

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and scientific Research**  
**University of Mohamed Seddik Benyahia University .Jijel**  
**Faculty of Letters and languages**  
**Department of English**



**Investigating the effect of subtitling on EFL learners'  
listening comprehension ability**

The case study of Master one students at the department of  
English, Mohamed Seddik Ben Yahia -Jijel university

Dissertation submitted in partial fulfillment of the Requirement for the Degree of Master in  
didactics of foreign languages

**Submitted by**

- LAMIA BETTACHE  
- SARA FETOUCI

**Supervised by**

-BAKIR BENHABILES

**Board of Examiners**

MEZREG SARA  
TIOUANE HIBA

**2020 – 2021**

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### **Declaration**

We hereby declare that the dissertation entitled “Investigating the effect of subtitling in EFL learners’ listening comprehension ability”. It is our work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully .In case our material is not documented we shall be responsible for the consequences.

Signature

### ***Dedication***

*I dedicate this work to the sake of Allah, my creator and my Master. My great teacher and messenger, Mohammed(May Allah bless him and grant him), who taught us the reason of living.*

*Every challenging work needs self-efforts as well as guidance of elders especially those who were very close to our heart.*

*I dedicate My humble work to my mother, without her I would never be here, all words cannot express my grateful to her.*

*To my father, my source of courage, success, and happiness in life, may Allah bless him.*

*To my sisters Lydia, Kawter and Yasmine for their unconditional support and encouragement in my life, may Allah bless them.*

*To my brothers Said, Zahir , and Bilal who have been affected me in every way possible by this work , may Allah bless them.*

*To my brothers in law Nourdeen , Sedik and Reda ,for their encouragement all the way .*

*To my sisters-in-law Amira and Zineb, for their interest and support throughout this work.*

*To my Sweetheart my best friend Imene, who has supported me in every step I done in my life, may Allah bless her.*

*To my partner and friend Sara who makes this work an unforgotten experience, for her determination and patience to have an excellent work .*

*To all of those who believed in me and pried for my success*

*Lamia*

### ***Dedication***

*In the name of Allah, the Most Merciful, the Most Compassionate.*

*I would like to dedicate this work to:*

*My dearly loved mother, for no one with the exception of Allah is more important than her,*

*May Allah bless her.*

*To my dear father, my source of love, success, happiness, thank you for the trust and the encouragement you have given me, May Allah bless him.*

*To my brothers **Walid** and **Doukifli** who always were with me in the ups and downs.*

*To my cousins **Choubeila** and **Imene** for their unlimited support and encouragement.*

*To my sweethearts **Alaa** , **Meriem** And **Noursine**.*

*To each member of my family.*

*To my partner and friend **Lamia** with her I shared the university moments with its lights and shadows*

*To my closest friends **Meroua** and **Sabrina**.*

*To my friends **Kenza**, **Ryane** ,**Fatima**, **Dina**.*

*To all my classmates.*

*To all who care about me ...*

***Sara***

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### **Abstract**

This study investigated the effect of using subtitling toward EFL learners' listening comprehension ability. It is hypothesized that using subtitling in EFL classes will have a positive effect on students' listening comprehension ability. In order to test our hypothesis, a test was addressed to 15 Master1 students; all enrolled at the department of English, University of Mohamed Seddik BenYahia .Jijel. The participants were divided into three groups of five students each. Two groups were assigned to watch 20 minutes segment of the movie "Gone" with English and Arabic subtitles, one type of subtitles per one group. The third group was assigned to watch it without subtitling. After the viewing session, all the participants were tested on listening comprehension, content, vocabulary and called for interview. The finding revealed that the groups who watched the film with subtitling had a better score, especially in English subtitling. The average score on the content and vocabulary showed that English subtitling affected students' comprehension of the content and vocabulary more than the two others. Finally, the participants believed that subtitling helped them develop their listening comprehension abilities. They also agreed on the necessity to provide English students with new technological devices (smart boards, recorders, free network) to reinforce the use of subtitling as a pedagogical support for both teachers and learners.

*Keywords: listening comprehension ability, subtitling.*

## **List of Abbreviations and Symbols**

1-EFL: English as a Foreign Language

2-FL: Foreign Language

3-L2: Second Language

4-TEFL: Teaching English as a Foreign Language

5-TL: Target Language

6-TV: Television

7-%: Percentage



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## General Introduction

### 1. Background of the Study

To be competent in English language referred to be competent the four skills, namely: reading, writing, listening, and speaking. Before the mid of 1980, learning and teaching foreign languages was extremely based on writing and reading. According to Tayler (2008), in traditional method, there was a great emphasis on writing; students only depended on grammar rules and translating them from their native tongue ( as cited in Walia,D.N,2012,p.127).

In fact, knowing a set of language requires more than knowing about set of grammatical, lexical, and phonological rules (Hymes, 2008, p.217). Language is a complicated system of words, sounds, and meanings, it is not sufficient to learn grammar, lexis and phonology to be competent and fluent in a foreign language. Listening and speaking skills represent the production of all the acquired competencies to be really competent in that language.

However, the advent of teaching communicative language which started to appear in 1980 called for a new mean of new mean of teaching and learning a foreign language. That is to say, there was a high focus on the speaking and listening skills. Although the listening skill was very important to perform a successful communication, it is considered the most difficult skill to build and improve in classroom setting. For this reason, many efforts have been made to integrate technology in teaching and learning the four skills as smart phone, personal computers, and sharing tools or applications such as social media.

According to Cray (2007) the standards for teachers in the teaching process obliged integrating technologies with pedagog



ical knowledge to enhance the learning and teaching process and support efficient communication and collaboration between teachers, peers, and students ( as cited in Sedju,S,2017,p.65). This can be established through using any sort of electronic device which will definitely reduce problems such as infrequent vocabulary, pronunciation nuances and other problems. Actually, EFL students often face these aforementioned problems in listening activities during oral expression classes . To overcome these frequent problems, educational institutions needs to implement any technological device that provides learners with the opportunity to practice more on developing their listening skill through using videos recorders subtitled in target or mother language inside or outside laboratories of the university.

According to Zainol (2011) (as cited in Sedju,S,2017,p.65) videos-texts led students to use communication's non- verbal components that helped them in comprehending and processing aural input. Moreover, students will remember easily what they have learned since it is a visual and an auditory input. Also, it is a good strategy to stimulate student's creativity and capacities , In this regard, our study attempted to investigate the impact of subtitling as a learning or teaching tool in enhancing the listening comprehension ability for master one EFL students at the department of English in University of Mohamed Seddik Benyahia .Jijel.

In order to determine the relationship between subtitling and listening comprehension ability, we separated 15 students divided into three groups to watch 20 min of the movie "Gone" .One of these films played with English, the second group was shown film with Arabic subtitling, The last group was shown film without any subtitles .

## **2. Statement of the problem**

In an EFL context, the ability to listen successfully is considered an essential skill, since it's regarded as the base of speaking skill . That what Nunan (1997) stated in ( Solak,E . ,& Eredem , G ,2016, p.33), he claimed that listening skill is the elder sister of speaking . it is of great significance for students to be able to listen without any difficulties. having successful listening means being able to go further in communication. however, with covid-19 most of the educational institutions including universities are forced to contract the time of all courses including oral expression course. On the other hand, one of the problems faced by students during listening is the insufficiency of time to improve and master listening skill. In addition, teachers still teach with the same way during this unusual situation; because of the limitation and obstacles they face when trying to integrate new methods or tools. This was largely a result of the challenging encountered in the areas of listening skill material, design and development. These problems prevent students from having enough opportunity to work on developing listening's comprehension.

To overcome the problem discussed, it is suggested that using subtitling or subtitled videos as a learning or teaching instrument may help students to improve listening skill. Considerably, this integration might be effective in enhancing the listening skill.

## **3. Research Question:**

The present study intends to answer the following question:

To what extent does using subtitling enhance EFL learners` listening comprehension abilities?

## **4. Research Hypotheses**

On the basis of our research questions, the following hypotheses have been put forward:

- Watching a movie with English , Arabic or without subtitling would result in a significant difference between the scores of students concerning listening comprehension performance of the groups.
- Participants who watch the movie with subtitles could obtain a significantly higher score than those who watch it without subtitles .

## **5. Aim of the Research**

Listening skill is gaining growing attention from researchers, teachers, and students these days in an effort to explore how could the listening ability be developed . For this reason , tis research aims to examine the effectiveness of using subtitling to enhance Master one EFL student’s listening comprehension abilities. Furthermore, we suggest subtitling as an additional tool to provide more practice in less time inside or outside classroom only for the sake of improving the listening ability.

## **6. Methodology**

This research makes use of both qualitative and quantitative methods to collect and analyze data . In order to demonstrate the effectiveness of subtitling in enhancing the listening comprehension ability, a test was administered to three groups belonging to Master one EFL students at T.E.F.O.L Academy . Jijel ; each group made up of five students,. The first group watched a movie without subtitling, the second group watched a movie with English subtitling, and the third group watched the same movie with Arabic subtitling. At the end, an interview was done to the three aforementioned groups in order to verify the validity of the hypotheses stated above.

## **7. Structure of the Dissertation**

The present dissertation is made up of two main chapters which are theoretical and practical. Chapter one is divided into two sections: section one entitled “Listening

skills vs listening comprehension “, tries to explore the different types, stages, process, and strategies related to listening. Also, it describes the barriers faced by EFL students during the listening process. This section ended with showing the importance of listening comprehension at the core of learning and teaching.

