



# **MASTER DISSERTATION**

Foreign Language and  
English Literature

Submitted and Defended by:

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## **Title**

**The Use of Subtitled English Movies for Acquiring New English Vocabulary  
Autonomously**

**The Case of First Year LMD English Learners at Biskra University**

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment  
of the Requirements for the Degree of Master in Sciences of Language

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## Declaration

I **BOUAZIZI SOUNDOUS**, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

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A handwritten signature in black ink, appearing to read 'Bouazizi Soundous', enclosed in a thin black rectangular border.

## Dedication

*In the Name of Allah the Most Gracious, the Most Merciful .*

*I would like to dedicate this modest thesis to the personnes who are special in my heart;*

*A deep Appreciation and love to my beloved parents **Mostefa** and **Zahia** who educated and give me their love and encouragement in finishing my study with full affection.*

*I would like to thank my dear sisters **Khaoula**, **Safia**, and **Roufaïda**, **Nour El Houda** and **Ghoufrane** and brothers **Mohamed Bachir**, **AbdElmouemen**, **AbdElkahar**, without forgetting little family **Princesse Wiam** and my cousines **Salsabil**, **Rauya**, **Dounia** and for all my family who have gave me spirit of happiness in finishing my study.*

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## **Abstract**

Nowadays, English is an international language that is used by everyone but in order to use or learn an English language is crucial to have sufficient vocabulary which considers the basis and main key of language. The purpose of this research is to explore whether the use of subtitled English movies would help EFL learners to acquire new English vocabulary autonomously and the research questions are: To what extent using subtitled English movies can help EFL learners to acquire new vocabulary?, What is the impact of using subtitled English movies to enhance English vocabulary for EFL learners autonomously? In total 31 Learners of First Year LMD at Mohammed Kheider Biskra university department of English participated in this study. The researcher design employes mixed methods; the data is obtained from questionnaire distributed via Face book study groups. The findings indicate that the use of subtitled English movies could be effective tool for autonomous vocabulary acquisition also it has positive impact on vocabulary enhancement among EFL learners. Finally, it can be concluded that existing research contributes to the efforts in English language learning particularly in students' vocabulary acquisition by highlighting the role of motion pictures namely subtitled English movies.

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## **General Introduction**

The Language is a production of words that have meaning and the acquisition of new vocabulary. In language teaching, teachers used to give more importance to grammar and neglect vocabulary which creates among EFL learners a lack of expressing their language according to linguist Wilkins (1972 as cited in S. Thornbury., p13) “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. I.e. teachers and learners should also pay attention to the use of words that express their language correctly.

In process of vocabulary acquisition there are several ways that could help learners to acquire it. In case of labeling considers as first step of vocabulary acquisition for child due to the external environment (family) that prompts him to exposure new words. In case of learners school and society consider as ways that help them to discover and acquire new English vocabulary by using different methods for example: in school, the use of course books and dictionaries...etc in addition to the help of teacher allow them to acquire new words and their meanings. In another side, sharing knowledge, make conversations and discussions with friends and family members or other people in society consider as a way for acquiring new vocabulary. The way of acquiring new English vocabulary and their meanings may differ from one to another but all the ways are fruitful for us as English foreign language learners.

In this research the main focus on the media by taking subtitled English movies as an example for acquiring new vocabulary among EFL learners by using them in their daily life as way to acquire and enhance new English vocabulary that help them to use their language easily and in effective way.

### **1. The Statement of the Problem**

Today English is an international language Researcher notices that in Games, Applications, and Social Media... which rely on the use of English language. Although, the adults are considered as the majority who use this language they suffer from the lack of English vocabulary. The Researcher observes the First Year EFL learners at Mohammed Kheider Biskra University have the same problem of acquiring the English vocabulary. The reason why researcher chooses this research topic is the fact that many of learners suffer from the lack of vocabulary in their English language .The use of subtitled English movies enable EFL learners to acquire a lot and new vocabulary in an easy and quick way, this

quantitative and qualitative research would explore the ability of EFL learners in acquiring vocabulary through using subtitled English movies and how this strategy would enhance their English language.

## **2. The Objectives of the Research**

The aim of this study is to examine how First Year English learners in Mohammed Kheider Biskra University can improve their English language through the use of subtitled English movies. Moreover, this study investigates how EFL learners can use subtitled English movies as learning tool that help them to acquire new English vocabulary autonomously. This study aims to provide a valuable information for EFL learners and teachers to start watching English movies not only for entertainment and fun but also for learning and teaching purposes.

## **3. The Research Questions**

This research focuses on answering the following questions:

**RQ 1:** To what extent using subtitled English movies could help EFL learners to acquire new vocabulary?

**RQ 2:** What is the impact of using subtitled English movies to enhance English vocabulary for EFL learners autonomously?

## **4. The Research Hypotheses**

The hypotheses of the study aim to predict the answers of the research questions in order to justify that using subtitled English movies could help EFL learners to acquire and enhance English vocabulary autonomously in effective way.

**H1:** The use of subtitled English movies could help EFL learners to acquire new vocabulary.

**H2:** The use of subtitled English movies has a positive impact for English vocabulary enhancement among EFL learners autonomously.

## **5. The Research Methodology**

This researcher uses a mixed method to collect the quantitative and qualitative data in order to answer the questions posed at the start of the study.

### **5.1. The Sample**

The participants of this study are students at Mohammed Kheider Biskra University's English Department; the sample comprises 31 learners from the First Year LMD.

### **5.2. The Research tool**

The instrument uses in this study is the questionnaire distributes to the sample of learners in the English department. The questionnaire is carried out two types: closed-ended questions and multiple choice questions to examine the use of subtitled English movies among EFL learners for acquiring new English vocabulary.

### **5.3. The Data collection and analysis**

While gathering the data, the questionnaire is distributing to the first year EFL learners at Biskra University. Before the participants start answering the questions they will have a brief explanation about how they complete the questionnaire. Both of the quantitative and qualitative data are analyzed utilizing descriptive statistical analysis.

## **6. The Significance of the Study**

This study attempts to give a fruitful contribution for the acquisition of new English vocabulary in different and effective way. It aims to help EFL learners to acquire new vocabulary by using subtitled English movies at home. It can be also an entertainment tool for EFL learners in their daily life that help them to enhance their English vocabulary autonomously. As a result, it hopes that EFL learners will benefit from findings of this study.

## **7. The Structure of the Research**

This research is divided into two chapters which are the theoretical framework and practical framework. In the first chapter, the researcher presents the literature review about the research topic and gives a detailed description about the two variables the subtitled

English movies and vocabulary acquisition. In addition to, the key concepts that are being viewed in the study such as: subtitled movies, vocabulary, and acquisition and learner's autonomy. In other side, the second chapter concerns on the practical framework where the researcher investigates whether using subtitled English movies would help EFL learners at Biskra University to acquire and enhance new English vocabulary. The researcher applies the mixed method by using the questionnaire on the sample then analyzes and discusses the findings in order to see whether the study is fruitful or not.

# Chapter One

## The Literature Review

### Introduction

During the growth of media the process of learning English language changes the learners become autonomous in their learning and focus much more in vocabulary which is the basis of English language by using tool that might be beneficial for their process of learning.

This chapter informs the literature review of the study including theories which related to vocabulary acquisition, types of vocabulary, strategies of vocabulary learning and the importance of vocabulary in English teaching. In addition to the researcher gives brief information about the concept of learner autonomy, its characteristics and the relationship between learner autonomy and vocabulary. Then, the researcher discusses the concept of subtitled English movies, its types , the acquisition of new vocabulary using subtitled movies, previous studies, problems, appropriate techniques of the use of subtitled movies on vocabulary acquisition and its impact on vocabulary enhancement.

### I.1.The Overview of Vocabulary

The study of English Vocabulary is going back in the Western World. It has been characterized by the massive influence from other languages which are Latin, Scandinavian and French. Thus, the term of Vocabulary was used in the mid of 16<sup>th</sup> century means a list of words with explanation , from medieval Latin Vocabularium or Vocabularius, from Latin Vocabulum .

According to Hickey (n.d, *The Vocabulary of English: History*,p 1-16) the historical borrowings in English were in the first place at some loans from Latin Such as: **-Planta** → **Plant** / **-Angelos** → **Angel** , due to exchange with Roman descendants who remained in the country after the departure of Roman legions and the connection with Christianization of England. Moreover, the Scandinavian loanwords (Old Norse) in English because of the similarity of both languages (Scandinavian language and English language) due to their close genetic relationship for example: **-Hale** → **Whole** / **-To rear** → **To raise**. Also, the Scandinavian invaders in England were connected with native English population everyday in their life. Furthermore, the contribution of French to English vocabulary roots trace back

to 1066 with king Normandy drawing his army into Britain who made the French language become the spoken language of the ruling classes by using words like: **-Royal→ Kingly / -Chamber→ Room**. Later on, in the mid of 13<sup>th</sup> c number of borrowings run into thousands; using of different words in all classes and domains such as: Politics, Medicine and Cuisine.

To Conclude, although present day English does not borrow very often from foreign languages the familiarity with the origin of vocabulary makes the English learners have the riches of English vocabulary in term of synonyms, antonyms...etc which helps them to make the right choice of words in their English writing or speaking.

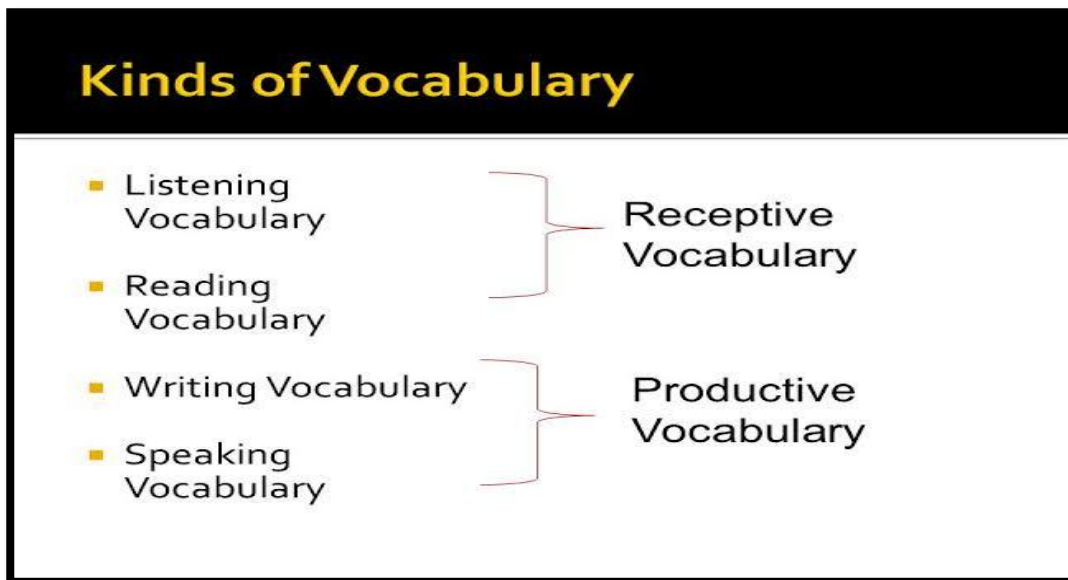
### **I.1.1.The Definition of Vocabulary**

Vocabulary is the collection of words including single words or several words that have meaning which a person knows and uses in certain contexts in order to communicate with others “the body of words used in a particular language”(Algeo,2008). According to the American College Dictionary “Vocabulary is the stock of words by particular class or person.” it means that vocabulary is number of words existing in language that person knows, learns and uses in every aspects of his/her life in order to communicate with others. Thus, in learning English Richards (2002) stated“Vocabulary is the basic and main component in language and is useful for students in speaking, listening, reading and writing.” i.e. the vocabulary is considered one of the most language components that are taught to students in learning and teaching process which helps them to develop their language skills.

