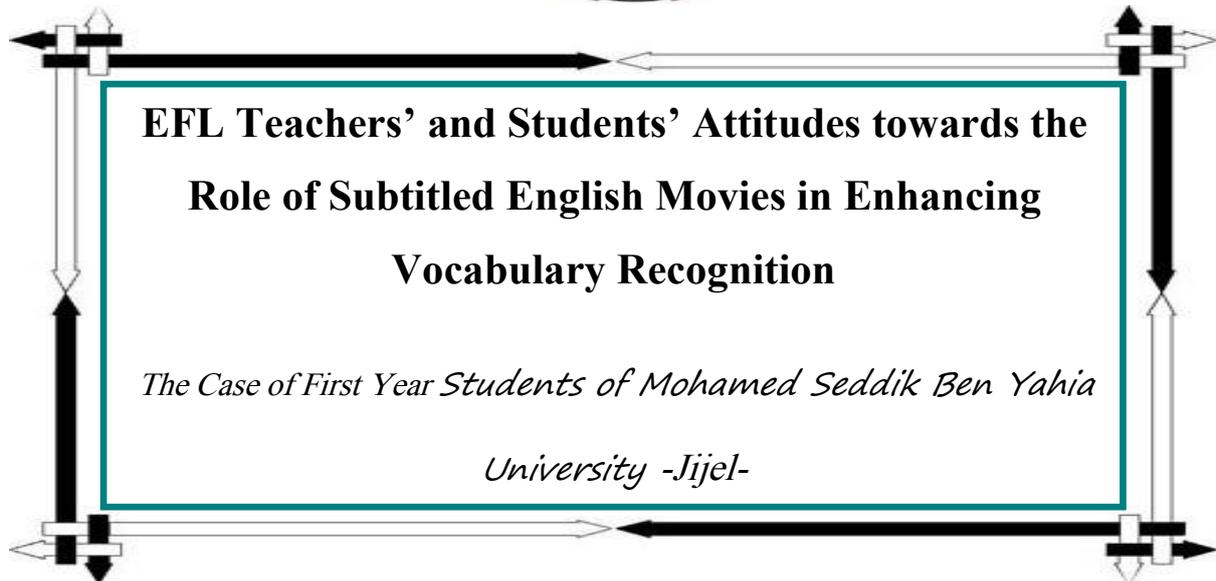


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**EFL Teachers' and Students' Attitudes towards the
Role of Subtitled English Movies in Enhancing
Vocabulary Recognition**

*The Case of First Year Students of Mohamed Seddik Ben Yahia
University -Jijel-*

Dissertation submitted in partial fulfillments of the requirements for the degree of master
in didactics of foreign languages

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Declaration

We hereby declare that the dissertation entitled “EFL Teachers’ and Students’ Attitudes towards the Role of Subtitled English Movies in Enhancing Vocabulary Recognition,” is our own 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 any material is not documented, we shall be responsible for the consequences.

Signature

Date

Dedication

In the Name of God, the Most Merciful, the Most Compassionate

I dedicate this dissertation to:

*My **Father**, may God have mercy on him; my dear **Mother**, my beloved **sister** Mounira, my dearest **brothers** Mounir, Bilal, Ali and Amine; my **nieces** and **nephews**: Sara, Aïmed, Aymen, Islam, Hadjer, Adam and Yahia.*

*My best friends Alia, Fatima and Besma; my **work-partner** Nafissa; my dearest people to me Amel for her love and encouragement; my family members, both Boukendir and Meghriche.*

To all who have supported and encouraged me to fulfill this work; and all my nearest and dearest.

Lynda

Dedication

In the name of God, the most merciful, the most compassionate.

*Every challenging work needs self- efforts as well as guidance and support of others,
particularly to those who are dear to our heart.*

I dedicate this work to:

The most valuable people in my life, the one who gave me strength , emotion and support.

*My dear mother Mouras Zohra and beloved father LAKHAL Rabah. I'm deeply grateful to
them for their love, encouragement, support, and endless love.*

*To my lovely and sweetheart brothers Ibrahim and Mokhtar. To my dearest sisters Fatiha,
Fatima, Zahia, Hanan, Horia, and Abla. To my sweetheart and dear sister Hasna who
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Abstract

Vocabulary is considered as one of the most important component to be mastered when learning a foreign language. Failure to comprehend the text or subject, as well as the lack of vocabulary, are common issues among EFL learners . As a result, they attempt to use some techniques such as subtitled English movies to learn new vocabulary with its pronunciation and spelling. The aim of this research is to investigate teachers' and students' attitudes towards the role of subtitled English movies in enhancing vocabulary recognition. Two online questionnaires were administered; one to ten oral expression teachers in the department of English at Mohammed Seddik Ben Yahia University –Jijel and the second to, sixty five, first year students at the same university. The results obtained from the questionnaires confirmed the research assumptions, that both teachers and students hold positive attitudes toward the usefulness of subtitled English movies on enhancing vocabulary recognition. Thus, teaching vocabulary through subtitled movies is strongly recommended.

Key words: Vocabulary; Technique; Subtitled English movies; Vocabulary recognition; Teachers' and students' attitudes

List of Abbreviations

%: Percentage

EFL: English as a Foreign Language

ESL: English as a Second Language

EL: English Language

FL: Foreign Language

L1: First Language

L2: Second Language

LMD: License, Master and Doctorate

N: Number

Q: Question

TL: Target Language

TV: Television

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General Introduction

1. Statement of the Problem

Vocabulary is a fundamental component of any language to be learnt. This study reports that EFL learners encounter many problems during the process of learning the English language, most of them lacking the sufficient vocabulary stock. They typically stick to what they are exposed to in EFL classes and disregard learning new vocabulary outside of the educational context. As a result, EFL teachers need to present effective techniques and methods to their students in order to improve the situation. Hence, they try to make use of some techniques as subtitled English movies to encounter the previous difficulties.

2. Aim of the Study

The primary goal of this study is to investigate the various attitudes of EFL teachers and learners concerning the usage of subtitled English movies in EFL classes in order to improve learners' vocabulary recognition.

3. Research Questions

This study aims to answer the following questions:

1- What are EFL students' attitudes toward using subtitled English movies as a technique to enhance their vocabulary recognition?

2- What are EFL teachers' attitudes toward using subtitled English movies as a technique to enhance EFL students' vocabulary recognition?

4. Research Assumptions

This study is based on the following assumptions:

- It is assumed that EFL teachers and learners consider using subtitled English movies in EFL classes an effective technique that would help learners enhance their English vocabulary.
- It is assumed that EFL teachers and learners have positive attitudes toward to the use of subtitled English movies in EFL classes in order to improve learners' vocabulary recognition.

5. Significance of the Study

The primary aim of this study is to find out EFL teachers' and students' attitudes toward the role of English movies with subtitles in enhancing EFL learners' vocabulary recognition.

6. Research Methodology

This study takes place at the department of English at Mohammed Seddik Ben Yahia University –Jijel- with EFL first year students and Oral Expression teachers. The reason behind this choice is that first year students have limited knowledge about English and they have limited vocabulary, thus they need to focus mainly on comprehension.

To meet our research aims, two online questionnaires were conducted to our sample population. One administered to ten (10) oral expression teachers at Mohamed Seddik Ben Yahia University, to know about their attitudes toward the use of subtitled movies to enhance EFL learners' vocabulary recognition. And the second questionnaire was administered to sixty five (65) first year LMD students at the same University.

7. Organization of the Dissertation

The present research is composed of two chapters. The first chapter is theoretical, it includes the literature review which contains two sections; one includes a discussion of vocabulary recognition, the importance of teaching vocabulary, and several added points about vocabulary. While the other one is concerned with the role of subtitled English movies and its implication in EFL classroom. The second chapter is devoted to the practical part which mainly focuses on the description, analysis and discussion of the results of both teachers' and learners' questionnaires.

Chapter One: Literature Review

Section One: Vocabulary Recognition

Introduction

People use language to express their thoughts, emotions, and information; this could not be done without vocabulary, which is essential for foreign language (FL) learners to understand how to use the language. The main requirement for being able to communicate in a target language (TL) is having an adequate vocabulary of this new language. For instance, vocabulary knowledge aids learners in their ability to listen, read, write, and speak the language.

This section mainly focuses on vocabulary recognition, which includes many points about vocabulary; it begins with an explanation of vocabulary and its distinctions. The importance of vocabulary, followed by the difficulties in teaching/learning vocabulary.

The criteria for vocabulary selection, various vocabulary presentation techniques, and essential steps in learning vocabulary are also covered in this part. This section also discusses the vocabulary aspects of form, meaning, and use. The following point is about remembering words and the remainder depicts the nature and principles of word learning.

1.1.1. Definition of Vocabulary

Vocabulary is a broad concept with a large number of definitions, and it is one of the most important components of any language. The term vocabulary can be defined in a variety of ways. It is commonly thought of as a list of words, but it is actually the knowledge of words and their meanings rather than just a list of words (Raphael, 2009). It

refers to a language spoken and written words. Ur (1996) defined vocabulary as "words taught in a foreign language" (p.60).

In another definition, Richards and Renandya (2002) stated that "vocabulary is a core component of language proficiency and serves as the foundation for how learners speak, listen, read, and write" (p.255). According to Hatch and Brown (1995,p.1) vocabulary refers to a list or set of words for a specific language or a list or set of words that an individual speaks of a language. Vocabulary or lexicon also refers to information stored in memory concerning the pronunciation and meanings of words. (Snow, Burns, & Griffin, 1998).

From all the definitions and explanations above, it can be concluded that vocabulary is the entire set of words in a language containing meaning and information that an individual knows and uses to communicate effectively with others.

1.1.2. Vocabulary Distinction

Researchers when investigating vocabulary learning, they distinguished two types of vocabulary which are receptive vocabulary and productive vocabulary.

1.1.2.1. Receptive Vocabulary

The receptive vocabulary is also known as passive process since the learners only receive thoughts from others. It is defined as the words which the listeners and readers use to understand given messages. Nation (2001) stated that "Receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning" (p.25).

1.1.2.2. Productive Vocabulary

Productive vocabulary is considered as “active vocabulary”. It refers to words that learners produce by writing and speaking to express thoughts and to convey messages to others. Also, Nation explains this kind of vocabulary and stated that “Productive vocabulary use entails wanted to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form”(Nation, 2001, p.25).

