Democratic and Popular Republic of Algeria
Ministry of Higher Education and Scientific Research
Larbi Ben M'hidi University Oum El Bouaghi

Faculty of Letters and Foreign Languages
Department of English

Investigating Students’ Attitudes towards the Use of Subtitled English Movies to Enhance Content Comprehension and Vocabulary Recognition.

The case of first Year LMD Students of Larbi Ben M'hidi University
Oum El Bouaghi

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Didactics of Foreign Languages.

By: Abdelhakim MANSOURI

Supervisor: Dr. Amina Ouafa BENZITOUNI

Examiner: Dr. Hanane MAAMOURI

2017/2018
Dedications

To my mother and father for their support and endless love

To my dear sister Feriel whom I wish the best of luck in her education

To my beloved fiancée and partner Khawla for her kindness and never ending love

To my uncle Rachid and aunt Sihem who never forgot me in their prayer

To my best friends Islam, Bassem, Zaka, Badrou, Amina and Lamin whom I feel really lucky to have and to be around

To all my family
Acknowledgments

I would like to thank my supervisor Dr. Amina Ouafa BENZITOUNI, who overwhelmed with her generosity of guidance, advice and support. Who has seriously directed me in the wonderful world of research with her competence, generosity and patience. I thank her for her understanding, encouragements, precious advice, and valuable references.

I would also like to thank my examiner Dr. Hanane MAAMOURI for allocating time to read through my dissertation.

I am also grateful to all my teachers at the Department of English, University of Oum El Bouaghi, who taught me for five years the language I love.
ABSTRACT

One of the fundamentals of learning any foreign language is the acquisition of vocabulary and the ability to understand the content of the target language. However, failure to understand the text or the material and the lack of vocabulary stock are common problems among EFL students. As a result they try to make use of some strategies as subtitled English movies. The main aim of this research is to investigate students’ attitudes towards the use of subtitled English movies to enhance content comprehension and vocabulary recognition. A questionnaire was administered to first year students of English at Larbi Ben M'Hidi University, Oum El Bouaghi to collect data. The results obtained from this study confirmed our hypothesis that learners have positive attitudes towards the usefulness of subtitled English movies on enhancing content comprehension and vocabulary recognition. Thus, using subtitled English movies as a learning tool deserves more attention in the context of EFL learning and teaching.

Key Words

Subtitle, Movie, Vocabulary, Content, Comprehension.
LIST OF ABRIVIATIONS

**EFL:** English as a Foreign Language

**L1:** First language

**L2:** Second language

**LMD:** License, Master, Doctorate

**Q:** Question

**SEM:** Subtitled English Movies

**SL:** Source language

**TL:** Target language

**VLS:** Vocabulary learning strategies

**VS:** Versus
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General introduction

1- Statement of the problem

EFL students encounter many problems during the process of learning new languages. One of them is lacking the adequate vocabulary in their linguistic repertoire and hence facing problems with the comprehension of the content they are exposed to. Enriching students’ stock of vocabulary can indeed help them overcome the difficulties they face and develop the skills they need to communicate using the English language. EFL learners usually stick to what they are exposed to at EFL classrooms and settings and ignore learning new vocabulary outside the educational setting. So, EFL teachers must provide their students with effective techniques and strategies to improve this situation. The use of subtitled English movies in modern EFL classrooms is arguably one the most effective techniques embraced to motivate EFL students to learn new English vocabulary taking away of the state of boredom they often feel.

2- Aim of the Study

The prime aim of the present study is to investigate the different attitudes of EFL learners towards the use of subtitled English movies in EFL classrooms for the sake of the augmentation of their vocabulary stock and bettering their content comprehension.

In addition, the results behind this research may lead to a number of recommendations that may help university instructors incorporate the use of subtitled English movies in the learning/teaching process especially when EFL students are fans of the new pedagogical tools.

3- Research questions

Specifically, this study addresses the following research questions:
RQ 1: What are the different attitudes of EFL students towards using subtitled English movies (SEM) in EFL classrooms to enrich their vocabulary stock?

RQ2: What are the different attitudes of EFL learners towards using subtitled English movies (SEM) in EFL classrooms to improve their content comprehension?

4- Research Hypotheses:
This study is based on the following hypothesis:

- We hypothesize that EFL learners consider using subtitled English movies in EFL classes an effective technique that would help them enhance their English vocabulary knowledge.

- We also hypothesize that EFL learners have positive attitudes when it comes to the use of subtitled English movies in EFL classes in order to improve their overall content comprehension.

5- Research Methodology:
The study takes place at the Department of English of Larbi Ben Mhidi University with 1st EFL students. The reason behind this choice is that first year EFL students usually have little knowledge about English. They are freshmen and at their first steps of learning the English language and therefore can get the best out of subtitled English movies because they need vocabulary and comprehension the most.

From the wide range of procedures, a structured written questionnaire is chosen as the main investigative technique for this research. Questionnaires are one of the most affordable ways to gather quantitative data. Apart from being inexpensive, quick and flexible, questionnaires are also practical and meet our research aims.
6- The Structure of the Study

The present study is composed of three chapters. The first and the second ones are totally theoretical; the first chapter includes a review of the literature concerning the use of subtitled English movies and its implementation in EFL classrooms as an effective technique for learning new vocabulary. The second chapter is divided into two sections; one includes an elaborate discussion of vocabulary acquisition by EFL learners, while the other one targets the aspect of content comprehension. The third chapter is purely practical i.e. it is devoted to the description, analysis and discussion of the results of our questionnaire.
Chapter One: Subtitles and Education

Introduction

As a result of the dramatic change of science and technology, subtitles have become an effective tool to learn and teach language. Their potential to provide a comprehensive input is magnificent which according to Krashen (1982) leads to “subconscious language acquisition”. Therefore, using such a technique inside EFL classes will make students more involved in language learning. English movies subtitles can grant students the vocabulary stock and the overall comprehension they need to enable and prepare them for effective target language learning. In fact, TV programs that are not subtitled can de-motivate students and raise their level of insecurity. But with the positive reinforcement of subtitles, EFL learners can be motivated and self confident. Instant feedback can easily be offered by subtitles which in turn would contribute in the progress of EFL learners’ upholding of healthy conversations which are enriched with appropriate vocabulary and total comprehension.

1.1. Definitions of Subtitles

Subtitles are an umbrella term which includes numerous definitions according to many dictionaries. In the Cambridge Dictionary (2018), subtitles are defined as words shown at the bottom of a film or television picture to explain what is being said. The Oxford University Press (2018) explained them as captions displayed at the bottom of cinema or television screen that translate or transcribe the dialogue or narrative. Additionally, Merriam-Webster (2017) defines subtitles as printed statements or fragments of dialogue appearing on the screen between the screens of silent motion picture or appearing as translation at the bottom of the screen during the screens of a motion picture or television show in a foreign language.
Many authors and scholars explained what subtitles are. Shuttlewoth & Cowie (2004) stated that a “subtitle is a term used to submit to one of the two core methods of language transfer used in translating types of mass audio-visual communication such as film, television or motion picture” (p.61). It is generally agreed that “subtitles are translated utterances, written translations or written target texts to clarify what is being said or uttered in different kinds of multimedia such as TV” (Luyken et al, 1991, p.31)

The early scholars have engaged on the study of this field, explained subtitles as concentrated thick written translation of a dialogue or a conversation which come into view as lines of texts, typically situated towards the foot of the screen. Subtitles appear and disappear to match in time with the equivalent fraction of the original dialogue (ibid).

According to Dayan Liu (2014), subtitles are usually used in audiovisual works, such as DVD, video, CD Rom, television …etc and they have many advantages over traditional translation as the time and space inherit in the subtitling process and the shift of modes from speech to writing.

1.2. Types of Subtitles

Mainly, we can classify subtitles into two groups or parameters, as Dayan Liu (2014, p.2) puts it “traditionally there are two ways of classifying subtitles, based on two deferent parameters, linguistic and technical, despite the existence of other frequently used parameters”

1.2.1. Linguistic Parameter

The linguistic parameter, according to Batroll (2004, p.57 as cited in Dayan Liu, 2014) is “the relationship that is established between source and target languages, whether this is the
same or not”. So, there are interlingual and intralingual subtitles or subtitling (Gottlieb, 1997, 2005; Shuttleworth & Cowie, 2004).

- **Interlingual subtitling:**

According to Gottlieb (1997), interlingual subtitle is liberally the shift from a source language (SL) to a target language (TL). The essence of this type is that there should be a transfer or translation between two different languages SL and TL. As Dayan Liu (2014) added that, in this group not only two different languages are involved but also two different dimensions: speech and writing.

- **Intralingual subtitling:**

As Gottlieb’s (1997) classification, intralingual subtitling is the subtitling inside the same language and it concerns as well the affiliation of the same source and target languages. Since it occurs between the same languages, intralingual subtitles take place “where there is transcription” (Batroll, 2004, p.57). This type is mainly aims at the following groups of people: the deaf and hard of hearing, language learners and karaoke signers.

1.2.2. **Technical Parameter:**

Besides the linguistic parameter, the technical parameter is also an important type of subtitles. From a technical view, Batroll (2004) explained that, open subtitles are non-optional i.e. the viewer cannot opt if he wants the subtitles to appear on the screen because they are always present on the screen. Closed subtitles, on the other hand, are known as optional ones; the viewer can decide if he wants the subtitles to appear on the screen or not.

- **Open subtitles:**

O’Connell (2004) defined that, open subtitles are subtitles that make up a part of the original film or motion picture and cannot be detached from the screen. This type of subtitle
is usually found in many areas such as cinema, TV…etc. Gottlieb (1997) added also that, all film subtitling is included within this category. Open subtitle are more like interlingual translations for films with foreign languages shown in cinemas. What makes open subtitles more beneficial than other subtitles is that, they are on low expense comparing to dubbing.

