The Effects of Subtitles on Language Learning[*]

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Abstract

The use of subtitles to teach a foreign language can facilitate students' motivation and reduce anxiety in the language-learning process. This study is conducted to find out the effects of using subtitles on language learning. We conducted semi-structured in-depth interviews with 20 students who watch subtitled movies regularly in their free time. The results of our study pointed out that watching subtitled movies helps learners improve their learning skills and motivates them to learn more about the target language. In addition, subtitles can enhance engagement in learning, and they help the learner acquire basic knowledge of language. However, more research is required to get most of the subtitled movies as instructional materials to use in language learning classrooms.

Keywords: English, incidental learning, second language learning, subtitles, teaching

1. Introduction

Learning a second language has become more important than ever in recent years. A great number of methods and processes have been developed for this particular area. Modern methods, approaches, and new techniques have gained importance as well. There is also a rising awareness of the relationship between language learning and using audio-visual materials since learners usually regard acquiring a language in a self-centred, incidental way as attractive. Watching subtitled movies is one of those ways to acquire a language. Learning

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with the help of subtitled movies is especially crucial nowadays because it enables learners to have a comfortable and enjoyable learning process. Vanderplank (1990) suggests that television as a tool has a massive role in providing qualified knowledge, and it also has an entertaining aspect that cannot be experienced in the classroom atmosphere (p. 221). That explains why most researchers agree that this kind of non-restricted way of learning deserves further investigation. Some researchers also argue that films have an essential role when it comes to the ability to remember and retain knowledge as it is a tool for basic parts of learning and integrating activities (Lesser& Pearl 2008; Linebarger L. Deborah 2007; Grgurovic & Hegelheimer 2007; Weyers R. Joseph 2004).

Many researchers deal with the effects of watching movies and TV series on language learning, and some of them come up with strong evidence that proves the useful effects of combining them with the learning process (Seyed Jalal Abdolmanafi Rokni & Azam Jannati State 2014; Almeida, Patrícia Albergaria, and Patrícia Dinis 2014). In addition to that, many teachers and researchers suggest that subtitled movies facilitate the comprehension of video materials. Similarly, it is acknowledged that subtitles are vital for comprehension and viewers are usually very motivated to grasp what is shown and said on television (Garza 1991; Danan 2004; Mei-Ling 2007).

Most educators believe that being exposed to the target language through watching movies with subtitles increases the language proficiency level of students. Therefore, students are usually recommended by teachers or peers to watch subtitled movies. Although this approach to the use of subtitled movies is taken for granted by many teachers and researchers, there are only assumptions about the effectiveness of subtitled movies in language development. To have some clarifications and more assumptions, this study will investigate the relationship between watching subtitled movies and second language learning, and whether incidental learning takes place in this process.

2. Literature Review

Subtitles have a considerable role in the language-learning process and a huge impact to enhance foreign language learning. Vanderplank (1998) explains the importance of subtitles by regarding them both as a source of significant input and an essential way for language acquisition.

2.1. Second Language Acquisition and Input Exposure

Second language acquisition requires one to pass through some stages just like first language acquisition, and also one cannot move ahead before totally completing one stage. What first and second language acquisition also have in common is that one needs to have a certain level

of interaction with the target language, receive context clues and have some prior knowledge to add on the new ones. Some linguists claim that the most important step to achieving language acquisition is communication and social interactions (Gass, 2003; Chomsky 1995). R. Ellis (1994) points out that three factors play a significant role in language acquisition which are internal, external, and individual factors. While he deals with external factors, he mainly emphasizes the importance of exposure. R. Ellis (2005) suggests that if there is not enough exposure to the target language, one cannot learn it appropriately. In general, "the more exposure they receive, the more and the faster they will learn" (p.38). Krashen also emphasizes the significance of exposure in second language acquisition with his Input Hypothesis which is also known as Comprehensible Input Hypothesis. Krashen (1982) claims that while the learners pass from I stage to i+ 1 they generally focus on the meaning of the language rather than form. More specifically, he defines second language acquisition as a learning process that occurs subconsciously, and, in this process, the learners notice that they are a part of learning and they are using it for interaction.