1.1.3. The Importance of Teaching/Learning Vocabulary

Vocabulary is a fundamental tool to communicate successfully with others. Words are the currency of expressing ideas and feelings either in the written or spoken form and understanding others. “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”(Wilkins, 1972, pp.11-12). It can be regarded as a bridge to learn a second or a foreign language. According to Tarigan (1989, p.2) the mastery of vocabulary can affect the mastery of a language. Also, McCarthy focused on the importance of vocabulary, stating that “no matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meaning, communication in L2 just cannot happen in any meaningful way”(McCarthy, 1990, p. iii).

In both foreign and second language teaching/learning process, vocabulary plays an important role. Without vocabulary, learners cannot improve the language skills: listening, speaking, writing, and reading. They will need the vocabulary when learning grammar, pronunciation, performing conversations and reading English books. And that means if learners do not have adequate or enough vocabulary knowledge, they will not be able to comprehend the English text appropriately (Richards and Roger, 1987, p.7).

1.1.4. Difficulties in Teaching/Learning Vocabulary

Identifying the difficulties faced by learners is regarded as the first step in a successful vocabulary teaching. According to Thornbury (2004, p.27) there are six main factors proposed as follows that make some words more difficult to learn:

1.1.4.1. Spelling

Sounds-spelling mismatches either spelling or of pronunciation cause errors. English language consists of a range of words that their spelling and pronunciation are mismatched such as words that contain silent letters like listen, comb, honest... etc (Thornbury, 2004, p. 27).

1.1.4.2. Grammar

The grammar rules are also considered as one of the main difficulties in language teaching/learning process, the use of incorrect grammatical form as the conjugation of irregular verbs is an obstacle in mastering English vocabulary (Thornbury, 2004, p.27).

1.1.4.3. Meaning

The English language includes many words that have an overlap in meaning which causes difficulties for learners to use in the correct context, as an example, the two verbs “make” and “do” have an overlap in meaning, learners find difficulties in choosing the appropriate word.(Thornbury, 2004, p. 27).

1.1.4.4. Pronunciation

Pronunciation of words is regarded as one of the major problems that learners face. As it is known, the words that are difficult to pronounce are the most difficult to learn. Words with clusters of consonants such as the word “crisps” that learners consider as a difficult word to pronounce and thus, difficult to learn (Thornbury, 2004, p.27).

1.1.4.5. Complexity and Length

Complex and long words are likely to be one of the causes of learners’ difficulties in learning vocabulary. (Thornbury, 2004).

1.1.4.6. Range, Connotation, and Idiomaticity

The lack of understanding a range of words and connotation causes problems in learning vocabulary, learners also get confused when they find words that are idiomatic (Thornbury, 2004).

1.1.5. Criteria for Vocabulary Selection

In the teaching process, vocabulary is the utmost fundamental and difficult aspect in building learners’ vocabulary knowledge. Several criteria can be employed to select the specific words to be taught, teachers should take account of them. According to McCarthy (1990, p.66), the criteria which have been used in the selection of vocabulary for teaching are the following:

1.1.5.1. Frequency

It is assumed that the most frequent words are also the most useful. McCarthy (1990) stated that “it seems self-evident that the most frequent words in any language will be the

most useful ones for the learners of that language, and therefore, the best to start off with, in order to give the learner a basic set of tools for communication” (p.66).

1.1.5.2. Need and Level

Students’ needs and language level are important criteria for choosing vocabulary components; the teachers should take into account what their students’ interests in words are, and that what is known as teachers’ motivation. Also, the students’ language level is an important criterion for vocabulary selection, the lower the level is, the more common and neutral the vocabulary is to be taught. (Haycraft, 1992, p.45).

1.1.5.3. Cultural Factors

Another main criterion for selecting vocabulary teaching is the cultural differences. Gairns and Redman (1992, p.59) think that one drawback of word-counts is that being based on the utterances of native speakers; they will reflect the cultural Interests of these speakers. However, such interests may not be shared by L1 learners who may desire to express ideas and some experiences outside those of a native speaker.

1.1.5.4. Expediency

A fundamental factor for choosing vocabulary items is expediency. Classroom language is involved in expedient vocabulary teaching such as true/false, cross/tick... etc (Gairns & Redman, 1992, p. 61).

1.1.5.5. Learnability and Coverage

Learnability and coverage are two aspects which should be taken into account in the selection of vocabulary. According to McCarthy (1990), “The difficulty, or the lack of

difficulty, a word presents may override its frequency and/or range, and decisions to bring forward or postpone the teaching of an item may be based on learnability” (p.86).

1.1.6. Vocabulary Presentation

To present new vocabulary, teachers need different ways or techniques to aid the students to learn vocabulary effectively. Techniques are the means and ways adopted by a teacher to teach the students in order to achieve their objectives. It means that those techniques are the instruments of the teachers in the classroom (Gerlach, 2006). Gairns and Redman (1986, p.73) suggest dividing the techniques of teaching vocabulary in the classroom into three categories, these are: visual techniques, verbal techniques, and translation.

1.1.6.1. Visual Techniques

This technique is a very effective, interesting, and direct vocabulary presentation way. Visual techniques involve the use of regalia, which are the real objects in class such as learners themselves. When the teacher presents vocabulary about the body of human, he uses the real object which is the students’ body to explain his lesson. Also, pictures, photos, flashcards... etc., are used as techniques by teachers to present new vocabulary for learners. (Gairns & Redman, 1986, p. 73)

Another visual technique is mime and gesture which are fundamental ways used in vocabulary presentation for remembering the new word. In addition, gestures may be a good idea for teaching action verbs to learners, also facial expression help learners to memorize new vocabulary. (Gairns & Redman,1986,p.73). Talking about advantages of visuals, Zebrowska (1975) stated that “Learners remember better the material that has been presented by means of visual aids”. (p. 452).

1.1.6.2. Verbal Techniques

Verbal techniques are used to facilitate the presentation of new vocabulary. According to Marla, et al (1990, p.3, as cited in Amin, S. N., 2019, p.24), the verbal techniques are as follows:

- a. By giving explanation and examples to make learners understand well.
- b. Through definitions and illustration sentences.
- c. With synonyms and antonyms, by using words that have the same meaning (synonyms) or the opposite meaning (antonyms) of the unknown word in a given sentence help learners to acquire new vocabularies.
- d. By using scales, presenting related words in scales to the learners to help them understand better the new words.

1.1.6.3. Translation

Another important way applied by teachers in vocabulary presentation, is the use of translation or dictionaries, it is a useful technique that saves time and allows learners to check the correct understanding of words. (Gairns & Redman, 1986, p.75).

1.1.7. Essential steps in learning vocabulary

Learning vocabulary is an essential step in learning a new language. There are five steps in vocabulary learning stated by Hatch (1995, pp. 373-390) which are as follows:

Step One: Encountering New Words

Encountering new words is the first step, there are many ways used by learners for encountering new vocabulary such as reading books, watching television, and using dictionaries.

Step Two: Getting the Word Form

This step is the second main step in learning vocabulary; it refers to the getting the form of the new words.

Step Three: Getting the Word Meaning

Getting the word meaning is the third step in learning new vocabulary, which contains the use of several strategies to get the correct meaning of the new words as asking the English native speakers what the word means.

Step Four: Consolidating Word Form and Meaning in Memory

In this fourth step, both the word form and meaning reinforcing in memory by using different learning drills as flashcards.

Step Five: Using the Word

Using the new words is the final step in learning vocabulary, the usage of the learnt words is effective in learning vocabulary to remember them.

1.1.8. Aspects of Vocabulary

In mastering the English language, learning vocabulary play an important role. There are three fundamental aspects of words' knowledge that need to learnt and mastered by learners in order to truly know or understand the new words which are form, meaning, and use.

1.1.8.1. Form

One of the main aspects of vocabulary is the form that learners need to be aware of. It is the visual image of words. The form of a word involves its written and spoken form (Nation, 2001). The students need to be able to identify the grammar form, how to produce oral or pronunciation form, and spelling or written form. A learner should be familiar with “a clear image, visual or auditory or both-of the form of vocabulary item” (Hatch and Brown, 1995, p.378).

1.1.8.2. Meaning

Meaning is another aspect of vocabulary; the learners should be able to understand the meaning of new words. According to Ur (1996, p. 61), there are three aspects of word meaning which are: first, denotation that refers to the dictionary definition of words and it refers to something that exists in the real world as the word “dog” is a kind of animals, and it is a domestic animal. Second, connotation which exists together with the denotative meanings such as the word “dog” has a negative connotation in the Arabic culture. Third, appropriateness that means the use of appropriate words which are suited to the situation.

1.1.8.3. Use

The third aspect of vocabulary is the use which refers to the act of choosing which word is determined by the situation to use, this term involves the grammatical functions, collocations and constraints on use. (Nation, 2001, p. 27). James and Tess (2013) stated that the use category defines the place in which words can be used and the company they are likely to keep. If a word is a noun, for example, then it will commonly be preceded by an article, if it is a pronoun then it is likely to be followed by a verb. Some words like to associate closely together while others do not; red sea and yellow sea are geographical

entities and commonly co-occur, we often speak of a blue sea or a turquoise sea (in places sunnier than Swansea), but purple sea or pink sea occurs much less frequently together. Still other words are restricted in the places and occasions they are likely to be used (p.5-6).

1.1.9. Remembering Words

For a successful acquisition of foreign languages (FL), learners need in addition to learn adequate vocabulary to remember them. The knowledge that one have is based on memory which consists of remembering what has previous been learned. Thornbury (2002, p.23) stated that “The learner needs not only to learn a lot of words, but to remember them”. The three kinds of memory are the short-term memory, working memory, and long-term memory.

1.1.9.1. Short-term Memory

Short-term memory refers to the brain’s capacity to store a limited number of information and items for a period of time just for few seconds. In this situation, teachers should motivate their students to review and practice the new vocabulary in order to change the short-term memory into long-term memory. (Thornbury, 2002, p. 23).

1.1.9.2. Working Memory

The second type of memory, is the working memory, it has a capacity of short duration for about twenty seconds in which the information stands. Thornburg (2002) added that the function of working memory is “focusing on words long enough to perform operations on them” and he also stated that “where information is first placed, studied and moved about before being filed away for later retrieval” (p. 23).

1.1.9.3. Long-term Memory

Long-term memory is the last type of memory, it has infinite capacity and unlimited duration; the information usually stands for the duration of a person's life. (Thornbury, 2002, p. 23).

Conclusion

To conclude, vocabulary has a pivotal role in mastering any language and without an adequate vocabulary; learners will not be able to communicate with others. Also, in order to improve vocabulary knowledge learners need some motivating techniques that help and encourage them in enhancing vocabulary recognition.