### **I.1.1.2.The Types of Vocabulary**

According to linguists such as (Graves, 2006; Laufer and Goldstein, 2004) the vocabulary in English can be categorized into two types namely Receptive Vocabulary and Productive Vocabulary. Graves (2006) stated that researchers divide vocabulary into two types which are: Receptive Vocabulary that can be understood when it is presented in reading or listening, while productive vocabulary is used in speaking or writing.





**Figure 01: Types of vocabulary (Teacher Angel, Slideplayer.com).**

Firstly, the Receptive Vocabulary is also called a Passive Vocabulary. Laufer and Goldstein (2004) stated that passive vocabulary is a receptive knowledge referring to reading and listening which means words that person receives from someone else or which s/he hears or reads in language s/he is exposed to. In other words, it means words that person receives, understands but does not use. The Receptive Vocabulary divides into:

### **1. The Reading Vocabulary**

Words that person can understand when s/he reads texts, essays, journals.... Wollacott (2012) mentions that a read vocabulary is a passive one which it is words that person/reader is able to understand, it includes understanding a word's spelling, meaning and the exact meaning in its context.

### **2. The Listening Vocabulary**

Words that person hears and understands through speech; Wollacott (2012) stated that listening is a passive type of vocabulary where the listener is able to link the words being spoken to their meaning. The listening vocabulary is going vis-à-vis to speaking.

The Second type is Productive Vocabulary, Laufer and Goldstein (2004) defined that active vocabulary is productive knowledge referring to speaking and writing ; it is an active due to the words that person uses and understands while speaking or writing. The productive vocabulary is categorized into two kinds as follows:

## 1. The Speaking Vocabulary

Words that person uses when s/he speaks, the research proves that most adults use 5.000 to 10.000 words in their conversations. It relies on facial expressions, intonation, gestures...that help speaker to understand its meaning.

## 2. The Writing Vocabulary

Words that person uses while writing his/her ideas and thoughts, it is equivalent to reading and strongly influenced by words that person can spell.

To conclude, the English language has a large vocabulary about 450.000 to 750.000 words which necessary to know about the types of vocabulary in order to communicate effectively by using the exact words in appropriate context and situation.

### I.1.2.The Vocabulary Acquisition

During learning or teaching an English language the acquisition of new words, expressions and their meanings help EFL learners to improve their English language and four skills. This section will put a light on vocabulary acquisition and its importance in learning an English language.

#### I.1.2.1.The Definition of Vocabulary Acquisition

The Vocabulary Acquisition is a process acquiring the words of a language and their meaning unintentionally it can be within critical period or through the social environment “the process of learning the words of a language is referred to as vocabulary acquisition.”(Nordquist, 2019); the acquisition of vocabulary could be appeared during the process of learning when the learners learn some words of a language and how they can be used within a context.

In other words, the acquisition is “an unconscious process that occurs naturally through language understanding and through language to obtain meaningful communication” (Richards & Rodgers, 2001). It is a process of acquiring language via exposure with the critical period or the environment done unintentionally and without any effort that helps people to communicate and express themselves easily. For long time, researchers neglect the role of vocabulary in language teaching and learning by the use of teaching approaches such as: **Direct method** and **Audio-lingual method** that gave a priority

to grammatical structures. But with the emergence of Communication Approach in 1970s vocabulary plays a great role in language acquisition when it comes to learning and teaching English language. In fact it is much important for learners to develop their language skills and language competence.

### **I.1.2.2.The Strategies of Vocabulary Learning**

The acquisition of vocabulary goes hand to hand with all four skills (speaking, listening, reading and writing) , according to researchers (e.g: Thornbury,2004; Hong, 2009; Kusumarasyati,n.d.) the learners have to acquire as much English vocabulary as they can because it is one of the most basic and important pillars in mastering English. Thus, it is known that acquiring vocabulary requires appropriate exposure to input or obtains from the environment by memorizing it in the brain. Children differ from adults in the ways and speed in which they acquire vocabulary; they acquire vocabulary by parental speech begin slowly then suddenly and rapidly increase at different stages in their life. In other hand, adults specially the English learners acquire new words unintentionally when they engage in activities such as: listening to native speaker conversation or reading a book or short story. Moreover, some studies show that there are several strategies that help English learners to acquire vocabulary in effective way. They are as followings:

#### **I.1.2.2.1.The Memorization**

It is considered as one of best methods of vocabulary acquisition which based on repetition of words that learner is unfamiliar with by reading vocabulary lists or using flashcards, it requires time and some words cannot be easily acquired so it is essential while acquiring new words learner sticks in one subject that s/he interests in for one week or two in order to memorize the words that are associated to the context and specifically to each others. Memorizing can be considered as a kind of exposure i.e. when learner sees a word that is new for her/him at first time it will be ambiguous for her/him it will be exposure for her/him but through repetition it will be memorized and become a long term memory.

#### **I.1.2.2.2.The Dictionary Use**

A common strategy used among English learners in order to determine the meaning of new words that they cannot infer from context. The studies show that the kinds of dictionary learners use plays an essential role in vocabulary acquisition. It is known the

majority of learners tend to favor the bilingual dictionaries (English-Arabic) or (Arabic-English) which lead them to over-rely on translation and s/he may pick out wrong word for the intended meaning in the context. In addition, the monolingual dictionaries are not perfect for learners although they provide learners with explanation and examples because when s/he is looking for word in dictionary has a vague idea which leads her/him ha trouble in finding the right word, it is the reason why Bejoint and Moulin (1987) suggested “Using bilingual dictionaries for quick reference and employing monolingual dictionaries if a learner wants a more detailed overview of the word’s system.”In other words, bilingual dictionary is a source that gives users (learners) equivalent words in two languages contrary to monolingual dictionary which gives only discription of words, for instance: in bilingual dictionary (English- French) the word “**people**” in English equal:**human beings, persons** / in French equal: **gens**, but in bilingual dictionary learner finds a definition of the word “**people**” which means a human beings making up a group or assembly or linked by a common interest (Merriam- Webster, 2022).

#### **I.1.2.2.3.The Word Cards**

As Mastropieri and Scruggs (1998) word cards are useful tool for learners to acquire new words in short time which depend on picking up words learner is unfamiliar with them about specific context s/he is interesting in, second writing them down on cards with short definition providing by example, then checking the words repeatedly and try to use them every day through speaking or writing a paragraph. This strategy helps learners to memorize and acquire as much as new words that learners need.

#### **I.1.2.2.4.The Association with Picture**

Arias (2003) stated that association with picture is“highly useful for those learners who are visually oriented”, this strategy is much more helpful for visual learners which allows them to associate word to what they see and imagine in order to memorize and recall it when it needs as Goll (2004) stated “the more strongly you imagine...a situation, the more effectively it will stick in your mind for later recall.”This recall happens when learner uses his/ her imagination to link words with pictures to become memorable for him/ her.

Finally, there are numerous strategies that can help learners to acquire vocabulary such as: Guessing, Association with topic, Word lists...In addition to pervious strategies that

mentioned above. But the important thing that learners should put in their minds is choosing the strategy that finds it beneficial and appropriate for their need.

### **I.1.3. The Importance of Vocabulary in English Language teaching**

The study of English vocabulary is an essential part for EFL learners Wilkins (1972, as cited in S. Thornbury., *How to teach vocabulary*, p13) “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” i.e. the learners should give importance to vocabulary acquisition and pay attention to the words selection that they use in order to express themselves correctly. Similarly, Dellar and Hocking (as cited in S. Thornbury., *How to teach vocabulary*, p13):

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! I.e. the English language can be improved unless the learners give emphasis on vocabulary more than studying grammar because knowing a lot of words and expressions empower learners to express themselves much better than using grammar.

This shows us that vocabulary is crucial than grammar because it is the key for learners to develop their comprehension skills and master a language. Also, Vygotsky (1986) stated “A word is a microcosm of human consciousness” according to him the notion of a word is a thing relates to consciousness as a living cell relates to whole organism i.e. it is a unit connected by two or more people in the context of their life together in order to communicate. Furthermore, Swan and Walter (1984 as cited in S. Thornbury., *How to teach vocabulary*, p14) wrote that “vocabulary acquisition is the largest and most important task facing the language learner”, the emphasis is on vocabulary as a learning objective by including activities in learning process that target aim is to acquire as much as words and expressions which learners will find them useful. Not only a rich vocabulary will help learner to grasp and understand the information and the entire context in which the words are used in a better way, Edge (1993, as cited C.V. Katemba and W. Ning (2018)., *Students’ Responses in Enhancing New Vocabulary Through Subtitled English Movies*, p47) pointed out “Knowing a lot of words in a foreign language is very important. The more vocabulary the students know, the easier the students can understand the foreign language”; the amount of vocabulary that learners are familiar with is essential because it helps them to understand

the foreign language they are studied. But also learner will be able to choose the appropriate words and express her/his ideas and thoughts in effective ways.

Moreover, vocabulary is considered as the element that links all four language skills (Reading, writing, speaking and listening) and it plays a central role in mastering them as Schmitt (2000) stated “Teaching vocabulary is such an important task in teaching English because vocabulary achievement relates to all language learning and it is of concern to all four language skills.” In teaching English language, vocabulary teaching is one of important tasks which allows learners to use all four language skills in addition to the vocabulary achievement goes in parallel with four skills.

To conclude, the vocabulary acquisition is the core of language because without vocabulary language will not have meaning and the riches vocabulary will facilitate communicate between learners as Mediha and Enisa (2014) stated “communication cannot take place without having enough vocabulary.”Also, Folse (2004) mentioned “Without vocabulary, no communication is possible”; if learners don’t have enough vocabulary of the language it appears breakdowns in communication with others because vocabulary is the nucleus of communication.

## **I.2.The Learner’s Autonomy**

Recent studies such as: Richards,2015 and Tuan, 2011 shed the light on the use of media out-of-class for language learning, today we notice also that EFL learners use movies with subtitles at home to acquire a new English vocabulary by paying attention to their needs to achieve and have positive effect on their English language. The EFL learners become more aware and self-governors in their learning which mean they are autonomous. The concept of autonomy has been an important trend in the field of foreign language teaching for more than 30 years according to vocabulary .com dictionary it comes from the Greek roots automeaning “self” and nomos meaning “custom” or law it is self-government or self-rule; when a person seeks autonomy means s/he wants self-independent and be able to make decisions by him/her self. Thus, the word autonomy carries a meaning of freedom and independence to govern learner’s affairs.

### **I.2.1.The Definition of Learner Autonomy**

In present day, almost of learners have been rejected the common old strategies of language learning and teaching ; they start preferring to have freedom to decide what and

how they learn by being more motivated this way of thinking lead them to be autonomous learners.



