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**Investigating the Effectiveness of Watching Captioned Movies in  
Improving EFL Students' Vocabulary Acquisition  
The case study of first year EFL students at Mohamed Kheider  
University of Biskra**

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## Dedication

First and foremost, I thank almighty Allah for His help and guidance.

This dissertation is dedicated to my mother *Latifa* for her kindness, patience, and her endless support that I will always remember.

This dissertation is also dedicated to my father *Mohamed Fouzi* for his endless love and support.

To my brothers: *Houssin, Radouane*, and *Islam* for their advice and encouragement to accomplish this study.

To the soul of my sister *Naima* and brother *Ahmed*, may Allah have mercy on them.

Although they are no longer here, their memories will continue to exist in our minds.

I would like also to dedicate this work to my beloved grandmothers and grandfathers.

To my supportive team: *Torkia, Amina, Rahima, Hayette*, and *Saoussen*, who have given me strength whenever I was thinking of giving up.

This dissertation is dedicated to all my family and friends for their unconditional love, prayers and support.

### **Declaration**

I, Rachedi Ikram, do hereby solemnly declare that this work I have presented in this dissertation is my own, and has not been submitted before to any university for a degree. This work was carried out and completed at Mohamed Kheider University of Biskra, Algeria.

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### **Abstract**

Learning English as a foreign language has basic challenges that need to be overcome such as learning vocabulary because it helps to enhance both language production and reception. For this reason, this study was an attempt to help EFL first year students to overcome this difficulty by investigating the impact of subtitled movies as an authentic audiovisual material on the development of language acquisition in general, and vocabulary knowledge in particular. In this respect, a qualitative approach was conducted aiming to validate our research hypotheses which stated that if movies are used regularly in oral expression classes, the level of EFL students' vocabulary will be improved. In this descriptive study, two major data collection methods were employed to set participants' attitudes towards this technique; the semi-structured questionnaire was distributed to 65 participants selected from the whole population of the first year students. In addition, a semi-structured interview was held with five EFL teachers of oral expression. Overall, the results obtained from the data gathering tools showed that it is very effective, helpful, and motivating to integrate movies with captions to students as a teaching technique, especially for beginners, yet there are some obstacles that need to be considered like time constraints, cultural differences, and course objectives.

**Key words:** EFL students, vocabulary acquisition/ knowledge, subtitled movies.

## **List of abbreviations and acronyms**

**EFL:** English as a Foreign Language

**GTM:** Grammar Translation Method

**CLT:** Communicative Language Teaching

**ICT:** Information Communication Technology

**MTU:** Multiword Units

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## **General Introduction**

The rapid development and spread of new technologies changed substantially the ways of learning in general and foreign language learning in particular. The main role of this technology is not just to learn but to be entertained and motivated while learning. Moreover, technology offers foreign language learners opportunities to see, listen and interact with speakers of the target language. Moreover, these learners may choose which technology stream fits them in learning a language; for example, music, YouTube, TV series, cell phones, and social networking sites to connect with native speakers. Another stream that technology can provide its users with is watching movies, especially those that are paired with subtitles. Many studies spoke about captioned movies as a useful and exiting resource for EFL learners because it provides learners with both spoken and written discourse. In addition, it helps learners to catch new vocabularies and listen to the right pronunciation and intonation in a real context. For this reason, the current study aims to spotlight on the importance of using captioned movies in enhancing EFL learners' vocabulary.

### **1. Statement of the problem**

Most EFL students seek to communicate as native speakers and master the four basic skills together, namely: speaking, listening, writing and reading. These skills help to develop the students' vocabulary stock. Since the development of students' lexicon is very crucial, the current study focuses on finding out strategies to broaden the students' vocabulary repertoire.

To be more specific, first year LMD students at the University of Biskra have been studying the English language for seven years, but they still have a serious problem which is the lack of sufficient vocabulary. This problem hinders completely the process of learning; for

example, they cannot understand fully the teacher while explaining the course; they do not understand the exams' questions; they cannot express themselves and write correct paragraphs. These students may have intelligent minds but they do not participate and share their ideas because of shortage in vocabulary. This problem may appear in all the courses, especially oral expression when the students exposed to listening and speaking materials; so, we found that these students are afraid of this module in particular. As a result, this study has been concerned with the students who have a problem in their vocabulary and they do not even know how to overcome this problem by themselves; consequently, we seek for the best solution to ameliorate EFL students' level.

## **2. Research Questions**

This research seeks or sought to answer the following research questions:

- How can students' vocabulary knowledge be improved?
- Does the use subtitles while watching movies help EFL students to facilitate the process of learning vocabulary?

## **3. Research Hypotheses**

Based on the above research questions, we propose or proposed the following research hypotheses:

- The use of movies contributes to improve students' vocabulary.
- The effective use of subtitled movies as audio visual aids in the classroom helps EFL students to learn new vocabularies.

#### **4. Research Aims**

The current study aims or aimed to:

- Show the importance of creating a new environment through the use of English movies.
- Identify the usefulness of English movies with bimodal subtitle as audiovisual aids for EFL learners to facilitate learning new vocabularies.

#### **5. Research Methodology**

Regarding the nature of our study, we adopted the descriptive method because it is considered as the appropriate method to describe any phenomena and attitudes towards an issue. Therefore, this inquiry sought to describe the relationship between using English movies and vocabulary learning. Our process of gathering data was based on a combination of both qualitative and quantitative approaches. On the one hand, we distributed questionnaires to first year English students at the University of Biskra to see their views about the use of English movies, and if it would be helpful to them. On the other hand, we held interviews with teachers to collect more detailed information about students' reaction towards using movies, and if it was significant for them.

#### **6. Limitations of the study**

Our research has had a number of limitations which affected the results of our study. Here are some of them:

- This study would be better if the quazi-experiment design is used, yet the time and place did not allow us to do that.



- The problem of strike made our contact with first year LMD students very difficult; therefore, the time devoted to practical part was somehow delayed.
- The two titles in the first chapter are somehow long and only one source is or was mentioned for each, because they are really significant for our study; nevertheless, they are or were not covered through other sources.
- In our library, there are really good books that are needed for our study, but because the limited number of copies, it was very difficult to benefit from them.

## **7. Structure of the study**

The present study consists of three chapters. The first chapter concerns vocabulary where many important aspects were highlighted; its definition, usage and other significant aspects that should be taken into account in teaching and learning vocabulary.

The second chapter regards movies and how they can be presented in class as an educational aid. We provided a general overview of some theories which advocated the use of movies in the classroom. Additionally, we mentioned that the attachment of subtitles would help our students to learn as much vocabulary as they can from these movies.

The third chapter encompasses the field work of this study which is the analysis alongside the interpretations of the obtained data from the aforementioned data gathering tools; the students' questionnaire and teachers' interview. Finally, it ends with a summary in which it captures all the most significant facts discussed in each of the data gathering tool.



## **Chapter one: Vocabulary acquisition**

### **Introduction**

Language is a means of communication between one, two or more interlocutors; these interlocutors should have at least the most frequent vocabulary of that language. Teaching and learning vocabulary in EFL classrooms is a complex process. Especially for the first levels who find many difficulties in the four language skills due to their unsatisfactory vocabulary level. The process requires more awareness from the part of both teachers and students about the vocabulary aspects; such as, knowing its lexical knowledge, types, as well as its importance and strategies to be learn it. For this reason, this chapter will be an attempt to cover each aspect.

### **1.1 Vocabulary definitions**

The term vocabulary refers to a number of words that are found in any language. These words are used by people to communicate with each other in both forms written and spoken. To provide more technical definitions, we will start by Gutlohn (2006) who suggested that, “vocabulary is the knowledge of words and their meanings” (cited in Ferreira, 2007, p. 11). In the same vein, Hornby (2006) provided another definition; he said “vocabulary is all the words that a person knows or uses and it is all the words in particular language” (cited in Lestari, 2015, p. 5).

Regarding the previous vocabulary definitions, we recognize the strong association between the two terms words and vocabulary. As Read (2000) acknowledged, it is not enough to define vocabulary with the term word because even this term in itself is challenging to know, define, and classify; therefore, it is important to clarify the nature of the term word as well.

### **1.1.1 Word definitions**

The word meaning given by Oxford Learners Pocket Dictionary (2003) is that “it is a written or spoken unit of language” (p. 499).

### **1.1.2 Word Knowledge**

On the one hand, one aspect of the word knowledge is to be familiar with the meaning of this word. Henriksen (1996) stated that, “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” (cited in Ferreira, 2007, p.11).

The definition given by Henriksen can be explained as the students’ interpretation and recognition of both the first and the target languages, being nearly the same, i.e., students react automatically to the word meaning when they see or hear the target language as their mother tongue. Moreover, knowing a word does not involve only the meaning of the word, but it also contains other facets and types of word knowledge.

According to Thronbury (2002), learning all aspects of word knowledge cannot be done at the same time, yet they have to be in gradual mode because they are interrelated and any ignorance of a single element of them will affect the whole word meaning. He further explained that to know a word involves knowing its two basic levels; its meaning and form which are two independent levels, i.e. the knowledge of word form tells nothing about its meaning. He presented these two levels as follows:

### 1.1.2.1 Meaning

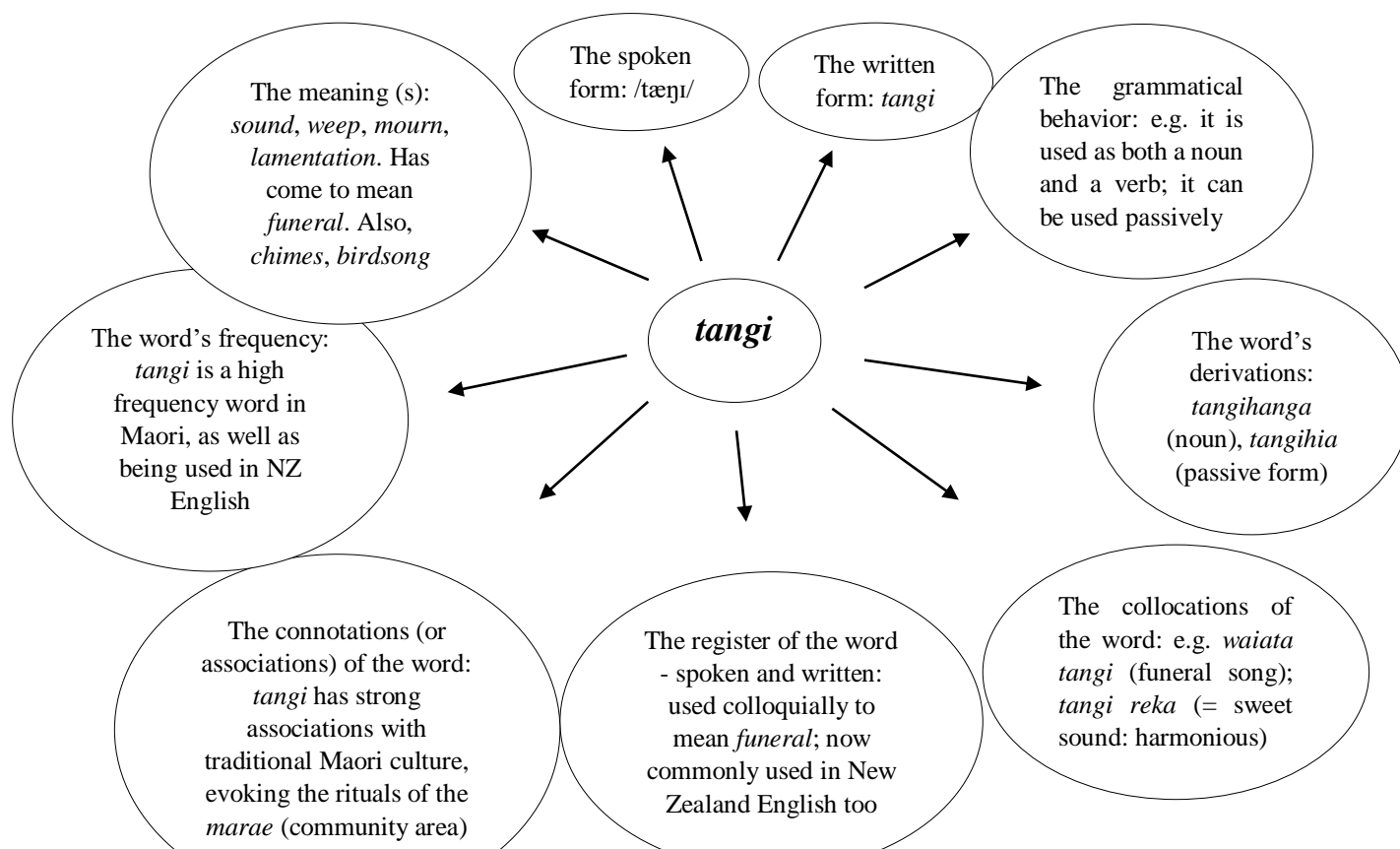
- **The meaning (s) of the word:** For Schmitt (2000), knowing the word meaning is to know its core meaning. It involves the basic meaning elements of a particular word found in the dictionary ‘the denotative meanings’ in addition to all the encyclopedia knowledge about this word which refer as ‘the connotative meaning’.
- **The grammar of the word:** Ur (1996) considered the grammatical behavior of a new item to be necessary to be taught directly after presenting it. Words’ form are changed unexpectedly according to the grammatical context (cited in Hamdaoui, 2016).
- **The collocations of the word:** Ur (1996) mentioned that collocation is word associates; teaching this aspect will make students aware if this combination is right or wrong. For example, the word ‘mistake’ collocates with verb ‘make’ instead of ‘do’ (ibid).
- **The register of the word:** It is described as the stylistic variations that make each word more or less appropriate for certain language situations or language purposes because the implicit meaning information has different types (Schmitt, 2000).
- **The associations of the word:** Words are related to each other in terms of their meanings such as (synonyms and opposites); as well as, in terms of word family that share the same base form with different inflectional and derivational affixes (Schmitt, 2000).
- **The derivations of the word:** As it is defined by Richards and Schmidt (2010), the word derivation is the source from which the new word has developed.
- **The frequency of the word:** McCarten (2007) said that frequency a word lists is useful in the sense that it helps teachers to make choices about what to teach and in what order.

The most common verbs are (be, have, know, think, get, go, and mean), the most common nouns are (people, time, and things), and the most common adjective is (good).

### 1.1.2.2 Form

- **The written form:** It is about increasing the students' awareness of the orthographical knowledge, i.e. how the word is written from the first letter to the last one. It is one of most important aspects of the word knowledge after it was considered the lower level type of word knowledge (Schmitt, 2000).
- **The spoken form:** Knowing the phonological knowledge or the spoken form of a word is 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).

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



**Figure 1.1: Aspects of word meaning (Thurnbury, 2002, p. 16)**

The above diagram of the word ‘tangi’ illustrates how the word knowledge is stored in the mind. It is neither random nor in form of a list; this latter is called ‘the mental lexicon’. Whereas, to build this well arranged fashion in the students’ mind requires numerous exposures of the same word before saying that these students have mastered this word. In other words, they should encounter the same word in various contexts. Thus, the student will learn the different meanings of the same word with the other kinds of knowledge to guarantee that all the meaning parameters and the word knowledge kinds have been acquired.

### 1.1.3 Word classes

Words are mainly classified according to their functional categories in the act of communication. Read (2000) classified words into four major categories: nouns, “full” verbs, adjectives and adverbs. Furthermore, the minor categories consist of pronouns, prepositions, and conjunctions. The first four different classes are called content words because they carry more information, but the remaining ones are called grammatical words or function words because they contribute only to the grammatical structure of the sentence (p. 18). In the next point, we will illustrate more the definition of each:

- ❖ **Noun:** It is a word that refers to a person, a place or a thing, a quality or an activity (Oxford Learner’s Pocket Dictionary, 2003, p. 291). In other words, it is a naming word; For example, cowboy, theatre, box thought, tree, kindness, and arrival.
- ❖ **Verb:** It is a word or phrase that expresses an action, an event or a state (Oxford Learner’s Pocket Dictionary, 2003, p. 478). In very simple words, a verb is the word which describes ‘an action’ of doing something or ‘a state’ of being something like walk, talk, think, believe, live, like, and want.