- **Closed subtitles:**

Closed subtitles are called also captions in the US, they first appeared on television in 1970s as explained by O’Connell (2007, p.133) they occurred on TV with the technological development of cable and satellite channels. Several studies (Bartoll, 2004, O’Connell, 2007, Gottlieb, 2005) have further explained that, closed subtitles are usually programmed in the transmission signal with separated broadcast and later selected by viewers on the remote control, also they can be found besides TV on DVD and on the internet.

### 1.3. The Implementation of Subtitled English Movies in EFL Classrooms

#### 1.3.1. Second language acquisition

A simple definition of second language acquisition was given by Saville-Troike (2006, p 2) as “the study of those who are learning a language subsequent to their first one as children”. The first language or also called the mother tongue (L1) is the first language that a child learns. There are many tools to learn a language. Cook describes SLA research as something that fuses many features of linguistics, sociology, psychology and education into one single field. Cook argues that, a superior teaching depends on learning; it is pointless to provide students with entertaining and lively language lessons if they are not learning from
them (Cook, 2008, p. 6). In this case, the teacher should be clear on his objective for what kind of outcome students want English subtitled movies to project. Student should be recommended to pay attention to what is being shown so they can take it seriously.

**1.3.2. Input in SLA**

Any language heard or seen is called input. Input is an important aspect of language learning and second language learning too. It is impossible for language acquisition to happen without input. Input is essential to start learning English and developing it and also for maintaining proficiency (Verspoor, Lowie and De Bot, 2009). According to Vanpatten (2009), second language acquisition is a slow process; to make a sense from a sentence “does not mean that all formal aspects contained in the utterance are fodder for acquisition” (p. 49). It is difficult for a generic L2 learner to acquire language only through input, without output, interaction and instruction.

Many researchers have recommended that for an ordinary intermediate L2 learner, input can be beneficiary. Verspoor and Winitz (1997, as cited in Verspoor et al., 2009, p. 62) added that intermediate learners can improve their English in many areas of vocabulary, grammar and reading skills through just listening to English.

As Verspoor et al. (2009) put it “first or second language development is an iterative process, which means that the present state of the learning system is the result of all previous steps or iterations” (p. 71). This is needed for SLA teachers, because pupils have been through many different steps on their way to learn L2. It is also very important to learners with different levels because they will not receive the same input other pupils do. Verspoor et al (2009) added that a proficient learner will be able to process what is being provided by the input and can handle it pretty easy comparing to an incipient learner who, on the other hand, can miss a lot of
what is being said. Input can be received differently at different places and time (Verspoor et al. 2009, p. 74). This is relevant to learners who can relate an idiom with its context or familiar with the movie the clip is taken from.

Krashen (2009) claims that input is more beneficial and highly important than output in the learning process “Output fails as a predictor of second language competence when compared to reading; more speaking or writing does not result in more language or literacy development, but more reading does” (Krashen, 2009, p. 85). However, Verspoor et al. (2009) argued that “the language system does not simply ‘take in’ input, but it interacts with it, adapts it, and reorganizes itself in the process” (p. 77).

1.3.3. SLA and Subtitled English Movies

Subtitles are generally known as the instant translation of it is being said or a dialogue in a screen or any motion picture. At the beginning, L1 subtitles or captions were developed for persons with low or impaired hearing to facilitate their comprehension and understanding (Chiquito, 1995, p. 215). Nowadays, it is used for those who prefer English subtitles as well as spoken English dialogues instead of their non-English mother tongue. Practically speaking, it is used also by teachers who are in need to challenge their students and step up the game into more than native language subtitles to make learners more proficient. Danan (2004) entails that subtitles or captions can be a big help for teachers to make things easier in general and a great tool for learners to become proficient second language acquirers:

Audiovisual material enhanced with captions or interlingual subtitles are a particularly powerful pedagogical tool which can help improve the listening comprehension skills of second-language learners. Captioning facilitates language learning by helping students visualize what
they hear, especially if the input is not too far beyond their linguistic ability. Subtitling can also increase comprehension and leads to additional benefits, such as greater depth of processing (p. 67).

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1.3.4. Classroom Management

Classroom organization is considered one of the most important ways to improve second language acquisition. Generally speaking, it was suggested by many scholars how to manage and organize EFL classrooms. Brophy (1979) listed several ways to manage modern classrooms in order to help teachers generally and learners specifically to feel at ease inside classrooms:

- The appropriate care for students’ characteristics and individual differences.
- Preparing the classroom effectively and creating a learning environment.
• Managing groups during active instructions and motivating and shaping desired behaviors.

• Developing a workable set packed with energy and motivation/

In the case of using English subtitled movies inside classrooms, Shalaway (2005) recommended many strategies to manage classrooms in order to create a theatrical environment and make the classroom looks like a cinema or a stage.

A. Arranging Space

According to Shalaway (2005) the physical layout of the classroom reflects teachers’ style of teaching. Try to organize students in a collaborated way; seating them around tables or clusters of desk and for a frequent group discussion, the U-shape is the best way. Shalaway (2005) also suggested that teachers should not hesitate for a second to put their touch on the classroom decor for example, putting plants, rugs, arts or posters.

B. Desk Placement

Shalaway (2005) proposed that teachers should arrange the room so they can have eye contact with each student and reach each one at ease. Usually the largest amount of space is devoted to tables and desks. Teachers should not be afraid to take off tables and leave only chairs to make the classroom more theatrical and create an atmosphere of entertainment and learning at the same time.

C. Environmental Preferences

Shalaway (2005) listed some points to adjust the environment to students' preferences because “students perform better academically and are better behaves” (p.).

• Create both well-lit and dimly-lit areas in the classroom by using bookcases, screens, plants, and other furniture.
• Provide opportunities for children to move around the classroom freely.

• Establish informal furniture arrangements where students can sit on soft chairs or pillows, or lounge on the carpet.

• Set up listening stations with headsets for learners who need sound and quiet study spots for those who work best in silence.

• Assist students become cognizant of their own temperature preferences and encourage them to dress accordingly.

1.4. Aspects to consider when using movies in EFL teaching:

Movies are a very good way and a nice instrument to make the lessons more entraining and less boring, also a great tool to motivate learners by giving them the opportunity to express themselves freely, however, the use of movies inside EFL classes is not an easy task due to several factors that need to be considered. One of the important factors when planning the movie lessons is the accurate choice of the movie. Also there are several factors that need to be carefully measured and examined before planning for a movie session in EFL classes. For instance there are copyright matters, the teaching environment and learners’ level of proficiency.

Furthermore, Stoller (1988) pointed out that, the use of movies and videotapes inside classrooms requires attention and the instructor must be an effective participant in the movie lesson. The use of movies inside classrooms is not a substitute for the teacher, but a tool that will be beneficial for helping learners when used properly.

1.4.1. Choosing Movies

It was emphasized by Stroller (1988) that planning the lesson well and approaching the use of movies systematically is significantly important. The movies should be carefully selected and previewed. In addition, learners should comprehend the reasons behind using the movie lesson
since it is generally known that movies are not considered a teaching tool. Learners should bear in mind that movies are not just for filling and passing time but, they have pedagogical and academic objectives that need to be achieved in order to facilitate the learning process for EFL learners.

Allan (1985) focused on the importance of choosing topics which are relevant to learners. The scripts or the stories should be appealing for students to stay motivated and curious. Moreover, when selecting movies, the proficiency level of students and the comprehensibility of the film should be taken into consideration. The movie should be adequately comprehensible in order for learners to complete language related tasks after hand. The sufficient comprehension of movies is not determined by the content difficulty but by the assignments given by the teacher.

Allan (1985) listed some factors which should be taken into account when choosing a movie:

- The density of the language is important i.e. enough pauses in the dialogues are important so that students understand, comprehend and can follow along.
- The visual support that the film must provide for learners.
- The delivery of the speech (for instance when characters speak quickly and use different accents).

The teacher also must pick a good pause for students i.e. bits of film that can stand on their own and still can be comprehensible.

Stoller (1988) also put on some norms for the appropriate and accurate choice of movies for EFL classes. The students’ proficiency level should be carefully examined as well as the necessity, needs and interests of students. Additionally, the teacher should have in mind a list of
objectives which students are expected to accomplish. Nevertheless, not all types of movies are suitable for learners because each film has its own activities and dictates different tasks.

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Furthermore, Allan (1985) planned significant phases for selecting a film for an EFL class.

- **The First Phase:** It includes previewing the materials that the teacher is going to use during the lesson since it is important for the teacher to be familiar with and have the ability to recognize the data and the information he is going to teach and provide to his students.
- **The Second Phase:** In this phase the teacher must observe and watch the subject matter without sound with the intention of perceiving the visual message. Then, he is obliged to watch it with sound in order to decide if the language or the dialogue of the film is
sufficiently comprehensible and appropriate for students. Also, the teacher must realize what he is expecting from students to understand in order to complete the related tasks afterwards.

It is highly recommended for teachers to link the movie lesson with the syllabus in order to make it official and not only an entertaining tool. It is a difficult task to do so; however associating it with the curriculum by language items, functions or by thematic units will make it easier for students to benefit from the previous learned matter and connect it with real life problems (ibid).

Stoller (1988) highlighted that the choice of the movie type should go together with one’s overall instructional and curricular objectives. Dramas embrace many types of communication and dialogues. Documentaries include information, data and new sets of thoughts and ideas that can be criticized. Though, not all documentaries are of interest for students, but the good decision of selecting them is worthwhile. Another type that can be useful for EFL learners is cartoons with their short storyline and clear message to be perceived by learners.

The visual support is also a good point to consider, since students, every now and then, focus on the information given visually. However, the overuse of visual effects can distract students at times. Furthermore, the length of films is very significant. According to Stoller (1988) the ideal length of films is too difficult to decide due to its dependency on the film itself, classroom scheduling, equipments availability and students’ proficiency level. As a conclusion, using movies in EFL classrooms can bring the expected and demanded variety of learning and entertainment.
1.4.2. Classroom activities

Stoller (1988) argued that the movie and its activities must be made up of pre-viewing, viewing and post-viewing activities. This guarantees that learners stay focused and motivated throughout the course and the aims of lesson keep on being crystal clear to them and confusion free. The duration of activities depend on the choice of the film, the proficiency level of students, their requirements and their age.

