Impact of Using Subtitled Anime in Enriching Vocabulary Knowledge among Junior Secondary ESL Students

Showmik Joy Bhowmik

ID: 16103045

BRAC University, Dhaka, Bangladesh

Department of English and Humanities

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Dedication

This research is dedicated to all the people who love learning language and enjoy watching

anime.

Acknowledgement

First and foremost, the researcher is grateful towards the Almighty and His world for providing the necessary elements and ideas to conduct and successfully complete this piece of work.

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Declaration

I hereby declare that this dissertation has neither been previously submitted to any institution nor, have been used for any other purpose. This dissertation is the result of my own independent work and experience, except where otherwise stated. I state that this dissertation is for the sole use of my partial fulfilment of undergraduate degree.

Showmik Joy Bhowmik

16103045

Department of English and Humanities

BRAC UNIVERSITY

Abstract

Anime are interesting and they also provide lots of different context for the viewer. Language learning in classroom does not use such element, especially in a country like Bangladesh. Traditional methods are being used in classes where English is treated as a subject but not a language, which is acquired better than learned forcefully. Use of books, black boards and white boards are very common and monotonous. Different studies have been done worldwide on this idea of using anime to teach English but in most of the cases they are used as material or, as secondary source. In this study, anime was used in direct and explicit way to see impact of using anime on students in an ESL classroom. The survey was done on two different groups which were the controlled and the experimental group. The findings showed that the impact of watching anime in class was positive and students were focused on class.

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ESL Students

Language is an element which is acquired rather than learned and the subconscious process is much more prominent in case of language learning, as Chomsky (1960) states that all human are born with an innate knowledge of grammar that serves as the basis for all language acquisition. In other words, for humans, language is a basic instinct. Therefore, what can be deduced from the aforementioned quote of Noam Chomsky is that language acquisition is an essential part of the complex process of human development and survival. In addition to that, it is also important to mention that a language is intricately connected with the process of its acquisition. As a result, the process of language acquisition is vitally important for any language to exist and enhance human understanding of the world. The brain has application of formal systems through which a child can discover a language and explore all its subtlety, complexities and niches over a period of time. The human brain is capable of taking language inputs in an uninterrupted manner, actively, as well as passively through interrupted events throughout the progression of his/her human life. If the process of language acquisition can be created in a more enhanced and efficient way, children will be able to learn any language more easily gaining a significant mastery over that language. This will help the children to have a strong grasp over that language and the ability of child to acquire language will be increased to a significant level. One way of efficient language acquisition is the use of videos for learning a language.

Using Video with Audio (VA), and Video, Audio with Caption (VAC) are both a process which provides the possibility of better acquisition and conscious learning at the same time. Furthermore, when something is visible to the eye, it is captured in brain's image memory. When there is sound, there is stimulation happening and all of it directs to one point which is the

acquisition process. The brain receives the stimulation with ease and without any struggle. For example, children watching T.V most of the time are seen mimicking advertisement and there is no one forcing them. The whole process happens in a passive manner and the output is very prominent.

If the learner is not a child but has a certain amount of intelligence, observing captions along with the VA makes the process more efficient. For example, watching movies with subtitles gives the idea of the context better than watching only VA. This gives at least a minimal amount of clarity of the context and contents are acquired both consciously and subconsciously. As both conscious and subconscious process happens within the brain, they have synchronicity which compiles the whole idea together.

Krashen (1982) states that comprehensive input leads to subconscious language acquisition and keeping that in mind the purpose of this study is to determine the impact of watching anime in ESL classroom.

1.2 Problem statement

In Bangladesh using a communicative approach to teach English is present but the purpose is not served. English is treated as a subject rather than a second language and it is where the purpose of language learning is withdrawn. Hence, after studying English for 12 years a learner struggles to communicate in English. In most of the case, after the completion of elementary academic years, many students have to separately learn English. Be it as it may, the instructors focus much on the student's grade development rather than their effectiveness of using the language. However, it can be assumed that if the students have efficient grade development, and their effectiveness of using the language will be strengthened. Moreover, instructors try to stick to the syllabus given by the authority which keeps them away from using contents outside the

syllabus. Even if the instructors are willing to use elements to teach better, there are several constraints. Students become less focused if the class is monotonous and if the lesson is only focused on getting a better grade and thus they lose interest over learning. As language is not a subject and it should not be based on any grade based syllabus, the researcher indicated these as problems and decided to use anime in class to see the impact afterwards.

1.3 Purpose of the study

The present study tried to find out the impact of using the anime in ESL class. As most of the classes in schools are taken in the traditional way, the researcher tried to go beyond the boundaries of treating English as a subject which has a specific grade focused syllabus. The researcher tried to give students an exposure to acquire vocabulary by keeping them completely focused in the class.

1.4 Central Research Questions

This research tried to find out the answers to the following questions-

1. How much efficient is the comprehensive output of vocabulary after the input through subbed anime?

2. How much efficient is the comprehensive output of vocabulary after the input through anime without subtitle?

3. Is VAC (Video, Audio, and Caption) better than VA (Video with Audio)?

1.5 Significance of the study

In Bangladesh, English is considered the second language and in offices, it is used alongside with Bengali. All the curriculum is based on a communicative approach which focuses on maximum output. This study will open a new window for the instructors and learners to have a better experience of different contexts. Moreover, this study points out the lacking of traditional

and grade focused learning as English should not be treated as a subject for getting better grades but a language which has universal recognition. This study also includes the opinion of the students which will provide more possibilities to explore while taking new approaches.

1.6 Limitations

There were several limitations while conducting this study which are-

1. Due to time constraint and authority issues, the researcher conducted the survey in one school though it was two different sections from junior secondary. If more schools responded the outcome would have been much better and proper.

2. The survey was done only in one school from Dhaka city, if there were more divisions outside Dhaka was included the researcher would have found different perspectives.

3. All the participants were female. Male participants could have added more diverse results.

4. If there were more participants the survey would have been more accurate and the findings would have been more authentic.

1.7 Operational Definitions:

Definitions of some concepts regarding the research that has been used are-

a) Language acquisition: language acquisition refers to the process of learning one's first language which happens subconsciously. Chomsky (1960) expresses that the human species is pre-wired to procure dialect and that the sort of dialect is additionally decided. This means that human beings possess innate ability to produce sound and acquire language. When a child is born it has no language but as time passes it acquires from the surroundings and produce sounds which are meaningful. That is how the first language is learnt depending on the surrounding environment.

b) VA- Video with Audio

VAC- Video, Audio, Caption

VA refers to video with audio but VAC is video and audio with captions or subtitles. VA does not have any subtitles but is subtitle is used it can be considered as VAC.

