



## Impact of English Movie Subtitles in Increasing English Vocabulary at Higher Secondary School Level

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### ABSTRACT

The analysis studies how English animated movie subtitles affect higher secondary school students' vocabulary growth in Pakistan. The study investigates Pakistan's education system because its traditional teaching methods still prevail despite failing to provide both learner engagement and effective vocabulary development strategies. An experimental research at Alpina School & College Bahawalpur examined the alternative approach by splitting forty students into experimental and control groups. Thirty students in the experimental group watched three English animated movies—Wreck-It Ralph, How to Train Your Dragon, and Epic—while following subtitles integrated into lesson plans specifically designed for the project. Both experimental and control groups received vocabulary evaluation through pre-tests and post-tests. Research outcomes showed that students who learned with subtitled videos improved their vocabulary significantly and exhibited stronger motivational drive when compared to classroom-only teaching methods. This research demonstrates using multimedia with subtitles helps English learning education and recommends additional studies to develop innovative teaching methods which improve results for Pakistani students.



## Introduction

The research study at hand is the exploration of the impact of English movie subtitles in increasing English vocabulary at higher secondary school level. The research study is the exploration of the practicality of animated movie subtitles in improving English vocabulary. The study is based on experiment and is quantitative as well as qualitative in nature. The study also dives deep into the learners' perceptions of subtitles in learning English vocabulary; learners' viewpoint and reactions towards subtitles. Not only this but this study also puts forward some of the recommendations regarding the increase and improvement of English vocabulary and highlights some of the grounds for the researchers of coming times to explore and discover.

What basically is vocabulary? If we say that language is the vehicle with the help of which we transfer our thoughts to other people for communication purposes, not only for communication purposes only but also to form our own identity as what we communicate with other people or what we speak helps to form our very own identity in the society, then vocabulary is actually the fuel of that very vehicle which we called a language.

Do we need a good amount of vocabulary to use a language? The answer is "definitely yes". The simple explanation is that we cannot use a language if we don't know the vocabulary of a language, vocabulary is not only the fuel for language but one can also rightfully say that vocabulary of any language acts as the building blocks of any language. The question of learning vocabulary of second language comes after the fact that one cannot even use or speak his or her mother tongue if he or she has not any know how of the vocabulary of the mother tongue. So we can say that language cannot be used if the vocabulary of that very language is not known.

The subtitles are actually the texts extracted from a screenplay or transcript of the conversation or comments in movies, TV shows, video games, and similar media. Typically, they show up toward the bottom of the screen and they enable a viewer to not only listen to the conversation of the characters but also to read their conversation for better understanding. Subtitles help the viewer to comprehend the conversation of the characters if he or she finds it difficult to keep pace with their conversation.

Humans learn the most when they are totally indulged in a process, when they are taking joy in it and when they find themselves to be in a state of comfort. When we talk about learning a new language, formal teaching techniques proved to be effective to some degree but not to their full potential, students remember the teachings as long as they are in interaction with the materials they are taught but as soon as they cut their ties off with the material or a skill that was taught to them, they start to forget the very teachings.

Movies provide entertainment as well as teach some very important lessons about human society, human emotions and shed some light on various aspects of life. Since the very beginning of human civilization, humans took great interest in literature and formed and invested their time in different forms of literature mainly poems, dramas, novels, short stories, prose, essays and movies and so on and so forth. All kind of literature not only provide human beings with entertainment but also make them learn different things.

In this research article the researcher has employed the use of subtitles to enhance and improve the vocabulary of English language learners of higher secondary school level. The study at hand is experimental; researcher was able to get his desired results by using subtitles to increase the word count of the students. Learning English vocabulary was full of fun and entertainment for the students, they not only took great interest in the activity but also made great progress in learning new words of English language and their use at appropriate places.

At higher secondary school level, the students are forming their foundations of a new language and at this age the students are more active in learning than later stages of their life as they are more receptive therefore it is necessary to establish the strong basis for their second language and vocabulary along with grammar which holds a vital place in any language.

In this study researcher employed the use of animated English movie subtitles to make the students learn the vocabulary of English language apart from the use of typical learning techniques, movies provide entertainment to the students and movies have the capacity to grasp the attention of their

viewers therefore students will be more indulged in the process and will be more prone to learning the new words of a language.

### **Problem Statement**

Pakistani education system till date holds the outdated and conventional methods to teach English language. GTM and other outdated methods are in practice which are considered as a burden by the students. All these methods fall short of methods along with materials which help in improving students' knowledge of language, which in turn results in lack of English speaking skills on behalf of students. The learners don't get the English language up to the standards of modern world; they are not capable of competing when it comes to language. They are mostly reluctant to communicate or talk in English language. By making them learn through English movie subtitles, which helps in vocabulary learning we can make our students learn the use of a language to the standards of modern times, not only its use but its vocabulary to great extent and can achieve the result of our desires. By applying this technique, we make learning a fun process instead of a burden. So, the study's primary objective is to determine how English movie subtitles help students to learn vocabulary.

### **Objectives of the Study**

The researcher wishes to accomplish the following aims and objectives.

1. To find out the impact of the English movie subtitles in learning English Vocabulary at higher secondary school level.
2. To enhance learners' knowledge of the English vocabulary through English animated movie subtitles at higher secondary school level.

### **Hypothesis**

- English animated movie Subtitles serve as an effective tool in learning English Vocabulary at intermediate level.