Stoller (1988) added that when the teacher starts to prepare his students for viewing the film, he needs to engage them in pre-viewing activities. Pre-viewing activities include a general discussion of the title of the film, interviews, dictionary and vocabulary exercises or brainstorming activities. Pre-viewing activities are so important as they help students to get involved in the learning process and understand the dialogues, the characters and the storyline of the film. Stoller also mentioned that pre-viewing facilitates viewing. In other words, pre-viewing activities have a great impact on students’ comprehension and make viewing the film more beneficial.

There are many examples of viewing activities such as directed listening, information gathering, film interruptions and second screening. If we take film interruptions for instance, a film interruption helps the teacher to observe or notice whether the students have understood the film or not. Besides, viewing activities are a great technique to keep students concentrated and focused on the actual film regardless of its length. Because the film’s length can reduce the students’ motivation and bore them at times, this will have an effect on students’ performance and attitude (ibid).

To end with, Stoller (1988) emphasized also on the significance of post-viewing activities. They encourage both written and oral use of the target language through gathering
information and making use of insights from the film being viewed. Post-viewing activities’ job is to get the best out of the film and understanding very well, in case the small details may possibly have been missed. Post-viewing activities can be in a form of comparison, summarizing the film, final discussion or alternative endings.

Allan (1985) argued that, movies can be utilized in EFL classrooms in different ways. Films can be the center of the lesson; the teacher can build the whole lesson around them or can use them as a starting point for related tasks and activities. For instance, the instructor can use them when he desires students to focus on language aspects or discuss and comment on the film in a form of a presentation. Allan added that since films promote talking and push students to orally communicate with each other in and out the classroom, they can be used for elicitation. Films come in handy when it comes to language practice through the visual prompts due to their effectiveness. This can be put to practice by using video workbooks that include pictures and expressions from the film selected. This activity is suitable in both previewing and recalling.

1.4.3. Making Full Use of the Film

According to Allan (1985) it is very significant to try to make full use of the film and take advantage of all sides that a film can offer. Visuality is a great way to make students get the most out of the film being projected and even can be of remarkable help when it comes to low proficiency students so they can understand the full content or ideas of the film and perform well in the film lessons as non-verbal signs, gestures, facial expressions, eye contact … etc. All these factors play an extraordinary role in helping students. However, if the film is used only as a tool for language learning, two major problems can take place. Firstly, failing to notice or neglect the visual clues that the students may pick. Secondly, putting more emphasis on the language and missing out on the message of the film. Moreover, the teacher should opt for the perfect setting.
It is important to select a sequence that opens up with a general view. Also, the choice of the accurate characters is very essential in order for students to be opened to or relate to.

The use of films in different learning stages can be challenging for teachers. According to Allan (1985) the main function of films at the basic levels is to lay a solid ground for students to stand on and get hold of a language that they can use in and out classroom to deal with real life problems. Movies are the only evidence for students to approve that the language they are learning is actually used in the real world. Thus, it gives students a great confidence to deal with real life situations and the ability to adapt and overcome life’s problems. However, at intermediate levels, movies make variety and stimulation available. As a final point, at advanced levels, movies provide real world experience through focusing on the language and the message and considering them as a tool rather than a distraction and time filler.

Conclusion

This chapter dealt with subtitles in general and subtitles’ implication inside EFL classes in particular. We defined subtitles and their various types and reviewed researches on how to make subtitled movies more efficient and practical inside EFL classes so that students can benefit from them adequately. We also dealt with the activities that can help students learn the language efficiently and prepare them for real world problems.
Chapter two

Section one: Vocabulary recognition

Introduction

One of the major reasons of using subtitled English movies inside EFL classes is to encourage students to be able to use technology in their favor and make the most of it. Learners will be motivated to learn grammar and vocabulary, speak fluently, understand the content and discuss and argue appropriately. What this chapter is going to focus on specifically is vocabulary recognition and content comprehension. Learning vocabulary is the key to learn any foreign language and breaking the barriers of stumbling on unknown words. It is impossible to learn a foreign language without vocabulary. Words are the essence of any language. Moreover, it is inevitable for EFL learners to learn vocabulary sooner or later, but the earlier they learn it the more efficient and practical it gets. Additionally, if learners cannot understand what the teacher is talking about or find it difficult to engage in any discussion due to their lack of comprehension, they will miss out on the whole point of language acquisition and fail to value the language and the message it carries. All in all, this chapter will deal with vocabulary learning and its strategies. It will also spotlight comprehension hypotheses and comprehension learning techniques.

2. Vocabulary Recognition

2.1. Definition

Vocabulary is defined as the words of a language. This leads us to ask this question: what is a word? According to (Carter, 1998) the word is the understanding and the comprehension of lexemes. The lexeme is the fundamental form of a word that is listed in the dictionary; it is the
origin of all the dissimilarity of that word. Lexemes can be multiword items that are accumulated and recalled in a grammatically unanalyzed and unexamined form (Schmitt & McCarthy, 1997).

Vocabulary was also defined by other scholars such as Hornby (1995) who explained that the term vocabulary is the total words of any particular language or languages. Moreover, Burns (1972) defined it as what an individual might have as a package of words or lexis.

2.2 Types of vocabulary

It is commonly known that vocabulary has many types. Montgomery (2007) listed four (4) types: listening, speaking, reading and writing vocabulary. The first two represent spoken vocabulary, while the last ones are written vocabulary. Principally, children start to acquire spoken vocabulary before the written one due to the human nature of speaking before being able to write, also because spoken language shapes and forms the written language.

2.2.1 Listening Vocabulary

At the early age of our development as humans and starting from womb, the fetus can perceive and distinguish sounds at four (4) months. Besides, babies can listen to resonance and sounds from when they are awake until they sleep. Stahl (1999) and Tompkins (2005) explained that until we reach adulthood nearly everyone will be able to be familiar with and recognize near to 50000 words.

2.2.2 Speaking Vocabulary

The words we speak are relatively limited. Our typical and daily conversations as adults are limited to some degree between 5000 and 10000 words. This number is actually less than our listening vocabulary due to our spontaneous way of talking (ibid).
2.2.3 Reading Vocabulary

Because of our cognition, when we read any text we learn many words that we in fact do not use in our speaking vocabulary. Receptive vocabulary learning occur during reading texts and listening activities when learners tend to discover the meaning of words. But they find it difficult to use them when speaking or writing (Webb, 2009).

2.2.4 Writing Vocabulary

We habitually find it easier to express ourselves orally than in writing. We are able to use many ways to convey any idea such as facial expressions or intonation. However, when it comes to writing it is very hard to retrieve the right word or sentence to get our ideas across because our writing vocabulary is predisposed and influenced by our speaking vocabulary.

2.3. Importance of Vocabulary in language learning

Schmitt (2000) argued that “lexical knowledge is central to communicative competence and to the acquisition of a second language” (p. 55). Vocabulary knowledge had been considered a crucial tool for EFL learners because when learners do not have a sufficient vocabulary load they are more likely to be hindered and cannot communicate effectively. Furthermore, Nation (2001) explained the complementary relationship between vocabulary knowledge and language use due to the reason that vocabulary knowledge facilitates language use and, on the other hand, language use leads to a boost in vocabulary knowledge.

Nation (1990) argued that the acquisition of vocabulary is necessary for a productive second language use and plays a significant role in shaping and forming accurate spoken and written texts. Additionally, Nation (2001) emphasized that learning vocabulary is one of the essential aspects that ESL and EFL learners must acquire to help them in every language aspect: listening, reading, writing and speaking. Moreover, Rivers and Nunan (1991) clarified that in
order for learners to be able to communicate fruitfully and comprehensibly they must acquire an adequate vocabulary.

Many studies have proven that second language learners rely heavily on vocabulary knowledge and the deficiency of the vocabulary stock is the chief impediment for L2 learners (Huckin, 1995). Logically speaking, when we want to get our ideas across, we need a stock of words that we can pick from. “When students travel, they don’t carry grammar books, they carry dictionaries” (Krashen, as cited in Lewis, 1993, p. 25).

Several scholars argued that vocabulary is the most important component of learning any foreign language due to its necessity in our life. Wilikins (1972) stated 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” (p. 97). Without vocabulary we cannot understand each other even if we are grammatically correct; but with vocabulary, we can bridge that gap and achieve the purpose behind any language which is comprehensible communication.

Numerous linguists and researchers such as; Richards (1980) and Krashen (1989), as cited in Maximo (2000) listed lots of reasons to draw attention to vocabulary. One of them is that “First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem”.

It was also acknowledged by L2 learners that vocabulary is the main source of problems and what is actually holding them back from learning any foreign language (Meara, 1980). That is the reason why vocabulary is a problem more than a solution for L2 learners. Vocabulary is unique in the way that it has no rules learners should follow i.e. it is unclear for L2 learners
which way to start learning vocabulary or what rule they should follow to start acquiring new words and use them in their daily communication and dialogues.

Additionally, Oxford (1990) asserted that vocabulary is “by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one’s mother tongue, because of tens of thousands of different meanings” Even though vocabulary is difficult to acquire, learners must deal with it because they will be tested and questioned “vocabulary has traditionally been one of the language components measured in language tests” (Schmitt, 1999, p. 189).

2.4. Deliberate Vocabulary learning

Learning words from lists is a traditional way of acquiring vocabulary. It is also claimed that teaching vocabulary in a communicative way or through communication is by far the most effective way to learn vocabulary. Researchers compared incidental and direct vocabulary learning and indicated that “comparing incidental vocabulary learning with direct vocabulary learning show that direct learning is more effective” (Schmitt, 2002). Because the more attention learning language is given by learners, the more efficient it gets (Schmitt, 1995). Krashen (2008) explained and claimed that the relation between L1 and L2 words is comprised in the organization of the mental lexicon. The mental lexicon had been organized into three types: compound, coordinate and subordinate. L1 and L2 words are related, no matter what type they belong to. Additionally “L2 word forms are connected to L1 meanings via primary connection to L1 forms” (Singleton, 2003, p. 169).

