

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohammed Seddik Ben Yahia-Jijel
Faculty of Letters and Languages
Department of English



**EFL Learners' Perceptions of Learning Vocabulary from Subtitled
Videos**

**The Case of First Year Licence Students of English at Mohamed Seddik Ben Yahia
University, Jijel**

A Dissertation Submitted in Partial Fulfillment for the Requirement of a Master
Degree in English Didactics

Submitted by:

Fatima Zohra ADDALA

Soumia ABBAS

Supervised by:

Dr. Abdeldjalil BOUZENOUN

Board of Examiners

Supervisor: Dr. Abdeldjalil BOUZENOUN

University of Jijel

Chairperson: Ms. Ilham MELIT

University of Jijel

Examiner: Ms. Amal BOUKHEDENNA

University of Jijel

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Dedication

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

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

I dedicate this work to:

The most valuable people to my heart, the one who gave me strength and emotional support

*My dear **mother** and beloved **father**. I'm deeply grateful to them for their love, encouragement, and supports for that and more I am forever grateful.*

*My dearest sister, the source of my happiness **Meriem**, and my brothers: **Toufik** and **Bilal**.*

*My brother's wife: **Asma***

*And to the angel of the family: **Roa***

*All my friends especially my partner: **Soumia***

*My dear cousin: **Housseem Eddine***

*All my **teachers** who taught me from primary school until the university*

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*And my sisters: **Amina** and **Nihed***

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Abstract

Vocabulary mastery has always been one of the most important and the most challenging aspect in the foreign language learning process. Due to its difficulties, learners face many problems to develop their four language skills: listening, speaking, reading, and writing. However, this process can be simplified through implementing effective techniques in the EFL classes. Based on this, the current study is an attempt to highlight the importance of using subtitled videos in improving the EFL students' vocabulary level. To reach such aim, the investigators used the quantitative method. The study is based on an online questionnaire which was addressed to the first-year English language students at Mohammed Seddik Ben Yahia University of the academic year 2019-2020 to get the data needed about the students' perceptions about increasing students' vocabulary mastery by watching English videos. The data collected from the online questionnaire indicated that the students have positive perceptions of learning vocabulary from subtitled videos. Thus, subtitled videos prove to be effective in learning and enhancing English vocabulary and also to sustain the students' motivation and interest. Finally, it can be concluded that learners are very interested in enhancing their vocabulary by using authentic subtitled videos.

Keywords: subtitled videos, vocabulary, EFL learner.

List of Abbreviations

FL: Foreign Language

LLS: Language Learning Strategies

VLS: Vocabulary Learning Strategies

TV: Television

L1: Mother Tongue/ Native Language

EFL: English as a Foreign Language

L2: Second Language

SL: Source Language

TL: Target Language

%: Percentage

FLL: Foreign Language Learning

LMD: Licence, Master, Doctorate

N: Number

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General Introduction

1. Background of the Study

Language plays a crucial role in making people communicate with each other because without language, messages cannot be conveyed. Nowadays, people are interested in learning foreign languages, especially English because it is used in all domains.

The main objective of teaching English is to improve English communicative competence in the four language skills, namely, listening, speaking, reading and writing. In addition, one of the most important aspect is that learners should focus on, in order to support these skills, is vocabulary. It is an essential element of language, and no language exists without words. According to Richards and Renandya (2002, p. 255), vocabulary “is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write”. It means that to improve their language skills, learners must master vocabulary. In this sense, the way teachers teach vocabulary will help learners to enhance the learners’ ability (speaking, reading, writing, and listening). However, teachers should be concerned that teaching English vocabulary for young learners is different from adults. Teachers have to know the characteristics of his/her learners and adopt good techniques and appropriate materials in order to increase the target of language teaching. Hence, subtitled videos are great tools for teaching English. It is viewed as a proficient tool since it reinforces the connection between the sound and the written form of the language that creates an authentic learning environment for learners and build their vocabulary through reading and listening at the same time. Etemadi (2012) finds that student who watch subtitled movies to learn a foreign language have shown improvement in reading and listening comprehension, word recognition, decoding skills, motivation, and vocabulary acquisition. Consequently, subtitling of videos is very helpful in learning and teaching new languages.

Based on the explanation above, the present study seeks to hold research about *'The Perceptions of EFL Learners' towards Learning Vocabulary from Subtitled Videos'*.

2. Statement of the Problem

Vocabulary is a major aspect in learning a foreign language; it is also a fundamental skill for learning to speak, read, listen, and write. With a limited stock of vocabulary, it may cause difficulty for students to express their ideas both spoken and written forms, or to communicate easily in foreign language learning effectively. The more people master vocabulary, the more they can read, listen, speak, and write. Learning a new vocabulary is not an easy task; it can be complicated, tedious, frustrating, hard, and even disappointing if successful communication does not occur, yet learners ought to acquire a large stock of words and expressions so that they master the foreign language, this is why so crucial to select effective vocabulary teaching and learning methods that can make vocabulary the acquisition process easier, and more interesting.

Learners' words knowledge is related strongly to successful communication because learners with large vocabulary are more likely to comprehend others, and express their feelings than those with limited vocabulary. Learning vocabulary can be improved through several strategies. This study, then, seeks to check whether subtitled videos are an influential technique that may help first-year students to improve their vocabulary learning.

3. Aims of the Study

This study is carried out with the objective of identifying the students' perceptions towards the use of subtitled videos on EFL students' vocabulary mainly to:

- ❖ Discover whether watching subtitled videos can be an interesting technique.
- ❖ Raise awareness about the importance of subtitled videos in improving vocabulary proficiency and help them in their English learning practices.

4. Research Questions

As stated above, this study endeavours to investigate EFL students' perceptions of subtitled videos in improving their vocabulary knowledge. The following questions are formulated to be answered:

- ❖ What are the EFL students' perceptions towards the use of subtitled videos to develop their vocabulary acquisition?
- ❖ How does this technique help students enhance their vocabulary?

5. Research Hypotheses

In the light of the aforementioned questions, this piece of research at hand hypothesizes that:

H1. First-year students at the English Department of Mohammed Seddik Ben Yahia will have positive perceptions towards the use of subtitled videos to enhance their vocabulary acquisition.

H2. If EFL Learners use videos with subtitled videos adequately, they will improve their vocabulary acquisition.

6. Research Methodology and Tool

As defined by Murray (2002), research methodology refers to the theoretical framework in which the researcher is working, adopting either quantitative or qualitative research. He also states that the research methodology involves all techniques and instruments used to collect data and information. Since the topic is about learners' perceptions towards enhancing their vocabulary via subtitled videos in the foreign language, then the most suitable method to be followed up in conducting this study is the descriptive method which focuses on a quantitative design that provides a comprehensive picture about the concerned problem. In order to test the hypotheses stated above,

one research tool is employed, i.e. a questionnaire for student. The questionnaire is administrated to one-hundred first-year students of the English Department at Mohammed Seddik Ben Yahia University selected randomly to investigate the students' perceptions towards learning vocabulary through subtitled videos.

7. Structure of the Study

This dissertation is made up of three main chapters. The two first chapters are concerned with the theoretical background of the research, and the last chapter is concerned with the practical part.

The first chapter is meant to give a general overview about vocabulary. It starts by defining the term 'vocabulary', its types, and then its importance in the process of foreign language learning and teaching. Moreover, it deals with its approaches, its aspects, its teaching and learning techniques, and also the main strategies used to improve vocabulary learning.

The second chapter is devoted to give a general overview about subtitled videos where it defines subtitles by various researchers and authors, types of subtitles, advantages of subtitling, the effect of videos with subtitles on improving, and previous studies on the impact of subtitled videos.

The last chapter represents the practical part of this research work which is concerned with the analysis and interpretation of the data generated from the questionnaire given to the first-year English students at the University of Mohammed Seddik Ben Yahia to prove the usefulness of subtitled videos in enhancing EFL learners' vocabulary.

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Chapter One: An Overview of Vocabulary

Introduction

The necessity to learn languages, nowadays, is increasingly recognized as the world joins together in a 'global village'. It is taken in consideration that the vital role of the English language in this ever-shrinking global society is becoming increasingly significant since it is spoken by around 1.5 billion people English is primary the language of recent media (e.g., internet, and Satellite TV), and it is the language of international communication in business, diplomacy, technology, sports, travel, and entertainment (Tiersky and Tiersky, 2001).

Furthermore, the focus on teaching English is becoming a crucial part of educational systems all over the world. English is introduced at the level of the first year of middle school at the age of 11. It covers seven years-four of which at the middle school and three at the secondary school.

There are four skills in mastering a language; receptive skills, (listening and reading), and productive skills (speaking and writing). Learners need to improve their ability at these skills for increasing the knowledge and the skill of the English language in life. From these four skills, vocabulary is one significant components in language. One can not communicate effectively, or express his/her idea if his/her vocabulary is limited. Humans can convey their ideas through using vocabulary. They use vocabulary as the basic element of the language for accessing daily, academic and educational purposes. It is regarded as necessary as any language skills, listening, reading, speaking, and writing. Therefore, to communicate successfully, learners should acquire a vast amount of words and should know how to utilize them adequately and accurately.

Vocabulary knowledge enables students to express their thoughts, share ideas, and understand messages, in both oral and written forms to attain a high level of capacities in receiving and producing the target language. However, mastering vocabulary is a complex process and students

struggle to master and practise it as native speakers do despite its complexity, and to spend more effort inside and outside the classroom.

Thus this chapter discloses the importance of vocabulary in teaching and learning. The different definitions of vocabulary which are proposed by various experts. After that, some light is shed on incidental and intentional vocabulary teaching, and the distinction between passive and active vocabulary. In addition, some effective vocabulary learning techniques which help students to remember and develop their vocabulary are to be discussed.

1.1. Definition of Vocabulary

Vocabulary is the most essential aspect and the most fundamental essence of any language (Milton, 2009). The word vocabulary can be defined as the words of a language including single words and phrases or chunks of several words which convey a particular meaning. There are several definitions of vocabulary proposed by various researchers. According to Lehr et al., (2004), vocabulary is “the knowledge of words and word meanings” (p. 1). It refers to words that are used by people to communicate in oral and written form. Besides, the learner should be able to know words as well as their meaning.

Similarly, Hatch and Brown (1995) assume that vocabulary refers to “a list or set of words for a particular language or a list or set of words that individual speakers of language might use” (p.1). It means that vocabulary is a collection of words that is applied by one as a tool of communication. While Ur (1996) states that “vocabulary can be defined roughly, as the words teachers teach in the foreign language” (p. 60). However, a new item of vocabulary may be more than just a single word: for example, dry-run, and brother-in-law, which are made up of two or three words but express a single idea. Moreover, Richards and Renandya (2002) state that “vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write” (p. 255). Therefore, without an appropriate vocabulary and techniques for acquiring new

lexis, students do not achieve their potential and discouraged from making use of language learning opportunities around them for instance listening to the native speaker, listening to the radio, using language in various context, watching YouTube videos, or watching television.

From the definitions mentioned above, it can be concluded that vocabulary refers to the total stock of words which is a fundamental element in language learning, particularly in English. Without vocabulary, students can not communicate with each other. It is the knowledge of words, and word meaning. The more learners acquire vocabulary, the more ideas they should have; therefore, they can communicate and exchange their ideas more successfully.

1.2. Description of Vocabulary

1.2.1. Lexicology

According to Jackson and Zé Amvela (2000), lexicology is the study of lexis, understood as the stock of words in a given language. This definition shows that the notion of ‘words’ is essential in the study of lexicology. Besides, lexicology deals not only with simple words in all their aspects, but also with complex and compound words, the important units of language. Also, it relies on information derived from morphology, the study of the forms of words and their components, semantic, and of their meanings. It is concerned with how words are classified, formed, and their different meanings.

