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**The Effects of Watching English Movies Arabic –
Subtitled on Developing EFL Students' Vocabulary**

The Case of First-Year LMD Students of English at Kasdi Merbah
University of Ouargla.

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Dedication

To my beloved mother, Miss Love, I could not without you.

To my father, the man who is struggling to never fail to bring joy to my life.

To my grandparent, for including me in their prayers.

To all my siblings Youcef, Ferdous, Samiha, Soumia, Elhaj Abdelkader and

especially my niece NADA , the dearest to my heart ,

to whom I am deeply indebted for their great love and support .

Finally, to soulmate, for whom, I am lucky enough to have him by my side.

To all those who helped me along my studies;

I dedicate this humble work to you.

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Abstract

One of the requirements of being able to communicate easily in English is having adequate vocabulary. Although it is quite hard to reach a native-like competence, it is highly extolled that living in English –speaking country is much less effortlessly way to enrich the lexis competency. However, watching English movies, on a regular basis, might provide the same experience. The aim of this study is to test how much is effective to use subtitled English movies to learn new vocabulary with reference to Arabic subtitles. An experimental study was conducted with forty EFL students from Kasdi Merbah Ouargla University to assess the effects of watching Arabic-subtitled English movies on developing EFL students' vocabulary. The quantitative data analysis shows a strong correlation between EFL learners' vocabulary and such type of movies. The results obtained, then, show that watching English movies Arabic-subtitles affect positively EFL students' motivation to learn; thus, they enhance much more their vocabulary development using some important strategies that make the difference.

Key Words: EFL Students, Vocabulary, Competence, Arabic-Subtitled English Movies.

List of Abbreviations

ASEMs: Arabic-subtitled English movie

EFL: English as a Foreign Language

EFLLs: English as Foreign Language learners

K M UO: Kasdi Merbah University Ouargla

L1: First Language

LMD: Licence Master Doctorate

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General Introduction

General Introduction

Vocabulary is the fundamental component in learning languages and especially in the case of studying foreign languages, where learning new words enables learners to use each word in more than one context. The linguistic competence has a crucial role because it is of concern with the four language skills. Recent researches show that using audio visual aids make learners pay more attention to form than traditional materials (Mayer & Moreno, 2002; Rose, 2003; Mackey & Ho, 2008). In this respect, many foreign language students are interested in improving their vocabulary knowledge. However, EFL students find many difficulties when it comes to communicate using English language because of their shortage of vocabulary package. They think that learning new English vocabulary is a complex task to be achieved. Today, it becomes much less difficult than it was years ago due to certain elements such as the televisions, internet. EFL students can effortlessly get in real English situations by attending online lessons, or watching Arabic subtitled English movies. Most EFL students may go for the second option.

1. Statement of the Problem

The mastery of huge arranges of English terms and vocabulary is most associated with the success of communicative process for it is the stepping stone for students to get what they hear, read and write. For this reason it is very helpful if students can find ways to quickly build up a language store of words. For Algerian, English is a foreign language which students have learnt it from middle school. They consider it as a difficult language. EFL students in Kasdi Merbah Ouargla University struggle speaking or writing when they are engaged in real English contexts because of their weak linguistic competence. To overcome this problem, a wide range of movies paired with subtitles can be useful for EFL students to promote the learning process and; therefore, to improve their vocabulary stock. Indeed, this study is proposed to focus on enhancing EFL learners' vocabulary knowledge using specific type of movies which is Arabic-subtitled English movies.

2. Research Question

The study endeavors to find answers to the following questions:

- Could watching Arabic-subtitled English movies enhance EFL students' vocabulary knowledge?

3. Hypotheses

It has been hypothesized that if EFL learners are exposed to Arabic subtitled English movies, they may improve their vocabulary stock and, therefore, enhance their productive skills (speaking and writing).

4. Aims of the Study

In The light of this problematic issue, the main aim underlying the present study is to find out how much could watching Arabic-subtitled English movies enhance EFL students' learning vocabulary. It attempts to highlight the significant factors that Arabic-subtitled English movies had on the linguistic competence of EFL students.

5. Significance of the Study

This study is important for both EFL teachers and students. On the one hand, it enables learners to define the importance of watching Arabic-subtitles English movies to acquire a linguistic competence which affects their performance. Thus; they can determine their linguistic defects. Moreover, they get to know more about how effective is to interpret from subtitled movies in accordance with their four language skills which lead them to spontaneous English learning. On the other hand; teachers could learn and deduce how to improve the learners' vocabulary. They can adapt Arabic-subtitled English movies to fit the students' needs.

6. Research Design

A descriptive-analytic experimental study was conducted to measure quantitatively the improvement can brought to EFL students by watching ASEM. This study was carried out at the department of English at Kasdi Merbah Ouargla University. The sample consisted of Forty (40) first year LMD English students; where the latter were chosen randomly. In order to test the hypotheses stated above, we have adopted an experimental design where two groups of students: experimental group and control group. Prior to the experiment, a needs analysis was carried out to see whether our investigation matches to the communicative needs of the study sample. The experimental group received a lesson in how to exploit their skills to acquire new linguistic items from ASEM. The study lasted for one day 03/12/2021 during the academic year 2021/2022 due to the pandemic.

7. Limitations of the Study

In an attempt to investigate EFL students' attitude towards ASEMs to develop vocabulary, some limitations have been encountered. The study was somehow difficult to accomplish perfectly the predetermined aims. Due to the sudden holidays of Covid _19 pandemic the duration of the experiment have been shortened. The absence of some students when distributing the questionnaire makes the number of sample somehow limited. The students' bad hand writings were tiresome to be read and decoded. Finally, time being a stubborn opponent had a great effect on the present work because it was highly restricted by time. As matter of fact, it was challenging both to work on three chapters and to conduct the experimental study.

8. Structure of the Study

The research is divided into two parts; the first part which consists of two chapters. They are both devoted to review the related literature that provides a theoretical framework to the study.

The second part will provide information about the experimental study conducted at the English department, University of K M UO. It will also shows how the pre-test/ treatment / post-test formula is applied to analyze and discuss the statistical results.

Theoretical Part

Chapter One: English

Movies and Subtitling

Introduction

The use of audio-visual materials such as movies can be one of the useful and effective strategies for students to overcome their language learning weaknesses. English movies with subtitles can be particularly a useful tool for learning English in general and acquiring new vocabulary in particular. This chapter focuses on English movie, its definition, elements, types, objectives. Then, it displays the characteristics of English movies especially subtitled ones than it discussed the effects of Arabic-subtitled English movies on EFL students at certain levels as vocabulary.

1.1. Definition of English Movie

Hornby (2006) claims that Movie, also known as film or motion picture, is a type of visual communication that enacts a story or incident, invented from the real-life world or fantasy, by sound and a sequence of moving pictures, shown in cinema, television, or on-screen as Hornby (2006) states that "movie means a series of moving picture recorded with a sound that tells a story, shown at a cinema." (p. 950). English movie is the movie in which characters are performed using the English language; various accents may be used such as: British, Australian, Canadian... and so on.

The first thing to analyzing a movie is to understand its elements. The elements are story, character, theme, setting, and style. A good story is a basis for most successful films in which a proper balance of suspense and action takes place. It is also what makes a film stick with you long after the initial viewing.

A character is invented by the movies' creator, inspired by real-life or fantasy, popular myths, and legends.

The theme is the main element that unifies concepts and ideas which guide the audience during the creative process. Strong Theme speaks profoundly and shows a universal human experience. The most common themes are love, sacrifice, good vs. evil, and death. The theme manifested through the movie's plot, dialogue, cinematography, and music.

The setting entails the story movie world where the geographic location, time, and situation take place. The setting can be classified to be two kinds. There are physical settings and social settings.

1.2. Types of English Movie

There are several types of movie. The most famous types; which are widely spread among people, are: Action movie is when one or more heroes are thrust into a series of challenges that require physical feats, extended fights, and frenetic chases. Also, Comedy movies are designed to share and elicit laughter from the audience. So it mainly emphasizes humor. Moreover, Drama movie depends mostly on the in-depth development of realistic characters dealing with emotional themes. In addition, Horror movie seeks to elicit a negative emotional reaction from viewers by manipulating the audience's primal fears. It is designed to test the audiences' adrenaline. Besides, Musical movie is when songs are interwoven by the characters into the narrative, sometimes accompanied by dancing. All of which has its own properties

According to Bordwell and Thompson (1975, P.75) there are some basic types of the movie as follows:

- **Documentary movie:** it supports presenting factual information about the world outside the movie. As a type of movie, the documentary presents itself as factually trustworthy.
- **Fictional movie:** it presents imaginary beings, places, or events. It is inspired most of the time to evoke popular myths and legends. However, that does not always mean that it is completely unrelated to actuality; it often evokes universal experience, directly or obliquely.
- **Animated movie:** it is distinguished from live-action ones by the unusual kinds of work that are done at the production stage. Animation movie is not being continuously filmed outdoor action in real-time, but it creates a series of images by shooting one frame at a time.
- **Experimental movie:** it is made to evoke a personal and universal human experience in a mainstream context.

1.3. Objectives of English Movie

English Movies attract and stimulate EFL students' attention since they make the learning more concrete and effective, more realistic and dynamic, Roblyer et al (2010) points out that media such as slides and films delivered information in more concrete and therefore more effective ways than books did. According to (Brown & Yule, 1983), EFL students have a great interest in learning through watching movies because they are easy, fun and entertaining

due to the visual support they provide with as colorful, vivid images, and sound can increase the audience's comprehension.

English movies as a technique of language acquisition, that has been extolled to improve English vocabulary and affect directly or indirectly the four language skills. The English movie does not eliminate the intervention of a third party between the subject and the observer; it does significantly reduce the distortion that the presence of an artist inevitably introduces since film provides a much more direct line of communication with the observer. Thus, EFL students' vocabulary learning and comprehension could be increased.

1.4. Characteristics of English Movie

As Chandler. D (1972) mentions; Semiotics consider movies as a phenomenon very much like the language. They do have their codes and conventions; it is true: a film or sound recording is not reality, after all. But the language of the movie is both more direct and less ambiguous than either written language. Anthropologists, for example, are well aware of the advantages of film over the written word. Further, language film has neither codified grammar nor enumerated vocabulary, and it does not even have very specific rules of usage, so it is very clearly not a language system like written or spoken English, but does perform many of the same functions of communication as language does.

1.4.1. Accent

Various accents may be used such as: Australian, Canadian, but the most frequent are the American and the British accents. The most obvious differences between American English and British English when it comes to the area of pronunciation are four namely: rhotic accent, vowel pronunciation, consonant pronunciation, and change of stress. "When a British or American talks; they identify themselves primarily by the tunes of their respective varieties." (Algeo, 2006, P .2).

1.4.2. Pace

The English spoken in movies is very natural and very close to what native English speakers speak in their daily life. Seeing the English language in reality; English movies provide meaningful context and vocabulary with natural English language spoken at a natural flow of speed. (Lonergan, 1984)

1.4.3. Style

English Movies allow EFL students to get an idea about the national English culture and help in developing Cross-cultural awareness as Harmer (2004, P. 282) states. They are innovative tools which allow students to account for individual differences. That is to say; English movies are replete with cultural elements as traditions, specific food and drink, as well as body language and clothing. These items manifest in clear situations, thus helping students to learn about the various cultural facets of the English country background.

1.4.4. Subtitling

In subtitled movies, a combination between sound, image, and text (subtitles) is used which works as a strong indicator that foreign language learning really takes place. Subtitles are facilities for people who do not understand the language and the text and the audio is not clear for people in hard and noisy environment; Also, for people who cannot distinguish and include indications of the speaker and sounds to become more intelligible for any viewer. Ivarsson & Carroll (1998) in “Code of Good Subtitling Practice”; identifies four types of subtitles that are: reversed subtitles, Interlingua subtitles, intralingua subtitles and dual subtitles.

1.5. Types of Subtitles

1.5.1. Reversed Subtitles

This type refers to target language textual display of a sound in the viewer’s mother language. Ivarsson & Carroll (1998) Thus, this type of subtitles is not used in the current study.

1.5.2. Dual Subtitles

It refers to the appearance of both viewers’ native language and target language subtitles on the screen. Also, this is not the case of the presented study.



Figure1.1. Dual Subtitles

1.5.1. Iteralingual Subtitles

Intralingual subtitling, are known also as “monolingual subtitling” or “closed captions”, is the same language as the audio text speech. When the subtitles are in the language of the film, EFLs are able to hear the new accent and reading the text at the same time. Hearing and reading foreign words helps incorporate EFL students’ phonetic understanding of the language in a simultaneous way. And therefore, they can understand future words as they familiarize themselves with sounds of your new language Ivarsson & Carroll (1998).



Figure1.2. Interlingual Subtitles

1.5.1. Interlingual Subtitles

Interlingual subtitling is when these subtitles are in the students' mother tongue (L1), their understanding is meaning-based; if EFL students do not understand the word; they read and process the subtitles in their mother tongue and this is the case in my study that investigates about Arabic – Subtitled English Movies Ivarsson & Carroll (1998).



Figure1.3. Interlingual Subtitles

1.6. Advantages and Disadvantages of Subtitles

In the 1980s, captioning (Subtitling) was first introduced for use in foreign language classrooms, and it was thought to be the way to increase learners’ attention, makes them secure and self-confident, reduce anxiety, give students instant confirmation of their

understanding of what was heard, and increase motivation (Froehlich, 1988; Vanderplank, 1988; Burger, 1989; Grimmer, 1992).

Captioned videos provide both verbal information representing the audio track and subtitles, and non-verbal information representing the video channels, what enables dual code systems.

According to Vanderplank's report (1988) subtitles have potential value on helping the language acquisition process by providing learners with the key to massive quantities of authentic language input that are incomprehensible (pp. 272-3). In other words, using subtitled movies can create a rich language environment for EFL students to learn words through context. Subtitles help learners to develop language proficiency by enabling students to be aware of new unfamiliar words due to the fact that both movies and subtitles facilitate to perceive the foreign language.

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

1.7. The Effects of Arabic - Subtitled English Movies on EFL Students

D'Ydewalle and Pavakanun (1997) maintain that even few minutes of exposure to foreign language in interlingual subtitling have positive effects on the foreign language learners. In this respect, in our case of study; Watching English movies Arabic –subtitles can be effective for EFL students in terms of:

1.7.1. Motivation

English Movies as Audiovisual materials with rich context are both powerful tools and fruitful sources of motivation and interest for learning language, thus, they attract EFL students' attention, and it can positively affect their motivation to learn (Xhemaili, 2013). In this regard, movies are not only a means of entertainment, but they motivate students and make them feel enthusiastic about watching more movies and accordingly receive more language items.

