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**EFL Learners' Attitudes Towards the Use of Same-Language  
Subtitles in Enhancing Vocabulary Acquisition**

*The case of second year EFL students of Mohamed Seddik BEN YAHIA*

*University-Jijel*

Dissertation submitted in partial fulfillment of the requirements for the degree of Master in  
didactics of foreign languages

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### ***Declaration***

I hereby declare that the dissertation entitled "EFL learners' attitudes toward the use of same language subtitles in enhancing vocabulary acquisition," is my own work and all the sources I have used have been acknowledged by means of references. I also certify that I have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, I shall be responsible for the consequences.

## *Dedication*

*To my beloved parents, Boudjadja Nabil & Nadia*

*and my future husband Yahia*

*even though they won't read it.*

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*I owe special thanks to my supervisor, Ms. Melit, and the members of the jury for devoting their time to reading and evaluating this work.*

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## ***Abstract***

What drives development forward is always challenging and triggers the journey of finding solutions. EFL learners at the department of English university of Mohamed Seddik Ben Yahia Jijel have been running low on motivation for their studies Based on that same language, subtitles were suggested in hopes of having a positive perception by EFL learners for the use of them to enhance their vocabulary acquisition. Previous studies have found several benefits to using same-language subtitles as a learning tool by confirming that it indeed improves vocabulary acquisition. The present research had the aim of confirming these findings by examining EFL learners' attitudes. It was based on a descriptive quantitative method using a questionnaire, which was administered to a randomly selected sample of 70 second-year EFL students. And the results obtained from this study confirmed our hypothesis that learners are positive toward the use of same-language subtitles to enhance vocabulary.

**Keywords:** Same-language Subtitles, Vocabulary Acquisition, EFL Learners.

### *List of abbreviations*

- **AVT:** Audiovisual Translation
- **EFL:** English for Foreign Language.
- **FLA:** First Language Acquisition.
- **LMD:** Licence, Master, Doctorat.
- **P:** Page.
- **SLS:** Same Language Subtitles.
- **SLA:** Second Language Acquisition.
- **TV:** Television.
- **&:** And.
- **%:** Percent.

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# *General Introduction*

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# General Introduction

## 1- Background of the Study

Vocabulary acquisition is one of the most important features in language learning. Without adequate knowledge of words and their meanings, learners are unable to use the target language and express a wider range of it. Thus, learners are expected to have rich vocabulary by acquiring it in their daily lives in different situations, like what Fauziati (2002) said: "Vocabulary should be taught and practiced in a real situation." (p. 155)

There have been some researches that have already studied subtitles as a suggested learning tool to improve EFL learners' vocabulary acquisition, and help them solve the difficulties they face in their learning process. Bettach Lamia & Fetouci Sara (2020). Has conducted a research entitled, *Investigating the effect of subtitling on EFL learners listening comprehension ability*. The objective of the study was to examine the effectiveness of using a test as a research tool to enhance Master one EFL students' listening comprehension abilities. It was addressed to 15 Master-one students. The results showed that participants believed that subtitles are a helpful tool that develops their listening comprehension abilities and agreed to reinforce the use of subtitles as a pedagogical support for both teachers and learners.

Another piece of research has been conducted by Tekkouk Ibtissem and Boussena Nadia (2017). Under the title: *The Role of Subtitling in Enhancing EFL University students' Listening Comprehension Skills*. The researchers examined the effectiveness of using subtitling to enhance the listening comprehension abilities of foreign language learners in the Algerian context. This research also focused on listening comprehension. The method used was a questionnaire addressed to English third-year students at the department of Jijel University. Subtitling was used to check if, according to learners and teachers, there was a positive change in students' listening comprehension abilities when they use subtitled videos. As a result, both participants reported agreement on the use of subtitles to develop learners listening comprehension.

While the previous studies put much focus on listening comprehension, by investigating the role and effect of the use of subtitles on listening comprehension, the present research investigates the learners' attitudes towards the use of same-language subtitles in enhancing vocabulary acquisition.

## **2- Statement of the Problem**

According to many scholars, learning vocabulary provides a strong basis for successful L2 acquisition. However, many learners are struggling to enrich a lot of vocabulary package. Many reasons contribute to the latter; these include the limited time allocated in class for discussing the language. It is not possible for teachers to focus only on vocabulary and neglect the content of the lessons. So, they might use simplifications to facilitate comprehension for all students. Besides, learners have different needs and learning styles. Watching subtitled videos to acquire a large number of new vocabulary items and words might be an effective way for acquiring vocabulary especially with the increasing popularity of multimedia TV shows, movies, and series. Which present a large range of videos with subtitles, as well as their usage in the field of foreign language acquisition, which has a positive impact on that process. These audiovisual sources have a substantial influence on learners' vocabulary acquisition. In order to facilitate learners' communication and interaction.

## **3- Research Question**

The present study attempts to answer the following research question:

- What are EFL learners' perceptions on the use of same-language subtitles in vocabulary acquisition?

## **4- Research Hypothesis**

In an attempt to investigate the usefulness of same-language subtitled materials in relation to acquiring vocabulary, we follow these hypothesis:

- It is hypothesized that second year EFL students will have positive attitudes toward the use of same language subtitles in enhancing vocabulary acquisition.
- It is hypothesized that second year EFL learners would be encouraged to use same language subtitles as an aid for vocabulary acquisition.

## **5- Significance of the Study**

This research contributes significantly to the amount of data in EFL learning, since it brings attention towards the usage of same language subtitled videos as a learning tool. And showcases its usefulness in enhancing vocabulary acquisition while investigating the various attitudes of second year students towards it, and encouraging

them to use it on a regular basis by raising awareness of the effectiveness of these innovative materials; as well as their significance in improving the learners' overall English level with a rich vocabulary.

## **6- Research Methodology**

In order to achieve the aim of our research and prove the hypothesis, a questionnaire was administered to second year EFL learners at the department of English at Mohammed Seddik Ben Yahia University-Jijel for the academic year (2021–2022). To examine the learners' perceptions about using same language subtitles to enhance EFL learners' vocabulary acquisition, the informants were selected from a total population of 70 students at the same department. Data was analyzed quantitatively in this study in order to provide a comprehensive picture of the subject matter.

## **7-Organization of the Dissertation**

This dissertation is divided into two major chapters. The first is split into two sections. The first section dealt with vocabulary acquisition, definitions, knowledge, use, importance, and the difficulties that may be encountered throughout the learning process. The second one discusses same-language subtitles as a new emerging tool, its history and definition, as well as its role in EFL classrooms, strategies for selecting it, and the numerous studies that support its use, not to forget the relationship between authentic subtitled materials and vocabulary acquisition. The second chapter is a practical section dedicated to presenting, analyzing, and interpreting the data obtained via a questionnaire as well as answering the research questions in order to validate or reject the previously established hypothesis.

# *Chapter One:* *Literature Review*

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# **Chapter One: Literature Review**

## **Section One: Vocabulary Acquisition**

### **Introduction:**

In light of the growing necessity for foreign languages, a series of comprehensive studies have been conducted on the most influential components in acquiring a foreign language. As a result, researchers agreed that the learning process is acquired through vocabulary, which is a crucial variable in foreign language learning. It is believed that no matter how good the person is at the target language, if he or she cannot express a wider range of meanings in that language, he will not achieve proficiency, especially if the target language has the tendency to contain a vast amount of vocabulary.

Accordingly, this section attempts to reveal the pivotal role of vocabulary in the theoretical framework of EFL learning. It also reviews some of its different terminology and conceptualization, its nature, moving along to the notion of vocabulary development in learning. Then, special consideration is given to overcoming vocabulary difficulties that may complicate the learning process.

