

ANIME WITH ENGLISH SUBTITLES: TOOL IN EXPANDING SECOND LANGUAGE LEARNERS' VOCABULARY AND SYNTACTIC COMPLEXITY

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Abstract: This study which is a combination of qualitative and quantitative examined the effect of subtitled anime on the learning gains of ESL (English as Second Language) learners in terms of vocabulary and syntactic complexity. The respondents, composing of Grade 8 pupils were divided into three groups and were subjected to experimentation. Each group comprises of 30 students using heterogeneous distribution. As part of their classroom instruction, one group viewed English subtitled anime, another group viewed English dubbed anime and the last group was considered as the control group which utilized the conventional instructional materials recommended in their learning module. Respondents were asked to do composition writing and answer cloze test as data gathering tool. As pertained to in the Kruskal-Wallis Analysis of the learning gains of the three groups of respondents, the composition writing results garnered a p-value of 0.058 while the cloze test garnered 0 p-value; thus rendering the decision to reject the null hypothesis and proving that there was a significant difference in the learning gains of the students in vocabulary and syntactic complexity for those who used the English subtitled and dubbed anime as instructional materials. Moreover, those who used the English subtitled anime achieved higher learning gains compared to those who used English dubbed anime. The statistical evidence was seconded further by the survey and interview among the respondents regarding their opinion on the utilization of subtitled anime as instructional material.

Keywords: anime, dubbed, cloze test, learning gains, subtitle, syntactic complexity, vocabulary.

I. INTRODUCTION

Numerous arising problem caused by limited vocabulary knowledge of L2 learners hinders learners from giving reactions using the target language both in oral and written form. English language teachers observed learners that in construction of simple sentences, they are already having difficulties more so as to construction of complex sentences. This is evident especially in time they encounter situations that require fluency in English such as recitations and composition writings.

Thus, to address this growing dilemma regarding English acquisition and utilization, the researcher who is also a second language teacher considered thinking of new tool of instruction in which learning of the target language can be carried inside the classroom in an exciting and entertaining manner. Also, it is designed to lower the anxiety or affective filter learners' feel during English class. With this, the researcher was able to contemplate the use of anime films with English subtitles in class.

Employing the use of anime films with subtitles assist learners in improving not only their vocabulary knowledge but also their reading comprehension skills. Students who enjoy reading will eventually enrich their vocabulary size and will have the ability to determine word meanings because they are quick to read variety of materials compared

to poor and reluctant readers who less likely to expand their vocabulary knowledge through wide reading (*Haris & Sipay, 1990; Garancho, 1997; Gunobgunob, 2007*). Consequently, the possibility to understand text materials and improve reading comprehension is being restricted due to limited vocabulary size (*Gunobgunob, 2007*). In this case, learners' weakness in terms of reading and comprehension through the use of subtitled films their vocabulary is strengthened.

Since anime is claimed to increase students' motivation and provide convenience on teachers, it is now becoming an important educational medium in the language classrooms, which enlivens and enriches students' interest to achieve the goal of teaching and learning second language (Lynne, 2001; Gorjian, 2014). Besides, anime enriches classes, stimulates discussion and increases students' ability to acquire new vocabularies and aid the difficulties of language.

This study will contribute to the advancement of knowledge in teaching strategies particularly on the use of animated films with subtitles inside the classroom to enhance the vocabulary and develop complexity in sentences of ESL learners. It will also provide up-to-date understanding of the 21st century learners' skills and the digital instructional materials to be used in order to meet learners' interest in response to the mandate of the K to 12 Program. Further, this study is essential in helping teachers and learners in adapting to the fast-paced changes occurring in the digital age.

In general, the purpose of this study is to find out How Anime with English subtitles become a pedagogical tool in expanding Second Language learners' vocabulary and developing their syntactic complexity.

