

The Use of Subtitled Videos for Vocabulary Learning

2022

Asmita Timilsina

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**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Asmita Timilsina**

**Faculty of Education
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Recommendation for Acceptance

This is to certify that **Ms. Asmita Timilsina** has worked and completed this thesis entitled **The Use of Subtitled Videos for Vocabulary Learning** under my guidance and supervision.

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Dedication

Dedicated to my parents

for the exceptional love, endless support and sacrifices.

Declaration

I hereby declare that to the best of my knowledge, this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 11/07/2022

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Asmita Timilsina

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Asmita Timilsina

Abstract

The present study entitled ‘The Use of Subtitled Videos for Vocabulary Learning’ was carried to identify the use of subtitled videos for vocabulary learning writing activities and to explore the students’ perception towards the use of subtitled videos for vocabulary learning. The population of this study were students studying in grade nine from Kathmandu district, however, I selected forty students studying in grade 9 from five institutional schools by using simple random sampling strategy as a sample. A set of questionnaire consisting close-ended and open- ended questions was used as the tool for data collection. The findings of the study showed that 82.50% of respondents watch videos with subtitles once a week whereas, 17.50% participants do it once month. The data reveals that students are familiar with subtitles as all the participants responded that they watch videos with subtitles at least once a month. More than 80% respondents reported that the classes were taken with the help of subtitle for instructing English either once a month or occasionally. They commented that the teachers brought the downloaded video contents including subtitles in the classroom and used to play repeatedly by pausing and making the students read out when they could not comprehend the conversation. The data showed positive results on the use of subtitled video as a tool for learning vocabulary as 92.5 percent of the informants suggested subtitled videos as a beneficial tool to learn vocabulary. The results also claimed that the implementation of English subtitled video improves the students’ vocabulary as the comments from the students state that the use of subtitles bridges the gap between reading and listening skills.

This thesis has been divided into five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Whereas, second chapter incorporates the review of theoretical and empirical literature, implications of the review of the study and conceptual framework. On the other hand, the third chapter deals with the methods and procedures of this study. Similarly, fourth chapter encompasses analysis and interpretation of data. Finally, fifth chapter deals with findings, summary, conclusion and recommendations of the study. And, in the final section, references and appendices are included.

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Chapter I

Introduction

This chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Vocabulary is an important tool for the students to use language effectively. It is one of the elements of a language. Everyone uses vocabulary as communication tools in a language to express their idea or opinion in written or oral forms. Hence, vocabulary gives the effect of all skills, without having vocabulary the students cannot master a foreign language. Therefore, in order to master in listening, speaking, reading, and writing as the four skills, students need to learn the language component which is vocabulary. So, vocabulary is one of the must components that a learner need to know while learning a language. In the words of Thornbury(2007, p.1), “All languages have words, language emerges from first as words both historically, and in terms of the way each of us learned our first and any subsequent languages”. He means to say that every language emerges with words and learning language means producing a single word rather than a complete form of sentence. Therefore, the language teacher should focus on vocabulary teaching before teaching other skills of language.

Richards and Rodgers (1986) define vocabulary as “a set of lexemes, including single words, compound words and idioms. If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and flesh.” This definition states the relation of language and vocabulary where language structures function as skeleton and vocabulary gives shapes and sizes as flesh. That means the relevancy of language structures and vocabulary cannot be apart. Hence, vocabulary represents one of the most important skills necessary for teaching and learning, it is the basis for the development of all the other skills like reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation.

The increasing access to different multimedia and technology resources, including subtitled videos offers learners vast number of opportunities to enrich their vocabulary. With the rapid advent of information and communication technologies (ICT) over the last few decades, human lives have been influenced directly or indirectly. Similarly, teaching and learning environments and process are also influenced by this. ICT is trying to bring all the people within education circle where teaching and learning process can take place in different from through different way. Likewise, learning media that can be used for various types of learning, the technology and also multimedia are growing to help the learning process to get better. Movie and subtitled video are examples of learning media based multimedia that can be used to deliver material.

Today, language learning has turned out to be more available by implementing multimedia with spoken information and full visual context, such as subtitles. For instance, subtitled videos representing words and pictures in oral and visual form are more probable to activate both coding systems in the processing than words or pictures alone. Subtitles are generally text translations of the source language of the video that show up on screen. They allow videos to be translated into any language that has an available script, called character set, and thus can potentially have a global viewership. The use of subtitles in videos makes language learners easier to understand the stories in the video. It helps the learners to improve their self-efficacy in vocabulary learning. In the learning process, video subtitles can help the students to get a chance to get the deeper meaning and increase their ability to understand the language.

Subtitles offer a unique way to improve English listening and reading skills. When one watches a movie or a TV show with English subtitles on, their brain forms a connection between what is heard and what is read. Subtitles are text, and the learners must read them fast to be able to understand what is going on in the movie. So their brain learns to associate the sounds with written words faster. Not only that, but English subtitles can also be a great vocabulary learning tool. When one wants to master a certain topic of English vocabulary (for example, business English, hospitality English or English for air travel), they can learn new words by watching an English documentary that has subtitles on. There is so much variety in programming

with subtitles, and the learner's choices are practically unlimited. There are movies with subtitles, TV shows with subtitles, news programs with closed captions and even educational apps that teach English with subtitled videos!

Statement of the Problem

Learning vocabulary is one of the challenging tasks for the learners of English as foreign language as it is equally necessary to have the knowledge of pronunciation and also the contextual meaning in order to learn the vocabulary. Vocabulary is the building block of any languages. Learning vocabulary doesn't only mean knowing the meaning of words but also means its pronunciation and uses in different contexts. Even the native speakers do not know all the vocabulary of English language. So, it is definitely a problem for non-native speakers of English.

Watching to English movies and videos has become a delighted hobby for the high school students. These days, majority of the high school students spend their time all day just for watching videos on YouTube and other social medias. As watching movies and videos is one of the particular interests to young people across the globe, teenagers' hobby in watching to such videos is increasing day by days. The students when are not able to understand the language spoken, they turn on the sub titles options. Which in turn, leads them to learn foreign language unconscious. Using subtitles can help learners improve their listening skills and pronunciation; they can also be useful for teaching vocabulary and sentence structures. Probably the greatest benefit to using subtitled videos in the classroom is that they are enjoyable. Moreover, watching videos with English subtitles is useful to learn some new words and improve vocabulary. Many foreign researchers have studied about subtitle videos, however, in context of Nepal, it has not been explored much and not given priority for learning vocabulary. Hence, with the positive attitude and perception, I have wished to investigate on, 'The Use of Subtitle Videos for Vocabulary Learning.'

Objectives of the Study

The present study had the following objectives:

- a) To identify the use of subtitled videos for vocabulary learning.

- b) To explore the students' perception towards the use of subtitled videos for vocabulary learning.
- c) To suggest some pedagogical implications.

Research Questions

Every research is questionable so, my research has answered the following research questions.

- a) What are the usefulness of subtitled videos for learning vocabulary?
- b) How do students perceive the use of subtitled videos for learning vocabulary?

Significance of the Study

This study investigates on the use of subtitled videos for vocabulary learning. This study will be beneficial for those who are interested in increasing their vocabulary by using this new technique.

The study will be significant for the teachers as it helps them to develop their understanding on learning vocabulary through new techniques. Since the researcher can review the empirical literature and also can take the reference for the related researches, it will also be significant for them. The findings may also be beneficial for material developers, textbook writers and publishers in developing textbooks and teaching materials which are more practical and suitable for actual teaching and learning situations. Moreover, the findings of the study may provide important information to policy makers and teacher educators.

Delimitations of the Study

The present study had the following delimitations.

-) The population of the study were students studying at grade nine.
-) This study was confined to forty students studying in grade nine in five institutional schools of Kathmandu valley.
-) The study was limited to simple random sampling procedure and questionnaire was used as the tool to elicit the data.

Operational Definition of the Key Terms

Some terminologies are used in this study to describe the study procedure and findings. The terminologies used in the context of this study give following meaning.

Perception. Perception in this study is defined as an understanding of the students studying at grade nine concerning the use of subtitle in videos for learning vocabulary.

Social medias. the websites and applications such as Facebook, twitter, TikTok that focus on communication, interaction, content-sharing and collaboration.

Subtitle. Textual versions of the dialog in the videos, usually displayed at the bottom of the screen. It is a translation of foreign language which is in the spoken form.

TV show. A group of episodes of a television program that is broadcasted in regular intervals

Vocabulary. The words that occur in passages, stories and exercises in lesson while studying in class. The term in this study is used to refer to words that are displayed in subtitled video.

