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Submitted and defended by:

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**The EFL Learners' Perceptions Towards Subtitled Educational Videos in
Developing Reading Fluency: the Case of second-Year Students of English at
Mohamed Khider University of Biskra**

Dissertation submitted in partial fulfillment of the requirements for the degree of Master
in Sciences of Language

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Declaration

I, Saigh Dounia, hereby declare that this research study is my original work. Any reviewed literature in this study has been duly acknowledged and properly referenced, except for this; all the present words in this work are the product of my own efforts. Additionally, I ratify that this work has been carried out in accordance with the requirements for the degree of Master of Sciences of Language at Biskra University, as well as has not been submitted in any university or institution in order to obtain a degree or qualification.

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Dedication

“In the Name of Allah, the Most Gracious, the Most Merciful”

I would like to thank Allah for giving me the courage to carry through the long road of this piece of research. This work is dedicated:

To my first love the man who wiped my tears at my lowest and held me up when the world pushed me down my father and to the woman who gave me life my mother, your love, sacrifice, and prayers have shaped the woman I'm.

To my sisters Maissa , Soulef, Khadija, Fadwa, Farah, and my cousin and twin Roumaissa Who let me know that my efforts are worthwhile, and that my accomplishments are worthy ones

To my bestfriend and journey partner Asma, thank you for always being there for me .

To that person who since the beginning of this research was supporting me in every way he could.

And finally I dedicate this work to the little girl I used to be. You are loved, you are heard, you are seen. I have become the safe place you once longed for.

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ABSTRACT

This research presents the perceptions of EFL learners towards the role of subtitled educational videos in the development of reading fluency. The study was guided by the primary hypothesis that the use of educational videos with subtitles had a positive effect on learners' reading fluency by increasing reading speed, comprehension, and word recognition. To examine it a mixed-methods methodology was employed, combining quantitative data collected from structured questionnaires and qualitative data through semi-structured interviews. The findings revealed that learners largely perceived subtitled videos to be effective for reading speed, reading comprehension, and word recognition. Additionally, learners reported positive perspectives on the motivational and contextual advantages for EFL learners of video-based input with suitable video content, and mentioned some synergistic potential for these types of videos for vocabulary development and as a useful tool for drawing learners' attention to syntactic awareness.

keywords: Educational Videos, EFL Learners, Language Instruction, Reading Fluency.

List of Abbreviations and Acronyms

CLT: Cognitive Load Theory

DCT: Dual Coding Theory

EFL: English as a Foreign Language

ER: Extensive Reading

FORI: Fluency Oriented Reading Instruction

IR: Intensive Reading

MLT: Multimedia Learning Theory

OR: Oral Reading

ORF: Oral Reading Fluency

RF: Reading Fluency

SR: Silent Reading

%: Percentage

&: And

List of Tables

Table 3.1 : <i>Age</i>	50
Table 3.2: <i>Students' Gender</i>	52
Table 3.3: <i>English Proficiency Level</i>	53
Table 3.4: <i>Student's English reading fluency level</i>	54
Table 3.5 <i>Students' Experience With The Use of Subtitled Educational Videos</i>	55
Table 3.6: <i>Frequency of Subtitled Educational Videos Use</i>	56
Table 3.7: <i>Types of Educational Videos</i>	57
Table 3.8: <i>Improvement of reading Fluency Through The Use Of Subtitled Educational Videos</i>	58
Table 3.9: <i>Perception on subtitled educational videos and reading speed and accuracy</i>	60
Table 3.10: <i>Learner's Confidence in Reading English Texts After Watching Subtitled Video</i>	61
Table 3.11: <i>Integration of Subtitled Educational Videos in Language Instruction</i>	62
Table 3.12: <i>Challenges students face while using subtitles</i>	63
Table 3.13: <i>Suggestions For Improving The Effectiveness of Subtitled Educational Videos</i>	64

List of Figures

Figure 3.1 : <i>Students' Age</i>	52
Figure 3.2: <i>Students' Gender</i>	52
Figure 3.3 : <i>English Proficiency Level</i>	53
Figure 3.4: <i>English reading fluency Level</i>	54
Figure 3.5: <i>Student's experience with educational videos</i>	55
Figure 3.6: <i>Frequency of Subtitled Educational Videos Use</i>	56
Figure 3.7: <i>Types of Educational Videos</i>	57
Figure 3.8: <i>Subtitled educational videos help me improve my reading fluency.</i>	59
Figure 3.9: <i>Perception on subtitled educational videos and reading speed and accuracy</i>	60
Figure 3.10: <i>Learner's Confidence in Reading English Texts After Watching Subtitled Videos</i>	61
Figure 3.11: <i>Learner's perceptions toward the integration of subtitled educational videos in the Classroom.</i>	63
Figure 3.12: <i>Challenges Students Face While Using Subtitles</i>	64
Figure 3.13: <i>Suggestions For Improving The Effectiveness of Subtitled Educational Videos</i>	65

List of Appendices

Appendix A: Students' Questionnaire

Appendix B: Teachers' Interview

Table of Contents

Declaration	II
Dedication.....	II
Acknowledgments	III
Abstract:	IV
List of Abbreviations and Acronyms.....	V
List of Tables	VI
List of Figures.....	VII
List of Appendices	VIII
Table of Contents	IX

General Introduction

Introduction.....	Error! Bookmark not defined.
1. Statement of the Problem.....	2
2. Research Questions	3
3.Research Hypothesis	4
4.Aims of the Study	4
5.Significance of the Study	4
6.Research Methodology	5
7.The Referencing Style for this Dissertation.....	6
8.Delimitations of the Study	6
9.Demystifying Terminology	7
10.Structure of the Dissertation	8

Chapter One:Reading Fluency

Introduction.....	11
1.1 Reading Skill.....	12
<i>1.1.1 Definition of Reading.....</i>	<i>12</i>
<i>1.1.2 Types of Reading.....</i>	<i>13</i>
<i>1.1.2.1 Silent Reading.....</i>	<i>13</i>
<i>1.1.2.1.1 Extensive Reading.....</i>	<i>13</i>
<i>1.2.2 Silent Reading versus Oral Reading.....</i>	<i>17</i>
1.2 Reading fluency.....	18
<i>1.2.1 Definition of Reading Fluency.....</i>	<i>18</i>
<i>1.2.2 Components of Reading Fluency.....</i>	<i>19</i>
<i>1.2.3 Theoretical Perspectives on Reading Fluency.....</i>	<i>21</i>
<i>1.2.4 The importance of reading fluency.....</i>	<i>23</i>
<i>1.2.5 Teaching Reading fluency.....</i>	<i>23</i>
<i>1.2.6 Challenges in Teaching Reading Fluency.....</i>	<i>25</i>
<i>1.2.7 Instructional Resources for Developing Reading Fluency.....</i>	<i>26</i>
Conclusion	28

Chapter two: Subtitled Educational Videos

Introduction.....	31
2.1 Definition of Subtitles.....	32
2.2 Types of Subtitles.....	32
<i>2.2.3 Interlingual Subtitles.....</i>	<i>32</i>
<i>2.2.4 Intralingual Subtitles.....</i>	<i>33</i>
2.3 The Efficacy of Subtitled Multimedia in Language Learning	33

2.4 Impact on Different Language Skills.....	33
2.4.1 <i>Listening</i>	33
2.4.2 <i>Reading</i>	34
2.4.3 <i>Writing</i>	34
2.5 Subtitled Learning Language Materials.....	34
2.5.1 <i>Digital Presentations with Subtitles</i>	35
2.5.2 <i>Subtitled Podcasts</i>	35
2.5.3 <i>Subtitled Educational Videos</i>	36
2.6 Theoretical Approaches to Subtitled Video Integration in Language Learning	36
2.6.1 <i>Dual Coding Theory (DCT)</i>	36
2.6.2 <i>Cognitive Load Theory (CLT)</i>	37
2.6.3 <i>Multimedia Learning Theory (MLT)</i>	38
2.7 Criteria for Selecting Subtitled Educational Videos	38
2.7.1 <i>Language Level and Complexity</i>	38
2.7.2 <i>Contextual Relevance</i>	39
2.7.3 <i>Visual and Textual Coherence</i>	39
2.8 Benefits of Using Subtitled Educational Videos in the Classroom.....	39
2.9 Challenges of Using Subtitled Educational Videos in The Classroom	40
Conclusion	41

Chapter Three: Research Methodology and Data Analysis

Introduction.....	45
3.1 The Research Methodology	45
3.1.1 <i>Research Paradigm</i>	46