### **1-1 Definition of Vocabulary**

Through reviewing the literature in language, the term "vocabulary," which is the basic foundation of language acquisition, has been defined in different ways, interchanging between general and more specific proposals by various researchers. According to Ur (1996):

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post office and mother-in law, which are made up of two or three words but express a single idea. There are also multi-word idioms such as call it a day, where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking 'items' rather than 'words'. (p.60)

For Ur, vocabulary cannot be separated from the teaching of English. It is an essential component of language and a means of exchanging thoughts and knowledge. she further added that learners should instead refer to words as items because many complex words have just one meaning. Brown and Hatch (1995, p. 1). Also described it as: "A list of



terms for a given language or a list of words that individual speakers of a given language could use" In other terms, vocabulary may refer to a set of elements and words that a language speaker uses while speaking and reading a text or storyline. Thus, vocabulary is a set of words organized in such a way that they have a meaning and that learners of a second language may grasp. According to Beck, McKeon, & Kucan, (2008, p.1) vocabulary may be composed of more than one word, but it combines only one concept. It is either knowing the multiple meanings of new items or realizing the words in written text.

Moreover, Finnochiaro (1989) states that "Vocabulary is a set of words known to person or either entity or that is part of specific language". (p. 40) which means a person's vocabulary may be described as either the set of all the words they know or the collection of all the terms they are most likely to use when creating new sentences.

Other scholars, on the other hand, have given more sophisticated definitions of vocabulary. Henrikson (1996) defined vocabulary as the truth of understanding that translates the word-based items into L1, and deals with the capacity to explain something in a target language in alternative terms or provide the correct description.

## **1-2 Vocabulary Knowledge**

One of the primary concerns of vocabulary knowledge is how language learning occurs, whether it is first-language acquisition (FLA) or second-language acquisition (SLA). Schmitt (2000) suggested that vocabulary knowledge is the knowledge of words as well as their meanings and how to link them together. It deals with writing and spelling forms and how to make the right structures in appropriate forms based on the frequency, grammatical behavior, collocations, and register of words.

Vocabulary knowledge entails more than simply knowing the definition of terms; it also necessitates that the learner uses the word correctly in depending on a specific situation. This makes it crucial in influencing the learner's subsequent intellectual attainment, which allows him or her to be flexible in attributing the appropriate meaning to the word.

Therefore, Presenting, rehearsing and creating new vocabulary items require special care. A student with limited comprehension of terms in a text may not be able to fully understand the intended meaning, but a learner with a rich vocabulary is more likely to succeed academically. (Schmitt & McCarthy, 1997. p. 199-227)

**Note:** In column 3, **R**= receptive knowledge, **P**=productive knowledge

**Table 1.1.:** *What is involved in knowing a word (adopted from Nation, 200. p. 27)*

|                |  |   |
|----------------|--|---|
| <b>Form</b>    | Spoken   | <b>R</b> What does the word sound like?<br><b>P</b> How is the word pronounced?   |
|                | written  | <b>R</b> What does the word look like?<br><b>P</b> How is the word written and spelled?   |
|                | word parts                                       | <b>R</b> What parts are recognizable in this word?<br><b>P</b> What word parts are needed to express the Meaning?                   |
| <b>Meaning</b> | form and meaning                                 | <b>R</b> What meaning does this form signal?<br><b>P</b> What word form can be used to express this meaning?                        |
|                | concepts and referents                           | <b>R</b> What is included in the concepts?<br><b>P</b> What items can the concept refer to?   |
|                | associations                                     | <b>R</b> What other words does this make us think of?<br><b>P</b> What other words could we use instead of this one?                |
| <b>Use</b>     | grammatical functions                            | <b>R</b> In what patterns does the word occur?<br><b>P</b> In what pattern must we use this word?                                   |
|                | collocations                                     | <b>R</b> What words or types of words occur with this one?<br><b>P</b> What words or types of words must we use with this one?      |
|                | Constraints on use<br>(register, frequency, ...) | <b>R</b> Where, when, and how often would we expect to meet this word?<br><b>P</b> Where, when, and how often can we use this word? |

As shown in Table below, Nation (2001) divided vocabulary knowledge into 18 questions, split into three categories, with receptive and productive components in each category. The framework explains vocabulary knowledge from several perspectives, including pragmatic, semantic, and morphological ones, and it demonstrates how tightly connected all of the components are. The context or form of a word, for example, can be used to determine its meaning (Gu, 2017). Nation was aware that this framework has to be modified since it is insufficient. It makes a point about how difficult it is to measure vocabulary proficiency using only one category.

Receptive Vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning. Productive vocabulary use involves writing to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written form. (Nation, 2001, p. 37)

Nation shows that language learners need to know far more about a word than simply a superficial understanding of its meaning. They also need to be well aware of the complexity of knowing a word for better understanding and long-term.

### **1.3 Vocabulary Use and Acquisition**

The act of acquiring new words in a certain language is referred to as vocabulary acquisition. The latter plays a crucial role in achieving effective fluency. While limited vocabulary impedes successful communication, the knowledge of vocabulary allows the use of language, and conversely, the use of language leads to an increase in knowledge of vocabulary. Successful vocabulary programs can be measured by whether they result in increased word learning or, more broadly, by the extent to which they substantially bridge the divide between pupils' vocabulary levels. (Anderson & Nagy, 1991)

During the early grades, students encounter roughly 3,000 words every year. It is therefore impossible for them to learn those new words through direct instruction. Instead, students must, and do, discover word meanings independently. The vocabulary disparity between students with restricted or rich vocabulary, on the other hand, widens yearly throughout students' academic careers, demonstrating that some individuals are better word learners than others. (Richards, 1976; Schmit & Nation, 2000)

Another major concept in comprehensive vocabulary development programs is that individuals with limited vocabulary, including diverse learners, require strong and systematic educational support in order to become effective independent word learners.

Thus, a comprehensive vocabulary development program that fulfills diverse learning needs should firstly teach words that are extremely important to academic achievement but are not typically acquired independently. Secondly, it should entail a systemic process to guide students to become independent word learners, primarily by helping them become voracious readers. (Anderson & Nagy, 1991. p. 690–724)

Baumann and Kameenui's.(1991. P. 162). Stated that a comprehensive vocabulary development program for diverse learners involves matching vocabulary goals with instructions. It should include goals for learning many words at the level of verbal association and fewer words at the level of partial and complete concept knowledge. The minimum level of knowledge is verbal association knowledge, which enables a person to link a new word with a specific definition or a single context. An individual with full concept knowledge, comprehends and can use a word in new contexts, knows the multiple-meaning words, and can distinguish a word's meaning from the meanings of other similar words. Between verbal association knowledge and complete concept knowledge, partial concept knowledge exists. Specifically, an individual may be able to use a word in a limited number of ways, understand some of the meanings of multiple-meaning words, and have difficulty distinguishing the meaning of a word from the meanings of other similar words. Goals that combine many levels of knowledge are significant for obtaining sufficient depth to become part of a student's expressive daily vocabulary (McKeown & Beck, 1988. p. 31-39)

#### **1-4 Vocabulary in EFL Classes**

Schmitt (2000) claimed that always seeking the most effective strategy or method does not necessarily produce results. To increase their vocabulary, learners need to follow some principles. By outlining the differences between explicit and incidental word learning, Schmitt provided a clear explanation of how vocabulary is learned in the classroom. He also noted that a variety of factors, including the learner's characteristics, the targeted words, the curriculum, the educational system, and many other variables influence the acquisition of vocabulary( p. 142).

