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***The Impact of English Subtitled Movies on  
Developing Learners' Vocabulary***

**Dissertation submitted to the department of English Language and  
Literature in partial fulfillment of the Requirements for the Degree of  
Master**

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## **DECLARATION**

We hereby solemnly declare that the work we are going to present in this thesis “the impact of English subtitled movies on developing learners’ vocabulary” is our own to the limits of our knowledge. This work has not been submitted before to any other institution, university or degree. All sources that we have used and quoted from, have been indicated by means of complete references. This work is to be carried out and completed at Mohamed El Bachir El Ibrahimi University Bordj Bou Arreridj, Algeria.

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## **DEDICATION**

"I would like to express my deepest gratitude to God for His blessings and guidance throughout my journey. Without His grace, I would not have been able to achieve my goals and overcome the challenges that I have faced. I am also immensely grateful to my beloved parents for their unconditional love, unwavering support, and endless sacrifices that have made this accomplishment possible. Their constant encouragement, wisdom, and prayers have been my driving force and inspiration. I owe everything to them and pray that God blesses them with health, happiness, and long life. Thank you, Mom and Dad, for being my pillars of strength and for instilling in me the values of hard work, perseverance, and faith."

*Nasri Rosa*

## **DEDICATION**

"I would like to express my deep gratitude to my God and my beloved parents, who have been my pillars of strength and unwavering support throughout my academic journey. My parents have always encouraged me to pursue my dreams and provided me with the love, guidance, and resources I needed to succeed. Their sacrifices and unwavering belief in me have been a source of inspiration and motivation. Similarly, my faith in God has been a constant source of guidance and comfort, especially during times of difficulty and uncertainty. I am eternally grateful to my God and my parents for their unconditional love and support, and I know that I could not have accomplished my goals without their encouragement and blessings."

*Guebaili*

*Yasmina*

## **DEDICATION**

"I am forever grateful to my God and my beloved for their constant love and support.

My faith has been a guiding light throughout my life, and I have found comfort and strength in the knowledge that God is always with me. The unwavering support of my beloved has been a source of endless inspiration and motivation. Their encouragement and belief in me have pushed me to achieve my goals and become the best version of myself. I am truly blessed to have both God and my beloved in my life, and I pray that they continue to guide and bless me on my journey. Thank you, God and my beloved, for everything."

*Belfar  
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## ABSTRACT

Learning new vocabulary comprises a significant factor for success within language learning since, without adequate knowledge of words and their meaning; learners are not able to use the target language efficiently. Moreover, vocabulary tends to be forgotten if it is not acquired and used through the right methods, which will provide learners with language input in a genuine target language environment. In this regard, the increasing access to different multimedia and technology resources facilitates spontaneous vocabulary acquisition for contemporary age learners. In particular, movies with subtitles can be a great tool for bringing students closer to authentic real life communication vocabulary. Previous studies have found several benefits to using subtitled movies by confirming that subtitles indeed improve vocabulary learning. The present research had the aim of determining whether watching English subtitled movies helps students improve their vocabulary, and whether learners find it an engaging and useful tool for developing their vocabulary. The methods used include a questionnaire and an experiment between two groups of learners, where one group watched a movie with subtitles while the other did not. The results of this study indicate that using English subtitled movies as a tool for language learning has been found to be effective for both teachers and learners. This method allows learners to immerse themselves in the language in an engaging way, improving their listening, reading, and vocabulary skills. For teachers, incorporating subtitled movies into lesson plans can create a more dynamic and authentic learning experience, leading to better retention and comprehension of the language. Overall, the use of English subtitled movies is a valuable resource for language learning in both formal and informal settings.

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## **LIST OF ACRONYMS**

**L2:** Second Language

**EFL:** English as a Foreign Language

**DVD:** Digital Versatile Discp.

**TV** - Television

**ELT:** English Language Teaching

**ESL:** English as a Second Language

**L1:** First Language

**VTS:** Vocabulary Teaching Strategies

**BD:** Bilingual Dictionary

**MD:** Monolingual Dictionary

**SL:** Source Language

**TL:** Target Language

**The key words:**

English subtitled movies.

vocabulary acquisition.

Language inputs.

Multimedia resources.

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# **GENERAL**

# **INTRODUCTION**

### 1.1. Background of the research

English has become a global language, used in a wide range of contexts such as education, business, and international communication. Therefore, mastering English has become essential for individuals to succeed in various aspects of their lives. However, communicating effectively in English requires more than just basic language skills. A wide vocabulary is crucial for comprehending and using the language proficiently. Without a sufficient vocabulary, learners may struggle to express their ideas, understand others' viewpoints, and navigate different communicative situations. As Edge (1993, p. 27) stated, "The more vocabulary students possess in a foreign language, the easier they can comprehend and use the language." As a matter of fact, it is vital for language learners to develop a diverse vocabulary repertoire to enhance their language proficiency.

In recent years, researchers seek to find effective ways and strategies to help learners develop their vocabulary. One of the most beneficial strategies is watching English movies with subtitles. This method is highly effective in improving learners' vocabulary and acquiring new vocabulary items. According to Putra (2014), using movies or media, particularly subtitled movies, can enhance language learners' vocabulary acquisition by providing a context for new words, introducing learners to colloquial language, and promoting interest and motivation in the learning process. Moreover, watching subtitled movies may also enhance learners' reading and listening comprehension skills. By reading subtitles and listening to the spoken language simultaneously, learners can better understand the meaning and context of words and phrases, as well as improve their ability to recognize and differentiate between different accents and dialects. However, it is worth noting that learners may face some difficulties in understanding the meaning of words without subtitles, depending on their language proficiency level and the vocabulary content of the movie. Therefore, it is essential to consider learners' language proficiency and the complexity of the vocabulary content when selecting movies for language learning purposes. Students are facing difficulties in learning vocabulary this study has been done to find effective strategy to solve this problem. We interested in carrying out research on "the impact of English-subtitled movies on developing learners 'vocabulary." At the University of Mohammad el Bachir al Ibrahimi, BBA.

### 1.2 Statement of the problem

EFL learners ought to develop their learning competency via the development of the four skills of listening, speaking, reading, and writing, and in order to reach this goal. Hence, the study concerns the students who lack vocabulary to find out some strategies that help them develop their vocabularies and check if the chosen method of "English subtitled movies" is beneficial for them.

### **1.3 Research aims**

The main objective of this study is to examine the role of vocabulary in the process of learning English as a foreign language. Specifically, the study aims to investigate whether the use of English-subtitled movies has an impact on the development of learners' vocabulary at the tertiary level. Additionally, the study seeks to assess the effectiveness of subtitled movies in improving learners' English vocabulary acquisition.

### **1.4 Research Questions**

**In order to try to determine the importance of integrating subtitling of movies in teaching to develop learners' vocabulary and how appropriate this would be, our study attempts to answer the following questions:**

- A- Does watching English-subtitled movies improve learners' vocabulary acquisition?
- B- Do learners find English-subtitled movies an engaging and useful tool for developing their vocabulary?

### **1.5 Significance of the study**

This study suggests that using English-subtitled movies can be a useful tool for students to improve their vocabulary and for language teachers to engage their students. Furthermore, the study could also have implications for learners of other foreign languages beyond English. The use of subtitled movies as a learning tool could potentially be applied in other language learning contexts. The results of the study are expected to provide valuable insights into effective language learning practices, especially for language teachers and the study's findings could contribute to the development of innovative learners. Furthermore and engaging teaching approaches that leverage technology and multimedia tools to enhance .learning outcomes-language

### **1.2. Structure of study**

This dissertation is structured as follows: it begins with a general introduction to the topic, then the first chapter, which presents the literature review, and the second chapter, which presents the methodology, the discussion of the results, the conclusion and recommendation, references, and appendices.

# CHAPTER ONE: THEORETICAL PART



### Section one: Vocabulary Acquisition in EFL Classroom

#### Introduction

The knowledge of vocabulary has a significant role in language; vocabulary became the concern of several educators and teachers, especially after the popularity of the communicative approach in the 1970s. Recently, we have noticed that vocabulary has become a center of language teaching in a very regular and planned process. Teaching vocabulary cannot be neglected anymore, as Morgan and Rinvolcuri (2004, p. 05) stated in their introduction: "teachers seemed keen to teach grammar and pronunciation, but learning words, particularly words that they need in everyday life, came in a very poor third". Reading or listening comprehension are tedious tasks in cases where learners encounter many unfamiliar words. Using the dictionary each time may discourage the reader or listener; in other words, the students may lose the passion of reading or listening if they cannot interpret the intended meanings. The students should not just acquire vocabulary incidentally but also learn an adequate number of words to communicate appropriately. In this chapter, we are going to focus on the place of words from different perspectives as well as the main principles of teaching vocabulary. We will also look at certain effective strategies for learning vocabulary that are important to enlarge foreign language learners' vocabulary knowledge.

#### 1.1. Vocabulary Scope

According to Krashen (1989), the vocabulary issue is one of the main factors that obscure reading comprehension, and teaching vocabulary has long been ignored because of the large agreement that vocabulary develops through the natural acquisition of comprehensible input.

The forms of the words are "print or oral". Printed words are the words we read and use to write; they are very concerned with reading and writing skills. Oral words are the once we hear and speak; they are very concerned with listening and speaking skills.

The words could be receptive or productive. According to Palmer (1992, p. 118) "receptive" carries the idea that we receive language input from others through listening or reading and try to comprehend it. While, "productive" carries the idea that we produce language forms by speaking and writing to convey messages to others. It means that receptive

words are the words that we hear and read. However, productive words are the words we use to speak and write.

### 1.2. Definition of Vocabulary

According to Vecca, et al (2000, p. 256) the term vocabulary "is to suggest that it represents the breadth and the depth of all the words we know, the words we use, recognize, and respond to in meaningful acts of communication." Vocabulary is all about the meaningful words we speak and write in different contexts. According to the Oxford Dictionary (2005), vocabulary can be defined as the total number of words that make up a language. Brown (1995) assumed that vocabulary is a list of words in a language that every speaker might use. The Longman Dictionary (1995) defined vocabulary as different views about how we use vocabulary and how an individual speaker knows, learns, and uses words. (Ur, 1999, p. 60) "Vocabulary can be roughly defined as the words teachers teach in the foreign language."

### 1.3. The importance of Vocabulary

Vocabulary has become a major concern in linguistic work in the last three decades, as Mora (1995, p. 11) stated, "Having mushroomed enormously". Vocabulary is one of the most important elements that make up a language; we cannot learn a language without its words. The acquisition of vocabulary is a requisite task. McCarthy (1990) in his book's introduction about vocabulary assumed that, no matter how well grammar is learned by students or how well the pronunciation of the target language is mastered, without vocabulary in the foreign language, communication occur in any way. Besides, it is obvious that words are a very significant element for English as foreign language (EFL) learners, because students frequently want to learn and broaden their vocabulary knowledge as a desire and as a need. Morgan and Rinvolcuri (2004) support this: "If teachers have not always recognized the need to devote time to the teaching of vocabulary, students themselves feel a very real need to devote time and effort to the process".

The importance of vocabulary is well corroborated by Krashen (1989), whose argument is about L2 language learners who try hard to enlarge their vocabulary knowledge as a necessity for mastering a target language. Actually, they carry dictionaries with them, not grammatical references. Moreover, Read (2000, p. 1–2) assumed that words must have all the priority in language teaching. This requires tests and activities in order to assess the students'

development in vocabulary learning. The linguist Willkins (cited in Thornbury, 2002, p. 13) also mentions the importance of vocabulary as advice to his learners:

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

### 1.4. Types of Teaching Vocabulary

Within the above definitions, there are two major types of teaching vocabulary strategies: Incidental vocabulary teaching and planned vocabulary teaching are as follows:

#### 1.4.1. Incidental vocabulary

It is the act of storing information through an activity unintentionally, and it is unconscious to learn words, as Schmit's (2000, p. 1) definition tells us: "Learning through exposure occurs when one's attention is focused on the use of language rather than on learning itself. Context, then, plays a very important role in assisting such learning". (Hulstijn 1992, p. 113–125) defines incidental vocabulary acquisition as "the learning of vocabulary as the by-product of any activity not explicitly geared at committing information to memory." Incidental learning occurs unconsciously.