**Figure 02: learner autonomy (Benson, 2016).**

According to Benson (2011) learner autonomy refers to the learners' capacity to take control of their own learning as Guo (2011) refers to it when learner is taking charge of his/her learning process; i.e. learners can take control and responsibility for their learning. The concept of learner autonomy was coined by Holec in 1981 that defined it when the individual understands and takes responsibility for his/her learning, reflects upon process s/he goes through and is aware of actions, strategies and techniques s/he can use to enhance their learning.

In the same sense, Dickinson (1993) defined "a learner in the condition of total control over the learning process as an autonomous learner" which means s/he takes responsibility for participating, applying, monitoring, and evaluating his/her learning, For example: while the process of English vocabulary acquisition learner is watching subtitled and acquiring some new words and phrases from it at home. In this way, learner takes responsibility for the process of vocabulary acquisition.

### **I.2.2.The Characteristics of Learner Autonomy**

Traditionally, the teacher is responsible on the process of learning but incase of the autonomous learner there is a transfer of responsibility from teacher to learner i.e. the learner is in charge of learning process. Autonomous learners have been characterized by some aspects when they have responsibility about decisions in their learning. Holec (1981)

mentions that learner autonomy is the ability taking charge of one's learning means s/he is the one who has the responsibility for making decisions about all the aspects of his/her learning.

Firstly, identifying and managing their goals an autonomous learner should be able to identify and manage his/her own language learning goals; s/he needs to be self-aware and independent to manage and set goals and purposes about what s/he wants to achieve at the end of learning process. Thus, developing knowledge of learning strategies it is obviously that learners nowadays know what they want to get to but they need to enhance their performance as a result they need to develop at the first point their knowledge about the learning strategies which consists of Cognition, Meta-cognitive and Socio-affective strategy which are helpful for them in the process of learning.

Moreover, onselecting methods and techniques in autonomous learning, the learner needs to be able to choose methods and techniques that carry out the chosen tasks and the criteria of evaluation in order to reach the goals that s/he is already identified and managed, for instance: improving my speaking skill a method that I may use is listening to broadcast or T.V shows and starting imitate them over time I will notice some changes in my speaking and at the end of the process I will reach my goal. Furthermore, byreflecting upon and evaluating their learning autonomous learners should be able to assess and identify their strengths and weaknesses in process of learning by using tools that help them to reflect upon and evaluate their performance those tools might include self-assessments using checklists or questionnaire or might be a peer assessment.

In conclusion, Sert (2003) points out “the practice of learner autonomy requires insight, a positive attitude, a capacity for reflection, and a readiness to be proactive in self-management and interaction with others” i.e.an autonomous learner needs to be self-aware to decide what s/he needs to learn, when and how to learn it by holding the responsibility of his/her learning.

### **I.2.3.The Relationship between Learner Autonomy and Vocabulary**

In the field of learning English asforeign language a learners are forced to be autonomous to achieve their goals in learning, if a learner wants to improve his/her English language vocabulary s/he needs not to limit his/her learning in class only but s/he needs exposure to the target language outside classroom by making conscious effort to learn vocabulary as Tuan (2011) stated that teachers should encourage their students to self-



govern their vocabulary development by taking notes and using new words in a variety of real-life contexts”. I.e. encourage learners to be self-determined to decide about how they can learn vocabulary beyond the class environment by being capable of finding other sources of help and support.

To sum up, vocabulary and learner autonomy are interwoven concepts in English language learning, in other words, vocabulary is essential in understanding the English language and learner autonomy is crucial factor in maximizing the process of learning vocabulary.

### **I.3.The Subtitled English Movies**

Movies are defined according to Marriem Webster (2022) “a recording of moving images that tells a story and that people watch on the screen or television” i.e. a recorded sequences of moving pictures/ images displayed on screen that enact story to audience.

The industry of movies making is originated in the early 19<sup>th</sup> century “**Birth of Nation 1915** and **The Jazz Singer 1927**” were one of the oldest English movies that renowned , but unfortunately the movies makers had faced a serious problem in distribution their films internationally specifically for foreign language speakers who doesn’t understand English . So they had fixed problem by adding subtitles to original dialogues in order to give audience to understand the content of what is happening in movie.

Due to this watching English movies with subtitles become popular and available in all over the world and put its trace in Arabic countries that show their interest on movies such as: **The English Patient (1996)**, **Titanic (1997)** and **Harry Potter (2001-2011)**.

In this section will study the use of subtitled English movies as a tool used by EFL learners to acquire and enhance new English vocabulary autonomously.

#### **I.3.1.The Definition of Subtitled English movies**

The word subtitle is used at the first time in 1815 as a noun and 1830; it is a combination of prefix “**Sub**” in Latin means under, below followed by noun “**Title**”. Subtitle appears at the bottom of screen used to give viewers an explanation of what is happening on screen as Saraf (2019) stated “Subtitles are captions displayed at the bottom of the screen, translated into target language. They appear and vanish on the screen as the dialogue does.”

Subtitled English movie is translation or transcription of the words shown at the bottom of the screen to explain what is being said in movie; Gymglish “a film, movie with the (often translated) dialogue written at the bottom of screen. In other words, according to Merriam Webster (2022) “a printed statement or fragment of dialogue appearing on the screen between the scenes of a silent motion picture or appearing as a translation at the bottom of the screen during the scenes of motion picture or television show in foreign language.” It is a form of written translation of foreign language dialogues with or without added information to help the viewers who are deaf or hard-of-hearing understand the scenes of the movie.

In addition to, Zanon (2006) claimed that through using subtitled films a triple connection between image, sound in one language and text which is provided normally in another sound and text are linked by translation. I.e. the process of subtitling is a type of audiovisual translation which the subtitler translates spoken dialogues of movie into a target language on the bottom of the screen.

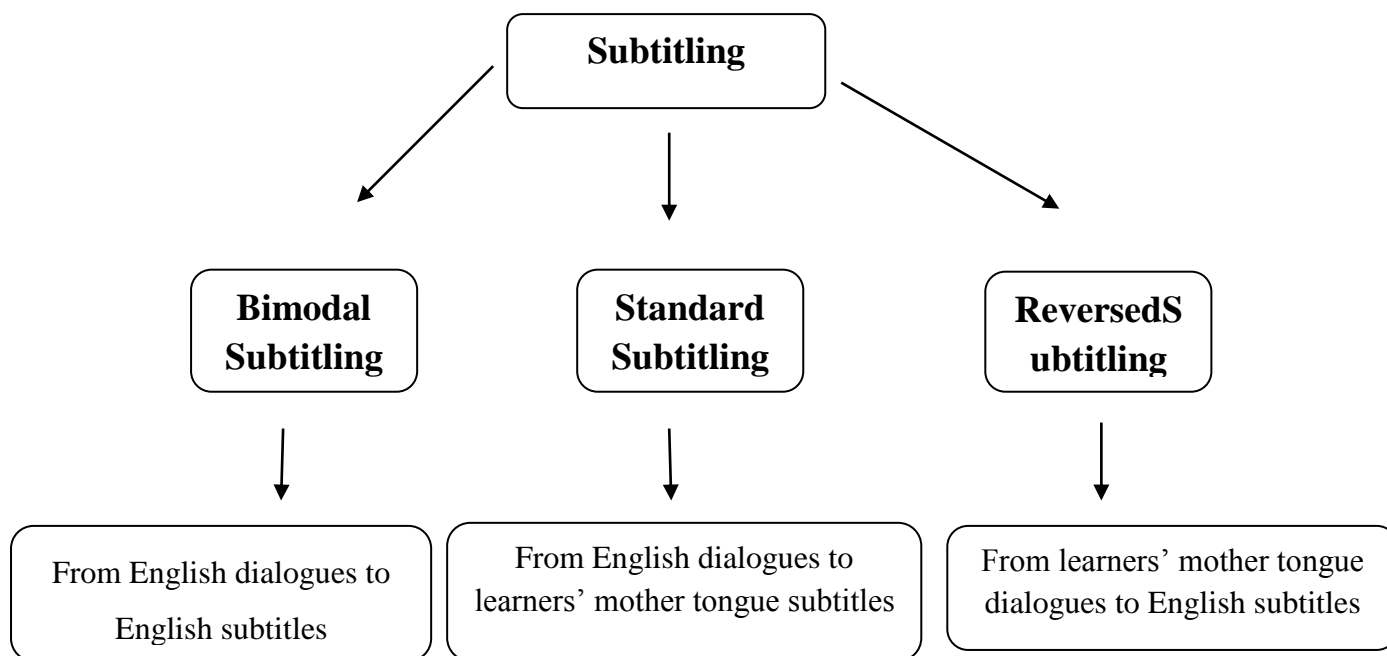
A lot of people use subtitles and captions interchangeably but there is a quite distinction between the two. Subtitles according to Reich (2006) “subtitling is branch of translation called audiovisual translation which viewers can read statements of dialogues on the screen as well as watch the images and listen to the dialogues” i.e. it is a written translation of what is happening in the scenes at the bottom of the screen. On the other hand, captions are transcription of spoken dialogue word by word appear as white text on black bar at the bottom of the screen as Danan (2004) said captions visualize the auditory information of the foreign language which the learners hear in the video.

Although, both of subtitles and captions make films or videos more accessible to audience of the whole words including non-native speakers, deaf and hard-of-hearing, also they help viewers for better retain of information subtitling is special for hearers and captions for both deaf and hard-of-hearing (hearing-impaired) viewers. So knowing the difference between the subtitles and captions help the viewers to choose the best one for them.

### **I.3.2. The Types of Subtitled English Movies**

When learning English language through watching movies it is better to watch with subtitles according to Marian (2009 as cited in Bairstow; Lauvaur, 2011) “visual input while language processing is beneficial since it adds to the meaning gained through the auditory

input”. It means that the textual version of what is said in movie help the learner to understand what s/he heard while learning a language. It is better for learner to know the types of subtitling; zanon (2006) has distinguished subtitlings to three major types which are: Bimodal subtitling, Standard subtitling and Reversed subtitling.



**Figure 03: Types of subtitling in English movies.**

### **I.3.2.1.The Bimodal Subtitling**

This type is called intralingual because dialogues and subtitles in the same language (English), it is a type that more common and effective in classroom activities than other types (standard and reversed type).The researcher Aydin Yildiz (2017) has experimented the effect of bimodal subtitling in the acquisition of English vocabulary among 60 Turkish EFL intermediate students, the results indicate that bimodal subtitling is effective in vocabulary acquisition. Thus, the use of this type will give the learners ability to be aware of new and unfamiliar words that might be seen in the dialogues such as: **Forrest Gump** and **Fight club**.

### **I.3.2.2.The Standard Subtitling**

When the spoken language in movie is English and written translation (subtitles) in learners’ mother tongue for example: **Ever after high** and **power ranger** which are English

movies with French subtitles are a great way for learners who are French native speakers to learn the basis of English vocabulary. This kind of subtitling gives learners the ability of understanding the story of movie they are watching and the meaning of words they come across.