1.2.2. Lexicography

Lexicography is defined by Jackson and Zé Amvela (2000) as a special technique of writing dictionaries. In other words, it is the act of making the inventory of words of a language and gathering it, composing books called dictionaries. Moreover, lexicography studies lexicon from a different angle, and deals with the individuality of each lexical unit (Zgusta, 1973).

1.2.3. Word Classes

Each language has word classes that the learners of a language should be aware of, which are known as part of speech; it is also acquainted with morphology and syntax. Harmer (2007)

classifies that there are “eight parts of speech in the English language” (p. 65). They are shown in the table below:

Table 1.1. Classification of English Language (Harmer, 2007, p. 65)

Part of speech	Description	Examples
Noun	A word or (group of words) that is the name of a person, a place, thing or activity or quality or idea noun can be used as the subject of a verb	-I love <u>New York</u> . -I recommend this <u>book</u> . - <u>Rachel</u> arrives tomorrow. -I don't get any <u>sense</u> out of her.
Pronoun	A word that is used in place of a noun or noun phrase	- <u>He</u> met her on the internet. - <u>They</u> don't talk much.
Adjective	A word that gives more information about a noun or pronoun	-What a <u>kind</u> person! -we all want a <u>better</u> life. -That's the <u>best</u> thing about her.
Verb	A word (or group of words) which is used in describing an action, experience or state	-I <u>like</u> to watch TV. -I <u>do</u> not believe you.
Adverb (adverbial phrase)	A word (or group of words) that describes or adds to the meaning of a verb, adjective, another adverb, or a whole sentence	-Please act <u>sensibly</u> this evening. -She walked across the bridge <u>carefully</u> .
Preposition	A word (or group of words)	-A plan <u>for</u> life.

(prepositional phrase)	which is used to show the way which other words are connected	-Bring me two bottles <u>of</u> wine.
Determiner	Definite article Indefinite article Possessives Demonstratives Quantifiers	- <u>A</u> Beautiful new daughter. -Look at <u>those</u> building - <u>An</u> appalling mistake.
Conjunction	A word that connects sentences, phrases or clauses	-Full of energy <u>and</u> ready to go. -They announced <u>that</u> the storm was heavy

1.2.4. Words Meaning

Students can be confused when encountering words that have different meanings and can not catch many words because of their several meaning. Thornbury (2002) suggests the aspects contributing to reach word meaning competence.

❖ Synonyms

Thornbury (2002) states that synonyms are “words that share a similar meaning” (p. 9). For example, old, ancient, antique, and elderly are all synonyms in that they share the common meaning of not young/ new. Moreover, synonyms are generally defined as items that mean the same, or nearly the same.

❖ **Antonyms**

Basically, antonyms are items that mean the opposite. For example, happy/sad. According to Thornbury (2002) claims that “an antonym is a word that means the opposite of the word to which it is compared” (p. 2).

❖ **Hyponyms**

Hyponyms mean items that serve as specific examples of a general concept; dog, lion, mouse are hyponyms of animal. As Thornbury (2002) states, “a hyponymy relationship is a kind of relationship as it the case of the word hammer which is a kind of tool, or a kiwi that is a fruit” (p. 10).

❖ **Homonyms**

According to Thornbury (2002), “homonyms are words that share the same form that has unrelated meaning” (p. 8). There are words which have similar sounds but have different spelling. These words are called homophones, like meet and meat. When different words are pronounced the same, but they have different meanings, students may fail to comprehend them.

1.3. Types of Vocabulary

Some experts (e.g., Harmer (1991); Palmer (1921); Nation (2001); Read (2000); Webb (2005) divide vocabulary into two distinctive types which are the receptive (passive) and the productive (active) ones.

1.3.1. Receptive Vocabulary

Receptive vocabulary deals with those words that the learners recognize and understand when they are used in context but which they cannot produce them, Palmer (1921) explains that “receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it” (p. 118). In other words, receptive vocabulary is the type of words that

the learners recognize when they meet in a reading context but do not use it either in speaking or writing (Webb, 2005).

1.3.2. Productive Vocabulary

Productive vocabulary consists of those words that the learners understand well-enough, can pronounce correctly, and use constructively in both speaking and writing, which means being able to pronounce the words correctly and successfully. Thus, to be comprehensible by other individuals. Palmer (1921) declares that “productive means that we produce language forms by speaking and writing to convey the message to others” (p. 118). It involves what is required for receptive vocabulary plus the ability to speak or write at any time. For this reason, productive vocabulary can be regarded as an active process because the learners can produce the words to express their thoughts to others (Webb, 2005).

All in all, vocabulary comprises four main groups, which can be presented into two units: speaking and writing vocabulary, conversely, with listening and reading vocabulary. Meanwhile, speaking vocabulary includes the words that students produce and use in their oral communication. While writing vocabulary consists of a set of words that one uses in various forms of writing such as essays, reports, and stories. On the other hand, reading vocabulary consists of the words in printed material that learners understand and recognize when reading. Whereas, listening vocabulary is those words that learners listen to and comprehend when they are talking to others. Pikulski and Templeton (2004) propose a diagram that may elucidate the connection between vocabulary and the four skills.

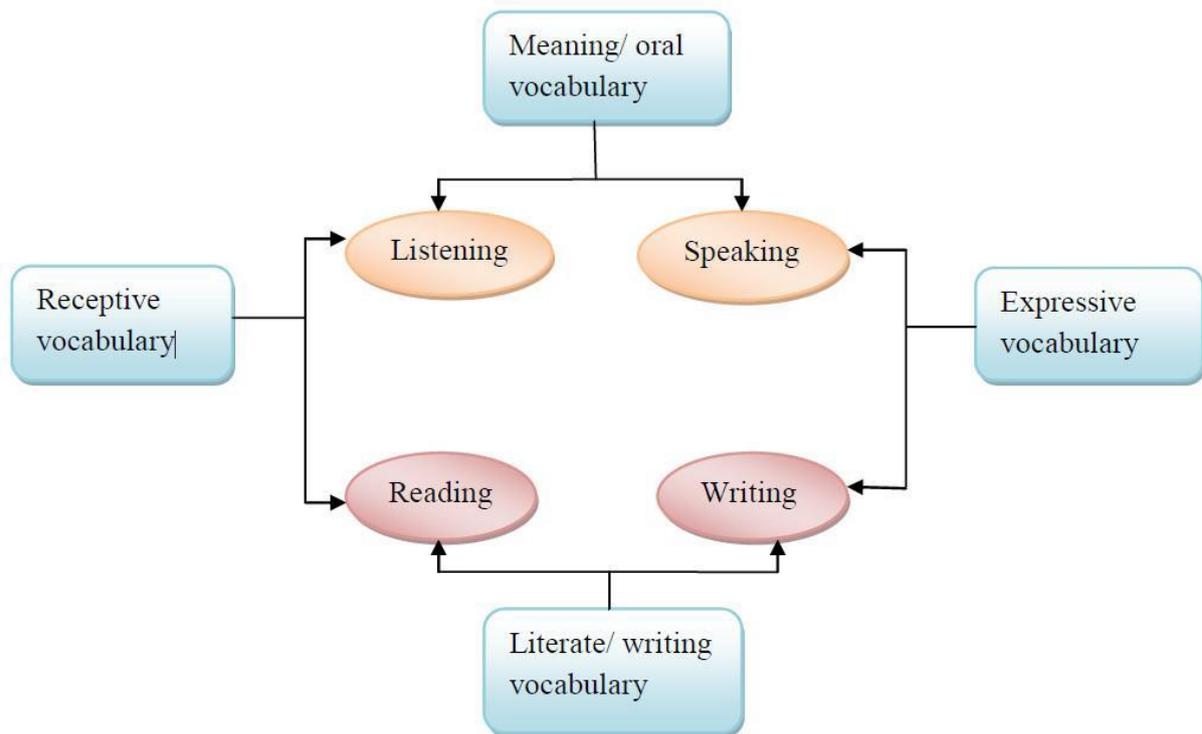


Figure 1: Vocabulary and the Four Skills

Adapted from (Pikulski & Templeton, 2004, p. 2)

Based on the above diagram, vocabulary into four main groups as follows: *Meaning/ Oral Vocabulary* (listening and speaking), *Literate/ Written vocabulary* (reading and writing) *Receptive vocabulary* (listening and reading), and *Productive vocabulary* (speaking and writing).

To sum up, in order to develop the four language skills (*listening, reading, speaking, and writing*), students need to involve the four categories of vocabulary (*meaning/ oral, receptive, productive, and literate/ written*). Because the more the learner knows sufficient vocabulary items, the more his/her four language skills will be improved.

1.4. Approaches of Learning Vocabulary

Basically, in teaching and learning a FL vocabulary, many researchers have argued that there are two different approaches of doing so: incidental and intentional (Schmitt, 2000; Hulstijn, 2001; Richard & Schmidt, 2002; Nation, 2001).

1.4.1. Incidental Vocabulary

Incidental vocabulary learning was defined differently by many linguists in the field. For instance, Richards and Schmidt (2002) state that incidental learning is to learn something without the intention to do so; it is also learning one thing while planning to learn another. It can also be defined as:

Unintentionally picking up vocabulary, patterns, or spelling, through interaction, communicative activities, reading for content, or pleasure. This can be contrasted with intentional learning, for example, learning by following a deliberate program of study to enhance vocabulary or grammar (Richards & Schmidt, 2002, p. 252).

In this way, Hulstijn (2001) deduces through some studies, that the majority of vocabulary items are acquired incidentally, that is, as a by-product of the learner being engaged during a listening, reading, speaking, or writing task.

From the viewpoints stated above, incidental learning of vocabulary can be outlined as a type of learning technique from speaking, reading, listening, or writing to language usage. At the same time, learners' major attention emphasized on the information of passages or texts. This technique involves learning from extensive reading, participating in conversations, listening to stories, watching English movies, listening to radio or other exposure of input and output both out of and in classrooms (Nation, 2001).

1.4.2. Intentional Vocabulary

Other types of word knowledge are especially responsive to explicit or intentional learning. While intentional learning is mostly thought to happen once learner's attention is emphasized on acquiring new language features such as vocabulary (Nation, 2001; Schmitt, 2000). Hulstijn (2001) defines intentional vocabulary learning as "any activity geared at committing lexical information to memory" (p. 271). Generally, intentional learning is defined as learning that is impelled by

intentions and is goal-directed. Breiter and Scardamalia (1989) suggest that they use the term intentional learning “to refer to cognitive crosses that have learning as a goal rather than an incidental outcome” (p. 363). It focused on the awareness of learning. Learners must be conscious concerning their learning process, and they should be told that they will be tested on their retention of a specific kind of information.

Generally speaking, intentional learning of vocabulary, by definition, is the technique of learning vocabulary that is motivated by intentions by utilizing tools to bring the learner’s attention into direct contact with the frame and meaning of words, such as dictionaries, vocabulary lists, and direct vocabulary explanation.

All in all, vocabulary learning approaches are very fundamental and beneficial for learning new vocabulary items. Besides, it is very significant for language students to select the suitable way of learning new words since there are some items that require to be learned directly and indirectly. Moreover, it is helpful for them to combine the different approaches together rather than using each one alone for better development of their language abilities.

1.5. Language Learning Strategies

Language learning strategies have received a considerable amount of importance since the early 1970s for the dominant role they play in language learning (Rubin, 1975; Stern, 1975). Since then, several researchers within the field of second and foreign language education have defined language learning strategies differently emphasizing on the way used by students to deal with the information they receive and what the sort of strategies they use. Language learning strategies are defined differently by several Scholars.