1.7.2. Fluency

English movies present the English language in a more natural way which is very close to that of native speakers in their everyday life. Ismaili (2013) points that movies pave the way for EFLs and give them more chances to see the social dynamics of communication just like native speakers incorporate into real setting. On the one hand, they allow EFLs to experience semi-real communication face to face since they would listen to native speakers who hold true conversations with each other. On the other hand, EFLs will be able to get a clear idea of how words are pronounced correctly according to the context. Thus, to know what is said is important. Yet to know how it is said it is even important as it reinforces fluency of the English language.

1.7.3. Comprehension

Comprehension is also influenced by visual information and cultural knowledge (for example interpretation of facial expressions), as lip-reading research has demonstrated (Baltova, 1994). By using L1 subtitled English movies, the understanding of English context-bound expressions can be strengthened. They allow EFL students to follow the story and events easily; in other words, to develop comprehension of movie content.

1.7.4. Vocabulary Learning

English movies can be called a language acquisition technique that improve English vocabulary and affect explicitly or implicitly the four language skills. Ismaili (2013) states that: "Movies are an enjoyable source of entertainment and language acquisition" (pp. 121-32). English movies provide direct sensory experience integrated with verbal language; there is also colours, and movement, which stimulate EFL students' senses especially seeing and hearing to perceive real English language which is stored in their short term memory than moving to long term memory knowledge over some steps. In short, English movies provide large inputs such as idioms and colloquial expressions of the English language which introduce EFL students for new written and spoken words and then motivate them to practice the word in daily use.

Conclusion

To sum up, watching English movies with interlingual subtitles In general and Arabic subtitles in our case of study in particular is very important for EFL as they provide FL students with an authentic situation that allows them to see language in use in addition to raise the level of motivation. For these reasons, EFL students should assimilate such type of English movies to easily learn English language and vocabulary (the acquisition of new words and phrases).

Chapter Two:

Vocabulary Learning

Introduction

Vocabulary, as an integral part of a language; is the primary thing in the process of learning a language. It is the basic necessary which will be used for communication. Meanwhile, vocabulary knowledge is fundamental to the mastery of the Four language skills which are listening, reading, speaking and writing since one cannot understand a sentence without knowing what most of the words mean. Consequently, the lack of vocabulary knowledge affects all the four language skills.

The main purpose of this chapter is to provide insights about the basic concepts which are related to the core of our study: developing vocabulary by watching English movies Arabic - subtitles. First, this chapter tackles the definition of vocabulary, its types as well as its characteristics. Second, it mentions the importance of vocabulary. Additionally, the present chapter elicits the relationship between Vocabulary and The Four Language Skills. Finally, the chapter ends with reviewing the related literature about the role of watching English movies Arabic-subtitled on developing EFL Students vocabulary.

2.1. Definition of Vocabulary

The term vocabulary refers to a number of words that are found in any language which are used among people to communicate with each other in both forms verbal and non-verbal. Gutlohn (2006) as cited in Ferreira, (2007, p. 11) suggests: “vocabulary is the knowledge of words and their meanings”. That is to say, one aspect of the word knowledge is to be familiar with the meaning of this word. Henriksen (1996) as cited in Ferreira (2007, p.11) states: “vocabulary knowledge is often defined as precise comprehension which is operationalized as the ability to translate the lexical items into L1, the ability to find the right definition in a multiple-choice task, or the ability to give a target language paraphrase”.

Henriksen’s definition can be explained as the students’ words interpretation and reorganization of both the first and the target languages. Students react spontaneously to the word meaning when they see or hear the target language paired with their mother tongue. Moreover, word familiarity does not involve only its meaning, but it also contains other facets and types of word knowledge.

According to Thronbury (2002) who explains that to know a word involves knowing its two basic and independent levels; its meaning and form considering that the knowledge of word form tells nothing about its meaning. He presented these two levels as follows:

- **Meaning:** The grammar of the word, the collocations (e.g. mistake collocate with the verb make not do), the register, the associations (opposites and synonyms), the derivations, and its frequency.
- **Form:** The written form and the spoken form. The first is about increasing the students' awareness of the orthographical knowledge. The latter is about the ability of the student to recognize the word when it is heard; as well as, the ability to produce the spoken form of the word correctly (Nation, 2001).

Learning all aspects of word knowledge cannot be done at the same time, yet they have to be done gradually because they are interrelated and the ignorance of any single element of them will affect the whole word meaning.

Thurnbury, S. (2002) provides a schema that summarizes all the aspects of word meaning:

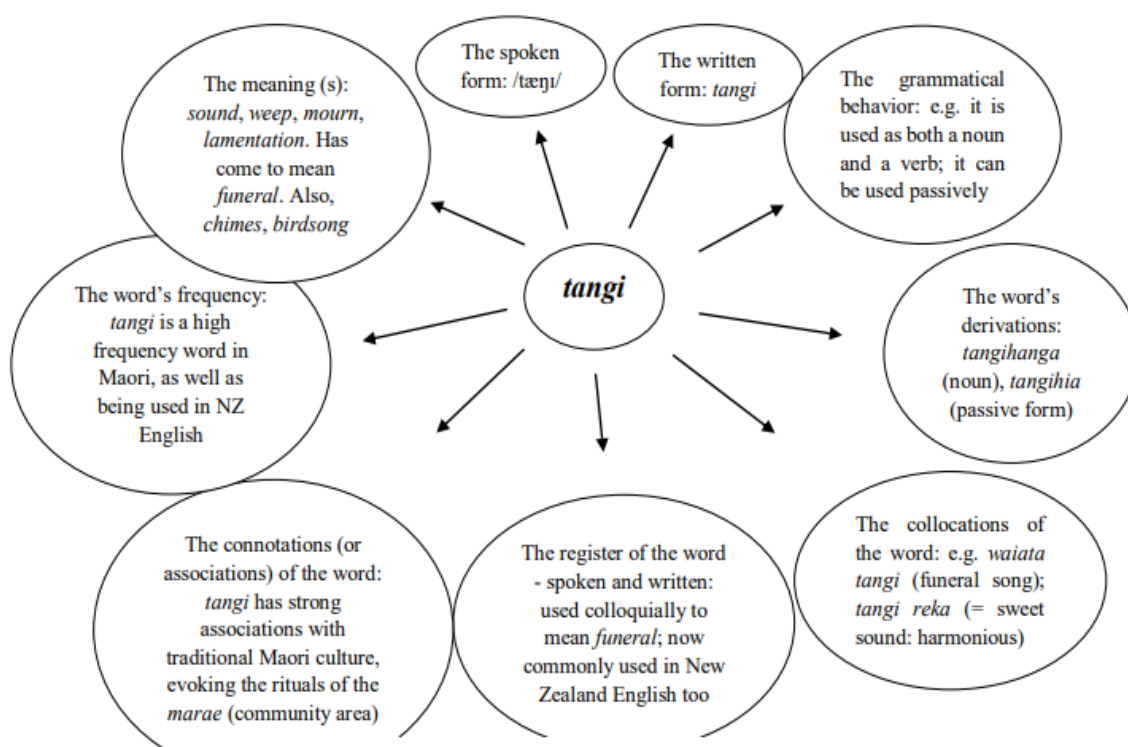


Figure 2.1. Aspects of Word Meaning (Thurnbury, S. 2002, p. 16)

The above diagram illustrates 'the mental lexicon'; how the word knowledge is stored mentally which is neither random nor in form of a list. Whereas, to well arranged this fashion in the students' mind; numerous exposures of the same word in various contexts is required before saying that these students have mastered this word. Thus, the students tend to learn the different meanings of the same word with the other kinds of knowledge to guarantee that all the meaning settings and the word knowledge kinds have been mastered.

2.1. Vocabulary Types

Nation (2001) has highlighted two distinctive types of vocabulary:

2.1.1. Receptive Vocabulary: it refers to the vocabularies which are received while listening or reading and retrieving their meanings. In other words, receptive vocabulary is concerned with the number of words that are responsible for the receptive forms of speech (listening and reading). Nation (2001)

2.1.2. Productive Vocabulary: the vocabulary used by students when they want to express their meanings through speaking or writing, they produce them in the appropriate spoken or written form. So, productive vocabulary is responsible for productive forms of speech (speaking and writing). Nation (2001)

2.2. Characteristics of Vocabulary

2.2.1. Breadth and Depth

Vocabulary knowledge should include at least two dimensions such as vocabulary breadth and depth.

Shen (2008, P. 135) defines vocabulary breadth as “the number of words that a person knows”. Measuring vocabulary breadth or size is fulfilled through the selection of word families based on their frequency in a corpus. In other words, the selection of word families would be from the most frequent words to the less and less frequent.

The second dimension is vocabulary depth. Depth has to deal with more than one component of knowledge. It refers to measuring vocabulary development and “to describe the stages of acquisition of a word” (Shen, 2008, pp. 136-7).

2.2.2. Acquisition

A lot of definitions were given of language acquisition. They all agreed that it is the study of those who are learning a language subsequent to their first one as children. Obviously, the first language or also called the mother tongue (L1) is the first language learned by a child. There are many tools to learn a language. Cook (2008) describes SLA research as something that fuses many features of linguistics, sociology, psychology and education into one single field.

Input is refers to any language heard or seen. Input is a very important aspect of language learning generally and second language learning specifically for it is impossible for language

acquisition to happen without input. This latter is essential to start developing English and maintaining proficiency. Language acquisition is a process that happened slowly. It is worthy to mention the difficulty that students encounter to acquire language only through input, without output, interaction and instruction.

2.2.3. Use

As Widdowson (1989) and Mckeown (2002) argue, vocabulary knowledge is the core of a language understanding and use; EFL students need not only vocabulary acquisition but also to more focus on how to use those words that have been acquired previously. Thus, the second and most substantial stage that both teachers and students have to be aware of is the appropriate use of English words. The majority of EFL students fail to be accurate when using language; therefore, they require several exposures and much time practice in order to acquaint on the various uses of the same word. Most importantly is that while using word in both the written and the spoken form, each word has some aspects listed by Gairns and Redman (1986) as cited in Brown, H Douglas (2001) that the student has to consider namely:

- **Context:** Kane (2000) defined context as “the surroundings of a word” (p. 249). It can be the occasion of a conversation, the relationship between the participants or even the audience who are listening. Context is the most important factor in the language use. Furthermore, the context has a strong relation with the familiarization of the connotative meaning. In other words, to be familiar with the context in which a particular word is used, then it would be easy to understand the hidden meaning of this particular word (Kane 2000).
- **Level of usage:** Another factor that must be taken into account is the language or words that have to be used according to certain situations. Kane (2000, p. 252) pinpointed the definition of the word level of usage as it is “the kind of situation in which a word is normally used”. He divided words into two kinds informal and formal. The latter is more restricted in terms of words choice and grammatical rules; it is used in the formal situations like institutions, professions, dictionaries, and academic context.
- **Multiword units:** If EFL students study vocabularies in isolation and they are not aware of English vocabulary used as unit, as a result; they cannot produce connected and coherent discourse. Schmitt (2000) elicits the vital role of multiword units in English language. As states by Schmitt, researchers like Alexander (1984); Nattinger and DeCarrico (1992), and Moon (1998) who categorize Multiword Units into the

following: Compound words, Phrasal verbs, Fixed phrases, Idioms, Proverbs and Lexical phrases or chunks.

2.2.4. Recognition

It refers to “select or identify an item as being one that they have been exposed to previously” (Read, 2000, P. 155). This is an example of using receptive knowledge which means “responsive to a stimulus” (Read, 2000, P. 155). In other words, EFL students respond to stimuli presented to them and decide whether they have seen them before or not. Laufer and Goldstein (2004) argue that is an active process to recognize a word if the meaning is known. The students have to recognize the form of the target word when it is displayed

2.2.5. Recall

To gain a good amount of vocabulary is not the complete mission for EFL students. Rather, they have to know the way to retrieve what they have learned once they need them again. The extent vocabulary can be easily remembered is directly related to how memory works. Thornbury (2002) has distinguished between these systems: The short-term memory is the brain’s capacity to hold words for a short period of time in few seconds or minutes. This means that the student repeats the new word immediately after he has heard it, but soon he will forget about it. EFL students need to train their memory to store information in long term memory using the process of ‘working memory’ (to transform the information from short term to long term memory through different cognitive tasks mentioned as follows: Repetition, Retrieval, Spacing, Pacing, Use, Cognitive depth, Personal organizing, Imaging, Mnemonics, Motivation, Attention or arousal and affective depth.

2.3. Intentional VS Incidental vocabulary learning

The difference between incidental and intentional learning falls at the level of consciousness; it can be somehow similar to the viewpoint between leaning and acquisition of Krashen’s theory (1982). In the situation of intentional learning both teacher and students are focusing directly on the information to be learned. It is considered to be a dull way of learning a large number of vocabularies; however, incidental vocabulary learning can occur when the focus is totally on communication. Thus, it offers many benefits at the same time for it can happen in a systematic mode. Similarly, Nation (2001) viewed both intentional and incidental vocabulary learning as complementary activities, i.e., each one of them stands as the stepping stone of the other one. Furthermore, to give an equal opportunity for both guarantee a well designed language learning program.

2.4. The Importance of Vocabulary

Vocabulary learning is the first and foremost stage simply because language is made up of a number of vocabulary items at first. Then, those words are structured in the form of coherent sentences under set of rules. Some researchers believe that learning language lies in learning vocabulary itself and vice versa. In this regard, Singleton (2000) states “we reach the point where the notions of lexicon and of language will become interchangeably” as cited in Chung and Chai, 2012, p. 3.

One cannot deny the fact that learning vocabulary is vital comparing to any other aspect of language, this was supported by Wilkins (1972); who spot the light on the role of vocabulary in language learning stating that, “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”(pp. 111-2). That is to say that, the presence of words is a must for language communication to be boosted unlike grammar. So, spending most of the time studying grammar will not improve English very much. Rather, most improvement occur when the focus in on learning more words and expressions. You can say very little with grammar, but you can say almost anything with words as cited in Thornbury, 2002, p. 13.

2.5. Relationship between Vocabulary and the Four Language Skills

Receptive vocabulary learning occurs during reading texts and listening tasks when learners tend to discover the meaning of words. However, learners find it difficult to use them when speaking or writing. To be clear, when reading any text we learn a large amount of words that we do not use in our speaking vocabulary because of our cognition. “Short-term memory refers to the brain’s capacity to store a limited number of information and items for a period of time just for few seconds. So, our daily conversations as adults are limited to some degree between 5000 and 10000 words due to our spontaneous way of talking.” (Thornbury, 2002, p. 23).