II. BODY ARTICLE

The fastest way to meet 21st century L2 students' interests and needs is through the use of animation since the process of language learning is more encouraging and fruitful to the part of students because animated cartoon is an example of multimedia tool that provides learning via multi – sensory channels to students. In addition, high – powered multimedia offers closer authentic situation of language learning to L2 students which involve listening, viewing, reflecting, doing and participating. Comparing animation to traditional methods in language teaching, animation aids the understanding of students given that it appeal mutually to visual and audial memory (*Collin &Rayen,*

2009;Kayaoglu, et.al, 2011). One way to look at the influence of anime as a viable instructional material for language learning is through Stephen Krashen's Theory of Second Language Acquisition. According to Krashen, "language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill." More particularly, in his fifth hypothesis known as the Affective Filter Hypothesis, Krashen indicates that there are a number of affective variables that facilitate second language acquisition: motivation, self-confidence and anxiety. The hypothesis further states that learners who are highly motivated, self-confident and have good self- image as well as low level of anxiety are better equipped in acquiring a second language.

The utilization of anime in the classroom is one way of motivating students to learn since it is a material that they are familiar with and more importantly, enjoy. As Hoogeveen (1995) states, there are three benefits of using multimedia in teaching language: firstly, he explained that students react in a complex manner to the multimedia material used alongside by giving their responses of experiencing the information more than just simply acquiring it. Secondly, that man-machine's interaction is friendlier and thirdly, by the use of multimedia the process becomes happy and learning is more fun for students. Boswood (1997) seems to agree that using animation brings the combination of joy and learning in the education environment that turns into the term "edutainment." In addition, catching students' attention is one of the most significant factors to determine success in the acquisition and learning of second language, the use of animated films only prove that learning is motivating and enjoyable.

Moreover, positive benefits of using animation that influence L2 students are observed, it strengthens motivation on the part of students, eliminates affective filter that may interfere with the process of language learning, reduces anxiety level, improves contextual comprehension with the help of subtitles displayed together with the animation, helps in the retention of concepts and not just the use of text and promotes verbal and visual literacy. Aside from the enumerated positive benefits, few negative benefits are also observed such that it distracts the learner to watch the cartoon repeatedly and it affects learning process if students possess difficulties in vision (*Devi,*

2005). Even if the negative impacts be eliminated still the positive impacts are enough to use animation in teaching and learning language.

The authenticity and variedness of a language vocabulary can be provided by the utilization of animated films. Animations give students concrete examples of English language vocabularies that are used in real – life situations or scenarios outside the four corners of the classroom – specifically, interactive vocabularies. Likewise, students are exposed to natural expressions and normal flow of speech especially if students are not living with English – speaking people or surrounding. Perhaps, only animated films and televisions provide students a real – life language input.

Theoretically speaking, using animations in learning is based on dual-coding theory. Dual-coding theory asserts that language knowledge learning is more effective if both visual and verbal channels are used in the process (*Pavio, 2006*). Besides, five senses of students are being address with the use of animation even considering its interactivity that contributes to the autonomous learning of students and makes learning permanent. Animation also offers visual context to L2 students which makes animated films useful as language teaching tool, for instance, students understand more the full context of the language in order to understand the film. Donaghy also states that animated films help student to focused their attention and comprehend meanings by enabling them to look at the visual clues such as facial expressions and gestures of the characters in the films and to listen to the language use through verbal messages like dialogues.

Furthermore, the use of animations can be flexible for it makes language learning suitable for L2 student that has different learning styles. This idea is referenced to Howard Gardner’s Theory of Multiple Intelligences which promotes equal attention not only to the linguistic and logical- mathematical intelligences of learners but also on other types of intelligences such as naturalist, intrapersonal, interpersonal, musical, bodily-kinesthetic and spatial. Animations can solve the problem of students’ having different style and strategy in learning a language such as students who are aural, visual, tactile and kinesthetic learners, their demands can be meet and access by using animations that are well – suited to their learning style preference plus animations provide multiple modalities (*Butler-Pascoe & Wiburg, 2003*). Allowing various learning styles and strategies in learning a language like multimedia particularly animations can be a factor of having high motivation level in the part of students in a positive way for the reason that they can find something attractive (*Kayaoglu, 2011*). Additionally, a whole animated film can serve as a medium in enhancing students’ macro skills: listening, speaking, reading, writing and viewing and it can be a springboard for different tasks in class such as discussions, debates, role plays, constructing dialogues and summarizing text.