According to Seal (1991, p. 298), incidental vocabulary is "the teaching of problem vocabulary that comes up without warning in the course of a lesson." It means that unplanned vocabulary teaching happens when the student expresses his ignorance of a certain word during the lesson or when the teacher feels that his explanation of the lesson is not enough. Therefore, he or she would need to clarify some words in order to have a clear picture. Unplanned vocabulary teaching consists of three steps:

Incidental or implicit vocabulary learning involves learning the meaning of new words implicitly when language learners hear or see the words used in many different contexts. For example, through daily interactions, conversations with others, and reading extensively on their own (Read, 2000), Indirect vocabulary learning is concerned with unconscious processes of learning through reading or listening without being aware of the goals of the learning. In this type of learning, new words are learned unexpectedly when learners read or listen to stories, films, television, or the radio (Anderson and Nagy, 1991).

### 1.4.2. Planned Vocabulary

Planned vocabulary is concerned with learning a number of words intentionally; this means that teaching words is one of the teacher's objectives that should be achieved during the course. This is supported by Seal (1991, p. 298), in which he defines this type of vocabulary teaching as "when the teacher goes into the classroom with an item or set of vocabulary items that he or she has decided before hand will be taught during the course of the lesson". In addition to that, vocabulary teaching strategies (VTS) are different, which is why we are going to shed light on the most popular techniques such as using dictionaries and glossaries and focusing on meaning.

First, using dictionaries is a very useful source of information. Dictionaries are divided into two major categories: bilingual and monolingual. The bilingual dictionary (BD) contains the learners' native language and the target language. This type of dictionary infers the target language's words from native language words, or vice versa. A monolingual dictionary (MD) is written in one language. This kind of dictionary helps English-speaking foreign learners EFL find out the "exact" meaning of the target language's words because it provides different meanings in different contexts. Second, a glossary is considered an easy technique to infer meaning because it does not require any effort. In other words, it contains brief and precise definitions that are provided with a text; the Oxford dictionary (2008), which says, "It is an alphabetical list of explanations of words", supports this. Third, by focusing on meaning, when we speak about the semantic value of the words, we are actually speaking about their different semantic relationships that are typically concerned with teaching synonyms.

### 1.5. Word Definition

All the languages of the world consist of words, and acquiring new words is a process that never stops. According to Daller et al (2007), usually we cannot measure how many words we know; it is a question that cannot be answered. (Daller, et al. 2007, p. 02) gave a simple definition to a word, which is " words are the black marks you are reading in this page, and you know when one word ends and another word begins because there are spaces between words". It is a very simple definition that anyone can produce.

Vecca et al. (2000) categorized words into three types: key words, useful words, and interesting words. Key words are crucial for understanding and can be found in all written

materials. They convey the main ideas of the text and should not be overlooked. Useful words are relevant and should be learned and used by students in various contexts. Interesting words are those that spark excitement and imagination in students during word study.

### 1.6. Steps of how to learn vocabulary

The decision to know the words meanings depends on their use. As Nagy and Scott assumed: "Knowing a word means being able to do things with it: recognize it in connected speech or in print, access its meaning, pronounce it, and be able to do these things within a fraction of a second "(Nagy and Scott 2000, p. 273, cited in Vecca et al. 2000, p. 253). To learn words, students should be capable of quickly knowing their spoken and written forms as well as their intended meaning.

According to Maley (1986, cited in Morgan and Rinvolcuri, 2004), the learning process of words is associative, in which the learner uses the context he or she is in in order to stick the word in his or her mind, so it is associative and not mechanical. Learning a word is sometimes an individual process. In other words, students create their own techniques to stick the new words in mind, as Morgan and Rinvolcuri (2004) state that "many students, indeed, develop their own methodologies for making words stick, whether it is that of listening to successive new broadcasts on television or keeping words in matchboxes".

According to Morgan and Rinvolcuri (2004), the process of learning words is relational and influenced by various factors. Richard (1976), as cited in Read (2002, p. 25–27), highlights eight principles that encompass the different aspects of knowing a word. Firstly, knowing a word involves understanding its frequency in speech or writing and being aware of words that are related to or associated with it. Additionally, it is important to comprehend the usage of the word in different functions and situations, as well as its syntactic behavior. Familiarity with the word's basic form and its derivations is also essential. Understanding the network of associations between the word and other words, such as synonyms and antonyms, is crucial. Moreover, grasping the word's semantic value and being aware of its multiple meanings are significant components of knowing a word. Overall, acquiring knowledge of a word encompasses these diverse aspects, making it a comprehensive process.

### 1.7. Difficulties of teaching and learning vocabulary

Most readers assume that coming across new vocabulary may obscure their reading or listening interpretation. This is why they have to know the causes that make these new words difficult to understand. According to Nuttall(1982, p. 76–79), who stated that there are various factors that make words hard to understand, Nuttall classified them into seven types:

- a) **Idioms:** Idioms consist of a particular number of words whose meanings are not understood from single words but from the complete group of words. Thus, students have to be trained in the use of this kind of language. The following table gives other examples of idiomatic expressions and their meaning (Kane, 2005, p. 72).

Idiomatic expression	Meaning
break new ground	Start something new.
Explore every avenue.	Consider all possibilities.
in the pipeline	being prepared
It goes without saying.	obviously
Read between the lines.	understand more than is said or written.
work against time	try to finish in the time available.

**Table01: Avoid Idiomatic Expressions (Kane, 2005, p.72)**

- b) **Transfer of Meaning:** Metaphors, idioms, and other sorts of transferred meanings mostly lead to misunderstandings of word meaning and create many problems. The main reason for this is that these sentences have an implicit meaning that demands to be inferred.
- c) **Words with Several Meanings:** Many items in the English language have more than one sense. This shows the flexibility of the language. Well-educated people use particular words that serve their goals, which might hinder simple readers.
- d) **Sub-technical Words:** Sub-technical words are certain items that have precise technical meanings coordinated to a specific field of study and are considered difficult to understand for readers. For example: Legal English words that are connected to law, like "court, crime, witness, guilty," etc.
- e) **Super ordinates:** The words that are super ordinates have well- known meanings in relation to other words that have particular meanings and are referred to by the more general term.

- f) **Synonyms and antonyms:** Those words may hinder learners' interpretation because there is no similar meaning or opposite of other words.
- g) **Irony:** The difficulty in this kind of word difficulty is different because the hindering is not in the words themselves but in their use by well-educated people (writers). According to Nuttal (1982, p. 78), "irony is probably the most difficult of all uses of language for the student to interpret". From the quotation and the explanation above, it is obvious that word difficulties indicate that a word is a more complicated issue than it might indicate.

### 1.8. Effective techniques to teach vocabulary

Many researchers have suggested several techniques that are helpful for the growth of vocabulary. (Vecca et al., 2000) suggested four strategies: two for the growth of vocabulary and two for creating self-independence in the process of learning vocabulary.

First, operating context, which is using the usual way of learning vocabulary. Researchers and teachers believe that students need to learn words in different contexts; defining words and forming sentences is helpful practice, but when we operate the context, students may discover the meaning of the unknown words. (Vecca et al., 2000, p. 267) stated, "We know that using the context provided in most text tells us something about the word's meaning". Second, classifying and categorizing words for vocabulary growth. The classifying and categorizing words strategy treats the relationship among words and gives the students the opportunity to engage words together. Classifying and categorizing strategies teach students how to think critically about words, (Vecca et al., 2000, p. 270) said that "such strategies involve the processes of joining, excluding, selecting, and implying." The third strategy is called self-selection strategy, it is concerned with the words or concepts that the students have found in literature or in incidental learning experiences, and as the title implies, the students select words to be studied at the classroom, after they give an explanation about the words' importance, and why they should be learned. The last strategy is word knowledge rating, it is concerned with which rate are students familiar with vocabulary words. Students use self-selection strategy to choose words with the teacher and write them on the board.

Indeed, teaching vocabulary is a process that needs to reduce students' paucity of words; however, full grasping of words is mostly concerned with effective means of learning. Students are aware of the significance of vocabulary and their need to grasp an adequate

## **CHAPTER ONE : THEORETICAL PART**

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number of words. Morgan and Rinvolcuri (2004) support this: "If teachers have not always recognized the need to devote time to the teaching of vocabulary, students themselves feel a very real need to devote time and effort to the process". Consequently, learners should practice and develop their own techniques to learn words, as Morgan and Rinvolcuri (2004) stated". Many students, indeed, develop their own methodologies for making words stick, whether it is listening to successive new broadcasts on television, keeping words in matchboxes," or "words that are not effective need different elements to be effective.

### **Conclusion**

It is known that learning a foreign language means learning a large number of words in that language. Students' vocabulary improvement relies on teachers, who provide and select vocabulary activities that enhance the learners' vocabulary stock. When learners know, learn, and use words, they develop their ability to comprehend what they read or listen to. In addition to this, the usual learning of words through discussing, defining, and forming sentences should be supported by directed and instructional teaching vocabulary, and we should encourage our students to learn from subtitled movies. In this way, students can encounter unusual words frequently in varied contexts. In addition to that, they will improve their language proficiency in general (grammar, pronunciation, and expanding their cultural features) and their vocabulary stock in particular. As a result, vocabulary allows students to change their negative attitude towards learning to a positive attitude, which creates an impressive gain in motivation. Considering the facts above, we may consider vocabulary an effective means of enhancing students' overall language.

## **Section 2: English subtitled Movies**

### **Introduction**

Nowadays, technology and science are developing rapidly. Because of this development, the style of teaching and learning EFL has developed new methods and techniques that make teachers more creative in presenting their lessons and motivate learners to learn English. Furthermore, new methods of learning have appeared with the appearance of Gardner's theory, which is called multiple intelligences and describes the different ways



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students learn and acquire information. This theory has eight types of intelligences described by Gardner, including musical-rhythmic, visual-spatial, verbal-linguistic, logical mathematical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic.

Media is one of those techniques that makes learning English easier for students. Movies as a media tool are an effective tool to learn and teach foreign languages. In this case, English movies, specifically subtitled movies, are the right method chosen by EFL students to develop their vocabulary. Moreover, many scholars, such as Kusumarasyati (2004), have found that movies catch learners' interest and can positively affect their motivation to learn.

The focus of this section is on English-subtitled movies. It starts with the definition of subtitles, the kinds of subtitles that contain linguistic and technical parameters, and subtitles and education. Next, teaching and learning media, kinds of media for teaching, teaching and learning English using subtitled movies as a medium, and movies and motivation are discussed. Other points included in this section are aspects to consider when using movies in EFL teaching, which deal with choosing movies, classroom activities, and making full use of the movie, ending with the advantages and disadvantages of subtitled movies.

### 2.1. Definition of subtitles

According to many dictionaries, the term "subtitles" includes numerous meanings. In the Cambridge Dictionary (2018), subtitles are defined as words that are shown at the bottom of a film or television picture to explain what is being said. Furthermore, subtitles refer to the printed words shown on the screen, either in a foreign language or in the same language as the screen monitor. Moreover, subtitling is "the process of providing synchronized captions for film and television dialogue" (Shuttleworth & Cowie, 1997, p. 161). Shuttleworth and Cowie (2004, p.61) further explain that a subtitle is "a term used to submit to one of the two core methods of language transfer used in translating types of mass audio-visual communication such as film, television, or motion picture". Merriam-Webster (2017) defines subtitles as "printed statements or fragments of dialogue appearing on the screen between the scenes of silent motion pictures or appearing as translation at the bottom of the screen during the scenes of a motion picture or television show in a foreign language." In addition, some new scholars in the field have described subtitles as written translations of dialogue that appear at the bottom of the screen and synchronize with the spoken words.

### 2.2. Kinds of subtitling

Subtitling, which is used in movies, is classified into various kinds according to many authors and scholars. According to Dayan Liu (2014, p. 2), subtitling is classified into two groups or parameters: "linguistic and technical". Liu notes that although other parameters are frequently used, these two have traditionally been the most common.