Brown (1995), stated that language learning develops through interaction and it is based on two hypotheses: the input hypothesis, which is the notion that EFL learners would gain knowledge through reading, listening to discussions, and so on. And the output hypothesis focused on speaking and practicing the language. For Allright (1994),

the learner who negotiated the input achieved higher vocabulary acquisition. For him, interaction facilitates language development and the learner's development.

#### **1-4-1 The Importance of Learning Vocabulary**

Carter (1998) stated that vocabulary knowledge is considered a key component in the process of learning, whether in the FLA or SLA language acquisition, because it increases the learner's vocabulary stock, which develops their other skills such as speaking, reading, listening, and writing. Also, it helps learners to understand and communicate easily because the more they understand, the more precisely they may articulate the message they desire, even if they don't know much grammar. This is because the capacity to convey meaning is more crucial for communication than the ability to make grammatical faultless words, especially in lower level programs. The British linguist, Wilkins, (1972). Pointed out that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (as cited in Thornburry (2002, p.13). That means learners cannot comprehend people or explain their thoughts unless they have a strong knowledge of language. Therefore, vocabulary must be acquired in order to fully comprehend the language, and mastering it is not just important but crucial in a foreign language development. The ability to expand a learner's vocabulary involves their own desire and interest in the items.

We continue to study and enhance our vocabulary throughout our daily interactions, yet, more complicated and technical terminology must be taught because of its importance in the world of digital dependency, which is not an easy task considering that acquiring new vocabulary by young learners differs from acquiring it by adults. Learners should design their vocabulary instruction to maximize word production in a variety of contexts and enhance their motivation by creating a word-rich environment that allows them to model the skills to create significant links between written and spoken language. They should also learn them with a meaningful definition that is relevant to their experiences. In other words, they should learn to connect new words to items in their real world to help them remember and retrain them. They should emphasize the significance of word choice and figure out whether words have the same, opposite or related meanings by going through synonyms, antonyms, and other words or concepts that produce items.

## **1-4-2 Vocabulary Development in Learning**

Grabe and Stoller (1997) asserted that limited vocabulary is a huge challenge for learners because it prevents them from understanding the meaning of words and how they are used in different contexts. Learners need a diverse set of vocabulary acquisition tools to increase their vocabulary and deal with lexical issues as well as know the appropriate affixes and roots, which are very essential whether it's a first, second, or foreign language. (as cited in Burt, Peyton & Adams, 2003)

There are several components that help learners master new vocabulary, knowing that it is a difficult process for most language learners, especially when the learner forgets the new words quickly. This makes it time-consuming and it turns to a big issue. To overcome this, learners should find ways that allow them to give the new items enough time to get familiarized with them by relating these words to known words.

As well as the good comprehension of the new words' meanings and how often they're used in context, with acknowledging their lexicon, another crucial part is to practice these new terms in a pleasant way.

In this regard, the advent of technology, particularly multimedia technology (like TV, computers, mobile phones, video sites, subtitled captions, etc.), has been essential in providing students with real resources that cover a wide range of vocabulary use. Thus, audio-visual materials, such as same-language subtitled videos, are one of the greatest tools for modern-age learners to facilitate spontaneous vocabulary acquisition.

According to some scholars (Paivio, 1971; Stewart & Pertusa, 2004), using subtitled videos can improve learners' target language knowledge in a rich context by using new words and lexicon. Vanderplank (1988) argued: "subtitles might have a potential value in helping the learning acquisition process by provoking learners with the key to massive quantities of authentic and comprehensible language input" (p. 272-273). Thus, subtitles can allow students to learn the meaning of words or common phrases, construct and use them in real-life situations.

## **1-5 Difficulties in Learning Vocabulary**

Learners encounter a variety of obstacles when acquiring a language. They should identify these issues and difficulties to avoid them for a successful learning process. Thornbury (2004. P. 27) identified the following as the main elements that make acquiring some new vocabulary more difficult:

**Pronunciation:**

According to several studies, difficult-to-pronounce words are more difficult to learn, citing that pronunciation varies from native speakers to others and that mispronunciation causes EFL learners to frequently fail to deliver their messages in appropriate terminology and grammatical structure.

**Spelling:**

sounds spelling mismatches are considered as a leading cause of errors, especially when some spelling rules have few notable exceptions, such as the silent letters that make the pronunciation of these words difficult for learners.

**Length and Complex Difficulty:**

Short words are easier to acquire by foreign language learners than long words because they are more likely to be memorized, and usually the more frequent terms in English that learners may encounter daily in which it facilitates their "learnability."

**Grammar:**

Another difficulty in learning vocabulary that should be mentioned is grammar; in which verbs and their prefixed forms, such as the infinitive and the 'ing' form, are a serious factor that makes the general learning process get harder.

**Meaning:**

Learners are sometimes prone to mix words up especially when two words have overlapping meanings. Make and do are two examples: you make breakfast but you also do the cleaning.

**Range, Connotation and Idiomaticity:**

Words that may be employed in a variety of circumstances are shown to be easier than their synonyms with a restricted range of usage. Also, the connotations of some words can have negative meanings, although their equivalent can be a simple word, so common words or expressions will be more difficult to understand than terms with definite meanings. It can be observed that this is a huge problem that a beginner can face.

## **Conclusion**

So far, this section dealt with vocabulary as a demanding task in mastering new languages in a broader range of its areas of study, especially in the context of studying both first language acquisition (FLA) and second language acquisition (SLA) based on different theories and definitions. This study revealed that the lack of vocabulary causes a lot of difficulties for learners in their learning process as a result of different factors. It also helps students to gain awareness of learning strategies that facilitate the learning process, and pick up new words more easily and quickly.



## **Section Two: Same Language Subtitling as a Successful Tool for Vocabulary Acquisition**

### **Introduction**

The widespread availability of multimedia and technological resources provides learners with an abundance of opportunities to enrich their vocabulary and overcome their language learning weaknesses. Many studies have been undertaken to investigate the usefulness of using audiovisual materials such as subtitled captions or movies in vocabulary development. This has become a tendency lately since the educational system is demanding innovative learning tools and strategies. That will provide learners with large amounts of input in genuine target language development, specifically vocabulary acquisition. However, depending on the learner's level of language proficiency and the vocabulary content of the videos, learners frequently struggle to grasp the audio-visual materials without subtitles, whether in their mother tongue or target language. This section focuses on audiovisual materials, specifically subtitles and their definition, historical background, and their importance in vocabulary acquisition, while the main focus would be on "same-language subtitling."

### **2-1 The Emergence of Same Language Subtitles as a New learning Tool**

Cohen and Dörnyei (2002. p. 172), contended that motivation is a key variable and nothing happens without it, and they considered it as one of the most essential components in language acquisition. Therefore, instructors' primary concern is always whether their learners are motivated and eager to study.

Learning materials have been demonstrated to have a substantial influence on language learning activities. According to Wachob (2006. p. 93), learning materials support the construct of motivation. Seven and Engin (2007), agreed that it plays an important role in language learning activities. The materials serve as the foundation of most of the language input and practice that occurs in the classroom. Teachers are material developers in the sense of matching resources to the requirements to meet the learner's needs. In order to do so, teachers choose, modify, and supplement materials while planning their lessons, and they make material selections throughout the classroom based on their learners' reactions.

According to Genhard (1996), as stated in Dewi (2018.p71), authentic materials may be classified into three categories:

- Listening materials such as music, songs, radio, and podcasts.
- Visual materials such as TV shows, movie clips, and pictures.
- Printed materials such as newspapers, magazines, and books.