With the provision of multimedia and technical devices as video materials (animated films and short video clips), Television, LCD projector, laptop and DVD player students comprehensible input has increased a lot more than what is expected and that is described by Krashen (1982) as the „subconscious language acquisition.“ According to Cakir (2006), out of all types of multimedia, the use of animation increased rapidly due to its focus on communicative aspects of language use. This has also become a big help to the part of teachers in boosting the quality of teaching language not only inside the classroom but also outside like students’ own home. But despite all the long list of animated films advantages, it is unavoidable that language students will encounter difficulties in understanding the video materials in the target language. Thus, animated films have been enriched with subtitles to facilitate students’ comprehensibility of the materials. Subtitles are either in the target language or the mother tongue of the students.

There are many people who support the use of subtitles in video materials for several reasons. There are some researchers that study the effects of subtitles in animated films especially on vocabulary expansion and their findings supported the common assumption that it is an effective tool in learning vocabulary and enhancing reading and listening comprehension skills. It is affirmed that with the assistance of subtitles in audiovisual materials it can be a powerful educational tool for example it facilitates learning the target language by helping students visualize what they hear, it enhance L2 students’ listening comprehension skills and it develops their language comprehension and lead to greater depth of processing and other cognitive benefits (*Danan, 2004*). However, *Danan* recounts that still many second language teachers are opposing the use of audiovisual materials. It is presumed that they fear subtitles to distract the attention of lower – level students and creates a lazy environment in them from the actual spoken language to written text (*Taylor, 2005*).

In response to the negative impact of animated films with subtitles, others affirm that it is beneficial because it underpins new literacies in media enumerated as accessing, understanding, analyzing, interpreting, and creating messages visually (Chan & Herrero, 2010). They also advice teachers to recognize the experiences shared by the use of animation as a valuable learning tool and to put into practice the strategies and activities that provide applicable skills.

Nowadays, students are surrounded by technological devices and communications that are internet – based there is no doubt that in a blink of an eye they can access to all the things they want anytime and anywhere. Possibility also arises that students are acquiring and learning new skills without their knowledge of it simply by surfing the net or watching their favorite anime or cartoon episodes during their leisure time at home or in their friend's house.

Indeed, teachers can take advantage of the multimedia (animation) impacts in students: one can watch an anime, listen to it and read the subtitles, comprehend the story, process new vocabulary learned, share the story to others and write it down and reflect to assess learning, correct mistakes and give feedbacks.

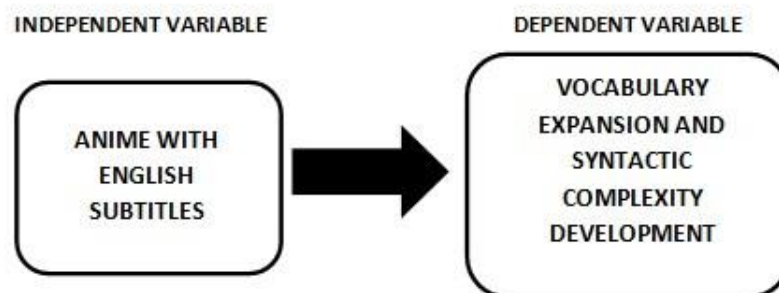


Figure 1: Paradigm

The figure above shows that the teacher will use anime with English subtitles to expand the vocabulary and develop complexity in sentences of second language students.

III. METHODS

Participants

The samples of the study were taken from three grade-8 heterogeneous sections of Cauayan City National High School Basic Education Curriculum. The three sections were composed of 30 students who are enrolled for the school year 2017 – 2018. In all, there were 90 samples. They were matched manually and statistically based on a particular variable such as their age, Grade 7 English grade and proficiency test result in order to guarantee their equivalency and comparability.

