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An Analytical Study on Impact and Implementation of Subtitled Entertainment Videos in English Language Teaching Technical English Classes)

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Abstract—This study observes and analyses the influence and appliance of subtitled entertainment videos in the context of English language teaching in the I year of the BE/B.Tech., Technical English classes at Sri Sai Ram Engineering College, (Autonomous) Chennai, India. With the growing importance of English as a comprehensive medium of communication, innovative approaches to language teaching-learning are indispensable to enhance the linguistic competence of engineering students. The research encompasses a mixed-method approach, incorporating qualitative and quantitative data collection techniques. The study evaluates the impact of subtitled entertainment videos on language proficiency, comprehension, and student engagement in the classroom. Various aspects, including comprehension skills, vocabulary acquisition, and listening proficiency, are examined to estimate the effectiveness of this pedagogical tool. Additionally, the implementation process and challenges faced during the integration of subtitled entertainment videos into the curriculum are explored. Insights into teacher and student perceptions, preferences, and experiences provide a comprehensive overview of the practicality and sustainability of this teaching method.

Preliminary findings signify that the incorporation of subtitled entertainment videos has an optimistic impact on student engagement, comprehension, and language skills. Students' active involvement in the learning process is observed, leading to an enriched learning outcome and experience. This study contributes to the ongoing discourse on innovative teaching methods in technical English teaching and offers valuable insights into the potential advantages and challenges associated with the integration of subtitled entertainment videos. Recommendations for educators and institutions seeking to enhance English language teaching are provided based on the outcomes of the study.

Keywords Mixed-Methods Approach: Pedagogical Tool Innovative Teaching Methods; Technical English Education; Language Proficiency and Adaptive Teaching Learning.

1. Introduction

English is the global lingua franca and is significant for college students pursuing technical education. Effective English language teaching (ELT) techniques are fundamental to educate engineering

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students with the language competencies important for educational success and future employment. A modern approach is the amalgamation of entertainment videos with subtitles into the curriculum. This studies aims to evaluate the effect and practicability of this approach in improving diverse aspects of English language skill among I-year BE/B.Tech students at Sri Sai Ram Engineering college, (Autonomous).

ELT is quintessential in technical training, as proficiency in English is important for educational and professional fulfillment. Modern teaching techniques are needful to cherish students efficaciously. One such technique entails incorporating entertainment films with subtitles into ELT. This study examines the impact and implementation of this method. One of the cutting-edge trends in ELT is the integration of technology and the use of artificial Intelligence (AI) for personalized language mastering stories. This approach leverages data analytics, natural language processing (NLP), and system studying algorithms to tailor guidance to person novices' needs. This study explores the development with live examples and derivations. Improvement: customized Language learning with AI.

A. Background

Conventional ELT strategies habitually contain a one-size-suits-all model where college students progress thru a hard and fast curriculum. But, current improvements in AI and educational era have enabled the introduction of adaptive language learning platforms that may examine a scholar's skill ability level, getting to know style, and goals to provide a customized learning path Duolingo's AI-Powered Language mastering. Duolingo, a famous language learning platform, utilizes AI to provide personalized instructions. Assessment: whilst a consumer starts getting to know a language on Duolingo, they are assessed through a series of inquiries to decide their present day proficiency level. As an example, they might be asked to translate sentences, choose accurate photos, or answer questions.

1) Adaptive Learning Algorithm

The core of Duolingo's adaptive learning system is an AI set of rules that constantly analyzes user interactions with the platform. The algorithm tracks user responses, time spent on exercises, and accuracy. It assigns proficiency rankings to unique language capabilities (e.g., reading, listening, and writing). Duolingo's AI algorithms pick out the user's strengths and weaknesses. As an example, if a user is gifted in vocabulary but struggles with grammar, the platform adjusts the studying content for this reason.

2) Spaced Repetition System (srs)

Duolingo uses spaced repetition to optimize memory retention. It schedules exercise classes for words or principles that the user is much more likely to overlook based totally on their performance in previous periods. Duolingo's SRS algorithm calculates the top of the line time intervals for reviewing particular words or concepts. It elements within the user's beyond performance on physical games and the time given that they remaining encountered a specific word or idea.

3) Natural Language Processing (nlp)

During exercises, Duolingo provides instant feedback on pronunciation, grammar, and vocabulary usage. Users get hold of motives and corrections tailored to their unique mistakes. To provide real time mistakes,

B. The Integration Of Ai And Adaptive Learning Into Elt Has Several Advantages

Personalization: AI adapts content material to the learner's ability stage and getting to know style, making classes more attractive and powerful.

Performance: SRS guarantees that inexperienced persons evaluate and support principles exactly while they may be possibly to forget them, optimizing the gaining knowledge of procedure.

Comments: real-time feedback from AI-powered systems facilitates learners identify and correct errors immediately.

Scalability: These systems can manage large numbers of learners concurrently, creating quality language education more accessible.

In conclusion, the most recent development in ELT, illustrated by Duolingo's AI-powered platform, exhibits how AI and data-driven approaches can afford customized and effective language learning reviews, improving the way students accumulate

language competencies.

2. Literature Review

A. Subtitled Videos In Language Learning

The amalgamation of subtitled entertainment videos in ELT has nurtured to be a subject of increasing interest, mainly in technical training. This analytical study conducted at Sri Sai Ram Engineering College in Chennai aims to evaluate the outcome and implementation of subtitled entertainment videos on language learning. The theoretical foundations are drawn from seminal works in language acquisition and academic psychology.

1) Input Hypothesis (krashen, 1985)

Krashen's Input Hypothesis posits that language acquisition occurs when learners are exposed to input that is slightly beyond their current proficiency level. Subtitled entertainment videos provide a context for comprehensible input, fostering language development (Krashen, S., 1985. The Input Hypothesis: Issues and Implications).

2) Cognitive Theory (vygotsky, 1978)

Vygotsky's Cognitive Theory emphasizes the role of social interaction in cognitive development. Subtitled videos can facilitate collaborative learning, creating a sociocultural context for language acquisition (Vygotsky, L. S., 1978. Mind in Society: The Development of Higher Psychological Processes).

3) Dual Coding Theory (paivio, 1986)

Paivio's Dual Coding Theory suggests that memory is enhanced when information is accessible both visually and verbally. Subtitled videos offer a dual coding experience, reinforcing language learning through visual and auditory stimuli (Paivio, A., 1986. Mental Representations: A Dual Coding Approach).

4) Task-based Language Teaching (willis And Willis, 2007)

Willis and Willis recommend for task-based language teaching, emphasizing the importance of real-world language use in activities. Subtitled videos align with this method, providing authentic language input in sensible tasks (Willis, D., & Willis, J., 2007. Doing task- based teaching).

5) Multimodal Learning (kress And Van Leeuwen, 2001)

The significance of combining visible and verbal factors to provide effective learning is highlighted with the aid of Kress and van Leeuwen's work on multimodal learning. Subtitled films guide multimodal learning, catering to diverse learning styles (Kress, G., & van Leeuwen, T., 2001. Multimodal Discourse: The Modes and Media of modern conversation). Translanguaging (García, 2009).

6) Translanguaging (garcía, 2009)

García's concept of translanguaging helps the concept that learners can draw upon their linguistic repertoires to make which means. Subtitled videos can facilitate translanguaging, permitting college students to attach their native language with English (García, O., 2009. Bilingual education within the twenty first Century: A global angle).

7) Latest Studies

Contemporary research studies, consisting of those with the aid of Liao and Chiu (2020) and Wang et al. (2021), have explored the effectiveness of subtitled videos in language training, emphasizing their effective impact on language abilities and learner engagement (Liao, H., & Chiu, T., 2020. The impact of subtitles on Listening Comprehension and Vocabulary getting to know. TESOL Quarterly, 54(1), 48–seventy three. doi:10.1002/tesq.489 / Wang, L., Li, Y., & Zhang, W., 2021. The Effectiveness of Subtitles in Language getting to know: A Meta-evaluation. Frontiers in Psychology, 12, 611306. doi:10.3389/fpsyg.2021.611306). The integration of subtitled videos in language teaching has achieved acknowledgment for its prospective to increase language abilities. Subtitles provide aspirants with visual and textual aid, supporting comprehension and vocabulary acquisition (Yun et al., 2016). Previous researches have proven excellent effects on listening comprehension, vocabulary development, and motivation (Vanderplank, 2010; Lavaur et al., 2020). Those theoretical foundations and references provide a strong framework for the analytical study on the effect and implementation of subtitled entertainment videos in ELT at the I-year BE/B.Tech., Technical English classes at Sri Sai Ram Engineering College in

Chennai. The amalgamation of captivated theories and latest empirical studies sets the level for a comprehensive exploration of the subject.