#### 2.2.1. Linguistic Parameter

The linguistic parameter is divided into two kinds due to the difference between the two languages in the movie: the language of the source and the language of the target. Dayan Liu (2014) and Batroll (2004) defined translation as "the relationship that is established between source and target languages, whether this is the same or not" (p. 57, as cited in Liu). The first kind of subtitling is interlingual, and the second one is intralingual.

##### 2.2.1.1. Interlingual subtitling

Interlingual subtitling is used when the language of the dialogues and the titles are not the same. According to Gottlieb (Gottlieb, 1997), it involves the transfer from a source language (SL) to a target language (TL). This type of subtitling enables learners to understand the meaning of the foreign language words by looking at the subtitles on the bottom of the screen while listening to the audio. The essence of interlingual subtitling is the transfer or translation of information between two different languages, SL and TL. Dayan Liu (2014) argues that it also involves the transfer of information between two different dimensions of communication: speech and writing. This type of subtitling helps learners improve their listening and reading skills.

##### 2.2.1.2. Intralingual subtitling

First, intralingual subtitles appear when the language of the dialogues and the titles are in the same language. According to Gottlieb (Gottlieb, 1997), intralingual subtitling involves subtitling within the same language using the same source and target languages. Among the various types of subtitling mentioned, Zanon (2007, p. 57) notes that bimodal subtitling, also known as intralingual subtitling, is the most commonly used type in the classroom and is more effective than other forms of subtitling. Batroll (2004) stated that intralingual subtitles occur within the same language and used "where there is transcription". Furthermore, this type is mainly concerned with the following groups of people: the deaf and hard of hearing, language learners, and karaoke signers.

### 2.2.2. Technical Parameter

The second type of subtitle that Dayan Liu has classified as important is the technical parameter. This type is divided into two kinds of subtitling: the first is open subtitling, and the second is closed subtitling. From a technical point of view, open subtitles seem to be non-optional, which means the viewer cannot opt in if he wants the subtitles to appear on the screen because they are always present on the screen. On the other hand, there are closed subtitles, which are known as optional ones; the viewer can decide if he wants the subtitles to appear on the screen or not.

#### 2.2.2.1. Open subtitling

According to O'Connell (2004), open subtitling is an integral part of the original film or motion picture and cannot be removed from the screen. Moreover, open subtitling is more like interlingual translations for films with foreign languages shown in cinemas. Open subtitling is more beneficial than other subtitles especially for the learners because, they are on low expense comparing to dubbing. In other words, the learners will find no difficulties in understanding the meaning of the words in their mother tongue language

#### 2.2.2.2. Closed subtitling

Closed subtitling, also known as captions in the US, first appeared on television in the 1970s (O'Connell, 2007, p. 133). Second, with the technological development of cable and satellite channels, closed subtitling started to occur on TV. In many other studies, Bartoll (2004), Gottlieb (2005), and O'Connell (2007) have explained that viewers using their remote control can later select closed subtitles, which are usually pre-programmed in the transmission signal with a separate broadcast. Furthermore, these subtitles can be found on various media, such as TV, DVD, and the internet.

Among the several kinds of subtitles mentioned above, other scholars classified other kinds. Zanon (2006, as cited in Faqe, 2017) categorized movie subtitles into three types: standard subtitling, bimodal subtitling, and reversed subtitling. Standard subtitling involves translating English dialogues into subtitles in the learners' first language. Bimodal subtitling involves using English subtitles for English dialogues with the option to translate them into the learners' mother tongue. Reversed subtitling involves using the learners' mother tongue for dialogue and English subtitles.

### 2.3. Subtitles and Education

Current global events like the Corona virus have ramped up the use of online movie content for e-learning, which means having subtitles for education content is getting more important. Many children and young people in primary, secondary, and even university education are being educated from home. This has led the learners to make huge use of e-learning sites and engage with educational subtitled movies. Many researchers have investigated the benefits of using movies and subtitles for improving general L2 vocabulary, reading, and listening comprehension. Thus, Canning-Wilson and Wallace (2000) proposed that subtitled movies could promote conscious vocabulary and idiom recognition among learners and, therefore, have the potential to facilitate vocabulary acquisition without causing distractions. While there were, other researchers and scholars argued that subtitling could be a useful way for learners to learn new vocabulary or to improve their reading and listening skills. According to Zanon (2006), subtitles are often perceived as a nuisance by many viewers as they can obstruct visual information and detract from the credibility of the film. Meanwhile, Bird and Williams (2002) contend that the impact of subtitles on listening comprehension remains ambiguous. While some studies propose that subtitles can be beneficial, others argue that it is possible that text offers the easiest route to understanding. Moreover, critics of using subtitled videos for teaching foreign or second languages argue that subtitles can be distracting and hinder the development of learners' listening skills.

### 2.4. Teaching and learning media

In today's world, there are various teaching and learning strategies to help teachers convey ideas more creatively and for learners to absorb knowledge more efficiently. Media is one such strategy, which refers to the various communication channels used to disseminate information, including newspapers, magazines, television, radio, the internet, and more. There are two primary categories of media: print and broadcast. Print media encompasses all types of publications, such as newspapers, magazines, journals, books, and reports. Although print media has declined in popularity with the rise of the internet, it is still widely used by many people. Broadcast media refers to radio and television, which became popular in the early and mid-20th centuries.

Basuki et al. (1991) identified two types of media: dependent and independent. Dependent media are tools used in the teaching process that rely on the teacher's ability to use

them effectively. For example, a movie used to illustrate a concept can be beneficial if the teacher knows how to use it properly. Students on their own without any assistance from the teacher, on the other hand, can use independent media. Gerlach and Ely (1971) proposed three properties of effective teaching and learning media. These include the fixative property, which allows the media to record and save a phenomenon or object; the manipulative property, which enables the transformation of an event or object; and the distributive property, which allows the media to transport an event through time and space for students to observe.

### **2.5. Kinds of Media of Teaching**

Fitri Kurniyati et al. (2014) discuss Hamalik's classification of teaching media, which includes four categories. The first category is visual media, which includes filmstrips, transparencies, micro-projections, bulletin boards, pictures, illustrations, charts, graphics, posters, maps, and globes. The second category is three-dimensional media, which takes the form of models such as solid models, cross-section models, mock-ups, dioramas, and others. The third category is auditory media, such as phonograph records, electric transcripts, radio, tape recorders, and the use of the environment as a medium for teaching. The last category is audiovisual media, which includes films, television, and three-dimensional objects. Finally, Hamalik also includes dramatization, role-play, socio-drama, and other forms of media in his classification.

Other researchers and scholars have classified media into different types. According to Amelia Ellicott, there are five types of media: news media, social media, web media, print media, television, and video games. News media delivers news to a target audience; social media allows users to create and share content; web media uses audio, text, and visuals online; print media includes magazines and newspapers; and video games, which have been available for purchase since the 1980s, In our research, we chose audiovisual media, such as movies, because they can stimulate students to learn English. Using audiovisual media also makes students interested in learning new vocabulary.

### **2.6. Teaching or learning English using a subtitled movie as a media**

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First, a movie is an audio-visual medium. In the dictionaries, it is known as synonym for film and video. Furthermore, a movie is defined as a story or event captured by a camera as a set of moving pictures that are shown on TV or in theaters.

Movies are one of the most successful strategies that can help EFL learners improve their language goals, such as building a strong English vocabulary. It is better when the movie is followed by subtitles because the subtitles can help the student understand the words, especially when using movies with English subtitles. When using subtitles, students not only learn new words, but they also know how to pronounce those words. In addition, using subtitled movies to learn English as a second language or any other foreign language in the classroom can make the class more alive and fun. Zarei (2011,p.619) said that the use of movies, particularly subtitled movies, could be one of the most enjoyable, stress-free methods for 2L vocabulary learning. Moreover, movies can also benefit the learners' social lives because they teach them about history, science, human behavior, and any other subject.

In the context of education, the utilization of movies has both strengths and weaknesses that can affect learners. Nasution (2014) identified four advantages to using movies as a teaching tool. Firstly, he noted that movies could effectively portray processes using "slow motion" when necessary. Secondly, all students, regardless of their intelligence levels, can derive knowledge from movies. Thirdly, movies have the ability to transport viewers to different locations and periods. Fourthly, movies can be replayed as needed to enhance understanding. However, Azhar (2017) highlighted four limitations to using movies in the teaching and learning process. Firstly, the acquisition of English movies can be expensive. Secondly, the fast-paced visual content of movies can make it difficult for all students to follow. Thirdly, movies may not always align with learning objectives. Fourthly, while using one medium for teaching and learning has its pros and cons, it can still be beneficial for teachers to facilitate effective vocabulary acquisition for their students.

### 2.7. Movies and motivation

Due to the prevalence of technology in students' lives, traditional learning methods using textbooks and handouts are often viewed as outdated and demotivating. Researchers have suggested that incorporating movies into the teaching and learning process can be a new and engaging technological method. Gonzalez et al. (2015) argue that teaching with movies promotes the type of engaged learning that is necessary in modern education. This method is

particularly effective because movies often deal with topics that students have personal experience with, making them more relatable and relevant. Furthermore, the use of movies can foster discussions among students, even those who may not have experienced the events depicted in the film. As Ruusunen (2011) notes, inexperienced students can still benefit from movies due to the greater sense of reality they provide.

Additionally, many students are hesitant to speak the target language in front of their peers and teachers. Using movies in the classroom can encourage students to communicate and share their ideas with classmates more than traditional methods. As Ruusunen (2011) notes, "using movies can be an entertaining and motivating tool for students of different skill levels." When students discuss the events of a movie, they can ask each other questions, share their views, and listen to one another, creating an enjoyable and fun situation in the classroom. This type of classroom environment can be beneficial for both teachers and students. As Gonzalez et al. (2015) suggest, "Teaching with movies can trigger the disclosure of emotions, questions, expectations, and dilemmas for both learners and teachers." By watching movies and engaging in discussion, students can practice the language, and teachers can identify and correct any mistakes or gaps in their knowledge.

### **2.8. Aspects to consider when using subtitled movies in EFL teaching**

Movies are a very helpful method and a nice instrument to make the lessons more engaging and less boring for the learners. In addition, as it was said before, it motivates learners by giving them the opportunity to express themselves freely. It is not necessary to consider the application of movies as the main source of learning, yet it may be an effective one to help the students acquire the English language in general, the acquisition of new vocabulary in particular, and develop their learning skills, especially when it is followed by subtitles. Undoubtedly, the use of subtitled movies is very helpful material in foreign language teaching or learning. Whereas there are several factors that need to be considered on the part of the teacher before and after using movies.

#### **2.8.1. Choosing Movies**

Selecting movies is one of the most important factors for teachers to consider before and after using them for teaching purposes. As Stoller (1988) emphasized, it is significantly important to plan the lesson well and approach the use of movies systematically. Therefore, movies should be carefully selected with educational and academic goals in mind and relevant

to learners' needs and interests. Additionally, the scripts or stories of the movie should be motivating and interesting to students. When selecting movies, the teacher should also consider the students' proficiency level and the comprehensibility of the film to avoid difficulty in understanding. To evaluate comprehension, the teacher can give an assignment at the end of the session. According to Stoller (1988), determining the ideal length for films is challenging due to class scheduling, equipment availability, students' proficiency level, and the film's complexity."

Allan.J (1985) stressed the importance of language density and the need for sufficient pauses in dialogues to help students understand and follow along. He also highlighted the significance of visual support in films for language learners, as they tend to focus on the information presented visually and the delivery of the speech. Therefore, when selecting a movie, the teacher must choose one with a clear and understandable delivery and avoid different accents and fast-paced dialogue. Allan (1985) also suggested a systematic approach to selecting a movie for an EFL class. The first phase involves previewing the materials to be used in the lesson to ensure the teacher is familiar with the information being presented. In the second phase, the teacher should watch the movie without sound to perceive the visual message and then with sound to determine if the language is understandable and suitable for students. Additionally, the teacher must have a clear idea of what students are expected to understand to complete relevant tasks after watching the movie. Overall, using movies in EFL classrooms can provide a valuable and engaging learning experience.