### **I.3.2.3. The Reversed Subtitling**

This kind is when dialogues and subtitles are reversed in language used i.e. the dialogues in learners' mother tongue and subtitles in English language for instance: **My life as courgette (Ma vie decourgette)** is French movie with English subtitles and the Mexican movie of **Roma** with English subtitles. Danan (1992) has claimed that reversed subtitling can positively increase the vocabulary recall through the way in which translation facilitate foreign language encoding which may help with segmentation problems; it means that learners will have opportunity to get exposure to the target language and understand what is saying in movie in addition to this will help them to pick up bigger units of texts to distinguish between known and unknown words while watching a movie.

Zarei (2008) said "As to vocabulary recall, it can be concluded that bimodal subtitling is significantly better than the standard subtitling, which turn, is significantly better than reversed subtitling" i.e. the bimodal subtitling is more beneficial than standard and reversed subtitlings because there is less interference of the mother tongue and it allows learners to recall vocabulary .

Some researchers (Fazilatfar et al.,2011;Gorjian, 2014) state in their studies that bimodal subtitling is effective and makes learners perform better in the acquisition of vocabulary. While Danan (2004) found that reversed subtitles is beneficial method when compared to standard and no subtitling for vocabulary recall.

Overall, it is crucial for EFL learners while watching English movies to be selective in using the type of subtitling that is helpful and can cope with soundtrack to give them opportunity to acquire new English vocabulary and improve their English proficiency.

### **I.3.3. The Using of Subtitled English Movies to Acquire New English Vocabulary**

Vocabulary plays a crucial role in English language learning inside and outside classroom, it is essential to know the aspects of the word and the meaning of particular word

“Without adequate vocabulary, learners are unable to process information or to give out information in a second language” (Rivers & Ninan, 1991) i.e. knowing a sufficient amount of words will help learners of the language to grasp information or to express their ideas or thoughts. Although, in classroom teacher teaches learners the language by focusing on learning new English vocabulary through transition of meaning, and word formation with using some teaching methods as Browne (2003) who investigated the effectiveness of two teaching methods (reading-based and activity-based tasks) used in the language classroom to teach new vocabulary compared to the third approach through writing-based tasks. The results of those two studies Ponniah (2011) and Browne (2003) showed that teaching and learning methods can help learners to acquire new English vocabulary.

In other hand, some Researchers (e.g: Brett, 1995; Yang et al., 2009; Zanon, 2006) notice in present day that watching movies with subtitles become popular tool among EFL learners which help them in improving their English language by focusing on acquiring vocabulary autonomously through watching subtitled movies “Using videos or films as a learning resource has received a great deal of attention from researchers and has been successfully applied to various educational applications” (Yang et al., 2009); using subtitling in movies from pedagogical perspective can be an efficient tool used to study the language, culture of foreign country and to build new vocabulary depending on reading and listening skills at the same time.

Similarly, Canning-Wilson and Wallace stated “subtitled movies encourage learners to consciously notice new vocabulary and idioms, and as such, may have potential to facilitate vocabulary acquisition without being a distraction for learners”. It means that subtitled English movies give learners the opportunity to expose unknown words and acquire them unintentionally instead of reading those words from books or dictionaries. Besides, watching subtitled English movies help EFL learners to acquire some new vocabulary and apprehend the meaning of spoken language by seeing the bottom of the screen.

Furthermore, Zanon (2006) believed that “subtitled films can ensure a rich comprehensible input because of providing aural, visual and textual input” i.e. films based on aural, visual and textual input to provide foreign language learners with needed information of what is happening in the scenes which can enrich their comprehension input. Thus, Brett (1995) said “videos which provide visual, aural, contextual, and non-verbal input provide foreign language learners with simultaneous visual and aural stimuli which can make up for

any lack of comprehension resulting from listening alone”. For example: golden globe winner the Mexican movie “Rome” has subtitles in English language which help the viewers of non- native language to understand the context better.

Finally, the use of subtitled English movies provides a great chance for EFL learners to acquire new vocabulary through listening to dialogues or reading the subtitles in the bottom of screen. Thus, watching subtitled English movies not only can help learners to acquire new vocabulary but also improve their English language skills.

### **I.3.4.The Previous Studies about Using Subtitled Movies to acquire New Vocabulary**

The acquisition of vocabulary through using subtitled English movies is not a new tool in field of foreign language learning. Numerous researchers have investigated usefulness of watching subtitled movies on vocabulary acquisition and development.

Gorjian (2014) studied the effect of subtitling modality on incidental vocabulary learning among Iranian EFL learners in Abadan Azad University. The study included 90 freshmen students studying English translation at BA level and dividing them into three experimental groups namely: Bimodal group (A), Standard group (B) and Reversed group (C). The three groups were pre-and post- tested to examine the effect of watching English movies with three different subtitling modalities. The researcher found that students in reversed subtitling group performed significantly different and learned more new vocabulary items than standard and bimodal subtitling groups. The study revealed that reversed subtitling is the most effective mode of subtitling in learning vocabulary incidentally through watching movies.

Ebrahimi and Bazae (2016) investigated the impact of using English movies with subtitles on vocabulary comprehension and content comprehension of English movies among the Iranian EFL students. The researchers used English movies as a part of English course to improve students’ comprehension and listening skills into two different ways. After exposing Iranian EFL students to movies during the English course, the researchers provided students with written activities of multiple choice vocabulary and content comprehension. Ebrahimi and Bazae (2016) found that “class 1 who watched it with English subtitles had a positive impact on content comprehension of English movies. But, the class 2 who watched without subtitles had a negative impact.

Similarly, Bellalem et al (2018) investigated the effect of using subtitled movies on the vocabulary acquisition of English for specific purposes (ESP) in Algeria University. This study aims to explore whether the exposure to subtitled movies as comprehensible input enhance the acquisition of vocabulary, the researcher used experimental study with a random sampling of participants which divided into control group those who were asked to watch movie without subtitles and treatment group those who were exposed movie with subtitles. The two groups were asked to complete vocabulary test which involved thirty vocabulary items identified from movies, the findings indicate that the vocabulary acquisition of treatment group is much greater than the control group which means that using subtitled movies will generate a positive results on enhancing learners' vocabulary acquisition. Moreover, Katemba and Ning (2018) examined the effect of using subtitled English movies among the students of universitas advent Indonesia (UNAI) Bandung West Java. This study aims to find out how the subtitled English movies will enhance new vocabulary, the research used a random sampling to choose 100 students from education, nursing and business students at universitas advent Indonesia in Bandung, West Java and distribute the survey. The results of study indicate that most of students are positively responded in enhancing new vocabulary through subtitled English movies.

Another study was conducted by Alharthi (2020), he explored the impact of watching subtitled English movies on the learners' receptive or productive vocabulary tests and how can contribute to the learning of parts of speech. The study was conducted in Jeddah Saudi Arabia university comprised 88 undergraduate learners of English; the participants were between 20 and 22 years of age. The researcher used subtitled English movie for two and half hours as a teaching tool based on using a corpus-based sampling approach by the use of a multiple choice receptive task and fill- in-the-blank productive task. The purpose of using subtitled English movie is to show its impact on the acquisition of vocabulary knowledge.

In conclusion, the results from above mentioned studies have indicated and supported the usage of subtitled English movies to acquire and enhance new vocabulary.

### **I.3.5. The Problems of Acquiring Vocabulary through Subtitled movies**

Recent researches support the use of English movies with subtitles as tool used among EFL learners to acquire new English vocabulary and improve their language. But, like all learning tools have some problems / challenges for learners while using it

karamitroglon (2000) states “the number of possible audiovisual translation problems is endless and a list that would count for each one of them can never be finit” i.e. subtitling as a part of audiovisual translation has its own problems that could be never finish or fixed. There are three (03) main types of subtitles’ problems that could be faced learners while watching English movies to acquire vocabulary which are: **Technical, Linguistic and Cultural Problems.**

### **I.3.5.1.The Technical Problems**

According to Leppihalme (1994), Cintas and Ramael (2010) this type of problem in subtitling involves some elements that cause some restrictions in the work of subtitler and effect the process of acquiring vocabulary by learners which are as follows:

#### **1. The Space and Time**

The subtitler (translator) is restricted with limited number of characters (35-40 characters) per line with maximum two lines and the allowed time is no longer than six seconds on the screen for one image. This number of characters and limited time will effect on how the viewers (learners) will be able to catch the words and phrases and to understand what isbeing said in the original content.

#### **2. Spotting**

Cintas and Ramael (2010) state it is necessary the subtitles and dialogues be matched together on the screen although subtitling may include other meaningful signs, letters or any other words the viewer does not hear in the dialogue of the actors.

#### **3. Font**

The size and colour have effect on subtitles for example: if the font of subtitles was small size the learner who watches movie could not pick up the meaning of words or phrases that s/he heard in addition to colour of font may not be clear enough in some scenes in movie as a result s/he cannot see what is written in the bottom of the screen.

### **I.3.5.2.The Cultural Problems**

The differences between cultural norms of different countries appear through translation from one language to another this will be a problem for learners who acquirevocabulary through watching English movies because they may not be familiar or



aware about the culture. For instance: humor is one of the most popular form of cultural challenges because the international jokes could be understood but sub-community jokes it is hard to get its meaning by all the viewers around the world and translated correctly by subtitler.

### **I.3.5.3.The Linguistic Problems**

Cinats and Ramael (2010) shed the light on linguistic problems in term of grammar, lexicon, syntax, annotation...etc, in term of lexicon (vocabulary) this linguistic problem will noticeably effect on the process of vocabulary acquisition in different aspects which are as follow:

#### **1. Connotation and Denotation meaning**

This character may handle the learners to acquire new vocabulary correctly due to the wrong translation of the dialogues, for example the word “skinny” and the word “slim” if they used or heard in dialogue they may describe a person thin as first possibility that comes to the mind which is the denotation meaning but actually those words are totally different in connotations. So, learners and subtitler must bare on mind what they hear and read and it is better that this aspect is mastered by them.

#### **2. Accent and Prononciation**

Those linguistic aspects require a full concentration from learners by using their listening skill very well to understand what is happening in the movie and to match the words that they hear to their meanings mentioned on the bottom of the screen for instance:in the movie “**Long Walk to Freedom**” of Idris Elba; the actor speaks with south Africa dialect which may not be understood by all viewers (learners) this will effect on their process of acquiring vocabulary.

In addition to, the grammatical mistakes that could be in dialogues and translation may cause to the EFL learners a wrong acquisition of vocabulary and the misunderstand of words or phrases as an example the grammatical mistake in dialogue by Cintas and Ramael (2010) “ain’tgo no parents” the correct form is “ I have non of parents” ; this mistakes in dialogue may lead to the wrong translation by subtitler if he does not understand the spoken sentence as a result will cause a wrong acquisition of vocabulary.

Overall, in using subtitled English movies to acquire new vocabulary the learners

needs to pay attention to those problems or challenges that may face and try to adopt techniques that may be helpful for them.

### **I.3.6.The Appropriate techniques for vocabulary acquisition through watching subtitled movies**

Using subtitled English movies is really effective tool for EFL learners to acquire new vocabulary but learners need to apply some techniques that will be useful for them to acquire vocabulary in easy way, as Ramsay (2021) demonstrates them as follow:

#### **I.3.6.1. Avoid reading words only**

When watching subtitled movies learners must not just read what is written in the bottom of screen but also listen to the language used. In other words, learners are better to use subtitles as a crutch i.e. they use them when it is needed rather than just reading.

