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**The Effectiveness of Using English Subtitles Movies as a  
Successful Vocabulary Building Material  
in Secondary Schools**

The Case of Second Year Foreign Languages Students at  
Saadi Seddik Secondary School – Tebessa -

A Dissertation Submitted to the Department of Letters and English Language in Partial  
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### **Abstract**

The overall objective of the current study is to investigate the effectiveness of using English subtitled movies as a successful vocabulary building material. The study aims also to explore secondary school students' perceptions towards the use of ESMs for learning English in general and vocabulary in particular, as it attempts to derive their suggestions to better improve vocabulary learning through ESMs. To achieve the study aims, the researchers adopted the quasi-experimental approach using pre-post tests on the target vocabulary. The sample study consisted of 32 second year foreign languages students at Saadi Seddik Secondary School (Tebessa). A selected movie with English subtitles was used in teaching the experimental group, while the traditional method was used in teaching the control one during the second term of the academic year 2019/2020. The paired sample t-test was used to analyze the findings. A questionnaire was administered to the experimental group students to explore their perceptions after the treatment. The collected data from this questionnaire were analyzed quantitatively and qualitatively. The study findings revealed that using ESMs has a significant effect on secondary school students' vocabulary development. The findings also pointed out that secondary school students have positive perceptions towards the use of ESMs for learning English in general and vocabulary in particular as they provided some important suggestions to better improve vocabulary learning through ESMs. Based on the findings, the study recommended the necessity of implementing ESMs in secondary schools.

*Keywords:* effectiveness, English subtitled movies, vocabulary, secondary school students, perceptions

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## Dedication

Every challenging work needs self-efforts as well as guidance and support of people around us, my humble effort, I would love to dedicate to:

The spirit of my father

My beloved mother

My husband

All my family

Ismahene MANSOURI

Dear Mom and Dad,

I feel so honored and blessed to have you as my parents, and want to express my gratitude for your care and support over the years. Today, I feel so honored to be graduating. This achievement would not have been possible without your support both emotional and financial.

Thank you so much for believing in me. You are the best parents in the world, and I owe my success to you.

All my love,

Dalel GHRIB

## **List of Abbreviations**

**AVM:** Audio-Visual Material

**EFL:** English as a Foreign Language

**ESMs:** English Subtitled Movies

**L1:** First Language

**L2:** Second Language

**SPSS:** Statistical Package for the Social Sciences

**VLS:** Vocabulary Learning Strategies

**VTS:** Vocabulary Teaching Strategies

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**Résumé**

**الملخص**

## **General Introduction**

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

Learning new vocabulary comprises a significant factor for success within the teaching/learning process since without adequate knowledge of words and their meanings, learners will not be able to use the target language effectively. Read (2000) states that, “Words are the basic building blocks of language, the units of meaning from which larger structures, such as sentences, paragraphs and whole texts are formed” (p. 1). So, learning English language should start with accumulating vocabulary in the learners’ mind so as to facilitate forming sentences, paragraphs and speeches. On this ground, vocabulary acquisition is at the heart of any development of the learners’ communicative competence as they often hold their dictionaries to know the form, meaning and use of any word. Thus, teachers have to encourage English as a Foreign Language (EFL) learners to learn more vocabulary to build their own lexicon in order to communicate in the target language.

Traditional methods, textbooks, blackboards, whiteboards which are very common and monotonous, prove their failure to be successful teaching tools. Accordingly, language teachers constantly have to provide quality teaching materials, that are used in authentic setting and in the cultural context which the foreign language (FL) is spoken, so as to help facilitate and present the language in an interestingly and entertaining way. In this regard, the increasing access to different multimedia and technology resources facilitate spontaneous vocabulary acquisition for the computer age learners.

It is becoming increasingly evident to EFL teachers that there are a variety of techniques and methods to be used in EFL classrooms. Now, audio visual material (AVM) is considered a powerful instructional tool known to have a motivational, attentional and effective impact on EFL learners (Baltova, 1994), and the best way to help EFL Learners to comprehend authentic videos programs is by adding English subtitles to them. Because

watching films in English with English subtitles might be one of the richest tools of presenting authentic input since it is the combination of three mediums: oral, visual, and textual.

Using English subtitled movies (ESMs) as a teaching material to enhance vocabulary acquisition has received a great deal of attention from researchers (Garza, 1991; Canning & Wallas, 2000; Bird & Williams, 2002; Hayati & Mohamadi, 2011; Ismaili, 2013; Fouzi, 2018). Therefore, the present study fosters the use of ESMs in EFL classrooms to support both the English language and the acquisition of the new vocabulary. Even though ESMs are not usually created for English language learners, the language is exactly how the students hear in real life. It means the speakers communicate quickly with their accents and pronunciation using many idioms and colloquial expressions.

## **2. Statement of the Problem**

Foreign language teaching has always been associated with acquiring more vocabulary because without knowing words and their meaning, it is impossible to master a foreign language. However, the majority of Algerian EFL learners find tremendous difficulties to communicate in English, particularly at secondary schools owing to the lack of the adequate linguistic repertoire. In addition, the Algerian curriculum structure is based on teaching grammar, oral, reading comprehension and productive skills; whereas, vocabulary is less emphasized. In order to overcome these weaknesses and difficulties, authentic ESMs can be a good strategy to help secondary school students develop their vocabulary.

## **3. Research Questions and Hypotheses**

The current study aims to answer the following research questions:

1. Does the use of ESMs have a significant effect on secondary school students' vocabulary development in Algeria?

2. How do secondary school students perceive the use of ESMs for learning English in general and vocabulary in particular?
3. What do secondary school students suggest to better improve vocabulary learning through the use of ESMs in secondary schools?

### **Hypotheses**

In an attempt to answer the aforementioned research questions, the following hypotheses are put forward:

1. Using ESMs has a significant effect on secondary school students' vocabulary development in Algeria.
2. Secondary school students have positive perceptions towards the use of ESMs for learning English in general and vocabulary in particular.
3. Secondary school students provide valuable suggestions to better improve vocabulary learning through the use of ESMs in secondary schools.

### **4. Research Aims**

The overall objective of the current study is to investigate the effectiveness of using English subtitled movies on secondary school students' vocabulary development in Algeria. It aims also to explore secondary school students' perceptions towards the use of ESMs for learning English in general and vocabulary in particular. Finally, it attempts to derive students' suggestions to better improve vocabulary learning through the use of ESMs at secondary schools.

### **5. Research Methods**

The study adopted the quasi-experimental research design due to its relevance to investigate the effectiveness of using ESMs as a successful vocabulary building material. The target population composed of a random sample of second year foreign languages students at Saadi Seddik Secondary School, Tebessa (Algeria). They were divided into two groups: the

experimental group, and the control group. Both groups received the same pre-test and post-test on the target vocabulary. The pre-test was administered to assess the students' existing vocabulary knowledge and to make sure that the participants were all at the same level of language proficiency. The post-test was administered to the control group after receiving traditional teaching methods using the textbook; and to the experimental group after watching a selected movie with English subtitles. To calculate the test scores, t-test paired sample was used to analyze the findings. Most of the target words appeared in the movie more than once; for instance, 'power ranger', 'alien', 'spaceship ...etc. Additionally, both groups were taught by the same teacher and at the same secondary school.

A questionnaire was designed to explore different perceptions of the participants from the experimental group towards the use of ESMs for learning English in general and vocabulary in particular. The collected data from the pre-post tests and the questionnaire were analysed quantitatively and qualitatively. In view of that, the study used a mixed method approach, which can be a means to eliminate biases that might result from relying exclusively on one data collection method, to test the validity of the findings and construct the major strength of this research design.

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

The dissertation is organized along two chapters beginning with a general introduction. The first chapter consists of two sections reviewing the literature of relevance to vocabulary learning and teaching, and to the use of English subtitled movies in EFL classrooms respectively. The second chapter represents the practical part of the study wherein detailed description of data collection tools, analysis and discussion of the results are presented. It includes three sections; the first section presents the research methodology followed in this study, the second section presents the data analysis and interpretation, and the third one provides a summary of the results, limitations, recommendations and



implications. Finally, the dissertation ends with a General Conclusion which makes an overall account of the research and summarizes the main research findings.

## **Chapter One: A Overview of Vocabulary Learning/Teaching and Subtitled Movies**

### **Introduction**

Teachers resort to plenty of fascinating strategies and materials to teach English vocabulary, the richer vocabulary a person has, the better he can communicate. Using English subtitled movies can be one of the good and effective strategies to help students overcome their weaknesses in acquiring the new lexical items. Accordingly, an overview of vocabulary learning/teaching and subtitled movies is presented throughout the current chapter which is divided into two sections.

The first section provides a general overview of vocabulary learning and teaching in EFL contexts. It opens with defining vocabulary and stresses on its importance in language learning. Then, it sheds light on the distinction between receptive and productive vocabulary, and on the different elements of knowing a word. Next, it discusses different aspects, strategies, and techniques of vocabulary learning, teaching, and testing.

The second section introduces the scope of using English subtitled movies in EFL classrooms. It begins with defining subtitles and presenting the different types of subtitles and movies as well. Then, it highlights the reasons for using subtitled movies in the learning and teaching process, the criteria for movies selection, and the ways of using ESMs in EFL classrooms. Finally, it discusses the major advantages and disadvantages of using ESMs as a media teaching tool.

### **Section One: Vocabulary Learning and Teaching**

The current section is concerned with the review of the related literature to vocabulary learning and teaching.

#### **1.1.1 Definition of vocabulary**

Learning vocabulary is one major part of learning a foreign language, because without knowing words and their meanings, it is impossible to communicate. According to Bear

(2010), “Vocabulary is derived from the Latin word *Vox* (voice in English). With our vocabularies, we call out and give voice to new ideas and concepts that beg to be named” (p. 1). He added, “Vocabulary knowledge is crucial to successful comprehension” (p. 1). Nash and Snowing (2006) described vocabulary as the knowledge of words and their meaning. Kwary (2014) in *Oxford Learner’s Dictionary of Academic English* has also applied a meaning of vocabulary as follow:

- All the words in a particular language.
- All the words that people know or use.
- The words that people use when they are talking about a particular subject.
- A list of words with their meaning, especially in a book for learning a foreign language.

Vocabulary can also be defined as “words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (Neumann and Dwer, 2009, p. 385). Moreover, Diamond and Gutlohn (2006) suggested that vocabulary is what to know about words and their meaning. This means that without building a powerful vocabulary base first, the understanding and the use of a language will not be accomplished.

However, there are more complex definitions about vocabulary. As Alquahtani (2015) stated, “Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language (L2) impedes successful communication” (p. 22). In other words, learning a language starts with learning its alphabets which leads to making words, and so to understand and communicate in the target language. In short, it can be deduced from the definitions above that vocabulary is not about words and meaning only but it is about how to use these words in the appropriate context.

### 1.1.2 Importance of Vocabulary

The importance of vocabulary is clearly stated by the linguist Wilkins (1972) in order to advise his students:

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

It is undeniable that vocabulary, like grammar and phonetics, is considered as a challenge in mastering a FL.

By the beginning of 1970's, there was a major change in teaching English. Wilkins (1972) wrote that, “... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (pp. 111-112). This point reflects the essential role of vocabulary. Lewis (1993) regarded that, “lexis is the core or heart of language” (p. 89). Thus, teaching vocabulary helps learners understand and communicate with each other in English. Schmitt (2008) shares the same idea when he noted, “learners carry around dictionaries and not grammar books” (p. 4).

The knowledge of vocabulary is one of the main keys for successful communication in language as Ghazal (2007) clarified the importance of learning vocabulary to have fluent learners. He stated, “Words are the building blocks of a language since they label objects, actions ideas without which people cannot convey the intended meaning” (p. 84). He emphasized the use of a variety of strategies and tools to facilitate the acquisition of the vocabulary of the target language. He always believed that lack of vocabulary causes breaks or failure in communicating the target language. So, students had better overcome the lack of vocabulary knowledge in order to communicate effectively. Knowing more words allows students to discover more about the language and its beauty.

### 1.1.3 Vocabulary Distinction

McCarthy (1990, pp. 44-45) made a distinction between receptive and productive vocabulary.

**1.1.3.1 Receptive vocabulary.** Receptive retrieval requires linking spoken or written inputs to the stored sound and phonological forms and their related meanings. Words seem to be connected with the syllabic shape and stress patterns of the general term, and this explains why hearers can decipher messages in their first language (L1), despite substantial background sounds.

**1.1.3.2 Productive vocabulary.** The opposite direction of receptive restoration includes active recuperation. Meanings have to be formalized; some forms are simple words and compounds; some are binomials, fixed collocations, and other multiple-word units. The cost-effectiveness of the recovery process offered by pre-assembled pieces of this kind was regarded as a valuable means by which L2 students can quickly and also very early learn a foreign language.

### 1.1.4 Elements of Word Knowledge

Gu (2003) reported that, learning vocabulary requires learners to be aware of the distinction between its form and its meaning.

**1.1.4.1 Form.** The learners ought to be familiar with “a clear image-visual or auditory or both-of the form of the vocabulary item” (Hatch and Brown, 1995). Obviously, the knowledge of the form may be broken into two main parts. Firstly, the learner’s capability to identify the word when it is heard and produced the oral form so as to convey an appropriate meaning. The second aspect is the written form of the word. The orthographical side of the word goes hand in hand with the phonological structure of the language. As it is known, the irregularity in the English spelling system evolves complications for learners’ acquisition.

**1.1.4.2 Meaning.** It is worth saying that learners should link the word with its meaning which entails the following linking relationships: denotation, connotation and appropriateness (Barcroft, 2016). *Denotation* is regarded as the definitional, literal, obvious, explicit or common-sense meaning of a word (related to its dictionary meaning). Meanwhile, *connotation* is the additional meaning attributed to a sign that is inferred depending on the interpreter's background. Additionally, *appropriateness* is the golden key for learners to make sure whether a certain word is common, academic, rare or even a taboo. Here students differentiate between formal and informal words through knowing their meaning and use.