2.2. Second Language Learning and Significance of Motivation

Motivation has had an undeniable effect on language learning. Teachers always seek new ways to motivate their students to be active in the learning process. Students also complain about the lack of motivation and how it affects their performance. While Wlodwoski (1985) points out the significance of motivation in language learning, he mentions that "motivation is able to (a) arouse and instigate behavior, (b) give direction or purpose to behavior, (c) continue to allow behavior to persist, and (d) lead to choosing or preferring a particular behavior" (p. 2). Vanderplank (1990), on the other hand, suggests that learners need some extrinsic motivation to sustain a purpose to acquire words or phrases. (p. 227)

According to Krashen (1982), learners who are efficiently motivated and able to control their anxiety automatically become more successful in language learning. He also brings up two significant terms in his Affective Filter Hypothesis. One of them is comprehensible input which refers to the learner's knowledge beyond the current level and the other one is an affective filter that helps to input in and decrease anxiety. Danan (2004, p.74) agrees with Krashen's Affective Filter Hypothesis and claims that captions could play the low-affective filter role in language learning. She also indicates that when learners do not understand the message, they tend to leave it, and at that point, captions help learners feel better and more comfortable as they provide necessary knowledge for learning (p.75).

2.3. Captioning and Second language learning

Captioning was first introduced in foreign language classrooms in the 1980s. After conducting research on captioning and its effects on language learning, researchers such as Burger (1989)

and Vanderplank (1988) conclude that captions can lower anxiety while they increase motivation. Many studies also claim that other than their effect on vocabulary development, subtitles also help learners improve their listening and communication skills (Baltova, 1999; Garza, 1991). In the same vein, Markham (1989) indicates that captions not only improve learners' language skills such as listening and speaking but also help them improve their comprehension level.

The findings of Huang and Eskey's (1999) research including the University of Southern California students suggest that students who watch movies with subtitles score higher on written comprehension tests, and their listening and comprehension skills get better than the ones who watch the movies without subtitles.

Moreover, a recent study on captioning and second language learning by Winke, Gass and Sydorenko (2010) discover that students who are given a vocabulary exam including both written and aural performance tests after watching a subtitled movie score higher on the aural performance test compared to those who watch the movie without subtitles.

2.4. Incidental learning with subtitles

UNESCO (2005, p. 4) defines incidental or random learning as "unintentional learning occurring at any time". Many studies show that incidental learning occurs when a person's main purpose is not to learn but he/she learns naturally while observing, repeating or even watching or talking to other people (Baskett 1993; Cahoon 1995; Rogers 1997).

When the chronology of incidental learning is considered, it can be seen that it goes way back and first appears in literature as "self-directed learning". It was first mentioned by Dewey (1916/1944) and then became a popular phenomenon after Knowles (1970) addressed its characteristics such as autonomy, self-control, and self-management. Since then, SDL or incidental learning has been the center of many other informal learning-related studies (Mealman 1991; Ross-Gordon and Dowling 1995).

As regards incidental learning, subtitles have gained popularity in the literature starting from especially the 1990s. Many studies focus on how subtitles affect learners' comprehension and how they can be a beneficial tool in incidental language learning (Garza, 1991; Grimmer, 1992; Borras & Lafayette, 1994).

Following the previous studies, Neuman and Koskinen (1992) discover that subtitles provide two different contextual support systems at the same time: the video context and the print context. According to them, these systems increase comprehension and learner participation while fostering the learning environment. Similarly, d'Ydewalle and Van de Poel's

(1999) study deals with comprehension achieved by incidental learning that occurs while watching subtitled movies. They suggest that subtitled videos increase attention and motivation. Moreover, they allow incidental acquisition even when their purpose is not educational.

2.5. Dual Coding Theory

In recent years, teachers have been using multimedia tools in the classroom while teaching a language because they provide variable input to the students. Several studies touch on the effects of combining audio and visual in language learning. These studies argue that the input accompanied by technological tools helps learners guess the target language and remember it easily (Stevens, 1989; Underwood, 1990). Thus, subtitled videos which activate both coding systems are more effective than words or pictures alone. According to the dual-coding theory which was proposed by Paivio (1971), when pictures are accompanied by meaning, learners can keep the message in mind better. Dual-coding theory suggests that when it comes to memorization and recalling, verbal and nonverbal codes are probably better than verbal codes or nonverbal codes alone (Paivio, 1975). This argument is confirmed by Levin and Berry's (1980) study, in which school children who are shown relevant pictures while they are listening to the news are able to recall more information than those who are only engaged in listening.