Section two gives an overview about the use of subtitling within EFL context. This section highlights both the advantages and disadvantages of subtitling in the EFL classroom. This section also tackles the significance of subtitling in enhancing listening comprehension. Chapter two, the practical one, is devoted to research methodology, data analysis and discussion of results obtained from data.

This chapter gave a general description to the tools , population , and methods . Then , the results obtained from data collection trough these tools were analyzed and discussed . Finally , several recommendations were suggested based on the analysis and discussion of these data .

## **Chapter one: Literature Review**

### **Introduction**

Listening skill was seen as passive and inefficient skill for long time. However, researchers turn their focus on the importance of this skill in teaching and learning English as a foreign language. They proved that listening is not simple, as it may be taught. In other words, Contrary to what everybody thinks about foreign language learning, listening competence is wider than speaking competence.

The first section aims to identify listening as a skill. It includes a variety of terminology related to listening skill types, stages, processes, and strategies. Also, it sheds light on difficulties and barriers which obstruct a listening process between a speaker and a listener. Finally, this section highlights the importance of listening in developing listener's comprehension.

The second section presents subtitling as mean for developing listening comprehension ability. It includes the definition, types, history of its emergence. Moreover, it aimed to shed light on the use of subtitling in enhancing listening comprehension ability. This section ended with a brief explanation of advantages and disadvantages.

### **Section One: Listening Skill vs Listening Comprehension**

#### **1.Listening Skill**

##### **1.1. Definition of Listening**

Listening skill has been on the side line for long time, but today many researchers agree its efficiency and complexity. For example, Anderson and Lynch (1988) explained the steps to have a successful listening, clarifying that understanding is not something happening because of what a speaker says: the listener has the crucial role the process, by

activating different parts of knowledge, and by applying what he knows to what he hears and trying to interpret what the meaning of the speaker (p.978)

That is to say the interpretation of particular message required a high awareness from the listener, who is supposed to link what he knows before, with what he is hearing at that moment.

Purdy (1997) provides more clarifications about the complex nature of listening. He defined listening as: “the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal), needs, concerns, and information offered by other human beings” (p .978).

That is to say, listening is the ability to combine different processes in harmony including perceiving the message of the speaker, remembering what he/ she said , and respond to the speaker verbally or non- verbally.

Iamhof (1998) explained what Purdy said in different words, He described listening as “an active process of selecting and integrating relevant information from acoustic input and this process is controlled by personal intentions which are critical to listening” (p. 78).

He emphasized on the crucial role of personal knowledge of the speaker, when he is trying to understand the acoustic message. The listener will end up with his personal interpretation composed of his previous experience, and the speaker message.

On the other hand, Rost (2002) came to prove what the previous researchers said, he defines listening as “a process of receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through involvement, imagination and empathy”. (p .978)

Basing on the previous definitions it is clear that listening cannot be taken as simple and passive skill any more. In fact, it is a critical mental operation which needs a higher

concentration to interpret the message heard through a complex mental activity done by the listener.

## **1.2 Types of Listening**

Listening is divided into several types, each type is defined according to its propose (Ch.P.Raju, 2018, P.42). In the light of this statement, the types of listening are divided into discriminative, critical, biased, empathetic, and therapeutic listening.

### **1.2.1 Discriminative Listening**

This type of listening occurs during infancy. In this period, people can differentiate multiple sounds such as animals sound (Ch.P.Raju, 2018, P.42). In addition, being able to recognize the differences in sounds, enable you to make sense of the meaning that is expressed by such variations. Moreover, a person who is not able to hear the subtleties of emotional variation in another person's voice will not able to interpret the emotions that the other person is experiencing (Sekhar, 2021).

### **1.2.2 Critical Listening**

Critical listening makes the listener fulfilling different mental activities simultaneously; he evaluates judges and forms opinions about what is being read. For this reason, the listener must have several skills and capacities of analyzing, comparing and or relaying the message to the existing regulations, norms, principles, organization. (Ch.P.Raju, 2018, P.42). That is to say, Critical or evaluative listening occurs when the other person is trying to convince the speaker, to change attitude and maybe even to change his beliefs. It can also take place when you try to read between subtitles of language and guessing the intended meaning (Sekhar, 2021) .

### **1.2.3 Biased Listening**

This type of listening can be described as the outcome of the listener's preoccupied mind or previous view or judge, because the listener understands what he is expecting from

the speaker rather than what the speaker is saying (Ch.P.Raju, 2018, P.42).In others words, Biased listening depends on the person hearing rather than what the speech is presenting.

#### **1.2.4 Empathetic Listening**

In empathetic listening, the listener should replace the speaker in order to fit with the speaker sensation and emotions of the loudspeaker system (Raju.Ch .P, 2018, P.43)

This means that when the listener is using empathetic listening, he is trying to understand the feeling of the current speaker by interpreting the sound level. According to Sekhar (2021) the listener goes beyond sympathy to look forward how others are feeling in empathetic listening.

#### **1.2.5. Therapeutic Listening**

Therapeutic listening is more intensive and sensitive than empathetic listening. For example, the listener helps the speaker to express himself in the appropriate way (Raju.Ch.P, 2018, P.43). Sekhar (2021) clarified that in the therapeutic listening, the listener creates a deep connection with the speaker in order to interpret his feeling and help him to understand change for developing his performance in some ways.

### **1.3 Stages of Teaching Listening in Classroom**

All stages of teaching listening are very important to help and facilitate the development of listening competence for students. That is what Vandergrift (1999) ) stated that listening sequences has a crucial role in improving student's metacognitive abilities, especially in the first two years of language learning (as cited in Solak, E., & Erdem, G, 2016, p. 36).These listening sequences may be divided into three stages as pre-listening, while listening and post-listening.

#### **1.3.1. Pre-listening**

It is considered as the first stage of listening process. Students are prepared before listening by doing some tasks and exercises. From this view, Underwood (1989) stated that



pre-listening activities should lead the learners' mind focuses on the topic by activating their already knowing information; this stage usually comes before listening to the text (as cited in Melina , t, 2003, p.6) For this reason, Hudge (2000) (as cited in Chapter: The listening skill, n.d.) presented all activities related to this phase, he clarified that pre-listening requires predicting content from the little of a talk, speaking about a picture which is related to the listening text, discussing a particular topic, or trying to answer a set of questions related to the topic discussed, then the listener either agreeing or disagreeing with different points of view about the topic .

To show the significance of pre-listening a study conducted by Zohrabi et al. (2015) stated that learners who are exposed to pre-listening activities performed better than those who did not take pre-listening activities. They also assert that pre -listening tasks are effective for students in understanding authentic English materials (as cited in Solak, E., & Erdem, G, 2016, p. 37).

### **1.3.2. While-listening**

At this stage follows pre-listening, it is a series of exercises related to the text heard by students. While -listening, activities are a necessary stage in listening. Furthermore, Underwood (1989) indicates the value of while-listening activities, maintaining that “When developing the skills of listening for comprehension is the aim, while -listening activities must be chosen carefully”. (as cited in Melina , t, 2003, p.9)

She also stated an additional goal of while – listening tasks as being something that helps the learners understand the messages of the listening text. Then, she gives some specific examples of while -listening activities: putting pictures in order, checking items in pictures, and completing grid (as cited in Solak, E., & Erdem, G, 2016, p. 38).

Moreover, (Wilson, 2008) mentioned the advantages from having well designed-while-listening activities; Well-designed-listening activities help students to understand the

listening text to give clues about how to react with the listening process. Moreover, it provides a focus and indicates the importance of while listening part. Finally, it keeps listeners alert and permit them to understand the texts' structure (as cited in Solak, E., & Erdem, G, 2016, p. 39).

### **1.3.3 Post listening**

Post listening is considered as the last stage, it comes directly after listening activity. That is what Underwood (1989) (as cited in Solak, E., & Erdem, G, 2016, p. 36) claimed that the post listening is an activity that comes after the listening which related directly or not to pre-listening and while-listening. She also claimed that post -listening tasks need more time than other -tasks because students must think, discuss, or write.

Additionally, Hedge (2000) describes post- listening activities; he stated that post listening activities are considered to be source of motivating. Students are given the opportunity to get more information about the topic. This is happened through a series of exercises named post -listening activities. That is to say, post listening activities are a chance for the student to apply all the listening skills that he have already acquired in a series of acoustic or verbal activities (as cited in Chapter: The listening skill, n.d.).

Consequently, Wilson (2008) highlighted the different types of listening, he maintained the most common activities concerning the post -listening stage are discussion, creative responses and critical response, information exchanges deconstructing and reconstructing the listening text . Moreover, he explained how students do their post-listening tasks; he claims that student work requires applying both bottom -down and bottom -up strategies to link up their classroom activities and their real life (as cited in Solak, E., & Erdem, G, 2016, p. 39)

To conclude, Underwood (1989) constructed the aim of post -listening work, maintaining that, ‘‘another purpose of post-listening work is to reflect on why some

students have failed to understand or missed parts of the message” (as cited in Melina, t, 2003, p.14)

#### **1.4 Stages of the Listening Process**

According to Brown (2001) Listening is not only the process of perceiving of acoustic symbols, but it is also the process of receiving sound waves through the ear and then transmits it to the brain. Means that when the speaker produces sound as an input, the hearer receives the sound waves through the ear. After that, the brain processes it. According to Nunan (2001) the listening stage composed of six stages:

- **Hearing:** it is a perception of sound, not necessarily paying attention, you must hear to listen, but you do not need listen to hear.
- **Paying Attention:** it refers to a selection that our brain focuses on, that means that the brain catches only what it is it interesting for, neglecting other stimuli
- **Understanding:** it consists of analyzing the meaning of what we have heard and understanding symbols that we have seen and heard.
- **Remembering:** it related to an individual who receives and interprets the information in to the minds’ storage bank, which means that the information will be remembered in our mind.
- **Evaluating:** at this stage the message that has been received will be evaluated. It is at this point when we determine if the listener was active or passive.
- **Responding:** A stage in which the speaker checks if the message has been received correctly and giving a good feedback.