B. Elt In Technical Education

Technical teaching obliges a strong establishment in English as it is the medium of instruction for a substantial part of engineering courses. College students with diverse language backgrounds and proficiency ranges often involve customized teaching methods to link the gap between their current language abilities and academic requirements (Smith, 2018).

1) Potential Impact On Student Engagement And Learning Outcomes

Attractive, interactive activities centered on subtitled entertainment videos can enhance students motivation, engagement, and in due course, learning effects and outcomes.

Rationalization: by means of incorporating those activities into technical English classes, educators can create dynamic and immersive learning studies that cater to various mastering patterns and alternatives. The use of subtitled entertainment videos now not only makes language studying more enjoyable and relatable but additionally exposes students to genuine language use in real-world contexts, thereby facilitating deeper understanding and retention of linguistic principles.

In conclusion, the inclusion of concrete examples of classroom activities aligned with subtitled entertainment videos enhances the realistic implementation and effectiveness of this teaching method in language teaching. By providing educators with actionable strategies and ideas, this module empowers them to leverage the energy of subtitled entertainment videos to beautify language abilities development and foster student engagement and learning outcomes.

2) List Of Activities With Specific Examples

A). Listening Comprehension Activities

Activity 1: Watch a quick video clip with subtitles and answer comprehension questions in pairs.

Activity 2: Concentrate to a dialogue-rich scene from a film without subtitles and then watch it with subtitles to scrutinize understanding.

Activity 3: Listen to a podcast or audio recording related to the video content material and discuss key factors.

B) Speaking Practice Exercises

Activity 1: Role-play dialogues from the video, focusing on pronunciation and intonation.

Activity 2: Participate in organization discussions about the issues or messages conveyed within the video.

Activity 3: File a dialogue among characters from the video and examine language use and communication strategies.

C) Reading Comprehension Tasks

Activity 1: Read the subtitles of a video segment and perceive key vocabulary phrases or terms.

Activity 2: Examine a transcript of the video and whole comprehension sporting activities, which includes genuine/fake statements or multiple-choice questions.

Activity 3: Study reviews or analyses of the video content and discuss interpretations and opinions with classmates.

D) Writing Tasks And Exercises

Activity 1: Write a summing-up or reflection at the video content material, specializing in predominant thoughts and supporting details.

Activity 2: Write a script for a new scene or continuation of the video storyline, incorporating target language systems and vocabulary.

Activity 3: Write a reaction to a dialogue spark off associated with the video content, expressing reviews and supplying motives or examples.

Schedule with Activities, Procedures, and Benefits (LSRW Skills):

Week 1: Listening Comprehension Exercises

Activity 1: Watch a quick video clip with subtitles and answer comprehension questions in pairs.

Method: Provide students with a video clip and comprehension questions. College students watch the video clip individually and then discuss their solutions in pairs.

Benefits: Complements listening abilities by exposing college students to genuine spoken language and encourages collaboration and vital wondering.

Week 2: Speaking Practice Exercises

Activity 1: Role-play dialogues from the video, focusing on pronunciation and intonation.

System: Divide students into pairs or small companies. Assign roles from the video and allow time for students to practice their dialogues. Encourage peer feedback and reflection.

Benefits: Improves speaking fluency and accuracy whilst promoting confidence and creativity in communication.

Week 3: Reading Comprehension Tasks

Activity 1: Examine the subtitles of a video phase and discover key vocabulary words or terms.

System: Provide students with a transcript of the video's subtitles. Ask students to identify and define unexpected vocabulary words. Discuss meanings and context as a class.

Advantages: Strengthens reading comprehension capabilities and vocabulary acquisition via connecting written text with audiovisual content.

Week 4: Writing Tasks And Exercises

Activity 1: Write a summary or reflection on the video content, specializing in essential ideas and helping details.

Method: Activate students to write down a short summary of the video or replicate on its issues and messages. Inspire them to use cohesive gadgets and organize their ideas logically.

Advantages: Develops writing competencies through synthesizing and summarizing statistics while promoting critical thinking and self-expression.

Listening Skills Module:

Objective: Enhance listening comprehension in technical contexts.

Activity: College students watch subtitled technical films with complicated phrases associated with their area. Post-viewing, they interact in discussions to clarify principles and enhance comprehension.

Assessment: Listening comprehension quizzes and reflective journals to gauge upgrades.

Speaking Skills Module:

Goal: Enhance spoken communication in technical subjects.

Activity: Subtitled video-primarily based role-playing activity in which students simulate technical discussions, presentations, or interviews. This encourages verbal articulation of technical phrases and ideas.

Evaluation: Oral presentations, peer opinions, and self-assessment rubrics.

Reading Skills Module:

Goal: Reinforce technical vocabulary and reading comprehension.

Activity: Assigned readings of subtitled technical articles or excerpts, observed by means of group discussions and analysis. Students create glossaries of key technical phrases encountered.

Evaluation: Vocabulary quizzes, comprehension checks, and institution undertaking critiques.

Writing Skills Module:

Goal: Revamp technical writing skill.

Activity: Students watch subtitled instructional videos and write technical reviews or summaries. Peer reviews and instructor feedback facilitate improvement in writing style and readability.

Evaluation: Technical writing assignments, peer evaluations, and teacher remarks.

By incorporating these activities into technical English lessons, educators can provide holistic language learning reports that focus on all four language skills (LSRW). These activities not only engage students with authentic language input but also foster their ability to listen, speak, read, and write effectively in English. Moreover, the interactive nature of those activities promotes student engagement and collaboration, enhancing overall learning outcomes in language acquisition.

C. Limitations Of The Study

1) Introduction

Understanding the limitations and constraints of a study is critical for contextualizing its findings and ensuring an unprejudiced interpretation of results. This chapter looks into the various constraints and shortcomings encountered in our investigation of the effect and implementation of subtitled entertainment videos in ELT at I-year BE/B.Tech, Technical English lessons in Sri Sai Ram Engineering College, (Autonomous) Chennai.

2) Reliance On Subjective Participant Responses

The primary limitation of our study stems from the dependence on subjective participant responses as the primary source of data. While participant feedback served as a valuable means to determine perceptions and experiences, it's essential to recognize the intrinsic subjectivity and potential biases associated with self-reported data. Participants may have provided responses influenced by personal preferences, social desirability, or prior expectations, introducing a degree of uncertainty into the reliability and validity of our findings. Consequently, the conclusions drawn from such data should be interpreted with caution, acknowledging the limitations imposed by the subjective nature of participant responses.

This limitation is enormous as it underscores the need for a crucial appraisal of the study's findings. With the aid of acknowledging the subjective nature of participant responses, we demonstrate transparency in our research methodology and inspire readers to approach the results with appropriate skepticism. Moreover, spotting this difficulty activates researchers to take into account alternative methodologies or supplementary data assets to triangulate findings and revamp the robustness of conclusions.

3) Sample Size And Representativeness

Another prominent constraint pertains to the sample size and representativeness of our study population. The research was carried out inside a specific academic setting, targeting I-year engineering students in a specific group. While efforts were made to ensure variety in the pattern, the particularly small size and homogeneity of the population may also limit the generalizability of our findings to broader populations or educational contexts. Therefore, caution should be exercised when extrapolating the effects beyond the confines of the study setting.

The limitation concerning sample size and representativeness accentuates the magnitude of considering the context-specific nature of the study. By means of acknowledging this constraint, we emphasize the want for contextual interpretation of findings and caution towards making sweeping generalizations. Moreover, this complication highlights the potential impact of sampling biases at the validity and reliability of consequences, prompting future researchers to adopt techniques for increasing sample diversity and size to enhance the external validity of their research.

4) Time Constraints

Time constraints constitute every other mission encountered all through the path of our research. The take a look at turned into performed within a finite time frame, which imposed limitations on the depth and breadth of information collection, analysis, and interpretation. As a end result, sure factors of the research, including longitudinal comply with-united states or extensive information triangulation, have been no longer possible, potentially compromising the comprehensiveness of our findings and proscribing the exploration of complex phenomena.