2.5. Unplanned Vocabulary Learning

Kerka (2000) defined unplanned learning as unintentional learning that results from various activities. Additionally, Cseh, Watkins, & Marsick (1999) listed several ways that
unplanned learning could occur: by attributions, assumptions or beliefs. Moreover, Cahoon (1995) and Rogers (1997) proposed more than a few situations when unintentional learning may happen: through observation, repetition, watching or talking to classmates during tasks or activities, problem solving and social interaction; or sometimes it takes place when we are required to adapt to new situation (English, 1999). According to Rogers (1997) unplanned learning is a natural way which is bound to occur sooner or later, due to the contextual and social learning situations.

2.6. Vocabulary Learning Strategies (VLS)

Many learners see that learning vocabulary is vital when it comes to second language acquisition (SLA). Therefore, they start to memorize a vast amount of words and rely on their dictionaries for the sake of enhancing their vocabulary package and being able to communicate appropriately. Consequently, linguists and specifically applied linguists realized the importance of vocabulary learning and started to uncover some strategies to promote vocabulary learning efficiently. Vocabulary learning strategies are steps taken by the language learners to facilitate the acquisition of new English words. Schmitt (1997) developed these strategies and classified them into two (2) main groups: Firstly, discovery strategies are strategies used by learners to discover and explore new words and they include determination and social strategies. Secondly, consolidation strategies mean that a word is consolidated once it has been encountered. These strategies are composed of social, memory, cognitive and metacognitive strategies. Schmitt (1997) also categorized vocabulary learning strategies into five (5) sub-categories:

1. **Determination strategies**: they are strategies which are individual and differ from a learner to another.
2. **Social strategies:** they are natural and spontaneous strategies; when learners interact with others they learn new words.

3. **Memory strategies:** when learners link their learning of new words to mental processing and relate it to their background knowledge which leads the learner to examine the new word with a pictorial representation of its meaning.

4. **Cognitive strategies:** they are strategies that are not in need of mental processing engagement of the learners but with mechanical means.

5. **Metacognitive strategies:** they are strategies which are involved in assessing one’s progress, estimating, scrutinizing and decision making.

Schmitt’s vocabulary learning strategies were based on Oxford (2003) classification of language learning strategies. Schmitt’s major strategies have maintained their efficiency among ESL and EFL learners due to their practicality.

### 2.7. Cognitive Perspective in L2 learning

Second language acquisition has been one of the most major issues concerning the cognitive theory. Cognition has been defined by McLaughin (1998) as “understanding our experience through mental process such as perception, recall and reasoning” (p. 95) which is also believed that it contributes to the development of language. Owens (1996) set up four major theories representing the relationship between language and cognition. They are: cognitive determinism, linguistic determinism, interchanging roles and independent theory. Owens (1996) theory was based on the work of Jean Peaget. According to Peaget, cognition is merely a biological achievement. The inherited interaction between cognition and biology as the individual organism alter its behavior as a result of the experience changes and maturation.
Bialystok compared between first and second language acquisition and pointed that “it is the balance between these biological and cognitive influences on development that distinguishes between first and second language learning” (Brown, et al. 1994, p. 135). Concerning L1 acquisition, it is merely an innate biological factor with the emphasis on phonology, syntax and semantics respectively. However, L2 acquisition is an intentional learning as adults gain many privileges due to their cognitive advantages.

2.8. Memory and its Mechanism

Learners are able to use many ways to promote memorization of vocabulary. Memory was defined as the mental process of preserving information for later use and recalling (R. Loftus & F. Loftus 1976). To illustrate, Atkinson and Shiffrin (1968) demonstrated a systematic and a comprehensive information processing model that describes the mechanism of memory. It includes sensory memory, short-term memory and long-term memory, as demonstrated in the figure below:
Baddeley (1999) added that, the process in which the information enters into the short-term memory is called ‘working memory’. Even though short and long term memory seem not to be static systems, it is possible for the information to be forgotten because it could happen at any stage.

As the figure above demonstrates, there are several ways to make the memorization easier and to avoid forgetting. The figure proposes three (3) ways of promoting memorization which are repetition, retrieval and elaboration. Furthermore, Baddeley (1999) asserts that the deeper the processing, the longer retention.

2.9. The Effect of Rehearsal and Elaboration in Vocabulary Acquisition

There are many efficient and simple ways of learning vocabulary such as reading and writing the words repeatedly or reading them loudly to make the brain focus only on words and
not something else. There is also another technique which is common among most learners that is learning by sentence writing. It requires an aware learner to make sure that the target word used in a sentence is correct both semantically and grammatically.

The definition of rehearsal is almost the same as repetition. Rehearsal is the mental techniques to help learners recall the already stocked information and repetition is one of those techniques. In other words, repetition is included in the process of rehearsing. According to Baddeley (1997) there are two kinds of rehearsal: maintenance and elaborative rehearsal. Maintenance rehearsal means that remembering or recalling the information without any deep encoding such as rote repetition. Baddeley assumes that when information is processed by maintenance rehearsal, it is unforgettable; however, the information maintained will not lead to long-term learning. Elaborative rehearsal is believed to lead to long-term learning because it involves deep semantic processing such as sentence writing (Baddeley, 1997).

Furthermore, Sousa (2006) admitted that elaborative rehearsal is a complex process in which learners should connect old knowledge with the new one during the process of elaborative rehearsal. Consequently, the processing theory had proved that knowing something is much easier than recalling. That is to say, a learner can easily know a word by learning word lists because when it comes to retrieving a word, it requires deeper processing.
2.10. Krashen’s Input Hypothesis

One of the most important and significant theories in second language acquisition is Krashen’s input theory. It is he who claimed that “human acquire language in only one way by understanding message or by receiving ‘comprehensive input’”. Lightbown & Spada (1997) presented a further explanation that human do not need any kind of input practice because they learn language through receiving and comprehending the message. Moreover, Krashen suggested that learning material should be “i+1”; it means that learning material is supposedly difficult for the learner’s current level, however it is not too difficult for the learner (Lightbown & Spada 1997).

It is very effective to learn by word lists with L1 translation because it will lead to linking L1 concept to L2 words since learning by word lists is considered a comprehensible input.
Section two: Content comprehension

3. Content comprehension

3.1. Definition

Comprehension is generally known as the full understanding and grasping of written and oral language. It is a complex process that had several explanations, and the one definition that is commonly approved on is The RAND Reading Study Group (2002)’s definition as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (p. 11). Duke (2003) added to the definition of comprehension “navigation” and “critique” because she claimed that readers actually navigate through the text and explore, evaluating the text’s style to see if it fits their personal agenda and finally they assess themselves to locate their progress. All in all, comprehension is the process in which the readers assemble meanings by interacting with the given text through combining previous knowledge with the information in the text.

Content comprehension is not only synonymous with reading because reading is the simple process of obtaining meaning from the content. It does not involve the whole grasping of the content, whereas comprehension is the thorough activity of thinking and constructing meaning from the content. Content comprehension consists of both written and spoken language.

3.2. Types of Comprehension

Generally there are two major types of comprehension; listening comprehension and reading comprehension. Listening comprehension is the first thing children acquire; they tend to listen to words and understand their meanings before they first start uttering any meaningful
sound or word. Before going any further, we need to define what listening is first. According to Morley (1972), listening is mainly composed of auditory prejudice, acoustic grammar, selecting necessary information, recalling it, and linking it to the process between sound and form of meaning. It is said that listening consists of auditory prejudice due to our selection of what we hear and try to grasp; it is not a random process i.e. we are very selective when it comes to listening. Rost (2009) added that listening is an active mental ability. It helps us to understand the world around us and is one of the elements that endows with successful and healthy communicating. Other scholars such as Pourhossein Gilakjani and Ahmadi (2011) explained that, listening includes what is called “inner listening” because humans lean to listen to their own thoughts, feelings and intentions.

If we want to define listening comprehension in a few words, we define it as the different and various processes of understanding the spoken language. It includes recognizing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences (Nadig, 2013 as cited in Pourhosein Gilakjani & Sabouri, 2016).

Furthermore, O’Malley, Chamot, and Kupper (1989) stated that listening comprehension is the active process where the listener builds meaning through using indications from contextual information and from prior knowledge while relying upon various strategic resources to execute the task requirements.

Chastain (1988) divided listening comprehension into four (4) elements. The first component is that the learner should be capable of distinguishing all the sounds. Secondly is the full understanding of the message being spoken. Rivers (1981) added that, comprehending the semantic and the syntax meaning is the major factor of understanding the spoken message. The
third one is being able to keep that message in one’s auditory memory pending to be processed. To develop the auditory memory students should be exposed to excessive hearing of language. The last element is that listening comprehension is dependent on the reception at the syntactic, lexical, pragmatic and discourse levels. It involves many steps such as knowing the framework of the speaker’s message, linking the message to a preceding knowledge to expect the message, to predict the whole content of the message and to evaluate the anticipation of the messages by rejecting or confirming.

The second type is reading comprehension. Many scholars such as Durkin (1993) agreed on reading being the essence of comprehension and the active process of extracting meaning from text. Reading comprehension is a bridging gap between automatic and strategic cognitive processes with the intention of enabling the reader to create a mental representation of the text (Van den Broek and Espin, 2012). Moreover, reading comprehension has various demands. It is not only concerned with the reader’s characteristics such as previous knowledge and working memory, but also the processes of language, for instance elementary reading skills, decoding, vocabulary package and motivation. Additionally, reading comprehension emphasizes on the necessity of strategic processes use, such as metacognition and comprehension monitoring. Yovanoff, Duesbery, Alonzo, and Tindal (2005) clarified that as readers develop their comprehension skills, they are more likely to be able to step further from the stage of learning to read to the vital goal which is reading to learn.