The selected 30 learner samples were assigned to a particular group. There were three groups, the first group received a treatment which is the anime with subtitle or a written text below each frame of the film, the second group also received a treatment wherein the anime is dubbed or voice existence only and the third group considered as the controlled group in which there is no intervention instead it is the used of regular language activities specified by the learning module of the samples.

The first and second group were asked to watch the same anime films but with different subtitling option that were relevant and applicable to their lessons which were integrated in the Daily Lesson Log of the teacher.

The sample groups were a combination of male and female students ranging in ages 13 to 14 with the same vocabulary and syntactic complexity proficiency level determined by a proficiency test. The test is administered before the intervention or most likely before pre-test. It consists of 25 multiple-choice items and 25 application items. The time allotted was 60 minutes.

Procedure and Study Design

To achieve the objectives of this study, a combination of quantitative and qualitative research structure is used. The Pre-test and Post-test under Quasi Experimental Non-equivalent design is utilized wherein the selected samples are non-randomized. The Pre-test and Post-test design is used in order to study and compare the effects of the treatment in the experimental and control group that only occurs at a point after the introduction of the treatment.

In this design, two groups received treatment and the results were gathered at the end. The control group received no treatment, over the same period of time, but underwent exactly the same tests. The researcher administered a proficiency test to the learners. The proficiency test results were used as basis on the homogeneity of the learners' vocabulary knowledge and syntactic complexity among the three groups. The learners in the three groups wrote a pre-composition about the general theme of the modules 1 and 2 given by their English teacher which is related to the anime film they are about to watch.

During English class (for six sessions), The English teacher asks learners to answer a 15-item cloze test prior to the use of the treatment. Afterwards, the teacher showed anime films to the learners which are related to their daily lessons. After the simple discussion, the teacher will again administer a 15 item cloze test to the learners. This is to get an immediate result of the treatment. Two or three days were consumed to finish the experiment including the sub pre-cloze test, watching anime, discussion and sub post-cloze test.

After 19 weeks, all the 90 learners wrote a post-composition about the summary theme of Modules 1 and 2 which are relevant to the anime films they have watched. Their seatwork compositions as offshoot of watching anime were rated again using the same scoring rubrics.

The researcher distributed survey questionnaires to be answered by all the learners from the three groups with different question contents. After obtaining the data gathered from the survey questionnaires the researcher conducted an interview to three learners coming from each group to generate supplementary data. The scores in the pre-composition and post-composition writing as well as the final pre and post cloze test of the three groups were compared and examined to determine if there are significant effects in using anime with subtitle in expanding learners' vocabulary and developing their syntactic complexity. The average score of the three groups were compared to determine if there are significant differences in compositions between the respondents who watched anime with English subtitle, those who watched dubbed anime and those who have received no intervention.

Instruments

The instruments used in the research study were as follows: *Pre and Post*

Compositions wherein one question is centered on the general theme of Modules 1 and 2 requiring them with a minimum of 150 words within 1 hour. The essay question was validated by five English experts: 2 university instructors and 3 high school informants. *Scoring rubric* for pre and post-composition were made to set standards and criteria explicit in giving rating to students' composition. The rubric used is an example of analytic rubric. The rubric is composed of five indicators with four rating scales, 4 as the highest score and 1 as the lowest score. After the independent assessment using the rubric, inter-rater rubric is used to quantify the extent to which multiple raters agree when rating subjects on established criterion. *Head and Sub Cloze Test* in which consists of an essay regarding the general theme of Modules 1 and 2 with 15 certain words removed. Students need to replace the 15 missing words through guessing. Learners were encouraged to use their stock vocabulary or context clues. The sub cloze test was given to the respondent six times, every before the teacher will use the treatment (anime films). It consists of an essay centered to the message of the anime they are going to watch with some certain words removed. Students need to replace the missing words by employing their schema vocabularies. *Survey Questionnaires* - there are three survey questionnaires with two sets: set A wherein questions are answerable by yes or no and set B as rating scale prepared for each group. The survey questionnaire requires respondents from the three groups to answer. This serves as supplementary information needed in the study. Aside from the survey questionnaires,