A general definition of learning strategies has been provided by Rubin (1975) as “techniques or devices which a learner may use to acquire knowledge” (p. 43) That is to say, in order to gain a good knowledge of a language, students use some plans. In the same vein, O’Malley and Chamot

(1990) specify that learning strategies are the special thoughts of behaviors that individuals use to help them comprehend, learn, or retain new information” (p. 1). It means that learning strategies are specific and are used by students to comprehend and to facilitate the learning process. In this regard, Oxford (1990) argues that they are “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p. 8). She claims that learning strategies have a dominant role to play in language learning because suitable strategies resulted in enhanced proficiency and greater self-confidence.

Additionally, Oxford and Crookal (1989) describe language learning strategies as learning techniques, actions, learning to learn, problem-solving, or learning skills. These skills are techniques utilized by learners to improve their skills and leads towards more proficiency or competence in a second or foreign language.

To conclude, language learning strategies are techniques used by students to make the learning process easier and beneficial.

1.6. Definition of Vocabulary Learning Strategies

Learning the meaning of new words in second or foreign language learning requires some particular techniques for the students to follow. These techniques are called vocabulary learning strategies which are considered as a subset of language learning strategies. Taking this into consideration, several second and foreign language researchers and authors have made different attempts to introduce the term Vocabulary Learning Strategies (VLS) in different ways used by foreign and second language learners.

According to Nation (2001), “vocabulary learning strategies are a part of language learning strategies which in turn are a part of general learning strategies” (p. 217). It means that vocabulary learning strategies are a subcategory of language learning strategies.

Cameron (2001) provides a very general definition that vocabulary learning strategies are “actions that learners take to help themselves understand and remember vocabulary” (p. 92). In short, vocabulary learning strategies are the specific techniques used by students to construct their vocabulary knowledge. However, many scholars attempt to investigate some strategies that may promote vocabulary development. There are two strategies in discussion.

1.7. Classification of Language Learning Strategies

1.7.1. Oxfords'(1990) Classification of Language Learning Strategies

Oxfords' taxonomy (1990) is “perhaps the most comprehensive classification of learning strategies to date” (Ellis, 1994, p. 539). She divides LLS into two main dimensions: direct and indirect learning strategies, which are further subdivided into six groups.

- **Direct Strategies:** are classified into memory, cognitive, and compensation strategies.

According to Oxford (1990), direct classification strategies consist as follows:

- ❖ **Memory Strategies:** Also known as mnemonics, which are techniques used to process, store, and retrieve information needed for future language use, helping the learner to connect one L2 element with another but do not necessarily include deep understanding. These strategies are mainly used to learn vocabulary items through grouping, which is a good way to organize words to remember them effectively, imagery, and rhyming to facilitate overall language learning. For example, the use of dictionaries to find the difficult words, and the use of drills to practice the language.
- ❖ **Cognitive Strategies:** These strategies are the mental processes strategies students use to make sense of their learning. They enable them to manipulate or transform the language materials in direct ways, such as note-taking, manipulating or transforming of the language

through repeating, analyzing constructively and summarizing, synthesizing, outlining, and reorganizing information to improve some more robust schemas (knowledge structures).

- ❖ **Compensation Strategies:** Compensation strategies are employed by learners to use the language despite their limited target language knowledge in the sense that these strategies refer to the techniques used by students in order to comprehend the target language when they require a particular knowledge, such as guessing intelligently from the context in listening and reading, using synonyms and gestures to convey meaning.
 - **Indirect Strategies:** this type of strategies involve metacognitive, affective, and social strategies.
- ❖ **Metacognitive Strategies:** Are those which permit learners to control their cognition. This means that these techniques are employed by the learners to help them in planning, monitoring and arranging the appropriate ways for learning, as well as evaluating one's learning process, and these strategies allow learners to know themselves by identifying their progress and needs.
- ❖ **Affective Strategies:** This type assists learners to deal with their emotional involvement and to regulate their emotions, motivations, attitudes, and values. They include discussing one's feelings with someone else, using mediation, and rewarding oneself, which help learners to control their attitudes and emotions linked to the language learning process. For instance, learners may use praise to reward themselves for their achievements.
- ❖ **Social Strategies:** Refer to strategies which involve helping learners learn through interaction with other people to develop language learning; for example, asking questions about new words they have encountered for clarification, cooperating with peers, and developing cultural understanding. The student here can enrich his/her vocabulary through interaction with others. Moreover, those who do pair-work or group-work in classroom help in doing an activity or speaking with a native speaker to explore cultural and social norms.

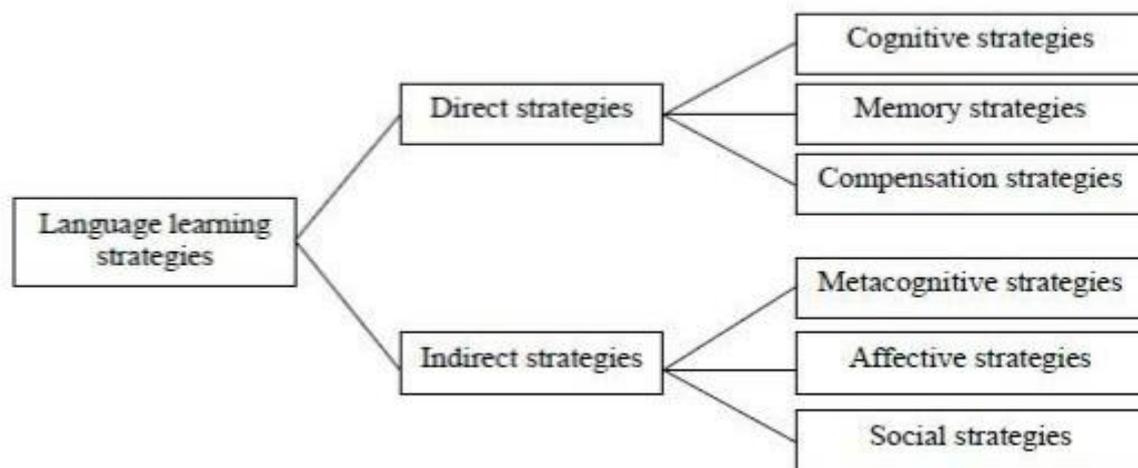


Figure 2: Summary of Oxford's Classification of Language Learning Strategies (LLS)

Adapted from (Oxford, 1990, p. 16)

1.7.2. Schmitt Taxonomy

In the field of vocabulary learning, Schmitt (2000) proposes a very comprehensive taxonomy of vocabulary learning strategy, and his taxonomy was basically based on Oxford's (1990) classification system and an investigation of 600 Japanese EFL learners' VLS. Schmitt adapted from Oxford's six strategies categories (social, memory, cognitive, and metacognitive) and he added a new category which is determination strategies which are most useful ones for his aim (Schmitt, 1997). Schmitt initially classified vocabulary learning strategies into two main groups: discovery strategies and consolidation strategies.

❖ Discovery Strategies

Discovery strategies include discovering the meaning of new words. These strategies are useful for the initial learning and understanding of the meaning of a new word.

❖ Determination Strategies

Determination strategies are "used by an individual when faced with discovering a new word's meaning without resource to another person's expertise" (Schmitt, 1997, p. 205). In other words, they are used when learners discover the meaning of a new word without using the

experience of another person. This strategy involves checking for L1 cognate, in addition to, guessing from the context, analyzing affixes and roots, using a bilingual dictionary, monolingual dictionary, using word lists, and flashcards' determination to mean.

❖ **Social Strategies**

These are techniques used by students to comprehend a word “by asking someone who knows it” (Schmitt, 1997, p. 210). They include working with other people (mainly teachers and classmates) asking the teacher for an L1 translation, asking the teacher for a synonym or paraphrase of the new word, asking classmates for the meaning, to reach word definition and discover the meaning of a word through group work activity.

❖ **Consolidation Strategies**

These techniques are useful for studying and remembering the word's meaning once it has been introduced (Schmitt, 2000). That is, consolidation strategies are applied to assist the student in internalizing or memorizing the words when he/she encounters them for the second time.

❖ **Memory Strategies**

Memory strategies involve making connections between the new words with previously learned knowledge. They play an important role in helping students to store new words into memory, and in the process of vocabulary. They include; using some images of words meaning or form, connecting words to personal experience, connecting words to its synonyms or antonyms, associating words with its coordinate, paying attention to word spelling or pronunciation, memorizing affixes and roots, and learning the part of speech.

❖ **Cognitive Strategies**

The definition of cognitive strategies was adapted from Oxford's (1990) as “manipulation or transformation of the target language by the learner” (p. 43). They include repetition, using word

lists, flashcards, keeping a vocabulary notebook for taking notes in class, listening to tapes of word lists to study vocabulary. These are common and beneficial among students and may assist them in reaching a high level of proficiency.

❖ **Metacognitive Strategies**

Schmitt (1997) describes metacognitive learning strategies as those which include “a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study” (p. 205). In more precise words, metacognitive strategies are techniques used by students to evaluate their learning. These strategies include testing oneself improvement with vocabulary, deciding which words are worth learning, making plans, and using the most effective learning method like using language media (songs, movies, internet).

1.6. Techniques in Teaching Vocabulary

Teaching vocabulary is viewed as one of the most discussed parts of teaching English as a foreign language (Susatano, 2017). When the teaching and learning processes take place, problems would appear to the teachers. They have issues of how to teach students to gain satisfying results. The teachers have to employ a variety of techniques and suitable materials to achieve the target of language learning.

Gairns and Redman (1986) suggest the most common way of presenting and conveying the meaning of the new vocabulary items, which are:

1.6.1. Visual Techniques

According to Gairns and Redman (1986), visual techniques contain flashcards, photographs, blackboard drawings, and wall charts. They are extensively used for conveying meanings, and they are beneficial for teaching concrete items of vocabulary such as furniture, and certain areas of vocabulary such as places, professions, descriptions of actions and activities. Visual techniques

often lend themselves easily to practice activities involving student interaction. For example, a set of pictures illustrating sports activities could be used as presenting items such as skiing, sailing, etc.

1.6.2. Mime and Gesture

The teacher can incorporate mime and gesture method to elicit the meaning of certain words from students, and it can be used to reinforce what has already been learned. It is very beneficial, particularly when addressing young learners or beginners. In addition, Tellier (2008) determines three prominent roles for teaching gestures: management of the class, for example, to start and end an activity, to question students, request silence, etc.), evaluation (to show a mistake of the student, to correct and congratulate, etc.), explanation and clarification (give indications on syntax, underline specific prosody and explain new vocabulary).

Teaching gestures appear in various shapes: hand gestures, facial expressions, pantomime, body movement, etc. They can either mime or symbolize something, and they help learn to infer the meaning of a spoken word or expression, providing that they are unambiguous easy to understand.

1.6.3. Verbal Explanation

Teachers use verbal presentation to clarify the meaning of words; it is a way of using words and their meaning through the use of language to explain what has been introduced. Thornbury (2002) defines it “as another way of defining the word meaning, and it can include providing an example situation, giving several example sentences; giving synonyms, antonyms or superordinate terms; or giving a full definition” (p. 81).

❖ Use Illustrative Situation (Oral or Written)

This is most helpful when items become more abstract. To ensure that students understand, teachers often make use of more than one situation or context to check that learners have grasped the meaning of the concept. These verbal explanations could take the following forms:

❖ Use of Synonymy and Definition

Teachers often used synonyms with low- level students, where inevitably they have to comprise and restrict the length and complexity of their explanation. The definition alone is often inadequate as a means of conveying meaning, and clearly contextualized examples are generally required to clarify the meaning of the items.