3.3. The Role of Cognitive Skills in Reading Comprehension

**Fluency:** fluency is an essential skill and it is considered to be mandatory in comprehension. According to Pressley (2002) Fluency is the mechanical recognition of words that unleashes the cognitive capacity needed for comprehending the meaning of words. Pikulski
& Chard (2005) added that, it is considered the main link between decoding and comprehension. It is considered so, because decoding had been realized by Stanovich (1986) as the skill that anticipated differences in comprehension skills among children.

**Vocabulary and Semantic Processing:** semantics is essential in order to extract meaning from text. To be precise, learners have to fully understand the meaning of words before going any further. Roth, Speece, and Cooper (2002) exposed that, the best predictors of reading comprehension are oral definition and word recalling which are considered to be vocabulary skills. Studies have suggested that the main reason behind linking meaning to words is the deficiency of semantic awareness (Sencibaugh, 2007). Finally, National Reading Panel (2000) stated that vocabulary assists learners to develop their reading comprehension, especially when they are exposed to extensive vocabulary words.

**Visualization:** the mental image of text is an essential factor of reading comprehension. As long as the reader constantly assimilates new text, these mental images keep on changing (Woolley, 2010). Sadoski & Paivio (2001) defined visualization as, the application of the dual-coding theory which is consistent of both visual representations of oral information and of objects to extract and assemble meaning. Center et al. (1999) and Brown et al. (1995) realized a significant connection between visualization preparation and reading comprehension scores of learners when used as part of a multiple-strategy instruction intervention.

**Working memory:** Rothlisberger, Neuenschwander, Cimeli, & Roebers (2013) defined working memory as the executive role responsible for storing and updating information in the mind. Additionally, working memory is responsible for managing both extracting information
from text and combining it with pre-existed knowledge to generate meaning (Garcia-Madruga et al., 2013).

**Reasoning and Inference**: Inferential reasoning is the ability to use information in the text to establish further information that is only implied by the text. The National Foundation for Educational Research (2008) discovered that being able to illustrate inferences is directly related to reading comprehension ability. Cain and Oakhill (2006) observed that students’ inferencing skills have a great impact on their comprehension. On the other hand Bowyer-Crane and Snowling (2005) exposed that suffering from a of inferencing ability is due to weak comprehension.

### 3.4. The Comprehension Hypotheses

The comprehension hypothesis states that we acquire language when we comprehend the message. Krashen (2003) affirmed that the comprehension hypothesis is when we understand what we hear, what we are exposed to in our readings, and the specific time to receive and accept what we have been trying to learn and study “comprehensible input”. Language acquisition is a process in which we are unaware of its happening i.e. it is subconscious and the competence that is in progress or developing at that time is stored in the brain subconsciously.

Numerous studies have proven that, in order to achieve a better language acquisition, we must ensure that the affective filters are under control. Anxiety is one example that if it to be lowered, language acquisition will succeed. Following it up with self-esteem and motivation, if they are well integrated in the language learning it will make certain that the task had been accomplished.
Krashen (2003) theorized that the language acquirer must be open for the input to enter the language acquisition device and the affective filter must be lowered. These are considered to be hindrances for language acquisition. Smith (1988) had another opinion on the success of language acquisition that the acquirer must consider himself a member of the language speakers’ community.

3.4.1. Output Hypotheses

Krashen (1981) explained that, the hypothesis preserves that when we learn grammar, vocabulary and phonetics we more likely acquire language. Output provides a significant help to make our knowledge automatic by practicing and evaluating ourselves through learning to correct our errors which lead to a better version of our rule “this approach is also known as direct teaching or formal instruction” (Krashen, 1981)

Moreover, Krashen (1981) clarified that the comprehensible output hypothesis takes place when we challenge our competence i.e. when we say something and the other partner of the conversation did not understand, and then we try to better our version and correct it.

3.4.2. Rival Hypotheses

The continuous increase of comprehensible input had resulted in more language acquisition and literacy development. Krashen (1988) stated that we, every time, see positive relationships among the amount of reading done and the progress in reading, in addition to the amount of aural comprehensible input received and language improvement. However, inserting more direct output does not necessarily benefit any language development. The progress suggests itself when the monitor hypothesis predicts it will.
3.4.3. Direct instruction: Grammar

Many studies have been put together to see whether grammar instruction is beneficial in second language acquisition or not. Truscott (1988) and Krashen (2003) concluded their studies and revealed that grammar study has a very limited effect. That is to say, the subjects used in these studies are students who recognize grammar and commonly assert the usefulness of grammar. Nevertheless, the outcomes of the studies were very modest and showed that the focus was only on form and eventually it fades with time. Krashen (2003) explained that these results are reliable with the Monitor Hypothesis: the grammar that was learned consciously is only available as a Monitor, and the restrictions on Monitor exploit are brutal: the user should know the rule and exercise it perfectly.

3.4.4. Direct Instruction: Vocabulary

Nation (2001) noticed that, a quite few studies of direct instruction of vocabulary had came out with outstanding results (p. 298). Krashen (1989) argued that, many of these vocabulary teaching strategies and methods that claim to be practical do not serve the learner as it should i.e. they fail to offer learners with a deep knowledge of words, they only offered superficial synonyms and short definition. All in all, these methods are more likely to be apparent.

3.4.5. Direct Instruction: Spelling

According to Krashen (1989), there is an excellent proof that confirms that direct instruction has inadequate effects. Rice (1897) reported that there is no correlation between the devoted time in spelling and spelling achievement. Additionally, Wilde (1990) examined that it takes 20 minutes to teach the spelling of a single word through direct instruction. The result
suggests that direct instruction cannot accomplish the task in regard of the great amount of words we learn to spell.

### 3.4.6. Correction

It was mentioned above that the skill-building hypothesis states that language acquisition and literacy development relies on output and error correction.

Truscott (1996) and Krashen (1994) stated that, correction in class or out of the class (informal environment) had no impact. Learners who are corrected are more likely showing the same performance as if they are not corrected at all. The effect takes place only where language acquisition theory predicts it should have an effect. Furthermore, for the effect to happen it is necessary for the conscious learning conditions to be met; the acquirer must be aware of the rule and applied perfectly and he should be focusing on the form.

### 3.4.7. Direct Instruction: Phonics

According to NICHD (2000) methods that include intensive phonics are more efficient than those that include sketchy phonics. On the other hand, Garan (2002) argued that students who taught more phonics are doing well only on tests in which they are asked to pronounce lists of words in isolation. Yet, they do not perform better on reading comprehension tests.

### 3.4.8 Output

As indicated previously, more speaking or writing does not contribute in language and literacy improvement because the output falls short as a predictor of second language competence when we compare it to reading (Gradman and Hanania, 1991).

Nobuyoshi and Ellis (1993) made numerous studies to know if the increase of comprehensible output can improve language proficiency. Among the three subjects, only two
resulted in an actual improvement when interacting with an instructor who each time students do not conjugate the past tense correctly he asks clarifications. The results proved that students will improve if they are reminded each time to use the rule they learned consciously.

3.5. Comprehension Strategies

A number of studies discovered the use of captions and subtitles along with audiovisual materials and advocate a positive effect on L2 learning specifically in these ways: improving both reading and listening comprehension, promoting vocabulary learning, increasing the accuracy of oral skills and lowering learners’ anxiety. Several researchers have explored many strategies that can facilitate comprehension for EFL learners. We will explain in details every aspect of these strategies.

3.5.1. Listening Comprehension Learning Strategies

Listening is an active and complex process in which the listener must differentiate between sounds, stress and intonation. Listening comprehension plays a major role in learning second language and makes it easy to be learned and taught. Gary (1975) emphasized on listening comprehension and making it superior and dominant in the early ages of second language learning and teaching. O’Malley and Chamot (1990) formalized a body of language comprehension learning strategies accompanied with classification scheme based on cognitive theory. They discriminated and classified the range of cognitive activities in language learning into two key types: metacognitive and cognitive strategies. Metacognitive strategies are significant due to their regulation, overseeing and directing of the language learning process. These strategies involve the deep thinking about the learning process, the good planning, scrutinizing and assessing. Nevertheless, the metacognitive strategies cannot accomplish the task without the use of suitable and proper cognitive strategies. In fact, cognitive strategies influence
the content that is going to be learnt or taught. Another type which included here is called the socio-affective strategies; it was added to portray the knowledge that occurs when learners cooperate with each other, participating by asking teachers for further explanation or applying other techniques to lower the affective filter such as stress or anxiety (Vandergrift, 1997).

Recently second language strategies research spread out. According to Rubin (1994) the amount of researches and studies in the subfield of listening comprehension is relatively humble and limited. On the other hand, the studies on the dissimilarities in the used strategies between effective and less effective listeners indicate the essential function of metacognitive strategies for the improvement in second language listening comprehension.

O’Malley and Chamot (1990) conducted a research on high school ESL learners who have been given instructions in a metacognitive, a cognitive and a socio-affective strategy for educational listening. The first group received teaching in a cognitive and a socio-affective strategy only. The second group was a control group who was given no strategy teaching at all. The results showed that in the daily routine examinations, the treatment group performed better than the control group, and the metacognitive group performed way better than the cognitive group. O’Malley and Chamot (1990) concluded based on their research that strategy instruction can be efficient only in developing elementary and basic learning, and that instructors or teachers could provide more than comprehensible input by combining strategy instruction with listening assignments.

Rubin (1988) investigated the effect of the different kinds of listening strategy instruction; he conducted a research on Spanish high school learners and compared the performance of three experimental groups with that of two control groups in the comprehension
of a video. The results proved that the use of a number of these strategies can assist learners work with complicated materials. Specifically, the use of storyline strategy helped students in the experimental groups to perform better than those who were not instructed at all. Rubin (1988) deduced that “the combination of well selected video and the acquisition of effective learning strategies can improve students’ affect and motivation” (p. 32)

There is a very appealing way to create a metastrategic awareness which is exposing students to an oral text in a non English language and try to discuss the different ways students can exploit to deduce the meaning of the text. This activity is very useful to students who lack the transfer of native language listening strategies to learning another language. Another factor that this strategy improves is the selective attention which is considered a metacognitive strategy. This taxonomy was adopted by Vandergrift’s (2003) because it provides a comprehensive picture of strategies listeners may adopt while listening for comprehension.