The purpose of terms also involves *synonyms*, *antonyms*, *homonyms* (words that share the same form but different in meaning; wait/weight), and *polysemy* (a single word with multiple meaning) (Barcroft, 2016).

### 1.1.5 Vocabulary Learning

A Debate emerged among scholars on whether effective vocabulary learning should be taught explicitly or implicitly. Celce-Murcia (2001) declared that during the 17<sup>th</sup> and the 18<sup>th</sup> century, the communicative approach led naturally to a focus on implicit incidental learning. Whereas, Brown (2001) reckoned that, “explicit learning involves conscious awareness and intention; implicit learning is the other side of coin learning without conscious attention or awareness” (p. 21). On this basis, there are two instructional types: implicit vocabulary and explicit vocabulary learning.

**1.1.5.1 Implicit and explicit vocabulary learning.** Learners have not been taught all the lexical items they know intentionally they would rather acquire them unconsciously. The word ‘unconsciously’ brings about multiple interpretations and reactions. As Schmitt (1994) suggested, “the term unconscious in definitions of implicit learning can be interpreted in two ways: firstly, meaning that implicit learning is unintentional and thus, incidental, and secondly, meaning that involves induction without awareness” (p. 168). Richards et al. (2002)

found that, “unintentionally picking up vocabulary... through interaction, communicative activities, or reading for content or pleasure. This can be contrasted with intentional learning, for example, learning by following a deliberate programme of study to enhance vocabulary...” (p. 252).

Explicit vocabulary learning means to learn the form and the meaning of words consciously. Hulstijn (2005) defines intentional vocabulary learning as: “any activity geared at committing lexical information to memory” (p. 271). Celce-Murcia (2001) Claimed that explicit intentional vocabulary learning engages students in activities that focus attention on acquiring vocabulary through direct instructions that lead to greater and faster gains. Additionally, Schmitt (2008) put more emphasis on intentional learning process when teachers intend to draw learners’ attention to the information consciously. Generally, to learn intentionally means to involve the learners’ awareness towards a directed goal.

However, Ellis (1994) proclaimed, “Implicit learning is, typically, defined as an acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operation; while explicit learning is characterized by more conscious operation where the individual makes and tests hypothesis in a search for structure” (p. 38). Conclusively, Nation (2001) believed that collections and word class ought to be taught incidentally whereas aspects of meaning, register and other constraints are better learnt explicitly.

**1.1.5.2 Vocabulary learning strategies.** In learning a foreign language, learners’ resort to different strategies so as to overcome the problem of acquiring new vocabulary. Exploring various vocabulary learning strategies (VLSs) simultaneously with those presented by the teacher will facilitate undoubtedly learning vocabulary. Scarcella and Oxford (1992) defined strategies as “specific behaviours, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task-

based by students to enhance their own learning” (p. 63). Celce-Murcia (2001) suggested three main strategies to learn vocabulary: guessing meaning from context, using mnemonic devices, and vocabulary notebooks.

**1.1.5.2.1 Guessing meaning from context.** This strategy is often used in reading skill to encourage learners to guess meaning of unfamiliar words or expressions through context, but it can also be used while learning vocabulary. This basic step is to develop the learners’ ability how to contribute to the discovery of meaning. Schmitt and McCarthy (2005), however, believe that a number of potential problems are associated with it. First of all learning words through guessing is very slow and students usually have a limited amount of time to learn the words they need. Secondly, it is “an error-prone process” and students, specially low –level ones, are often frustrated with it. Finally, guessing from context does not necessarily result in long-term retention.

**1.1.5.2.2 Mnemonic Devices.** Celce-Murcia (2001) proposed keyword technique. When hearing or seeing the target word, the learner is reminded of the keyword. This method is an aid to memory which helps learners to link word form and its meaning in order to consolidate this linkage in memory. Therefore, it is important that the learners should learn to concentrate on remembering the image of interaction between the keyword and the foreign words.

**1.1.5.2.3 Vocabulary notebook.** A further suggestion by Celce-Murcia (2001) for a memory aid in independent learning was setting up vocabulary notebooks in the form of index card file that can help learners visualise the association and relations between the new word and the high frequency words. McCarthy (1990) defines a vocabulary notebook as, “... probably the most common form written student record” (p. 127). Notebooks allow a permanent record for future use.



### 1.1.6 Vocabulary Teaching

Not only students need to learn as many words as possible, but they also need to remember them. This is the reason why the teacher should select and present feasibly the target lexical items through well designed teaching strategies. Thornbury (2002) stated that teaching words is a crucial aspect in learning a language as languages are based on words. Similarly, Schaefer (2002) said that good vocabulary teaching is the creation of context in which learners use relevant vocabulary in their reading, listening, writing, and speaking.

**1.1.6.1 Criteria for vocabulary selection.** Teachers must be aware of choosing strategies and tools before introducing the vocabulary item, they need to take into account that type of the lexeme, the learners' level, age and characteristics, and the value of the chosen techniques as well. McCarthy (1990, p. 66) proposes five criteria to select the appropriate vocabulary presented as follow:

**1.1.6.1.1 Frequency.** Most of cognitive psychologists agree that the knowledge of the frequency of occurrence of a word in a language is crucial. Teachers and educators should have a clear view about the number of occurrence of words. According to McCarthy (1990), "It seems self-evident that the most frequent words in any language will be the most useful ones for the learners of that language, and therefore, the best to start off with in order to give the learner a basic set of tools of communication" (p. 66) . Moreover, Nation (1990, p. 18), agreed on the same criteria when he suggested for teachers to create word lists for teaching, designing vocabulary tests, preparing courses and dealing with reading/listening skills. Thus, some lexical items in English are more likely to appear speech rather than in writing whereas others may only occur in academic situation or written media.

**1.1.6.1.2 Needs and level.** Learners' needs and language level is another factor for choosing the lexical item of the target language. The teacher should be concerned about what to be taught and what the objective behind selecting a particular word in order to boost their

students' motivation. Allen (1983, p. 108) proposed three questions that should be answered to guess learners' vocabulary needs. The first one is related to the common words that learners must know in relation to where they study and live. Second, any learner must know and respond to the different school/classroom instructions and directions. The third question should answer what appropriate needed words for different classroom experiences.

**1.1.6.1.3 Cultural factors.** A further criterion is the cultural differences. Behind any language there is a culture that will be taught implicitly to first language learners. Grains and Redman (1992) thought that native speakers are interested in some vocabularies which are different from those of our learners because they can't be used in our society and culture.

**1.1.6.1.4 Expediency.** The use of vocabulary items in the classroom is another important factor that is based on expediency i.e., the availability of words. The classroom circumstances dictate the need for certain vocabulary without which learners ought to fail to understand their teachers, classmates or even the tasks they are engaged in. Grammatical instruction is a case in point (Grains and Redman, 1986, p. 59). Many educators avoid annoying their students with too many grammatical rules, but in fact mastering those rules can be very helpful to acquire new lexical items.

**1.1.6.1.5 Learnability and coverage.** According to McCarthy (1990), "The difficulty or lack of difficulty, a word presents may override its frequency and/or range and decisions to bring forward or postpone the teaching of an item may be based on learnability" (p. 86). This factor is not disconnected with the notion of frequency, in other words, the most repeated will certainly be learnt since they routinely used. However, some words seem to be difficult and raise problems to learn them. As far as McCarthy (1990) carried out the study, he gave the explanation that English as a language creates the same difficulties for the natives as well in terms of spelling and phonological difficulties, very closed words in meaning i.e., similar

words for instance ‘make’ and ‘do’ are used interchangeably in the same situation; and false friends especially between French and English languages.

**1.1.6.2 Vocabulary presentation.** Techniques of vocabulary presentation differ from one to another based on some thoughts and perspectives. Teachers may present vocabulary in their own different ways relaying on the type of vocabulary being thought, age and level of learners, and learners’ needs and interests. Grains and Redman (1986, p. 73) listed three techniques that are rather teacher-centred because choosing and presenting lexical items in the task of teachers rather than learners. These are translation, verbal techniques and visual techniques.

**1.1.6.2.1 Translation.** Undoubtedly, giving meaning in the native language, especially for beginners, “can save valuable time that might otherwise be spent on tortuous and largely unsuccessful explanation in English” (Grains and Redman, 1986, p. 75). Students should be given an opportunity to guess the meaning first, if not, translation would be advisable at this stage especially when introducing abstract words (Ministry of Education, 2012). It has the advantage of being the most direct path to a word’s meaning because it is very economical. However, an over reliance on translation may result in an accustomed learner to literal translation that lead to the failure of developing an independent second language lexicon.

**1.1.6.2.2 Verbal Techniques.** Techniques of verbal presentation may also take many arrangements in teaching vocabulary. Teachers employ illustrative situations, that can be either written or oral, to create an example of a concept. Among those arrangements occur a short study, a dialogue, an anecdote from which learners will be able to infer the word meaning through the context. Moreover, the use of synonyms and antonyms is very common practically among the low-level students, because it helps them to build up the idea in their minds. Giving definition is another technique of presenting a “word”, however, it ensures that learners know the accurate meaning and the use of the target word. Grains and Redman

(1986, p. 74) added exemplification as a practical factor when it comes to present the meaning of super-ordinates such as “furniture” by giving examples like ‘table’, ‘chair’, and ‘sofa’.

**1.1.6.2.3 Visual Techniques.** Nowadays, vocabulary learning has turned out to be more available by implementing visual materials and techniques such as: flash records, photographs, boards, drawings, pictures cut from magazines. Admittedly, this technique is considered as an attractive and motivate factor which helps foreign language learners’ learning, remembering new lexical items via imagining their representation. Using mime and gestures; for instance, may be quite efficient as they “can easily convey an action or a concept” (Celce-Muricia, 2001). On the other hand, teachers resort to audio-visual devices as successful techniques to present the lexical item. Psycholinguists regard movies as greater tools for achieving this purpose, especially subtitled movies, which make students see, read and hear the word in real related situation simultaneously.

**1.1.6.3 Vocabulary teaching strategies.** A teacher’s thoughtful consideration of the content, purpose, and the chosen methodology to teach the target vocabulary is crucial for FL learners who struggle to learn, understand, recall, and use the new vocabulary meaningfully. Therefore, various vocabulary teaching strategies (VTSs) are created to provide the means of which teachers can help students expand their general vocabulary.

Oxford and Scarcella (1994) have divided VTSs into three categories:

- Decontextualized activities: are those vocabulary items which are removed from the original context and are then presented in free communicative value situations, such as: word lists, flash cards, dictionary look-up).
- Partially contextualized activities: are often called direct or planned VTSs. Word grouping, word association, word elaboration and physical response are cases in point.

- Fully contextualized activities: this type of strategy plays an important role in practicing authentic communication such as reading stories, novels, plays, magazines and newspapers; listening to radio and music; watching television and movies, take role in real life conversations.

It is helpful for teachers to keep in mind several general principles that facilitate the choice of the best strategies in the teaching learning process:

- Teach new words in the context of a meaningful subject-matter lesson, and facilitate student discussion that requires students to use the new word (Ellis & Farmer, 2000).
- Ensure that students hear and practise the correct pronunciation of the word (syllables and stress) (Fay & Culture, 1977).
- Teach word part – root words, base words and affixes that students will encounter later on (Jones, 1999).
- Help students connect new vocabulary to something with which they are already familiar with (Ellis & Farmer, 2000).
- Offer student the opportunity to acquire new vocabulary using a variety of activities to motivate them during the process (Ellis & Farmer, 2000).
- Create opportunities for students to use the new item in different authentic situation (Ellis & Farmer, 2000).

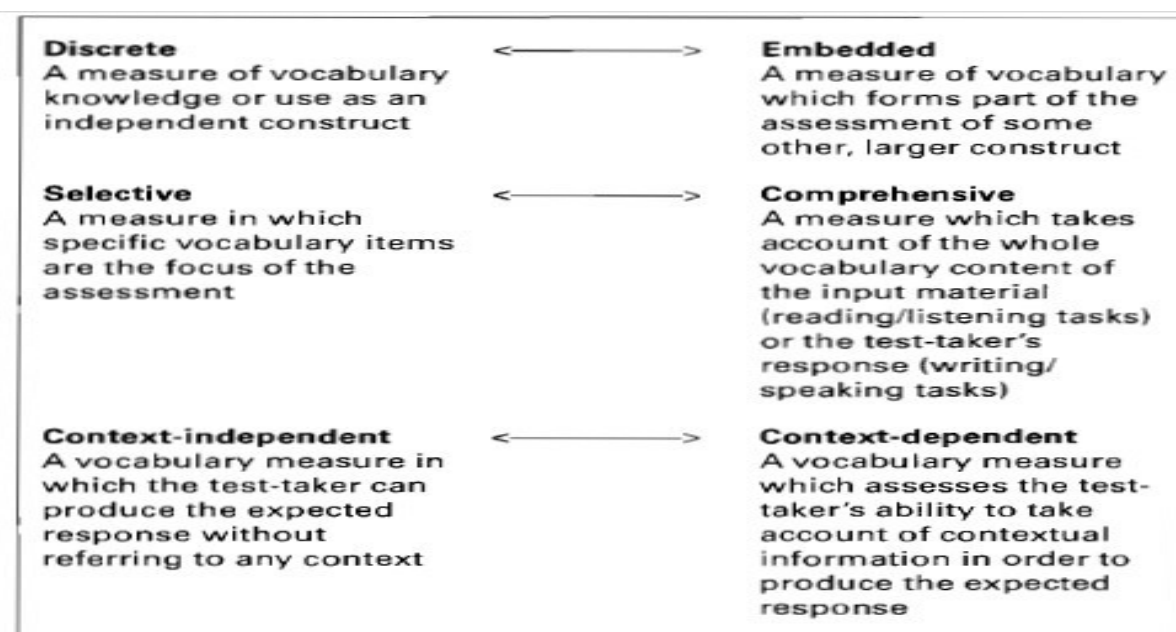
### **1.1.7 Vocabulary Testing**

A vocabulary test could be a good input for the teachers and students to check the vocabulary size and detect as early as possible if there are some problems in the vocabulary acquisition. Immediate treatment is given to cope with this problem i.e. Vocabulary test is a good instrument to measure how vocabulary develops. Without testing, there is no trust worthy means of knowing how productive a teaching process has been. Thornbury (2002, p. 129) stated that testing provides feedback, both for teachers and learners.