### **Significance of Study**

To learn English language is a necessity in present times. For learners it will be fun and full of interest to take in the English language with the help of animated movies. Students are prone to learning whenever the teaching process is interesting for them. In case of animated movies friendly and free of stress and burden less environment can be created. This study also benefits the teachers in pointing out of the methods for making the students learn English language especially for increasing vocabulary. This study will also lend a helping hand to future researchers to carry out any kind of research to discover other methods for teaching the vocabulary of English language. Syllabus designers would also benefit from this study in formulating the syllabus for English language at intermediate stage.

### **Delimitation**

This very study will take into account Pakistani educational system, the learning of English vocabulary with the help of English animated movie subtitles at higher secondary school level. The animated movies WRECK IT RALPH, HOW TO TRAIN YOUR DRAGON and EPIC will be shown to the students to include in the lesson plan. Further delimitation will be done to Alpina School & College Bahawalpur, forty students from two sections of class twelfth will be taken for conducting research at Alpina School & College Bahawalpur, Pakistan.

## **Literature Review**

This portion reviews literature regarding the utility and effectiveness of subtitles and other similar multimedia processes which help in the improvement and increase in the knowledge of the vocabulary.

English is the national language of many countries around the globe and has got the status of mother tongue of a large population of the world. Not only English is national language of many countries but it is also recognized as an international language, all the worldly matters whether it be trade, relations among the nations, debates around the globe which are of public interest all take place in this very language because it is the language of nations which hold the reigns of the world for the time being therefore in the modern times it is a compulsion to learn English language and to develop expertise in it to move along with the world. Different methods are in practice to teach and make the people English language learn. "Today, there is no one appropriate method for teaching languages." (Larsen-Freeman, 1990). This quotation is from the language instruction works of Diane Larsen-Freeman and its technique encapsulates a significant shift away from unity and toward variability.

With the passage of time people's learning styles are becoming increasingly apparent and the techniques and strategies that are suitable for one certain group of people may not be suitable to the other group of people. For example, some outgoing personalities are more into experimentation and readily try to speak new language and employ its forms. On the other hand, those who are more taciturn, preferring to hear and comprehend the language and its mechanism before practicing a language. Some find Grammar study is a crucial first step in helping students to create a foundation for language acquisition. (Larsen-Freeman, 1990). While some people actually never ever study the rules, for them mere exposure to the language itself is enough for them to trigger their language. Teaching is a dynamic process that entails ongoing evaluation of one's own work, other educators' experiences and research, and the pursuit of novel approaches to enhance the teaching process overall.

All students are not the same, they have different personalities altogether, attention and the concentration span of every student is different from every other student and all students in the class do not share the same level of desire to learn and practice a new language and often times Even if the teacher is very passionate and determined to help the students learn, it is a little too difficult for them to teach the class.

It is challenging to capture everyone's interest since kids have different personalities, learning styles, and rhythms. Few students may take up and absorb all the information fed to them at once; others cannot do so. The learning style that suits one student may be fairly difficult for another student and this is also a fact that most of the students develop their own cognitive styles to learn a new thing at hand. It is also evident from years and years of observations that only few students show their willingness to participate in a class but most of the students remain passive ones. So it is always encouraged to look for new ways and methods with the help of which learning process is made more interactive and efficient.

Receptive skills include reading and listening; students receive and comprehend language without having to generate it. These abilities are referred to as passive abilities; they can be compared to the productive or active abilities of writing and speaking (Grenko, 1995). Receptive skills lead one towards productive abilities which result in the speaking of a language.

Vocabulary is a list or collection of terms, or phrases and words that are often sorted alphabetically and are defined or explained. Without proper knowledge, understanding and use of vocabulary it is almost impossible for an individual to communicate in a language, to express his/her ideas and emotions and to comprehend others. There are many ways one can learn the vocabulary of a language but most useful are the ones which are natural and are not taken as a burden by the learner.

The subtitles that translate or replicate the speech or story that are shown at the bottom of a movie or television screen. Learners of L2 language find it easy and enjoyable to learn not only the vocabulary of a language but the whole mechanism and the use of a language with the help of entertainment mediums as these mediums not only entertain the learners but also the learners teach a lot unintentionally as they are more indulged into it and they pay more attention as compared to traditional teaching methods. Use of English movie subtitles is an effective way to teach the vocabulary of English language. Multimedia learning resources are more beneficial than conventional paper-based training, according to research in 2008, Mackey, T.P., and Ho, J in 2002, Mayer, R.E., and Moreno, R. Rose (2003).

According to (Hsu, 1994), subtitles are thought to be the most practical and effective addition to watching videos. According to research, when learning a foreign or second language, pupils must be exposed to a large amount of intelligible information in order to meet the goal of language acquisition (Krashen, 1981). Students find it challenging to understand and relate to foreign language movies, and the language's meaning is constrained if they are unable to make sense of what they are hearing. Consequently, using subtitles is a good method to improve their understanding of what they are studying.

As per the research conducted by Yang, J. C., Huang, Y. T., Tsai, C. C., Chung, C. I., & Wu, Y. C. (2009), the use of films or videos as instructional resources has drawn a lot of interest from scholars and has been effectively implemented in a number of academic applications.

Furthermore, about the application of subtitles (Froehlich, 1988), (Vanderplank, 1988) and Grimmer (1992) proposed that the captions' assistance allows the students to verify the content that they receive.

In this study the researcher will apply the use of English animated movie subtitles to enhance and improve the vocabulary of English language at higher secondary school level.

## **Research Methodology**

### **Research Design**

The research was not only quantitative but also was qualitative based on experiment.

### **Population**

The research was held at Alpina School & College Bahawalpur Pakistan. The findings of this study can be attributed to a large population.