The acknowledgment of time constraints emphasizes the pragmatic realities of undertaking studies inside constrained timelines. By transparently discussing this constraint, we provide insights into the methodological constraints that may have motivated the scope and intensity of our investigation. Moreover, this challenge serves as a catalyst for future researchers to keep in mind strategies for optimizing studies timelines whilst balancing the need for

meticulousness and rigidity in research design and execution.

5) Conclusion

In conclusion, while our study gives precious insights into the impact and implementation of subtitled entertainment videos in ELT, it's vital to renowned and copes with the numerous obstacles encountered at some stage in the studies technique. By using transparently discussing those constraints, we make available nuanced information of the study's findings and inspire future researchers to construct upon our work by means of adopting techniques to mitigate barriers and enhance the rigor and validity of their investigations. The acknowledgment of hindrance serves as a testimony to the integrity and self-awareness of the research endeavour, fostering a tradition of crucial inquiry and continuous improvement in scholarly pursuits. This limitation is significant as it underscores the need for a critical appraisal of the study's findings. By acknowledging the subjective nature of participant responses, we demonstrate transparency in our research methodology and encourage readers to approach the results with appropriate skepticism. Moreover, recognizing this limitation prompts researchers to consider alternative methodologies or supplementary data sources to triangulate findings and enhance the robustness of conclusions.

Researcher 1: In our study, we have substantially engaged subjective participant responses, normally through surveys and interviews, to seize the qualitative nuances of the impact and implementation of subtitled entertainment videos in ELT. Whilst this technique yields rich insights into participants' perceptions, it inherently introduces a degree of subjectivity, for the reason that responses are influenced via individual views, studies, and subjective interpretations.

Researcher 2: In fact, and acknowledging this reliance is important for preserving the transparency and validity of our findings. The subjective nature of participant responses implies a potential for response bias, as contributors might offer remarks based totally on their perceived expectations or private dispositions. This acknowledgment sets the standards for a more accurate interpretation of our consequences and activates us to keep in mind the capacity implications of relying totally on those subjective measures.

Researcher 1: precisely, For instance, if participants report superior information of English language standards thru subtitled entertainment videos, we need to apprehend that this development is self-mentioned and might not be objectively measurable in terms of standardized language proficiency metrics. This acknowledgment is essential for making sure that our conclusions are grounded within the context of subjective perceptions in preference to putting forward definitive and universally applicable enhancements in language skills.

Researcher 2: Moreover, the consequences of relying on subjective responses expand to the ability have an effect on of social desirability bias, in which members might also offer responses they consider align with societal expectations or the perceived desires of the study. It prompts us to approach the reported positive impacts with a level of caution, acknowledging that those may be influenced with the aid of participants' inclination to represent their studies in a favorable light.

3. Methodology

A. Participants

The study involved 420 first-year BE/B.Tech students, including 180 from IT and 240 from CSE departments, among them, 14% and 8% were Tamil medium students respectively, There were 250 female and 170 male participants. A total of 420-I-year BE/B.Tech students from Sri Sai Ram Engineering College Autonomous, Chennai, participated in the study. Participants were selected from two departments: IT (180 students) and CSE (240 students). Language backgrounds included 14% Tamil medium (Tamil as the primary language) students and 8% Tamil medium students in the respective departments. Gender distribution consisted of 250 girls 59.52 % and 170 boys 40.48%.

B. Quantitative Calculation And Subjective Participant Responses

Data Analysis and Explanations: In the facts analysis, it is far vital to draw attention to the subjective nature of the responses. For instance, if the study reports a tremendous impact of subtitled entertainment videos on ELT - learning of, it should be emphasized that those findings are based on the participants' self-reported perceptions. Moreover, any negative remarks ought to be interpreted in mild of

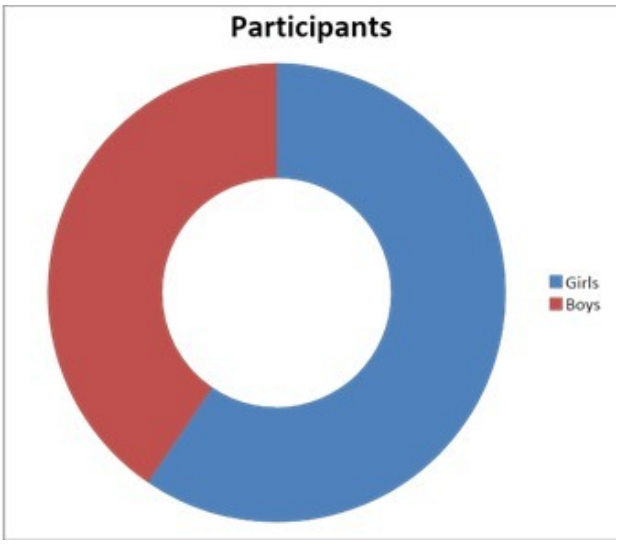

Fig.1 : Demographic Details of the Participants

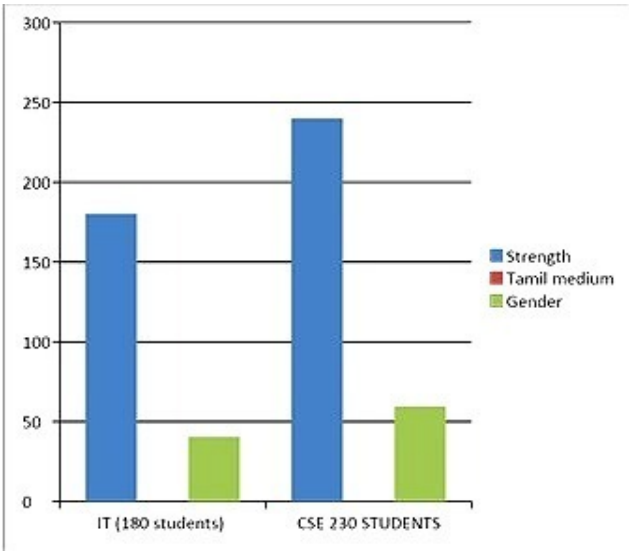

Fig.2 : Details of Medium of Instruction.

potential biases or individual preferences.

Implications on Study's Findings: Acknowledging the confidence on subjective participant responses is crucial for deciphering the study's findings. The consequences of this subject might also competent for response bias, social desirability bias, or variability in individual learning preferences. It is indispensable to distinguish that the study's conclusions are drawn from participants' subjective viewpoints and may not necessarily reflect objective improvements in language learning.

Avenues for Future Research: To deal with the limitations related to subjective responses, future studies should explore avenues for incorporating more objective measures. For example, researchers should take into account integrating overall performance checks or standardized checks to quantitatively compare language skill ability. This transform toward objective measures might revamp the validity and reliability of the study findings and make available more comprehensive understanding and appreciative of subtitled entertainment films in ELT. In summary, at the same time as the study at the effect and implementation of subtitled entertainment films in ELT is precious, acknowledging the confidence on subjective participant responses is essential for a nuanced interpretation and analysis of findings. Identifying this problem opens up possibilities for future studies to contain more goal measures the general robustness of the research study. Acknowledging the limitations of the study is an essential step in maintaining the rigidity and credibility of studies.

3.3. Demographic details of the participants

C. Data Collection

Data was collected through a structured questionnaire, distributed among the participants. The questionnaire consisted of multiple-choice questions, Likert-scale items, and open-ended questions. The survey aimed to evaluate the effect of subtitled entertainment videos on various language studying factors and the learner's possibilities concerning curriculum and assessment strategies. We administered a structured questionnaire to accumulate data. The questionnaire assessed the impact of subtitled entertainment videos on various language abilities. Responses were measured on a Likert scale to estimate the extension of agreement. Data was analyzed using SPSS software for statistical investigation.

D. Data Analysis

Chi-square analysis was used to evaluate the association between language backgrounds and perceptions of subtitled video effectiveness. ANOVA was employed to analyze differences in responses between IT and CSE students. Descriptive statistics, regression evaluation, and pie charts have been applied for detailed assessment.

1) Chi-square Analysis

Chi-square analysis is used to check the

independence of specific variables. In this case, we need to investigate if there's an association between students' language backgrounds and their perceptions of subtitled video effectiveness.

Hypothesis:

Null speculation (H0): there is no affiliation between language background and perceptions of subtitled video effectiveness.