Sydorenko (2010) examined the effect of input modality (video, audio, and captions, i.e., on-screen text in the same language as audio) on (a) the learning of written and aural word forms, (b) overall vocabulary gains, (c) attention to input, and (d) vocabulary learning strategies of beginning L2 learners.

c)   EdTV- Educational Television.

Prahalathan (2015) states, "When you look into television there are two types: one is entertainment television and the other is an educational television." (pg.1)

d)   Comprehensible Output (CO) – according to Krashen (1998) this hypothesis refers to the fact that one acquire language when one attempts to transmit a message but fail and have to try again.

e)   TSI- Teacher-Student Interaction refers to the interaction between students and teachers in the classroom to develop a better learning environment. As, Brazelton & Greenspan, (2000) states that in connection to a formative point of view, the foundation of a positive educator understudy relationship helps an understudy's psychological, social and enthusiastic development and improves their psychological prosperity.

Chapter 2: Literature Review

Shabani (2014) in his article states that foreign language acquisition and learning is most of the time organized; but it only focuses on a specific format of teaching. Nowadays, this idea has changed as teachers are including texts, movies, music, dramas, anime, and other materials to make the acquisition process smooth and easy. Drama, art, music, and physical activity in instructional videos or even authentic videos peculiarly clipped to introduce specific linguistic elements are prime examples of a multimodal approach, as they are incorporated into the instruction of knowing the vocabulary, and speaking (Brinton & Gaskill, 1978; Conrad & Veteto-Conrad, 1997;). Shabani (2014) also conducts a study where the Iranian students learn vocabulary by watching anime. The result was positive. It was found that watching anime was much correlated with the student's improvement of vocabulary. This idea is used by many teachers in their lesson.

2.1 Vocabulary learning promotion through English subtitled anime

Using anime and movies to acquire or, learn vocabularies has come into focus by many learners and teachers of ESL these days. Furthermore, many researchers believe that these anime and movies provide a context for the learners which helps them to acquire more through direct experience. According to Danan (1992), viewers are more motivated and eager to understand what is said through the context of anime and movies. Now, learning vocabulary is considered significantly important as a skill while learning of a second language. Learning vocabularies make the language adoptable in a short period of time especially when it comes to the conscious process of learning. Nonetheless, the whole process takes a lot of time for many learners. Knowing the process of gathering words in our mental dictionary is helpful for the language instructors when it comes to taking a certain path of learning. Zhang (2009) in this article states that learners need to have both determination and preparation to overcome this time-consuming process along with the

proper psychological mindset. Using more practical methods which includes intentional (direct) and incidental (indirect) vocabulary learning methods have failed drastically compared with the only traditional way of memorizing which is the method of translation. Zhang (2009) also states that, many ESL learners have failed to learn in such a process. Moreover, learning a word in isolation or, in without any context is problematic while it comes to use, the learner does not have proper exposure and idea of where they should be using it. As Read (2004) says, the different meanings of the words cannot be understood if not put it in a proper semantic and syntactic context. So, using visual stimuli along with audio gives a proper and direct experience along with a context.

Nasab and Motlagh (2017) conducted a study asking if applying subtitled anime have an effect on vocabulary knowledge promotion. The acquisition rate is tremendously high when it comes to the use of subtitle. Nasab and Motlagh (2017) also states that, the difference between the controlled group and experiment group is very prominent which shows positive results for subtitled content.

2.2 Input and output hypothesis: using anime

Using the target language as the input is a hypothesis given by Krashen (1998) which is criticized most of the time due to the lack of practical use of the target language by the learners. Maqsood and Mansoor (2016) attempt to go beyond Krashen's hypothesis, by keeping the hypothesis as the basic idea. Learners are exposed to the language when it is used continuously in the class but when it comes to a certain context the usage becomes limited due to lack of practical use. As for input, there should be comprehensive output as well. Using anime can be helpful in this aspect. As through anime, different contexts can be described. Moreover, there are ample opportunities for the students to use the target language in a different context. Anime also keeps their motivation intact and make young learners much more focused on the learning process.

Furthermore, subconsciously the trace of the language remains in the learner's mind if the content and context are much more familiar and interesting. Now, as for choosing the content, the anime should not be more than fifteen minutes long and the contents inside should be chosen very carefully which will keep the young learners' mind engaged, focused and convincing enough to make the learners participate in discussions and other post activities. Again, the idea can be described with certain steps. Acoording to Maqsood and Mansoor (2016) the steps are, selecting the content which is convincing and interesting enough to engage the learners, screening of the content in full length, starting a discussion on the content, using mystery as a component by showing the half of the content and asking about perceptions. Then, providing opportunities for the students to engage in discussion, giving proper space to the students so that they are comfortable and the teacher should be aware of every student's participation. Next, there should be some post activities of the discussion. Finally, the most important step is that the teacher should keep in mind that students should enjoy the activities and there is space for new perceptions and creative imagination for the students. This helps more when it comes to interacting because if there is space given for creative imagination, the participation expected should be massive.

Maqsood and Mansoor (2016) also add that, there are advantages to using this method. First, young minds like to cling to interesting contents and anime has a special appeal to the young minds. So, as the content it is efficient. Besides, this method is constructive as well as collaborative and there is active participation involved for both teacher and learner which leads to active interaction between them and there is no wall around or, before any question. Moreover, it is stress-free and the environment is comforting which helps the brain to engage in activities properly and the emotional state is proper because there is no pressure or, negative reinforcement involved.

Finally, language acquisition and conscious learning both are involved in this process which leaves no unturned stone for the learners.

2.3 The EdTV

Prahalathan (2015) in his article states of a new concept of SLA (second language acquisition) which is the idea of EdTV. When it comes to television in Indian-subcontinent, most people have a negative view on the whole matter that students are wasting time and it is considered only source of entertainment and there is no other way to look at it. Nonetheless, there is two point of view on television watching. First one includes only the entertainment part but the other one is the educational television or, the EdTV. This research shows that how this idea can be utilized by the parents and the teachers to make the learning more efficient. EdTV was used to see how the learner responds and most of the candidates were from Srilanka and at their CPH (child period hypothesis) stage 2 and 3. Furthermore, the study was conducted to observe the difference betweeen traditional 'teacher-centered teaching' method and the new method using EDTV and 'Leaf Frog' as the material of EdTV. As Prahalathan (2015) states that children are more comfortable with their mother tongue and have less efficiency in the second language, teaching them with the traditional method is harsh and creates a lot of pressure which leads to an unwilling and demotivated environment for the learners as well as for the teacher teaching them. Researches have been conducted on beginners as Fisch & Truglio (2001) states that more than 30 years of research is present where it is seen that EdTv helps children over three years old may facilitate learning and predict positive future academic outcomes.