### **Sample**

Random sampling will be done; forty students were taken as a sample from 1<sup>st</sup> year class to take part in this very research. Two groups with each group having twenty students were made. First group was experimental, while the second one was controlled group.

## **Tools**

Collection of the data plays most vital role in the research. The tools that were used to gather data were:

- **Pre-test**
- **Lesson Plans** (Three lessons Plans)
- **Post-test**

### **Pre-test**

Pre-test was held by to find out the prevailing knowledge of the students of English vocabulary. Pre-test was held before any new teaching method was applied on the students, identical pre-test was taken by the students of the experimental group and the controlled group. Pre-test was of half an hour and two questions comprising of forty marks were asked. Test included questions, some were identifying the statements true or false and some were choosing the right answer. Researcher designed the pre-test very efficiently according to the level of the students and retaining the reliability and validity of the tests.

### **Lesson Plans**

Researcher developed three lesson plans relating the vocabulary at intermediate stage of study. Experimental group was taught through the three lesson plans. Attention grasping and full of interest activities were present in those lesson plans. As animated English movies were used to prepare the lesson plan, the students found it interesting and got easily indulged in the process. During the preparation of lesson plans, all strategies relating to vocabulary were kept in mind. All the three lesson plans were well proposed and thoroughly organized.

### **Post-test**

Post-test was held to find out the effectiveness of subtitles in improving English vocabulary at intermediate stage of study. Post-test was of forty minutes and it contained two questions comprising of forty marks. Experimental and controlled group were given the same test. Different questions were asked mainly marking the statements right or wrong and answering of the questions. Researcher developed the post-test carefully keeping in mind the reliability and validity. The post-test was well designed and thoroughly organized.

### **Validity of the Data Collection Tools**

The tools used in the research article were well capable which were used for data collection. The tools were checked against the criterion set by the researchers, educationists and experts. These tools were thoroughly examined by the educationists along with the research experts before their employment. They were designed purposely keeping in mind the mental capacity and educational level of the students. Both the pre-test and the post-test were developed to calculate the proficiency level of students' vocabulary.

### **Reliability of the Data Collection Tools**

Reliability of learners was made sure before employing the data collection tools. Reliability was taken into account several times to make sure that tools were wholly reliable or not. After thorough satisfaction of reliability, they were applied by the researcher for data collection. Data was collected incisively and reliably in this research article.

## **Research Process**

By the help of random sampling the researcher took the sample of forty students and piloted the pre-test, the very same pre-test was taken by the experimental group and the controlled group. Soon after the pre-test was held, the researcher divided the participants into two groups and named them as experimental group and the controlled group, each group had twenty participants. Researcher taught the experimental group the vocabulary with the help of making them watch animated movies containing subtitles and through the three lesson plans.

On contrary, the controlled group was made learn vocabulary using aged methods. After fifteen days of experimental teaching, post-test was held by the researcher to find out the impact of experimental teaching in the vocabulary of the students and the same post-test was taken by students of both the groups and the data was taken in by the researcher. After collection of data, it was analyzed by the researcher in tabulated and graphical form. Additional classroom observations have also been made through discussion. Soon after the fulfillment of successful data analyses, conclusion was drawn at the end by the researcher. Some endorsement was provided by the researcher regarding the use of subtitles in teaching vocabulary at higher secondary school level.

Moreover, further motivation was given to the future researchers to conduct more and more studies on teaching the vocabulary employing different and unconventional methods.

## **Data Collection and Data Analysis**

### **Pre-test**

Pre-test was held and it was prepared to find out the prevailing knowledge of the vocabulary on part of the students, pre-test was of forty marks and had two questions.

### **Lesson Plans**

Three lesson plans were developed, the experimental group was taught through these lesson plans, and vocabulary was taught to the experimental group with the help of subtitles. All the lesson plans were organized and developed keeping in mind a sole goal of teaching vocabulary.

### **Post-Test**

Post-test was taken by the students soon after they were taught through the use of subtitles, post-test was designed to evaluate the results of experiment conducted on the students and the post-test taken by the students was laid on the foundations of pre-test, it was also of forty marks containing two different questions. Text, tables and graphs were used to present the detailed analysis below.

### **Pre-test Analysis**

Pre-test was given to identify the existing knowledge of the students of English vocabulary, pre-test contained two types of questions; the first one was to identify the statements true or false. In both groups some students attempted the first question better than the other students while some faced problems in recognizing the statements true or false.

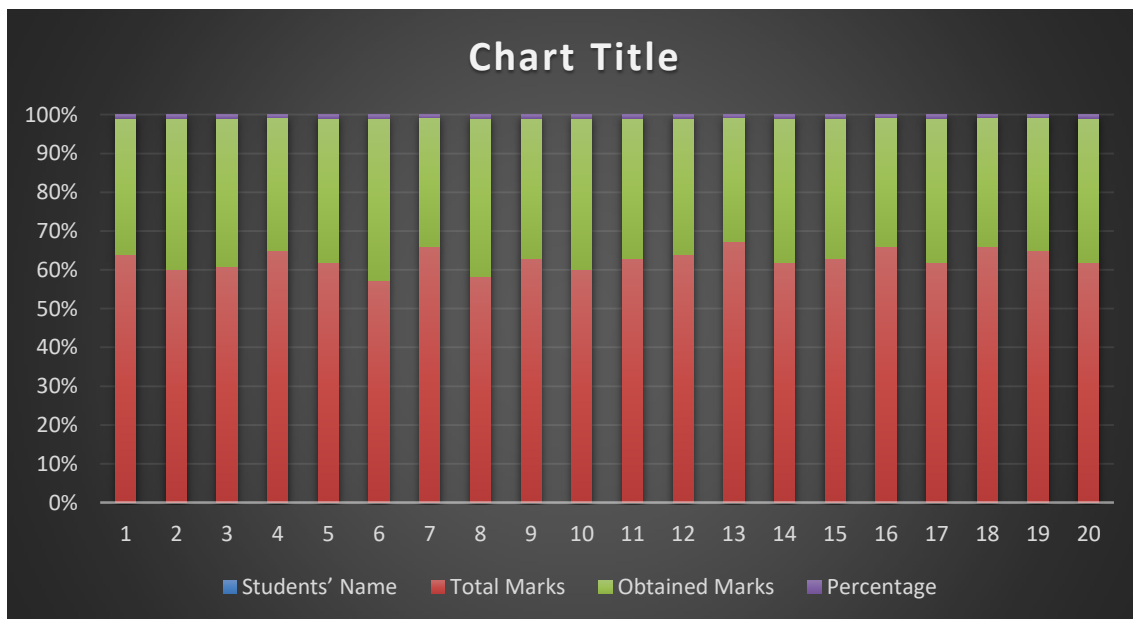
Second question was a multiple choice one, most of the students in both the groups performed the question with ease while other had difficulty in choosing the right option. The result of both groups is presented in the tabulated and in the form of graphs.