Habitually, it is easier to express ourselves orally better than in writing. In fact when it comes to writing it is very hard to retrieve the right word or sentence to get our ideas across because our writing vocabulary is directly influenced by our speaking vocabulary.

2.6. The Role of Arabic–Subtitled English Movies on EFL Students’ Learning vocabulary

To improve students’ attention to linguistic components while they are watching English movies Arabic-subtitles, lots of strategies can be applied. In this regard, Zanon 2006 as cited in Zarei (2011, p71) maintains that “image, sound in one language and text, normally in

another, sound and text are typically linked by translation. Generally, this type of connection encourages strong associations for retention and language use (p. 43)". D'Ydewalle and Pavakanun (1997) maintain that even few minutes of exposure to foreign language in interlingual subtitling have positive effects on the foreign language learners.

Some researchers (De Bock, 1977; Katchens, 1997; Koolstra *et al* 2002) claim that Interlingual subtitles allow learners to acquire knowledge of a word by reading its equivalent in their first language, while listening to its auditory form. Watching English movies with interlingual subtitles are a particularly powerful tool which can improve and facilitate English language learning by helping students visualize what they hear, in authentic situation; especially if the input is not too far beyond their linguistic ability. Learners should pay attention to form and change the input into intake as they connect form to meaning. Moreover, Paivio (1971) proposes that when we have pictures or subtitles in video, these components help learners to consider form and meaning and can create meaningful and communicative circumstances.

To sum up, learning vocabulary using Arabic-subtitled English movies needs more natural acquisition with good intake ability.

Conclusion

The above presented chapter has tackled mainly some issues concerning vocabulary learning; as well as, vocabulary use. First, it starts with the notion of vocabulary in relation to meaning and the aspects of word. Then, it states types of vocabulary, its characteristics like breadth and depth, acquisition and use, recognition and recall and so on. In addition, it considers the importance of vocabulary; furthermore, it spates the light on the relationship between vocabulary and the four language skills. Finally, it investigates the role of watching English movies Arabic-subtitled on EFL students' developing vocabulary.

Practical Part
Chapter Three: Data
Collection and Interpretation

Introduction

The present chapter; as mentioned earlier tends to investigate the effectiveness of using Arabic-subtitled English movies to facilitate the development of EFL students' vocabulary.

This chapter demonstrates the field work; it is devoted to the description of the methodological procedures used, to the analysis of my participants' responses, as well as the interpretation and discussion of the results. In fact, the objective is to test the hypothesis which assumes that if EFL learners are exposed to Arabic-subtitled English movies, they may improve their vocabulary knowledge.

3.1. Research Design

3.1.1. Research Method

We have adopted a descriptive analytical experimental study; for this inquiry we choose a quantitative research method to fulfil our research. The aim was to investigate the topic under study in a clear way. Indeed, this method was chosen to see to what extent Arabic-subtitled English movies can improve EFL learners' vocabulary. Moreover, the nature of the study and the choice of the method both determine the selection of the data collecting tools and the choice of sample study. We tend to have more insights into the students' level, their abilities, and their interests in accordance with our topic. So, a needs analysis questionnaire (see appendix A) was designed. All the participants (40) answer the questionnaire than we divide them into control and experiment groups. Both groups were exposed to watch the first 20 minutes of the Arabic subtitled English movie "Bridge to Terabithia" (See Appendix C). This English movie classified as a drama movies. We choose this movie depending on the results of the needs analysis questionnaire. After watching the allocated timing, the participants in both groups was asked to answer a pre-test to test to what extent they can record new vocabulary from watching the Arabic subtitled chosen movie. The experimental group was exposed to a treatment in a form of lesson (See Appendix D) to teach them the needed skills to acquire the more possible words they can take while watching Arabic-subtitled English movies. Next, the experimental group will re-watch the same first 20 minutes of the chosen movie (Bridge to Terabithia) and answer the post-test. It's necessary to mention that the sample study was divided randomly to enable us obtain valuable findings and to reach credible conclusions.

3.1.2. Population and Sampling

This research study is undertaken at the English Department of K M U-OUARGLA for the academic year 2021/2022. The population is composed of three hundred (177) first-year LMD students. We opt for some experiments that we will conduct with Forty (40) first year EFL University students to represent the whole population. They are both male and female students. Their age ranges from nineteen (19) to twenty-two (22) years old. Freshmen or first-year students were selected because we believe that they are the ones who need new techniques to increase their vocabulary stock. Common to all of the participants was at least six to seven years of exposure to EFL instruction during which they have been learning English. With regard to nationality and background, no difference existed among the participants; all of them are Algerians and their mother tongue is Arabic. Furthermore, none of the participants have lived in any English speaking countries. They were asked to freely answer and express their attitudes toward Arabic-subtitled English movies and vocabulary learning and the relationship between them.

3.2. Data Collection Instruments

3.2.1. Questionnaire Description

The Needs Analysis questionnaire (see appendix A) is administered to first year LMD students of English at K M U-Ouargla; it was designed to investigate EFL students' attitudes towards the role of subtitled English movies in enhancing vocabulary recognition. The questionnaire consists of twenty (15) questions which are divided into three sections. Different types of questions are used:

- ✓ **Close-ended questions**
- ✓ **Open-ended questions**
- ✓ **Mixed questions**

The first section consists of five (5) questions to collect the general information of the students: their gender, their age, their mother language and their nationality, whether they watch English movies or not.

The second section includes five (5) questions which sought to: investigate the students' attitudes towards the use of English movies in general and Arabic-subtitled ones to improve vocabulary knowledge, their purpose behind watching English movies, their opinion about the effectiveness of movies as a technique to learn English, their beliefs about the use of subtitled English movies for improving their vocabulary, which language of subtitles they

prefer, whether Arabic-subtitled English movies are a better aid for them to learn vocabulary or not, and whether they make a link between what is said and what is written in subtitles.

The last section (5 Qs) is related to vocabulary learning by EFL students: their views about the importance of English vocabulary, and whether it is difficult to learn or not, their evaluation of their English vocabulary stock, whether they face difficulties in learning new vocabulary or not, their best tools to improve their English vocabulary, and their opinion about the helpfulness of watching Arabic-subtitled English movies to improve their vocabulary.

3.2.2. The Pre-Test and The Post-Test

The pre-test and the post-test (See Appendix B) consist of two sections: a set of questions concerning the movie and an exercise by which we have tested EFL students' ability to acquire new words from the movie. That exercise consists of a set of lexical items on which students will be tested. The aim of that exercise is to know how many lexical items the students can take out from the movie. The data obtained is organized in tables where in each lexical item is given the number of students that catches it. That is, for every word or phrase, we counted the number of students who get the equivalent of each lexical item. The linguistic items the students are supposed to translate are chosen from the subtitled movie and they range from verbs, nouns, adverbs, phrases, and sentences. Thus, all the functional categories in the English language from the easiest to the hardest level have been targeted.

3.3. Administration of the Study

The needs analysis questionnaire was delivered manually to the English department at K M U-Ouargla to first year LMD students of English. It is worthy to mention that the whole study have been fulfilled in the same day on 03/122021 due to the unstable situation of covid-19 under the supervisor's observation and the researcher. With the assistance of the supervisor who gives us the chance to contact with first year LMD students; we chose the sample of the study randomly then we give them an idea about the topic. After, they have answered the needs analysis questionnaire we divided them into two groups but they stay at the same room. We have played on the 20 minutes of the movie using the data show. Next, each group answer the pre-test. After that the control group were asked kindly to leave the room. A lesson took place with the experimental group lasted for 30 minutes about the needed skills and strategies to get benefit from watching Arabic subtitled English movies. After that the same experiment was repeated again with the experimental group.

3.4. Data Analysis

The data used in this research paper consist of one Arabic subtitled English movie preceded by one test for each group (experimental and control). The analysis of that data will be done through the use of percentages that will be illustrated in bar graphs to present the results. The use of percentages will allow me to detect the differences between the pre-test of the control group and the post-test of the experimental group; they will also help me to see the number of students who can link between the uttered word and its written form in relation to the whole group. Thus, the experimental group will repeat the experiment twice the main difference is the treatment they will be exposed to before the repetition of the experiment for the second time.

3.4.1. Needs Analysis Questionnaire

- Section One: Students' Background Information

Q1. Students' Gender

Options	Male	Female	TOTAL
Number	10	30	40
Percentage	25%	75%	100%

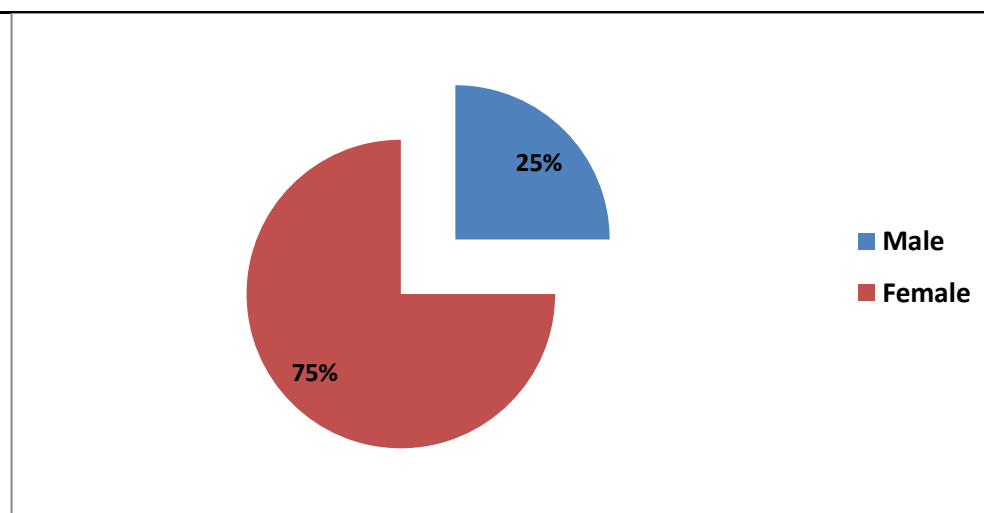


Table 3.1; Figure 3.1: Students' gender

Table 3.1; Figure 3.1 shows that females were more dominant than males in this study. Out of forty (40) students, only ten (10) students represent males; thirty (30) students were females.

Q2. Students' Age

Age	18	19	22	Total
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Number	28	09	03	40
Percentage	70%	22.5%	7.5%	100%

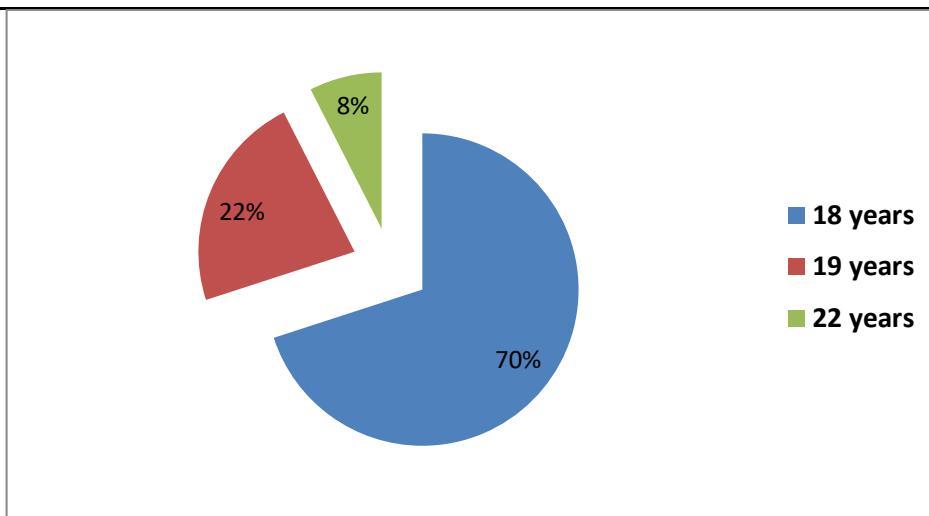


Table 3.2; Figure 3.2: Students’ age

Table 3.2; Figure 3.2 shows the age distribution of our sample. We can observe that students are young as more than the half is aged between 18 to 19 which represents (92.5%) of the sample (70% for those who are 18 years old, and 22.5% for students who are 19 years old), only (7.5%) represents students who have 22 years old.

The mentioned results show that our participants have nearly the same age. They are relatively young, so we expect their positive attitude towards the topic under investigation. In fact, young learners tend to appreciate the use of audiovisuals, so we suppose our sample would show interest in answering the coming questions.

Q3.Students’ Nationality

Option	Algeria	Total
Number	40	40
Percentage	100%	100%

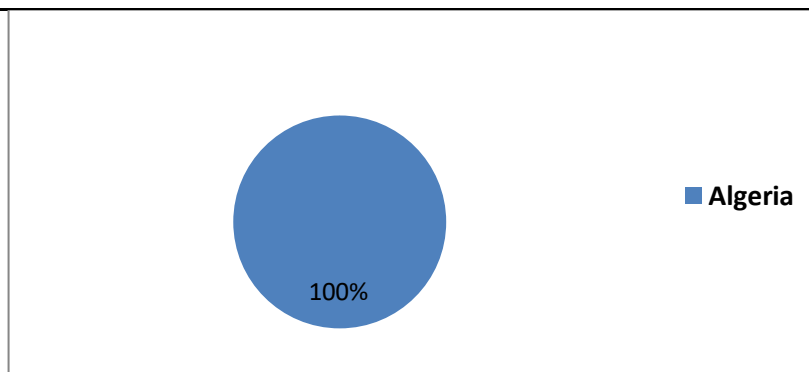


Table 3.3; Figure 3.3: Students’ nationality

Q4.Students’ Mother Tongue

Options	Arabic	Other languages	Total
Number	40	00	40
Percentage	100%	00%	100%

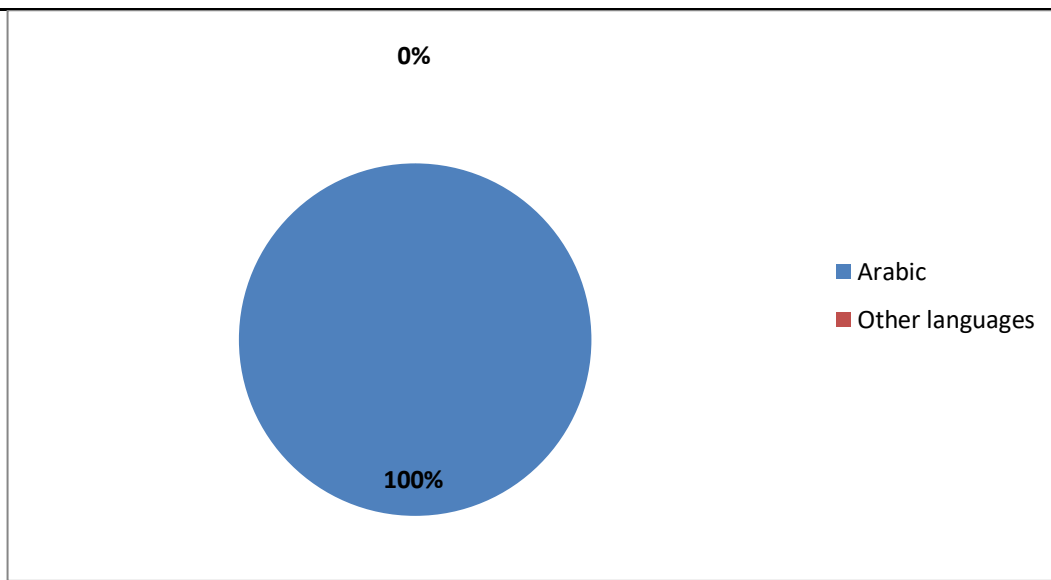


Table 3.4; Figure 3.4: Students’ mother tongue

The results collected from Q3 and Q4 indicate that it is common to all the participants their Algerian nationality also that their mother tongue is Arabic.