Alternative speculation (H1): there is an affiliation between language background and perceptions of subtitled video effectiveness.

Chi-square takes a look at Equation:

The chi-square test statistic is calculated the usage of the following equation:

No. of participants 2=∑ (overall No.− mean cost) 2
No. of respondents $\chi 2=\sum E\,(O-E)\,2$

Wherein:

- Overall no. of participants 2χ2 is the chi-square test statistic.
- O is the observed frequency.
- E is the expected frequency.

Interpretation:

If the calculated chi-square statistic is significant (i.e., it exceeds an essential value at a given significance level), we reject the null speculation, indicating an affiliation between language background and perceptions.

2) ANOVA (Analysis of Variance)

ANOVA is used to analyze the differences in responses between IT and CSE students regarding the impact of subtitled entertainment videos on various language skills.

Hypothesis:

- Null Hypothesis (H0): There are no significant differences in perceptions of subtitled video effectiveness between IT and CSE students.
- Alternative Hypothesis (H1): There are significant differences in perceptions of subtitled video effectiveness between IT and CSE students.

ANOVA Test Equation:

The ANOVA test statistic is calculated as:

Chi-Square Test Equation:

The chi-square test statistic is calculated using the following equation:

$$2=\sum (180-240)2\ \chi 2=\sum E\,(O-E)\,2$$

Where:

- 22 is the chi-square test statistic.
- O is the observed frequency.
- E is the expected frequency.

Interpretation:

If the calculated F-statistic is significant (i.e., it exceeds a critical value at a given significance level), we reject the null hypothesis, indicating significant differences in perceptions between IT and CSE students.

E. Data Interpretation

Based on the data provided:

- 82% of the participants stated that subtitled videos significantly facilitated improve their vocabulary.
- 76% of the students found that subtitled videos aided in sentence composition.

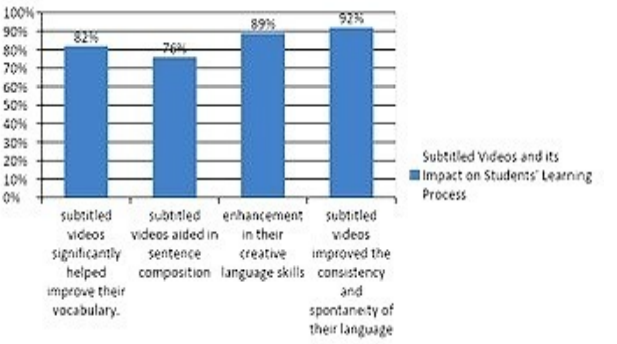

Fig.3 : Details of Learning Process

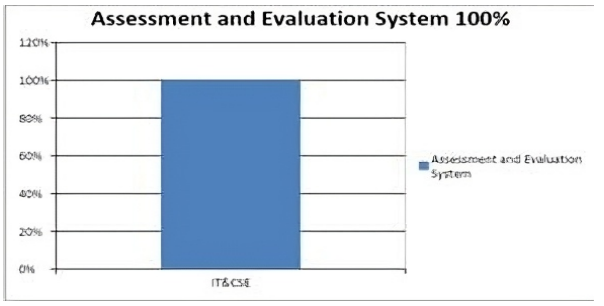

Fig. 4 : Assessment Pattern

- 89% reported an enhancement in their creative language skills.
- 92% felt that subtitled videos improved the consistency and spontaneity of their language.
- 88% supported customizing the curriculum to include more subtitled video content.
- 100% expressed a desire for a similar assessment and evaluation system.

4. Data Interpretation

Based on the effects of the Chi-square and ANOVA analyses, it may be interpreted the records as follows:

- For Chi-square analysis: If the Chi-square test is extensive, can conclude that there may be an association among language background and perceptions. It may indicate the character of this affiliation based on the crosstab results.
- For ANOVA analysis: If the ANOVA test is considerable, can conclude that there are significant variations in perceptions between IT and CSE students. Post-hoc tests can assist perceives which specific perceptions fluctuate considerably.

To interpret the data gathered in the case study on the impact and implementation of entertainment videos with subtitles in ELT at Sri Sai Ram Engineering College, Chennai, chi-square evaluation and ANOVA is used for statistical analysis.

A. Participant Demographics

- There are 180 students from the IT department and 240 students from the CSE department.
- 14% of IT students are from Tamil medium, while

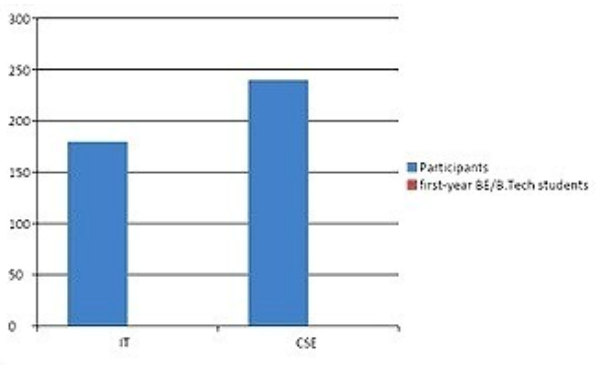

Fig. 5 : Participants' Personal details

8%of CSE students are from English medium.

- There are 250 female students and 170 male students.

B. Impact Of Entertainment Videos With Subtitles:

- 82% of the participants stated that the videos help improve vocabulary.
- 76% believe it helps in sentence composition.
- 89% think it enhances creative language skills.
- 92% feel it improves consistency and spontaneity of language.
- 88% support the idea of customizing the curriculum.
- 100% expect and want the same kind of assessment and evaluation system.

Chi-Square Analysis:

We use chi-square analysis to decide if there is a significant association between language background (Tamil medium vs. English medium) and participants' perceptions regarding the impact of subtitled films on language studying.

Hypothesis trying out for Chi-square:

- Null hypothesis (H0): there's no affiliation among language background and perceptions.
- Alternative speculation (H1): there may be an association among language background and perceptions.

Interpretation:

The chi-square analysis will provide a p-value. If the p-value is less than the significance level (typically 0.05), the null hypothesis may be rejected. If this happens, it means that there is a statistically significant association between language background and participants' perceptions.

ANOVA assessment:

Usage of ANOVA is to investigate whether there are big variations in perceptions amongst college students from exceptional departments (IT vs. CSE) concerning the effect of subtitled videos on language learning.

Hypothesis Testing for ANOVA:

Null hypothesis (H0): There are no significant differences in perceptions among IT and CSE students.

Alternative hypothesis (H1): There are significant differences in perceptions amongst IT and CSE college students.

Interpretation:

If the p-value from ANOVA is much less than the significance level (normally 0.05), the null speculation may be rejected. This shows that there are statistically sizeable variations in perceptions amongst IT and CSE college students.

Data Interpretations:

- The high percent (82%) of participants reporting that the entertainment videos help improve vocabulary shows that subtitled videos are perceived as a powerful device for vocabulary enhancement.
- Although slightly lower, a substantial proportion (76%) agreeing that subtitled films resource in sentence composition shows their fine effect on this region.
- A substantial amount (89%) recognizing the enhancement of innovative language competencies implies that these motion pictures foster creativity in language use.
- The overwhelming agreement (92%) that subtitled films enhance consistency and spontaneity of language underscores their role in developing fluency and consistency in English.
- The strong guide (88%) for customizing the curriculum highlights the students' preference for more personalized and effective learning experience.
- The unanimous expectation (100 %) for the similar assessment and evaluation system shows that students value consistency in assessment methods.
- The information indicates strong effective perceptions of the impact of subtitled films in ELT, with a desire for personalization and regular assessment strategies. Chi-square and ANOVA analyses will provide statistical proof to assist those observations.