### **2.8.2. Classroom activities**

In the EFL classroom, exploiting a movie through various activities depends on the teacher's goals for the lesson, as pointed out by Kabooha (2016). To break down the lesson into three phases. Stoller (1988) recommends the previewing phase, which involves preparing students and ensuring the movie's relevance; the viewing phase, which aims to maintain focus despite the film's length through guided listening and information gathering; and the post-viewing phase, which encourages the written and oral use of the target language and aims to get the best out of the film. Pre-viewing activities are crucial in facilitating understanding, engagement, and participation, and post-viewing activities can take the form of comparison, summarization, final discussion, or alternative endings.

### **2.8.3. Making full use of the movie**



According to Allen (1985), it is essential that students fully utilize all aspects of a film when using it for language teaching. Therefore, certain factors must be considered to ensure that learners make the most of the movie. Firstly, students must exploit every detail in the movie, especially nonverbal signals such as gestures, facial expressions, eye contact, posture, proximity, appearance, and setting, to understand the film's full content or ideas and perform well in film lessons. During the movie screening, students should focus on both language and message, but if they cannot comprehend both, the teacher should discuss the content with them to ensure they take full advantage of the film. Additionally, the teacher must choose the perfect setting and sequence that opens up with a general view. It is crucial for students to select the correct character to follow, so they keep following the movie from beginning to end and get a general view of the plot. Movies can help students understand that the language in films is the same as the language of the real world. This gives students the confidence to relate their real-life situations to the content of the movie and find solutions to their daily problems. At intermediate levels, students should focus more on language acquisition and real-life language use, and they should be encouraged to comment, speculate, and predict. At advanced levels, the focus will be on real-world experience. Therefore, students should pay attention to the message of the movies being discussed.

### **2.9. Advantages and disadvantages of subtitled movies**

Using movies with subtitles as a method of teaching or learning English as a foreign language has many advantages for both teachers and learners. First, after showing the subtitled movie to the students, they can relate their daily lives and experiences to the movie, which makes it easier for them to discuss the movie's content and share their experiences with others. Moreover, this method allows students to develop their listening, reading, and speaking skills and helps them remember new vocabulary. Another benefit of using movies with subtitles is that it activates the verbal imagery system of students, which leads to better learning and performance (Sirmandi and Sardarch, 2006, p. 68). Furthermore, other studies have shown that using subtitled movies for learning or teaching a foreign language can also help with vocabulary acquisition and understanding the overall plot of the film in the target language. For example, Vulchanova et al. (2015) argued that both intra- and interlingual subtitles improve plot comprehension and vocabulary learning. In addition, by watching English-subtitled movies, learners can benefit from seeing how words are written and hearing many new words, especially idioms and colloquial expressions. Putra (2012) suggested that

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when learners watch movies with subtitles, they could learn new words and expressions used in the movies, which also helps them acquire new vocabulary and idioms.

Although subtitled movies have many advantages, there are also some disadvantages proposed by scholars. Firstly, students may not get the same level of learning due to different understandings of the movie. While advanced-level students may understand most of the show without using subtitles, beginners may feel lost and unable to comprehend most of the spoken and written words, even with subtitles. Additionally, students may not enjoy the movie and lose interest. Moreover, the subtitles may cover visual information, which some viewers consider a nuisance and may lessen the credibility of the film. Zanon (2006, p.4) argued that subtitles may cover visual information and reduce the film's credibility. Students may also feel tired and bored, as they are required to read the subtitles and watch the scenes simultaneously throughout the movie. According to Champoux and Robert (2007), some learners may be hesitant to watch English films with English subtitles, as it requires additional time and effort to read the subtitles while simultaneously following the scenes.

### **Conclusion**

This section has discussed the effectiveness of using subtitled movies as a pedagogical tool for both teachers and learners in the classroom and how it can aid in learning and teaching English as a foreign language, particularly in acquiring new vocabulary. Subtitling can involve translating a movie into another language or leaving the original language of the actors on the screen, and there are different types of subtitles. Additionally, this section discussed activities that can help students learn the language effectively, and how they can relate the movie's content to their daily lives to prepare themselves for real-world situations. Furthermore, movies are considered an enjoyable and motivating method for language learners. While some researchers support the idea that subtitled movies can be a useful method for learning, others hold an opposing view.

### **Section 3: English subtitled movies and their impacts on vocabulary acquisition**

#### **Introduction**

Nowadays, the world is dominated by the widespread use of technology, especially among youth. This development has affected many different areas, and education is one of the main areas that has greatly benefited. Teachers, particularly those who teach foreign languages, have shown a great interest in using technology as a tool to enhance the learning process. Movies are one of those tools that can help students develop their vocabulary because movies have many benefits; including motivating students to learn new words and helping them understand the target language. First, this section aims to provide an overview of the use of subtitled movies to develop vocabulary acquisition in EFL classrooms. In addition, it highlights the role of English-subtitled movies in vocabulary learning. Besides, this section presents how the use of English-subtitled movies improves learners' vocabulary. Moreover, it also presents some theories supporting the use of subtitled movies to enhance vocabulary acquisition. Furthermore, it also tries to give an overview of the impact of using them as a teaching tool.

### **3.1. The Impact of subtitling on language learning**

Subtitles can improve understanding of English language expressions and empower students to acquire new vocabulary. In addition, subtitles can motivate students to study English outside of the classroom by watching English movies and listening to subtitle dialogues. Finally, some scholars compared the presence and absence of subtitles in order to test students' comprehension. The results of these studies revealed that students interacted more when subtitles were applied.

First, Grgurovic and Hegelheimer (2007) used a multimedia listening task containing a video of the academic lecture to compare the effect of second language subtitles and lecture transcripts on lecture comprehension; hence, they concluded that the students preferred subtitles and used them more often than transcripts. In addition, another study made in order to examine the influence of subtitles on the understanding of movies by Grignon, Lavour, and Blanc (2005) compared three versions of the film: dubbed, subtitled, and original. They concluded that the dubbed and subtitled versions performed better than the original version. Furthermore, several studies have examined various aspects of the impact of subtitling on second or foreign language learning. Zanon (2006) tested the impact of subtitling (computer-aided subtitling) on language learning and concluded that closed captioning can motivate

students to enjoy large amounts of video content that viewers fail to reach when presented to them in synchronized form

Borras and Lafayette (1994) included closed captioning for short video segments that were integrated into the interactive multimedia course. Participants could view and control a video segment with or without captions in the same language. The results showed that being able to display and control subtitles had a positive effect on both language understanding and language production.

### **3.2. The use of subtitled movies to develop vocabulary acquisition in EFL classrooms**

Mastering a foreign language depends on having a strong vocabulary. It is therefore very important that learners develop vocabulary in order to be able to communicate effectively. Edge (1993, p. 27) points out: "Knowing a lot of words in a foreign language is very important. The more vocabulary the students know, the easier they can understand the foreign language." First, using visuals is a better way to learn vocabulary than just using the definition of the word. Second, Sadiku (2017) believes that "audiovisual media, especially films, are one of the best tools to facilitate spontaneous vocabulary acquisition for students in the modern era. In addition, multiple studies have shown that subtitles contribute to language learning, according to Vanderplank (1988, p. 277). Moreover, adding subtitles to movies provides instant feedback to learners, which can positively empower them and help reveal a sense of security in them. Finally, subtitled movies give learners the ability to become independent and unaided by watching subtitled television or films in a foreign language. Vanderplank( 1988).

Previous research has found that most students find subtitles a source of encouragement to understand the context of the film and to acquire new vocabulary. First, adding subtitles to a movie gives you the opportunity to combine images, single-language audio, and text; when linked together, they become a powerful stimulus for student recall of language use. Second, numerous studies have found evidence that subtitles play an important role in promoting learning, as they play a crucial role in providing students with authentic and understandable language content. Moreover, researchers believed that subtitles neither impair concentration nor lead to laziness but may be an aid in language learning (Vanderplank, 1988, p. 272-273). Furthermore, as long as the student can see the immediate meaning in terms of

vocabulary recognition, they can acquire as many words as possible. In addition, Zanon's (2006) study examines the benefits of computer subtitles in second or foreign language learning. Based on the results of his study, he concluded that student motivation could be increased by giving students the opportunity to understand the movie content. In other words, the study showed that students can be challenged to understand the context of the film and increase their vocabulary. Therefore, according to the above studies, films with subtitles had a significant impact on students' vocabulary acquisition.

### **3.3. The use of Subtitles English movies to improve learners' vocabulary**

Films can motivate some students to learn vocabulary and comprehend the English language better. As King (2002) points out, "films provide more pedagogical options and are a rich resource of intrinsically motivating materials for learners". First, by watching movies, students will be able to know the meaning of words and phrases that are used in the films, and labeled movies can teach students how to pronounce many words and help them gain a better understanding of a new vocabulary. In addition, using films with subtitles can effectively improve students' word recognition and vocabulary acquisition, as is clearly evident in the Rodgers and Webb (2017) study on the use of L2 captions, which analyzed results from 372 students watching a ten-episode TV series and found that captions helped students understand even difficult episodes. Moreover, Yuksel and Tanriverdi (2009) also found that students made more progress watching films with subtitles than films without subtitles. Finally, studies in the field of second language acquisition show that exposure to film subtitles generally improves vocabulary acquisition.

Watching movies with subtitles can lead to the acquisition of all kinds of linguistic properties; besides the meanings of words, learners know the positions in which these words can be used. First, a study by Bellalem, et al (2018) showed that using movies with subtitles significantly improved new vocabulary learning, and vocabulary acquisition was significantly higher in the treatment group than in the control group. Furthermore, Sadiku (2018) found that multilingual subtitles allow for better vocabulary acquisition for both short-term and long-term memory, particularly when presented to students in an intended learning environment.

Moreover, Andriano's (2019) study of the effects of using subtitles on target language vocabulary learning found that using films with English subtitles could improve students'

vocabulary. Therefore, Suparman's (2019) study was designed to determine whether students' vocabulary improves after being taught to them with a subtitled video; the data was collected from the pre- and post-test results of first grade. Hence, the results indicate that there was a significant improvement in vocabulary acquisition using subtitled videos and that the films could be a tool to improve learners' vocabulary.

Furthermore, Neuman and Koskinen (1992, cited in Mosavi, 2014) found that their subjects' vocabulary improved significantly when they watched films with English subtitles. Therefore, Koskinen et al. (1985, cited in Yuksel-Tanriverdi, 2009) reported that subtitled films influence the acquisition of vocabulary by native English speakers. In summary, the results of the above studies as well as more recent studies support the use of subtitled movies for new vocabulary acquisition.

### **3.4. Theories Supporting Vocabulary Development through Watching Subtitled movies**

Recent research and a number of learning theories support the use of subtitled films to increase students' vocabulary. First, including Mayer's Cognitive Theory support the use of closed-captioned videos to improve student vocabulary. Mayer's Multimedia Cognitive Learning Theory points that "there are two distinct channels (auditory and visual) for information processing. the capacity of the channel is limited and learning is an active process of filtering, sorting, organizing, and integrating information" Davey, (2015) Films, as an example of such audiovisual chains, use subtitles to convey to the students a vast vocabulary that is used by the students must first be understood and then modified.

Films with audiovisual components are a valuable source for incidental acquisition of the language since, Read (2004) referenced in NasabMotlagh, 2017) indicates that words should be measured in a range of semantic and grammatical situations. Hence, students are able to retain language longer with the aid of vocabulary as a result films with captions are an excellent teaching tool because they offer opportunity for repeated words, genuine context, auditory and visual stimulation, and verbal and nonverbal communication.

On the other hand, movies with captions encourage the viewing of visual information where the situation is realistic, therefore the natural language is used, "at normal speech speeds, as well as variations of the language from different age groups, genders, and socio-

cultural backgrounds" Lertola (2012). Furthermore, students get the opportunity to learn from the real-world through subtitles the films to comprehend the language and acquire new vocabulary as a result, the textual hints encourage them to use different, strange and new words that unintentionally increase vocabulary Rott, (1999) after Xenia, (2016).