Chapter II

Review of Related Literature and Conceptual Framework

The present chapter explains the existing literature and research related to the present study for finding out what have already been studied and what is the significance of those research works to the present study. With the help of the reviewed theoretical and empirical literature, I have presented theoretical literature and empirical literature in this chapter. Additionally, the implication of the review of the study is also discussed. Finally, with reference to the reviews the conceptual framework is also formatted.

Review of Theoretical Literature

In the general sense vocabulary is a list or set of words with their meanings for certain foreign language which is being taught and learned. It plays an important role in language learning. Discussing about the definitions from scholars; (Hatch and Brown 1995, p.1) say, “Vocabulary refers to a list or set of words for particular language or list of words that individual speakers of language might use.” Similarly, (Hornby 1995, p.11) defined vocabulary as a list of words with their meanings, especially one that accompanies a textbook in a foreign language. While according to (Ur, 1996), vocabulary refers to words that are taught in foreign language. Furthermore, (Jackson 2002, p.255) defined it as a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

Summing up the definitions, vocabulary refers to all the words used in a particular subject or sphere of activity or on a particular occasion. Without sufficient vocabulary, people cannot communicate and express their feeling both in form of spoken and written effectively. Hence, it is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Vocabulary is an essential part of language that students must master in order to understand a language. The improvement of vocabulary skills directly affects the other language skills positively because lexical items are the basic units of language,

and L2 learners need vocabulary to increase their listening, speaking, reading and writing.

Types of Vocabulary. Vocabulary is classified in different types by different researchers. The classification of it according to few scholars is discussed here.

Palmer (1921, p.118) classifies vocabulary as: receptive and productive. He states that receptive vocabulary is the language items which can only be recognized and understood in the context of reading and listening material. Additionally, productive vocabulary means language items which are generally used and recalled in speech and writing. Whereas, Gairns and Redman (1986), divided into two vocabulary types as: a. Active vocabulary: words or expressions that learners use in their speaking and writing. It is also called as a productive vocabulary, and passive vocabulary: words or expressions grasped and understood when reading or listening. It is also called as receptive vocabulary. However, the classification of (Pikulsi and Templeton, 2004) is easy to comprehend as it states the category in to two as; receptive and productive. Receptive vocabulary means that language items which can only be recognized and understood in the context of reading and listening material. Additionally, productive vocabulary means language items which are generally used and recalled in speech and writing.

The content of knowing vocabulary. During the process of teaching and learning English, vocabulary teaching and learning is a very important part. According to Harmer (2002, p. 153), “if language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. Most English learners begin their English learning by starting with vocabulary and the vocabulary learning seems to accompany them throughout the whole learning process. Thus, how to help them to learn vocabulary effectively and efficiently has become a fairly important task for both teachers and students. According to Hedge (2000), vocabulary learning involves more than two aspects of meaning. The first aspect of vocabulary learning is produced from the angle of its denotative and connotative meaning and the second aspect is produced from an angle of the sense relations among words.

Denotative meaning. A denotative meaning of a word or a lexical item refers to those words that we use things as regards real objects, such as a sign or a name ,etc. in the physical world. The denotative meaning is always the primary one of a word and it may seem quite easy to learn. However, problems also exist sometimes because people may not always be able to find the equivalent concepts of two languages. For instance, in English ‘niece’ and ‘nephew’ represent one brothers’ or sisters’ daughters and sons; in Chinese it is sharply different about the names used to represent one’s brother’s children and of one’s sisters. The same problems also exist in many other areas. When it occurs, new concepts will be added to the vocabulary.

Connotative meaning. According to Hedge (2000, p. 112) a connotative meaning of a word refers to ‘the attitudes or emotions of a language user in choosing a word and the influence of these on the listener or reader’s interpretation of the word’. These would include words that may indicate subtle feelings or express a positive or negative attitude towards some -thing. He also explains, ‘connotative meaning derives from a mix of cultural, political, social and historical sources and learners will be aware of this phenomenon in their own language’ but may not be so aware of this in the target language. Here is an example from Ur (1996). He points out that the word ‘dog’, whose denotative meaning is the animal itself, has a connotative meaning that represents friendship and loyalty. However, in different cultures it may have different connotative meanings.

Collocations. Collocations refer to words that co-occur with high frequency and have been accepted by people as fixed ways for the use of words. For instance, in English, the words ‘look’, ‘see’, and ‘watch’ are similar in meaning but are always used with different collocations as people will say ‘look at the blackboard’, ‘see a movie’ and ‘watch TV’. Similarly, people say ‘heavy rain/fog/snow’, ‘heavy smoker’, ‘heavy traffic’ but never say ‘heavy wind’ or ‘heavy accident’. It is commonly believed that learning word collocations is in fact more effective than simply learning a single word at one time.

Synonyms, antonyms and hyponyms. Synonyms refer to items that have the same or nearly the same meaning. For instance, “valuable”, “priceless” and “invaluable” are synonyms. Antonyms refer to items that have opposite meanings. For instance, “decrease” is an opposite of “increase”. Hyponyms refer to items which can

be listed together under the same superordinate concept. For example, under the concept of subject, words such as ‘math, politics, chemistry, geography’ and ‘philosophy’ may be included.

Receptive and productive vocabulary. During the process of teaching and learning vocabulary, it is of great necessity for both teachers and students to have the idea of a distinction between vocabulary and productive/active vocabulary. Receptive/passive vocabulary refers to those words that learners are able to recognize and understand in reading or listening materials but unable to use automatically in speaking or writing. Productive/active vocabulary refers to those words that learners are able to recognize and understand in reading or listening materials but also able to use automatically in speaking and writing. At beginner’s level, many new words learned by students generally have immediate practical use, therefore, they can quickly be included in their active vocabulary. However, language learners, as they learn more and more new words, will find the fact that for some words, they are able to recognize and to use for speaking and writing; while for some words, they can simply be able to recognize when met in reading. There are also many words that can gradually become students’ active vocabulary after being met more and more times. Thus, Hedge (2000, p. 116) proposes that students should regard the vocabulary knowledge as “... a scale running from recognition of a word at one end to automatic production at the other, through immediate stages of making greater sense of the word and how it might be used in different contexts.’ She also says that knowledge of some words will stay at the recognition end of the continuum and will never turn into part of students’ productive vocabulary. Therefore, the teacher, when teaching vocabulary, should make clear what words should be included into the students’ productive or active vocabulary so that they can organize proper activities to help students use these words automatically and passionately when they are speaking or writing.

The importance of learning vocabulary. In every language, vocabulary is important to convey meaning, to express own desires and feelings, and to communicate with others. Vocabulary is one of the components which supports the speaker in communication, whenever we want to communicate with other people using a language. We should have mastered a stock of words related to the topic spoken so vocabulary is very crucial to convey communication.

According to Brett (2012), the benefits of building vocabulary can be listed as:

- a. Gives the ability to say what you mean: This increases your chances of having other people understand what you wish to express.
- b. Helps understand other people: Just as learning a second language can help you understand people from other countries, increasing your working vocabulary allows you to understand those who may share your mother tongue but also have a special “dialect” of their own.
- c. Helps to understand what you read: Vocabulary not only aids you in understanding other people, it is also essential in comprehending the books and articles you read.
- d. Assists in becoming a more informed and involved citizen: The better able you become to understand news and current events.
- e. Bolsters the ability to grasp ideas and think more logically and incisively: While we often think of our thoughts as shaping our words, it works the other way around as well.
- f. Allows to communicate effectively: A masterful command of words, and the ability to select just the right ones to express a specific idea.
- g. Helps to make a good impression on others: How articulate you are constitutes a big part of the impression you make on others.

Based on the theories above, it seems that the study of vocabulary is one of the important things in teaching foreign language. Students often instinctively recognize the importance of vocabulary to their language learning. Teaching vocabulary helps students understand and communicate with others in English. The writer believes that English language students generally would concur, yet learning vocabulary also helps students master English for their purposes.

The aspects of vocabulary. There are several aspects of lexis that need to be taken into account when teaching vocabulary. The list below is based on the work of (Gairns and Redman, 1986).

Boundaries between conceptual meaning. knowing not only what lexis refers to, but also where the boundaries are that separate it from words of related meaning (e.g. cup, mug, bowl)

Polysemy.distinguishing between the various meaning of a single word form with several but closely related meanings (head: of a person, of a pin, of an organization).

Homonymy.distinguishing between the various meaning of a single word form which has several meanings which are not closely related (e.g. a file: used to put papers in or a tool).

Homophony.understanding words that have the same pronunciation but different spellings and meanings (e.g. flour, flower).

Synonymy.distinguishing between the different shades of meaning that synonymous words have (e.g. extend, increase, expand).

Affective meaning.distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speakers attitude or the situation. A socio-cultural association of lexical items is another important factor.

Style, register, dialect.being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.

Translation.awareness of certain differences and similarities between the native and the foreign language (e.g. false cognates).