**1.1.7.1 Functions of vocabulary tests.** According to Cameron (2002, pp. 145-173), vocabulary test functions like any other tests as it can meet different purposes:

- Achievement test can be used to assess whether learners have acquired the words they were learned.
- Diagnostic test can help detecting gaps in the vocabulary knowledge of learners.
- Placement test is to place students in the appropriate language class level.
- Proficiency test can form part of a more global language proficiency test in order to arrive at an estimate of the learner's skills to perform in the target language.

**1.1.7.2 Dimensions of vocabulary testing.** There are three dimensions of vocabulary testing which represents three methods in assessing vocabulary. Read (2000, pp. 8-10) divides this into: discrete vs. embedded, selective vs. comprehensive, context-independent vs. context dependent. These three dimensions imply that vocabulary knowledge can be assessed separately or inclusively into the other skills, as shown in Figure 1.



*Figure 1.* The three dimensions of vocabulary testing as suggested by Read (2000).

**1.1.7.3 Types of vocabulary tests.** There are many various types of vocabulary-testing methods. Ur (1996, pp. 71-73) enumerated eight techniques of checking vocabulary knowledge:

- **Multiple choice questions:** Learners do not require to know the word's spelling, pronunciation, connotation, grammar, or how they would be used in context. These questions seem to be tricky and time consuming.
- **Matching test-type:** The fact whether students know the meanings of words is not being tested, instead, learners should simply know the existence of the combined words.
- **Odd out-test:** No meaning of words, here, is checked; however, it is more interesting to be done and easy to be marked.
- **Writing sentences:** Students are asked to write sentences on the basis of comprehensible meaning of some words. Again, spelling and pronunciation are not tested.
- **Dictation test:** Teachers check aural perception of lexical items and spelling only. This activity is easy to carry out and check since learners recognize and write words correctly.
- **Gap-filling test:** Test spelling, meaning, and to some extend collocation and grammar.
- **Sentence completion test:** Teachers check meaning only, but it is personalized. Thus, it is very attractive to students and interesting to be read by teachers.
- **Translation test:** Teachers can check all aspects of a word, but learners usually have difficulties with findings precise equivalents and it is problematic to mark.

In short, mastering vocabulary represents one of the most important skills necessary for teaching and learning a foreign language. Undoubtedly, it is the basis for the development

of all the other language skills. The teacher's role is to support learners in their learning and direct them appropriately. The focus of this introductory section, is on having a clear definition of vocabulary with presenting its importance and types; on what makes words know; and on the different aspects, strategies and techniques of vocabulary learning, teaching, and testing.

## **Section Two: Subtitled Movies in EFL Classrooms**

Using English subtitled movies can be one of the good and effective strategies to help students overcome their weaknesses in acquiring the new lexical items. Accordingly, this section displays a general view of using subtitled movies in EFL classrooms.

### **1.2.1 Definition of Subtitles**

The subtitling process underwent different stages to reach its newest methods and techniques today. As defined by Kwary (2014) in *Oxford Learner's Dictionary of Academic English*, "Subtitles are captions displayed at the bottom of a cinema or TV screen and translated or transcribed the dialogue or narrative". The term 'subtitles' and 'captions' are sometimes used interchangeably. Technically, subtitles tend to be associated with a translation of audio tracks in written text at the bottom of screen; whereas, captions are usually linked to original audio transcription and shown in written texts.

According to Downey (2008), subtitles are text derived from either a transcript or screenplay of the dialogue or commentary in films, television programmes, video games, and the like, usually displayed at the bottom of the screen, but can also be at the top of the screen if there is already text at the bottom of the screen. They can either be a form of written translation of a dialogue in a foreign language, or a written dialogue in the same language with or without added information to help viewers, who are deaf or hard of learning, to follow the dialogue or people who cannot understand the spoken dialogue, or who have accent recognition problems.



Subtitles are also defined as the printed translation, or the textual versions of the dialogue in films and television programmes, that the person can read at the bottom of the screen when he is watching a foreign movie (Canning & Wallace, 2000). Similarly, Zanon (2006) claimed that through using subtitled movies a triple correlation occurs between image, sound in a language and text.

### 1.2.2. Types of Subtitles

From the language learning literature on the use of video, four types of subtitles can be identified, interlingual subtitles, intralingual subtitles, reversed subtitles and dual subtitles.

**1.2.2.1 Interlingual subtitles.** They are also called ‘standard subtitles’ or ‘L1 subtitles’, the audio track is in the target language or the original language of the film or video and the accompanying textual display is a translation into the viewer’s mother tongue as shown in Figure 2. Iverson and Carroll (1998) in *Code of God Subtitling Practice* proclaimed the absence of accurate criteria that should be considered before creating subtitles among which they rise: a) accurate at a grammatical and lexical level, b) consider the cultural and idiomatic differences of the original source, c) use appropriate register of language, and d) written in easily understandable grammatical text.



**Figure 2.** Interlingual Subtitles

**1.2.2.2 Intralingual subtitles.** They are known as ‘bimodal subtitles’ or ‘L2 subtitles’. The audio track is displayed in a transcription of sound in the form of captions, for instance, English movie with English subtitles as shown in Figure 3.



*Figure 3.* Intralingual Subtitles

**1.2.2.3 Reversed subtitles.** This type of subtitles refers to target language textual display of a sound track in viewer’s native language.

**1.2.2.4 Dual subtitles.** In this type both the viewer’s native language or L1 subtitles and target language or L2 subtitles appear simultaneously on the screen, as it is presented in Figure 4.



*Figure 4.* Dual Subtitles

### 1.2.3 Types of Movies

An opinion about movies was given by Summer (1992), film is “a roll of material which is sensitive to light and which is used in camera for taking photographs or moving pictures for the cinema” (p. 476). He added, “A story recorded on film to be shown in the cinema, on television ... etc.”. Meanwhile, Azhar (2011) defined movies as, “picture in a frame where frame by frame is projected through the projector’s lens mechanically so that the pictures in the screen look alive” (p. 49).

According to Harmer (2001, p. 284), there are three basic types of movies: off-air programmes, real world and language learning movies.

**1.1.7.1 Off-air programmes.** The programmes recorded from a television channel should be selected for EL learners with a sensible length and comprehensibility. Apart from overall language level, some off-air videos are extremely difficult for them to be understood, particularly, where different accent are used, or where there is a high preponderance of slang or regional vernacular. Thus, the best programmes are the ones which can be used for a range of simple activities including prediction, cross cultural awareness, teaching language...etc.

**1.1.7.2 Real-world movie.** There is no reason why teachers and students should not use separately published videotape material such as: films, exercise ‘manual’, wildlife documentaries or even comedy since there is no copyright restriction for doing so.

**1.1.7.3 Language learning movie.** The main advantage of specially made movies is because they have been designed with the students at a particular level in mind. They are thus likely to be comprehensible, designed to appeal students’ topic interests and multi-use since they can not only be used for language study, but also for a number of other activities as well. However, the drawback of this type of movies is that they fail the quality test either because the production is poor, the situations and the language are inauthentic, or the content is too

unsophisticated. By using such type of movie students can acquire more vocabulary (both oral form and written form) easily and interestingly.

#### 1.2.4 Reasons for Using Subtitled Movies in EFL Classrooms

According to Harmer (2003, p. 282), there are many reasons why subtitled movies can be a special and extra dimension to the learning teaching experience:

- **Seeing language in use:** Learners not only can hear the language but also they can see and watch. By doing so, they can face the real conditions of language in use, such as, facial expressions, body gestures when native speakers are saying words and expressions.
- **Live context:** When students learn a word, it can be difficult to remember what it means or how, where and when to use it. In English movies, words are used as part of a story and the context helps them to learn and remember vocabulary effectively.
- **Better pronunciation:** Sometimes it can be hard to know how an English word is pronounced. Thus, hearing from native speakers in movies will teach students the correct way to say things. Dialogues in films also provide good examples of how sounds in words change in connected speech.
- **Native accents:** Across Britain and America there are many different accents used to speak English when watching films, students will hear many regional accents being used and this will help them to understand better. Textbooks seldom provide information about English accents.
- **Cross culture awareness:** English subtitled movies can help students who like to witness the western culture by bringing them to their classroom. They teach them culture, the way people live, also their beliefs, customs and traditions and their lifestyles in general. In short, they can prepare learners for openness, tolerance and

acceptance towards other ways of understanding life. So, it makes them more sensitive to the target language.

- **The power of creation:** Students suddenly get some considerable power when they use videos. They can turn novels and books into movies to share unforgettable moment by themselves. It can be good media because they will remember all the vocabulary inside the video and enrich their vocabulary mastery. Thereafter, this task can discover the inside creativity of learners.

### 1.2.5 Criteria for Movie Selection in EFL Classrooms

Certain general criteria should be taken into consideration while selecting a movie to be integrated in the classroom. Widiastutui (2001) suggested several criteria:

- **Watchability:** The teacher should bear in mind if the video is interesting and the movie is suitable for students. On the other side, teachers should be creative to relate the movie to the syllabus. Thus, it is no doubt that the movie really supports the syllabus.
- **Completeness:** Tomalin (1991) stated that, “the ideal video clip tells a complete story or section of story” (p. 50). This idea of completeness is important for students whose primary interest is enjoyment.
- **Length:** The teacher had better know the importance of the length of the video, it should not be very long, perhaps between 30 seconds and 12 minutes depending on the teaching objectives.
- **Appropriateness:** An important factor to consider is the linguistic items (particular grammatical structures, language functions, or expressions). The teacher should consider the appropriateness between the subtitled movie and the level of the FL learners. If the movie will be played for instance for secondary school students, teachers should select movies which does not chock them.

- **Level of maturity:** The movie should be matched with the students' level of maturity in order to facilitate their understanding of the concepts in the video.
- **Availability of related materials:** Many authentic videos come with ready-made materials that can be used for language teaching. Other videos may have been adapted from books, which could be used in the classroom to support the video.

### 1.2.6 Ways of Using ESMs in EFL Classrooms

The integration of ESMs in the EFL classrooms can be conducted following an endless number of ways, from which the following activities were chosen (King, 2002).

**1.2.6.1 Previewing activities.** They are planned before watching the movie or are also called “before you watch task”. This step is very important because the teacher prepares EFL learners for what they are going to see. They include *pre-teaching of key vocabulary*. *Predicting the story*, *guessing the plot* of the movie, *brainstorming words* related to the theme of the movie, *quizzing* or *some background knowledge* about what learners are going to watch.

**1.2.6.2 While viewing activities.** They also called “while you watch task”. Teachers need to provide EFL learners with some activities to be done while they are watching the ESM or during a pause in the viewing. Besides, they should be short and simple so that not to convert a potentially fun and enjoyable class into a real bore by overloading students. The “while you watch task” help the participants to focus on the movie. Students were provided with *work sheets* that drew their attention to particular details of the movie and required them to answer very short questions. Learners also were required to keep a *vocabulary notebook*, on which they noted down all the new vocabulary.

**1.2.6.3 Post viewing activities.** A variety of activities have been planned to be implemented in the “after you watch task”. These activities were selected and designed with the aim of improving vocabulary skills using more interactive acts. To give a few examples

of the post viewing step, a *discussion* could be one activity type to describe a scene or a character, a role play or what happens next. Writing a *movie summary* or *review* is another suggested activity in which, learners were asked to write one short review for any of the movies they watched. They were provided with a sheet of guidelines that helped them into the process of writing the review. Also, Learners were responsible for preparing a *movie role play* in a group of five to six members. They selected and memorized a scene of the movie to role play in the class.

### **1.2.7 Advantages and Disadvantages of Using Subtitled Movies in EFL Classrooms**

Several studies (have been conducted to find the effect of movies on foreign language learners, some of them have offered the benefits or the advantages of subtitled films; whereas, some others highlight only their disadvantages.

**1.2.7.1 Advantages.** According to many scholars (Seferoğlu, 2008; Yuksel & Tanriverdi, 2009; Zarei, 2009; Harji, Woods & Alavi 2010), using subtitled movies is beneficial in EFL Classes. Students will be highly motivated and their level of anxiety and stress that come when dealing with unfamiliar words will be reduced (Eken, 2003). Moreover, they allow teachers to introduce variety and to some content reality into the classroom. After watching movies with subtitles, students can bring their own background knowledge and experiences into the classroom through discussion based on the video' s content to share their experiences with each other. Another advantage might be added, the power of learning will certainly increase with a better performance owing to the verbal and imagery system.

According to Bird and Williams (2002), subtitled videos are very useful tool for learners to learn new words, who also enjoy watching films from other cultures and countries. They added (2002), "Simultaneous presentation of soundtrack and written text improves recognition memory for spoken words and can aid novel word learning, as assessed by

explicit and implicit memory tests”. Movies improve students’ speaking skill. In this case, when students listen to the conversations and found new vocabulary that sound more memorable, they can also find movie script online and imitate what the actors say in the movie (Wilson, 2002).

As a valuable teaching material, subtitled movies have the advantage of providing real context, as well as repetitive chances of words, with language of normal speed and a combination of audio stimulation, verbal and nonverbal communication which eventually benefit the learner’s vocabulary acquisition (kunyun & Huay, 2011). By using English movies to teach vocabulary, some students will not get bored easily when they face difficult learning environment.