**Controlled Group Result of Pre-Test**

**Table 1:**

S.NO	Students Code	Total Marks	Obtained Marks	Percentage
1	C1	40	22	55%
2	C2	40	26	65%
3	C3	40	25	62%
4	C4	40	21	52%
5	C5	40	24	60%
6	C6	40	29	72%
7	C7	40	20	50%
8	C8	40	28	70%
9	C9	40	23	57%
10	C10	40	26	65%
11	C11	40	23	57%
12	C12	40	22	55%
13	C13	40	19	47%
14	C14	40	24	60%
15	C15	40	23	57%
16	C16	40	20	50%
17	C17	40	24	60%
18	C18	40	20	50%
19	C19	40	21	52%
20	C20	40	24	60%

**Figure 1**

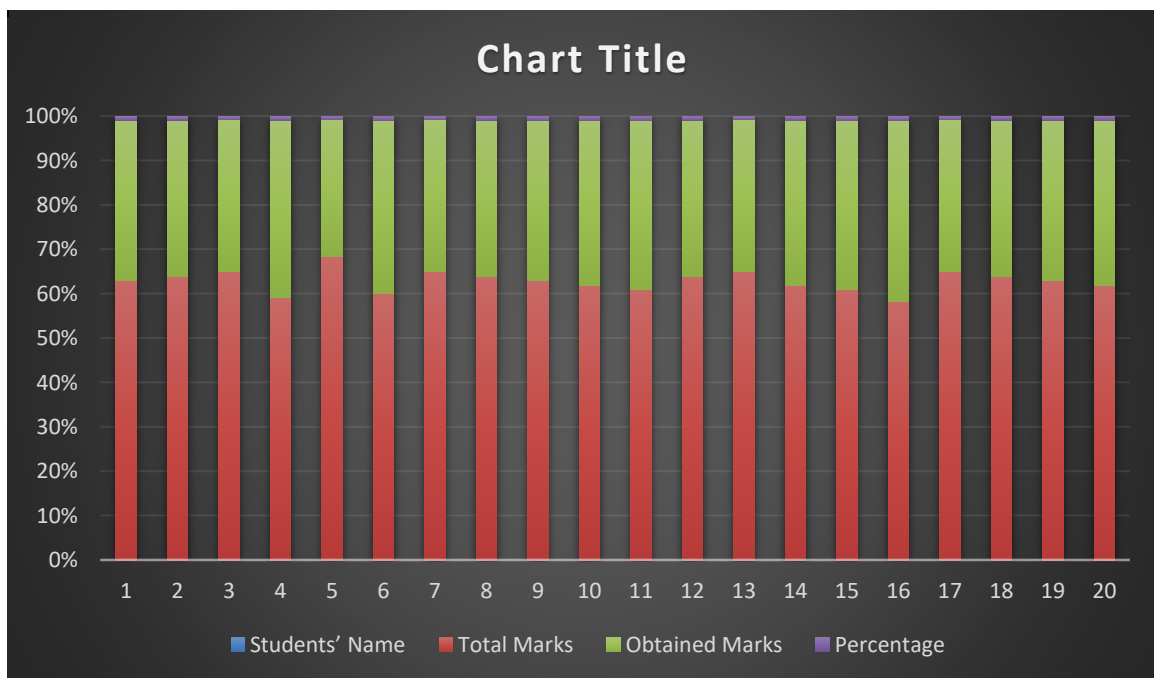


**Experimental Group result of pre-test**

**Table 2:**

S No	Students' Name	Total Marks	Obtained Marks	Percentage
1	E1	40	23	57%
2	E2	40	22	55%
3	E3	40	21	52%
4	E4	40	27	67%
5	E5	40	18	45%
6	E6	40	26	65%
7	E7	40	21	52%
8	E8	40	22	55%
9	E9	40	23	57%
10	E10	40	24	60%
11	E11	40	25	62%
12	E12	40	22	55%
13	E13	40	21	52%
14	E14	40	24	60%
15	E15	40	25	62%
16	E16	40	28	70%
17	E17	40	21	52%
18	E18	40	22	55%
19	E19	40	23	57%
20	E20	40	24	60%