Section Two: Subtitled English Movies

Introduction

With the rapid development of technology and science, finding the right method and tools to teach/ learn EFL is considered as one of the main challenges. Nowadays, the style of teaching and learning has developed a variety of techniques that encourage teachers to be more creative in presenting their lessons, and motivate learners in learning English. Media is one of those techniques that make learning English easier for students. Movies as a media tool have become an effective tool to learn and teach foreign languages. English movies have the potential to be chosen by EFL students to provide an interesting and engaging vocabulary learning experience. Watching subtitled English movies is becoming a popular effective tool used to learn English language and improve vocabulary. Many scholars have found that movies catch the learners' interest and it also can positively affect their motivation to learn (Kusumarasyati, 2004; Luo, 2004).

The focus of this section is on subtitled English movies. It starts with the definitions of both terms subtitles and movies, then the kinds of subtitles. Next, the multimedia teaching/learning resources, other points which are included in this section are the theories that support the usage of subtitled movies to improve vocabulary, the role of subtitled movies in the EFL classroom, their benefits of using them, their effects on EFL learning, and the advantages/disadvantages of using movies. This section deals also with the advantages and disadvantages of subtitles. The next point would shed the light on the effects of subtitling practices on vocabulary recognition. And the last issue that is discussed is the importance of subtitled movies in vocabulary learning.

1.2.1. Definitions

1.2.1.1. Definition of subtitles

Subtitles are captions displayed at the bottom of a cinema or television screen, and translate or transcribe the dialogue or narrative (Online Oxford Dictionary, 2014). Also, they are defined in the Cambridge dictionary (2018) as words shown at the bottom of a film or television picture to explain what is being said. Subtitles refer to the printed words that shown on the screen either in a foreign or the same language of the screen monitor.

According to Webster (2017), the term subtitle refers to printed statements or dialogue appearing on the screen monitor that shows in a foreign language. In addition, Shuttleworth and Cowie (1997) stated that subtitling is “the process of providing synchronized captions for film and television dialogue” (p. 161). Luyken et al (1991) also defined subtitles as the “ translated utterances, written translations or written target texts to clarify what is being said or uttered in different kinds of multimedia such as TV” (p.31).

1.2.1.2. Definition of Movies

A movie is an audio-visual medium; the dictionaries take it as a synonym of film and video. Movie is defined as a recorded story or event by a camera as a set of moving pictures that are shown on TV or in theaters. Also, it is defined by the Collins dictionary (2021) as moving pictures that have been recorded so they can be shown at the cinema or on the television. A film tells a story, or shows a real situation. (Online Collins Dictionary,2021).

1.2.2. Kinds of Subtitles

Subtitles used in movies can be classified under various kinds. Zanon (2006,p.47) classifies subtitles into three kinds:

- 1) Standard subtitling: from English dialogues to subtitles in the learners' first language.
- 2) Bimodal subtitling: from English dialogues to English subtitles.
- 3) Reversed subtitling: from dialogues in the first language of learners to English subtitles.

Whereas, Katchen, Lin, Fox and Chun (2002, as cited in Etemadi, 2012, p.240) distinguished three more kinds of subtitling which are:

- 4) Bilingual subtitling: English dialogues with English and learners' mother tongue subtitles at the same time.
- 5) Bilingual reversed subtitling: learners' mother tongues with mother tongue and English subtitles at the same time.
- 6) No subtitling: English dialogues with no subtitles at all.

According to Cordella (2006, as cited in Zarei, 2009, p.68), subtitles are classified into two kinds. First, the Intralingual Subtitles: the language of the dialogues and the titles are in the same language. Second, Interlingual Subtitle: the original dialogues with the learners' mother tongue. Among the several kinds of subtitling mentioned above, most studies pointed to the bimodal one, which is also known as intralingual subtitling, as more commonly used in the classroom and more effective than the other subtitles' kinds (Zanon,2007).

1.2.3. Subtitled Movies as a Teaching/Learning Tool

Subtitled movies can help EFL learners in improving their language goals such as an English vocabulary building. Most the previous studies emphasized that subtitled movies facilitate the teaching/learning language process, and they are regarded as a way of bringing variety and flexibility into the EFL classroom. Brown (2000, p. 69) stated that motivation and encouragement are essential factors for EFL learners to learn English language. Also, Zarei (2011) said that the use of movies, particularly the subtitled movies can be one of the most enjoyable, stress-free methods for 2L vocabulary learning (P. 619).

Many researchers have indicated that EFL students need to great quantity of comprehensible input in order to achieve their goals of language learning when they learn a foreign or a second language. Ward and Lepeintre (1996) emphasized that movies can motivate EFL/ESL teaching and learning process because they expose learners to the target language in real life and provide a story that needs to be told rather than a lesson that needs to be taught.

1.2.4. Theories in Support of Vocabulary Development through Subtitled Movies

The value of subtitled movies in developing vocabulary had been seen as important by a lot of scholars and researchers; a great number of studies have found different benefits of using movies with subtitles by confirming that subtitled movies really improve

vocabulary learning. There are many learning theories that support the inclusion of subtitled movies in learning EFL and in improving students' vocabulary. Cai-fen and Yan-dong (2007, as cited in Zarei, 2009, pp. 71-72) resume the related learning theories that support the usage of subtitled movies to develop learners' vocabulary, and they are as follows:

1. Dual coding theory, according to the bilingual dual coding theory of Paivio, the verbal and the imagery systems are functionally independent and encoded by separate subsystems.

2. Krashen's second language acquisition theory, according to this theory language learners should be provided with optimal input, four conditions are needed to achieve optimal input, comprehensible, quantitative, not form-focused, and relevant and interesting. Subtitled movies include all these conditions.

3. Cognitive theory of multimedia learning, according to this theory subtitled movies can help learners activate their existing schemata and reduce the cognitive load of learning.

4. Information processing theory, according to this theory using subtitled movies during instruction can help in encoding information by learners, and the movement of the information into long-term memory occurs by the two processes elaboration and distributed practice.

1.2.5. The Role of Subtitled Movies in EFL Classroom

Subtitles are a great tool that allows people to enjoy movies from other countries and cultures, and learning foreign languages at the same time. Herron and Hanly (1992), infer that "using movies in EFL classes offers background information that activates prior knowledge, which is essential in stimulating the four skills activities in the classroom"(Cited in Ismaili, 2013, p. 122).

According to Ruusunen (2011), the movies can be a tool that promotes learners' motivation to the language rather than course book, and this is through the several attractive sounds and pictures. In addition, raising students' attention by providing many ideas through watching subtitled movies, which helps them improve their performance of written and oral classes. Simply, subtitled movies have a crucial and important role in EFL classroom for many reasons; they are used as an effective teaching media to facilitate EFL teaching/learning process (p.140).

1.2.6. The Importance of Subtitled Movies in Vocabulary Learning

Recently, new technology in general and multimedia in particular, have played a key role in facilitating foreign language teaching and learning. Multimedia technology such as (TV, network, computers, emails, and movies) helps teachers by providing authentic materials which promotes the language acquisition. Many researchers have argued that multimedia have a great importance in language learning because of its rich authentic comprehensible input. According to Freeman (2000, p.129), "one characteristics of communicative language teaching is using authentic materials".

For the previous studies, several researchers such as (Stevens, 1989; Numan, Burden& Holden,1990; Wood, 1990) have claimed the effectiveness of combining audio and visual aids in language classrooms. They argued that visual input combining with other technology tools stimulates deeper comprehension of the tasks and enhances the interaction between the target language and the learner's mind which in turn, allows learners predict the target language more easily and to record it more fully. Chan and Herrero (2010, p.6) stated that "The use of movies in the language classroom can encourage a creative approach that can have applications across the curriculum". Also,

Ismaili (2012) said that “movies are enjoyable source of entertainment and language acquisition” (p. 122).

In addition, Zanon, (2007, p.6) said that “badly handled video activities can be just as de-motivating. Here is where the use of subtitles can play a key role in the foreign language class, to help overcome this problem”. Also, Zanon (2007) claimed that authentic video and subtitles can play an important role to help students increase and improve their foreign language vocabulary, it gives them the appropriate guidance. Using the subtitles with movies will encourage learners for better acquisition and understanding of new vocabulary; subtitled movies give students the motivating and comprehensive atmosphere(p. 7).

1.2.7. Benefits of Using Subtitled Movies

Many researchers consider using movies with subtitles has several benefits of in the classroom. For example, Pescosolido (1990) argued that the use of films can be important in learning and teaching and also highlighted that the active learning can be encouraging and better supported through the use of audio- visual materials from the popular culture arena (pp.337-346). On the other hand, Champoux (1999) cautioned instructors regarding the usage of films in the classroom as film scenes could be strong distracters in the classroom for some students and using films in the classroom can reduce time for theoretical discussions (pp. 206-217).

In addition, using captions or subtitles to facilitate the comprehension of video materials is taken for granted by many teachers and researchers. However, many learners believe that television programs with captions seem to provide a rich context for foreign language acquisition. Danan, 2004 also argued that viewers are, generally, quite motivated

to understand what is shown and said on television when captions are provided (pp.49, 67-77).

King (2002) also stated some of the essential benefits of using subtitled movies in language learning activities. According to him subtitles assist learners to improve their listening and reading skills. Students can learn how to pronounce many words, phrases, and sentences consciously and unconsciously (pp. 509-523).

1.2.8. The Effects of Subtitled Movies on EFL Learning

With the increasing access to TV, video equipment and more recently, computers, teachers have found more opportunities to use audio- visual materials in the EFL classroom as a new teaching tool. Thus, the integration of English subtitled movies in EFL classes has been proved its importance. Subtitles movies are helpful for EFL learners to motivate them to learn more vocabularies and understanding the language better. Canning, Witson and Wallace (2000) pointed out that subtitled movies can support the students to notice new vocabulary items, and may have the potential to ease vocabulary acquisition without being a distraction for the student (pp. 1-36).

Moreover, teachers believe that using subtitled films in EFL classes can raise the interaction among students. According to a study which was carried out for EFL students, learners stated that using subtitled films is a useful way to improve English vocabulary and provide them with more chances to employ the English language. The majority of the learners claimed that they would learn new words (about 3-5) when they watch a film in the classroom, due to repetition of those words many times throughout the film (Ismail, 2013, p.121).

Furthermore, watching subtitled movies improve EFL learners' new vocabulary. Also, acquiring other learning language goals like improving their listening and speaking skills, as well as improving their pronunciation. There are many other positive aspects of employing films as authentic teaching materials. According to Champoux (1999), movies are a comfortable, familiar medium for contemporary students that can keep their interest in the theories and aspects under discussion. Also Mishan (2005) suggested that it can be rather challenging sometimes, to keep the language classroom entertaining and comfortable instead of making the learners passive while watching films (pp. 206-217).