Furthermore, subtitled movies help students how to pronounce new words, it is a way of facilitating vocabulary learning to raise comprehension as known English pronunciation is extremely difficult and most of the words have different pronunciation from the words themselves (Tsai, 2009). The benefit of using subtitles movies in teaching and learning is unquestionable since students will see new vocabulary and how the words are written and spoken in an English subtitled movie.

**1.2.7.2 Disadvantages.** Among the most common disadvantages cited by researches as Garza (1991) who saw subtitles movies as distracting way, “video is already visually and acoustically rich” (p. 246), the subtitled themselves may “overload the learners’ capacity to comprehend” (p. 246). That is mean, videos provide students with much input needed so the subtitles may make lost because of the much amount of the information they provide. Subtitled videos deal mainly with literate people who have high reading skill developed and can read quickly the subtitles, so students who have lack in reading skill would be little bit lost between whether to concentrate on the video or on the subtitles.



Another disadvantage has been identified by King (2002), the use of subtitles may “sacrifice listening strategy training such as guessing and interfering meaning from visual clues” (p. 517). In other words, when viewing videos with subtitles, students will concentrate more on the screen; i.e., they will forget about the video and focus on the subtitles and focus on the translated subtitles (Tian & Macaro, 2012). It means, the focus will be on L1 rather than L2. Besides, subtitled films may lead to laziness and may distract students and make them rely on the subtitles rather than challenging themselves with the audio input (D’Yewalle & Bryuyker, 2007).

In line with that, Azhar (2011, p. 50) states the following disadvantages of using subtitled movies in the teaching and learning process:

- English movies generally are expensive and cost a lot of time.
- When the movie is shown, the pictures will keep changing making all students not able to follow the information given through the movie.
- Subtitled movies are not always appropriate with the needs and desired learning objectives.

## **Conclusion**

This chapter presents a theoretical background about the two research variables; vocabulary and subtitled movies. The first section provides an overview of vocabulary leaning and teaching. The second section is devoted to subtitled movies in EFL classrooms with a focus on ESMs. In addition, this chapter clearly presents English subtitled movies as good alternative media for teaching vocabulary. They encourage better understanding for both old and new lexical items in a motivating and comprehensive atmosphere. They can also enable learners to read and pronounce new words and understand them in their real context as well as they enhance the interaction among students in class and provide them with more opportunities to use English in their daily life. This is why it is advised that the teacher still

need to be aware of some features such as message content, format, and technical presentation which should be seriously considered, in planning an educational programme using ESMs. Thus, subtitled movies can be part of a learning system to offer myriad of opportunities for learning the FL.

## **Chapter Two: Research Methodology, Analysis and Discussion**

### **Introduction**

This chapter represents the practical aspect of the present study. It offers a thorough explanation of the research method that is followed, as it provides the results obtained from the analysis with explanation and discussion. The current chapter is divided into three sections; Section One is devoted to present an overall description of the research methodology used in this study, Section Two is devoted to the analysis and interpretation of the vocabulary test and the questionnaire. Section Three presents the limitations of the study, pedagogical implementations that can be generated, and further recommendations that can be set for future research.

### **Section One: Research Methodology**

This section describes the practical aspect of the present study, including the study design and the sample and setting. It also illustrates the method that is followed, the tools that are used in collecting the data, and the data collection/analysis procedures that are applied.

#### **2.1.1 Study Design**

A decision must be taken on what design should be followed, based on the research questions raised (Walliman, 2011). Therefore, the researchers adopted the quasi-experimental research design due to its relevance to investigate the effectiveness of using ESMs in enhancing EFL learners' vocabulary development. The participants were assigned into two groups; the experimental group whose members are exposed to the ESMs; and the control group, whose members are taught traditionally. Both groups received the same pre-test and post-test on the target vocabulary.

A questionnaire was designed to explore different perceptions of the participants from the experimental group towards the use of ESMs for learning English in general and vocabulary in particular. The collected data from the pre-post tests and the questionnaire were

analysed quantitatively and qualitatively. Dornyei (2007) pointed out that “... including a qualitative phase to explore the nature of such process is a natural and potentially highly fruitful design that can greatly enhance the study’s validity” (p. 173). In view of that, the study used a mixed method approach, which can be a means to eliminate biases that might result from relying exclusively on one data collection method, to test the validity of the findings and construct the major strength of this research design.

### 2.1.2 Sample and Setting

“Sampling is the process of selecting a few respondents (a sample) from a bigger group (the sampling population) to become the basis for estimating the prevalence of information of interest” (Kumar, 2011). It is an essential process in the research method as it identifies the population from which the researcher obtains information to perform his/her analysis. The target population composed of a random sample of second year foreign languages students at Saadi Seddik Secondary School (Tebessa) during the second term of the academic year 2019/2020. The participants were chosen on the basis that foreign languages classes tend to have a good average of vocabulary knowledge and as they are more interested in learning English rather than the other streams. The researchers, then, pulled a sample population of 32 students divided equally between the experimental and the control group as presented in Table 1.

**Table 1**

*The Distribution of the Sample According to the Groups*

| <b>Group</b>  | <b>Experimental</b> | <b>Control</b> | <b>Total</b> |
|---------------|---------------------|----------------|--------------|
| No. of sample | 16                  | 16             | 32           |

For second year foreign languages classes in secondary schools, English is a compulsory subject and the participants have been learning English for six years. They have five English sessions each week. There is a heavy dependence on the textbook as the only

teaching material used in EFL classrooms. The book is entitled '*Getting Through*' published by the National Authority of School Publications in 2009. Almost all students had no contact with English outside the classroom, only 10% of them admitted to take part regularly in extra-lessons organized by private Language schools.

### **2.1.3 Research Instruments**

**2.1.3.1 The vocabulary knowledge test.** It is a vocabulary achievement test that was presented in the pre- and post-test as mentioned in Appendix A. The two groups of participants received the same vocabulary tests. First of all, the pre-test was conducted before the experiment is treated. The rationale behind such a procedure is embedded under the following reasons: first, to determine the participants' level of vocabulary knowledge, then to ensure homogeneity and equality among the two groups, and to eliminate any inconsistent variables. Second, to compare the two scores later on (pre-test scores vs. post- test scores) since the two groups went through different treatment materials (the English movie vs. the textbook). The descriptive statistics for the pre-test scores of the vocabulary knowledge test between the experimental and the control group were provided in Appendix B. The mean difference between the two groups equals 0,188 (i.e. a slight mean difference) meaning that two groups students nearly have the same level of vocabulary knowledge.

A set of multiple-choice questions (MCQs) was developed to be presented in the vocabulary test used as pre- and post-test. The choice of using MSQs was based on Heaton's claim (1975), "Tests of vocabulary should avoid grammatical structures which the testee may find difficult to comprehend". (p. 41). The test consisted of five tasks targeting 13 words. Participants were asked to choose the best answer in their sheets (a, b, c or d). Questions and answers were provided in English and covered in the treatment phase. It should be noted that the test was constructed on the basis of the target vocabulary words presented in Appendix C. These words appeared in the movie during the experiment period.

To examine the test questions in terms of clarity, suitability, and appropriateness, it was introduced to a jury of referees including two English language teachers at Saadi Seddik Secondary School. Modifications were made to the test according to their advice. The invitation letter for the members of the jury is attached in Appendix D and the University permission for the researchers to conduct field visits in the secondary school is attached in Appendix E.

**2.1.3.2 The movie.** The experiment was carried out upon 4 weeks from February to March 2020, while the second-year foreign languages class was introduced to a new didactic unit entitled '*Science or Fiction*'. Therefore, the selected material is an American movie based on science fiction theme that is entitled *Power Rangers 2017*, also marketed as *Saban's Power Rangers* (Saban & Dean, 2017). It is the third power rangers' films, and it is a reboot. The film is written by John Gatins and produced by Dean Israelite. The film features are the main characters of the Mighty Morphin power rangers television series with a new cast, starring Dacre Montgomery (Jason – the red ranger), Naomi Scott (Kimberly- pink ranger), R. J. Cyler ( Billy-bleu ranger), Ludi Lin (Zack- black ranger), Becky G. ( Trini-yellow ranger).

The movie tells the story of a group of secondary school students, who were infused with unique super power hire their capacities to save the world. The events took place in a small town of 'Angle Gove', teens learn that their city as well as the earth 'Cemozoic era' is on the verge of being completely destroyed by an alien threat. They discover soon that in spite of their young age, they are the only one who can protect the planet. Doing so, teenagers must overcome their personal real-life issues and join their forces in order to reach their goal and save the planet.

**2.1.3.3 The questionnaire.** A questionnaire was designed to explore different perceptions of the participants from the experimental group (including 16 members) towards

the use of ESMs as a successful vocabulary building material. According to Paul et al. (2005), a questionnaire must be clear and coherent for the survey respondent. Also, the questions must be developed using simple language and avoiding confusing questions to gain precise measurable information from the respondent.

The students' questionnaire begins with a set of demographic questions under Section 1 aiming to provide background information regarding the students' age and gender. This is followed with a total number of 16 randomly-ordered items grouped under two sections; Section 2 includes 10 statements related to the students' perceptions towards using ESMs for learning English in general, and Section 3 incorporates 6 items targeting the students' perceptions towards using ESMs for learning vocabulary. For a thorough description of these two sections, a five-point Likert scale format, ranging from *strongly disagree* to *strongly agree*, was used to reflect both students' level of agreement or disagreement with the list of items.

A qualitative part consisting of one open-ended question under Section 4 was added at the end of each questionnaire. It tries to gain insights into the students' suggestions to better improve vocabulary learning through the use of ESMs. Generally, open-ended questions are great for getting authentic feedback because they give people a chance to describe what they are experiencing in their own voice.

The first version of the questionnaire (Appendix F) was introduced to the same jury of referees to check its clarity, suitability, and appropriateness. Then, it was piloted with a sample of ten students from second year experimental sciences class at Saadi Seddik Secondary School. The items of the questionnaire were modified according to the referees' recommendations and the students' comments.

After reediting the final version of the questionnaire as presented in Appendix G, it was distributed to the target participants by the end of the second week of March 2020, after

the experiment is treated. The participants filled the questionnaire under the guidance and help of their English language teacher in class. Therefore, a total number of 16 valid responses were collected, and data was then ready for analysis.

#### **2.1.4 Data Collection/Analysis Procedures**

The researchers opted for two kinds of data collection tools during the sequence of the experiment. The first one is the vocabulary Knowledge test and the second one is the questionnaire. The target sample participants were split into two groups of 16, an experimental group and a control group. Thereafter, they were given a brief explanation of the experiment, and told how to answer the vocabulary tests following clear instructions. The pre-test was then distributed among the whole population, so that the researchers could rate the participants' knowledge of the target words. They were given twenty minutes to complete this task.

After administering the pre-test, the experimental group watched the selected movie with English subtitles; the short sequences approach (0 to 3mn, 3 to 9mn, 19 to 26mn, 31 to 40mn, 40 to 50mn, 1h and 17mn to 1h and 30mn, 1h and 31m to 1h and 50mn) was adopted instead of viewing the whole movie. They were asked to focus carefully on the movie and especially on the English subtitles so as to acquire the target vocabulary that appeared more than once. However, the control group was exposed to traditional learning methods using the textbook to acquire the same target lexical items. After watching the clips, the participants re-rate their knowledge of the target vocabulary by having the same test as a post test. Also the control group take again the post-test. The treatment went along eight sessions (see the Treatment Schedule in Appendix H).

The data gathered was analyzed quantitatively and qualitatively. The test was scored by a simple traditional way. Each correct answer was awarded one point and a half for the first four tasks whereas the correct answer in the last task required two points. The maximum



average was (20) and the minimum was (zero). So, the total points for the whole test were 20. The researchers used different statistical forms using the statistical package for the social sciences (SPSS) program to analyze the collected data results. Tables were also used to clarify and present these data with analysis and interpretation. To calculate the vocabulary test scores, t-test paired sample was used.

For the questionnaire, the background information in Section 1 were analyzed through descriptive statistics, and the data in Section 2 and 3 were analyzed using the following statistics: frequency and percentage. The open-ended question under Section 4 at the end of the questionnaire was analyzed using qualitative techniques. Since the sample was not too large (16 members), it was easier for the researchers to conduct the study manually by checking at what all the respondents replied; this allowed them to compare the responses and collect similar ones and consider new ones. For the final form of the data analysis, the researchers collected the results of the vocabulary test scores and the questionnaire. The purpose of this final process is to summarize the results of the whole study.

## **Section Two: Data Analysis and Interpretation**

This section presents the statistical analysis of both the vocabulary tests in terms of investigating the effectiveness of ESMs on developing secondary school students' vocabulary, and the questionnaire in terms of exploring secondary school students' perceptions towards the use of ESMs for learning English in general and vocabulary in particular as well as deriving their suggestions to better improve vocabulary learning through the use of ESMs at secondary schools. The section then after discusses and interprets the overall results of the study in light of the research questions and hypotheses.

### **2.2.1 Analysis of the Vocabulary Knowledge Tests**

To answer the first research question: **“Does the use of ESMs have a significant effect on secondary school students' vocabulary development?”**, the researchers used

different statistical forms using SPSS.22 to analyze the collected data results. Tables were also used to clarify and present these data. The scores that both the experimental and the control groups' students obtained in both the pre- and the post-test were calculated. The gain was also calculated as the difference between the scores after and before the treatment (see Appendix I). Means and standard deviation of the experimental group's results on both tests were computed. The paired t-test sample was used to measure the differences in the total average score between the pre-test and the post-test of the experimental group as shown in Table 2.