There are pedagogical activities such as pre-listening, listening and post-listening that if used consistently, will lead students through the mental process for an efficient listening comprehension and encourage the acquisition of metacognitive strategies in three categories: planning, monitoring and evaluating.

Pre-listening activities are crucial to second language acquirers. During the phase of watching and listening, instructors must prepare students with a small introduction or a warm up for what they are going to hear and what is required from them to do. First, students must immediately recall their knowledge of the topic and bring to mind any relevant cultural information. Second, the purpose of teachers’ preparation of students is to narrow students’ focus on what they should listen to. It is indispensable to understand how subtitles affect learners’
information processing during listening in order to make full use of such textual scaffolding for process-oriented listening activities. Pre-listening activities help students to be autonomous during the listening process. During the listening activity, students are in a constant monitor of their comprehension. They are needed to keep on evaluating what they comprehend for two main reasons; consistency with their prediction and the internal consistency which is the ongoing interpretation of the oral text. In the post-listening activities, students are required to evaluate the outcomes of any decisions made during the listening task. The teacher can ask students to assess how effective the used strategies were to endorse self-evaluation and reflection. Class or group discussion also can stimulate reflection and evaluation. Additionally, students can discuss with each other their individual cues and ways of how they guessed the meaning of a certain word, or how someone manipulated the strategy. The teacher can scale and evaluate how students performed in each activity by developing a performance checklist (Rubin, 1988).

Winke, Gass, and Sydorenko (2013) discovered another strategy which is called process-oriented listening, that is using eye-tracking techniques. The study reported that many L2 captions may draw learners’ attention, and especially learners who share the same L1 due to the influence of L2 linguistic features plus orthography. Also, more research is anticipated to find out what happens when learners watch captions and subtitles and what kind of mental processing occurs at that time.

3.5.2. Reading Comprehension Strategies

Reading comprehension has been one of the most aspects that learners needed to improve. The nature of reading comprehension as a process and an efficient reading comprehension in structure had been talked about for years due to its significance and its long
and rich history. In order for readers to be skilled and accurate, they should have in mind many factors:

- Good readers are known to be active readers.
- They should set goals in mind for their reading and if their reading is meeting their goals.
- During reading, good readers are more likely tend to anticipate and predict what is to come.
- Good readers are selective and decisive in their reading.
- They question, construct and determine the meaning of unfamiliar words as they read.
- They integrate their prior knowledge with the material given.
- Good readers think of the outcome of the text or the audiovisual content and try to figure out the reason behind this particular topic.
- They evaluate the text’s quality, not to be judgmental but to criticize and construct critical thinking.
- Though reading comprehension is a complex activity and continues process, but it is very productive and satisfying for good readers.

Many questions have been asked about the ability of teaching students to engage in productive behaviors concerning reading comprehension, and the answer to this question is yes. Countless researches have proven that there are numerous strategies and techniques that can be helpful to students in terms of improving the overall comprehension of texts given as assignments or reading for pleasure. One of the most overwhelming strategies that were developed by Pearson (1983) is called Balanced Comprehension Instruction. That is to say, comprehension should be balanced, which means that effective comprehension instruction contains both spending a great deal of time on reading and clear instruction in precise
comprehension strategies. Balanced comprehension instruction is comprised of two major elements: supportive classroom context and a model of comprehension instruction.

**A. Supportive Classroom Context**

- A great deal of time should be spent on actual reading, because knowing all the strategies and techniques cannot produce a good reader unless the reader is applying those strategies in his readings.
- Students should experience the real reading by reading many topics and texts, not reading merely what they have been asked to read. By being exposed to texts beyond the requests of teachers, readers will experience and discover a huge knowledge with a purpose in mind.
- Students should read the genre they enjoy reading, to maintain their reading progress and to avoid the situation in which they feel to be obliged to read.
- Pressley (2000) had stated that decoding is substantial. Readers should be focusing on decoding words during their reading.

Discussing and sharing ideas about the text is highly recommended among readers. This environment should be created for readers to interpret texts, compare them to other texts and figure out the reason behind this specific material

**B. Model of Comprehension Instruction**

Pearson (1983) defines it as a model of comprehension instruction connects and incorporates the different opportunities that include instruction in specific comprehension
strategies and the chance to read, write and discuss the material. A model of comprehension instruction is comprised of five key elements:

1. A clear description of the strategy and the time it supposed to be used and the way the strategy should be exercised. Readers should anticipate a lot during their readings.

2. Students must apply the strategy from the beginning of text to the end. For instance, if they are reading a book they start examining the cover and predict what this book will go into and what it is talking about, because the cover of the book and its title can tell a lot.

3. Collaborative use of the strategy in action. Students should discuss their predictions on what is going to happen next.

4. The strategy should often be guided and supervised by an instructor or a teacher to prevent students from the wrong application of the strategy.

5. The autonomous use of the strategy. Students can do this on their own and be reminded of by their teacher about what they were working on.

Right through these five segments, students are coordinating and synchronizing comprehension strategies. They also learnt that good readers do not use only one strategy but they apply multiple ones constantly.

**Conclusion**

This chapter is totally theoretical and it is divided into two sections; the first one was devoted to vocabulary and its types and all the relevant strategies of learning it. The second section is dedicated to comprehension and its inclusive hypotheses as well as its types and learning strategies. It tackled also the significance of both content comprehension and vocabulary awareness, and how EFL learners can equally benefit from comprehension and how they can understand the material whether it is a text or a conversation and how to generate an
adequate repertoire of vocabulary. All of this will help learners to contribute in any conversation and try to make the best of any situation.
Practical Part

Chapter Three: Student Questionnaire

Introduction

This chapter is dedicated to the fieldwork of our research study, which aims at investigating students’ attitude towards the use of subtitled English movies to enhance content comprehension and vocabulary recognition. In addition, this chapter is concerned with the choice of the method, the description of the sample, analysis and discussion of the results of learners’ questionnaire.

4. Description of the Research Design

4.1 Choice of the Method

The method used in this research is a descriptive method. A questionnaire was designed to meet our aim which is knowing students’ attitudes toward the use of subtitled English movies to enhance content comprehension and vocabulary recognition. The reason behind choosing a descriptive method is to have a comprehensive perspective of our work and we believe that it is the appropriate method that will lead to convincing and compelling results.

4.2. The sample

The population is composed of three hundred (300) first-year LMD students at Larbi Ben M’Hidi University, Department of English for the academic year 2017/2018. We selected forty (40) students to represent the whole population. They were asked to freely answer and express their attitudes toward subtitled English movies, vocabulary learning content, comprehension and the relationship between them. Freshmen or first-year students were selected because we believe that they are the ones who need new methods and techniques to increase their vocabulary sock
and comprehension. That’s why we believe that they are the suitable ones to carry on with.

4.3. Description of the questionnaire

In order to test our hypothesis, we managed to design a questionnaire that is divided into four (4) sections. The first section is dedicated to students’ background and general information such as; gender, self evaluation and if they like watching English movies. The second part is devoted for subtitled English movies and consists of five (5) questions (Q4 – Q8) that tackle students’ motivation to watch English movies, the type of movies they like to watch and if they prefer subtitled movies. The third section is devoted to vocabulary learning, the importance of vocabulary to students, the difficulties that face students and the various strategies they use to overcome these obstacles (Q9 – Q15). The last part is asks questions about comprehension and whether students understand the content of the dialogues in movies and what to do in case they do not comprehend (Q16 – Q20).

4.4. Data Analysis

The answers collected from the questionnaires have been reckoned with and organized in tables in order to compute the results which are presented below.

Part one: Students’ background information

Question 1: Gender

a- Male                   b- Female
Table 1: Students’ Gender

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Female</td>
<td>32</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 1 shows that females were more dominant than males in our study. In forty (40) students, only eight (8) students represent males; thirty two (32) students were females.

Question 2: How would you evaluate your stock of English vocabulary?

a- Rich  
b- Moderate  
c- Poor  
d- Very poor

Table 2: Students’ self evaluation of vocabulary stock

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rich</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>Moderate</td>
<td>27</td>
<td>67.5</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Very poor</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

The table above indicates that 30% of students opted for rich vocabulary and 67.5% have chosen moderate level of vocabulary. This may denote that first year English students are in need to acquire some words under their sleeves. Participants evaluating their vocabulary
stock as poor and very poor were 2.5% and 0% respectively. The last two options were opted only by one student. This shows that students need help immediately.

**Question 3: Do you like watching English movies?**

a- Yes  
b- No

**Table 3: Students’ attitude towards watching English movies**

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>38</td>
<td>95</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Students’ attitude towards watching English movies was expected. As English students, they need to fill their free time with English language related activities. 95% of students have answered “yes” and only 5% answered “no”. It shows that freshmen are enthusiastic and love watching English movies.

**Part two: Students’ attitude towards watching subtitled English movies**

**Question 4: What motivates you to watch English movies?**

a- I like the cast (actors and actresses)  
b- I find the plot very interesting  
c. Just for fun and entertainment  
d. I learn new English vocabulary
Table 4: Students’ motivation to watch English movies

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like the cast</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>The plot is interesting</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Just for fun</td>
<td>17</td>
<td>42.5</td>
</tr>
<tr>
<td>I learn new English</td>
<td>15</td>
<td>37.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Concerning students’ motivation to watch English movies, the majority of students went for fun and entertainment. 37.5% watch English movies to learn new English vocabulary. Only 7.5% find the plot of the movie interesting and have no academic intentions behind watching English movies. 12.5% were interested in the cast of the motion picture and nothing else. So, students seem to look for funny and entertaining ways to learn new English vocabulary and that is what attracts them to watch movies in the first place.