Several researchers pay attention to the role and the impact of captions in the acquisition of vocabulary learning outside the classroom. (Neunan & Koskime, 1992; Koolstra & Bentjes, 1999). The majority studies have emphasized more on the positive effectiveness of subtitles in enhancing vocabulary learning, and most of them argued that captioning is a beneficial tool in vocabulary knowledge for learning (Zarei, 2009; Ellosworh, 1992).

On the other hand, some other researchers suggested that key words are significantly important rather than having the entire sentences. Guillory (1998) suggested that subtitles are beneficial for beginners. She found that beginners would benefit more when key words are presented as subtitles rather than having entire sentences presented on screen as subtitles. She also argued that key- word subtitling might be better for them because it may not impose as large of a cognitive load (pp. 89-108).

Furthermore, Vanderplank (1988) also proposed that one way of helping learners of English to comprehend authentic video programs while maintaining a target language learning environment is by adding English text subtitles to English videos. In addition, Neuman and Koskinen (1992) conducted a nine- week experiment with 129 seventh and

eighth grade EFL students (mostly at an advanced level). Watching nine, 5-8 minute long segments of American children- oriented science production. The researchers found that captioning was more helpful to vocabulary recognition and acquisition than traditional television watching or reading while listening (pp. 94-106).

1.2.9. The Effects of Subtitling Practices on Vocabulary Recognition

In knowing the importance of vocabulary, many strategies have been applied in enhancing vocabulary recognition. Many researchers argued that watching subtitled English movies can improve new English vocabulary. According to Putra (2014) movies or media can be an effective tool for learning new vocabulary and that “there is no doubt that video technology, especially subtitled movies can be a powerful teaching tool to help students learn and acquire new vocabulary” (P.7).

In the process of teaching/learning a foreign language, vocabulary plays a crucial role. It is one of the elements that links the four skills all together (speaking, reading, listening and writing). (Nguyen & kkuat, 2003). In addition, vocabulary is the key factor for students to understand what they hear, read and write in learning English and how to communicate with other people. Also, according to Wilkins (1972), who wrote that “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (pp. 111 – 112).

In order to assess how subtitling practices affect vocabulary acquisition. A study conducted by Lertola (2012) investigated the effects of subtitling practices on incidental vocabulary acquisition in EFL class. The results indicated that both conditions (subtitling and non- subtitling) result in a clear improvement in the learner’s incidental vocabulary acquisition. Therefore, this research support the positive results obtained in recent studies

on the role of subtitling practices as an effective pedagogical tool in EFL classes. (pp. 61-70). Another study conducted by Neuman (1990), which examined the effectiveness of captioning in EFL learning classes. The result indicated strongly to support the impact of captioned Television on bilingual students' acquisition of language, literacy, and conceptual knowledge.

Neuman and Koskinen (1992) also claimed that captioned Television, as a multisensory, largely entertaining medium, might be an important instructional resource in learning vocabulary and concepts. This study based on several hypotheses. The first being, that television's combination of pictures and sounds might help children or adults establish relationships between words and their meanings. Moreover, when students see the written version or forms of the spoken text, they easily link the words and associated images with the words. Another assumption is that learners benefit from captioned television because in viewing the film they create expectation about the content that is still to come and anticipate the corresponding new vocabulary (Talavan, 2007; Neuman and Koskinen, 1992).

To support the positive perception toward using captions, Bean and Wilson (1989) claimed that their non- native - speaking students showed extremely positive attitudes toward captioning. The majority also showed significant improvement in reading comprehension, listening, vocabulary acquisition, and word recognition. Furthermore, television programs and movies with subtitles can provide students with immediate feedback and make the learner feel confident. In other words, the students formulate predictions about the content and by viewing the film, their perception is either confirmed or rejects (p. 15).

1.2.10. Advantages and Disadvantages of Subtitled Movies

There are many advantages behind the use of movies with subtitles in EFL classroom. First of all, students who are exposed to movies with subtitles can easily recall their background knowledge and experiences, which makes them able to discuss the content of the movie and share their experiences with others. Using English subtitles will activate the students' listening and speaking skills, because subtitles allow students to develop two skills at the same time, instead of one, and will also make words stick in the brain. Another benefit from using movies with subtitles lies in activating the verbal imagery system of students, which will result in increasing students' learning and making a betterment in their performance (Sirmandi and Sardarch, 2006, p. 68).

Several studies have argued that the subtitles in audiovisuals can facilitate other aspects of second language learning such as vocabulary acquisition, or overall plot comprehension. For instance, Vulchanova et al (2015) argued that both infra and interlingual subtitles result in improving the plot comprehension and vocabulary learning. Some other studies, however; suggested that intralingual subtitles are superior to interlingual ones in facilitating content comprehension, and vocabulary acquisition, because in intralingual subtitles lexical information would allow the listener to link sounds with known word's spelling, thus promoting the information and decoding the speech.

In addition, captions can be a beneficial tool in order to see how the words are written. By viewing English subtitled movies, learners listen to many new words, especially idioms and colloquial expressions. Learners can keep a notebook with them and write down any new words or phrases they learn. In this sense, Vanderplank (1990) examined how learners of English used captions over a three month period. According to him, those who took notes while watching captioned videos produce more accurate

language on subsequent comprehension exercises, while those who did not take notes did not retain specific language used in the videos. Putra (2012) suggested that when learners are watching movies with subtitled, they can learn some new words and expressions used in the movies, and also help them to acquire new vocabulary and idioms (pp.1-8).

Although subtitles movies have many advantages, there are also some disadvantages of subtitles that were proposed by some scholars. For instance, Zanon (2006) holds that many viewers consider subtitles as a nuisance because they cover visual information, and also lessen the credibility of the film (p.4). Furthermore, Danan (2004) argued that language learners regularly have a feeling of guilt or annoyance when first exposed to subtitles, while teachers themselves tend to be openly hostile to their use. (pp. 67-77).

In addition, Champoux and Robert (2007) stated that some learners might resist viewing English film with English subtitles since it takes more time and effort to follow due to the fact that they have to read the subtitles and watch the scenes at the identical time. (pp. 240-251). Reese (1984) also argued that subtitles either impede or have no impact on learning from news stories. They said that subtitles might impede understanding of the picture stories by distracting attention from the visual. (pp. 79-87).

Conclusion

Subtitles are captions that mostly appear at the bottom of a television or cinema screen. In other words, subtitling is about translating a video into another language or keeping the same language of the actors on the screen. Nowadays, using subtitled movies in the EFL classroom becomes a beneficial pedagogical tool to teach foreign languages. Furthermore, subtitles may help to motivate the learners to learn and acquire new vocabulary.

Chapter Two: Practical Part

Introduction

The previous chapter has presented a review on vocabulary and subtitled English movies. This chapter is devoted to the practical framework, which is aiming at investigating the EFL teachers' and students' attitudes towards the role of subtitled English movies in enhancing vocabulary recognition. The research instrument that has been selected to carry out this study and test the research assumptions was the questionnaire which is the suitable research tool that allows the exploration of the attitudes of the participants. The data is gathered through a quantitative data analysis approach, by using two online questionnaires. A questionnaire was designed to oral expression teachers at the department of English at Mohammed Seddik Ben Yahia University-Jijel, the second was designed to first year LMD students of English at the same university. This chapter consists of two sections; the first one defines the students' questionnaire in terms of description of the questionnaire for students, the administration, data analysis and the summary of the results. The second section of this chapter describes the questionnaire for teachers which consist of the description of the teachers' questionnaire, the administration, data analysis and the results.

Section One: Questionnaire for Students

2.1.1. Description of the Questionnaire for Students

The questionnaire for students is administered to first year LMD students of English at Mohammed Sddik Ben Yahia University, Jijel; it was designed to investigate EFL students' attitudes towards the role of subtitled English movies in enhancing

vocabulary recognition. The questionnaire consists of twenty (20) questions which are divided into three sections. The first section was to collect the general information of the students: their gender, and their level in English, their opinion about the requirements needed for mastering English, whether they watch English movies or not, and how often they watch them. (Q1, Q2, Q3, Q4, Q5).

However, the second section of this questionnaire which aimed to gathered data related to vocabulary recognition from the students: their views about the importance of English vocabulary, and whether it is difficult to learn or not, their evaluation of their English vocabulary stock, whether they face difficulties in learning new vocabulary or not, their best tools to improve their English vocabulary, and their opinion about the helpfulness of watching English movies to improve their vocabulary. (Q6, Q7, Q8, Q9, Q10, Q11).

The third section which sought to investigate the students' attitudes towards the use of subtitled English movies in class to improve vocabulary recognition: their purpose behind watching English movies, their opinion about the effectiveness of movies as a technique to learn English, their beliefs about the use of subtitled English movies for improving their vocabulary recognition, whether subtitled English movies are a better teaching aid for them to learn vocabulary or not, their views about using English movies with subtitles in EFL classes, whether their teacher uses this technique in class or not, whether the use of subtitled movies helping them to improve their English vocabulary or not, which language of subtitles they prefer, and whether they make a link between what is said and what is written in subtitles. (Q12, Q13, Q14, Q15, Q16, Q17, Q18, Q19, Q20).

2.1.2. Administration of the Questionnaire for Students

Due to the situation ensuing from covid-19, the students' questionnaire was designed by Google forms and delivered online to the department of English-Jijel page to first year LMD students of English at Mohamed Seddik Ben Yahia University-Jijel. In this study, only data obtained from the reply of sixty five (65) participants from the whole population which is estimated at two hundred and sixty nine (269) students that divided into twelve (12) groups were used for the analysis.

2.1.3. Data Analysis of the Questionnaire for Students

Section One: General Information

Question 1: Gender

Table 1: Students' Gender

Options	N	%
Male	9	13.85%
Female	56	86.15%
Total	65	100%

According to the statistics, the majority of the participants are females by 86.15% and the rest are males by 13.85%. The percentage of female students is higher than that of males. The results reflect that girls are more interested in learning English.

Question 2: How do you consider your level in English?

Table 2: Students' Level in English

Options	Very good	Good	Average	poor	Total
N	7	33	25	0	65
%	10.77%	50.77%	38.46%	0%	100%

According to the answers, most of the participants by 50.77% think that they have a good level in English. While, 38.46% of them considered themselves as average students in English, and the rest by 10.77% see that their level is very good.

Question 3: According to you, mastering the English language requires?