Based on the previous explanation, we conclude that listening was not only about hearing, but it has a series of important processed including: paying attention, understanding, remembering, evaluating and responding. However, Nunan focuses mostly on the remembering point, because it is based on receiving and interpreting the message to

the storage bank. In addition, if the student has a good remembering ability, he will have a good evaluation and responding ability.

## **1.5. Barriers of Listening**

There are multiple barriers in that occur in listening skill. These barriers became an obstacle for the communication process, since it prohibits listener from an effective listening way. It can be categorized into two types: external and inner components. External factors are the cause to the failure listening to the speaker are divided into physical, Accent, and cultural differences. However, Psychological and physical disabilities are considered internal barriers (Ch.P.Raju, 2018, P.44).

### **1.5.1 Internal Barriers**

#### **1.5.1.1 Psychological Barriers:**

Sekhar (2021) clarified that Psychological barriers refer to genuine hearing problems, and difficulties in processing information that prevent person from listening properly.

Additionally, the different emotions and that can be an obstacle which prevents the listener from listening to the speaker, for instance, when you get angry, when you grieve over something or when you are overjoyed to listen to it. Furthermore, there are others cases considered as psychological barriers. For example, when you stop listening because you start evaluating the site, or you are thinking about your knowledge belonging to the speech or something else. You may also stop listening when you feel tired or disinterested, or if you are not trained for the conversation, or you became bored, if the speaker uses incomprehensible vocabulary or unknown subject, and once the topic purely unnecessary to you (Ch.P.Raju, 2018, P.44).

### **1.5.1.2. Physical Disabilities**

Physical disabilities are considered as an internal factor that led the listener to a poor listening such as ill health, tiredness, sleeplessness, hearing problem, dumbness, eyesight (Ch.P.Raju, 2018, P.44).

### **1.5.2. External Barriers**

#### **1.5.2.1. Physical Barriers**

According to Sekhar (2021), it refers to the distractions in the environment, such as the sound of an air conditioner, cigarette smoke, or an overheated room which turned into a barrier that stand in the away of effective listening. Physical barriers could also be in the form of information overload.

For example, if you are meeting your manager and the phone rings and your mobile beeps at the same time to let you know that you have the message. It is very hard to listen carefully to what the speaker have said (Ch.P.Raju, 2018, P.44).

#### **1.5.2.2 Accent**

According to Sekhar (2021) Accents is a barrier for listening because they interfere with the ability to comprehend the meaning of words that are pronounced differently.

Furthermore, the problem of different accent not only related to the different culture, but also with in the same culture. This will definitely lead to critical difficulties in listening and make comprehension impossible between people belonging to the same culture.

#### **1.5.2.3 Cultural Differences**

Teachers must provide students with necessary information about cultural background of language to facilitate listening comprehension. According to Anderson and Lynch (2000), successful comprehension in listening occurs when the listener has schematic and systematic knowledge of the context (as cited in Hayati, A.M, 2009,p.149).

It means that the listener needs to know the meaning of words, and the cultural background of the speaker of different language

## **2. Listening Comprehension**

### **2.1 Definition of Listening Comprehension**

Listening is considered as one of the most important skills that a person should acquire as it is a part of the communication skills. It has a variety of procedures which are associated with understanding and making the spoken language comprehensible; the latter contains recognizing speech sound and understanding the meaning of both of individual words as well as the syntax of the sentence in which they are presented (Kim, Y.-S.G., & Pilcher, H, 2016). Dirven and Oakeshott-Taylor (1984) defined listening comprehension as the product of teaching methodology and is matched by terms such as speech understanding, spoken language understanding, speech recognition, and speech perception (as cited in Abbas Pouhosein Gilakjani and Narjes Banou Sabouri, 2016, p.124).

### **2.2 Listening Comprehension Process**

#### **2.2.1 Bottom-up Process**

According to Buck (2001) language process has a particular order; it started from the lowest level of detail to the highest level (as cited in Chapter: The listening skill, n.d.). Harmer (2001) explained language process in different words. He stated that listener focuses and pay attention to the smallest units of speech than the individual words and after to phrases to combine them in order to achieve a build a whole understanding (as cited in Chapter: The listening skill, n.d.).

Bottom-up processing emphasized the point that the good understanding of reasonable proportion of the details will allow getting a clear general picture of what the text is about.

#### **2.2.2 Top- down Process**

Top-down process highlights the idea that listener does not have to decode the whole speech into small unites to understand the message.

According to Carrel and Eisterhold (1983) pointed out that in top- down processing, the system makes general predication based on “a higher level, general schemata , and searches the input of information to fit into these practically satisfied , higher order schemata” ( as cited in Gilakjani,A.P., &Ahmadi,M.R. 2011. P, 979).

For more explanation , listener makes general prediction in bottom down process based on a previous knowledge of the context within which the listening happens ,then searches the input for information to fit information that already exists in our schemata to comprehend what he she hears .Context includes knowledge of the topic, speakers, and their connection with situation and with each other .Harmer (2001) (as cited in Chapter: The listening skill, n.d.) indicates that in this processing, the listener mostly gets the message general view and absorb the overall picture of the listening passage

This is helped if the listener has the ability to have appropriate expectations of what is going to come across.

### **2.3 Listening Strategies**

Strategies are defined as “the specific attacks that individuals make on a given problem, and that vary considerably within each individual”(Brown, 2007, p.132)

Goh (2000) said that it is very important to teach listening strategies to students and before doing this, teachers should increase learners’ knowledge of vocabulary, grammar, and phonology (as cited in Abbas Pourhosein,Gilakjan and Najet Banou Sabouri, 2016, p.124). According to Vandergrift (1999), the development of strategy is significant for the training of listening and learners can guide and assess their own understanding and answers (as cited in Abbas Pourhosein Gilakjan and Najet Banou Sabouri, 2016, p.124).



## **2.4 The Model of Language Learning Strategy**

Many researchers and experts classified language learning strategies .O'Molly et al. (1985) categorized learning strategies under three main groups: a) Metacognitive strategies, and b) cognitive strategies, c) Socio-affective strategies.

### **2.4.1. Cognitive Strategies**

Derry and Murphy (1986) defined cognitive strategies as problem-solving techniques that learners use for the acquisition of knowledge or skill ( as cited in Abbas Pourhpsein Gilakjani and Narjes Banou Sabouri, 2016, p.124).Cognitive strategies according to Brown (2007) are “more limited to specific learning tasks and they involve more direct manipulation of the learning material itself”(p.134).

### **2.4.2 Metacognitive Strategies**

O'Mally et Al. (1985) argue that the term metacognitive indicates an executive function or a group of strategies which consists of planning for learning, reflection upon the learning process as it happens, self-assessment of production or comprehension, self-correction of mistakes, and evaluating learning after completing an activity(as cited in Mania Nosratinia et al, 2015,p.1234). According to Rubin (1988), metacognitive strategies are management techniques used by learners to control their learning through planning ,checking , assessing ,and changing .For instance , for metacognitive planning strategies , listeners clear the aim of a listening task and apply specific features of the aural language input that make easy the understanding of aural input (as cited in Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, 2016, p.125).

According to Wenden (1998) , learners who use metacognitive strategies can learn faster and integrate the knowledge outstandingly, can be constant receivers and deal with all situations, have self-confidence to get help from partners ,teachers ,or family ,and can

observe and assess themselves (as cited in Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, 2016, p.125).

### **2.4.3 Socio-affective Strategies**

Vandergift (2003) and Abdalhamid (2012) stated that socio-affective strategies are techniques that listeners use to cooperate with others, to check their comprehension, and to reduce their apprehension (as cited in Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, 2016, p.125). Further, Wilson (2003) said that socio-affective strategies are related to student's interaction with other speakers and their reactions towards learning. Habte-Gabr (2006) said that in socio-affective strategy, students should know how to decrease anxiety, feel confident during listening activities, and raise motivation in improving listening skill (as cited in Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, 2016, p.125).

### **2.5 Significance of Listening Comprehension in Language Learning**

Listening has an important role both in a daily life and in academic contexts, as it is crucial for people to sustain effective communication. As Guo and Wills (2006) stated "it is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values" (p. 3). In spite of its importance, listening has been ignored in second language learning, research, and teaching; as teachers focused more on the other skills like writing and reading. Listening on the other hand felt a bit neglected. But in recent years, this indispensable skill started to gain more and more attention as it should have been (Seyedeh Masoumeh Ahmadi, 2016).

The relevance of listening as a skill relies on the part of communication especially in learning a language for communicative purposes. Moreover, listening plays a vital role; it helps language learners to acquire pronunciation, word stress, vocabulary, and syntax. In

addition, the comprehension of messages can solely be based on the tone, pitch and accent and it is only possible when we listen. Without understanding input appropriately, the learning process cannot be as effective (D. Renukadevi, 2014). According to Mendelson (1994) “of the total time spent on communicating, listening takes up 40-50 %; speaking 25-30 %; reading 11-16 %; and writing about 9 %” (p. 9). Focussing on the importance of listening in language learning, Peterson (2001) states that “no other type of language input is easy to process as spoken language, received through listening...through listening, learners can build an awareness of the interworkings of language systems at various levels and thus establish a base for more fluent productive skills”(p.87).