Moreover, it is a fact that subtitles enhance spoken word recognition. Garza (1991) suggests that subtitles improve language learning, listening and reading comprehension. Borras and Lafayette (1994) in their paper conclude that same-language subtitling helps second-language learners associate the aural and visual forms of the words more easily. Briefly, subtitled videos provide both verbal information and nonverbal information. Thus, they prove to be helpful for activating the dual-coding system in the human brain.

3. Methodology

In this study, the qualitative research method has been used. Choosing a qualitative research design helps the researcher make assumptions. The researcher also needs to keep in mind certain philosophical assumptions such as language, values, process, and objectivity (Creswell, 2009). Cresswell states that "the data collection steps include setting the boundaries for the study, collecting information through unstructured or semistructured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information." (2009, p.178). Focusing on the characteristics of qualitative research defined by Creswell (2009; 173), conditions of the process, events, cultural background, relationships, and possible effects on objectivity are kept in mind throughout the study.

3.1. Limitation

The sample size can be considered a limitation of this study. Since the sample included only 20 participants who were studying at two different universities, it was difficult to establish significant relationships based on the obtained data. Statistically, qualitative research generally requires a larger sample size so that the representative distribution of the population can be generalized to a larger population. Yet another limitation was the self-reported data as it cannot be verified independently. When making a questionnaire, researchers had to assess what people said according to the criteria they came up with. There were also cultural and other biases since all of the participants were from the same country. Biases can be considered a limitation for both researchers and participants. The last limitation was the number of male students who participated in the study. Therefore, female participants outnumbered male participants.

3.2. Data Collection

3.2.1 Participants

Data were collected from 20 participants who were getting their bachelor's degrees. Sixteen of these participants were female and four of them were male. Seventeen of the participants were from Hacettepe University and three of them were from METU. All of the participants' second language was English but five of them were also watching movies in other languages such as Korean, Spanish, German, and Italian.

17 of the participants' majors were English Language Teaching while the others were studying Public Finance, Law, and Geological Engineering. 15 of them had a high proficiency level (i.e., upper intermediate or advanced) in English; they were good at using linguistic competence, and they were fluent in terms of language skills while the rest of them were at elementary or intermediate levels. Some of them were interested in subtitles and had been watching subtitled movies or series for at least five years.

3.2.2. Material

In this research, each participant was interviewed. The interview was designed by the researchers and included 12 questions which aimed to find out the relationship between subtitles and language learning. Each question focused on at least one language area or the main skill which may show signs of improvement.

The materials were designed to see whether there is a relationship between watching subtitled movies and foreign language acquisition, and what the effects of subtitled movies are on foreign language acquisition. The study tries to find answers and explore their implications

for cause and effect. This kind of research requires correlational information depending on viewers' ideas which were gathered in an environment where they would feel comfortable and express their ideas freely. To apply this design, it was necessary to collect information about subtitled movies and incidental foreign language acquisition to find and describe relationships that may exist.

The participants were almost the same age, but they had different backgrounds, characteristics, intelligence levels, preferences, world views, and different approaches to situations. The interview questions focused on both their personal views on the topic and the themes that could express general ideas. The questions have no correct answers. Thus, every individual who was asked these questions responded according to his or her state of mind and personal views.

3.3. Data Analysis

To carry out data analysis, certain steps were followed. First of all, the data were analyzed, and important points were noted. Then, the data were broken into some units and classified. For analyzing data, open code was used. The data were coded as subcategories and themes were created. The coding process was done separately. After that, certain disagreements were discussed and resolved. Following this process, six themes that were related to codings and subcategories were formed. These themes are respectively subtitles as a source of motivation, inferring and deducing depending on familiarity, using subtitles as a learning tool, improving language skills, changes in habits over time, and becoming more likely to recall and use them.

As pointed out before, the samples were undergraduate students who had different educational and personal backgrounds. Reliability could not be measured in the questionnaire since the survey questions can be answered only once. Even if they could, there would not be different answers each time. The only way to address data quality is to compare some of the survey findings to certain information about the population. To increase reliability, questions were designed in a way to support each other through the examples provided by the participants.