Table 3: Students' Requirements for Mastering EL

Options	N	%
Mastering adequate grammar rules	1	1.54%
Mastering adequate vocabulary stock	14	21.54%
Both of them	50	76.92%
Total	65	100%

The statistics reveals that the most of participants by 76.92% think that both of mastering adequate grammar rules and vocabulary stock are required for mastering EL, whereas 21.54% of them believed that mastering adequate vocabulary stock is the more important in mastering EL, and just 1.54% of the participants think that mastering EL requires mastering adequate grammar rules. According to the results, students see that they need to develop both of their vocabulary stock and grammar rules to master the English language because of the importance of both elements of any language.

Question 4: Do you watch English movies?

Table 4: Students' Use of English Movies

Options	Yes	No	Total
N	60	5	65
%	92.31%	7.69%	100%

As shown in the table above, 92.31% of the participants have opted for “Yes”, which means that they watch English movies, whereas 7.69% of them have opted for “No”. As a result, most the participants seem interested in watching English movies.

Question 5: How often do you watch them?

Table 5: Students' Frequency of Watching English Movies

Options	Always	Sometimes	Never	Total
N	18	45	2	65
%	27.70%	69.23%	3.07%	100%

As far as the data gathered is concerned, the table above shows that 69.23% of the participants said that they watch English movies just from time to time, while 27.70% of them affirm that they watch English movies every time, and only 3.07% of the participants said that they do not watch the English movies at any time. In accordance with the results, it can be assumed that most students watch English movies on a daily basis due to their curiosity. Thus, they are more likely to be attracted by anything related to the English language).

Section Two: Vocabulary Recognition

Question 6: Do you believe that vocabulary is important to learn English?

Table 6: Students' Perceptions of the Importance of Vocabulary in Learning English

Options	Yes	No	Total
N	64	1	65
%	98.46%	1.54%	100%

As the table above shows, the majority of participants 98.46% opted for “Yes”, while the rest 1.54% opted “No”. It is clear from the results that vocabulary is an important element for students to learn English.

Question 7: According to you, learning English vocabulary is:

Table 7: The Difficulty of Learning English Vocabulary

Options	Very difficult	Difficult	Very easy	Easy	Total
N	0	27	5	33	65
%	0%	41.54%	7.69%	50.77%	100%

The results show that 50.77% of the population under study considered learning English vocabulary as easy, while 41.54% of them said that it is difficult and 7.69% of the students see that learning English vocabulary is very easy. Hence, this proves that most students believe that learning English vocabulary is easy and they do not find difficulties with it, while the others see that the process of learning English vocabulary is complicated and they may face problems with it.

Question 8: How do you evaluate your English vocabulary stock?

Table 8: Students' English Vocabulary Stock

Options	Rich	Moderate	Very poor	Poor	Total
N	7	47	0	11	65
%	10.77%	72.31%	0%	16.92%	100%

As it is represented in the table above, the answers are varied in the way that 72.31% of the sample population under study answered with moderate; 16.92% of them answered by poor. Whereas, the rest of the participants 10.77% said that their English vocabulary is rich. Depending on the students' answers, most of them have a moderate stock of English vocabulary; it means that they need to improve their stock in order to master the English language.

Question 9: Do you face difficulties in learning new vocabulary?

Table 9: Students' Difficulties in Learning New Vocabulary

Options	Yes	No	Total
N	21	44	65
%	32.31%	67.69%	100%

The findings show that the majority of students 67.69% responded by “No” which means that they had no problem during learning new vocabulary, while the other participants 32.31% responded by “Yes” and that they faced difficulties when learning new vocabulary.

 If yes, what are those difficulties?

This question is added to the previous one in order to give the participants who responded by “Yes” opportunity to illustrate the difficulties that they face in learning new vocabulary. All of the participants did not answer this question.

Question 10: What are the best tools you think can help to improve your English vocabulary?

Table 10: Students' Tools for Improving English Vocabulary

Options	Novels	Movies	Social media	Dictionaries	Total
N	16	39	3	7	65
%	24.62%	60%	4.61%	10.77%	100%

In fact, this question is considered as one of the important questions of our study. According to the table above, the majority of students 60% prefer using movies as a tool for improving their English vocabulary, while 24.62% of them use novels, 10.77% of the participants said that they use social media, and the rest of them use dictionaries. Depending on the results, students see that watching movies is the best tool to improve their vocabulary, which is regarded as a modern, interesting and motivating tool that helps them to enhance their motivation to improve their English vocabulary.

 Others,

This question is related to the previous one in the sense that the students who have other tools that they use for improving their English vocabulary were asked to write them. The respondents stated some tools such as books, listening to music; YouTube channels and chatting.

Question 11: Do you believe that watching English movies with subtitles helps you to improve your vocabulary?

Table 11: Student's Attitudes towards Watching English Movies

Options	Yes	No	Total
N	60	5	65
%	92.31%	7.69%	100%

As the statistics show, that the majority of the students (92.31%) said "Yes", that watching English movies with subtitles helps them to improve their vocabulary stock. Only (7.69%) of the students find that watching English movies with subtitles do not improve their vocabulary stock, maybe because they are not interested in movies at all.

Section Three: The Use of Subtitled English Movies in Class to Improve Vocabulary

Recognition

Question 12: For what purposes do you watch English movies?

Table 12: Student's Motivation to Watch Movies in English

Options	The story is interesting	To learn English	To have fun	Total
N	26	25	14	65
%	40%	38.46%	21.54%	100%

Concerning students' motivation to watch English movies, the majority of students (40%) watch English movies because the story is interesting that means that they watch English movies for entertainment, and (38.46%) of them watch English movies to learn new English vocabulary, only (21.54%) of the students watch English movies just for fun. They claimed that they watch movies with subtitles in order to catch the accent or to have a good accent. So, students seem to look for entertaining ways to learn new English vocabulary and that is what attracts them to watch the English movies.

Question 13: In your opinion, using movies is an effective technique to learn English?

Table 13: Students' Attitudes towards the Effectiveness of Movies to Learn English

Options	Yes	No	Total
N	63	2	65
%	96.92%	3.08%	100%

The results show that the majority of students (96,92%) find that movies are an effective tool for any person who wants to learn and improve the English language, while only few of them (3,08%) think that Movies are not a suitable way to learn English.

Question 14: Do you believe that subtitled movies are useful for improving your vocabulary recognition?

Table 14: Students' Views on the Usefulness of Subtitled Movies to Improve Vocabulary Recognition

Options	Yes	No	Total
N	60	5	65
%	92.31%	7.69%	100%

From the table above, it can be noticed that the majority of students said that subtitled movies are useful for improving their vocabulary recognition, which represents (92.31%). In contrast, (7.69%) of the students said “No”. They explained that subtitled helps them to get difficult words that native people use, not just the words but also the expressions. On the other hand, watching movies helps them to take the correct pronunciation like a native speaker. It also gives them new words and vocabulary with its spelling and pronunciation.

Question 15: Subtitled English movies are a better teaching aid for students to learn new vocabulary,

Table 15: Subtitled Aids in Learning New Vocabulary

Options	Agree	Disagree	Total
N	55	10	65
%	84.62%	15.38%	100%

The table shows that the majority of the students agree that subtitled English Movies are better teaching aid for students to learn new vocabulary, which represents

(84.62%). In contrast, only (15.38%) of them are disagree. They claimed that watching movies with subtitles help them learn the correct new words. It also makes them learn the correct pronunciation of the word.

Question 16: Do you think that using English Movies with subtitles in EFL classes?

Table 16: Students’ Perceptions towards Using English Movies with Subtitles in EFL Classes

Options	Raises students’ motivation	Breaks routine	Help students master English	Total
N	17	22	26	65
%	26.15%	33.85%	40%	100%

The statistics indicate that the majority of the students use subtitled English movies to help them master the English language, which represents (40%). On the other hand, some of them think that using English movies with subtitles in EFL classes makes students break routine which represents (33.85%). And only (26.15%) of them find that watching English movies with subtitles in EFL classes raise students’ motivation to learn the English language.

Question17: Does your teacher use this technique in class?

Table 17: Students’ Perceptions towards Teachers Teaching Techniques

Options	Yes	No	Total
N	19	46	65
%	29.23%	70.77%	100%

The table above illustrates that forty- six (46%) of the students said that their teachers do not use this technique in class. And only (29.23%) of teachers use this technique in class. As the statistics show, we can say that most teachers are still depending

on the traditional ways to teach their students. Also we can say that teachers are not creative to use other techniques to teach vocabulary.

Question 18: Does using subtitled movies help you to improve your English vocabulary?

Table 18: Students' Attitudes towards the Usefulness of Subtitled Movies to Improve English Vocabulary

Options	Yes	No	Total
N	48	17	65
%	73.85%	26.15%	100%

This question is considered as the core of our questionnaire; it aimed to know if the use of subtitled movies helps students to improve their English vocabulary or not. The results show that the majority of the students (73.85%) said "Yes", English movies help them to improve their English vocabulary. On the other hand, a few of them (26.15%) said "No" that English movies do not improve their English vocabulary.

 In case your answer was yes, in which language do you prefer the subtitles?

Table18.1: The Students' Preferable Subtitles' Language

Options	Arabic subtitles	English subtitles	Total
N	20	45	65
%	30.77%	69.23%	100%

The results obtained from the already mentioned question show that the majority of students (69.23%) prefer to watch movies with English subtitles. However, (30.77%) of students prefer the Arabic language. They explained that they are students of English, so they need to improve their level in English rather than Arabic. On the other hand, those

who prefer watching movies with the Arabic language, claimed that they are encountering difficult words so they need the translation of these words to Arabic language in order to understand the meaning.

Question 19: Do you make a link between what is said and what is written in subtitles?

Table 19: The Link between what is Said and What is Subtitled

Options	Yes	No	Total
N	59	6	65
%	90.77%	9.23%	100%

The results show that the majority of the students (90.77%) make a link between what is said and what is subtitled while watching. That is, when they listen to a foreign language and read the written Subtitles at the same time, they feel able to understand the content accurately, and they can acquire new words. However, (9.23%) of the students cannot make any link between what is said and what is subtitled, maybe because they cannot concentrate on doing two things at the same time.

2.1.4. Summary of the Results

By analyzing the findings of the questionnaire, it was revealed that from the first section “General information”, the majority of investigated students are females, they considered themselves good in English, they believe that both of adequate grammar rules and vocabulary stock are needed to master EL, and they watch movies from time to time.

In section two “Vocabulary recognition”, it was shown that most of the participants consider vocabulary as an important element to learn English, they have moderate stock of English vocabulary, and they face difficulties in learning new vocabulary. In addition, the majority of students see that English movies are the best tool that helps them to improve

their English vocabulary, and watching subtitled English movies help them to develop their stock of vocabulary.

