foreign language subtitle are better suitable for the all of the learners.

Films have many cross-cultural values, provide outstanding basis for the improvement of critical thinking skill, provide a rich source of content for language learners, and offer linguistic diversities. Films also have motivating feature. They facilitate oral communication. Researchers emphasize the use of films in English class room for motivation and learning language skills. Films have the potential to provide exposures to the real language uttered in authentic settings and the culture in which the foreign language is spoken (Stempleski, 1992). Besides, they assist the learners' comprehension by enabling the learners to listen to exchanges and see such visual supports as facial expressions and gestures simultaneously (Allan, 1985; Sheerin, 1982), which may improve their insights into the topic of the conversations.

According to King (2002), films offer more educational options to students and they have a rich content to motivate them. When students watch the movie-usually subtitled films-learn some words and phrases related to the target language. They also learn how to pronounce a lot of words through movies, too.

Films are one of the audiovisual tools that can be used in teaching foreign languages. A film can be seen as a means of communication between teachers and students. Through the film, students can easily handle the problems they have in the target language. Through the film, students will participate more effectively, actively and enjoyably (Harmer, 2001). It may be more useful to watch some part of the film in word teaching. Teachers can benefit from the story of the film when creating a vocabulary list. While the students are talking about the new words they see in the film, the teacher can make students do activities for speaking at this stage. They can tell the story of

the film. After watching the movie, they can summarize the film simply with the new words they have learned.

Many researchers have pointed out that subtitle films are more effective in teaching vocabulary in foreign language teaching through films. The use of subtitled films in language teaching helps students develop reading, listening and comprehension skills as well as new vocabulary learning. By watching the subtitled movies, students get knowledge about different and special usage areas of the language. In addition to word meaning, they learn how to use these words in many cases. In addition, they will develop the skills of distinguishing some different words on target list, word pronunciation and correct sentence structures. Koolstra and Beentjes (1999) claim that a high level of learning in vocabulary teaching is achieved with subtitle films or watching the films more than once can be more effective in vocabulary teaching. It can be taught that if the film is watched twice or several times, it will be more effective for the students in learning the new words, phrases and statements (Putra, 2014).

Discussions are also being made about the ways in which subtitled films can be used to learn language. The films can be viewed with two-way subtitles that can be controlled or uncontrolled. That is, dialogues on the target language can be viewed with repeated or unrepeated subtitles. Perhaps the students will be happy to watch the films with the subtitles (voice and text together) that can be controlled. Because, they will see the words several times during the watching and find opportunities to reinforce them. The use of films according to Zarei (2009)-especially the use of subtitling films-is one of the most enjoyable and comfortable methods of teaching target language vocabulary.

d) Hollywood films and English language

English has for a long time now been the language associated with film culture, although at the very beginning it was France which gave the early stimulus to things like commercial and artistic development of the film industry in 1895, as pointed out by Crystal (2003). According to Crystal (2003), as early as around the time of World War I the growth of Europe's film industry was slowing down and the torch was passed to America. Only some time later in 1915 the film industry started to find a new home in Hollywood, California, where the base for the star system and the grand studio, for example, was found. About five years later, in the 1920s, sound was added to films and that is when the English language began to dominate the world of movies. Crystal (2003) points out that, despite the fact that the film industry has grown in other countries as well, it is the films in the English language which continue to have a firm hold on the medium and that according to BFI (British Film Institute) film and television handbook (2002), of all the theatrical releases of feature films more than 80% have been in the English language. This proves how much the English language is a part of the film culture.

From early in last century, Hollywood sank high costs into large-scale marketing and distribution, overcoming liabilities of foreignness through being present with local distribution and locally adapted marketing campaigns on a high number of

export markets, dubbing films, and, on some export markets, creating cultural preferences for Hollywood-style aesthetics and narrative, as well as English-language films rather than other foreign films (Hoskins and Mirus, 1988; Hoskins et al., 1997; Papandrea, 1998; Oh, 2001; Elberse and Eliashberg, 2003)..

According to Nowell-Smith (1996), the new technologies which followed the discovery of electrical power fundamentally altered the nature of home and public entertainment, and provided fresh directions for the development of the English language. Broadcasting was obviously one of these, but that medium was never – according to the influential views of Lord Reith – to be identified solely with the provision of entertainment. This observation did not apply in the case of the motion picture industry. The technology of this industry has many roots in Europe and America during the nineteenth century, with Britain and *Why English?* The cultural legacy France is providing an initial impetus to the artistic and commercial development of the cinema from 1895. However, the years preceding and during the First World War stunted the growth of a European film industry, and dominance soon passed to America, which oversaw from 1915 the emergence of the feature film, the star system, the movie mogul, and the grand studio, all based in Hollywood, California.

