

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research



University of Tlemcen
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**The effects of watching English movies subtitled in mother
tongue on learning vocabulary comprehension of the
language: the case of second year EFL students at Tlemcen
University**

Dissertation submitted to the Department of English as a partial fulfilment of
the requirements for the degree of Master in Language Studies

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STATEMENT OF ORIGINALITY

I declare that this dissertation '*The Effects of Watching English Movies Subtitled in students' Mother Tongue on Learning Vocabulary Comprehension of the Language: the Case of Second Year EFL Students at Tlemcen University*' represents my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references. I further declare that I have not previously submitted this work, or part of it, for the qualification of any other degree or diploma of any university or other institution.

Ahlam GRINE

DEDICATION

This dissertation is dedicated to my family,

And all those I love

ACKNOWLEDGEMENTS

It would not have been possible to succeed in writing this dissertation without the significant contribution of many individuals to reach this final product as a reality.

It is a pleasure to thank those who made this dissertation possible. First of all, I owe my deepest gratitude to my supervisor, Dr. Yassamina ABDAT, who encouraged me to continue working and to develop an understanding of the subject with her guidance, instructions and expertise from the initial proposal to the final dissertation

Gratitude is due to all my professors and the board of examiners; Dr. Maliha ABI AYAD and Dr. Amina BENGUEDDA for their time, and acceptance to read and evaluate my work.

I would like to express my appreciation to all my professors who guided me and provided me with necessary and useful information during my investigation

My acknowledgment goes to students who accepted to take part in my research. Without their help, it would be almost impossible to fulfill my study.

ABSTRACT

The present dissertation aims at investigating the effectiveness of watching English movies subtitled in mother tongue in developing students' vocabulary comprehension in EFL learning. The main issue of this study is to know whether the process of watching English movies with subtitles in mother tongue helps students improve their vocabulary comprehension and develop their language skills. The sample population comprised forty-four second year EFL students at the English Department of Tlemcen University, Algeria. In order to investigate this matter, two main research instruments were used for data collection, namely, questionnaire and classroom observation. After analyzing the data collected quantitatively and qualitatively, it was found that watching English movies subtitled in mother tongue has a positive effect on students' vocabulary comprehension. It can be concluded that the participants' vocabulary comprehension turned out to be better after watching the subtitled English movie. Furthermore, the results indicated that the students' four language skills are improved during the process of watching an English movie with subtitles in their mother tongue.

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LIST OF ACRONYMS

BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
EFL	English as a Foreign Language
ELT	English Language Teaching
VA	Video Audio
VAC	Video Audio Captions
VC	Video Captions
VL	Vocabulary Level Test

GENERAL INTRODUCTION

Learning vocabulary is considered as one of the most crucial linguistic features in language learning. It leads to an important factor for success within language learning because the absence of the appropriate knowledge of words and their meaning will inhibit learners from using the target language efficiently. Even if grammar is well learned, or sounds of the target language are mastered successfully, communication in the target language cannot happen in a meaningful way since there are not words and their comprehensions to express a wider range of meanings (M.J. McCarthy, 1990). As most of language learners attempt to develop communication and literacy skills, they have to first learn enough words and their meaning and to know how to use these words appropriately as very little can be said with grammar, but almost everything can be said with words (S. Thornbury, 1990). In addition, learners' language proficiency is often determined by their vocabulary size since they are most of the time required to achieve a threshold level of target vocabulary in order to communicate fluently or comprehend authentic texts (H. Mohebbi, 2013).

However, new vocabulary learned through textbooks and audio CDs cannot be remembered when it is acquired and used through the wrong methods. In this regards, Ch. Beauprez (2013) states that "students have changed radically and that today's students are no longer the people our educational system was designed to teach". And he adds that these students are living in an environment surrounded by multimedia, which makes them prefer learning vocabulary in rich and natural experiences.

Because it is quite difficult for teachers to provide learners with such opportunities, the educational system is demanding for creative teaching tools and strategies that will provide learners with a wide range of inputs in genuine target language environment. Moreover, resulting from the rapid development of technology, language learning, especially vocabulary acquisition, has vastly improved lately. Regarding this, the advent of technology, particularly multimedia technology (like TV, Computers, DVDs, MP3s, mobile phones, video sites, etc.)

has played a vital role in providing learners with authentic materials with a range of vocabulary exposure. Thus, the audio-visualized materials, in particular movies, are one of the best ways for making spontaneous vocabulary acquisition easier for the contemporary age learners.

Nevertheless, Learners might sometimes face some difficulties in understanding video materials if they are not provided with subtitles in the mother tongue or the target language, depending on their level of language proficiency and vocabulary content of the movie. Hence, watching subtitled foreign language movies is an important educational factor that has played a big role in facilitating various language properties, especially vocabulary acquisition and comprehension. In this case, learners try to understand the content of the material by accessing spoken language they are not really familiar with, and therefore, vocabulary acquisition and its comprehension occurs spontaneously. In fact, movies with subtitles can be a great tool to bring students closer to authentic real life communication vocabulary.

Thus, this research is an attempt to explore the effects of watching movies subtitled in students' mother tongue on EFL learners' vocabulary. In other words, this work aims at investigating the influence of subtitles on content comprehension of English movies and vocabulary comprehension of Algerian EFL students. It is mainly concerned with finding answers to the following research questions:

- Is there any significant difference between EFL students' who watch English movies subtitled in mother tongue and those who do not, in terms of vocabulary comprehension?
- Does watching movies with subtitles in mother tongue help EFL students master their four language skills?

On the basis of the above mentioned questions, the following hypotheses were put forward:

- EFL students watching English movies subtitled in their mother tongue comprehend the English vocabulary better than those who do not watch them.
- Watching English movies subtitled in mother tongue improves EFL students' four language skills.

In a seek to work on this research problematic, a case study is designed dealing with forty-four second year EFL students at the English Department of Tlemcen University in Algeria. This case study will collect qualitative and quantitative data from different sources relying on two research instruments, namely, questionnaire and classroom observation. The data collected will be analyzed on the basis of a mixed approach combining qualitative and quantitative methods.

In this sense, the present work is purposefully divided into two main chapters. The first one reviews the literature based on the key-concepts to the issue under investigation. It seeks to draw a clear description of vocabulary and subtitling as it relates to language learning and vocabulary comprehension. It further highlights the theories supporting the role of watching subtitled movies on vocabulary development. The second chapter is concerned with the analysis and interpretation of data obtained from the aforementioned research tools. Besides, it seeks to answer the research questions by confirming or rejecting the research hypotheses. And then concludes with the obtained research results.

CHAPTER ONE
LITERATURE REVIEW

1.1 INTRODUCTION

This chapter is a review of literature that defines the related concepts to this research work namely vocabulary, movies and subtitles. It also tackles all what is related to vocabulary. As it lists the theories supporting the role of watching subtitled movies on vocabulary development in general. Moreover, it depicts the significance of subtitles in movies on vocabulary learning, their role in movie comprehension, their effects on language learning and their advantages and disadvantages.

1.2 DEFINITION OF VOCABULARY

Vocabulary can be generally defined as a set of familiar words within a person's language. A vocabulary, usually develops with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Furthermore, in Webster Dictionary (1985:1073), vocabulary is defined as “*a list or collection of words usually alphabetically arranged and explained or lexicon, stock of words use in language or by class, individual, etc*”.

Moreover, there are some experts who gave definitions of vocabulary. According to Linse (2005:121), vocabulary is the collection of words that an individual knows. Hatch and Brown (1995:1) define vocabulary as “a list of words for a particular language or a list or set of word that individual speakers of language might use”. Laufer (1997:54) states that vocabulary learning is the heart of language learning and language use. In fact, it is what makes the essence of a language. Without vocabularies, speakers cannot convey the meaning and communicate with each other in a particular language. Indeed, vocabulary is an important aspect in teaching language, as stated by Edward (1997:149), “vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn structure and as they practice sound system”.