In the context of audio-visual impairments, subtitled videos have emerged as a important tool that offers a new path to language comprehension. The use of subtitled movies has been proven to be more effective. According to the National Center for Technology Innovation and the Center for Implementing Technology in Education (2010), students who watch subtitled videos to learn a language increase their reading and listening comprehension, word recognition, motivation, and vocabulary acquisition. Stewart, and Pertusa (2004), asserted that the same-language subtitled videos are one of the best learning resources for EFL learners, (p .545)

## **2-2 A Brief History of Same-Language Subtitles**

From small tablets to moveable type, subtitling is a relatively recent type of writing. The goal of using it has always been to capture and communicate language. Video captions are extremely vital in video creation, and are too often overlooked regardless of who employs video captioning nowadays. Its earliest use was in Edwin Porter's *Uncle Tom's Cabin*, published in 1903 (A History of Film Subtitles and the Growth of Video Translation, 2016, para 2). The movie was without sound during the silent movie era, when subtitles were called "intertitles" or "title cards". Which are boxes of text that were added between video sequences in the place of dialogue or complex narrative. Similar to voiceover, they were easily translated for a more globalised society, while there are also same language subtitles, which are a sign of a more accessible one. Both are extremely effective for an international audience and play a crucial part in content development. It took place fast and was experimented with a lot of effort to facilitate reading it without being distracting to the content. And that accelerated the exchange of languages and cultures in an enjoyable way.

Same Language Subtitling is another popular AVT method. It first appeared in the cinema in 1909 and then on television in 1938 (Perego & Bruti, 2015). Perez Gonzalez (2008) said:

"Subtitling consists of the production of snippets of written text (subtitles, or captions in American English) to be superimposed on visual footage – normally near the bottom of the frame – while an audiovisual text is projected, played, or broadcast" (p.14)

Subtitles and closed captions are now used by millions of people all around the world. Foreign viewers can see English subtitles that have been translated into several languages. They could be accessible on video-on-demand (vod) services, broadcast programmes, video-sharing sites such as YouTube, as well as DVDs and other video platforms. As Serban said, "it may have a role in language learning" (Serban, 2004, p.6)

The process of reading and listening at the same time while watching subtitled videos improve the learner's four skills.

### **2.3 Same-Language Subtitling (SLS)**

Subtitling involves the process of "Supplying a translation of the spoken source language dialogue into the target language in the form of synchronised captions, usually at the bottom of the screen. It is the form that alters the source text to the least possible extent and enables the target audience to express the foreign and be aware of its "foreignness" at all times Szarkowska,( 2005, p.2) In other words, it can be defined as the written lines given at the bottom of the screen.

According to O'Connell (2007), same language subtitling is: "Supplementing the original voice soundtrack by adding written text on screen" (p. 169). This means that SLS is the simple idea of subtitling audiovisual content in the same language as the audio, word for word, what you hear is what you read.

Based on the definition above, it can be concluded that a subtitle is a text that is displayed on the bottom part of a video screen that translates or interprets the dialogues in the movie. The basis of these additional representations is to make learners able to see the words they are hearing and hear the words they are seeing.

### **2-4 Subtitled Videos as a Learning Tool**

Sometimes learners have competing needs, and scholars have been working on how to achieve their requirements using different learning materials among the huge spread of multimedia. Richards and Rodgers have stated that, "materials allow learners to progress at their own rates of learning and use different styles of learning; they also provide opportunities

for independent study and use; and they provide opportunities for self-evaluation and progress in learning" (2014, p. 35). A lot of research found that using audiovisual materials, specifically subtitled videos, for educational purposes was accepted over years as a useful tool. It helps the retention and the recall of new vocabulary, since words are learned differently and learners are exposed to three independent systems with tight linkage between them: the image, the sound, and the text. As Mayar (2001) revealed, "Video is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual." It often uses multiple presentation modes, such as verbal and pictorial representations in the case of on-screen print and closed-captioning. Videos with subtitles for more efficacy are one of the most important approaches and variables that bridge the gap between students and their language learning; they serve various purposes in EFL classes. Furthermore, it is suitable for all learning styles. (As cited in Cruse. 2011. p. 6)

According to Daniel (2013), any resource that consists of an optical picture and an audit account detailing what is presented in the image is an audiovisual resource. Learners should use to make their learning process more exciting and useful, especially using subtitled audiovisual materials. It helps them to gain a better understanding of a foreign language; it facilitates the full utilisation of the sense organs in the learning process. And it makes the classroom active and interesting, especially when the learner discovers real objects that teachers cannot bring to the classroom. As Godwin-Jones (2007) indicates, "the clips provide a huge multimedia library of real language use by real people, a potentially rich resource for language learning or corpus collections". (p.16)

## **2-5 The Role of Subtitles in EFL Classroom**

Some academics, such as Herron and Hanly (1992), inferred 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). In other words, using videos as a learning resource might improve students' comprehension since the content is not only presented in the form of words, but it is also illustrated by using sound and image. This can enrich their vocabulary mastery by providing experiences upon which vocabulary can be built. (Brown et al., 1983)

Paivio (1971) Stewart & Pertusa (2004), contended that watching videos with subtitles might improve students' understanding of the target language by exposing them to new vocabulary and lexicons in a rich context, as they present the native speakers' real-life language. Many instructors, material designers, and researchers have recently shown an interest in investigating the benefits of using subtitled movies in EFL classes, including motivating students and lowering their stress and anxiety levels while dealing with unfamiliar words. By basing discussions on the video's content and by sharing their own experiences with others, students may contribute their own prior knowledge and experience to the classroom. their learning capacity will rise and their performance will improve due to the verbal and imagery systems being active. The impact of using subtitled videos in EFL classrooms indicates their powerful role in the learning process (Seferoğlu 2008)

## **2-6 Strategies Used in Choosing Suitable Same Language Subtitled Videos:**

Learners should pick up the appropriate subtitled materials. It should be examining the subject being taught in the classroom and matching it with the content. Also, it must be reliable and suitable for all ages and cultures. According to Berk (2009, p. 6). Teachers have to follow these three main reservations, which are: the criteria for video selection; types of video selection; and sources for video selection.

It could be challenging to arouse the motivation of learners, particularly if they are adults, because the age of the learner can cause some issues in the criteria for selecting interesting videos that the learner wants to watch where topics such as violence, offensive language, and sexuality should be demonstrated, as well as gender, ethnicity, grade level, religion, and context that the learner should pay attention to while selecting the subtitled videos Harmer, (2001)

Also, completeness in which the video tells a complete story or section of it. As well as, the length of video should depend on the learning objectives. The most important issue to consider is the linguistic items (certain grammatical structures, language functions, or expressions displayed in the scenes) (Arcario.1992. p.109- 122).

Berk (2009, p. 7) offered drama, humor, action, romantic comedy, and documentaries as appropriate for instructional usage, with a recognizable English that includes a diversity of accents and dialects.

Same-language subtitled videos motivate students in another context to learn English; in other words, they are going to watch English videos, listen to the news, etc. Finally, learners' understanding will be increased as well as their vocabulary acquisition because when the verbal and imagery systems are activated, they can have a better performance.

