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**The Role of subtitling in Enhancing EFL University  
Students' Listening Comprehension Skill**

The Case Study of Third Year Students at the Department of English,  
Mohamed Seddik Ben Yahia – Jijel University

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Didactics of Language

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## *Dedication*

*I dedicate this work to the sake of Allah, my Creator and  
my Master,*

*My great teacher and messenger, Mohammed (May Allah  
bless and grant him), who taught us the purpose of life,*

*To my mother and father, Mohamed & Alima; my source  
of happiness and success in life, May Allah bless them.*

*To my brothers AMINE, HAMZA & HOUSSAM and my  
sister AMINA for their unconditional support and  
encouragements to pursue my interests.*

*To my lovely and sweet nephews, YANISS & LINA*

*To my extended family and the many friends, who have  
been so supportive and encouraged the fulfillment of this  
work.*

*To my partner and friend Boussena Nadia, for her  
collaboration, may Allah bless her.*

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

*Sissa*

### *Dedication*

*I dedicate this work to **God**, my creator, my strong pillar, my source of courage, knowledge and understanding. He has been the source of my strength throughout this work.*

*I also dedicate this work to **my father and my mother** the source of my success my **ALLAH** blesses them.*

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## **Abstract**

The main goal of this study is to examine the effectiveness of using subtitling to enhance listening comprehension abilities of foreign language learners in the Algerian context. A questionnaire was addressed to English third-year students at Mohamed Seddik Ben Yahia University-Jijel, to see if there is a positive change in the students' listening comprehension abilities when they listen to subtitled videos. The results that we obtained from the research tools do confirm the hypotheses "Using subtitled media in the learning process will result in a significant difference between the mean scores of listening comprehension performance of the students". In addition, the participants reported that they believe that it may well help them develop their listening comprehension abilities. Likewise, the teachers of listening comprehension all agreed on the suitability of using subtitled educational videos to help EFL university students, improve their listening comprehension skills.

## List of abbreviations

BBC: British Broadcasting Corporation

CLT: Communicative language Teaching

CNN: Cable News Network

DVD: Digital Versatile Disk

EFL: English as a Foreign Language

ELL: English Language learners

FL: Foreign Language

L2: second Language

L1: First language

PCs: Personal Computers

SLA: Second Language Acquisition

TV: Television

USA: United state of America

UK: United Kingdom

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## **General Introduction**

### **1. Background of the Study**

Learning a foreign language is a complex process that requires essentially achieving competency in the four-macro skills, namely: reading, writing, listening and speaking. In traditional approaches, there has generally been a tendency to focus on reading and writing while listening and speaking were often neglected or considered as subsidiary to the former. However, with the advent of communicative language teaching, achieving a sort of balance between all the skills has become constantly sought. Thus, a skill like listening is no longer viewed as a passive one that takes care of itself with the time. Rather, EFL learners are now invariably encouraged to utilize higher order thinking skills and strategies as well as adopting various techniques, especially with the boom of technology-based language learning, where video recorders, computers, mobile phones and other learning devices have become readily available. Thus we can say that the EFL learner has become better equipped to face the challenges and problems commonly associated with the acquisition of the listening skill in an EFL context, such as the difficulty to recognize infrequent vocabulary, pronunciation nuances, not to mention supra-segmental features like stress, rhythm and intonation. Actually, as EFL students we often struggled to get over the aforementioned problems which require doing extra homework in addition to the ordinary sessions in the laboratories.

It is within this perspective that the present research attempts to investigate the relevance and usefulness of using subtitling as a personal resource that helps third year EFL students at the department of English in Mohamed Seddik Ben Yahia- Jijel to improve their listening comprehension abilities.

## **2. Aim of the Research**

Listening as an important dimension of EFL language teaching and learning is currently attracting increasing attention from researchers, teachers, and students as well. This research endeavors to examine the effectiveness of using subtitling to enhance third year EFL students' listening comprehension abilities. It is worth mentioning that we conceive of subtitling use in this research as an extended listening instruction –extra time and practice, whose objective is to further improve EFL students' abilities gained through the ordinary time and practice they typically receive in normal sessions.

## **3. Research Questions**

So in our study we intend to answer the following questions:

To what extent will EFL students approve of using subtitling as a way to improve their listening comprehension abilities?

How do EFL teachers -of listening comprehension- conceive of subtitling use to further

Develop their students' listening comprehension skills?

## **4. Research Hypotheses**

On the basis of the aforementioned questions, the following hypotheses will be advanced:

Listening/watching to subtitled videos would result in a significant difference between the mean scores of listening comprehension performance of the two groups.

The majority of third year EFL students would approve of Listening/watching to videos subtitled as a way to develop their listening comprehension skills

EFL teachers would hold positive attitudes as far as the usefulness of using subtitling to help students further improve their listening comprehension skills.

## **5. Methodology**

For the sake of gathering ample evidence to test the aforementioned hypotheses, the study has used a mixed-methods approach. Within this research paradigm both quantitative and qualitative methods to data collection and analysis are adopted.

First, to explore students' and teachers' beliefs and attitudes concerning the efficiency and potential of extensive listening through subtitling use, a questionnaire. The questionnaire was submitted to the third year students. Second is an interview submitted to oral expression teachers.

## **6. Structure of the Dissertation**

The present dissertation is made up of two main parts: a theoretical part which represents the literature review, and a practical one that is fleshed out in the research design and implementation.

Chapter one reviewed the literature about the listening skill, with special attention to the EFL setting. It described the different processes, strategies and stages of development related to this skill. Also, teaching methods and assessment of listening were at the core of the chapter.

Chapter two proposed a review about the use of subtitling within EFL contexts, in particular. Within this orientation, the chapter highlights the advantages of the use of

subtitling in the EFL language classroom, and elaborates on the full potential of it to help EFL students develop their listening comprehension skills.

In chapter three, is made up of two sections the first is about the methodology through which this study was carried out and it is thoroughly outlined. The research design, participants, instructional treatment and evaluation were described.

In the second section, the results obtained from the two research tools (questionnaire and interview) are analyzed and discussed so as to test the two hypotheses of the study.



## **Chapter One: The Listening Skill**

### **Introduction:**

Generally, the EFL learners experienced the disappointing feeling of being blocked when listening to a native speaker using language despite that s/he was studying the target language for many years. S /HE may hold a rich vocabulary, but s/he does not know how to use it in real life to predict the meant meaning of the speaker or at least to respond quickly in an appropriate way.

The aim of this chapter is the study of the nature of listening and to find out the characteristics that make listening a very difficult skill for the majority of EFL students. In addition to this, this chapter will spotlight the importance of listening skill in developing language proficiency.

### **1.1 Definition of Listening**

As a skill, listening has been under scanned for long time; in fact, it was taken for granted that it is an inefficient or a passive skill. However, a recent research mentions that listening is not simple, as it might seem. For example, Gilakjani (2011, p .978) insists on the complex nature of listening skill since it involves a problem solving process. Additionally, Anderson and Lynch (1988) argue that "the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means" (p.6)

The listener takes into consideration different types of knowledge, including the verbal and nonverbal cues in the speaker's speech, and that is what O'Malley, Chamot, and Kupper (as cited in Gilakjani , 2011,p.978) include in a wider definition, maintaining that "listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement ".

Listening as a passive skill cannot be taken into consideration as an idea any more, especially with the latest findings of psycholinguistics and neuro science. In fact, listening is an active, conscious and complicated process; here the listener uses his/her mental abilities to make meaning and sense of the speaker's spoken and non-spoken language. Actually, listening can be considered as a critical mental operation, in which the listener receives different types of knowledge, this knowledge needs to be processed to make sense of them.

Listening is based on the ability to guess, predict, infer, criticize and interpret the language signs delivered by the speaker. In addition to this, Rost confirms that "understanding involves both decoding processes and inferential processes based on the speaker's actions, which may both verbal and non-verbal" (Rost, 2014, p4).

## **1.2 The Importance of listening:**

Human receives the spoken language by listening. People who have disabilities at the level of listening may face problems of communication, producing language, etc....

Listening until the 1970's was considered as a receptive skill that cannot be developed or changed. Hence, researchers gave to it only a little attention. But, more recently they have become more aware of listening and its importance and how it can facilitate the language learning process (Vandergrift and Goh, 2012).

In the verbal communication process, many researchers assured that listening takes most of people's time more than speaking (Weft, 1984). According to Rost (as cited in Taghizadeh, 2016, p37) « a key difference between more successful acquirers relates in large part to their ability to use listening as a means of acquisition ». So listening is a very influential skill for EFL learners, it provides the learners with the greatest amount of aural input, and without understanding input, the learning process cannot begin (Gilakjani and Sabouri, 2016).

Since it is important in developing the student's communicative competence, which is the main goals the students want to achieve, listening takes more attention in the EFL

classroom context. Further, it will be impossible to acquire a language without being able to listen actively since there will be no sufficient uptake for the input provided.

Listening skill gives the learners the opportunity to approach the language as it is used in its natural context. The learner's productive skills especially speaking will be developed since the spoken language covers grammar, pronunciation, vocabulary and the delivery manners. As Bilash (2009) states the better a student can understand what is being said the better will be their ability to communicate. In addition, they will be able to notice the characteristics of the target language, which will help improve their language development in all four skills.

Listening is the most used skill inside as well as outside the classroom. The development of listening ability will increase the students' reaction toward the language; they will be familiar with the language system, which in turn will make the decoding much easier and quicker.

### **1.3 stages of the listening process:**

The process of listening goes through six different stages. (As it is cited in Alonso, 2012, p.13-14) Nunan describes these stages, which represent a complex mental and physical operation: hearing, attending, understanding, remembering, evaluating and responding.

- **Hearing:** it is the physical response to the perception of sounds. The listener has to hear in order to listen.
- **Attending:** is the selection of what the brain focuses on. The listener has to focus on what has been said in order not to miss necessary parts in what the speaker is saying.
- **Understanding:** analyzing the meaning of symbols, which are a set of signs, included in the speakers' speech; they can be heard or seen (they are not words). The listener must analyze them carefully in order to avoid misunderstanding the speaker or constructing a biased opinion.

- **Remembering:** add to what has been received with the interpretation to the mind storage to build on coming situations.
- **Evaluating:** it is like a judgment of what has been said and this is often related to the listener's prior knowledge. The listener should not begin this stage too soon before the speaker completes his/her message or s/he will construct a biased message.
- **Responding:** it involves checking if the message has been received correctly through asking some questions or reforming it in another way. The six stages occur in a very short time.

## **1.4 Types of Listening:**

There are two different types of listening; categorized according to the activities the listener does while listening

### **1.4.1 Extensive listening:**

Extensive listening refers to the free listening. Means, the students use listening as an independent activity for pleasure. The aim is to relax and enjoy and to get the general meaning. The listener here can choose the material that interests him/her (songs, videos, audio stories) (Miller & Flowdew, 2005, p.174).

In this type, the listener is free to choose what is interesting to him/her, the degree of difficulty, the length of the listening materials and to stop or repeat the listening piece at any time. This will help the learners feel the sense of power in the course of their listening process. In fact, extensive listening improves the learner's ability to elicit a global comprehension from any listening text and to build their recognition ability of what they are listening to at the level of different varieties of language, pronunciation and vocabulary. All this may well lead them to develop their listening fluency.

### **1.4.2 Intensive Listening:**

The listener here focuses on all the pieces of information included in the audio pieces, paying attention to the all the details (such as, sounds, words, intonation,). This type occurs in the classroom setting under the supervision of the teacher and the listening process will generally be followed by other tasks like note taking.

The materials used in the classroom are suggested by the teacher to reach the objectives of the course; the teacher focuses on specific items of the language to be learned (Miller & Flowerdew, 2005, p.174). So the role of teacher here is pivotal in this by giving feedback to the learners and answering their questions.

Unlike extensive listening, intensive listening is a restricted process within which the teacher has some authority over the various listening phases; s/he is liable to choose the materials according to the objective set for the course. Intensive listening sets out to develop the students' basic listening skills in a systematic way in order to increase their listening accuracy. Notwithstanding their distinctive features, we can say that both extensive listening and intensive listening are complimentary in EFL general courses so as to enable students accomplish a good level of listening ability.

## **1.5 Listening Difficulties**

Listeners face many difficulties, which prevent them from being active enough during the listening process. The most frequent times when an EFL listener faces problems is when s/he listens to native speakers. One of the barriers for EFL earners is that they are affected by the limited capacity of the working memory; whereas, in the case of first language learners the process of recognition and decoding of words is automatic (Rost, Graesser and Britton, as cited in Goh, 2002, p.186).

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), there are a lot of difficulties that learners may encounter in the listening comprehension processes and the

purpose is to be aware of these problems and try to solve them. Some of these problems are as follows:

### **1.5.1 Quality of Recorded Materials**

In some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can impact the comprehending of learners' listening (Azmi Bingol, Celik, Yidliz, & Tugrul Mart, 2014).

### **1.5.2 Cultural Differences**

Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials, then the learners may have critical problems in their comprehension. It is the responsibility of teachers to give background knowledge about the listening activities in advance (Azmi, Celik, Yidliz, & Tugrul, 2014).

### **1.5.3 Accent**

Munro and Derwing (1999) expressed that too many accented speeches can lead to an important reduction in comprehension. According to Goh (1999), 66% of learners mentioned a speaker's accent as one of the most significant factors that affect listener comprehension. Unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners' listening comprehension. Buck (2001) indicated that when listeners hear an unfamiliar accent such as Indian English for the first time after studying only American English would encounter critical difficulties in listening. This will certainly interrupt the whole listening comprehension process and at the same time an unfamiliar accent makes comprehension impossible for the listeners.

### **1.5.4 Unfamiliar Vocabulary**

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), when listening texts contain known words it would be very easy for students to them. If students know the

meaning of words this can arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts students will get confused.

### **1.5.5 Length and Speed of Listening**

Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014) stated that the level of students can have a significant role when they listen to long parts and keep all information in their mind. It is very difficult for lower level students to listen more than three minutes long and complete the listening tasks. Short listening passages make easy listening comprehension for learners and reduce their tiredness. According to Underwood (1989), speed can make listening passage difficult. If the speakers speak too fast students may have serious problems to understand L2 words. In this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension.

According to Underwood (1989), there are some barriers to effective listening comprehension process. First, listeners cannot control the speed of speech. The biggest problem with listening comprehension is that listeners are not able to control how quickly speakers talk. Second, listeners

cannot have words repeated and this can cause critical difficulties for them. Students cannot replay a recording section. Teachers decide what and when to repeat listening texts and it is very difficult for teachers to know whether or not their learners understood what they have heard. Third, listeners do not have high vocabulary knowledge. Speakers may select words that listeners do not know them. Listeners may face an unfamiliar word, which can stop them and think about the meaning of that word for a while and miss the next part of the speech. Fourth, listeners may lack contextual knowledge. Mutual knowledge and familiar texts can make communication easier for listeners. Listeners can sometimes comprehend the surface meaning of a passage but they can have substantial problems in understanding the

whole meaning of a passage unless they are familiar with it. Fifth, it is not very easy for listeners to concentrate on the listening text. Sometimes a shortest break in attention can prevent comprehension. If the listening passage is interesting for listeners, concentration will be easy for them.

Vandergrift (2004) and Walker (2014) indicated that oral passages exist in real time and should be processed rapidly and when the passage is over, only a mental representation remains. Listening needs immediate processing to access the spoken input again, making the skill more complex than reading. Students' cultural background knowledge can have an important role in their listening comprehension. A general understanding of the country's culture and its history can facilitate listening processes. Vandergrift (2007) and Walker (2014) declared that listeners can use pragmatic knowledge to make inferences and identify speakers' implied meaning that these should be specifically considered by teachers when teaching listening comprehension. Bloomfield et al. (2010) told that regional accents can impact the spoken message that is understood by the listeners and familiar accents are easier to understand than unfamiliar accents. Buck (2001) mentioned a lot of problems in listening activities like unknown vocabularies, unfamiliar topics, fast speech rate, and unfamiliar accents.

## **1.6 Listening Strategies**

Goh (2000) said that it is very important to teach listening strategies to students and before doing this, teachers should increase learners' knowledge of vocabulary, grammar, and phonology. According to Vandergrift (1999), the development of strategy is significant for the training of listening and learners can guide and assess their own understanding and answers. Many researchers such as Conrad (1985), O'Malley and Chamot (1990), and Rost and Ross (1991) and Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014) expressed that there are three types of strategies in listening comprehension. They are cognitive, metacognitive, and socio-affective. These strategies can change based on the level of learners.