Grammar of vocabulary.learning the rules that enable students to build up different forms of the word or even different words from that word (e.g. sleep, slept, sleeping; able, unable; disability).

Pronunciation.ability to recognize and reproduce items in speech.

Definitions of subtitled videos.Subtitles are captions displayed at the bottom of a cinema or television screen, and translate or transcribe the dialogue or narrative (Online Oxford Dictionary, 2021).The terms ‘subtitles’ and ‘captions’ are sometimes used interchangeably, although there is a slight difference between the two.

Technically, subtitles tend to be associated with a translation of the audio track in

written text at the bottom of the screen, whereas captions are usually linked to the original audio transcription and displayed in written text. Especially, subtitles are text derived from either a transcript or screenplay of the dialogue or commentary in films, television programs, video games, and the like, usually displayed at the bottom of the screen, but can also be at the top of the screen if there is already text at the bottom of the screen (Mulyadi, 2015). They can either be a form of written translation of a dialogue in a foreign language, or a written rendering of the dialogue in the same language, with or without added information to help viewers who are deaf or hard of hearing, who cannot understand the spoken language, or who have accent recognition problems to follow the dialogue. Moreover, Mulyadi (2015) state that by watching English movies as a media for teaching and learning it can help improve students' language skills, this is because the movies can make the learning and teaching process more interesting and enjoyable for teachers and students.

Concepts about subtitling. The use of intra-lingual and inter-lingual subtitles to investigate language learning has been gaining prominence in the past decades. From the 1980s to the present day, more than sixty papers have been published in different journals all around the world, all reporting on experiments with different populations and target languages (Matielo, D'ely and Baretta, 2015). Williams and Thorne (2000, p. 219) explain the difference of the two types of subtitling stating that “subtitling can be either inter-lingual, where the language of the television program appears translated into the target language on the screen, or that it can be intra-lingual, where the source language production is also used for subtitles.” Intra-lingual subtitles, also called closed captions, are widely used by deaf and hard-of-hearing people. According to Neves (2008) intra-lingual subtitles for deaf and hard-of-hearing viewers not only display words as the text equivalent of spoken dialogue or narration but also include speaker identification and sound effects. When referring to popularity, inter-lingual subtitles are the most used, this type of subtitle is usually present in cinema and DVDs. According to Lukylen (1991) The inter-lingual subtitles are written translations, based on the original text which appear as text lines usually positioned at the bottom of the screen. They appear and disappear to match the original speech/dialogue.

With reference to the research studies conducted on the use of subtitled videos as a tool for vocabulary teaching and acquisition four types of subtitles can be identified: inter-lingual subtitles, intra-lingual subtitles, reversed subtitles and dual subtitles.

Inter-lingual subtitles: They are also known as ‘standard subtitles’ or ‘L1 subtitles’. In this type of subtitles, the audio track is in the target language, or the original language of the film or video, and the accompanying textual display is a translation into the viewer’s native language. Creating interlinguasubtitles should be carried out with careful consideration, as it crucial to enable accurate understanding (Williams and Thorne2000, p. 219).

Intra-lingual subtitles. These kinds of subtitles are also known as ‘bimodal subtitles’ or ‘L2 subtitles’, and refer to the display of a transcription of the sound track in the form of captions (Neves ,2008).

Reversed subtitles. This type of subtitle refers to target language textual display of a sound track in the viewer’s native language (Lukyen, 1991).

Dual subtitles. Dual subtitles refer to the simultaneous appearance of both viewers’ native language, or L1 subtitles, and target language, or L2 subtitles on the screen. (Neves ,2008). This type of subtitle is rarely available in mainstream media production, such as DVD; DVDs usually offer the option of adding just one subtitle mode on the screen.

Using subtitles video in learning vocabulary.Subtitled video has been broadly utilized in language classrooms, for various purposes. There are three channels that contribute to conveying the content of subtitled video; the aural channel (soundtrack), the verbal visual channel (subtitles) and the non-verbal visual channel (the visual images) (Aurstad, 2013). Baltova (1999) points out that the simultaneous existence of these three channels reinforces learning more than un-subtitled video, or texts provided with accompanying images. There are different types of possible combinations between audio and subtitles. The main ones are typically known as standard subtitles (foreign language audio with mother tongue captions), bimodal subtitles (foreign language audio with foreign language subtitles), and reversed

subtitles (mother tongue audio with foreign captions). The most commonly used combination is the standard one, also called interlingua. The bimodal variety, also called intralingua, is also commonly used in classroom activities; the use of one or another in class will depend on the goal of the lesson and on the students' level.

Learners in the language classroom environment have different levels of motivation or enthusiasm to learn, and beliefs about how language is learnt. One type of student can be characterized as 'active learners', who are constantly searching for learning opportunities. By contrast, passive learners are ill equipped, and rely heavily on their teacher's instruction as the only learning source. Thus, it may be effective for a language teacher to engage in what is known as 'learner training' (Hedge, 2000) and involves helping learners, both psychologically and practically, to have effective strategies and a positive attitude towards language learning. Learner training can be defined as "a set of procedures or activities which raises learners' awareness of what is involved in learning a foreign language, which encourages learners to become more involved, active, and responsible in their own learning, and which helps them to develop and strengthen their strategies for language learning" (Hedge 2000, p. 85). Using subtitled video in the classroom is one possible strategy for increasing learners' awareness of metacognitive strategies, or attracting their attention to the learning resources available beyond the classroom. Zanon (2006) argues for the benefit of subtitled video, which he said would "...motivate students to study English outside the classroom context, especially by watching TV and cinema, listening to the original dialogues" (p.44).

To sum up, vocabulary learning has commonly been one the most neglected areas of language learning, since many educators prefer to dedicate more time and effort to other 'more complicated' issues, leaving vocabulary learning for the student to cope with by himself/herself. Authentic video and subtitles can precisely play an important role to help learners increase and strengthen their foreign language vocabulary, given the appropriate guidance. Similarly, watching English movies with subtitles is a popular and powerful tool for the learners to learn vocabulary. It makes interesting learning environment to the learners and motivate towards the vocabulary learning appropriately.

Benefits of videos to learn vocabulary. When learning a new language such as English, most learners ask themselves whether or not to use English subtitles whenever they're watching some videos on social medias or TV show (Aurstad, 2013). When a learner is learning a new language such as English, it's important to expose their selves as much as they can to this language. Watching videos or shows using English subtitles is just another method that we can use, but it's also a very effective method for a variety of reasons.

Subtitles also help us learn English by four major ways; i. Increasing reading speed and comprehension, ii, increasing familiarity with vocabulary and the sounds of a language, iii. expanding our vocabulary and iv. improving word recognition and grammar. English is not a phonetic language (Aurstad, 2013). There are plenty of words in the English language that are said differently than how they're written (e.g. Wednesday and island).

Using English subtitles activates both listening and reading skills. Developing two skills at the same time, instead of one, will make words "stick" to our brain. Likewise, the learners will be able to see how several English words or phrases are used in several different situations. For example: You need to pull the door open! This is the police! Pull the car over (Lukyen, 1991). While viewing the subtitles the learners will be able to pause the videos and use a dictionary to study any words they see that you're not familiar with.

Review of Empirical Literature

While reviewing the related literature, I found several researchers have tried to focus on the technical aspects of educating English language in their studies. I have reviewed some of the international researches which have been carried out in connection with my study.

Markham and Peter (2003) conducted a research on "The effects of using intra-lingual subtitles and inter-lingual subtitles" with 213 university-level Spanish students. The main objective of this study was to examine the students' listening and reading comprehension and the test items were used as the tool for the data collection. In the study, they used a video passage on Apollo 13 as the pre-test on their

experimental research. When asked about their knowledge of the Apollo 13 mission, 48 participants reported having little or no knowledge of the topic. Those participants were then distributed in three treatment conditions in which a 7-minute video on the preparation for the NASA mission was exhibited: inter-lingual subtitles, intra-lingual subtitles, and no subtitles. Participants answered a 20-item Spanish multiple-choice comprehension test on the passage to verify their content comprehension. The results revealed that inter-lingual subtitles were more beneficial for the students' comprehension than intra-lingual subtitles in a control group.

A study conducted by Harji, Woods and Alavi (2010) focused on the effectiveness of English subtitles on the EFL learner's vocabulary learning, with 92 Iranian degree university students studying Translation at Islamic Azad University of Mashhad, Iran. They were set in two homogenized groups on the basis of their English language proficiency level, each was randomly assigned to be control and treatment groups. They were given two different instructions, one practicing instructional video episodes with subtitles and the other without subtitles. Their vocabulary learning was tested by a Content Specific Test (CST). The mean scores of the two groups were compared through a t-test. The results obtained were that participants viewing the videos with subtitles could obtain a significantly higher mean score of the CST vocabulary tests than that of the ones who viewed the videos without subtitles.