The result is affirmative for the hypothesis that EdTV and anime have a better effect on the student and the learning is effective. Language is a subconscious process which is more of

acquisition than learning and using materials which compels the young minds to learn is undoubtedly a worthwhile experiment.

2.4 Using subtitled anime and incidental vocabulary learning

Karakas and Sariçoban (2012) conducts a research on incidental vocabulary learning by using a subtitled animated cartoon. Incidental vocabulary learning refers to learning vocabularies through such activity which is not of a conscious process and there is no pressure in the process. According to Hulstijn (2001, p. 271) "learning of vocabulary as the by-product of any activity not explicitly geared to vocabulary learning". Moreover, the function of language classes has also changed from the traditional one because now teachers use materials out from the textbook to make the learning more fruitful and engaging. Use of TV, LCD, projector, computer and DVD player is seen in various classes and these provide comprehensive input and as Krashen (1982) says that comprehensive input leads to subconscious language acquisition. However, Karakas & Sariçoban (2012) states that this study differs from the previous studies conducted on vocabulary because in the end development is seen in both cases of the different groups who were subject to the study conducted on. The result was not as it was expected because both groups of students improved in their own way while learning new vocabularies and the gap between the scores are not so much of a difference as the other studies show. Probable drawbacks as mentioned by Karakas and Sariçoban (2012) in that the interval between two tests was too short, which might have caused bias in the interpretation of the results. There was no significant quantative difference between both subtitled and non-subtitled group. Furthermore, watching with key subtitle would have been better as concentrating the on the whole subtitle and the video might have become complicated for the learners to keep up. This usage of the subtitle should be more focused on the keywords rather than the whole speech.

Chapter 3: Methodology

This chapter discusses the methods and procedures that were taken to observe if using anime with or without subtitle shows a comprehensive output in vocabulary acquisition. This chapter incorporates research design, theoretical framework, sampling, setting, instrumentation, data collection, analysis of the data and obstacle encountered.

3.2 Research design

The impact of using anime in ESL learning is the main purpose of the study. There are different ways to observe the outcome. It can be done by checking an overall progress which includes role-playing, group work, and other classroom activities. Nonetheless, these are very common and does not include the use of anime. The other way is to use anime directly and conduct several short tests after the screening and observe the vocabulary acquisition. As Maqsood and Mansoor (2016) states that, using anime and taking test stands most chances of meaningfully engaging the learners. Here, this research is designed to observe the acquisition rate of vocabulary after watching anime with and without subtitles. Moreover, this research includes two target groups of students and one of them is the controlled group which watches the video without subtitle and another is the experimental group who watches the video with subtitle. For the survey, an anime clip of 8 minutes is displayed in the two different groups of students but beforehand the researcher describes the process and what the students have to do after watching the video. After the screening, a test using MCQ and filling the blanks is taken to observe the ratio between the groups watching anime with subtitle and without subtitles. Besides, opinion is taken from the students whether they prefer the new approach or not. Then the data is analyzed to find out the result.

3.3 Theoretical Framework

In this study, Maqsood and Mansoor (2016) keep Krashen's hypothesis as its basic idea and observes if the output is preferable after the direct input. In this study, anime was used as input to see the output through the test. Furthermore, another study is observed which included the use of EdTV by Prahalathan (2015) where students watch EdTV learn directly from the anime. Also, the study method developed conducted by Sydorenko (2010) was studied to observe the outcome of using VA and VAC, where the researcher uses subtitles to see if the students are capable of learning better by watching captions with the video and audio.

3.4 Sampling

As, Dörnyei (2007) says, the group of participants whom the researcher examines in order to get the final result of any particular study is defined as a sample. For the purpose of the study, the researcher has collected response from 40 students. All the students were from class VI and from the English version of Mohammadpur Preparatory Higher Secondary Girls School. All the candidates were female and were from a similar proficiency level. They were divided into two groups which are the controlled and the experimental, for the research. A multimedia classroom was provided and it was conducted in two different sessions. These candidates are considered sample.

3.5 Setting

As the researcher had been provided with 40 candidates in total, the study was conducted in two different sessions for both controlled and experiment group. Each group had 20 participants. The setting was very formal. The authorities were supportive enough to provide a multi-media classroom for conducting the survey. It was during the fifth period after the lunch break. After the screening and the test, all the participants were provided with a set of questionnaires to give their

valuable feedback. The researcher was present in the whole session in case the students need any help with the questionnaires. However, he did not try to influence any of the groups. The anonymity of the students was ensured and they were asked to provide an honest response to the opinion part. Thus, the researcher believes that all the responses of the participants were honest and there was no partiality or, any mishaps.

3.6 Instrumentation

The researcher used a test question having an MCQ, and questionnaire to collect the data for the research. MCQ was used to see the vocabulary acquisition process and the opinion based questions were given to see the opinion of the students about using anime for learning vocabulary.

Total 10 MCQ questions were given from the anime which was screened. The questionaries' were constructed based on the central research question. Total 5 questions were given. There were both open and closed-ended questions. For the open-ended one, participants were given enough space to write. Both the questions are included in the appendix.

3.6.1 Designing MCQ test question

For a test, which includes video, audio and subtitle, using MCQ is very logical. As, Heaton (1975) says, "Tests of vocabulary should avoid grammatical structures which the testee may find difficult to comprehend."(p.41). So, using MCQ and using the subtitle as the base of the questions was a logical aspect. According to Heaton (1975), "guidelines for MCQ items such as all the options should be of the same length, using a pair of synonyms as distractors, a similar difficulty level of the distractor and the option, same word class of the options were followed while making the questions." (p.46).

3.6.2 Using Questionnaires

Questionnaires are very effective while it comes to gathering opinions and information. There were total 5 questions in the questionnaire having both open and close-ended questions. According to Brown (1995), "if one is to gather a wide range of opinion and information, all kinds of questionnaires are seemed to be very efficient." (p. 51). Moreover, the objective of the survey gets much clearer while there are questionnaires asking for a personal opinion of the participants. The open-ended questions give more space for the candidates to reflect upon their experiences and learning. On the contrary, closed-ended questions are looking for specific answers which include "the range of possible responses" and are pre-determined by the researcher (Nunan, 1992, p. 143).

3.7 Data Collection Procedure

The researcher had to take several steps to collect the research data. First of all, the researcher had to look for school and suitable class of participants. After deciding on the school the researcher had to take the permission letter from the university and take to the institution where the survey was done. After the permission from the school authority, the researcher was provided a date to conduct the survey. A multimedia classroom and 40 students from junior secondary (English version) were also provided by the school. Before starting the session, the researcher had to brief about the procedure and provide the test scripts beforehand due to time constraint. After screening the video, the participants took the test and answered the questionnaire. This whole process was done individually for both controlled and experimental group. The researcher was present throughout the whole session in case the participants needed any clarification about the test and questionnaire.