3.1.2	<i>The Research Approach</i>	47
3.1.3	<i>The Research Design</i>	47
3.2	Population and sampling	48
3.3	Data Collection Methods	48
3.4	Data Analysis Procedures	49
3.5	Students' Questionnaire.....	49
3.5.1	<i>Aim of Students' Questionnaire</i>	49
3.5.2	<i>Description of the Students' Questionnaire</i>	49
3.5.3	<i>Administration of Students' Questionnaire</i>	50
3.5.4	<i>Analysis and Interpretation of Students' Questionnaire</i>	50
3.5.5	<i>Discussion of the findings</i>	66
3.6	Teachers' Interview	69
3.6.1	<i>Aim of The Teachers' Interview</i>	69
3.6.2	<i>Description of The Teachers' Interview</i>	69
3.6.3	<i>Administration of The Teachers' interview</i>	70
3.6.4	<i>Analysis of The Teachers ' Interview</i>	70
3.6.5	<i>Discussion of the findings</i>	82
3.7	Summary of the findings	85
	Conclusion	86
	General Conclusion	87
	Pedagogical Implications	89
	General Recommendations	90
	Limitations of the Study	92

List of References	94
Appendices.....	100
ملخص الدراسة.....	107

Background of the study

The English language has assumed the role of a lingua franca in today's evolving world. Many countries have welcomed the inclusion of English in educational, occupational and social settings. For students of English as a Foreign Language (EFL), the acquisition of English includes the development of four skills: listening, speaking, reading, and writing. Reading has received more attention and research in recent years because of its importance to academic performance and language learning. Reading is not just a tool for acquiring information. Reading supports vocabulary development, grammar development, and, through critical thinking and interpretative/analytical skills, overall knowledge. Consequently, reading skills are significant if a learner intends to achieve fluency and transparency in English.

Nonetheless, reading in a foreign language can yield its own challenges. EFL learners experience vocabulary issues, different grammatical structures, and generally possess much less exposure to authentic text which creates concerns affecting comprehension and speed. As a result of these challenges, researchers have focused on establishing conceptions of reading fluency that go beyond decoding and comprehending. Reading fluency is also considered a bridge from word recognition to reading comprehension, allowing learners to process information more effectively and engage with the text more deeply.

In light of the predominance of technology in language learning contexts, understanding how learners' perceptions of technology impact their use of it is necessary. Learner perceptions also shape not only engagement and motivation but also the effectiveness of pedagogical interventions. With this, the current study aims to

investigate EFL learners' perceptions of subtitled educational videos as tools for reading fluency development. In examining learners' perceptions, the hope is to contribute to a clearer understanding of how multimedia resources can be tactically used to foster reading development in foreign language learning orientations.

The development of reading fluency encompasses various elements, such as learners' motivation, reading habits, exposure to language input, and teaching strategy context related to textbooks. Recently, researchers and educators have focused on the potential impact of audiovisual reading fluency in EFL context, such as subtitled educational videos. Multimodal resources offer learners multi-input experiences, supported by images, sound, and text, and provide learners an augmented language experience to promote vocabulary acquisition, reading comprehension, and reading speed.

1. Statement of the Problem

Reading fluency is fundamental to acquiring a language; however, many EFL learners continue to encounter extended difficulty developing this area. Limited exposure to authentic texts, limited vocabulary knowledge, and little or no practice, often make learners unable to read effectively or comprehend texts effortlessly. Greater challenges arise in cases where English is not present for a learner in their immediate linguistic environment.

For this reason, educators and researchers are continuously investigating alternative and innovative ways to promote reading. One of the newest developments that educators and researchers have engaged with is using subtitled educational videos. These videos provide a multimodal experience where everyone engages with a visual text and

footage, but also with an audible and textual component. Using a subtitled educational video mediates word recognition, reading time, and reading comprehension because learners engage with multimodal language input in a contextualized format. This mediational process has received legitimacy at the conceptual level; however, there is little empirical research examining learners' perceptions regarding the use of subtitled educational mediums and their ability to develop reading fluency.

Gaining insights regarding how learners perceive and react to subtitled audiovisual material is essential if subtitled content is to be utilized to maximize its efficacy for language teaching. Learners' attitudes and experiences can affect the efficacy of any instructional material and is particularly so in fluency-building activities where learners must persist in sustaining their efforts and motivation. This study is aimed at addressing the gap in the literature by looking at how EFL learners perceive the use of subtitled learning videos in developing their reading fluency. By understanding learners' views about subtitled educational videos, this research hopes to inform more learner-centered, effective teaching practices in language education.

2. Research Questions

The present study seeks to answer the following questions:

RQ1: How do EFL learners view the use of subtitled educational videos in improving their reading fluency?

RQ2: What specific aspects of reading fluency (e.g., speed, accuracy, comprehension) do learners perceive to be influenced by watching subtitled videos?

3. Research Hypothesis

H1: The use of subtitled educational videos positively affects EFL learners' reading fluency by enhancing reading speed, comprehension, and word recognition.

4. Aims of the Study

The primary aim of this study is to understand EFL learners' perceptions of using subtitled educational videos for the purposes of reading fluency development. More specifically, the study will seek to:

- Explore how learners perceived the effectiveness of subtitled videos in supporting various components of reading fluency (speed, accuracy, comprehension).
- Identify the perceived strengths and weaknesses of using subtitled audiovisual materials versus traditional reading practices.
- Provide pedagogical implications for the incorporation of subtitled educational videos within EFL reading instruction to develop a more effective, learner-centered approach.

5. Significance of the Study

The value of this research study stems from the attention it focuses on an under-researched area of the role of subtitled educational videos in developing EFL learner reading fluency. By looking exclusively at the EFL learner perspective of their road to fluency, we gain deeper insights regarding how multimodal input contributes to reading speed, accuracy and prosody. The purposes of this thesis were to help inform teachers, materials developers and education workers about the pedagogical potential of subtitled materials as an educational component to reading activities, especially considering that some learners in some environments may not have access to genuine English

experiences. Furthermore, this study supports the recent trends in foreign language education towards learner-centered technology enhanced approaches.

6. Research Methodology

Within the contexts of this research, utilizing a mixed-methods approach to explore and describe the attitudes of second-year EFL students on using subtitled educational videos on the development of reading fluency. A mixed-methods approach allowed the study to give both quantitative and qualitative information on how EFL learners perceive and experience the use of audiovisual materials in English language learning.

Population and sampling

The study's population will be comprised of 490 second-year EFL students at Mohamed Khider University, Biskra. A random sample of 50 students (with equal representation of male and female participants at various levels of proficiency in English) will be utilized to ensure the sample resembled the general student population.

Two primary data collection methods will be used: a questionnaire to gather quantitative data, and semi-structured interview to gather qualitative data. The questionnaire was administered to all fifty students to solicit information on their perceptions of subtitled educational videos, frequency of use, and perceived effect of the subtitled educational videos studying reading fluency. The questionnaire also will solicit information about students' overall attitudes towards using multimedia to support language learning.

Additionally, semi-structured interview were conducted with five teachers of reading. The interview was designed to learn about the teachers' understanding of the

effectiveness of subtitled videos for improving reading fluency and how the teachers implement these materials in their teaching.

The mixed-methods study aims to gather a comprehensive analysis of learners' attitudes and teachers' perspectives to create a fuller understanding of the phenomenon.

7. The Referencing Style for this Dissertation

The referencing style that was used when drafting this dissertation is the 7th edition of the APA (American Psychological Association). The choice was not arbitrary; this referencing style is deemed to be more suitable for the educational research. Therefore, all the requirements of the mentioned style were respected. Regarding the running head, it was applied throughout the entire dissertation paper except for the front page.

8. Delimitations of the Study

While this study intends to examine EFL learners' perceptions of subtitled educational videos to develop reading fluency, certain delimitations were decided by the researcher to narrow focus and scope for this investigation.

- The study is only going to be with second-year EFL students at Mohamed Khider University of Biskra, and therefore the investigation findings could not be generalized to learners at other institutions or levels of education.
- The research focus on only subtitled educational videos, in developing reading fluency without an extension of the study to speaking, listening or writing, as other language skills. The study included only five reading teachers and semi-structured interviews provided a narrative form to gathering qualitative insight that has value; but there is limited diversity as the five reading teachers had gathered did possess insights.

- The temporal aspect of the study, as it is limited in time to the academic year 2024-2025 and if the participants' experiences and perceptions are located in this specific timeframe. The researchers did not investigate the longitudinal effects or changes that take place over a long period.
- There are no guarantees made beyond the self-reported data from the student and teacher participants when the study only used questionnaires and semi-structured interviews for collection.

9. Demystifying Terminology

Decoding: The process of transforming printed words into spoken sounds, which involves finding phonological patterns and establishing meaning between printed symbols and sounds.(Adams, 1990; Ehri, 1995)

Word Recognition: The ability to efficiently and easily access words stored in memory while reading, which is considered a major component of reading fluency and comprehension.(Ehri, 2005; Rasinski, 2012)

Multimodal Input: The simultaneous presentation of information through multiple modes (e.g. visual, auditory, and written) to enhance the cognitive processing and support deep seismic learning.(Mayer, 2009; Paivio, 1991)

Cognitive Overload: The situation where the quantity or complexity of the information presented exceeds what a learner can process cognitively and results in less comprehension, less attention, and less learning.(Sweller, 1988; Chandler& Sweller, 1991)

Prosodic Features: Spoken language components including rhythm, stress, intonation, and pitch that create expressiveness and naturalness during oral reading, and helps with meaning construction in reading aloud. (Kuhn&Stahi,2003; Rasinski, 2004; Ladd,2008)

10. Structure of the Dissertation

This dissertation is mainly composed of three chapters. The first chapter addresses the idea of reading fluency. It defines, explicates, and analyzes definitions of reading fluency, theoretical underpinnings, and essential features, with a specific focus on its importance in EFL (English as a Foreign Language) learning. It also discusses the variety of influences on reading fluency development, outlines typical difficulties learners encounter, and shares strategies to support reading fluency among EFL learners.