The first goal of students in the learning process is to recognize novel terminology, which is encouraged by subtitled movies in this situation Huckin (1999); Hulstijn, (2001) referenced in Perez et al. 2014 by Hulstijn, 2001). Wesche and Paribakht (2010) quoted in Lévesque, 2013) add that new words are mostly acquired when they often and again occur in a variety of contexts. Moreover, Pavio's double-encoding theory (1971) quoted in Gorijan, 2014) indicates that "when visuals are coupled with the meaning of, the number of signals associated with the message grows"

Students are presented with three related systems when they view subtitled movies which are sound, image and text. Then, this information is then classified in different ways in the brain, but still helps memorize and recall new vocabulary because words are learned in different ways Krashen's theory stated that "students can unintentionally absorb a huge amount of language through meaningful and intelligible inputs". This study is also supported by understandable items being used as input because films also present an environment with rich and authentic inputs, which in return aid vocabulary acquisition Mardani and Najmabadi,(2016). (1985, cited in: 2016)

### **3.5. The impact of subtitled films on vocabulary learning**

Vocabulary is considered the key to language learning (Bellalem et al 2018). The use of films is recognized as a very effective way to increase English vocabulary and provide English language learners with more opportunities to use the language. First, Stewart and Pertusa (2004) broke two Spanish films into portions to examine the impact of subtitles in the target language on word recognition. They divided the students into two groups of intermediates: 53 students saw a section of the Spanish-language movies with Spanish subtitles, and 42 students saw the same movies. The two researchers also gave the students a multiple-choice vocabulary test, and a pre-test and post-test were administered to gauge the level of understanding. They were also given a questionnaire at the end of the study to express their feelings about their experience. The performance of the two groups indicates that they were at the same level; besides, the results on vocabulary of the post-test were a little bit

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different, but the questionnaires revealed that learners who watched segments with target language subtitles had a positive impact.

Watching movies with subtitles is popular among language learners, but it is not frequently included in language courses. Little study has attempted to extensively examine the impact on vocabulary. Despite the fact that teachers instinctively know it may improve language learning, especially direct or incidental vocabulary acquisition. Garnier (2014) says that because they provide aural, visual, and written input, subtitled movies can provide rich and comprehensible input. Zanon, (2006). While body language, gestures, and facial expressions accompany the meaning, intonation, and emphasis of the vocabulary as well as the culture and mother tongue of the speakers, visual information might be significant for vocabulary learning (Aydin Yildiz, (2017); thus, this can be approved through using subtitles).

Another research study in Indonesia on Vocabulary Acquisition through English Film Subtitled by Weyers (1999). This study clearly showed that there is no doubt that video technology, especially films with subtitles, could be a strong educational method to help students learn and acquire new vocabulary. Thus, watching English movies with subtitles multiple times can be very effective in acquiring new vocabulary.

Sukrina (2013) points out that students learn vocabulary rapidly by using media such as wall posters, videos, and movies, since media can motivate them to learn. In addition, creating tasks using media can stick the meaning of the words in their minds forever.

### **Conclusion**

The big challenge that faces most language learners when learning a new language is developing new vocabulary and acquiring a vast number of words. Vocabulary plays a big part in language learning, especially in strengthening communication skills. On the other hand, the advanced technology that is noticed in our world gives the opportunity for students to learn from different multimedia resources, such as subtitled movies. Moreover, subtitled movies provide students with a wide range of chances to increase their vocabulary. Therefore, the use of subtitles helps learners acquire new vocabulary. In summary, as mentioned above, extensive research has been done on investigating the value of watching movies with subtitles



## **CHAPTER ONE : THEORETICAL PART**

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for vocabulary development, with the results demonstrating that using subtitled movies does indeed help vocabulary development.

**CHAPTER TWO:**  
**PRACTICAL PART**

### Methodology

#### Introduction

This study investigates the impact of subtitled movies on the development of learners' vocabulary. The chapter begins by presenting an analysis of the data collected through two major tools: a questionnaire and an experiment. The questionnaire was administered to students to examine their attitudes towards using movies as a means of improving their vocabulary, while the experiment was designed to explore the potential effects of subtitled movies on vocabulary acquisition. Additionally, this chapter provides information on the participants, instruments used, data collection procedures, data analysis, discussion of the results, and limitation of the study.

#### Research Design:

The aim of this study is to examine the effectiveness of subtitled movies as a tool for vocabulary acquisition. A quantitative approach was used to collect and analyze the data obtained from both the experiment and the questionnaire. Many researchers strongly supported the quantitative approach. Creswell (2014) states that "quantitative research methods are critical for establishing cause-and-effect relationships and for identifying patterns and trends in data". Also, Trochim (2006) states that "quantitative methods provide the ability to measure phenomena in a systematic and rigorous manner, thereby allowing for more precise and accurate results" that reflect the belief that the quantitative approach is a powerful tool for analyzing numerical data and can provide insights into complex phenomena. They also emphasize the importance of using quantitative methods systematically to ensure accurate and meaningful results.

The two methods that were used to collect data is the experiment, which has been supported by some researchers such as Claude Bernard (1865), who said, "An experiment is a question that science poses to nature, and a measurement is the recording of nature's answer." Moreover, Issac Newton (1687) claimed, "hypotheses must be tested by experiment." Thus, the questionnaire is a valuable tool for collecting data on a wide range of topics, including attitudes, beliefs, behaviors, and opinions. It is a cost-effective and efficient way to gather information from a large sample of individuals." Dillman, Smyth, and Christian (2008) In addition, Tourangeau and Yan (2007) indicate that "the questionnaire method is particularly

## **CHAPTER TWO : PRACTICAL PART**

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useful for obtaining information on sensitive or personal topics, as it allows respondents to answer questions privately and anonymously." Furthermore, Fowler (2013) states that "questionnaires can be tailored to specific research questions and are flexible enough to allow for both closed-ended and open-ended questions, as well as a range of response formats".

The questionnaire included open-ended questions about the participants' personal data, such as gender, level of vocabulary recognition, types of media they use most often, and whether they prefer watching English movies with or without subtitles. In addition, the experimental method involved two groups. The first group was the control group, which watched a movie without subtitles. The second group was the experimental group, which watched the same movie with subtitles. The combination of these research methods enabled the study to obtain comprehensive and reliable data on the potential benefits of using subtitled movies as a tool for vocabulary acquisition.

### **Population and Sampling**

The chosen population for this research was first-year LMD students at the Department of English, University of Mohammed El Bachir El Ibrahimi. Hence, the total number of participants in this population was 51 at the Department of English, university of Mohammed El Bachir El Ibrahimi. Furthermore, the total number of students in this population was 51. Our first sample of the experiment consisted of 20 students, divided into two groups: the control group with 10 students and the experimental group with 10 students. The remaining 31 students, who were selected also randomly selected through volunteer participation, answered the general questionnaire about the topic. As they study in an English program, English is their primary mode of communication and learning. Additionally.. The selection process was done randomly, focusing on a specific segment of the population.

### **1.1. Materials**

For the first tool of collecting data about the research topic, the movie "The Miracle Worker" was selected for investigation because its content is interesting. The story follows a young girl who is blind, deaf, and disabled but learns to communicate and overcome obstacles with the help of her dedicated teacher. The film emphasizes the idea that learning language

and vocabulary is not exclusive to able-bodied individuals but that people with disabilities can also be given the opportunity to use language and communicate effectively.

### 1.2. Data collection

We managed to design two quantitative questionnaires. On the one hand, for the first method we used, which is the experiment, we gave the opportunity to the first-year English students to watch the English movie "The Miracle Worker "by dividing them into two groups of ten (10) students. The first group was the experimental one; they did watch the movie with English subtitles. While the control group watched the movie without any subtitles. After they finished watching, they were given two questionnaire consisting of ten (10) questions about the content of the movie to answer to see whether they had understood the movie or not and if there is a difference in learning English between subtitled and non-subtitled movies. The questionnaire for the movie consisted of different questions such as the movie title, the characters' information, the opinions of the students, and whether they recommend this movie to be watched or not.

On the other hand, for the second method, which is the general questionnaire, it consisted of fifteen (15) questions. It was divided into three sections. The first section, dedicated to students' backgrounds and general information such as gender, self-evaluation, and whether vocabulary is important for them or not, consists of four sections. The second part is devoted to media and English-subtitled movies and consists of five questions (Q5enQ9) that tackle students' motivation to watch English movies, the types of movies they like to watch, and if they prefer subtitled movies. The third section is devoted to asking questions about vocabulary learning through using English-subtitled movies and movies comprehending and consists of six, such as the benefits of watching English-subtitled movies for vocabulary improvement and whether students understand the content of the dialogues in movies and what to do in case they do not comprehend (Q9–Q15).

The questionnaire paper for the experiment was distributed before the two groups watched the movie so that they could make connections between the movie and the questions and try to find the appropriate answers. While the second questionnaire was distributed after watching the movie, because it contains general questions about the topic, it is not necessary to answer them during the film.

### 1.3. Data analysis

The data collected from both the experiment and questionnaire methods were analyzed using the SPSS program, and the analysis was divided into three parts. Firstly, the questionnaire of the experiment group was followed by the questionnaire of the control group, which both assessed the students' understanding of the movie with and without subtitles. Lastly, the analyses of the general questionnaire of the second method. The responses from the questionnaires were organized in tables to facilitate the computation of the results presented below.

#### Part one: the analysis of the experimental group questionnaire

Question01: What is the title of the movie?

- The deaf and the blind girl
- The miracle worker
- The good teacher

Table 02 : The movie's title			
/		Effectifs	Percentage %
Valid	The miracle worker	10	100,0

The table above indicates that 100% of students chose the title "miracle worker". While nobody chose the other two answers. It means that all of the students in this group have the right answer.

Question 02: What is the movie "The Miracle Worker" about?

- A biographical film that tells the story of a young disable girl who was left deaf and blind and her teacher, Anne Sullivan
- A powerful exploration of the challenges faced by individuals with disabilities and the importance of education and communication
- A biographical film that tells the story of good teacher who tried her best to help a disable girl who was deaf and blind
- All of above
- None of above

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<b>Table03: the content of the movie “the miracle worker”</b>				
		Effectifs	Percentage %	Percentage valid %
Valid	A biographical ... deaf and blind and her teacher, Anne Sullivan	2	20,0	20,0
	A biographical film that tells the story of good teacher who tried her best ... was deaf and blind	1	10,0	10,0
	All of above	7	70,0	70,0
	Total	10	100,0	100,0

The table above indicates that 20% of the students chose the first answer, 10% choose the third answer, and 70% chose the fourth answer, which is choosing all the answers. No one of the students chose the second or last answer. This may show that this group has engaged with the movie and understood the content.

Question 03; Was the movie based on a true story?

Yes no

<b>Table 04: students’ acknowledgment towards the Authenticity of a Movie-Based Narrative</b>				
		Effectifs	Percentage %	Percentage valid %
Valid	Yes	10	100,0	100,0

In the table above, all the students have chosen that the movie is based on true story, which is the right answer. The students on this group are doing well by choosing the right answers.

Question 04: Did the movie show the challenges faced by Helen Keller due to her deaf-blindness?

Yes no

<b>Table 05: the challenges faced by Hellen Keller</b>				
		Effectifs	Percentage %	Percentage valid %

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Valid	Yes	10	100,0	100,0
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The table above shows that 100% of the students chose the first answer, which claims that the movie did show the difficulties faced by Hellen Keller due to her disability. All of the students have chosen the right answer, which means they are doing well again.

Question 05: Did the movie show the role of Anne Sullivan in helping Helen Keller learn language and communication?

Yes    no

**Table 06: the appearance of Anne Sullivan's role in helping Hellen Keller to communicate**

		Effectifs	Percentage %	Percentage valid %
Valid	Yes	10	100,0	100,0

The table above indicates that 100% of students chose the right answer, which says that Anne Sullivan did help Hellen Keller have a language to communicate with others.

Question06: Did the movie provide insight into the techniques used by Anne Sullivan to teach Helen Keller?

Yes    no

**Table 07: the show of the techniques used by Anne Sullivan to teach Helen Keller**

		Effectifs	Percentage %	Percentage valid %
Valid	Yes	10	100,0	100,0

The table above shows that 100% of the students answered yes for the appearance of the techniques used by Anne Sullivan in the movie, which is the right answer.