- ❖ **Adverb:** It is a word that adds information to a verb, adjective, phrase, or another adverb (Oxford Learner's Pocket Dictionary, 2003, p.6). In other words, it is a word which usually describes a verb. It tells how something is done, when, or where something happened; such as, slowly, intelligently, well, yesterday, tomorrow, here, and everywhere.
- ❖ **Adjective:** It is a word that describes a noun (Oxford Learner's Pocket Dictionary, 2003, p. 5). It informs something about a noun; for instance, big, yellow, thin, amazing, beautiful, quick, and important.
- ❖ **Pronoun:** It is a word used instead of a noun (Oxford Learner's Pocket Dictionary, 2003, p. 343). The pronouns are I, you, he she, it, we, and they.
- ❖ **Conjunction:** It is a word that joins words, phrases or sentences together (Oxford Learner's Pocket Dictionary, 2003, p. 87). For instance, but, or, so, and, because.
- ❖ **Preposition:** It is a word that is used before a noun or pronoun to show place, position, time or method (Oxford Learner's Pocket Dictionary, 2003, p. 338). For example, on, in, by, with, under, and through.

#### 1.1.4 Word formation

Before starting to learn English vocabulary, EFL students should start first with the most important details about the English word forms. Therefore, Thrunbury (2002) mentioned five common different patterns that a new English word can be formed through. He listed the following:

- **Affixation:** It is one way that words can be formed from the original one and the two primary kinds of affixation are prefixation (un-, mis-, extra-) like unlimited, misunderstand; and suffixation (-ify, -ship, -less) like relationship, useless.



- **Compounding:** It is to join two independent words (noun+verb) like (dishwasher, bus driver, and typewriter) or (noun+noun) like (classroom, matchbox, and teapot). There are some compound words that can be recombined to form complex compound words like (dumptruck-driver, candlestick-maker, and windscreen-wiper)
- **Blend:** It is blending two words to form a new one like the case of break+lunch=brunch; information+entertainment=infortainment.
- **Conversion:** It is that words co-opted from one part of speech to another one. They are converted from noun to verb which are called 'verbed' like (let's brunch tomorrow); from preposition to verb like (she upped and left); or from verb to noun like (a balloon flight is an absolute must).
- **Clipping:** It is that long words can be shortened to be new short ones like flu (from influenza), email (from electronic mail), and dorm (from dormitory).

## 1.2 The appropriate use of vocabulary

Vocabulary acquisition is not the complete mission for EFL students; they need more focus on how to use those words that have been acquired previously. Thus, the appropriate use of English words is the second and most substantial stage that both teachers and students have to be aware of. Accuracy of using language is the matter where the majority of EFL students fail; therefore, this latter requires several exposures, much time practice in order to discover and acquaint almost on the different uses of the same word, and most importantly is that each word has some aspects that the student has to take into consideration while using it in both forms the written form and the spoken form.

### 1.3 Aspects of using vocabulary

#### ✓ 1.3.1 Context

It is the most important factor in the language use. Kane (2000) defined context as “the surroundings of a word” (p. 249), i.e., the phrase, clause, sentence, passage, even the whole essay or book depends on where a particular word is located in the written form. However, in the spoken form, it can be the occasion of a conversation, the relationship between the participants or even the audience who are listening. Furthermore, the context has a strong relation with the familiarization of the connotative meaning. To clarify more, if we are familiar with the context in which a particular word is used, especially words that are very close to it, then you can easily understand the hidden meaning of this particular word (Kane 2000). In short, the student should take this element into consideration that from so many words that have the same meaning, one word will fit better this specific context.

#### ✓ 1.3.2 Level of usage

Another important factor that must be taken into account is the language or words that have to be used according to different situations. There are some words that can be used for any situation, yet with other words it is the case. 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 has divided words into two kinds *formal* and *informal*. On the one hand, formal language is more restricted in terms of the choice of words and grammatical rules, also it is used in the formal situations like academic context, dictionaries, institutions, and professions.

### ✓ 1.3.3 Multiword units

Schmitt (2000) mentioned the vital role of multiword units in English language and these units are used with good percentage. If EFL students study vocabularies in isolation and are not aware of English vocabulary used as unit then they cannot produce connected and coherent discourse. Multiword units are group of words that act a unit as one single meaning i.e. these words used separately do not convey the meaning of the whole. The multiword units should be conventionalized by the members of the speech community so that they use them in similar, consistent, and fixed manner. As stated by Schmitt, researchers like Alexander (1984), Nattinger and DeCarrico (1992), and Moon (1998) categorized Multiword Units into the following:

- ✚ **Compound words:** It refers to two or more words joined together to serve as one word, they can be written as multiple words like (freeze dry), hyphenated words (freeze-dry), or as one single word (freezedry).
- ✚ **Phrasal verbs:** These are verbs that consist of mono-syllabic verb like (take, put, get) as well as an adverbial or prepositional particle like (up, out, off). Some of the meaning verbs can be understood directly from the single meaning their components, while almost of phrasal verbs when they combined their meanings completely change and this makes them difficult to learn for the majority of students.
- ✚ **Fixed phrases:** This refer to words that are used conventionally in the same order. With the case of two words called binomials like (back and forth, ladies and gentlemen). Trinomials are three words like (ready, willing, and able; morning, noon, and night). In fact, if we change the order of these words, it is not a big mistake but the students' language will sound somehow awkward and ambiguous, so to avoid all these problem

English fixed phrase must be memorized and conventionalized as the native speakers do.

- ✚ **Idioms:** The most common category in the MTU in the English language, it is one feature of the English fluent speaker because it is used frequently native speakers and part of their conversations (cited in Schmitt, 2000).
- ✚ **Proverbs:** They differ from the first one in terms of “the shared cultural wisdom” (cited in Schmitt, 2000, p. 100). Most of the time, these adverbs are universal and have equivalent meaning in all languages.
- ✚ **Lexical phrases/ lexical chunks:** The last category is very important for the pragmatic competence, it consists of any string of words that are used together. As stated by Schmitt, they are considered to be “the most efficient and familiar linguistic means to carry out language functions” (p. 101). In other words, they make the language use more plain, smooth and clear. To illustrate this category, like (to make a long story short) it is used in summarizing.....

#### 1.4 English vocabulary size

Before coming to teach English vocabulary, teachers need to know ‘how many words are there in English?’ and ‘what words should be included first in teaching these vocabularies?’ Many researchers have involved in the dilemma of counting English vocabulary and have produced different answers, simply because they have different definitions of what counted as one word and what counted as more. For example, McCarten (2007) said that, words are almost impossible to be exactly counted, because the number of word families of the same word like (run, runs, running, ran, runner, runners) is large and they considered as one word or all the six potential interpretations should be counted. The same issue goes with all the idiomatic uses and

new words that are added to the English language and used in the Internet today like (podcast, netizen, and blog).

Despite all the above challenges, researchers have tried to estimate the number of words the English language has. Schmitt (2000) has provided us with various sets of scholars' answers; from 400,000 to 600,000 words (Claiborne, 1983). From a half million to over 2 million (Crystal, 1988). About 1 million (Nurnberg & Rosenblum, 1977), and 200,000 words in common use, although adding technical and scientific terms would stretch the total into the millions (Bryson, 1990). This is a clear sign of the difficulty of both second and foreign language speakers when it comes to the complete mastery of English lexicon (cited in Schmitt, 2000, p.1).

Native speakers in their turn cannot learn all the word numbers above. So that, the coming statistics will be English native speakers' lexicon. Nation and Waring's (1997) study shows that English native speakers will collect almost 1000 word families per year to their previous vocabulary size. Consequently, university students of 20 years old will have about 20,000 word families (cited in Schmitt, 2000, p.1). In the same vein, McCarten (2007) stated that English words vary between 12,000 and 20,000 depending on the level of education from the less educated people who have almost 12,000 to the high level of education like native speakers university graduates who have about 20,000 word families without phrases and expressions. The current students' dictionaries have tried to estimate the number of both words and phrases such as the Cambridge Dictionary of American English; it includes more than 40,000 frequently used words and phrases.

The statistics above about the number of items present how much difficult, harsh and complicated challenge that would fall into most of English language students, and even for many native speakers. Schmitt (2000) provided a clear and simple example for the challenge of

learning vocabulary; it is a comparison between vocabulary and phone numbers. When someone needs to learn thousands of telephone numbers and each number with its person's name, address, work and facsimile variants. These information represent the word families of each single word.

The number of words that EFL teachers need to bear in mind are the words that are used in an average English spoken or written text, i.e. high frequency words of English language. McCarten (2007) has recognized that, "learners can understand a large proportion of texts with a relatively small vocabulary" (p. 1). Furthermore, students who carry nearly 2,000 of the most frequent words are able to recognize 80% of words that are used in the text, and 5,000 most frequent words increase students' understanding to 88.7%. Whereas, for the speakers of English language 1800 items are sufficient to hit 80% of spoken corpus (Francis and Kucera, 1982, cited in McCarten, 2007).

Overall, EFL teachers need to know before starting to teach vocabulary that they must identify the most frequent words and give them priority in teaching, i.e., words that are always used by native speakers; so that, if students do not get all the vocabulary used in the text, they will understand the whole meaning easily because the student covers the most used vocabularies in the English language.

## **1.5 Types of vocabulary**

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

### **1.5.1 Receptive vocabulary**

It involves the vocabulary which receive their word forms 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 activity (listening and reading).

### **1.5.2 Productive vocabulary**

It consists of the vocabulary that when the students want to express their meanings through speaking or writing, they retrieve and produce them in the appropriate spoken or written form. This means that, productive vocabulary is responsible for productive forms of speech activity (speaking and writing).

### **1.6 Incidental VS intentional vocabulary learning**

The dissimilarity between both incidental and intentional learning is at the level of consciousness; it is somehow similar to the viewpoint between leaning and acquisition of Krashen's theory (1982). Schmitt (2000) dealt with the situation of intentional learning; in this case both teacher and students are focusing directly and overtly on the information to be learned. It gives much time, effort and opportunity in the learning process, though it is considered to be somehow a dull way of learning for a large number of vocabulary; whereas, incidental vocabulary learning is the type of learning which can occur when the focus is mainly on communication. Thus, it offers many benefits at the same time, yet it can happen in very systematic and gradual mode.

Similarly, Nation (2001) viewed intentional vocabulary learning and the incidental vocabulary learning as two discrepancy approaches. That is to say, both incidental and intentional learning are complementary activities, i.e., each one of them develops the learning of the other one, as well as, a well-designed language learning program is the one which gives an equal opportunity for both. Furthermore, Nation (2001) praised the significance of incidental

vocabulary learning in his saying “incidental learning via guessing from context is the most important of all sources of vocabulary learning”. He added “learning from context thus includes learning from extensive reading, learning from taking part in conversations, and learning from listening to stories, films, television or the radio” (p. 232).

To conclude, the consensus is that the two different approaches of vocabulary learning should be included in the teaching syllabus. The teacher can begin his lesson first with implicit learning through the exposure to facilitate, help, and motivate students to learn, i.e. they acquire the language naturally (new words, expressions, collocations, phrasal verbs, idioms, and so on). Subsequently, the teacher consolidates these vocabularies in the students’ mind through explicit learning which is the use of different strategies and rehearsal activities.

### **1.7 Vocabulary teaching strategies**

Numerous studies have been conducted with regard to learning and teaching vocabulary strategies and emphasized the issue that these two taxonomies seem to be interrelated and not clearly defined. As O’Malley et al. (1985) stated, “learning, teaching, and communication strategies are often interlaced in discussions of language learning and often applied to the same behavior” (cited in Öztürk, n.d, p. 21). In other words, learning and teaching strategies can be used interchangeably according to the above definition. Alternatively, Sanaoui (1995) could distinguish between them in a very simple manner, “as students’ study habits of second language vocabulary and vocabulary teaching strategies as actions taken by the teacher to teach or practice target vocabulary” (cited in Öztürk, n.d, p. 21).

Many kinds of vocabulary teaching strategies are presented by Cross (1991) & Nation (1991). Primarily, it is related to presentation strategies; when the teacher introduced a new



vocabulary of the meaning presentation or the form presentation that learners have not faced before. The former, includes visual presentation strategies like (the use of pictures, body actions, real objects or video), verbal presentation strategies like (definition, translation, or exemplification), and audio strategies like (imitation of sound or having learners listen to a tape-recording). Whereas, the latter in its turn is the form presentation which focuses on the pronunciation or spelling of the word; strategies like (the teacher's modelling of the target word, chorus repetition) (cited in Öztürk, n.d).

The following vocabulary practice a teaching strategy; it comprises the teacher rehearsal about the presentation strategy, i.e. the vocabularies that have been taught the previous session. It can be done inside the classroom or in form of homework. Some of these strategies include (classroom tests, games, and written repetition). The last but not least no subject is related to training, which urges learners for being autonomous in terms of vocabulary learning strategies like (guessing from context, word-building, dictionary use, and keeping vocabulary notes)(Cross(1991)& Nation (1991) cited in Öztürk, n.d). In short, teachers' organization of what strategy is more effective than others for particular learners is a strategy in itself; teachers have to be very cautious in order to succeed in vocabulary teaching.

The part one was all about the acquisition of vocabulary; its lexica and its strategies and importance. Learning a good number of vocabulary is not the end of the mission, when learners reach an advanced level and acquire many vocabularies, then comes the stage of the use of these words. In other words, students need to know how to use these words in and through this technique they will learn how to know the meaning of the word only from its context. So, the context play a vital role while using vocabulary that students need to be careful for.

In the same vein, Mehta (2009), in respect to vocabulary teaching strategies, introduced the following key strategies that help students get the meaning of words easily:

- ✚ **Definitions:** Defining the word meaning of the target language in reliable and authentic dictionaries might be very helpful if the students fail to get the word meaning from the context (Mehta, 2009).
- ✚ **Self-defining context:** Usually, the context clues are aid for students to make the situation obvious to discover new meanings easily. This strategy in its turn, saves time, develops students' extensive reading, and clarifies their understanding.
- ✚ **Antonyms:** If the meaning of a particular word is ambiguous, the teacher should try to present some other familiar word antonyms of this word for students. In this way, they will discover the meaning of new word and its antonyms as well.
- ✚ **Synonyms:** This strategy is used by the teacher to explain the meaning of the new word if the synonym is familiar. In addition, it will enrich the students' vocabulary lexicon with more alternative words.
- ✚ **Dramatization:** This method is related to play activities which is built on the students' dreams. By dramatization activities, students on their part will be motivated, confident, and extract the maximum of their thoughts, vocabularies and ideas.
- ✚ **Pictures and drawings:** The use of many types and colorful pictures motivate students to learn new concepts of words. Mehta (2009) considered homemade pictures to be more effective than the realistic ones. Moreover, the drawing techniques are used to illustrate meanings like things, actions, qualities, and relations.

- ✚ **Realia:** Bringing models of real objects in the classroom can be very helpful for students to understand its meaning easily; for example, in learning parts of a plant, the teacher or some students bring one and then the teacher can explain them easily (ibid).
- ✚ **Series, scales, systems:** Teaching students meanings of parts of well-known series like the parts of the day, seasons of the year, ordinal numbers, cardinal numbers; it is better to organize them in their natural order in reality (Mehta, 2009).
- ✚ **Parts of words:** Dealing with meanings of compound and complex words might be difficult to understand. This strategy is about to separate those words into parts because generally simple words are known, so part by part they will elaborate the new complex or compound words' meaning.
- ✚ **Illustrative sentences:** teacher's explanations of word meanings cannot be done through examples that have opaque forms, idiomatic expressions or compound and complex words. It should be clear, systematic and more real so that to approach as much as possible the meaning for the students.
- ✚ **Practice from meaning to expression:** some classroom practices do not create new uses or new contexts, but they can help students recall these presented practices. There are many types of practices like Pictures, realia, and dramatization.
- ✚ **Reading the word:** reading words aloud can be very helpful in terms of familiarization with words; as well as, it will help learners develop their reading, improve their pronunciations, practice the stress and intonation.
- ✚ **Writing the word:** the teacher has to order his students to write the new words immediately when they listen to or see in the whiteboard. This will give students the

opportunity when they write to discover which grammatical aspect this new word belongs to (noun, verb, adverb, or adjective) (ibid).