The second chapter emphasizes subtitled educational videos in language learning. It provides a theoretical background on audiovisual input and provides insight in to creating scaffolding with subtitles, in aspects of reading skills and language acquisition. It further provides a critical discussion of empirical evidence as it relates to the pedagogical use of subtitled signals, as well as the affordances and possible limitations of demonstrating subtitled resources as part of EFL teaching and learning.

The third and last chapter serves as a foundational pillar for the study, which delves into various aspects including the research method and approach, the population and sample, and the data gathering tools utilized. The chapter provides a detailed account of the specific data collection procedures employed; namely students' questionnaires and teachers' interviews. Finally, it highlights the data analysis techniques employed and offers an interpretation of the findings.

Chapter One: Reading Fluency

Introduction.....	12
1.1 Reading Skill	13
<i>1.1.1 Definition of Reading</i>	<i>13</i>
<i>1.1.2 Types of Reading.....</i>	<i>14</i>
<i>1.1.2.1 Silent Reading</i>	<i>14</i>
<i>1.1.2.1.1 Extensive Reading</i>	<i>14</i>
<i>1.2.2 Silent Reading versus Oral Reading</i>	<i>17</i>
1.2 Reading fluency.....	18
<i>1.2.1 Definition of Reading Fluency.....</i>	<i>18</i>
<i>1.2.2 Components of Reading Fluency:</i>	<i>20</i>
<i>1.2.3 Theoretical Perspectives on Reading Fluency:</i>	<i>21</i>
<i>1.2.4 The importance of reading fluency:</i>	<i>23</i>
<i>1.2.5 Teaching Reading fluency:</i>	<i>24</i>
<i>1.2.6 Challenges in Teaching Reading Fluency:.....</i>	<i>26</i>
<i>1.2.7 Instructional Resources for Developing Reading Fluency: .</i>	<i>Error! Bookmark not defined.</i>
Conclusion	28

Introduction

Reading is an important skill which is foundational for language acquisition and academic development in general and for English as Foreign Language (EFL) learners in particular. Reading proficiency not only enables learners to comprehend text, it also develops their overall proficiency in language. Reading involves a number of sub-skills, but reading fluency is one of the most important indicators of reading performance. Reading fluency connects decoding with comprehension, and it is an important indicator as to how smoothly, efficiently, and easily a reader engages with reading material.

In this chapter, we examined reading as a skill, beginning with definitions and classifications, introducing and discussing reading fluency as a concept and reading fluency as a combination of its basic components, as well as how these fluency components work together for fluent reading. In addition, there is a review of a range of theoretical frameworks that still influences our understanding of reading fluency (i.e. the Automaticity Theory, the Verbal Efficiency Theory and sociocultural models). It also examines the relationship between reading fluency and reading comprehension, focusing on their reciprocal dependencies. The structure discusses the importance of developing fluency within the EFL context, followed by a summary of instructional techniques, assessments, obstacles, and teaching tools.

Overall, this chapter sets up a conceptual and theoretical basis for the study, providing the context for developing and supporting reading fluency within EFL classrooms.

1.1 Reading Skill

1.1.1 Definition of Reading

Numerous scholars and scientists in the field of linguistics, psychology and language teaching have tried to define reading. Many definitions have attempted to give viewpoints about what reading is, the means by which it happens, and instruments that underlie it. The vast majority of definitions that have been expounded on reading agree on the certainty that it incorporates different fundamental methods and mechanics. Reading is defined as a complex activity that includes all of the word acknowledgment, the process of seeing how written symbols relate to one's spoken language, and the way toward comprehending words, sentences and associated sections (Baudoin et al., 1994).

Nuttall (2017) defined reading as the process of getting out of the text as nearly as possible with the message the writer puts into it. Any written text has inside of it a specific intended message that writers want the readers to grasp. By doing so and carefully scanning and understanding that message, the reading process can be a success.

Reading is the ability to see text, react with the best possible sound interpretation and understand the meaning of the text (Kostewicz & Kibina, cited in Wolf, 2018). In this definition reading is not only restricted to understanding the intended message within the text but extends to making eye contact with the written material and knowing how to spell and read the text out loud.

Kuhn, Schwanenflugel and Meisinger defined reading as a complex skill of building meaning from written text; the reader must be capable to decode words rapidly and precisely to allow the mind understand the content (Wolf, 2018). The complexity of this particular skill should not be underestimated. It requires a lot of effort because when

reading any written text the reader has to decode each word and make relations between them, and whenever he /she finds an ambiguous word, he/she tries to relate its meaning to the previous passage, and figure out what the hidden message inside the text is.

Harmer (1983) asserted that "reading is an exercise dominated by the eyes and the brain the eyes receive messages and the brain has to work out the significance of these messages" (p.53). Reading with the eyes without using the brain to understand and analyze what is meant is considered as an incomplete task, both eyes and brain need to work together in order to be able to decode each word and comprehend the meaning they form.

1.1.2 Types of Reading

Two types of reading may occur in a language classroom. They can be categorized as silent and oral reading. Within the category of silent reading, one encounters intensive and extensive reading.

1.1.2.1 Silent Reading

Silent reading (SR) is one of the commonly used reading classes Performances; it basically refers to the process of reading without producing any sound. It can be convenient to some people who prefer to keep to themselves and not bother their surroundings(Grabe & Stoller,2011). Silent reading has two types: extensive and intensive reading.

1.1.2.1.1 Extensive Reading

Williams (1984) defined extensive reading as the "relatively rapid reading of long texts"(p.82). Extensive reading (ER) is an approach of reading in which students are free to select the reading material and read on their own pace; the most important thing is the

amount of books read and the students' enjoyment. The same idea was stated by Richards and Schmidt who stated that ER means to read excessively and pick up a general idea about what is read. It is planned to develop good reading habits, to enrich knowledge of vocabulary and grammar, and to make reading more likable and enjoyable (Yamashita, 2008).

The main focus of ER is on the amount of leisure made by students as well as their entertainment, in addition to picking up a generalized idea about the meanings of the text.

Grouch and Taguchi also defined it as an approach in which students pick materials that enable them to read for joy in both the classroom and outside of the classroom. (Driggs, 2013) ER is an individualized approach that teaches students how they can autonomously improve their reading skills inside and outside the classroom, by allowing them to pick up their own reading passages that suit their level of proficiency and that seem entertaining to them.

1.1.2.1.2 Intensive Reading

Readers get specific information from quite short passages. According to Brown (1989) "intensive reading calls attention to grammatical forms, discourse markers and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships" (p. 41). Unlike ER, this type of reading requires more concentration from the reader; he/she needs to pay attention to little details in the written material and comprehend perfectly what it is about. In a similar context, Palmer (1964) stated that intensive reading (IR) is to "Take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating,

and retaining every expression that it contains"(p.111); therefore, IR is the analysis of each different aspect of a text. According to Nation (2009), "intensive reading is a good opportunity for making learners aware of how the various vocabulary, grammatical, cohesive, formatting, and ideas content aspects of a text work together to achieve the communicative purpose of the text "(p.47). When readers are intensively reading a text, their aim is to find meaning and to be familiar with writing strategies contained in it.

1.2.1.2 Oral Reading

Oral reading (OR) has an important role in the English learning process. It helps students construct some background knowledge about what they are reading, and it enables them to grasp new vocabulary and new terms which help them develop their discussion skill. According to Huang (2010), OR or "reading aloud" plays an important role in the English learning process. And it is also considered as an important part in the educational development, which has many functions in English teaching. Some teachers even believe that it is sufficient to make the students open their mouths. In fact, OR tasks are very demanding from both the teacher's and students' behalves, the teacher has to be prepared and provide a relaxed atmosphere while the student needs to focus on the task and be engaged both mentally and physically. When these factors are present OR benefits can begin to reflect on the student's performance.

1.2.1.2.1 Functions of Reading

- **Practice Pronunciation**

According to Huang (2010) Reading aloud is a kind of comprehensive practice of pronunciation. Therefore, it is a very beneficial for the students since it applies suitable stress, intonation and rhythm. Students come from different places and they have

different accents. Reading aloud can help them correct their dialect interference effectively.