Yao Wu, et al. (2010) conducted a combined study entitled "The effect of movie viewing in learning English as a foreign language". The main aim of study was to find out what genres of English movies students enjoy viewing. The study was also devoted to find out whether movie-related vocabulary preview given by teachers will help learners feel more comfortable with the approach of learning language through film viewing and thus facilitate. In this study two films were chosen for the participants of different classes to watch. Altogether 254 participants were sampled for this study. The participants were freshmen, sophomore and Junior English majors and sophomore non-English majors at Yuanpi University. This study was an investigation on the correlation between the viewing of DVD films and effective learning in EFL classrooms. The researchers have had significant findings. Whether they are an integral part of the school curriculum or supplementary teaching materials,

DVD films with their special features such as subtitles and chapter separation would help to develop an effective learning environment. Teachers can design film-related activities and integrate them into instruction to motivate their students. Learning can be fun.

Aurstad (2013) carried out a research on “The role of subtitle in second language acquisition” by using quantitative experimental research design. The main objective of this study was to investigate the potential effect of subtitled audio-visual material on comprehension. In which 17 years old were divided into three participant groups according to their original classes. One group watched episode of the American animated cartoon Family Guy with Norwegian subtitles, the second group watched the same episode with English subtitle, the control group with no subtitles. Immediately after watching the episode the participants responded to comprehensive questionnaire in order to investigate the potential short-term effect of subtitles, and four weeks later they responded to a word definition task and lexical decision task in order to measure potential long effect. The results indicated that only short-term effects of subtitles on the presence of subtitles in the Norwegian group and the English group predicted better performance in the comprehensive questionnaire. No effects of subtitle were found in word definition task and no long-term effect of the subtitles in lexical decision task.

An experimental design study conducted by Bavaharji, Alavi and Letchumanan (2014) examined the effects of viewing captioned instructional videos on 92 EFL learners’ content comprehension, vocabulary acquisition and language proficiency. It also examined the participants’ perceptions of viewing the captioned instructional videos. The students were divided in two groups, who were undertaking the Tape and Video Interpretation course. A randomly assigned experimental group viewed 30 episodes of captioned Connect with English while the control group viewed the same episodes without captions. Adopting the quantitative approach, The Michigan English Test, some Content-Specific Tests and a questionnaire were administered to examine the participants as well as the experimental group’s perception towards viewing captioned instructional videos. Although, both groups recorded gains, the findings were in favor of the use of captioned instructional videos. The results showed that the effects of viewing captioned instructional videos are

greater on vocabulary acquisition and language proficiency development than on content comprehension. The participants' perceptions of the use of captioned instructional video were consistent with the results. They felt that it enhanced their language learning but did not affect their comprehension of the movie and that captions were not a form of distraction.

Yousef, Chatti and Schroeder (2014) have published an article entitled "Video based learning: A critical analysis of the research published in 2003-2013 and future vision." This study critically analyzed the current research of video based learning published in 2003-2013 to build the deep understanding on what are the educational benefits and effectiveness that video based learning has on teaching and learning. 67 peer reviewed papers were selected in the review and categorized into four dimensions, namely, effectiveness, teaching methods, design and reflection. They had concluded that video based learning helps in reflective learning, self-designed learning and network learning. It is most useful and effective design applied in teaching English language to increase learning results with learner satisfaction. It is also useful in teaching methods by adding variety in collaborative learning, micro teaching, video summarizing, video assessing, hybrid learning and student-centered learning. It is useful in searching, highlighting, analyzing, retrieving, and also giving feedbacks. It obviously supports teacher's as well as learner's reflection.

An Iranian study conducted by Sabouri, Zohrabi, and Osbouei (2015) aimed to find out whether there were significant differences between males and females in learning vocabulary when watching subtitled movies. A quantitative analysis of watching subtitled movies of vocabulary tests was conducted in 24 male and 22 female upper-intermediate students taking English classes in a private language institute in Iran. After assigning subjects randomly into two groups of control and treatment groups (four homogeneous groups), they were given the same pre- and post-test items. The statistical results showed that regardless of the genre of subtitled movie, males and females' scores were not significantly different from each other. Also, with the implementation of a subtitled movie, the participants in experimental group performed significantly better than participants of the control groups in both genders. Finally, it could be concluded that the use of movies with subtitles could improve students' engagement in learning and retrieval of new lexical items.

Nasab and Motlagh (2017) carried out a research on, “The impact of subtitled cartoons on vocabulary learning improvement among EFL learners.” They tested 40 upper-intermediate learners who were attending to English language classes. After they had taken a placement test to ensure their homogeneity they were divided in experimental and control groups. The first group was exposed to subtitled cartoons with English subtitles according to the level of their class while the second group watched cartoons without any subtitles. Researchers included a pre-test and a post-test in both groups. After six treatment sessions the findings showed that participants in the experimental group with subtitled cartoons performed significantly better and learned more new vocabulary compared to the control group and that subtitling was the significant type responsible for enhancing learners' vocabulary knowledge.

The above mentioned empirical studies can assume that the research on the acquisition of vocabulary through subtitled videos have been showing positive results either with the use of inter-lingual subtitles or intra-lingual subtitles. All the studies are similar to my study but none of those have been carried out in Nepalese context. My research is different in the sense that no any research in the university has been carried to find out the students' perception towards the use of subtitle video for vocabulary learning. Additionally, since its study area and sample size are different, it is also different from other studies.

Implications of the Review of the Study

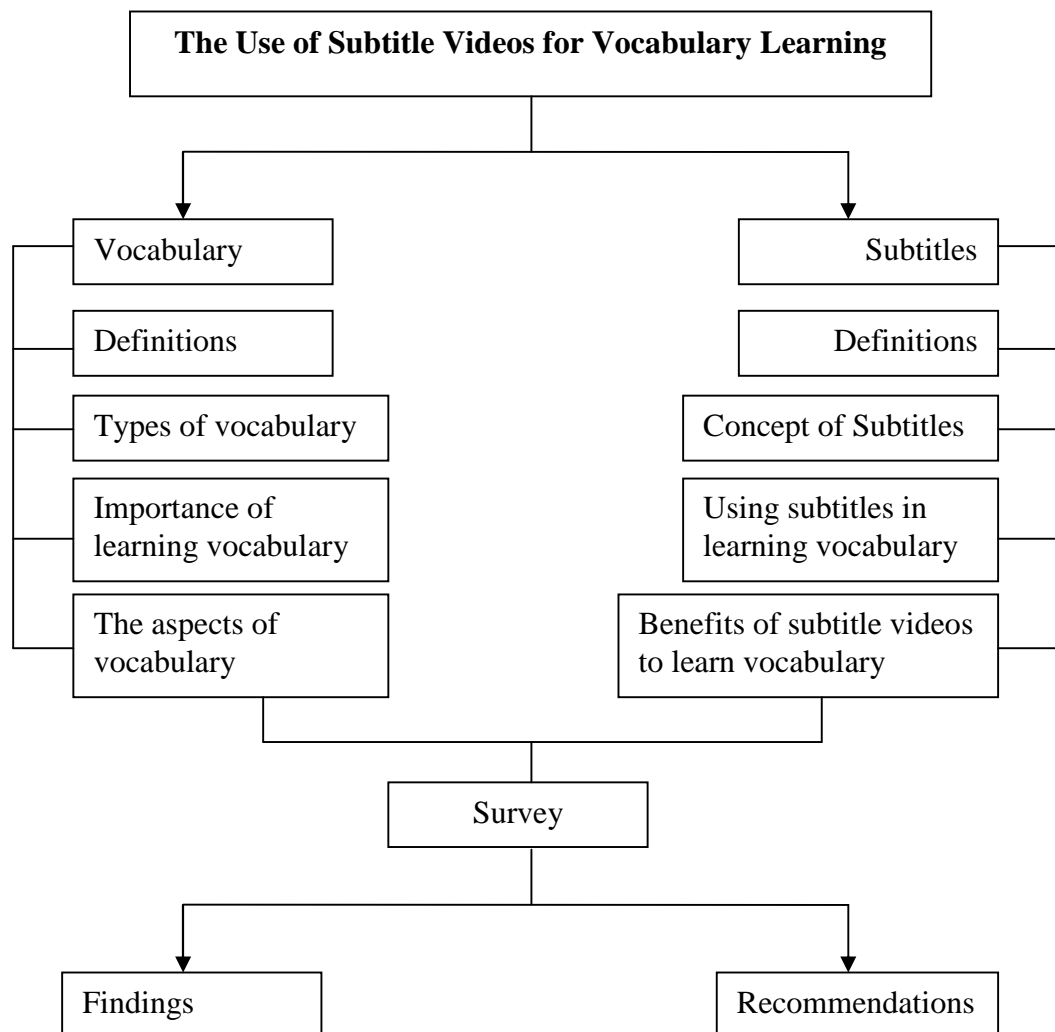
Literature review is one of the essential tasks to conduct any research. It provides guidance in the various stages of the study. It directs researcher for selection of the topic to the end of the study. It makes research scientific, systematic, relevant and consistent.