As to the validity, the questions addressing undergraduate students can be regarded as valid. The questions were designed to provide the expected answers. Also, they were designed to find personal preferences, approaches, and opinions about a particular topic. Through the questionnaire, we were able to get what we needed from the participants.

4. Results

4.1. As A Source of Motivation

One of the common points we have come up with is that watching movies or series motivates the participants in terms of developing a positive attitude towards language. Most of the participants believe that learning a language requires motivation, and they state that subtitles enable them to get the intended meaning properly, help them to feel better in some conditions like facing unknown words or different accents, and encourage them about learning different languages. Some answers demonstrate that subtitles have a significant role in motivation. For example, one of the participants indicates the necessity of motivation for learning, and states that subtitled movies help her comprehend the message and feel more comfortable.

> "Yes, I believe learning a language requires motivation and subtitles are a source of motivation. When I come across slang words or unusual, difficult accents I feel a little bit nervous. That means I feel like missing the meaning. I cannot understand the film exactly. Watching a movie with subtitles makes me feel relaxed and actually better because it helps me to understand the meaning, what the speaker intends to tell us."

Another participant pointed out how subtitles foster learning another language:

> "Yes. The last time I watched a movie at my friend's suggestion was very interesting. Its name was *Life is Beautiful*. It was an Italian movie. After this movie, I felt like learning this Italian language."

4.2. Inferring and Deducing Depending on Familiarity

Students or people in general who try to learn a second language prefer authentic and other types of materials such as audiovisual materials which are rich in context. Some studies (Baltova, 1994; Chan& Herrero, 2010) suggest that multimedia is a source of rich comprehensible input and can be used in classrooms as authentic language learning material. Therefore, subtitles both help learners to set connections and improve their comprehension. Zanón (2006) suggests that subtitles provide sound, image, and text at the same time. She comes up with three different subtitle models: bimodal, standard, and reverse subtitles.

The data gathered in this study show that most of the foreign language learners who participated in the interviews preferred standard subtitle models as they first started to watch subtitled movies. Participants who confirmed that they used subtitles to learn outside the classroom also considered subtitles as effective tools to achieve independent learning.

When the participants were asked whether they inferred new language structures or words, most of them confirmed that subtitles had facilitating effects on inference and comprehension. Most of the participants agreed that subtitles helped them deduce the

meaning of a new word thanks to their rich context. Some of the participants claimed that they also realized their common mistakes and how those mistakes could be fixed by adopting the speech in the movies as a model. For example, one of the participants mentioned how he was struggling while trying to learn a word and how subtitles helped him learn a specific word. He stated that:

> "For example, while I was learning Spanish, I had a lot of difficulties in learning 'megusta'. Spanish is more complicated than English, so I have problems with that. But while watching subtitled movies, I understood that the actual meaning is 'it pleases' and the translation is similar to that."

Participants also agreed that familiarity was important to be able to deduce meaning. Almost all of the participants stated that basic knowledge was a key factor in using subtitles as a learning tool; otherwise, you could hardly understand the context and improve your language skills. About the significance of familiarity, one of them said:

> "Yes, you need to be familiar with the structures because if you don't know anything about that language, even if you hear those words, subtitles may not help you. You need to have basic knowledge of the language and the structures."

4.3. Using Subtitles as a Learning Tool

The other finding of our research is that learners used subtitled movies as a learning tool. Participants agreed that subtitles helped learners practice what they had learned in the classroom. Most of the participants acquired new words with the help of subtitles. While watching the movie, participants generally tended to pause the movie to look up the dictionary for the words that they did not know. They felt the urge to find out the meaning of the word and they paused the movie to check the meaning. For instance, one of the participants stated:

> "... you know sometimes there are some vocabulary about whose meaning I am obsessive, I am so curious. So, to be able to find out the meaning, I check the subtitles, yeah. Sometimes, I pause the TV series and check the meaning. If I cannot find out, I mean, if I cannot infer the meaning from the context, I look up to the dictionary for it."

Moreover, participants stated that they had a chance to see the correct pronunciation of words and structures. They indicated that subtitles helped their pronunciation, speaking, vocabulary, and listening in the target language due to the triple connection between sounds, images, and text.