- **Improve Oral English**

Chou(2016) argues that Reading aloud does not only help students open their mouths, but it also improves their oral English evidently. The students with perfect oral English ought to pronounce

Appropriately and speak fluently. For certain students who don't have the confidence to speak in English, reading aloud can help to solve their problem and break that reticence barrier to develop their pronunciation, through reading with expressions, changes in the tone, the pitch and the volume of the voice.

- **Get Deeper Understanding**

Reading aloud helps students comprehend the text effectively and profoundly and it arouses their sense and imagination, and keeps their great attention (Nation, 2009)

- **Strengthen the Knowledge**

Oral English is an important method, but it has some limitation in vocabulary and Structure. As a practice, reading aloud can make up for the lack of oral English and it can strengthen students' grammar and vocabulary.

- **Improve the Classroom Atmosphere**

Working on reading aloud makes students increasingly motivated, interested, and enjoy the task which creates a positive environment that allows students learn better. What's more, reading aloud to students during an intensive class may help in reaching students' goals and clear their minds. In other words students will get engaged and motivated.

1.2.2 Silent Reading versus Oral Reading

According to Van Zon (2002), youngsters should be qualified and fluent silent readers, yet being a fluent oral reader is a stage that most readers ought to not miss. When students read orally, they have the chance to get feedback from grown-up readers who can analyze and productively evaluate their reading progress. This is very important if new, poor, or moderate readers want to become fluent. It is clear that both SR and OR have a huge beneficial role in any student's learning development.

In SR, the learner has more confidence, he feels in control and not afraid to be judged by others. This fear can easily build up a barrier between these reticent learners and their success. The only issue that SR can cause is that it cannot be assessed easily, since no one can hear their reading, mistakes can hardly be identified and the learner is more likely to keep making the same errors over and over again, and even form a habit out of them.

In OR, the learner is challenged to perform and show his greatest capacities, to compete with his peers and be more motivated to better his skills. Mistakes performed while reading orally can easily be noticed and corrected on the spot, and he can also self-evaluate himself, because while he is reading, he can hear his own voice and notice what his weaknesses are. But reading orally can be somewhat challenging for students especially at the beginning stages. This is why it is preferable to mix up the two types of readings, by allowing the student to first read silently and familiarizes himself with the text, then read orally to the whole class.

1.2 Reading fluency

1.2.1 Definition of Reading Fluency

Reading Fluency (RF) is one of the characterizing attributes of good Readers and an absence of fluency is a common characteristic for poor ones. Stanovitch outlined that RF is not to only recognize great readers from poor ones; however, an absence of it is a dependable indicator of reading comprehension issues (Breznitz, 2006). This means that if a learner does not understand the words he/she is reading or the global meaning of the reading material, then he /she will automatically find obstacles and difficulties while reading orally.

For a long time, research in fluency has essentially centered on accuracy. Later on, a Numbers of extra abilities have been advanced as a reason for fluent reading. The quality of reading can be measured by counting the skills of reading rate (speed and time), automaticity, prosody, and rapid automatized naming tasks. Kuhn et al. defined Fluency as quick, accurate OR with appropriate expression. (Wolf, 2018) Being a fluent reader is not easy; reading should be done in a correct way, free of mistakes and with a decent speed. In the same context, Grabe (2010) defined RF as "the ability to read rapidly with ease and accuracy, and to read with appropriate expression and phrasing. It involves a long incremental process and text comprehension is the expected outcome"(p.72). Grabe in his definition defined RF as a mixture of speed, correctness, appropriateness and also understanding and comprehension. Readers who mechanically acknowledge words throughout reading devote their entire Cognitive energy to the next level of cognitive processes like comprehending the text.

According to Schreiber (Breznitz, 2006) RF is "that level of reading competence at which textual material can be effortlessly, smoothly, and automatically understood". Similarly, Meyer and Felton explained RF as "the ability to read connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading such as decoding" (Breznitz,2006, p.4). For OR to be perfected, it needs to be performed in a natural smooth way, with no sudden long pauses, no spelling mistakes, and accompanied with an automatic reading comprehension.

Kuhn et al. (2010) suggested that even though the many definitions of RF stress its various components, "there seems to be a growing consensus that accuracy, automaticity and prosody all make a contribution to the construct" (Driggs,2013) . This shows that although there are so many different components of RF, prosody, reading correctness, and having a decent reading speed are quite enough for reaching fluency.

1.2.2 Components of Reading Fluency

1.2.2.1 Reading speed

Reading speed is closely linked to the reader's automaticity in recognizing words in a text. Automaticity is the ability to accurately explain words in a text quickly with minimal intellectual effort (Rasinski & Csetinkaya, Kocaarslan, 2017). Automaticity in word recognition, according to Torgesen and Hudson, is the ability to perceive and identify words rapidly with little consideration and effort. It calls for quick and precise word recognition in addition to smoothness and speed when reading the related content (Kocaarslan, 2017). ssaZReading speed provides data about the extent to which words are automatically perceived. To measure reading speed, one should consider how many words can be correctly read aloud in one minute. Accurately read words likewise

incorporate words which are at first misread yet then adjusted by students (Akyol et al, Kocaarslan, 2017). Similarly, Logan defined automaticity as the ability of a reader to interpret print instantly with unconscious idea or exertion (wolf 2018).

1.2.2.2 Accuracy

Word decoding is characterized as a skill of delivering precise phonological representation of each word. Sight-word vocabulary of readers and difficult reading processes which constrain them to turn to word recognition techniques are identified with precise word recognition skill. (Hudson & Torgesen, Kocaarslan, 2017),

1.2.2.3 Prosody

Kocaarslan (2017) defined prosody as a reading skill which contains reading easily with appropriate articulation and meaningful units. In a similar context, Breznitz defined it as "the rhythm or intonation accompanying language, it is not a linguistic byproduct but rather an aspect of language that is significant in its own right."(P.41).

Prosody is considered as one of the most important components of RF; it has to do with the rhythmic structure of a text as well as, other characteristics of speech such as pause, pitch, stress, volume, and tempo. Prosody has different features, according to Ladd, The first of these features is fundamental frequency or, more simply, pitch. Pitch has to be regarded as conditional to a speaker's voice range (volume) and native language.

Another prosodic feature is duration. According to Temperley, vowels in stressed words are mostly longer than in unstressed words, and even longer in phrase final position. The third feature is stress, which is according to Himmelmann & Ladd, a

property in speaking that makes one syllable in a word more freestanding than the other syllables.

Eisler and Krivokapic stated another feature which is pause; Pausing is noted by a spectrographic silence in OR, or it can be invoked by some consonant combinations. Slow speakers make additional pauses, and people differ significantly on whether or not they make sentence internal pauses in speech. (Kuhn et al., 2010)

1.2.3 Theoretical Perspectives on Reading Fluency

1.2.3.1 The Automaticity theory

Automaticity theory takes its root from the word automatic, which means a person's ability to recognize and process information with fewer efforts. Samuels (2007) claims that automaticity theory has been applied to reading fluency to assess a student's capacity to glance at words and read them without giving them any thought. The theory's main focus is on word recognition, which should be improved for learners who struggle with reading by adopting simpler texts. According to Moors & DeHouwer (2006), a reader is considered to have achieved fluency if reading occurs naturally, if they have reached the right reading speed, and if they are not aware of what they are reading or making any effort. A learner's performance improves in accuracy and speed as their automaticity grows

1.2.3.2 The Verbal Efficiency Theory

The Verbal Efficiency Theory was proposed by Perfetti (1985) and provides a mental processing explanation for the relationship from word recognition to reading comprehension. The essence of the theory is that the reading comprehension capacity of a reader is impacted by the efficiency of lower-level reading components - primarily word

recognition and decoding. When word recognition and similar processes become automatic, they take less cognitive effort, which frees up cognitive resources for higher-level tasks like inference-making, collecting ideas, and evaluating text.

Perfetti's theory extends upon earlier models of automaticity, by referring to a bottleneck in processing and emphasis on automaticity: if a reader is forced to devote excess attention to decoding individual words, they may not be left with sufficient cognitive capacity to comprehend what they are reading. This bottleneck is especially important for EFL learners, who often struggle to obtain automatic word recognition because they lack sufficient exposure to the target language. In other words, readers may have the ability to comprehend, and would otherwise be able to if not for the cognitive load of inefficient automatic decoding. Moreover, the theory emphasizes that fluent word recognition is the basis for proficient reading. Fluent readers are able to read words and understand the meaning concurrently so it feels 'natural' and 'smooth' while they read. In contrast, the low verbal efficiency reader reads in a hesitant and disjointed manner, hindering comprehension throughout the text.

In the EFL classroom, this theoretical standpoint supports the implementation of fluency-based practice such as repeated reading, timed reading, and vocabulary development, to minimize the demands of decoding, and enhance overall reading performance. Therefore, the Verbal Efficiency Theory offers a strong explanation as to why developing reading fluency is vital to achieving complete reading proficiency in a second or foreign language.