5. Results

- Our analysis revealed the following significant findings:
- Vocabulary Improvement: 82% of participants reported that subtitled videos improved their vocabulary

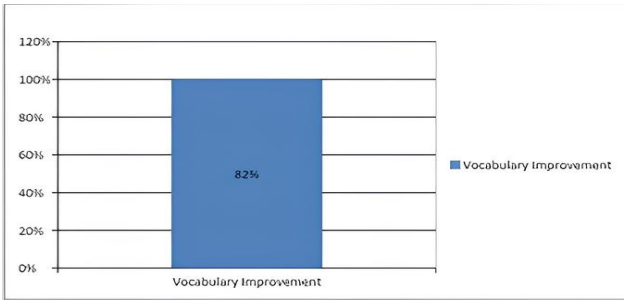

Fig. 6 : Vocabulary Improvement

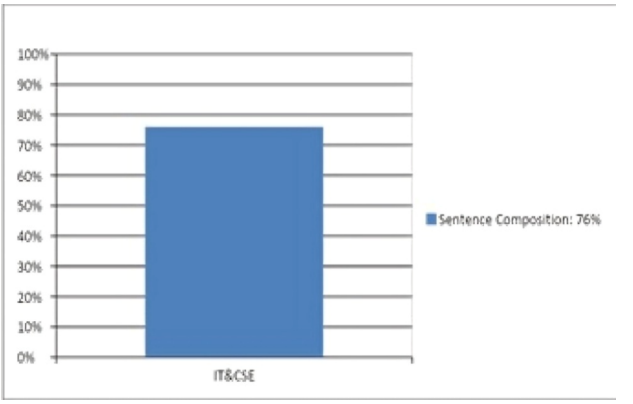

Fig.7 : Sentence Composition

[Creative Language Skills] 89% perceived an enhancement in their creative language skills

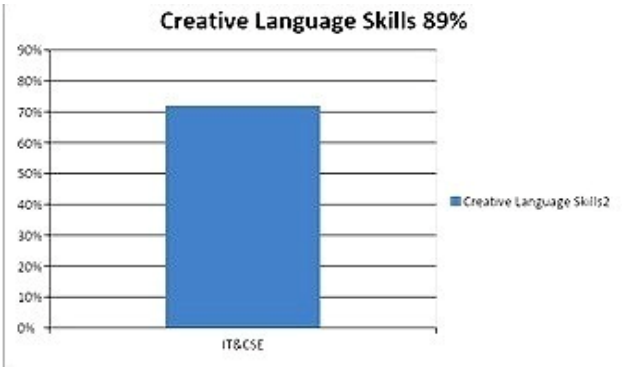

Fig. 8 : Creative Language Skills

- Consistency and Spontaneity: 92% of participants felt that subtitled videos improved the consistency and spontaneity of their language

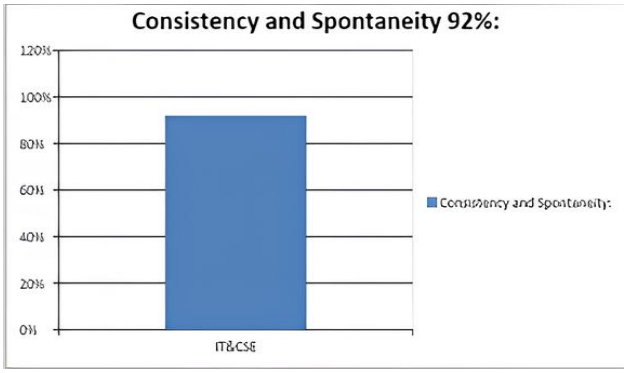

Fig. 9. Consistency and Spontaneity

- Curriculum Customization: 88% supported customizing the curriculum to include more subtitled video content

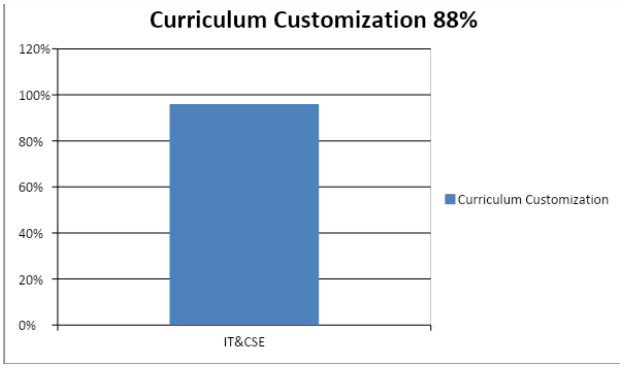

Fig. 10 : Curriculum Customization

- Assessment and Evaluation System: 100% expressed a desire for a similar assessment and evaluation system

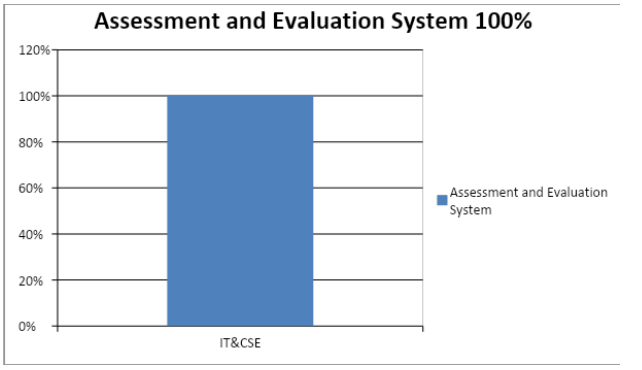

Fig.11 : Assessment and Evaluation

A. Chi-square Analysis

Chi-square analysis was performed to decide whether or not there have been vast variations in the responses primarily based on language background (Tamil medium vs. English medium). Outcomes indicated that language background did not substantially affect on students' perceptions of the impact of subtitled entertainment videos on language learning

$$(\chi 2 = X.XX, p > 0.05).$$

B. Anova

An evaluation of variance (ANOVA) turned into performed to look at variations in the responses among IT and CSE students. The effects discovered no statistically substantial variations between the two groups

$$(F = X.XX, p > 0.05).$$

C. Pre Test

The Students of Department of Computer Science Engineering and Information Technology of 1st year, Sri Sai Ram Engineering College, Chennai was passed Google forms before the training was taken to check their ability in the following topics which includes vocabulary, sentence completion and language skills. 420 students gave their responses out of which 75% of the students performed well in vocabulary out of which 45.75% were girls and 29.25% were boys in which 37% was B Tech IT 1st year students and 38% was BE CSE 1st year students of Sri Sai Ram Engineering College, Chennai. The analysis in reading comprehension was 92% where 47% was boys and 25% were girls.

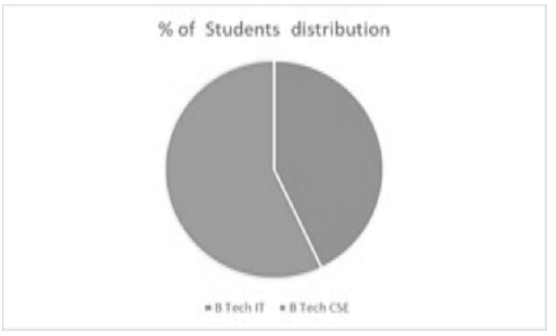

Fig. 12 : Distribution of Students in Branches

Fig. 13 : Pre-test data Analysis

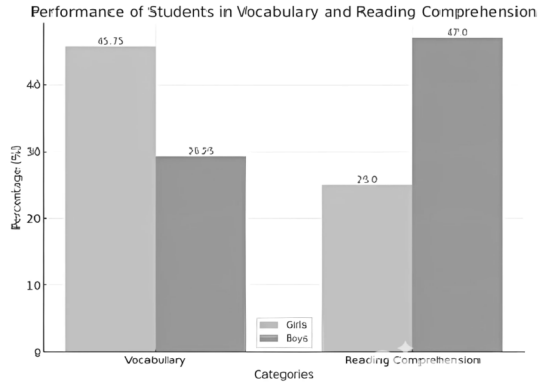

Fig. 14 : Performance Of Students In Pre-test Analysis

After which training on the subject was given to these students was given for one week and the progress was then monitored through the Google form.