4.4. Improving Language Skills

One of the findings of the present study shows that language skills improve significantly while watching subtitled movies. When participants were asked whether they had any progress in language skills or not, most of them said that they gained some skills and it definitely helped

to improve their language skills. For example, one of them mentioned how she improved her vocabulary with the help of subtitled movies:

> "To be honest, I watch English TV series with Turkish subtitles. But it becomes helpful to learn vocabulary. I mean, I can easily learn the Turkish meaning of the vocabulary that I don't know. Also, I can learn some structures. I can imagine or guess the meaning from the context. Subtitles are very beneficial for language learning. Especially I have progressed in listening and speaking. For example, I can easily notice the accent and imitate it from this TV series."

Participants especially acquired new vocabulary with the help of subtitles. Also, they could realize some mistakes about what they learned. For example, one of the participants stated:

> "Subtitles have a good effect on my vocabulary knowledge. For example, I learned the correct form of pronunciation of 'wind' with the help of subtitled movies."

Moreover, participants had the opportunity to revise what they had learned in lessons by seeing them in a different context. They could see the vocabulary and the structures in the subtitled movies with their correct pronunciation. So, they could use what they had learned in real life. One of the participants said:

> "I improved my pronunciation. Also, I have the opportunity to use different words that I learned in these movies. I can really use the words in daily life. It enhanced my vocabulary knowledge. Sometimes, I realize that there is a difference between the structures we learned in the lesson and their usage in a real context."

4.5. Changes in Habits over Time

In this study, the assessment of participants' answers to each question indicated that they got more successful in comprehending the meaning of the words compared to the time they first started watching subtitled movies.

The answers of the participants indicated a positive effect on language skills in general since most of the participants claimed that they started to look at the subtitles less and less after a while.

It can be claimed that findings support that participants started to feel more comfortable while watching movies and they improved their listening skills. Most of them mentioned that it was hard to focus on subtitles and the movie at the same time, but after a while, they all realized that sometimes they forgot to look at the subtitles yet they could still understand the meaning of the words or the main idea.

Most of the participants also indicated that their level of proficiency was much lower when they first started watching subtitled movies but they all upgraded their proficiency level over time even though not all of them had taken language skill courses. It should be noted that they also claimed that subtitles helped them to improve at least two of the main language skills.

In addition, most of the participants claimed that subtitles changed their choice of subtitle type. They all stated that they used to watch subtitled movies with standard subtitles (English-Turkish). After a while, almost all of them changed their preference for subtitles and started watching movies with bimodal subtitles (English-English). By the time the research was conducted, more than half of the participants stated that they were watching movies without any subtitles. Therefore, they felt more comfortable and confident while watching foreign movies.

Table 1

Extracts from the participants' answers

13.42 Okay I get it. Thanks. Have you ever noticed a decrease in the amount of time you look at the subtitles after constantly watching subtitled movies? Do you think that you look at the subtitles less and less now that you have been watching them for a long time?
14.22 Yes. I guess so. Sometimes, I really don't notice subtitles.
14.29 But was it like that in the beginning too? Or did it change?
14.34 No, it changed gradually. I used to look at the sub subconsciously all the time but then in the middle of the movie, I was surprised that I wasn't looking at the sub and just listening.
15.14 So, can you say that you're now looking at sub less and less because you've been watching the movie for a long time?
15.29 Yes, sometimes I do not even notice the sub anymore.

4.6. More Likely to Recall and Use

In our study, one of the essential inferences is that participants were more likely to recall and use subtitles. This study shows that the majority of the participants agreed on the fact that they could easily recall and use the words that they heard through subtitles whereas some claimed that they had to get some input and time to recall and use the structures they got through subtitles. They could recall and use new words and structures in their daily life by learning the words by heart. The learning processes of the participants generally consisted of glancing and looking at the subtitles, searching for the meanings, and then learning them by heart.

Moreover, the participants who watched a movie with subtitles more than once became more likely to recall the structures. They got the ability to recall and reuse depending on the frequency of watching. Almost all participants agreed that frequency was the key aspect to get the sense of remembering inputs they got through subtitles and then reverting them into utility. Given the interviews, it has been understood that the frequency of watching was important for recalling and using the structures from the context of movies with subtitles. For example, one of the participants stated:

> "When I hear an interesting word or phrase, exactly I try to look it up in the dictionary. Then, I find the word and what the meaning is, I learn the meaning of the word. Later, I can recall it and I storm my brain and it shapes in my mind and I can recall and use it."