1.2.4 The importance of reading fluency

According to Tindal et al. The importance of reading fluency should not be underestimated, nor should its significance be questioned. Comprehension improves when students read quickly, accurately, and smoothly. Jay Samuels used the term automaticity to describe the connection between decoding and comprehension. Essentially, once students reach fluency, decoding becomes automatic and their brains do not need to exert effort during reading; the focus shifts mainly to comprehension. Moreover, fluency instruction comes with significant additional benefits.

As students gain more proficiency in reading, they have the ability to generate their own knowledge and engage more extensively in the linguistic society. With increased reading fluency, one gains a deeper understanding. A range of opportunities and possibilities are offered for collaborating and connecting with others, empowering students to aid each other in practicing, preparing for performances, and demonstrating their abilities to an audience.

1.2.5 Teaching Reading fluency

1.2.5.1 Repeated Reading

According to Burton, repeated reading involves reading the same passage multiple times over several weeks to achieve flawless fluency. It's essential to acknowledge the importance of not underestimating the time needed and not switching to a different text too early. In addition, it is important for the teacher to have copies of passages saved for later reading in case they go missing or are forgotten at home.

Gerdes defined repeated reading as: An approach to enhance reading fluency involves pairing students who alternate between being the tutor and the tutee. Each

tutee reads a selected passage three times. After reading for the first time, the reader reflects on their reading experience and establishes personal objectives. After each of the next two readings, the tutor and the student discuss the progress of the reader. Repetition is well known to be super effective in acquiring a lot of skills, and oral reading is no exception.

Repeated readings can familiarize the student with the text and each time he/she repeats the same text, the improvement of his/her oral reading would be quite obvious. Van Zon proposed to parents to demonstrate fluent reading of a selected passage and afterward talk about new vocabulary and content.

At that moment, the child should receive a duplicate of the same excerpt to practice reading independently until he/she can fluently, accurately, and eloquently read the text. This strategy is amongst the three other strategies that the researchers will be using in conducting their treatment.

1.2.5.2 Paired Reading

According to Gerdes (2000), paired reading is "an intervention for improving reading fluency in which students are paired and take turns being the tutor and the tutee. Students sit side-by side while one reads and the other follows along, assisting when necessary"(p.11). This particular method can be so effective and beneficial to the students, because most of them feel at ease and more comfortable when collaborating with their peers. In addition, this method can help create some kind of competitive atmosphere between them. Burton (2007) explained that when the learner reads with a teacher or another proficient reader, they start reading the text together until the learner gets ready and comfortable to read alone.

1.2.5.3 Modeled Reading

Here the teacher reads aloud first and the learner repeats. The learners can also listen to proficient readers including those narrators on subtitled audiovisuals; this method is very helpful for learners who want to develop their RF. Expressive modeling is important and should not require the students to read a long piece of text, a phrase or short sentence read at a time is enough. Gerdes defined modeled reading as:

A type of intervention for improving reading fluency in which modeling is the Chief component. A wide variety of demonstration strategies exist, including Reading aloud, shared reading, listening while-reading (also known as recorded books), choral and echo reading, neurological impress, and paired reading. (p.10).

Modeled reading is considered as a crucial step in teaching RF because it illustrates to Students how the text should be read out loud perfectly. The selection of this model to be used should be done carefully, because if the chosen model is not as qualified to give a perfectly read example, then the students might be misled. Van Zon (2002) suggested for lecturers to read aloud to students daily from picture books, chapter books, newspapers, and poetry selections.

1.2.6 Challenges in Teaching Reading Fluency

Teaching reading fluency to EFL learners poses a complex set of barriers to progress. One of the major barriers is the heterogeneity of learners' proficiency levels in the designated class, which can require differentiated instruction, a challenging pedagogical direction, particularly in large, crowded classes (Grabe, 2009). Moreover, reading fluency consists not simply of mechanically decoding words, but rather includes

accuracy, automaticity, and prosody, all of which must work in conjunction to produce meaningful reading (Kuhn & Stahl, 2003). Additionally, most instructional approaches emphasize accuracy without paying sufficient attention to the expressive and automatic components of fluency development (Rasinski, 2012). Another challenge to the provision of fluency instruction is the limited number of reading materials that are leveled, authentic, and appropriate for their linguistic needs and social/cultural context (Nation, 2009). Time limitations and an overall lack of additional exposure to English outside of the course content, further impede learners, and their efforts towards extensive and repeated reading which research has shown is necessary for improving fluency (Taguchi, Gorsuch, & Sasamoto, 2006). In addition, many EFL teachers indicate that they have received little or no training in fluency-specific practices, such as repeated reading, oral reading, or guided oral reading, which decreases the possibility of consistent, research-informed fluency instruction (Grabe, 2010).

1.2.7 Instructional Resources for Developing Reading Fluency

Establishing reading fluency, especially with learners of English as a Foreign Language (EFL), requires systematic use of research-based instructional materials to improve the components of fluency: accuracy, rate, and prosody.

1.2.7.1 Guided Oral Reading

Where learners read texts multiple times while the instructor leads the reading. This procedure is robustly supported in the literature. The National Reading Panel (2000) noted that guided repeated oral reading with feedback significantly improves fluency in reading and overall reading comprehension. This method provides immediate corrective

and modeling prompts that help students develop phrasing and pacing (Kuhn & Stahl, 2003).

1.2.7.2 Independent silent reading

Frequently advocated via structured initiatives like Sustained Silent Reading (SSR). While the role of independent silent reading in fluency development is more ambiguous, it remains a valuable currency by supporting reading habits and increasing exposure to vocabulary. However, according to Samuels & Wu (2003), silent reading provides the most impact when supplemented by teacher support and accountability.

1.2.7.3 Fluency-oriented reading instruction (FORI)

is another evidence-based resource to assist fluency development and incorporates teacher read aloud, student rereading, and comprehension discussions. Rasinski (2003), indicates that FORI not only supports fluency development but engages learners more deeply with texts because of its integrated approach. This aligns with the broader view of fluency development as supporting comprehension, which is seen as a bridge to comprehension (Pikulski & Chard, 2005).

1.2.7.4 Digital and Multimedia Resources

Many resources that have been reviewed, that can support fluency through multimodal presentation, are audio-assisted reading and subtitled video. While the traditional type remains a cornerstone in teaching, new technologies give learners real-world exposure to the language, and may accommodate some different preferences for learning . Chomsky (1976) and more recently, Taguchi et al. (2012), make the case for the incorporation of auditory and visual supports, which may help support the reader's comprehension through reinforcing decoding and structural processing of the language.

Conclusion

In conclusion, this chapter has presented a detailed view of reading fluency as an essential component of reading proficiency in EFL learning contexts. By defining the reading competency and categorizing its forms, the notion of reading fluency was contextualized within the wider construct of literacy. The discussion of fluency as composed of core features speed, accuracy, and prosody emphasized its multidimensionality; theoretical perspectives illuminated the cognitive and sociocultural processes that guide the act of reading fluently. Further, there was a discussion of fluency development's pedagogical ramifications, including instructional methods and assessment tools, including challenges faced by EFL learners and teachers: limited exposure to English and insufficient teaching materials, and discussed practical suggestions to aid in instruction for developing fluency with referents, such as the use of audiovisuals, including subtitled examples.

Chapter Two: Subtitled Educational Videos

Introduction.....	32
2.1 Definition of Subtitles.....	33
2.2 Types of Subtitles	33
2.2.3 <i>Interlingual Subtitles</i>	33
2.2.4 <i>Intralingual Subtitles:</i>	34
2.3 The Efficacy of Subtitled Multimedia in Language Learning	34
2.4 Impact on Different Language Skills.....	34
2.4.1 <i>Listening</i>	34
2.4.2 <i>Reading</i>	35
2.4.3 <i>Writing</i>	35
2.5 Subtitled Learning Language Materials.....	35
2.5.1 <i>Digital Presentations with Subtitles</i>	36
2.5.2 <i>Subtitled Podcasts</i>	36
2.5.3 <i>Subtitled Educational Videos</i>	37
2.6 Theoretical Approaches to Subtitled Video Integration in Language Learning	37
2.6.1 <i>Dual Coding Theory (DCT)</i>	37
2.6.2 <i>Cognitive Load Theory (CLT)</i>	38
2.6.3 <i>Multimedia Learning Theory (MLT):</i>	39
2.7 Criteria for Selecting Subtitled Educational Videos	39
2.7.1 <i>Language Level and Complexity</i>	39
2.7.2 <i>Contextual Relevance</i>	40
2.7.3 <i>Visual and Textual Coherence</i>	40

2.8 Benefits of Using Subtitled Educational Videos in the Classroom.....	40
2.9 Challenges of Using Subtitled Educational Videos in The Classroom.....	41
Conclusion.....	42

Introduction

Considering today's digital saturated world where video content is widespread use for entertainment and educational purposes, it is both a massive opportunity and major challenge for language instructors. We propose how the ubiquitous nature of video media can be harnessed to optimize language learning, with reference to the concepts of affective learning environments in classroom settings. As the following discussion highlights, the answer lies at a moment where technological innovation meets cognitive understandings of learning meets pedagogical ingenuity specifically through the thoughtful deployment of subtitled educational videos.