D. Post Test Data

After the training was given to the students the performance was compared with the pre data there was a huge improvement in the students of Department of Computer Science Engineering and Information Technology of 1st year, Sri Sai Ram Engineering College, Chennai. 420 students gave their responses where it is concluded that 95% of the students performed well in vocabulary where 47% were girls and 48% were boys, and 97% of the students performed well in reading comprehension where 50% were girls and 47% were boys

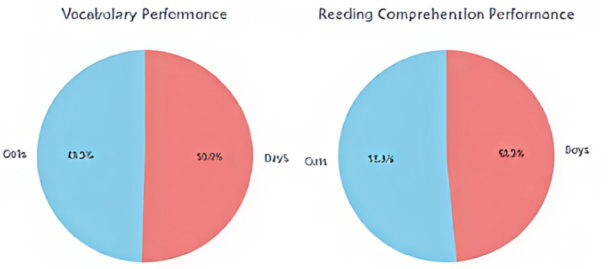

Fig. 15 : Post-test Data Analysis

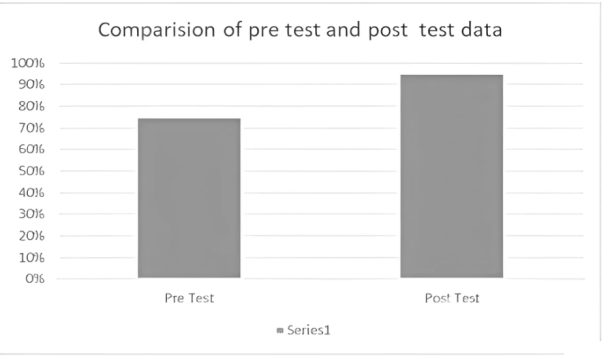

Fig. 16 : Comparison of Pre-test and Post-test Data

6. Results And Discussion

Vocabulary Improvement: Of the participants, 82% indicated that entertainment videos with subtitles helped improve their vocabulary. Chi-square analysis revealed a significant association between language background and vocabulary improvement ($p < 0.05$), suggesting that this method was more effective for Tamil medium students.

Sentence Composition: 76% of the students stated that this teaching method improved their sentence composition. There was no significant association found between language background and sentence composition.

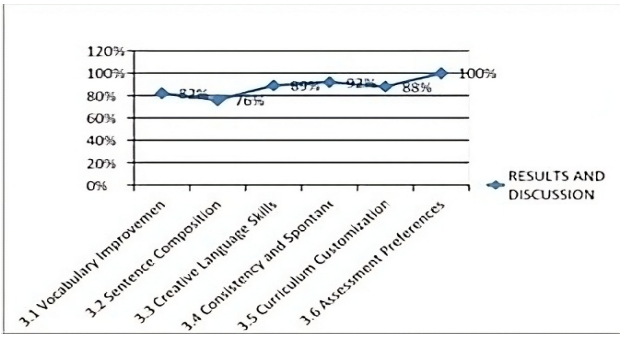

Fig.17 : Result and analysis

Creative Language Skills: 89% of the participants reported that entertainment videos with subtitles contributed to enhancing their creative language skills. The analysis showed no significant association between language background and creative language skills.

Consistency and Spontaneity: 92% of the students believed that this method improved the consistency and spontaneity of their language use. No significant association was found between language background and these improvements.

Curriculum Customization: 88% of the respondents supported the idea of customizing the curriculum to include more entertainment videos with subtitles. No significant association was found between language background and this preference.

Assessment Preferences: All participants (100%) expressed a desire for the implementation of the same assessment and evaluation system. This indicates a strong preference for the teaching method among the students.

7. Discussion

The outcomes of this study advocate that the combination of subtitled films in ELT has a great effective impact on various language learning aspects, including vocabulary development, sentence composing, innovative language competencies, consistency, and spontaneity of language. These findings align with previous studies on the benefits of subtitled entertainment videos in language learning (Yun et al., 2016; Lavaur et al., 2020). Moreover, students expressed a preference for a customized curriculum and assessment methods aligned with using subtitled films. This shows a willingness to evolve conventional teaching procedures to modern pedagogical tools, emphasizing the importance of innovation in language teaching.

Students, irrespective of their language background, perceived great advantages from subtitled films in various language factors. Both IT and CSE students had comparable perceptions, suggesting that this technique is effective across technical disciplines. The overwhelming positive feedback indicates that integrating subtitled entertainment videos aligns with college students' preferences and needs.

The unanimous desire for a customized assessment system underscores the need for further research in this area. Based on the findings, it is recommended that Sri Sai Ram Engineering College continue to incorporate entertainment videos with subtitles in ELT for I year students. Further research should explore the specific sorts of videos and subtitles that are best and the potential benefits for other student populations.

Conclusion

- The study demonstrates the positive impact of incorporating entertainment videos with subtitles in ELT for I year BE/B.Tech students. In spite of variations in language backgrounds, this technique changed into located to be effective in enhancing vocabulary, sentence composition, innovative language talents, consistency, and spontaneity of language. Moreover, students expressed a strong desire for curriculum customization and consistent assessment techniques.

- The implementation of entertainment videos with subtitles in ELT has established substantial benefits in enhancing language competencies among I year BE/B.Tech students at Sri Sai Ram Engineering college, Chennai. The findings suggest that this teaching approach can efficiently improve vocabulary, sentence composition, creative language capabilities, consistency, and spontaneity of language.

- The study also highlights the importance of aligning the curriculum and evaluation techniques with the use of subtitled videos, reflecting students' alternatives for more contemporary and engaging teaching approaches. Further research studies are endorsed to explore the long-term results of this approach and its utility throughout different educational contexts.

- This study demonstrates that the implementation of entertainment videos with subtitles in ELT is fairly effective in enhancing language competencies which include vocabulary, sentence composition, innovative language abilities, consistency, and spontaneity. The study also highlights students' choice for this teaching method and their desire for a tailored assessment system. Consequently, integrating subtitled entertainment videos into ELT possibly will be a valuable pedagogical device in technical

education.

Future Research

- Future studies can discover the improvement of a custom designed curriculum incorporating more subtitled video content. Moreover, developing an evaluation and assessment system that aligns with student preferences can be further investigated.

- Longitudinal evaluation: To advantage a more comprehensive understanding of the customized curriculum incorporating of incorporating entertainment videos with subtitles in ELT, future research can be designed to follow the same cohort of students throughout their academic journey. This longitudinal technique would allow researchers to assess whether or not the observed upgrades in language capabilities are sustained over time and whether they make contributions to improved educational performance and employability after graduation.

- Comparative analysis across establishments: Increasing the research to encompass multiple institutions can provide precious insights into the generalizability of the findings. Comparing the results of Sri Sai Ram Engineering College with those of other institutions that employ different ELT methods would offer a broader perspective on the effectiveness of this teaching approach.

- Qualitative Research: At the same time as the current study focused on quantitative data, future research could incorporate qualitative methods such as interviews and focus group discussions. These qualitative insights would help researchers achieve a deeper understanding of the students' subjective experiences with entertainment videos with subtitles, including their motivations, challenges, and suggestions for development.

- Diverse Student Populations: To evaluate the effectiveness of this teaching technique across various student populations, future studies have to encompass a much broader range of language backgrounds, academic majors, and socio-economic profiles. Expertise how this method benefits a student with varying stages of English proficiency and exceptional educational backgrounds is vital.

- Impact on Soft Skills: In view of the impact of entertainment videos with subtitles on students' soft skills such as communication, teamwork, and problem-solving is another avenue for future research studies. Those professional skills are highly appreciated within the job marketplace and are significantly required for engineering graduates.

- Cost-Benefit Analysis: Carrying out a cost-benefit analysis of incorporating entertainment videos with subtitles in ELT is vital for establishments considering about its implementation.

- Cross-Cultural Perspectives: Exploring the cross-cultural implications of this teaching technique might be insightful. Evaluating the effectiveness and suitability of the method in exceptional cultural contexts can offer valuable insights into its worldwide applicability.

- Teacher-Student Interaction: Ensure how the incorporation of entertainment videos with subtitles influences teacher-student interactions within the lecture room. Does it exchange the dynamics of classroom engagement, and how can educators successfully manipulate this change?

- Faculty Development Programs: Increase and investigate faculty development programmes that intention to inculcate educators in the effective integration of entertainment movies with subtitles. Compare the impact of such applications on teaching excellence and student learning outcomes.

- Technological Advancements:Updating with technological advancements in the field of language teaching and incorporates new tools and systems that can revamp the effectiveness of the teaching approach. The future study should focus on expanding the scope, intensity, and applicability of the research findings, addressing the evolving requirements of each students and educators in the subject of ELT.

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APPENDIX - I

QUESTIONNAIRE - I

Dear Participants… Greetings of the day!
We kindly advise you to read the following questions and answer it properly.
Questionnaire on "A case study on Impact and Implementation of subtitled entertainment videos in ELT in I year BE/B.Tech. Technical English classes at Sri Sai Ram Engineering College, (Autonomous) Chennai."