interview was also conducted by the researcher in order to gather additional information coming from what the learners say using open-ended questions. The interview consists of five open-ended questions for Group 1 (Subbed Anime), four questions for Group 2 (Dubbed Anime) and three questions for Group 3 (Non Intervention) to be answered by three students coming from each group.

Stimulus Anime Films coming from different genres which are linked to learners' daily English lessons' theme were shown to the first and second group. There are three lessons with corresponding themes under each module. One module is equivalent to one grading period. Therefore, there were six videos shown in the scope of the experiment for two grading periods. The anime films were chosen based on its theme, content accuracy, moral and cultural uprightness, timeliness and age appropriateness. The six anime films watched by the learners are few among the numerous genre of anime to choose from. It doesn't mean that the selected anime films are the only anime to be use inside the language class instead these are only examples from thousands of accessible anime. In English Grade 8 Learners' Material, Module 1 is about searching for knowledge aiming to direct students to have a deeper understanding of the different culture, values and traditions specifically in South East Asian countries that will help to strengthen their identity as Filipinos. On the other hand, Module 2 is about embracing heritage. It includes knowing the similarities and differences of South East Asian Countries and accepting its diversity.

Measures for Data Analysis

Using the Statistical Package for Social Science (SPSS), the data gathered by the researcher from the students were computed.

Wilcoxon Sign Ranked Test

Since the study necessitates to use non-parametrical statistical test, the researcher made use of the dependent t-test equivalent which is the Wilcoxon signed-rank test. Wilcoxon signed-rank test was utilized because the real assumption in statistics has been violated and it is certainly inappropriate to use the t-test.

The function of this test is to compare two sets of scores; pre and post-test of the respondents. This is, if, we wish to examine changes that occur in scores from one time point to another or if the respondent is subjected to one or more condition.

Kruskall Wallis

Meanwhile, instead of using one-way ANOVA, a parametric statistical test which is used when there are three or more groups in the study, the researcher decided to exhaust Kruskal-Wallis test. This is because the assumptions of ANOVA are not met in the study. Kruskal-Wallis test measures the significant differences between the independent and dependent variables among the groups.

IV. RESULTS

There is no significant effect on the use of anime with English subtitle in the students' vocabulary expansion and syntactic complexity development

Table 1: Kruskal-Wallis Analysis of Learning Gains Between Groups Using Chi-Square Statistics

	Chi-Square	Df	P	Decision
Composition Writing	5.698	2	0.058	Retain Ho
Cloze Test	40.946	2	0	Reject Ho
Cloze Test 1	36.713	2	0	Reject Ho
Cloze Test 2	67.332	2	0	Reject Ho
Cloze Test 3	51.284	2	0	Reject Ho
Cloze Test 4	54.532	2	0	Reject Ho
Cloze Test 5	54.244	2	0	Reject Ho
Cloze Test 6	53.574	2	0	Reject Ho

The null hypothesis states that there is no significant effect of the subtitled anime to the learning gains of the respondents. However, as seen on the table, results indicate that the results of the respondents' composition writing and cloze tests 1-6 rejected the null hypothesis.

In effect, this points out that the subtitled anime is an effective teaching aid compared to its dubbed counterpart and to the conventional teaching materials used.

The results match the findings of studies conducted by, Loing (2010) Eye (2016) and Birules-Muntane and Soto-Faraco (2016) in which they were able to determine through experimental research that English as Second Language (ESL) and English as Foreign Language (EFL) learners benefitted from watching subtitled audiovisual material.