**Table 2**

*Paired Samples T.Test Results of the Differences in the Total Average Score between the Pre-Test and the Post-Test of the Experimental Group*

| Sample | N  | Mean  | Std. Deviation | Mean Difference | t     | df | Sig. (2-tailed) | Sig. level   |
|--------|----|-------|----------------|-----------------|-------|----|-----------------|--------------|
| Post   | 16 | 16.13 | 3.123          | 4.01            | 6.522 | 15 | .000            | Sig. at 0.01 |
| Pre    | 16 | 12.12 | 2.906          |                 |       |    |                 |              |

*Note.* (t) Table value at (15) df at (0.05) Sig level equal 2.042

(t) Table value at (15) df at (0.01) Sig level equal 2.749

As shown in Table 2, the (t) computed value (6,522) is larger than (t) table value (2.749) in the test which means that there are significant differences at ( $\alpha \leq 0.01$ ) in the total average score of the experimental group in favor of the post application. The two-tailed P value is less than 0.000, this difference is considered to be extremely statistically significant. The table further indicates that there were significant differences (= 4.01) between the means of the pre and post application of the experimental group in favor of the post application. The mean of the post-test group reached (16.13) at a standard deviation of (3.123), whereas the

mean of pre-test was (12.12) at a standard deviation of (2.906). This means that using ESM is very effective in developing secondary school students' vocabulary.

To measure the effect size of the ESMs, the researchers computed the Eta-squared ( $\eta^2$ ) using the following formula (Affana, 2000, p. 42):

$$\eta^2 = \frac{t^2}{t^2 + df}$$

The results of ( $2\eta$ ) by implementing the above mentioned equation of the effect size is shown in Table 3.

**Table 3**

*The Effect Size of ESMs in the Pre- and the Post-Test of the Experimental Group*

| Test  | df | T     | $2\eta$ | Effect Size |
|-------|----|-------|---------|-------------|
| Total | 15 | 6.522 | 0.739   | Large       |

By referring back to Table 4 used as a reference to determine the level of the effect size ( $^2\eta$ ) as suggested by Cohen (1988), it is clear that the effect size of ESMs is large on secondary school students' vocabulary development. This means that the effect is significant.

**Table 4**

*The Table References to Determine the Level of Size Effect ( $^2\eta$ )*

| Test    | Effect Size Criterion |        |       |
|---------|-----------------------|--------|-------|
|         | Small                 | Medium | Large |
| $2\eta$ | 0.01                  | 0.06   | 0.14  |

To compare the results obtained from the analysis of the experimental group with the control groups' results, means and standard deviation of the latter group on both tests were

also computed. T. test paired sample was also used to measure the differences in the total average score between the pre-test and the post-test of the control group as shown in Table 5.

**Table 5**

*Paired Samples T. Test Results of the Differences in the Total Average Score between the Pre-Test and the Post-Test of the Control Group*

| Sample | N  | Mean  | Std. Deviation | Mean Difference | t     | df | Sig. (2-tailed) | Sig. level   |
|--------|----|-------|----------------|-----------------|-------|----|-----------------|--------------|
| Post   | 16 | 13.37 | 4.462          | 1.43            | 3.216 | 15 | .006            | Sig. at 0.01 |
| Pre    | 16 | 11.93 | 4.552          |                 |       |    |                 |              |

*Note.* (t) Table value at (15) df at (0.05) Sig level equal 2.042

(t) Table value at (15) df at (0.01) Sig level equal 2.749

As shown in Table 5, the (t) computed value (3.216) is little bit larger than (t) table value (2.749) in the test which means that there are significant differences at ( $\alpha \leq 0.01$ ) in the total average score of the control group in favor of the post application. The two-tailed P value equals 0.006, this difference is considered to be very statistically significant. The table further indicates that there were slight differences (= 1.43) between the means of the pre and post application of the control group in favor of the post application. The mean of the post-test group reached (13.37) at a standard deviation of (4.462), whereas the mean of pre-test was (11.93) at a standard deviation of (4.552). This means that using the traditional teaching method using the textbook is effective too in developing the secondary school students' vocabulary.

The effect size ( $\eta^2$ ) of the traditional method by implementing the aforementioned equation is shown in Table 6.

**Table 6**

*The Effect Size of the Traditional Method in the Pre- and the Post-Test of the Control Group*

| Test  | Df | T     | 2 $\eta$ | Effect Size |
|-------|----|-------|----------|-------------|
| Total | 15 | 3.216 | 0.408    | Large       |

By referring back to Table 4, the effect size of the traditional method is large on secondary school students' vocabulary development.

Conclusively, by comparing the results obtained from the analysis of the differences in the total average scores between the pre-test and the post-test of both the experimental group and the control group, it is remarkable that there were significant differences between the means of the pre and post application of the experimental and the control group in favor of the experimental group. Also there were significant differences between the effect size of ESMs (0.739) which is considered by Cohen (1988) not just a large effect but a huge one; and that of the traditional method (0.408). Hence, it can be revealed that using ESMs is more effective than the traditional method in developing secondary school students' vocabulary. And by responding to the first research question, it can be stated that the use of ESMs has a significant effect on secondary school students' vocabulary development.

### **2.2.2 Analysis of the Questionnaire**

The questionnaire was used to explore different perceptions of the participants from the experimental group towards the use of ESMs as a successful vocabulary building material. The researchers used both quantitative methods using the following statistics: frequency, and percentage to analyze the collected data results from first three sections of the questionnaire, and qualitative techniques to analyze the collected data results from the fourth section of the questionnaire including an open-ended question. Tables were also used to clarify and present these data.

- **Section 1: General Information**

It is very important to constitute a wide picture about the background of the participants. The personal information was related to the student's age and gender. Descriptive statistics were used to analyze this section.

**Question 01: Age**

**Table 7**

*The Students' Age*

| Age        | 16 years old | 17 years old | 18 years old |
|------------|--------------|--------------|--------------|
| Frequency  | 4            | 10           | 2            |
| Percentage | 25%          | 62.5%        | 12.5%        |

As Table 7 shows, the majority of students with 62.5% are 17 years old. The participants' age ranges between 16 and 18 years old, four of them representing (25%) were 16 years old, while only two participants representing (12.5 %) were 18 year old.

**Question 2: Gender**

**Table 8**

*The Students' Gender*

| Gender     | Male  | Female |
|------------|-------|--------|
| Frequency  | 10    | 6      |
| Percentage | 62.5% | 37.5%  |

Table 8 shows that the majority of the participants were males with 62.5%, while females formulate only 37.5% of the total population in the experimental group.

- **Section 2: Students' Perceptions Towards Using ESMs for Learning English in General**

This section aims to answer the first part of the second research question: **How do secondary school students perceive the use of ESM for learning English in general?** The data in this section was analyzed according to the five-point scales ranging as follows: *strongly disagree (SD)*, *Disagree (D)*, *Neutral (N)*, *Agree (A)*, and *strongly agree (SA)* to reflect students' responses (R), using the following calculations: frequencies (F) and percentages (%).

**Table 9**

*Students' Perceptions Towards Using ESMs for Learning English in General*

| No. | Item   | F  | R  | %      |
|-----|--|----|----|--------|
| 3   | I often watch movies with English subtitles to learn English language outside the classroom.                                       | SD | 0  | 0%     |
|     |  | D  | 2  | 12,50% |
|     |  | N  | 2  | 12,50% |
|     |  | A  | 8  | 50%    |
|     |  | SA | 4  | 25%    |
| 4   | I often feel excited, comfortable and motived to learn English language when using movies with English subtitles in the classroom. | SD | 0  | 0%     |
|     |  | D  | 1  | 6,25%  |
|     |  | N  | 1  | 6,25%  |
|     |  | A  | 4  | 25%    |
|     |  | SA | 10 | 62,5%  |
| 5   | I often participate in classroom discussion and activities when using movies with English subtitles.                               | SD | 0  | 0%     |
|     |  | D  | 1  | 6,25%  |
|     |  | N  | 0  | 0%     |
|     |  | A  | 2  | 12,5%  |
|     |  | SA | 13 | 81,25% |
| 6   | Using movies with English subtitles has a beneficial effect on improving my listening skills.                                      | SD | 0  | 0%     |
|     |  | D  | 10 | 62,50% |
|     |  | N  | 5  | 31,25% |
|     |  | A  | 1  | 6,25%  |
|     |  | SA | 0  | 0%     |
| 7   | Using movies with English subtitles has a beneficial effect on improving my speaking skills.                                       | SD | 0  | 0%     |
|     |  | D  | 0  | 0%     |
|     |  | N  | 0  | 0%     |
|     |  | A  | 2  | 12,5%  |
|     |  | SA | 14 | 87,50% |

|           |   |    |    |        |
|-----------|---|----|----|--------|
| <b>8</b>  | Using movies with English subtitles has a beneficial effect on improving my reading skills. | SD | 0  | 0%     |
|           |   | D  | 1  | 6,25%  |
|           |   | N  | 1  | 6,25%  |
|           |   | A  | 8  | 50%    |
|           |   | SA | 6  | 37,5%  |
| <b>9</b>  | Using movies with English subtitles has a beneficial effect on improving my writing skills. | SD | 0  | 0%     |
|           |   | D  | 5  | 31,25% |
|           |   | N  | 5  | 31,25% |
|           |   | A  | 5  | 31,25% |
|           |   | SA | 1  | 6,25%  |
| <b>10</b> | Using movies with English subtitles has a beneficial effect on improving my grammar.        | SD | 0  | 0%     |
|           |   | D  | 5  | 31,25% |
|           |   | N  | 5  | 31,25% |
|           |   | A  | 5  | 31,25% |
|           |   | SA | 1  | 6,25%  |
| <b>11</b> | Using movies with English subtitles has a beneficial effect on improving my vocabulary.     | SD | 0  | 0%     |
|           |   | D  | 0  | 0%     |
|           |   | N  | 1  | 6,25%  |
|           |   | A  | 2  | 12,50% |
|           |   | SA | 13 | 81,25% |
| <b>12</b> | Using movies with English subtitles has a beneficial effect on improving my pronunciation.  | SD | 1  | 6,25%  |
|           |   | D  | 1  | 6,25%  |
|           |   | N  | 0  | 0%     |
|           |   | A  | 2  | 12,50% |
|           |   | SA | 12 | 75%    |

Table 9 shows that the participants hold different perceptions. The majority of the participants (75%) overwhelmingly agreed or strongly disagreed with item 3, while two participants disagreed and two others were neutral on the fact that they often watch movies with English subtitles to learn English language outside the classroom.

The second item aims to know whether the participants often feel excited, comfortable and motivated to learn English language when using ESMs in the classroom or not. The majority of them with 62,50% strongly agreed, while 4 participants representing (25%) of the respondents agreed with this item. Two participants were either neutral or disagreed with the same item.

When the students were asked about their contributions in classroom discussions and activities when using ESMs, the majority number of the respondents with 81,25% strongly agreed, 12,50% of them agreed, whereas only 6,25% of them refused doing so.



With regard to item no. 6, most of the participants with 62,50% disagreed and 31,25% of them were neutral on the fact that using movies with English subtitles has a beneficial effect on improving their listening skills. Just one participant agreed with that. Surprisingly, all the respondents strongly agreed or just agreed with item no. 7 related to the effect of ESMs in improving their speaking skills. Moreover, the table indicates that half of the students agreed with item no. 8 related to the fact that ESLs improve their reading skills, followed by 37,5% of them went further to strongly agreed on that. Two respondents either disagreed or were neutral on the same issue.

Concerning items no. 9 and 10, the students' responses indicated a total confusion between the participants on whether using movies with English subtitles has a beneficial effect on improving their writing skills and grammar or not. Five participants disagreed, five others were neutral, five others agreed, and just one participant strongly agreed with item 7, and the same thing happened with item 8. Finally, the participants' responses indicated a strong agreement regarding items no. 11 and 12 related to the effect of ESMs in improving their vocabulary as well as pronunciation; 15 and 14 participants either agreed or strongly agreed with items 9 and 10 respectively.

- **Section 3: Students' Perceptions Towards Using ESMs for Learning Vocabulary**

This section aims to answer the second part of the second research question: **How do secondary school students perceive the use of ESM for vocabulary learning?**

**Table 10**

*Students' Perceptions Towards Using ESMs for Learning Vocabulary*

| No. | Item  | R  | F  | %     |
|-----|---|----|----|-------|
| 13  | Learning vocabulary from movies with English subtitles is an interesting way. | SD | 0  | 0%    |
|     |   | D  | 1  | 6,25% |
|     |   | N  | 1  | 6,25% |
|     |   | A  | 2  | 12,5% |
|     |   | SA | 12 | 75%   |

|           |  |    |    |        |
|-----------|--|----|----|--------|
| <b>14</b> | I prefer learning vocabulary from movies with English subtitles rather than from textbooks.        | SD | 0  | 0%     |
|           |  | D  | 0  | 0%     |
|           |  | N  | 4  | 25%    |
|           |  | A  | 8  | 50%    |
|           |  | SA | 4  | 25%    |
| <b>15</b> | I often use words and sentences from the movie in my daily conversations.                          | SD | 0  | 0%     |
|           |  | D  | 0  | 0%     |
|           |  | N  | 1  | 6,25%  |
|           |  | A  | 4  | 25%    |
|           |  | SA | 11 | 68,75% |
| <b>16</b> | Movies with English subtitles can help me to improve my vocabulary acquisition and retention.      | SD | 0  | 0%     |
|           |  | D  | 1  | 6,25%  |
|           |  | N  | 1  | 6,25%  |
|           |  | A  | 1  | 6,25%  |
|           |  | SA | 13 | 81,25% |
| <b>17</b> | Movies with English subtitles can help me to spell words correctly.                                | SD | 0  | 0%     |
|           |  | D  | 0  | 0%     |
|           |  | N  | 0  | 0%     |
|           |  | A  | 4  | 25%    |
|           |  | SA | 12 | 75%    |
| <b>18</b> | Movies with English subtitles can help me to imitate native speaker and pronounce words correctly. | SD | 0  | 0%     |
|           |  | D  | 1  | 6,25%  |
|           |  | N  | 1  | 6,25%  |
|           |  | A  | 3  | 18,75% |
|           |  | SA | 11 | 68,75% |

From the above table, the participants' responses show a strongly agreement on item no. 13 meaning that learning vocabulary from movies with English subtitles is an interesting way. While only one participant disagreed and one another had a neutral reaction to this item. The table further presents that the participants' responses indicate agreement on item no. 14 concerned with their preference vocabulary from movies with English subtitles rather than from textbooks. Four participants designated their neutrality towards this issue.