From the third section of the students' questionnaire "The Use of subtitled English movies in class to improve vocabulary recognition", it was revealed that the majority of participants watch English movies for the reason that the story is interesting, while others mentioned that they watch them in order to listen to the accent and get it. Also, the majority of the students believe that using movies is an effective technique to learn EL and they see that subtitled movies are useful for improving their vocabulary; they stated that this technique teaches them new words and vocabulary with its spelling and pronunciation. Moreover, most of the participants agree that subtitled English movies are better teaching aid for them to learn new vocabulary, and using them in EFL classes breaks the routine. In addition, the majority of students asserted that their teachers do not use movies in class, they believe that using subtitled English movies help them to improve their English vocabulary and they prefer English language for subtitles because they are students of English and they want improve their skills and capacities. Therefore, the majority of students assumed that subtitled English movies are an effective, useful technique in enhancing vocabulary recognition.

Section Two: Questionnaire for Teachers

2.2.1. Description of the Questionnaire for Teachers

The questionnaire for teachers was designed in order to test the validity of the research assumptions, which aimed to explore the teachers' attitudes towards the role of subtitled English movies in enhancing vocabulary recognition. It was administered to EFL teachers of oral expression in the department of English at Mohammed Saddik Ben Yahia

University, Jijel. It involves twenty (19) questions divided into three sections. The first section of the questionnaire aimed at gathering the general information about the participants: the degree they hold, the years they spent in teaching English, and their opinion about the difficult aspects of teaching. (Q1, Q2, Q3).

The second section of this questionnaire aimed at collecting data related to vocabulary recognition: the opinion of the teachers about the importance of vocabulary in EFL classes, and the inclusion of vocabulary in the syllabus, their evaluation of their students' English vocabulary stockage, whether they consider teaching vocabulary in EFL class difficult or not, which language skills are useful in learning new vocabulary for students, the best tools they think can help improving their English vocabulary, and their views about the helpfulness of watching English movies in improving students' vocabulary; as it appears in (Q4, Q5, Q6, Q7, Q8, Q9, Q10).

The third section of the questionnaire sought to investigate the teachers' attitudes towards the use of subtitled English movies: whether they use audiovisual tools in the presentation of lessons or not, which tools they use, their attitudes towards the use of subtitled English movies in the EFL classroom, and their use for teaching vocabulary, whether they use subtitled English movies in their class, their opinion about the use of subtitled English movies for improving students' vocabulary recognition, which language they use for subtitles, and the importance of subtitled English movies as a better teaching aid for students to learn new vocabulary. (Q11, Q12, Q13, Q14, Q15, Q16, Q17, Q18, Q19). The teachers were given different types of questions, closed questions as well as multiple choices in which the participants were given a string of choices and asked to tick the most appropriate answer. And the open-ended questions, in which the teachers were

asked to justify their answers and to give illustrations and explanations, also their recommendations.

2.2.2. Administration of the Questionnaire for Teachers

The questionnaire was administered to ten (10) EFL oral expression teachers at Mohammed Saddik Ben Yahia University, Jijel. Due to the situation ensuing from the covid-19 epidemic, the questionnaire was designed by Google forms and it was delivered online.

2.2.3. Data Analysis of the Questionnaire for Teachers

Section One: General Information

Question 1: Degree

Table 20: Teachers' Degree

Options	License degree	Master degree	Magister degree	Doctorate degree	Total
N	0	2	5	3	10
%	0%	20%	50%	30%	100%

The first question was addressed to know the teachers' degree. Basing on the table above, half of the participants in this study hold a Magister degree (50%). 30% of teachers hold a PhD degree, and 20% of participants declare to have Master degree; which means that they are qualified teachers whose responses are considered to be reliable.

Question 2: How long have you been teaching English as a foreign language?

Table 21: Teachers' Experience in Teaching English

Options	N	%
Less than 4 years	4	40%
From 11 to 16 years	4	40%
From 22 to 25 years	2	20%
Total	10	100%

In this question teachers are asked about the years they spent in teaching English as a foreign language. The teachers that participated in this study are classified into three groups. The first group consisted of 4 teachers (40%) have been teaching English for less than 4 years. The second group involved 4 teachers (40%) with an experience between 11 to 16 years. The last group consisted of 2 teachers (20%) with an experience between 22 to 25 years. According to the results, most teachers under study have been teaching English as a foreign language for long years, and they are well experienced in the field.

Question 3: According to you what is the most difficult aspect of teaching?

Table 22: The Difficult Aspect of Teaching

Options	Grammar	Vocabulary	Both of them	Total
N	3	2	5	10
%	30%	20%	50%	100%

As table 22 shows, half of the respondents (50%) see that both grammar and vocabulary are the most difficult aspects of teaching. Whereas, 30% of them believe that grammar is the most difficult, the rest (20%) of the teachers said that the most difficult aspect of teaching is vocabulary. This shows that grammar and vocabulary are both regarded as difficult aspects in the field of teaching foreign languages.

Section Two: Vocabulary Recognition

Question 4: In your opinion, how much important is it to give attention to vocabulary in the EFL class?

Table 23: Teachers' Perceptions of the Importance of Vocabulary in the EFL Class

Options	Very important	Important	Not important at all	Total
N	9	0	1	10
%	90%	0%	10%	100%

The table above indicates that the majority of the participants (90%) considered giving attention to vocabulary in the EFL class very important, while just 10% of them said that it is not important at all. Depending on the findings, the predominant majority of teachers see that it is very important to give attention to vocabulary in EFL class because it is a fundamental component of any language.

✚ Whatever your answer is, please say why:

The teachers' explanations are as follows:

- “Because without vocabulary communication is not possible”
- “Because vocabulary is a fundamental aspect of language.”
- “Each context has a particular vocabulary and vocabulary is important in communication.”
- “Because without it, none of the other skills of the language can be taught and/or learnt. If a teacher's or a learner's vocabulary is not good enough, he/she will undoubtedly fail to perform well in the other skills.”
- “Vocabulary is the cornerstone of any language. This entails that its teaching is inevitable and crucial for EFL learners”.
- “Vocabulary is the cornerstone of the language. It is a fifth skill”.
- ”In each teaching unit vocabulary should be emphasized”.
- “An EFL learner should cover a considerable percentage of lexical items. This will help him to cope with all contexts where English is used.”
- “Prior to introducing students to the rules of the language, I believe it necessary to assure their vocabulary is sufficient to put the rules into practice and to express themselves. Without a reservoir of words the rules are just ink on paper.”
- “In order to master a foreign language, you should first master its vocabulary”.

So, teachers believe that it is very important to give attention to vocabulary in EFL class, while the teacher who believes that the attention of vocabulary in EFL class is not important at all stated that “We do not need to teach vocabulary, students acquire it on their own.”

Question 5: Do you believe that vocabulary should be a part of the syllabus in the EFL classes?

Table 24: Teachers’ Attitudes about the Inclusion of Vocabulary in the EFL Classes

Options	N	%
Yes	8	80%
No	2	20%
Total	10	100%

The table above revealed that most of the participants (80%) have positive attitudes and they said “Yes” vocabulary should be a part of the syllabus in the classes. The rest of them (20%) said “No” vocabulary should not be a part of syllabus in EFL classes.

✚ If yes, explain please.

The explanations of teachers who said “Yes” are as follows:

- “A learner of foreign languages absolutely needs vocabulary in order to master the language.”
- “Students will have the opportunity to enlarge their vocabulary and practice it more”
- “Same as answer to question 4 above”
- “Absolutely yes. Vocabulary teaching should be part of the EFL syllabi. teachers should equip learners with basic diction in different contexts to enable them achieve appropriate communication in various situations”

- “In each teaching unit vocabulary should be emphasized.”
- “To be focused”
- “It is imperative to assure that all students of a given foreign language know and understand a certain amount of that language's vocabulary for effective communication and learning. Any additional knowledge would contribute to the excellence of a certain few.”
- “Due to its importance in learning any language.”
- According to teachers who said “No”, they stated: “I don't think it needs to be part of it.”

Question 6: How would you evaluate your students' English vocabulary stock?

Table 25: The Evaluation of Students' English Vocabulary Stock

Options	Rich	Moderate	Poor	Very poor	Total
N	0	6	4	0	10
%	0%	60%	40%	0%	100%

This closed question aims to know how teachers measure their students' English vocabulary stock. Most of the respondents (60%) see that the stock of English vocabulary of their students is moderate, and the rest of them (40%) considered their students' English vocabulary stock as poor.

Question 7: Is it difficult to teach vocabulary in EFL classes?

Table 26: The Difficulty of Teaching Vocabulary in EFL Classes

Options	N	%
Yes	4	40%
No	6	60%
Total	10	100%

The table above revealed that 60% of the participants considered teaching vocabulary is not difficult, and 40% of them regarded that the process of teaching vocabulary is difficult. Basing on the findings, teachers see that it is easy to teach vocabulary in EFL class.

✚ If yes, please say why

Teachers' justifications are as follows:

- "I don't know, I never tried It"
- "It is due to a number of factors such as the lack of second language input, the lack of training on the part of the teachers the passivity of learners, the time limitations and multi-level classes."
- "This is because of the polysemous nature of diction and the multiplicity of contexts of use."
- "One of the richest sources of vocabulary is literature or videos. The former is a realm most students are reluctant to engage in. The latter is difficult to engage in due to the shortage of equipment and the lack of a pedagogical planning for what types of videos to expose students to."
- "The absence of tools."

Question 8: Which language skill is useful for students for learning new vocabulary?

Table 27: Vocabulary Skills

Options	Reading	Listening	Both of them	Total
N	1	0	9	10
%	10%	0%	90%	100%

As it is shown in table 27, the vast majority of the respondents (90%) opted for "Both of them" that means both reading and listening are considered as useful language

skill for learning new vocabulary; whereas 10% opted for “Reading” as a useful language skill. As a result, the two language skills reading and listening are valuable to students for learning new vocabulary.

Question 9: What are the best tools you think can help to improve students’ English vocabulary?

Table 28: The Best Tool for Improving Students’ English Vocabulary

Options	N	%	Percentage of cases
Novels	9	37.5%	90%
Movies	8	33.3%	80%
Social media	4	16.7%	40%
Dictionaries	3	12.5%	30%
Total	24	100%	240%

From the table 28, the vast majority of the teachers under study (90%) chose Novels to be the best tools for improving the students’ English vocabulary; the most majority of the participants (80%) also chose Movies; while 40% of them adopted Social media and 20% of the teachers see that Dictionaries as the best tools. From these results, novels and movies are considered as the best tools that can help to improve students’ English vocabulary.

 Others, please, specify.