❖ Translation

According to Gairns and Redman (1986), this technique is unsupported; it can be legitimate for items possessing a clear mother tongue equivalent, but it should be avoided. The translation may not always convey the exact sense of an item. If teachers rely too heavily on the use of translation and deliver most explanations in the mother tongue, their students are surely losing some of the essential spirit and atmosphere of being in a language learning classroom.

1.7. Aspects of Vocabulary

Vocabulary is fundamental to the mastery of all language skills because words partially are the smallest elements of a sentence. Nobody will be able to perform English skills effectively without mastering a sufficient number of vocabulary. One is unable to read with high comprehension, or to speak fluently without understanding of words meaning. In short, the recognition of words is the fundamental aspect to be mastered at the beginning. According to Ur (1996), there are some aspects of vocabulary that the learners should be mastered and the teacher should teach in order to help the learner in mastering vocabulary. They are namely:

1.7.1. Spelling

Spelling is the writing of a word or words with the necessary letters presented in an accepted standard order and arrangement of letters that form a word or part of word. According to Ur (1996), there are some important points that form pronunciation and spelling. The learners have to know what a word sound like (pronunciation) and what it looks like (spelling)

1.7.2. Grammar

According to Ur (1996), grammar is “the way words are put together to make correct sentences” (p.75). Moreover, Harmer (2001) describes grammar as “the description of the ways in which words can change their forms and can be combined into sentences in that language” (p. 12). It means that grammar is considered as the rules that guide the usage of language to express correct meaning. For example, when teaching a new neverb, the teacher may also give its past form, whether it is regular or irregular (think: thought). Similarly, when teaching a noun; the plural form, if irregular (mouse: mice), or draw student attention to the fact that it has no plural at all (advice, information).

1.7.3. Collocation

According to Ur (1996) “collocation typical of particular items is another factor that makes a particular combination sound ‘right’ or ‘wrong’ in a given context. So this is another piece of information about a new item which may be worth teaching” (p. 61). Collocation is also often noted in dictionaries, either by providing the whole collocation under one of the head-words, or by a note in parenthesis.

1.7.4. Meaning

According to Ur (1996), the meaning of a word refers to in the real words, its denotation; this is often the sort of definition that is given in a dictionary.

A less obvious element of the meaning of an item is connotations, the association, or positive or negative feeling it evokes. Connotative meaning cannot be specified in a dictionary definition.

A more subtle aspect of meaning that often needs to be taught is whether a particular item is the suitable one to use in a specific context or not.

From that discussion above, it can be concluded that vocabulary mastery is a complete skill to understand and apply the stocks of words. It constitutes an essential thing that students have in order to be able to listen.

1.8. Importance of Vocabulary

Vocabulary knowledge is regularly seen as a critical tool for second language learners because a limited vocabulary in a second language impedes good communication.

Coady and Huckin (1997) argue that vocabulary is central and of critical importance to typical the language learner. Vocabulary is the basic element to master the four language skills, namely listening, speaking, reading and writing. Without having adequate vocabulary, a language learner will not be able to master the language skills. The meaning shows that vocabulary mastery has important roles in communication.

In addition, Wilkins (1972) states that:

There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say.... While without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed (as cited in Alqahtani, 2015, p. 22).

This is the evidence that in learning language, grammar cannot stand alone without the presence of vocabulary knowledge.

Moreover, Thornburry (2002) says that:

If you spend most of your time studying grammar, your English will not improve very much. You will see the most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words (p. 13).

It means that language is made up of a set of words. If learners want to use language effectively, they must have a good stock of vocabulary. Learners cannot use language if they do not know the words of that language. Vocabulary is the main element of communication.

Thornbury (2002) states that vocabulary means a large gathering of items. He adds that learning vocabulary is very significant because it improves someone's knowledge of words. This implies that the success of the learners in learning a language depends on not only the size of vocabulary he or she learned but also vocabulary building.

To conclude, vocabulary is very important and is a key to master the English language because by building a good vocabulary, it is easier for students to comprehend English.

Conclusion

In conclusion, vocabulary is a fundamental aspect, and it is regarded as the core of language usage, which must be of central importance in foreign language teaching and learning. Therefore, teachers ought to teach not only the meaning of the word. Rather, teachers have to pay attention to learners about vocabulary learning strategies and techniques for each aspect of language, such as verbal explanation, visual aids, as well as mime and gestures. Moreover, teachers should also cover all the elements of vocabulary, which are spelling, grammar, and meaning. Furthermore, it aids the learners to overcome word difficulties and make them attain the difference between receptive and productive vocabulary knowledge for effective and successful learning.

Chapter Two: Subtitled Videos

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Chapter Two: Subtitled Videos

Introduction

Learning the vocabulary of a foreign language is one of the most strenuous and prolonged process. As this point lights due to the challenges and pressure that interfere in this process as the cultural and linguistic diversity that existing between the mother tongue and the foreign language. Nonetheless, nowadays, technology may prevent this intervention and can assist foreign language learning. Using English subtitled videos with their technological nature, might be one of the good and the useful tools for language students for providing contexts for vocabulary learning, thus a rich source for incidental vocabulary learning. Therefore, subtitled videos may play a pivotal role in comprehending movies and easing the acquisition of the foreign language's vocabulary.

Importantly, this chapter provides some definitions of the concept of subtitling and its history along different periods. Further, it deals with the use of subtitles and their types. Then, it involves the effects of subtitled videos in the English as a foreign language classroom in improving vocabulary. Besides, it provides some advantages, disadvantages, and strategies of subtitling. Finally, it explores the challenges that a translator may encounter.

2.1. Definition of Subtitles

Subtitles are an umbrella term that includes numerous definitions. According to Reich (2006), subtitling is a branch of translation known as audiovisual translation in which viewers can read statements of dialogues on the screen as well as the images and listen to the dialogue. That is to say; subtitling is most known for its purpose of transcribing the oral dialogue from films or television programs into text. This often involves viewers who have an L1 that is not the same as the language in the spoken dialogue and are given subtitles so that they can recognize the action on the screen.

In addition, (Cintas & Remael, 2014, p. 8) points out that:

Subtitling may also be described as a translation practice that consists of presenting a written text, generally on the lower part of the screen, that endeavors to recount the original dialogue of the speakers, as well as the discursive elements that show up in the image (letters, inserts, graffiti, inscriptions, placards, and the like), and the information that is contained on the soundtrack (songs lyrics, voices off).

From a technical perspective, there are open subtitles and closed subtitles. Open subtitles cannot be removed or turned off as they are burned on the image. On the contrast, closed subtitles leave the option up to the viewer who can decide whether he/she wants to see them or not (Cintas & Remael, 2014).

Furthermore, the term “subtitles” and “captions” are sometimes used interchangeably, although there is a slight distinction between the two. Technically, subtitles are especially for hearers and tend to be linked with a translation of the audio track in written text mostly at the bottom of the screen. At the same time, captions are considered to be for both deaf and hearing-impaired viewers usually related to the original audio transcription and displayed in written text.

From the statements above, it can be concluded that subtitles can be described as transcription of film or TV dialogue that is used to help the target audience in understanding a movie which appears continuously at the bottom of the screen. Through subtitling, the viewers can easily comprehend the storyline or the information to be translated.

Subtitling, as a notion has a specific history. It appeared in 1929, in Europe, when the first films came on the continent (Khalaf, 2016). Cintas (2005) notes that subtitled films appeared in the second half of 1970s. Reich (2006) holds that although there were silent films in cinemas at the beginning of the film-making history, the film producers tried to find a solution to convey the dialogue of the actors to the audience. They finally decided to write short statements on a paper and insert them between the film sequences. The written statements were named intertitles. Subtitles are new forms of intertitles (Ivarsson, 2004).

2.2. The Use of Subtitles

Historically, subtitles have existed in movies to replace the unavailability of dubbing. Yet, foreign language researchers have considered them to be problematic as they hindered learners' learning progress. That is to say; when learners follow subtitles, they tend to rely on them and weaken their listening skills. Nonetheless, with the advancement of research on subtitles, studies have proven that subtitles provide learners with a comprehensible input that fosters their language acquisition. To sum up, recent studies have shown that subtitles can be a tool that enhances learning (Vanderplank, 1988).

Furthermore, subtitles have been proved to be a source of laziness and distraction since they make language learners entirely dependent on them. However, 'far from being a dangerous and distraction in language learning subtitles can bring benefits to those who are hard of listening' (Vanderplank, 1988, p. 277). For instance, they may help learners to monitor the character's speech and provide them with instant feedback and positive reinforcement. Therefore, they contribute to making the learners feel more secure and confident to the extent of being able to follow foreign TV programs or films unsupported by subtitles (Vanderplank, 1988).

Therefore, even if there are some learners for whom text can be regarded as a distraction from the stream of speech, research evidence suggests that the majority of learners use it as a guide for comprehension and for discovering new words. Thus, when used to study or practice foreign languages, subtitles need to be used for a purpose. Students, through different training activities, must learn to use subtitles for a reason, other than to comprehend everything that is being said.

2.3. Types of Subtitles

Subtitles can be divided into the following types: intralingual subtitles, and interlingual subtitles.

2.3.1. Intralingual Subtitles

Intralingual subtitles refer to subtitles within the same language, i.e., without translation. Gottlieb (1997) describes this form of translation as ‘vertical’ in that the viewer changes mode, from oral to written, but not the language. They are also known as “bimodal subtitles” (Zanon, 2006) or “L1 subtitles”, which are the transcription of the audio track of a video into captions of the same language.

They are also known as captions which are, generally intended for viewers who are deaf and hard-of-hearing people who need to be assisted by subtitles. Those captions can contain non-speech information such as the recognition of speakers and their way of speaking as well as music or other sound effects including a phone ringing, knocking on the door, footsteps, etc. In addition to that, captions are also designed for people who are learning a foreign language to comprehend the dialogue better and develop their language skills by watching television programs and films. They are also meant for people with other minorities such as immigrants, or those with literacy problems. Numerous non-learning impaired and television viewers need captions to guarantee encoding information which is hard to pick up. Examples of this include dialogue spoken quietly, lyrics of songs, or in the situation of the use of distinctive accents.

2.3.2. Interlingual Subtitles

Interlingual subtitles are referred to as “standard subtitles” (Zanon, 2006) or L2 “subtitles”. It refers to a shift in language going from one language into another and from a spoken language into a written that displays on the screen. It is not only translating from one language to another, but also changes from writing to speech. In this type of subtitles, the audio track is the target language, or the original language of the film or video and the accompanying textual display is a translation into the viewer's native language or to any other language.

The process of creating interlingual subtitles has been viewed as more of an art than

science, due to the "skill, imagination, and creative talent" required to produce them. It should be carried out with careful consideration, as it is crucial to enable accurate understanding (Ivarsson & Carroll, 1998).

2.4. The Positive Effect of Subtitles on Vocabulary Development

The integration of English subtitled videos in the EFL classes as a teaching tool has proved been proved its importance. Canning- Wilson and Wallace (2000) point out that subtitled movies can support the students to notice new vocabulary items, and may have the potential to ease vocabulary acquisition without being a distraction for the students.

Moreover, teachers believe that employing subtitled films in EFL classes can raise the interaction among students. According to a study which was carried out for EFL students, learners stated that using subtitled films is a useful way to improve English vocabulary and provide them with more chances to employ the English language. The majority of the learners claimed that they would learn new words (about 3-5) when they see a film in the classroom, due to repetition of those words many times throughout the film (Ismaili, 2013). Although there are many various positive aspects of employing films as authentic teaching materials, Mishan (2005) suggests that it can be rather challenging sometimes, to keep the language classrooms entertaining and comfortable instead of making the learners passive while watching films. It is necessary to plan the tasks carefully in advance and also to check the student's knowledge of the vocabulary and topic. When the learners are familiar with the vocabulary and the topic of the film, it is easier for them to focus on the film as a learning experience as well as an enjoyable experience.