## **2-7 The Relationship between Authentic Same Language Subtitles and Vocabulary Acquisition**

Various methods have been used to improve vocabulary acquisition since it was realized how important vocabulary is. Schmitt (2000. p. 19) stated that "the key element in learning a foreign language is mastering the L2's vocabulary." Many scholars claim that watching same-language subtitled videos may help individuals learn new words. Additionally, there are some other methods that can be commonly used for vocabulary acquisition, such as using same-language subtitles. It has been regarded as a useful technique for learning a foreign language, as Etemadi (2012. p. 239) believes that "subtitles in any language are wonderful tools that let people enjoy films from other cultures and countries, but for language learners, subtitles might offer a new path to language comprehension." The provided material also assists learners to understand what is seen and said. It can also produce different types of language acquisition. Vanderplank (1988) said: "Far from being a distraction and a source of laziness, subtitles might have a potential value in helping the learning acquisition process by provoking learners with the key to massive quantities of authentic and comprehensible language input."

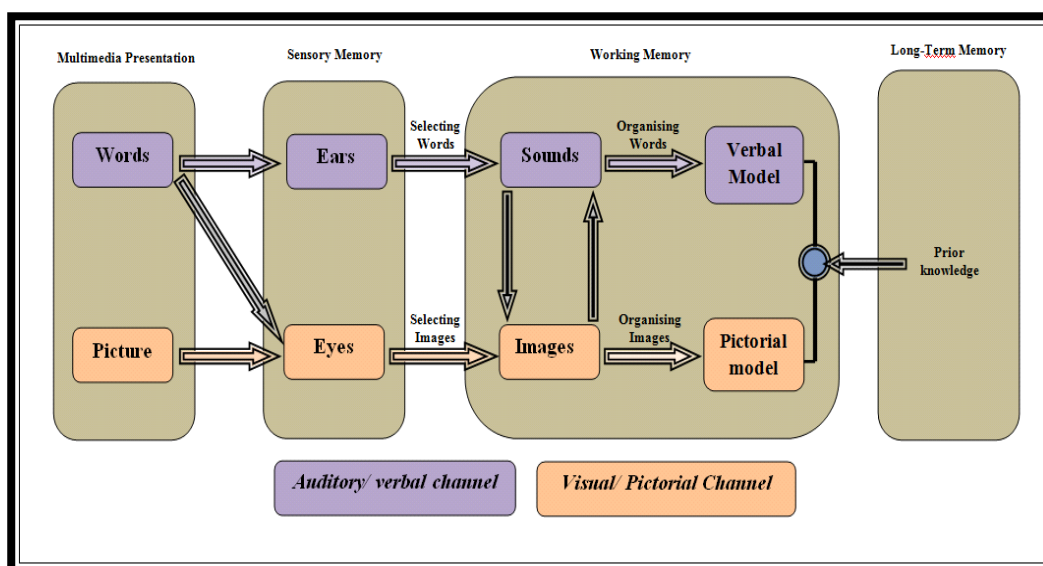
## **2-8 Theories in Support of Vocabulary Acquisition Through Watching Same Language Subtitled Audiovisual Materials**

Many scholars have explored the value of subtitled audiovisual materials in and outside the classroom of EFL learners. Many of them focused on investigating learners' vocabulary improvement whenever they watch audiovisual subtitled materials, whether they are synchronous on-screen text in the same language, or dubbed, but both have a huge impact on the increasing ability to pick up new vocabulary daily with motivation and in a fun way. In his cognitive theory of multimedia, Dr. Richard E. Mayer provided guidance on how people learn best using pictures and words together for effective use, stating that "people learn more deeply from words and pictures than from words alone" (p.47). The idea of creating educational materials that reflect how the human mind operates is based on three major assumptions:

1- The dual channel assumption states that humans pose two distinct channels for processing information (auditory and visual).

2- The limited capacity assumption says that individuals can hold 5 to 7 "chunks" of information in working memory at any given moment

3- The active processing asserts that people not only absorb information but participate in active cognitive processes such as identifying and selecting relevant materials, organising them into visual or verbal models, and integrating them with their prior knowledge. (p.70)



**Figure 2.1** *Mayar's cognitive theory of multimedia learning.*

Furthermore, Neuman and Koskinen (1992) found that when their participants were exposed to English videos with subtitles, their vocabulary significantly increased. Similarly, Koskinen et al. (1985, as cited in Yuksel & Tanriverdi, 2009) discovered that subtitled films affect non-native English speakers' incidental vocabulary learning.

## Conclusion

To conclude, increasing the learner's vocabulary is a worthwhile goal, but achieving it poses several challenges. However, multimedia can now alleviate the majority of these difficulties that learners encounter while learning acquiring language. Thus, same language subtitling is a unique choice and a helpful method that can be used in classroom and cognitively stimulate learning and at the same time, be an effective instructional too.

## *Chapter Two: Research Methodology and Findings*

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## **Chapter Two: Research Methodology and Findings**

### **Introduction**

This chapter is mainly dedicated to the description, presentation, and analysis of the empirical data gathered. A questionnaire was distributed to second-year students at Jijel's University's English department. In order to collect data. Analysis and interpretation of the collected data will be provided, as well as the analysis of our participants' responses, At the end, this chapter includes a summary of the results and a general conclusion.

### **3-1 Review of Research Methodology**

#### **3-1-1 Research Method**

A quantitative research method has been used in this research since the goal of this study is to investigate EFL learners' attitudes towards the use of SLS in enhancing vocabulary acquisition. A questionnaire helped us obtain valuable findings to reach credible conclusions and identify appropriate answers to our research question.

#### **3-1-2 Population and Sampling:**

In order to put the research hypotheses to a real test, it was more convenient to choose a group of learners that were not very advanced. Therefore, second-year students of the department of English at Jijel University were the sample. It consisted of 70 students in the academic year (2021–2022).

### **3-2 Data Gathering Tools**

A questionnaire was employed as a main research tool to meet the study objectives and collect the necessary quantitative data. Furthermore, it was made up of open-ended questions, closed-ended questions.

### **3-3 Students' Questionnaire**

#### **3-3-1 Description of the Questionnaire**

A student questionnaire was used to gather general and specific information about the topic. It was distributed to a sample of 70 second-year EFL students randomly chosen at the department of English at Jijel University in order to see their perceptions towards the topic. The questionnaire was a combination of close-ended and open-ended questions; it is comprised of 12 questions. Some are about the participants' general

information. Others discuss vocabulary acquisition and its importance in the learning process, while the rest discuss materials with the same language subtitles.

### **3-4 Administration and description of Students' Questionnaire**

The questionnaire was addressed to 70 second-year EFL students at Mohamed seddik ben yahia University-jijel's English department. The descriptions of the questions are mentioned as follow:

The purpose of (Q1) was to investigate if the level influences learners' attitudes or opinions when studying the English language. While the (Q2) was designed to discover the language use issues that students were having. (Q3) tries to know EFL students' perceptions about the importance given to vocabulary acquisition. The aim of (Q4) is to see which types of materials are mostly used by students. Whereas the purpose of (Q5) was to uncover students' perceptions towards the use of subtitles to accelerate their learning process. Additionally, the aim behind (Q6) was to see if students like to watch English videos in order to predict their attitude towards watching subtitles videos, which is the As well as the (Q7) was designed to determine what extent students to watch English videos.

The aim of (Q8) is to know if EFL learners find the use of subtitles distracting while watching videos. Then (Q9) attempted to diagnose the learner's comprehension difficulties in comprehending a video without subtitles. And, (Q10) investigates participants' opinion if the same language subtitled videos simplify the content. The aim of (Q11) is to get participants' perceptions towards the use of same language subtitles in enhancing vocabulary acquisition. And finally, the aim behind (Q12) was to see students' attitudes about the implementation of same-language subtitles videos in the classroom to help them acquire more vocabulary.