✚ **Shift of attention:** the teacher provides a context through reading in which students can extract the use of the word. Then, they should be asked to pay attention to and develop their point of view which they can defend or attack (Mehta, 2009).

To sum up, the best teaching strategies are those which incorporate the real world in the classroom (dramatization, realia, context, series and scales). Shift from abstract words into the more concrete ones (pictures) can be very useful for students to approach meanings of words easily. In addition, they will stick in their long term memory for longer time. The more teachers bring the real world into the classroom, the better teaching results they will reach.

### **1.8 Remembering vocabulary**

The aim of EFL teachers is not only to teach a good amount of vocabulary, but also to know the techniques that allow their students to remember what they have learned once they need them. The fact that how 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; the student repeats the new word immediately after he has heard it, but soon he will forget about it. Successful vocabulary learning involves more than holding the words that are learned for a short period of time, but to be able to retrieve them when they are needed. Teachers need to train the memory to store this information in long term memory; this is called ‘working memory’ (transform the information from short term to long term memory through different cognitive tasks).

The working memory manipulates the information, i.e., words that come from the external sources (learning materials or the teacher) via senses or the previous information that are downloaded from the long memory or both of them. In other words, when the information comes from the external world before being maintained and the stored information before being recalled, the working memory examines both information in an intelligible way (Thurnbury, 2002).

In short, the great challenge for EFL teachers and students is to select the best material and activities that help students to transform the information, i.e. new word from short term to the long term memory. Thronbury (2002) suggested the following principles for teachers that should be taken into consideration while transmitting the information to the long term memory:

- **Repetition:** The time allowed for memorizing new words should be done through repetition at the time when words are still in the working memory.
- **Retrieval:** Thurnbury (2002) provides with many kinds of repetition, and retrieval practice effect is one of them. The act of retrieving a word from the memory is the reason that makes it easier to recall later on; this can be done by some activities that require retrieval such as using new words in written sentences.
- **Spacing:** Spacing means to distribute the students memory work in a short period of time; so that, it can ensure that the information is consolidated and then the teacher can combine all the information that have been taught earlier together. This is called, according to Thornbury (2002), ‘the principle of distributed practice’ and it can be applied on both short and long-term memory, i.e., when the teacher wants to present some new words with the given material, he should follow this technique.

- **Pacing:** Students differ at the level of learning, i.e., learning styles; as well as, at the level of processing data. They process data at different rates. Consequently, teachers have to do their best in order to give more opportunity during the vocabulary learning activities to do the memory work in the longest period to organize, order and review their vocabulary silently and individually before they move to the group work activities.
- **Use:** Thurnbury (2002) stated that, after learning new words, put these words into practice in very interesting, new and motivating way to ensure that these words are passed to the long term memory. This presented principle is summarized in two words, 'Use it or Lose it'. The following points are directly related in one way or another to manipulate words in the working memory.
- **Cognitive depth:** This involves how much or how long the student is required to use his mental ability to make decision about a particular word, the higher demands; the better the word will be remembered (Thurnbury, 2002). In other words, if the student uses very deep and extensive thinking about word, the more it will be consolidated in the student's mind.
- **Personal organizing:** Personalizing means making personal judgments about some words can be very effective factor in terms of retrieval. As the following example, the teacher direct a student to read a passage. The student starts reading and then he encounters new word, and he tries to read it aloud. This word will go directly to the long term memory better than the same word is read many times silently (Thurnbury, 2002).
- **Imaging:** The best task given by the teacher to his students is to allow them silently visualize a mental image that matches the new word. Moreover, the best memorable words are those which have a mental image; however, non-visualized are less

memorable compared to the first group. Whereas, students can generate image for abstract words as well, it will be beneficial if this image is highly imaginative and vivid since it is a self-generated and not borrowed from another one (ibid).

- **Mnemonics:** Coady and Huckin (1997) recognized that mnemonics are forceful techniques for remembering words and the best mnemonics are visual mnemonic than verbal mnemonic, and self-generated, i.e. not borrowed from the teacher or another student. The best known mnemonic technique is called the keyword technique and this means creating an image that typically connects the sound of the new word in the target language with a sound of word in the mother tongue of the student. For example, an English learner on French is trying to remember the English word 'paon' (peacock), he might use the word 'pawm' as a mediator and imagining a chess board on which all pawns look like peacocks (p. 205).
- **Motivation:** Researchers agree upon the fact that the role of motivation is highly required in any language learning and vocabulary in particular. Thrunbury (2002) stated that motivation is a vital factor in vocabulary learning, yet even the unmotivated student can remember words as it should be only if s/he faces appropriate tasks that require to make more decisions about them. In simple language, when the teacher sees some students who feel bored, he has to be clever towards selecting tasks that somehow require a cognitive depth on the part of the students to substitute the motivating factor.
- **Attention/ arousal and affective depth:** The highest attention degree is called 'arousal'. The principle is attention which has a direct relationship with the improvement of word's recall. The words attention and effective are interpreted by Thurnbury as the strong emotional response, i.e. words that trigger the students' emotions, such as

(Mommy, Daddy, love, frightened, and ghost) are remembered easily even if students heard them only a couple of times.

## 1.9 Vocabulary assessment

Despite all the studies that have been conducted about the best way of teaching vocabulary, scholars find that still more questions than answers exist when it comes to formulate a theory of vocabulary teaching. Simply because it is an abstract process, scholars cannot physically trace words while being stored in the mind; so that, all the research evidence are indirect and hedged of the vocabulary teaching process. So, we may not have a definitive theory which can be based on teaching vocabulary, yet teachers must adapt their way of teaching through the help of vocabulary assessment whenever it is needed.

Nation (2001) highlighted a number of vocabulary tests that can be used in distinct purposes:

- Diagnostic test: when the teacher wants to discover the students' difficulties and gaps to do some remedial activities and lesson.
- Short-term achievement test: to know if a group of words that have been recently studied are memorized or not.
- Long-term achievement test: to know if the course was successful in teaching some words.
- Proficiency test: to know how much vocabulary do students have.

In the same vein, Schmitt (2000) provides us with another types of tests:



- Achievement test: the teacher needs to discover if the words that have been taught are mastered by students or not.
- Diagnostic test: is to find out the students' gaps in order to pay attention to them.
- Placement test: this test is taken to place students in their appropriate class level.
- Proficiency test: to know the students' vocabulary size; it is related to overall language proficiency.

Briefly, teachers have to set their goal from any particular test before choosing its type because each one has its distinctive goal. The aim of vocabulary assessment is to discover students' strengths and weaknesses, so that the teacher will pay attention to them during vocabulary's remedial tasks. Moreover, concerning the types of vocabulary items, it is preferable if the teacher varies and chooses each time one of them to attract and motivate students.

### **1.10 The Importance of vocabulary**

Vocabulary learning is the first and foremost stage before any other learning aspect of the language. Simply because language is made up of a number of vocabulary at first and then we can say that those words are structured in the form of coherent sentences and set of rules. Some researchers believe that learning language lies in learning vocabulary itself and vice versa. In this sense, Singleton (2000) stated "we reach the point where the notions of lexicon and of language will become interchangeably" (cited in Chung and Chai, 2012, p. 3).

The fact learning vocabulary is vital compared to any other aspect of language, it is supported by Wilkins (1972); who highlighted the role of vocabulary in language learning stating that, "without grammar very little can be conveyed, without vocabulary nothing can be

conveyed". That is to say that, language communication can be boosted with the presence of words and the absence of grammar. Additionally, Wilkins (1972) declared,

If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words (cited in Thurnbury, 2002, p. 13).

## **Conclusion**

The above presented chapter have tackled mainly some issues concerning vocabulary acquisition; as well as, vocabulary use. First, we began with the notion of vocabulary moving to meaning, classification, and formation of words since it is the fundamental component of vocabulary. Second, we mentioned some issues related to vocabulary like strategy of vocabulary teaching, types of vocabulary, the size of vocabulary and so on. Additionally, we reached the second part of vocabulary learning which is the use of language, and we gave some elements that need to be considered in addition to the importance of vocabulary in language learning.

## **Chapter two: Captioned movies**

### **Introduction**

Today, a great tendency towards the use of technology in education has been remarked, especially foreign language teachers and students. It is known that non-native English language students are exposed to learn the target language far from their native land, so EFL teachers should bring into the classroom the native speakers with their language and culture through the use of technological materials. For example, the implementation of movies as a teaching material may be very useful for students because it is a part of their everyday life, i.e. it can contribute to make them feel at ease and eliminate the obstacles that can hinder the process of learning. This research will encourage EFL teachers to motivate their students through the use of English movies as an audio visual means to present parts of the real world, and to show how language is produced and used by native speakers in different situations.

### **2.1 An overview of English language teaching**

As for teaching and learning languages, there have been many traditional methods and techniques that have been used for many years, but only four of them have had a strong influence on the history of teaching languages.

The Grammar Translation Method (GTM) was the dominant method and most commonly used in the nineteenth century. It is considered as the traditional way of teaching and learning a language that is based on a teacher-centered environment. Basically, the teacher has the entire control of the teaching process and is the only source of knowledge. Whereas, the students' role is completely passive; they just receive the rules of the language and memorize them (Davies and Pearse, 2008). The practitioners of this method believe that the importance of learning a

language is to teach the grammar and to find an equivalence between the student's native language and the target language, i.e. translation. While, "Concentration on grammar-translation stops the students from getting the kind of natural language input that will help them acquire language, and often it fails to give them opportunities to activate their language knowledge" (Harmer, 1998, p. 30). Moreover, the teacher translates some vocabulary from the target language to the native language, "languages are believed to be learnt best by memorizing the rules, along with bilingual vocabulary lists" (Davies and Pearse, 2008, p. 188). As a consequence, we can say that these students are learning about the language 'rules of the language' rather than acquiring the language itself 'communication'.

At the end of GMT, the Direct Method appeared as an opposing view toward the preceding one. The teacher's role was considered to be active; he encourages his students to speak, organizes practices, and corrects their mistakes. Students on their part, listen, imitate, and participate. Students' native language is not allowed and the meaning can be conveyed through showing, drawing, miming and demonstrating things (Davies and Pearse, 2008). Phillipson (1992) supports the idea of direct method by saying "English is best taught monolingually" (as cited in Howatt and Widdowson, 2004, p. 312). Language is seen as a system of communication, the oral practice is the essence of this method in which students try to practice the target language as much as possible "the more English is taught, the better the results" (Phillipson, 1992) (as cited in Howatt and Widdowson, 2004, p. 315). As a result, the Direct Method highlights the use of the target language and only the target language; this latter is learnt best from the context in which it is used.

To move further, the Audio-Lingual Method derived mainly from the behaviorist theory of learning. Researchers suggested that much learning is the result of habit formation through

conditioning (Harmer, 1998). For this reason, the Audio-Lingual Method focused on two major activities: 1- dialogue repetition and memorization, 2- substitution drilling, i.e. the practice in which the students produce many sentences of the same pattern with some elements changed, (e.g. My jacket is about two years old, My watch is about five years old) (Davies and Pearse, 2008). The repetition stage is followed by rewarding students who produce correct sentences; so that, they could be conditioned into learning. Whereas, some critics considered this method as an old fashion one, simply because we cannot consider students as animals 'habit formation', learning requires more creativity, critical thinking and progress based on the previous knowledge being acquired rather than an automatic repetition of the knowledge being learned. Moreover, they blame its practioneres why they prohibit the students from the natural situation of learning language. They argue that "methodologists were also concerned that in audio-lingualism students were not exposed to real or realistic language" (Harmer, 1998, p. 31).

Despite the popularity of the previous methods, EFL students could read and translate texts easily and perform excellent in grammar tests. However, they could not express their thoughts orally. For this reason, the communicative movement appeared as an alternative approach in which it reminds teachers that students learn the aspects of language not just to know them, but to communicate. Howatt and Widdowson (2004) believe that:

The notion at the heart of communicative movement in applied linguistics and pedagogy after 1970 was the conviction that language teaching should take greater account of the way that language worked in the real world and try to be responsive to the needs of learners in their efforts to acquire it (p. 326).

Communicative Language Teaching (CLT) developed and became an independent method, it was the dominant method at that time. According to Harmer (1988), CLT was based on two main elements. Primarily, language is not just a matter of grammatical rules, but it also involves

functions and kinds of language. Functions like demanding, apologizing, suggesting; and kinds like formal, informal tentative, technical. In other words, CLT was focused on the communicative structure more than the linguistic structure. Secondly, if students get enough exposure to the target language in an interested and motivated way, and they have opportunity to use it; as Harmer (1998) stated “language learning will get care of itself” (p. 32). He also has summarized all the principles of this method in three words which are ‘exposure’, ‘motivation’, and ‘use’; the so-called ‘Activation of learning’.

As a consequence, through the increasing popularity of the communicative approach and its principles, EFL teachers are recommended to integrate, in one way or another, materials that have more focus on the meaning rather than the form; so that, students can acquire the language unconsciously. In other words, EFL teachers must be eclectic and select what is suitable and helpful to their students. Like choosing ‘the communicative approach’ as a start to present the material that is focused mainly on the language itself. Thus, the use of movies as an instructional tool can be a useful way to help EFL learners acquire the language rather than learning it, then focusing on some new words that are presented in the movies at the very beginning and reinforcing them with some sort of activities ‘the audio-lingual method’. In fact, the implementation of movies for educational purposes has gained many positive effects that will be discussed in this present chapter.

## **2.2 Some theories of language learning**

### **2.2.1 Krashen’s monitor theory**

This theory illustrates how teaching with movies helps students acquire the language. The monitor theory was developed by the linguist Stephen Krashen in 1982, it was one of the most

influential theories of second language acquisition and development. It comprises four hypotheses, yet only three of them are the most relevant to the present study.

### **2.2.1.1 The acquisition-learning hypothesis**

The acquisition-learning hypothesis is the most important one and is widely known by linguists and language practitioners. According to Krashen (1982), there are two independent ways of learning a language: acquisition and learning. First, acquisition is described as a natural and subconscious process that is used by children to acquire their first language. It is a very important process because it is the only process that is responsible for natural and fluent communication. Second, the term learning is different from the previous one at the level of attention. It is a conscious process of learning; for example, the knowledge of grammar rules (cited in Lialikhova, 2014). Throughout this thesis the concepts of learning and acquisition will be used as defined by Krashen.

In our context, EFL students were exposed to acquire the knowledge of grammar in a direct and dull way throughout seven years before and at the university level. Krashen (1982) has claimed that “language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill” (cited in Schütz, 2017, nd). Indeed, those learners are learning the language instead of acquiring it. Teaching English language through the use of movies can be a source of acquiring this language because while watching the movie, learners are not conscious about the form of the language. That is, “Films can even to some extent substitute for the input that EFL students cannot receive from outside the classroom” (Ruusunen 2011, p. 22).

In the same vein, this way is similar to the way children acquire their first language. Children are exposed to the language and surrounded by their parents, they are trying to pick up new words from them without any attention to the rules of grammar, but after some years they will be able to produce coherent sentences. The same case of the foreign language learners, they are exposed to the English language from the native speakers in which they listen to the target language in a real context; whereas, the direct use of grammar rules with examples, i.e. ‘the traditional learning’ is removed. Students who acquire language through movies, they will be able to produce an acceptable grammar and great number of vocabulary as the case of children (Lialikhova, 2014). Chenchen (2011) has applauded that “in a film class they tend to learn in a natural way so they pick up the language spontaneously” (p. 4). Yet, those who learn all the rules of grammar and try to memorize a large number of vocabulary may fail to use them in real communication.