Meta-cognitive	Cognitive	Socio-affective
<p><b>Used to determine one's own comprehension:</b></p> <ul style="list-style-type: none"> <li>- <b>Planning</b></li> <li>- <b>Monitoring</b></li> <li>- <b>Evaluating</b></li> </ul>	<p><b>Used to manipulate information and make sense of what we hear:</b></p> <ul style="list-style-type: none"> <li>- <b>Responding</b></li> <li>- <b>Organization</b></li> <li>- <b>Summarization</b></li> <li>- <b>Elaboration</b></li> <li>- <b>Clarifying</b></li> </ul>	<p><b>Using others to help us understand:</b></p> <ul style="list-style-type: none"> <li>- <b>Cooperative learning</b></li> <li>- <b>Questioning for comprehension</b></li> <li>- <b>Managing one's emotions in the learning situation</b></li> </ul>

**Table 1: Types of listening strategies**

### 1.6.1 Cognitive Strategies

Cognitive strategies are related to understanding and gathering input in short term memory or long-term memory for later use. Comprehension begins with the received data that is examined as consecutive levels of formation and a process of decoding. Cognitive strategy is a problem-solving method that learners apply to deal with the learning activity and facilitate the learning of knowledge (Azmi Bingol, Celik, Yidliz, & Tugrul Mart, 2014). Derry and Murphy (1986) defined cognitive strategies as problem-solving techniques that learners use for the acquisition of knowledge or skill. Brown and Palincsar (1982) and O'Malley and Chamot (1990) and Abdalhamid (2012) expressed that cognitive strategies are related to the learning activities and include direct utilization or change of the learning materials. According to Goh (1998), learners utilize cognitive strategies to assist them process, keep, and remember new information. There are two kinds of cognitive strategies in listening: bottom- up and top-down. Bottom-up strategies are word-for-word translation, arranging the rate of speech, repeating the oral text, and concentrating on prosodic characteristics of the text. Top-down strategies involve forecasting, guessing, explaining, and visualization. Advanced learners use more top-down strategies than beginners (Conrad, 1985; Tsui & Fullilove, 1998; O'Malley, Chamot, & Kupper, 1989; Abdalhamid, 2012). A think aloud procedure was used to examine the listening strategies of university students learning Spanish. The results of quantitative study showed that participants utilized more cognitive than metacognitive strategies and that

females applied more metacognitive strategies than males. The findings of qualitative study indicated that success in listening was related to factors like the application of many strategies, ability and flexibility in modifying strategies, stimulation, self-control, and sufficient use of prior knowledge (Abdalhamid, 2012).

### **1.6.2 Meta-cognitive Strategies**

According to Rubin (1988), metacognitive strategies are management techniques used by learners to control their learning through planning, checking, assessing, and changing. For instance, for metacognitive planning strategies, listeners clear the aims of a listening task and apply specific features of the aural language input that make easy the understanding of aural input. Holden (2004) and Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014) stated that in this strategy students are aware when listening to the text. In this strategy, learners learn how to plan, monitor, and evaluate the collected information from the listening part. According to Wenden (1998), learners who use metacognitive strategies can learn faster and integrate the knowledge outstandingly, can be constant receivers and deal with all situations, have self-confidence to get help from partners, teachers, or family, and can observe and assess themselves. Salataci (2002) indicated that the use of metacognitive strategy in the listening process increases learners' self-confidence, motivation, and ability to complete the activities. According to Baker and Brown (1984) and Abdalhamid (2012), there are two kinds of metacognitive skill:

Knowledge of cognition and regulation of cognition. Knowledge of cognition deals with the learners' consciousness of what is going on, and regulation of cognition deals with what learners should do to listen effectively. Bacon (1992), O'Malley and Chamot (1990), Goh (2000), Vandergrift (2003), and Abdalhamid (2012) indicated that the difference between skilled and less skilled listeners can be understood through their application of metacognitive strategies. O'Malley et al. (1989) demonstrated that skilled listeners utilize more repair strategies to redirect their attention back to the activity when there is a comprehension failure,

while less skilled listeners cease listening. Vandergrift (2003) and Abdalhamid (2012) showed that skilled listeners applied twice as many metacognitive strategies as their less-skilled learners. According to Henner Stanchina (1987), metacognitive strategies played an important role in listening comprehension. She mentioned that skilled listeners can permanently explain and what they hear through :

- Utilizing their prior knowledge and predictions to create theories on the text;
- Connecting new information with their continuing predictions;
- Making deductions to fill comprehension breaks;
- Assessing their predictions;
- Improving their theories. Henner Stanchina (1987) continued skilled listeners can identify failure in understanding and activate their background knowledge to get better comprehension.

### **1.6.3 Socio-affective Strategies**

Vandergrift (2003) and Abdalhamid (2012) expressed that socio-affective strategies are techniques that listeners use to cooperate with others, to check their comprehension, and to reduce their apprehension. Gardner and MacIntyre (1993) said that affective strategies are very significant because the learning situation and learners' social-psychological factors are closely related to each other. There is a significant relationship between low anxiety and high listening performance: that is, the use of affective strategies makes easy and improve listening (Aneiro, 1989). O'Malley and Chamot (1987) represented that among the four strategies of listening comprehension, social and affective strategies had the most effect on the learning context. Wilson (2003) said that socio-affective strategies are related to students' interaction with other speakers and their reactions towards learning. Habte-Gabr (2006) said that in socio-affective strategy, students should know how to decrease anxiety, feel confident during listening activities, and raise motivation in improving listening skill.

## **1.7 Teaching the Listening Skill**

Listening is basic skill for different learning processes. It is an active behavior in contrast to reading which is just a receiving of sound waves. Listening provided the basis for learning process in English course. It is also different with reading because activities that learners do in reading is just reading and understanding text. While, listening only received of sound.

There are three basic steps listening involves: hearing, understanding, and judging. Firstly, the listeners hear the sound waves. Then, they understand about the content of the texts, and interpret what they have heard.

### **1.7.1 The Listening Skill under CLT:**

Communicative Language Teaching (CLT) is one of the approaches. Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. In the classroom, teacher and students try to interact each other's, makes good interaction in order to their teaching and learning process become meaningful. Teacher also facilitates students when they do listening activities by giving feedback to students when listening activities was done. Teacher used approach in teaching listening by giving the motivation before listening activities, explaining the objectives of study, and so on.

CLT as a method do not focus only on the content, but also on the way the content is presented to the learners. CLT proponents suggest a number of principles to achieve the communicative competence:

- Learning L2 occurs when the learners are motivated to get involved in communicative activities using the target language.

- Design activities in which the language is used in a meaningful way. Not just drills or Memorization, but real life situations. Not to know only about the language, but to Communicate with the language.
- Enhancing learning by using meaningful language and getting enough exposure to it (Wilson, 2011, p. 19).

### **1.7.2 Factors influencing listening in EFL context:**

In fact, in listening comprehension some listeners found difficulty when they listen the sound. Nunan suggest that there are four clusters of factors which can affect the difficulty of oral language tasks: these relate to the speaker (how many there are, how quickly they speak, what types of accent they have); the listener (the role of the listener – whether a participant or eavesdropper, the level of response required, the individual interest in the subject); the content (grammar, vocabulary, information structure, background knowledge assumed); support (whether there are pictures, diagrams, or other visual aids to support the text). In this case, some aspects influence listening. Firstly, the speaker causes it. Sometimes the speaker spoke too fast. Secondly, listening is based on the role of listener. The listeners are from different levels. They have different competence each other's when they caught and comprehend the content of the text. Indeed, the students have lack of participation in listening activities. Some students are bored with listening because they didn't interest with the subject. Thirdly, the substance of the listening's text is too complex that contents are various kinds such as grammar, vocabulary, etc... which caused the students are difficult to comprehend it. Fourth, the text also doesn't give some clues such as a pictures that can encouraged the students are easy to answer the questions.

Listening as complex process has often been a difficult subject to teach, especially in an EFL context. There are many factors that distinguish EFL context from other ones:

The first factor is the students' age. Generally, EFL learners at the university level are nearly adults; the fact that they are old enough to track their own achievements and attain their objectives while attending the courses or seminars. In such a situation, Ellis explains that "even though the task specifies the purpose for listening, individual listeners may choose to establish their own purpose" (Ellis, 2009, p. 40). Also, at this age it is quite plausible that they have previous experiences that may influence their attitude towards learning as a process, the teacher and the method used. The impact of their previous experiences can be positive, which in turn leads them to success; or negative, resulting in failure. Moreover, at this age the teacher cannot really take complete control over the students in the classroom once they refuse to do something (Harmer, 2008).

### **1.7.3 Skills of Listening Taxonomy:**

It is a very common practice in language teaching research to group and classify certain features into taxonomies, which help in understanding the basis of arrangement. Drawing on Richard's taxonomy (1983), Brown (2007) classified the skills into two broad categories: the first one is related to macro skills, those used when the listener deals with the discourse organization. The second deals with micro skills, which are used to process sentence structure. Both skills are related to conversational discourse. It is deemed appropriate to look at each group.

According to Brown (2007) each of the four areas of language proficiency involves a variety of micro skills. Teachers often overlook these skills as an area of instructional focus; however, ELLs may not have had opportunities to acquire these skills. They may need direct instruction and time to use the skills in order to fully participate in the classroom lessons. Examples of micro skills in listening area are provided below:

- Retain chunks of language in short-term memory.
- Discriminate between the distinctive sounds of English.

- Recognize reduced forms of words.
- Process speech at different rates of delivery.
- Process speech containing pauses, errors, corrections, and other performance variables.
- Recognize grammatical word classes (e.g., nouns and verbs), systems (e.g: tense, agreement, and pluralization), patterns, rules, and elliptical forms.
- Recognize cohesive devices in spoken discourse.
- Recognize the communicative functions of utterances, according to situations, participants, and goals.
- From events, ideas, etc. described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- Distinguish between literal and implied meaning.
- Develop means of retaining information.

### **1.7.3.1 Micro skills**

According to Brown (2007), these include the following:

- Retain chunks of the language of different lengths in short-term memory.
- Discriminate between the distinctive sounds of English.
- Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intentional contours, and their role in signaling information.
- Recognize reduced forms of words.
- Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.

- Process speech containing pauses, errors, corrections, and other performance variables.
- Process speech at different rates of delivery.
- Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.
- Detect sentence constituents and distinguish between major and minor constituents.
- Recognize that a particular meaning may be expressed in different grammatical forms (Brown, 2007, p. 308).

### **1.7.3.2 Macro skills**

Unlike the previous, macro-skills include the following:

- Recognize cohesive devices in spoken discourse.
- Recognize the communicative functions of utterances, according to situations, participants, and goals.
- Infer situations, participants, and goals using real-world knowledge. (Pragmatic competence).
- From events, ideas, etc., described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations such as main idea, supporting idea, new information, given information, generalization, and exemplification.
- Distinguish between literal and implied meanings.
- Use facial, kinesics, body language, and other nonverbal cues to decipher meanings.



- Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack thereof (Brown, 2007, p. 308).

## **1.8 Stages of Teaching Listening in the Classroom**

### **1.8.1 Pre-listening**

Chastain (1988, p. 200) claims that pre-listening activities are the most important of any listening sequence. All the forthcoming activities depend on the preparations and the background equipment of the student and the guidance by the teacher.

Chastain (1988, p.201) adds several relevant aspects for creating a good pre-listening activity. Even though recent theories justify including unknown second-language structures and vocabulary in activities, it definitely affects students' ability to complete the task successfully. Anyhow, this helps students to learn to manage partly incomprehensible texts and adopt new structures and forms. As previously mentioned, background knowledge is very important, and the teacher is responsible to make sure that students are acquainted with the topic and know what to expect and if not, teach them about it. Moreover, the teacher should be able to excite students' interest and to motivate them. To increase motivation, it is necessary to get students interested in the topic, define a purpose of the listening for them, give them a specific task to achieve and make them feel they have the ability to complete the task with no extreme problems. As all real-life communications have a purpose, listening activity should also have one that is established in the pre-listening stage. One listening activity that has a definite purpose is the assignment. This is also connected with assigning a specific and realizable task.

Underwood (1989, p.30) writes about how important preparation for listening is. For students it is very difficult to use the natural listening skills and match what they hear at the moment with what they expect and also use their knowledge to take over the new message.

The point of pre-listening activities is, according to Underwood (1989, p.30), setting up for the while-listening activity and helping students to focus their attention to what they are about to hear.

Underwood (1989, p.31) lists different possibilities of pre-listening activities:

- • “The teacher gives background information
- • The students read something relevant
- • The students look at pictures
- • Discussion about the topic or situation
- • Asking a question and answering it
- • Written exercises
- • Students follow the instructions for while-listening activity
- • Students and the teacher consider how the listening activity will be done”

These activities help students realize and activate their prior knowledge and language and give opportunity to get some more information about the topic. Students also have a chance to receive some of the key words they will hear and use in the while-listening activity. (Underwood, 1989, p.31)

Rixon (1986, p.65) warns about revealing too much, though. According to him, the teacher should avoid giving the students too much information about the topic to prevent losing their interest in it.

How these activities are chosen is influenced by several elements, Underwood (1989, p.33) says, such as the time available for it, the material the teacher is able to collect, undoubtedly the abilities and interest of the pupils as well as the interest of the teacher, and the working place, the nature and content of the activity, because certain activities are more suitable for specific topics than others.

Underwood (1989, p.34) shares many ideas for pre-listening activities. The activities are designed for a scale of levels, but each activity can be modified to be used with other level or different materials. What Underwood (1989, p.34) highly recommends not to do is going through typescript with students and translating word-by-word explaining difficult words.

Pre-listening can be based on listening, reading, writing or all of these. Students have an opportunity to combine all language skills together. One of the pre-listening activities might be looking at pictures that are connected to the topic of the listening and revising important vocabulary and structures that will appear in the activity or describing the pictures. Another possibility is a list of words, which has a use in the activity itself, but also serves as a practice. As another activity Underwood (1989, p.37) suggests making a list of possibilities, ideas or suggestions as a basis for a while-listening activity. During this activity, students can work in pairs and be relaxed, because there are no right answers. They also can use only the language they know.

Reading a text before listening and then checking with what is heard can be helpful for students that feel more content when having a written text in front of them, Underwood (1989, p.40) says. This requires deep concentration though, plus it might be disadvantageous for those who have learned English mainly through written word, because it can be difficult to connect the sounds with the words in the text. When students are asked to answer questions after listening to a recording, it is advisable to give the questions to students in advance. Like that, students get the idea of what they need to look for in the text and they benefit from the reading as well. To make it more difficult, questions can be disordered, so that students have to listen more carefully. Other pre-listening activity can be for example a discussion in the class, which is very common, revision of known vocabulary, labelling pictures and so on. (Underwood, 1989, p.40), Rixon (1986, p.98) suggests similar pre-listening exercises, usually containing prediction, gap-filling and working with grammar and vocabulary.

Wilson (2008, p.79) warns about four elements that should be avoided in pre-listening activities. They should be short and quite quick, not to take much time. Students are more interested in the listening if they get some new information that they can later use. Also, students are allowed to speak as much as possible during the pre-listening. The topic should be relevant to the listening text, not digress from the main topic.

Wilson (2008, p.61) suggests questions that should be asked by the students during the stages of listening:

*“Pre-listening: What do I know? Why listen? What can I expect to hear?”*

*While listening: Are my expectations met? Am I succeeding in the task?*

*Post-listening: Did I fulfill the task? How can I respond?”*

### **1.8.2 While-listening**

Underwood (1989, p.45) defines while-listening activities as the task students do during the listening. The purpose of while-listening activities is to listen for comprehension and to learn how the spoken language sounds, speaking of pronunciation, the stress, the rhythm and the intonation so that the students can imitate it in their own speech. It is also very important for them to realize the relationship between the written word and its spoken form. Even though testing listening comprehension is essential, Underwood (1989, p.45) thinks the activities must be selected carefully not to discourage the students by monotonous activities.

Types of listening activities can differ by the content, the format, the student's focus of attention, their purpose while listening and the assigned task, as Chastain (1988, p.202) says.

There are several ways to distinguish different types of listening activities as Richards (1983, p. 234) shows. He sorts the materials into forms of monologue or dialogue, involving native speakers or only non-native ones. There may be different levels of difficulty of speed, language, content, fluency and coherence. The student might be asked to listen for overall meaning or for specific information. They can be also required to reply in a mechanical,

meaningful or communicative way. Rixon (1986, p.70) sees the main purpose of while listening in omission of reading, writing, grammar or spelling elements in the activity and focusing entirely on listening and catching the message of it. That means short answers that show the students understood.

### **1.8.3 Post-listening**

Last activities complete the process of working on a listening task. The review gives students feedback on their work and enables them to use what they learnt.

Chastain (1988, p.203) divides post-listening activities to those that deal with linguistic purpose, nonlinguistic purpose or both. The students can be for example asked to listen to a conversation and note down phrases that are used to express likes and dislikes or they can discuss the topic of the lesson.