Question 5: How often do you watch them?

a- Always  b- Sometimes  c- Rarely  d- Never
Table 5: Students’ frequency of watching English movies

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>31</td>
<td>77.5</td>
</tr>
<tr>
<td>Sometimes</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Rarely</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

The results indicate that 77.5% of students always watch English movies and 20% have opted sometimes and only one student watches movies rarely. None selected the option never. From the results above, we guess that most students enjoy watching English movies on a daily basis due to their interest (English students are more likely to be attracted by anything related to the English language).

Question 6: What type of English movies do you like?

a- Drama   b- Action   c- Comedy   d- Horror   e- Romance   f- Others
Table 6: Students’ favorite movie genre

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Action</td>
<td>11</td>
<td>27.5</td>
</tr>
<tr>
<td>Comedy</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Horror</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Romance</td>
<td>19</td>
<td>47.5</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

The results obtained from this question signify that the main genre that is taking over first year English students is Romance which was picked by 19 students followed by Action that was opted by 11 students. These results show both the physical and emotional nature of students. Comedy also was the favorite for six students.

**Question 7: Do you prefer watching subtitled movies?**

a- Yes  b- No
Table 7: Students’ preference to watch subtitled movies

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>33</td>
<td>82.5</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

The results indicate that 82.5% of students prefer to watch movies that are subtitled. The rest (17.5%) do not prefer subtitled movies. Students in favor of watching subtitled movies may be facing problems in understanding the whole content, so they are more likely to learn and try to get the best out of everything. The rest of students who tend to watch movies without subtitles may be either competent to comprehend all the content or they are watching just for the sake of entertainment.

Question 8: If yes, in which language do you prefer subtitles?

a- Arabic  b- French  c- English
Table 8: Students’ favorite language for subtitles

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>7</td>
<td>21.21</td>
</tr>
<tr>
<td>French</td>
<td>4</td>
<td>12.12</td>
</tr>
<tr>
<td>English</td>
<td>22</td>
<td>66.66</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

The results obtained from the already mentioned question show that the majority of students 66.66% prefer to watch movies with English subtitles. However, 21.21% of students prefer the Arabic language and 12.12% are in favor of the French language. Some of the students justified their answers. One student said that he likes to watch movies with Arabic subtitles because he does not trust in his vocabulary repertoire, and he prefers Arabic subtitles to guarantee the understanding of the whole movie. Nevertheless, another student who prefers English subtitles defended that English subtitles make the movie more enjoyable than any other language because he can learn new words and the pronunciation of certain words. In addition to that, a student who is in favor of French subtitles strongly stated that “I love the French language and it helps a lot when I watch an English movie because sometimes I find it difficult to understand the whole movie”.

Part three: Vocabulary learning

Question 9: How much important is vocabulary learning for you?

a- very important    b- important    c- not important at all
Table 9: The importance of vocabulary learning

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>38</td>
<td>95</td>
</tr>
<tr>
<td>Important</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Not important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

The results gathered from the table above show that 95% of students realize that vocabulary learning is very important and crucial. 5% said that it is important. Generally speaking first year students are completely aware of the significant role that vocabulary learning has, and none 0% ignored this fact. This also explains that learners are 100% aware that vocabulary learning is critical to the process of acquiring a new language.

Question 10: Do you face difficulties when you try to use vocabulary in speaking or writing?

a- Yes  

b- No
Table 10: Students’ acknowledgment if they are facing any difficulties when they try to use vocabulary in speaking or writing

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>28</td>
<td>70</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

These results assert that 70% of students face many difficulties when they try to use vocabulary in speaking or writing. Only 30% of students find the task easy and claimed they do not face any problem at all. The next table shows potential reasons behind these difficulties

Table 10.1: The main causes of the difficulties facing students when they try to use vocabulary in speaking or writing

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No good vocabulary stock</td>
<td>18</td>
<td>64.28</td>
</tr>
<tr>
<td>Interference of another language</td>
<td>10</td>
<td>35.71</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>28</td>
<td>100</td>
</tr>
</tbody>
</table>

The majority of students (64.28%) who are facing difficulties when they use vocabulary in speaking or writing complaining from the lack of vocabulary knowledge. 35.71% suffer from the interference of another language whether it is the mother tongue or other languages like French.
Question 11: What kind of strategies do you use to enhance your vocabulary package?

a- Using dictionaries
b- Watch English movies
c- Communicate with people via social network

Table 11: Strategies students use to enhance their vocabulary package

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using dictionaries</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Watch movies</td>
<td>23</td>
<td>57.5</td>
</tr>
<tr>
<td>Communicate with people</td>
<td>11</td>
<td>27.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

The results from table 11 indicate that students use multiple strategies, but the most appealing strategy is watching English movies. The majority of students (57.5%) selected watching English movies followed by 27.5% who benefit from communicating with people via social media because they are the only viable strategies that go along with this generation. The remaining 15% students are still following the classical traditional strategy which is using dictionaries. These results are due to the fact that most students want to have fun and learn at the
same time, but still there are students who are used to the old fashioned ways of acquiring and enhancing vocabulary.

**Question 12: Do you think that teachers should be creative and use other techniques to teach vocabulary?**

a- Yes  

b- No

**Table 12: Students attitude towards teachers being creative in using other techniques to teach vocabulary**

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>37</td>
<td>92.5</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

The table above shows that 92.5% of students prefer and wish to see teachers use other techniques, while 7.5% of students were satisfied with the way their teachers teach. 7.5% of students do not need change; however, 92.5% of students want teachers to be more creative in choosing the strategy that fits the mentality of students.

**Question 13: Do you make a link between what is said and what is subtitled?**

a- Yes  

b- No
Table 13: Students’ ability to make a link between what is said and what is subtitled

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
<td>65</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

65% of the respondents stated that they can make a connection between what is said and what is subtitled, while 35% of students cannot make any relation between what is said and what is subtitled.

Question 14: Do you find English movies with English subtitles useful to learn new vocabulary?

a- Yes  b- No

Table 14: Students’ attitude towards the usefulness of subtitled English movies to enhance vocabulary

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>36</td>
<td>90</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

59
It is clear from table 14 that 90% or 36 students affirm that subtitled English movies are useful to enhance vocabulary learning, while the remaining 4 students or 10% find them useless. So, the majority of students assert the usefulness of subtitled movies and the great role they have on helping students to overcome vocabulary learning obstacles; however 10% of students deny the efficacy of subtitled English movies on EFL learners and vocabulary learning.

**Question 15: In case your answer was ‘Yes’, to what extent do you find them useful?**

- a- Very useful
- b- useful
- c- somehow
- d- not much

**Table 15: Students’ rate of the usefulness of subtitled English movies**

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very useful</td>
<td>27</td>
<td>67.5</td>
</tr>
<tr>
<td>Useful</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Somehow</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not much</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Students who claimed to find SEM very helpful answered this question that tries to figure out to what extent they find them useful. The results from the table above show that 67.5% of students found SEM very useful and 10% found them useful and all of them have left the somehow unpicked. 22.5% do not think that SEM are that useful. Generally speaking, 77.5% of students found that SEM helpful and contribute in the learning of vocabulary.
Part four: Content comprehension

Question 16: When you watch an English movie, do you comprehend all the content?

a- Yes, all of it  b- most of it  c- half of it  d- some of it  e- not at all

Table 16: Students’ self evaluation of understanding the movie content

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, all of it</td>
<td>14</td>
<td>35</td>
</tr>
<tr>
<td>Most of it</td>
<td>23</td>
<td>57.5</td>
</tr>
<tr>
<td>Half of it</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Some of it</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not at all</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

The answers obtained from question 16 indicate that the majority of students understand to some extent what the movie is talking about in general. There is no first year student who cannot understand the movie at all or at least understands some of it. All students understand either all of it, most of it or half of it.

Question 17: Do movie titles help you figure out what the movie is all about?

a- Always  b- usually  c- sometimes  d- rarely  e- never
Table 17: Students’ attitude towards movie titles and if they can help them figure out what the movie is about

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>Usually</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Sometimes</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>Rarely</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Never</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 17 demonstrates that most of students are neutral towards titles being helpful in figuring out the movie’s essence. In fact 30% said they sometimes help. 22.5% opted for always and 17.5% chose never. So, we can say that titles can and cannot be very helpful in understanding the movie, because this is dependent on the title and on the movie itself. It is a fifty fifty (50/50) chance; sometimes they help and sometimes they do not.

Question 18: How frequently do you guess the meaning of words or expressions thanks to the context?

a- Always     b- usually    c- sometimes   d- rarely     e- never
Table 18: Frequency of guessing words or expressions thanks to the context

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Usually</td>
<td>24</td>
<td>60</td>
</tr>
<tr>
<td>Sometimes</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>rarely</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

The results reveal how frequent students guess meaning of words and expressions thanks to the context. Only 5% rarely or never guess the meaning of words, the remaining 95% constantly relate the meaning of words with the context they stand for. 60% is the percentage of students who usually deduce the meaning of expressions from the context, which is the vast majority of students.

Question 19: When you watch a subtitled movie with words or expressions that are difficult to grasp, do you use strategies to help you through?

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
Table 19: students’ strategies to overcome difficult words and expression

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2</td>
<td>5.26</td>
</tr>
<tr>
<td>B</td>
<td>7</td>
<td>18.42</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
<td>7.89</td>
</tr>
<tr>
<td>D</td>
<td>19</td>
<td>50</td>
</tr>
<tr>
<td>E</td>
<td>7</td>
<td>18.42</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>100</td>
</tr>
</tbody>
</table>

The results show that 50% of students usually use strategies and 18.42% of students always use strategies to help them understand the difficult words. The remaining 31.57% try to use some strategies but eventually give up. Two students mentioned some strategies they usually use to rise above any difficult word they face. One of them said that he looks it up on the dictionary and the other one said that he “googles the unfamiliar word” which means he searches for the word on the web site GOOGLE and then he uses it on couple of sentences until he starts to get the hang of it and fully understands the word.