1.3 VOCABULARY KNOWLEDGE

Much research has been conducted on second-language vocabulary acquisition. Nevertheless, the entire process is explained by limited theories, as it is

fairly complex and varies in different contexts. Add to that, vocabulary is central to language learning. Regarding this, Laufer and Goldstein (2004:403) argue that “words are the first and foremost units of meaning”. Words are the building blocks for comprehension and meaning making, and ultimately a form of individual expression. Knowing what a word means can entail many aspects of knowledge, according to Laufer and Goldstein (2004:400):

Lexical knowledge can be defined as the sum interrelated subknowledges- knowledge of the spoken and written form, morphological knowledge, knowledge of word meaning, collocational and grammatical knowledge, connotative and associational knowledge, and the knowledge of social or other constraints to be observed in the use of a word.

Thus, knowing how and when to use a word is dependent on many variables.

1.3.1 VOCABULARY BREADTH AND DEPTH:

When it comes to defining vocabulary knowledge, researchers agree that it is not something measurable in one single test. Rather, in order to establish a good idea of what the learner does or does not know, there should be a broad range of tests. Any test claiming to test vocabulary knowledge should include at least two dimensions such as vocabulary breadth and depth.

Shen (2008:135) defines vocabulary breadth as “the number of words that a person knows”. Tests aiming to measure vocabulary breadth or size are also referred to as placement tests. These tests select word families based on their frequency in a corpus. The word families are compiled in terms of frequency in thousand. In other words the first list would be the most frequent words, and from there on less and less frequent. An example of this would be the Vocabulary Level Test (VLT) by Nation (Nation, 1990).

The second dimension is that of vocabulary depth. Depth tests need to test more than one component of knowledge. One such example is a test designed for measuring vocabulary development. An example of a test in which the

developmental approach was used is the Vocabulary Knowledge Scale test which uses scales “to describe the stages of acquisition of a word” (Shen, 2008: 136-137).

According to Wesche and Paribakht (1996), vocabulary knowledge scale tests seek to measure the learners’ progress along a continuum of knowledge. This is a test designed to measure discrete items in accordance of perceived depth. The purpose of this test is to “assess initial vocabulary gains per target word, and therefore tracks the purpose of words in memory, rather than the development of the learner’s lexicon” (Schmitt, 2010:19). The words in the test are decontextualized for the sake of assessing whether the student can recall or recognize the words without context prompts or cues. For instance, “I have seen the word, but I don’t know what it means; I think the word means ____”. The test the learner’s assumed knowledge of the target word. Nevertheless, the limitations of this test lie in the fact that it can only test a limited number of words.

1.4 VOCABULARY USE AND ACQUISITION

When learning a foreign language, our individual vocabulary in that language is one of the most important micro-skills to develop. Of course, all micro-skills such as grammar, vocabulary and pronunciation are significant. However, it is far more difficult to communicate with no vocabulary than with no grammar. This part reviews the notion of receptive and productive knowledge in vocabulary learning, in which it is discussed in more details as passive or active knowledge, as well as, the reasons for the difference and relevance to vocabulary learning will be discussed.

1.4.1 VOCABULARY IS INCREMENTAL BY NATURE

Acquiring and mastery of lexical items is an ongoing development, and therefore; vocabulary is a slow learning process. What is more, learners cannot learn vocabulary from one single exposure since this is such a slow and gradual process. Learners may acquire different levels of word knowledge such as word form, collocation competence, and meaning at different items. Therefore, learner only acquires one aspect of word knowledge at a time, and this does not automatically mean that other aspects of word knowledge are ‘learned’.

Researches from various studies (Weshe and Paribakht, 1996) suggest that receptive mastery is more often than not developed before productive mastery. Taking this into consideration, it is reasonably clear that word learning is a complex and slow progression. Thus, to measure vocabulary knowledge, a study should focus on various measures of word knowledge (Schmit, 2010: 19-22).

1.5 MEASURING RECEPTIVE AND PRODUCTIVE WORD KNOWLEDGE

The distinction between receptive and productive knowledge is made while discussing vocabulary depth of knowledge. Although the exact relationship between the two is not clear, research has shown that learners demonstrate more receptive than productive knowledge (Schmit, 2010; Weshe and pribakht, 1996). Also, there are multiple interpretations with the understanding of what each concept entails. Consequently, the distinction between the two is not exactly clear, which presents possible problem in the measurement of these two constructs.

One interpretation of these two constructs is provided by Melka (1997) in Schmitt (2010:81-84). Melka suggests that “receptive and productive mastery lie on a continuum and that knowledge gradually shifts from receptive mastery towards productive mastery as more is learned about the lexical item”. Furthermore, Laufer and Goldstein (2004) developed a way to categorize vocabulary knowledge. They suggest the following model which might help in understanding this continuum. (> = more difficult than):

Active (productive) recall > passive (receptive) recall > active (productive) recognition > passive (receptive) recognition

As already mentioned, there are numerous problems when it comes to measuring these two aspects. The findings are highly dependent on the type of tests used to measure each form as they are measured in different ways. In addition, two aspects namely recognition and recall are usually identified and discussed when it comes to the measurement of vocabulary knowledge. Measuring and testing these two forms of word knowledge differs a lot and requires separate processing strategies (Cariana and Lee, 2001; Jonassen and Tessmer, 1996). In other word,

recall and recognition knowledge should be tested in different ways. A further explanation is given regarding each below. These both aspects can be assessed using selective and context-independent test items. Below is description of each aspect along with sample type questions.

1.5.1 RECOGNITION

In a recognition task, students are asked to “select or identify an item as being one that they have been exposed to previously” (Read, 2000: 155). Therefore, test-takers indicate that they understand the meaning after being presented with the target word. This is an example of using receptive knowledge. Receptive means “responsive to a stimulus” (Read, 2000: 155). Thus, “in a recognition-memory task, you respond to stimuli presented to you and decide whether you have seen them before or not” (Sternberg and Sternberg, 2012: 187-189). Here is an example Read (2000: 155) gives of a ‘recognition’ item; Loathe means:

- a) dislike intensely
- b) become seriously ill
- c) search carefully
- d) looks very angry

Recognition tests usually make use of multiple choice questions where the learners have to select or guess the correct response from the alternatives given. These types of tests “strengthen any existing memory traces” (McDaniel and Mason, 1985). Laufer and Goldstein (2004) argue that is an active process to recognize a word once the meaning is known. The student must recognize the form of the target word when it is given, and select the synonym with the same meaning. This is referred as “passive recognition” (Schmitt, 2010: 85). Here is an example from the DVD excerpt that Schmitt (2010:85) classifies as a ‘passive recognition’ item:

The barren snows of the Arctic are miles from the North Pole. Barren in this sentence means:

- a) Unproductive
- b) Devoid
- c) Sterile
- d) Impotent

However, one cannot make assumptions that the target words being tested are ‘learned’. Most vocabulary studies administering only ‘receptive multiple choice tests’ presuppose that the students or learners have acquired the lexical item if the target items were correct; but, this is not the case. According to Schmitt (2010: 153), these types of tests only measure the form-meaning link at a recognition level and can be classified as the primitive stage of vocabulary learning process.

1.5.2 RECALL

Sternberg and Sternberg (2012: 187-189) explain that learners have to produce a fact or something like an item from memory when they recall something. Expressive and productive knowledge is required in this type of task. Nation (2001) reports in Song (2002:114) that “productive vocabulary knowledge is seen as knowing how to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written form”. For instance, this may be a fill-in-the-blank exercise: ‘Because of the snow, the football match was_____ until the following week’.

Recall type tests require more from a learner than recognition type test would, because the learner has to search for the correct response within their mental representation of the newly experienced information (Gariana and Lee, 2001, Glover, 1989; McDaniel and Mason, 1985).