As a result, when sound was added to the technology in the late 1920s, it was the English language which suddenly came to dominate the movie world.

Despite the growth of the film industry in other countries in later decades, English-language movies still dominate the medium, with Hollywood coming to rely increasingly on a small number of annual productions aimed at huge audiences – such as *Star Wars*, *Titanic* and *The Lord of the Rings*. It is unusual to find a blockbuster movie produced in a language other than English. In 2002, according to the listings in the BFI film and television handbook, over 80 per cent of all feature films given a theatrical release were in English, stated by Dyja (2001).

4. The Study

a) Design of the Study

This study was developed on descriptive survey type design to know the present attitudes of young students of both genders from UG and PG sections of two universities of West Bengal state. Geographical dimensions were divided into two zones i.e. North Bengal and South Bengal. The dimension of the study was divided on 1. Subject Content, 2. Knowledge, 3. Learning Process, 4. Intellectual Personality and 5. Recent Value of the Subject.

b) Population and Sampling

This survey is based on Snowball Sampling. Population was established on two strata i.e. students from North Bengal and Students from South Bengal. The selection of population was hence collected young people from UG and PG students from both strata. In North Bengal the Gourbanga Universtiy was chosen where both PG and UG students were participated in the survey as well as in South Bengal the sampling was done on both UG and PG students of University of Kalyani.

There were total 300 samples collected from both universities and lastly, 200 samples were randomly selected for the purpose of the study. Among 200 samples there were 100 samples who were the students of UG sections and rests of the sample were from the PG sections. For UG section half samples were collected from North Bengal and half samples were from South Bengal. Similarly, for PG section 30 samples were collected from North Bengal and 70 samples were from South Bengal.

From North Bengal, 40 samples from UG section were male and 10 were female and in PG section there were 20 males and 10 females. Likewise, from South Bengal, 20 students from UG sections were male 30 were female as well as in PG section, 35 students were male and 35 students were female. Total 200 samples were divided in this way.

c) Instruments

In this study 30 items questionnaire was designed for the purpose of data analysis. Likert Scale was used for participants' responses.

Degrees of items: Strongly Agree (SA) = 5 Degrees, Agree (A) = 4 Degrees, Neutral or Undecided (N) = 3 Degrees, Disagree (D) = 2 Degrees and Strongly Disagree (SD) = 1 Degree.

Variables: This study includes the following variables: a) Independent Variables- i) Gender which has two levels i.e. Male / Female, ii) UG & PG levels, iii) Geographical Location which has also two levels (North & South Bengal) and b) Dependent variables- Students' attitude towards English movies with subtitles can help to learn English.

Validity of the instrument: To affirm the validity of the instrument, it was given to the 10 experts from the teaching faculty of English department. It was asked for the purpose of an affirmation of the tool for the research. In the light of the experts' views and the adoption of the items which was more than 90% of the experts agreed upon.

d) Data Analysis

Statistical measures were determined through gender wise and strata wise. Frequency distributions of the scores obtained by the students were presented through graphical representations of bar-diagrams. The comparative studies between the groups in each section were done in t-Tests to find out the mean difference of the different groups. And lastly, 7 number of Null- hypotheses were conducted to find out the significant differences between groups.

5. Results

H_1 : For PG vs. UG students, the calculated value of t from Table- 14 was 0.91 for degrees of freedom 198 which was less than the value of t at 0.05 level which is 1.97. Hence, it is confirmed that there was no significant difference between the mean scores of the PG students and UG students in respect of performance in the attitude

test towards learning English by the help of subtitled English films. Hence, the hypothesis No. 1 is rejected.

⁰H₂: For UG (NB) vs. UG (SB) students, the calculated value of t from Table- 15 was 5.68 for degrees of freedom 98 which was greater than the value of t at 0.05 level which is 1.98. Hence, it is confirmed that there was a significant difference between the mean scores of the UG (NB) students and UG (SB) students in respect of performance in the attitude test towards learning English by the help of subtitled English films. So, it must be said that the hypothesis No. 2 is retained.