**Figure 2**

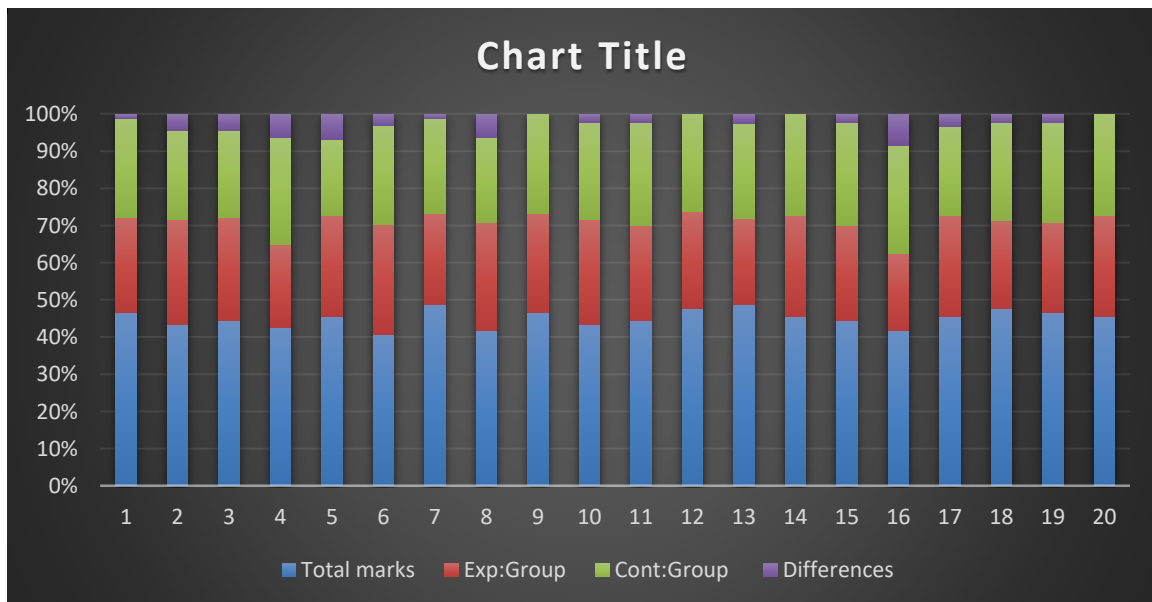


**Result comparison of pre-test between experimental and controlled group**

**Table 3:**

S No	Total marks	Exp:Group	Cont:Group	Differences
1	40	22	23	1
2	40	26	22	4
3	40	25	21	4
4	40	21	27	6
5	40	24	18	6
6	40	29	26	3
7	40	20	21	1
8	40	28	22	6
9	40	23	23	0
10	40	26	24	2
11	40	23	25	2
12	40	22	22	0
13	40	19	21	2
14	40	24	24	0
15	40	23	25	2
16	40	20	28	8
17	40	24	21	3
18	40	20	22	2
19	40	21	23	2
20	40	24	24	0

**Figure 3**



**Comparative Analysis of the Pre-test Results**

As same pre-test was taken by the students of both the groups, the comparison of the result of the groups showed that individually the score was different but as a whole the students of both the

groups scored more or less same marks and the average percentage of both the groups was almost same separately.

### **Analysis of the Lesson Plan One**

Warm up stage was used to grasp the attention of the students and asked them different questions related to their hobbies and interests, the students took interest in the discussion, the questions asked by the teacher were actually a strategy to prepare the students for the next stage.

At the presentation stage, the students were shown a part of the movie, "Epic". After the students watched the movie, the teacher again questioned the students about the story of the movie and whether they liked the movie or not? It was noted that students took deep interest in the process and their response was overwhelming, in practice stage the teacher gave the learners an exercise of multiple choice questions but the main focus was the new words and their implementation, the students took the exercise and the result was satisfactory.

### **Analysis of the Lesson Plan two**

Warm up stage was used to grasp the attention of the students and asked them various questions related to their hobbies and interests, the students took interest in the discussion, the questions asked by the teacher were actually a strategy to prepare the students for the next stage.

At the presentation stage, the students were shown a part of the movie, "Wreck it Ralph". After the students watched the movie, the teacher again questioned the students about the story of the movie and whether they liked the movie or not? In the practice stage the teacher gave the students an exercise of filling in the blanks with the main focus of checking their knowledge of new words and their implementation, the students took the exercise and the result was satisfactory.

### **Analysis of the Lesson Plan three**

Warm up stage was an effort to grasp the attention of the students and asked them different questions related to their hobbies and interests, the students took interest in the discussion, the questions asked by the teacher were actually a strategy to prepare the students for the next stage.

At the presentation stage, the students were shown a part of the movie, "How to train your dragon". After watching the movie, the teacher again questioned the students about the story of the movie and whether they liked the movie or not? It was evident that students took deep interest in the process and their response was overwhelming, at the practice stage the teacher gave the students an exercise of comprehension having focus on the new words and their implementation, the students took the exercise and the result was up to the expectations of the researcher.

### **Analysis of the post-test**

Post-test was given right after experimental teaching, the main aim and the goal of the post-test was to evaluate the impact of experimental teaching on the students. Same post-test was taken by both the groups and the post-test was given on the foundations of the pre-test and same types of questions were asked in post-test as were asked in the pre-test. Two questions were asked from both the groups; first one was to identify the statements true or false, second one was to answer the given questions.