#### **2.2.1.2 The comprehensible input hypothesis**

The teaching hypothesis of comprehensible input is concerned with the acquisition of language. Krashen (1982, cited in Schütz, 2017) insisted that “comprehensible input is the crucial and necessary ingredient for the acquisition of language” (n. p). In the same vein, Ruusunen (2011) has stated that “since input is an essential part of language learning, movies are a good option to provide the students with this comprehensible input” (p. 20). The comprehensible input hypothesis states that the second or foreign language learner acquires the language when he/she is able to understand the core and not all of what is presented to him/her because the received input is a bit more difficult than what he/she can easily understand. Krashen (1988) emphasizes that “even though television and films are good sources of input,



the input in question should be at right level, not too demanding for the students but not too easy either” (Ruusunen 2011, p. 21).

The above researchers advocate that in learning experience, the real context should be taken into consideration. EFL teachers have to find the effective way of input like the use of movies in the classroom to decrease the level of difficulty, i.e. when the student finds some difficulties in the speakers’ language, then he can develop his understanding from some hints of the context. This strategy will help English language students to understand most of the aspects of what is required for learning at the same time using the target language as much as possible to create a context through which EFL students would be able to grasp much more vocabularies from the native speakers as the first language being acquired.

English movies grant EFL teachers with different levels of language in terms of difficulties, the teacher is responsible to decide which level suits his students; for example, short children’s cartoons can be used for beginners, while movies that are provided with key words can be helpful for intermediate students, and long full-length films can be appropriate for advanced students (Lialikhova, 2014). In other words, the teacher is responsible for selecting different types of movies with different levels of language with the necessary input for particular learners.

### **2.2.1.3 The affective filter hypothesis**

The affective filter hypothesis, in its turn, acknowledges that there are some variables that can facilitate or impede the process of input. The variables include: motivation, self-confidence and anxiety. Krashen (1982) claimed that if these variables are at high level, then the student will be better equipped for the success of language acquisition. Whereas, if they are in low level, then the effective filter will stand like a barrier; in other words, the student will be mentally

blocked in which can prevent the comprehensible input from its role (Krashen, 1982, cited in Schütz, 2017).

In fact, students who are stressed, uncomfortable or bored cannot have that opportunity to acquire a language, because usually children when they acquire their first language are excited, interested, and motivated in everything that happens around them. Therefore, EFL teachers should provide a new teaching environment of target language like watching movies; so that, students will find themselves motivated in which they can acquire the target language from native speakers in the real setting like the acquisition language by children. Krashen also states that, “it would be interesting to see how students will do if their classes are filled with comprehensible input, if they have access to a great deal of very interesting reading and listening materials (films, tapes), and if the acquisition is genuinely free of anxiety”(as cited in Mortensen 2017, p. 10). The adaptation of movies in the classroom will make EFL students live a new acquisition of the English language; consequently, students’ barriers will be removed while students’ motivation will be developed.

### **2.2.2 Social theory of learning**

This theory was first presented by Albert Bandura, it was considered to be a bridge between behaviorist learning theory and cognitive learning theory, because it involves some principles from both theories, including: attention, memory and motivation. Bandura (nd) focuses on learning in social context; in other words, people can learn by watching other people and this process occurs through three principles: observation, imitation and modeling or learning. First of all, an effective observational learning is characterized by attention, retention, reciprocation and motivation. Bandura states that people can learn and imitate what they have observed through different models including films, television programs, or online media. The following

two stages will come only if the observer is entertained, informed, and approves the way that students learn (Bandura, as cited in Nabavi, 2012). Moreover, Deng et al. (2014) considered that “watching films will be the good source to trigger learners’ motivation, thus enhancing learners’ achievement” (p. 116).

### **2.2.3 Constructivism theory**

This theory is said to be the fundamental basis of the teaching-learning process. The constructivist theory of pedagogy discusses two significant aspects. Firstly, it has supported the role of the students in which they should be actively engaged while learning, and it has demonstrated that it can have a considerable impact on learning in the classroom. Attwell and Hughes (2010) acknowledged that, “the essential core of constructivism is that learners actively construct their own knowledge and meaning from their experiences” (p. 16). This means that, the classroom environment should be as a real world environment. The second aspect is that constructivists encouraged learning through the use of technology. Additionally, ‘much of the research into pedagogy for using technology for learning advocates a move toward constructivist approaches’ (ibid, p. 15). In the past, the teacher was the dominant element and the main source of knowledge for students. Whereas, today there is a great tendency towards the use of technology or Information Communication Technology (ICT) that can help the teacher to facilitate the learning task in the classroom.

### **2.3 Information and communication technologies (ICT)**

Undoubtedly, the integration of information and communication technologies influences every aspect of our daily life in general, and foreign language teaching and learning in particular. ICT’s are the technologies used in the contemporary world in order to transmit information in

the clearest, quickest, and best way. According to Tinio (2002), ICT's were defined as "a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony" (p. 4). In the same vein, Stanley (2013) praised the role of technology by saying that:

Technology can help students learn vocabulary because it has been shown that vocabulary is more memorable if it is presented an interesting way, and if the students engage with words and phrases emotionally. So technology can help the teacher find different, and sometimes fun, ways to introduce vocabulary to the class (p. 39).

The use of technology in the classroom can help both teachers and students in many ways. Primarily, it can facilitate the role of the teacher when presenting his lesson and enhance the teacher's training that it will make his lecture more inviting. Moreover, it can promote students' understanding and interest that it provides them with colorful dynamic images. Since this environment is preferable by students, it can help them to retain new vocabulary in their minds for a longer time.

As a conclusion, we are grateful for the Information Communication Technologies that will affect positively the teaching and learning process today and in the future. By means of ICTs, Teachers can support their lessons with the presentation of multiple media materials in the classroom to improve students' understanding. Syed Noor-UI-Amin said:

More so than any other type of ICT, networked computers with Internet connectivity can increase learner motivation as it combines the media richness and interactivity of other ICTs with the opportunity to connect with real people and to participate in real world events (p. 7).

## **2.4 Multimedia**

One of the most prevalence teaching materials that are supported by the use ICT's is multimedia. Thamarana (2016) says that, "the use of multimedia technologies in teaching English language is one of the best recent and technological approaches in language learning. It has the potential to revolutionize the way that language being taught and learnt" (p.15). For this reason, EFL teachers must encourage their students through the use of multimedia in order to connect between the learning process and the students' lives. In this present chapter, we will develop a significant account about multimedia in language learning and teaching.

### **2.4.1 Definition of multimedia**

According to Reddi (2003), multimedia is defined as "an integration of multiple media elements (audio, video, graphics, texts, animation etc.) into one synergetic and symbiotic whole that results in more benefits for the end user than any one of media elements can provide individually" (cited in Rahmoun, 2013, p. 20). In simple words, the term multimedia or multimedia learning has been referred to a set of media formats that can be used in the classroom as a part of teaching and learning process in order to present, explain and clarify a specific information.

It is commonly said that a picture is worth a thousand words; however, multimedia can offer both of them. Mayer (2014) acknowledged that, "multimedia learning is learning from words and pictures. The rationale for studying multimedia learning is that people learn deeply from words and pictures than from words alone" (p. 1). The researcher views that multimedia learning should be built on how the human mind works. He has considered that human mind has two information processing systems, verbal system and visual system. If the presentation

contains only verbal material, the possible help of the visual material will be ignored and removed. Whereas, combining these systems together will take the full capacity of human for processing information, i.e. full understanding from the part of the learners. By means of multimedia and technology, movies can be presented in the classroom with high-quality of images to capture realistic scenarios.

#### **2.4.2 The Advantages of Multimedia in English language Classrooms**

According to Gilakjani (2012), Dong & Li (2011), and Pun (2013) multimedia learning in EFL classrooms more particularly can provide both teachers and students with many advantages. In respect of these researchers, we can list some of them (cited in Grzeszczyk, 2016, p. 127-130):

- Multimedia provides a diversity of learning styles and modalities in which learners will be more comfortable with gaining knowledge in the environment which is connected to their predominant learning style.
- Multimedia provides a wide range of different materials; so that, no dull and boring classroom environment.
- Multimedia environment makes learners realize that the foreign language environment of the target language is a multifaceted and vibrant exactly as their own surrounding.
- Through the multimedia teaching, students eyes are looking, ears are listening, mouths are speaking, hands are writing, and brains are keeping in mind; so that, it will greatly improve their passion for learning.
- It will help students gain the knowledge unconsciously about linguistic factors, such as the customs and cultural background of the target language.

- Students will improve their listening skills, and receive information-sharing opportunity where learners interact willingly, helping each other to acquire language more quickly and effectively.
- Multimedia environment creates harmonious environment among the four fields, namely: listening, speaking, reading, and writing.
- It has an effect on a deeper remembering of knowledge presented in an attractive way.
- Using multimedia activates student's thinking patterns and motivates their emotions; the classes are no longer monotonous but enjoyable.
- It creates perfect atmosphere, encouraging the students taking part in group discussions and debates, thus, there are more opportunities for communication among students and between teachers and students.
- Multimedia technology rises positive attitude among students and influences their communication skills in learning the language.
- It makes the environment moves from teacher-centered approach to learner-centered approach.
- It spurs student's initiative, uses class time effectively, and provides more information to the students.

## **2.5 Movies as instructional tool**

There are abundant instructional materials that can be used by EFL teachers in their classrooms, but not all of them are effective. Ruusunen (2011) has indicated that, according to many teachers, using films in EFL teaching may be irrelevant, too time-consuming, and others consider it as an entertaining not as an educational tool. Nevertheless, the adaptation of movies can bring authenticity, variety, reality and flexibility in EFL classrooms.

A number of studies have revealed that movies can be an integral part of the curriculum due to their significant effect on the development of the English language (Gonzalez et al, 2015). Fjällström (2010) has acknowledged that “there are some specific features of film that make it a very powerful tool in teaching” (p. 13). He has also mentioned the status of film according to the Act of National Agency for Education of Sweden. In 2001, it has published a document called ‘Film for Joy and Learning’ that seeks to explain why it is important to incorporate films in the classroom and it also gives a picture of how films can be used by teachers. Moreover, it has imposed the use of movies in their syllabus; it is no longer a recommendation, but an obligation. The National Agency for Education (2001) states that:

Watching a movie together can provide an excellent starting-point for conversation and reflection about important issues in life. It is often easy to see and understand human behavior and dilemmas in the fiction film format. Documentary film can put people, places, events, in new perspectives. Films can bring past to life, mirror to present-day and help us to identify with people in different countries, with different cultural backgrounds and living under in different conditions. Experiencing a movie together provides a way to spark pupil curiosity and inspire continued knowledge seeking (as cited in Fjällström 2010, p. 13).

The implementation of movies in the classroom can be the best way of exposing EFL students to the target language. The native speakers will help them to acquire the natural, real, authentic, and non-invented English language. Sinclair (1997) argued that “teachers should present real examples only... language cannot be invented; it can be only captured” (cited in Hall, 2011 p. 192). Additionally, he has mentioned that the language taught in the classroom is completely different from real English. The real language includes many characteristics that are not dealt with in teaching grammar or English language textbooks (ibid). In other words, the



more we expose our students to the native speakers in their natural situations like movies, the more we approach to acquire the real targeted language.

In fact, watching movies saves time; many characteristics that are taught in independent courses can be simplified all together in a short period of time. These characteristics are for instance differences at the level of formality, the history of English language, understatements, the use of idioms and proverbs, the use of speech acts, turn taking, conversational skills, interruptions, etc. By watching films “the students can also explore the issues of appropriateness and pragmatics while observing also linguistic, paralinguistic and nonverbal behavior” (Ruusunen, 2011, p. 15).

Films can help students to develop in many aspects of the language in the classroom, many researchers have concluded that movie fragment helps enhance memory and recovery of information in reading and listening, helps for developing writing skills, assists comprehension and production, offers background information that activates prior knowledge, etc. (Ismaili, 2013).

### **2.5.1 Movies and motivation**

Students today have been born and grown up in a technological society, they are used to utilize a high level of materials, such as computers and smart phones. Thus, the traditional teaching through the use of textbooks or photocopies that students have been through since many years may seem to be boring and demotivating for them. As many researchers have noted, “film is also engaging. It is a part of the popular culture, and thus garners student interest in a way that more traditional pedagogies cannot” (Malinger & Rossy, 2003; Shea, 1995; Eken, 2003; Yu, 2009) (Cited in Thurn, 2016, p. 10). Furthermore, Gonzalez et al. (2015) stated that

“teaching with movies is also an innovative method for promoting the sort of engaged learning that education requires today” (p. 2). Depending on this, teachers have to change the traditional way of teaching to the more dynamic and animated classroom situation through the use of movies.

The use of movies as an instructional tool has a close relationship with students’ engagement. Mortensen (2017) advocates that “film additionally caters to students’ emotions and feelings and depending on the repertoire of experience they each have, they will be able to engage in and relate to the plot at some level” (p. 7). This is because it is a very close to their daily life, i.e. it often deals with subjects that each one has experienced before. After exposing them to the film, a very effective debatable classroom can arise, students will share their experiences that are somehow similar or different from the movies situation. Ruusunen (2011) acknowledged that, “also inexperienced students can benefit from films because of their greater feeling of reality” (p. 14). In other terms, students who may not have experience such situation, they will be engaged in the discussion too because they could imagine these situations

Additionally, the majority of novice EFL students do not like to speak the target language in front of their peers and teachers. For this reason, we will try to do our best through the use of movies in the classroom to encourage all the students to communicate more than the traditional way. As it is proved by Ruusunen (2011), he has asserted “using movies can be an entertaining and motivating tool also for students with different skill level” (p. 13). First, it may create a debate about the events of the movie itself. As they have all seen the movies, all the students can be motivated to talk in the discussion. Moreover, they may all participate when each one or few of them has/have interpreted the sequences of the movies differently, which opens up for asking questions and listening to one another. The researcher added that, “movies are a good

way to raise questions and discussion in the class, and different students' different views and experiences can be extremely interesting and motivate the students to talk" (ibid, p. 34).

This classroom situation that is full of animation will be helpful for both teachers and students. Gonzalez et al. (2015) declared that, "teaching with movies triggers that disclose emotions allows questions, expectations and dilemmas to arise for both learner and teacher". That is, by watching movies, many points can be discussed; so that, unintentionally students will all try to practice the language which they have acquired, i.e. they will practice this language in order to retain it. Therefore, through this discussion, the teacher will do his job perfectly, discover their gaps, and correct their mistakes from time to time.

### **2.5.2 Movies and vocabulary**

When it comes to vocabulary acquisition, the way it is presented has a vital role in this process. Since movies material are considered as a motivating tool, why do not we exploit them in enriching the acquisition of students' vocabulary? Referring to Webb (2010), has provided with some "evidence that watching a single film will have very little effect on vocabulary learning. Regular viewing of movies over a long period of time, in contrast, has great potential for increasing vocabulary" (Lialikhova 2014, p. 45). Additionally, the researcher has investigated the effect of watching movies on vocabulary development, he has found that watching 70 movies can have a tremendous growth of vocabulary, and it is estimated in one year as a one movie per week. Teachers can devote one or two sessions per week for watching movies with sufficient practicing, even a beginner student may be able to acquire a great amount of vocabulary despite his or her previous linguistic experience (Ruusenun, 2011).

In fact, the implementation of movies in EFL classrooms helps for the growth of vocabulary in many ways, it depends on the teacher's objective and the students' needs. For instance, when students have poor vocabulary lexicon, movies can be presented as a source of the vocabulary acquisition. Then, they can be practiced as assignments like word lists or a gap-fill from a certain scene of movies. Whereas, if students accomplish the acquisition of the necessary vocabularies; movies will be presented to teach those students how words are used by native speakers in different contexts vocabulary in context like collocations (profoundly disappointed instead of deeply disappointed quick food instead of fast food). This may be covered through watching movies than any other learning atmosphere.

Last but not least, students have reached the previous stages, yet they may have learned these vocabulary in the wrong or less effective way; so, movies may worked as a reinforcing the already learned vocabulary, since the combination of images and verbal forms can have a greater help of the subsequent recall vocabulary (Lialikhova, 2014). All in all, Creating a natural situation of acquiring the language, the attention will be on the how to communicate, how words are arranged by native speakers, which words are mostly used, how same words that have different meanings used in different contexts, and all of these skills will be enhanced.