All the mentioned studies are related to subtitled videos for vocabulary learning. After reviewing these studies, I got ideas on different existing theories related to my topic. These all researches helped me while carrying out my research for example Markham and Peter (2003), Yao Wu, et al. (2010), Aurstad (2013), Harji, Woods and Alavi (2010), Yousef, Chatti and Schroeder (2014), Bavaharji, Alavi and Letchumanan (2014) and Nasab and Motlagh (2017). These works helped me to conduct the present study successfully. They helped me to develop theoretical

knowledge towards subtitled videos for vocabulary learning which brought clarity to my research problem. It also helped me to improve my research methodology, to broaden my knowledge and to contextualize my findings.

Conceptual Framework

Conceptual framework is visual representation of the whole idea of the research. The theme of my research is conceptualized in visual form as follows.



Chapter III

Methods and Procedures of the Study

This chapter deals with methodological aspects of the study. It consists the method and design of the study, population, sample and sampling strategies, sources of data, data collection tools, data collection procedures and data analysis and interpretation procedures. The methodology used in this study is discussed below:

Design and Methods of the Study

I adopted survey research design to complete my study as survey is the most commonly used method of investigating in educational research. It is a superficial study of an issue or phenomena. Survey research in education can be carried out either by a group of research or by individual. Craeswell (2012, p. 376) writes, “Survey research design are procedures in quantitative research in which investigators administer a survey to a sample or the entire population of the people to describe the attitudes, opinions, behaviors, or characteristics of the populations.” It means to state that surveys research design is such a design which is quantitative in Nature and helps us to generalize the results to the entire population. Additionally, survey studies are usually used to find the fact by collecting the data directly from population or sample. They are the most commonly used descriptive method in educational researches

Nunan (1992, p.140) says, “The main purpose of a survey is generally to obtain a snap-shot of conditions, attitudes or events at a single point in time.” Survey is always done in the natural setting. Survey is the most commonly used method of investigating in educational research. It is a superficial study of an issue or phenomena. Survey research in education can be carried out either by a group of research or by individual. Survey research is a popular and widely used design in the field of education. Similarly, Cohen, Manion, and Morrison (2007, p. 205) add about the characteristics of survey research as below:

Survey research gathers standardized information i.e. using the same instruments and questions for all participants. It ascertains correlations (e.g. to find out if there is any relationship between gender and scores); and presents

material which is uncluttered by specific contextual factors. It captures data from multiple choice, closed questions, test scores or observation schedules.

From the above discussion, it is concluded that survey is the important research design in the field of educational research. I will strongly maintain the following eight step procedure suggested by Nunan (1992, p.141) while carrying out this research work.

- Step 1: Define objectives
- Step 2: Identify the target population
- Step 3: Literature review
- Step 4: Determine sample
- Step 5: Identify survey instruments
- Step 6: Design survey procedure
- Step 7: Identify analytical procedure
- Step 8: Determine reporting procedure

I implemented survey research as it is better suited to answer my research question, additionally, the survey could assist me to identify specific respondents and appropriate location from where I can collect the data. In conclusion, my study was based on survey design because it includes the samples from a large population group and the finding of the result is generalized to the entire population.

Population, Sample and Sampling Strategy

The population of this study were students studying in grade nine from Kathmandu district, however, I selected forty students studying in grade 9 from five institutional schools by using simple random sampling strategy as a sample.

Research Tools

Research tools are instruments that help to carry out the information from the sample. For the purpose of data collection, I have used a set of questionnaires consisting close-ended and open-ended questions.

Sources of Data

I used both primary and secondary sources as the sources of data. The primary sources were used for the data collection while secondary source were used for reviewing the literatures and facilitating the research.

Primary sources of data. As a primary sources of data, forty students of grade nine from five intuitional schools of Kathmandu were researched.

Secondary sources of data. Different journals, PDF files, reports, articles, researches, books and websites were used as secondary source of data. The books such as Nunan (1992), Hedge (2000), Thorn bury (2007),Palmer (1921), Brett (2012) and Ur(1996)whereas, various ELT journals and the researches of Markham and Peter (2003), Yao Wu, et al. (2010), Nasab and Motlagh (2017) and Aurstad (2013) were used as the major secondary sources of data in the study.

Data Collection Procedures

Sampling is the vital part of data collection. If sample is not good, then the data doesn't turn out to be good. Firstly, I visited the specified high schools with the official letter from the department and asked for permission with the principal. Secondly, I built rapport with the respondents and clarified the objectives of the study. Then, I selected 40 students studying in grade 9 using simple random sampling strategy. Then afterI administered a questionnaire to the students. Finally, I collected the responses and thanked them.

Data Analysis and Interpretation Procedures

The acquired data were analyzed and interpreted in a descriptive way as per the need of the study. I processed the received the data following simple statistical computation with the Microsoft excel application. Those processed data are explained to avoid uncertainty of presented data and to support the evidence clearly in the study.

Ethical Considerations

In the research period, I was highly concerned on paying attention to different ethical aspects. The participation for the respondents was made entirely voluntary and they were not disadvantaged in any way in order to maintain research ethics. In short, I sought for the consent from both the participants and authority, kept the responses secret and strictly avoided plagiarism while processing the data.

Chapter IV

Analysis and Interpretation of Data

In this chapter, the systematically collected data are analyzed and interpreted using appropriate tools to fulfill the objectives.

Frequency of Watching Videos with Subtitles

The first question in the questionnaire was asked in order to find out how often did the students watch the videos with subtitles. The responses collected from the students are presented in the table below in 4 categories as; once a week, once a month, occasionally and hardly ever.

Table 1

Frequency of Watching Videos with Subtitles

S.N.	Frequency	Respondents	Percent
1.	Once a week	33	82.50
2.	Once a month	7	17.50
3.	Occasionally	0	0
4.	Hardly ever	0	0
Total		40	100

From the table 1 above it is seen that all the respondents watch videos with subtitles. As the table displays, 82.50% of respondents watch videos with subtitles once a week. whereas, 17.50% participants do it once a month. The data elucidate that the students are familiar with subtitles as all the participants responded that they watch videos with subtitles at least once a month.

Frequency of Watching Subtitled Videos for Learning a Language

The second question was asked to the respondents to discover how frequently they watched videos with subtitles for language learning purpose. Four distinct categories were used to limit the responses from the respondents, which are shown in the following table.

Table 2**Frequency of Watching Videos for Learning or Practicing a Language**

S.N.	Frequency	Respondents	Percent
5.	Once or more in a week	0	-
6.	Once in a month	8	20
7.	Occasionally	20	50
8.	Very rarely or Never	12	30
Total		40	100

The table displays that none of the student watch subtitled videos for language learning purposes once or more in a week, whereas, 20 percentages of do it for once a month, likewise, 50 percentages of them do it occasionally and 12 percentages of the participant rarely do that. To conclude, a clear majority of the respondents i.e. 70 percentages of them seem to be practicing language learning through subtitles in a periodical basis.

Frequency of Use of Videos with Subtitled in the English Classes

In order to examine how frequently teachers use subtitled videos in English classes for instructional purposes, the third question was generated. The responses obtained from the students are presented in the following table limiting to four different categories.

Table 3**Frequency of Use of Subtitled Videos in the English Classes**

S.N.	Frequency	Respondents	Percent
9.	once a week	0	0
10.	once a month	16	40
11.	Occasionally	16	40
12.	Very rarely or Never	8	20
Total		40	100

The table depicts that none of the teachers use subtitled videos in the English Classes in a week with the purpose of teaching or for warming up during the lessons. As the table displays, forty percentages of the students said that the teachers take classes by showing subtitles once a month, whereas, other forty percentages responded that the teachers take classes by showing subtitles occasionally. On the other hand, remaining 20 percentages reported that the teachers take classes by displaying classes very rarely or almost never. In conclusion, a good majority of the students i.e. 80 percentages reported that their classes are taken with the help of subtitled for instructing English in the classroom either once a month or occasionally.