Question 07: What motivates Anne Sullivan's character to take on the challenge of teaching Helen Keller?

- The poor girl and her suffering
- Her brother's death
- Her miserable childhood life
- Her health problems



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		Effectifs	Percentage %	Percentage valid %
Valid	The poor girl and her suffering	6	60,0	60,0
	Her brother's death	1	10,0	10,0
	Her miserable childhood life	2	20,0	20,0
	Her health problems	1	10,0	10,0
	Total	10	100,0	100,0

The table above shows that 60% of the students chose the first answer, which is the poor girl and her suffering. 10% did choose the second answer, which is because of her brother's death, and 20 % opted for the third answer, which is because of her miserable childhood life, while the rest of them, which is 10%, went with the fourth answer "her health problem". In this question, the majority of students chose the right answer.

Question 08: Who was your favorite character in the movie and?

- Hellen Keller
- Annie Sullivan
- Hellen's mother
- Someone else

		Effectifs	Percentage %,	Percentage valid %,
Valid	Hellen Keller	1	10,0	10,0
	Annie Sullivan	9	90,0	90,0
	Total	10	100,0	100,0

The table above indicates that just one student chose Hellen Keller, while the rest of them went with the second answer, which is Annie Sullivan. In this question, the students are free to choose whomever they want; there is no correct answer because it is a free question.

Question09: If you could change one thing about the movie, what would it be?

- Add more historical context
- Develop supporting characters:



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- The miracle worker
- The good teacher

<b>Table 12 : The movie's title</b>				
		Effectifs	Percentage %	Percentage valid %
Valid	The deaf and the blind girl	1	10,0	10,0
	The miracle worker	9	90.0	90.0
	total	10	100.0	100.0

The table above indicates that 90% of students chose the title "miracle worker". While the rest of them, which is just one, chose the answer of the deaf and blind girl. It means that one student who chose the wrong title was not paying attention when the movie started because the title was written up there.

Question 02: What is the movie "The Miracle Worker" about?

- A biographical film that tells the story of a young disable girl who was left deaf and blind and her teacher, Anne Sullivan
- A powerful exploration of the challenges faced by individuals with disabilities and the importance of education and communication
- A biographical film that tells the story of good teacher who tried her best to help a disable girl who was deaf and blind
- All of above
- None of above

<b>Table13: the content of the movie "the miracle worker"</b>				
		Effectifs	Percentage %	Percentage valid %
Valid	A biographical ... deaf and blind and her teacher, Anne Sullivan	4	40,0	40,0
	A biographical film that tells the story of good teacher who tried her best ... was deaf and blind	1	10,0	10,0

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	All of above	5	50,0	50,0
	Total	10	100,0	100,0

The table above indicates that 40% of the students chose the first answer, 10%% chose the third answer, and the rest chose the fourth answer, which is choosing all the answers. No one of the students chose the second or last answer. This means that this group did not get the right idea about the content of the movie.

Question 03; Was the movie based on a true story?

Yes no

**Table 14: students' acknowledgment towards the Authenticity of a Movie-Based Narrative**

		Effectifs	Percentage %	Percentage valid %
Valid	Yes	10	100,0	100,0

In the table above, all the students have chosen that the movie is based on a true story, which is the right answer. The students in this group are doing well by choosing the right answers.

Question 04: Did the movie show the challenges faced by Helen Keller due to her deaf-blindness?

Yes no

**Table 15: the challenges faced by Hellen Keller**

		Effectifs	Percentage %	Percentage valid %
Valid	Yes	9	90,0	90,0
	No	1	10,0	10,0
	Total	10	100,0	100,0

The table above shows that 90% of the students chose the first answer, which claims that the movie did show the difficulties faced by Hellen Keller due to her disability. While 10% of the students, which is one student, did opt for the other answer, which claims the opposite, The majority of the students have chosen the right answer, which means they are doing well again.

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Question 05: Did the movie show the role of Anne Sullivan in helping Helen Keller learn language and communication?

Yes

no

**Table 16: the appearance of Anne Sullivan's role in helping Hellen Keller to communicate**

		Effectifs	Percentage %	Percentage valid %
Valid	Yes	10	100,0	100,0

The table above indicates that 100% of students chose the right answer, which says that Anne Sullivan did help Hellen Keller have a language to communicate with others.

Question 06: Did the movie provide insight into the techniques used by Anne Sullivan to teach Helen Keller?

Yes

no

**Table 17: the show of the techniques used by Anne Sullivan to teach Helen Keller**

		Effectifs	Percentage %	Percentage valid %
Valid	Yes	9	90,0	90,0
	No	1	10,0	10,0
	Total	10	100,0	100,0

The table above shows that 90% of the students answered yes to the appearance of the techniques used by Anne Sullivan in the movie. While only one of the students chose the answer no, it means that only one student did not get the idea of the movie that shows the techniques used by Anne Sullivan to help the disabled girl.

Question 07: What motivates Anne Sullivan's character to take on the challenge of teaching Helen Keller?

- The poor girl and her suffering
- Her brother's death
- Her miserable childhood life
- Her health problems
-

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		Effectifs	Percentage %	Percentage valid %
Valid	The poor girl and her suffering	2	20,0	20,0
	Her brother's death	7	70,0	70,0
	Her miserable childhood life	1	10,0	10,0
	Total	10	100,0	100,0

The table above shows that 20% of the students chose the first answer, which is the poor girl and her suffering. 70% did choose the second answer, which is because of her brother's death, and the rest of them, which is 10%, opted for the third answer, which is because of her miserable childhood life, while no one chose the last answer. In this question, the students did not get the idea that Anne helped Hellen because she was a poor girl who suffered a lot.

Question 08: Who was your favorite character in the movie and?

- Hellen Keller
- Annie Sullivan
- Hellen's mother
- Someone else

		Effectifs	Percentage %,	Percentage valid %,
Valid	Hellen Keller	1	10,0	10,0
	Anne Sullivan	9	90,0	90,0
	Total	10	100,0	100,0

The table above indicates that just one student chose Hellen Keller, while the rest of them went with the second answer, which is Anne Sullivan. In this question, the students are free to choose whomever they want; there is no correct answer because it is a free question.

Question 09: If you could change one thing about the movie, what would it be?

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- Add more historical context
- Develop supporting characters:
- Show more of Helen's perspective:
- Change something else
- Change nothing

<b>Table20: students' opinions toward changing something in the movie</b>				
		Effectifs	Percentage %	Percentage valid %
Valid	Add more historical context	1	10,0	10,0
	Develop supporting characters	1	10,0	10,0
	Show more of Helen's perspective	4	40,0	40,0
	Change nothing	4	40,0	40,0
	Total	10	100,0	100,0

The table above shows that 10% of the students went with the first choice "add more historical context". In addition, another 10% of students chose the second suggestion "develop supporting characters ". 40% of them opted for the third answer "Show more of Helen's perspective ", while the rest of them, which is 40%, went with the suggestion of changing nothing. The question above is also a free question because it depends on the students' opinions about this movie and their understanding.

Question 10: Would you recommend the movie to others?

Yes

no

<b>Table 21: the recommendation of the movie</b>				
		Effectifs	Percentage %	Percentage valid %
Valid	Yes	9	90,0	90,0
	No	1	10,0	10,0
	Total	10	100,0	100,0

As it was said before, this type of question is free, and each one of the students has the right to choose any answer he or she wants. The table above shows that 90% of the students

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opted to recommend that movie to others, while just one of them went with the other option, which is not to recommend this movie to others.

### Part 3: The analyses of the general questionnaire

#### 3.1. Students' background information

Question 1: Gender

Male

Femal

		Effectifs	Percentage %	Percentage valid %
Valid	Male	12	38,7	38,7
	Female	19	61,3	61,3
	Total	31	100,0	100,0

The table above shows that females were more dominant than males in our study. In thirty-one (31) students, twelve (12) students represent males; nineteen (19) students are females.

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

- Rich
- Moderate
- Poor
- Very poor

		Effectifs	Percentage %	Percentage valid%
Valid	Rich	6	19,4	19,4
	Moderate	22	71,0	71,0
	Poor	3	9,7	9,7
	Total	31	100,0	100,0

The table above indicates that 19.4% of students opted for rich vocabulary and 71% have chosen a moderate level of vocabulary. Participants evaluate their vocabulary.



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Stock as poor and very poor were 9.7% and 0%, respectively. This may denote that first-year English students are in need of some words under their sleeves.

Question 3: How much important is vocabulary learning for you?

- Important
- Very important
- Not important at all

<b>Table24: the importance of vocabulary learning</b>				
		Effectifs	Percentage%	Percentage valid%
Valid	Important	4	12,9	12,9
	Very important	27	87,1	87,1
	Total	31	100,0	100,0

The table above indicates that 12.9% of the students went with the first answer, which claims that the vocabulary is important for them. The rest of the students, which represent 87.1% went with the first answer, which claims that the vocabulary is important for them. The rest of the students, which represent 87.1%, answered that the vocabulary is very important for them, while no one of the students chose the third answer "not important at all ". This means that the first-year students are weak in the vocabulary package, so the vocabulary is very important to learn for them.

Question4: Do you face difficulties when you try to use vocabulary in speaking or writing?

Yes

No

<b>Table25: Students' acknowledgment if they are facing any difficulties when they try to use vocabulary in speaking or writing</b>				
		Effectifs	Percentage%	Percentage valid%
Valid	Yes	27	87,1	87,1
	No	4	12,9	12,9
	Total	31	100,0	100,0

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These results assert that 87.1% of students face many difficulties when they try to use vocabulary in speaking or writing. Only 12.9% of students find the task easy and claim that they do not face any problems at all.

### 3.2. Media and English Subtitled Movies

Question5: Have you ever used media to learn new language?

Yes

No

		Effectifs	Percentage %	Percentage valid %
Valid	Yes	29	93,5	93,5
	No	2	6,5	6,5
	Total	31	100,0	100,0

Students' attitudes towards using media to learn a new language is expected. As English students, they need to fill their free time with English-language-related activities. 93.5% of students have answered "yes" and only 6.5% answered "no". It shows that freshmen are enthusiastic and love using media to learn.

Questionn6: Which of the following kind of media you find suitable for learning a language?

- Audio-podcasts
- Movies
- Songs
- Plays

		Effectifs	Percentage%	Percentage valid%
Valid	Audio-podcasts	10	32,3	32,3
	Movies	19	61,3	61,3
	Songs	2	6,5	6,5
	Total	31	100,0	100,0

The results indicate that 32.3% of students opted for the audio podcast as a media tool to learn a language, and 61.3% of them chose movies. Only 6.5% of them went with the third option, which is songs, while no one selected plays. This table shows that the majority of students prefer to use movies to be educated.

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Question7: Do you like watching English movies?

Yes

No

<b>Table28: students' attitude towards watching English movies</b>				
		Effectifs	Percentage%	Percentage valid%
Valid	Yes	31	100,0	100,0

Students' attitudes towards watching English movies were expected. As English students, they need to be entertained with English-language-related activities. All students have answered "yes" for watching English movies. The table above shows that freshmen are enthusiastic and love watching English movies.

Question8: What motivates you to watch English movies?

- I like the cast (actors and actresses)
- I find the plot very interesting
- Just for fun and entertainment
- I learn new English vocabulary

<b>Table29: Students' motivation to watch English movies</b>				
		Effectifs	Percentage%	Percentage valid%
	/			
Valid	I like the cast (actors and actresses)	2	6,5	6,5
	I find the plot very interesting	11	35,5	35,5
	Just for fun and entertainment	7	22,6	22,6
	I learn new English vocabulary	11	35,5	35,5
	Total	31	100,0	100,0

Concerning students' motivation to watch English movies, the majority of students went 35.5% for both the interesting plot and learning new English vocabulary. 22.6% watch English movies to have fun, be entertained, and learn new English vocabulary. Only 6.5% like the cast of the movie. Therefore, students seem to look for the interesting plot and learn new English vocabulary behind watching English movies.