With regard to item no. 15, the majority of the participants with 68,75% strongly agreed while 25% of them agreed that they often use words and sentences from the movie in their daily conversations. Just one participant showed his neutrality. Concerning item no. 16, most of the respondents with 81,25% strongly agreed and one respondent agreed that movies with English subtitles can help them to improve their vocabulary acquisition and retention. One student was neutral and another one disagreed with this item.

All the participants positively reacted to item no. 17 as they either agreed or strongly agreed that movies with English subtitles can help them spell words correctly. With respect to the last item no.18, most of the students with 68,75% strongly agreed on the fact that movies with English subtitles can help them to imitate native speaker and pronounce words correctly. Three other students agreed also on this fact, while two others either disagreed or showed neutrality with the last item.

- **Section 4: Suggestions**

**Question 19: What would you suggest to better improve vocabulary learning through the use of movies with English subtitles?**

This section aims to answer the third and last research question, “**What do secondary school students suggest to better improve vocabulary learning through the use of ESMs in secondary schools?**”. Using qualitative techniques, the researchers analyzed this question which would result in a richer and more in-depth account of the students’ suggestions. Unfortunately, not all of them responded to this question as 25% of them left the spaces provided to answer this question empty.

Approximately, 75% of the students’ responses reported using ESMs to increase their vocabulary size. Five participants representing 31,25% of the whole population suggested that ESMs for kids (cartoons, children’s films) is the best type of movies which can help them learning particularly more lexical items and the FL in general because such type of videos contain more simple words and expressions. In addition, they declared that cartoons are rich of different cultural environments and story lines.

Two other respondents pointed out that it is essential to consider ESMs as official supplementary teaching tools, especially in Oral Expression task, where the students were offered with the opportunity to listen and watch native speakers practicing the language in authentic contexts. They considered pronunciation an important skill to be mastered. Also,

another respondent mentioned that ESMs can be used as an alternative tool to textbooks as they create a comfortable and motivating atmosphere for learners. Textbooks can be used for learning grammar rules, but nothing is better than watching and listening to real native English.

Furthermore, one of the respondents mentioned that the English movies ought to be integrated with Arabic subtitles. For them, translation to L1 is viewed as an important vocabulary learning strategy, especially for beginners with low proficiency level. While another respondent recommended that the students should be provided with dual subtitled movies (English and Arabic) to better learn the target language. Unexpectedly, there was a focus on providing both the students and teachers with training sessions on how to use ESMs effectively in learning vocabulary as they lacked the knowledge to do so.

On the contrary, some respondents (18,75%) asserted that ESMs should not be used in the classroom. They claimed that subtitles distract their attention from understanding the story and acquire some new lexical items similarly, and they unintentionally forget about the target words and focus on the plot of the story itself.

### **2.2.3 Discussion and Interpretation of the Results**

**2.2.3.1 Discussion and interpretation of the results obtained from the analysis of the vocabulary knowledge test.** The overall aim of the current study is to investigate the effectiveness of using English subtitled movies on secondary school students' vocabulary development in Algeria. To achieve this aim, the researchers adopted the quasi-experimental research design. The target population composed of 32 second year foreign languages students at Saadi Seddik Secondary School, Tebessa. They were divided equally into two groups: the experimental group, and the control group. Both groups received the same pre-test and post-test on the target vocabulary. The paired sample t-test was used to analyze the findings.

Analysis of the pre- and post-test scores for the experimental group revealed that the (t) computed value (6,522) was larger than (t) table value (2.749) in the post test. This means that there were significant differences at ( $\alpha \leq 0.01$ ) in the total average score of the experimental group in favor of the post application.

There were also significant differences between the means of the pre and post application of the experimental group in favor of the post application. The mean of the post-test group reached (16.13), whereas the mean of pre-test was (12.12). In addition, the researcher found that the effect size is large. This high effect could be attributed to the use of ESMs which had a lot of advantages in developing the students' vocabulary.

By comparing the results obtained from the analysis of the differences in the total average scores between the pre-test and the post-test of both the experimental group and the control group, it can be revealed that using ESMs is more effective than the traditional method in developing secondary school students' vocabulary. And by responding to the first research question, it can be stated that the use of ESMs has a significant effect on secondary school students' vocabulary development, and therefore the first hypothesis is confirmed.

The above results are in the line with the findings of previous studies that investigated the effect of ESMs on vocabulary development. For example, Harji, Woods and Alavi's study (2010), and Yuksel and Tanriverdi's (2009) findings showed significant vocabulary gains. In both of these studies, statistically significant differences were found between the control group, who watched a video without subtitles, and the treatment group, who watched with English subtitles.

Wilson (2002) pointed out that the presence of subtitles with movies helps learners to consciously notice the target words. According to Schmitt (2008), intentional vocabulary learning is more effective with low proficient learners than incidental vocabulary learning. It can be asserted that the study findings support this claim. Thus, it can be said that subtitles

bridge the gap between learners' low proficiency level and fast speech in authentic materials, by providing students with access to the form of the real language.

**2.2.3.2 Discussion and interpretation of the results obtained from the analysis of the questionnaire.** The study aims also to explore secondary school students' perceptions towards the use of ESMs for learning English in general and vocabulary in particular, as it attempts to derive their suggestions to better improve vocabulary learning through the use of ESMs at secondary schools. To achieve these aims, the researchers developed a questionnaire administered to the experimental group students after watching the selected movie with English subtitles. This questionnaire was divided into three main sections beginning with two demographic questions. These sections addressed the following dimensions in light of the research questions: the students' perceptions towards using ESMs for learning English in general, the students' perceptions towards using ESMs for learning vocabulary, and the students' suggestions to better improve vocabulary learning through the use of ESMs respectively.

The descriptive analysis of Section 1 in the questionnaire gave a wide picture about the students' background information, and it is obvious that most of second year foreign languages secondary school students were 17 years old, and most of them were males.

The second research question aimed to explore secondary school students' perceptions towards the use of ESMs for learning English in general and vocabulary in particular. To achieve this aim, statistical analyses using frequency and percentage of the 16 items in Section 2 and 3 of the questionnaire accordingly were required. The results obtained from the analysis of Section 2 revealed that half of the participants agreed that they often watch movies with English subtitles to learn English outside the classroom. The majority of them with 62,5% strongly agreed that they often feel excited, comfortable and motivated to learn English when watching movies with English subtitles in the classroom, as more than 80% of

them strongly agreed that they often participate in classroom discussion and activities when using ESMs.

Moreover, the majority of them agreed that using ESMs has a beneficial effect on improving their speaking/reading skills, vocabulary, and pronunciation more than the other language skills and areas as listening/writing skills and grammar. Therefore, it can be concluded that secondary school students demonstrated positive perceptions on using ESMs for learning English in general.

These findings support the results of a study conducted in Turkey by Seferoğlu (2008), in which the participants acknowledged that besides improving listening and speaking skills, watching movies in English provided them with a wealth of knowledge on the language. Knee (2001) argued that movies can be integrated into English lessons to foster not only the linguistic competence, but also the interactional competence of the students.

With regard to the analysis of Section 3 of the questionnaire, the results obtained showed that the majority of the students with 87,5% agreed that learning vocabulary from movies with English subtitles is an interesting way. Also, 75% of them preferred learning vocabulary from movies with English subtitles rather than from textbooks. The participants found themselves more interactive and engaged in the lesson when the teacher used ESMs more than when using the textbook. This agrees with Katchen's claim (2003) that the textbooks usually do not teach for instance small talk and conversational interaction. Students of today are consumers of digital devices, screen text, social network sites, more so than ever before. Therefore, Walsh (2010) went further, suggesting that the school curriculum should incorporate both print-based texts and digital based texts to maintain student's engagement in learning more vocabulary.

Nearly all the participants except one agreed that they often use words and sentences from the movie in their daily conversations. This is supported by Eken's argument (2003)

that a film's rich and popular context makes it both a medium of enjoyment and a popular of students' daily conversations. Most of them integrated what they have learned as words or expressions while communicating.

Similarly, nearly all the participants except two agreed that movies with English subtitles can help them to improve their vocabulary acquisition and retention. This finding is in line with a number of studies (Yuksel & Tanriverdi, 2009; Zarei, 2009) which argued that the integration of movies in the language classroom could significantly enhance and improve the students' vocabulary acquisition, retention, and recognition. Al-Seghayer (2001) confirms that the integration of movies in the EFL classrooms is one of the most effective methods in teaching vocabulary as it provides learners with a rich context that includes a variety of interesting methods to recognize and learn vocabulary.

All the participants agreed that movies with English subtitles can help them to spell words correctly as mentioned in Tsai's study (2009) where participants claimed "I can know how words are spelt". Thus, ESMs affords access to both orthographical and phonological form and meaning. Furthermore, most of the participants agreed that movies with English subtitles can help them to imitate native speakers and pronounce words correctly. Therefore, it can be deduced that secondary school students hold positive perceptions towards using ESMs for vocabulary learning.

From the above mentioned results obtained from the analysis of Sections 2 and 3, it can be concluded that the common tendency of the participants' perceptions indicated agreement towards the use ESMs for learning English in general and vocabulary in particular and therefore the second hypothesis is confirmed.

Another area investigated in this questionnaire is the participants' suggestions to better improve vocabulary learning through the use of ESMs in secondary schools. It is worth noting that twenty five percent of the participants did not have any suggestion to mention,



while the majority enrich the study with different suggestions and ideas. The first suggestion is that learning from ESMs for kids which contain simple words and expressions rather than complicated ones. This has been documented in an academic publication by Showmik (2018), he conducted a study in Bangladesh and the findings showed that the impact of watching cartoons and children's films in class was positive and students learned the target vocabulary as an enjoyable source of entertainment. The second suggestion reported by two participants was that watching ESMs would help them performing better in the "Say It Loud and Clear" rubric in the textbook since films develop students listening and communication skills, as mentioned in Ismaili study (2013).

Additionally, one participant strongly believed that textbooks had to be replaced by ESMs. Students usually watched movies outside classrooms which can increase their vocabulary achievements, *"when you learn a word in textbook, it can be difficult to remember what it means or how to use. In films, words are used as a part of a story and this context helps you remember them more effectively"*, as he stated. With regard to Arabic subtitles, one participant preferred watching English movies with Arabic subtitles. He justified his choice by arguing that Arabic subtitles help them to link between a concept and its L1 word representation. This may justify Tian and Macaro's (2012) claim that L1 has a positive effect on vocabulary acquisition. There was also a focus on using dual subtitled movies as well as on providing both the students and teachers with training sessions on how to use ESMs more effectively to learn vocabulary.

However, three students reckoned that ESMs distract their attention from learning the target lexicon. They believed that they either read the English subtitles to meet the target vocabulary or they follow the movie to understand the story and the culture behind, which may prevent them from being able to listen and read simultaneously. This goes in agreement with d'Yewalle and De Bryuyker's (2007) study which confirmed that automatic reading of

subtitles does not inhibit auditory processing since audio content and subtitles are processed in parallel.

All in all, the results of the study indicate that movies can be effective pedagogical tools when used appropriately. King (2002) argues that the integration of movies in language classrooms is effective when meaningful and useful tasks are planned to assist learners along with watching the film. Language instructors should be careful when selecting films for their lessons. Their choice should be based on the interests and the proficiency levels of the students. In addition, the audio-visual supports provided in the films helped create a meaningful learning experience for the students. This supports the assertion by Soh and Kaur (2007) that students learn faster and better in a rich context provided by movies, which gives them a better understanding of the events portrayed and stimulate more discussions in the classroom.

### **Section Three: Summary of the Results, Limitations, Pedagogical Implications and Recommendations**

As a final step in this chapter, the results of the study are summarized as well as the limitations are presented. The pedagogical implications that need to be acknowledged and addressed are highlighted, and relevant recommendations are proposed. Conclusively, suggestions for further research are offered.

#### **2.3.1 Summary of the Results**

Based on the analysis of the data, the results of the analysis, the discussion, and interpretations of these results, the following conclusions were reached:

- The use of ESMs has a significant effect in enhancing secondary school students' vocabulary development.
- Secondary school students have positive perceptions towards the use of ESMs for learning English in general and vocabulary in particular.

- Secondary school students provide valuable suggestions to better improve vocabulary learning through the use of ESMs in EFL classes.

### **2.3.2 Limitations of the Study**

Despite that the limitations are part of any research work and have a direct influence on the findings of any study, the researchers hope that this work will still shed some light on the context of using English subtitled movies as teaching media. The limitations of the current study are:

- Time being a stubborn opponent had a great effect on this work; the time devoted to the treatment process was too short with regard to the other language components that must be taught within the same didactic unit.
- The number of the participants is limited.
- Since Saadi Seddik Secondary School embodies just one second year foreign languages class, it would be difficult for the researchers to pilot the study with similar sample participants.
- During the treatment process and exactly while watching the selected movie, the students found difficulties in understanding some words or phrases due to the native speakers' pronunciation and speed rate.

### **2.3.3 Pedagogical Implications**

The findings of this study have important implications for educational leaders and curriculum designers to enrich the Algerian curriculum with different educational activities that integrate ESMs and supply schools with the necessary equipments to do so. Supervisors also are recommended to provide teachers with instructional materials which increase their awareness of the use of ESMs as a new teaching tool that suits modern trends in teaching and learning and conduct workshops and training sessions to enhance teachers' competencies of implementing it. Furthermore, these findings hold pedagogical implications for English

language teachers who are recommended to change their methods and approaches of teaching from traditional to the use of ESMs as supplementary building materials.