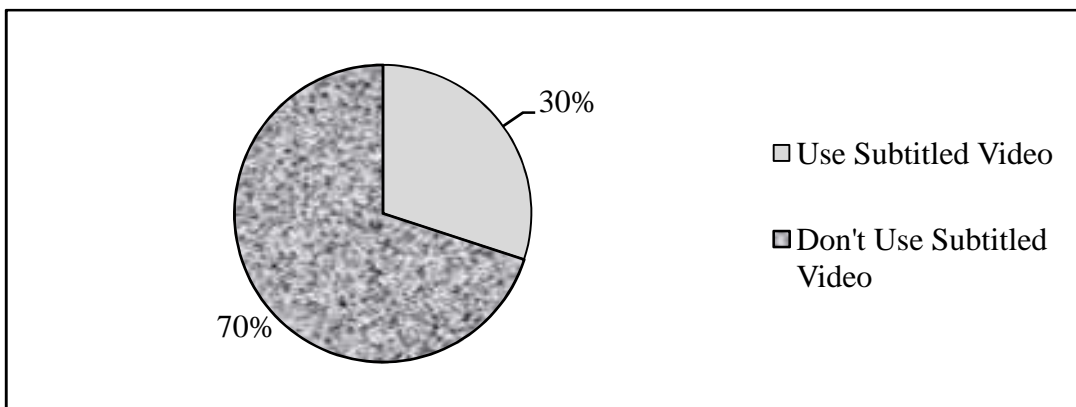
How do teachers use subtitled videos in EFL classrooms? The questionnaire included the first open ended question, “How do your teachers use subtitled videos in EFL classrooms?” in Appendix 1, qn3.1. while responding the question the participants opined in a common way. They responded the teacher brings the downloaded video contents that include subtitles in the classroom. He plays the videos and says to read out the subtitles. When the students don’t comprehend the conversation properly the teacher pauses to readout the captions on the screen. Such contents are usually played prior to the listening activities. Even he displays such contents while teaching vocabulary and grammar.

In a nutshell, subtitling is most known for its purpose of translating the oral dialogue from films or television programmes into text. This often involves viewers who have a L1 that is not the same as the language in the spoken dialogue and are given subtitles so that they can understand the action on the screen. When teachers bring video materials with subtitles into their English classrooms, students can directly acquire a great amount of cultural background information and emotional attitudes about the learning materials.

Use of Subtitled Video to Learn English Vocabulary Oneself

Learning English through subtitled videos can be an enjoyable exercise to enhance vocabulary, pronunciation, and fluency by the learners. The students were asked the open-ended question in the questionnaire to determine if they had ever utilized subtitled videos to study English vocabulary on their own. The replies obtained from them are grouped in the following figure.

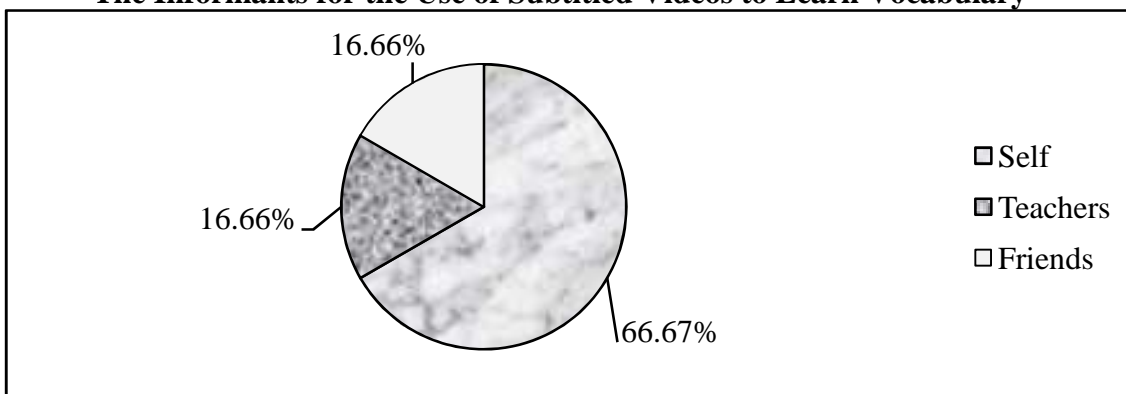
Figure 1
Use of Subtitled Video to learn English Vocabulary Oneself



The pie chart reveals that out of all the total participants only 30 percentages of the participants use subtitled video to learn English vocabulary oneself whereas remaining 70 percentages do not. From the pie chart it is clear that just a little number of students i.e. 12 students only use Subtitled video to learn English vocabulary oneself. While analyzing the results, it can be interpreted that there is lack of autonomy in the learners and awareness in learners regarding use of the subtitles to learn vocabulary.

The informants for the use of subtitled videos to learn vocabulary. Every learner is believed to acquire the knowledge while being inspired by a person or a circumstance. Regarding the use of subtitled videos for learning vocabulary, I asked the students who they were inspired by. The results from the responders are shown in the figure below.

Figure 2
The Informants for the Use of Subtitled Videos to Learn Vocabulary



As shown in the chart, 66.67% i.e. 8 out of total 12 students who use subtitled video to learn English oneself learnt themselves that subtitles can be used for learning vocabulary while viewing video contents, whereas, 2 of them learnt from teachers and rest 2 learnt from friends. The figure elucidates that majority of the students were informed themselves that subtitles can be used for learning vocabulary.

Usefulness of Subtitled Videos for Vocabulary Learning

Subtitles are believed to be an effective way to reinforce foreign language learning. Among many benefits, subtitles offer a new approach to language comprehension. In order to investigate whether the subtitled videos are genuinely helpful for vocabulary learning, I asked the students about their usefulness. The table below categorizes the responses that were gathered from the students.

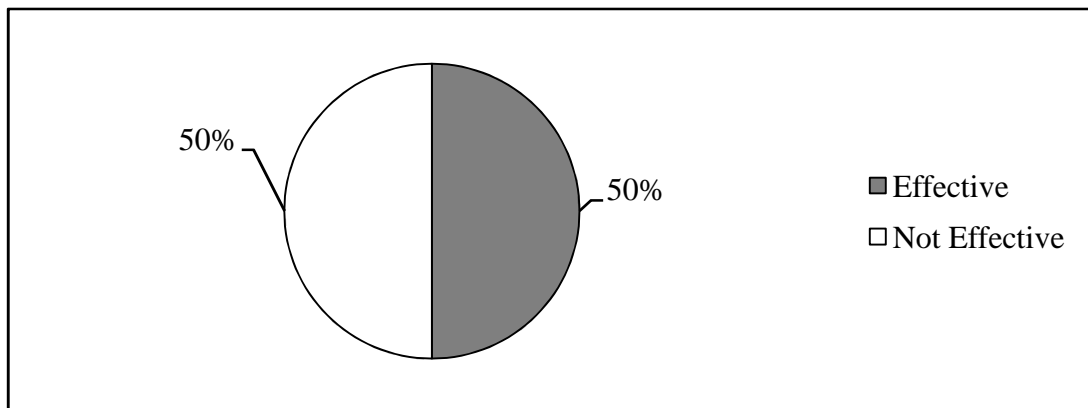
Table 4

Usefulness of Subtitled Videos for Vocabulary Learning

S.N.	Usefulness	Respondents	Percent
13.	Very useful	26	65
14.	Useful	11	27.5
15.	Not much useful	3	7.5
Total		40	100

The table 4 indicates that respondents are of opinion that, subtitled videos are useful for the purpose of the vocabulary learning as 65% responded it is very useful and 27.5% responded it is useful. Whereas, 7.5% students responded that subtitled videos are not much useful for vocabulary learning. Hence, it can be figured out that subtitled videos are useful for vocabulary learning.

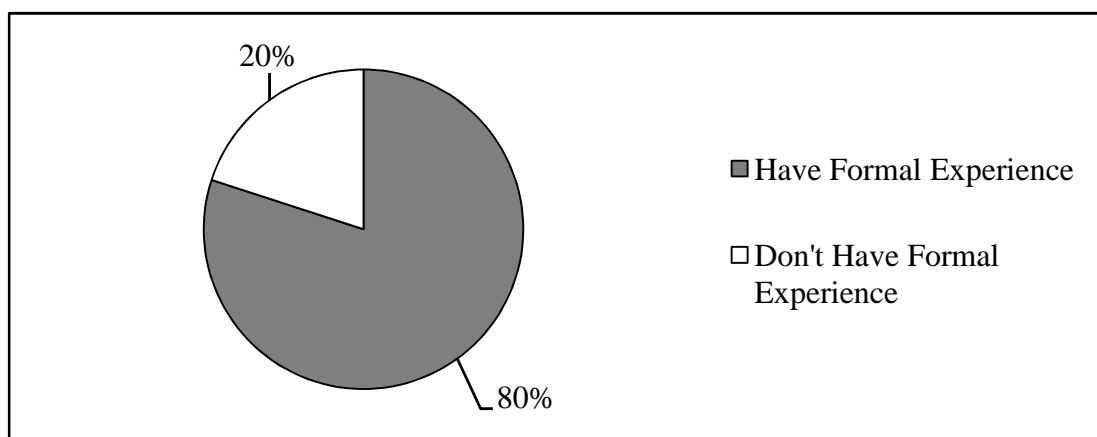
Effectiveness of subtitled videos to learn vocabulary. The responses collected in previous sections state that subtitled videos make learning easier by exposing English learners to the culture of native speakers. In order to find out whether the subtitled videos can be an effective way to learn vocabulary, the learners were further interrogated on the effectiveness of subtitled videos to learn vocabulary. The figure below displays the results obtained from the respondents.