### **2.5.3 Movies and Writing**

According to Baratta & Jones (2008) "the integration of movies in the EFL/ESL classes can also improve the students' academic writing skills" (cited in Kabooha, 2016, p. 249). One strategy that may help students in their writing is that writing a short paragraph before the film, students will write down their expectations for example two or three possibilities about the content of the film from its title. Their teacher will ask them to use all the steps of writing (brainstorming, clustering, strategic questioning, sketching, free writing, interviewing,

information gathering, drafting; as well as revising). Revision help the students to correct their own mistakes, so that, they will not repeat them. This motivating activity will make the students practice and develop the writing skill in general (Ruusunen, 2011).

Another task can be fulfilled after watching the film. Firstly, a film review which is, provide some basic information about the film, should also begin to evaluate the film. This may include student's personal impression of what the film looks, feels, and sounds like. In other words, what stands out in student's mind when he thinks about this particular film? Also, it can be a review comparing a film and a book in which the student makes comparisons and contrasts between them. In addition to this, teacher can recommend to his students an alternative ending to the film. It can also be writing a letter to one character of the film (ibid).

#### **2.5.4 Movies and comprehension**

Adapting a film in EFL classes can be a helpful source in terms of facility. Björk & Eschenbach (2014) stated that, "imagination builds on something known; it is possible to imagine to imagine something completely unknown" (cited in Mortensen, 2017, p. 8). The main reason is that it makes the transition from the abstract learning to the more concrete situations. The film discusses some issues that happens in our daily life or may be something that students have experienced it before; so that, they can imagine these situations.

The fact that films provide learners with both audio and visual aids can also contribute to the comprehension of students. Khan (2015) believes that "the visuality of movies can facilitate comprehension and understanding for the language learners in an ideal visual context, which makes it an effective language-teaching tool" (cited in Kabooaha 2016, p. 249). All in all, movies

help students by supporting the verbal message with visuality in which it could greatly increase the students' understanding.

## **2.6 Aspects to consider in watching movies**

In fact, it is not necessary to consider the application of movies in the classroom as the main source of learning, yet it may be an effective aid that teachers may use from time to time in order to help the students acquire the English language in general, and the acquisition of new vocabulary in particular. Especially, if they will benefit from all the aforementioned learning skills. Undoubtedly, the use of movies is a very helpful material in foreign language teaching. Whereas, there are several factors that need to be considered from the part of the teacher before and after using movies.

### **2.6.1 Selecting movies**

Stoller (1988), and Allan (1985) granted teachers with some elements to help them select the most appropriate movies in order for students to take the full advantage of them (cited in Ruusenun, 2011):

- If the topic of the movies is chosen carefully the student may be able to identify to the films and thus their motivation can be better.
- It should be relevant to students' interesting and pedagogically rich, which can be a challenging combination.
- The comprehensibility of movies should be related to the proficiency level of students; so that, teacher will not be required to work hard for helping students to understand. In other words, movies should be considered as a facilitative tool, not a sophisticated one.

- The different accents that are quick and ambiguous should be avoided for the intermediate students, yet it can be a simulative challenging for the more advanced students.
- For intermediate students, enough visual support should be provided. Whereas, for more advanced students, less visual support can be a greater comprehension challenge for them.
- It is good if the teacher can bring segments of movies, if they can stand alone and still comprehensible.
- Interests of the students in terms of kinds of movies should be taken into consideration.
- Each movie can serve special types of activities, the teacher should select the movie according to the tasks that need to be full filled.
- The teacher should view the material with and without sound to ensure that the visual and verbal messages support each other in terms of facility.
- Teacher should expect in advance what will the students understands from the film; so that, the preparation after the film will be easier.
- The chosen movies should be linked with the syllabus in various ways: language items (e.g. learning vocabulary), functions or thematic units. By this way, the student will remember the previous information that are learned from the movies related to a specific subject matter.
- The following movie types are considered the most appropriately used for teaching: documentaries, historical narratives, historical drama, educational films, social issue films, drama, mystery and suspense and animated films.

- The length of movies should must be related to classroom scheduling, taking into consideration: previewing and post viewing time activities.

### **2.6.2 Required classroom activities**

The activities that are used to exploit the movie depend on what the teacher wants to convey to his students, because the same clip can convey different messages (Kabooha, 2016). According to Stoller (1988), the teacher has to divide the film lesson into three major phases, they are as follows:

- **Previewing phase:** It is the students' preparation, especially for the weaker students. Teacher has to be ensure that all the students will benefit from the viewing phase (watching movies). It includes student polls, silent viewing and then delivering the dialogue, interviews, problem solving, discussion of the title of the movie, brainstorming activities, and information gap exercises.
- **The viewing phase:** It keeps students focused on the movie despite its length. It includes: directed listening, information gathering, movie interruptions (to control whether the students have understood what happens in the film), and second screening (using another device to comment or discuss a specific idea).
- **Post viewing phase:** In this phase, students try to recall information. This motivates them for both written and oral practices of the target language. in this phase, teachers can use movies summary, alternative endings, discussions, comparisons, speed writing, using notes for writing practice, role plays or debates, vocabulary exercises, producing a commentary, video drills and comprehension exercises (multiple choice, true/false questions, gap-filling tasks).



### **2.6.3 Making full use of movies**

Allan (1985) has claimed that in order to exploit all the positive sides that movies can offer on language teaching, some factors have to be taken into consideration. They are as follows (cited in Ruusenun, 2011).:

- Reminding students to exploit the non-verbal signals in the movies. For instance, gestures, facial expressions, eye contact, posture, proximity, appearance, and setting.
- The teacher has to ensure that students are focusing on both the language and the message. If students cannot get both, the teacher should discuss the content with his students in order to ensure that they take the full advantage of movies.
- The teacher should choose a sequence which opens up with a general view of the setting.
- Choosing the correct characters to follow is important. If the selected scene presents a central character, it is easier for the students to follow the movie and get a general view of the plot.
- As for the intermediate level, the focus should be more the acquisition and the real use of language as well as encourage comment, speculation and prediction.
- As for the advanced level, the focus will be on real world experience. Students should pay attention more to the message of movies being discussed.

### **2.7 For whom are subtitles used?**

There are several studies that go deeper in investigating the use of movies in EFL classrooms. Lialikhova (2014) in his study, the effectiveness of using subtitles compared to others that do not use them. He declared that, dealing with the case of pre and intermediate English students can be a good technique and very helpful for them, yet it might be a disturbing

factor for the more advanced level. Students will be attracted by reading subtitles unconsciously rather than the visual support even when subtitles are not necessary for the comprehension for these students. In other words, teachers should be clever with his students and adopt the use of subtitles at the very beginning of the English students' learning experience and exclude them whenever they feel that this technique which was an aid before, it becomes a barrier for their learning.

On the other hand, Bairstow (2011) and Koolstra et al. (2002) have insisted that advanced students who are competent in their listening comprehension, they do not need the use of subtitles because sometimes it is a distracting effect for the whole film comprehension. In brief description, the more advanced students prefer to follow well the native speakers, i.e. the audio version; as well as, they prefer to pay attention the all the details of the movies scenes like the behavior of the actors, their body language, their facial expressions, the visual clues of movies, and so on and so forth.

### **2.7.1 Types of subtitles**

Referring to Zanon (2006, cited in in Faqe, 2017) there are three types of movie subtitles:

- Bimodal subtitling: English dialogues to English subtitles.
- Standard subtitling: English dialogues to learners' mother tongue language.
- Reversed subtitling: The dialogues are form learners mother tongue language to English subtitles.

Our case of the adaptation of captioned movies for EFL students is concerned with the first type of subtitles which is the bimodal subtitling. Simply because the second and the third types

cannot help them to learn the language, yet to support them to use their mother tongue inside the class.

### **2.7.2 The Role of English subtitled movies in learning vocabulary**

Taking all the previous points into consideration, watching movies accompanied with subtitles are a helpful tool for the students of English language for many reasons. Which these are:

The use of subtitles gives EFL students another opportunity to learn new words. For example, in the case of students who have a poor listening skill, they need the use of subtitles because they cannot hear so many words from the movies, so it affects their whole comprehension of the movies. Moreover, the words that are lost via the sense of hearing; they can be picked up via the sense of sight.

In the same vein, Vanderplank, (1988) and Bean & Wilson (1989) advocated that dealing with three different skills which are watching, listening and reading at the same time appears to be rather a difficult task. Whereas, subtitles may be very useful in the case that when the student does have a very poor listening skill; they can provide the student with the words that he/she cannot grasp while listening (cited in Faqe, 2017).

Another parameter that emphasizes the use of subtitles is that if the word is completely new for the student, the student will learn the new word with its spoken and written forms. In other case, the student will be accustomed to listen to some words, but he does not know the written form, so he will discover that this word is already known.

## **Conclusion**

This chapter discussed the effectiveness of using movies inside the classroom and how this may help EFL students in many aspects while learning a foreign language, especially the acquisition of new words. In addition, the usefulness of integrating the English subtitles in these movies in order to facilitate this task for beginner foreign language students as it should be. Finally, this chapter contains some practical instructions for EFL teachers in order to help both teachers and students to create more motivating, vivid, and enjoyable classroom environment.

## **Chapter three: Field work**

### **Introduction**

The present chapter is devoted to the analysis of data that have been gathered through two major tools: the questionnaire and the interview. The questionnaire was directed to students in order to analyze their attitudes towards the use of movies to facilitate their vocabulary acquisition; whereas, the interview was designed for the teachers to address their viewpoints towards this technique and express themselves more freely. Consequently, the data gathered will be used to test our hypotheses.

### **The Students' Questionnaire Data Analysis**

#### **3.1 Description of the Questionnaire**

The targeted population of our study was first year LMD students of English at Mohamed Kheider University of Biskra. We have opted for this case study simply because most of their vocabulary level seems to be somehow low and they need to build a good vocabulary lexicon from the first year, so to develop their vocabulary level and the four language skills. A sample of (65) participants were chosen from the whole population of (662) students. This semi-structured questionnaire consists of three main sections.

The first section includes four (4) questions that try to collect background information about our participants that are really needed for our analysis (gender, age, baccalaureate stream, and English choice). The second section consists of eleven (11) questions that attempt to investigate the participants' vocabulary level and which particular difficulty they face concerning vocabulary, their opinions about the effectiveness of watching movies and if they can help them in their vocabulary improvement, and most importantly the use of English subtitled movies which dictate the characters' speech in order to help them

grasp more vocabulary knowledge since the words used by these characters are both spoken and written. Whereas, the third section was devoted to our participants in order to set down their ideas of whether vocabulary teaching is given its importance in our context.

### 3.2 Analysis of the Students' Questionnaire

#### Section One: Personal Information

**Item 1:** Would you please specify your gender?

Option	Number	%
<b>Male</b>	11	17%
<b>Female</b>	54	83%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Table 3.1: Participants' gender distribution**

The first question represents the number of participants in terms of males and females who answered this questionnaire. The participants' total number is (65) students, the majority of them were females 54 (83%); whereas, males were 11 (17%). This indicates that females tend to be interested in studying foreign languages, especially English because it is easier for them, more prestigious and they are successful in learning languages more than males. Another reason is that in our society, learning English means to be a teacher at the first place, and teaching as a profession in nature is led mostly by females. Yet, this is not the case of all males; there are some who succeed and master this language as females do, or maybe better.

**Item 2:** Would you please specify your age?

Option	Number	%
<b>Less than 21 years old</b>	28	43%
<b>From 22 to 30 years old</b>	37	57%
<b>More than 30 years old</b>	0	0%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Table 3.2: Participants' age distribution**

The second question is about the participants' age. This latter is divided into three categories. The first category consists of participants who are less than 21 years old. They represent a considerable number (43%) because they do like learning English and their age helps them to acquire the language more than adults do. Whereas, the majority of them are between the age of 22 to 30 years old, and represent (57%). This can be interpreted through three possibilities: maybe because they failed in their baccalaureate exam many times, or in another specialty, so they change to English language specialty. Another possibility is that they did not pass their first year English exams. The third possibility is that nowadays English language is highly used in almost all the professions and domains like (architecture, marketing, and management), so they were in need of developing their English language for their careers. The last category, no participant has more than 30 years old (0%).

**Item 3:** Does your baccalaureate stream belong to:

Option	Number	%
The scientific stream	32	49%
The literary stream	16	25%
Foreign languages stream	17	26%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Table 3.3: Participants' Baccalaureate stream**

On the one hand, we observe that 16 (25%) participants studied literary and 17 (26%) participants studied foreign languages stream which is a small number. On the other hand, 32 (49%) participants were under the scientific stream, simply because they found English language easy compared to their previous studies (scientific, math, math techniques), or they may have had such a tendency to the English language before, i.e., they like it so they chose to study English at university. Another cause is related to getting unsatisfactory result in the baccalaureate exam to follow their path, so it was imposed on them.

**Item 4:** Was learning English at university

Option	Number	%
<b>Your own choice</b>	50	77%
<b>Imposed on you</b>	2	3%
<b>Someone's idea/ suggestion</b>	13	20%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Table 3.4: Participants' English choice**

Table (04) demonstrates that 50 participants (77%) chose English as their own choices. This may refer to status of English language nowadays; it is a globalized language, highly recommended in almost all jobs; for example in our community English language is required in foreign companies that exist a lot in the southern part such as, (Japanese and Korean companies) to communicate with these foreigners English language is the mean of communication, in all administrative careers (at hotels, in the airport, agencies of mobile networks). All of these jobs, English diploma is very necessary for anyone to be accepted.

Another reason is that English language is the dominant language in all these technological devices; all this new generation like all what is related to technology for example the professions that are related to (pcs, smart phones, cameras). The last and common reason is that despite all the importance that English language has, it is easy to learn compared to other languages. Only 13 participants (20%) revealed that their English language choice was because of someone's suggestion, and only 2 participants (3%) did not choose English freely which refers to the administration or their parents' decision.

## **Section Two: Students' Attitudes towards Using Movies in the Classroom for Improving their Vocabulary Acquisition**

### **Item 5:** How can you evaluate your level in English?



Option	Number	%
Acceptable	32	49%
Good	27	42%
Very good	6	9%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Table 3.5: Participants' English level**

6 participants (9%) have answered that they have a very good level in English and 27 (42%) have good level and this is a positive sign that they are confident in themselves and their capacities; whereas, almost half of participants (49%) have answered with acceptable level. This means that, those participants are first year, they did not expose and practice too much the target language; therefore, they need more practice and techniques that would help them to develop their language. Another reason is that there are many differences between our L1 and the target language in terms of such as (letters, sound, vowels, tenses, and the use of articles). Additionally, these participants studied general English in the secondary school, so when they reached the university level the way of learning has changed. The deeper and specialized the language, the more difficult and complicated will be. The last possibility can be due to the lack exposure and practice in the target language.

**Item 6:** Do you find difficulties in speaking English?

Option	Number	%
Yes	49	75%
No	16	25%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Table 3.6: Participants' speaking difficulties**

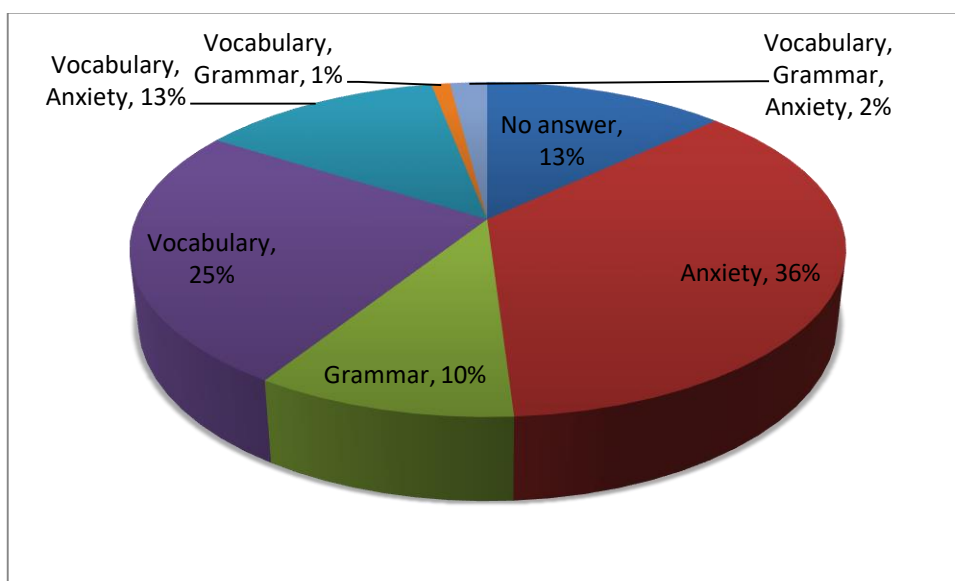
In spite of (9%) of the participants who have very good level in English and (42%) have good level, i.e., there are (51%) participants who range from very good to good that are showed in the table (3.5), there is a considerable number which is (49, 75%) who encounters difficulties while speaking English. This is due to the fact that the speaking skill is the most challenging skill for EFL learners, especially for first year classes; they

might have not practiced this skill as much as it should be, or there is no much time devoted for it.