#### **2.3.4 Recommendations**

The following recommendations are forwarded for both students and teachers:

- Teachers had better include the type of teaching that provides EFL learners with a variety of opportunities to communicate the FL in a comfortable and motivating atmosphere. The use of ESMs can be an effective tool to enhance vocabulary acquisition inside the classroom.
- Teachers should implement new vocabulary strategies and not sticking to the traditional methods.
- Teachers should raise learner's awareness towards the importance of ESMs as a new teaching media.
- Teachers should take into account their learners preferences, needs and level while selecting the ESM.
- Teachers can use ESMs to teach oral skills. In other words, teaching the oral course through the use of ESMs once a week can enable learners to be intercultural speakers and understand the everyday language.
- Students are advised to watch frequently ESMs outside the classroom to foster their language learning.

#### **2.3.5 Suggestions for Further Research**

- More research is anyway needed in order to investigate other motivating ways to enhance EFL learners' vocabulary and find other creative strategies to make learning vocabulary more interesting and easier.
- Further investigations on the effect of using ESMs on different language skills: listening, speaking, reading, writing and pronunciation can be carried out.

- Conducting similar studies to this study for the implementation of ESMs in middle schools and university level.
- Conducting research that uses other research tools such as interviews and classroom observations to investigate the teachers and supervisors' point of view and to observe the teachers' competency level regarding vocabulary teaching will certainly be beneficial and complementary to the present study.
- Conducting similar studies that use a broader sample population which may include English language teachers in other places, supervisors and students is helpful.

By probing into these aspects, a clearer picture of vocabulary teaching might be unveiled, possible gaps between practitioners and academia can be explored and thereby a stronger bound between teacher education and vocabulary teaching could be sought.

### **Conclusion**

In this chapter, the results obtained from the vocabulary tests and the questionnaire were analyzed, discussed, and interpreted, referring to the research questions and hypotheses. Hence, it is clear that the researchers confirmed the three research hypotheses concluding that the use of ESMs has an effective role in enhancing vocabulary development and that secondary school students have positive perceptions towards the use of ESMs for learning English in general and vocabulary in particular. Finally, secondary school students provide valuable suggestions to better improve vocabulary learning through the use of ESMs in secondary school.

## General Conclusion

Good English is embedded within a good mastery of vocabulary. Using English subtitled movies can be one of the good and effective teaching materials to help students learn English language and overcome their weaknesses in acquiring the new vocabulary. The current study aimed mainly at investigating the effectiveness of using English subtitled movies on secondary school students' vocabulary development in Algeria. It also aimed to explore secondary school students' perceptions towards the use of ESMs for learning English in general and vocabulary in particular, as it attempts to derive their suggestions to better improve vocabulary learning through the use of ESMs at secondary schools.

In order to achieve these aims, the researchers adopted the quasi-experimental research design due to its relevance to investigate the effects of ESMs on developing secondary school students' vocabulary. The target population composed of 32 second year foreign languages students at Saadi Seddik Secondary School, Tebessa. They were divided equally into two groups; the experimental group, and the control group. A selected movie with English subtitles was used in teaching the experimental group, while the traditional method was used in teaching the control one during the second term of the academic year 2019/2020. Both groups received the same pre-test and post-test on the target vocabulary. T-test paired sample and the effect size technique were used to analyze the findings.

The researchers also reviewed the related literature and developed a questionnaire administered to the experimental group students after watching the selected movie with English subtitles. This questionnaire was divided into three main sections beginning with two demographic questions. These sections addressed the following dimensions in light of the research questions: the students' perceptions towards using ESMs for learning English in general, the students' perceptions towards using ESMs for learning vocabulary, and the students' suggestions to better improve vocabulary learning through the use of ESMs

respectively. The collected data from the questionnaire were analyzed quantitatively using the following statistics: frequency, and percentage, and that of the open-ended question were qualitatively analyzed. Tables were also used to clarify and present data.

The dissertation is organized along two chapters beginning with a general introduction. The first chapter consists of two sections reviewing the literature of relevance to vocabulary learning and teaching, and to the use of English subtitled movies in EFL classrooms respectively. The second chapter represents the practical part of the study wherein detailed description of data collection tools, analysis and discussion of the results are presented. It includes three sections; the first section presents the research methodology followed in this study, the second section presents the data analysis and interpretation, and the third one provides a summary of the results, limitations, recommendations and implications. Finally, the dissertation ends with a General Conclusion which makes an overall account of the research and summarizes the main research findings.

Based on the analysis of the data, the results achieved from the analysis, discussion, and interpretation of these results, the following conclusions were reached:

- The use of ESMs has a significant effect in enhancing secondary school students' vocabulary development.
- Secondary school students have positive perceptions towards the use of ESMs for learning English in general and vocabulary in particular.
- Secondary school students provide valuable suggestions to better improve vocabulary learning through the use of ESMs in EFL classes.

Consequently, it is clear that the researchers confirmed the three research hypotheses of the study.

And based on the aforementioned findings, it was recommended to implement ESMs in secondary schools as well as teachers should engage learners in production tasks after

exposing them to ESMs, as Schmitt (2008) pointed out. King (2002) also argued that the integration of movies in language classrooms is effective when meaningful and useful tasks are planned to assist learners along with watching the film, as he insisted that the movie selection should be based on the interests and the proficiency level of the students. Therefore, movies with English subtitles can be effective pedagogical tools when used appropriately. Finally, it was suggested that further research should be conducted on the effect of ESMs on other English language skills.



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## Appendices

### Appendix A: The Vocabulary Knowledge Test

|                     |                      |
|---------------------|----------------------|
| <b>Name:</b> .....  | <b>Mark (Score):</b> |
| <b>Group:</b> ..... |                      |

#### Task 1: Choose the letter of the word/phrase whose definition is given:

- 1. A vehicle designed to carry people and travel in outer space.**
  - a. Telescope
  - b. Spaceship
  - c. Airplane
  - d. car
- 2. A group of people who transform and use super power fighting devil to save the universe.**
  - a. Power rangers
  - b. Peace keepers
  - c. Actors
  - d. Soldiers
- 3. Creatures which are strange and usually come from other planets or countries.**
  - a. Residents
  - b. Dwellers
  - c. Aliens
  - d. Speculators

#### Task 2: Choose the best available answer for each of the following words:

- 1. Warriors**                      a. Gladiator   b. Concerns   c. Cowards   d. Presidents
- 2. Weird**                              a. Cool   b. Mysterious   c. Natural   d. Sworn
- 3. Fascinating**                      a. Interesting   b. Useless   c. Digging   d. Boring



**Task 3: Complete the following sentences choosing the appropriate words.**

**1. When these ..... formed, dinosaurs reigned supreme.**

- a. zords                      b. animals                      c. creatures                      d. papers

**2. It is .....time.**

- a. life                      b. teenagers                      c. morphin                      d. leaving

**3. Cool! When do you give us the .....?**

- a. armor                      b. money                      c. results                      d. love

**Task 4: Which of the following words that best expresses the opposite in meaning to:**

1. Monster ≠                      a. Angel                      b. Innocent                      c. Friend                      d. Manager

2. Freaky ≠                      a. Funny                      b. Ugly                      c. Small                      d. Unpleasant

3. Limitless ≠                      a. Careless                      b. Homeless                      c. Incapable                      d. Restricted

**Task 5: Choose the letter of the definition which comes closest in meaning to the following word:**

**Insane:**

- a. the state of being physically ill.
- b. in a state of mind which prevents normal perception, behavior or social interaction.
- c. the state of being confused.
- d. the state of being scared

**Appendix B: Descriptive Statistics for the Pre-Test Scores of English Vocabulary Test  
(Experimental / Control Groups)**

| Group        | N  | Mean  | Std. Deviation | Std. Error Mean |
|--------------|----|-------|----------------|-----------------|
| Experimental | 16 | 12,13 | 2,907          | ,727            |
| Control      | 16 | 11,94 | 4,553          | 1,138           |

|   | Levene's Test for Equality of Variances |      | t-test for Equality of Means |    |                 |                 |                       |   |       |
|---|---|------|------------------------------|----|-----------------|-----------------|-----------------------|---|-------|
|   | F                                       | Sig. | t                            | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |       |
|   |   |      |                              |    |                 |                 |                       | Lower                                     | Upper |
| Pre_test_Mark : control / Experimental groups | 3,993                                   | ,055 | ,139                         | 30 | ,891            | ,188            | 1,350                 | -2,570                                    | 2,945 |

## **Appendix C: The List of the Target Words**

- 1.** Space ship
- 2.** Power rangers
- 3.** Aliens
- 4.** Warriors
- 5.** Weird
- 6.** Fascinating
- 7.** Zords
- 8.** Morphin
- 9.** Armor
- 10.** Monster
- 11.** Freaky
- 12.** Limitless
- 13.** Insane

## Appendix D: An Invitation Letter for Secondary School Teachers of English to Referee the Vocabulary Test and the Questionnaire

### An Invitation Letter for Secondary School Teachers of English to referee the Vocabulary Test and the Questionnaire

Dear teacher,

We are conducting a research study entitled "The Effectiveness of Using English Subtitled Movies as a Successful Vocabulary Building Material in Secondary Schools". The study addresses second year foreign languages students at Saadi Seddik Secondary School (Tebessa). The research tools used in this study are a vocabulary test (pre- and post-test) and a questionnaire.


You are kindly asked to examine the vocabulary test questions and the items included in the questionnaire, and we would be so grateful with your comments on their clarity suitability, and appropriateness. Your comments will be taken into consideration when processing these tools.


We appreciate your cooperation and participation in this study. We look forward to receiving your replies.

Comments

*\* You ought to think of the weak proficiency language level of your students as far as timing procedure is concerned. \* In vocabulary test you had better test both familiar and unfamiliar lexical items.*

Teachers' Name and Signature

1- Elkamela BOUGUERA 

2- Samia SLATNI 

MANSOURI Ismahene, GRIB Dalel

Master 2 students, Language Sciences,

Department of English, Laarbi Tebessi

University, Tebessa

## Appendix E: The University Permission



الجمهورية الجزائرية الديمقراطية والشعبية  
وزارة التعليم العالي والبحث العلمي  
جامعة العربي التبسي تبسة  
كلية الآداب واللغات  
قسم الآداب و اللغة الإنجليزية



إلى السيد (ة): مدير ثانوية  
الشيخ الشريف تبسة

الموضوع : طلب إجراء تربص ميداني

بعد التحية و الإحترام ،

لغرض إستكمال البحوث الميدانية لطلبة قسم اللغة الإنجليزية يرجى منكم السماح للطلبة الآتية أسمائهم :

- منجور يا إسحاق  
- قتيب دلال  
-

وذلك بغية التحضير لنيل شهادة شهادة الماستر

في الأخير تقبلوا منا فائق الاحترام و التقدير

تبسة في : 11 فيفري 2020

تبسة في 16 من فيفري 2020

رأي المؤسسة المستقبلة



رئيس القسم





الجمهورية الجزائرية الديمقراطية والشعبية  
وزارة التعليم العالي والبحث العلمي  
جامعة العربي التبسي تبسة  
كلية الآداب واللغات  
قسم الآداب و اللغة الإنجليزية



إلى السيد (ة): مدير ثانوية: .....  
سعودي السعيدة -  
تبسة -

إذن بالدخول

بعد التحية و الإحترام ،

لغرض إستكمال البحوث الميدانية لطلبة قسم اللغة الإنجليزية يرجى منكم السماح للطلبة الآتية أسمائهم

باجراء زيارات ميدانية بمؤسستكم : ثا. سعودي السعيدة تبسة .

الطالب : مزجوري اسمهان

الطالب : قريب دلال

الطالب : .....

التخصص : .....

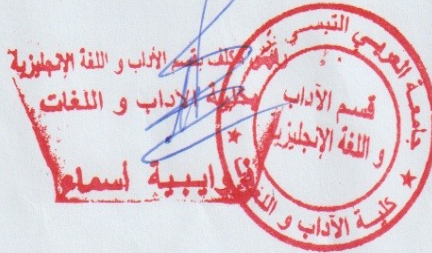
في الأخير تقبلوا منا فائق التحية و الاحترام

في : 11 جينفري 2020

المؤسسة المستقبلة

رئيس القسم

الأستاذ المشرف



Mrs. Basma  
BOUGOFFA

Basma

## **Appendix F: The First Version of the Questionnaire**

### **An Invitation Letter to Participate in the Study**

Dear student,

We are conducting a research study entitled “The Effectiveness of Using English Subtitled Movies as a Successful Vocabulary Building Material”. The study addresses second year foreign languages students at Saadi Seddik Secondary School, Tebessa.

The following questionnaire is designed in order to collect data about your attitudes towards using movies with English subtitles for enhancing vocabulary learning. Please do it as follow: Read each statement and indicate your opinion with a scale of 5 showing levels of agreement or disagreement (SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree). Tick (✓) the relevant column which best reflects your opinion. In addition, you are kindly asked to answer the final open-ended question at the end of the questionnaire to mention your suggestions to better improve vocabulary learning through the use of movies with English subtitles. The collected data will be used only for research purposes as we guarantee that your identity and answers will stay anonymous.

We appreciate your cooperation and participation in this study. We look forward to receiving your replies.