According to Underwood (1989, p.74) choice of post-listening activity in the past were multiple choice questions or open questions based on a spoken text. These kinds of activities were quite difficult though, because it is demanding on not only listening, but also reading and writing skills and even memory, as the students need to remember the information long enough to produce the answer.

Purpose of post-listening activities is initially checking whether students understood the task and completed it successfully. It also gives an opportunity to find out why some of the students fail or miss part of the message. Underwood (1989, p.75), though, does not recommend going through the listening text word by word and explain everything in detail, but only focus on parts fundamental for achieving the goal of the activity.

Another purpose is to let students estimate the attitude and manner of the speakers in the listening activity, as it might be more difficult to identify the attitude of people in a foreign language than in native language. The fourth purpose is to widen the students' knowledge of

the topic or language of the listening text, and to transfer learned things into another context. Underwood (1989, p.75) says that the students might be asked to express their opinions on the discussed topic and whether they agree with the speakers or not, which is mentioned also by Chastain (1988, p.203).

Rixon (1986, p.103) advises to concentrate on the form of the listening text in the post-listening stage and to analyse the vocabulary and used phrases in detail.

Underwood (1989, p.78) says that post-listening activities can take more time than while-listening activities, because students need enough time to think, discuss, or write. Post-listening activities should contain more than comprehension questions; they should be motivating for the students. Very popular activities are problem solving and decision-making activities, as long as they are not too complicated.

## **Conclusion**

The purpose of this chapter was to present the listening skill from an SLA researchers' perspective. The latter has proved very useful in terms of the recent findings about this skill, which has been for so long considered as passive. So the chapter set out to demonstrate that the listening skill is a complicated, active process that requires much attention in both L1 and FL settings. In doing so, a definition of listening was provided and this was followed with a discussion about its aims, difficulties, stages of development and strategies and knowledge required. Finally, the chapter ended with a review about how listening is taught and assessed in EFL instructional settings.

## Chapter two: Subtitling

### Introduction:

After the integration of technology and Internet in language teaching, it is no longer problematic to see and listen to native speakers use language in different life situations. TV shows, video channels (like BBC, YouTube, CNN...) provide us not only with language exposure, but also with news, facts, documentaries, lessons, songs, entertainments, and more. All those can be represented in what we call "subtitling".

As in common knowledge, the art of subtitling was born from the "intertitles" used in silent movies, by means of a Swedish and Hungarian invention, which was then taken to France.

In this line of thought:

*"Subtitles are condensed written translation of the original dialog, which appear as lines of text, usually positioned towards the foot to the screen. Subtitles appear and disappear to coincide in time with the corresponding portion of the original dialog and are almost always added to the screen at a later date as a post-production activity". (Luyken et al. 1991: 31)*

### 2.1 subtitling

Before introducing Subtitling, one should have at least an idea about it; Subtitling is a type of audiovisual translation that has its own specifications, rules and criteria. The first thing to do before exploring the world of subtitling is to understand that this type of translation belongs to "subordinate translation". Thus, it is a translation that has restrictions of time and space that directly affect the final result. Our translation depends on these parameters and it does not only consist of translating the textual context, but also supporting us in the image and the audio, with determined time and space.



The space, which we have in our translation, is limited to two lines of subtitles that are usually placed and generally centered at the bottom of the screen. Each line cannot contain more than 35 characters (i.e. any letter, symbol or space). The subtitle (formed by two lines) can have up to 70 characters. In terms of the limits of time, a subtitle has a minimum duration of a second and a maximum duration of 6 seconds on screen.

## **2.2 What is subtitling:**

Subtitling is the process by which subtitling artistes transcribe and simultaneously translate audio texts from a video clip into a different language. The process comprises two simultaneous conversions:

1. The conversion from audio (aural) to graphic (visual / textual) mode (transcription) – i.e. the mode of reception is changed from audio to textual. Information that was available to be heard now becomes available to be read. This is close to transcription but for the fact that the audio information is in a different language whereas the written (transcribed) information is in a different language.
2. The conversion (translation) from one language to another in the process of subtitling, the audio text is converted to a different language while transcribing. Hence for example, a Chinese dialogue, which is being spoken on screen and heard by the audience, is converted to text-graphic subtitles in English and made available to be read.

Subtitles are text derived from either a transcript or screenplay of the dialog or commentary in films, television programs, video games, and the like, usually displayed at the bottom of the screen, but can also be at the top of the screen if there is already text at the bottom of the screen. They can either be a form of written translation of a dialog in a foreign language, or a written rendering of the dialog in the same language, with or without added

information to help viewers who are deaf or hard of hearing to follow the dialog, or people who cannot understand the spoken dialogue or who have accent recognition problems.

The word "subtitle" is the prefix "sub-" (below) followed by "title". In some cases, such as live opera, the dialog is displayed above the stage in what are referred to as "surtitles" ("sure-" for "above")

The concept of subtitling is defined in Shuttleworth and Cowie's Dictionary of Translation Studies (1997:161) as "the process of providing synchronized captions for film and television dialogue." It would be misleading not to mention that 'captions' is also a term used to refer to subtitles. However, Karamitroglou (2000:5) points out that "subtitles are different from 'displays' or 'captions'". He states that: "'Captions' are pieces of 'textual information usually inserted by the program maker to identify names, places or dates relevant to the story line".

### **2.3 The emergence of subtitling:**

It was not long after the invention of film that efforts were first made to convey the dialogue of the actors to the audience. They started with what we now call *inter-titles*: texts, drawn or printed on paper, filmed and placed between sequences of the film. They were first seen in 1903 as epic, descriptive titles in Edwin S. Porter's *Uncle Tom's Cabin*. (Cartoonist and filmmaker J. Stuart Blackton may have invented the technique.) The titles were from 1909 on called *sub-titles*, as they were used in the same way as subtitles in for instance a newspaper. Early, but rarely, the subtitles were placed *in the moving image*, for instance as in Porter's *College Chums* (1907) or the French films *Judex* (1916) or *Mireille* (1922). (*College Chums* was sometimes shown with live actors speaking the dialogue behind the projection screen!)

In the era of inter-titles, it was easy to solve the translation problem. The original titles were removed, translated, filmed and re-inserted. Or a speaker was used to give a simultaneous interpretation of the inter-titles, the French *bonimenteur* or the Japanese *benshi*.

In fact, the very first “subtitles” in the modern sense saw the light of day already during the silent film era. In 1909 M. N. Top registered a patent for a “device for the rapid showing of titles for moving pictures other than those on the film strip”. With this method the projectionist, using a sciopticon (a kind of slide projector), showed the subtitles on the screen below the intertitles. However, this was never much more than a curiosity, although similar techniques, with the titles on a filmstrip instead of slides, have been used from time to time up to the present day (Brant, p. 30).

## **2.4 The use of subtitling**

When teaching a second or foreign language there are numerous methods that can be used to assist students to enhance their learning of and interest in the new language. The use of subtitles is one of those methods. Although subtitles are often utilized as a pedagogic tool in second and foreign language classrooms, these are usually employed for helping students to understand a film they are watching. Given the emphasis on using multimodal teaching for both languages teaching and learning, subtitles can be a highly beneficial component of foreign language learning.

When you learn a new language, it's important to get a lot of exposure to it. One of the best ways to do this is by watching movies and TV shows in your target language.

In general, it's better for you to watch foreign-language videos with subtitles, rather than without them. However, this gives a rise to a question: what is the best type of subtitles to use? This is an important question, because a simple modification, in terms of the type of

subtitles that you use, could have a significant impact on the effectiveness of your learning process.

## 2.5 Types of Subtitling:

Subtitles can be divided in two on the basis of language and the technical process they follow. Gottlieb divides subtitles on the basis of two factors, of language and technical process (247).

➤ On the basis of language, they can be divided into intralingual and interlingual.

**1- Intralingual subtitles:** or subtitles in the same language as the program, are used either for hearing-impaired or for people who are learning a foreign language. Gottlieb describes this form of translation as vertical, as it is just putting down an oral text in writing.

**2- Interlingual transfer:** not only translates from one language to another, but also changes it from speech to writing. This can be called diagonal form of transfer as the change is from oral text in one language to written text in another language.

➤ On the basis of technical process, there are two types of subtitles – open and closed.

**1- Open subtitles:** are not optional and are generally parts of the film or show. They can also be interlingual translations of the oral text, transmitted terrestrially and so are parts of the television show.

**2- Closed subtitles:** are optional and can be controlled by the remote control of the television. One example would be the subtitles that go with programs for the differently abled. They could also be interlingual translation that is transmitted through satellite and is available in different languages to different speech communities. These sort of closed subtitles are possible only in television shows, as

the viewer in this context can select her options of viewing the show using the remote control.

## **2.6 Benefits and Drawbacks of subtitling:**

### **2.6.1 Benefits of subtitling:**

Subtitles can be shortly defined as ‘an abbreviated version of the dialogue, which is projected on the screen’.

– Subtitling is far less expensive than dubbing, which is why smaller countries tend to favor this mode of transfer. It is worth mentioning that voice-over, where both the original and the translated versions can be heard, is even less expensive than subtitling and is widely used in countries such as Russia and Poland.

- When they started to use subtitles, the Scandinavian countries discovered that listening to the original dialogue made it possible for the viewers to improve their language skills. In 1987, a research project was carried out on 4200 students of English from nine European countries. This research revealed that students from “subtitling countries” were better at listening comprehension than students from “dubbing countries.

*‘Students using captioned materials show significant improvement in reading comprehension, listening comprehension, vocabulary acquisition, word recognition, decoding skills, and overall motivation to read.’ (Parks, 1994).*

Some of the major benefits of using subtitles in language learning activities can be summarized as follows (partly based on King, 2002):

- Their use bridges the gap between reading and listening skills.
- Students can learn to process text in the foreign language rapidly and improve rapid reading, by trying to keep up with the subtitles that accompany the dialogues.

- Students can learn how to pronounce many words, consciously and unconsciously.
- Subtitles allow learners to follow the plot easily.
- Learners can develop word recognition skills.
- Captions can reinforce the understanding of English context-bound expressions, and help learners to acquire new vocabulary and idioms.
- Students can understand humor (such as jokes) that would be hard to recognize without the help of the captions. Humor can be a difficult, but rewarding subject for the language classroom (Lonergan, 1989), and subtitles help to understand it, enhancing the enjoyable character of the activity.
- Subtitles can enhance students' concentration in following lines.
- Finally, subtitles can motivate students to study English outside the classroom context, especially by watching TV and cinema, listening to the original dialogues.

*“Si el docente consigue iniciar al estudiante en el ritual cinematográfico de ver películas en versión original con subtítulos, por pocas que sean, estará directamente ampliando las posibilidades didácticas de los alumnos” (Díaz Cintas, 1997a : 190).*

I, E: *“If the teacher manages to initiate the student in the cinematographic ritual of watching films in the original version with subtitles, no matter how few, it will be directly expanding the didactic possibilities of the students” **Our English translation***

### **2.6.2 Drawbacks of subtitling:**

- The audience cannot see the screen. They have to pay too much attention to the translated words at the expense of the other surrounding elements such as the sound, the movie set or the characters.
- Subtitles are mainly criticized because they omit elements of the original dialogue.
- It is easy for viewers who know both the original and subtitled versions to detect mistakes. However, it is far more difficult to improve subtitles in a concise way.

In conclusion, one can say that neither dubbing nor subtitling is a perfect mode of audiovisual translation. Each of the two methods has its drawbacks, which can be less important in some situations than in others. Subtitling emphasizes semantics.

## **2.7 Subtitling and language learning:**

Learning a foreign language is probably the most studied subject in the field of linguistics today. Because of our prolonged exposure to various types of audio-visual content and the penetration of information technology, we are now finding ourselves faced with new learning methods, which, despite the fact that they're incidental, are certainly worth taking a look at.

Dictatorial and Nationalist regimes like Italy, Germany, Spain and France chose dubbing, in order to censure any content that might be considered dangerous for the status quo. Then in the 1950s we had the emergence of television, and each country's choice for foreign films was altered to the new medium. This provided consolidation for different types of translation in each country, so the public in each nation became familiar with one type or the other.

Various factors have encouraged the burgeoning use of subtitles as learning and teaching tool in university (and secondary school) language courses in recent times. Perhaps most importantly, subtitled material (both intra- and inter-lingual) has become much more readily available. DVDs produced in the USA (and the UK, among other areas) are obliged to provide captions for the hearing impaired, and due to the very nature of DVD technology it is often not significantly more expensive to provide subtitles in various languages on the same disc. Teachers and students find themselves in possession of a potentially wide-ranging library of subtitled material. This goes hand in hand with technological developments that have made producing captions relatively easy and improved their visual

quality. In addition, the increasing popularity of fan subbing has broadened the choice of films and TV shows with subtitles yet further, and made it possible to access these within a very short time.

Changes in the technological and market context have gone hand in hand with developments in teaching practice: there is a strongly perceived need for variety in our teaching approaches (Ur 1996, 216) and it is fair to say that many language teachers are constantly on the lookout for alternative activities that are high in linguistic content but have a communicative feel, encourage group work or make use of task-based methodology. Subtitling activities lend themselves well to current ideas about language teaching: they have 'real-world' characteristics, are potentially vocational (developing a marketable skill, in some cases) and seem to offer very manageable 'chunks' of language for a particular lesson or module.

Indeed, there are some highly valid reasons for introducing subtitles and subtitling activities into many different language classrooms. Subtitles offer an additional channel for the learner (textual in addition to auditory and visual). This can be considered advantageous in imparting information that will be comprehensible and, possibly, memorable. Gardner's work on multiple intelligences (Gardner 1993) and cognitive theories concerning language learning (outlined in Williams – Burden 1997, 13-20) stress the need to utilize more than one single medium in communication, especially when working with a class of numerous, different individuals. Subtitles grant this extra potential for reception, and this benefit comes combined with the longer-than-real-time screen presence of captions<sup>3</sup> (allowing listening comprehension activities with significant support to the aural channel). They also provide the affective safety net that printed text gives for students often in need of a backup or check for their understanding of spoken language. For a non-transparent language such as English, sub- titles offer the very real advantage of constant, direct speech-to-written comparison



giving teachers and students the opportunity to analyze phonological elements in detail, identify orthographic conventions and merely notice vocabulary or other linguistic features. There are, of course, many discrepancies between intralingual captions and the 'actual words' but these are themselves easily seen as effective sources for contrastive or critical analysis. Lastly, as we shall see later, subtitles sometimes offer an additional narrative level, beyond the story, which can be exploited in class, or can be observed in comic or politically contentious video productions.

## **2.8 The use of subtitling to enhance listening comprehension skill**

With the aim of enhancing students' listening comprehension, subtitling should be accompanied with a set of listening activities that measure the different abilities of EFL listeners. These activities will test several listening subskills, including; pronunciation, listening for general information, listening for specific information, grammar, vocabulary... etc.; and this will help students to identify their weaknesses and work on them to become good listeners. Listening to different genres also enhances the flexibility of learners to understand the various uses of the spoken language. There exists a great deal of subtitled topics provided by different channels, which make EFL listeners free to select their content preferences and gain more knowledge and news about the world.

### **Conclusion:**

Based on the results and researches founded by experts and web sites, it can be said that the use of subtitling as an aid in listening comprehension is very effective with regard to the overall listening comprehension ability and more specifically in identifying details in the listening text.

## **Chapter Three: Research Methodology, Analyses, Interpretation, Results, and Discussion**

### **Introduction**

The present chapter is divided into two sections, section one attempts to outline the methodological approach as well as the research procedures that have been followed in this study in order to investigate the effectiveness of using subtitling to enhance university students' listening comprehension abilities. To this end, the study has opted for a mixed-methods approach, which includes both quantitative, and qualitative methodologies so as to explore the research issue from different facets. Further, the section depicts the participants and addresses the procedures of data collection and analysis, and ends with a discussion of reliability and validity issues. Section two, attempts to analyze and interpret the results that we obtained from the two research instruments, namely; the questionnaire and the interview.

## **Section one: Research Methodology, Analyses, and Interpretation**

### **3.1 Methodological Approach**

The fact that the nature of the research questions is a key factor in determining the methodological approach is well established within SLA. As for this study, the aim is to examine whether using subtitling with the third year students of the English division will enhance their listening comprehension abilities. With this objective in view, it was deemed necessary to choose a mixed-methods approach in which quantitative and qualitative data analyses would supplement each other. It is believed that coupling these two methodologies will allow for the cross-validation of the findings through their triangulation. According to Brown, quantitative data are gathered using those measures which lend themselves to being turned into numbers and statistics ... Qualitative data, however, are generally observations that do not so readily lend themselves to becoming numbers and statistics.