Q5. Do you like to watch English Movies?

Options	Yes	No	Total
Number	40	0	40
Percentage	100%	0%	100%

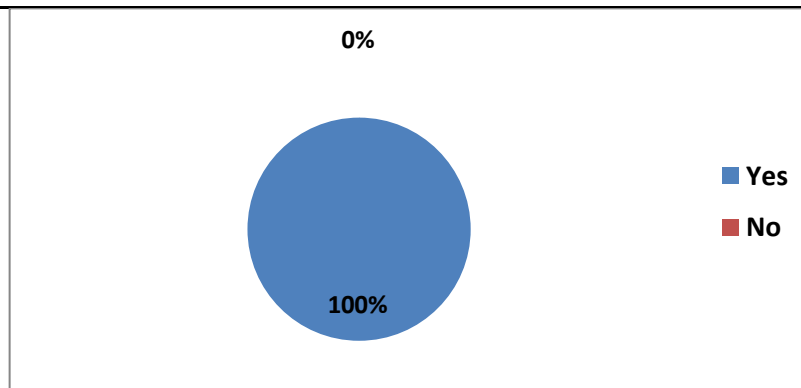


Table 3.5; Figure 3.5: Students’ attitude towards watching English movies

- **Section Two: Students' Attitude towards Watching Subtitled English Movies**

Students' attitude towards watching English movies was expected because English students need to fill their free time with English language related tasks. (100%) of students have answered "yes" while none of them answered "no". It shows that freshmen are enthusiastic and love watching English movies.

Q6. How often do you watch English movies?

Options	Always	Sometimes	Rarely	Total
Numbers	22	14	04	40
Percentage	55%	35%	10%	100%

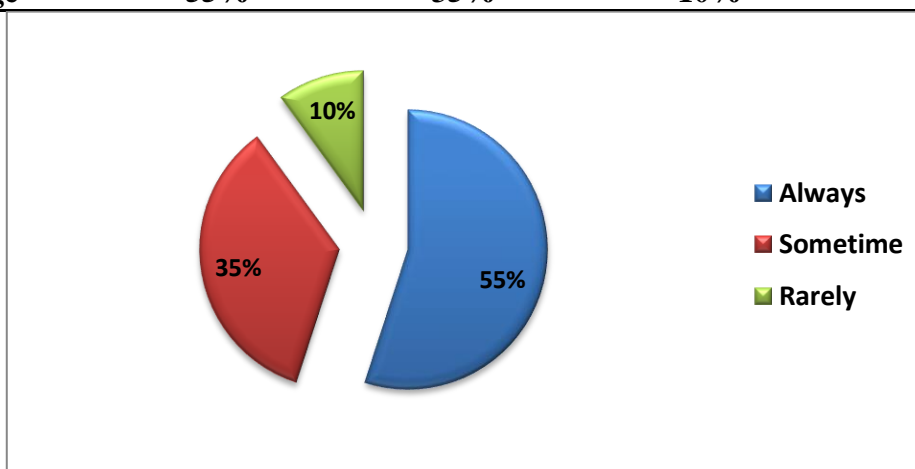


Table 3.6; Figure 3.6: Students' frequency of watching English movies

Table 3.6; Figure 3.6 indicates that (55%) of students always watch English movies and (35%) have opted sometimes and only (10%) of students watches movies rarely. From the results above, we have noticed that most students enjoy watching English movies on a daily basis because of their interest (English students are more likely to be attracted by any task related to the English language).

Q7. Which type of English movies do you prefer most?

Options	Action movie	Comedy Movie	Drama movie	Horror movie	Musical movie	Science fiction	Animie	Total
Number	08	01	18	03	01	06	03	40
Percentage	20%	2.5%	45%	7.5%	2.5%	15%	7.5%	100%

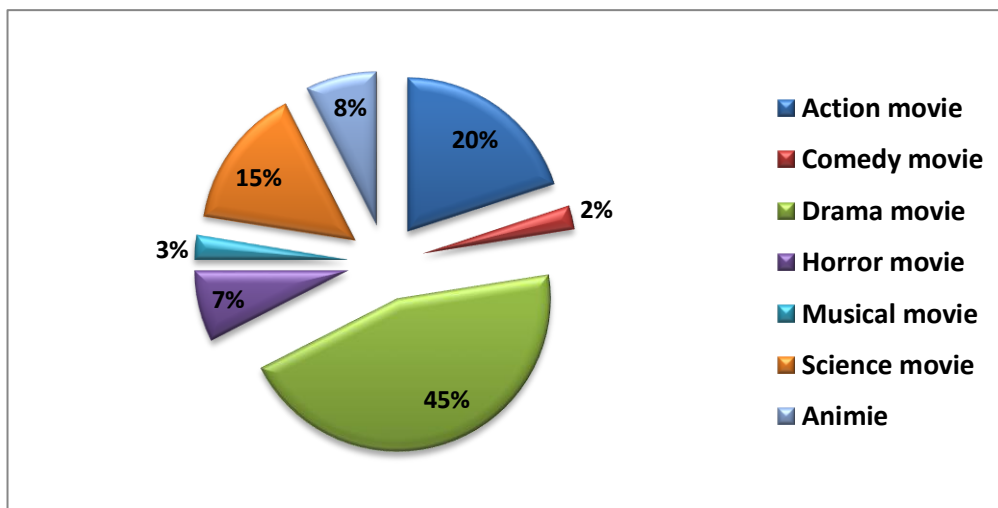


Table 3.7; Figure 3.7: Students' preferable movie genre.

The results obtained from table 3.7; figure 3.7 signify that the main genre that is taking over first year English students is Drama which was picked by 18 students (45%) followed by Action that was opted by 8 students (20%). These results show both the physical and emotional nature of students. Science fiction also was the favorite for six students (15%).

Q8. What motivates you to watch English movies?

Options	I like the cast	The plot is very interesting	For fun and entertainment	I learn new English vocabulary	Total
Number	04	06	17	13	40
Percentages	10%	15%	42.5%	32.5%	100%

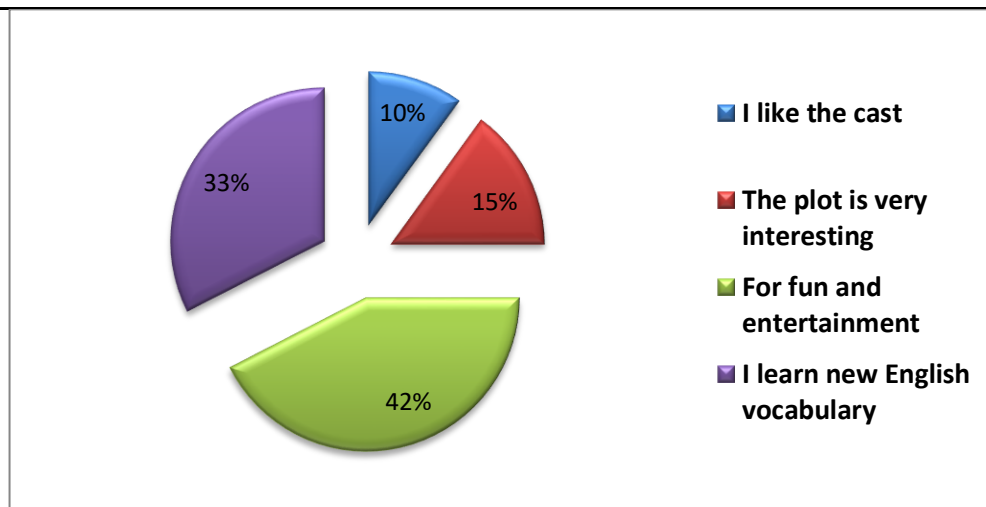


Table 3.8; Figure 3.8: Students' motivation to watch English movies

Concerning students' motivation to watch English movies, the majority (42.5%) of students went for fun and entertainment. (32.5%) watch English movies to learn new English vocabulary. (15%) find the plot of the movie interesting and have no academic intentions behind watching English movies. Only (10%) were interested in the cast of the motion picture. So, students seem to look for entertaining ways to learn new English vocabulary and that is what attracts them to watch English movies in the first place.

Q9. Do you prefer watching subtitled English movies?

Options	Yes	No	Total
Number	32	8	40
Percentage	80%	20%	100%

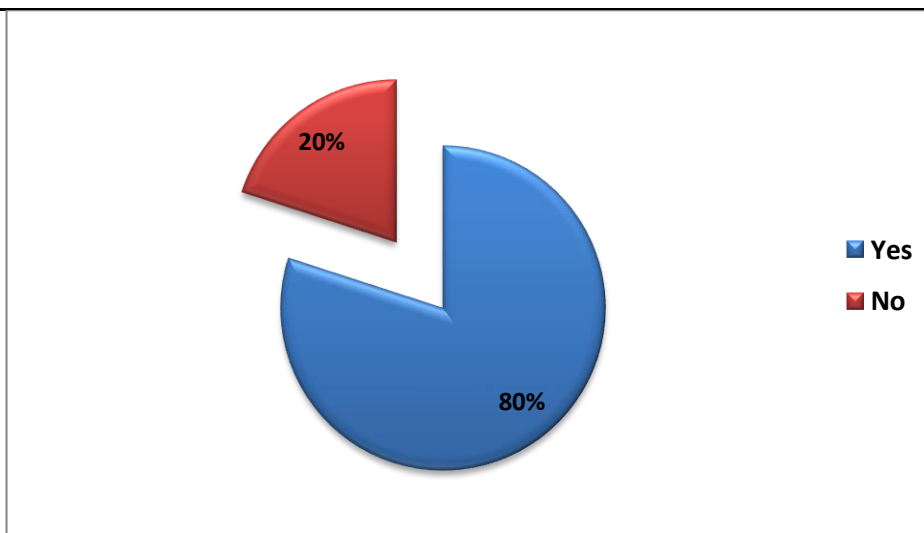


Table 3.9; Figure 3.9: Students' preference to watch subtitled English movies

The results from Table 3.9; Figure 3.9 indicate that (80%) of students prefer to watch English movies that are subtitled. The rest (20%) do not prefer subtitling. Students in favor of watching subtitled English movies may face problems in understanding the whole content, so they are more likely to learn and try to get the best out of everything. The rest of students who tend to watch movies without subtitles may be competent and capable to comprehend all the content.

Q10. If yes, what is the better language do you prefer and Why?

Options	English subtitles	Arabic subtitles	English and Arabic	Other languages	Total
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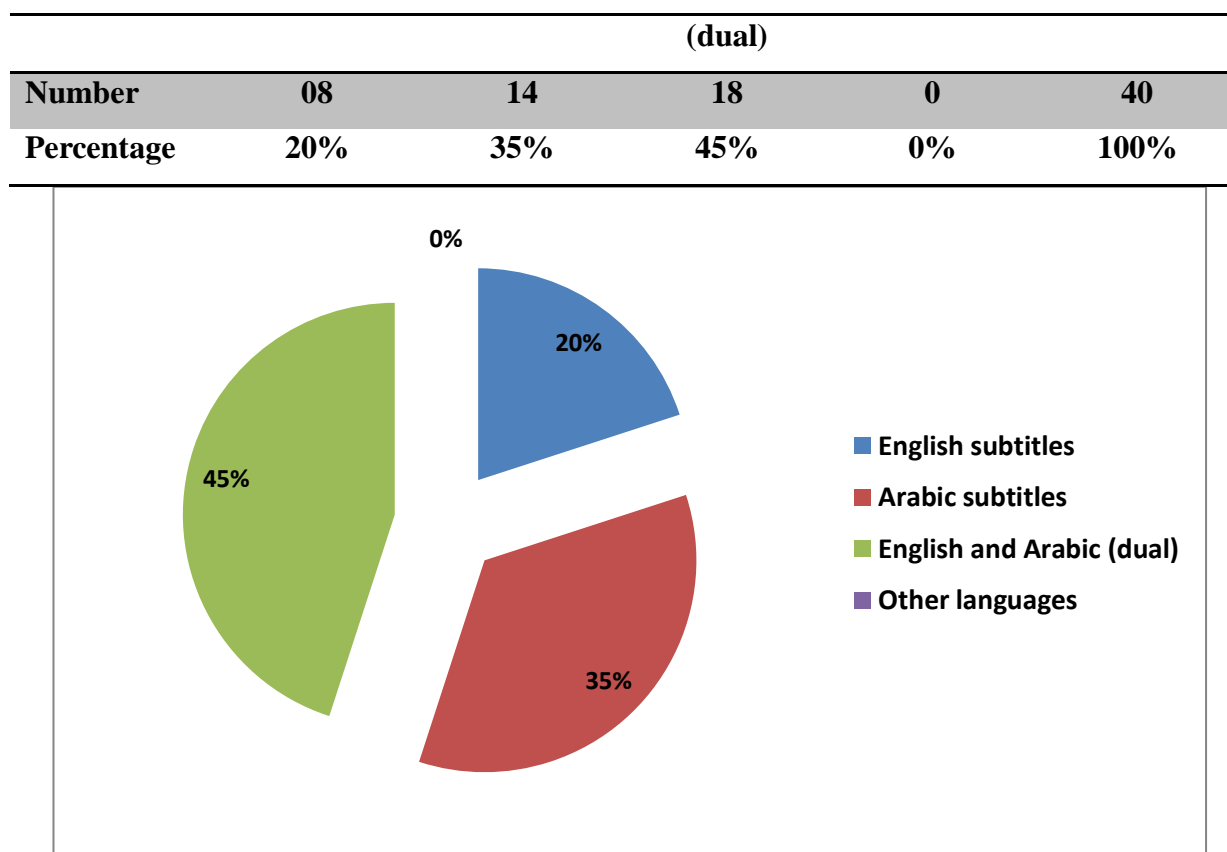


Table 3.10; Figure 3.10: Students' favorite language for subtitles

The results obtained from Table 3.10 and Figure 3.10 show that most of students (45%) prefer to watch movies with dual subtitles. (35%) of students prefer the Arabic language. However, (20%) are in favor of the English language. None of the students chose other languages. Few of them justified their answers. Some of the students said that they like to watch movies with Arabic subtitles for their poor repertoire, and they prefer Arabic subtitles to guarantee the comprehension of the movie content. Other students who prefer English subtitles have claimed that through English subtitles they can learn new words with the pronunciation and the written form at the same time.