There is no significant difference in the vocabulary and syntactic complexity between and among the students in first group watching anime with subtitle, students in second group watching anime without subtitle and students in third group with no intervention

Multiple Comparisons of Subgroups' Learning Gains

Table 2: Multiple Comparison of Subgroups' Learning Gain in Head Cloze Test Using Dunn's Post Hoc Test for Kruskal-Wallis H Analysis

Subgroups	Test Stat	SE	Std Test Stat	P	Adj. p	Decision
T ₂ – T ₁	-29.78	7.09	-4.20	.00	.00	Reject Ho
T ₂ – T ₀	39.23	6.32	-6.21	.00	.00	Reject Ho
T ₁ – T ₀	-9.44	7.05	-1.34	.18	.54	Retain Ho

T₀: Comparison group; T₁: Dubbed in English; T₂: With Subtitle

As shown in table 2, there is a statistical difference when the group taught with English-subtitled Anime (T₂) is compared with the group taught with Anime dubbed in English (T₁). The same result occurs when the group taught with English-subtitled anime (T₂) is compared to the comparison group (T₀). Because this is the case, the null hypothesis is rejected, signifying that the anime subtitled in English plays a significant role in improving instruction.

When the group taught with anime dubbed in English was compared to the comparison group, results indicated statistical non-significance hence the null hypothesis is retained. This means that dubbed anime is not significantly effective in improving instruction.

Results indicated are similar to the findings presented in Zanon's (2006) study wherein it was stated that subtitled content was more effective in facilitating language learning compared to dubbed content because more senses are utilized: subtitled content utilizes audio, visual and textual information whereas dubbed content only has two, audio and visual.

Moreover, watching anime is not only limited to acquiring vocabularies. It can also facilitate new learning in terms of diversity such as countries' culture, traditions, practices and beliefs whether it is subtitled or dubbed anime as long as it is shown in the film through the characters' gestures and setting and story's plot and its universal message which is the theme

Table 2.1: Multiple Comparison of Subgroups' Learning Gain in Cloze Test 1 Using Dunn's Post Hoc Test for Kruskal-Wallis H Analysis

Subgroups	Test Stat	SE	Std Test Stat	P	Adj. p	Decision
T ₁ – T ₀	-1.08	7.03	-0.15	.88	1.00	Retain Ho
T ₁ – T ₂	34.89	7.07	4.94	.00	.00	Reject Ho
T ₀ – T ₂	33.82	6.30	5.37	.00	.00	Reject Ho

T₀: Comparison group; T₁: Dubbed in English; T₂: With Subtitle

Table 2.1 illustrates the statistical difference between the comparison group, the group that was given English subtitled anime and the group that was given English dubbed anime as determined in Cloze Test

1. In comparing the outcome of the group which had the English dubbed anime for instruction (T1) to that of the comparison group (T0), the p-value was higher than .05 which indicated that there is no significant impact of the English dubbed material and the conventional material to the learning gains of the respondents. In comparing T1 to T2 and T0 to T2, statistical results indicate that the null hypothesis is rejected therefore signifying the significant impact of English subtitled anime as instructional material. According to Gardner in his multiple intelligences learners are more likely to gain greater progress if they use strength in learning required topics. Hence, it is recommended that teachers utilize varied ways of dealing with the subject.

Table 2.2: Multiple Comparison of Subgroups' Learning Gain in Cloze Test 2 Using Dunn's Post Hoc Test for Kruskal-Wallis H Analysis

Subgroups	Test Stat	SE	Std Test Stat	P	Adj. p	Decision
T ₀ – T ₁	15.47	7.02	2.20	.03	.08	Retain Ho
T ₀ – T ₂	50.81	6.30	8.06	.00	.00	Reject Ho
T ₁ – T ₂	35.34	7.06	5.00	.00	.00	Reject Ho

T₀: Comparison group; T₁: Dubbed in English; T₂: With Subtitle

This 2.2 table illustrates the differentiation of learning gains achieved by the comparison group (T0), the group that utilized anime dubbed in English (T1) and the group that utilized anime subtitled in English (T2).