In their attempt to elaborate upon this issue, Brown and Rodgers suggest that there are seven types of triangulation, of which methodological triangulation using multiple data gathering procedures is commonly sought within applied linguistics research.

### **3.2 Research Design**

Given that our study aims at establishing a cause-effect relationship between two research variables, it is necessary to opt for the questionnaire where quantitative methods are said to be the primary tool for data collection. By and large, this design requires setting a randomly selected Group online of EFL third year students of Mohamed Essedik Ben Yahia – jijel, also some native speakers, which were randomly collected from a Facebook group named (subtitling is an art / le sous-titrage est un art), the purpose of this study is to know the attitudes of EFL teachers and learners towards the use of subtitling in enhancing student's listening comprehension abilities.

### **3.3 Conceptual Design**

This headline presents the core design of the current study. It mainly addresses the setting and the participants of the study, the research instruments implemented the procedure through which the study proceeded, and its limitations.

### **3.4 Participants**

The present study is conducted in the Department of Foreign Languages at Mohamed Essedik Ben Yahia – jijel. Thus, our first target population constitutes of third year English language students and as mentioned earlier we reached some native speakers from Facebook, (72 participants, equally divided). Presumably, such a population can be considered in itself as the sample of the study.

The second target population is third year EFL teachers of Mohamed Essedik Ben Yahia-Jijel.

### **3.5 Tools of the research**

#### **3.5.1 Students' Questionnaire**

A questionnaire was administered to third year students in order to investigate and explore their attitudes towards the efficiency of listening to subtitling in enhancing different aspects of their language proficiency in general and their listening comprehension ability in particular.

The student's questionnaire is a mixture of closed questions that require students to answer by 'yes' or 'no' and open questions. The questionnaire consists of 25 questions. It is divided into three sections, the first section is gathering information about the gender and two personal questions; is composed of three questions. The second section entitled 'listening in an EFL setting' it deals with the listening comprehension and attitude of the students it is composed of twelve questions. Section three entitled 'the use of subtitling' it speaks about if subtitling is used during the learning process and how often students rely on it, it is composed of ten questions.

### **3.5.2 Aim of the questionnaire**

The questionnaire is mainly designed to diagnose the learners' attitudes towards the use of subtitling in enhancing vocabulary learning. It attempts to investigate the effectiveness of using subtitling as learning/teaching material.

### **3.5.3 Questionnaire procedures**

We selected a third year students of foreign languages and some native speakers, which consists of seventy-two (72) participants. we posted an online questionnaire to the learners and native speakers in two Facebook groups; one is for third year EFL students and the second is for some native speakers and subtitlors, and we they asked them to answer objectively. The questionnaire was well designed, well organized.

### **3.5.4 Description of the students' questionnaire**

The questionnaire starts with a small introduction that present the aim of the study. It is based on twenty (25) questions which fall into three (3) types: closed-ended (either yes or no questions or multiple-choice questions) , open-ended( it requires the students to give some justifications to elicit more precise response, 'if yes say why or how'), and open questions( students are asked to provide free answers). The present questionnaire is composed of three sections. The first section entitled "background knowledge", this section consists of "personal Information" aims at gathering some general information about third year EFL students. The second section entitled "listening in an EFL setting' consist of questions that aims at gathering information about students' experiences in learning English, their levels, their capacities in comprehending and talking English, and whether they can express themselves in English. The third section includes questions that deals with the learners' point of view about the skills and techniques which they should use of subtitling in the learning process.

**Table: questionnaire design**

Questions	Objectives
Section one 'Background knowledge	The first section covers the personal information needed in the study it contains three questions
Q1	It aims to calculate the participants' gender.
Q2	It aims to picture a view about the participants' choice in choosing English as their first choice.
Q3	The purpose of this question is to gather information about the participants, i.e. the amount of English that students have experienced through their learning process.
Section two 'Listening in an EFL Setting'	The second section consist of questions that aims at gathering information about students' experiences in learning English, their levels, their capacities in comprehending and talking English, and whether they can express themselves in English
Q4	The aim of this question is to know whether the students have a idea about listening skill.
Q5	The aim of this question is to know how often do learners use English material (audio/video) outside the classroom
Q6	The aim of this question is to see the purpose behind using and listening to English materials
Q7	The aim of this question is to know what the students prefer when listening to English language by other people

Q8	The aim of this question is the gather information and statistics what are the devices and materials used by the participants
Q9	The aim of this question is to know the point of view in listening level whether it is easy or not
Q10	The aim of this question is to know if the listening helps the participants to achieve their language proficiency
Q11	The aim of this question is to know how the students measure their level in listening skill
Q12	The aim of this question is to know the comprehension level of the students while listening to a piece
Q13	The aim of this question is to know if the students face problems in their listening comprehension skill
Q14	The aim of this question is to know the difficulties that face the participants during their listening comprehension skill
Q15	The aim of this question is to know the methodology used by the teachers in the listening session
Section three	This section includes questions that deals with the learners' point of view about the skills and techniques which they should use subtitling in the learning process.
Q16	The aim of this question is to know the amount equipment used during the language learning process of the students



Q17	The aim of this question is to see whether technological equipment is useful for students or not. As the statistics shows
Q18	The aim of this question is to know to what extent do students rely on subtitling for English language training outside the classroom
Q19	The aim of this question is to know from the statistics what students prefer when watching television that is supported by subtitling
Q20	The aim of this question is t to build an idea on the types of TV shows and programs that interest students
Q21	The aim of this question is to know what are the types of contents and topics that interest students while using subtitling to practice the target language
Q22	The aim of this question is to see what language students are relying on, to learn English language during their learning process
Q23	This question aims to know the point of view of students towards the impact of subtitling on language learning process, is it positive or not
Q24	The aim of this question is to know how often students search for English TV shows and if they use subtitling or not
Q25	The aim of this question is to know that if through subtitling the students can learn new vocabularies or not

*Table 2: students' questionnaire design*

*Note: you will find the questions in the Appendices with their suggestions.*

### **3.5.5 Teachers' Interview**

It is widely acknowledged that interviews can lead to findings that cannot be yielded by other research instruments. This state of affairs is due to the fact that during interaction human beings can generate knowledge in unpredictable ways. Basing on this view, we decided to support the quantitative findings collected with some qualitative data. We interviewed seven teachers of listening expressions who all work at the department of foreign languages in Mohamed Seddik Benyahia – Jijel university, in fact we gave 10 copies of the interview questions but unfortunately three of the teachers did not give them back to us. The interview consists of 16 questions. The aim of the interview is to explore these teachers' belief system concerning the suitability and applicability of using subtitling as teaching materials to enhance EFL university students' listening comprehension abilities in the Algerian teaching context, the interview consists of sixteen questions.

#### **3.5.5.1 Procedures of the Interview**

As we mentioned earlier, the purpose of using interview is discovering the teachers' point of view about the use of subtitling in enhancing listening comprehension skills.

The interview was performed in Mohamed Seddik Benyahia- jijel with seven (7) EFL teachers. It consists of sixteen (16) questions divided into two sections. The first section, teachers were asked about the listening setting in general. The second section shed the light on the teachers' attitudes towards using subtitling in enhancing students' listening comprehension skill.

### **3.6 Data Analysis Procedures**

The analysis of the data gathered throughout the stages of this research requires the use of both descriptive and inferential statistics. Basically, the choice of the statistical tools is

largely determined by the nature of the research questions and hypotheses. The descriptive statistics include reporting means, standard deviations, frequencies and graphical displays.

These are mostly used when describing participants' characteristics, scores and attitudes.

While analyzing the students' questionnaire, the latter statistics were extensively used.

### 3.6.1 Teachers' Interview analysis

	Teachers question	T N°1	T N2	T N3	T N4	T N5	T N6	T N7
Q1	Counting this year, how many years have you been teaching listening?	Three years.	02 years	As part of oral expression: 2 years.  As part of the syllabus in middle and secondary schools:7 years.	My first year.	02 years.	Two years.	It is my first year
Q2	Have you received any training before you start teaching listening?	No	Just TEFL courses.	If you mean training at university, a college or a specialized center, then "no".  If you mean to enquire about whether I learned about how to teach listening, then "yes".	No	No, I didn't.	No	No
Q3	How would you describe the listening session?	I would say that it's so interesting ; at the same time it creates a competitive environment in the	It is motivating, but different from the lessons.	It is an educational event aiming at giving/providing exposure to the target language, selecting comprehens	An interesting one.	Interesting, important, and difficult for student.	It is a session that emphasizes the use of listening materials to enhance the listening skill.	Interesting

		classroom.		ible materials for students and training them to become competent listeners in English.				
Q4	Do you think that listening should receive more importance among other language skill?	I think that all the language skills should be given equal importance because they complete each other.	No, writing is more important.	Listening is inherent in all modules: all teachers present lessons orally, which means that students are always listening to their teachers speaking in English.  I see listening as equal in importance to other skills.	No, I don't.	It should receive equal importance.	Both listening and speaking should be of primary at the level of importance.	No, I do not.
Q5	What are the problems you face when you teach listening?	We face so many problems and more importantly the (equipment); problem of computers (they keep getting crashed), sometimes the students struggle to understand and catch words of the listening track	Students not motivated to listen  Students find difficulties in listening.	-Selecting appropriate materials in terms of: level of proficiency, time, interest, language structures and topic.  - Availability of laboratory listening media.	Some students find difficulty with language or dialect, and also with new words.	Students are demotivated, their inability to understand, hence to participate.	The accent of the native speakers seems to be a difficulty for the students' comprehension of the listening material.	Some students face the problem of catching some words, some, find the language hard.

		especially if they're not used to.						
Q6	How do your students practice listening?	They have generally 3 listening to answer direct questions about the track and to fill in the gaps and end it with summarizing its content.	Listening to audio or video material and doing tasks but, there is a pre-listening first.	Nowadays, they are watching, listening and using so many things on the internet.	I present the tool, they listen to twice of three times then students will have to answer questions and activities.	Yes, sometimes.	Through exposing them to listening tasks as dialogues of the native speakers of language and songs.	They listen to a particular type of listening either a video or an audio three times or two times depending on the teacher lesson plan then answering questions.
Q7	Have you ever heard your student complaining about any problems in the listening session?	Yes, some of the students cannot catch the word used by natives in the listening or get it clearly because of the sound's quality.	No answer.	-When the computer or headset does not work.  -When the text proves incomprehensible for most students.  -When the questions asked are not clear.	Yes, I have.	Yes, I have	Yes, through listening to native language videos they ask for other chances to listen to the videos.	Yes, I have
Q8	Are you satisfied with the number of sessions devoted to the listening module?	Not really, but the students should practice their own listening outside university.	Yes, it's enough.  No one can learn a language in the classroom.	More sessions are needed at least one more.	No, I don't.	No, I'm not.	Concerning the number of sessions yes I'm satisfied but the only problem is that we have to mix both listening and speaking in each session not to allocate a semester for listening and another for	No, I'm not.

							speaking.	
Q9	Are you satisfied with the listening syllabus you are imposed to?	We're not imposed to any listening syllabus.	It's ok.	The syllabus gives guidelines on which abilities and skills should be developed and specifies general aims to be reached. So, I cannot say that I am dealing with a syllabus, which is imposed.	We don't have a particular syllabus for listening.	No, I'm not.	In fact we don't have a specific syllabus but we as teacher we seek to enhance their listening skill.	We don't have a particular listening syllabus in OE.
Q10	Have you created some listening materials for your students to listen to?	Yes mainly authentic materials.( as the language is used by natives).	Yes, using YouTube videos and TV discussions.	I once did: a long with another teacher, we recorded a script of a conversation .the rest is either adaptation or direct use of materials downloaded from the net or available manuals and CDS.	No, I don't.	Yes, I have.	No but they were exposed to songs and videos in the target language.	Yes, I have .
Q11	What kind of technological devices do you use in the listening session?	Computers, head or earphones.	Audio and videos.	-Lab computers and headsets.  -My personal computer and speakers.  -Mobile phones and audios/ videos shared.	Audios and videos.	I mostly use videos and recordings.	Computer, mobile (songs).	I use computer to play audios and videos, and the over-head projector for presentation slides.
Q12	How much do you think media and technology are	To a great extent.	To a great extent that teaching	So much. Now, students are	They help in developing the listening	Very much.	It helps a lot because it simplifies	To a large extent.

	helping in the language listening process?		listening without them is almost ineffective.	living in an acquisition-rich environment .	and speaking skills.		the learnt material through subtitles.	
Q13	What do you think about subtitling as teaching materials?	It depends on the level of the students first; if they're beginners they can rely on subtitles. They're of great help.	I think it is helpful, but it could lead learners to rely on it and read more than they listen.	It helps with materials, which are far beyond the current level of students.	Helpful for the beginning of the year.	It is very helpful for student and motivating to some extent.	It directs the students to the meaning i.e. it gives a clear idea about the task.	No answer
Q14	Do you use subtitled videos in teaching process? If yes, what kind of subtitling do you use?	No	May be subtitling in English.	No	No, I don't.	Yes, when necessary I use English, subtitling to facilitate students understanding.	No	No answer
Q15	What is the most appropriate length of listening files do you think is more suitable for your students?	From 05 to 15 mints as maximum.	10 to 15 mints.	None in particular.in the oral expression session they don't have to exceed 15 mints so as for students not feel lost or bored.  Personal use should not be limited in time, but should be regular.	6 to 8 minutes.	Minimum 2minutes,m aximum 10 minutes in order not to loose their attention.	From 3 to 5 minutes especially for beginners.	No answer
Q16	If you have the ability to change, what would you do to make the listening process better for EFL students?	I would provide well-developed equipment to achieve a better improvement. Because I think it's the one	1-choose topical themes. 2- motivating topic. 3-tailoring input to the student	-Use updated materials from the internet.  -Give students a chance in selecting the topics of listening or	I would add an extra session to the OE module; I would set a particular syllabus for listening that fits student's needs.	I devote extra time for listening activities (mixing between subtitled videos and the ones which are not).	The only chance would be of the allocation of time to allocate much more session for listening.	No answer

		that hinders.	level. 4-doing pre-listening. 5-further develop and exploit the listening passage for discussing.	even the materials.				
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**Table 3: teachers' interview**

### 3.6.2 Population and sampling

The population for this piece of research selectively represents third year students and teachers of oral expression at Mohamed Seddik Ben Yahia- Jijel.

### 3.6.3 Limitation of the study

Although the present dissertation has been carried out with a research methodology that is increasingly adopted by many researchers in applied linguistics (Cresswell, 2003; Dörnyei, 2007), it is crucially important to mention the most important limitations. To begin with, the issue of sample representativeness and its size is a sensitive issue, especially when researchers seek to generalize their findings to other similar situation. In the context of the present study the population was fairly small; it included just seventy-two intact participants, which represented our population and sample at the same time.

Secondly, it seems relevant to mention some logistical problems that we faced in the interview; some teachers did not want to help us and be gentle with us, we were chasing them literally to make them answering the question. For example, it sometimes took us more than two weeks to find at least three teachers to answer the question, and thanks to Allah we gathered seven teachers of oral expression. Moreover, some students were not interested in filling the questionnaire even the fact that it was online, we straggly gathered seventy-two



participants by asking them each time and posting the questionnaire all over each day.

Finally, given that the students have only two listening sessions per month, they are unfamiliar with the listening instruction, the activities, and how to take the lesson seriously (they don't have the opportunity to practice listening in an instructed and academic way).

These are the main limitations that stood as a serious challenge for us while going through the different phases of the research.

## **Conclusion**

This chapter has outlined the methodology followed in the present research. It described the general methodological approach, accounted for its adequacy within the present dissertation and explained the research design that underpins the different stages of data collection. This was followed by a general presentation of the two main research tools as well as the data collection and analysis procedures. Finally, the chapter focused on the limitation within this research work.

## Section Two: Results, Discussion, and Interpretation

### Introduction

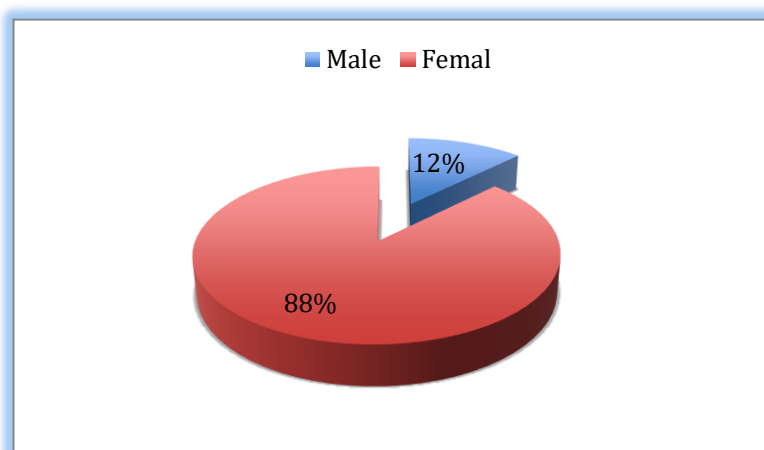
The purpose of this section is to analyze and interpret the results that we obtained from the two research instruments, namely; the questionnaire and the interview. To begin with, the findings gathered by the questionnaire and interview will be analyzed and evaluated. In order to corroborate the results of these instruments, the chapter will employ a triangulation procedure. Basing on the final results, research implications and recommendations will be suggested.