Besides, other researchers tackled the effect of subtitled videos on enhancing vocabulary in the EFL classes. Koolstra and Beentjes (1999) conclude that subtitled videos aid the students to attain more English language vocabulary and to accomplish higher rates on the word recognition exercises than the students who viewed the same videos without any subtitles. Zanon (2006) declares that subtitling can help EFL learners to follow the dialogue and to acquire new vocabulary.

Finally, the incorporation of subtitled videos in EFL classes becomes important while teaching English. In fact, subtitled videos proved to be beneficial and useful pedagogical teaching materials for vocabulary improvement, which should be authentically performed in EFL classes.

Previous Studies

Developing word recognition and vocabulary acquisition skills are one of the aims of ESL/EFL students. Thus, captions can assist learners in improving these skills by providing different types of authentic input through three other channels (written text, oral text, and images). Several scholars pay attention to the impacts of captions in learning vocabulary acquisition in and outside the classroom (Neuman & Koskinen, 1992; Koolstra & Beentjes, 1999). Certain studies have specifically focused more on the effectiveness of subtitles in enhancing learning vocabulary, and most of them suggest that captioning is a beneficial tool in vocabulary knowledge for learning (Zareei, 2009; Ellsworth, 1992). In what follows, an overview will be provided of a selection of relevant studies on the possible effects of subtitles on vocabulary learning.

Neuman and Koskinen (1992) carried out one of the studies that focused on the effects of captioned videos on advanced EFL learners, which examined the effect of captioned video on advanced EFL learners. The results of the study showed that learners who viewed fully captioned video had higher scores in vocabulary recognition and acquisition activities than learners who viewed caption-less video segments. In another study, Bird and William (2002) examined the effect of single modality (sound or text) and bi-modal (sound and text) presentation on word learning. They concluded that subtitling could develop the learning of novel words.

Zareei (2009) explored the type of subtitling to figure out which one was more beneficial for vocabulary recognition and recall. The outcomes indicate that bimodal subtitling was the most effective type for vocabulary recognition.

In addition, captions can assist with word recognition and vocabulary building. Neuman and Koskinen conducted a nine-week experiment with 129 seventh and eighth grade ESL students

(mostly at an advanced level) watching nine 5- to 8-minute long segments of an American children-oriented science production. The researchers found that captioning was more helpful to vocabulary recognition and acquisition than traditional television watching, or reading while listening. A series of increasingly complex tests showed the advantageous effects of captions. These tests ranged from weekly word recognition activities that required differentiating written target words from non-word distractions, to sentence anomaly activities testing word comprehension in context, and on the most challenging level, meaning identification of words presented in isolation (Neuman & Koskinen, 1992).

2.5. Subtitling Strategies

Hastuti (2015) states that strategies are the techniques applied by the translator in transferring the meaning of the words, phrases, clauses from SL to TL. Therefore, subtitling strategies are the techniques which are –used in transferring the meaning of SL to TL to overcome the subtitling problem in order to build the suitable subtitled.

In this research, the researcher uses subtitling strategies from Gottlieb (as cited in Simanjuntak & Basari, 2016, pp. 22-25). There are ten subtitling strategies; they are expansion, paraphrase, transfer, imitation, transcription, dislocation, condensation, decimation, deletion, and resignation.

Gottlieb's subtitling strategies are as follows:

1. **Expansion** is used when the SL requires more explanation to gain the audience's comprehension because they cannot retrieve the cultural nuance of the SL.
2. **Paraphrase** is utilized when the phrase in the SL cannot be reconstructed in the same syntactic way in the TL. In other words, the translation in the TL is syntactically distinct from the SL, but the meaning is still maintained to be comprehended by the audience.

3. **Transfer** is also defined as the strategy of translating the source language correctly and completely.
4. **Imitation** is used to translate the proper noun, such as; people's names, places, countries, and product brands.
5. **Transcription** is used when there is an existence of unusual terms, the third language, and nonsense language in the SL.
6. **Dislocation** is adopted when the SL uses some sort of specific effect, for instance, a silly song in a cartoon film, where the translation of the effect is more important than the content.
7. **Condensation** is utilized to solve the problem of limitation of subtitle lines. Also, it can create efficiency by eliminating redundancies.
8. **Decimation** is omitting essential elements that are confusing the audience and some taboo words.
9. **Deletion** refers to deal with the total elimination of the parts of a text, such as repetition, filler words, and question tags.
10. **Resignation** is applied when the translator does not find the solution in translating the SL subtitle, and the meaning is inevitably lost.

2.6. Theories on the Use of Subtitled Videos

Three theories of learning vocabulary have been introduced to support the use of subtitled videos.

2.6.1. Comprehension Input Hypothesis

The comprehension input Hypothesis has been proposed by Krashen (1982) as a section of his more comprehensive theory of foreign language acquisition. He further argues that foreign languages are acquired when learners are exposed to comprehensible input. The input can be in the structure of both oral or written language.

According to Yiping (2016), the input hypothesis theory, “one of the possible paths that make language become understandable input is decipher the language form that has not been secured by the learners under the help of context information in language study input, which will help learners have access to language acquisition” (p. 48).

2.6.2. The Affective Filter Hypothesis

The Affective Filter hypothesis was developed by Krashen (1982) in conjunction with comprehensible input hypotheses. The three main factors that contribute to the affective filter are motivation, self-confidence, and anxiety. Krashen (1982) claims that students with high motivation, high self-confidence, and low anxiety are better equipped for success in second language acquisition. They are seeking out additional input opportunities. A student with low motivation, low-self-confidence and high anxiety can raise the affective filter and will not be able to effectively process the input they are exposed to, even if it is comprehensible. In other words, when the filter is up, it impedes language acquisition. Krashen (1982), therefore, argues that language teachers should aim to foster learning situations that encourage a low-affective filter.

2.6.3. Dual Coding Theory

According to Yiping (2016), dual coding theory, as proposed by Pavio (1971), is the memory system of human being contained language and non-language system. When the system and the non-language systems are jointly decoding a language, it is easier to store information in one's memory than the language system or non-language system decodes language separately. As a result, the human information processing mechanism system could dispose and process the auditory material and visual images. The image information, the voice information, and the original knowledge system are combined into a general system and transform the knowledge into long-term memory. While watching English movies, learners will combine the visual input and auditory input, which fully mobilize variety of sensory organs of the learner to receive information.

2.7. The Advantages of Using Subtitled Videos in EFL Classrooms

There are many advantages to using subtitled videos in EFL classrooms. Firstly, teachers use subtitled videos to motivate their students and reduce their level of anxiety and stress that they encounter when dealing with new words. Moreover, it allows teachers to introduce variety and realia into the classroom, which makes students more excited about learning the language. Furthermore, students who are exposed to videos with subtitles can easily recall their background knowledge and experiences, which makes them being able to discuss the content of the video and share their experiences with others. Another benefit from using subtitled videos lies in activating the verbal and imagery system of the students, which will result in increasing the students' learning power and making a betterment in their performance (Sirmandi, and Sardareh, 2016).

According to Bird and Williams (2002), subtitled videos are one of the most useful tools for learners to learn new words. They also make learners enjoy films and documentaries from other cultures and countries. In addition, subtitled videos are used to enhance the pronunciation of new words and facilitate vocabulary learning. Moreover, students are more motivated to learn English as a foreign language when they are exposed to watching videos with subtitles because they allow them to learn this language in various contexts such as watching English movies and listening to news. Consequently, the learners' comprehension will be increased.

In addition, captions can help learners to see how the words are written. By viewing English subtitled movies, learners listen to many new words and phrases, especially idioms and colloquial expressions. Learners can keep a notebook with them and write down any new words or phrases they learn to. They can look up the meaning later or ask their teachers. Putra (2012) states that when learners are watching movies with English subtitled, they can learn some new words and phrases used in the movies, and also help them to acquire new vocabulary and idioms. King (2002) also states some of the essential benefits of using subtitles in language learning activities as follows:

- 1) Subtitles can bridge the gap between reading and listening skills.

- 2) Student 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.
- 3) Students can learn how to pronounce many words, consciously and unconsciously.
- 4) Students can comprehend humour (such as jokes) that would be hard to recognize without the help of captions.
- 5) Subtitles allow learners to follow the plot easily.
- 6) Subtitles can enhance students' concentration in following lines.
- 7) Finally, subtitles can encourage students to study English outside the classroom context, especially by watching TV and cinema, listening to the original dialogues.

2.8. The Disadvantages of Using Subtitled Videos in EFL Classrooms

Despite having many advantages, there are also some disadvantages of subtitles that were proposed by some experts. For instance, Zanon (2006) holds that many viewers consider subtitles a nuisance because they cover visual information, and so lessen the credibility of the film. Moreover, Danan (2004) argues that language learners regularly have a feeling of guilt or annoyance when first exposed to subtitles, while teachers themselves tend to be openly hostile to their use. This is because subtitles are accused of encouraging learners to rely on the written text and foresting a form of laziness bordering on cheating.

In addition, Champoux and Robert (2007) state that some learners might resist viewing English film with English subtitles since it takes more time and effort to follow due to the fact, they have to read the subtitles and watch the scenes at the identical time. Reese (1984) believes that subtitles either impede or have no impact on learning from news stories. He believes that the reason may be the limitation of single-channel processing, according to which humans can attend to only one channel at a time. Switching attention from spoken text to written impairs performance when processing demands heavy because some information is lost in the process. Furthermore, Reese and

Davie (1987) says that subtitles might impede understanding of the picture stories by distracting attention from the visual.

In summary, the teacher has to consider the level of the subtitles of movies so that learners will be able to read and memorize the word easily later on. Teachers should choose good movies appropriate to the level of learners that make them enjoyable and feel happy while watching subtitled movies.

Conclusion

Subtitles are captions that mostly appeared at the bottom of a television or cinema screen. Subtitling was, primarily, intended for deaf and hard of hearing people; however, recently, it is utilized as a beneficial pedagogical tool to teach foreign languages. Throughout history, subtitles have witnessed various periods and changes to reach a very advanced way as it is today, thanks to the improvements that happened in technology. Subtitling consists of two categories: intralingual and interlingual. In other words, subtitling is about translating a video to another language or keeping the same language of the actors projected on the screen. To achieve very effective subtitling, a translator should follow specific practical techniques in his/her translation of any film to make it more precise and consequently keep away the viewer from confusion and distraction.

Chapter Three: Research Methodology and Finding

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Chapter Three: Research Methodology and Findings

Introduction

Chapter one and two are exclusively devoted to the review of literature about the use of subtitled videos and vocabulary learning. The present chapter, however, is practical in nature. It mainly deals with the presentation and the analysis of the data gathered from the questionnaire for students. The questionnaire was directed to learners in order to analyze their perceptions towards the use of English subtitled videos as a learning strategy to facilitate their vocabulary acquisition. This chapter then explains the method used to carry out this study. Moreover, it identifies the sample of the study that has been included in this piece of research, and the description of the questionnaire for the students as well as the analyses and interpretation of the obtained result. In the light of the data analysis, some pedagogical recommendations and suggestions related to the issue under investigation are involved at the end of this chapter.

3.1. Data Collection Tools

A considerable variety of research dissertations and projects involved in collecting primary data from the respondents. This research study included the collection of quantitative data.