In comparing T0 to T1, results show that p- value is higher than its .05 mark. This signifies that the null hypothesis is retained In comparing T0 to T2 and T1 to T2, p- values are both 0.00 thus signifying the rejection of the null hypothesis.

These implies that the conventional materials used in T0 and the English dubbed anime used in T1 do not play a significant role in improving the learning gains of the respondents as reflected in the outcome of Cloze Test 2.

Table 2.3: Multiple Comparison of Subgroups' Learning Gain in Cloze Test 3 Using Dunn's Post Hoc Test for Kruskal-Wallis H Analysis

Subgroups	Test Stat	SE	Std Test Stat	P	Adj. p	Decision
T ₀ – T ₁	33.76	7.06	4.78	.00	.00	Reject Ho
T ₀ – T ₂	43.69	6.34	6.90	.00	.00	Reject Ho
T ₁ – T ₂	9.93	7.10	1.40	.16	.49	Retain Ho

T₀: Comparison group; T₁: Dubbed in English; T₂: With Subtitle

The statistical significance among the three groups (Comparison group, group in which anime dubbed in English were used and group in which anime subtitled in English was used) for Cloze Test 3 is indicated in this table. In the comparison between T0 and T1 as well as T0 and T2, results indicate that the null hypothesis should be rejected hence implying that the materials used, conventional materials and the English dubbed anime, had significant impact on the instruction given to the respondents. In the comparison between T1 and T2 however, the p-value was higher than .05 hence the null hypothesis is retained. This signifies that based on the results of Cloze Test 3, the anime subtitled in English did not have impact on the instruction given to the respondents.

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Table 2.4: Multiple Comparison of Subgroups’ Learning Gain in Cloze Test 4 Using Dunn’s Post Hoc Test for Kruskal-Wallis H Analysis

Subgroups	Test Stat	SE	Std Test Stat	P	Adj. p	Decision
T ₀ – T ₁	29.96	7.00	4.28	.00	.00	Reject Ho
T ₀ – T ₂	45.80	6.28	7.29	.00	.00	Reject Ho
T ₁ – T ₂	15.84	7.04	2.25	.03	.07	Retain Ho

T₀: Comparison group; T₁: Dubbed in English; T₂: With Subtitle

The table 2.4 illustrates the comparison of learning gains of the respondents based on Cloze Test 4. The groups include the comparison group (T₀), the group which utilized English dubbed anime (T₁) and the group which utilized English subtitled anime (T₃).

In comparing the learning gains of T₀ and T₁ as well as to and T₂, it can be seen that the p-value is less than .05 hence the hypothesis is rejected.

This means that the learning materials used in those groups played a significant role in affecting the outcome of Cloze Test 4. As for the comparison of T₁ and T₂, the null hypothesis is retained implying the lack of significance of the materials used therein.

Table 2.5: Multiple Comparison of Subgroups’ Learning Gain in Cloze Test 5 Using Dunn’s Post Hoc Test for Kruskal-Wallis H Analysis

Subgroups	Test Stat	SE	Std Test Stat	P	Adj. p	Decision
T ₀ – T ₁	12.79	7.07	1.81	.07	.21	Retain Ho
T ₀ – T ₂	45.66	6.34	7.20	.00	.00	Reject Ho
T ₁ – T ₂	32.87	7.11	4.63	.00	.00	Reject Ho

T₀: Comparison group; T₁: Dubbed in English; T₂: With Subtitle

Table 2.5 shows the comparison among the comparison group (T₀), the group which utilized English dubbed anime (T₁) and the group which utilized English subtitled anime (T₂). Analysis indicated that in comparing T₀ and T₁, the null hypothesis should be retained thus suggesting that the materials used in the said groups do not have significant impact on the instruction of the respondents as based on the results of Cloze Test 5.

