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IMPACT OF WATCHING ENGLISH- LANGUAGE SERIES WITH SUBTITLES ON THE ENGLISH PROFICIENCY OF GRADE 12 STUDENTS FROM A PRIVATE LEARNING INSTITUTION IN TACLOBAN CITY

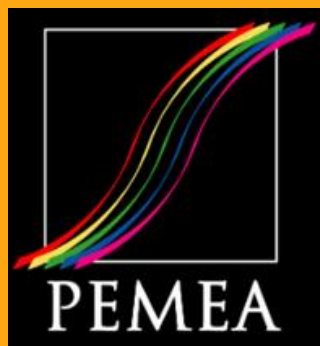
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Movie watching emerged as a popular choice of entertainment during the pandemic period.

BACKGROUND OF THE STUDY

- English subtitles are becoming increasingly popular due to the rise of foreign-language TV shows (Matinee Multilingual, 2023).
- Faqe (2018) studied whether using English movies with subtitles helps students acquire more vocabulary and idioms.



THEORETICAL FRAMEWORK

• **The Second Language
Acquisition Theory
by Stephen Krashen**

• **Cognitive Theory of
Multimedia
by Richard Mayer**

STATEMENT OF THE PROBLEM

This study aims to provide information about whether watching English language series with subtitles can be an effective way in improving the English proficiency of students.

- How often do they spend watching English – language series with subtitles?
- Does watching English – language series with subtitles effectively improve the English proficiency of the Grade 12 Students, in terms of reading comprehension, grammar, and vocabulary?
- Is there a significant correlation between the English Language Proficiency Assessment (ELPA) scores of Grade 12 students to their frequency of watching English – language series with subtitles?

SCOPE AND LIMITATIONS

- The study focuses on the impact of watching English-language series with subtitles on the English proficiency of grade 12 students from a private learning institution in Tacloban City.
- The study aims to determine if frequent viewing of these shows leads to good reading comprehension, vocabulary, and grammar usage.
- The primary subjects of the study will be grade 12 senior high school students in the school year 2022-2023.

METHODOLOGY

Research Design

Quantitative Research adhering to the quasi-experimental design

Research Locale

Private Catholic institution in Tacloban City, Leyte, Philippines 6500

Research Respondents

106 Grade 12 students selected through random sampling

Research Instrument

- Self-made Survey Questionnaire
- Adaptive English Language Proficiency Assessment - English Proficiency Test (Transparent Language, n.d)

Research Procedure

**Pre-data
Collection**



**Actual Data
Collection**



**Post-data
Collection**

Table 1*Age of Grade 12 Students in a Private Institution in Tacloban City*

Age	N of students	Percentage (%)
17	32	30.2%
18	68	64.2%
19	4	3.8%
20	1	0.9%
No answer	1	0.9%
Total (N)	106	100%

Table 2*Gender of Grade 12 Students in a Private Institution in Tacloban City*

Gender	N of students	Percentage (%)
Male	39	36.8%
Female	65	61.3%
Prefer not to say	2	1.9%
Total (N)	106	100%

Table 3*Hours of Watching English Movies with Subtitles*

Hours of Watching	N of students	Percentage (%)
1-2 hours	40	37.8%
2-4 hours	37	34.58%
4-6 hours	17	15.89%
6-10 hours	8	7.48%
More than 12 hours	5	4.67%

Table 4

Beneficial Effect of Watching English Movies with Subtitles on the English Writing Proficiency of the Grade 12 Students

Do you think by watching such movies with subtitles or without subtitles can be beneficial to you?	N of Students	Percent (%)
Yes	79	74.5%
No	1	0.9%
Maybe	26	24.5%

Table 5

Significant Impact of Watching English Movies on the Writing Proficiency of the Respondents

How would you rate the impact of watching English movies on your English language proficiency, using a scale of 1 to 5, where 1 is "no impact," and 5 is "significant improvement"?	N of Students	Percent (%)
Insignificant Impact	0	0%
Minor Impact	4	3.8%
Moderate Impact	34	32.1%
Major Impact	41	38.7%
Severe Impact	27	25.5%

Table 6

Mean scores and standard deviations of the English Language Proficiency assessment of the Grade 12 students.

Range of Scores	Descriptive Interpretation	<i>f</i>	%
27-30	Excellent to Very Good	35	33.02%
22-26	Good to Average	39	36.79%
17-21	Fair to Poor	20	18.87%
13-16	Very Poor	12	11.32%
Total		106	100.00
\bar{X}		26.5	Good to Average
SD		17.61	

Table 7

ANOVA Scores to the Frequency of Watching English Movies with Subtitles of the Grade 12 Students

Criteria	p-value	Interpretation
Grammar	.911	Not Significant
Vocabulary	.685	Not Significant
Reading Comprehension	.579	Not Significant

- Majority of the students watch English movies with subtitles for 1-4 hours.
- Majority of the respondents think that using English movies with subtitles can be a beneficial tool in improving one's English language proficiency.
- The results from the ELPA show that most of the respondents show a wide range of scores, from "Very Poor" to "Excellent to Very Good". The mean of 26.5 is interpreted as "Good to Average".
- The correlation of their ELPA scores to their habit of watching showed that there is no significant relationship between the two variables.
- The results of this study contradict Richard Mayer's Cognitive Theory of Multimedia Learning. Thus, it could be concluded that the habit of watching English movies does not guarantee a learner's proficiency in grammar, vocabulary, and reading comprehension.

RECOMMENDATIONS

- Students with low or poor scores in the ELPA to practice and engage in activities to improve their English proficiency.
- English Teachers to look into other courses of action or a method that could serve better teaching and could be a source of enjoyment and motivation for students to learn the English Language.
- Future researchers to explore other variables that may affect the learners' proficiency in English.

REFERENCES

Faqe, C. K. (2017, March 28). The effectiveness of english movie subtitles in vocabulary learning among Iraq Kurdistan EFL learners: Soran university EFL learners as an example. *International Journal of Current Advanced Research*, 6(3), 2590 – 2594. <http://dx.doi.org/10.24327/ijcar.2017.2594.0053>

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