All along the process of teaching the controlled group was compelled to learn using conventional ways and the experimental group was compelled to learn with the help of the subtitles of English

animated movies, after concluding the post-test result, it was observed that the students on which the experiment was conducted performed well in the test as compared to the students who were not taught experimentally and the vocabulary of the students of experimental group was enhanced greatly as opposed to the students of controlled group, the results of the post-test are given below

**Post-test Result of Controlled Group**

**Table 4:**

S.No	Students' Name	Total Marks	Obtained Marks	Percentage
1	Waqar	40	24	60%
2	Nabeel Ahmed	40	26	65%
3	Sajjad Ali	40	26	65%
4	Naila	40	29	72%
5	Khola	40	23	57%
6	Amara	40	25	62%
7	Muhammad Tariq	40	29	72%
8	Faryal	40	25	62%
9	Smiya	40	31	77%
10	Hajra	40	22	55%
11	Muniba	40	27	67%
12	Farrukh	40	28	70%
13	Faria	40	24	60%
14	Kashaan	40	30	75%
15	Habib Jameel	40	25	62%
16	Sidra Kanwal	40	26	65%
17	Mahrukh	40	24	60%
18	Fahad	40	25	62%
19	Sibgha Batool	40	27	67%
20	Hussain Ahmed	40	21	52%

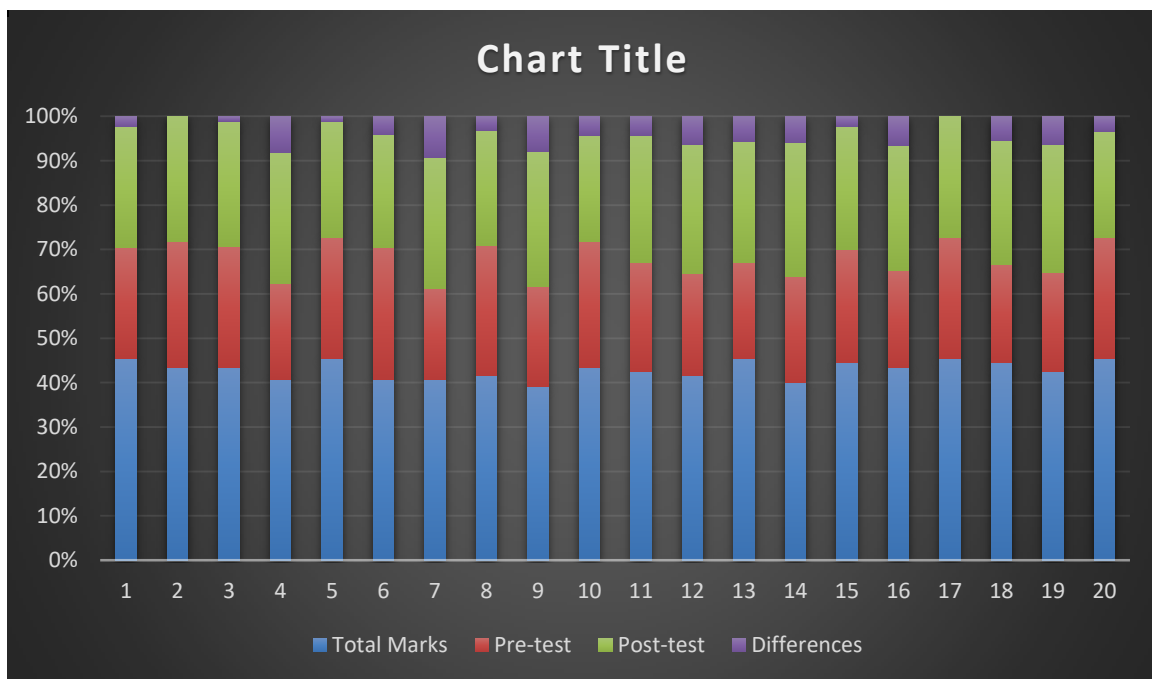
**Comparison of the pre-test and post-test results of the Controlled group**

**Table 5:**

S No	Total Marks	Pre-test	Post-test	Differences
1	40	22	24	2
2	40	26	26	0
3	40	25	26	1
4	40	21	29	8
5	40	24	23	1
6	40	29	25	4
7	40	20	29	9
8	40	28	25	3
9	40	23	31	8
10	40	26	22	4
11	40	23	27	4

12	40	22	28	6
13	40	19	24	5
14	40	24	30	6
15	40	23	25	2
16	40	20	26	6
17	40	24	24	0
18	40	20	25	5
19	40	21	27	6
20	40	24	21	3

**Figure 5: Comparison of Result in Graphical Form**



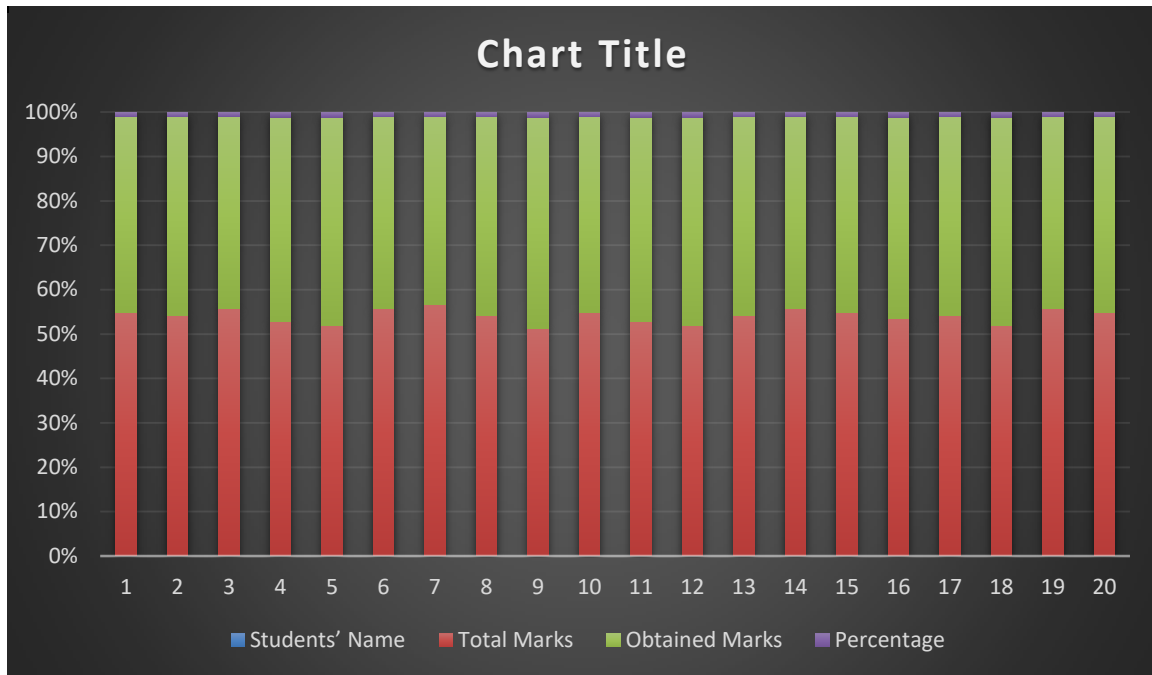
**Result of post-test of Experimental Group**