1.6 THEORIES SUPPORTING THE ROLE OF WATCHING SUBTITLED MOVIES ON VOCABULARY DEVELOPMENT

There are many additional learning theories to the recent studies that support the usage of subtitled movies in improving learners’ vocabulary. Mayer’s cognitive theory is one of them. Mayer’s cognitive theory of multimedia learning assumes that “there are two separate channels (auditory and visual) for processing

information; there is limited channel capacity”. And learning is an active process of filtering, selecting, organizing, and integrating information (K. Davey, 2015). Movies, as an example of such audio-visual channels, with the aid of subtitles provide learners with a big number of vocabularies which first may be noticed by the learners and then processed. Regarding this, subtitled movies stimulate learners to notice the unknown vocabulary which is the first step in the process of acquisition M.M. Perez, & E. Peters, G. Clarebout, & P. Desmet, P. (2014). M.Lévesque (2013) adds that most of the times new vocabulary is noticed when it is needed for text comprehension, but also point out that vocabulary can be all acquired if the words are faced over and over again and in different forms. As M.Lévesque mentions, in order to succeed in vocabulary acquisition, learners need to be given texts with almost 98% known words and less unknown words which need to be repeated in different contexts.

Additionally, other researchers also add that the frequent reoccurrence of written words help vocabulary acquisition, but express their uncertainty on what is the approximate number of required word encounters, and that most of language learners figure out these unknown words from the context. G. Melodie (2014) also points out that same word repetition presented by the subtitles also benefits vocabulary acquisition. What is more, M. Hashemi, & B. Pourgharib (2014) highlights that “unlike learning grammar which is a system with many rules, vocabulary is a subject of recalling”, and therefore, regularly presenting learners with the same words leads to incidental vocabulary gains, without even the learners’ conscious effort to do so. Furthermore, Pavio’s dual-coding theory states that, “*when pictures are associated with the meaning, the number of signals connected to the message increases*” (B. Gorijjan, 2014) as a result of which learners are more likely to keep the message in mind. Thus, when learners watch movies with subtitles, they are exposed to three independent systems with tight linkage between them, the image, the sound and the text. Then, this information is classified in more than one way in the brain, but still helps the retention and the recall of the new vocabulary because these words are learned in different modes.

Moreover, this study can also be supported by Krashen's input hypothesis, according to which "learners can learn a large amount of language unconsciously through ample comprehension input" (M. Mardani, & A. Najmabadi, 2016), because movies present an environment with rich and authentic input, which in turns helps language acquisition. He refers to comprehensible input as an input that is slightly more difficult than learners' current language proficiency level. Nonetheless, this theory also suggest that this input needs to be delivered with suitable techniques and needs to be "interesting and relevant, not form-focused, and quantitative" (A. Zarei, 2009), conditions that can be easily found in movies with subtitles. This latter promotes visual information in real context with realistic and natural language which is "spoken at a normal conversational speed as well as varieties of language from various ages, genders, and socio-cultural backgrounds" (J. Lertola, 2012). The authentic environment presented by subtitled movies gives learners the chance to grasp a wide range of vocabulary, and the ideas of the text help them understand the meaning of the unknown words which leads to incidental vocabulary acquisition (T. Xenia, 2016).

Add to that, M. Nasab, & S. Motlagh (2017) suggest that words need to be faced in different semantic and syntactic contexts, and that as such movies having the audio-visual components offer a rich source for incidental vocabulary learning, which helps learners store vocabulary for a longer period of time. As a significant teaching materials subtitled movies have the advantage of providing real context, as well as repetitive chances of words, with language of normal speed and a combination of audio and visual stimulation, verbal and nonverbal communication, which surely enhance the learner's vocabulary acquisition (W. Kunyun, & L. Huayu, 2011). Taking into consideration their huge significance in ELT, the effectiveness of subtitled movies in vocabulary acquisition are the features that still need to be studied in more details.

1.7 SUBTITLING

There is only one possible problem of including movies for EFL learners. That is the issue that authentic materials may not be easily comprehended by

learners. They may face some ambiguous or unknown words. So, what if captions or subtitles were given?

1.7.1 THE EFFECTS OF SUBTITLING PRACTICES ON VOCABULARY RECALL AND RECOGNITION

It is necessary to acquire vocabulary for the ability to read, write, speak and understand a second or foreign language. Teaching has often neglected vocabulary learning as an essential factor of language learning. Talavan (2007:3) reinforces that: “vocabulary learning has commonly been one of the most neglected areas of language learning, since many educators prefer to dedicate more time and effort to other ‘more complicated’ issues, leaving vocabulary learning for the student to cope with by him/herself”

Many researchers have argued that learners acquire vocabulary through the content approach in focusing on the other more important skills, and that vocabulary learning is incidental (Hai-peng and Li-jing, 2007; Ghaedsharafi and Bagheri, 2012). However, there is extensive research that suggests vocabulary forms the groundwork of achieving and understanding any other language task. The breadth and depth of reading comprehension and conversation fluency will be determined by the range and size of one’s vocabulary. Needless to say, learning vocabulary becomes the basis for learning a language (Hai-peng and Li-jing, 2007; Ghaedsharafi and Bagheri, 2012)

Because some students lack the appropriate vocabulary in their home and second-language, it is likely that this can create learning difficulties. They are forced to come into contact with academic discourse in their studies and initially they seem to make a very little distinction between written cognitive academic language proficiency (CALP) and spoken language basic inter personal communication skills (BICS). For example, many students who speak a second language (L2) understand the primary meaning of a word, but often struggle with the secondary meaning or even the derivations of the same word (Carrel 1988: 240; Koda 2004:71). This, has a direct effect on their understanding of a text (Written) or

dialogue (speech). Hence, vocabulary learning is an important part of each student's life (Alipour, Gorjian, and Kouravand, 2012).

A study conducted by Lertola (2012) investigated the effect of subtitling practice on incidental vocabulary acquisition in the Italian foreign language class. The findings of the study show that both conditions (subtitling and non-subtitling) result in a clear improvement in the learners' incidental vocabulary acquisition. Therefore, this research supports the positive findings obtained in recent studies on the use of the subtitling practice as an effective pedagogical tool in the EFL class.

A study conducted by Neuman and Koskinen (1992) proposed that captioned television, as a multisensory, largely entertaining medium, might be an important instructional resource in learning vocabulary and concepts. This study took on several assumptions. The first being, that television's combination of pictures and sounds might help children establish relationships between words and meanings. Thus, when students see the written form of the spoken text, they link the sounds and associated images with the words (i.e. the image of a car and the word 'car' appearing on the television screen). Their retention is thus enhanced by the visual association of the image with the sound and text. Because of that, one cannot ignore the possible usefulness of using authentic (native) subtitled video clips for vocabulary learning. Furthermore, another assumption is that learners benefit from captioned television because in viewing the film they create expectations about the content that is still to come and anticipate the corresponding new vocabulary (Talavan, 2007; Neuman and Koskinen, 1992)

In addition, television programs and films making use of subtitles can provide students with immediate feedback and contribute to learner confidence. In other words, the students formulate predictions about the content and by viewing the film; their predictions are either confirmed or rejected. The language in many films, especially English ones, is not always intended to suit speakers of other languages. For instance, the use of idioms collocations and subject specific vocabulary might be difficult for non-English speaking people to understand. Therefore, the conversation speed, dialect and pronunciation of unfamiliar words to non-English

people should be taken into consideration. Consequently, films have the potential for creating a high level of insecurity and anxiety in students who are not so proficient in the target language.

Nevertheless, when subtitles are included into the film, it creates a feeling of confidence in learners which can help them feel ready and motivated to watch foreign television and films (Talavan, 2007:2). Krashen also suggests that “language programs must be highly motivating, non-evaluative, and designed to involve children in ways that cause them temporarily to ‘forget’ that they are hearing or reading another language” (Krashen, 1985:4)

1.7.2 INTRALINGUAL SUBTITLES:

The process of audio-visual translation has taken on many new forms of subtitling since the 1970s. The most relevant here in terms of the current research, is that of intralingual subtitling. Intralingual subtitling, also known as ‘monolingual subtitling’ or ‘closed captions’, is the same language as the audio text speech. They were originally intended for ‘minority’ audiences such as immigrants wishing to develop their proficiency in the language of the host country (Baker and Saldanha, 2009: 15). Indeed, the use of subtitles has in more recent years developed to an accessibility aid for deaf or hard-of-hearing target audiences.

The other more suited intention for audio-visual translation in this context of language learning and teaching is its use as a didactic help for those who are not familiar with the language spoken in the audio-visual text. In fact, an additional challenge of listening comprehension is also overcome when intralingual subtitling is incorporated for learning purposes (Cami, 2006: 87-90).