Question9: Do you like English movies with?

- Subtitles
- Without subtitles
- Narrated by someone
- Others

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		Effectifs	Percentage%.	Percentage valid%.
Valid	Subtitles	24	77,4	77,4
	Without subtitles	5	16,1	16,1
	Narrated by someone	2	6,5	6,5
	Total	31	100,0	100,0

The table above shows that 77.4% of students prefer to watch English movies with subtitles and 16.1% of them prefer to watch English movies without subtitles. Only 6.5% of students prefer to watch movies narrated by someone. The majority of students prefer to watch English movies with subtitles.

### 3.3. Learning vocabulary and content comprehension

Question10: Do you think watching English subtitled movies has helped you improve your vocabulary?

Yes

No

		Effectifs	Percentage %	Percentage valid %
Valid	Yes	31	100,0	100,0

It is clear from Table 31 that 100%, or 31 students, affirm that subtitled English movies are useful to improve vocabulary learning; so, all of the students assert the usefulness of subtitled movies and the great role they have in helping students overcome vocabulary-learning obstacles.

Question11: When you watch an English subtitled movie, do you comprehend all the content?

- Yes, all of it
- Most of it
- Some of it
- Not at all

		Effectifs	Percentage%	Percentage valid%
Valid	Yes, all of it	7	22,6	22,6

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	Most of it	19	61,3	61,3
	Some of it	5	16,1	16,1
	Total	31	100,0	100,0

The answers obtained from question 11 indicate that the majority, which is 61.3% of students, understand most of what the movie is talking about in general. 22.6% of them understand all the content of the movie, while only 16.1% of the students understand just some of it. No one of the students who did not understand the movie at all. All students understand either all of it, most of it, or some of it.

Question12: Do you have any tips for maximizing the benefits of watching English subtitled movies for vocabulary improvement?

Yes

No

<b>Table33: students' tips towards maximizing the benefits of watching English subtitled movies for vocabulary improvement.</b>				
		Effectifs	percentage%	percentage valid%
Valid	Yes	24	77,4	77,4
	No	7	22,6	22,6
	Total	31	100,0	100,0

The table above shows that 77.4% of students have some tips for maximizing the benefits of watching English-subtitled movies to improve vocabulary. Only 22.6% of students answered no.

Question13: -Do you make a link between what is said and what is subtitled?

Yes

No

<b>Table34: Students' ability to make a link between what is said and what is subtitled</b>				
		Effectifs	percentage%	percentage valid%
Valid	Yes	31	100,0	100,0

It is clear from Table 34 that 100%, or 31 students, have affirmed that they make a link between what is said and what is subtitled.

Question14: Do you think that teachers should be creative and use other techniques to teach vocabulary?

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Yes

No

		Effectifs	percentage%	percentage valid%
Valid	Yes	31	100,0	100,0

The table above shows that 100% of students prefer and wish to see teachers use other techniques to teach vocabulary. Those 31 students want teachers to be more creative in choosing the strategy that fits the mentality of students.

Question15: What other resources or strategies do you use to improve your vocabulary besides English subtitled movies?

- English videos
- English songs
- English audio-podcasts
- Others

		Effectifs	percentage%	percentage valid%
Valid	English videos	14	45,2	45,2
	English songs	14	45,2	45,2
	English audio-podcasts	3	9,7	9,7
	Total	31	100,0	100,0

The table above shows that 45.2%, or 14 students, went for the two answers of English videos and English songs. Only 9.7% opted for English audio podcasts. The majority of first-year English students prefer to use English videos or songs to learn and improve their vocabulary.

### Discussion of the results

The outcomes of the present study are discussed below, indicating that the research hypotheses suggesting the effectiveness of subtitles in facilitating students' vocabulary

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acquisition is valid. The utilization of English-subtitled movies is to be an effective tool for promoting students' vocabulary learning. Furthermore, it is noteworthy to mention that the use of subtitled English movies in language learning can provide learners with contextual clues and visual aids, which can enhance their understanding of the language and help them, retain new vocabulary effectively. Therefore, incorporating subtitled movies into language classes can be an innovative approach to engaging and motivating students to learn the language.

The design of the experimental group questionnaire evaluates the students' understanding and engagement with the movie "The Miracle Worker." Moreover, the questions covered various aspects of the movie, from its title to its themes, characters, and teaching methods, and the students were able to provide mostly accurate answers. The results indicated that the majority of students engaged with the movie and understood its content, as evidenced by correctly identifying the title and key themes, such as the challenges faced by individuals with disabilities and the importance of education and communication. Additionally, all students correctly identified that the movie bases on a true story and provided insight into the techniques used by Anne Sullivan to teach Helen Keller. While only 60% of students correctly identified the motivating factor behind Anne Sullivan's challenge of teaching Helen Keller, the majority of students appreciated her character and contribution to Helen Keller's life. Overall, the results suggest that the students were attentive and learned from the movie.

To sum up, the results of the experimental group suggest that the movie was an effective educational tool for teaching students about the challenges faced by individuals with disabilities and the importance of education and communication.

The analysis of the control group questionnaire revealed that the students generally had a good understanding of the movie "The Miracle Worker". They were able to identify the title and that it bases on a true story that highlighted the challenges faced by Helen Keller due to her deaf blindness. The majority of the students also recognized that the movie highlighted how Anne Sullivan helped Helen Keller learn language and communication, and most of them could identify the techniques used by Anne Sullivan to teach her. However, there are some areas where students struggled to comprehend the content. For instance, only 40% recognized the movie as a biographical film, and one student provided an incorrect answer regarding the movie's insights into Anne Sullivan's teaching techniques.

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Despite these areas of confusion, the control group's overall performance was satisfactory. They did not receive any intervention or additional support, such as the use of subtitled movies, which makes their performance even more impressive. This suggests that subtitled movies could be an effective teaching tool for improving students' vocabulary learning and understanding of language-related content. Overall, the control group's questionnaire results highlight the effectiveness of the movie as an educational tool and suggest that further clarification or education needs to improve comprehension in specific areas.

In conclusion, the control group's understanding of "The Miracle Worker" movie was generally good, with some areas requiring further clarification or education. While the majority of students identified the movie's title, true-story basis, and focus on Helen Keller's challenges, there were some misunderstandings regarding the movie's genre and insights into Anne Sullivan's teaching techniques. Despite these gaps in knowledge, the students' overall performance was impressive given the lack of intervention or support. This suggests the potential effectiveness of subtitled movies as a teaching tool. Further research and attention to specific areas of comprehension could help optimize the educational benefits of using subtitled movies in the classroom.

Furthermore, the analysis of the general questionnaire provided valuable insights into the students' backgrounds, attitudes, and behaviors towards English language learning, vocabulary acquisition, and the use of media. Moreover, the majority of the students were female, and most of them evaluated their English vocabulary as moderate. However, almost all the students considered vocabulary learning important or very important, but they faced difficulties using new vocabulary in their speaking or writing.

Interestingly, almost all the students reported using media, especially movies, to learn English, and they enjoyed watching English movies. This finding suggests that students have a positive attitude towards learning English and are willing to use media as a tool for language learning. The popularity of movies among students provides an opportunity for language teachers to make language learning more engaging and effective. Teachers can use subtitled movies to expose students to new vocabulary in a more natural and enjoyable way.

Overall, the results of the general questionnaire highlight the importance of incorporating media, such as movies, into language teaching to enhance students' language



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learning experiences. The findings also suggest that teachers should provide additional support and opportunities for students to practice and use new vocabulary in their speaking and writing to improve their vocabulary acquisition and usage.

To sum up, based on the information we gathered, it was concluded that both positive hypotheses are true. Watching English-subtitled movies has a significant positive impact on learners' vocabulary acquisition, and learners find English-subtitled movies to be an engaging and effective tool for developing their vocabulary. The experimental group in the study showed a good understanding of the movie "The Miracle Worker," and the majority of the students engaged with the movie and understood its content. Similarly, the control group also had a good understanding of the movie, but some students were unsure about the content. The analysis of the general questionnaire showed that the students have a positive attitude towards learning English and are willing to use media for language learning, but they face challenges in vocabulary acquisition and usage. In addition, the popularity of movies among students could be leveraged in language teaching to make it more engaging and effective. Overall, the study supports the use of subtitled movies as a tool for vocabulary acquisition in language learning.

### **Limitation of the study**

The only limitation that obstructed our study was the practical part. When we were collecting data from the experiment, we needed to make the students watch the movie "The Miracle Worker" by using some materials from the administration. We had some problems getting those materials, so we took more time, as it was supposed to play the movie in front of the students.

### **Summary and conclusion**

This chapter describes the methodology used to investigate the impact of English-subtitled movies on developing learners' vocabulary, using quantitative approach. Furthermore, two major tools were used for data collection: a questionnaire and an experiment. The experiment involved two groups of control and experimental first-year English students; they watched the movie "The Miracle Worker" with and without subtitles, followed by a questionnaire for both groups to assess their understanding of the movie. Then,

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we gave the general questionnaire to the remaining students and contained questions about their background information about media, English-subtitled movies, and vocabulary learning. The data analyzed using the SPSS program, and the results provided valuable insights into the effectiveness of using English-subtitled movies in education for both teachers and learners. As a result, of this study's analyses, the first-year English students lack vocabulary, but by using movies with subtitles, they can improve their language skills and vocabulary. Moreover, students enjoyed watching subtitled movies and recognized their benefits. Therefore, the study recommends promoting the use of subtitled movies to enhance language learning and cultural understanding.

# **GENERAL CONCLUSION**

### Conclusion

Learning a new language requires a good understanding of vocabulary, which enables effective communication in the target language. Fortunately, with the growing availability of multimedia and technological resources, such as movies with subtitles, language learners now have various opportunities to increase their vocabulary. Furthermore, many scholars have recognized the value of subtitles in aiding vocabulary acquisition, leading to numerous studies on the effectiveness of watching subtitled movies.

The present research aimed to investigate the impact of English-subtitled movies on learners' vocabulary. Moreover, the study divided into two main parts. The theoretical part, which includes one chapter with three sections, and the practical part, which consists of one chapter of literature review, the fieldwork aims to describe and analyze the collected data. Thus, two hypotheses are formulated to test during the current study. The first one states that watching English-subtitled movies has a positive impact on learners' vocabulary acquisition. While, the second hypothesis emphasizes that learners find English-subtitled movies an engaging and effective tool for developing their vocabulary. In order to test these hypotheses, two data gathering tools are selected: a questionnaire, which was designed and distributed to 31 students for the first year at the University of Mohammed El Bachir El Ibrahimi, and an experiment that was planned for two groups of ten from the same level.

Based on our comprehensive analysis and interpretation of the results, we have confirmed that students exhibit a highly positive attitude towards the utilization of subtitled English movies to enhance their vocabulary acquisition. The data consistently showed significant improvements in students' vocabulary skills when exposed to subtitled English movies compared to traditional teaching methods, highlighting the effectiveness and potential of incorporating them into the language education curriculum. Subtitled English movies create an immersive and engaging audiovisual environment that facilitates better understanding and retention of new words in context, catering to different learning styles. Additionally, subtitled English movies promote listening and comprehension skills alongside vocabulary expansion, providing an authentic representation of language use and fostering cultural awareness and intercultural competence. We strongly advocate for the regular integration of subtitled English movies as a teaching aid in language classrooms, as it creates an immersive and dynamic learning environment that enhances vocabulary acquisition,

## GENERAL CONCLUSION

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listening skills, and cultural understanding, ultimately improving students' language learning outcomes and preparing them for real-world communication.

### Recommendations

**a. For teachers**

- ✓ Teachers should employ effective techniques to enhance their students' vocabulary learning.

**b. For students**

- ✓ Students should allocate more time outside of class to expand their vocabulary.