**Table 6:**

S No	Students' Name	Total Marks	Obtained Marks	Percentage
1	Babar Ali	40	32	80%
2	Ali Raza	40	33	82%
3	Mutahir	40	31	77%
4	Bibi Farhat	40	35	87%
5	Beenish	40	36	90%
6	Murtaza	40	31	77%
7	Saira	40	30	75%
8	Rubab	40	33	82%
9	Tahmina	40	37	92%
10	Mujahid	40	32	80%
11	Nadeem	40	35	87%
12	Waseem	40	36	90%
13	Muhammad Haris	40	33	82%

14	Zakria	40	31	77%
15	Shahzad Mehmood	40	32	80%
16	Abid Ali	40	34	85%
17	Arif Jarral	40	33	82%
18	Musafir Ali	40	36	90%
19	Irtaza	40	31	77%
20	Talha	40	32	80%

**Figure 6**



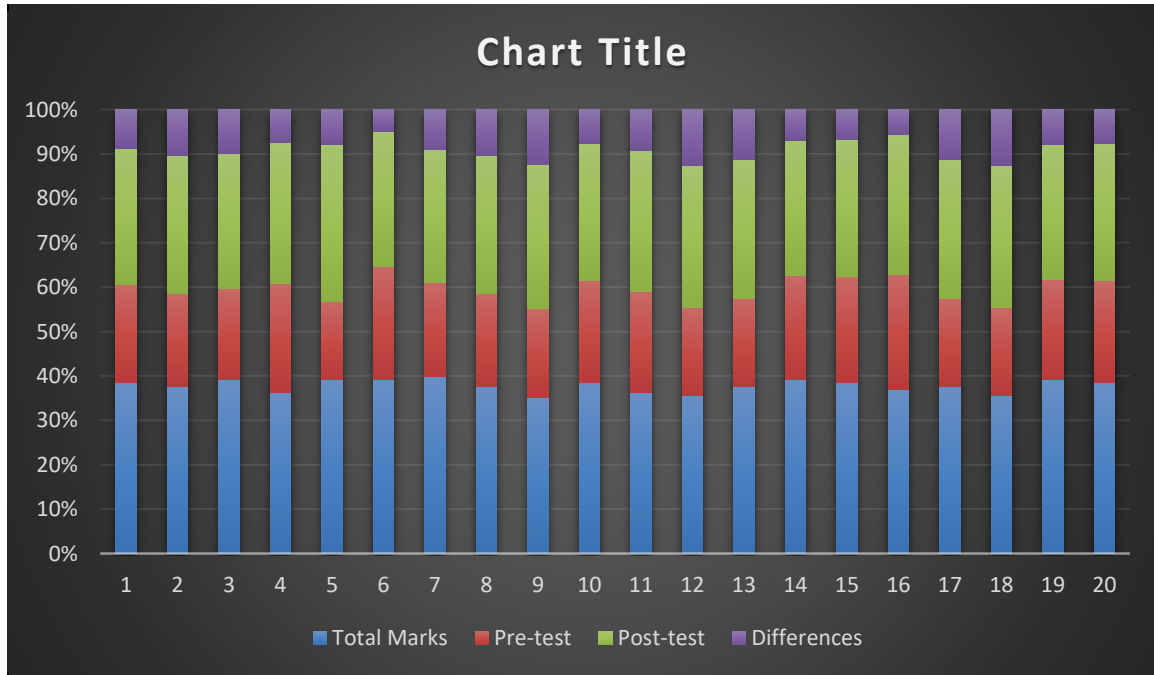
**Comparison between pre-test and post-test results of Experimental group**

**Table 7:**

S no	Total Marks	Pre-test	Post-test	Differences
1	40	23	32	9
2	40	22	33	11
3	40	21	31	10
4	40	27	35	8
5	40	18	36	8
6	40	26	31	5
7	40	21	30	9
8	40	22	33	11
9	40	23	37	14
10	40	24	32	8
11	40	25	35	10
12	40	22	36	14
13	40	21	33	12
14	40	24	31	7
15	40	25	32	7