Dalel GHRIB, Ismahene Mansouri

Master 2 students, Language Sciences, Department of English

Larbi Tebessi University, Tebessa

Date: March 9<sup>th</sup>, 2020

## Section 1: General Information

### 1. Gender

a) Female

b) Male

### 2. Age

## Section 2: General Attitudes

| No. | Statements   | Responds |   |   |   |    |
|-----|--|----------|---|---|---|----|
|     |  | SD       | D | N | A | SA |
| 1   | I often watch movies with English subtitles to learn English language outside the classroom.   |          |   |   |   |    |
| 2   | I often feel excited, comfortable and motivated to learn English language when using movies with English subtitles in the classroom. |          |   |   |   |    |
| 3   | I often participate in classroom discussion and activities when using movies with English subtitles.                                 |          |   |   |   |    |
| 4   | Using movies with English subtitles has a beneficial effect on improving my listening skills.  |          |   |   |   |    |
| 5   | Using movies with English subtitles has a beneficial effect on improving my speaking skills.   |          |   |   |   |    |
| 6   | Using movies with English subtitles has a beneficial effect on improving my reading skills.  |          |   |   |   |    |
| 7   | Using movies with English subtitles has a beneficial effect on improving my writing skills.  |          |   |   |   |    |
| 8   | Using movies with English subtitles has a beneficial effect on improving my grammar.   |          |   |   |   |    |



|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
| 9  | Using movies with English subtitles has a beneficial effect on improving my vocabulary.    |  |  |  |  |  |
| 10 | Using movies with English subtitles has a beneficial effect on improving my pronunciation. |  |  |  |  |  |

### Section 3: Learning Vocabulary Using Movies with English Subtitles

| No. | Statements  | Responds |   |   |   |    |
|-----|---|----------|---|---|---|----|
|     |   | SD       | D | N | A | SA |
| 1   | Learning vocabulary from movies with English subtitles is an interesting way.                 |          |   |   |   |    |
| 2   | I prefer learning vocabulary from movies with English subtitles rather than from textbooks.   |          |   |   |   |    |
| 3   | I often use words and sentences from the movie in my daily conversations.                     |          |   |   |   |    |
| 4   | Movies with English subtitles can help me to improve my vocabulary acquisition and retention. |          |   |   |   |    |
| 5   | Movies with English subtitles can help me to spell words correctly.                           |          |   |   |   |    |
| 6   | Movies with English subtitles can help me to pronounce words correctly.                       |          |   |   |   |    |

### Section 4: Subtitles Preferences

| No. | Statements                                       | Responds |   |   |   |    |
|-----|--|----------|---|---|---|----|
|     |  | SD       | D | N | A | SA |
| 1   | I prefer watching movies with English subtitles. |          |   |   |   |    |
| 2   | I prefer watching movies with Arabic subtitles.  |          |   |   |   |    |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| 3 | I prefer watching movies with dual subtitles.                    |  |  |  |  |  |
| 4 | The appearance of subtitles on the screen distract my attention. |  |  |  |  |  |

**Section 5: Suggestions**

What would you suggest to better improve vocabulary learning through the use of movies with English subtitles?

.....

.....

.....

.....

**Thank you for your cooperation**

## **Appendix G: The Final Version of the Questionnaire**

### **An Invitation Letter to Participate in the Pilot Study**

Dear student,

We are conducting a research study entitled “The Effectiveness of Using English Subtitled Movies as a Successful Vocabulary Building Material”. The study addresses second year foreign languages students at Saadi Seddik Secondary School, Tebessa.

The following questionnaire is designed in order to collect data about your attitudes towards using movies with English subtitles for enhancing vocabulary learning. Please do it as follow: Read each statement and indicate your opinion with a scale of 5 showing levels of agreement or disagreement (SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree). Tick (✓) the relevant column which best reflects your opinion. In addition, you are kindly asked to answer the final open-ended question at the end of the questionnaire to mention your suggestions to better improve vocabulary learning through the use of movies with English subtitles.

Also you are asked to examine the items included in this questionnaire, and we would be so grateful with your comments on: its clarity, suitability, and appropriateness. Your comments will be taken into consideration when processing this tool.

We appreciate your cooperation and participation in this study.

Comments:

- Avoid section four because it deals with another question which is not included in the research questions.
- The questionnaire is a little bit long as far as the allotted time is concerned.

Dalel GHRIB, Ismahene Mansouri

Master 2 students, Language Sciences, Department of English

Larbi Tebessi University, Tebessa

Date: March 12<sup>th</sup>, 2020.

### Section 1: General Information

#### 3. Gender

c) Female

d) Male

#### 4. Age

### Section 2: Students' Perceptions Towards Using ESMs for Learning English in General

| No. | Statements   | Responds |   |   |   |    |
|-----|--|----------|---|---|---|----|
|     |  | SD       | D | N | A | SA |
| 1   | I often watch movies with English subtitles to learn English language outside the classroom.   |          |   |   |   |    |
| 2   | I often feel excited, comfortable and motivated to learn English language when using movies with English subtitles in the classroom. |          |   |   |   |    |
| 3   | I often participate in classroom discussion and activities when using movies with English subtitles.                                 |          |   |   |   |    |
| 4   | Using movies with English subtitles has a beneficial effect on improving my listening skills.  |          |   |   |   |    |
| 5   | Using movies with English subtitles has a beneficial effect on improving my speaking skills.   |          |   |   |   |    |
| 6   | Using movies with English subtitles has a beneficial effect on improving my reading skills.  |          |   |   |   |    |
| 7   | Using movies with English subtitles has a beneficial effect on improving my writing skills.  |          |   |   |   |    |
| 8   | Using movies with English subtitles has a beneficial effect on improving my grammar.   |          |   |   |   |    |

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
| 9  | Using movies with English subtitles has a beneficial effect on improving my vocabulary.    |  |  |  |  |  |
| 10 | Using movies with English subtitles has a beneficial effect on improving my pronunciation. |  |  |  |  |  |

### Section 3: Students' Perceptions Towards Using ESMs for Learning Vocabulary

| No. | Statements   | Responds |   |   |   |    |
|-----|--|----------|---|---|---|----|
|     |  | SD       | D | N | A | SA |
| 1   | Learning vocabulary from movies with English subtitles is an interesting way.                      |          |   |   |   |    |
| 2   | I prefer learning vocabulary from movies with English subtitles rather than from textbooks.        |          |   |   |   |    |
| 3   | I often use words and sentences from the movie in my daily conversations.                          |          |   |   |   |    |
| 4   | Movies with English subtitles can help me to improve my vocabulary acquisition and retention.      |          |   |   |   |    |
| 5   | Movies with English subtitles can help me to spell words correctly.                                |          |   |   |   |    |
| 6   | Movies with English subtitles can help me to imitate native speaker and pronounce words correctly. |          |   |   |   |    |

### Section 4: Suggestions

What would you suggest to better improve vocabulary learning through the use of movies with English subtitles?

.....

.....

.....

.....

**Thank you for your cooperation**

## Appendix H: The Treatment Schedule

| N° | Meeting                 | Date                             | Activities   |
|----|-------------------------|----------------------------------|--|
| 01 | 1 <sup>st</sup> Meeting | February 17 <sup>th</sup> , 2020 | Giving the pre-test to both groups   |
| 02 | 2 <sup>nd</sup> Meeting | February 20 <sup>th</sup> , 2020 | Giving try-out to the experimental class<br>Introducing the topic (Science Fiction)<br>(3- 0mn) Starting the movie     |
| 03 | 3 <sup>rd</sup> Meeting | February 24 <sup>th</sup> , 2020 | (19-26 mn) The appearance of the five teenagers (power rangers) together<br>(31- 40mn) The appearance of the evil Rita |
| 04 | 4 <sup>th</sup> Meeting | February 27 <sup>th</sup> , 2020 | (40-50mn) Power rangers are tasked with protecting Earth & Crystal   |
| 05 | 5 <sup>th</sup> Meeting | March 2 <sup>nd</sup> , 2020     | (1.17-1.30 mn) Power rangers training to morph   |
| 06 | 6 <sup>th</sup> Meeting | March 5 <sup>th</sup> , 2020.    | (1.31-1.50 mn) The battle against evilness and the reward  |
| 07 | 7 <sup>th</sup> Meeting | March 9 <sup>th</sup> , 2020     | Giving the Post-test to both groups<br>Piloting the questionnaire  |
| 08 | 8 <sup>th</sup> Meeting | March 12 <sup>th</sup> , 2020    | Giving the questionnaire to the Experimental group   |

## Appendix I: Pre- and Post-Test Scores for the Experimental/Control groups

- Pre- and Post-Test Scores for the Experimental Group

| Group              | Student Identity | Pre-test Mark | Post-test Mark | Gain |
|--------------------|------------------|---------------|----------------|------|
| Experimental Group | 1                | 11.5          | 17.7           | 6    |
|                    | 2                | 10            | 14             | 4    |
|                    | 3                | 16            | 20             | 4    |
|                    | 4                | 9.5           | 17.5           | 8    |
|                    | 5                | 8             | 15             | 7    |
|                    | 6                | 15            | 16             | 1    |
|                    | 7                | 14            | 19             | 5    |
|                    | 8                | 9             | 10             | 1    |
|                    | 9                | 16            | 19             | 3    |
|                    | 10               | 12            | 13             | 1    |
|                    | 11               | 13            | 18             | 5    |
|                    | 12               | 15.5          | 18.5           | 3    |
|                    | 13               | 10            | 18             | 8    |
|                    | 14               | 12            | 17             | 5    |
|                    | 15               | 15            | 16             | 1    |
|                    | 16               | 7.5           | 9.5            | 2    |

- Pre- and Post-Test Scores for the Control Group

| Group | Student Identity | Pre-test Mark | Post-test Mark | Gain |
|-------|------------------|---------------|----------------|------|
|       | 1                | 18            | 19             | 1    |
|       | 2                | 14.5          | 14.5           | 0    |
|       | 3                | 20            | 20             | 0    |



|                  |    |      |      |   |
|------------------|----|------|------|---|
| Control<br>Group | 4  | 15   | 15   | 0 |
|                  | 5  | 10   | 13   | 3 |
|                  | 6  | 8    | 9    | 1 |
|                  | 7  | 3.5  | 3.5  | 0 |
|                  | 8  | 7.5  | 13.5 | 6 |
|                  | 9  | 15.5 | 18.5 | 3 |
|                  | 10 | 10   | 14   | 4 |
|                  | 11 | 18   | 18   | 0 |
|                  | 12 | 10   | 12   | 2 |
|                  | 13 | 9    | 9    | 0 |
|                  | 14 | 11   | 12   | 1 |
|                  | 15 | 13   | 15   | 2 |
|                  | 16 | 8    | 8    | 0 |

## Résumé

L'objectif général de ce travail est d'étudier l'efficacité de l'utilisation de films sous-titrés en anglais comme éléments de construction de vocabulaire efficaces. L'étude vise à explorer les perceptions des élèves de lycée quant à l'utilisation des ESM pour apprendre l'anglais en général et le vocabulaire en particulier, car elle tente de tirer leurs suggestions pour mieux améliorer l'apprentissage du vocabulaire. Pour atteindre les objectifs, les chercheurs ont adopté l'approche quasi-expérimentale utilisant des pré-post tests sur le vocabulaire visé. L'échantillon d'étude était composé de 32 élèves de deuxième année en langues étrangères au lycée Saadi Seddik (Tébessa). Un film sous-titré en anglais a été utilisé pour enseigner un groupe expérimental, tandis que la méthode traditionnelle a été utilisée pour enseigner un groupe témoin au cours du deuxième trimestre de l'année scolaire 2019/2020. Un Test-t pour échantillons appariés a été utilisé pour analyser les résultats. Un questionnaire a été administré aux élèves du groupe expérimental pour explorer leurs perceptions. Les données de ce questionnaire ont été analysées quantitativement et qualitativement. Les résultats ont révélé que l'utilisation des ESM a un effet significatif sur le développement du vocabulaire des élèves. Les résultats ont également souligné que les élèves ont une perception positive de l'utilisation des ESM pour apprendre l'anglais en général et le vocabulaire en particulier, car ils ont fourni des propositions importantes pour bien améliorer l'apprentissage du vocabulaire. Sur la base de ces résultats, l'étude a recommandé la nécessité de mettre en œuvre des ESM dans les lycées.

**Mots-clés:** efficacité, films sous-titrés Anglais, Vocabulaire, élèves de lycée, perceptions

## المخلص

الهدف العام من هذه الدراسة هو التحقق من فعالية استخدام الأفلام المترجمة باللغة الإنجليزية كمواد فعالة لبناء المفردات. تهدف الدراسة أيضًا إلى استكشاف تصورات طلاب المدارس الثانوية فيما يتعلق باستخدام ESM لتعلم اللغة الإنجليزية بشكل عام والمفردات بشكل خاص، حيث تحاول استخلاص اقتراحاتهم لتحسين تعلم المفردات بشكل أفضل من خلال ESM. لتحقيق أهداف الدراسة اعتمد الباحثون المنهج شبه التجريبي باستخدام الاختبارات القبليّة-البعدية على المفردات المستهدفة. تتكون العينة المدروسة من 32 تلميذاً سنة الثانية لغات أجنبية بثانوية سعدي الصديق (تبسة). تم اختيار فيلم مترجم باللغة الإنجليزية لاستخدامه في تدريس مجموعة تجريبية، بينما تم استخدام الطريقة التقليدية لتعليم مجموعة مراقبة خلال الثلاثي الثاني من العام الدراسي 2020/2019. تم استخدام اختبارات للعينة المزدوجة لتحليل النتائج و كذا إعطاء استبيان لطلاب المجموعة التجريبية لاستكشاف تصوراتهم بعد العلاج. تم تحليل البيانات من هذا الاستبيان كميًا ونوعًا. أظهرت نتائج الدراسة أن استخدام ESM له تأثير كبير على تطوير المفردات لطلاب المدارس الثانوية. أبرزت النتائج أيضًا أن طلاب المدارس الثانوية لديهم تصور إيجابي عند استخدام ESM لتعلم اللغة الإنجليزية بشكل عام والمفردات بشكل خاص، حيث قدموا مقترحات مهمة لتحسين تعلم المفردات بشكل جيد من خلال ESM. بناءً على هذه النتائج، أوصت الدراسة بضرورة إدراج ESM في المدارس الثانوية.

**الكلمات المفتاحية:** الكفاءة ، الأفلام المترجمة باللغة الإنجليزية ، المفردات ، طلاب الثانوية ، التصورات