### 4.1 Results Analysis

#### 4.1.1 Analyses of the students' questionnaire

Section one: general information

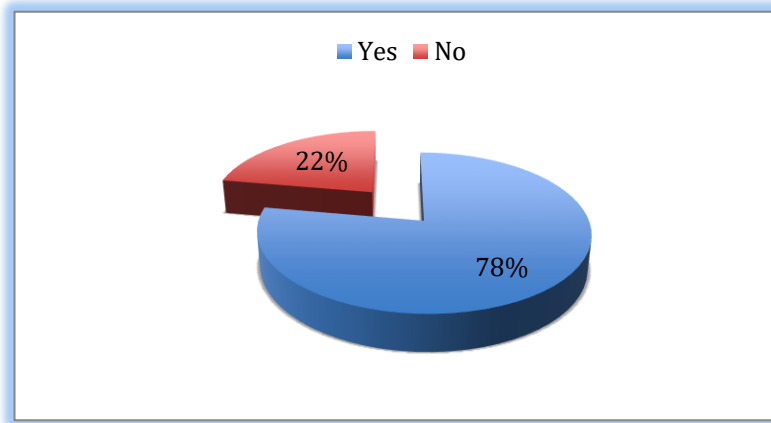
#### Q1: gender



**Figure 1: Participants' Gender**

According to the statistics most of the population are females by 87,5% and the rest are males by 12,5%.

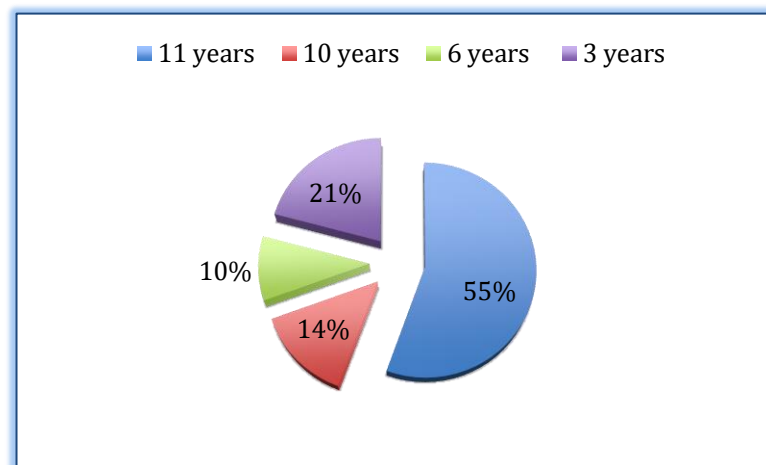
**Q2: Studying English at university was your first choice?**



**Figure 2: Learners' desire to learn English**

The aim of this question is to see whether learner had the desire to learn English at the first time or they did not, and if it was one of their priorities.

**Q3: For how many years did you study English?**



**Figure 3 : Participants' experiences in learning English**

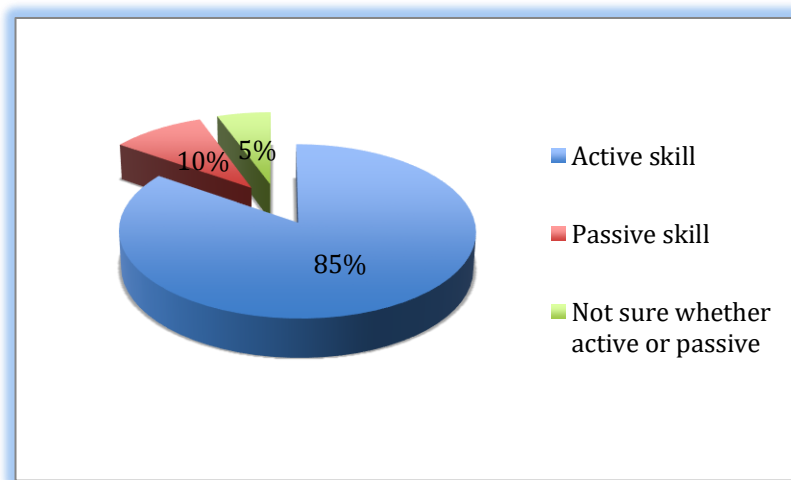
The purpose of this question is to gather information about the participants, i.e. the amount of English that students have experienced through their learning process. The statistics of this question reveals that 55% of participants have learnt English language for eleven 11 years, and 14% have learnt English for 10 years, 21% of other participant have

learnt the English language for about 6 years, the rest of the participants have learnt English for about 3 years only.

### Section two: Listening in an EFL setting

#### Q4: Do you think that listening is a (n)

- Active skill
- Passive skill
- Not sure whether active or passive

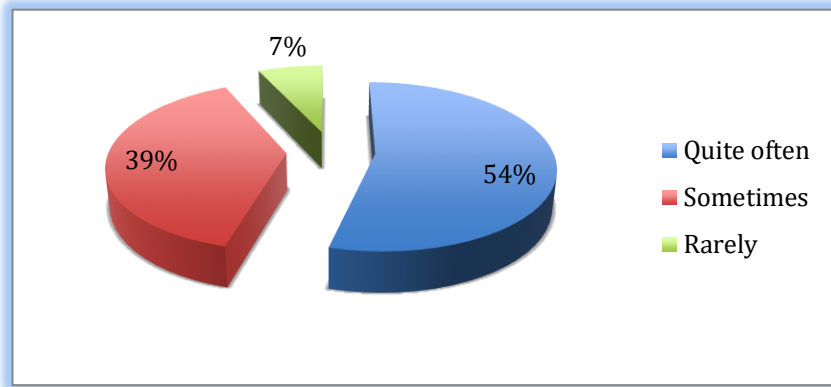


**Figure 4: The importance of listening skill**

The aim of this question is to know whether the students have a idea about listening skill if it is passive or active, as the statistics shows 85% of participants said that the listening is active, and 10% of them said that it is passive, but the 5% of the participants are not sure if it is active or passive.

#### Q5: How often do you listen to English materials (audio/video) outside the classroom?

- Quite often
- Sometimes
- Rarely

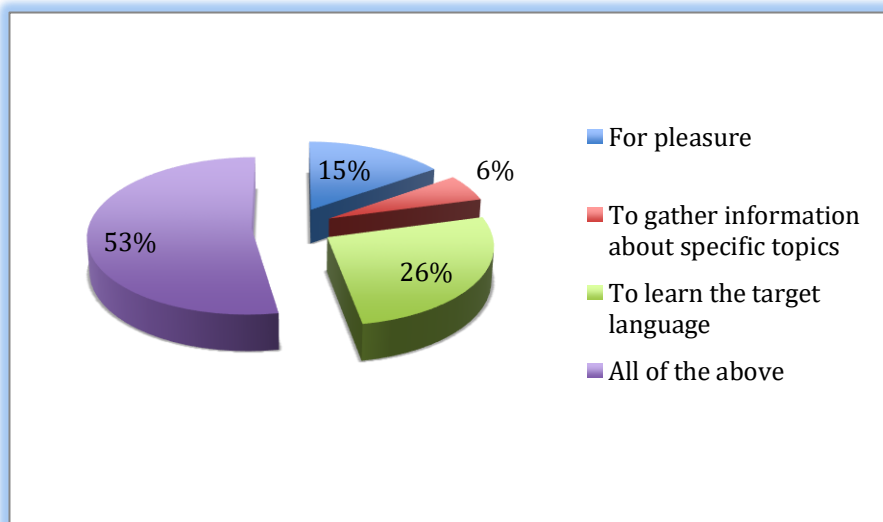


**Figure 5: The use of English material by students**

The aim of this question is to know how often do learners use English material (audio/video) outside the classroom. Most of the participants 54% said that they quite often use English material outside the classroom, while 39% of them use it sometimes, and 7% are rarely interested to use these materials.

**Q6: What is your purpose behind listening to English materials?**

- For pleasure
- To gather information about specific topics
- To learn the target language
- All of the above



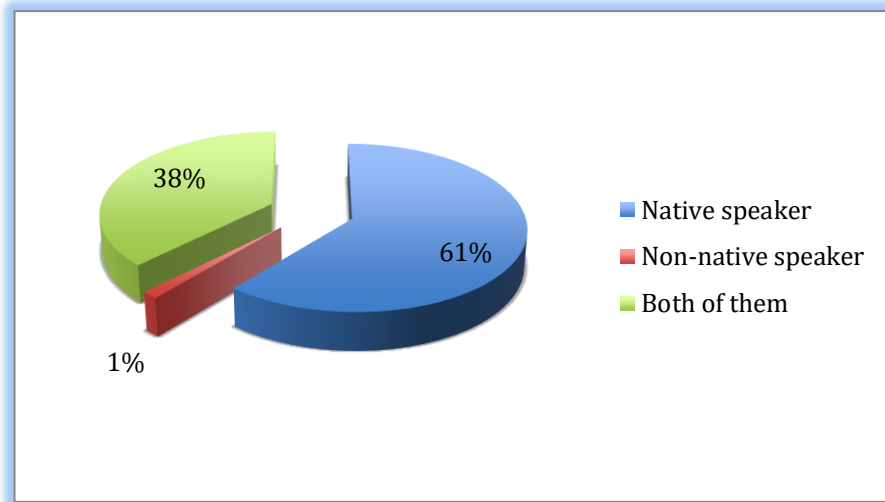
**Figure6: The importance of listening to English materials**

The aim of this question is to see the purpose behind using and listening to English materials, most of the participants 15% listen to the materials for pleasure, while 6% of the

participants listen to it to gather information, and 26% their purpose is to learn the target language, the rest of the participants by 53% choose all the purposes mentioned.

**Q7: Do you prefer listening to?**

- Native speaker
- Non-native speaker
- Both of them

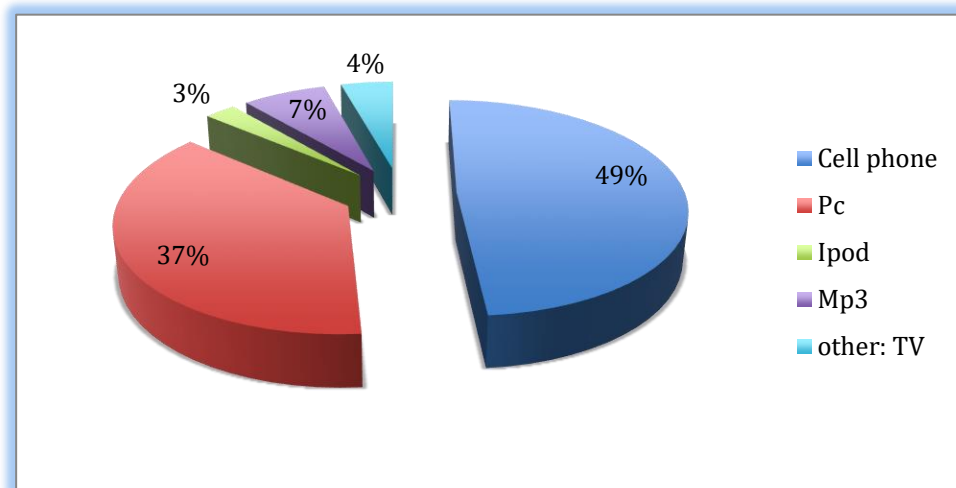


**Figure 7: The students' preference in listening to English**

The aim of this question is to know what the students prefer when listening to English language by other people, most of the participants 61% prefer listening to native speakers, while 1% only prefer listening to Non-Native speaker (foreign language speaker), and the rest 38% prefer to listen to both of them.

**Q8: when you listen to English materials do you use a (n)**

- Cell phone
- Pc
- IPod
- Mp3
- Other .....

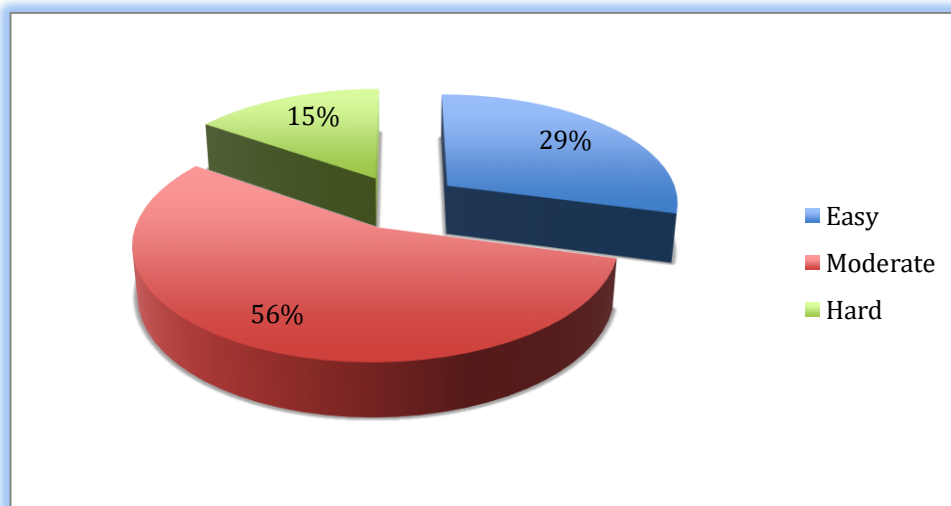


**Figure 8: Materials used in listening to English language**

The aim of this question is to gather information and statistics on the devices and materials used by the participants. Most participants chose multiple choices, so the statistics shown is the percentage of each device.

**Q9: Listening as a task is:**

- Easy
- Moderate
- Hard



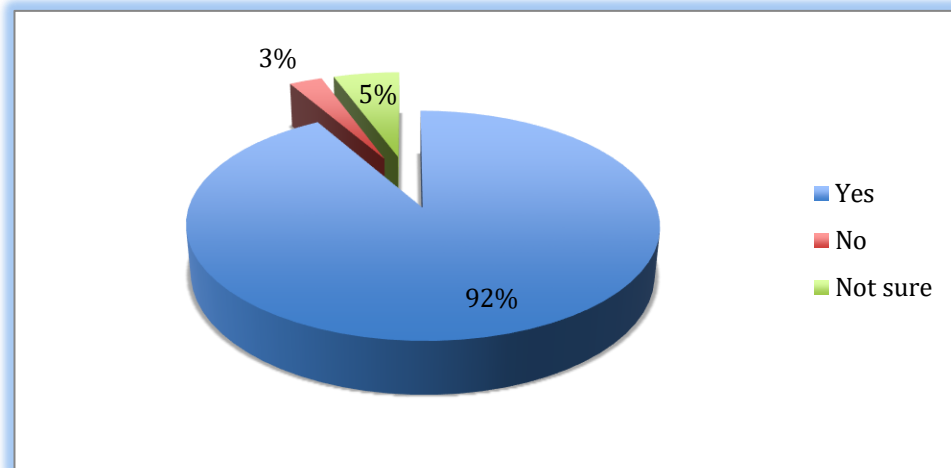
**figure 9: Students point of view in listening level**

The aim of this question is to know the point of view on the listening level, whether it is easy or not. 29% of the participants see that listening as a task is easy, while 56% see that it is moderate, and the rest 15% said that it is hard for them.



**Q10: As an EFL learner, do you think that listening helps you to achieve language proficiency?**

- Yes
- No
- Not sure

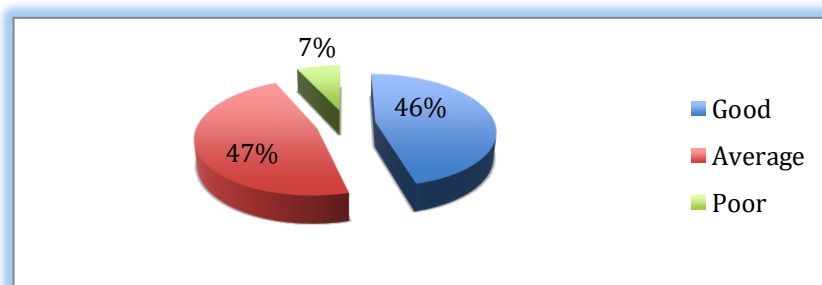


**Figure 10: EFL learners' language proficiency**

The aim of this question is to know if the listening helps the participants to achieve their language proficiency, as the statistics shows most of the participants agreed by 92%, while the rest of them 3% disagree, but 5% of the participants are not sure whether it helps or not.