3.8 Data Analysis Procedure

        The test was on MCQ question made from the anime. The main focus was to distinguish between the correct and the wrong answers. As there were 10 questions directly related to the video and taken from the subtitle, errors were very easy to distinguish. As there were two different groups the checking of the script directly shows the result of the survey. Furthermore, the questionnaires regarding the opinion were taken to consider as the research focuses more on the impact and participants' opinion.

3.9 Obstacle Encountered

        The first obstacle was encountered while selecting the video which was to be screened in the classroom. There is a wide variety of anime which are applicable to the study but the problem occurred while it came to managing time and collecting the subtitle of the anticipated video. There are various videos on YouTube which consist of 8 to 10 minutes but none of them has inbuilt subtitles. Though there are videos with subtitle the language is different. After a long search, the researcher was able to find a proper video for the test which is 8minutes long and with proper subtitle. Now, the second obstacle was finding the proper institution. The proposal was given to 3 schools in total but only one of them responded. On the day of the survey, the researcher had to submit the letter to the principal of the institution but after reaching. Nonetheless, as the letter was given to the principal, it was not taken and the proposal was rejected almost. Nonetheless, the vice-principal co-operated with the researcher and accepted the application for permission and provided researcher 42 students along with a multimedia classroom. Apart from these, while checking the scripts one participant from each group forgot to turn over the MCQ question and they missed four questions. So, the result of the survey was done on 40 participants, each consisting of 20 participants.

Chapter 4: Findings and Analysis

This chapter includes the findings of the research and the result of the MCQ test along with the participants' opinion regarding the use of anime to learn vocabulary.

4.1 Data collection result from the controlled group:

Number of Participants	Numbers of error made	Percentage of Error
20	2 to 6	20-60%

Table 1: From the MCQ test of the controlled group

As the table shows, 20 participants of the controlled group gave at least two wrong answers from the question after watching the video without subtitle. As there were only 10 MCQ the percentage raises to 60% as the maximum number of the wrong answer reached 6. The researcher did not find any participant who corrected all the answers from the controlled group.
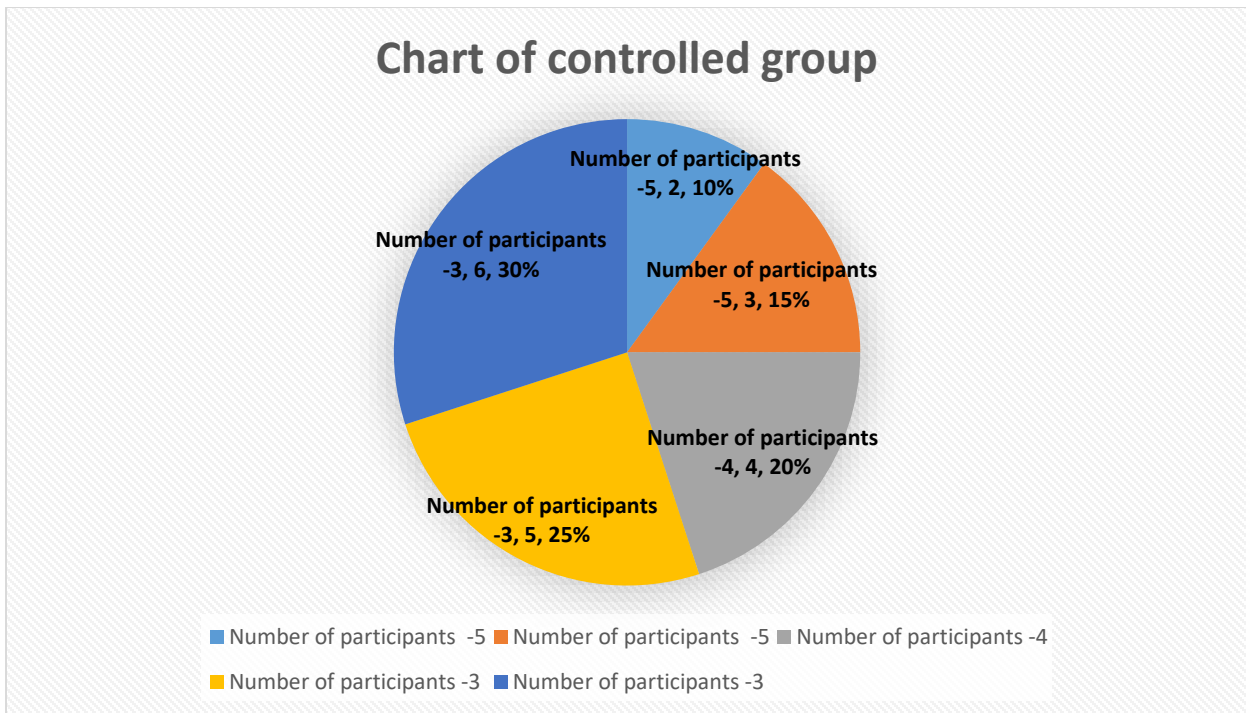

Fig: 1- Chart of the controlled group

This chart shows the number of participants making the number of errors. Five participants gave 2 wrong answers. Another, five participants gave 3 wrong answers and four participants gave 4 wrong answers. Again, 3 participants gave 5 wrong answers and 3 participants made an error of 6.