Section Three: Vocabulary learning

Q11. How would you evaluate your English vocabulary package?

Options	Rich	Moderate	Poor	Very poor	Total
Number	10	28	02	0	40
Percentage	25%	70%	5%	0%	100%

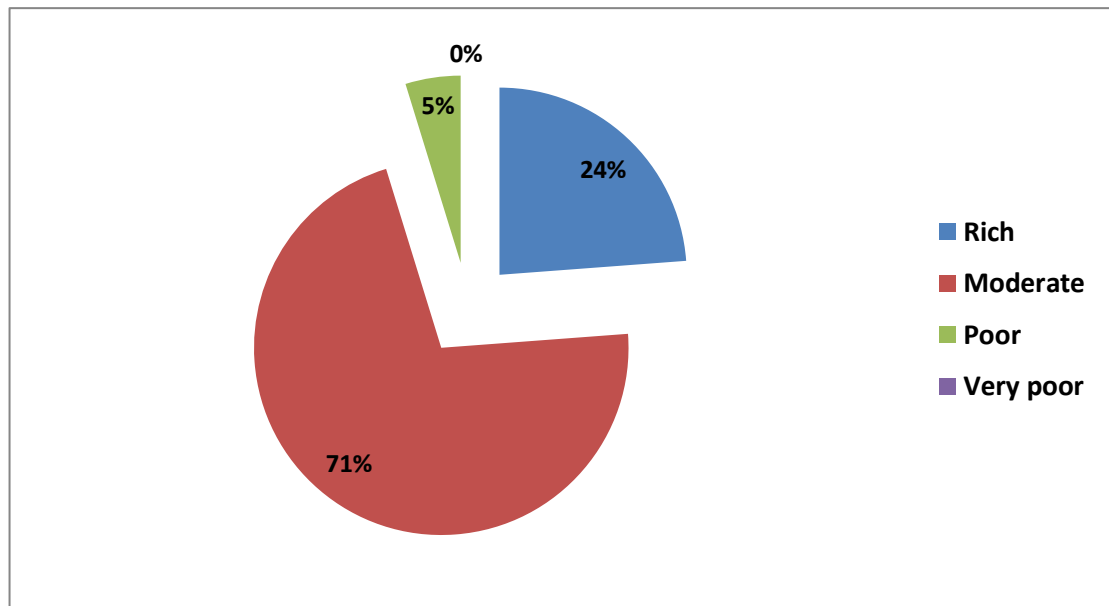


Table 3.11; Figure 3.11: Students' package of English vocabulary

Most of participants' vocabulary level is moderate. There are (70%) of participants who suffer from a shortage of vocabulary. The reason is that, in our context, we cannot practice this target language since French language is practiced everywhere however English language is not practiced outside the academic settings; as a result, learners need to be exposed to the target language in various contexts to extend their knowledge about the most frequent vocabulary used by native speakers at least.

Q12. How much important is vocabulary learning for you?

Options	Very Important	Important	Not Important at All	Total
Number	36	04	0	40
Percentage	90%	10%	0%	100%

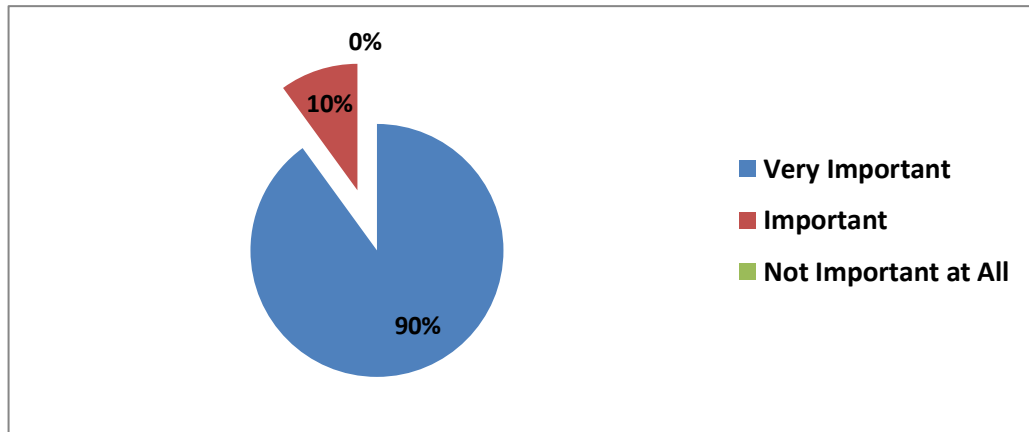


Table 3.12; Figure 3.12: The Importance of vocabulary learning

The results gathered from Table 3.12; Figure 3.12 show that (90%) of students realize that vocabulary learning has a crucial role. (10%) said that it is important. Generally speaking, first year students are completely aware of the role that vocabulary learning has, and none of them (0%) ignored this fact. This also explains that learners are (100%) aware that vocabulary learning is critical to the process of acquiring a new language.

Q13. Do you find difficulties while speaking or writing in English? If yes, they are related to what?

Options	Yes	No	Total
Number	36	04	40
Percentage	90%	10%	100

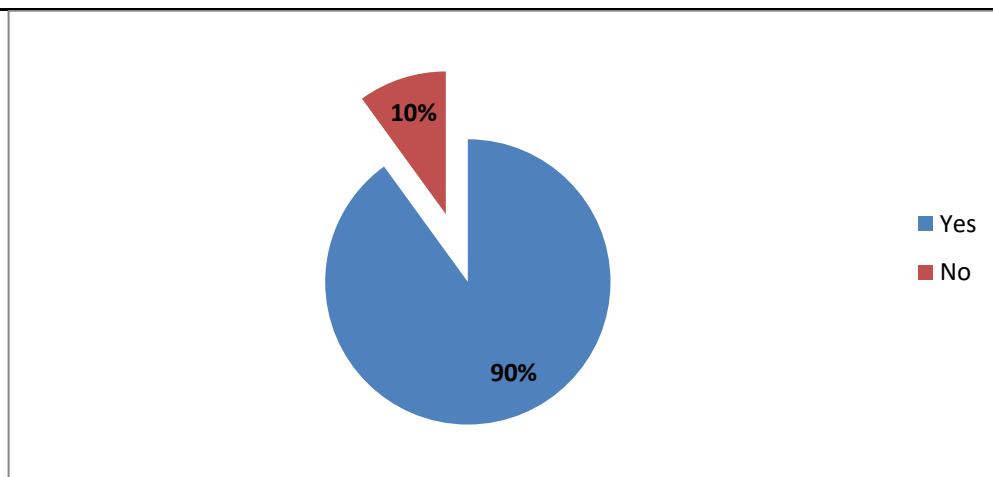


Table 3.13; Figure 3.13: Students' speaking or writing difficulties

In spite of (70%) of the participants who have moderate level in English vocabulary and (25%) have rich stock stated in the table (3.9), i.e., there is a considerable number which is

(90%) who encounters difficulties while speaking or writing in English. This is due to the fact that the speaking and writing are the most challenging skills for EFL learners because of their productive nature, especially for first year classes; they might have not practiced these skills as much as it should be, or there is no much time devoted for them.

✓ If yes, they are related to what?

Options	No answer	Anxiety	Grammar	Vocabulary	Total
Number	6	3	9	22	40
Percentage	15%	7.5%	22.5%	55%	100%

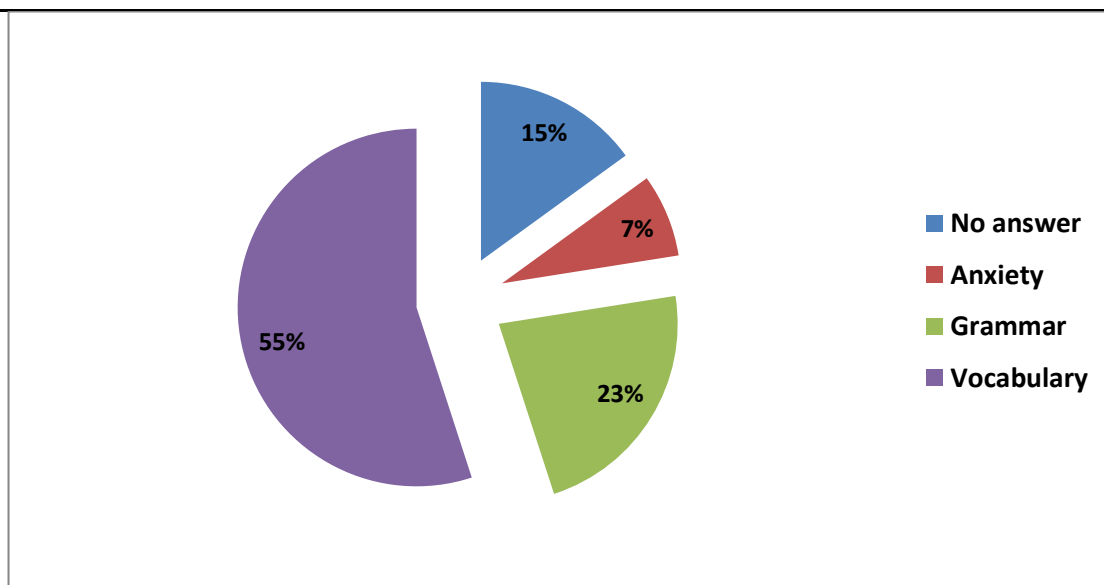


Table 3.14; Figure 3.14: Students’ opinions towards the cause of speaking or writing difficulties

As for participants’ difficulties while speaking and writing, vocabulary is at the top with a rate of (55%). Then comes grammar in the second place with (22.5%) and at the third place was Anxiety with the rate of (7.5%) while (15%) did not justify their answer. In other words, many participants suffer from two major problems which are vocabulary and grammar which may refer to the difficulty of these two facets that affect the participants’ performance, and since our sample are beginners, they need more practice in order to develop them.

Q14. What kind of strategies do you use to enhance your vocabulary package?

Options	Use dictionaries	Watching subtitled English movies	Communicate with people via social network	Total
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Number	05	18	17	40
Percentage	12.5%	45%	42.5%	100%

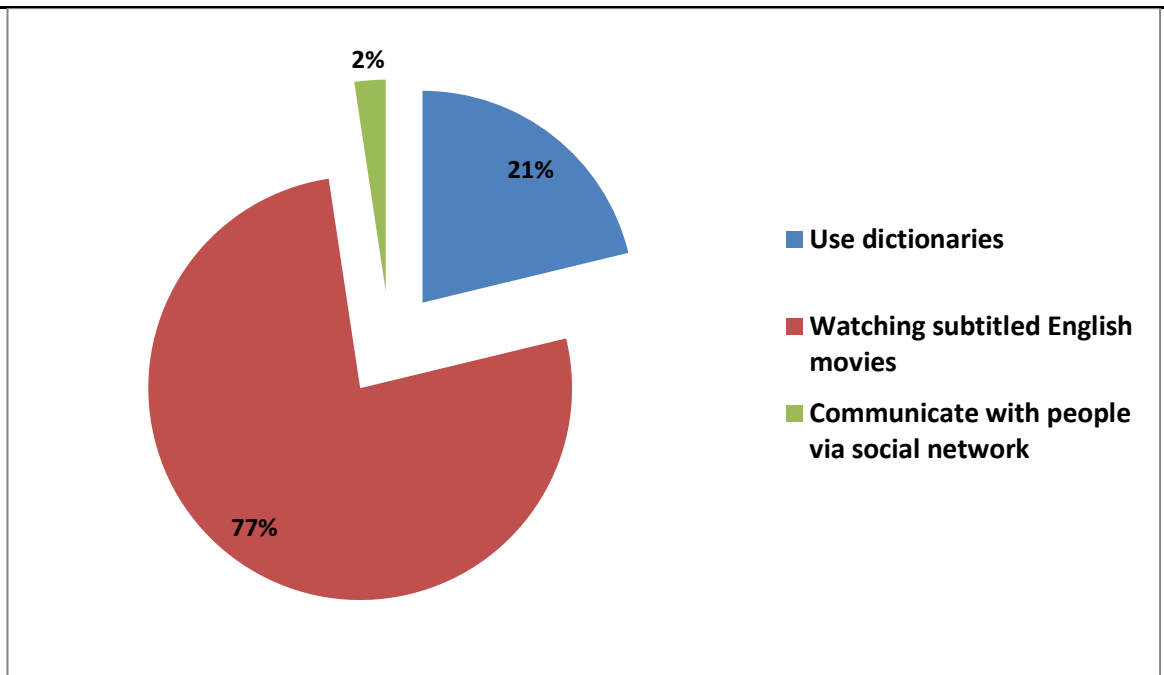


Table 3.15; Figure 3.15: Strategies to enhance EFL students' vocabulary package

The results from Table 3.15; Figure 3.15 indicate that the majority of students (45%) selected watching English movies followed by (42.5%) who benefit from communicating with people via social media because they are the only viable strategies that go along with this generation. The remaining (12.5%) students are still following the classical traditional strategy which is using dictionaries. These results shows that most students want to have fun and learn at the same time, but still there are students who preferred the old fashioned ways of enhancing vocabulary.

Others strategies used by students

This question is related to the previous. The students who have other strategies that they use for improving their English vocabulary were asked to write them. The informants stated some tools such as listening to music, books, and YouTube channels.

Q15. Do you find English movies with Arabic subtitles useful to learn new vocabulary?