**Q11: How do you measure your listening abilities?**

- Good
- Average
- Poor

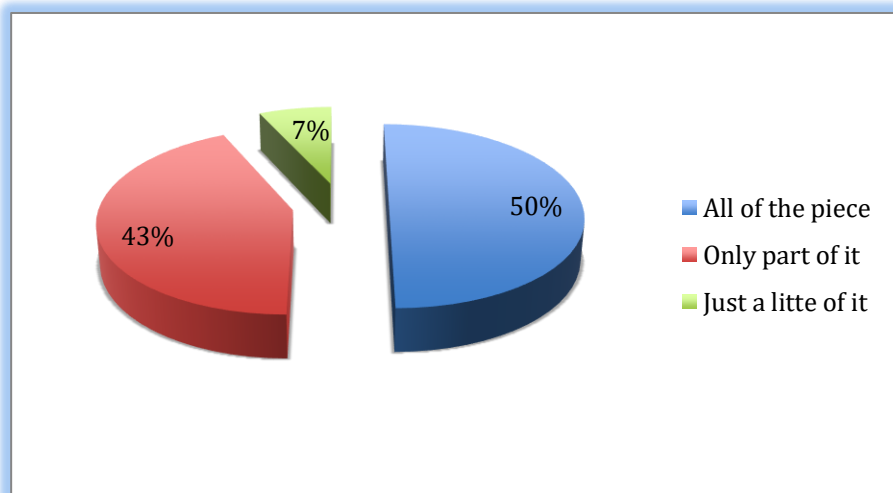


**Figure 11: Students listening level**

The aim of this question is to know how the students measure their level in listening skill, 46% of the participants measure their level by GOOD, while 47% is AVERAGE, and 7% of the rest see that their level is POOR.

**Q12: How much content do you comprehend from the piece you listen to?**

- All of the piece
- Only part of it
- Just a little

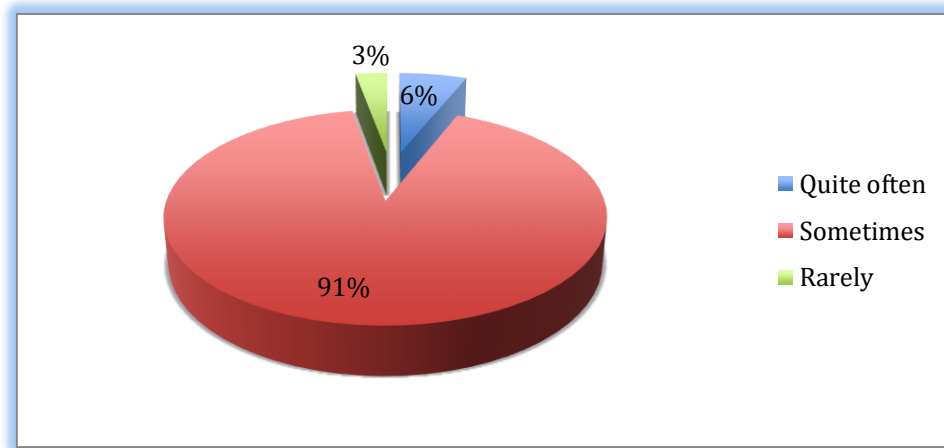


**Figure 12: Students' comprehension level**

The aim of this question is to know the comprehension level of the students while listening to a piece, half of the participants 50% understand all of the piece, while 43% understand only a part of it, and 7% understand only a little of the piece.

**Q13: How often do you face problems of comprehension when you listen?**

- Quite often
- Sometimes
- Rarely

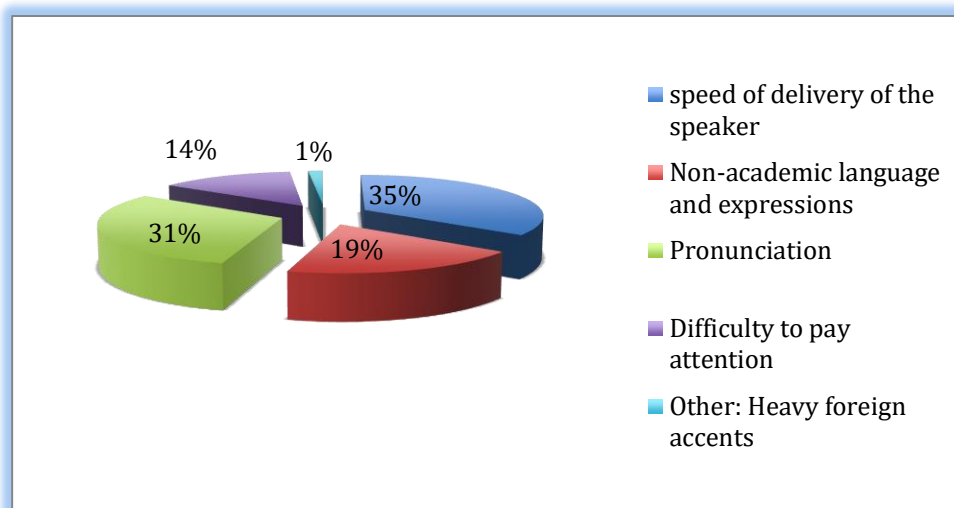


**Figure 13: Students' comprehension problem faced**

The aim of this question is to know if the students face problems in their listening comprehension skill, 6% of the participants see that they QUITE OFTEN face problems, while the majority of the participants 91% see that they SOMETIMES face problems during their listening comprehension skill, and 3% of the rest RARELY face problems.

**Q14: Are the problem of comprehension if any, due to? (You can pick more than one option)**

- Speed of delivery of the speaker
- Nonacademic language and expressions
- Pronunciation
- Difficulty to pay attention
- Other:

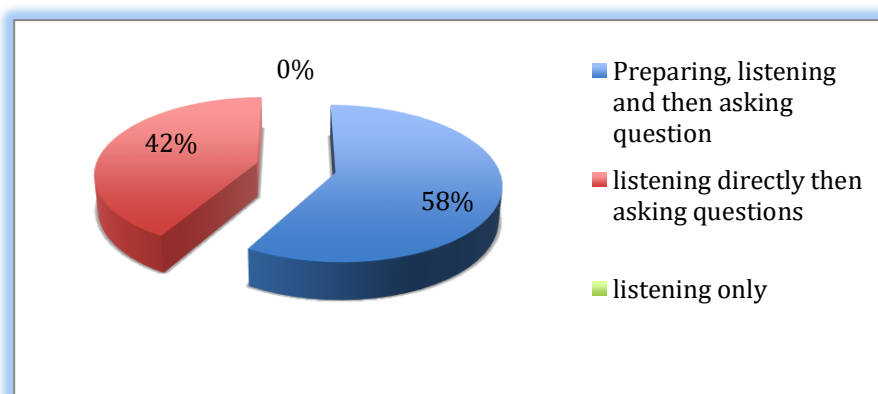


**Figure14: Difficulties of listening comprehension skill**

The aim of this question is to know the difficulties that face the participants during their listening comprehension skill, 35% of the participants face the problem of the speed of delivery of the speaker, while 19% of them face the problem of non-academic language and expressions, and the 31% face the problem of pronunciation, and one participants reveals that he/she face the problem of heavy foreign accents.

**Q15: How does your teacher present a listening comprehension lesson?**

- Preparing, listening and then asking questions
- Listening directly then asking questions
- Listening only



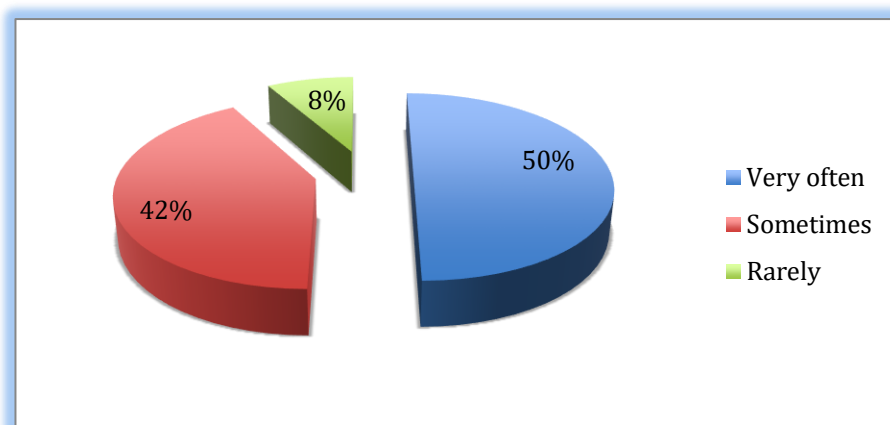
**Figure15: Teachers' lesson procedures in listening comprehension skill**

The aim of this question is to know the methodology used by the students' teachers in the listening session. As the statistics shows almost half of the students 58% said that their teachers use the perspective of "preparing their lesson then listening then asking question about the topic, while 42% of them use the listening process directly then asking question, and 0% of their teachers is using listening process only.

## Section two: Using subtitling

### Q16: How often is technology equipment used during your language leaning?

- Very often
- Sometimes
- Rarely

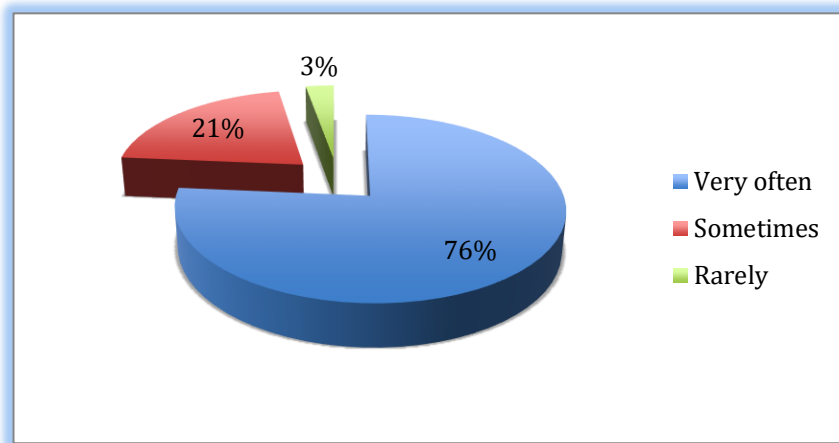


**Figure 16: Technology equipment used during the language learning**

The aim of this question is to know the amount equipment used during the language learning process of the students. Most of the students 50% use technology equipment during their language learning process, while 42% of them sometimes use the equipment, and the rest 8% of the students, are rarely attached with this equipment.

**Q17: How much do you think technology is helping in your learning process?**

- Very often
- Sometimes
- Rarely

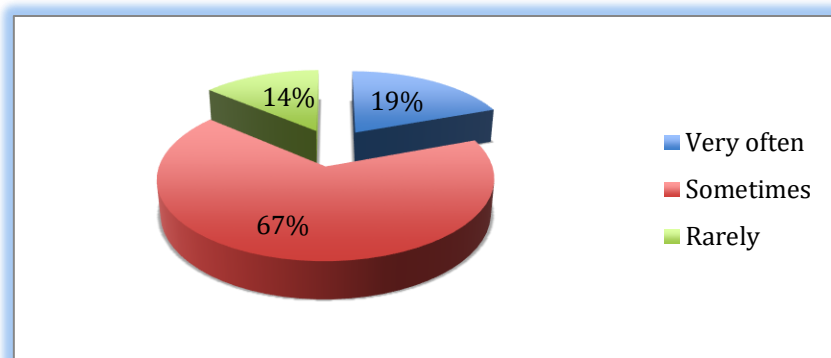


**Figure17: The benefits of technological equipment**

The aim of this question is to see whether technological equipment is useful for students or not. As the statistics shows, 76% of the participants say that they are very often useful and helpful, while 21% of the participants that it is sometimes useful, and the rest said that the equipment are rarely useful for them.

**Q18: To what extend do you depend on subtitling to practice the English language outside the classroom?**

- Very often
- Sometimes
- Rarely

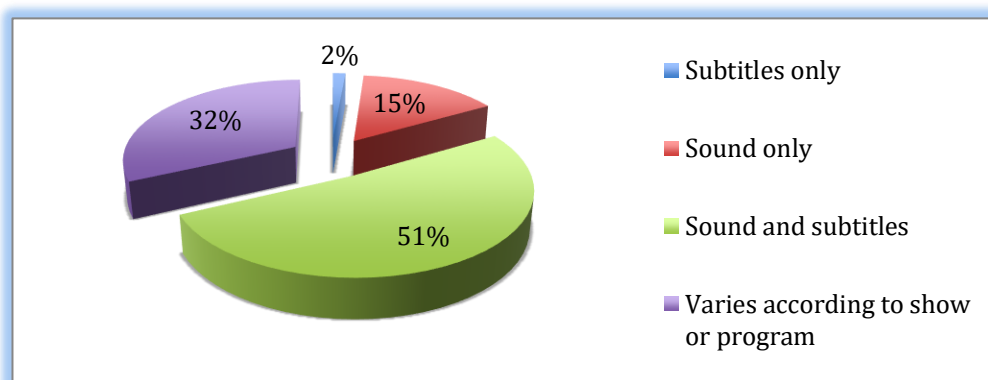


**Figure18: Student credentials on subtitling for English language training outside the course**

The aim of this question is to know to what extent do students rely on subtitling for English language training outside the classroom. The majority of the students sometimes rely on subtitling, while just 19% do really use and rely on subtitling to train their language capacities, and 14% rarely use it or rely on it.

**Q19: When you are watching television, which do you prefer?**

- Subtitling only
- Sound only
- Sound and subtitles
- Varies according to the show or program

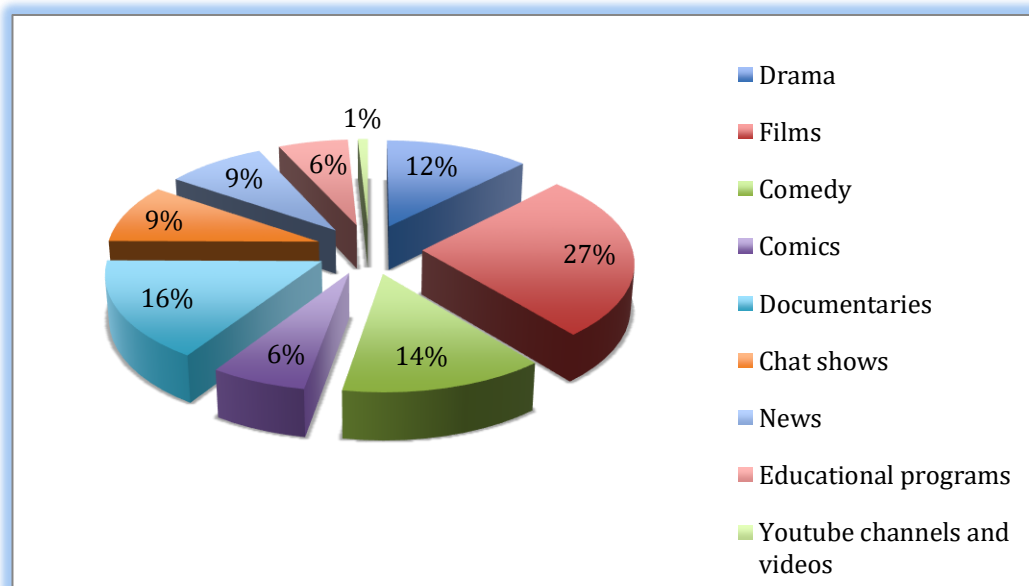


**Figure19: What students prefer when watching TV**

The aim of this question is to know from the statistics what students prefer when watching television that is supported by subtitling. The majority of them 51% said that they prefer the sound and subtitles together to understand more, while 2% prefer subtitles only, and 32% they prefer to see whether the subtitling is interesting to be seen or listen, the rest is 15% that prefer to sound only.

**Q20: Which types of television shows/programs do you watch most regularly?**

- Drama
- Films
- Comedy
- Comics
- Documentaries
- Chat shows
- News Educational programs
- Other: YouTube channels and videos



**Figure 20: Types of programs used by the students**



The aim of this question is to build an idea on the types of TV shows and programs that interest students. They had the chance to pick more than one choice, so comics has a high percentage by 27%, then documentaries by 16%, comedy by 12%, while chat show and news have the same statistics by 9%, then educational programs by 6%, finally 2 participants 1% said that they prefer watching YouTube channels and videos.