4.2 Data collection result from the Experimental group:

Number of Participants	Numbers of error made	Percentage of Error
20	1	0-10%

Table 2: From the MCQ test of the Experimental group

This is the data of experimental group who watched the video with subtitle. Only 11 participants gave one wrong answer and the rest of the participants corrected all the answers. Form this researcher finds the expected result of the study.
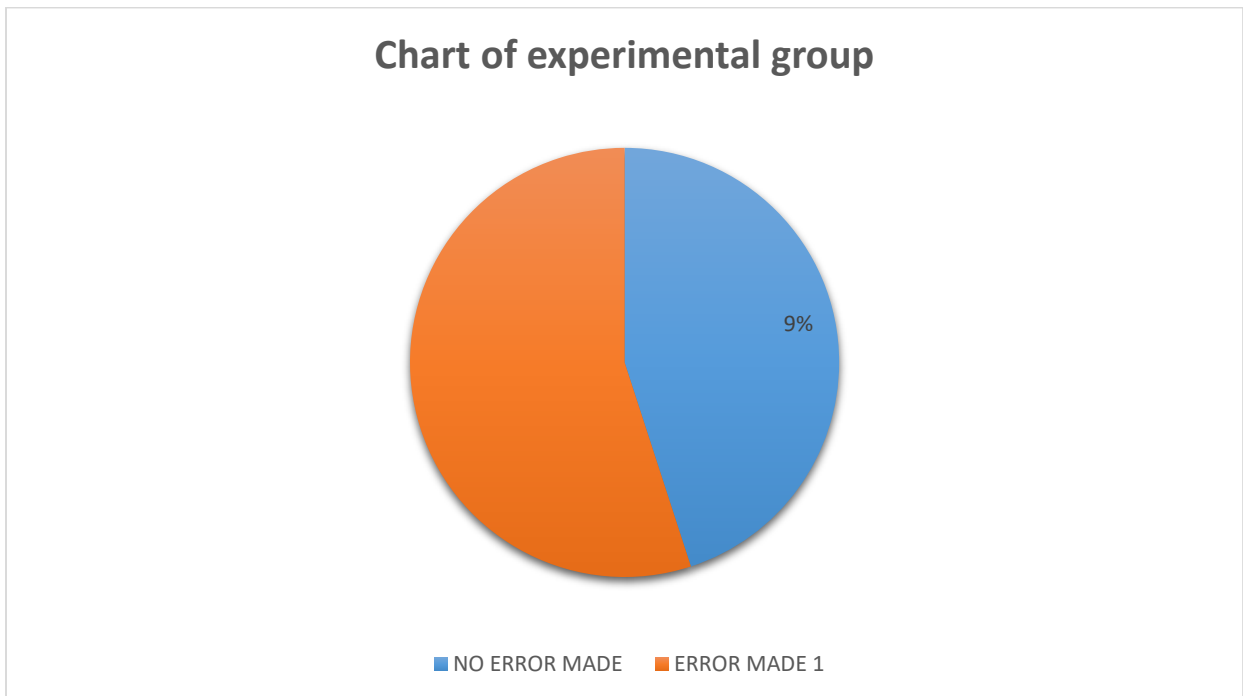

Chart of experimental group

9%

■ NO ERROR MADE   ■ ERROR MADE 1

Fig: 2 -Chart of experimental group

This chart shows that 9 participants' made no errors and 11 participants only gave one wrong answer. Which concludes the data analysis of the experiment group.

4.3 Overall:

The test was successful and the results are affirmative. The Experimental group acquired vocabulary more than the controlled group.

Ratio between two groups

	Controlled Group	Experimented group		
■ maximum error	6	1		
■ minimum error	2	1		
■ Correct	0	10		

■ Correct   ■ minimum error   ■ maximum error

Fig: 3- ratio between two groups

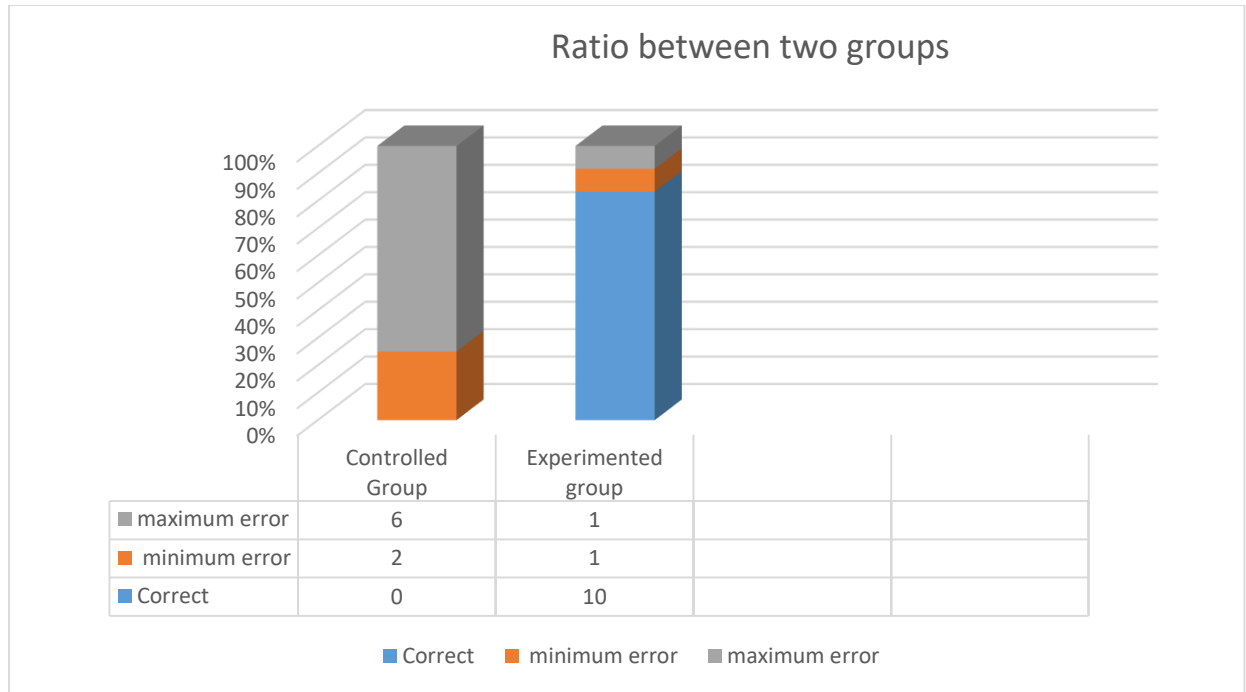This chart shows the ratio between both the groups and it is clear that the outcome was positive. The correction ratio of the experimental group is above 85% between both the groups and the number of error is maximized in the controlled group which leads to the conclusion of the test result.

Participants learn better with video with subtitles and they acquire much more vocabulary in this process.

4.4 Analysis of the opinion

In the questionnaire, there were five questions in total regarding the participants' view of the method. This is to see the impact on the students after the class and the researcher finds it overwhelming. According to most of the participants, anime in the classroom draws their attention and their focus on the topic remains completely intense and effective.

As for the subtitle both the groups agreed that subtitles are necessary because it helps with the listening and they can understand the context better if there is the subtitle. Furthermore, the spelling of the words is seen if the subtitle is given, which helps one to learn a new word effectively.