If yes, are they related to:

Option	Number	%
No answer	8	13%
Anxiety	23	36%
Grammar	7	10%
Vocabulary	16	25%
Vocabulary, Anxiety	8	13%
Vocabulary, Grammar	1	1%
Vocabulary, Grammar, Anxiety	2	2%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Table 3.7: Participants' opinions towards the cause of speaking difficulties**



**Figure 3.1: Participants' opinions the cause of speaking difficulties**

As for participants' difficulties while speaking, anxiety is ranked at the top with a rate of (36%) or 23 participants. Then comes vocabulary in the second place with (25%) or 16

participants and at the third place was grammar with the rate of (10%). In other words, many participants suffer from two major problems which are anxiety and vocabulary which may refer to the difficulty of these two facets that affect the participants' performance, and since our participants are beginners, they need more practice in order to develop them.

**Item 7:** How can you evaluate your vocabulary level?

Option	Number	%
<b>High</b>	3	5%
<b>Medium</b>	51	79%
<b>Low</b>	11	16%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Table 3.8: Participants' vocabulary level**

Most of participants' vocabulary level is medium. There are 51 (79%) of participants who suffer from a shortage of vocabulary. The reason is that, in our context, we cannot practice this target language; for example, on the one hand, French language is practiced everywhere. On the other hand, English language is not practiced outside the academic setting. Consequently, learners need to be exposed to the target language in different contexts to extend their knowledge about at least the most frequent vocabulary used by native speakers in different contexts.

- If low, what kind of difficulty do you have most?

Option	Number	%
<b>Pronouncing the words</b>	18	28%
<b>Very limited vocabulary</b>	20	31%
<b>You have a large amount of vocabulary, but you cannot use it in the appropriate context</b>	27	41%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Table 3.9: Participants' specification of vocabulary difficulties**

This table shows the participants' kinds of vocabulary difficulties distribution. We note that there is a great affinity between the ratios and the highest percentage is for the vocabulary in use. In other terms, the majority of participants have some of the adequate or necessary vocabulary, yet they suffer from the use of these words especially the words which are synonymous. These learners are in need for encountering them to many situations where the language is used to learn new words; as well as, their appropriate use of them in each of these situations.

**Item 8:** What can you say about the role of vocabulary in language learning?

All the participants' answers recognize the vital role of vocabulary in learning English; therefore, they can be motivated to learn it. Some of their answers were "vocabulary is important, necessary, without vocabulary there is no meaningful sentences, it is the basics, the more vocabularies the more language skills develop, it riches our minds, the high the vocabulary is the accurate the language will be, without vocabulary you will not be able to communicate, vocabulary is important segment in constructing a correct and comprehensible messages, vocabulary gives the learner the capacity to choose among many words particularly speaking to avoid repetition, it is essential without vocabulary the message will never be transmitted...".

**Item 9:** Does your teacher of oral expression use audiovisual materials in the classroom to improve your vocabulary?

Option	Number	%
<b>Yes</b>	38	58%
<b>No</b>	24	37%
<b>I do not know</b>	3	5%
<b>Total</b>	<b>65</b>	<b>100%</b>

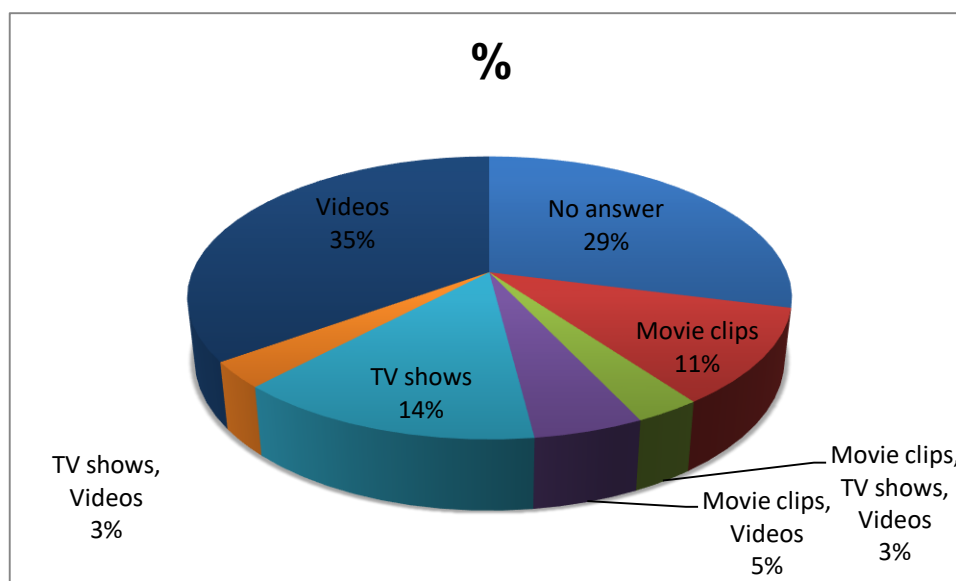
**Table 3.10: The use of audiovisuals inside the classroom**

The table above informs us about the use of audiovisuals in oral expression session to help first year students develop their vocabulary. 38 (58%) of our participants answered with “yes”, 24 (37%) answered with “no”, and 3 (5%) said “I do not know”. This is a good indication because there are many teachers who integrate audiovisuals, therefore these materials will help the teacher to transmit his/her message as it should be, create new motivating environment, and simplifying language learning. We suggest to the rest of teachers of oral expression session (24%) who did not opt for audiovisuals to diverse their way of teaching from time to time and integrate them, so that students will not get bored. In brief saying, there are plenty of audiovisuals materials (authentic and non-authentic materials) that can be used as a sort of exposure, so that students will hear and see language.

- If yes, what kind of audiovisuals does s/he use? (You may choose more than one answer)

Option	Number	%
<b>No answer</b>	19	29%
<b>Movie clips</b>	7	11%
<b>Movie clips, TV shows, Videos</b>	2	3%
<b>Movie clips, Videos</b>	3	5%
<b>TV shows</b>	9	14%
<b>TV shows, Videos</b>	2	3%
<b>Videos</b>	23	35%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Table 3.11: Participants’ responses about kinds of audiovisuals used by teachers**



**Figure 3.2: Participants' responses about teachers' adaptation of the kinds of audiovisuals used by teachers**

In this section, both the table and figure above illustrate the answers of our participants about which types of audiovisuals are used by teachers. 23 (35%) participants answered “videos”, and 9 participants with the rate of (14%) answered “TV shows”, and 7 (11%) participants responded “movie clips”. Furthermore, we offered our participants an opportunity to give other options, few of them said “audio clips, Ted talks, Nacheed, and Games”. Whereas, 19 (29%) with no answers which means that their teachers do not use for these materials as it should. Nevertheless, there are many teachers who diversify the way they present their lessons in order to motivate, engage, and activate their students to learn new words and expressions.

**Item 10:** Do you like watching movies?

Option	Number	%
Yes	59	90.8%
No	0	0%
Not really	6	9.2%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Table 3.12: Participants' attitudes towards watching movies**

The statistics above reveal the participants' viewpoints about watching movies in general. Almost all of the participants like watching movies (59, 90.8%), 6 (9.2%) participants said "not really", and none of these participants 0 (0%) answered no. These statistics lead us to say that since no one of our participants dislikes watching movies, teachers may take full advantage of it and present it as a teaching material to combine between both the students' interest and preference which is watching movies that is preferred by all age groups, especially this new generation with using them as an educational tool to transmit so many aspects of the language such as (learn new words, discover the cultural aspects, idioms and proverbs). Consequently, undoubtedly students will appreciate and favor the integration of movies as a teaching aid because they have already confirmed to facilitate many learning tasks, especially learning news items.

**Item 11:** Which type of subtitled movies do you watch most?

Option	Number	%
<b>Movies with subtitles</b>	56	86%
<b>Movies without subtitles</b>	9	14%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Table 3.13: Participants' attitudes towards types of using subtitles while watching movies**

We notice from the table that most of the participants prefer watching movies with subtitles. About (86%) of participants watch English movies with subtitles, while (14%) participants do not use the subtitles. This indicates that most of first year students find some difficulties when they listen to native speakers because of their accent, fluency, swallowing of letters. Therefore, they need these captions in order to follow them, understand what they are saying, and more importantly, pay attention to the words used and learn them.

To illustrate the learners' situation, we asked them to justify their opinions about those captions and here are their statements:

- To learn more words.
- I prefer to follow up the subtitles and discover new vocabularies.
- I prefer watching English movies with English subtitles. That is to learn both the spoken and written forms of the different vocabulary.
- Because they speak English very quickly, so I need to read the subtitles for more understanding and gain new vocabulary.
- I think. I can learn more with movies with subtitles.
- To learn more vocabulary and expressions.
- Because with subtitles you can understand the movie better.
- If you don't hear a word very well you can see it.
- It helps me to learn and memorize new words.
- To understand the difficult words.
- Sometimes, I can't understand what the native speakers say, sometimes because they speak too fast and sometimes because of their way of pronouncing... .
- It helps me to learn English better, faster and more correct.
- To make sure I understand all words.
- Learn how to use English words in the appropriate context.
- Sometimes because of the differences between accents, I misunderstood some words but with the subtitles I understand better.
- Because when I couldn't hear some words I saw them.
- In the same language of the movie to get more vocabulary and it can help in the grammar.



- I prefer movie with English subtitle, so I can relate what I hear with what I understand.
- More helpful.
- Sometimes I cannot catch all the pronounced words.

**Item 12:** Which kind of subtitles do you prefer most?

Option	Number	%
Arabic subtitles	25	38%
English subtitles	40	62%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Table 3.14: Participants' choice of movies subtitles**

According to these results, we can say that the majority of the participants prioritize the assistance of using English subtitles while watching movies (62%). This means that those participants recognized the great help that English subtitles contribute to, so that in the future there will be no need for them because they have learned almost all the frequent words and the pronunciation of words that hindered their comprehension and understanding of native speakers.

On the contrary, there are (38%) responses of participants who prefer the use of Arabic subtitles for watching English movies because their vocabulary level may be very weak. The students may encounter kind of discrepancy because, first they never listen to English and see another language written which is Arabic, at once. This can be interpreted by saying that Arabic language will influence on them and they will not overcome the interference of their mother tongue in the target language. These students should start to use the English subtitles to pick up some of the frequent words in the target language that will help them to understand at least (40%) of the items that are discussed in that movie, then the rest of words will be understood through guessing from the context or may be other contextual clues in the movies.

Consequently, teachers have to start using English subtitles as a teaching technique, then consolidate and illustrate more the words' meaning through many teaching strategies and activities to train especially this category of students, so as to reduce this wrong learning practices that affect negatively their language learning later on.

**Item 13:** Is watching English movies with English subtitles for EFL learners

Option	Number	%
<b>Beneficial</b>	43	66.2%
<b>Somehow beneficial</b>	21	32.3%
<b>Not beneficial at all</b>	1	1.5%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Table 3.15: Participants' attitudes towards movies effectiveness**

From our participants' responses about the degree of effectiveness of watching movies with English subtitles, we notice that (66.2%) noted that it is beneficial, because these participants have already learned and benefited from using this technique; therefore, if they carry on this way, their level, especially vocabulary level, will be greatly enhanced and they will not need these subtitles. In addition, (32.3%) of the participants stated that using captions was somehow beneficial, which means that these students do not use them for the sake of learning, but for the sake of entertainment, and if their teachers use them inside the classroom, they will pay attention to them and take the full advantage this technique. Another reason is that may be this second category do learn new words and expressions unintentionally during the exposure, yet they immediately forget about them, so they need to do some activities and discussions explicitly, i.e., after the exposure to consolidate these words to remember them later on. Thus, they will change their opinion because it will be presented for the sake of learning and after that the encounters words will be consolidated during the rehearsal activities. Conversely, (1.5%) answered that it is not beneficial at all. Here are some participants' answers towards the use of subtitles:

- Of course, they will be able to understand all of the speech and learn new vocabularies.
- Reading the words, will help you gathering and learning more words and expressions.
- It is helpful for comprehension.
- When you watch a movie you learn from that movie maybe vocabulary or pronunciation hearing ....etc watching movies has an effect to learn a new language.
- of course beneficial to memorize some new words, vocabulary.
- You listen and see how the word is written, so you learn how to speak and write at the same time.
- To know how words are spelled.
- It is beneficial because it helps in enriching your vocabulary.
- Because it simplifies learning the foreign language
- When an EFL learner watches a movie with subtitles and if he cannot hear a word he will read it, so here he is listening and reading, so it is very beneficial.
- Because it helps the EFL learner to remember quickly the vocabularies and to be accustomed with the English language.
- Makes it easier to memorize the expressions and terms.
- Because you get the opportunity to hear how the word is pronounced and see how it's spelled too and it helps to learn new vocabularies.
- We can develop both hearing and reading skills.
- To know the spelling of the new words, and words that are not understood when its pronunciation is not clear.

**Item 14:** In terms of vocabulary, watching movies with subtitles helps you to:

Option	Number	%
<b>Combine both skills</b>	38	59%
<b>Learn how to use English words in the appropriate context</b>	10	15%
<b>Learn new English words</b>	17	26%
Total	<b>65</b>	<b>100%</b>

**Table 3.16: Participants' evaluations towards the effectiveness of subtitled movies on learning vocabulary**

According to the results, we can say that (26%) of the participants claimed that watching subtitled vocabulary helps them to learn new words, whereas (15%) of the participants said that subtitled movies help them to learn how to use English words in the appropriate context. The big rate is (59%) that of those who said it combined both skills. These results confirm that captioned movies help students in two ways; if the presented word is completely new, it will be covered in its spoken and written form. Whereas, if the word is known by the student, new contexts in which this word is used will be met.

**Item 15:** In terms of learning, watching English movies with subtitles helps you most to (you may choose more than one answer)

Option	Number	%
<b>Enrich your vocabulary</b>	10	15.4%
<b>Facilitate the comprehension for learners</b>	1	1.5%
<b>Develop your awareness about the English native speakers' culture</b>	3	4.6%
<b>Enrich your vocabulary, Facilitate the comprehension for learners</b>	9	13.8%
<b>Enrich your vocabulary, Develop your awareness about the English native speakers' culture</b>	18	27.7%
<b>Enrich your vocabulary, Facilitate the comprehension for learners, Develop your awareness about the English native speakers' culture</b>	23	35.5%
<b>Facilitate the comprehension for learners, Develop your awareness about the English native speakers' culture</b>	1	1.5%
Total	<b>65</b>	<b>100%</b>

**Table 3.17: The advantages of subtitled movies from the participants' perspectives**

Regarding the findings obtained from this question, a considerable number of participants (35.5%) acknowledged that movies help them to broaden their vocabulary growth, facilitate their language understanding and improve their cultural awareness. (27.7%) participants' responses were vocabulary and culture, and (15.4%) of participants answered with vocabulary only. Again, participants strengthen the significant contribution of watching subtitled movies to vocabulary development, culture awareness, and language understanding.