### Q 01. Students' Level

- How would you evaluate your level in English?

**Table 3.1:** *Participants Evaluation of their Level in English.*

| option       | Number (N) | Percentage (%) |
|--------------|------------|----------------|
| a. Excellent | 10         | 14,29%         |
| b. good      | 41         | 58,57%         |
| c. Average   | 19         | 27,14%         |
| d. Poor      | 0          | 0%             |
| Total        | 70         | 100%           |

The results shown in table 3.1 are students' self-evaluations of their English language proficiency. The participants described their English language proficiency as follows.

**Q 02. As an EFL learner, what are the difficulties that you face in the use of language?**

**Table 3.2:** *participants' Difficulties in using the language.*

| option                                    | Number (N) | Percentage (%) |
|---|------------|----------------|
| a. Lack of ideas                          | 06         | 8,57%          |
| b. Lack of vocabulary                     | 24         | 34,28%         |
| c. Grammar mistakes                       | 19         | 27,14%         |
| d. other                                  | 03         | 4,28%          |
| e. The lack of ideas and Grammar mistakes | 18         | 25,71%         |
| Total                                     | 70         | 100%           |

The following table demonstrates that the main problem of 34,28%, of students using the English language is the lack of vocabulary, while 27,14% of them suffer from grammar mistakes. Moreover, 25,71% of the sample admitted to making grammar mistakes and have difficulties with the lack of vocabulary at the same time, whereas 8,57% of them answered lack of ideas, and only 3 students, with a percentage of 4,28%, said they had other challenges.

**Q 03- To what extent do you believe that vocabulary is important in EFL learning?**

**Table 3.3:** *Participants attitudes towards the importance of vocabulary.*

| option                   | Number (N) | Percentage (%) |
|--------------------------|------------|----------------|
| <b>a. Very important</b> | <b>65</b>  | <b>92,86%</b>  |
| <b>b. Important</b>      | <b>05</b>  | <b>7.14%</b>   |
| <b>c. Not important</b>  | <b>0</b>   | <b>0%</b>      |
| <b>Total</b>             | <b>70</b>  | <b>100%</b>    |

From the table above, we can observe that the majority of our sample (92,86) believes in the importance of vocabulary in the process of learning, since 65 students assumed that vocabulary was very important in EFL learning, while 7,14% answered important.

**Q 04- What do you do to learn new English vocabulary?**

**Table 3.4:** *Participants' method in acquiring vocabulary.*

| option  | Number (N) | Percentage (%) |
|---|------------|----------------|
| <b>a. Reading (books, short,stories, etc)</b>     | <b>09</b>  | <b>12,85%</b>  |
| <b>b. Listening to English songs and podcasts</b> | <b>03</b>  | <b>4,28%</b>   |
| <b>c. Using Dictionaries.</b>                     | <b>01</b>  | <b>1,42%</b>   |
| <b>d. Watching Videos.</b>                        | <b>10</b>  | <b>14,28%</b>  |

|  |           |               |
|--|-----------|---------------|
| <b>e. others</b>   | <b>0</b>  | <b>0%</b>     |
| <b>f. Listening to English songs and watching videos</b> | <b>47</b> | <b>67,14%</b> |
| <b>Total</b>   | <b>70</b> | <b>100%</b>   |

After analysing the table data, it appears that the most helpful strategy is listening to English songs and watching English videos, since the majority of our participants prefer to watch English movies and videos in addition to listening to English songs to learn new English vocabulary, while 14,28% prefer to watch videos only, 12,85% rely on reading, 4,28% prefer to listen to English songs and podcasts, and 1,42% see that using dictionaries is the most suitable way for them to learn new English vocabulary.

**Q 05- Do you consider subtitled videos a useful tool to accelerate the learning process?**

**Table 3.5:** *Participants attitudes towards the use of subtitled videos in their learning process.*

| <b>option</b>          | <b>Number (N)</b> | <b>Percentage (%)</b> |
|------------------------|-------------------|-----------------------|
| <b>a. Yes</b>          | <b>59</b>         | <b>84,28%</b>         |
| <b>b. No</b>           | <b>03</b>         | <b>4,28%</b>          |
| <b>c. I don't know</b> | <b>08</b>         | <b>11,42%</b>         |
| <b>Total</b>           | <b>70</b>         | <b>100%</b>           |

According to the findings, the majority of students (84,28%) believe that subtitled videos are an effective tool for accelerating the learning process. On the other hand, a tiny fraction of students (4,28%) didn't consider watching subtitled videos a useful way to speed up the learning process, while 11,42 percent of students said "I don't know."

**Q 06- In which language do you prefer the subtitles?**

**Table 3.6:** *Participants' Choice of Subtitles.*

| option                     | Number (N) | Percentage (%) |
|----------------------------|------------|----------------|
| <b>a. Arabic language</b>  | <b>27</b>  | <b>38,57%</b>  |
| <b>b. English language</b> | <b>41</b>  | <b>58,57%</b>  |
| <b>c. Other</b>            | <b>02</b>  | <b>2,86%</b>   |
| <b>Total</b>               | <b>70</b>  | <b>100%</b>    |

According to our findings, the majority of the students prefer to watch videos with English subtitles, followed by Arabic subtitles (38.57%) and other languages (2.85%). Subtitles defended their position by claiming that it makes it simple for them to memorise the new words they acquire while watching.

**Q 07- How often do you watch English subtitled videos?**

**Table 3.7:** *Participants' Consumption of Subtitles in their Daily Life.*

| option              | Number (N) | Percentage (%) |
|---------------------|------------|----------------|
| <b>a. Everyday</b>  | <b>50</b>  | <b>71,42%</b>  |
| <b>b. Sometimes</b> | <b>12</b>  | <b>17,14%</b>  |
| <b>c. Rarely</b>    | <b>07</b>  | <b>10%</b>     |
| <b>d. Never</b>     | <b>01</b>  | <b>1,42%</b>   |
| <b>Total</b>        | <b>70</b>  | <b>100%</b>    |

The majority of (71,42) students said they watch English-subtitled videos every day, which indicates that these videos are beneficial for them in developing their vocabulary. Only 1,42% of participants said they never watch, compared to 17,14% who said they occasionally do and 10% who said they rarely do.

**Q8-When you watch an English video with subtitles, what do you concentrate on more?**

**Table 3.8:** *Participants' Focus on Subtitled Material.*

| option             | Number (N) | Percentage (%) |
|--------------------|------------|----------------|
| <b>a. Video</b>    | <b>12</b>  | <b>17,14%</b>  |
| <b>b. Subtitle</b> | <b>17</b>  | <b>24,28%</b>  |
| <b>c. Both</b>     | <b>41</b>  | <b>58,57%</b>  |
| <b>Total</b>       | <b>70</b>  | <b>100%</b>    |

The above table represents the focus of students while watching subtitled videos. It seems that the half of our participants concentrate on both video and subtitles, as 41 of the students have answered both options, while 24,28% concentrate more on subtitles, and 17,14% concentrate on what is said in the video only. In which it indicate that the majority of EFL learners don't find the use of subtitles destructing.

**Q9- Do you face problems of comprehension when you watch videos in English without subtitles?**

**Table 3.9:** *Participants' comprehension difficulties while watching videos.*

| option                | Number (N) | Percentage (%) |
|-----------------------|------------|----------------|
| <b>a. Quite often</b> | <b>12</b>  | <b>17,14%</b>  |
| <b>b. Sometimes</b>   | <b>43</b>  | <b>61,42%</b>  |
| <b>c. Rarely</b>      | <b>15</b>  | <b>21,42%</b>  |
| <b>Total</b>          | <b>70</b>  | <b>100%</b>    |

According to the preceding data, it appears that the majority of students frequently experience understanding issues when they watch English-language movies without subtitles, as shown by the statistic of 61,42%. While 21,42% of respondents said they rarely have understanding issues, and a minority said they do quite often.