### **Conclusion**

To sum up, listening is a crucial part in the process of learning a language as long as it is used to achieve the human interaction. However, mastering listening skills is highly recommended to learn other subjects not only for learning a second language.

## **Section Two: Subtitling**

Technology plays an important role in language teaching and learning, which ease and facilitate the use of language in different life situations. Thus, it becomes no longer difficult to listen to a native speaker in TV shows, movies, songs, interviews, entertainments and so on, because it can be represented in “Subtitling”.

### **1.1. Definition of Subtitling:**

Subtitling is a type of audio-visual translation, which deals with translation of the spoken dialogue into written text on the screen. Shuttleworth and Cowie (1997) defined subtitling as “the process of providing synchronized captions for film and television dialogue” (p.161). They also said that subtitling is a term used to refer to one of the two main methods of language transfer used in translating types of mass audio-visual communication such as film and television.

O’Connell (2007) a scholar in the field of subtitling, defines subtitling as “supplementing the original voice sound track by adding written text on the screen” (p.169). While pointing out the benefits of subtitling over dubbing, O’Connell points out that subtitling is an inexpensive, quick, foreign culture friendly and generally fairly politically correct mode of screen translation.

### **1.2. The Use of Subtitling to Enhance Listening Comprehension:**

Since English is an international language, teachers of EFL face certain challenges when teaching; they found that students do not have several chances to be exposed to the language and have less authentic interactions. Consequently, the authentic materials are far easier to get access to than the printed form. (Noha Sobhy, 2015).

A variety of studies consider subtitling as a way of distraction for students. However, the latter proved to be of great value to help the learners and provide them with significant amount of original and authentic input (Vanderplank, 1988). To begin with,

since the learners might not be familiar with the target language, subtitling can actually help them into becoming more conscious about the TL. (Vanderplank, 1988). Moreover, (Bianchi and Ciabattoni, 2008) claimed that Students tend to understand native language subtitling better due to the fact that the target subtitles require advanced knowledge of the language and thus, students must get excessively exposed to videos in order to increase the listening ability. (Markham et al, 2001; Taylor, 2005). King ( 2002) supported Markham's idea and added that movies have multiple benefits; since the latter embodies visual elements, it could be of a great help to improve the students listening capacities. Further, integrating listening and reading simultaneously can improve the students' vocabulary and this can be realized through subtitling. In addition, Vanderplank(1988) in his experiment on European learners of English said that students tend to be more relaxed and at ease when watching videos because, they can check the words through subtitling.

### **1.3 The Emergence of Subtitling**

#### **1.3.1 A Brief History**

Subtitling is a kind of audio-visual translation, which is specialized in translating the spoken dialogue in a movie, into a text written at the bottom of the screen. During the subtitling process, one has to follow certain guidelines and rules for a successful translation. The year of 1903 has witnessed the first subtitles movie entitled ‘‘Uncle Tom's Cabin’’. During this period, subtitles were known as intertitles. Few years later and after introducing ‘‘the sound’’ to the movie industry, the first official subtitled movie had a French subtitling under the title of ‘‘the Jazz Singer’’. Further, the way subtitles are presented on the screen completely changed because of the technological advancements especially in the movie making ( Bilal Khalid Khalaf, 2016).

### **1.3.2 From Intertitles to Subtitles**

Simultaneous with America's rise of the movie industry, other countries felt the need into using intertitles in American pictures, as it become a must specially for the non-speaking English countries. The moviemakers used to use intertitles; (little cards with a text image that adds details to convey more meaning to the watcher), and that was one of the means used to make a clear idea about certain scenes or to add clarity to silent movies back then. Edwin S. Porter was the first producer to use intertitles in his short drama movie "Uncle Tom's Cabin".(Bilal Khalid Khalaf, 2016, p.122).

In the 1920's the use of dubbing was great at first ; using the native language of the watcher yet, it lacked originality and the lip-synch was difficult to maintain and to keep up with the actors' mouth and motion. As a result, Subtitles seemed to be a great way to adopt and use in movies; it is better than dubbing (removes any confusion between the picture and the talking) and more accurate than intertitles (simple and clear). Moreover, because subtitling was directly displayed on the screen with filmstrips they were very distracting and very hard to read yet, it was a step further and a good reform that later led to more digitized and computerized subtitles. Finally, thanks to the vital role that television had played in people's lives, multiple technologies had to be presented to ameliorate subtitling (Bilal Khalid Khalaf, 2016,p.123).

### **2.Types of Subtitling**

In order to translate a dialog or a conversation of a foreign language to the native language of the audience, subtitles are used; the latter has so many advantages; it is a quick and a cheap method to translate a content of a video or movie, and most importantly, the audience can actually hear the actor's original voices and dialogs. The main objective of subtitling is to accurately produce a film dialog and convey meaning for the viewer, further, subtitling nowadays are introduced to the audience in an effortless manner so as to

be instantly comprehensible. Different categories of movies and films require contrasting types of subtitling thus; Subtitling has two main types; Interlingual subtitling and intralingual subtitling (Dayan Liu, 2014).

### **2.1 Intralingual Subtitling**

Intralingual subtitling or so called ‘‘same language captions’’ keeps its’ originality and it is considered as an aid for people who are deaf or hard-of-hearing. Intralingual subtitling takes the speech down and converts it to writing but remains the same language (Dayan Liu, 2014).

### **2.2 Interlingual Subtitling:**

Interlingual subtitling displays the subtitles in a different language than the spoken dialog in a movie is presented, its aim is to translate the dialog into the viewer’s language to better understand (Dayan Liu, 2014).

## **3. Pros and cons of subtitling**

### **3.1 Advantages of Subtitling:**

Subtitles are used in films, foreign television shows and movie dialogs. The greatest thing about subtitling is they do not over shadow the audio track on the contrary; subtitling reserves it for the audience to enjoy the actors’ voices. In addition, there is no voice over in subtitling or disturbance that dubbing may cause during the recording. Moreover, for foreign language learners subtitling can be with great help; puts the learner at ease and makes the students more willing into learning the L2. Also for students who need visual assistance, subtitling is a good way to help them balance the listening input and writing. As well as, it helps special need people to have an enjoyable experience when watching films (Parks,1994).

### **3.2 Pitfalls of Subtitling:**

On the other hand, subtitles can be limiting in both time and space. A mediocre subtitle contains a maximum of 35 characters each, subsequently; it is very hard to convey long utterances in dialogs and long scenes. Another disadvantage is that subtitles are only aiming at literate people with a good level of the L2, An average L2 speaker or learner will not be able to keep up with the translation and look at the image and action simultaneously, it causes confusion and the audience get overwhelmed ( Leonardo Jordão, Coelh, 2003).



**Conclusion**

The aim of this chapter was to highlight the SLA researcher's point of view about the listening skill and the impact of using subtitling in enhancing listening comprehension. Thus, it can be said that using subtitling as an aid in listening comprehension is very useful and helpful in language learning.

## **Chapter Two: Field work**

### **Introduction**

This chapter represents the practical part of the dissertation, which attempts to find out the impacts of using subtitling in enhancing student's listening comprehension at Mohammed Seddik Ben Yahia University of Jijel.

### **2.1 Research Methodology**

In this study, the aim is to examine whether using subtitling with Master1 students at the English department at Mohammed Seddik Ben Yahia University of Jijel will enhance their listening comprehension abilities. With this objective in mind, it was deemed necessary to choose a mixed –method approach in which quantitative and qualitative data analysis would supplement each other. Creswell (2002) noted quantitative research is the process of collecting, analysing, interpreting, and writing the results of a study. According to Creswell and Miller (2009) “Qualitative researchers routinely employ member checking ,triangulation thick description , peer reviews , and external audits .Researchers engage in one or more of these procedures and report results in their investigations”(p.1).

### **2.2 Data Collection Procedures**

The study relies on both quantitative and qualitative method in analysing data. In order to discover the impact of subtitling in enhancing student's listening comprehension, a test " Appendix A" as well as an interview “Appendix B” were adopted as the two main research instruments for data collection. The test was given among Master1 students at T.E.F.L Academy Jijel. It is made up of six exercises that are divided into four sections. students were required to answer immediately the questions after watching a movie entitled ”Gone” and to give an interview.

The discussion of the student's test and interview starts with a description of both tools, followed by the analysis of the data obtained, it ends with discussion of the results.

### **2.3 Population and Sampling**

The population centres mainly on Master1 students at the English department in Mohammed Seddik Ben Yahia University-Jijel. Fifteen students have been chosen randomly from the total population. The choice of Master one students as the sample is due to the fact that they have been studying English for a considerable period. Thus, they are well experienced and could adequately express some insights on the difficulty and the importance of reading comprehension.

### **2.4 Instruments of the Study**

Two data collection procedures were adopted: a test and an interview. The test is divided into four sections: the first section is about selection, the second is dedicated to student's own answers, the third section is about filling the gaps, and the fourth section is related to writing a summary. In addition, the interview is composed of three questions about the student's views on using subtitling and which kind they prefer.