The researcher found various opinion regarding skill improvement. 9 out of 40 participants believe that all 4 basic skill of language can be learned through this method. 6 participants agreed strongly that only speaking skill can be better and 6 participants agreed both on listening and speaking skills can be improved in this way. 5 participants believe that they can not only improve listening and speaking but also reading skill as well. 4 participants think with listening and speaking, they can also develop writing skills. 3 participants believe differently that by watching anime they can only develop writing and speaking nonetheless, 2 participants beg to different and they think reading, listening and writing can be developed. In the remaining 3 participants, 2 of them think only listening skills improve but only one student had different belief that it helps with their reading skill.
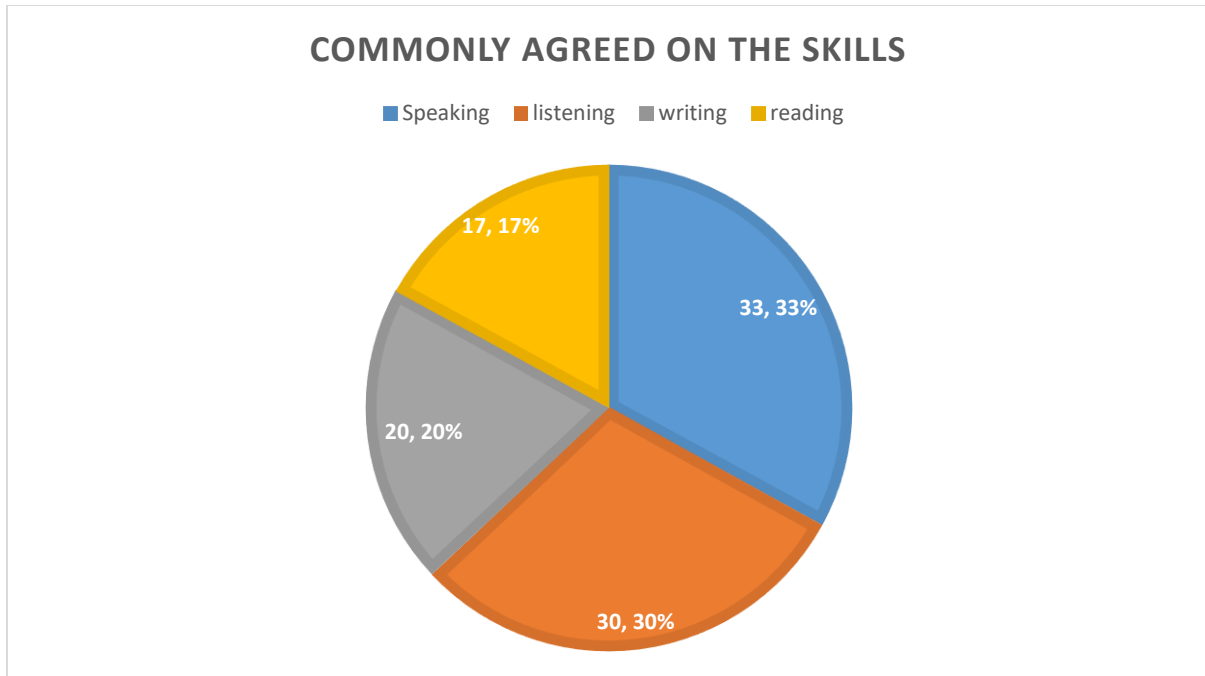
Fig: 4- Commonly agreed on the skills

Among 40 participants 33 agreed in the common ground that speaking skill is developed. Also, 30 of them agreed commonly on listening skill, 20 on writing and 17 of them commonly agreed on the development listening skill.

Moreover, all the participants agreed on the term that anime should be used in the classroom and the teacher should often do it to teach them new words or, introduce them to a new idea. According to the participants it is highly enjoyable more than the traditional way of taking a class and they tend to pay more attention if it is anime.

The traditional method of using the book and blackboard can be monotonous which leads to lack of attention and language acquisition is a subconscious process and it happens in stages. Watching anime in class breaks this monotonous flow and creates space for the students where they can acquire better. Addition to that, the anime used in classrooms show the proper use of grammar as well. Even students learn more through experiencing different context. They also might learn about the tones and proper pronunciation of a vocabulary item. Furthermore, if the

students are comfortable, they tend to ask questions about the lesson which creates a platform between the students and teachers to interact.

4.5 Discussion of the Central Research Questions:

This part of the research includes the discussion of the three central research questions in the light of findings and analysis of the survey.

4.5.1 Response to the first central question

The first question focuses on the efficiency of the comprehensive output after watching anime with subtitle. To answer this question, the MCQ test was taken. Table 2 and fig 2, show the findings of the experimental group. 9% of participants did not make any error and all the answer given by them was correct. Rest of the 11 participants only gave one wrong answer and other 9 answers among 10 questions were all correct which can be considered as 1% error. This shows that output is maximized through direct input of the video with subtitle. The answer gets much proper when the data of the two groups are compared (Fig: 3) and it shows that the correction rate between the two groups has a massive difference. The experimental group has a maximum error of 1 which can be considered on the basis of 10 MCQ is 10% among the total correction of 100% which is very less. Moreover, participants of the experimental group were seen to be more focused and intense throughout the whole session.

The researcher finds that using anime with subtitle is very effective while it comes to vocabulary learning. The data from the experimental group shows that maximum participants were able to give positive output through the test. The number of error is maximum 1% which is very less than the controlled group. Moreover, the context of the anime was easy to understand due to the subtitle. The participants did not had any confusion regarding the video as they did not ask any question regarding the test and the questionnaire.
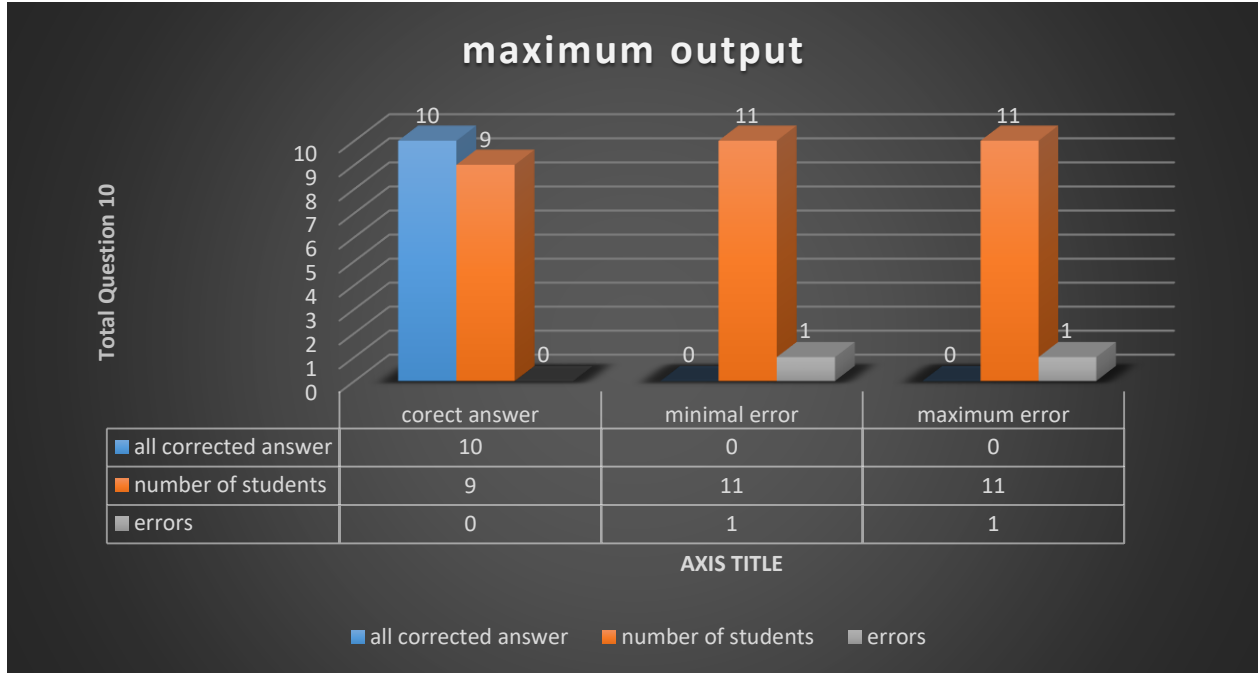
maximum output

	corect answer	minimal error	maximum error
■ all corrected answer	10	0	0
■ number of students	9	11	11
■ errors	0	1	1