⁰H₃: For PG (NB) vs. PG (SB) students, the calculated value of t from Table- 16 was 1.40 for degrees of freedom 98 which was greater than the value of t at 0.05 level which is 1.98. Hence, it is confirmed that there was no significant difference between the mean scores of the PG students of NB and PG students of SB, in respect of performance in the attitude test towards learning English by the help of subtitled English films. Therefore Hypothesis No. 3 is rejected.

⁰H₄: For UG (NB) Male vs. UG (SB) Female students, the calculated value of t from Table- 17 was 0.81 for degrees of freedom 68 which was less than the value of t at 0.05 level which is 2.00. Hence, it is confirmed that there was no significant difference between the mean scores of the UG Male students of NB and UG Female students of SB, in respect of performance in the attitude test towards learning English by the help of subtitled English films. For this reason hypothesis No. 4 is rejected.

⁰H₅: For UG (NB) Female vs. UG (SB) Male students, the calculated value of t from Table- 18 was 0.71 for degrees of freedom 28 which was less than the value of t at 0.05 level which is 2.05. Hence, it is confirmed that there was no significant difference between the mean scores of the UG Female students of NB and UG Male students of SB, in respect of performance in the attitude test towards learning English by the help of subtitled English films. After having this result of t-Test, hypothesis No. 5 is rejected.

⁰H₆: For PG (NB) Males vs. PG (SB) Females, the calculated value of t from Table- 19 was 1.27 for degrees of freedom 53 which was less than the value of t at 0.05 level which is 2.01. Hence, it is confirmed that there was no significant difference between the mean scores of the PG Male students of NB and PG Female students of SB, in respect of performance in the attitude test towards learning English by the help of subtitled English films. Therefore, hypothesis No. 6 is rejected.

⁰H₇: For PG (NB) Females vs. PG (SB) Males, The calculated value of t from Table- 19 was 1.34 for degrees of freedom 43 which was less than the value of t at 0.05 level which is 2.02. Hence, it is confirmed that there was no significant difference between the mean scores of the PG Female students of NB and PG Male students of SB, in respect of performance in the attitude test towards

learning English by the help of subtitled English films. Then the hypothesis No. 7 is rejected.

After having 6 statistical analyses of the mean scores of the groups, it is found that there are no significant differences between the groups. Only in one case (i.e. Ho: 2) the outcome of the result has shown that the difference is significant between groups.

6. Discussion

The study may state that the findings of the study were not easy to conduct as well as there were lots of boundaries which became the limitations of the research procedures. Establishment of 7 numbers of Null-hypotheses was done by the support of genders and strata. By the help of proper instrumentation and methodology the result of the study arrived. The outcome of the results interpreted the qualities of the variables and brought the relationships between them by the help of scientific measures. Hence, this study concludes that the attitudes of young generations of West Bengal have positive impacts on the subject: learning English language by the help of subtitled English films. Young people accept the fact that subtitled films can be a medium to enhance the vocabulary as well as language skills. Not only the trend of watching English movies with having subtitles motivates young people to learn English indirectly but also the motivation makes people more fascinated towards the watching films with subtitles. Determination of the significance of the differences in the Mean scores obtained by the students (gender wise and strata wise) in the measuring attitudes towards effectiveness of learning English language by the help of subtitled English films with the help of t-Test. Therefore, the findings of the study have shown that:

- PG students and UG students do not have significant difference in their attitudes.
- UG students from NB have more positive attitudes than that of the UG students from SB in their attitudes.
- PG students from NB and SB have no significant difference in showing their attitudes.
- UG, NB Males and UG, SB Females are not differ from each other so, they have no significant difference in their attitudes.
- UG, SB Males and UG, NB Females have no significant difference in presenting their attitudes.
- PG, SB Females and PG, NB Males did not differ significantly in the attitude test.
- There is no significant difference of attitudes between PG, NB Females and PG, SB, Males.

Thereafter, it can be summarized in one sentence that the study is significant on behalf of the positive attitudes of young people towards learning English with subtitled English films. The study interprets that young people have enough positive attitudes on accepting the fact that Subtitles in movies can enhance English vocabularies.

7. Conclusion

The study finally shows that subtitled films are more attracted towards new generations of India. Most of the people who are affectionate to watch Hollywood movies are as well as

benefited to learn English. They are motivated indirectly to search unknown words which are not known to them. Hence, repeated searching of unknown words lead the learners to gain new knowledge. Thus language acquisition is done according to the learners needs. Most of the researches are focused on the impact of language acquisition based on subtitled audiovisual methods. Few of them are studied on films. Though, there are many literatures dealing with this subject and above stated finding is quite supportive. It significantly lays the finding of this study.

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