In this chapter, the theoretical basis for the use of subtitles for second language acquisition is introduced with a discussion of interlingual and intralingual usages. Empirical research supports multiple cognitive benefits of subtitled media at various levels of L2 proficiency. The discussion is expanded to a range of multimedia types such as video podcasts, instructional media, and live presentations, with an emphasis on how each format may create cognitive demands based on the format and sometimes the needs of the learners.

Theoretical constructs, such as Dual Coding Theory, Cognitive Load Theory, and Multimedia Learning Theory, are analyzed to investigate why subtitled videos allow for improved learning. These theoretical constructs provide a theoretical explanation for the use of subtitled content and offer various instructional strategies for optimizing the use of these types of videos. Practical concerns are also included in the chapter, such as the need to select videos that are suitable to the learners' language levels and target language goals.

A potentially new angle of this chapter is the frame and connect the dimension near ludic pedagogy, that is to learn through play. Subtitled prompted videos that integrate artistic and playful elements allows instructors to motivate learners while also reinforcing input through language use. The theoretical significance of these cognitive and affective changes can offer a full scale learner-centered, or learner-driven approach to language learning.

2.1 Definition of Subtitles

Subtitles are words that translate or transcribe the dialogue in a video and appear at the bottom of a movie or television screen. It is "the permanently affixed on-screen text that represents narration, dialogue, music, or sound effect in a program," according to Zarei (2009, p.67). In general, subtitles are positioned in the lower center of the TV screen (p. 67). Transforming audio from a television broadcast, webcast, movie, CD-ROM, DVD, live event, or other output into text for a monitor screen is known as subtitling (Neves, 2008).

2.2 Types of Subtitles

According to Aksu-Ataç, A., and Köprülü-Günay, S. (2018), generally, there are two types of subtitles:

2.2.3 Interlingual Subtitles

Interlingual subtitles involve the translation of the source language (SL) audio into a target language (TL) text. For example, a French film with English subtitles helps non-French speakers to follow the conversation. These subtitles are primarily utilized for foreign media consumption but also act as a language-learning aid by exposing viewers to real speech with translations .

2.2.4 Intralingual Subtitles

Intralingual subtitles (for learners' L2/FL) are called "vertical" because the viewer switches from speech to writing without changing language. They were first employed in foreign language programs for language learners as well as domestic programs for the deaf and hard of hearing (DHH) (Bravo, 2008). Intralingual subtitles, also referred to as "bimodal subtitles" (Zanon, 2006) or L2 subtitles, are transcriptions of a video's audio track into captions in the same language. When offered for the benefit of viewers who are hard of hearing, they are called closed captions. This type of subtitle is known as captioning and is intended for hard-of-hearing viewers.

2.3 The Efficacy of Subtitled Multimedia in Language Learning

Subtitles have been used in L2 learning for decades, and research has confirmed that they generally enhance a variety of language skills. Vanderplank (1988) conducted one of the earliest studies to demonstrate the value of teletext subtitles to EFL learners. Since then, a succession of studies has concluded that subtitled and captioned material can enhance cultural awareness in language learners as well as their receptive abilities. Subtitles have been viewed by several researchers as helpful tools for bilingualism and multilingualism promotion. Due to their value as a resourceful and motivating pedagogical tool, they have recognized the role of subtitles in second language learning contexts and motivated instructors to use them in classrooms so as to enhance L2 proficiency and intercultural competency.

2.4 Impact on Different Language Skills

2.4.1 Listening: Subtitles, and especially intralingual ones, allow learners to connect spoken language with its written counterpart, thus improving their listening

comprehension skills. They help learners understand rapidly delivered speech, and reduced forms and intonation patterns (Vanderplank, 1988). It also reduces the cognitive load of listening by providing redundant input, which helps with listening comprehension (Markham & Peter, 2003)

2.4.2 Reading: Watching subtitled videos can improve reading fluency by encouraging learners to read quickly but also efficiently. The learner needs to read as fast as the subtitles arrive and therefore learns to recognize and process words more rapidly (Bisson et al., 2014). Also, the audiovisual context lends help to strategy use in making inferences in reading (Koolstra & Beentjes, 1999).

2.4.3 Writing: Subtitles are mainly a means of developing receptive skills, but they can also affect students' writing abilities indirectly. Watching a subtitled audiovisual resource helps students develop their vocabulary and grammatical accuracy, two important aspects for writing. Winke, Gass, and Sydorenko(2010) noted that through multiple views, captioned materials increased an examinees' awareness of syntactic structures, which improved their writing.

2.5 Subtitled Learning Language Materials

In the last couple of years, subtitled audiovisual material has become common in today's language teaching. Since it is multimodal, it gives learners a rich source of contextualized input which is useful for developing multiple linguistic abilities. By combining audio, visual and textual information, learners are able to process language through various channels, leading to a reformulation of comprehension, retention (Paivio, 1991; Mayer, 2001). Many studies show that subtitles can improve motivation,

vocabulary learning, and listening (Winke, Gass & Sydorenko, 2010; Montero Perez et al., 2014), especially in learners of English as a Foreign Language (EFL).

2.5.1 Digital Presentations with Subtitles

Subtitled digital presentations, delivered through PowerPoint or Prezi for example, can provide both structured and visually supported input, which can benefit both synchronously and asynchronously. While students were reading written text, they were also receiving verbal input, providing dual input and thus, increase encoding and recall (Clark & Paivio, 1991; Mayer & Moreno, 2003). In addition to providing a multimodal experience, subtitled digital presentations provide a means of learning at the student's pace by being able to stop and restart the content, made easier by the access to their own self-regulation and knowledge of the content (Reinders & White, 2011). Subtitled presentations add to accessibility for of learners with permanent hearing disabilities, and those at lower levels (Caimi, 2006; Vanderplank, 2016).

2.5.2 Subtitled Podcasts

While podcasts have generally been only audio sources of education, many are now enhanced with synchronized subtitles, or at least full transcripts of the audio. With the two together, the scaffold actually provides reading comprehension of spoken audio, and allows learners to confirm that their listening was accurate by seeing the words visually (Rost, 2011; Rogers & Webb, 2017). Studies have indicated that subtitled podcasts enhance the retention of vocabulary with the repeated listening of the same lexicon (Vandergrift & Goh, 2012; Webb & Nation, 2017), and even their portable format and access via mobile devices provides opportunities for additional target

language input away from class time (Stockwell, 2008; Kukulska-Hulme & Shield, 2008)..

2.5.3 Subtitled Educational Videos

Educational videos with subtitles, such as lectures, tutorials, and documentaries, expose learners to authentic language in relevant contexts. Subtitled input situates language deeper into the psyche of the learner because it now has visual and cultural contexts (Guichon & McLornan, 2008; King, 2002). Research has shown that simultaneously provided image, sound, and text greatly enhance comprehension and can help develop interecine skills (Baltova, 1994; Sydorenko, 2010). Subtitles help with cognitive load as well, making it easier when paired with audio visual input to find relevant linguistic information (Sweller, Ayres, & Kalyuga, 2011, Kruger, Hefer, & Matthew, 2013).

2.6 Theoretical Approaches to Subtitled Video Integration in Language Learning

Subtitled videos boost language acquisition using well-established cognitive and pedagogical theories. Below, we investigate three fundamental theoretical theories that explain their success.

2.6.1 Dual Coding Theory (DCT)

According to Pavio's (1971) Dual code theory (DCT), the brain stores verbal and nonverbal information independently. Images, actions, and sensations are examples of non-verbal input, while spoken and written words are examples of verbal input. (Pavio & Clark,1991). Clark and Pavio (1991) state that "the verbal and non-verbal systems are connected by referential connections which link to the two systems into a complex associated networked." (p. 158)

DCT states that both verbal and nonverbal cues must be used when delivering input in order to improve foreign language acquisition. It also implies that a combination of verbal and nonverbal cues is more effective than verbal cues alone.

It would take little time to memorize and comprehend the material. As stated by Pavio (1975). To support this theory, Levin and Berry (1980) conducted a study in which they asked schoolchildren to listen to new stories while being shown pictures. As a result, the children were able to memorize and recall more information than those who were only given the stories to listen to.

Educational videos with subtitles that offer two channels verbal information that represents the audio track and the subtitles, and non-verbal information that represent the video are appropriate for dual code system activation.

2.6.2 Cognitive Load Theory (CLT)

Sweller put forth the psychological theory known as the Cognitive Load Theory in 1988. It explains how the brain interprets data and how learning and problem-solving skills are influenced by mental effort. According to the theory, learning and performance can be enhanced by managing the quantity of information we process.

According to Sweller (1988), learning is not simply about acquiring information, but about transforming oneself. In other words, learning goes beyond memorizing facts and figures; it involves a fundamental shift in our thinking, perception, and understanding of the world. For example, when learning a new language, it's not just about mastering grammar and vocabulary rules; it also involves transforming how we think about and use language.