16	40	28	34	6
17	40	21	33	12
18	40	22	36	14
19	40	23	31	8
20	40	24	32	8

**Figure 7**



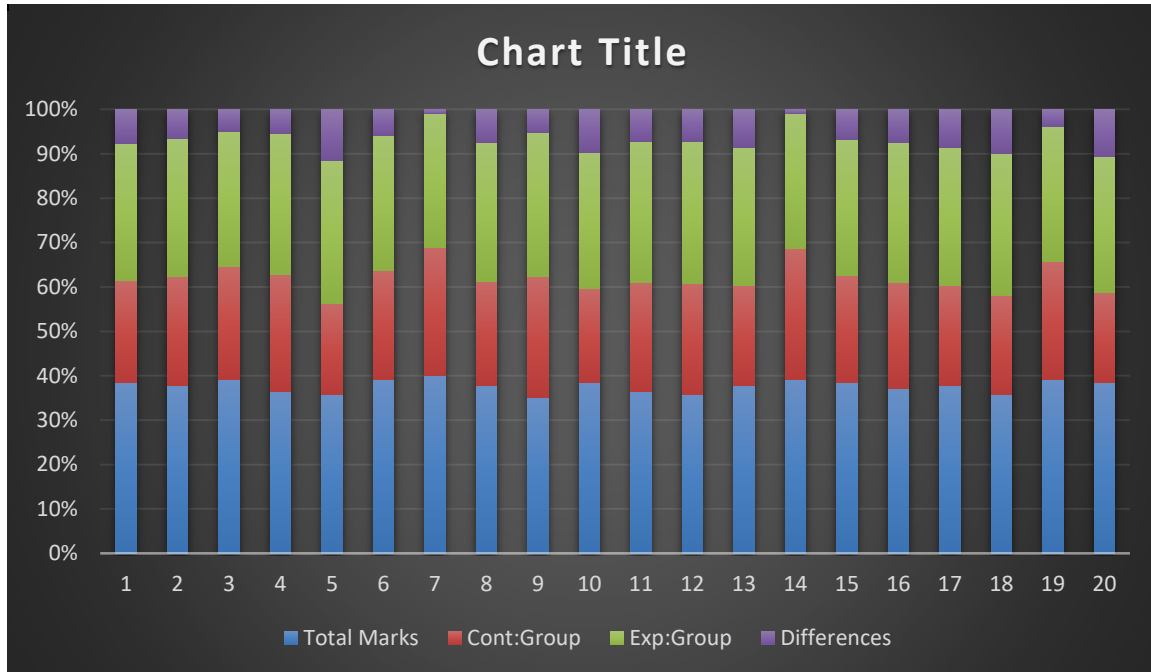
**Comparison of post-test results between Experimental Group and Controlled Group**

**Table 8:**

S No	Total Marks	Cont:Group	Exp:Group	Differences
1	40	24	32	8
2	40	26	33	7
3	40	26	31	5
4	40	29	35	6
5	40	23	36	13
6	40	25	31	6
7	40	29	30	1
8	40	25	33	8
9	40	31	37	6
10	40	22	32	10
11	40	27	35	8
12	40	28	36	8
13	40	24	33	9
14	40	30	31	1
15	40	25	32	7
16	40	26	34	8
17	40	24	33	9

18	40	25	36	11
19	40	27	31	4
20	40	21	32	11

**Figure 8**



**Conclusion**

**Findings**

- After making the students watch animated movies containing subtitles, the researcher observed that not only the students took great interest in the process but also learnt a great amount of new words, there was a huge difference in their vocabulary before and after watching the movies.
- Not only the learners took interest in watching movies but they were also very highly motivated when lesson plans were taught to them afterwards.
- Researcher also noticed a noteworthy difference between the motivation level of the group on which experiment was conducted and the group that was taught in routine with no experiments, while the experimental group seemed prone to learning, the students of the controlled group seemed somewhat bored and reluctant to take part in any learning process.
- It was evident from the process that the students on which the experiment was conducted had their efficiency of learning vocabulary increased while the students of controlled group exhibited no progress at all.

**Conclusion**

After the detailed examination of the whole data it was crystal clear that teaching the students the vocabulary by the use of subtitles of animated English movies greatly enhanced their knowledge of English vocabulary, not only that students learnt a whole new set of different words but they their motivation level was high as well and their willingness to learn and accept the new words was

highly improved. Therefore, it can be said that teaching vocabulary with the help of subtitles greatly improved the learning process as a whole.

### **Recommendations**

In Pakistan aged and outdated teaching methods are in practice to teach the English vocabulary, all these methods are uninteresting and their effect on the memory of the students remain as long as students are in touch with these methods, when the students enter practical field and a distance comes in place between them and the learning process, most of the vocabulary learnt by them starts to fade away as the methods employed by Pakistani society lack the capacity to grasp the attention of the student and help the student to retain the information in their long term memory. To overcome all these issues, the researcher has placed some of the recommendations for the educational institutions to teach their students English language especially its vocabulary.

#### **Those recommendations are as follow:**

- For teaching English vocabulary, the English animated movie subtitles proved worthy of the job but as it is not a permanent solution to the problem, some other interesting ways should be discovered so that it can be employed effectively and permanently to teach the English vocabulary.
- Interest is the key element in the learning process, if the teaching process is interesting it will help both the teacher and the students to move forward in the learning process.
- Visual aid is essential to grasp the attention of the students, so curriculum should be designed in a way that has some degree of visual aids in it.
- Animated movies were employed in the whole experimental study, the students found the movies relatable, the syllabus should be designed in a way to which students can relate themselves and their situations.
- Tests should be held timely to check the interest and the learning pace of the students.
- Multimedia techniques should be employed to teach the English vocabulary.
- The subtitles can also be used to teach the syntax structure along with the vocabulary.
- Communication skills can also be taught with the help of English movies and their subtitles.
- English tenses can also be taught with the help of subtitles.

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