Options	Yes	No	Total
Number	35	05	40

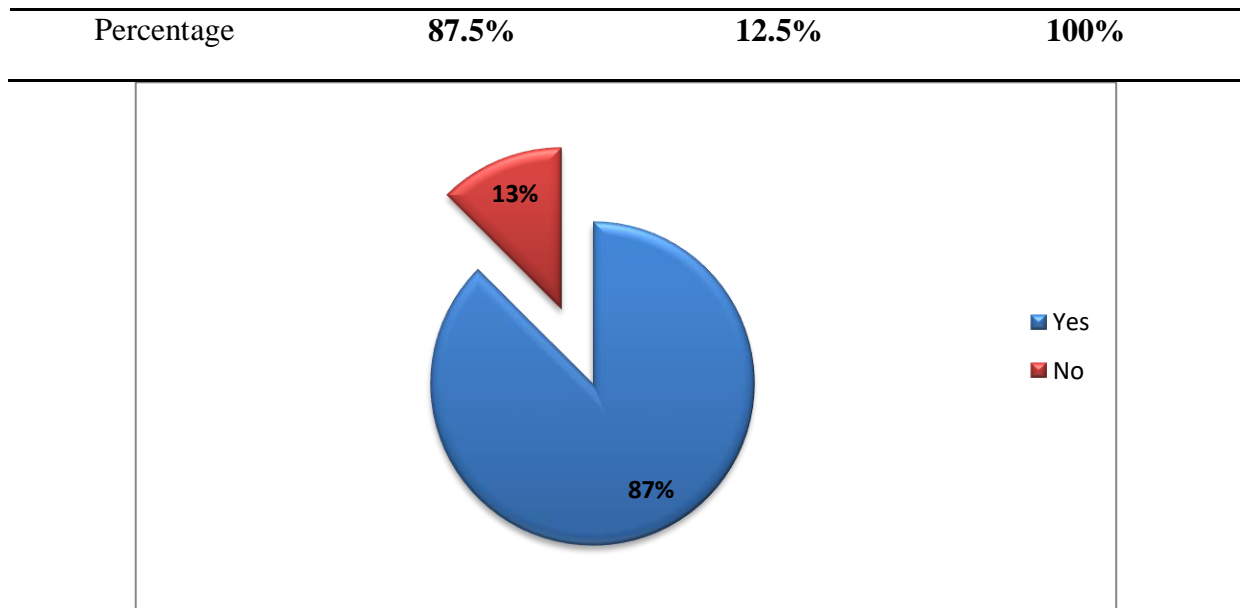


Table 3.16; Figure 3.16: Students' attitude towards learn new vocabulary using English movies with Arabic subtitles

According to Table 3.16 and Figure 3.16, (87.5%) of the participants claimed that watching Arabic subtitled English movies helps them to learn new words in the appropriate context, whereas (12.5%) of the participants denied that.

3.4.2. Analysis of The Control Group and the Experimental Study (pre-test)

❖ Section one: Students' feedback towards the English movie "Bridge to Terabithia"

Q1. Do you enjoy watching the English movie "Bridge to Terabithia"?

Options	Number		Percentage	
	Control group	Experimental group	Control group	Experimental group
Yes	16	18	80%	90%
No	04	02	20%	10%
Total	20	20	100%	100%

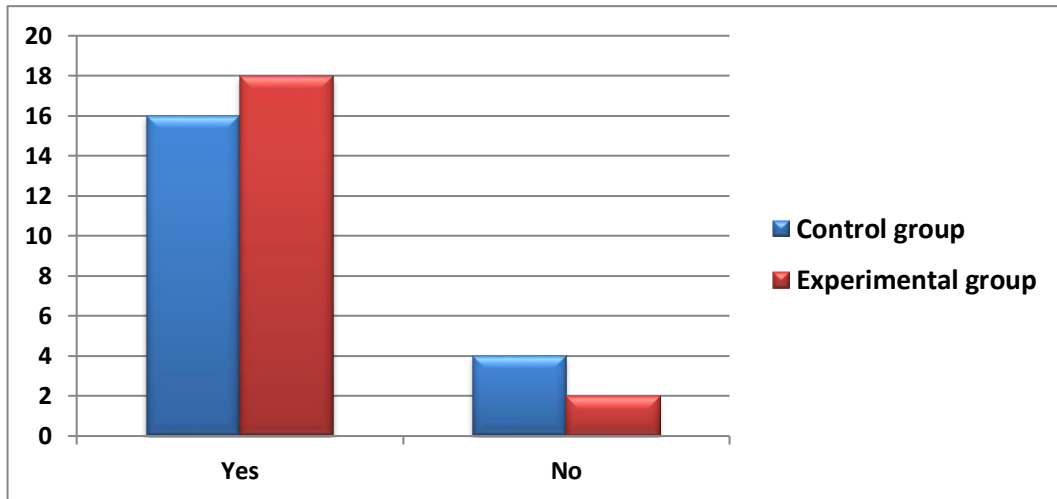


Table3.17; Figure3.17: students’ attitude towards watching the movie “Bridge to Terabithia”

Table3.17; Figure3.17 show the positive feedback between both groups concerning the movie. (80%) of the control group and (90%) from the experimental group liked the movie. This indicated the good choice based on the needs analysis questionnaire.

Q2. Do you enjoy the movie’s accent?

Options	Number		Percentage	
	Control group	Experimental group	Control group	Experimental group
Yes	16	18	80%	90%
No	04	02	20%	10%
Total	20	20	100%	100%

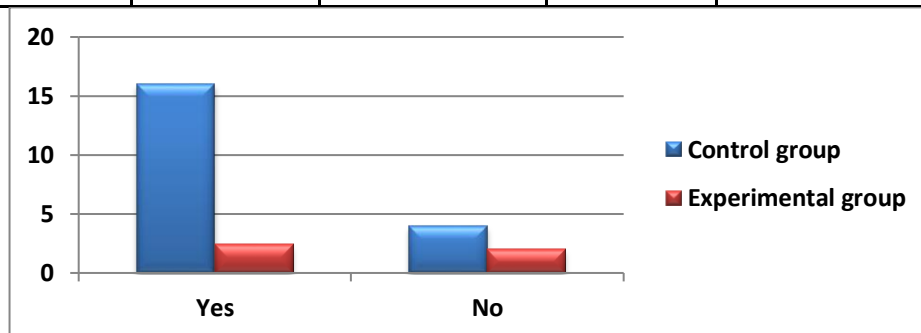


Table 3.18; Figure 3.18: Students’ opinion about the movie’s accent

Table 3.18 and Figure 3.18 show that the majority in both groups liked the accent of the movie. This may refer to the comfortable tone the American accent has.

Q3. How do you find the vocabulary used in the movie?

Options	Number		Percentage	
	Control group	Experimental group	Control group	Experimental group
Difficult	06	04	30%	20%
Medium	10	11	50%	55%
Easy	04	05	20%	25%
Total	20	20	100%	100%

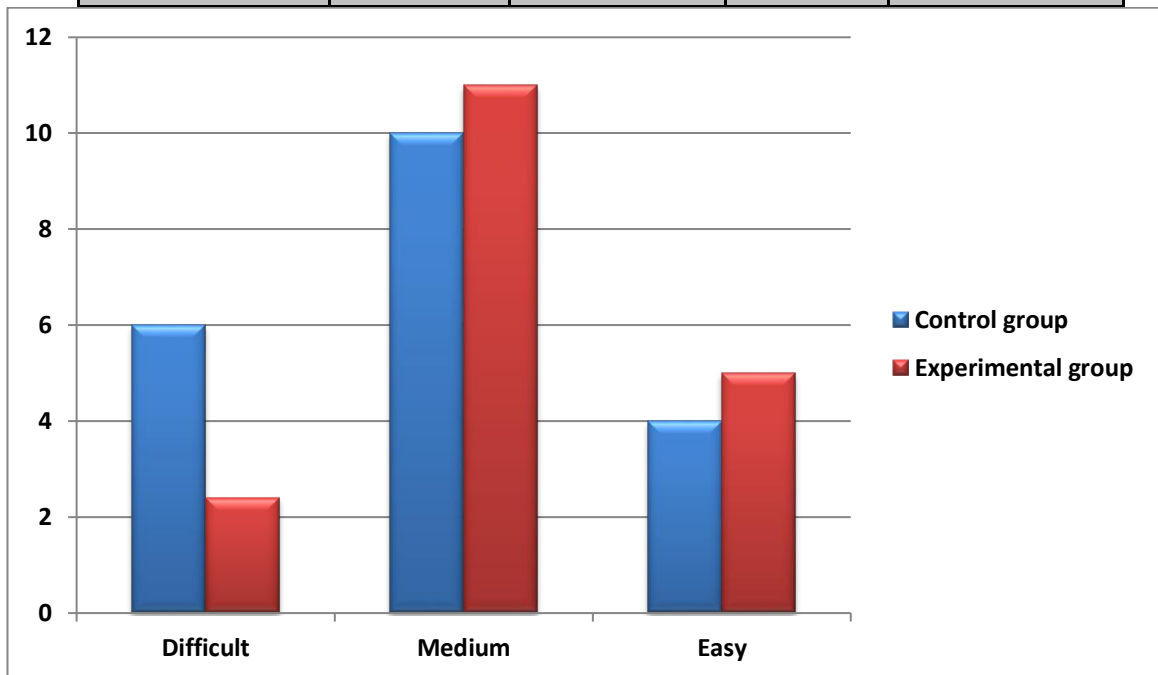


Table 3.19; Figure 3.19: Students’ feedback about the difficulty of vocabulary

Table 3.19; Figure 3.19 indicate that the percentage of the students who find the vocabulary used in the movie medium in both groups is closely similar. Also, we have noticed that (30%) students from the control group found them difficult and only (20%) found them easy. However (20%) in the experimental group find the vocabulary difficult, (25%) of them found it easy. Perhaps this slight difference is related to the personal preferences of each participant.

Q4. How do you find the speed pace of the movie?

Options	Number		Percentage	
	Control group	Experimental group	Control group	Experimental group
Very Fast	04	05	20%	25%
Fast	14	12	70%	60%
Medium	02	03	10%	15%
Total	20	20	100%	100%

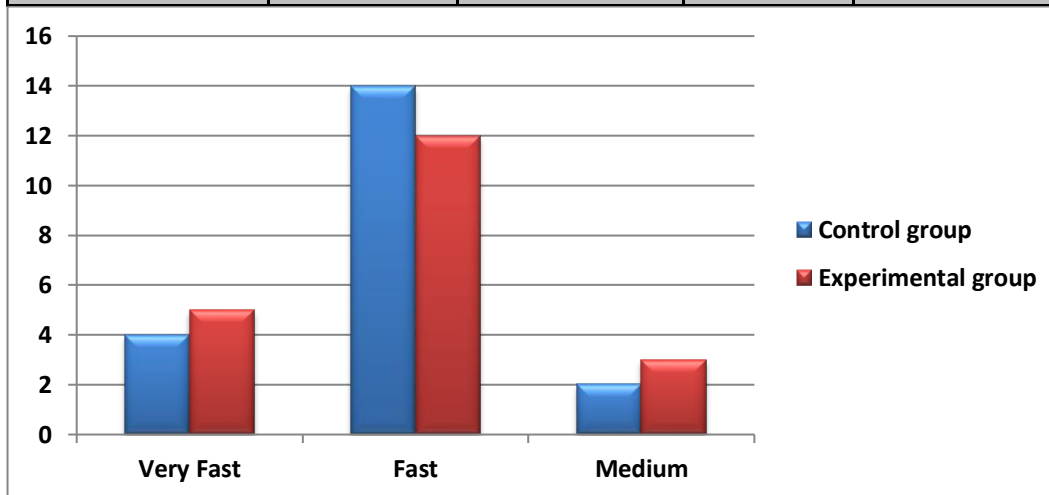


Table 3.20; Figure 3.20: The speed pace of the movie according to the students

Table 3.20 and Figure 3.20 above show that students in both groups agreed that the movie was somehow fast. This may be related to the American accent which is dominant in the movie.

Q5. Did you find the Arabic subtitles beneficial to understand the movie “Bridge to Terebithia”?

Options	Number		Percentage	
	Control group	Experimental group	Control group	Experimental group
Beneficial	16	17	80%	85%
Half beneficial	04	03	20%	15%
Not beneficial	00	00	00%	00%
Total	20	20	100%	100%

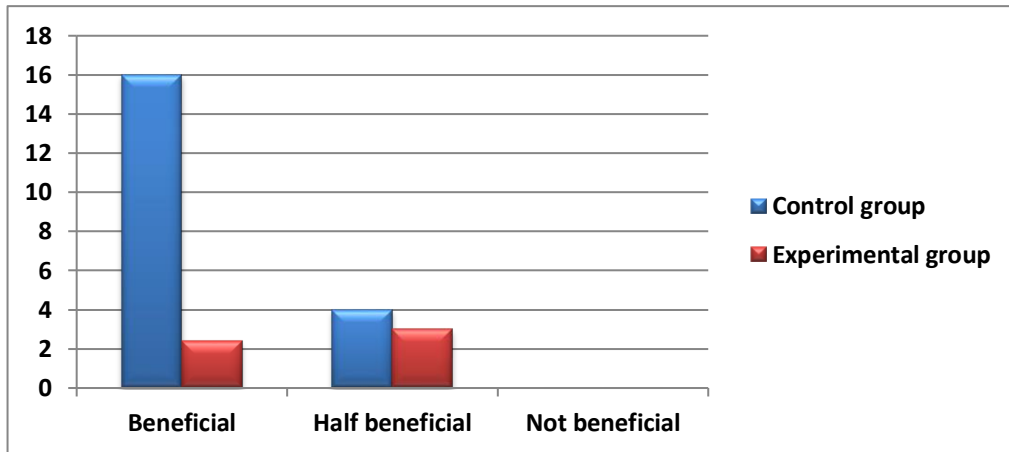


Table 3.21; Figure 3.21: Students' attitude towards the Arabic subtitled English movie.

Table 3.21 and Figure 3.21 above show that (100%) of students in both groups agreed with slightly different degree that Arabic subtitled English movie are useful to understand the movie.

Q6. Did you link between the uttered words and the Arabic subtitled down and why?