The only research tool used to collect the needed data in this current study was the questionnaire for students which was conducted to evaluate the students' perspective towards vocabulary learning and using English subtitled videos as a teaching technique. It was chosen over other instruments because it was most easily administered and can be used to collect data from a large and infinite number of participants. Another reason for selecting the questionnaire was the large number of students who participated in this study; thus it was one of the most appropriate and suitable instruments that may be used to carry out this piece of research since it is a quick, effective, and resourceful tool of gathering much information from a considerable group of people.

3.2. Sample of the Study

3.2.1. Students

The target population of this study was first-year LMD students of English language at Mohammed Saddik Ben Yahia University, department of English during the academic year 2019/2020. Practically, the questionnaire was submitted online for the students and got only 100 respondents out of 330 students of the first-year. The principal reasons behind selecting first-year English language students as a representative sample of the population were; to begin with, those students were new in the scope of the university, and they had curiosity to use those tools to develop their level in vocabulary. Another reason, first-year students are the ones who needed new teaching techniques to develop their vocabulary and comprehension.

3.3. Questionnaire for Students

Questionnaires are the most commonly used tools for collecting data in research from target respondents about their opinions, attitudes, interests, and beliefs. They are extremely flexible and can be used to gather information on almost any topic from a larger or smaller group of subjects. Robson (2011) states that questionnaires are very common and widely used in social research methods to collect data from and about people. The online questionnaire was administered to 100 LMD first year students, at the English Department of Mohammed Saddik Ben Yahia. The questionnaire contained thirty-four open-ended, closed-ended, agreement scale, and multiple-choice questions which were written in very simple language; so that, learners could comprehend and answer all the questions easily.

3.3.1. Description of the Questionnaire for Students

In this research study, an online questionnaire was used in order to prompt participants to express their opinions and thoughts towards watching English subtitled videos. It is composed of twenty- two questions divided into four sections. The latter require answers with “yes” or “no”

questions, or to pick up the suitable answer they consider suitable from a number of choices.

However, the former requires the learners to give their opinions or justify their choices about the issue under investigation.

This questionnaire is composed of four main sections, and each section was designed for giving a purpose and combined thirty -four questions in addition to further suggestions. In fact, the four sections were structured as follows:

Section One: General Information

The first section consisted of five questions for the purpose of having a general background information about the participants and their thoughts and impressions about learning English.

Section Two: Learners' Perceptions about Vocabulary Acquisition

This part of the questionnaire was devoted to get a clear insight and gather data about the learners' views towards the vocabulary learning process. It consisted of eight questions, such as knowing how learners saw their vocabulary and how they can evaluate their stock of vocabulary as well as their point of view about English. In addition, the importance of vocabulary in learning the English language, whether they prefer to learn vocabulary from books, movies, social media, or dictionaries. Also, to what extent they agree on the benefits of watching English subtitled videos for language learning. Whether it was difficult or not to grasp English vocabulary while watching videos without subtitles, whether the presence of subtitles made learning vocabulary easy.

Section Three: Learners' Preferences while Watching Subtitled Videos

Section three was about the participants' preferences regarding the language of subtitles when watching videos and consisted of five questions mainly about their habits of watching videos with subtitles for language learning purposes and their point of view about English. The participants were asked to indicate which subtitles they preferred English subtitles, Arabic subtitles, or French

subtitles. This section also aimed at finding out how students thought about the vocabulary used in subtitled videos for daily life and how videos with subtitles affected language proficiency.

Section Four: Students' Perceptions about the Use of Subtitled Videos in Enhancing the Students' Vocabulary Acquisition

The last part of the questionnaire aimed to obtain students' perceptions regarding the appropriateness of the use of subtitled video as a means for teaching and learning vocabulary. It consisted of three questions about their opinions and thoughts. The questionnaire ended with an open-ended question where learners can add their suggestions and/or comments about this research study. When administering the questionnaire, not all students answered it, and few of them did not return it at all.

To put in a nutshell, the main aim behind the use of this questionnaire is to investigate the students' perceptions towards learning vocabulary through subtitled videos, to find whether the latter was appealing and beneficial in improving their vocabulary as most of their vocabulary level seemed to be somehow low. They needed to build a good vocabulary lexicon from the first year, so to improve their vocabulary level and the four language skills.

3.3.2. Analyses and Interpretation of the Questionnaire for Students

Section one: Background Information

Question One: Was it your choice to study English?

The purpose of this question was to see whether students had the desire to learn English for the first time, and whether it was one of their priorities, or not. The results show that the ninety-four (94%) out of the total number of participants replied (yes) which means that they are enjoying learning the English language since they have chosen it. Just very few of the six (6%) claimed that English was not their selected field of research.

Results are numerically presented in the following table:

Table 3.2

The Students' Choice to Study English

Options	Frequency	Percentage
Yes	94	94%
No	6	6%
Total	100	100%

Question Two: Why are you studying English?

This question was addressed to students in order to discover the reasons behind the students' choice of studying English. Table 3 demonstrates that the majority of students' responses consisting eighty-one (81%) show that they are learning English to earn a degree; whereas the remaining nineteen (19%) claimed that they are learning English for pleasure. They claimed that they are interested to learn a new language that obtained a major significance all over the world, and some expressed their desire to know more about the English culture. Only a few students said that they are studying English to get a job. Those participants believe that studying this domain provides more working chances to get a job as a teacher. Therefore, what is really important nowadays is studying and earning a degree, which will help learners to be in high positions in their society. The following table presents the numeric results:

Table 3.3

Students' Reasons for Learning English

Options	Frequency	Percentage
To earn a degree	81	81%
For pleasure	19	19%
Total	100	100%

Question Three: Do you think English is important to learn?

The target behind addressing the third question is to recognize how much the English language is important for students. It is apparent that all of the participants answered “yes” and believe that learning English is important, and they gave some reasons as follows:

- ✚ While learning a new language is important to pick up its vocabulary as much as you can so you can use it fluently.
- ✚ English is the most widespread language nowadays, it is impossible to communicate, trade, travel without it.

It is clear that all students are aware of the importance of learning English

Table 3.4

The Importance of Learning English

Options	Frequency	Percentage
Yes	100	100%
No	0	0%
Total	100	100%

Question Four: How often do you use English in your daily life?

This question aimed to know how often the student uses English in their daily life. The majority of students said that they use English every day in their everyday life; this means that they like English. Also, more than a third of students (37%) stated that they use English about 3-4 times per week. In contrast, sixteen (16%) use English just 1-2 once or twice a week, and there is only one participant (1%) who said that he/she never uses English.

Table 3.5

Frequency of Using English in Daily Life

Options	Frequency	Percentage
Everyday	46	46%
3-4 times per week	37	37%
1-2 times per week	16	16%
Never	1	1%
Total	100	100%

Question Five: What do you think about English teaching standards at your university?

Seventy-six (76%) of students believe that teaching standards at the department of English are average; they justified that there is a lack of materials that motivate learners to carry on their study. While; fifteen (15%) of them think that they are less than average; because they use old techniques and students need the practical side more. Moreover; nine (9%) students think that the teaching standards at the department of English are high; because they have good teachers at the university who are qualified and provide them with comprehensible input.

Table 3.6

Students' Views about English Teaching Standards

Options	Frequency	Percentage
High	9	9%
Average	76	76%
Less than average	15	15%
Total	100	100%

Section Two: Learners' Perceptions about Vocabulary Acquisition

Question One: Is learning new vocabulary worthwhile?

Table 7 indicates that all the students said “yes” and they gave some reasons as follows:

- ✚ Having a new vocabulary means having new words, new idioms, new expressions which are so helpful for studying and getting better in reading and speaking English.
- ✚ Vocabulary is the most important unit that English students need and also for those who are studying other foreign languages. Without vocabulary, the student cannot write a simple paragraph and explain his/her thoughts with correct English.
- ✚ It is worthwhile because it helps us to make it easier for explaining our thoughts and ideas also to communicate effectively.
- ✚ Learning each time new vocabulary means building your own knowledge. It is the key to master a certain language.
- ✚ Speaking a language means learning its vocabulary. Through vocabulary, students can comprehend what they listen to, be able to read effectively, and express their ideas. Moreover, vocabulary encourages learners to express themselves and feel at ease when communicating with other people.

Table 3.7

Status of Vocabulary

Options	Frequency	Percentage
Agree	100	100%
Disagree	0	0%
Total	100	100%

Question 2: What do you think about your vocabulary?

The purpose of this question was to know how students rate their English vocabulary. As shown in table 8, the results indicate that (86%) of the participants assumed that their vocabulary is average; meanwhile, eight (8%) of them claimed that they have a rich vocabulary. On the other hand, six (6%) participants only stated that their level is poor.

The following table shows the level of students numerically:

Table 3.8

Students Level of English Vocabulary

Options	Frequency	Percentage
Rich	8	8%
Average	86	86%
Poor	6	6%
Total	100	100%

Question Three: What is your favorite way to learn English vocabulary?

This question aimed to find out what is the learners' preferred way to learn English vocabulary. Forty-three students (43%) preferred to acquire vocabulary through videos, while thirty (30%) of them use books as a way to learn English words. There are twenty-two (22%) of them

who prefer social media, and only five (5%) chose a dictionary. Finally, other students said that they prefer watching TV shows, cartoons, and listening to music. This denotes that participants like to keep up with technology.

This results are presented in the following table:

Table 3.9

The Students' Way of Learning English Vocabulary

Options	Frequency	Percentage
Books	30	30%
Movies	43	43%
Dictionary	5	5%
Social media	22	22%
Total	100	100%

Question Four: Do you think that teachers should be creative and use other techniques to teach vocabulary?

The table below illustrates that sixty-five (65%) of participants prefer that teachers should be more creative and utilize other techniques to teach vocabulary. On the other hand, the rest of the participants, thirty-five (35%) are satisfied with the current teaching methods.

Table 3.10

Students' Perceptions towards teachers Teaching Techniques

Options	Frequency	Percentage
Yes	65	65%
No	35	35%
Total	100	100%

Question Five: How often do you watch English Language videos to learn English language vocabulary?

At this stage of the investigation, students were asked how often they watch English language videos. The purpose of this question was to see whether students watch English videos to learn English vocabulary. Table 11 results show that more than half (59%) of the participants spend from one hour to three per week watching English subtitled videos with the objective of learning the English language. This indicates their awareness that videos with subtitles are beneficial for the learning process. Twenty-five (25%) from the total (N=100) spend between four and six hours per week watching for the aim of learning English. Sixteen (16%) of the learners watch subtitled videos with the purpose to learn English six hours per week. This means that they depend immensely on subtitled videos to grasp the English language vocabulary.

These findings are revealed in the following table:

Table 3.11

Period of Watching Videos for Learning Purposes

Options	Frequency	Percentage
1-3 hours per week	59	59%
4-6 hours per week	25	25%
More than 6 hours per week	16	16%
Total	100	100%

Question Six: I think that watching English subtitled videos has a positive effect on learning English vocabulary.

This question aimed to know the point of view of students towards the effect of subtitling on the English vocabulary learning process and whether it is positive or not. As the statistics show,

fifty (50%) of the participants strongly agreed that subtitled videos have a positive effect on English vocabulary learning, and twenty (20%) agreed with this idea. At the same time, fifteen (15%) of the participants showed their neutral opinion about that statement. Whereas, the rest finding results classified between nine (9%) of the students who disagreed and six (6%) of those who strongly disagreed. As a result, one can realize that the majority of the participants are extremely positive about this idea.

This can be shown in the following table:

Table 3.12

The Students' Attitudes Towards Watching English Subtitled Videos

Options	Frequency	Percentage
Strongly Agree	50	50%
Agree	20	20%
Neutral	15	15%
Disagree	9	9%
Strongly Disagree	6	6%
Total	100	100%

Question Seven: Do you find difficulties in grasping English vocabulary while watching videos without subtitles?