Figure 3**Effectiveness of Subtitled Videos to Learn Vocabulary**

The pie chart portrays that 50% of the respondents opine that subtitled videos are effective for vocabulary learning while other 50 % opine they are not. From the figure it is clear that there is confusion on 50 % of the respondents that whether subtitled videos can be effective for vocabulary learning.

Formal Experiences with Subtitled Videos

The researchers conducted in the foreign context are linked with formal and informal context of vocabulary learning through subtitles. In this reference the respondents were asked whether they had any formal experiences with subtitled videos. The opinions stated by the respondents are presented in the figure below.

Figure 4**Formal Experiences with Subtitled Videos**

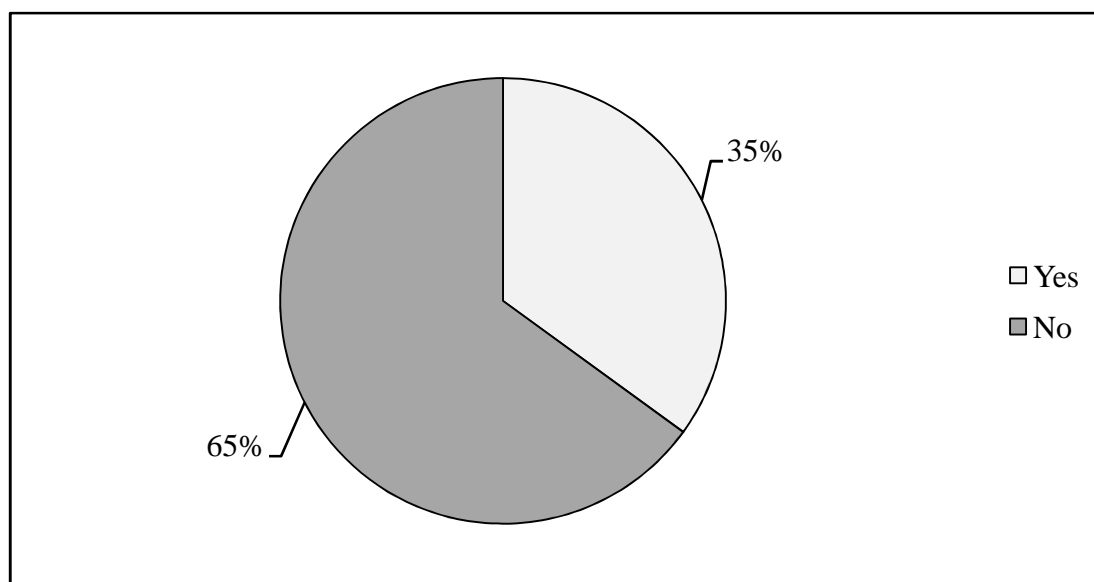
The pie chart illustrates the experiences of the students on using subtitled videos on a formal setting. The data in the table shows that 80% of the students have formal experiences whereas 20 % do not. The data from the figure also supports to the data obtained on qn.3 of Appendix 1 as the responses obtained from there also showed that eighty percentages of the students have taken classes from subtitled videos on English classes on different intervals from their teachers.

English Teacher as a Motivator to Use Subtitled Videos in Learning Vocabulary

In the present context, the majority of teachers use ICTs for record keeping, lesson planning, information presentation, and classroom administration, but I wondered if they had been successful in encouraging students to use subtitled movies to learn vocabulary. I thus questioned the students if they had received any encouragement from their English teacher to use subtitled movies to acquire vocabulary outside of the classroom. The figure below shows the student replies that were collected from the students.

Figure 5

English Teacher as a Motivator to Use Subtitled Videos in Learning Vocabulary



The results from the pie chart show that only 35 % of the respondents have their English teacher as a source of motivation on using subtitled videos in order to learn vocabulary out of the classroom whereas 65% of them are may be inspired

personally or they might not use subtitled videos out of the classroom setting for the purpose of vocabulary learning. To explain the negative perceptions on how teachers were using that tool, some students commented that that the videos used in the classroom were from an old material. Therefore, the focus should be given on importance of using current videos for videos should bring characters of current interests, that really hold the attention.

Out of 35% i.e. 14 respondents, they had many reasons for the teacher as the source of motivation on using subtitled videos in order to learn vocabulary outside the classroom. Some of the comments obtained from the respondents are listed below.

Respondent A, *“My teacher always displays lyrical video before starting listening classes. That makes me see the same lyrics at home. This is how I have learnt some vocabularies and English songs.”*

Respondent B, *“Our teacher is a music lover and sometimes he sings by looking at the subtitles on his gadgets. I love the way he sings and in the late evening I practice at home.”*

Respondent C, *“Our teacher usually notes down popular songs’ lyrics on white board and makes us sing on Friday to celebrate a good Friday. He assigns homework to listen those songs and we are motivated to listen those songs later.”*

Respondent D, *“The day when we were taught movie review our teacher made us see subtitles as we couldn’t comprehend the native’s accent. From that day I watch English movies only by turning on subtitles.”*

Respondent E said that *“the videos displayed by teachers are connected to the studied subject matter and they help in the comprehension of the content and also bring relevant additional information”*.

The responses from the students reveal the fact that its solely depended upon teacher’s habit to be the source of motivation for students to learn English from subtitles. When teachers bring subtitled content in the classrooms, the students can employ their autonomy in language learning. While viewing the video contents and reading the subtitles, students can put themselves in the vivid atmosphere created by

the video materials and understand the pragmatics of the language used by the characters. Hence, the techniques of the teachers in teaching and their interest on movies and songs also motivate the students to follow the similar habits.

Advantages of Subtitled Videos for Vocabulary Learning

On Appendix 1, question 8 the respondents were asked an open ended question to state their opinion on the advantages of the subtitled videos for vocabulary learning. The opinions stated by the respondents are presented below.

Respondent A, *“Their use bridges the gap between reading and listening skills.”*

Respondent B, *“We can learn to process text in the foreign language rapidly and improve rapid reading, by trying to keep up with the subtitles that accompany the dialogues.”*

Respondent C, *“We can learn how to pronounce many words, consciously and unconsciously. Subtitles also allow us to follow the plot easily.”*

Respondent D, *“We can develop word recognition skills easily through subtitles.”*

Respondent E, *“Captions/subtitles can reinforce the understanding of English context-bound expressions, and help learners to acquire new vocabulary and idioms.”*

In conclusion, subtitles are a fun way to learn a new language. Reading subtitles played on the screen certainly improves vocabulary and grammar. While viewing the contents with subtitles we can take the advantage of the pause button, and stop to study the captions on the screen. This helps us identify and understand verb types, tenses, and phrases. Thus, subtitles can motivate students to study English outside the classroom context, especially by watching TV and cinema, listening to the original dialogues.

Student's Perception on the Use of Subtitled Videos for Vocabulary Learning

A Likert scale of five point was formed to explore the students' perception towards the use of subtitled videos for vocabulary learning. The responses obtained from the students are tabulated in the table below and are interpreted further.

Table 5

Student's Perception on the Use of Subtitled Videos for Vocabulary Learning

S.N.	Items	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1.	Learning vocabulary from subtitled videos is an interesting way.	62.5	32.5	5	-	-
2.	I prefer to learn vocabulary from subtitled videos rather than from books.	-	25	-	60	15
3.	Subtitled video makes vocabulary learning easy.	37.5	50	12.5	-	-
4.	Learning activity using subtitles can help to increase my understanding in vocabulary learning.	-	37.5	62.5	-	-
5.	Learning vocabulary by using subtitles is fun.	47.5	22.5	30	-	-
6.	We unconsciously learn vocabularies while watching videos with subtitles.	-	25	75	-	-
7.	Audio in the native language and subtitle in the foreign language would be the best for learning vocabulary in a Foreign language.	-	-	25	30	45
8.	Both audio and subtitle in the foreign language would be the best for learning vocabulary in a Foreign language.	87.5	12.5	-	-	-

As shown in the table, almost all the teachers opine that learning vocabulary from subtitled videos is an interesting way as 62.5% strongly agreed and 32.5% agreed. Whereas only 5 % teachers were unsure on the statement. Hence, it can be claimed that learning vocabulary from subtitled videos is an interesting way.