Options	Number		Percentage	
	Control group	Experimental group	Control group	Experimental group
Yes	07	08	35%	40%
No	13	12	65%	60%
Total	20	20	100%	100%

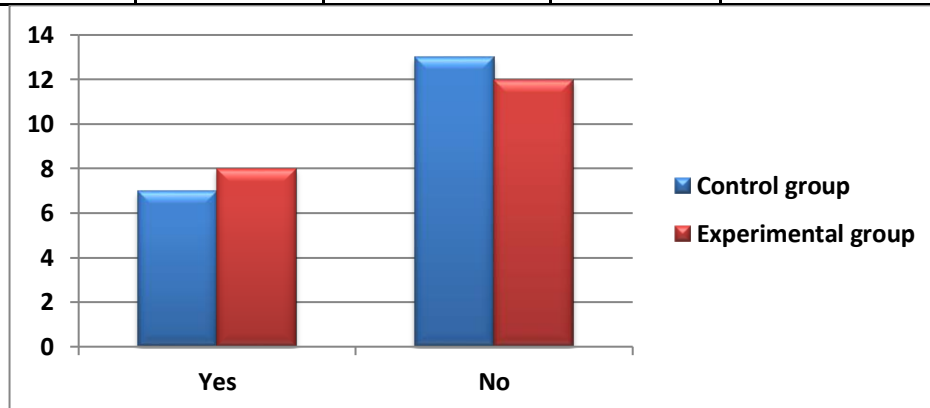


Table3.22; Figure 3.22: Students' ability to link between the Arabic subtitles and the spoken form

From Table3.22; Figure 3.22 ;(35%) and (40%) of the students from both groups can link between what they hear and what they see which represents the minority of the sample; (65%) and (60%) of the informants in both groups find it difficult to make connection.

The results of students' justification who said YES confirm that ASEMs help students in two ways:

If the presented word is completely new, its spoken form will be covered with its equivalent written form. Here they try to be fast so that they read the subtitles and carry on watching the events with full focus on the sound track. However, if the word is known by the student, new contexts in which this word is used will be added.

Students who answered NO, they justify their choice that they cannot focus on what is said and read what is written at the same time. They added that they lose control of their listening and reading skills. In other words, they failed to link between the uttered words and the Arabic subtitles down. This may happened because of students lack the mastery on their skills.

❖ Section Two: Vocabulary Measurement Test

Students asked to give the equivalent linguistic item from the movie you have watched. The following table illustrates the results obtained:

Number Of Lexical Items	Control group (pre-test)		Number Of Lexical Items	Experimental group (pre-test)	
	N of Sts	P%		N of Sts	P%
01	04	20%	01	03	15%
04	02	10%	02	03	15%
02	01	5%	04	01	5%
03	02	10%	05	01	5%
00	11	55%	00	12	60%
Total →	20 Sts	100%	Total →	20 Sts	100%

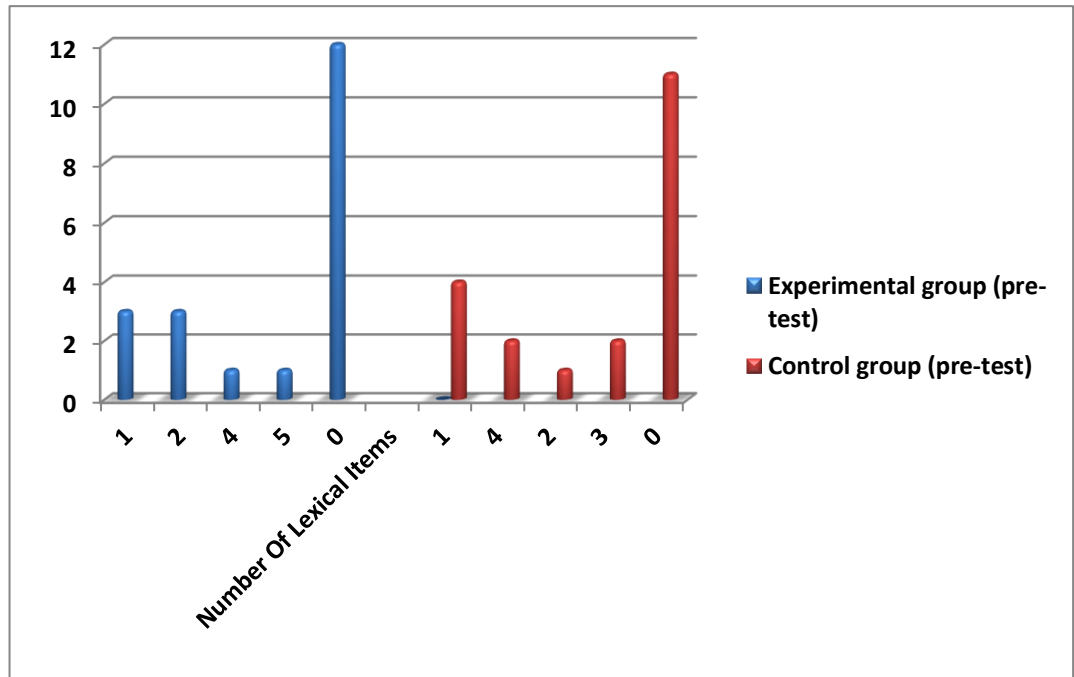


Table 3.23; Figure 3.23: The performance of control and experimental groups on pre-test (Vocabulary Measurement Test)

Table 3.23 and Figure 3.23 above indicate that most students in both groups face some obstacles when it comes to catch linguistic items from the Arabic-subtitled English movie. (55 %) students of the control group and (60%) students of the experimental group have proved that results of the question 06 from section one and also they have proved their clarification.

3.4.3. Analysis of The Experimental Study Results

3.4.3.1. Comparison Between The Experimental Group’s Results in The Pre-Test And The Post Test

The experimental group has been taught a lesson (see appendix D) about the skills that students need to master in order to guarantee more positive results in the post test they will take after.

The Table 3.24; Figure 3.24 below show the marks students in the experimental group have obtained in the pre-test and the post-test before and after having a lesson.

Number Of Lexical Items	Experimental group (pre test)		Number Of Lexical Items	Experimental group (Post-test)	
	N of Sts	P%		N of Sts	P%

01	03	15%	01	01	5%
04	03	15%	02	02	10%
02	01	5%	04	05	25%
03	01	5%	05	04	20%
			08	02	10%
00	12	60%	00	06	30%
Total →	20 Sts	100%	Total →	20 Sts	100%

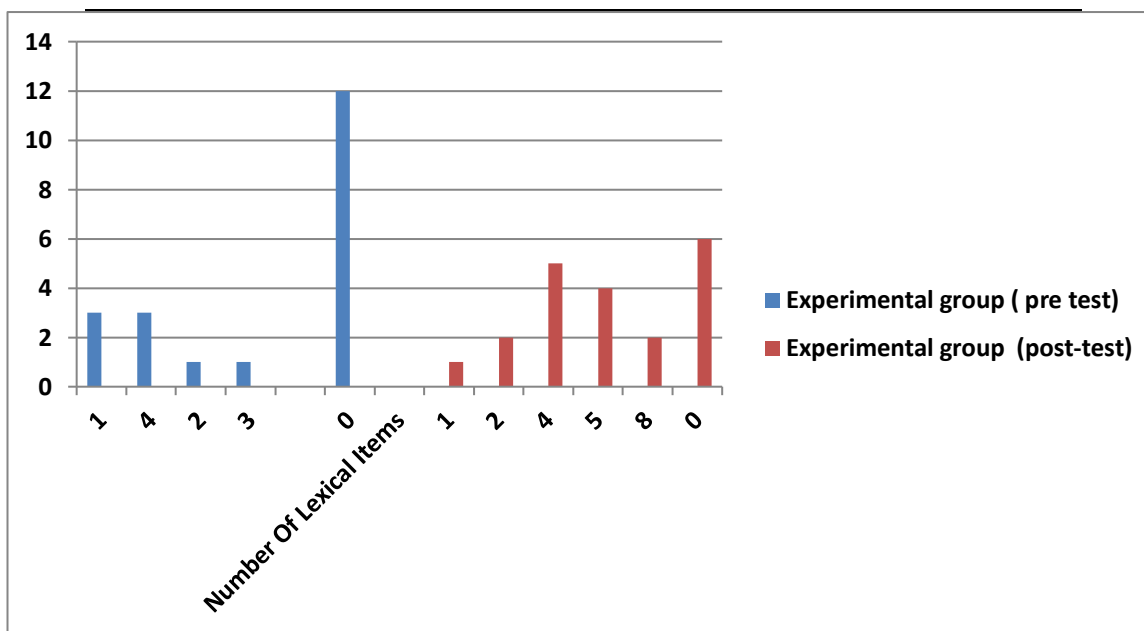


Table 3.24; Figure 3.24: Comparison between pre-test and post-test (vocabulary measurement test)

A remarkable difference is shown between the results of pre and post test. As it is hypothesized, the post score is expected to be higher than the pre score. This may be related to the skills and techniques they applied while they were watching the movie for the second time.

3.4.3.2. Comparison Between The Control Group Results (Pre-Test) And The Experimental Study Results(Post-Test)

Number Of Lexical	Control group (pre-test)	Number Of Lexical	Experimental group (post-test)
-------------------	--------------------------	-------------------	--------------------------------

Items	N of Sts	P%	Items	N of Sts	P%
01	04	20%	01	01	5%
04	02	10%	02	02	10%
02	01	5%	04	05	25%
03	02	10%	05	04	20%
00	11	55%	08	02	10%
			00	06	30%
Total →	20 Sts	100%	Total →	20 Sts	100%

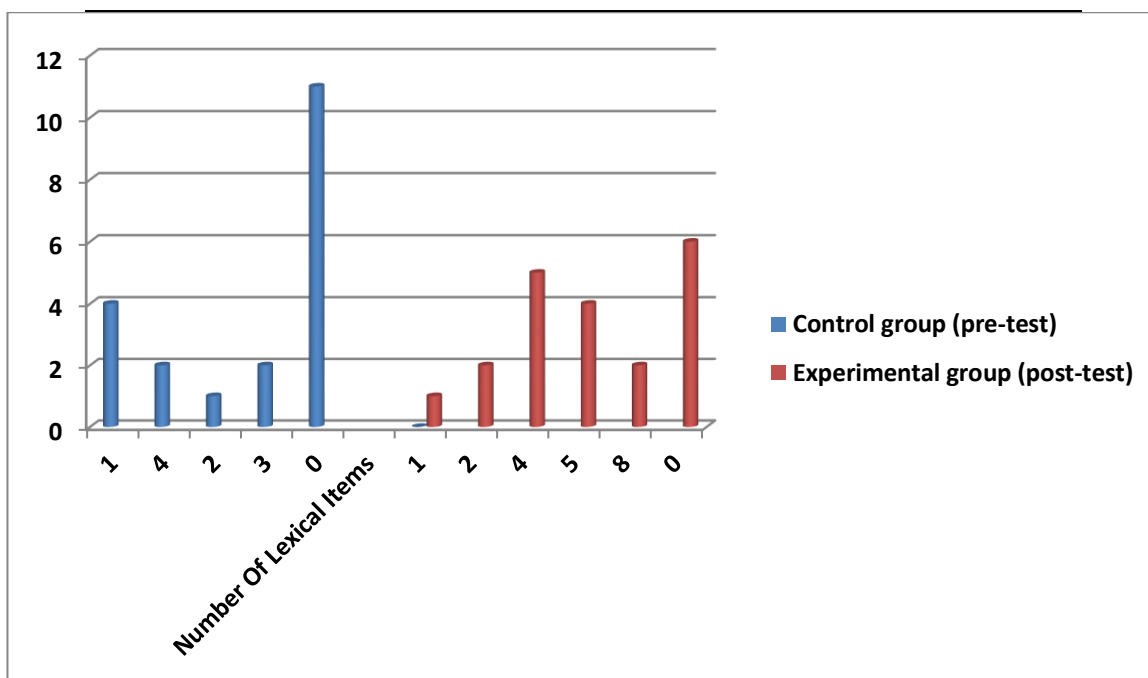


Table 3.25; Figure 3.25: The Difference Between The Control Group (Pre-Test) and the Experimental Group (Post-Test) in the vocabulary measurement test.

The Table 3.25 and Figure 3.25 above indicate the differences between the results of the control group and the post-test results of the experiment group. Statistics shows a considerable improvement which is clearly revealed on the figure. The percentage of students who did not catch any word has been reduced to (30%). More words have been found. (20%) of the students who find only one item became (5%) in the experimental study.

3.5. Discussion of the Results

To review, the current study aimed at investigating EFL students' attitudes towards the use of Arabic-Subtitled English movies to enhance their vocabulary knowledge. Moreover, it aims to investigate the benefits that students can get from the exposure to such movies.

The results of the needs analysis questionnaire revealed that kind of movies allow them to see and to listen at the same time and to increase their motivation to learn.

Generally, students have supported a great deal the idea of Arabic-subtitled English movies in order to acquire new items easily. Besides, most of students agreed that Arabic subtitled English movies stimulate them to learn vocabulary better than old techniques such as dictionaries. These type of movies (ASEMs) helps them to improve the other skills as speaking, reading and enrich their listening comprehension. This shows that first year university students are aware of the importance of using videos with subtitles in learning vocabulary.

The results obtained from the control and the experimental groups' pre-test (vocabulary measurement test) revealed that the majority of students appreciate the choice of the ASEM "Bridge to Terabithia". They express their positive view concerning its accent, vocabulary items while most of them find the speed pace of the characters was very fast.

We come to the point that they lack strategies and skills; such as to listen closely and carefully, which help them to enhance their vocabulary learning and comprehension of the movie.

We can see that both groups do not differ significantly from each other in the pre-test stage. However, the experimental group becomes significantly different after the treatment phase comparing to the results collected in the vocabulary measurement test of the control group pre-test. Thanks to Arabic-subtitles added to the movie, the possibility of remembering words easily increases as students listen and watch. They see the equivalent of new items in Arabic while they are listening which allows them to pick up new words.

It can be deduced that viewing ASEMs are an efficient method to improve EFL students' vocabulary learning and teaching. This technique allows students to be exposed to the target language; consequently, the more students are exposed to them, the more implicit and explicit vocabulary knowledge will occur because of the spontaneous incidental and intentional learning of new lexis by EFL learners. As a result EFL students will be more flexible when speaking or writing.

To conclude, after analyzing the data collected through the students' questionnaire, the pre and the post- tests, the inquiry proved that the hypothesis of this investigation is confirmed. That is, Arabic-subtitled English movies are effective tools that help EFL students to develop their vocabulary stock. Thus, EFL students need to master some necessary skills as listening comprehension, to be fast when reading subtitles, to focus more on the sound track and finally to take such type of movies as a first step to gain a basic vocabulary knowledge about the English language.

Conclusion

This chapter discussed the research methodology of the study as well as the analysis of the needs analysis questionnaire and the experimental study followed by a discussion of the major findings. The first part examined a theoretical background on the methodology adapted to conduct the current field of research. Next, this chapter dealt with the population and the selected sample of the first year LMD students of English in K M University-Ouargla. Also, the analytical study was presented in order to obtain the results from the two instruments used, via the descriptive method and through a qualitative and quantitative inquiry method. In essence, the data collected were discussed and positive results were reported. Finally, an interpretation was developed of the findings.