The benefits of subtitles are of a wide range, they have been recognized as having far more value than being distraction and a source of laziness. Various studies have indicated that students use subtitles for support during the language class. In addition to allowing better content comprehension, learners also rely on subtitles for finding new words and checking or fixing spelling Cami (2006: 95). Cami (2006: 95) reported that “intralingual subtitles can improve reading and

listening comprehension, vocabulary acquisition, word recognition and overall motivation to read among students who are learning English as a foreign or second language”.

However, using subtitles can be daunting to students at first, especially if they come from an environment where there is not much exposure to television or any other kind of mass media. Vanderplank (1988, 1990, 1993) reports in his experiments with text aids, that some kinds of strategic adjustment were required when working with such cases. Some of the students he worked with, indeed, declared feeling initially disturbed by subtitles, but the eventually managed to develop adequate personal strategies to process three channels. Here also noted that such strategies were more readily present in students coming from countries where subtitling is a common occurrence.

More importantly, intralingual subtitles can be used as a teaching and training tool for vocabulary recognition and recall. The Research Centre for English and Applied Linguistics of the University of Cambridge in the UK showed that simultaneous presentation of sound and text rather than sound or text separately enhances spoken word recognition and recognition memory (Cami, 2006: 86-93). The simultaneous presentation of sound track and written text improves recognition memory for spoken words and can help novel word learning as assessed by explicit and implicit memory tests (Bird and William, 2002, 506). A study conducted by Stewart and Pertusa (2004), explored the gains in vocabulary recognition made by intermediate students viewing films in Spanish with English subtitles and others watching the same films with Spanish subtitles. They reported that intralingual subtitles are more effective in enhancing vocabulary recognition (Alipour, Gorjian, and Kouravand, 2012: 735).

Consequently, there are several variables operant in multimedia exposure acquisition influencing the rate of second-language acquisition. These variables can be affected and guided by adjusting the quality of input, to create favorable learning conditions. Multimedia, in the form of audio-visual material, can supplement and complement content-related second-language learning. However, in order for the

audio-visual material such as clips, series, films, short films, or documentaries to be successful in developing or cultivating language skills, it is necessary for them to be clear, independent, self-contained, and interesting enough to motivate students and encourage reading and writing within their field of discourse (Talavan, 2007: 1). Additionally, when linking audio-visual material with vocabulary instruction, the repeated exposure of target words in context can influence various effective variables, thereby creating favorable conditions for vocabulary learning.

1.7.3 THE IMPORTANCE OF SUBTITLES IN MOVIES IN VOCABULARY

LEARNING:

A study was carried out in terms of preferred input mode and reading while listening was considered the most comfortable by the majority of subjects. (Brown et al. 2009) for the assessment of the effect of subtitles in target language on vocabulary recognition, Stewart and Pertusa (2004) divided two Spanish movies into segments. As well as, they divided seven intermediate Spanish conversation classes of English learners into two groups: showing each class one segment, 53 learners watched the segments of the Spanish films with Spanish subtitles, while 42 learners watched the same films subtitled in English. A multiple-choice test on a video film was given to the participants before watching the films in order to measure their level of listening comprehension in Spanish. The results showed that that they were all at the same level. In addition, they were given a multiple-choice vocabulary pretest and post-test to measure the level of vocabulary learning. It turned out that there was a slight difference in the two groups' performance on the vocabulary post-test. However, the questionnaires indicated that the learners who watched the segments with target language subtitles had better experiences with subtitling.

Sydorenko (2010) examined the effect of input modality (video, audio, and captions, i.e. on-screen text in the same language as audio) on (a) the learning written and aural word forms, (b) overall vocabulary gains, (c) attention to input, and (d) vocabulary learning strategies of beginning L2 learners. 26 second-semester learners of Russian participated in the study. The first group (N = 8) watched video

with audio and captions (VAC); the second group (N = 9) saw video with audio (VA); the third group (N = 9) saw video with captions (VC). All participants completed written and aural vocabulary tests and a final questionnaire. The results showed that groups with captions (VAC and VC) scored higher on written than on aural recognition of the word forms, while the reversed applied to the VA group.

1.7.4 ADVANTAGES AND DISADVANTAGES OF SUBTITLES

A. Advantages:

- In the 1980s, captioning was first introduced for use in foreign language classrooms, and it was thought to be the way to increase learners' attention, reduce anxiety, give students instant confirmation of their understanding of what was heard, and increase motivation (Froehlich, 1988; Vanderplank, 1988; Burger, 1989; Grimmer, 1992).
- According to Zanon (2006), subtitling enjoys many advantages; it motivates learners and makes them secure and self-confident. Also, it can help language learners to monitor their speech and find new vocabulary.
- Stewart and Pertusa (2004) hypothesized that movies with subtitles in the target language are more appropriate foreign language learning tools for English learners, although most English instructors use English subtitled films in foreign language classes.
- Bird and Williams (2002) and Schmidt (2007) on the other hand, maintain that one of the best ways of language learning is watching intra lingual subtitled programs. They also state that language learners comprehend and learn language to a greater extent, because word boundaries are clear and there are no accent variations.
- In order to examine the effect of captioning on aural word recognition skills, Markham designed another experiment in which multiple-choice tests administered orally were involved. The tests came up with the result that the availability of subtitles during the screening significantly improved the students' ability to identify the key words when they subsequently heard them again. (Markham, 1999, pp.323-4)

B. Drawbacks:

- Zanon (2006) maintains that in spite of all advantages, the drawbacks of subtitling should not be ignored. For instance, the reading of subtitles may gradually become a habit and create a false confidence.
- Stewart and Pertusa (2004) avow that one of the biggest drawbacks of English subtitling is the neglect of the listening skill.

1.7.5 THE EFFECT OF SUBTITLES ON LANGUAGE LEARNING

Subtitles allow an accented language to become more intelligible for any viewer. However, when these subtitles are in your mother tongue, your understanding is purely meaning-based if you do not understand the word; you read and process the subtitles in your mother tongue. But when the subtitles are in the language of the film, you are able to hear the new accent and reading the text at the same time.

Hearing and reading foreign words helps incorporate what you hear into your phonetic understanding of the language in a simultaneous way. And therefore, you can understand future words as they come up and familiarize yourself with sounds of your new language.

There are several studies that have investigated the different aspects of subtitling on second/foreign language learning. Zanon (2006) investigated the contribution of computer-based subtitling to language learning, and concluded that subtitling could motivate learners to appreciate the huge amount of content of the film that does not reach the audience when it is presented to them dubbed. In the same context, Kusumarasyati (2005) studied the effect of subtitled movie DVDs, and found them an effective teaching device to improve the EFL learners' listening skills. Borrás and Lafayette (1994) on the other hand, incorporated subtitles into short video segment with or without same language subtitles. Results indicated that having the opportunity to see and control subtitles positively influences both comprehension production of language.

Grgurovic & Hegelheimer (2007) used a multimedia listening activity containing a video of an academic lecture to compare the effect of second language subtitles, and lecture transcripts on the comprehension of the lecture. It turned out that students preferred subtitles and used them more than the transcript. In order to study the effect of subtitles on film understanding, Grignon, Lavaur, and Blanc (2005) compared three versions of a film sequence (that is, dubbed, subtitled, and original versions). They found that the dubbed and subtitled versions lead to better performance than the original version.

1.7.6 THE ROLE OF SUBTITLES IN MOVIE COMPREHENSION

The improved listening comprehension resulting from the specific context of a captioned audiovisual program does not necessarily prove students' ability to better comprehend new scenes without captions may be still argued by some. For the sake of testing how subtitling affects listening ability regardless of semantic information, so as to assess recognition memory in relation to sound alone. Bird and Williams focused on the implicit and explicit learning of spoken words and non-words. Results of the experiments came up with the conclusion that captioning clearly helps with the phonological visualization of aural cues in the listeners' minds, who become more certain of ambiguous input, can more accurately form a memory trace of the words, and can later more easily identify identical sounds without textual support (Bird & Williams, 2002).