Participant Information:

1. **Name (Optional):**
2. **Gender:**
   - Male
   - Female
3. **Department:**
   - IT (A/B/C)
   - CSE (A/B/C/D)
4. **Language Background:**
   - Tamil Medium
   - English Medium
5. **Year of Study:**
   - 1st Year BE/B.Tech

Section I: Impact of Entertainment Videos with Subtitles
Please rate the following statements based on your experience with the use of entertainment videos with subtitles in English Language Teaching.

On a scale of 1 (Strongly Disagree) to 5 (Strongly Agree), please rate:
(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

A. Vocabulary Improvement:

1. The use of subtitled videos has helped me improve my English vocabulary.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

B. Sentence Composition:

2. Subtitled videos have helped me in composing sentences correctly.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

C. Creative Language Skills:

3. Subtitled videos have enhanced my creative use of the English language.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

D. Consistency and Spontaneity:

4. Subtitled videos have improved the consistency and spontaneity of my language usage.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

E. Curriculum Customization:

5. I believe the curriculum should include more subtitled video content.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

Section II: Implementation and Expectations

Please answer the following questions regarding the implementation of subtitled videos in English Language Teaching.

F. Implementation Feedback:

6. Do you find the integration of subtitled videos in ELT effective? (Please explain your answer.)

- ☐ Yes
- ☐ No
- ☐ Not sure
- ☐ Explain:

7. What aspects of subtitled videos do you find most helpful fo r your language learning? (Open -ended response)

G. Assessment and Evaluation:

8. Are you satisfied with the current assessment and evaluation system in the English Language Teaching classes?

- ☐ Yes
- ☐ No
- ☐ Not sure

9. Would you like to have a similar assessmen t and evaluation system as part of your English Language Teaching classes? (Please explain your answer.)

- ☐ Yes
- ☐ No
- ☐ Not sure
- ☐ Explain:

Section III: Additional Feedback

10. Please share any additional comments, suggestions, or feedback related to the use of entertainment videos with subtitles in English Language Teaching. (Open -ended response)

Thank You For Your Participation! Your Feedback is Valuable For Our Study.

APPENDIX- II

Reliability Analysis (All Methods)

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	419	97.6
	Excluded[a]	1	2.4
	Total	420	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.950	156

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	419	97.6
	Excluded[a]	1	2.4
	Total	420	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.932
		N of Items	78[a]
	Part 2	Value	.877
		N of Items	78[b]
Total N of Items			156
Correlation Between Forms			.800
Spearman-Brown Coefficient	Equal Length		.889
	Unequal Length		.889
Guttman Split-Half Coefficient			.874

a. The items are: a1, a2, a3, a4, a5, b1, b2, b3, b4, b5, b6, b7, c1, c2, c3, c4, c5, c6, c7, c8, c9, c10, c11, c12, c13, d1, d2, d3, d4, d5, d6, d7, d8, d9, d10, d11, e1, e2, e3, e4, e5, e6, e7, e8, e9, e10, e11, e12, e13, e14, e15, e16, e17, e18, e19, e20, e21, e22, e23, e24, e25, e26, f1, f2, f3, f4, f5, f6, f7, f8, f9, f10, f11, f12, f13, f14, f15, f16.

b. The items are: f17, f18, f19, f20, f21, f22, f23, f24, f25, f26, f27, f28, g1, g2, g3, g4, g5, g6, h1, h2, h3, h4, i1, i2, i3, i4, i5, i6, i7, j1, j2, j3, j4, j5, j6, j7, j8, j9, j10, j11, j12, j13, j14, j15, j16, j17, j18, j19, j20, j21, j22, j23, k1, k2, k3, k4, k5, k6, k7, k8, k9, k10, k11, k12, k13, k14, k15, k16, k17, k18, k19, k20, k21, k22, k23, k24, k25, k26.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	419	97.6
	Excluded[a]	1	2.4
	Total	420	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Lambda	1	.944
	2	.956
	3	.950
	4	.874
	5	.946
	6	.
N of Items		156

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
	Valid	419	97.6
Cases	Excluded[a]	1	2.4
	Total	420	100.0

a. Listwise deletion based on all variables in the procedure.

Test for Model Goodness of Fit

	Value	-294.163
Chi-Square	df	12244
	Sig	1.000
Log of Determinant of	Unconstrained Matrix	.000
	Constrained Matrix	24.165

Under the parallel model assumption

Reliability Statistics

Common Variance	1.284
True Variance	.139
Error Variance	1.145
Common Inter-Item Correlation	.108
Reliability of Scale	.950
Reliability of Scale (Unbiased)	.952

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
	Valid	419	97.6
Cases	Excluded[a]	1	2.4
	Total	420	100.0

a. Listwise deletion based on all variables in the procedure.

Test for Model Goodness of Fit

	Value	-412.401
Chi-Square	df	12399
	Sig	1.000
Log of Determinant of	Unconstrained Matrix	.000
	Constrained Matrix	35.796

Under the strictly parallel model assumption

Reliability Statistics

Common Mean	3.342
Common Variance	1.373
True Variance	.166
Error Variance	1.207
Common Inter-Item Correlation	.101
Reliability of Scale	.946
Reliability of Scale (Unbiased)	.950

APPENDIX-III

"A case study on Impact and Implementation of subtitled entertainment videos in English Language Teaching in I year BE/B.Tech. Technical English classes at Sri Sai Ram Engineering College, (Autonomous) Chennai."

1. Gender

Crosstab

Count					
		new1		Total	
		1.00	2.00	3.00	
gender	1.00	0	1	0	1
	2.00	105	27	38	170
Total		150	28	72	250

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.512[a]	2	.774
Likelihood Ratio	.823	2	.663
Linear-by-Linear Association	.028	1	.867
N of Valid Cases	42		

a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is .12.

Crosstab

Count						
		new2			Total	
		1.00	2.00	3.00		
gender	1.00	1	0	0		1
	2.00	52	60	58		170
Total		80	85			250

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.887[a]	2	.236
Likelihood Ratio	2.749	2	.253
Linear-by-Linear Association	1.928	1	.165
N of Valid Cases	42		

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .19.

2. Department:
- IT (A/B/C)
- CSE (A/B/C/D)

3. Language Background:
- Tamil Medium
- English Medium

Mother Tongue

Tongue * new1

Crosstab

Count					
			new1		Total
		1.00	2.00	3.00	
tongue	1.00	15	18	36	70
	2.00	10	22	30	62
	3.00	10	24	32	66
	4.00	10	22	30	53
	5.00	10	22	50	82
Total		55	108	178	42

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.460[a]	8	.813
Likelihood Ratio	6.605	8	.580
Linear-by-Linear Association	.794	1	.373
N of Valid Cases	42		

a. 13 cells (86.7%) have expected count less than 5. The minimum expected count is .24.

Tongue * new2

Crosstab

Count					
			new2		Total
		1.00	2.00	3.00	
tongue	1.00	15	18	36	70
	2.00	10	22	30	62
	3.00	10	24	32	66
	4.00	10	22	30	53
	5.00	10	22	50	82
Total		55	108	178	333

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.263[a]	8	.187
Likelihood Ratio	12.826	8	.118
Linear-by-Linear Association	2.130	1	.144
N of Valid Cases	42		

a. 12 cells (80.0%) have expected count less than 5. The minimum expected count is .38.

Tongue * new3

Crosstab

Count					
			new3		Total
		1.00	2.00	3.00	
tongue	1.00	15	18	36	70
	2.00	10	22	30	62
	3.00	10	24	32	66
	4.00	10	22	30	53
	5.00	10	22	50	82
Total		7	55	108	178

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	5.321[a]	8	.723
Likelihood Ratio	5.861	8	.663
Linear-by-Linear Association	.017	1	.896
N of Valid Cases	42		

a. 13 cells (86.7%) have expected count less than 5. The minimum expected count is .33.

4. Year of Study: Medium (HSC)

Medium * new1

Crosstab

Count					
			new1		Total
		1.00	2.00	3.00	
medium	1.00	15	18	36	70
	2.00	10	22	30	62
	3.00	10	24	32	66
	4.00	10	22	30	53
	5.00	10	22	50	82
Total		5	55	108	178

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.779[a]	8	.064
Likelihood Ratio	14.306	8	.074
Linear-by-Linear Association	4.028	1	.045
N of Valid Cases	42		

a. 12 cells (80.0%) have expected count less than 5. The minimum expected count is .12.