### **Section Three: Students' Opinions about the Importance of Vocabulary in our department**

**Item 16:** Do you think that vocabulary learning is given its importance in the division of English at Biskra University? If you have any comments or suggestions, please feel free to settle them down

Option	Number	%
<b>Yes</b>	30	46.2%
<b>No</b>	35	53.8%
<b>Total</b>	<b>65</b>	<b>100%</b>

**Table 3.18: Participants' opinions about the degree of vocabulary importance in our department**

As it is demonstrated, (30%) of the participants consider that in our department gives more importance to teaching vocabulary; whereas, (35%) believe that vocabulary learning is overlooked. Consequently, there must be more attention and time devoted to vocabulary learning; so that, our EFL teachers can use different techniques present new words and expressions. Thus, students' vocabulary will be significantly developed. Here are some participants' comments:

- It is actually given a minor importance in our department; teachers focus most on developing the writing skill. Whereas, learners focus on speaking. As a result, little or no attention is given to enhancing vocabulary.
- Our teachers should focus more on teaching vocabulary.
- There are plenty of ways to gain and learn new vocabulary, and I guess that watching movies during oral session is a new technique I hope to be applied in classes.
- Movies are really the best way to learn English.
- No, they do not give it importance.
- Most teachers don't focus on the level of vocabulary; they focus more on grammar, written expression and how you should speak, but not what words you should use while speaking.
- A lot of people claim that reading is important to learn a language, but for me watching series and movies helped me a lot because you will get both amusement and vocabulary.
- It is only slightly mentioned and not given much importance or time.

### **3.3 Summary of the Questionnaire Data Analysis**

The first part of this chapter aims to determine the role of watching movies that are followed by subtitles to enrich the vocabulary knowledge and accuracy on the part of the students. The distributed questionnaire to first year English students was very helpful for our study. The results showed that the majority of participants choose to study English freely due to its easiness and their job requirements; this desire will help, motivate, and facilitate the learning process for them. Nevertheless, most of our participants suffer from many difficulties related to their speaking skill due to two main reasons which are anxiety and vocabulary.

When speaking about the participants' viewpoint towards the role of vocabulary in English language, the outcomes demonstrate that all participants are more conscious about the vital role that vocabulary plays in developing their language skills. Then, they set which kind of vocabulary difficulty they have, if it is words' pronunciation, shortage of vocabulary or the appropriate use of these vocabulary; the participants' answers were convergent. For the simple reason that participants are beginners and they need more effective techniques on the part of the teacher, so that they overcome these difficulties.

To gain more data concerning the materials used by teachers to develop students' vocabulary knowledge, these findings shows that some teachers integrate audiovisual aids like movies, TV shows and, especially videos to teach vocabulary but others do not. With regard to the use of movies, nearly all the population (90.2%) of our participants do like watching movies, so their motivation will be highly boosted. In addition to that, most of the participants favor the use of English subtitles while watching movies, which would grant them two opportunities for learning new items, i.e., if they cannot hear the words used by native speakers they will have the opportunity to see them through these subtitles, thus our students will cover both the written and the spoken forms of words of the target language.

Despite all the advantages of subtitled movies as a teaching technique for EFL students' vocabulary teaching in general, very few teachers use them. Hence, our EFL teachers are more responsible to devote more time to expose their learners to different materials that help them increase their vocabulary knowledge, especially the use of subtitled movies since our population are first year students and most of their vocabulary is very limited, so this technique will be of great help for them.

## **The Teachers' Interview Data Analysis**

### **3.4 Description of the Interview**

This interview is prepared for current EFL teachers of first year oral expression's classes at the University of Mohamed Khider of Biskra. Four teachers were invited for a recorded interview inside the university, and because one teacher was not available for some reasons, we have contacted him/her via Email. We opted for a semi-structured interview which consists of eleven (11) questions (close-ended questions) for short and specific answers, whereas (open-ended questions) for more clarifications and explanations. The purpose behind the use of this interview as one of major data gathering tool is to collect much information for deeper understanding about the teachers' viewpoints towards the use of English subtitled movies for improving first year LMD students' vocabulary acquisition, for those teachers have more experience with our population, and they recognize their strengths, weaknesses and what may be suitable for them and not especially in terms of vocabulary teaching.

### **3.5 The Analysis of Teachers' Interview**

**Item1:** What are the main difficulties that your students face when speaking English?

**Q1/T1:** "The main difficulties of first year classes they suffer from once it comes to speaking. So sometimes not most of them but it means considerable number of students, they face problems of hesitation, organization of ideas, sometimes they start answering and then they go beyond the question what it means it targets, because they lack the vocabulary so they cannot express themselves, sometimes they mixed up French with English and sometimes they even go to the help of their mother tongue and things alike"

**Q1/T2:** "The main problem of first, second and even third-year students...first, shyness...afraid from committing mistakes...luck of vocabulary, some of the students they



did not want to talk about any given topic because they did not have enough vocabulary to express their ideas correctly and even they are initiative they start talking and then they stop and when you ask them why did you stop. They say I do not really find the correct word to express this idea...hesitation..."

**Q1/T3:** "So as far as my students I concern... The majority of them suffer from shyness and anxiety ... Another problem is they are afraid, they think that when they come to speak they are going to make mistakes and they are going to be laughed at by the teacher or their classmates...Another problem which is the lack of vocabulary so when they want to conduct a normal conversations or even to say a sentence we feel that they stuck in some words..."

**Q1/T4:** "Naturally because they are first-year students so the first difficulty is hesitance i.e. they hesitate, they feel afraid of criticism so they are not confidence they feel afraid of being judged..."

**Q1/T5:** "Lack of vocabulary, fear of committing mistakes, anxiety"

Regarding the first question, all teachers agreed on the common difficulties that first year students face when speaking, including hesitance, self-diffidence, lack of vocabulary, anxiety, shyness. Since these students are beginners, so our EFL teachers are responsible for exposing their students to the target language as well as to practice frequently the items that have been learned from this lesson.

**Item2:** Do you think that having a great amount of vocabulary can help students perform better when speaking? Please say how?

**Q2/T1:** "Of course, the necessary tool to express oneself is to have the adequate vocabulary, but when student on the other hand they suffer from shortage of

vocabulary...they fail to express themselves. Simply, because what necessary is absent which is the vocabulary items...”

**Q2/T2:** “Of course, yeah as I mentioned. The more students have vocabulary, they will have self- confidence...concerning the performance I do not really agree with you...because when you talk about the performance... is not only what they say also the gestures that are accompanied with their oral performance because some topics they need special use of hand gestures and facial expressions...when they perform well concerning vocabulary...maybe they fail in another side which is the actual performance which is (hand gestures, facial expressions and so on and so forth)”

**Q2/T3:** “Absolutely yes, conducting a conversation or performing well orally, it is not just a matter of mastering grammar...It is also about using appropriate words, appropriate Expressions appropriate vocabulary in general for the conversation for the speaking to be accurate, fluent, and good in general. So vocabulary is very necessary to consider”

**Q2/T4:** “Of course your knowledge of vocabulary will help you a lot but only if you use that vocabulary but if you do not use it as often as you should first of all you will not have that fluency because you know to be fluent is to use the language without difficulties without many stops and pauses...”

**Q2/T5:** “Sure because it helps them to avoid communication breakdowns”

According to the answers, all teachers are aware about the vital role of vocabulary in oral performance. Conversely, one teacher claims that vocabulary should be accompanied with body language, if it is not, the student will fail to perform well. Regarding that, their body language has an effect on the performance, yet the vocabulary is the core because if the learner has the necessary words to express himself, the message will be transmitted regardless of the use of (facial expression, eye contact, body language). Whereas, if the

student does not have the words to express himself appropriately, the use of body language will never substitute the role of all the necessary words. The fourth teacher tackled the point of using vocabulary, i.e., if the learned words are not practiced, he will never overcome the above mentioned speaking problems such as hesitance, and self-diffidence.

**Item3:** What are the main strategies that you use to develop your students' vocabulary?

**Q3/T1:** "Of course I integrate one official session for reading and other official session for vocabulary...each time I start a new unit about one different theme, the unit goes through the different skills. I start it with the vocabulary session, mainly vocabulary just to pave the way to enrich their knowledge about the topic to be discussed within that unit, then I go to reading comprehension...then another session listening comprehension...finally we close the unit with role play in which they make use of the maximum of vocabulary items they have grasped so far"

**Q3/T2:** "There are of course many strategies: I have open discussions, debates, also the interaction..."

**Q3/T3:** "As a teacher of oral expression I try to vary the techniques in order not for students to feel in boredom. The most effective one is the audiovisual aids (authentic materials)...So it happened that I have used movies...I have used videos, I have tried songs...another technique is reading...class discussion, role plays...plannify a script of dialogue..."

**Q3/T4:** "Actually I intend to plan my lesson so that every time we deal with an aspect of language or certain vocabulary used in certain situations, for example how to apologize, how to greet, how to give condolence to someone if it is a sad situation, how to congratulate..."

**Q3/T5:** “There many strategies among which we can name the use of authentic material and language in context”

We noticed from our respondents’ answers that the different strategies adopted by teachers to enhance their students’ vocabulary level which are opening discussions, debates, interaction, reading, listening, and role plays while two interviewees who use authentic materials like videos and movies. This indicates that the majority of teachers opt for the traditional techniques and did not point out the use of audiovisual aids as a teaching strategies to develop their students’ vocabulary. While, these aids need to be integrated in the classroom especially during the presentation of new items for the purpose of facilitating the language learning; as well as, creating new settings for learning the target language better.

**Item4:** How do you consider the use of audiovisual aids in teaching EFL?

**Q4/T1:** “Of course it's it means of a great help simply because of the students sometimes they feel bored of the traditional setting. It means the classroom, the blackboard, the chalk or even the whiteboard...since this generation belongs to the globalized era so they need to make use of their smartphones, their PCs...to see new settings that motivate them to learn the target language better”

**Q4/T2:** “It is very beneficial. It is agreed by all teachers that audio visual aids are very important and vital in teaching oral expression... but I do think that the over use of audiovisuals is not really that good because sometimes they lead to passivity...But it is good initiation by the teacher if s/he implemented the audio visuals like movies and documentaries”

**Q4/T3:** “As I used them myself I see them very effective like I have said previously because they have proved to be very motivated and attractive. Students in general like all

what is related to technology they like those technological devices what is colorful that the language can listen to it and see it...”

**Q4/T4:** “They are very important you know we are in Modern Age so we have to modernize our tools of teaching. Audiovisual aids should be used at least once a week...”

**Q4/T5:** “Very necessary”

All teachers agreed that one of the most effective techniques to facilitate learning vocabulary is the audiovisual aids. One teacher claims that the over use of these aids will lead students to passivity. This can be interpreted by saying that the teacher should organize his lesson for the purpose of giving students the opportunity to both learn and practice the target language; for example, presenting the lesson in 10 minutes will help them to learn and remember the new learned words; as well as, all students will be motivated and engaged in the discussion that comes after the exposure in which they put the learned knowledge into practice as much as they can.

**Item5:** Do you use such materials in your oral expression classes? IF YES, HOW OFTEN

**Q5/T1:** “As I said maybe once per unit, and the unit may last two weeks sometimes it needs more time. So at least once in each unit”

**Q5/T2:** “Yes, in six weeks I use them three times, the last one was a documentary about women's day and I used two short movies and it was really beneficial especially the use of vocabulary...they get at least five or six new vocabulary...within one hour and a half it is more than good”

**Q5/T3:** “I only sometimes use them, unfortunately I would have preferred to use them more often. Sometimes we planned, bring the laptop and the data show and suddenly the

electricity goes out. Sometimes data shows are not always available...the classroom is a little bit big... Another problem is the noise that comes from outside the classroom..."

**Q5/T4:** "Very often I do use audiovisual materials and podcasts. At least one a week, it is fun for me and them"

**Q5/T5:** "Yes, Very often"

These answers reveal that teachers are conscious of the importance of the audiovisual materials and they support their lessons with them very often. Whereas, one teacher mentioned some obstacles that disturb EFL teachers from using such materials more often; there are, the large number of students, the classroom environment is not well shaded, the data show cannot be always available, and the electricity is another problem.

**Item6:** What can you say about using scenes from English movies in EFL classes?

**Q6/T1:** "Of course if those scenes of movies it means related to certain themes discussed within the official program why not...simply to be aware of the differences between the two English accents (American and British) and to be aware of how British people think and how do they behave in their daily life as well as the American people do"

**Q6/T2:** "Movies are considered as audio visual aids and they can help motivate them, they can break the routine of the oral expression, they raise the awareness, imagination and creativity because I heard one teacher who showed a movie to his learners and based on that movie he gave them an assignment and they were really creative..."

**Q6/T3:** "It is very interesting to use them, they can be effective. Especially we know that we all love watching movies and specially our learners that they are somehow young so we know that they always watch movies..."

**Q6/T4:** “To be honest I never used this strategy before but I will in the future because it sounds really interesting thank you for the idea. But I suppose it can be very very useful because it has been useful for me you know during the course of learning the language...”

**Q6/T5:** “It is a very useful tool”

All the interviewees have similar answers towards the advantages of using English movies scenes in EFL classes like raising the students’ awareness, creativity, and imagination. In addition to that, the fourth interviewee advocated its effectiveness through his own experience with watching movies regularly in which his/her English level will improved.

**Item7:** Do you use them? Whatever your answer is, please justify.

**Q7/T1:** “No, I did not opt for it yet. Simply because me myself personally I'm not that fun of watching TV in general...it means I'm not a good follower of what is new, of what may help them, of what may be suitable or not that is all. Otherwise I'm not against the technique itself”

**Q7/T2:** “English movies, yes they were mainly movies and documentaries. Also, it was planned in my head that they will watch more English movies but you know the strikes...”

**Q7/T3:** "To be honest I tried using movie scene only once like I have said an extract of the Titanic it depends on the purpose of the course itself... in fact so it was very useful...and the discussion naturally came after it. I did not oblige them to speak it comes really naturally they discussed the scene with themselves agree disagree with one another so it was very funny and effective by the way”

**Q7/T4:** “No I don't. It just never occur to me, I never thought of trying it but that is the only reason why. Personally I am a movie lover. Well maybe there is this culture barrier,

because you know their culture is different from ours and their movies are very open some of them are not appropriate...”

**Q7/T5:** “Yes, I do. They help the students to see and hear language as it is used in its natural and daily life context and not as it is presented through books”

In the interview’s 7<sup>th</sup> question, Teachers differ in terms of the application of movies in EFL classes. There are three respondents who have used this strategy before and they have noticed that students are motivated to talk and engaged in the discussion willingly. On the other hand, two respondents claimed that they did not pay attention to them since movies are not widespread in the academic setting.

**Item8:** What do you think of using movies as a teaching material to improve students’ vocabulary acquisition, i.e., (both enriching students’ vocabulary lexicon as well as their vocabulary in use)?

**Q8/T1:** “Of course watching everything or anything and reading anything written in the target language, listening to any track, all these different kinds of materials help in one way or another the student to gain more knowledge about the target language itself and about its culture weather through listening or watching a movie, a documentary or whatever...”

**Q8/T2:** “As I said before...what I did I do in fact with the first year with group seven and eight is that they watched a movie and then we started the discussion about that movie it was an open discussion and it was the result well great especially with the ones who seem to me that they are not really interested about the oral expression...Also, it provides with huge amount of vocabulary...and they are not obliged to acquire so they will acquire unintentionally”

**Q8/T3:** “Movies have proved to be very effective...concerning vocabulary acquisition using movies is very effective because first students are motivated and attracted to watch



the movies...in the same time it is unconsciously pay attention to the language used (words, expressions, idioms, proverbs)...the learners listen to how words are pronounced and how words are used in the real life context in real situations”

**Q8/T4:** “Yes especially the vocabulary in use because if you are watching a movie of someone speaking in English and most of the time this person is an authentic speaker so you get to listen to authentic English spoken by a native speaker in very natural situation in a movie so you get to learn vocabulary in use in very natural situation which is great”

**Q8/T5:** “It is a very realistic way of teaching”

Teachers’ attitudes towards the utility of English movies for enhancing students’ vocabulary knowledge were positive; because their students were engaged to talk, and acquired the language naturally such as, words, expressions, pronunciation, idioms, and proverbs. Moreover, the fourth teacher emphasized on the role of movies in teaching students to use the learned words appropriately, i.e. vocabulary in use.