Hinkin, Michael (2009) performed two studies to investigate the effects of subtitled movies on the comprehension of movie content. Results of the first experiment confirm previous findings that reading verbal information in subtitles is more efficient than listening to the sound track. Consistent with results of the first experiment, the finding of the second one extended the conclusion that the native language verbal information presented visually (i.e. subtitles) yields better performance on questions requiring verbal cues than native language verbal information presented orally (i.e. soundtrack) to foreign language materials.

A study by Hayati and Mohmedi (2009) represented a preliminary effort to empirically to examine the efficacy of subtitled movie on listening comprehension

of intermediate English as foreign language students. The findings of this study revealed that the English subtitles group performed at a considerably higher level than the Persian subtitles group, which in turn performed at a substantially higher level than the no subtitle group on the listening test.

1.8 CONCLUSION

This chapter discussed an overview about the main concepts related to this research topic, including definitions of vocabulary, subtitling and subtitled movies. Furthermore, various theories, studies and experiments related to these concepts were mentioned. And last, it tackles the significance of subtitles in movies on vocabulary learning, their role in movie comprehension, their effects on language learning and their advantages and disadvantages.

The next chapter will describe the case study and the research instruments used for collecting data. Then, listing the main results drawn from each tool, their analysis and discussion and their interpretation in relation to the research questions and hypothesis mentioned before.

CHAPTER TWO
DATA ANALYSIS
AND
INTERPRETATION

2.1 INTRODUCTION

This chapter tackles the ELT situation in Algeria and the educational context. And then, the practical part of the study in an attempt to expose the effect of watching English movies with subtitles in mother tongue on learning vocabulary comprehension of the language. In order to examine this research aim, this chapter will elaborate on the research methodology informing the research design, the sample and data collection instruments used for collecting data (questionnaire and classroom observation). In addition, an analysis and interpretation of the collected data will be provided. And at last, some recommendations will be listed.

2.2 ELT SITUATION IN ALGERIA

The necessity to know languages is very significant nowadays since the world is becoming a 'global village'. Taking into consideration that the role of English in this global community is also becoming increasingly important, English is primary the language of New Media (e.g. Satellite TV and internet). According to Tiersky and Tiersky (2001), English is spoken by about 1,5 billion people and is the language of international communication in business, diplomacy, technology, sports, travel and entertainment.

Therefore, the emphasis on teaching English is becoming an essential part of education all over the world. In the specific case of Algeria, the recognition of the Ministry of Education of the growing importance which English, nowadays plays in the world can be noticed.

In 2001, the Ministry of Education announced the educational Reform and many changes have occurred concerning the situation of teaching English. Whereas, English is still considered to be the second foreign language in the Algerian Educational System after French, it has noticed considerable attention within the educational Reform.

Above all, English is introduced at the level of first year middle school (i.e. at the age of 11). It covers seven years, four of which at the middle school and three at the secondary school. This as part of a whole process consisting of designing new

syllabuses, devising new textbooks and accompanying documents. Indeed, a new methodology of work was adopted, which is the competency Based Approach.

As already mentioned, English is taught as a compulsory course starting from the first year of middle school. Nevertheless, being a second foreign language in the educational system, and because of historical and social reasons. English is primarily learned for educational reasons as to set for exams. It is mostly used in the formal classroom environment and there are few opportunities, other than in school, to use it for daily communicative purposes.

2.3 THE EDUCATIONAL CONTEXT

The Algerian education system is divided into different levels: preparatory, basic (primary, middle), secondary, vocational and higher education. The ministry of Education is responsible for the organization and management of the primary, middle and secondary levels, while the management of higher education is entrusted to the Ministry of Higher Education and Scientific Research, and the professional level is entrusted to the ministry of Education and Vocational Training.

Moreover, Classical Arabic is the language of instruction in the Algerian schools. French is taught from the third year onwards, it is also the language of instruction for advanced mathematics and science courses. Then, English is taught from the first year in middle school. Furthermore, students can also learn Spanish, Italian, or German at secondary level. The Tamazight (Berber language) became a national language registered in the Algerian constitution.

2.4 RESEARCH DESIGN

This research study, is undertaken at the English Department of Tlemcen University, is aligned with the case study approach. Maree (2010) defined a case study as “systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest”. The case study is considered as a useful research method that tries to identify the problem and provide a set of suggestion. Also, it enables the researcher to collect and analyze the data through different research instruments such as surveys, interviews, documentation review and observation. In this case, the instruments used are questionnaire and classroom

observation. As this study was particularly an investigation into how students could improve their vocabulary level and in a multimedia context, a case study approach can provide a better understanding of the situation.

2.5 THE SAMPLE

The sample population is regarded as an essential part of any research. De Vos, et al (2005:223) define sampling as “taking a portion or smaller number of units of a population as representative or having particular characteristics of that total population”. The population in this study was students from the University of Tlemcen, in particular 44 of second year EFL learners of the English Department.

2.5.1 LEARNERS’ PROFILE

The informants presenting the sample are second-year EFL University students, males and females. They are 44 students. Their age ranges between 20 and 24. The main reason behind choosing this sample is that learners at this level of education are in need to enhance their vocabulary level and develop their skills. Since they are now familiar with the higher education at University, they should be productive to master all the language four skills. Common to all of the participants was at least eight years of exposure to EFL instruction during which they have been learning English. With regard to nationality and background, no difference existed among the participants; all of them are Algerians and their mother tongue is Arabic. Furthermore, none of the participants have lived in any English speaking countries.

2.6 DATA COLLECTION INSTRUMENTS

As mentioned previously, two different instruments are used to collect data, namely questionnaire and classroom observation. The participants were informed about the research project so as to stir motivation and interest.

2.6.1 QUESTIONNAIRE

Questionnaire is the most commonly research instrument used for collecting data. It consists of different types of questions which are: close-ended questions, open-ended questions and mixed questions. Brown (2001:6) defines the questionnaire as “any written instruments that present respondents with a series of

questions or statements to which they are to react either by writing out their answer or selecting from among existing answers”.

In the present study, the questionnaire was given to second year EFL students. It consists of ten questions; the main purpose behind this questionnaire is to investigate the effect of watching English movies subtitled in mother tongue on students’ vocabulary level and language proficiency in terms of mastering their skills.

The students’ questionnaire is structured by using three kinds of questions namely:

✓ *Close-Ended questions:*

For example: How are subtitled movies qualified by students?

Beneficial

Half-beneficial

Non-beneficial

✓ *Open-Ended Questions:*

For example: Do you think that watching a film with subtitles in mother tongue can help you to understand the content better?

✓ *Mixed-Questions:*

For example: Does watching movies with subtitles in mother tongue help students to learn vocabulary?

Yes

No

Why?

2.6.2 CLASSROOM OBSERVATION

The second research instrument used to collect data was “classroom observation”. It is regarded as a qualitative research strategy for gathering information from natural situations. In this regard, L. Cohen (2007: 396) said that “the distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather ‘live’ data from naturally occurring social situations”.

According to Umar (2013), there are two well known kinds of classroom observation namely:

- 1) Participant / non-participant observation: the researcher can be a member who takes part in the observed situation, or he can just observe the activity without interacting.
- 2) Structured / unstructured observation: the investigator can design a plan in advance to make his observation structured, or he can just take notes about the observed situation.

In this particular study, I used unstructured observation during the whole sessions needed for this process with second year EFL students.

2.7 DATA ANALYSIS

It is claimed that data analysis is the most important chapter because it gives the results on which the investigator deduces conclusions, and approves or disapproves his hypotheses. This study made use of both qualitative and quantitative research to bring about a better understanding of the use of subtitled movies in enhancing students' vocabulary. Thus, the data collected are presented and analyzed through quantitative and qualitative methods.

2.7.1 QUANTITATIVE DATA ANALYSIS

“The single most important feature of quantitative research is, naturally, that is centered around numbers” (Dornyei, 2007: 32). Accordingly, quantitative data analysis is the convert of the data collected to numerical forms, and analyzing it using statistics.

2.7.2 QUALITATIVE DATA ANALYSIS

Qualitative data analysis is the explanation, the understanding and the interpretation of situations and people under investigation. In this context, Cohen et al said: “Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the

situation, noting patterns, themes, categories and regularities” (Cohen et al, 2007: 461).