AXIS TITLE

■ all corrected answer ■ number of students ■ errors

Fig: 5- Maximum Output

This figure shows the outcome of the test. The blue bar indicates the all correct answers given and the orange bar indicates the number of participants. Gray bar indicates the error made by the participants. As the figure shows the outcome is positive and the error rate is maximum 10% which is very low. So, the efficiency of the comprehensive is maximum which concludes the first central question.

4.5.2 Response to the second central question

The second question focuses on the efficiency of the comprehensive output after watching the video without any subtitle. The answer to this question lies in Table1 and Figure 1 which shows the outcome of the test. The table shows that minimal error made was 20% and the maximum error was 60% which compared to the experimental group is lesser. Moreover, the participants seem to have a hard time while it came to guessing the context of the video. The errors seem in a wide range. 2 to 6 wrong answers were encountered by the participants of the controlled group and

absolutely none of them were able to make all 10 correct answers. This leads to the conclusion that participants of the controlled group performed less effectively and were unable to give effective comprehensive output. As in figure 3, it is clear that the ratio of successful output between the two groups is strongly visible.
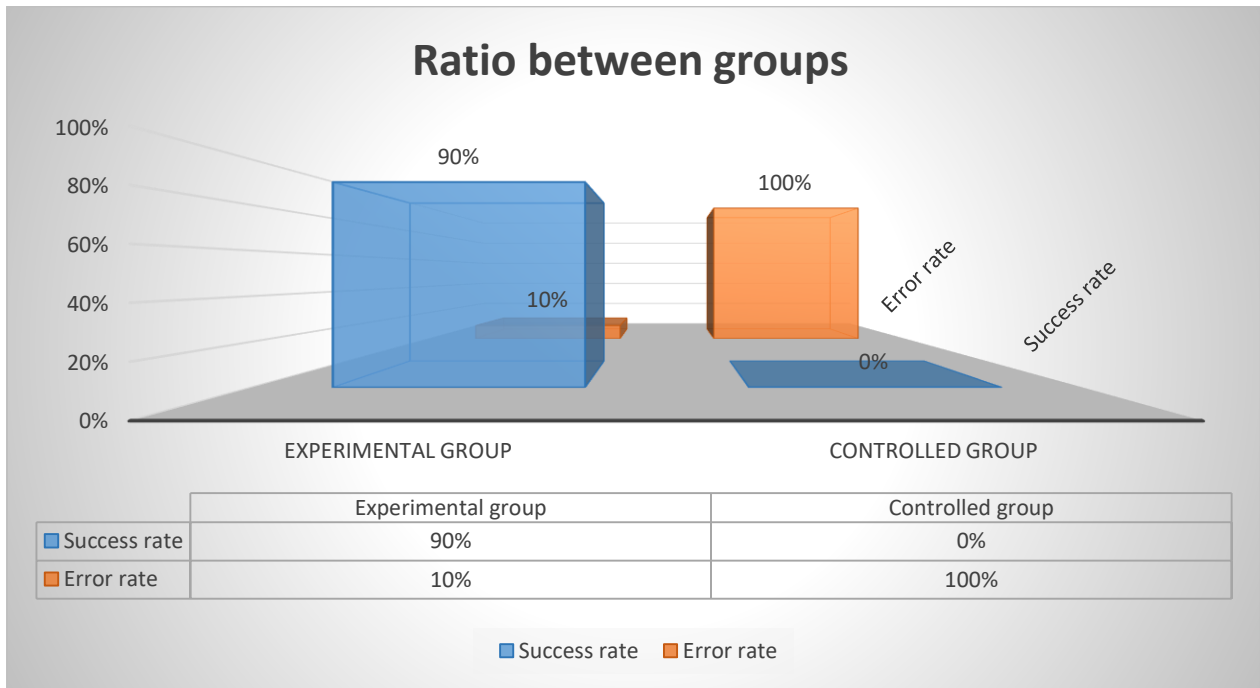

Ratio between groups

	Experimental group	Controlled group
Success rate	90%	0%
Error rate	10%	100%

Fig: 6- Ratio Between groups

Here, the figure shows the proper ratio of success between both the groups in the basis of all correct answers given. As the participants from the controlled group were unable to answer without any error the successful rate is considered nil. Nonetheless, form the experimental group 9 of the participants gave all correct answers and rest of 11 made only one error which can be considered as 90% successful rate comparing both the groups.

After analyzing the data, the researcher had to conclude that, the participants from controlled group do not present effective comprehensive output. They also had problems while understanding the context as they did not have any subtitle. According to them, they had to pay

more attention towards listening and in case they missed any word, there was no chance to look back through the context.

4.5.3 Response to the third central question

The questionnaire was set based on the final central questions which ask for the participants' opinion of the new approach and the impact of the whole process. As for the opinion of the participants, all of them had the same idea about the approach that it was interesting and enjoyable for them. They like this kind of approach because it helps them to keep their attention completely on the class and it provides a proper environment to acquire or, learn something new. The traditional classroom environment can become monotonous for the students and their attention shifts from the lesson but anime are attention-grabbing. Moreover, the participants think that such an approach gives them exposure to several contexts which might help them in practical situations where they have to use target language. Vocabularies are the basic elements of a language which later on helps to learn and use a language more efficiently and communicatively. Participants also believe that such an approach can develop their skills and in figure 4, participants' view on skills are reflected upon. Speaking and listening skills are believed to be developed by most the participants. However, few think that they can write and read skills with such an approach. Nonetheless, no one disagreed that such a process is not suitable for them.

Altogether, the analysis of both MCQ test and the questionnaires asking for opinion leads to the answer of the third research question. The researcher finds that the answer is affirmative and the impact is positive that participants acquire more by watching anime in class and they seem to be more attentive through the whole process rather than the traditional setting. Furthermore, participants were eager to ask questions throughout the session about the words they encountered. The researcher had to answer them accordingly after the whole session ended. Participants seemed

to have less confusion while asking for any clarification which indicates that a platform was created where teacher and students can interact successfully without any hesitation. However, there was no direct interaction between the students even while taking the test. Students were comfortable throughout the whole session and they were also focused.