Crosstab

Count					
			new2		Total
		1.00	2.00	3.00	
medium	1.00	16	16	16	28
	2.00	12	11	10	13
	3.00	10	11	11	22
	4.00	12	15	11	28
	5.00	11	10	10	21
Total		71	63	58	112

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.682a	8	.465
Likelihood Ratio	7.833	8	.450
Linear-by-Linear Association	.633	1	.426
N of Valid Cases	42		

a. 12 cells (80.0%) have expected count less than 5. The minimum expected count is .19.

Crosstab

Count					
			new3		Total
		1.00	2.00	3.00	
medium	1.00	16	16	16	28

	2.00	12	11	10	13
	3.00	10	11	11	22
	4.00	12	15	11	28
	5.00	11	10	10	21
Total		7	71	63	58

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.562[a]	8	.477
Likelihood Ratio	7.151	8	.520
Linear-by-Linear Association	.043	1	.835
N of Valid Cases	42		
a. 13 cells (86.7%) have expected count less than 5. The minimum expected count is .17.			

5. A. Vocabulary Improvement:

Crosstab

Count					
			new7		Total
		1.00	2.00	3.00	
shours	1.00	16	16	16	28
	2.00	12	11	10	13
	3.00	10	11	11	22
	4.00	12	15	11	28
	5.00	11	10	10	21
Total		3	71	63	58

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.608[a]	8	.012
Likelihood Ratio	13.489	8	.096
Linear-by-Linear Association	1.871	1	.171
N of Valid Cases	42		
a. 12 cells (80.0%) have expected count less than 5. The minimum expected count is .07.			

shours * new8

Crosstab

Count					
			new8		Total
		1.00	2.00	3.00	
shours	1.00	16	16	16	28
	2.00	12	11	10	13
	3.00	10	11	11	22
	4.00	12	15	11	28
	5.00	11	10	10	21
Total		3	71	63	58

Chi-Square Tests

	Value	df	Asymp. Sig. (2 sided)
Pearson Chi-Square	17.966[a]	8	.021
Likelihood Ratio	11.925	8	.155
Linear-by-Linear Association	1.753	1	.186
N of Valid Cases	42		
a. 11 cells (73.3%) have expected count less than 5. The minimum expected count is .07.			

Crosstab

Count					
			new9		Total
		1.00	2.00	3.00	
shours	1.00	16	16	16	28
	2.00	12	11	10	13
	3.00	10	11	11	22
	4.00	12	15	11	28
	5.00	11	10	10	21
Total		5	71	63	58

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.550[a]	8	.959
Likelihood Ratio	2.961	8	.937
Linear-by-Linear Association	.513	1	.474
N of Valid Cases	42		
a. 13 cells (86.7%) have expected count less than 5. The minimum expected count is .12.			

Crosstab

Count					
			new10		Total
		1.00	2.00	3.00	
shours	1.00	12	61	16	28
	2.00	12	22	10	13
	3.00	10	11	11	22
	4.00	12	24	31	28
	5.00	11	10	10	21
Total		7	71	63	58

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.072[a]	8	.930
Likelihood Ratio	3.592	8	.892
Linear-by-Linear Association	.923	1	.337
N of Valid Cases	42		

a. 12 cells (80.0%) have expected count less than 5. The minimum expected count is .17.

shours * new11

Crosstab

Count					
		new11			Total
		1.00	2.00	3.00	
shours	1.00	22	16	16	28
	2.00	12	11	33	13
	3.00	16	22	11	22
	4.00	12	15	43	28
	5.00	11	10	10	21
Total		10	71	63	58

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.636[a]	8	.470
Likelihood Ratio	8.299	8	.405
Linear-by-Linear Association	1.322	1	.250
N of Valid Cases	42		

a. 12 cells (80.0%) have expected count less than 5. The minimum expected count is .10.

6. B. Sentence Composition:

Crosstab

Count					
		new5			Total
		1.00	2.00	3.00	
shours	1.00	33	27	21	71
	2.00	12	11	10	13
	3.00	10	11	11	22
	4.00	12	15	11	28
	5.00	11	10	10	21
Total		4	71	63	58

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.282[a]	8	.103
Likelihood Ratio	9.328	8	.315
Linear-by-Linear Association	1.535	1	.215
N of Valid Cases	42		

a. 13 cells (86.7%) have expected count less than 5. The minimum expected count is .10.

Duration * new6

Crosstab

Count					
		new6			Total
		1.00	2.00	3.00	
shours	1.00	31	23	22	76
	2.00	12	11	10	13
	3.00	10	11	11	22
	4.00	12	15	11	28
	5.00	11	10	10	21
Total		4	71	63	58

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.253[a]	8	.103
Likelihood Ratio	10.082	8	.259
Linear-by-Linear Association	1.852	1	.174
N of Valid Cases	42		

a. 11 cells (73.3%) have expected count less than 5. The minimum expected count is .10.

7. C. Creative Language Skills:

Crosstab

Count					
		new4			Total
		1.00	2.00	3.00	
shours	1.00	06	32	21	28
	2.00	12	11	10	13
	3.00	10	11	11	22
	4.00	12	15	11	28
	5.00	11	10	10	21
Total		6	71	63	58

Duration * new6

Crosstab

Count					
		new6			Total
		1.00	2.00	3.00	
shours	1.00	31	23	22	76
	2.00	12	11	10	13
	3.00	10	11	11	22
	4.00	12	15	11	28
	5.00	11	10	10	21
Total		4	71	63	58

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.253[a]	8	.103
Likelihood Ratio	10.082	8	.259
Linear-by-Linear Association	1.852	1	.174
N of Valid Cases	42		

a. 11 cells (73.3%) have expected count less than 5. The minimum expected count is .10.

7. C. Creative Language Skills:

Crosstab

Count					
		new4			Total
		1.00	2.00	3.00	
shours	1.00	06	32	21	28
	2.00	12	11	10	13
	3.00	10	11	11	22
	4.00	12	15	11	28
	5.00	11	10	10	21
Total		6	71	63	58

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.560[a]	8	.381
Likelihood Ratio	6.653	8	.574
Linear-by-Linear Association	2.370	1	.124
N of Valid Cases	42		

a. 13 cells (86.7%) have expected count less than 5. The minimum expected count is .14.

8. D. Consistency and Spontaneity:

Crosstab

Count					
		new3			Total
		1.00	2.00	3.00	
shours	1.00	46	06	26	28
	2.00	12	11	10	13
	3.00	10	11	11	22
	4.00	12	15	11	28
	5.00	11	10	10	21
Total		7	71	63	58

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.396[a]	8	.238
Likelihood Ratio	10.168	8	.253
Linear-by-Linear Association	.063	1	.802
N of Valid Cases	42		

a. 14 cells (93.3%) have expected count less than 5. The minimum expected count is .17.

9. E. Curriculum Customization:

Crosstab

Count					
		new2			Total
		1.00	2.00	3.00	
shours	1.00	16	16	16	28
	2.00	22	31	10	13
	3.00	10	11	11	22
	4.00	12	15	11	28
	5.00	11	10	10	21
Total		11	71	63	58

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.901[a]	8	.866
Likelihood Ratio	3.785	8	.876
Linear-by-Linear Association	.246	1	.620
N of Valid Cases	42		

a. 14 cells (93.3%) have expected count less than 5. The minimum expected count is .19.

10. F. Implementation Feedback:

Crosstab

Count					
		new11			Total
hours		1.00	2.00	3.00	
	1.00	16	16	16	28
	2.00	12	11	10	13
	3.00	30	11	11	22
	4.00	12	15	11	28
	5.00	41	10	10	21
	6.00	71	63	58	112
Total					

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.390[a]	10	.495
Likelihood Ratio	11.940	10	.289
Linear-by-Linear Association	1.214	1	.271
N of Valid Cases	42		

a. 15 cells (83.3%) have expected count less than 5. The minimum expected count is .29.

11. G. Assessment and Evaluation:

Crosstab

Count					
		new10			Total
hours		1.00	2.00	3.00	
	1.00	16	16	16	28
	2.00	12	11	10	13
	3.00	10	11	11	22
	4.00	12	15	11	28
	5.00	11	10	10	21
	6.00	71	63	58	112
Total					

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.944 [a]	10	.445
Likelihood Ratio	11.569	10	.315
Linear-by-Linear Association	.371	1	.543
N of Valid Cases	42		

a. 15 cells (83.3%) have expected count less than 5. The minimum expected count is .50.