2.7.3 STUDENTS’ QUESTIONNAIRE ANALYSIS

This part is allocated to analyze the data collected from the questionnaire given to second year EFL learners. The main goal of this questionnaire is to know the effect of watching movies subtitled in mother tongue on students’ vocabulary comprehension.

Question 01: Does watching English movies with subtitles in mother tongue help EFL students learning vocabulary?

The aim of this question is to know whether movies subtitled in students’ mother tongue help learners to learn and comprehend vocabulary. All the students, that is, a ratio of 100% say yes. The following pie-chart proves this speculation:

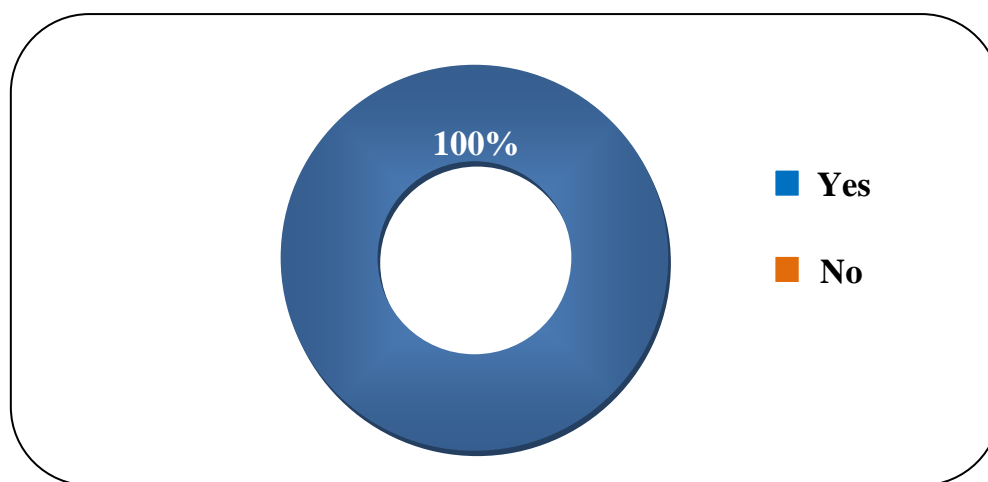


Figure 2.1: The effect of watching English movies with subtitles in mother tongue on vocabulary learning

As shown above, all the students agree that watching English movies with subtitles in mother tongue help them learn vocabulary. They gave some arguments to justify their answers:

- ✓ Subtitles can be helpful if you do not understand the language completely.
- ✓ A movie with subtitles in mother tongue helps a lot to comprehend the content, especially when the sound is not clear enough.

- ✓ Watching movies with subtitles in mother tongue help you understand the story better.
- ✓ When you hear a new or strange word you can read the subtitle in your mother tongue and understand its meaning in the target language.
- ✓ I feel we can get more information from subtitled movies, especially if it is about education.
- ✓ I think it helps with comprehension of the content.
- ✓ When I watch movies with subtitles, it helps me improve my reading and understanding of what I am watching.

Question 02: How are subtitled movies qualified by students?

This question was targeted to know the degree of qualification of movies with subtitles given by the students. The majority of them, that is 87%, said that subtitled movies are beneficial, and the rest (13%) said that they are half-beneficial. The obtained results are summarized in the following pie-chart:

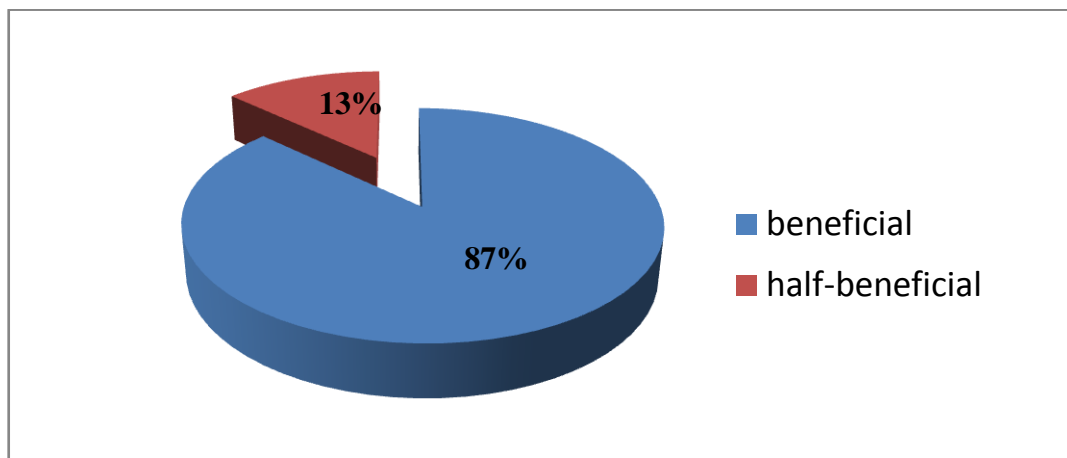


Figure 2.2: The Qualification Degree of Subtitled Movies Given by the Students

Question 03: Which do you prefer watching, movies with subtitles or without subtitles?

This question attempted to diagnose the learners' preference of movies. The majority of students, that is 73%, prefer the subtitled movies. 8 students which

represent 27% prefer movies without subtitles. The obtained results are displayed in the following pie-chart:

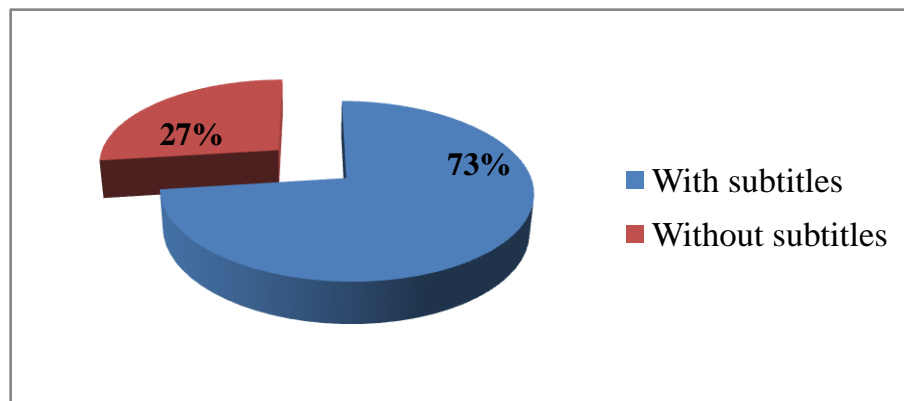


Figure 2.3: Students' Preferable Movies.

Students who prefer the subtitled movies justify their answers with some arguments which are listed below:

- ✓ Subtitled movies are more favorable since the subtitles allow the learners to understand the film, and better comprehend the story.
- ✓ I feel more comfortable, I can make sure of the full understanding of the story.
- ✓ It helps me develop my reading skill and improve my vocabulary level.

Unlike those who answered that the non-subtitled movies are much better, justify their answers arguing that:

- ✓ Subtitles distract me all the time, the only time I will need it if people are talking in other languages.
- ✓ Subtitles should only be shown in a film when another language is spoken.
- ✓ If it is a film of enjoyment then I don't want to have subtitles.
- ✓ Subtitles are a bit distracting when I watch a film.
- ✓ I don't enjoy subtitles on the screen and I think they are ineffective.

Question 04: Do you think watching films with subtitles can help you with spelling or word recognition?

Almost all the students were of the opinion that the subtitles help them notice and memorize new words in the film without distracting them from the content, except for one student who said that he rarely learns words from subtitled movies. Their comments to this question are listed below:

- ✓ I believe it does help since we figure out new words we didn't know before.
- ✓ We can recognize a word when it is already heard before in a movie, because we get comprehend its meaning and hear its pronunciation during the movie with the help of subtitles.
- ✓ When the movies are subtitled in the target language, it is a great opportunity to notice the spelling of unfamiliar words while hearing them and reading the subtitles at the same time.
- ✓ It is a very easy way to memorize words and their spelling because it happens unconsciously while you are just watching a movie.
- ✓ Sometimes we like a movie to such an extent that we re-watch it over and over again, this repetition enables us to store a wide range of words with their exact meaning and correct spelling due to the use of subtitles, and therefore recognize them when they are faced again.