All things considered, employing educational videos with subtitles to improve reading fluency can be a fruitful tactic. However, it is imperative to properly control cognitive load to prevent overburdening the student and impairing their comprehension.

2.6.3 Multimedia Learning Theory (MLT)

The foundation of multimedia learning theory is the notion that utilizing multimedia should minimize cognitive load in order to enhance our memory's capacity to process information. The fact that meaningful learning can necessitate a significant amount of fundamental cognitive processing while the learner's information processing system has severely limited cognitive resources presents a significant challenge for instructional designers, according to Mayer and Moreno (2003). Thus, it is important to minimize any needless cognitive load when designing multimedia instruction (p. 50).

2.7 Criteria for Selecting Subtitled Educational Videos

Selectively using educational videos with subtitles can maximize language learning effectiveness. The considerations when choosing subtitled videos should be aligned with the cognitive processing capacities, instructional purposes, and students' abilities. When selecting videos, students' sophistication in language, the instructional value of the material, their technical abilities, and the relevance to the learning objective should be considered. Well-selected subtitled videos can stimulate students' interest, increase comprehension, vocabulary acquisition, and cross-cultural awareness.

2.7.1 Language Level and Complexity

Length matters! The language utilized in subtitled video clips must be aligned to the learners' level. Intralingual subtitles (same audio language text) are the most achievable for beginners, while intermediate learners can benefit from interlingual

(translated) subtitles, but advanced learners can use subtitles in their language of study, or no subtitles at all. The vocabulary and language complexity should require some struggle, but not total overwhelm.

2.7.2 Contextual Relevance

In order for the learner to be engaged and find some real-life relevance to the videos, they must be consistent with their interests, aspirations, or possible real-life situations (ex. future vocations). Authentic content examples (film, news clips, situational conversation best enables learner s acquisition of language in contextualized situations.

2.7.3 Visual and Textual Coherence

Both the speech and the subtitles should match the on-screen images. Understanding could be affected if the subtitles are not positioned or timed correctly. Accessibility and ease of learning depend on readable and legible scripts that are positioned correctly (bottom-center).

2.8 Benefits of Using Subtitled Educational Videos in the Classroom

- **Improved comprehension:**

Subtitles offer a written representation of the spoken discourse, making it simpler for viewers to interpret and follow along with the storyline. This is particularly useful for viewers with hearing impairments and those who are not native speakers of the language being spoken in the video.

- **Increased accessibility:**

Subtitles make videos more accessible to a larger audience, including persons who are deaf or hard of hearing and non-native speakers. This gives for enhanced inclusion and diversity in the watching experience.

- **Improved engagement:**

Subtitles can help to keep viewers interested in the film by presenting a visual image of the conversation. This helps keep viewers focused on the narrative and enhances the overall enjoyment of the film.

- **Better retention:**

Subtitles can aid viewers recall and retain the information given in the movie. This can be particularly beneficial for enhancing their literacy and comprehension of informative and instructive videos, where viewers need to retain essential concepts and data.

- **Greater flexibility:**

Subtitles may be switched on or off as requested, allowing viewers to tailor their viewing experience. This might be particularly useful for viewers with hearing impairments, who may require subtitles to be switched on to interpret the video correctly.

The benefits of subtitles extend well beyond basic accessibility, including a range of benefits that improve the viewing experience and widen cultural views. By offering synchronized written representations of spoken speech, subtitles appeal to broad audiences, including individuals with hearing issues and speakers of foreign languages.

In conclusion, subtitles are a huge asset for many reasons. Whether you are deaf or hard of hearing, in a sound sensitive location, or attempting to learn a new language, subtitles may considerably improve your video viewing experience.

2.9 Challenges of Using Subtitled Educational Videos in The Classroom

While the incorporation of subtitled educational videos in language classrooms is advantageous, it has an array of pedagogical issues to consider. First, cognitive overload

is a somewhat well-known challenge where students attend to audio, visual, and textual input at the same time. This can overload working memory and have a negative impact on comprehension abilities (Mayer, 2005). Second, students often read subtitles with a low proficiency or sub-optimal level of listening comprehension. This plays into the need for learners to develop listening skills rather than focusing too much on reading subtitles (Vanderplank, 2010). Third, limitations that are mostly beyond the teacher's control can impede the technology. This is especially true in under-supported environments without access to a multimedia-ready classroom with adequate bandwidth (Wang, 2012). Fourth, if the subtitles are out-of-sync, or poorly or inaccurately translated, learners might be left confused or misinformed which devalues the pedagogical potential of the material (Danan, 2004). Fifth, teachers often need some training or pedagogical support for using subtitled video, and simply putting a subtitled video in a Lesson Plan does not mean that they will relate it to the learning goals of that classroom scenario (Talaván, 2013). Finally, there are mismatches between learners' cultural backgrounds and their background knowledge, as well as other individual differences in regards to their learning styles, which may impede learner retention or comprehension as not all students will take advantage of visual helpers (Pavio, 1991).

Conclusion

This chapter has provided a thorough examination of the pedagogical use of subtitled educational videos in language learning. The chapter began with an overview of subtitles, and building on types of subtitles: interlingual subtitles, those with two languages and audible dialogues, and intralingual subtitles that, comprise dialogue texts in the same language and context. It is a claim that subtitles help bridge auditory and

visual input. It was on this basis that subtitling was not just a tool to facilitate the learning process, solely using the subtitled video as a passive stimulus, but strategically designed to provide cognitive support to learners aiding a more meaningful connection to the language.

The chapter also addressed the literature supporting subtitled multimedia, and how this aids cognitive function in the language learning process: attention, dual-channel processing, and retention. Using the aforementioned benefits, the chapter also discussed the role of the learning medium, through subtitles in the learning of four language skills the learner will likely use: reading fluency, vocabulary, listening comprehension and pronunciation. These are distinct forms of subtitled language learning, and the chapter cited several examples of digital presentations, podcasts, and educational videos to represent the modality reflect rich and varied educational settings. Videos will be examined. The integration of subtitled videos is foundationally situated within significant theoretical constructs such as Dual Coding Theory, Cognitive Load Theory, and the Theory of Multimedia Learning. These theoretical frameworks point to one of the major features of multimodal input, which is that when the multimodal input is controlled appropriately, it can facilitate cognitive processing. The research on subtitled educational materials used in classrooms considered the linguistic complexity and relevance of contextual cues coupled with the multimodal references to agree to the educational materials used in the study.

Furthermore, the chapter focused on the multidimensional benefits of subtitled video materials used in language teaching, particularly their benefit in developing reading fluency, supporting vocabulary retention, facilitating listening abilities, and improving

motivation for learners. The chapter also acknowledged many challenges related to these types of materials including cognitive overload, reliance on the written text, as well as technological and accessibility limitations to the use of these materials.

Finally, the chapter reflects on ludic pedagogy as an additional reference, and possibly an individual pedagogical practice since it implies including fun and positive dimensions to subtitled educational videos. The use of affective dimensions may also be beneficial in supporting acquisition, and therefore the considered use of multimodal instructional materials may support measurable affective dimensions of engagement in language learning. The convergence between where pedagogy and multimedia technology can occur yield rich opportunities for intervention and innovation as well as combined cognitive and emotional investment in language learning.

Overall, the insights presented in this chapter are a discussion of the research and will lay the framework for the empirical study where the practical use of subtitled educational materials and participants' perspectives on their language learning experience.

Chapter Three: Research Methodology and Data Analysis

Introduction.....	45
3.1 The Research Methodology:	45
3.1.1 Research Paradigm:.....	46
3.1.2 The Research Approach:	47
3.1.3 The Research Design:	47
3.2 Population and sampling:	48
3.3 Data Collection Methods	48
3.4 Data Analysis Procedures	49
3.5 Students' Questionnaire.....	49
3.5.1 Aim of Students' Questionnaire.....	49
3.5.2 Description of the Students' Questionnaire	49
3.5.3 Administration of Students' Questionnaire.....	50
3.5.4 Analysis and Interpretation of Students' Questionnaire	50
3.5.5 Discussion of the findings:	66
3.6 Teachers' Interview	69
3.6.1 Aim of The Teachers' Interview	69
3.6.2 Description of The Teachers' Interview	69
3.6.3 Administration of The Teachers' interview.....	70
3.6.4 Analysis of The Teachers' Interview.....	70
3.6.5 Discussion of the findings :.....	82
3.7 Summary of the findings:	85
Conclusion:	86

Introduction

This chapter presents the methodology that guided the present study which will explore EFL learners' perceptions of using subtitled educational videos in developing reading fluency. The main objective of this chapter is to describe and justify the research design, participant characteristics, data collection instruments, and data collection procedures, and by successfully communicating the methodology, the current study can be audit, transparent, replicable, and credible.