The reason behind this question was to know if students find difficulties in grasping English vocabulary while watching videos without subtitles. From the table below, it can be noted that more than half of the participants sixty-one (61%) answered that they find difficulties in grasping English vocabulary. While thirty-nine (39%) like watching videos without subtitles. They claimed that they want to test their understanding. Hence, this proves that English subtitling plays a crucial role in learning the English language. The table presents the results numerically:

Table 3.13

Difficulties in Grasping English Vocabulary While Watching Videos Without Subtitles

Options	Frequency	Percentage
Yes	39	39%
No	61	61%
Total	100	100

Question Eight: Do you think that using subtitles videos in class is enough to enrich your vocabulary?

Through addressing the question above, the researchers wanted to discover the attitudes towards the use of subtitled videos inside or outside classroom context to enrich their vocabulary. The obtained results show that that thirty-eight (38%) of the learners think that using videos in class is enough to improve their vocabulary, while sixty-two (62%) of them claim that it is not enough. In actual fact, the findings obtained from this question indicate differences between students' views concerning the issue of studying videos with subtitles inside classes. Still, more than half of the population see that the use of videos with subtitles in class is insufficient to enrich their vocabulary.

The findings of the statistical analysis are summarized in the table below:

Table 3.14

Students' Views about Using Subtitled Videos in Class

Options	Frequency	Percentage
Yes	38	38%
No	62	62%
Total	100	100%

Section three: Learners' Preferences while Watching Subtitled Videos

Question One: Do you prefer watching subtitled videos?

Seeking to find out whether students prefer watching subtitled videos. According to the table below, the majority of the students ninety-six (96%) asserted that they prefer to watch videos with subtitles. While four (4%) students declared that they dislike viewing English videos with subtitles.

Table 3.15

The Preference of English Subtitles

Options	Frequency	Percentage
Yes	96	96%
No	4	4%
Total	100	100%

Question Two: If yes, in which language do you prefer the subtitles?

The purpose of this question was to see what language students are relying on to learn the English language during their learning process. Sixty-four (64%) of the students stated that they prefer to use the target language, which is English. In contrast, thirty-two (32%) of them prefer to use Arabic their mother language to understand more and more, the rest four (4%) participants stated that they like to use the French language as a source of help.

The answers to this question are statistically interpreted in the table below:

Table 3.16

The Students' Preferable Subtitles

Options	Frequency	Percentage
Arabic	32	32%
French	4	4%
English	64	64%
Total	100	100%

Question Three: Do you link between what is said and what is subtitled?

This question aimed to know if student make the link between what is said and what is subtitled. The results show that the majority of the students sixty-five (65%) make a link between what is said and what is subtitled while, watching subtitled videos. That is, when they listen to a foreign language audio and read the subtitle at the same time, they are able to understand the content accurately, and they can acquire new words. However, thirty-five (35%) said no, and they claimed that they do not relate between what they hear from a movie and its subtitles.

Table 3.17

Rate of Making a Link between What is Said and What is Subtitled

Options	Frequency	Percentage
Yes	65	65%
No	35	35%
Total	100	100%

Question Four: To what extent do you depend on subtitling to practice the English language outside the classroom?

The purpose of this question was to know to what extent do students rely on subtitling for the English language outside the classroom. Fifty-two (52%) of the participants sometimes rely on subtitling, However, just (8%) of the participants say that they are always really used to subtitles and (22%) often use and depend on subtitling to train their capacities, and (13%) rarely rely on subtitling, and the rest (5%) of them never do.

The following table gives more details.

Table 3.18

Students' towards the Use of Subtitling to Practice the English Language outside the Classroom

Options	Frequency	Percentage
Always	8	8%
Often	22	22%
Sometimes	52	52%
Rarely	13	13%
Never	5	5%
Total	100	100%

Question Five: Do your teachers encourage you to watch subtitled videos for vocabulary acquisition?

This table indicates that participants overwhelmingly responded with 'yes' that forms sixty-six (66%) of the responses, which are the highest percentage, whereas 'no' responses constitute thirty-four (34%). It is observed that teachers encourage their learners to watch subtitled videos for learning vocabulary because they are aware of the benefits of audio materials for foreign language learning. The table below displays the results:

Table 3.19

Motivating Students to Watch Subtitled Videos

Options	Frequency	Percentage
Yes	66	66%
No	34	34%
Total	100	100%

Section Four: Students' Perceptions of Learning Vocabulary from Subtitled Videos.

Question One: Do you think using authentic videos with subtitles makes vocabulary learning easy?

The first question asked if subtitled videos make learning vocabulary easy. It can be noticed that the majority of students said that videos with subtitles make vocabulary learning easy, which represents ninety (90%). In contrast, 10% of the participants said no. They explained that because watching videos with subtitles, they depend only on subtitles and forget about listening skill.

Table 3.20

Subtitled Makes Vocabulary Learning Easy

Options	Frequency	Percentage
Yes	90	90%
No	10	10%
Total	100	100%

Question Two: When you watch a subtitled video with words or expressions that are difficult to grasp, do you use strategies to help you through?

The results reveal that twenty-seven (27%) of the participants always use strategies to help them comprehend the difficult words, whereas, twenty-seven (27%) of the participants usually use strategies. The remaining twenty (20%) try to use some strategies but eventually give up. Two students mentioned some strategies they usually utilize to rise above any difficult words they face.

One of them said that he/she looks upon the dictionary and the other one said that he/she “Googles the unfamiliar word” which means he/she searches for the word on Google. Then he/she uses it on a couple of sentences until he/she begins to get the hang of it and fully comprehends the word.

Details are given in table 3.21:

Table 3.21

Students' Strategies to Overcome Difficult Words and Expression

Options	Frequency	Percentage
I just give up	4	4%
I usually give up, but occasionally I try some strategies	22	22%
I sometimes give up, but other times I use strategies	27	27%
I usually use strategies but occasionally have to give up	20	20%
I always use strategies and rarely have to give up	27	27%
Total	100	100%

Question Three: To learn vocabulary from subtitled videos, learners must:

The table shows that a half of the participants (50%) stated that to learn vocabulary from subtitled videos students must make a good combination between the image and what is written, whereas, thirty-eight (38%) indicated that to listen attentively. Only six (6%) explained that they need to be familiar with the vocabulary and should be fast readers.

To see how the respondents performed, table 3.22 below gives the details of their responses.

Table 3.22

Subtitled Videos and Vocabulary Learning

Options	Frequency	Percentage
Listen attentively	38	38%
Be a speed Reader	6	6%
Make a good combination between the image and what's written	50	50%
Be familiar with the vocabulary	6	6%
Total	100	100%

Question Four: Could you please add any suggestions or comments on the topic?

This was the last question in the questionnaire, which gives the participants the chance and freedom to express their opinions and thoughts and provide the current study with any further suggestions.

Through the online questionnaire, first-year students revealed their positive attitude toward learning from English subtitled videos, and only eight (8) of the participants added suggestions and comments which can be summed up as follows:

- ✚ “subtitles are a great way to pick up vocabulary, especially for beginners” (**Participant 1**).
- ✚ “It is really an interesting topic. I think that vocabulary is the main part of learning English” (**Participant 2**).
- ✚ "Watching English subtitled videos is useful to improve our vocabulary since we hear new words and sentences that we have never heard at school”(**Participant3**).

- ✚ “I think, acquiring vocabulary through English subtitled videos is the best and easy way to learn new words” (**Participant 4**).
- ✚ “I really like the topic since subtitles are really a good way to grasp vocabulary efficiently” (**Participant 5**).
- ✚ “Learning English through subtitled videos helped me very much it a good way to learn more vocabulary and pronunciation” (**participant 6**).
- ✚ "I think that English subtitled videos have a great effect on EFL students, in that they provide them with an opportunity to learn new words. Students will be able to enrich their vocabulary, learn many things about different cultures (traditions, costumes, manners.... etc.)" (**Participant 7**).
- ✚ "If you want to improve your language, you need to use various methods like reading and listening. If you want to save new information, you should write it and practice it many time” (**Participant 8**).

3.4. Discussion of the Main Findings

The findings in this dissertation indicate that the majority of first-year English students at Mohammed Seddik Ben Yahia like watching English videos, especially with subtitles. They agreed that watching these kinds of videos is very useful which can help them enhance their vocabulary knowledge by providing them with opportunities to study and practice vocabulary. For instance, it encouraged them to comprehend conversations in the videos better and faster. Watching videos with subtitles helps students understand the vocabulary, unfamiliar idioms, slang, and phrases better, and helps them in terms of using English subtitles assisted them in getting used to listening to native speakers and learn new vocabulary.

Besides we can notice from table 3. 17 that the majority of students can link between what is said and what is subtitled while watching subtitled videos, which helps them to comprehend the context rightly, and thus to develop their vocabulary. Furthermore, most of the students said that

they like to watch subtitled videos often, and they expressed positive views towards English subtitles, because they find them very helpful in the comprehension of the context. These results are highly consistent with the result of Putra (2012) who states that when learners watch movies with English subtitle, they can learn some new words and phrases used in movies, and also help them to acquire new vocabulary and idioms. However, the others who do not like watching subtitled videos claimed that reading the subtitles and watching at the same time makes them rely on what is written rather than what is said. On the other hand, students were asked whether they prefer watching English subtitled videos, only ninety- six (96%) of them said yes as table 3. 15 reveals, because they find them more interesting, and view that they can comprehend English videos a lot better with English subtitles. These findings are in line with Bird and Williams (2002) who claimed that, subtitled videos are one of the most useful tools for learners to learn new words. They also make learners enjoy films and documentaries from other cultures and countries. In addition, subtitled videos are used to enhance the pronunciation of new words and facilitate vocabulary learning. Moreover, students are more motivated to learn English as a foreign language when they are exposed to watching videos with subtitles because they allow them to learn this language in various contexts such as watching English movies and listening to news. Consequently, the learners' comprehension will be increased.

In contrast, the rest of students think that Arabic subtitles are not helpful, when they were asked about the effectiveness of subtitled videos as a strategy to learn new vocabulary. The majority of students had a positive attitude towards this technique.

Based on the findings reported above, it can be concluded that teachers are highly advised to use subtitled videos for vocabulary tasks as teaching material aid in EFL classes, due to its advantages that led to the acquirement of new lexical items and the improvement of language learning.

Conclusion

The major concern of this chapter is to check the students' perceptions towards the use of English subtitled videos in improving their vocabulary acquisition. To achieve this aim, a questionnaire was provided and published online for 20 days to be answered by first-year students of the English Department of the University of Mohammed Seddik Ben Yahia. The analyses of the students' questionnaire prove that English subtitled video assists learners to enhance their English vocabulary and to acquire English words more easily. The data obtained showed that most of the respondents had positive attitudes toward watching videos with captions since they find it more effective to learn more words in the target language. At the end of the chapter, it was confirmed that English subtitled videos were an effective tool for teaching vocabulary and adapting and integrating English subtitled videos in EFL classrooms play a crucial role in learning and teaching vocabulary of English language.

General Conclusion

Vocabulary is one of the most pivotal competences in the process of EFL teaching and learning. Even though its necessity for EFL students, this aspect is nearly neglected in the language teaching curriculum.

The present dissertation is about the use of videos and more particularly English subtitled videos as a vocabulary learning strategy, and its role in enhancing EFL Learners' vocabulary knowledge. Throughout this research study, one research tool was used, which is the questionnaire for students that were helping the researchers to check the students' viewpoints and perspectives towards the subjects under investigation (subtitled videos and vocabulary acquisition). The participants who took part in the study are first-year LMD students at Mohammed Saddik Ben Yahia University. The choice of this sample was due to the vocabulary difficulties these learners suffer from, since they are first year, they do not have the suitable vocabulary to express themselves easily and to engage in the learning process willingly. Thus, they need useful techniques to help them enhance their vocabulary level and the four language skills.