Similarly, regarding preference to learn vocabulary from subtitled videos rather than from books 25% of the respondents 60% disagreed and 15% strongly disagreed. The opinions of the respondents' state that more than half of them prefer to learn vocabulary from books rather than from subtitled videos.

While responding to subtitled video makes vocabulary learning easy, total 37.50% of the respondents strongly agreed, 50 % agreed while 12.5% of the students were unsure. In total 87.50% of the students agreed that subtitled video makes vocabulary learning easy.

Likewise, on the statement, 'learning activity using subtitles can help to increase my understanding in vocabulary learning' 37.5 percent of the respondents agreed while 62.5 % of the respondents were found unsure. Based on the response it can be assumed that most of the students have doubts whether subtitles can help to increase understanding in vocabulary learning.

Responding to learning vocabulary by using subtitles is fun., 47.5 percent of the students strongly agreed and 22.5 percent agreed while 30 percent responded as unsure. It shows that 70% in agreed to the statement. Hence, the data prove that learning vocabulary by using subtitles is an interesting technique of vocabulary learning.

While, for vocabularies can be unconsciously learnt while watching videos with subtitles, 25 percent of the students agreed but 75 percent students marked as unsure. Hence, the results show that most of the respondents are unsure whether we unconsciously learn vocabularies while watching videos with subtitles.

Moreover, audio in the native language and subtitle in the foreign language would be the best for learning vocabulary in a Foreign language, 25 percent of the students marked as unsure, 30 percent disagreed and 45 percent strongly disagreed. As total 75 percent of the students disagreed the statement, it is doubtful that audio in the native language and subtitle in the foreign language would be the best for learning vocabulary.

Finally responding to the statement, “*Both audio and subtitle in the foreign language would be the best for learning vocabulary in a foreign language*”, 87.5 percent of the students strongly agreed and 12.5 percent agreed to the statement. The data shows that all the teachers agree to the statement.

To sum up, although a vast number of students claimed that learning vocabulary from subtitled videos is an interesting way, 75 percent respondents prefer to learn vocabulary from books rather than from subtitled videos. On the other hand, though more than 85% of the students agreed subtitled video makes vocabulary learning easy, a clear majority does have a doubts whether subtitles can help to increase understanding in vocabulary learning. Hence, the data prove that learning vocabulary by using subtitles is an interesting technique if both the audio and subtitle are in same language.

Chapter V

Findings, Conclusions and Recommendations

This chapter deals with the major findings and conclusion of the study. It also deals with some recommendations in different levels made on the basis of the major findings.

Findings

On the basis of the data and interpretation of the results, the findings have been derived in this section.

-) The findings showed that 82.50% of respondents watch videos with subtitles once a week. whereas, 17.50% participants do it once month. The data reveals that students are familiar with subtitles as all the participants responded that they watch videos with subtitles at least once a month.
-) To the surprise, none of the student watch subtitled videos for language learning purposes by themselves.
-) Similarly, it was reported that none of the teachers used subtitled videos in the English classes in a week however a good majority of the students i.e. 80 percentages reported that their classes were taken with the help of subtitle for instructing English in the classroom either once a month or occasionally.
-) The students stated that subtitled videos are useful for the purpose of the vocabulary learning as 65% responded it is very useful and 27.5% responded it is useful.
-) While commenting the ways how teachers were dealing with the videos they said that the teachers brought the downloaded video contents that included subtitles in the classroom. Such contents are repeatedly played by pausing and making the students read out when they don't comprehend the conversation. Usually the contents were played prior to the listening activities.
-) Though 50% of the respondents opined that subtitled videos are effective for vocabulary learning, 80% of the students were found to have formal experiences of dealing with vocabulary learning through subtitles. The responses from the students also revealed the fact that its solely depended

upon teacher's way of dealing in the classrooms in order to activate students to learn English from subtitles.

-) In fact, when teachers brought subtitle content in the classrooms, the students had interest on such contents and later on they practiced at home.
-) The findings also showed subtitles are a fun way to learn a new language as 95% of the students claimed learning vocabulary from subtitled videos is an interesting way.
-) The respondents commented that in order to make the vocabulary learning successful, both the audio and subtitles of the foreign language should be in the same language.

Conclusions

This research study "The Use of Subtitled Videos for Vocabulary Learning" was conducted to explore two issues. First, the usefulness of subtitled videos for learning vocabulary and, second, students' perceptions towards the use of subtitle in videos for learning vocabulary. I selected forty studying of grade nine from five different private schools of Kathmandu metropolitan city through simple random sampling procedure. In the study, a set of questionnaire was used as the main tool for data collection. The data analysis showed positive results on the use of subtitled video as a tool for learning vocabulary. Although some of the students had negative perceptions on the use of this technology, all most all i.e. 95 percent of the informants suggested subtitled videos as a beneficial tool to learn vocabulary. The results also claim that the implementation of English subtitled video improves the students' vocabulary as the comments from the students state that the use of subtitles bridges the gap between reading and listening skills, foreign language can be learnt rapidly and we can learn how to pronounce many words, consciously and unconsciously. The findings also imply that the strategy potentially increase students' motivation to learn English.

Recommendations

The following recommendations have been drawn on the basis of the findings of the study. The major recommendations at different levels have been presented as follows:

Policy related. The findings of this study suggest that professional developers should update methods of language teaching in a way that multimedia must be included in teaching procedures. Employing multimedia, such as audio video aids, in language teaching environments assists learners to receive the language through multisensory channels therefore the ICT based learning should be included as a part of curriculum in high schools in the country. Most importantly, MoEST must facilitate for adequate information with technology facilities in the institutions and teachers must be trained to operate technological tools.

Practice related. In reference to the conclusion, it is suggested that the teacher of high school should start to use movie subtitle as an alternative way or medium for teaching English, especially in teaching reading comprehension. Similarly, using subtitled videos would also help language learners develop their level of vocabulary. The teachers should conduct action research projects seeking the effectiveness of video subtitles on the components of the language, such as reading or listening comprehension, and even pronunciation.

Further research related. The current study has been limited to secondary level learners, therefore, other levels should be further investigated in this field. Similarly, this study covered a small scale due to time and expense constraint, therefore the further researches can investigate in a large scale. Moreover, the further study can be conducted on the use of medias in teaching other English skills such as speaking, listening, reading, and writing. In conclusion, further studies are required to overcome the limitations of the present study and to produce more convincing evidence of the challenges on the effectiveness of subtitles in learning vocabulary.

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Appendix

Questionnaire

A. Usefulness of subtitled Videos Vocabulary Learning

1. How often do you watch videos with subtitles.?
 - a) once a week
 - b) once a month
 - c) occasionally
 - d) Hardly ever
2. How often do you watch subtitled videos for learning or practicing a language.?
 - a) Once or more in a week.
 - b) once in a month.
 - c) Occasionally
 - d) Very rarely or Never
3. How often are the videos with subtitle used in your English classes?
 - a) once a week
 - b) once a month
 - c) Occasionally
 - d) Very rarely or Never

3.1 How do the teachers use subtitled videos in EFL classrooms?

4. Have you ever used subtitled video to learn English vocabulary yourself?
 - a) Yes
 - b) No

4.1 Who informed you that subtitled videos can be used to learn in vocabulary?

- a) Self
- b) teachers
- c) friends

5. What is the usefulness ofSubtitle Videos for Vocabulary Learning?

- a) Very useful
- b) useful
- c) not much useful

5.1 Do you believe that watching videos with subtitles can help you learn new vocabularies? Share your response.

- a) Yes
- b) No

6. Do you have formal experiences with subtitled videos, such as classes, courses lectures and so on?

- a. I have formal experiences
- b. I don't have formal experiences

7. Did you feel motivated by your English teachers to use subtitled videos in order to learn vocabulary out of the classroom?

- a) Yes
- b) no

7.1 If yes, why and how you feel motivated?

8. What can be the advantages of subtitled videos for Vocabulary Learning in your opinion? Suggest some.

B. Student's Perception on the Use of Subtitle Videos for Vocabulary Learning.

To what extent do you agree with the following statement? Choose one answer.

S.N.	Items	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
9.	Learning vocabulary from subtitled videos is interesting way.					
10.	I prefer to learn vocabulary from subtitled videos rather than from books.					
11.	Subtitled video makes vocabulary learning easy.					
12.	Learning activity using subtitles can help to increase my understanding in vocabulary learning.					
13.	Learning vocabulary by using subtitles is fun.					
14.	We unconsciously learn vocabularies while watching videos with subtitles.					
15.	Audio in the native language and subtitle in the foreign language would be the best for learning vocabulary in a Foreign language.					
16.	Both audio and subtitle in the foreign language would be the best for learning vocabulary in a Foreign language.					

Thank you for taking time to respond.