General Conclusion

General Conclusion

This study attempts to investigate the effects of Arabic-subtitled English movies on learning English vocabulary. The study sought to answer the research question: to what extent do Arabic-subtitled English movies have effects on learning English vocabulary. Through the experiment have been designed, ASE movies do help students to learn much more lexical items which allow them to express themselves freely when they speak or write; however, there are some strategies to enhance the achievement of this process.

This study is restricted to a specific group of students and particular type of movies. Therefore, more research should be done on the benefits other levels of learners can have from Arabic-subtitled English movies. Similarly, pedagogical attention should be paid to the investigation of the level that can benefit most from those movies. Worth highlighting is the need to examine the difference that may emerge among students in the rural and urban areas in terms of their learning English from the Arabic-subtitled English movies.

Pedagogical Recommendations

Referring to what has been presented in both parts of this study (the literature review and the analysis of the data), we came up with some recommendations concerning how to develop EFL learners' vocabulary skill using subtitled English movies especially Arabic-subtitled. These recommendations are directed to EFL teachers, students, and the administrative staff.

EFL Teachers in general and those who teach the productive skills need to take into consideration the use of audiovisual aids (ASEM) in their classes and select subtitled English movies that suit their students' needs and preferences in order to support their lessons and motivate their students. Teachers should increase the use of ASEMs in their sessions in order to investigate deeply their students' weaknesses in the vocabulary skill. This latter make teachers aware of their students' difficulties and problems in learning (lack of motivation, fear of making mistakes and negative feedback, lack of self-confidence, etc). Therefore, teachers must supply their students with exclusive strategies, tricks and variety of activities to be used while and after watching ASEMs to develop students' language abilities.

The vocabulary acquisition ability can be highly improved with the use of audio-visual aids integrated with appropriate strategies. Therefore, students should be interested and watch different ASEMs outside the classroom especially if the time of the session is insufficient.

The administrative staffs should support and encourage teaching using SEMs as a teaching technique in the courses by supplying Ouargla University with effective aids such as visual and audio aids, data shows, etc to motivate EFL students, attract their attention, involve them

in activities, and improve their language skills. This would enable students to overcome their linguistic difficulties.

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Appendix A: Needs Analysis Questionnaire

Students' Questionnaire

Dear student,

Your participation in this study is important to achieve the objective written below. This questionnaire is to collect data needed for a dissertation for the requirement of the degree of **Second Master Linguistics degree** entitled with “**The Effects of Watching English Movies Arabic –subtitled on developing EFL Students’ Vocabulary**”. It aims to identify the extent your attitudes and feedback may be affected after watching English movie especially the linguistic luggage that can be earned (vocabulary).

Note: Be sure that your responses will remain private and will not be used for any other purposes rather than the one stated above.

***Would you please answer the questions by putting a cross (X) to the answer that reflect your opinion?**

Section One: Students' Background Information

Q1. Gender: a- Male b- Female

Q2. Age:.....

Q3. Nationality:.....

Q4. What is your mother language?

.....

Q5 Do you like to watch English Movies?

Yes No

Section Two: Students' Attitude towards Watching Subtitled English Movies

Q6.How often do you watch English movies?

Always sometimes Rarely

Q7. Which type of English movies do you prefer?

Action movie Comedy movie Drama movie Horror movie

Musical movie science fiction Animie

Q8.What motivates you to watch English movies?

a- I like the cast (actors and actresses).

b- I find the plot very interesting.

c. Just for fun and entertainment.

d. I learn new English vocabulary.

Q9. Do you prefer to watch subtitled English movies?

a- Yes

b- No

Q10. If you like to watch English movies with subtitles, what is the better language you prefer?

a- English subtitles b- Arabic subtitles c-both English and Arabic (dual)

d- Other languages 0

Section Three: Vocabulary learning

Q11. How would you evaluate your package of English vocabulary?

a- Rich

b- Moderate

c- Poor

d- Very poor

Q12. How much important is vocabulary learning for you?

a- very important

b- important

c- not important at all

Q13. Do you face difficulties when you try to use vocabulary in speaking or writing?

a- Yes

b- No

If yes they are related to what?

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

Q14. What kind of strategies do you use to enhance your vocabulary package?

a- Using dictionaries.

b- Watching subtitled English movies.

Communicate with people via social network.

If you use other tools please mention them:

.....
.....

Q15. Do you find English movies with Arabic subtitles useful to learn new vocabulary?

a- Yes

b- No

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

Thank you for your cooperation

Appendix B: Pre-test and Post test

Students' Test

Dear student,

Your participation in this study is important to achieve the objective written below. This questionnaire is to collect data needed for a dissertation for the requirement of the degree of **Second Master Linguistics degree** entitled with “**The Effects of Watching English Movies Arabic –subtitled on developing EFL Students’ Vocabulary**”. It aims to identify the extent your attitudes and feedback may be affected after watching English movie especially the linguistic luggage that can be earned (vocabulary).

Note: Be sure that your responses will remain private and will not be used for any other purposes rather than the one stated above.

***Would you please answer the questions by putting a cross (X) to the answers that reflect your opinion?**

Section 01:

Q1. Do you enjoy watching the English movie “Bridge to Terabithia”?

Yes

No

Q2. Do you enjoy the movie’s accent?

Yes

No

Q3. How do you find the vocabulary used in the movies?

Difficult

Medium

Easy

Q4. How do you find the speed pace of the movie?

Very Fast

Fast

Medium

Q5. Did you find the Arabic subtitles beneficial to understand the movie? Why?

Beneficial

Half beneficial

not beneficial

Q6. Did you link between the uttered words and the Arabic subtitled down?

Yes

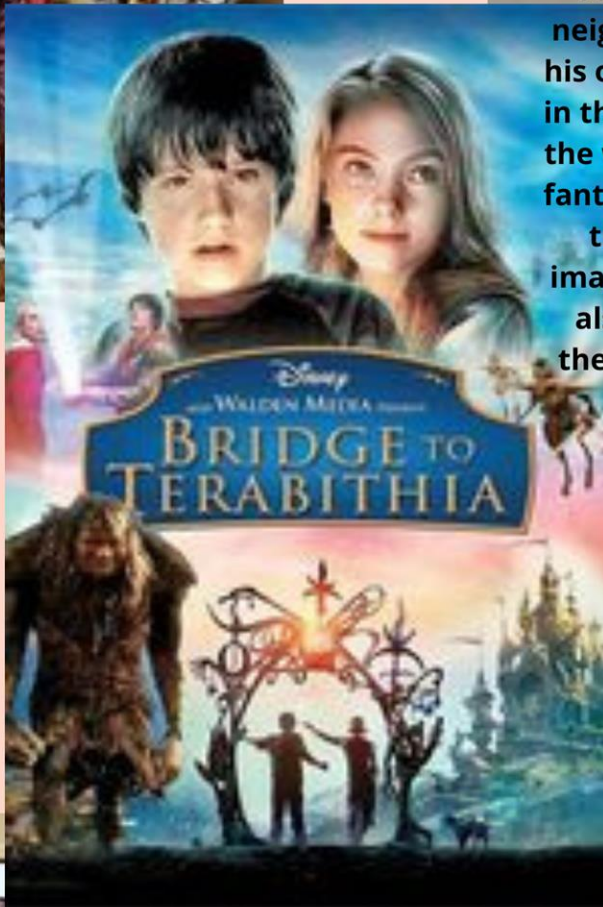
No

Section Two: please give the equivalent linguistic item from the movie you have watched.

N °=	Word in English	Word in Arabic
------	-----------------	----------------

01	.....	ملابس
02	Go	.....
03	.....	مدرسة
04	Stink	.....
05	.....	متحمسة
06	.....	حمام
07	.....	حذاء رياضي
08	Big race	.....
09	Juice	.....
10	Do not bother me	.....
11	.....	اتسخ
12	.....	إحساس
13	.....	للأسف

Appendix C: An Over View About the Movie “Bridge to Terabithia”



Storyline

Growing up in the Redneck country isn't easy for shy Jess Aarons, with a father struggling to make ends meet and four arrogant bigger sisters. In class he bonds with cheeky newcomer Leslie Burke, whose scientist parents moved into the neighboring villa, despite her taking his only local prestige by beating him in the race. Having wandered off into the woods after school, they invent a fantasy land called Terabithia, where they can be the superheroes of imaginary feral races. Together they also stand up against bullies, but then tragedy strikes, and Jess must adjust again.—KGF Vissers

*Details Release:

***date May 4, 2007**

(United Kingdom)

***Country of origin**

United States

Official site Official site

*** Language English**

***Accent: American**

***Also known as: El mundo mágico de Terabithia**

***Technical specs:**

***Runtime 1 hour 36 minutes Color**

Type :DRAMA ,FAMIIY, FANTASY

Appendix D: Treatment Phase

Teacher : Aouichat Mebarka	Kasdi Merbah Ouargla University
Level: 1 st year Lmd English Students	Timing: 30 min
Material: Whiteboard , Marker, Sheets of paper, Data show	
Date: 03/12/2021	Academic year: 2021/2022



Aim(s): AT the end of the lesson SWBA to:

- ✓ Know the effectiveness of subtitled English movies on their learning process.
- ✓ Use their skills to full engagement with Arabic-subtitled English movies.
- ✓ Use strategies to acquire new vocabulary from such type of movies.

Timing	Tasks' aims	Teacher's Activities	Students' Performances
05min	To Introduce The Topic To Students	<p>Warm up: T asks sts:</p> <ul style="list-style-type: none"> • As EFL students what is you think the most important element to learn any language? • Which techniques you use enrich your English vocabulary stock? <p style="background-color: #e0f0ff; padding: 2px;">English movie is the movie in which characters are performed using the English language. Various accents may be used such as: British, Australian, and Canadian...</p> <p>Presentation: How do we learn new vocabulary through watching ASEM?</p>	<p>VOCABULARY</p> <p>Listen to songs, chat with foreigners, and watch English movies.</p>
10min	To Make Students Aware About What Happened In Our Mind When Watching A Movie	<p style="text-align: center;">Cognitive Theory of Multimedia Learning by Mayer</p>	
15min	To supply students with effective strategies.	<p>Learning is an active process of:</p> <ul style="list-style-type: none"> ○ Filtering ○ Selecting ○ Organizing ○ and integrating <p style="text-align: center;">Information</p> <p>Essential steps in learning vocabulary Learning vocabulary is an essential step in learning a new language. There are some steps in vocabulary learning stated by Hatch (1995, pp. 373-390) which are as follows: Step One: Encountering New Words Encountering new words is the first step, ASEM allow EFL students to encounter new vocabulary. They have to get both forms written and spoken.</p>	<p>Students practice those strategies using a short video displayed by the teacher using Data show.</p>

Step Two: Getting the Word Meaning

EFL students should focus on the context in which the word is used to get the correct meaning of the new words as ASE movies present the English language used by native speakers in real situations.

Step Three: Consolidating Word Form and its equivalent in target language

In this step, both the word form and meaning reinforcing in memory by searching for the form of the uttered word in English.

Step Four: Using the Word

Using the new words is the final step in learning vocabulary, the usage of the learnt words; or even repeating them in mind, is effective in learning vocabulary to remember them. (to take place in the long term memory)

- **Subtitles stimulate learners to notice the unknown vocabulary which is the first step in the process of acquisition.**

- ❖ **Strategies To Learn Vocabulary Using Arabic-Subtitled English Movies:**

- + **Increase your reading speed.**

- + **Increase your listening comprehension.**

- + **Try to take a quick look first of all on vocabulary written and focus the sounds of a language.**

Résumé

Malgré qu'il est très difficile d'atteindre une compétence similaire à celle d'un natif, il est hautement vanté que vivre dans un pays anglophone est le moyen beaucoup moins sans effort d'apprendre à parler anglais sans hésitation. Pourtant regarder des films anglais traduits en arabe régulièrement peut offrir la même expérience. L'étude rapportée ici vise à analyser les principaux impacts qui provoquent les apprenants d'EFL d'utiliser l'anglais pour communiquer efficacement. En outre il s'agit d'une tentative d'évaluer les effets du visionnage de films anglais traduits en arabe sur la compétence linguistique des apprenants d'EFL. L'analyse montre une forte corrélation entre l'équilibre linguistique suffisant des apprenants d'EFL et le fait de regarder des films anglais traduits en arabe, cela suggère que regarder ce type de films attire les apprenants d'EFL, et cela peut affecter positivement leur motivation à apprendre. Nous concluons alors, que regarder beaucoup des films anglais traduits en arabe améliore beaucoup le baguage linguistique des apprenants d'EFL.

Mots Clés : apprenants d'EFL, la compétence linguistique, regarder des films anglais traduits en arabe.

ملخص الدراسة

على الرغم من انه من الصعب جدا إدراك الملكة الفطرية لأبناء اللسان الانجليزي , إلا أنه من الممدوح كثيرا العيش في بلد ناطق باللغة الانجليزية كونه الطريق اليسير, دون عناء نحو تعلم مصطلحات انجليزية بسهولة. بيد أن مشاهدة الأفلام الانجليزية المترجمة إلى العربية بنسق رتيب قد يؤمن نفس التجربة. تهدف هذه الاطروحة إلى دراسة تأثير مشاهدة الأفلام الانجليزية المترجمة إلى اللغة العربية على الرصيد اللغوي لطلاب اللغة الانجليزية كلغة أجنبية لضمان تواصل فعال . كما ترمي أيضا إلى تقييم النتائج المترتبة عن مشاهدة الأفلام الانجليزية المترجمة باللغة العربية. اقتضى التحليل وجود علاقة تلازمية قوية بين تطوير الإمكانيات اللغوية لطلاب اللغة الانجليزية كلغة أجنبية و مشاهدة الأفلام الانجليزية المترجمة إلى العربية . كما أفاد أن مشاهدتها تجتذب ميول طلاب السنة الأولى اللغة الانجليزية كلغة أجنبية , بل و تحض ايجابيا دافعيتهم نحو تعلم اللغة الانجليزية . نستخلص بذلك أن مشاهدة الأفلام الانجليزية تعزز إلى حد كبير المخزون اللغوي لطلاب اللغة الانجليزية كلغة أجنبية .

الكلمات المفتاحية: طلاب اللغة الانجليزية كلغة أجنبية , الرصيد اللغوي, مشاهدة الأفلام الانجليزية المترجمة

إلى العربية.