Questions 05, 06, 07 and 08:

- Do you feel that watching subtitled English movies can help improve your reading skills?
- Do you think that watching English movies with subtitles can help improving listening skills?
- Do you find that subtitles in English movies help learners to better writing skills?
- Do you think that watching subtitled English movies can help for enhancing speaking skills?

These four questions aim at discovering the effect of watching subtitled films on improving students' four language skills (reading, listening, writing and speaking) each alone. The majority of the students agreed on the significant role of

watching English films with subtitles in mother tongue on enhancing students' four skills. Details occur in the following table:

Table 2.1: The Effect of Watching English Subtitled Movies on Improving Students' Four Skills

Skills	Yes	No
Reading	40	4
Listening	36	8
Writing	30	14
Speaking	35	9

Question 09: Do you think that watching a film with subtitles in your mother tongue can help you to understand the content better?

This question was asked in order to discover whether subtitles in a movie help for a better understanding of the content or not. The majority of students, i.e. 80% of them, agreed that subtitles could aid in understanding, while the rest do not think so. These results are represented in the following pie-chart:

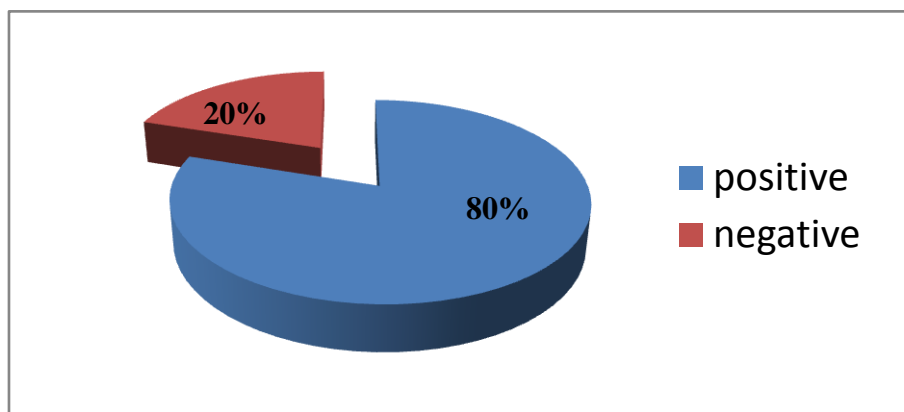


Figure 2.4: The Effect of Subtitles in mother tongue in Films on Content Understanding

Question 10: Does watching a film with subtitles distract you?

The purpose of this question was to uncover students' opinions towards the possibility that subtitles in a movie can be disturbing. Concerning this question, a large group of students indicated that subtitles do not distract them from the film, while a minority said that subtitles are distracting because they hindered their listening abilities, whilst covering visual information. More details are presented in the following pie-chart:

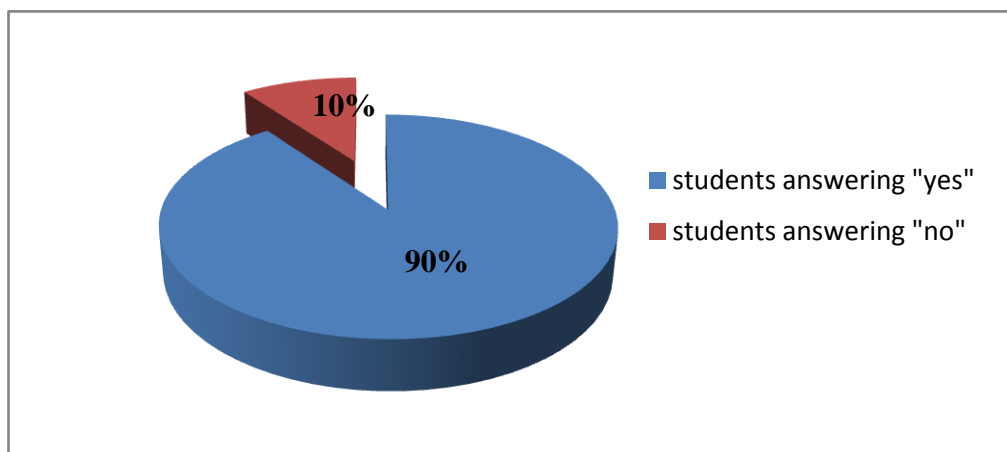


Figure 2.5: Students' Attitudes towards Subtitles

2.7.4 Classroom Observation Analysis

Classroom observation was carried out to investigate if there is any significant difference between students who watch English movies with subtitles in their mother tongue and those who watch them without subtitling. This difference is concerned with the level of vocabulary comprehension.

The observations were carried about five sessions of the eight scheduled sessions in second year EFL students' classes in the Department of English at Tlemcen University, where students had their lessons of literature in which they watched an English movie adapted from a novel they were supposed to tackle later on.

- The first class students watched the movie without subtitles while the second class students watched it with subtitles.
- After watching the movie, the teacher asked the students a set of questions concerning the film.

- The questions asked by the teacher were of two types. Vocabulary type questions such as asking about the meaning of some unfamiliar words as well as asking for synonyms of some terms. And content comprehension questions like asking about characters, actions and scenes in the movie.
- The teacher started with the content comprehension questions in order to figure out whether the film was comprehended or not.
- Then, he moved to ask students questions about vocabulary for the aim of knowing their acquisition of new words.
- The participation of the second class (in which the movie was subtitled) was clearly better than the one of the first class (the movie without subtitles).

From the observations of the researcher on how students behaved and interacted with material and their responses on the teacher's questions, the results show that there is a significant difference between the two classes. In other words, students answered the subtitled movie questions better than the questions of the movie without subtitles in both vocabulary questions and content comprehension questions. Therefore, the results indicated that students comprehended the subtitled movie better than the one without subtitles, i.e. the second class students performed better than the first one.

2.8 SUMMARY AND DISCUSSION OF THE MAIN RESULTS

This section is concerned with the discussion of students' answers. The results obtained from the questionnaire show that the majority of second year EFL students have positive attitudes towards the effect of watching English movies with subtitles in their mother tongue. In addition to this, their language four skills and vocabulary comprehension are influenced positively by the watch of English films subtitled in their mother tongue.

The results obtained from questions 2, 3 and 10 confirm that students are for the favor of including subtitles in movies, since most informants believe that subtitled English movies are beneficial and have a positive influence on them. They

added that they prefer watching movies with subtitles in their mother tongue rather than the ones without subtitles. Moreover, almost all the students assume that subtitling in movies is not distracting.

Concerning the questions 1, 4 and 9, it was concluded that watching English movies subtitled in mother tongue enhance students' vocabulary comprehension. Indeed, the majority of the participants agreed on the idea that watching this kind of movies helps them learning vocabulary. Besides, the majority of participants replied that watching films with subtitles help them with spelling, recognize words and understanding the content better.

As for questions 5, 6, 7 and 8, the findings indicated that watching subtitled English movies helps students in improving their reading, listening, writing and speaking skills. Participants clarified that the process of reading the subtitles and listening to the movie at the same time works for their benefits and develop their reading and listening skills. Furthermore, they also added that it enables them to hear the correct pronunciation of words and read their meaning which make their speaking and writing skills better, especially when those words are memorized and recognized. So, the second hypothesis is confirmed.

The data obtained from classroom observation indicated that the process of watching English movie with subtitles in mother tongue can be used effectively to enhance students' vocabulary, in particular, words comprehension. Indeed, there was a marked difference in both vocabulary and content comprehension in the second class in which students watched the movie with subtitles as opposed to the first class whose students were not exposed to subtitles displayed on the screen. As such, students of the second class could with greater accuracy and correctness answer most of the questions asked by the teacher, as opposed to the first class students. Therefore, the main effect obtained is that participants performed better when the movie was played with subtitles. This includes vocabulary and comprehension questions. It can be also said that the participants did actually performed better on comprehending the English movie with subtitles than the one without subtitles. As a consequence, there was a distinct difference appeared among

the performance of students in the two classes at the level of vocabulary and comprehension. So, the first hypothesis is partially confirmed for both classes.