So, the impact of watching anime was visible through the results and answers of the questionnaires which are-

1. Students keep their attention in the class.

2. Students are seen to be more focused in the lesson.

3. It gives almost practical exposure to a different context.

4. Pronunciations are clear and students can acquire easily.

5. Students feel comfortable to ask for any clarification.

6. The space for TSI (teacher-student interaction) is created successfully.

7. Students can develop a different set of language skills as per needed.

These are the probable and effective outcome and the answer of the third central research question.

Chapter 5: Conclusion

Language is the basic element of communication and acquiring is a process which happens subconsciously. Language learning, on the other hand, is a conscious process where the learner had to put conscious effort and years of practice. According to Kashan (1981) acquiring a language refers to "subconscious process identical in all important ways to the process children utilize in acquiring their first language.", on contrary, learning a second language is "a conscious process that results in 'knowing about' [the rules of] language." In Bangladesh, maximum students from schools, especially Bengali medium tend to learn English as their second language but they fail to communicate properly after 12 long years of conscious learning. The traditional classroom method is less interactive, time-consuming and there is less exposure where a learner can have practical experience of using the target language. The approach taken for this study was to show students video and see the outcome through the test. As the survey was done in the English version of the school. The survey was divided into two parts where participants would watch with and without subtitle to see the impact of the new learning process. As vocabulary is the basic elements of language, it was chosen for the test. The whole survey was done to see the impact of watching anime in ESL class.

5.2 Summary of the findings

The findings of this research based on the MCQ and the opinions show that the screening of anime in class is very helpful and if there is subtitle added with the anime, the students tend to learn better and their focus remains intact on the study. At the same time, students find lesson more interesting and they seemed to be eager to ask questions without any hesitation. Though in traditional approach students ask questions, but it is seen less. In the survey the students tend to ask question without hesitating. Moreover, students can develop a different set of skills according

to their needs, as they get proper exposure to different contexts. Furthermore, students believe that instructor should often use anime which might help to experience and explore more about the language.

5.3 Contribution to research

This research was done to see the impact of anime in ESL class. This research tried to reveal that students acquire better if they have proper exposure to a new environment and the contents used are interesting for them. The anime of 'OVERWATCH' was used in this research as it was only 8 minutes and was appropriate to design MCQ test based on it. This dissertation might get the attention of ESL instructors, material developers and the education policymaker to make a better learning environment for the ESL learners along with providing and developing new study methods of acquiring and learning ESL.

5.4 Practical Implications

This study includes the findings which were provided by the students of class VI. Their opinion about the survey is the most valuable insights as they are the prime element of the ESL class. Moreover, all the participants along with their instructor were very responsive through the whole process. Therefore, this study might prove to be helpful towards many ESL instructors, the learners of a higher secondary level and the authorities.

5.5 Recommendations

According to the findings of the survey, the researcher would like to address certain recommendations regarding using anime in the classroom. The recommendations are:

a) It is important to choose the proper anime though there are less with subtitle. If possible subtitles can be made easily and custom made subtitle is much more proper and better to use.

b) The time limit should be kept in mind while selecting as most of the classes are 30-45minutes long.

c) Before using any anime it is better to take opinion from the students regarding the video. If they want to watch the specified one or if they want to watch something of their liking.

d) Conducting a comparative study with the traditional method with the same elements without any video might help to find different perspective of using the anime in different environments.

e) Moreover, the use of multimedia classroom should be increased for ESL because it helps the students to explore more about the language they are learning.

5.6 Further Studies:

This research was conducted only in one school in Dhaka city. Nonetheless, schools across Dhaka city and other divisions can be included for further research. Moreover, the participants were all female which can be considered a form of limitation. Learners from different age and proficiency level can be included in this study to find further elements. Also, this research can be further extended where the researcher can see if the process of learning using anime lead to better acquisition or, conscious learning.

5.7 Conclusion:

The main objective of this research was to see the impact of using anime in ESL class. The research questions were prepared to see the impact and for in-depth analysis, a test was taken with and without subtitle of the anime screening. After analyzing all the findings, it can be stated that watching anime in ESL class has several positive impacts on the learning process such as acquiring necessary vocabulary, developing different competence skills to interact in different contexts,

interacting with the teacher and students' learn better as they pay attention to the subject and so on. Moreover, students prefer to learn more comfortably in a class where they can ask any question without any hesitation. Also, the teacher-student interaction increases accordingly. As, Brazelton and Greenspan, (2000) states that in relation to developmental perspective, the establishment of a positive teacher-student relationship aids a student's cognitive, social and emotional growth and enhances their mental well-being. So, this creates a platform where students and teachers can interact more efficiently. As a result, the researcher concludes by saying that using anime in ESL class has a positive impact and shows a wide range of possibilities where students of ESL can learn better, faster and become more conscious of the use of the target language.

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Appendix A

MCQ (Multiple choice questions): Tic the right answer.

1. Together, they upheld _____ and _____ in the heavens.

    a) Balance, life force   c) Balance, synchronicity

    b) Balance, harmony   d) Harmony, peace

2. The Dragon of the South Wind had _____.

    a) won   c) triumphed

    b) become victorious   d) passed away

3. As time passed and he realized his _____, the sweetness of victory turned to ash.

    a) Withdrawal   c) Confinement

    b) Wilderness   d) Solitude

4. The bereft dragon's grief threw the world into _____.

    a) distress   c) discord

    b) destruction   d) chaos

5. O, Dragon Lord, why are you so_____?

    a) distracted   c) distressed

    b) distraught   d) distrait

6. The stranger replied, "You have <u>inflicted</u> wounds upon yourself; here Inflicted refers to-

    a) bring   c) hold

    b) take   d) keep

7. Walk the earth on two feet as I do, find value in _____, then, you will find peace.

    a) honor   c) pride

    b) life   d) humility

8. "I know you tell yourself that your brother disobeyed the <u>clan</u>;" what clan refers to-

a) Cult   c) Family

b) Village   d) Tribe

9. The dragon _____ upon the ground.

a) Bowed   c) Stand

b) Knelt   d) Laid

10. The stranger _____ himself as his fallen brother.

a) Exposed   c) Revealed

b) Proclaimed   d) Reclaimed

Appendix B

Gender:

1. Do you like the use of anime in class for learning English?

2. Did you learn any new word from the anime?

3. Does text on the screen help with listening of the English words?

4. What part (Skills- reading, listening, writing, and speaking) of English you can learn better by

Watching   anime?

5. Do you think teacher should use anime often while teaching??