**Item9:** What can you say about watching English movies with subtitles?

**Q9/T1:** “Here they will be confused of what is said orally or what is written. Of course those captions are helpful; it means sometimes they cannot catch the word because they are fluent and they speak rapidly and they are not used to listen to native speakers so they gain those key terms...”

**Q9/T2:** “Yes, according to needs analysis, we have to vary I mean to vary the tasks according to the needs of our students whether we have two or three or even more categories. If I bring a movie to my students I have to take into consideration that I have different learners so I have to try to pay attention to all of them...”

**Q9/T3:** “It is very good way to enrich students’ vocabulary. A small remark that I can make is that we can use this device for the pre-intermediate and intermediate learners so it depends on the level when it comes to an advanced level we try to avoid this and I see that it fits your case...”

**Q9/T4:** “Well I tried it once personally not with my students. I did not like it I do not know it just distract you from the other details of the movie like (the colors, the jesters, the facial expression of the actors...But I would say it could be helpful as a start, as a beginning, as a first step but I don't think in the long run it will help them...”

**Q9/T5:** “I do not think it is a good idea, it might create some sort of an internal conflict between the senses (sight, hearing) which might lead to a lack of concentration, these are just speculation, but it is worth trying”

According to the obtained answers, the majority of teachers did not support the use of subtitles as a facilitating means for grasping the new words. students will confused between if they see the words or hearing them, unless if they are novice students and they will use them in the long run. However, the more students learn new vocabulary from these subtitles, the better they will listen to movies, and the better they will understand native speakers’ language without the need for them.

**Item10:** Do you think that this strategy can be useful for enriching EFL students’ vocabulary? Whatever your answer is, please justify

**Q10/T1:** “Yes of course”

**Q10/T2:** “Of course, the words that are written under the screen they are catchy and also they stick into the students' head I mean they are really good for our students to learn”

**Q10/T3:** “Like I have answered before yes they are very very useful”

**Q10/T4:** “The subtitles, yes probably to enrich yeah probably yeah I would say so”

**Q10/T5:** “It depends on the student’s learning preferences, it might be useful for some students as it can serve as an obstacle for others”

The four interviewees have the same impression on the use of subtitles to improve students’ vocabulary in which they will help them to catch the word if it is not clearly and rapidly pronounced. Whereas, the fifth respondent claimed that the use of subtitles depends on the students’ learning preferences. In other words, if these learners prefer to learn by the sense of seeing and reading subtitles (visual students), the use of subtitles will be very helpful for them; whereas, if they prefer to learn by the sense of hearing (auditory students), the use of subtitles will be useless for this category in this case.

**Item11:** Why do not the teachers of oral expression adopt the use of movies inside the classroom?

**Q11/T1:** “It depends on each teacher...if we can it means that if we succeed as teachers of oral expression to have movies talking about something educational or something that can be used in an academic setting why not. Of course, we are sure that it would be of great help”

**Q11/T2:** “As we have different learners, we have different teachers. Some of them they really enjoyed the open debates and discussions which are the traditional methods...But for me I think...they are really beneficial to enhance the level of our students' vocabulary but in our case we do not have enough time and space for them I wish I could integrate them at least once a week”

**Q11/T3:** “Some of them do. Like I have told you previously I tried it but without subtitles I have planned to do some videos...one is an extract of a movie and two others they are just interviews one of psychologist and the other one of a famous actor. Just to have varied

language with subtitles in English...I did not get the results yet, but I'm surely will have them soon”

**Q11/T4:** “I don't know about the other teachers but for me I said this before. It never occur to me and again I would say probably it is that culture barrier...I would say myself, well a movie is not made to be used in classroom although it could be used by teachers in clever way. But originally speaking if we speak about movie itself it is not made to be taught in classroom it was made for entertainment reasons...”

**Q11/T5:** “Personally I do, but it is not easy to find what is appropriate for your students”

Regarding the teachers who did not adopt this technique, our EFL teachers' responses demonstrate the main obstacles that hinder them from using it for example, the selection of movies should be related with the new words that should be learned, too time consuming, some movies are not appropriate to be used in class because of the cultural differences between the two countries.

- If you have any comments or suggestions, please feel free to add them

The answers of the teachers were different, some of them who adopt this technique they advise the other teachers who do not like using audiovisuals in general and English movies in particular to use them because they are really useful and as they pay the attention to the students' reaction while using movies in which they will be engaged in the learning process. the others insist for the obstacles that prevent them from the use of this technique. However, we may discover that EFL teachers appreciate the use of movies inside the classroom with providing the right atmosphere.

### **3.6 Summary of the Interview Data Analysis**

On the basis of the results obtained through this interview, teachers of oral expression mentioned that the major difficulties that first year EFL classes suffer from, are the

shortage of vocabulary and their use. Therefore, it is necessary to be developed because it enhances students' performance as it is acknowledged by teachers. On the other hand, one teacher believes that there are two types of performance; the oral performance which involves having the needed vocabulary, and the actual performance which encompasses the non-verbal communication, i.e. body language, eye contact, and facial expression. Both types of performance are really needed.

Each EFL teacher used different kinds of techniques to treat the aforementioned problem. The majority opted for the traditional ways of teaching like: interaction, discussion, role plays, and debates. Undoubtedly, these techniques are very practical ways of teaching but students need to see another teaching environment that pleases them to learn the target language and this may boost their performance. We asked our teachers about the use of audiovisual aids; almost all these teachers agreed that audiovisual aids are the most effective techniques though they do not use them. One teacher listed a number of holdbacks like the large number of students, the lack of data show, and the electricity problems.

Teachers advocated that educational movies scenes are one of the most effective kind of audiovisual materials because they help students to raise their awareness about the native speakers' culture, differentiate between the two English varieties (British and American), develop their imagination and creativity. In addition to that, movies help students to develop their lexicon and the appropriate use of it (collocations and position).

Regarding the integration of subtitles with watching movies, Teachers' reactions were not very positive; some of them said that subtitles will disturb the attention of students between the senses of seeing and hearing, but it can be used for the first grades. Others said that it facilitates to capture new words because native speakers are very rapid and fluent,

and EFL novice students are not competent enough to listen to native speakers and understand their words and expressions. Therefore, subtitles will illustrate the native speakers' sounds; thus will help students to catch as many words as possible.

All in all, teachers appreciate the role of movies in general and using subtitled movies for special cases like our novice students because they recognized that these students are really in need of them. Teachers prefer to use this technique more often, yet some problems need to be considered like the selection of movies, time constraints, and cultural differences.

## **Conclusion**

This chapter was devoted to the field work of the present research study. We opted for two data collection methods, namely, students' questionnaire and teachers' interview. In addition to that, the chapter presented the participants' attitudes and opinions, analyzing and interpreting their answers. By the end of the mentioned research findings, we reached the result that both participants (teachers and learners) have somehow supported this new form of technology as an educational tool in the classroom that facilitates the English learning and develops students' vocabulary as it changes the traditional classroom environment.

## **Recommendations**

By the end of this study, we suggest some recommendations concerning the integration of movies in EFL classrooms:

For teachers:

- EFL teachers should expose their students from time to time to the authentic English language used by native speakers in the real world.
- EFL teachers and students should emphasize the importance of vocabulary as one of the major concerns in learning the language.
- Teachers should consider the different students' learning styles in terms of the selection of movies.

For the administration:

- The administration is responsible for providing the teachers with all the facilities and sufficient conditions, such as Internet access, data shows, and ICT materials to enable them to use movies inside the classroom.
- Since time constraint was one of the problems that prevented teachers from using movies, we suggest the devotion of one more session for the oral expression course.

## **General Conclusion**

The present study was an attempt to describe the role of movies and more particularly subtitled movies in improving students' vocabulary knowledge and use at the level of first year students in the Division of English. The choice of our sample was due to the vocabulary difficulties these students suffer from, especially during the oral expression course, since they are first year, they do not have the adequate vocabulary to express themselves easily and to engage in the learning process willingly. Consequently, they need effective techniques to help them to develop their vocabulary level and the four language skills.

Depending on the research variables, the first chapter (the dependent variable) seeks to highlight the value of vocabulary in language learning in general and English as a foreign language in particular. Therefore, it aims to help EFL teachers to enable students to master vocabulary, it also provides them with the most effective techniques of teaching and presenting vocabulary in classroom. On the other hand, the second chapter (the independent variable) discusses the usefulness of using movies in EFL classrooms for language learning in general and vocabulary learning in particular. Using subtitled movies more particularly can greatly enrich and enlarge the vocabulary storage of students.

The third chapter was devoted to the field work and research findings as acknowledged by both the teachers' interview and the students' questionnaire. The results revealed that students encounter challenges regarding vocabulary which hinder their process of language learning, i.e. listening effectively to native speakers, recognizing their words, speaking fluently without many stops and pauses and using words and expressions appropriately. Simultaneously, both students and teachers appreciated the integration of



movies in the classroom and how subtitled movies contributed to the growth of vocabulary learning and use.

Generally, the findings confirm the validity of our hypotheses. However, depending on the nature of this research work which is limited to our EFL first year students at Mohamed Kheider University of Biskra, the results cannot be generalized. In addition, other limitations like the problem of the strike, difficulties to use reliable sources in the library and the Internet, and the adaptation of the descriptive method rather than the quazi-experimental one because of the lack of ICT materials in the administration. Consequently, we open the door for further studies by other researchers.

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## Appendices

### Appendix 1: Students' Questionnaire

*Dear students,*

We are conducting a research about *the use of captioned movie clips in EFL classes, i.e. if we use movies in the oral expression session, there would be a great help in terms of vocabulary acquisition (improve the number of vocabulary words and their appropriate use)*. In order to gather data for this research, you are kindly requested to answer these questions. Your answers will be very helpful to us. Thank you in advance.

**(Caption or subtitle:** a short piece of text appearing under the screen as a part of a movie to explain what people are saying).

#### Section One: Personal Information

Q1. Would you please specify your gender?

a) Male

b) Female

Q2. Your age:

a) Less than 21 years old

b) From 22 to 30 years old

c) More than 30 years old

Q3. Does your Baccalaureate Stream belong to

a) The scientific stream

b) The literary stream

c) Foreign languages stream

Q4. Was learning English at university

a) Your own choice

b) Imposed on you

c) Someone's idea/ suggestion

**Section Two: Students' Attitudes towards Using Movies in the Classroom for Improving their Vocabulary Acquisition**

Q5. How can you evaluate your level in English?

a) Acceptable

b) Good

c) Very good

Q6. Do you find difficulties in speaking English?

a) Yes

b) No

c) I do not know

If yes, are they related to

a) Vocabulary

b) Grammar

c) Anxiety

Q7. How can you evaluate your vocabulary level?

a) High

b) Medium

c) Low

If low, what kind of difficulty do you have most?

a) Very limited vocabulary

b) You have a large amount of vocabulary, but you cannot   
use it in the appropriate context

c) Pronouncing the words

Q8. What can you say about the role of vocabulary in language learning?

.....  
.....

Q9. Does your teacher of oral expression use audiovisual materials in the classroom to improve your vocabulary?

a) Yes                       b) No                       c) I do not know

If yes, what kind of audiovisuals does s/he use? (You may choose more than one answer)

a) Movies   
b) TV shows   
c) Videos

Others.....

Q10. Do you like watching movies

a) Yes                       b) No                       c) Not really

Q11. Which type of subtitled movies do you watch most?

a) Movies with subtitles                       b) Movies without subtitles

Whatever your answer is, please justify

.....  
.....



Q12. Which kind of subtitles do you prefer most?

- a) Arabic subtitles       b) English subtitles       c) Others

Q13. Is watching English movies with English subtitles for EFL learners

- a) Beneficial       b) Somehow beneficial       c) Not beneficial at all

Q14. In terms of vocabulary, watching movies with subtitles helps you to

- a) Learn new English words   
b) Learn how to use English words in the appropriate context   
c) Combine both skills

Q15. In terms of learning, watching English movies with subtitles helps you most to (you may choose more than one answer)

- a) Enrich your vocabulary   
b) Facilitate the comprehension for learners   
c) Develop your awareness about the English native speakers' culture

**Section Three:**

Q16. Do you think that vocabulary learning is given its importance in the division of English at Biskra University? If you have any comments or suggestions, please feel free to settle them down

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.....  
.....

**Thank you for your time, effort, and collaboration**

## Appendix 2: Teachers' Interview

*Dear teachers,*

Our study is about *the use of captioned movie clips in EFL classes, i.e. if we use movies in the oral expression session, there would be a great help in terms of vocabulary acquisition (improve the number of vocabulary words and their appropriate use)*. In order to gain more data, you are kindly requested to answer the questions; your answers will be as an evidence and your names will remain anonymous.

Q1. What are the main difficulties that your students face when speaking English?

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.....

Q2. Do you think that having a great amount of vocabulary can help students perform better when speaking? Please say how?

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.....

Q3. What are the main strategies that you use to develop your students' vocabulary?

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.....

Q4. How do you consider the use of audiovisual aids in teaching EFL?

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.....

Q5. Do you use such materials in your oral expression classes? IF YES, HOW OFTEN

.....  
.....

Q6. What can you say about using scenes from English movies in EFL classes?

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Q7. Do you use them? Whatever your answer is, please justify.

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Q8. What do you think of using movies as a teaching material to improve students' vocabulary acquisition, i.e. (both enriching students' vocabulary lexicon as well as their vocabulary in use)?

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Q9. What can you say about watching English movies with subtitles?

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Q10. Do you think that this strategy can be useful for enriching EFL students' vocabulary?

Whatever your answer is, please justify

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Q11. Why do not the teachers of oral expression adopt the use of movies inside the classroom?

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If you have any comments or suggestions, please feel free to add them

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*Thank you for your time, effort and collaboration*

## المخلص

تواجه اللغة الإنجليزية كلغة أجنبية تحديات أساسية تحتاج إلى إتقانها منذ البداية، بما في ذلك تعلم المفردات لتنمية القدرات إنتاج اللغة واستقبالها. لهذا السبب، كان هذا البحث محاولة لمساعدة طلاب السنة الأولى في اللغة الإنجليزية كلغة أجنبية في التغلب على هذه الصعوبة من خلال وصف تأثير الأفلام المترجمة باللغة الإنجليزية كأداة سمعية بصرية أصلية على تطوير اكتساب اللغة بشكل عام، وبالتالي تعلم المفردات خاصة. في هذا الصدد، تم اتخاذ نهج مختلط يهدف إلى التحقق من صحة فرضيتنا والتي تنص على أنه إذا تم استخدام الأفلام بانتظام في حصة التعبير الشفهي، فسيتم تحسين مستوى مفردات متعلمي اللغة الإنجليزية كلغة أجنبية، أي تعلم الكلمات وكذلك استخدامها في سياقها المناسب. في هذه الدراسة الوصفية، تم الاعتماد على أداتين رئيسيتين لجمع البيانات لتحديد آراء المشاركين تجاه هذه التقنية؛ كما تم توزيع الاستبيان شبه المنظم على 65 مشاركًا تم اختيارهم عشوائيًا من إجمالي الطلاب البالغ عددهم 662 طالبًا. بالإضافة إلى إجراء مقابلات شبه المنظمة مع خمسة مدرسين في نفس التخصص نظرا لتجربتهم الطويلة في مجال بحثنا ولكونهم أكثر الأساتذة علما بالصعوبات التي تواجه هؤلاء الطلبة. مدرسي اللغة الإنجليزية كلغة أجنبية من مقياس التعبير الشفوي بسبب خبرتهم الطويلة في هذا المجال وأنهم أكثر دراية بالصعوبات التي يواجهها هؤلاء الطلاب. بشكل عام، أظهرت النتائج التي تم الحصول عليها من أدوات جمع البيانات أنها فعالة، مفيدة، ومحفزة عند دمج الأفلام المترجمة باللغة الإنجليزية لطلابنا كطريقة تدريس خاصة للمبتدئين، ولكن هناك بعض العقبات التي يجب أن تؤخذ بعين الاعتبار مثل ضيق الوقت، والاختلافات الثقافية، أهداف الحصة.