The different tools were mentioned by the respondents are presented below:

- Audios and videos, role plays; reading in general dialogues; games; newspapers; watching TV news/documentaries/ cartoons; short stories could be better than novels due to their length; and series, booksetc.

Question 10: Do you believe that watching English movies with subtitles helps students to improve their vocabulary?

Table 29: Teachers' Attitudes about Watching Subtitled English Movies

Options	N	%
Yes	10	100%
No	0	0%
Total	10	100%

This closed question is the core question of this study that aims at revealing teachers' beliefs about the utility of subtitled English movies in improving the students' vocabulary. 100% of the teachers who participated in this study agree upon the fact that watching English movies with subtitles helps students to improve their vocabulary. This means that teachers consider subtitled English movies as a helpful instrument for improving students' vocabulary.

Section Three: Teachers' Attitudes towards the Use of Subtitled English Movies

Question 11: Do you use audiovisual tools in presenting your courses?

Table 30: The teachers' Use of Audiovisual Tools in Class

Options	N	%
Yes	8	80%
No	2	20%
Total	10	100%

The results show that most the teachers use audiovisual tools in presenting their courses, which represents (80%). And only (20%) of them do not use audiovisual tools in presenting their courses.

Question 11.1: What are those tools?

Table 30.1: Teachers' Tools

Options	N	%	Percentage of cases
Audio Recording	5	33.3%	50%
Movies	4	26.7%	40%
PowerPoint Slides	6	40%	60%
Total	15	100%	150%

PowerPoint slides are chosen as the most utilized tool by more than half participants (60%) as it is shown in the table above. Also, audio recording is adopted by 50% of the respondents to be one of the main used tools in presenting courses by teachers. While, 40% of the participants chose movies to use in presenting courses. This means that most teachers use PowerPoint slides to present their courses.

 Others, please, specify.

Some teachers stated these tools: Videos; short videos; sketches; and novels.

Question 12: What is your attitude towards the use of subtitled English movies in the EFL classroom?

Table 31: Teacher's Perception towards the Use of Subtitled English Movies in the EFL classroom

Options	N	%
Positive	9	90%
Negative	1	10%
Total	10	100%

The results showed that the majority of teachers have a positive attitude towards the use of subtitled English movies in EFL classes, which represents (90%). However, only (10%) have a negative attitude. It seems that those who have a positive attitude towards the use of subtitled English movies in EFL classes argued that they are with the use of technology in general. The others said that subjecting the students to any authentic material

remains always very helpful. Also, it gives the chance to read and listen at the same time. Others think that it is positive for beginners and negative to advanced learners. As a result, this may help students remember the words easily. Moreover, it helps students on two fronts. One it enriches their vocabulary. Two it rectifies their writing. On the other hand, those who have negative attitudes claimed that subtitled English movies disturb the students.

Question 13: Teaching vocabulary through subtitled English movies can be useful for EFL students:

Table 32: Teaching Vocabulary through Subtitled English Movies for EFL students

Options	Strongly agree	Agree	Disagree	Total
N	4	4	2	10
%	40%	40%	20%	100%

From the table above, it can be noticed that (40%) of teachers strongly agree that teaching Vocabulary through Subtitled movies can be useful for EFL students. Also, (40%) of the teachers agree. However, the rest of the teachers with the percentage (10%) disagree. It seems that those who strongly agree, explained that students are going to acquire much vocabulary. Also, they help students catch up the word and learn how to pronounce them. Some of them think that subtitled movies help putting words in context, this way helps understanding the meaning and purpose of words much better than merely giving a word and its definition. Others said that it supported the students' ability to learn and strongly motivate them. In addition, those who agree, stated that if we have motivated students and the movies are appealing to them, then, they help them to acquire new vocabulary with a minimum of efforts. It also facilitates the recognition of words and helps them to memorize new items. Those who disagree, argued that subtitled English movies affect negatively

students' concentration. Also, they are not sure if it is really helpful since movies comprise huge amounts of slung.

Question 14: Do you use this technique in your class?

Table 33: Teachers' Use of subtitled movies in Class

Options	Yes	No	Total
N	2	8	10
%	20%	80%	100%

The results showed that most of teachers do not use these kinds of technique in their classes. Which represents (80%) of their responses. And only (20%) of teachers used this technique in their classes, maybe because they use other techniques

🚦 If yes, would you please mention how often do you use it

Table 33.1: Frequency of Using this Technique in Class

Options	Always	Often	Occasionally	Rarely	Never	Total
N	1	0	2	1	6	10
%	10%	0%	20%	10%	60%	100%

The majority of teachers said that they have never used this technique in their classes, which represents (60%). In Contrast, (20%) of them use it occasionally. And (10%) of them use it rarely and never. All of them have left the often unpicked.

Question 15: Do you think that using English movies with subtitles in EFL classes

Table 34: The Purpose of Using Subtitled Movies

Options	N	%	Percentage of cases
Raises student's motivation	4	25%	40%
Breaks routine	4	25%	40%
Helps students to develop their vocabulary	8	50%	80%
Total	16	100%	

The table 34 revealed that the majority of participants (80%) see that subtitled English movies help students to develop their vocabulary, while (40%) believe that the usage of subtitled English movies raises students' motivation and breaks routine. This means that the most adopted option by the participants was "Helps students to develop their vocabulary" and it is considered as the main effect of using the subtitled English movies.

 Others, please, specify.

The participants stated:

- "Helps students to develop their vocabulary."
- "Creates a friendly environment and also engages students."
- "Help students in communication."
- "Showing students' words and putting them into use improves their grasp of the sole or multiple uses of a single word."
- "Help in speaking the language easily."

Question 16: Do you believe that subtitled English movies are useful for improving students' vocabulary recognition?

Table 35: Teachers Attitudes towards the Use of Subtitled English Movies to Improve Students' Vocabulary Recognition

Options	Very useful	Useful	Less useful	Not useful	Total
N	2	7	0	1	10
%	20%	70%	0%	10%	100%

It can be noticed that, the majority of teachers find that subtitled English movies are useful for improving students' vocabulary recognition, which represents (70%). And (20%)

of them they think that they are very useful. However, only (10%) of them think that they are not useful.

Question 17: What language do you usually use in your class when it comes to planning an activity with subtitled movies?

Table 36: Teachers' Subtitles Language Preferences

Options	N	%
Standard (foreign audio with L1 subtitles)	4	40%
Bimodal (foreign audio with foreign subtitles)	6	60%
Total	10	100%

The results obtained from the already mentioned question show that the majority of teachers (60%) use bimodal (foreign audio with foreign subtitles). However, (40%) of teachers use standard (foreign audio with L1 subtitles).

Question 18: Subtitled English movies are a better teaching aid for students to learn new vocabulary

Table 37: Teacher's Perceptions towards the Use of Subtitled Movies as a Better Teaching Aid

Options	Agree	Disagree	Total
N	6	4	10
%	60%	40%	100%

The table showed that the majority of the teachers agree that subtitled English movies are better teaching aid for students to learn new vocabulary, which represents (60%). In contrast, only (40%) of them disagree. Those who agree claimed that they think subtitled movies are better for vocabulary recognition. Some of them think that sometimes teachers do not have much time to teach vocabulary; so watching a movie with subtitles can facilitate the job and there will be double learning, enhancing listening and

pronunciation and acquiring more vocabulary. It also helps enrich vocabulary and rectify the writing of certain difficult words. In addition, it raises the students' awareness towards the language. Those who disagree claimed that subtitled movies are considered as one of the possibilities that may help students to learn new vocabulary.

2.2.4. Summary of the Results

The findings of the questionnaire have revealed many facts concerning teachers' opinions about vocabulary teaching and the role of subtitled English movies in improving students' vocabulary recognition. Basically, it was revealed that from the first section "General information", as it was previously stated, the majority of teachers have a magister degree, they have a varied years of teaching experience between two to twenty five years, which demonstrates the suitability of choosing this sample to provide reliable data to be used in this research. They see that both grammar and vocabulary are the most difficult aspects of teaching.

From the second section, it was shown that the vast majority of teachers see that it is very important to give attention to vocabulary in the EFL class, and they justified their answers as it is previously shown; however most of them believe that vocabulary should be a part of the syllabus in the EFL classes; also they considered the stock of their students' English vocabulary as moderate. In addition, most of the participants see that teaching vocabulary in the EFL class is not difficult, and they stated their explanations. Moreover, the great majority of the sample believes that both reading and listening are useful language skills for students to learn new vocabulary; they chose novels and movies to be the best tools that can help to improve students' English vocabulary and they mentioned many others tools for improving vocabulary. Therefore, all of the teachers considered that watching subtitled English movies helps students in improving their vocabulary.

By analyzing the results of the third section, it was revealed that most of teachers use audiovisual tools in presenting their courses, while most of them use PowerPoint slides in the EFL class. Also most of the participants have positive attitudes towards the use of subtitled English movies in EFL classroom, they argued that its use may bring some changes and motivate the students. It is also positive especially for beginners'. In addition, the majority of teachers agree that movies are useful for improving students' vocabulary. They claimed that they help students catch up the word and learn how to pronounce them; while those who disagree argued that they affect negatively students' concentration. Moreover, most of the participants have never used this kind of technique in their classes. They think that the use of English movies in EFL class helps students to develop vocabulary recognition and may raise their motivation, and may help them break routine. All teachers depend on the foreign audio with foreign subtitles. Therefore, the majority of the teachers agree that subtitled English movies are better teaching aides for students to learn new vocabulary.

Conclusion

This chapter has dealt with the practical part which investigates teachers' and learners' attitudes towards the role of subtitled English movies to enhance vocabulary recognition. In order to gather the needed data for this study, two online questionnaires were administered to oral expression teachers and first year LMD students at the department of English at Mohammed Seddik Ben Yahia University-Jijel. The findings were discussed and analyzed depending on the data provided to confirm the research assumptions. Thus, it was shown that subtitled English movies are considered as the best tools or techniques in the field of learning/teaching foreign languages. The analysis of both the research tools revealed that EFL teachers and learners have positive attitudes to the role

of subtitled English movies in improving vocabulary recognition; and they regarded that this technique as an effective tool that would help learners to enhance their vocabulary

Limitations of the Study

Throughout our research study, some limitations have been encountered which can be summarized in the following points:

- ✓ First, the main problem that was faced in this study was the critical situation ensuing from the covid-19 epidemic, due to this situation the administration of the two questionnaires was online.
- ✓ Also, questionnaires are not always completed by the respondents.
- ✓ Moreover, one of the great difficulties that were faced in this research was the lack of resources concerning the research concepts regarding the theoretical chapter.