**Q10- Do you find that same language subtitled videos can simplify your understanding the content?**

**Table 3.10:** *The use of subtitles videos in simplifying content comprehension.*

| option              | Number (N) | Percentage (%) |
|---------------------|------------|----------------|
| <b>a. Yes</b>       | <b>45</b>  | <b>64,28%</b>  |
| <b>b. No</b>        | <b>05</b>  | <b>7,14%</b>   |
| <b>c. Sometimes</b> | <b>20</b>  | <b>28,58%</b>  |
| <b>Total</b>        | <b>70</b>  | <b>100%</b>    |

According to the findings, 64,28% of our sample believe that watching videos with the same language subtitles can help them understand the content better. 28,58% believe that it can sometimes help, and 7,14% think that watching videos with the same language subtitles cannot help them understand the content better.

**Q11- Do you believe that watching same language subtitled videos may improve vocabulary acquisition?**

**Table 3.11:** *Participants' attitude toward the use of same language subtitles in enhancing vocabulary acquisition.*

| option        | Number (N) | Percentage (%) |
|---------------|------------|----------------|
| <b>a. Yes</b> | <b>59</b>  | <b>94,28%</b>  |
| <b>b. No</b>  | <b>11</b>  | <b>5,72%</b>   |
| <b>Total</b>  | <b>70</b>  | <b>100%</b>    |

We notice that nearly all students, with a percentage of 94.28%. regard same language subtitled videos as an effective tool that enables them to improve their vocabulary acquisition, justifying that same language subtitled videos facilitate the process of learning; additionally, they claim that it is not boring, as the traditional



method of learning. Whereas 5,72% said that these types of movies do not inspire them to study.

The following are some comments from the participants who believed in the positive impact of same-language subtitled videos in enhancing vocabulary acquisition:

- **Participant 01:** It helps to acquire and remember a large amount of vocabulary in an easy way.
- **Participant 02:** It helps us know the right spelling and writing of every single word to grasp it correctly.
- **Participant 03:** Because sometimes when watching a video we mishear some words, the subtitles facilitate catching them.
- **Participant 04:** When characters use unfamiliar words, subtitles help to see how the word is pronounced and how it is written.
- **Participant 05:** Sometimes we don't understand the accent or the character talking too fast, so we concentrate on subtitles that help us understand the content.
- **Participant 06:** For me, it helps me to learn when I should use some expressions in real life situations.
- **Participant 07:** I find subtitles useful for learning idioms and slang, but I face difficulties in finding them through academic resources.

**Q12- Would you like to see more same language subtitled audiovisual materials included in class?**

**Table 3.12:** *Participants' Opinion on Seeing more Audiovisual Content in their Studies.*

| option        | Number (N) | Percentage (%) |
|---------------|------------|----------------|
| <b>a. Yes</b> | <b>59</b>  | <b>94,28%</b>  |
| <b>b. No</b>  | <b>11</b>  | <b>5,72%</b>   |
| <b>Total</b>  | <b>70</b>  | <b>100%</b>    |

We noticed that the majority of students, with a percentage of 94,28%, like to study with same language subtitled audiovisual materials and want to include them as learning tools, reporting that they sometimes watch the video and do not understand the content, only with the addition of subtitles, which makes it easier for them to acquire and memorise new English vocabulary, while 5,72% of them do not like to learn using same language audiovisual materials as a learning tool.

The following are some of the participants' comments on integrating same-language subtitled materials in classes.

- **Participant 01:** I really hope they add them in classes because they're related to real-life topics and have a large amount of vocabulary used compared with what's being taught in the classroom.
- **Participant 02:** because it helps us acquire vocabulary in a fun and easy way.
- **Participant 03:** I believe if the subtitled audiovisual materials were included in classes, learners would be more active.

- **Participant 04:** Yes, because it increases learners' motivation and makes the learning process more enjoyable. Because it helps us acquire vocabulary in a fun and easy way.
- **Participant 05:** I confirm the usefulness of subtitled audiovisual materials by my personal experience, but it would be better to include it in first level classes (beginners) and not with the advanced level.

### **3-5 Discussion of the Main Findings**

Based on data collected from our participants in the second year, and referring to the table (3.1), we can see the diversity of levels that led to the different experiences that they faced through the journey of acquiring foreign languages. It is worth noting that the majority of students rate their level as good to average. How students consider themselves, whether they are excellent, good, medium, or poor learners, demonstrates their self-confidence and self-esteem. These two have a significant impact on motivation and attitude, both of which are important factors in determining success or failure. In fact, understanding students' confidence and motivation might help us predict their attitudes towards the relevance of vocabulary acquisitions as well as the usage of subtitled materials as a self-learning tool. While the levels themselves are significant to each person's beliefs, the vast majority seem to be alluding to a certain amount of self-consciousness about neither being an absolute beginner nor having attained an expert level.

Most of the participants, as shown in the table (3.2), choose the lack of vocabulary as the most difficult aspect they face when learning a language. Since vocabulary is the barrier that hinders the participants, the third question was made to check if they were aware enough of its importance for having a fluent use of the language, and as we expected, all of them agreed on its importance as (table 3. 3) demonstrates.

The rest of the questions were about suggesting the same language subtitles for enhancing learners' vocabulary acquisition. To get the participants' perceptions about it, especially when they showed a great willingness to learn vocabulary for a better use of language, According to Marian (2009), "the presence of written text in films is beneficial to language learning" (p.88). In other words, subtitles play a capital role in

acquiring vocabulary and content comprehension. As Brain Stowe and Lavaur (2011) stated: "Subtitles can be used to enhance comprehension" (International Journal of Psychology 46.6, 455-462). And that's exactly what participants confirmed in their answers and showed a positive attitude toward the use of same language subtitles to enhance their vocabulary acquisition and comprehension. And wanted to include it in their classes, as indicated by a majority of 94,28% in the table (3.12)

To conclude, the results gathered from the analysis of data collected were considered as a bridge to conduct our study, in which all answers confirmed our hypothesis that second-year EFL learners have positive attitudes towards the use of same-language subtitles in enhancing vocabulary acquisition and they are encouraged to use same-language subtitles as an aid for vocabulary acquisition.

## **Conclusion**

This chapter discussed the research methodology of the study and also dealt with the population and select second-year students at the department of English, Jijel University. as well as reviewing the practical part by presenting, analysing, and discussing the results of the questionnaire revealed that the majority of participants respond positively, in which most of them have a positive attitudes towards the use of same language subtitles in enhancing vocabulary acquisition.

## **General Conclusion:**

Vocabulary is one of the most important components in the process of EFL learning. If the learner has a poor vocabulary, he will be unable to master the language and use it fluently. In other words, all EFL learners need to improve their vocabulary acquisition to enhance the four skills and achieve a mastery of the target language.

Since learners depend heavily on audiovisual content in all domains, this study suggests same-language subtitled videos as a learning tool to enhance EFL learners' vocabulary acquisition. It is based on a hypothesis that assumes that second-year learners will have positive perceptions towards the use of SLS in enhancing vocabulary acquisition and that they will be encouraged to use it as an aid for vocabulary acquisition.