#### **2.4.1 Description of the Test**

The test is made up of six exercises that are divided into four sections. In the first section, students were given three exercises in which they were supposed to select the right answer. In the second section, the participants were asked to answer four questions by using their own words relying on their comprehension and understanding. In the third section, the participants were asked to complete a conversation extracted from the movie. In the fourth section, the students were asked to write a summary about what they understood from the movie.

#### **2.4.2 Description of the Interview**

The interview attempts to get a closer look into the student's thoughts and views about the use of subtitling. The interview is a qualitative research tool which aims at , based on the research question ,investigating student's perceptions on the use of subtitling.

The semi-interview consists of two main questions: the first question made to know whether students are interested in using subtitling or not and the reason behind their answers , the second question was about which type of subtitling they prefer to use. These questions were introduced to find out students' views and clarifications about their perceptions of the use of subtitling to enhance listening comprehension .The interview was administered to fifteen students at T.E.F.L Academy Jijel

## **2.5 Data Analysis**

The data collected from the two research instruments were analysed quantitatively and qualitatively.

### **2.5.1 Analysis of the learners' answers**

15 participants were divided into three equal groups; that is, three samples were analysed. The analysis of students' answers was based on calculating student's mistakes while answering the exercises. The following tables represent the participants' answers.

#### **Section 1: Arabic subtitling**

##### **Exercise one:**

##### **Question one : what is Jill sister's name ?**

1-Molly

2-Melly

3-Merry

**Table 1**

Student's Answers to Question One.

Options	Frequency	Percentage %
1	5	100
2	0	0
3	0	0

Table1 shows that all the students put the correct answer with the percentage of 100%, which means that they were able to catch the correct name.

**Question two:** what time did Jill come back from work?

1- 6:00

2- 5:30

3- 6:30

**Table 2**

student's Answers to Question Two.

Options	Frequency	Percentage %
1	1	20
2	0	0
3	4	80

Table two presents that the majority of the students 80 % put the right answer and only 20% did not answer correctly, which means that they did not face difficulties with this question.

**Question three:** When did Jill move to her new house?

1-A month ago

2-Two months ago

3-six months ago

**Table 3**

Student's Answers to Question Three.

Options	Frequency	Percentage %
1	0	0
2	0	0
3	5	100

The analysis of the table above indicates that all the students put the correct answer with the percentage of 100 %.

**Question four:** Where does Jill go every morning?

1-Forest Park

2-Swimming pool

3-Supermarket

**Table 4**

Student's Answers to Question Four.

Options	Frequency	Percentage %
1	0	0
2	0	0
3	5	100

Table 4 reveals that all the participants succeeded in answering the question with the percentage of 100%.

**Exercise two:**

**Question one:** Jill's picture

**Table 5**

Student's Answers to Jill's Picture.

<b>Student's answers</b>	<b>Frequency</b>	<b>Percentage %</b>
Right	5	100
Wrong	0	0

The table above shows that all the students 100 % were able to name the picture.

**Question two:** Billy's picture

**Table 6**

Student's Answers to Billy's Picture.

<b>Student's answers</b>	<b>Frequency</b>	<b>Percentage %</b>
Right	4	80
Wrong	1	20

As it can be observed from the table above, the majority of the students 80 % put the right answer; the rest of them failed to do so.

**Question three:** Molly's picture

**Table 7**

Student's Answers to Molly's Picture.

<b>Student's answers</b>	<b>Frequency</b>	<b>Percentage %</b>
Right	5	100
Wrong	0	0

The table above shows that all the students name the picture correctly with the percentage of 100%.

**Question four:** Hood's picture

**Table 8**

Student's Answer's to Hood's Picture.

Student's answers	Frequency	Percentage %
Right	0	0
Wrong	5	100

The table reveals that all the students face difficulty in answering the question with the percentage 100%, because this name was not repetitive through the movie the reason why they did not catch the name.

**Exercise three:**

**Question one:** Why did Jill go to the police station?

A- Because her sister was killed.

B- Her sister has been kidnapped.

C- She's afraid of a monster.

**Table 9**

Student's Answer's to Question One.

Options	Frequency	Percentage %
A	0	0
B	5	100
C	0	0

As shown in Table9, all the students put the right answer with the percentage of 100%, because the question did not offer much difficulty.

**Question two:** What makes Jill think her sister has been abducted?

A- Because it's not in her character to leave the house behind her sister's back.

B- Because her sister phones her every night, but did not do it that night.



C- Because it is unlikely that Jill leaves the house without her sister.

**Table 10**

Student's Answers to Question Two .

Options	Frequency	Percentage %
A	4	80
B	0	0
C	1	20

Except for one student, all the participants succeeded in answering the question with the percentage of 80%.

**Question three:** Where did she find her sister's earring?

A- On her bed.

B- On the floor.

C- On the kitchen table.

**Table 11**

Student's Answers to QuestionThree.

Options	Frequency	Percentage %
A	0	0
B	5	100
C	0	0

The above table shows that the question three was answered correctly.

**Question four:** Do you think that Jill's testimony is reliable enough for the police to be accepted.

**Table 12**

Student's Answers to Question Four.

Options	Frequency	Percentage %
Yes	4	80
No	1	20

The above table shows that the majority of the students 80% answered the question correctly; the rest 20 % put a wrong answer, as a consequence of the help of the Arabic subtitling.

**Exercise four:**

**Question one:** What did Jill promise her sister at the beginning of the film?

**Table 13**

Student's Answers to Question One.

Student's answers	Frequency	Percentage %
Right	3	60
Wrong	2	40

Three students among five put the correct answer with 60% of the total percentage. on the other hand, it seems that the rest of them had a difficulty with this question.

**Question two:** Why did Jill change her boulevard when she saw a random guy after finishing the work?

**Table 14**

Student's Answers to Question Two.

Student's answers	Frequency	Percentage %
Right	3	60
Wrong	2	40

As it is presented in the above table, three students succeeded in answering the question with 60% of the total percentage, while the two others failed.

**Question three:** Why did the police refuse to help Jill?

**Table 15**

Student's Answers to Question Three.

Student's answers	Frequency	Percentage %
Right	1	20
Wrong	4	80

The analysis of the above table reveals that not all the participants succeeded in answering the question with the percentage of 80%; while 20% put the correct answer.

**Question four:** What does Jill's sister ask Jill when she was in the bathroom?

**Table 16**

Student's Answers to Question four.

Student's answers	Frequency	Percentage %
Right	1	20
Wrong	4	80

Except for one participant, all the students succeeded in answering the question, with the percentage of 80%.

**Exercise five:**

In this exercise, the students were asked to extract the exact words from the movie to fill the gaps in the dialogue.

**Table 17**

Student's Scores in Filling the Gaps.

<b>Student's marks</b>	<b>Frequency</b>	<b>Percentage %</b>
(0;2.5 )	4	80
(2.5;5)	1	20

As it can be observed in the table above, approximately all the students failed in completing the conversation with the exact words .only one among five provided the correct answer with 20% of the total percentage, which means that they found difficulties in listening and the Arabic subtitling did not help them.

**Exercise six:**

The summary was marked out of two points. the more detailed the summary, the better the score.

**Table 18**

Student's Scores in Writing a Summary.

<b>Student's marks</b>	<b>Frequency</b>	<b>Percentage %</b>
(0.5;1)	3	60
(1;1.5)	2	40
(1.5;2)	0	0

The results obtained above shows that the majority of the students were not be able to write a detailed summary, which means that the Arabic subtitling did not help them in getting much details. They rely only on their understanding about the events.

**Section two: without subtitling**

**Exercise one:**

**Question one:** What is Jill's name?

1-Molly

2-Melly

3-Merry

**Table 19**

Student's Answers to Question One.

<b>Options</b>	<b>Frequency</b>	<b>Percentage %</b>
1	5	100
2	0	0
3	0	0

As the analysis reveals, all the students put the correct answer with 100% of the total percentage, as a result of their ability to catch the name.

**Question two:** When did Jill come back from work?

1- 6:00

2- 5:30

3- 6:30

**Table 20**

Student's Answers About Question Two.

<b>Options</b>	<b>Frequency</b>	<b>Percentage %</b>
1	5	100
2	0	0
3	0	0

As it is presented in the table above, all the students put the correct answer with the percentage of 100%.

**Question three:** When did Jill move to her new house?

1-A month ago

2-Two months ago

3-Six months ago

**Table 21**

Student's answers about question three.

Options	Frequency	Percentage %
1	2	40
2	2	40
3	1	20

Except for one student, all the participants failed in answering the question with the percentage of 80%.

**Question four:** When did Jill move to her new house?

1-Forest Park

2-Swimming pool

3-Supermarket

**Table 22**

Student's Answers About Question Four.

Options	Frequency	Percentage %
1	5	100
2	0	0
3	0	0

As it is presented in the above table, all the students put the correct answer with the percentage of 100%, which means that they did not face any difficulty.

**Exercise two:**

**Question one:** Jill's picture

**Table 23**

Student's Answers to Jill's Picture.

<b>Student's answers</b>	<b>Frequency</b>	<b>Percentage %</b>
Right	5	100
Wrong	0	0

The above table shows that all students answered correctly due to their capacities of listening comprehension.

**Question two:** Belly's picture

**Table 24**

Student's Answers to Belly's Picture.

<b>Student's answers</b>	<b>Frequency</b>	<b>Percentage %</b>
Right	4	80
Wrong	1	20

As can be observed from the above table, four among five students answered the question successfully .While one of them failed in answering the question.

**Question three:** Molly's picture**Table 25**

Student's Answers to Molly's Picture.