#### **I.3.6.2. Break watching movie into chunks**

The process of vocabulary acquisition can be a bit exhausted to do it at once, so it is better for learners to break their watching into chunks/ sections in order not to lose concentration and stay motivated. For instance a movie has 2 hours duration without breaks learner at point of time s/he will lose concentration with movie and this may lead to acquire less vocabulary as it supposed to be.

#### **I.3.6.3. Rewatch the movie**

Rewatch movie twice or more will help EFL learners to acquire new vocabulary more than first time because they firstly will memorize what had acquired before and get familiar with new words and phrases that they miss out for example: repeat the movie that you enjoyed in or choose a section from it by focusing on dialogue and take notes of words and phrases that are new and meaningful for you. In addition, this technique will improve listening and speaking skill.

#### **I.3.6.4. Note interesting words and phrases**

While watching a subtitled English movie try to focus more in words that you hear in order to make notes for words that you have not heard and read on the screen before and this will help learners to build their vocabulary and language skills at the same time.

### **I.3.6.5. Shadow the words**

Shadowing or Pro-tip is repeating words or speech lines of movie out loud as you hear them it may not be used all the time by learners but over time this technique will help them to acquire and master new English vocabulary and give them natural pronunciation while speaking.

### **I.3.6.6. Motivation**

The motivation takes an essential part in the process of vocabulary acquisition i.e. if the learner is motivated while watching a movie s/he can acquire as much as new words s/he wants. The motivation divides into two types as Bozdeyeva (2004) demonstrates:

#### **1. Self-motivation**

When movie is interesting by itself; if the movie is interesting the plot well performed by actors will encourage the learners to put more effort in understanding the language in order to acquire new English vocabulary.

#### **2. The Motivation**

When the learners understanding the film in language s/he is studying i.e. the learner is already knowledgeable by the language of film and highly motivated her/his aims to acquire unfamiliar words and phrases in order to enrich their vocabulary and language in general.

In conclusion, due to those techniques used while watching subtitled English movies will help learners to acquire new vocabulary. Thus, they will be able to understand and make sense of what they read, hear and see on the bottom of screen.

### **I.3.7. The Impact of Subtitled Movies in Enhancing English Vocabulary**

Movies are worth a million words when it comes to acquire vocabulary or learning new language some Researchers (e.g. Brett, 1997; Canning Wilson and Wallace, 2000 Mackey & Ho, 2008) have shown that watching films with subtitles in English might be one of the richest way to acquire new vocabulary and improve their English language skills as (Garza, 1991; Borràs & Lafayette, 1994) have demonstrated “The positive effects of subtitling on productive skills such as a verbatim recall and retention reuse of vocabulary in the proper context, as well as communicative performance in specific oral and written

communication tasks” i.e. more than 60% who watch English movies on YouTube are non-native English speakers who cannot understand the dialogue and relate it to their own language appropriately based on what they listening and seeing. So subtitling can allow viewers to enjoy the movie, understand the message and emotions convey by transposing stories and characters to the screen which enhance the listening and reading comprehension of the EFL learners.

In addition to, Uzzaman and Roy (2015) stated “By watching movies regularly amount of learning new words mounts day by day” EFL learners who watch English movies all the time help them to enrich their vocabulary which consists words, idioms, expressions...etc. Thus, Khoshniyat and Dowlatabadi (2014) believe “the use of English movies can empower students with extensive vocabulary lists, syntax, and also other language skills that will enable them to improve their English proficiency”; every subtitled English movie introduces amount of new words which help learners to acquire as much English vocabulary they want and to train their skills in order to be fluent in English language.

Moreover, it improves the listening as well as speaking skill; EFL learners can acquire a lot of vocabulary such as slang words, phrases that may not be learned, heard in classroom or could not be found in books and dictionaries while watching movies they can acquire and easy memorize those words from what they hear or see at the bottom of the screen. Also, it gives learners the ability to release fear of speaking the language and knowing how pronounce and link those words together according to ELT experts (as cited in Uzzaman & Roy, 2015) “one of the most important feature of English movies is that, listeners can get the correct pronunciation according to the context” i.e. hearing to the native speakers of English would help learners to know the correct pronunciation of words and its meaning according to the context.

Furthermore, Zanon (2006) states that subtitled can help language learners to monitor their speech and find new vocabulary. Besides, Putra (2014) said that the use of subtitled movies may be effective to improve the reading and listening comprehension, word recognition and vocabulary acquisition of students.i.e. When learners watching subtitled English movies more than once might be effective tool to acquire some new vocabulary and how they are pronounced in addition to the use of subtitled movies might improve other language skills which are essential as well for EFL learners.

To conclude, those studies had showed that adding a subtitle in a movie is very useful to improve learners' vocabulary by providing them a vast number of unknown words and help them to understand its meaning. Thus, those studies reviewed above shed the light on its impact and importance not only for improving and acquiring new English vocabulary and how to use them in various contextsbut also for developing four (04) skills and make their English language more fluent.

## **Conclusion**

In conclusion based on what have been discussed in the literature review the subtitled English movies can be a very effective tool used by EFL learners to acquire new English vocabulary outside classroom. In addition to it may help them to improve their four English language skills.

## **Chapter Two**

### **The Results and Discussion**

#### **Introduction**

The present study that is represented in this chapter is concerned with investigating the use of subtitled English movies for vocabulary acquisition autonomously among first year LMD foreign language learners at Biskra University's department of English. This chapter highlights research methodology which consist the choice of research design, setting and participants as well as data collection tool. Thus, the chapter will represent, analyze and discuss the research findings of the questionnaire that is submitted to the learners.

#### **II.1.The Research Methodology**

##### **II.1.1.The Research Design**

According to the nature of research which is exploratory, the present study employed both quantitative and qualitative method. Siyoto (2015) explained that qualitative research is more focused on understanding the data in depth, and quantitative research according to Arikunto (2012) is a study based on calculation using numbers, ranging from data collection, interpretation of data, and collection of the results. This study seeks to explain whether the use of subtitled English movies as learning tool will help EFL learners to acquire new vocabulary autonomously, this include its importance on vocabulary enhancement. The study was done through questionnaire and it attempts to answer the following research questions:

**RQ 1:** To what extent using subtitled English movies can help EFL learners to acquire new vocabulary?

**RQ 2:** What is the impact of using subtitled English movies to enhance English vocabulary for EFL learners autonomously?

##### **II.1.2.The Setting and participants**

###### **II.1.2.1.The Setting**

This study takes part in English Department at Mohamed Kheider Biskra University for the academic year 2021-2022.

### **II.1.2.2.The Participants**

Arikunto (2002) demonstrates that the population of research can take as sample if it is less than 100. On contrary, if it is more than 100 the researcher can take 10-25 percent of population as a sample. The participants for the main study were 31 EFL learners both male 19.4% (6) and female 80.6% (25) with an age range from 18-25 years old; all of them study in the same level (First Year LMD).

### **II.1.3.The Data collection tool**

The data collection tool that was used to collect the data is the questionnaire technique which aimed at exploring students' perception about using the subtitled English movies for autonomous vocabulary acquisition. In this research the researcher used closed- ended questions so the participants could answer all the questions without doubt and hesitation, the questionnaire was designed by the use of Google Form Services and the collection of information via Face book study groups for voluntary response targeting the First year EFL learners.

#### **II.1.3.1.The Students' Questionnaire**

The students' questionnaire used in the study encompassed 11 items where the researcher used first two items as Background information about participants and other items consist of closed-ended questions which are Dichotomous, Multiple choice questions. The validation of questionnaire has been completed through the supervisor validation; some items needed correction once agreed on the questionnaire has been posted through Face book study groups.

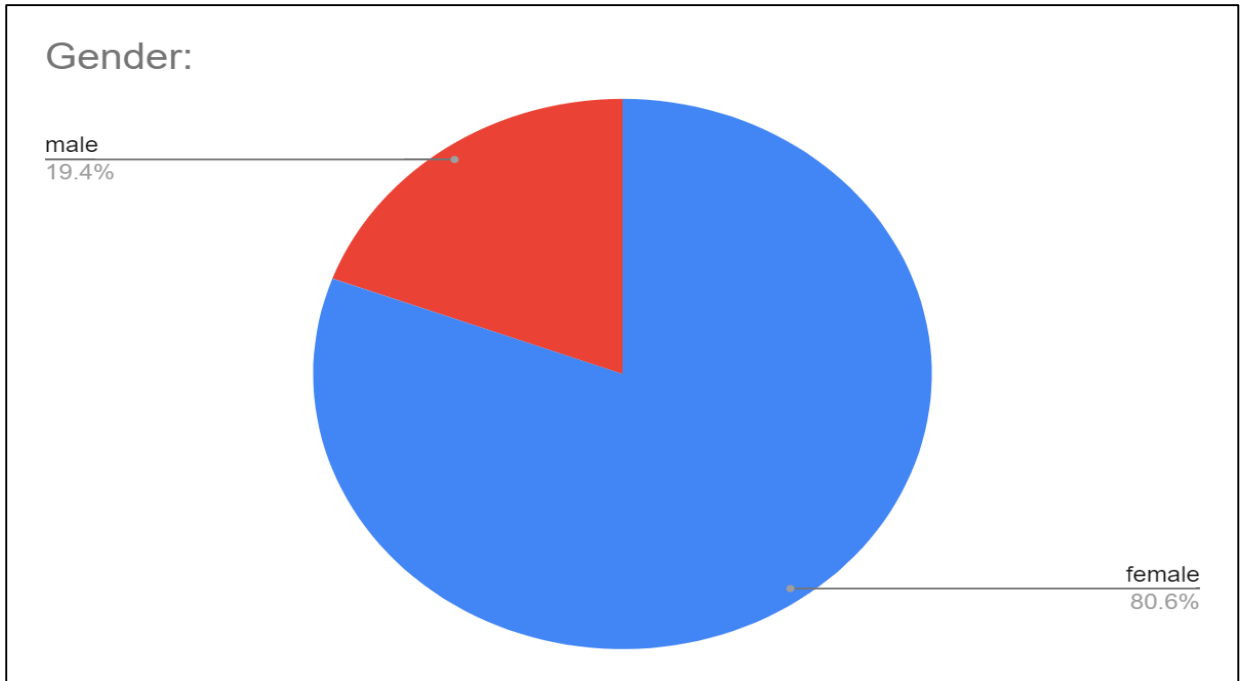
## **II.2.The Research Findings**

The focus of this research is intended to answer the problem about whether the use of subtitled English movies can help first EFL learners to acquire new vocabulary autonomously. In this part, the data which were collected online via Face book study groups will be analyzed with both quantitative and qualitative analysis.