With regard to the comparison between T₀ and T₂ as well as T₁ and T₂, results show that the null hypothesis should be rejected hence implying that the English subtitled anime utilized in instruction had significant impact on the learning gains of the respondents.

Once again, the idea of audiovisual education as upheld by Rousseau, Locke and Pestalozzi can be cited here as the English subtitled anime utilized more of the respondents’ senses as they learned the materials. Results indicated that the respondents achieved higher learning gains compared to those who utilized the conventional material and the English dubbed anime as learning materials.

Table 2.6: Multiple Comparison of Subgroups’ Learning Gain in Cloze Test 6 Using Dunn’s Post Hoc Test for Kruskal-Wallis H Analysis

Subgroups	Test Stat	SE	Std Test Stat	P	Adj. p	Decision
T ₀ – T ₁	6.30	6.98	0.90	.37	1.00	Retain Ho
T ₀ – T ₂	43.32	6.27	6.91	.00	.00	Reject Ho
T ₁ – T ₂	37.02	7.03	5.27	.00	.00	Reject Ho

T₀: Comparison group; T₁: Dubbed in English; T₂: With Subtitle

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The table above indicates the comparison of the learning gains of the respondents based on their groups namely: comparison group (T0), the group which utilized the English dubbed anime as instruction (T1) and group which utilized English subtitled anime as instruction (T2).

In the comparison between T0 and T1, data indicates that the null hypothesis should be retained thus the materials utilized did not have significant impact on the learning gains of the respondents in Cloze Test 6. As with the comparisons of T0 and T2 and T1 and T2, the null hypothesis should be rejected thus signifying an impact on the learning gains of the respondents.

V. DISCUSSION

In general, the results of this study signify the numerous advantages and positive effects of utilizing subtitled anime for ESL instruction. The empirical evidences gleaned by the researcher are as follows:

The diversity of 21st Century learners' interests and learning preferences is generally acknowledged and it is something that teachers should learn to work with in order to increase learning. Given the familiarity of the students to anime, their interest was hooked when the teacher integrated it as one of the instructional materials in the ESL classroom. An added attraction is the visual aspect of the material: the verbal messages was facilitated by moving images and in the case of subtitled anime, printed representation of the verbal messages.

Most of the students also relate to anime on a personal level and perceive it as a form of entertainment hence when the teacher used it to instruct them, their anxiety was decreased, since they were enjoying and learning at the same time. Many of these students most probably grew up exposed to various anime shown on television and in the internet so it is not difficult to arouse their interest in watching it. The tediousness of the lesson was therefore lessened and they were acquiring skills in the target language without them even consciously noticing it.

With this being said, the researcher was able to discover that the inclusion of subtitled anime in the ESL classroom provides chances for teachers to integrate various competencies in just one lesson. Subtitled anime enables ESL teachers to bring not only variety on how they instruct their students, it also gives their lessons the sense of authenticity and reality that defines effective language instruction and learning.

This proves that the trend towards student-centered methodologies that actively engage learners is justifiable. As Meguid and Collins (2017) also found out in their study, students regard the use of novel technologies and innovations as not only more engaging but also more effective in their learning process. Compared to the traditional instruction generally utilized in classrooms, it was determined in the study that students preferred classes that were interactive and dynamic.

VI. CONCLUSION

In conclusion, of the three groups of learners in this study, the one that showed the highest improvement after the intervention was the group which made use of the English subtitled anime. This conclusion was made in light of the learning gains of the respondents instead of the post- test results as issues on the differences of the groups were taken into consideration.

English subtitled anime is an effective instructional tool in improving the learning gains of ESL students in terms of vocabulary development and syntactic complexity. English dubbed anime also showed promise in achieving the same end however the results are not as pronounced and as significant as that when English subtitled anime was used. And while it has been found out that the performance in the composition writing was not as high as that achieved in the cloze tests, this can be easily attributed to the fact that composition writing requires more complex skills compared to answering cloze tests and cannot be solely addressed by the intervention employed by the researcher in this study. Nonetheless, an improvement was still seen.

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