### Q21: Would you prefer the content to be mostly?

- Storyline
- Musical
- Educational
- Depends on the program
- Anything

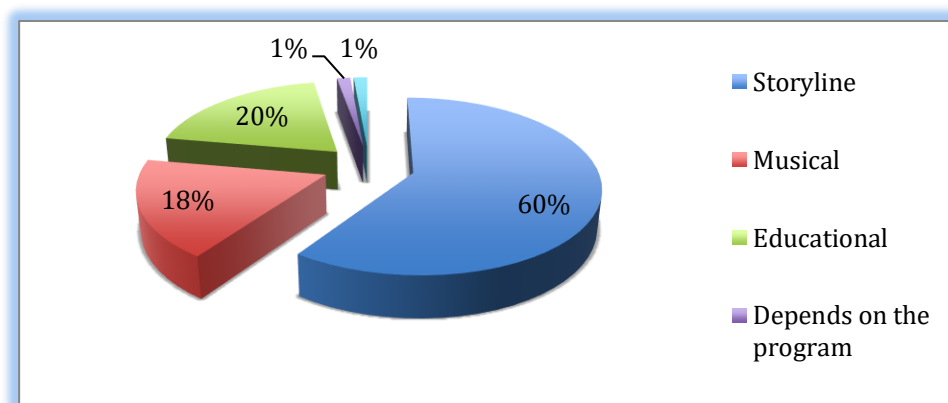
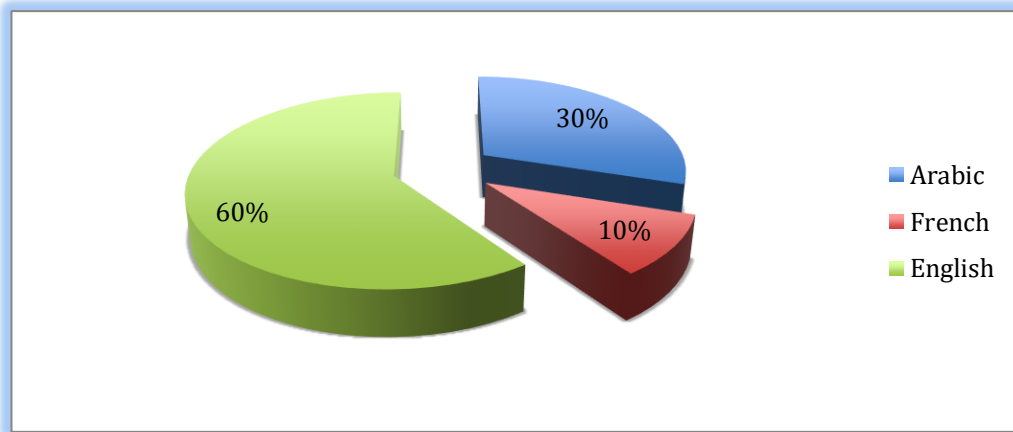


Figure 21: Types of contents that interest students

The aim of this question is to know what are the types of contents and topics that interest students while using subtitling to practice the target language. The majority of the participants 60% prefer the content to be a storyline, while 20% prefer the content to be educational, 18% of the participant prefer the content to be musically, the rest are divided between no interest about the content i.e. “anything” they find they will listen and watch, and others have no idea about what they want, so it depends on the program they are watching, if it is interesting or not.

**Q22: What language do you prefer to use in subtitling to learn the English language?**

- Arabic
- French
- English
- Other:

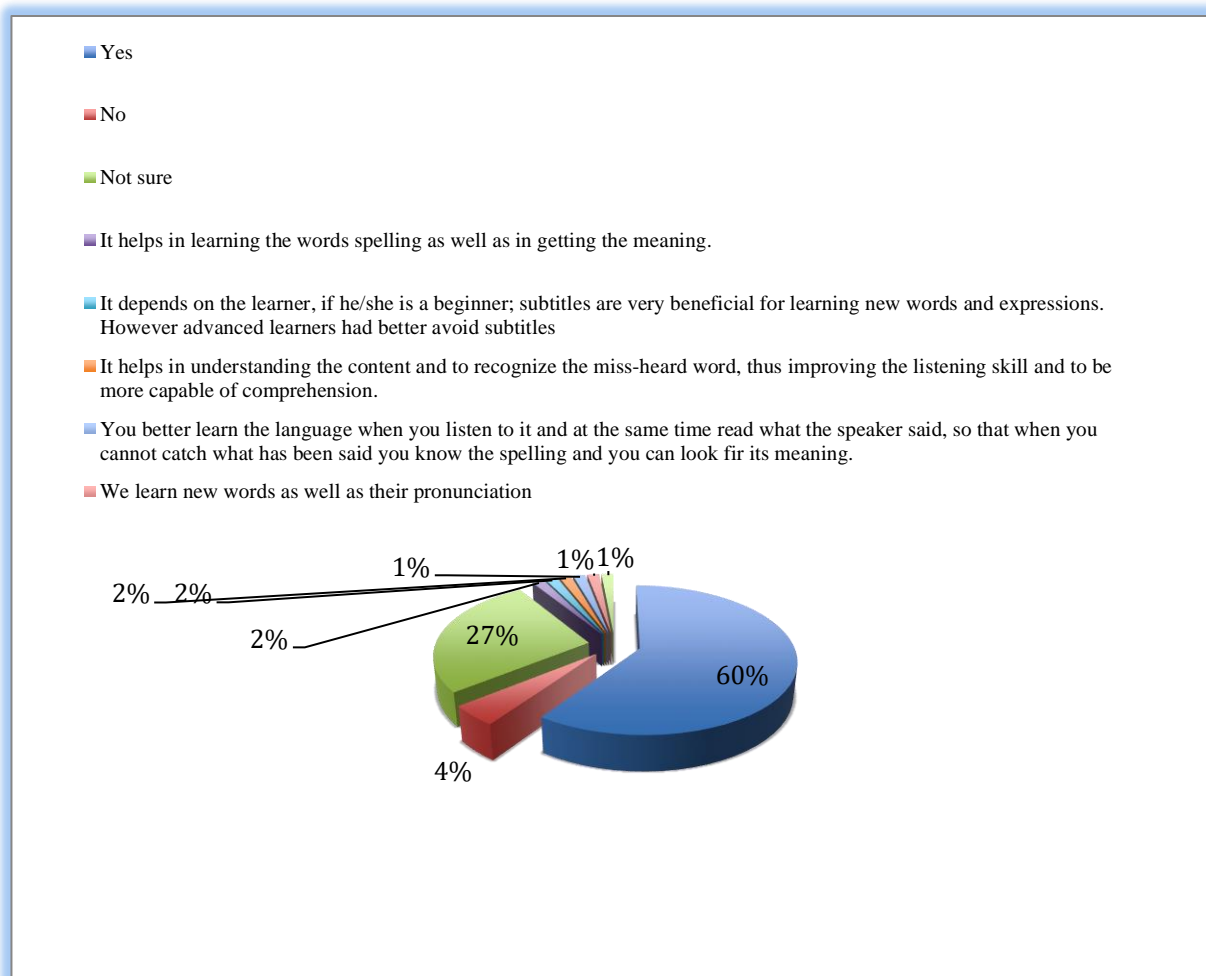


**Figure 22: Students' preferable subtitles**

The aim of this question is to see what language students are relying on, to learn English language during their learning process. 60% of the participants stated that they prefer to use the target language, which is English, while 30% of them prefer to use Arabic their mother language to understand more and more, the rest 10% stated that they like to use the French language as a source of help.

**Q23: Do you think that subtitling has a positive impact on language learning?**

- Yes
- No
- Not sure
- If yes, say how? :.....



**Figure 23: Students' point of view towards the impact of subtitling on language learning**

This question aims to know the point of view of students towards the impact of subtitling on language learning process, is it positive or not. 60% of the participants stated that subtitling does have a positive impact on language learning, while 4% only said that it does not (NO), and 27% of the participants stated that they are not sure whether it has a positive impact or not.

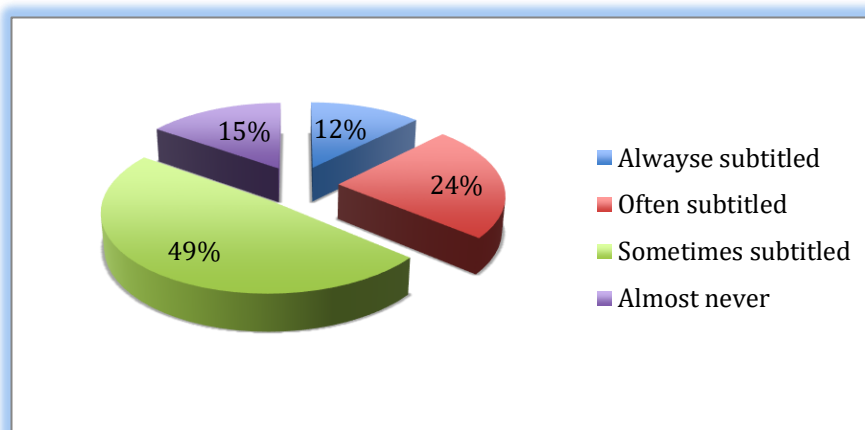
Other participants divide their answers and left comment as follows:

- A participant said: It helps in learning the words spelling as well as in getting the meaning. 1%.

- Another participant stated that: It depends on the learner, if he/she is a beginner; subtitles are very beneficial for learning new words and expressions. However advanced learners had better avoid subtitles 1%.
- Another one said: It helps in understanding the content and to recognize the miss-heard word, thus improving the listening skill and to be more capable of comprehension 1%.
- Other said: You better learn the language when you listen to it and at the same time read what the speaker said, so that when you cannot catch what has been said you know the spelling and you can look for its meaning 1%.
- Another participant says that: We learn new words as well as their pronunciation 1%.
- The last one stated: Yes, but one needs to slow down the speech to match learners' reading abilities and also to choose specific programs of no more than 3-5 mints in length 1%.

**Q 24: When you watch English TV shows, are they?**

- Always subtitled
- Often subtitled
- Sometimes subtitled
- Almost never

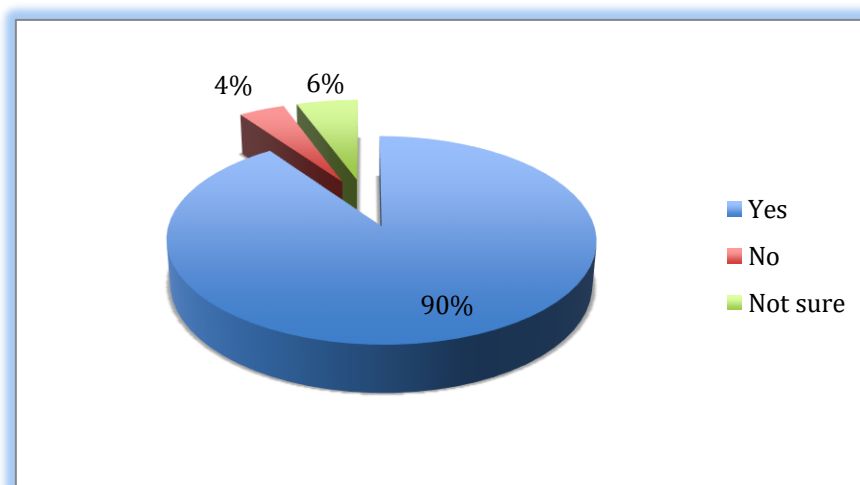


**Figure 24: The frequency of finding subtitled shows**

The aim of this question is to know how often students search for English TV shows and if they use subtitling or not. 49% of the participants stated that they sometimes watch English TV shows, while 24% stated that their TV shows are often subtitled, and only 12% of the participants' preferable shows are always subtitled, the rest are 15%, which they stated that the shows are almost never subtitled.

**Q 25: Do you think that through subtitling, you can learn new vocabularies?**

- Yes
- No
- Not sure



**Figure 25: Students' point of view towards learning new vocabularies through subtitling**

The aim of this question is to know that if through subtitling the students can learn new vocabularies or not. The majority of the participants 90% stated that they can learn new vocabularies through subtitling, while 4% of them said that they cannot learn any new vocabularies, and the rest 6% stated that they are not sure if they can learn new ones or not.

#### **4.1.2 Teachers' Interview analysis:**

All the teachers described the listening session in nearly the same way; they said that the students listen to the material provided by the teacher then they open a discussion or do some practice activities. Typically, the answers came differently when we asked about the necessity of giving the listening skill more importance in the EFL context; most of teachers agreed on this idea, and emphasized the role of listening as a skill in developing oral capacities, whereas the other teachers argued that equality should exist between all the four skills.

Almost all the teachers agreed upon the useless devices "available" in the language laboratories. The latter was one of the barriers that teachers reported as the most common problem students frequently complain about. On the other hand, teachers explained that language can be another barrier to the listening comprehension ability, especially that different varieties of language are not favored by all the students. Furthermore, they assumed that students do not comprehend some parts of the speech because of their lack of vocabulary and their lack of necessary background knowledge about the target language culture.

The teachers asserted their freedom of choice concerning the materials used during the listening sessions, and most of them accused the number of sessions devoted to the listening module, which should be more than two sessions per month. It is worth mentioning that all the teachers seem to be competent in using the technological devices; furthermore, they affirmed the importance of using technology equipment in the EFL context to enhance learning since technology is the only way to teach listening.

Finally, teachers suggested that the students should have more listening sessions, and more interaction with native speakers of the target language either virtually or naturally.

## 4.2 General Recommendations

Based on the theoretical grounds and the reported findings we get from this study; we would like to recommend few suggestions to the readers for further research or personal requirements. This study is an attempt to measure the extent to which using subtitling will foster the listening comprehension abilities. The first recommendation goes to listening comprehension teachers; we modestly propose that they make a survey at the beginning of the year to have an insightful look at the selection of materials and check students' attitudes repeatedly. Further recommendations might be directed to the administrators and decision makers to give a special priority for teaching listening; for example, they may provide students with new and contemporary technological devices (smart boards, recorders, free network, and special websites for students' requests and suggestions), and devise more flexible schedules.

It would be much better if native speakers can be invited to EFL departments. This we believe will give the students the opportunity to communicate with native speakers in actual language settings, if not they can communicate with them by scheduling session to communicate with them from a network; such as Skype, Facebook, viber ... etc. There is no better than such context for EFL students to get a real meaning of what it is to listen to a native. We also recommend the teachers to encourage students to use their personal technological devices like cell phones PCs, mp3, iPods...etc. for two main reasons; the first one is to overcome the problem of the "useless" devices and gain time instead of wasting it to fix them. The second is that the students will make an association between those personal devices they usually use to have fun, and what the teacher gives them. They will learn to search on their own whatever interests them.

In order to tolerate students' imagination and creativity, it would be beneficial to organize some informal concourses where students meet to communicate, practice the language, and build new relationships without being limited or controlled by the teachers. Students will be free to write, speak, act or perform plays; play games and even establish scientific conferences. These conferences may embrace students' insights and studiousness in any of their interesting fields. Of course those who work hard and come out with fruitful innovations will be encouraged, reinforced and well rewarded. Finally, it can be a good idea if students and teachers create collaborative subtitles, either to practice the language, communicate between each other, or even to facilitate administrative announcements via online subtitling.

### **4.3 Data Interpretation:**

This part will shed light on the discussion and interpretation of the main results collected from the learners' questionnaire and the teachers' interview regarding the stated hypotheses. Consequently, it will check if those hypotheses are accepted or rejected.

This study was carried out to investigate the teachers' and learners' attitudes towards the effectiveness of the use of subtitling as a teaching technique on listening comprehension skill' achievement of third year students, as well as to draw attention to listening importance and the necessity of showing learners the skills and techniques of using subtitling. The findings are discussed in relation to the research aims as follow:

The results of the students' questionnaire have shown that most of English students have a positive attitude towards the use of subtitling as a teaching/learning technique. Having positive attitude indicates that students are aware about the educational value of it.



## **4.2 Discussion of the Results:**

After reporting and describing the results it seems timely to make some interpretations and comments. It is worth reminding that we raised three research questions at the outset of our study. These questions have generated two hypotheses. Let us look at each in turn.

Students' listening comprehension abilities, and this impact is positive.

### **Question one: To what extent will EFL students approve of using subtitling as a way to improve their listening comprehension abilities?**

The analysis of the students' questionnaire, which surveyed the opinions, and attitudes of the participants points out that there is some sort of convergence among students' beliefs concerning the efficiency of improving their listening comprehension abilities.

The results displayed above reveal that the learners seem to welcome listening/watching to subtitling, as a way to enhance their listening comprehension abilities, and their interest is vividly present through a number of positive responses they gave.

The results reveal that the students' suggestions can be slotted into three primary categories; first of all, the subtitling content should be varied and interesting.

To sum up, the students' answers demonstrate that they believe in the turnover that happened in their listening comprehension abilities because of listening to subtitling materials. Their answers indicate that the positive impact of subtitling on their listening comprehension abilities and language proficiency in general, helped them become more familiarized with the notions of extensive listening and using subtitling, especially that they get motivated to listen more to it on their own and recommend it to their friends.