### **II.2.1.The Background Information about participants**

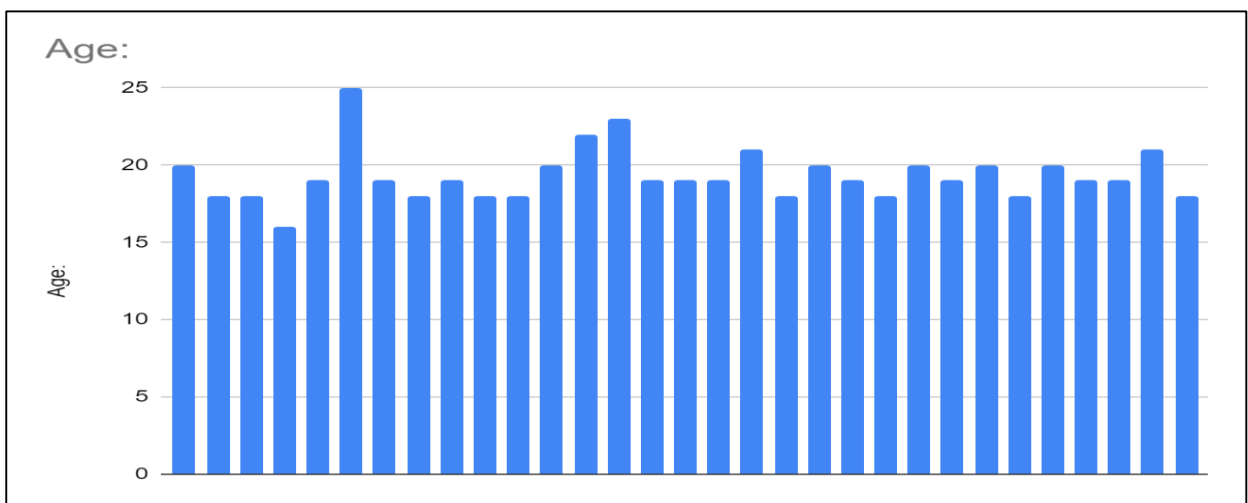
The gender and age of the respondents were the two background questions.31 learners (N=31) are first year students who volunteered to fill the questionnaire from English department at Mohamed Kheider Biskra University. As it is illustrated in the pie chart, 25

(80.6%) response was female and 6 (19.4%) was male who aged between 18-25 years old as it showed in the diagram (Figure 05).



**Figure 04: Gender distribution**

In figure 4 Gender Distribution the researcher has noticed that questionnaire answered by females 25 (80.6%) more than males 6 (19.4%) because it is known that males are attracted to play video games not like females who prefer to watch more series and movies.



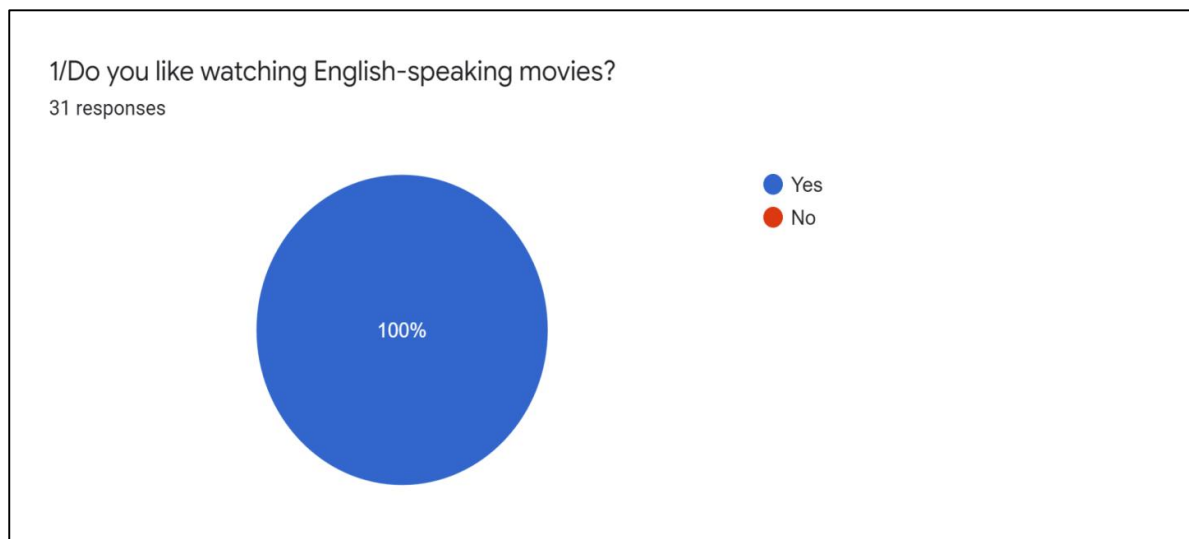
**Figure 05: Age distribution**



### II.2.2.The Question 1: Do you like Watching English- Speaking movies?

The question was very general one asking whether respondent is interested in watching subtitled English-speaking movies, the majority of respondents 31(100%) answered as yes.

The results showed that all the respondents both males and females are interested in watching English-Speaking Movies in their free time.



**Figure 06: The Frequency of Students' Interest towards Watching English-Speaking Movies.**

### II.2.3.The Question 2: Which movie genres do you like the most?

This question is one of multiple choice questions with five options, the data below that is represented in the table showed that 58.1% of the participants like watching Comedy movies whereas 51.6% of them interest in watching Action English- speaking movies and 48.4% of them like Horror movies. Thus, 35.5% of the participants prefer to watch Romantic movie genre and only 25.8% of them had chosen Sci-Fi as preferable English-speaking movie genre for them.

The data of this question is represented that the majority of participants (58.1%) prefer to watch English Comedy movies which are one of the popular genres designed to make viewers laugh using nerds, jokes and have fun while watching for example: **The Spy Next door** and **The Office** whereas 51.6% of them like watching Action movies that involve physical feats, rescues, good and evil and battles this movie genre is preferable by male more than female for instance: **James Bond Series** and **The Dark Knights**. Thus, 48.4% of the participants interested by watching Horror English- Speaking Movies which

characterized with dark places, locked doors, scary visual scenes and sound effects to add fear factor in movie' scenes such as: **The Shining** and **Final Destination** while 35.5% of them specifically females are attracted to watch Romantic movies where love is the main plot, break up, psychological illnesses and social class as an example the movie of **Pride and Prejudice**, and **Titanic**. Finally, 25.8% of the participants have chosen the Sci- Fic movies where the technology, Magic and interstellar are existed like **Star Wars** and **Jurassic Park**.

To sum up, although the results indicate different interest to movie genre choice for participants this will give them opportunity to gain various vocabulary used in different contexts when they are needed.

Genre	Value	$(xi-\bar{x})$	$(xi-\bar{x})^2$	Percentage
Action	16	16-14= 2	$(2)^2 = 4$	51.6%
Comedy	18	18-14=4	$(4)^2= 16$	58.1%
Sci-Fi	8	8-14= -6	$(-6)^2= 36$	25.8%
Horror	15	15-14= 1	$(1)^2 =1$	48.4%
Romantic	11	11-14= -3	$(-3)^2= 9$	35.5%
	$\Sigma=68$		$\Sigma=66$	

**Table 01: Students' Interest towards Movie Genres.**

$$\text{Mean: } \bar{x} = \frac{(\sum xi)}{n} = \frac{16+18+8+15+11}{5} = \frac{68}{5} = 13.6 = 14$$

$$\bar{x} = 14$$

**Median:** 8-11-15-16-18 / **Median:** 15

**Mode:** There is no mode.

**Range:** the highest value minus the lowest value

**Range:** 18-8 =10

**Variance:**  $\frac{\sum(xi-\bar{x})^2}{n-1} = \frac{4+16+36+1+9}{5-1} = \frac{66}{4} = 16.5$

**S<sup>2</sup>= 16.5**

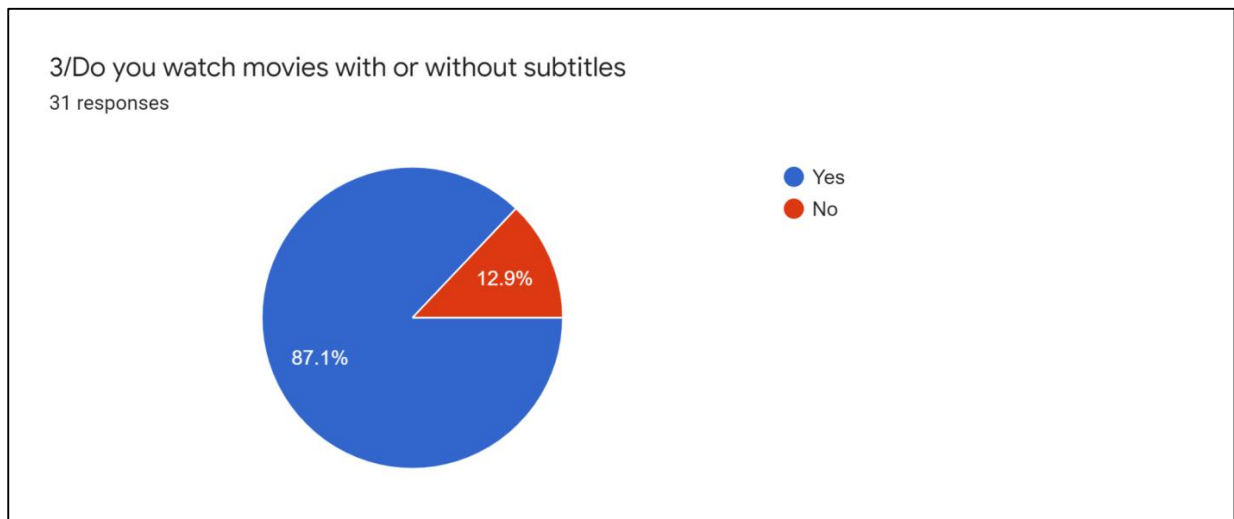
**Standard deviation:**  $\sqrt{\frac{\sum(xi-\bar{x})^2}{n-1}} = \sqrt{\frac{4+16+36+1+9}{5-1}} = \sqrt{\frac{66}{4}} = \sqrt{16.5} = 4.06$

**SD = 4.06**

**II.2.4.The Question 3:** Do you watch movies with or without subtitles?

The results were 87.1% (27) of the respondents are watching English movies with subtitles whereas 12.9% (4) of them stated that they are watching English movies without subtitles as it is illustrated in the pie chart.

The figure number 07 clarified that 27 students (87.1%) watch English movies with subtitles because it is easy for them to understand what have been said in a movie, however 4 students (12.9%) prefer to watch English movies without subtitles this might be because they had enough vocabulary and in order not to lose attention about what they heard or some movie scenes if they read what have been written in bottom of the screen.



**Figure 07: Students' Response about Using English Movies With or Without Subtitles.**

**II.2.5.The Question 4:** How often do you usually watch subtitled English-speaking movies?

By seeing the table below the results of fourth question indicate almost of the respondents 58.1% (18 students) are often watching subtitled English-speaking movies once in a month while 25.8% (8) of them are very often watching movies more than three times in a month and only 16.1% (5) of the respondents are rare in watching English movies three times in a month.

The results in this question indicates the frequency of students in watching subtitled English movies; those results showed that 58.1% (18) of respondents watch movie once in month it might be because of they don't have enough free time due to their studies whereas 25.1% (8) of them watching movies more than three times in month and 16.1% (5) of the respondents watch English movies three times in a month. This disparity between the results of respondents might be due to leisure time i.e they don't have enough time for watching many English movies, but this give hint that the one who watch movies frequently could acquire vocabulary more and more and they become accustomed to the English language.