Student's answers	Frequency	Percentage %
Right	3	60
Wrong	2	40

Three students among five put the correct answer with 60% of the total percentage.

While the rest of them had a difficulty with this question.

**Question four :** Hood's picture**Table 26**

Student's Answers to Hood's Picture.

Student's answers	Frequency	Percentage %
Right	0	0
Wrong	5	100

As the results reveals, all the students failed in answering the question with the percentage of 100%.

**Exercise three:****Question one:** Why did Jill go to the police station?

A- Because her sister was killed.

B- her sister has been kidnapped.

C- She is afraid of a monster.



**Table 27**

Student's Answers to Question One.

Options	Frequency	Percentage %
A	0	0
B	5	100
C	0	0

The results obtained above shows that all the students succeeded in answering the question i.e. 100% of the total percentage.

**Question two:** What makes Jill think her sister has been abducted?

A- Because it is not in her character to leave the house behind her sister's back.

B- Because her sister phones her every night, but she did not do it that night.

C- Because it is unlikely that Jill leaves the house without her sister.

**Table 28**

Student's Answers to Question Ttwo.

Options	Frequency	Percentage %
A	4	80
B	0	0
C	1	20

As it can be observed from the above table, approximately all the students succeeded in answering the question with the percentage of 80%. Only one of them did not answered correctly.

**Question three:** Where did she find her sister's earring?

A-On the bed.

B-On the floor.

C-On the kitchen table.

**Table 29**

Student' Answers to Question Three.

Options	Frequency	Percentage %
A	0	0
B	5	100
C	0	0

The above table shows that question three was answered by all students correctly.

This is reflect their listening comprehension.

**Question four:** Do you think that Jill's testimony is reliable enough for the police to be accepted?

**Table 30**

Student's Answers to Question Four.

Options	Frequency	Percentage %
Yes	3	60
No	2	40

Three students among five put the correct answer with 60% of the total percentage.

on the other hand, it seems that the rest of them had a difficulty with this question.

**Exercise four:**

**Question one:** What did Jill promise her sister at the beginning of the film?

**Table 31**

Student's Answers to Question One.

Student's answers	Frequency	Percentage %
Right	1	20
Wrong	4	80

The scores of the above table shows that only one student answered correctly with the percentage of 20%, while the rest of them did not provide the right answer i.e. 80% of the total percentage.

**Question two:** Why did Jill change her boulevard when she saw a random guy after finishing the work?

**Table 32**

Student's Answers to Question Two.

Student's answers	Frequency	Percentage %
Right	2	40
Wrong	3	60

Two students among five put the correct answer with the percentage of 40%. While the rest of them put wrong answers 60% of the total percentage.

**Question three:** Why did the police refuse to help Jill?

**Table 33**

Student's Answers to Question Three.

Student's answers	Frequency	Percentage %
Right	2	40
Wrong	3	60

As it is presented in the table, 40% of the students were able to put the right answer.

While 60% of them did not put the correct answer.

**Question four:** What does Jill's sister ask Jill when she was in the bathroom?

**Table 34**

Student's Answers to Question Four.

Student's answers	Frequency	Percentage %
Right	1	20
Wrong	4	80

The results obtained above reveals that only one student out of five put the right answer. While the rest of them 80% were not be able to answer the question correctly.

**Exercise five:**

In this exercise, students were asked to extract words from the movie to fill the gaps in the dialogue.

**Table 35**

Student's Scores inFilling the Gaps.

Student's marks	Frequency	Percentage %
(0;2.5)	5	100
(2.5;5)	0	0

As it is exhibited in Table35, all the students failed in completing the conversation with the exact words, as a result of the absence of subtitling.

**Exercise six:**

The summary was marked out of two points. the more detailed summary, the better the score.

**Table 36**

Student's Scores About Writing a Summary.

Student's marks	Frequency	Percentage %
(0.5;1)	4	80
(1;1.5)	1	20
(1.5;2)	0	0

As can be observed from the table, all the participants face difficulty in writing a detailed summary due to the absence of subtitles.

### Section three: English subtitling:

#### Exercise one:

**Question one:** What is Jill sister's name?

- 1- Molly
- 2- Melly
- 3- Merry

**Table 37**

Student's Answers to Question One.

Options	Frequency	Percentage %
A	5	100
B	0	0
C	0	0

From the table above, it seems that all students of English subtitles did not face any problem during the listening session because all of them answered correctly.

**Question two:** At what time did Jill come back from work?

1- 6:00

2- 5:30

3- 6:30

**Table 38**

Student's Answers to Question Two.

Options	Frequency	Percentage %
A	0	0
B	0	0
C	5	100

The table shows that all students answered the question correctly; this means that they did not find obstacles in this type of exercise perhaps options help them to choose the correct answer.

**Question three:** When did Jill move to the new house?

1\_ A month ago

2-Two months ago

3-six months ago

**Table 39**

Student's Answers to QuestionThree.

Options	Frequency	Percentage %
A	1	20
B	0	0
C	4	80

The table indicates that the majority answered this question correctly; only one student failed to answer this question due to his confusion.

**Question four:** Where does Jill go every morning?

A-Forest Park

B-Swimming pool

C-Supermarket

**Table 40**

Student's Answers to Question Four.

Options	Frequency	Percentage %
A	5	100
B	0	0
C	0	0

The table shows that all students did not find difficulties in answering this question due to their ability to listen and read the English subtitling at same time.

**Exercise Two:**

**Question one:** Moly's Picture

**Table 41**

Student's Answers to Jill's Picture.

Options	Frequency	Percentage %
Right	5	100
Wrong	0	0

The table reveals that all students answered correctly, this due to their capacity of listening comprehension with the help of the English subtitling.

**Question Two:** Billey's picture

**Table 42**

Student's Answers to Biley's Picture.

<b>Options</b>	<b>Frequency</b>	<b>Percentage %</b>
Right	5	100
Wrong	0	0

From the table above, it is quite clear that students did not find barriers that stand away from answering correctly. All students get full mark in this question.

**Question Three: Molly's picture**

**Table 43**

Student's Answer to Molly's Picture.

<b>Options</b>	<b>Frequency</b>	<b>Percentage %</b>
Right	5	100
Wrong	0	0

Table 43 shows that all students answered this question correctly owing to their ability to listen and catch character's name from the English subtitling simultaneously.

**Question four: Hood's picture**

**Table 44**

Student's Answers to Hood's Picture.

<b>Options</b>	<b>Frequency</b>	<b>Percentage %</b>
Right	5	100
Wrong	0	0

From the table above, it is clear that students did not face difficulties which hinder them from listening carefully with the help of English subtitling.



**Exercise Three:**

**Question one:** Why did Jill go to the police station?

A- because her sister was killed.

B- her sister was kidnapped.

C- she is afraid of a monster

**Table 45**

Student's Answers to Question One.

Options	Frequency	Percentage %
A	0	0
B	5	100
C	0	0

The table shows that all students answered correctly because they comprehend the course of events in the film.

**Question Two:** What make Jill think her sister been abducted?

A- Because it is not in her character to leave the house behind her sister's back.

B- Because her sister phones her every night, but she did not do it that night.

C- Because it is unlikely that Jill leaves the home without her sister.

**Table 46**

Student's Answers to Question Two.

Options	Frequency	Percentage %
A	4	80
B	1	20
C	0	0

The table indicates that the majority answered this question correctly; only one student has difficulties in understanding this scene.

**Question three:** Where did she her sister's earning?

A- On the bed

B- on the floor

C- on the kitchen table

**Table 47**

Student's Answers to Question Three.

Options	Frequency	Percentage %
A	0	0
B	5	100
C	0	0

The table shows that all students answered this question correctly due to their effective listening and English subtitling that enables them to catch the correct words.

**Question four:** Do you think that Jill's testimony is reliable enough for the police to be?

**Table 48**

*Student's answers to question four .*

Options	Frequency	Percentage %
Yes	4	80
No	1	20

The table shows that all the students but one answered correctly. This result reflects the students' ability to understand the interrelated events.

**Exercise four:**

**Question one:** What did Jill promise her sister at the beginning of the film?

**Table 49**

Student's Answers to Question One.

Answers	Frequency	Percentage %
Right	2	60
Wrong	3	40

As it is displayed in table 49 , three out of five students answered incorrectly. the rest answered correctly due to their ability to comprehend the scene with the help of the English subtitling

**Question two:** Why did Jill change her boulevard when she saw a random guy after finishing the work?

**Table 50**

Student's Answers to Question Two.

Answers	Frequency	Percentage %
Right	4	80
Wrong	1	20

The table shows that the majority answered this question correctly, only one student failed in answering this question due to his failure in understanding the speech and events occurred before this scene.

**Question three:** Why did the police refuse to help Jill?

**Table 51**

Student's Answers to Question Three.

Answers	Frequency	Percentage %
Right	5	100
Wrong	0	0

As it is plainly shown in Table, all of students answered correctly this question because of their full comprehension of interrelated events.

**Question four:** What does Jill's sister ask Jill when she was in the bathroom?

**Table 52**

Student's Answer to Question Four.

Answers	Frequency	Percentage %
Right	4	80
Wrong	1	20

The results displayed in the table above show that the majority answered correctly, only one student failed in answering this question because of the lack of concentration.

**Exercise 5:**

In this exercise, the students were asked to extract exact words from the movie to fill the gaps in the dialogue.

**Table 53**

Student's Scores in Filling the Gaps.