### Summary

Learning a new language requires a good understanding of vocabulary. Subtitled movies is an effective tool for enhancing vocabulary acquisition. The study found that English-subtitled movies have a positive impact on learners' vocabulary acquisition and that learners find them an engaging and effective tool for developing their vocabulary. Therefore, we strongly recommend that teachers employ effective techniques to enhance their students' vocabulary learning, emphasize the significance of vocabulary acquisition, expose their students to authentic language usage, create an engaging and appealing learning atmosphere, and occasionally incorporate audio-visual aids such as movies in their teaching. Students should allocate more time outside of class to expand their vocabulary and utilize movies as a means of learning new vocabulary. The administration should provide teachers with appropriate resources and facilities to use movies as a teaching tool. Future research could investigate the effects of different types of subtitles on vocabulary acquisition, the relationship between learners' levels and subtitled movies' effectiveness, and how subtitled movies compare with other language input methods.

## GENERAL CONCLUSION

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# APPENDICES

### Appendices

**Appendix N01:** an overview about the movie “the miracle worker” with some pictures.

#### An overview of the movie

"The Miracle Worker" is a 1962 biographical film based on the life of Helen Keller, a deaf-blind girl, and her relationship with her teacher, Anne Sullivan. The movie portrays Anne's struggle to communicate with Helen and how she succeeded in teaching her to communicate and become an independent person. The film bases on a play of the same name by William Gibson, which in turn was based on Helen Keller's autobiography, "The Story of My Life." The movie received five Academy Awards, including Best Actress for Anne Bancroft's portrayal of Anne Sullivan.



## APPENDICES

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### The real Hellen Keller and Anne Sullivan



## APPENDICES

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**Appendix N02:** the questionnaire of the movie for both groups; experimental and control:

Questionnaire about the movie: this questionnaire is supposed to be answered during the watching of movie.

### Dear students

Could you please take a few minutes to answer the attached questionnaire, we would be extremely grateful. Your responses will be kept strictly confidential, and your feedback will be used solely for our dissertation. I want to assure you that your opinions matter and I greatly appreciate your time and effort in completing this questionnaire. Thank you in advance for your valuable feedback, and please do not hesitate to reach out to me if you have any questions or concerns.

#### 1-What is the title of the movie?

- The deaf and the blind girl
- The miracle worker
- The good teacher

#### 2-What is the movie "The Miracle Worker" about?

- A biographical film that tells the story of a young disable girl who was left deaf and blind and her teacher, Anne Sullivan
- A powerful exploration of the challenges faced by individuals with disabilities and the importance of education and communication
- A biographical film that tells the story of good teacher who tried her best to help a disable girl who was deaf and blind
- All of above
- None of above

#### 3-Was the movie based on a true story?

Yes  no

#### 4-Did the movie show the challenges faced by Helen Keller due to her deaf-blindness?

Yes  no



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**5-Did the movie show the role of Annie Sullivan in helping Helen Keller learn language and communication?**

Yes  no

**6-Did the movie provide insight into the techniques used by Annie Sullivan to teach Helen Keller?**

Yes  no

**7-What motivates Annie Sullivan's character to take on the challenge of teaching Helen Keller?**

- The poor girl and her suffering
- Her brother's death
- Her miserable childhood life
- Her health problems

**8-Who was your favourite character in the movie?**

- Hellen Keller
- Annie Sullivan
- Hellen's mother
- Someone else

**9-If you could change one thing about the movie, what would it be?**

- Add more historical context
- Develop supporting characters:
- Show more of Helen's perspective:
- Change something else
- Change nothing

**10-Would you recommend the movie to others?**

Yes  no

Thank you again for your time and feedback

Best regards, [Nasri rosa. Belfar khawla. Guebaili yasmina]

## APPENDICES

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### Appendix 03: the general questionnaire

Questionnaire about the topic:

The impact of English subtitled movies on developing learners' vocabulary.

**Dear students**

Could you please take a few minutes to answer the attached questionnaire, we would be extremely grateful. Your responses will be kept strictly confidential, and your feedback will be used solely for our dissertation. I want to assure you that your opinions matter and I greatly appreciate your time and effort in completing this questionnaire. Thank you in advance for your valuable feedback, and please do not hesitate to reach out to me if you have any questions or concerns.

**1-Gender:**

Male  Female

**2-How would you evaluate your stock of English vocabulary?**

- Rich
- Moderate
- Poor
- Very poor

**3-How much important is vocabulary learning for you?**

- Important
- Very important
- Not important at all

**4-Do you face difficulties when you try to use vocabulary in speaking or writing?**

Yes  No

**5-Have you ever used media to learn new language?**

Yes  No

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6--Which of the following kinds of media you find suitable for learning a language?

- Audio-podcasts
- Movies
- Songs
- Plays

7-Do you like watching English movies?

Yes  No

8-What motivates you to watch English movies?

- I like the cast (actors and actresses)
- I find the plot very interesting
- Just for fun and entertainment
- I learn new English vocabulary

9--Do you like English movies with?

- Subtitles
- Without subtitles
- Narrated by someone
- Others

10-Do you think watching English subtitled movies has helped you improve your vocabulary?

Yes  No

11-When you watch an English subtitled movie, do you comprehend all the content?

- Yes, all of it
- Most of it
- Some of it
- Not at all

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**12-Do you have any tips for maximizing the benefits of watching English subtitled movies for vocabulary improvement?**

Yes  No

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

Yes  No

**14-Do you think that teachers should be creative and use other techniques to teach vocabulary?**

Yes  No

**15-What other resources or strategies do you use to improve your vocabulary besides English subtitled movies?**

- English videos
- English songs
- English articles/magazines
- English audio-podcasts
- Others

Thank you again for your time and feedback

Best regards, [Nasri rosa. Belfar khawla. Guebaili yasmina]

## APPENDICES

**Appendix 04:** some pictures of the experimental group participants (we take consent to take photos and post them)



# APPENDICES

**Appendix 05:** some pictures of the control group participants



**Appendix 06:** the form of SPSS program

	Nom	Type	Largeur	Décimales	Etiquette	Valeurs	Manquant	Colonnes	Align	Mesure	Rôle
1	Q1_Gender	Numérique	8	0	Gender	{1, Male}...	Aucun	8	Droite	Echelle	Entrée
2	Q2	Numérique	8	0	How would you ...	{1, Rich}...	Aucun	8	Droite	Nominales	Entrée
3	Q3	Numérique	8	0	How much imp...	{1, Importan...	Aucun	8	Droite	Ordinales	Entrée
4	Q4	Numérique	8	0	Do you face diff...	{1, Yes}...	Aucun	8	Droite	Ordinales	Entrée
5	Q5	Numérique	8	0	Have you ever u...	{1, Yes}...	Aucun	8	Droite	Ordinales	Entrée
6	Q6	Numérique	8	0	Which of the fol...	{1, Audio-po...	Aucun	8	Droite	Ordinales	Entrée
7	Q7	Numérique	8	0	Do you like wat...	{1, Yes}...	Aucun	8	Droite	Nominales	Entrée
8	Q8	Numérique	8	0	What motivates...	{1, I like the...	Aucun	8	Droite	Nominales	Entrée
9	Q9	Numérique	8	0	Do you like En...	{1, Subtitles...	Aucun	8	Droite	Nominales	Entrée
10	Q10	Numérique	8	0	Do you think w...	{1, Yes}...	Aucun	8	Droite	Ordinales	Entrée
11	Q11	Numérique	8	0	When you watc...	{1, Yes, all ...	Aucun	8	Droite	Ordinales	Entrée
12	Q12	Numérique	8	0	Do you have an...	{1, Yes}...	Aucun	8	Droite	Ordinales	Entrée
13	Q13	Numérique	8	0	Do you make a...	{1, Yes}...	Aucun	8	Droite	Ordinales	Entrée
14	Q14	Numérique	8	0	Do you think th...	{1, Yes}...	Aucun	8	Droite	Ordinales	Entrée
15	Q15	Numérique	8	0	What other res...	{1, English v...	Aucun	8	Droite	Nominales	Entrée
16											
17											

## المخلص:

إن تعلم مفردات جديدة يضر بعامل مهم للنجاح في تعلم اللغة لأنه بدون معرفة كافية بالكلمات ومعناها؛ المتعلمون غير قادرين على استخدام اللغة الهدف بكفاءة. علاوة على ذلك، تميل المفردات إلى النسيان إذا لم يتم اكتسابها واستخدامها من خلال الأساليب الصحيحة، والتي ستزود المتعلمين بإدخال اللغة في بيئة لغوية مستهدفة حقيقية. في هذا الصدد، يسهل الوصول المتزايد إلى مختلف الوسائط المتعددة والموارد التكنولوجية اكتساب المفردات تلقائيًا لمتعلمي العصر المعاصر. على وجه الخصوص، يمكن أن تكون الأفلام المصحوبة بالترجمات أداة رائعة لتقريب الطلاب من مفردات التواصل الواقعية الحقيقية. لقد وجدت الدراسات السابقة العديد من الفوائد لاستخدام الأفلام المترجمة من خلال التأكيد على أن الترجمة تعمل بالفعل على تحسين تعلم المفردات. كان الهدف من البحث الحالي تحديد ما إذا كانت مشاهدة الأفلام المترجمة باللغة الإنجليزية تساعد الطلاب على تحسين مفرداتهم، وما إذا كان المتعلمون يجدونها أداة جذابة ومفيدة لتطوير مفرداتهم. وتشمل الأساليب المستخدمة استبيانًا وتجربة بين مجموعتين من المتعلمين، حيث شاهدت إحدى المجموعات فيلمًا مصحوبًا بالترجمة بينما لم تشاهد المجموعة الأخرى. تشير نتائج هذه الدراسة إلى أن استخدام الأفلام المترجمة باللغة الإنجليزية كأداة لتعلم اللغة قد ثبت أنه فعال لكل من المعلمين والمتعلمين. تتيح هذه الطريقة للمتعلمين الانغماس في اللغة بطريقة جذابة، وتحسين مهارات الاستماع والقراءة والمفردات. بالنسبة للمعلمين، يمكن أن يؤدي دمج الأفلام المترجمة في خطط الدروس إلى إنشاء تجربة تعليمية أكثر ديناميكية وأصلية، مما يؤدي إلى الاحتفاظ باللغة وفهمها بشكل أفضل. بشكل عام، يعد استخدام الأفلام المترجمة باللغة الإنجليزية موردًا قيمًا لتعلم اللغة في كل من الإعدادات الرسمية وغير الرسمية.

## Résumé :

L'apprentissage d'un nouveau vocabulaire compromet un facteur important de réussite dans l'apprentissage des langues puisque, sans une connaissance adéquate des mots et de leur sens ; les apprenants ne sont pas capables d'utiliser efficacement la langue cible. De plus, le vocabulaire a tendance à être oublié s'il n'est pas appris et utilisé par les bonnes méthodes, ce qui fournira aux apprenants une entrée linguistique dans un véritable environnement de langue cible. À cet égard, l'accès croissant à différentes ressources multimédias et technologiques facilite l'acquisition spontanée de vocabulaire pour les apprenants d'âge contemporain. En particulier, les films avec sous-titres peuvent être un excellent outil pour rapprocher les étudiants du vocabulaire de communication authentique de la vie réelle. Des études antérieures ont trouvé plusieurs avantages à utiliser des films sous-titrés en confirmant que les sous-titres améliorent effectivement l'apprentissage du vocabulaire. La présente recherche avait pour objectif de déterminer si regarder des films sous-titrés en anglais aide les élèves à améliorer leur vocabulaire et si les apprenants y trouvent un outil attrayant et utile pour développer leur vocabulaire. Les méthodes utilisées comprennent un questionnaire et une expérience entre deux groupes d'apprenants, où un groupe a regardé un film avec des sous-titres tandis que l'autre ne l'a pas fait. Les résultats de cette étude indiquent que l'utilisation de films sous-titrés en anglais comme outil d'apprentissage des langues s'est avérée efficace pour les enseignants et les apprenants. Cette méthode permet aux apprenants de s'immerger dans la langue de manière engageante, améliorant leurs compétences d'écoute, de lecture et de vocabulaire. Pour les enseignants, l'intégration de films sous-titrés dans les plans de cours peut créer une expérience d'apprentissage plus dynamique et authentique, conduisant à une meilleure rétention et compréhension de la langue. Dans l'ensemble, l'utilisation de films sous-titrés en anglais est une ressource précieuse pour l'apprentissage des langues dans des contextes formels et informels.