Statement	Learners	$(xi-\tilde{x})$	$(xi-\tilde{x})_2$	Percentage	Degree
One in a month	18	18-10.33= 7.67	$(7.67)^2=$ 58.82	58.1%	209.16°
Three times in a month	5	5-10.33= -5.33	$(-5.33)^2=$ 28.40	16.1%	57.96°
More than three times in a month	8	8-10.33= -2.33	$(-2.33)^2=$ 5.42	25.8%	92.88°
	$\Sigma= 31$		$\Sigma=92.64$	100%	360°

**Table 02: The Frequency of Students in watching Subtitled English-Speaking Movies**

**Mean:**  $\bar{x} = \frac{(\sum xi)}{n} = 3 = \frac{31}{3} = 10.33$

**$\bar{x} = 10.33$**

**Median:** 5-8-18 / **Median:** 8

**Mode:** There is no mode.

**Range:** the highest value minus the lowest value

**Range:** 18-5 =13

**Variance:**  $\frac{\sum(xi-\bar{x})^2}{n-1} = \frac{58.82+28.40+5.42}{3-1} = \frac{92.64}{2} = 46.32$

**S<sup>2</sup> = 46.32**

**Standard deviation:**  $\sqrt{\frac{\sum(xi-\bar{x})^2}{n-1}} = \sqrt{\frac{58.82+28.40+5.42}{3-1}} = \sqrt{\frac{92.64}{2}} = \sqrt{46.32} =$

**6.80**

**SD = 4.06**

**II.2.6.The Question 5:** What is your most frequent reason to watch English- speaking movies?

The table (03) below showed the results of three multiple choice about the most frequent reason to watch English- speaking movies. The data showed that only 25.8% of the participants watch movies to understand the English culture while 54.8% of them are watching movies only for the sake of entertainment. Then, it could be concluded that almost all of the participants 64.5% watch English- speaking movies for the reason of vocabulary acquisition.

This table clarified that not all participants have the same goal for watching English-Speaking Movies. Although 64.5% of participants are watching English movies for new vocabulary acquisition since they find it easy way for them, 54.8% of them watch movies only for entertainment to unburden themselves from tiredness of the day. While 25.8% of participants who are interested in the English culture used to watch movies to understand it because there are movies which spot the light into the culture and lifestyle of English people in glamorous way for instance: **Pride and Prejudice** which represented the Victorian era.

Statement	Value	$(xi-\tilde{x})$	$(xi-\tilde{x})_2$	Percentage
Entertainment only	17	$17-5 = 2$	$(2)^2 = 4$	54.8%
Understand the English Culture	8	$8-15 = -7$	$(-7)^2 = 49$	25.8%
Vocabulary Acquisition	20	$20-15 = 5$	$(5)^2 = 25$	64.5%
	$\Sigma = 45$		$\Sigma = 78$	

**Table 03: The Frequent Reason behind Watching English Speaking Movies.**

**Mean:**  $\bar{x} = \frac{(\sum xi)}{n} = \frac{17+8+20}{3} = \frac{45}{3} = 15$

**$\bar{x} = 15$**

**Median:** 8- 17- 20 / **Median:** 17

**Mode:** 17

**Range:** the highest value minus the lowest value

**Range:**  $20-8 = 12$

**Variance:**  $\frac{\sum(xi-\bar{x})^2}{n-1} = \frac{4+49+25}{3-1} = \frac{78}{2} = 39$

**S<sup>2</sup> = 39**

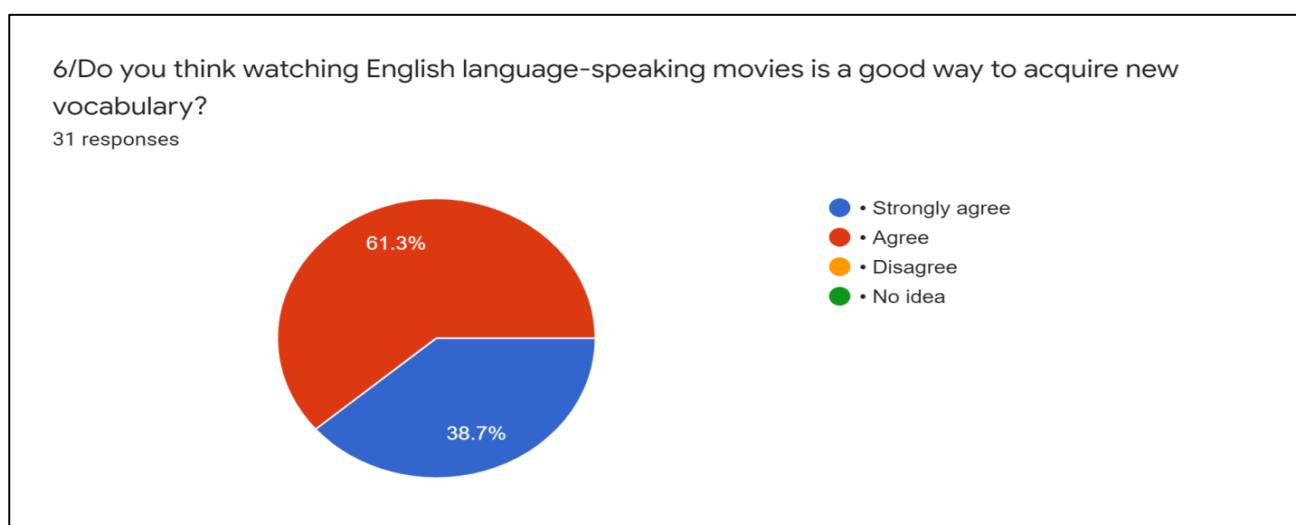
**Standard Deviation:**  $\sqrt{\frac{\sum(xi-\bar{x})^2}{n-1}} = \sqrt{\frac{4+49+25}{3-1}} = \sqrt{\frac{78}{2}} = \sqrt{39} = 2.24$

**SD = 2.24**

**II.2.7.The Question 6:** Do you think watching English language- speaking movies are a good way to acquire new vocabulary?

The data of the sixth question that is represented in the Pie chart below showed that the majority of the response (61.3%) 19 students agreed by watching English language-speaking movies they could gain new vocabulary while (38.7%) 12 students were strongly agreed that through watching English movies they acquire new vocabulary that they do not gain before.

The data indicates 61.3% (19) students agreed and 38.7% (12) students are strongly agreed i.e. all students are totally agreed that watching subtitled English movies is good way to acquire new English vocabulary; it might be because they are already attractive to watch movies in daily life and become autonomous to start using them as way for acquiring vocabulary by time they figure out that are effective and good way for them.



**Figure 8: Students' Opinion towards Vocabulary Acquisition through Watching English Language- speaking Movies.**

**II.2.8.The Question 7:** How many words do you acquire while watching a movie?

According to the table number (04) is found that 41.9% of the students acquire more than 10 words while watching English movies and 29% of them stated that they can acquire 5 words or 10 words in a movie. Whereas 6.5% of the response showed that none of words had been acquired by students while watching English movie. So, the researcher could conclude that by watching subtitled English movies helped students to get new English vocabulary.

The results of this table showed a disparity in the amount of vocabulary acquisition among students; when student is concentrated about what is said in a movie at the same time read the subtitles s/he can recognize and acquire the unfamiliar words and phrases for her/him and vice versa. But for sure there is a different from student to another in process of vocabulary acquisition.

Statement	Value	$(xi-\bar{x})$	$(xi-\bar{x})^2$	Percentage
Five words	9	$9-8.25 = 0.75$	$(0.75)^2 = 0.5625$	29%
10 words	9	$9-8.25 = 0.75$	$(0.75)^2 = 0.5625$	29%
More than 10 words	13	$13-8.25 = 4.75$	$(4.75)^2 = 22.5625$	41.9%
None	2	$2-8.25 = -6.25$	$(-6.25)^2 = 39.0625$	6.5%
	$\Sigma = 33$		$\Sigma = 62.75$	

**Table 04: The Frequency of Vocabulary Acquisition**

**through Watching Movie.**

$$\text{Mean: } \bar{x} = \frac{(\Sigma xi)}{n} = \frac{9+9+13+2}{4} = \frac{33}{4} = 8.25$$

$$\bar{x} = 8.25$$

**Median:** 2-9-9-13 / **Median:** 9

**Mode:** 9

**Range:** the highest value minus the lowest value

$$\text{Range: } 13-2 = 11$$

$$\text{Variance: } \frac{\Sigma(xi-\bar{x})^2}{n-1} = \frac{0.5625+0.5625+22.5625+39.0625}{4-1} = \frac{62.75}{3} = 20.91$$



**S2= 20.91**

**Standard Deviation:**  $\sqrt{\frac{\sum(xi-\bar{x})^2}{n-1}} = \sqrt{\frac{0.5625+0.5625+22.5625+39.0625}{4-1}} = \sqrt{\frac{62.75}{3}} =$   
 $\sqrt{20.91} = 4.57$

**SD = 4.57**

**II.2.9.The Question 8:** According to your experience of watching English language-speaking movies WITH subtitles, which description listed below describes your situation?

The table below described the students' situation towards watching English movies with subtitles. The data showed according to the students' experience 41.9% of the respondents tried not to read the subtitle unless they could not understand the English spoken in a movie while 35.5% of them read the subtitle and tried to listen to the English spoken in the movie at the same time. On other hand, 25.8% of the students read the subtitle in order to assess how much English spoken in the movie they could understand through listening whereas 16.1% of them read subtitle instead of focusing on listening to find out what have been said.

The results showed that each participant has his own way according to their experience for vocabulary acquisition, 41.9% of them said that they read subtitles unless they don't understand the spoken English in a movie i.e. they preferred to depend on their vocabulary knowledge to understand the content of the movie. While 35.5% of the participants are audiovisual rely on their listening skill and at the same time they read what have been written in the bottom of the screen which helps them to recognize the new words for them. Whereas, 25.8% of them assess subtitles with what have been said in a movie to see how much they could undersand and recognize the words they heard in a movie, and 16.1% they are totally visual personnes they only read subtitles and try to understand from written transcription the content of movie.

Statement	Value	$(xi-\tilde{x})$	$(xi-\tilde{x})^2$	Percentage
01	5	$5-9.25= -4.25$	$(-4.25)^2= 18.06$	16.1%
02	11	$11-9.25= 1.75$	$(1.75)^2= 3.06$	35.5%
03	8	$8-9.25= -1.25$	$(-1.25)^2= 1.56$	25.8%
04	13	$13-9.25= 3.75$	$(3.75)^2= 14.06$	41.9%
	$\Sigma= 37$		$\Sigma= 36.74$	

**Table 05: Students' Situation towards Watching English Language – Speaking Movies WITH Subtitles.**

**Mean:**  $\bar{x} = \frac{(\Sigma xi)}{n} = \frac{5+11+8+13}{4} = \frac{37}{4} = 9.25$

**$\bar{x} = 9.25$**

**Median:** 5-8-11-13 / **Median: 9.5**

**Mode:** there is no mode

**Range:** the highest value minus the lowest value

**Range:**  $13-5 = 8$

**Variance:**  $\frac{\Sigma(xi-\bar{x})^2}{n-1} = \frac{18.06+3.06+1.56+14.06}{4-1} = \frac{36.74}{3} = 12.24$

**S<sup>2</sup> = 12.24**

**Standard Deviation:**

$$\sqrt{\frac{\Sigma(xi - \bar{x})^2}{n - 1}} = \sqrt{\frac{18.06 + 3.06 + 1.56 + 14.06}{4 - 1}} = \sqrt{\frac{36.74}{3}} = \sqrt{12.24}$$

$$= 3.49$$

**SD = 3.49**

**II.2.10.The Question 9:** Which description listed below describes your situation while watching English language movies WITHOUT subtitles?