**Question Two: How do EFL teachers -of listening comprehension- conceive of subtitling use to further develop their students' listening comprehension skills?**

The teachers' answers revealed that they believe that subtitling can be an effective factor to enhance students listening comprehension. Language teachers can rely on their prior knowledge of the target language and methods to teach certain language items and facts of the language. However, it would be more challenging for the teachers who teach receptive skills such as listening to proceed in such a way. In order to teach these skills successfully, the selection of the right teaching material should be seriously considered. It seems that because the teachers we interviewed are cognizant of the importance of such matters, they reported their flexibility to adopt any material, which can help improve their students' proficiency level. By introducing subtitling to them, within this perspective, the teachers of listening comprehension have shown a positive attitude about the usefulness of these materials to help students overcome their listening apprehension and achieve higher levels in a skill that has become an urgent necessity to develop one's communicative competence.

Taken jointly, the results discussed thus far stand in favor of the hypotheses formulated at the outset of the study. Thus, it can be said EFL university students can improve their listening comprehension skills through using interesting types of subtitling on a regular basis. Although this practice is similar to extensive listening in many ways, the novelty resides in the modern equipment, which might add a special flavor to "a déjà-vu" construct.

## **Conclusion**

The present chapter was meant to present and discuss the results gathered during the course of undertaking this research work. The discussion and corroboration of the findings enabled us to test the two hypotheses of the study, which have been confirmed. Further.

## **General Conclusion**

The present dissertation was an attempt to investigate, through a mixed-methods approach, the efficiency of using subtitling as a pedagogical material in improving EFL students' listening comprehension abilities. Equally importantly, it set out to explore both students' and teachers' attitudes and beliefs about the usefulness and adequacy of using this material to further improve students' listening comprehension abilities. The research site where the study took place is the faculty of foreign languages; department of English at Mohamed Seddik Ben Yahia – Jijel University, where the researchers are actually pursuing their master studies. The first part of the dissertation was meant to provide a theoretical framework that reviewed the literature about the listening skill and using subtitling as a teaching/learning material to enhance language development, especially in EFL settings. The second part is made up of one chapter that contains two sections. The first section was devoted to the presentation of the research methodology and the description of the participants as well as data collection and analysis procedures. And the second section was about analyzing and interpreting the results that was obtained from the two research instruments.

The findings of the students' questionnaire reveal that the student participants do hold a positive attitude towards using subtitled materials on their learning process. In a similar vein, the data collected from the teachers' interview suggest that our informants who are listening comprehension teachers, do approve of using and listening to subtitled materials as a potentially adequate technique to further improve their students' listening comprehension abilities. This state of affairs has led to confirm what we hypothesized in the introduction of this dissertation. The study concluded by a set of research implications and pedagogical recommendation.

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## Questionnaire

You are kindly requested to fill in this questionnaire which makes part of a research work that aims at investigating the effectiveness of using subtitling (as a language learning material) to enhance EFL students' listening comprehension abilities. We sincerely appreciate your help and cooperation.

Subtitling: a printed statement or fragment of dialogue appearing on the screen between the scenes of a silent motion picture or appearing as a translation at the bottom of the screen during the scenes of a motion picture or television show in a foreign language

**\*Obligatory**

**1. Background Knowledge \***

*One answer is possible.*

- Male  
 Female

**2. Studying English at university was your first choice? \***

*One answer is possible.*

- Yes  
 No

**3. For how many years did you study English? \***

.....

## Section N°2: Listening in an EFL setting

**4. Do you think that listening is a (n) \***

*One answer is possible.*

- Active skill  
 Passive skill  
 Not sure whether active or passive

**5. How often do you listen to English materials (audio/video) outside the classroom? \***

*One answer is possible.*

- Quite often  
 Sometimes  
 Rarely

6. **What is your purpose behind listening to English materials? \***

*One answer is possible.*

- For pleasure
- To gather information about specific topics
- To learn the target language
- All of the above

7. **Do you prefer listening to: \***

*One answer is possible.*

- Native speaker
- Non-native speaker
- Both of them

8. **When you listen to English materials do you use a(n) \***

*You can pick more than one answer.*

- Cell phone
- Pc
- iPod
- Mp3
- Other : \_\_\_\_\_

9. **Listening as a task is \***

*One answer is possible.*

- Easy
- Moderate
- Hard

10. **As an EFL learner, do you think that listening helps you to achieve language proficiency? \***

*One answer is possible.*

- Yes
- No
- Not sure

11. **How do you measure your listening abilities? \***

*One answer is possible.*

- Good
- Average
- Poor

12. **How much content do you comprehend from the piece you listen to? \***

*One answer is possible.*

- All of the piece
- Only part of it
- Just very little

13. **How often do you face problems of comprehension when you listen? \***

*One answer is possible.*

- Quite often
- Sometimes
- Rarely

14. **Are the problem of comprehension if any, due to ? ( you can pick more than one option) \***

*You can pick more than one answer.*

- Speed of delivery of the speaker
- Non-academic language and expressions
- Pronunciation
- Difficulty to pay attention
- Other : \_\_\_\_\_

15. **How does your teacher present a listening comprehension lesson? \***

*One answer is possible.*

- Preparing, listening and then asking questions
- Listening directly then asking questions
- Listening only

## Using subtitling

16. **How often is technology equipment used during your language learning? \***

*One answer is possible.*

- Very often
- Sometimes
- Rarely

17. **How much do you think technology is helping in your learning process? \***

*One answer is possible.*

- Very often
- Sometimes
- Rarely

18. **To what extent do you depend on subtitling to practice the English language outside the classroom? \***

*One answer is possible.*

- Very often
- Sometimes
- Rarely

19. **When you are watching television, which do you prefer? \***

*One answer is possible.*

- Subtitles only
- Sound only
- Sound and subtitles
- Varies according to the show or program

20. **Which types of television shows/programs do you watch most regularly? \***

*You can pick more than one answer.*

- Drama
- Films
- Comedy
- Comics
- Documentaries

- Chat shows
- News
- Educational programs
- Other : \_\_\_\_\_

21. **Would you prefer the content to be mostly? \***

*One answer is possible.*

- Storyline
- Musical
- Educational
- Other : \_\_\_\_\_

22. **What language do you prefer to use in subtitling to learn the English language? \***

*One answer is possible.*

- Arabic
- French
- English
- Other : \_\_\_\_\_

23. **Do you think that subtitling has a positive impact on language learning? \***

*One answer is possible.*

- Yes
- No
- Not sure
- If yes say how?
- Other : \_\_\_\_\_

24. **When you watch English TV shows, are they? \***

*One answer is possible.*

- Always subtitled
- Often subtitled
- Sometimes subtitled
- Almost never

25. **Do you think that through subtitling you can learn new vocabulary? \***

*One answer is possible.*

Yes

No

Not sure

**Appendix N°1: *Teachers' interview questions***

1. Counting this year, how many years have you been teaching listening?
2. Have you received any training before you start teaching listening?
3. How would you describe the listening session?
4. Do you think that listening should receive more importance among other language skill?
5. What are the problems you face when you teach listening?
6. How do your students practice listening?
7. Have you ever heard your student complaining about any problems in the listening session?
8. Are you satisfied with the number of sessions devoted to the listening module?
9. Are you satisfied with the listening syllabus you are imposed to?
10. Have you created some listening materials for your students to listen to?
11. What kind of technological devices do you use in the listening session?
12. How much do you think media and technology are helping in the language listening process?
13. What do you think about subtitling as a teaching material?
14. Do you use subtitled videos in teaching listening? If yes, what kind of subtitling do you use?
15. What is the most appropriate length of listening files do you think is more suitable for your students?
16. If you have the ability to change, what would you do to make the listening process better for EFL students?

**Appendix N°2: teachers' interview analyses**

	<b>Teachers question</b>	<b>T N°1</b>	<b>T N2</b>	<b>T N3</b>	<b>T N4</b>	<b>T N5</b>	<b>T N6</b>	<b>T N7</b>
<b>Q1</b>	Counting this year, how many years have you been teaching listening?	Three years.	02 years	As part of oral expression: 2 years. As part of the syllabus in middle and secondary schools:7 years.	My first year.	02 years.	Two years.	It is my first year
<b>Q2</b>	Have you received any training before you start teaching listening?	No	Just TEFL courses.	If you mean training at university, a college or a specialized center, then "no". If you mean to enquire about whether I learned about how to teach listening, then "yes".	No	No, I didn't.	No	No
<b>Q3</b>	How would you describe the listening session?	I would say that it's so interesting ; at the same time it creates a competitive environment in the classroom.	It is motivating, but different from the lessons.	It is an educational event aiming at giving/providing exposure to the target language, selecting comprehensible materials for students and training them to become competent listeners in English.	An interesting one.	Interesting, important, and difficult for student.	It is a session that emphasizes the use of listening materials to enhance the listening skill.	Interesting
<b>Q4</b>	Do you think that listening should receive more importance among other language skill?	I think that all the language skills should be given equal importance	No, writing is more important.	Listening is inherent in all modules: all teachers present lessons orally, which	No, I don't.	It should receive equal importance.	Both listening and speaking should be of primary at the level of importance.	No, I do not.



		e because they complete each other.		means that students are always listening to their teachers speaking in English. I see listening as equal in importance to other skills.				
<b>Q5</b>	What are the problems you face when you teach listening?	We face so many problems and more importantly the (equipment);problem of computers (they keep getting crashed),s ometimes the students struggle to understand and catch words of the listening track especially if they're not used to.	Students not motivated to listen Students find difficulties in listening.	-Selecting appropriate materials in terms of: level of proficiency, time, interest, language structures and topic. - Availability of laboratory listening media.	Some students find difficulty with language or dialect, and also with new words.	Students are demotivated , their inability to understand, hence to participate.	The accent of the native speakers seems to be a difficulty for the students' comprehension of the listening material.	Some students face the problem of catching some words, some, find the language hard.
<b>Q6</b>	How do your students practice listening?	They have generally 3 listening to answer direct questions about the track and to fill in the gaps and end it with summarizing its content.	Listening to audio or video material and doing tasks but, there is a pre-listening first.	Nowadays, they are watching, listening and using so many things on the internet.	I present the tool, they listen to twice of three times then students will have to answer questions and activities.	Yes, sometimes.	Through exposing them to listening tasks as dialogues of the native speakers of language and songs.	They listen to a particular type of listening either a video or an audio three times or two times depending on the teacher lesson plan then answering questions.
<b>Q7</b>	Have you ever	Yes, some	No answer.	-When the	Yes, I have.	Yes, I have	Yes,	Yes, I have

	heard your student complaining about any problems in the listening session?	of the students cannot catch the word used by natives in the listening or get it clearly because of the sound's quality.		computer or headset does not work. -When the text proves incomprehensible for most students. -When the questions asked are not clear.			through listening to native language videos they ask for other chances to listen to the videos.	
<b>Q8</b>	Are you satisfied with the number of sessions devoted to the listening module?	Not really, but the students should practice their own listening outside university.	Yes, it's enough. No one can learn a language in the classroom.	More sessions are needed at least one more.	No, I don't.	No, I'm not.	Concerning the number of sessions yes I'm satisfied but the only problem is that we have to mix both listening and speaking in each session not to allocate a semester for listening and another for speaking.	No, I'm not.
<b>Q9</b>	Are you satisfied with the listening syllabus you are imposed to?	We're not imposed to any listening syllabus.	It's ok.	The syllabus gives guidelines on which abilities and skills should be developed and specifies general aims to be reached. So, I cannot say that I am dealing with a syllabus, which is imposed.	We don't have a particular syllabus for listening.	No, I'm not.	In fact we don't have a specific syllabus but we as teacher we seek to enhance their listening skill.	We don't have a particular listening syllabus in OE.
<b>Q10</b>	Have you created some listening materials for your students to listen to?	Yes mainly authentic materials.(as the language is used by natives).	Yes, using YouTube videos and TV discussions.	I once did: a long with another teacher, we recorded a script of a conversation .the rest is either	No, I don't.	Yes, I have.	No but they were exposed to songs and videos in the target language.	Yes, I have .

				adaptation or direct use of materials downloaded from the net or available manuals and CDS.				
<b>Q11</b>	What kind of technological devices do you use in the listening session?	Computers, headphones.	Audio and videos.	-Lab computers and headsets. -My personal computer and speakers. -Mobile phones and audios/videos shared.	Audios and videos.	I mostly use videos and recordings.	Computer, mobile (songs).	I use computer to play audios and videos, and the over-head projector for presentation slides.
<b>Q12</b>	How much do you think media and technology are helping in the language listening process?	To a great extent.	To a great extent that teaching listening without them is almost ineffective.	So much. Now, students are living in an acquisition-rich environment.	They help in developing the listening and speaking skills.	Very much.	It helps a lot because it simplifies the learnt material through subtitles.	To a large extent.
<b>Q13</b>	What do you think about subtitling as teaching materials?	It depends on the level of the students first; if they're beginners they can rely on subtitles. They're of great help.	I think it is helpful, but it could lead learners to rely on it and read more than they listen.	It helps with materials, which are far beyond the current level of students.	Helpful for the beginning of the year.	It is very helpful for student and motivating to some extent.	It directs the students to the meaning i.e. it gives a clear idea about the task.	No answer
<b>Q14</b>	Do you use subtitled videos in teaching process? If yes, what kind of subtitling do you use?	No	May be subtitling in English.	No	No, I don't.	Yes, when necessary I use English, subtitling to facilitate students understanding.	No	No answer
<b>Q15</b>	What is the most appropriate length of listening files do you think is more suitable for your students?	From 05 to 15 mints as maximum.	10 to 15 mints.	None in particular. in the oral expression session they don't have to exceed 15 mints so as for students not feel lost	6 to 8 minutes.	Minimum 2minutes, maximum 10 minutes in order not to loose their attention.	From 3 to 5 minutes especially for beginners.	No answer

				or bored. Personal use should not be limited in time, but should be regular.				
<b>Q16</b>	If you have the ability to change, what would you do to make the listening process better for EFL students?	I would provide well-developed equipment to achieve a better improvement. Because I think it's the one that hinders.	choose topical themes. motivating topic. tailoring input to the student level. doing pre-listening. further develop and exploit the listening passage for discussing.	-Use updated materials from the internet. -Give students a chance in selecting the topics of listening or even the materials.	I would add an extra session to the OE module; I would set a particular syllabus for listening that fits student's needs.	I devote extra time for listening activities (mixing between subtitled videos and the ones which are not).	The only chance would be of the allocation of time to allocate much more session for listening.	No answer

### **Résumé**

L'objectif principal de cette étude est d'examiner l'efficacité de l'utilisation du sous-titrage pour améliorer les capacités de compréhension à l'audition des apprenants de langues étrangères dans le contexte algérien. Un questionnaire a été adressé aux étudiants de troisième année de l'Université Mohamed Seddik Ben Yahia – Jijel, pour voir s'il y a un changement positif dans les capacités de compréhension à l'audition des étudiants lorsqu'ils écoutent et regardent une vidéo sous-titrée. Les résultats que nous avons obtenus des outils de recherche confirment les hypothèses « L'utilisation de médias sous-titrés dans le processus d'apprentissage se traduira par une différence significative entre les scores moyens de performance de compréhension à l'audition des étudiants ». De plus, les participants ont indiqué qu'ils croient que cela pourrait les aider à développer leurs capacités de compréhension à l'audition. De même, la majorité des enseignants de l'expression orale interviewés ont exprimé leur accord quant à l'idée d'utiliser des vidéos éducatives sous-titrées pour aider les étudiants algériens EFL à améliorer leurs compétences en compréhension orale.

### ملخص

الهدف الرئيسي من هذه الدراسة هو دراسة فعالية استخدام الرستجة لتحسين قدرات استيعاب السمع لدى متعلمي اللغة الأجنبية في الجامعة الجزائرية. تم تقديم استبيان لطلاب السنة الثالثة في جامعة محمد الصديق بن يحيى بجيجل لمعرفة ما إذا كان هناك تغيير إيجابي في قدرات استيعاب السمع لدى الطلاب عند الاستماع ومشاهدة مقاطع فيديو. النتائج التي حصلنا عليها من أدوات البحث تؤكد الافتراضيات التي وضعناها من قبل: استخدام مقتطع فيديو مترجمة في عملية التعلم سوف تؤدي إلى اختلاف كبير بين متوسط درجات الاستماع والأداء لدى الطلاب". بالإضافة إلى ذلك، أفاد المشاركون بأنهم يعتقدون أنه قد يساعدهم في تطوير قدرات استيعاب السمع لديهم. وبالمثل، اتفق معظم أساتذة الفهم السمعي على مدى ملاءمة استخدام أشرطة الفيديو التعليمية المرستجة لمساعدة طلاب اللغة الإنجليزية على تحسين مهاراتهم في السمع.