**Question 20:** Have you ever taken advantage of your prior knowledge to comprehend difficult pieces of language?

a- Always       b- usually       c- sometimes       d- rarely       e- never
Table 20: Students’ use of prior knowledge to comprehend difficult pieces of language

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>29</td>
<td>72.5</td>
</tr>
<tr>
<td>Usually</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>Sometimes</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

The results above are a good evidence of how students use their prior knowledge to understand complicated words. The vast majority of students who are represented in 72.5% are always and in constant use of their earlier knowledge to decipher difficult expressions. 12.5% represents students who usually take advantage of their former knowledge to decode complex words and the rest of students picked sometimes and rarely and surprisingly none selected the last option which is “never”. Hence, students seem to take advantage of their prior knowledge to fully understand and comprehend difficult words and expressions.

4.5. Discussion of the Results

The first remark that we can depict from analyzing the questionnaire is that EFL students in general do like to watch English movies accompanied with English subtitles due to the results
obtained from Q8. In fact, 66.66% of students prefer to watch English movies with English subtitles because they claim they help them recognize and acquire new words and know how to pronounce certain words correctly. We also found that EFL students are aware of the significance of vocabulary learning. In matter of fact 95% of students realize how much vocabulary learning is important and sensible of the role and function vocabulary learning has.

We also deduce that 70% of students face many difficulties when trying to use vocabulary in speaking and writing mainly because of the vocabulary package they possess. Students’ favorite way to learn new vocabulary and increase their vocabulary repertoire is by watching movies due to the fact that they are able to fuse education and entertainment. We were able to come out with the results that 65% of students make a link between what is said and what is subtitled which confirms their ability to acquire new words and expressions quickly. Additionally, the vast majority of students (90%) assure the usefulness of SEM on enhancing vocabulary learning. 92.5% of students can understand to some extent the whole content of the movie, and surprisingly none declared that he does not understand anything at all. To recapitulate, the results of the questionnaire disclose that the vast majority of students tend to watch English movies which are accompanied with subtitles. They are ambitious and excited to gain knowledge of vocabulary and overall comprehension of the target language throughout subtitled English movies which confirm our hypotheses.

**Conclusion**

In this chapter we dealt with the practical part where we analysed and discussed the data collected. We managed to collect data from the students’ questionnaire that tackled students’ attitude towards the use of Subtitled English Movies to enhance content comprehension and vocabulary recognition.
Limitations of the Study

In our attempt to investigate students’ attitude towards SEM to enhance content comprehension and vocabulary recognition, we encountered some limitations such as the absence of some students when distributing the questionnaire. Secondly, students being careless about answering the questionnaire and their hand writings were tiresome to read and decode. In fact these limitations were the main reason behind choosing a descriptive rather than an experimental study; due to students’ immaturity and unserious behavior. Additionally, we faced some technical problems on the computer that made us a bit late on our research. Finally, time being a stubborn opponent had a great effect on our work. As matter of fact, it was challenging to work on three chapters.

Recommendations:

The use of subtitled English movies inside EFL classes was proved to be vital and essential for the learning process and can contribute in the development of education whether it is general or specific. It is highly recommended for such technique to be adopted in EFL classes and especially in oral classes where students have much room for discussion and expressing themselves.

Further researches can be conducted to examine the effects of watching SEM on other aspects of language. From a well presented movie pilot and a good theatrical atmosphere, EFL learners will have a new perspective on the use of movies in classrooms. Students will be motivated to develop their skills, especially speaking and listening.
General Conclusion

The investigation carried out in this study attempted to validate the hypotheses stated in the introduction, i.e., students’ attitudes towards the use of subtitled English movies to enhance content comprehension and vocabulary recognition. This work was divided into three chapters. The first and the second ones were entirely theoretical and discussed subtitles and their implications inside EFL classes, vocabulary recognition and its learning strategies and content comprehension with its explicit detailed hypotheses respectively. The third chapter was totally practical and devoted to the field work and analysis of the questionnaire that was distributed to first year LMD students of Larbi Ben M'Hidi University of Oum El Bouaghi. The questionnaire revealed that students are aware of the importance of vocabulary. In addition, they use different strategies to enhance their vocabulary package. Students also tend to support the idea of using subtitled English movies and claimed its effectiveness in developing their vocabulary learning and overall comprehension. Therefore, students want their teachers to adopt the use of subtitled movies in the future inside the classroom.
List of references


- Rogers, A. (1997). Learning: Can we change the discourse? Adults Learning, 8(5), 116-


Appendix 01: Students’ Questionnaire

Dear students,

This questionnaire is intended to collect the needed data for completing a research study. The purpose of this questionnaire is to investigate students’ attitudes towards the use of subtitled English movies to enhance content comprehension and vocabulary recognition. It would be very thoughtful of you to tick the right answer or provide full sentences if needed. Be certain that these information will be used only for research and educational purposes. Thank you for your collaboration.

Mr Mansouri Abdelhakim
Faculty of Letters and Languages
Department of English
Larbi Ben Mhidi University
Oum EL–Bouaghi
Part one

Students’ background information

1. Gender:
   Male  □  Female  □

2. How would you evaluate your stock of English vocabulary?
   Rich □  Moderate □  Poor □  Very poor □

3. Do you like watching English movies?
   Yes □  No □

Part Two

Students’ attitude towards watching subtitled English movies

4. What motivates you to watch English movies?
   I like the cast (actors and actresses) □  Just for fun and entertainment □
   I find the plot very interesting □  I learn new English vocabulary □

5. How often do you watch them?
   Always □  Sometimes □  Rarely □  Never □

6. What type of English movies do you like?
Drama □ Action □ Comedy □ Horror □ Romance □ Others □

7. Do you prefer watching subtitled movies?

Yes □ No □

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

Arabic □ French □ English □

Part three

Vocabulary learning

9. How much important is vocabulary learning for you?

Very important □ important □ not important at all □

10. Do you face difficulties when you try to use vocabulary in speaking or writing?

Yes □ No □

If yes,

You do not have a good vocabulary stock □ there is an interference of another language □

11. What kind of strategies do you use to enhance your vocabulary package?

Using dictionaries □ communicate with people via social network □
Watch English movies □

Others, specify

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

12. Do you think that teachers should be creative and use other techniques to teach vocabulary?

Yes □  No □

13. Do you make a link between what is said and what is subtitled?

Yes □  No □

14. Do you find English movies with English subtitles useful to learn new vocabulary?

Yes □  No □

15. In case your answer was ‘Yes’, to what extent do you find them useful?

Very useful □  useful □  somehow □  not much □

Part four

Content comprehension

16. When you watch an English movie, do you comprehend all the content?
Yes, all of it □  most of it □  half of it □  some of it □  not at all □

17. Do movie titles help you figure out what the movie is all about?

Always □  usually □  sometimes □  rarely □  never □

18. How frequently do you guess the meaning of words or expressions thanks to the context?

Always □  usually □  sometimes □  rarely □  never □

19. When you watch a subtitled movie with words or expressions that are difficult to grasp, do you use strategies to help you through?

f. I just give up □

g. I usually give up but occasionally I try some strategies □

h. I sometimes give up but other times I use strategies □

i. I usually use strategies but occasionally have to give up □

j. I always use strategies and rarely have to give up □

If none of the above please list your strategies below:

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

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

20. Have you ever taken advantage of your prior knowledge to comprehend difficult pieces of language?

Always □  usually □  sometimes □  rarely □  never □

Thank you for your collaboration.
Résumé

L'acquisition du vocabulaire et la capacité de comprendre le contenu de la langue cible constituent l'un des fondements de l'apprentissage de toute langue étrangère. Cependant, l'échec à comprendre le texte ou le matériel et le manque de stock de vocabulaire sont des problèmes communs parmi les étudiants d'EFL. En conséquence, ils essaient de faire usage de certaines stratégies en tant que films anglais sous-titrés. L'objectif principal de cette recherche est d'étudier les attitudes des étudiants envers l'utilisation de films anglais sous-titrés pour améliorer la compréhension du contenu et la reconnaissance du vocabulaire. Un questionnaire a été administré aux étudiants en première année d'anglais à l'Université Larbi Ben M'Hidi, à Oum El Bouaghi pour collecter des données. Les résultats obtenus à partir de cette étude ont confirmé notre hypothèse selon laquelle les apprenants ont une attitude positive envers l'utilité des films anglais sous-titrés sur l'amélioration de la compréhension du contenu et de la reconnaissance du vocabulaire. Ainsi, l'utilisation de films anglais sous-titrés comme un outil d'apprentissage mérite plus d'attention dans le contexte de l'apprentissage et de l'enseignement EFL.
الملخص
أحد أساسيات تعلم أي لغة أجنبية هو اكتساب المفردات والقدرة على فهم محتوى اللغة الهدف. ومع ذلك، فإن عدم فهم النص أو المادة ونقص مخزون المفردات هي مشكلات شائعة بين طلاب اللغة الإنجليزية كلغة أجنبية. ونتيجة لذلك، يحاولون الاستفادة من بعض الاستراتيجيات كأفلام باللغة الإنجليزية. الهدف الرئيسي من هذا البحث هو التحقق من مواقف الطلاب من استخدام الأفلام الإنجليزية التي تحمل عنواناً فرعياً لتعزيز فهم المحتوى والمفردات. تم إعطاء استبيان إلى طلاب السنة الأولى للغة الإنجليزية في جامعة العربي بن مهدي، أم البواقي لجمع البيانات. أكدت النتائج التي تم الحصول عليها من هذه الدراسة فرضيتنا أن المتعلمين لديهم مواقف إيجابية تجاه فائدة الأفلام الإنجليزية التي تحمل عنواناً فرعياً على تعزيز فهم المحتوى والمفردات. وبالتالي، فإن استخدام الأفلام الإنجليزية المعنونة كأداة تعلم يستحق مزيداً من الاهتمام في سياق تعلم وتدريس اللغة الإنجليزية كلغة أجنبية.