Recommendations

According to the positive attitude held by the participants in this research to the role of subtitled English movies in enhancing vocabulary recognition, it is believed that it is useful to include some suggestions and recommendations that teachers and students of English might take advantage of. It is suggested for teachers that:

- When using the subtitled English movies, the subtitles should be only in English and of course practice should be included.
- The decision of using subtitled English movies in EFL classes depends on students' levels, interests and the aim of the course.
- It would be great if a teacher selects different movies that present one word but in different cultural contexts to show the flexibility of words.

Also students are recommended to:

- Read books, watch English movies, practice the language more by using it in daily life, all these help learners to improve their English language.
- Keep learning new words and try to make more efforts to improve their pronunciation.
- Learn English by using movies, series and novels.
- Use Phone applications, watch videos on YouTube and comics in English, play games, and read short
- Watching movies, documents and interviews are the most beneficial tools of learning because the new words stay in long term memory.

General Conclusion

For the sake of mastering the English language, vocabulary is one of the most pivotal components in the process of EFL teaching and learning that must be mastered well by the students. However, limited vocabulary is a big obstacle that is faced by EFL learners. Fortunately, the technology development has paved the way for both teachers and learners to make use of subtitled English movies as a tool to facilitate EFL teaching/learning processes.

The present dissertation is about the role of subtitled English movies in enhancing vocabulary recognition. Throughout this study, two research tools were used, which are two questionnaires, one for first year LMD students and the other one for oral expression teachers at Mohamed Seddik Ben Yahia University. The questionnaires were used for helping the researchers to check both students' and teachers' viewpoints and attitudes towards the subjects under investigation.

As a conclusion, the findings presented have confirmed the assumptions of the current study; and that means, both first year EFL students and oral expression teachers at Mohammed Saddik Ben Yahia University-Jijel- hold positive attitudes towards the use of subtitled English Movies in EFL classes for improving learners Vocabulary recognition, and teachers use this technique in the classroom and provide guidelines to students to use this effective technique to improve their English vocabulary.

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Appendix 01: Questionnaire for Students

Dear students,

This questionnaire is designed to gather the needed data in order to accomplish our research. The purpose of this questionnaire is to investigate students' attitudes towards the role of subtitled English movies to enhance EFL students' vocabulary recognition. It would be grateful if you could answer these. Please, tick the appropriate answer and write full sentences if needed.

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-Jijel-

Part One: General Information

1. Specify your gender
 - Male
 - Female

2. How do you consider your level in English?
 - Very good
 - Good
 - Average

- Poor

3. According to you, mastering the English language requires:

- Mastering adequate grammar rules
- Mastering adequate vocabulary stock
- Both of them

Others,.....
.....

4. Do you watch English movies?

- Yes
- No

5. How often do you watch them?

- Always
- Sometimes
- Never

Part Two: Vocabulary Recognition

6. Do you believe that vocabulary is important to learn English?

- Yes
- No

7. According to you, learning English vocabulary is:

- Very difficult
- Difficult
- Very easy
- Easy

8. How do you evaluate your English vocabulary stockage?

- Rich
- Moderate
- Poor
- Very poor

9. Do you face difficulties in learning new vocabulary?

- Yes
- No

If yes, what are those

difficulties

.....

10. What are the best tools you think can help to improve your English vocabulary?

- Novels
- Movies
- Social media

- Dictionaries

Others,.....

.....

11. Do you believe that watching English movies with subtitles helps you to improve your vocabulary?

- Yes

- No

Part Three: The Use of Subtitled English Movies in class to improve Vocabulary

Recognition

12. For what purpose do you watch English movies?

- The story is interesting

- To learn English

- To have fun

Others, mention please.....

13. In your opinion using movies is an effective technique to learn English:

- Yes

- No

14. Do you believe that subtitled movies are useful for improving your vocabulary recognition?

- Yes

- No

Whatever your answer is, please justify.

.....
.....
.....

15. Subtitled English movies are better teaching aid for students to learn new vocabulary, do you:

- Agree
- Disagree

Please, explain how.....

.....
.....

16. Do you think that using English movies with subtitles in EFL classes:

- Raises student's motivation
- Breaks routine
- Helps student to master English

Others,.....

.....

17. Does your teacher use this technique in class?

- Yes

- No

18. Does using subtitled movies help you to improve your English vocabulary?

- Yes
- No

In case your answer was yes, in which language do you prefer the subtitles?

- Arabic language
- English language

Would you please justify you're answer.....

.....

.....

19. Do you make a link between what is said and what is written in subtitles?

- Yes
- No

20. Do you have some suggestions concerning the tools you use to improve your vocabulary stock?

.....

Thank you for your collaboration

Appendix 02: Questionnaire for Teachers

Dear teachers,

This questionnaire is designed to gather the needed data in order to accomplish our research. The purpose of this questionnaire is to investigate the teachers' attitudes towards the role of subtitled English movies to enhance EFL students' vocabulary recognition. It would be grateful if you accept sharing your experience by answering this questionnaire. Please, tick the appropriate answer and write full sentences if needed.

Boukendir Lynda and Lakhel Nafissa

Faculty of Letters and Languages

Department of English

Mohammed Seddik Ben Yahia University

-Jijel-

Part One: General Information

1. Degree held:

- License
- Master
- Magister
- Phd

2. How long have you been teaching English as a foreign language?

.....Years.

3. According to you what is the most difficult aspect of teaching?

- Grammar

- Vocabulary
- Both of them

Part Two: Vocabulary Recognition

4. In your opinion, how much is it important to teach vocabulary in EFL classes?

- Very important
- Important
- Not important at all

Whatever your answer is, please

justify

.....

.....

5. Do you believe that vocabulary should be a part of the syllabus in the EFL classes?

- Yes
- No

If yes, explain

please

.....

.....

6. How would you evaluate your students' English vocabulary stockage?

- Rich
- Moderate
- Poor
- Very poor

7. Is it difficult to teach vocabulary in EFL classes?

- Yes
- No

If yes, please say

why

.....

.....

8. Which language skill is useful for students in learning new vocabulary?

- Reading
- Listening
- Both of them

9. What are the best tools you think can help to improve students' English vocabulary?

- Novels
- Movies
- Social media
- Dictionaries

Others, please, specify,

.....

10. Do you believe that watching English movies helps students to improve their vocabulary?

- Yes
- No

Part Three: Teachers' attitudes towards the Use of Subtitled English Movies

11. Do you use audiovisual tools in presenting your courses?

- Yes
- No

What are those tools?

- Audio Recordings
- Movies
- PowerPoint Slides

Others, please, specify,

.....

12. What is your attitude towards the use of subtitled English movies in the EFL classroom?

- Positive
- Negative

Whatever your answer is, please

justify.

.....

13. Teaching vocabulary through subtitled English movies can be useful for EFL students:

- Strongly Agree
- Agree
- Disagree

Would you please say

why,

.....

14. Do you use this technique in your class?

- Yes
- No

If yes, would you please mention how often do you use it?

- Always
- Often
- Occasionally
- Rarely
- Never

15. Do you think that using English movies with subtitles in EFL classes:

- Raises student's motivation
- Breaks routine
- Helps students to develop their vocabulary

Others, please, specify,

.....

16. Do you believe that subtitled English movies are useful for improving students' vocabulary recognition?

- Very Useful
- Useful
- Less Useful
- Not useful

17. What language do you usually use in your class when it comes to planning an activity with subtitled movies?

- Standard (foreign audio with L1 subtitles)
- Bimodal (foreign audio with foreign subtitles)

18. Subtitled English movies are better teaching aid for students to learn new vocabulary, do you:

- Agree

- Disagree

Please, explain

how.....
.....
.....

19. If you have any further comments or suggestions about the role of subtitled English movies to enhance the EFL students' vocabulary recognition, mention them please:

.....
.....
.....
.....
.....

Thank you for your collaboration

Résumé

Le vocabulaire est considéré comme un des éléments les plus importants à maîtriser lors de l'apprentissage de l'anglais. Le fait de ne pas comprendre le texte ou le sujet, ainsi que le manque de vocabulaire, sont des problèmes courants chez les personnes apprenantes. Conséquent, ils tentent d'utiliser certaines techniques comme les films anglais sous-titrés pour apprendre un nouveau vocabulaire avec sa prononciation et son orthographe. Le but de cette recherche est d'étudier les attitudes des enseignants et des élèves envers le rôle des films anglais sous-titrés dans l'amélioration de la reconnaissance du vocabulaire. Deux questionnaires en ligne ont été administrés: un à dix professeurs d'expression orale au département d'anglais de l'Université Mohammed Saddik Ben Yhia -Jijel, et le deuxième à soixante-cinq étudiants de première année de LMD dans la même Université. Les résultats obtenus à partir des questionnaires ont confirmé les hypothèses de recherche, à savoir que les enseignants et les étudiants ont des attitudes positives envers l'utilité des films anglais sous-titrés pour améliorer la reconnaissance du vocabulaire. Ainsi, l'enseignement du vocabulaire par le biais de films sous-titrés est fortement recommandé.

Mots Clés : Le vocabulaire ; techniques; films anglais sous-titrés ; l'amélioration de la reconnaissance du vocabulaire ; les attitudes des enseignants et des élèves.

ملخص

تعتبر المفردات من أهم المكونات التي يجب إتقانها عند تعلم اللغة الإنجليزية. يعد الفشل في فهم النص أو الموضوع وكذلك النقص في المفردات من المشكلات الشائعة بين متعلمي اللغة الإنجليزية كلغة أجنبية. نتيجة لذلك يحاولون استخدام بعض التقنيات مثل الأفلام الإنجليزية المترجمة لتعلم مفردات جديدة مع نطقها و تهجئتها. الهدف من هذا البحث هو التحقيق في مواقف المعلمين و الطلاب اتجاه دور الأفلام الإنجليزية المترجمة في تعزيز التعرف على المفردات. تم إجراء استبيانين عبر الإنترنت؛ الأول قدم إلى عشرة مدرسين للتعبير الشفهي في قسم اللغة الإنجليزية بجامعة محمد الصديق بن يحيى - جيجل ، والثاني إلى خمسة و ستين طالبًا في السنة الأولى لغة انجليزية في نفس الجامعة. وأكدت النتائج التي تم الحصول عليها من الاستبيانات فرضيات البحث ، أن كلا من المدرسين و الطلاب لديهم مواقف ايجابية اتجاه فائدة الأفلام الانجليزية المترجمة في تعزيز التعرف على المفردات. و بالتالي يوصى و بشدة بالتدريس من خلال الأفلام المترجمة.

الكلمات المفتاحية: المفردات; التقنيات; الأفلام الانجليزية المترجمة; التعرف على المفردات; مواقف الطلاب و المعلمين.