Answers	Frequency	Percentage %
(0,2,5)	1	20
2,5,5	4	80

The table shows that the majority of the respondents succeeded in answering the question. They did not find difficulties in catching the right words and put them in their places.

**Exercise Six:**

The summary was marked out of two; the more detailed summary the better the students' score.

**Table 54**

Student's Scores in Writing a Summary.

<b>Student's marks</b>	<b>Frequency</b>	<b>Percentage %</b>
(0,5 1)	1	20
(1, 1,5)	1	60
(1,5 2)	3	20

The table reveals that the majority wrote a detailed summary. This could be explained by students' full attention to the small details and events with the help of English subtitling.

## 2.6 Discussion of the test's results

After reporting and describing the results, it seems timely to make some interpretations and comments. We have arrived at the following conclusions:

- Students' answers of the three sections are relatively similar to each other in exercise one, two, and three because exercise one and exercise three offer options which help them to guess the correct answers, and in exercise two it is somehow easy to guess the names of pictures because those names are constantly repeated in the movie.
- Students' answers of the three sections in exercises four, five and six are evidently differ from each other because it needs more comprehension and more details in the answers.
- Students who watched the movie with English subtitling were those who obtained the best marks because the subtitling helps them catch the exact words especially in exercise five.
- The results of the students who watch the movie with Arabic subtitling were better than the students who watched the movie without subtitling .On account of the help of subtitling in understanding the course of events in the movie.
- The students who watch the movie without subtitling got the worst marks because they depend only on their language and knowledge.

## **The interview**

The present research relies on the interview as a supporting means to the quantitative measurement. We interviewed fifteen students who have already been selected to sit the test. In fact, we asked them two questions. The first question is an open-ended question, while the second question is a close-ended one. The aim of the interview is to explore students' perception concerning the suitability and applicability of using subtitles as a learning material to enhance their listening comprehension ability.

### **2.1 Procedures of the interview**

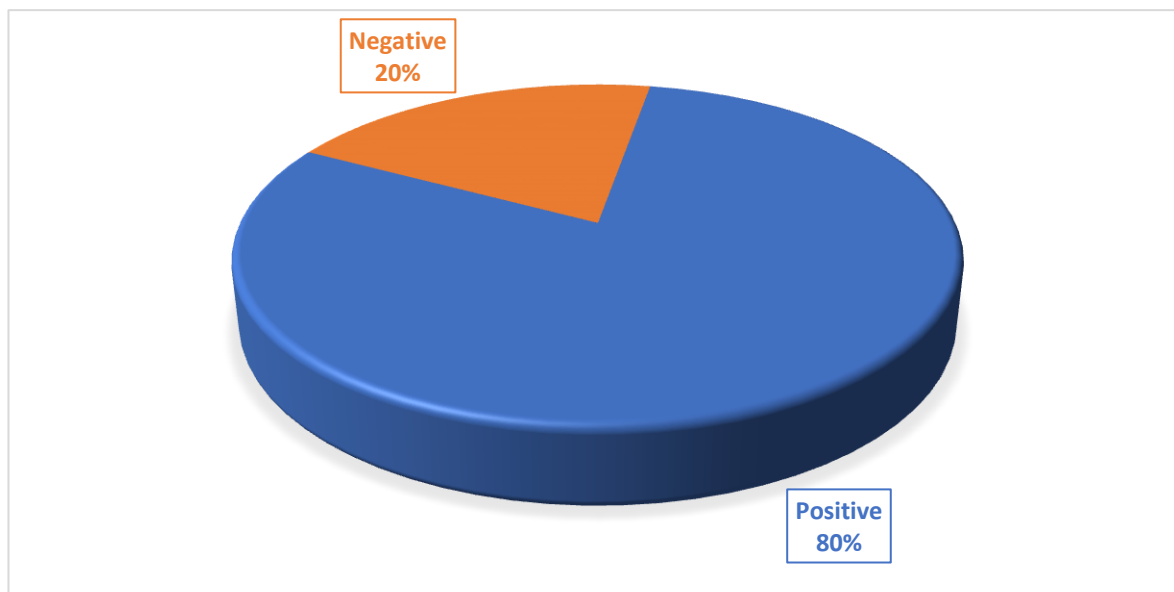
We chose the interview as a qualitative mean in order to find out the students' perceptions about subtitles as key to the problem of how can we improve listening comprehension competence?

The interview was conducted at TEFL Academy -Jamel -with fifteen students. It consisted of two basic questions. The first question was asked to discover the students' interests in using subtitles. The second question aimed to find out what kind of subtitles do students prefer .

### **2.2 Analysis of the Interview :**

**Question1:** Are you interested in using subtitles

According to the pie chart , most of the population (80%) is inclined to watch movies with subtitles while the rest (20 %) showed no interest.

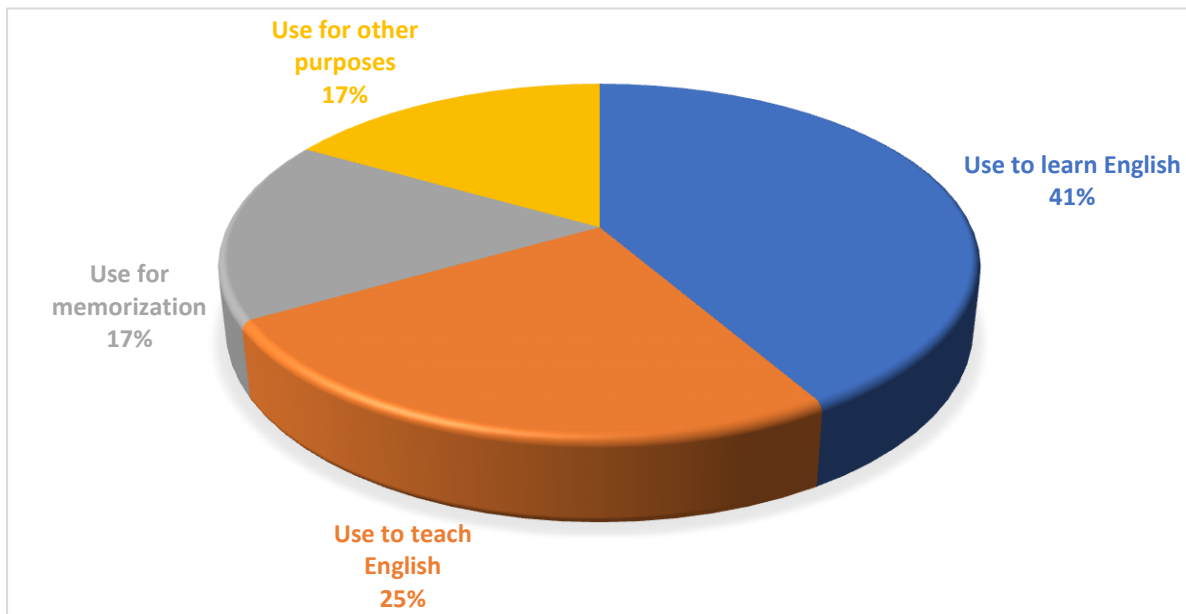


**Figure 1: Feedback about participants' interest in using subtitles**

**Question2:** why are you interested in using subtitles?

Participants provided various answers and reasons: statistics reveal that 41.66 % of the participants were interested in using subtitles for the reason of learning English while 25% for the purpose of teaching. The rest is equally divided into 16, 67 % for those who are actually using subtitles for memorization and for others different purposes.

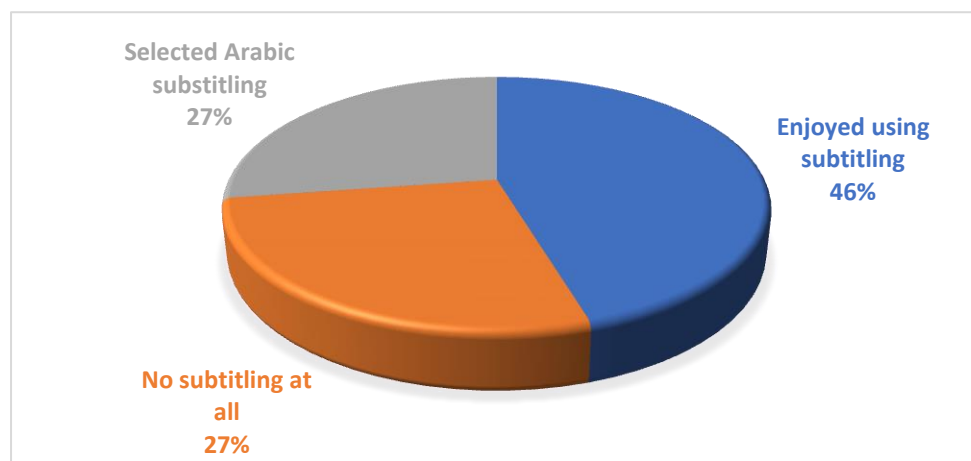




**Figure 2: Reasons for Using Subtitling**

**Question3:** If you have the choice to use subtitling, which type of subtitling do you prefer (Arabic, English, without subtitling)?

According to the results below, most of the students 53.33 % enjoyed using English subtitling. 33.33% preferred not using subtitling at all, only 13.33% selected Arabic subtitling.