The overall work is made up of three main chapters; the two first chapters include theoretical review of related literature, and the third one is the practical part. The first chapter involves an overview of vocabulary learning/teaching in an EFL context. Thus, it endeavors to help EFL teachers to enable learners to master vocabulary; it also provides them with the most useful techniques of teaching and presenting vocabulary in class. Whereas, the second chapter discusses the usefulness of using subtitled videos in EFL classes for vocabulary learning, their definitions, and their advantages in vocabulary teaching. Using subtitled videos more particularly can greatly enrich and widen the vocabulary storage of learners.

The third chapter was concerned with the analysis and interpretation of the results as acknowledged by the questionnaire for students. Generally, the findings presented in this part of research confirm the validity of hypotheses of the current study, in that, the first-year EFL students at Mohammed Saddik Ben Yahia University have positive perceptions towards using subtitled

videos in enhancing their vocabulary acquisition, and can really assist in mastering and enriching the learners' vocabulary because subtitled videos are effective, motivating, and interesting; they have greater impact on the learning process as well.

As a final point, the present research study has given some suggestions to both teachers and students. The recommendations involve some strategies and tips to apply subtitled videos, and raise teachers' awareness of its significance, in order to make learners more effective in learning the English language.

1. Pedagogical Recommendations

Based on the findings of this study, the most notable recommendations that can be suggested and proposed are as follows:

- ✚ EFL teachers should consider implementing new teaching strategies and techniques which assist to inspire the students and improve their vocabulary building.
- ✚ Due to the positive views that learners demonstrate towards the use of subtitled videos in improving the EFL learner's vocabulary acquisition, adopting such techniques in EFL classes should be taken into consideration in order to stimulate students' attention during the lesson.
- ✚ The use of subtitled videos as a teaching tool in the EFL classroom has a positive attitude. The students prefer to watch subtitled videos due to the fact that they get bored from the traditional techniques and the formal educating of the dictation and handouts. So, subtitled videos give the advantage of being a significant and enjoyable tool that can break the routine and get students involved directly with the atmosphere of practicing English and vivid the study room activities.
- ✚ The teachers should motivate his/her learners to utilize English subtitled videos outside the classroom such as watching TV shows of native speakers and using the internet for education, for instance; downloading videos with subtitles.
- ✚ Last but not least, students should be interested in such materials because; it will assist them in learning the English language with new technology.

Vocabulary is the basic aspect of learning any language, we need words to construct sentences, and we need sentences to build paragraphs and speech. That is to say, any language learner particularly beginners need as much as possible of vocabulary in order to be able to achieve the mastery of the target language, so for that reason should use subtitled videos to facilitate mastering vocabulary.

2. Limitations of the Study

As with most research studies, this research paper has some limitations and difficulties that are worth noting in three points:

- ✚ The first problem that the researchers faced while conducting this piece of research was the Lack of resources concerning the concept of subtitled regarding the theoretical part.
- ✚ Moreover, this research was supposed to follow questionnaire and interview with teachers. Unfortunately, with the coming of covid 19, the means of research changed, and researchers relied only on an online questionnaire with first-year students.
- ✚ The last problem was the difficulties that faced researchers in collecting a sufficient number of responses, and the respondents do not always demonstrate their real attitudes when they fill in the questionnaire. Some learners were not interested in filling the questionnaire event the fact that it was online, the researchers were struggle collected one-hundred participants by asking them each time and posting the questionnaire all over each day. all these limitations, the results of this study is a value for the future studies.

3. Recommendations for Further Research

On the grounds of the obtained findings, it is recommended for future researchers to investigate the effects of English videos with subtitles on vocabulary acquisition using an experimental design. And due to of the positive views that the learners reveal towards the use of subtitled videos in improving the EFL learners' vocabulary acquisition, adopting such technique in EFL classes should be taken into consideration particularly in oral courses to encourage students' attention during the lesson.

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Appendix

Questionnaire for Students

Dear student, the present questionnaire aims at investigating “the Perceptions of EFL Learners towards Learning Vocabulary from Subtitled Videos”. Your willingness to fill it in will furnish us with the necessary data to bring our master’s dissertation to an end. Your answers and personal viewpoints shall be treated anonymously and confidently.

Could you, please, read the questions carefully and tick the appropriate answer (✓) or write full statement answers where necessary. Thank you in advance for your cooperation and for the time devoted to answering the questionnaire.

Key Definition

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.

Section One: Background Information

1. was it your choice to study English? *One answer is possible.*

A. Yes

B. No

2. Why are you studying English? *One answer is possible.*

A. For pleasure

B. To earn a degree

C. Others (please specify) :

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

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3. Do you think English is important to learn? Why? *One answer is possible.*

A. Yes

B. No

- Please justify your answer
-
-

4. How often do you use English in your daily life? *One answer is possible.*

A. Everyday

B. 3-4 times per week

C. 1-2 times per week

D. Never

5. What do you think about English teaching standards at your university? *one answer is possible.*

A. High

B. Average

C. Less than average

- Please justify:
-
-
-

Section two: Learners' Perceptions about Vocabulary Acquisition

1. Learning new vocabulary is worthwhile? *One answer is possible.*

a) Agree

b) Disagree

2. What do you think about your vocabulary? *One answer is possible.*

a) Rich

b) Average

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c) Poor

3. What is your favorite way to learn English vocabulary? You *can pick more than one answer*.

a) Books

b) Movies

c) Dictionary

d) Social media

e) Others (please specify):

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

4. Do you think that teachers should be creative and use other techniques to teach vocabulary? *One answer is possible*.

A. Yes

B. No

If yes, what are they?

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

5. How often do you watch English language videos to learn English language vocabulary? *One answer is possible*.

A. 1-3 hours per week

B. 4-6 hours per week

C. More than 6 hours per week

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6. I think that watching English subtitled videos has a positive effect on learning English vocabulary? *One answer is possible.*

A. Strongly Agree B. Agree Neutral D. Disagree E. Strongly Disagree

7. Do you find difficulties in grasping English vocabulary while watching videos without subtitles?

A. Yes

B. No

- Please justify:

.....

.....

.....

8. Do you think that using sub titles videos in class is enough to enrich your vocabulary?

A. Yes

B. No

- Please justify:

.....

.....

.....

Section three: Learners' Preferences while Watching Subtitled videos

1. Do you prefer watching subtitled videos? *One answer is possible.*

A. Yes

B. No

2. If yes, in which language do you prefer the subtitles?

A. Arabic

B. French

C. English

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D. Others (please specify):

- Please, justify your answer.....

.....

.....

3. Do you link between what is said and what is subtitled? *One answer is possible.*

A. Yes

B. No

4. To what extent do you depend on subtitling to practice the English language outside the classroom? *One answer is possible.*

A. Always

B. Often

C. sometimes

D. Rarely

E. Never

5. Do your teachers encourage you to watch subtitled videos for vocabulary acquisition?

A. Yes

B. No

Section four: Students' Perceptions of Learning Vocabulary from Subtitled Videos.

1. Do you think using authentic videos with subtitles makes vocabulary learning easy? *One answer is possible.*

A. Yes

B. No

Please justify:

2. When you watch a subtitled video with words or expressions that are difficult to grasp, do you use strategies to help you through? *One answer is possible.*

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A. I just give up

B. I usually give up but occasionally I try some strategies

C. I sometimes give up but other times I use strategies

D. I usually use strategies but occasionally have to give up

E. I always use strategies and rarely have to give up

Others (please specify):

- Please list your strategies below:

.....

.....

.....

3. To learn vocabulary from subtitled videos learners must: *One answer is possible.*

A. Listen attentively

B. Be a speed reader

C. Make a good combination between the image and what's written

D. Be familiar with the vocabulary

E. Others (please specify):

.....

.....

.....

4. Could you please add any comments or suggestions on the topic?

.....

.....

.....

Thank you so much for your collaboration.

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Résumé

On considère que la maîtrise du vocabulaire dans l'opération du vocabulaire dans l'opération didactique de la langue anglaise a été toujours un défi pour l'enseignant et l'enseigné. Cependant, aujourd'hui, de nombreuses techniques très efficaces sont disponibles et possible a les utilisés dans nos classes de langue anglaise comme langue étrangères. Dans le souci d'améliorer le niveau des étudiants et facilité la tâche de l'enseignant. Pour aboutir à cet objectif, les enquêteurs ont utilisé la méthode quantitative. L'étude est basée sur un questionnaire en ligne qui a été adressé aux étudiants de la 1 ère année L.M.D de l'université citée ci-dessus, année académique 2019-2020. Après le visionnage des vidéos sous titres et après les résultats finaux qui ont montré que les étudiants conviennent que les techniques pourraient les aider à développer leurs compétences lexicales et qu'ils sont conscients de leurs avantages. Ainsi, les vidéos sous titrées très efficaces pour l'apprentissage et l'enrichissement de vocabulaire anglais et aussi pour motiver et éveiller l'intérêt des apprenants.

En conclusion, les étudiants sont favorables pour l'emplier des vidéos sous authentique titrées pour améliorer leur savoir communicationnel et lexical.

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ملخص

من المعروف أن إتقان مفردات اللغة الانجليزية من اهم و أصعب المهام في عملية تعلم اللغة، فهي تعتبر تحدي صعب لكل من المعلمين و الطلبة و نظرا لصعوبتها العديد من الطلبة يواجهون الكثير من المشاكل في تحسين مستواهم في التواصل، القراءة، الكتابة، التحدث الخ ومع ذلك، يمكن تبسيط هذه العملية من خلال تطبيق تقنيات فعالة في أقسام تدريس اللغة الإنجليزية كلغة أجنبية. و بناءً على ذلك، يطرح هذا البحث إشكالية مدى تأثير استخدام الفيديوهات المترجمة باللغة الانجليزية كلغة أجنبية على اكتساب المفردات عند متعلمي اللغة و ذلك من خلال استطلاع آراء المتعلمين حول الفيديوهات المترجمة كأداة تعليمية فعالة لتحسين مستواهم اللغوي و رصيدهم المعجمي. تتمثل الأهداف الرئيسية لهذا البحث في معرفة آراء المتعلمين تجاه استخدام مقاطع الفيديو المترجمة باللغة الإنجليزية كأداة فعالة لتطوير معرفتهم بالمفردات اللغوية. من اجل بلوغ الهدف المسطر من هذه الدراسة، استخدم الباحثون الطريقة الكمية. تستند الدراسة إلى استبيان عبر الإنترنت موجه لطلاب السنة الأولى في جامعة محمد الصديق بن يحيى في جيجل للعام الدراسي 2019-2020 للحصول على معلومات حول تصورات الطلاب حول مشاهدة مقاطع الفيديوهات المترجمة باللغة الإنجليزية لزيادة إتقان مفرداتهم. حيث أشارت النتائج النهائية إلى أن الطلاب يتفوقون على أن استخدام مقاطع الفيديوهات المترجمة يمكن أن يساعد الطلاب على تطوير مهاراتهم اللغوية. وبالتالي ، أثبتت مقاطع الفيديوهات المترجمة فعاليتها في تعلم وتعزيز مفردات اللغة الإنجليزية وأيضاً في الحفاظ على تحفيز الطلاب. أخيراً ، يمكن أن نستنتج أن المتعلمين مهتمون جداً بتعزيز مفرداتهم من خلال استخدام مقاطع الفيديوهات المترجمة باللغة الانجليزية.