2.9 LIMITATIONS OF THE STUDY

EFL learning is influenced by various aspects such as socio-political status, age, support structures and motivation. All these variables impact on students' EFL learning and their success at university. This study tried to explore the efficacy of using subtitled movies for vocabulary comprehension. However, because of the following limitations, the findings are tentative.

Firstly, the intervention that was performed involved collecting data at a very bad timing since Algeria had a crisis in the political domain. At that time, there were manifestations in the whole country. Almost all the Algerian population contributed in these manifestations in every single state of the country. What is more important is that students took a big part of these manifestations, in which they stopped their studies in order to contribute. Consequently, university was almost empty. This presented further limitations which could not be overcome.

As a result of the previous limitation, the group of students selected for the research study was small; the findings could not be generalized. The results of the study are therefore limited to the context, and should be interpreted as such. However, because the sample was quite small, the research study took less time to complete. Based on this limitation, it is recommended that the researcher seeking to replicate this study selects a bigger research cohort. A bigger group of participants could also influence the reliability of the results favorably.

In this study, students with different learning styles were put under the same treatment. Some were low-knowledge learners and others were high-knowledge learners. In other words, some students came to study with higher literacy levels whereas others with low literacy levels. Therefore, the treatment had different effects on different learners.

Last but not least, there was another limitation which is the lack of prior research on the topic. This presented plenty of difficulties with recreating similar

research in terms of measures used for data collection. As well as, the lack of specific foreign language vocabulary acquisition research presented the researcher with various obstacles in terms of data collection methods. Because vocabulary research is very much still in its infancy. There are few long term studies available to measure acquisition. Thus, further research in the field with regards to the effect of multimedia on vocabulary learning would reaffirm the theory that multisensory channels aid vocabulary learning.

2.10 RECOMMENDATIONS

The functional-notional and communicative approaches most widely used today in language teaching fit into the comprehensible input model since they encourage active understanding and help students organize new information into meaningful units. Current methodology, however, tends to discourage any use of the first language, although recent research in language and memory processing shows that selective recourse to translation can also lead to cognitive benefits. In particular, the effort of establishing paired equivalents through translation and the use of a redundant and inter connected network of encoded prepositions lead to greater elaborateness of processing, which usually results in better recognition and recall. Consequently, including subtitled movies, whether subtitles were in the mother tongue or the target language, in educational system would work for the benefit of students, especially to enhance their vocabulary comprehension and improving their skills.

Areas for future research:

- Further investigation is required into the effective use of subtitled English movies for vocabulary comprehension. In addition, using a large sample size to conduct this research would be more effective statically. Furthermore, care should be taken to use appropriate comparison groups for such research.
- More research into the effects of long-term exposure to subtitles for vocabulary learning is needed to identify benefits and implications.

2.11 CONCLUSION

This chapter was basically concerned with tackling the ELT situation in Algeria, as well as the educational system. After that, introducing the setting where the study was carried out (the English Department of Tlemcen University). Then, it described the research design, the sample and the instruments used in gathering data (the students' questionnaire and the classroom observation).

Moreover, the researcher tried to analyze the data collected and interpret it to approve or disapprove the hypotheses guiding this research. The conclusion deduced from the interpretation of the results is that the majority of second year EFL students of the English Department at Tlemcen University are positively affected by watching English movies with subtitles in their mother tongue. In addition, including this type of movies in the classroom sessions can influence their language skills and vocabulary comprehension.

GENERAL CONCLUSION

Learning new vocabulary plays an important role in language learning and especially in improving communication skills, since it is a demanding task of most language learners. On the other hand, the increasing access to different multimedia and technology resources, including subtitled movies, offers learners huge number of opportunities to enrich their vocabulary. Moreover, the ability to read, write, speak and understand a second or foreign language, vocabulary acquisition becomes a vital factor in achieving this goal.

This study emphasized the role of watching English movies subtitled in mother tongue in enhancing students' vocabulary comprehension and its effect on developing their four language skills. Furthermore, this research was divided into two chapters. The first one dealt with theoretical background that provided a set of definitions and illustrations about: vocabulary, subtitling, movies and comprehension. It also highlighted the role of subtitles in movies and content comprehension. In the second chapter, there is an empirical case study which started by description of the sample and its profile, research design and instruments used for data collection. The data collected have been analyzed and interpreted followed by a discussion. Last but not least, some general recommendations and others for further studies were put forward to generalize the findings of this research, and to think of including such tools in EFL learning.

The results obtained from this study demonstrate that one of the main essential factors to enhance students' vocabulary comprehension is to expose them to watching English movies subtitled in their mother tongue. What is more, this exposure also helps learners improve and master their four language skills. To conclude with, this research on watching English movies with subtitles in mother tongue has proved that films are not only a means of motivation to entertain students, but also they could assist learners to comprehend the language as spoken in various accents. In other words, EFL learners are exposed to the authentic language uttered by natives with different accents in different parts of the United States and United Kingdom. Thus, it is quite possible for learners to here all the

words, since they are used to the Standard English. Furthermore, this is a useful practice to get familiar with various accents of English over the world, and subtitles are a perfect choice to assist the comprehension of movies.

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APPENDICES

APPENDIX A

Students' Questionnaire

The present questionnaire aims at investigating and enlightening the effects of watching English movies with subtitles in mother tongue on students' vocabulary comprehension, and its role in developing their learning skills. Your answers are required for the validity and the fulfillment of this research. You are kindly invited to answer these questions objectively.

Student: Age: Level:

Specialty:

Questions:

1) _ Does watching English movies with subtitles in mother tongue help EFL students learning vocabulary?

Yes No

Why?

.....
.....

2) _ How are subtitled movies qualified by students?

Beneficial

Beneficial		Half-beneficial		Non-beneficial	
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3) _ Which do you prefer watching, movies with subtitles or without subtitles?

.....

Why?.....

.....

.....

4) _ Do you think watching films with subtitles can help you with spelling or word recognition?

.....
.....

5) _ Do you feel that watching subtitled movies can help improve your reading skills?

.....
.....

6) _ Do you think that watching English movies with subtitles can help improving listening skills?

.....
.....

7) _ Do you find that subtitles in English movies help learners to better writing skills?

.....
.....

8) _ Do you think that watching subtitled English movies can help for enhancing speaking skills?

.....
.....

9) _ Does watching English films with subtitles help understanding the content better?

.....
Why?.....

.....

10)_ Do you find watching a film with subtitles distracting?

.....
Why?.....

.....

ملخص

تهدف هذه الدراسة إلى التحقيق في فعالية مشاهدة الأفلام الانجليزية المترجمة بعناوين فرعية في اللغة الأم في فهم المفردات بالنسبة لطلاب السنة الثانية لغة انجليزية بجامعة تلمسان، الجزائر. يسلط هذا البحث الضوء على دور مشاهدة الأفلام الانجليزية مترجمة بعناوين فرعية في تعلم اللغة خاصة فهم المفردات و مهارات اللغة.

الكلمات المفتاحية: الأفلام، عناوين فرعية، اللغة الأم، المفردات، فهم، التعلم.

Résumé

La présente recherche tente d'étudier l'efficacité de la visualisation de films en Anglais avec sous-titres en langue maternelle en compréhension de vocabulaire pour les étudiants d'Anglais comme langue étrangère de deuxième année à l'Université de Tlemcen, en Algérie. Cette recherche met en évidence le rôle de visionnage de films Anglais sous-titrés dans l'apprentissage des langues, en particulier la compréhension de vocabulaire et les compétences linguistiques.

Mots clés: films, sous-titres, langue maternelle, vocabulaire, compréhension, apprentissage.

Summary

The present study attempts to investigate the effectiveness of watching English movies with subtitles in mother tongue in vocabulary comprehension of second year EFL students at Tlemcen University, Algeria. This investigation highlights the role of watching subtitled English movies in language learning, particularly, vocabulary comprehension and language skills.

Key words: movies, subtitles, mother tongue, vocabulary, comprehension, learning.