5. Discussion

The findings of this research show the significant role of subtitled movies or TV series in the learning process of a language. The study provides clear evidence about the relationship between language learning and subtitles. According to the findings, subtitles are often seen as a source of motivation and a tool for learning. In addition to this, they enable participants to improve their language skills and help with the reorientation of knowledge related to word, phrase, or sentence construction.

One of the findings of the present study is that watching subtitled movies motivates learners. This inference corresponds with the results reported. For example, one of the previous studies conducted by Başaran and Dilber (2013) investigates the effects of captioned TV shows on language learners. The results demonstrate that they play a significant role in motivating the learners and changing their perception. According to Huang and Yang's (2012) study, subtitles are the main source of vocabulary acquisition, and learner-centred acquisition is improved when it is supported by authentic situations like subtitled movies. They also examine the effects of simulation scenarios with subtitles on incidental learning and their findings indicate the significance of incidental vocabulary acquisition achieved by authentic situations. In the same vein, this study demonstrates that incidental learning occurs when the learning environment is supported by an authentic tool, such as subtitles. It also shows the positive effects of subtitles on language learning.

According to Williams and Birds (2002), using subtitles in the language learning process helps learners recall the information they get from the subtitles. Likewise, in the present study, it is found that learners can recall and retain the vocabulary they learn from the subtitled movies or TV series. It is inferred that learners use subtitled movies or TV series as a learning tool. This finding also complies with the previous studies. For example, Talavan (2010) suggests that subtitles have different functions in the learning process such as improving oral

comprehension, encouraging autonomous learning. They also have a mediating function in foreign language education.

6. Conclusion

It is important to emphasize that the main goal of this research has been to analyse whether subtitled movies or TV series affect language learning or not. In addition, it has been aimed to examine whether there is a relationship between language learning and subtitles. To observe this and get an understanding of the students' points of view, 12 open-coded questions were developed, and an interview was applied to 20 participants. The results were analysed and interpreted.

The findings indicate that watching subtitled movies or videos supports language learning. Moreover, based on the participants' answers, it can be asserted that exposure to authentic sources can improve one's vocabulary and language skills. All in all, this study brings up that subtitled movies or TV series have important aspects that support and promote language acquisition as a language tool and a facilitator for skills. Therefore, in terms of its concrete findings, it can be regarded as a significant contribution to research in language learning.

Although the current study yielded certain results, some of its limitations need to be improved for further studies. First of all, the number of participants can be increased to reach expanded results. Also, we can suggest teachers promote the use of subtitled movies or TV series to help students in the classrooms. We hope that further studies in this field would not only help to build a strong theoretical framework but also encourage academic circles to conduct more research.

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APPENDIX

Interview Questions

1) Do you think you infer something new each time you watch a subtitled movie or video? Can you give a few examples of the words, structures or rules that you learned by watching subtitled movies?

2) Do you think you need motivation to learn a language and subtitled movies are one way to feel motivated? Have you ever felt tempted to learn a new language after watching a subtitled foreign movie?

3) Do you think you need some familiarity with the language to comprehend subtitled movies or can you infer the words' meaning from the context?

4) Have you ever felt like you have progressed in language skills after watching subtitled movies or TV series regularly? If yes, can you tell us how often you watch subtitled movies or TV series?

5) When you hear an interesting word or phrase do you glance at the subtitles to find out what that means? After finding out what the word or phrase means can you recall when you hear it again?

6) Do you feel intimidated by watching a movie with an unusual accent or a lot of slang? If yes, would you feel more comfortable watching the movie with subtitles?

7) Do you think you need a certain proficiency level to deduce meanings from the subtitles or anyone can learn a language with the help of subtitles at some level?

8) Do you think some people or nations are more fluent in some languages like English because they expose to the target language more than others while watching subtitled movies?

9) Have you ever noticed a decrease in the amount of time you look at the subtitles after constantly watching subtitled movies? Do feel like you look at the subtitles less and less now that you have been watching them for a long time?

10) Have you ever watched the same subtitled movie more than once and realized any changes in the amount of time you spend looking at the subtitles?

11) Do you find it hard to set connections between visual, and auditory information and subtitles or do you think it automatically happens?

12) Do you rewind the movie to read the subtitle again to see what the character has just said and if you do, is it because you get disconnected or you feel the urge the find out what is the exact meaning of the thing she/he said?