The results of the table (06) below described the students' situation towards watching English movies without subtitles. By seeing graph can be stated that 41.9% of the participants could not understand more than 50% of the English spoken in a movie, however 35.5% of them could understand more than 80% of the English spoken in a movie. Then, it could be concluded that 6.5% of the participants found difficulty to understand English spoken in a movie and 16.1% of them stated that they have never watched English language movies without subtitles.

The data showed in the table (06) students' situation towards watching English-speaking movies without subtitles; 41.9% of participants understand more than 50% of English spoken in a movie which means they have an adequate amount of vocabulary to understand content of movie and 35.5% of them could understand more than 80% of the English spoken on a movie this indicate that participants have a rich vocabulary knowledge and are used to watch movies without subtitles from time to time. While 16.1% they have never watched English language movies without subtitles and 6.5% have difficulty to understand what they heard in a movie this because they might be more visual viewers than auditory or they are not used to watch movies without subtitles in their free time as a result they have not enough vocabulary knowledge and do not know how to pick up and recognize words by hearing.

Statement	Value	$(xi-\tilde{x})$	$(xi-\tilde{x})^2$	Percentage
01	5	$5-7.75= -2.75$	$(-2.75)^2= 7.5625$	16.1%
02	11	$11-7.75= 3.25$	$(3.25)^2= 10.5625$	35.5%
03	13	$13-7.75= 5.25$	$(5.25)^2= 27.5625$	41.9%
04	2	$2-7.75= -7.75$	$(-5.75)^2=$ $33.0625$	6.5%
	$\Sigma= 31$		$\Sigma= 78.75$	

**Table 06: Students' Situation towards Watching English**

**Language - Speaking Movies WITHOUT Subtitles.**

$$\text{Mean: } \bar{x} = \frac{(\sum xi)}{n} = \frac{5+11+8+13}{4} = \frac{37}{4} = 9.25$$

$$\bar{x} = 7.75$$

**Median:** 2-5-11-13 / **Median: 8**

**Mode:** there is no mode

**Range:** the highest value minus the lowest value

**Range:** 13-2=11

$$\text{Variance: } \frac{\sum(xi-\bar{x})^2}{n-1} = \frac{7.5625+10.5625+27.5625+33.0625}{4-1} = \frac{78.75}{3} = 26.25$$

**S<sup>2</sup>= 26.25**

$$\text{Standard Deviation: } \sqrt{\frac{\sum(xi-\bar{x})^2}{n-1}} = \sqrt{\frac{7.5625+10.5625+27.5625+33.0625}{4-1}} = \sqrt{\frac{78.75}{3}} =$$

$$\sqrt{26.25} = 5.12$$

**SD = 5.12**

### **II.3.The Discussion the Results**

Based on the questionnaire being distributed to the First Year EFL learners at Mohammed Kheider Biskra University; the results of the present study showed above provided a significant evidence to support claim that subtitled English movies could be an effective learning tool for autonomous vocabulary acquisition.

Although, in question five (5) learners' responses showed that not all of participants watching movies to acquire new English vocabulary number of them stated that they watch them only for entertainment ; to enjoy in a movie and understand story well enough. In addition some of responses showed that watching movies could be nice way that helps students to understand the English culture. The data represented in the sixth question (6) is an affirmation that the participants agreed by watching movies with subtitles can help them to acquire new vocabulary.

Significant finding of this study related to the amount of words learners were able to acquire through subtitled English-speaking movies showed that learners acquire significantly from 5 to more than 10 words while watching a movie; this related to the frequency of watching English movie as Etemadi (2012) stated viewing the movie twice or more may help students recognize vocabulary and they may learn new expressions and idioms, in other words watching subtitled English- speaking movies could have an effect on vocabulary recognition if the learners watched movies twice or more may help them to recognize new vocabulary and also might learn new English expressions and idioms.

However, the majority of respondents watch English movies with subtitles and each one of them had her/his way to acquire vocabulary. An interesting finding is about watching movies without subtitles by seeing the data illustrated in table number (6) about last question (9) there is effectiveness in vocabulary acquisition and understanding the content of movie. the finding also showed that by watching subtitled English movies the learners can improve their vocabulary Putra (2014) stated that watching English movies with subtitles can be an effective method to improve English vocabulary; they could guess the meaning through sentences or scene in a movie because the more they watched English movies with subtitles they get influenced and accustomed with English language. Thus, they build vocabulary knowledge through adding some words, expressions and idioms to their memory.

It can be concluded that autonomous learners could acquire and enhance their vocabulary through watching subtitled English movies in effective way. In accordance with

the findings by watching subtitled English movies learners not only gain new vocabulary but also could improve their four English language skills.

## **Conclusion**

In conclusion, based on the research findings and discussion above the researcher can be concluded that students could acquire new vocabulary autonomously by watching subtitled English movies. Thus, they could also enhance their vocabulary knowledge because the more they watch movies they could easily acquire words, expressions or idioms and refresh their memory when they come cross a word that they had listened or seen before.

## **The Recommendations**

The researcher would like to give some recommendations related to this research for English teachers, learners, and further researchers. Furthermore, the existing research aims to provide a fruitful solution for the lack of vocabulary among EFL learners and for the field of English language on general.

### **1. For Teachers**

To make process of vocabulary acquisition more interesting, teachers should encourage their students to watch subtitled English movies at home as a way that help them to gain more vocabulary knowledge. Furthermore, it will be useful if they apply it from time to time in classes by using scenes from movies.

### **2. For Learners**

Vocabulary is essential subject in English language learning since almost of students have difficulties to acquire new English vocabulary. I hope that they devote more time for watching English movies with subtitles at home as tool for both learning and entertainment in order to acquire and enhance their vocabulary knowledge as well as to improve their language skills.

### **3. For Further Researchers**

Since this research focused on the use of subtitled English movies for the acquisition of vocabulary autonomously, the researcher hope for further researchers to focus more on the impact of vocabulary enhancement through English movies with subtitles.

## **General Conclusion**

Vocabulary is an important thing which plays a significant role in language learning; learners who have limited vocabulary can have a problem with English language learning. Previous studies seek to offer solution for learners to this problem and with the development of media many researchers and scholars have been seen the value of using English movies with subtitles in helping students' through the process of vocabulary acquisition in classroom. The great deal of the present research was aimed at exploring the acquisition of new English vocabulary autonomously through the use of subtitled English movies.

According to the obtained results, researcher found out that subtitled English movies is one of effective media used in autonomous vocabulary acquisition which offers a vast number of opportunities to gain and enrich their English vocabulary not only formal language words and expressions but also acquire informal, slang, colloquial expressions. Thus, the learners showed positive responses towards the use of subtitled English movies by having different ways to acquire vocabulary from it.

To conclude watching subtitled English movies not only beneficial for autonomous vocabulary acquisition, previous studies confirmed that using English movies with subtitles indeed improve the acquisition of vocabulary but also it aids learners to enhance their vocabulary knowledge and has impact on understanding the vocabulary usage in real life communication. Similarly, using the subtitled English movies help learners to develop their four (04) language skills to be more fluent in using the English language.



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**Appendix:** Students' Questionnaire about Autonomous Vocabulary Acquisition through Watching Subtitled English Movies.

Questionnaire for students about autonomous vocabulary acquisition through watching the subtitled English movies

This is a questionnaire directed to First year students of English about their perceptions towards watching subtitled English language films as a means of acquiring new vocabulary. Please answer the following questions by ticking the box next to the most appropriate answer.

Personal information

Gender: Male  Female.

Age:

Your perceptions towards watching subtitled English language movies

1/Do you like watching English-speaking movies?

Yes. No

2/Which movie genres do you like the most?

- Action
- Comedy
- Sci-Fic
- Horror
- Romantic

3/Do you watch movies with or without subtitles?

Yes. No

4/How often do you usually watch subtitled English-speaking movies?

- Once in a month
- Three times in a month
- More than three times in a month

5/What is your most frequent reason to watch English- speaking movies?

- For entertainment only
- Understand the English culture
- Vocabulary acquisition

6/Do you think watching English language-speaking movies is a good way to acquire new vocabulary?

- Strongly agree
  - Agree
-



- Disagree
- -No idea

7/How many words do you acquire while watching a movie?

- Five words
- 10 words
- More than 10 words
- None

8/According to your experience of watching English language-speaking movies **WITH** subtitles, which description listed below describe your situation?

- 1- I read subtitle instead of focusing on listening to find out what have been said
- 2- I read the subtitle and tried to listen to the English spoken in the movie at the same time
- 3- I read the subtitle in order to assess how much English spoken in the movie I could understand through listening
- 4- I tried not to read the subtitle unless I couldn't understand the English spoken in the movie

9/Which description listed below describe your situation while watching English language movies **WITHOUT** subtitles?

- 1- I have never watched English language movies without subtitles
- 2- I could understand more than 80% of the English spoken in a movie
- 3- I could understand more than 50% of the English spoken in a movie
- 4- I found it hard to understand English spoken in a movie

**Thank you very much for your collaboration**

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## ملخص الدراسة

يعد تعلم اللغة الإنجليزية في الوقت الحاضر أمرًا بالغ الأهمية ولكن بدون المفردات التي هي الأساس والمفتاح الرئيسي لفهم اللغة لن يكون للغة معنى. الغرض من هذه الدراسة هو استكشاف ما إذا كان استخدام الأفلام الإنجليزية المترجمة سيساعد متعلمي اللغة الإنجليزية كلغة أجنبية على اكتساب صطلحات إنجليزية جديدة بشكل مستقل وأسئلة البحث هي: إلى أي مدى يمكن أن يساعد استخدام الأفلام الإنجليزية المترجمة متعلمي اللغة الإنجليزية كلغة أجنبية في اكتساب مفردات جديدة؟، ما هو تأثير استخدام الأفلام الإنجليزية المترجمة لتحسين مصطلحات اللغة الإنجليزية لمتعلمي اللغة الإنجليزية كلغة أجنبية بشكل مستقل؟ شارك في هذه الدراسة 31 طالبًا في السنة الأولى بجامعة محمد خيضر بسكرة قسم اللغة الإنجليزية. اعتمد الباحث على الأسلوب الكمي والكيفي عبر استعمال الاستبيان الإلكتروني الموزع عبر مجموعات دراسة في موقع التواصل الاجتماعي (الفيس بوك) للحصول على المعلومات من طرف الطلبة. أشارت النتائج إلى أن استخدام الأفلام الإنجليزية المترجمة قد يكون أداة فعالة لاكتساب المفردات المستقلة كما أنه له تأثير إيجابي على تحسين المفردات بين متعلمي اللغة الإنجليزية كلغة أجنبية. في الأخير، يمكن الاستنتاج أن البحث الحالي يساهم في الجهود المبذولة في تعلم اللغة الإنجليزية خاصة في اكتساب الطلاب للمفردات اللغوية من خلال إبراز دور الصور المتحركة أي الأفلام الإنجليزية المترجمة.