This research was divided into two main chapters. First, the theoretical part, which is composed of two sections. Through the first section, vocabulary was presented as an important aspect in the learning process with its definitions, its knowledge, its use and acquisition, as well as vocabulary in EFL classes, its importance and the difficulties that may face EFL learners when it comes to its acquisition. Then, in the second section, the focus was on same language subtitles, their emergence as a new learning tool, and their history. Furthermore, a review of some strategies and guidelines concerning the use of SLS in EFL classes based on some theories that support the use of SLS in enhancing vocabulary acquisition.

The second chapter constituted the practical part of the research. It was devoted to collecting, analyzing, and discussing the data gathered using a questionnaire that was given to 70 second-year students at Mohamed Seddik Ben Yahia University-Jijel. The findings have shown that the hypothesis of this research has been confirmed. And second-year students have a positive attitude towards the use of same-language subtitles in enhancing vocabulary acquisition.

## **Pedagogical Recommendations**

Based on what has been discussed in this research, it is critical to demonstrate the relevance of this work to the Algerian educational system. Since positive results were reported in this study, here are some recommendations that may be useful.

### **○ Language Teaching:**

In order to make the process of learning more effective, teachers are required to support their lessons with these kinds of materials, such as same language subtitled materials, that show a positive impact in the field of education, for the purpose of motivating the learners for better achievement not only in vocabulary acquisition but also in all the other skills for maximum efficiency in the language learning process. In order to use subtitled materials, teachers need to select suitable content carefully to keep the learners in their comfort zone and encourage them to discuss the presented topic, considering their fear of having negative feedback and their lack of self-confidence to make them more comfortable.

### **○ Language learning:**

Learners are required to watch this kind of learning tool as a self-learning aid outside the classroom for more efficiency in vocabulary acquisition and language mastery.

## **Limitation of the Study:**

This research aims to investigate second-year students' attitudes towards the use of same language subtitles in enhancing vocabulary acquisition in order to create a platform for academic success at Mohamed seddik ben yahia University-jijel. However, the insufficient time have limited us to a questionnaire and not an experimental study that would be more reliable. This research was conducted on only a small sample size of the population, which cannot represent all the EFL students in our universities.

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# *APPENDICES*

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## APPENDIX A

### *A Questionnaire for EFL Students*

Dear student, this questionnaire is designed to gather necessary data from second-year EFL students at Tassousst University to accomplish our research about the use of same-language subtitles in enhancing vocabulary acquisition. You are kindly requested to fill in the boxes by ticking the relevant answer and provide full answers whenever necessary. **Thank you for your time, effort and collaboration.**

**1-** How would you evaluate your level in English?

a) -Excellent ☐ b)-Good ☐ - Medium ☐ Poor ☐

**2-** As an EFL learner, what are the difficulties that you face in the use of language?

a) – Lack of ideas ☐ b) - Lack of vocabulary ☐

c) - Grammar mistakes ☐ d) - Other ☐

**3-** To what extent do you believe that vocabulary is important in EFL learning?

a) – Very important ☐ b) – important ☐ c) – not important ☐

**4-** What do you do to learn new English vocabulary?

a) - Reading (books, short stories, etc) ☐

b) - Listening to English songs and podcasts ☐

c) - Using dictionaries ☐

d) - Watching videos (movies, TV shows, etc) ☐

e) – Others ☐

**5-** Do you consider subtitled videos a useful tool to accelerate the learning process?

a) - Yes ☐ b) - No ☐ c) – I don't know ☐

**6-** In which language do you prefer the subtitles?

a) – Arabic language ☐ b) – English language ☐ c) – Other ☐

**7-** How often do you watch English subtitled videos?

- a) – Everyday ☐      b) – Sometimes ☐  
 c) – Rarely ☐      d) – Never ☐

**8-** When you watch an English video with subtitles, what do you concentrate on more?

- a) – Video ☐      b) – Subtitles ☐ c) – Both ☐

**9-** Do you face problems of comprehension when you watch videos in English without subtitles?

- a) – Quite often ☐      b) – Sometimes ☐ c) – Rarely ☐

**10-** Do you find that same language subtitled videos can simplify understanding the content?

- a) – Yes ☐      b) – No ☐      c) – Sometimes ☐

**11-** Do you believe that watching same language subtitled videos may improve vocabulary acquisition?

- a) – Yes ☐      b) – No ☐

Explain.....  
 .....  
 .....  
 .....

**12-** Would you like to see more same language subtitled audiovisual materials included in class?

- a) – Yes ☐      b) – No ☐

-Justify your answer.....

.....

*Thank you so much for your collaboration*

## RESUME

Ce qui fait avancer le développement est toujours un défi et déclenche le voyage pour trouver des solutions. Les apprenants d'ALE du département d'anglais de l'université Mohamed Seddik Ben Yahia de Jijel manquent de motivation pour leurs études dès qu'ils entrent en classe. Sur la base de cette même langue, les sous-titres ont été suggérés dans l'espoir d'avoir une perception positive par les apprenants EFL pour leur utilisation afin d'améliorer leur acquisition de vocabulaire. Des études ont trouvé plusieurs avantages à l'utilisation des sous-titres dans la même langue comme outil d'apprentissage en confirmant qu'ils améliorent effectivement l'acquisition du vocabulaire. La présente recherche avait pour objectif de confirmer ces résultats en examinant les attitudes des apprenants d'EFL. Elle était basée sur une méthode quantitative descriptive utilisant un questionnaire, qui a été administré à un échantillon sélectionné au hasard de 70 étudiants de deuxième année LMD. Les résultats obtenus dans le cadre de cette étude ont confirmé notre hypothèse selon laquelle les apprenants sont positifs à l'égard de l'utilisation de sous-titres dans la même langue pour améliorer le vocabulaire.

**Mots-clés :** Sous-titres en meme langue, acquisition du vocabulaire.



## ملخص

ما يدفع التنمية إلى الأمام هو دائما مشكلة والقدرة على طرح اسئلة حول هذه المشكلة هو العامل الذي يطلق رحلة إيجاد الحلول. بدا متعلمي اللغة الإنجليزية كلغة أجنبية في قسم اللغة الإنجليزية بجامعة محمد صديق بن يحيى جيجل يفقدون الدافع لدراستهم و بمجرد دخولهم الفصل الدراسي فكرة التعلم الممتع لا تخطر على بالهم أبدا. واستنادا إلى ذلك تم اقتراح "الترجمة المرئية باللغة نفسها" على أمل ان يكون لها تأثير ايجابي على فهم المفردات والاملاء من قبل متعلمي اللغة الإنجليزية كلغة أجنبية لاستخدامها لتعزيز اكتساب مفرداتهم. وقد وجدت الدراسات السابقة العديد من الفوائد لاستخدام الترجمة بنفس اللغة كأداة تعليمية من خلال التأكيد على أنها تحسن بالفعل اكتساب المفردات. كان الهدف من البحث الحالي هو تأكيد هذه النتائج من خلال فحص مواقف متعلمي اللغة الإنجليزية كلغة أجنبية. وقد استندت إلى طريقة كمية وصفية باستخدام استبيان ، تم توزيعه على عينة مختارة عشوائيا من 70 طالبا في السنة الثانية قسم اللغة الإنجليزية وأكدت النتائج التي تم الحصول عليها في هذه الدراسة فرضيتنا القائلة بأن المتعلمين متقبلين استخدام الترجمة بنفس اللغة لتحسين المفردات.

**الكلمات المفتاحية:** الترجمة المرئية بنفس اللغة, اكتساب المفردات, متعلمي اللغة الإنجليزية كلغة أجنبية