**Figure 3: Preferred Type of Subtitling**

### **2.3 Discussion of the interview results**

- results from the interview show that most students have a positive attitude toward the use of subtitling. Most of the students have a positive attitude toward the use of subtitling because they are aware of the educational value of it. As a result, they use subtitling as a learning technique.
- 25% of students believe in the usefulness of subtitling as a technological equipment in the EFL context. The rest of the population is divided equally into 17% of students who use subtitling to remember English vocabulary and who used it for other purposes like acquiring background knowledge about the target language.
- We finish the interview by a close-ended question in which students are asked which type of subtitling they prefer. The majority of participants show significant interest in using English subtitling because of to the previous reasons such as to improve their English level. While the rest are divided equally into 27% who do not like using subtitling at all because they depend on listening only which shows somehow their confidence and also competence. The rest prefer Arabic subtitling because they see their mother language as a turning point that enables them to comprehend the course of events in the story.

## **Conclusion**

The aim of this chapter was to answer the question of the study, with a focus on how subtitling is useful in enhancing listening comprehension. The analysis reveals that students' answers mostly depend on two types of subtitling (with or without subtitling), and how subtitling especially English is beneficial for listening comprehension. Furthermore, the results obtained from both test and interview were totally confirmed the validity of the research hypotheses stated in the beginning of the research. For this reason, using subtitling as an additional educational tool in universities is the best choice for both students and teachers under the Covid-19 circumstances because it helped them to gain time and energy in same time .

Thus, some efforts must done by students concerning using subtitling . For example , students should practice daily through using subtitling in listening comprehension activities. As well as for their teachers must pay attention to these efforts made by students . This efforts helped teachers to notice weaknesses that hinder students from developing their listening comprehension ability .

## General conclusion

The current study investigated the effect of subtitling on EFL learners' listening comprehension ability through a mixed -methods approach .It aimed to explore students' attitudes and beliefs about the usefulness and efficiency of using this tool to further develop students' listening comprehension competence. To test the hypotheses stated in the introduction of the study, a test and an interview were administrated to Master one EFL learners at the department of English at Mohammed Seddik Ben Yahia, Jijel.

This dissertation is made up of two chapters: a theoretical part that is divided into two sections. The first section provided an overview of listening skill and listening comprehension concerning its definition, types, stages, process, and strategies. Moreover, it emphasized the importance of listening comprehension and highlighted the obstacles of listening process. The second section presented a general review of subtitling including its definition, emergence, and types. This section ended with the uses of subtitling with a huge focus on its advantages and disadvantages.

The second chapter of this dissertation is the practical part of the research. It included the research methodology, population and sampling, data collection procedures, instrument of the study with its description. In addition to the discussion of results obtained from the study with some recommendation that is suggested for promoting listening comprehension. It concluded with noting limitation of the study.

The findings obtained from data collection through instruments of study named interview and test in T.E.F.L Academy stated that the majority of Master one EFL learners at English department in University of Mohammed Seddik Benyahia .Jijel had positive attitudes toward the use of subtitling in enhancing listening comprehension ability. The results showed that Master one EFL learners experienced the subtitling for different

purposes. For example, there a great category of EFL learners who use subtitling to enhance their English level , and there a considerable part of EFL students who use subtitling for teaching purposes .

Additionally, the results revealed that the majority of Master one EFL learners consider subtitling as effective because it gives them extra practice with lesser time .Furthermore, it reduced several serious problems such as learners'anxiety from understanding a foreign language, and be unfamiliar with foreign cultural backgrounds .

The study concluded by a set of pedagogical recommendation . In addition, the limitation of study in collecting the sample to conduct the practical part which leads to much wasting of time in this dissertation.

### **General recommendations**

After discussing the results obtained from both the test and the interview . We suggest the following recommendations.

#### **For Students:**

Learners should practice regularly to improve their listening skill through using videos subtitled inside or outside the university.

Learners should work hard on improving their listening skill to overcome any weakness that could hinder their listening comprehension development.

Learners should be motivated to watch videos subtitled, in order to enhance their listening comprehension ability.

#### **For Teachers:**

Teachers should make more listening comprehension activities in oral expression session. this could help students develop their listening comprehension ability.

Teachers should use technology as an additional means that provides the use of subtitling.

After listening comprehension activity, the teacher should discuss the obstacles and difficulties faced by students in order to fix them.

**Limitation of study**

The current study has a number of limitations.They are :

The most common and major obstacle in 2021 is the wide spread of Covid- 19 that made impossible for researchers to meet each other, and their supervisor. Furthermore, it was impossible to collect the sample of the study because of Covid-19 circumstances and the study in batches, we were unable to do the practical part on the time it supposed to be done

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# TEST

- **Exercise 1 :**

Select the right answer.

1- What is Jill sister's name?

A- Molly

B- Melly

C- Merry

2- At what time did Jill come back from work?

A- 6 :00

B- 5 : 30

C- 6 : 30

3- When did Jill move to her new house?

A- A month ago

B- Two months ago

C- Six months ago

4- Where does Jill go every morning?

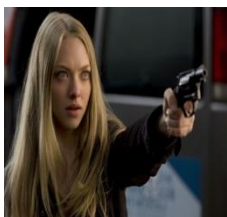
A- Forest park

B- Swimming pool

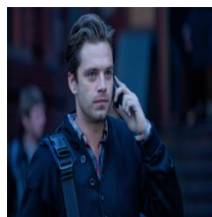
C- Supermarket

- **Exercise 2 :**

Can you guess the character name from the images depicted below?



1-.....



2-.....



3-.....



4-.....

• **Exercise 3 :**

Select the correct answer

1- Why did Jill go to the police station?

A- Because her sister was killed.

B- Her sister has been kidnapped.

C- She's afraid of a monster.

2- What makes Jill think her sister has been abducted?

A- Because it's not in her character to leave the house behind her sister`s back.

B- Because her sister phones her every night, but she didn't do it that night.

C- Because it is unlikely that Jill leaves the house without her sister.

3- Where did she find her sister's earring?

A- On her bed

B- On the floor

C- On the kitchen table

4- Do you think that Jill's testimony is reliable enough for the police to be accepted?

1- Yes

2- No

• **Exercise 4 :**

Using your own words, please answer the following questions:

1- What did Jill promise her sister at the beginning of the film?

.....  
.....

2- Why did Jill change her boulevard when she saw a random guy after finishing the work?

.....  
.....

3- Why did the police refuse to help Jill?

.....  
.....

4- What does Jill's sister ask Jill when she was in the bathroom?

.....  
.....

• **Exercise 5:**

Complete the dialogue

Jill. Hi .I.....right now.

Its urgent.-Okay.-Right here? -Why not?

Uh, he .....He .....He broke into my house, took my sister,  
Molly. Um....Well, I .....the house about, ..... and about a month ago,  
Molly called me, Saying that it was too expensive for her to live alone and asked if she  
could live in my house .But i don't think he .....there

Miss Conway, what makes you think.....?

Jill-Because i spoke to her last night on the phone at 11:00. She was going to bed. And i  
don't think that she.....in the middle of the night without leaving a  
note. Especially After what happened to me, she had a final exam today that was really  
important. She was studying. She left all her books just.....and she  
..... And boxer shorts and they weren't at the house when I looked for  
them.

- **Exercise 6:**

Write a summary about what you have understood from the movie.

.....

.....

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## **Students interview**

Question one: Are interested in using subtitling?

Question two: why are you interested in using subtitling?

Question three: If you have the choice to use subtitling, which type of subtitling do you prefer (Arabic, English, without subtitling).

## Résumé

A travers cette étude académique, nous cherchons à vérifier l'efficacité du stéthoscope dans le développement de la capacité auditive des étudiants en langues étrangères de l'université algérienne. Quinze étudiants de première année de master à l'université Mohamed Siddik Ben Yahia de Jijel ont été testés.

A travers un examen sous forme d'applications liées au clip du film que les élèves avaient vu avec traduction dans la langue maternelle et l'anglais et sans elle, et au final un entretien oral a été réalisé les résultats que nous avons obtenus à partir des outils de recherche confirment les hypothèses que nous avons posées précédemment. De plus, les participants ont indiqué qu'ils pensaient que cela pourrait les aider à développer leurs capacités de compréhension auditive. A partir de cette plate-forme, les instances concernées, y compris la direction, portent une attention particulière à l'utilisation des cassettes éducatives pour aider les étudiants de langue anglaise à améliorer leurs compétences auditives



## ملخص

من خلال هذه الدراسة نسعي الى التحقق من فعالية الرستجة في تطوير سعة استيعاب السمع لدى طلاب اللغة الأجنبية في الجامعة الجزائرية . تم اختبار خمسة عشر طلاب السنة الاولى ماستر في جامعة محمد الصديق بن يحي بجيجل بواسطة امتحان على شكل تطبيقات متعلقة بالمقطع من الفيلم الذي كان قد شاهده الطلاب بالرستجة في لغة الأم ولغة الإنجليزية و بدونه ، وفي الأخير تم اجراء مقابلة شفوية كان الهدف من ما سبق هو معرفة ما اذا كان للرستجة تأثير إيجابي في قدرات استيعاب الطلاب عند الاستماع ومشاهدة مقاطع فيديو .

النتائج التي حصلنا عليها من أدوات البحث تؤكد الفرضيات التي وضعناها سابقا، بالإضافة لذلك افاد المشاركون بأنهم يعتقدون انه قد يساعدهم في تطوير قدرات استيعاب السمع لديهم .

من هذا المنبر على الهيئات المعنية منها طاقم الإدارة اعارة اهتمام خاص فيما يتعلق باستخدام اشربة التعليمية المرستجة لمساعدة طلاب اللغة الإنجليزية لمساعدة طلاب اللغة الإنجليزية عل تحسين مهاراتهم في السمع.