The study followed a mixed methods approach (quantitative/qualitative), which involved the combination of numerical data and qualitative data to capture a comprehensive view of the research problem. A mixed methods approach was selected since language acquisition and student perception are multi-faceted and complex issues, so mixing the data provided richer and deeper interpretations of what findings emerged.

The chapter is organized as follows: first, it outlines the research design and rationale, and participant characteristics or sampling strategy; it then explains the methods for the data collection instruments including their development and validation; it outlines data collection procedures and ethical considerations; and lastly, it provides details regarding the methods of data analysis which were used to adhere to the aims of the study.

3.1 The Research Methodology

It has been repeatedly acknowledged that any methodological decisions are not made in a vacuum; rather, the nature of the study, the research questions and objectives all have a significant role in the appropriate choice of the research methodology. In this section, an account of the carefully-taken decisions in this research study will be

presented. In other words, we will provide a discussion of the adopted paradigm, approach, and design in order to justify the choices of the data collection methods as well as the data analysis procedures.

3.1.1 Research Paradigm

Khatri (2020), considered a research paradigm as “the theoretical or philosophical ground for the research work” (p. 1435). To put it in simple terms, any researcher needs to decide how the research study is going to be approached in order to conduct a reasonable investigation of the matter of concerns. That is, from what lenses the research problem is perceived and would be studied. In other words, research paradigm is “the researcher’s worldview perspective, or thinking, or school of thought, or set of shared beliefs that inform about the meaning or interpretation of research data”(Khatri, 2020, p.1436).

As any successful research project has to be built upon specific ontological and epistemological beliefs that shape the overall framework of the research, including its paradigm, approach, design, and methods. In this regard, this study is carried out from a pragmatic research design which embraces both subjective and objective perspectives of reality. While the interpretive dimension seeks to explore learners' perception and experience of subtitled educational videos, the pragmatic stance legitimizes combining diverse methods as a full solution to the problem being studied. This paradigm enables the researcher to take flexible approaches and to include qualitative and quantitative evidence as part of a comprehensive understanding of how educational videos support EFL learners with developing reading fluency. Such an understanding is justified since

language learning is a complex individual process, and thus, learning a language involves a diverse combination of how learners engage with the shape of multimedia text.

3.1.2 The Research Approach

In this research study a mixed methods research approach was adopted, combining both quantitative and qualitative approaches. There are advantages to mixed methods research in gaining a more thorough understanding of a research problem by studying it from multiple angles. The qualitative aspect of the research will allow for an in depth study learners' and teachers' perceptions and attitudes toward the use of subtitled educational videos in a much more in-depth way, while the quantitative aspect will provide quantifiable data referring to the degree of potential influence subtitles could have on reading fluency. The researcher will ultimately be the vehicle to attempting to present a more all-encompassing and balanced perspective towards the reality of the phenomenon under study.

3.1.3 The Research Design

The selection of the research paradigm and approach then resulted in selecting a mixed methods research design. This design allowed for the aims of the study that included gaining insight into EFL learners' and teachers' perceptions of using subtitled educational videos while maintaining quantitative results related to development in reading fluency. The research questions employed qualitative data through unstructured interviews with EFL teachers, allowing for detail and richness as opposed to analysis. Quantitative data on the other hand was initially collected using a single structured questionnaire distributed to learners with a goal to gauge their self-reported experiences and attitudes in a more proper quantitative format.

3.2 Population and sampling

In order to gather and obtain the needed information and for answering the research questions, the researcher dealt with EFL teachers and students to collect their view point and perceptions for the sake of feeding the study.

- ***For Teachers***

From about (n=70) teachers of English division at Mohamed Khider University of Biskra, the researcher dealt with five (n=5) teachers who teach or have experienced teaching reading module, in order to gather different views concerning the influence of subtitled educational videos on developing EFL students' reading fluency.

- ***For Students***

The population of our study is second-year students of English as a foreign language at Mohamed Khider University of Biskra. The whole population of second year students is (n=490) students. However, the number of students who have volunteered (n=50) students. The main reason behind choosing this population is because they are taking courses that are related to reading fluency which is reading module.

3.3 Data Collection Tools

Both teachers' and students' point of view is significant to this study that is why it is necessary to gather their opinions about the role of Subtitled educational videos on EFL students' reading fluency. Therefore two main gathering tools and instruments were used; the first one is a semi structured questionnaire that is targeted towards second year LMD students of English and the second one is a semi structured interview that is addressed to teachers of reading. These two tools are appropriate to collect accurate data

that help in identifying the point of view of both teachers and students as well as confirming the hypothesis.

3.4 Data Analysis Procedures

The researcher is going to analyze the data through frequencies, and percentages by using statistics with the questionnaire and descriptive analysis with the interview. Then the results will be presented in tables and charts.

3.5 Students' Questionnaire

3.5.1 Aim of Students' Questionnaire

The aim of the students' questionnaire is to explore EFL learners perceptions of subtitled educational videos in relation to their role in developing reading fluency, including reading speed, reading comprehension, word recognition, and learner engagement.

3.5.2 Description of the Students' Questionnaire

The questionnaire was based on closed-ended questions to collect quantitative data from the participants. The questionnaire was divided into four sections.

The first section is entitled "General information". It provides a general background for the students in terms of gender, age, , their esteemed language proficiency level via a Likert scale (beginner, intermediate, advanced),and evaluating their English reading fluency(excellent, good, average, weak) .

The second section is entitled "Exposure to Subtitled Educational Videos" assesses the participants' awareness and experience with the use of subtitled videos as a part of their English language development. It contains close-ended questions that ask learners whether they have used subtitled educational videos before, how often are they

using them (never, rarely, often, always), and what types of content they are watching, documentaries, lectures, or interviews, with choice for other specifics.

The third section entitled "The Role of Subtitled Educational Videos in Developing Reading Fluency", seeks to explore participant perceptions of how subtitled educational videos can help their reading development. The section consists of three items that are based on a five-point Likert scale from strongly disagree (1) to strongly agree (5).

The fourth section of this study, entitled "Students' Perceptions of Subtitled Audiovisuals as Learning Tools," examines learners' perceptions of including subtitled videos in English language teaching. The questions in this section ask whether students think subtitles should be a part of their teaching, what challenges students experience when using subtitles (for example, were the subtitled videos too fast, difficult vocabulary, or distracting), and students' ideas about how to increase effectiveness (for example, interactive videos, adjustable speed, or highlighted vocabulary

3.5.3 Administration of Students' Questionnaire

This questionnaire was administrated online; it was sent to second year EFL students via their messenger groups. This online questionnaire was created through the survey software Google forms. The researcher received (50) responses in five days.

3.5.4 Analysis and Interpretation of Students' Questionnaire

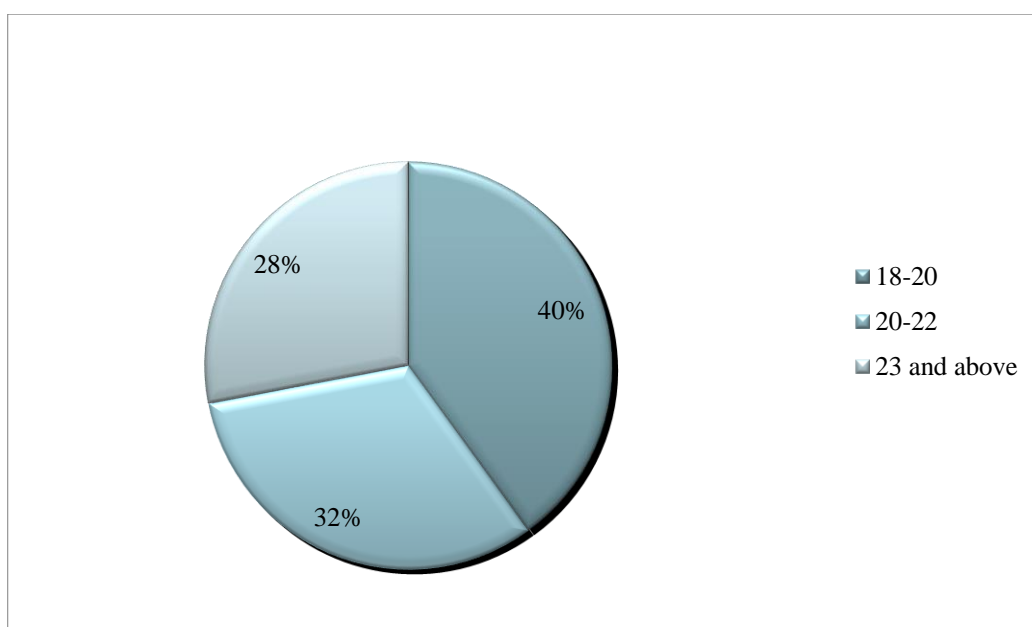
Section one :General Information

Item 01: Age

Table 3.1 : Age

Option	Frequency	Percentage
18-20	20	38%
20-22	14	28%
23 and above	16	34%
Total	50	100%

Figure3.1 :Students' Age



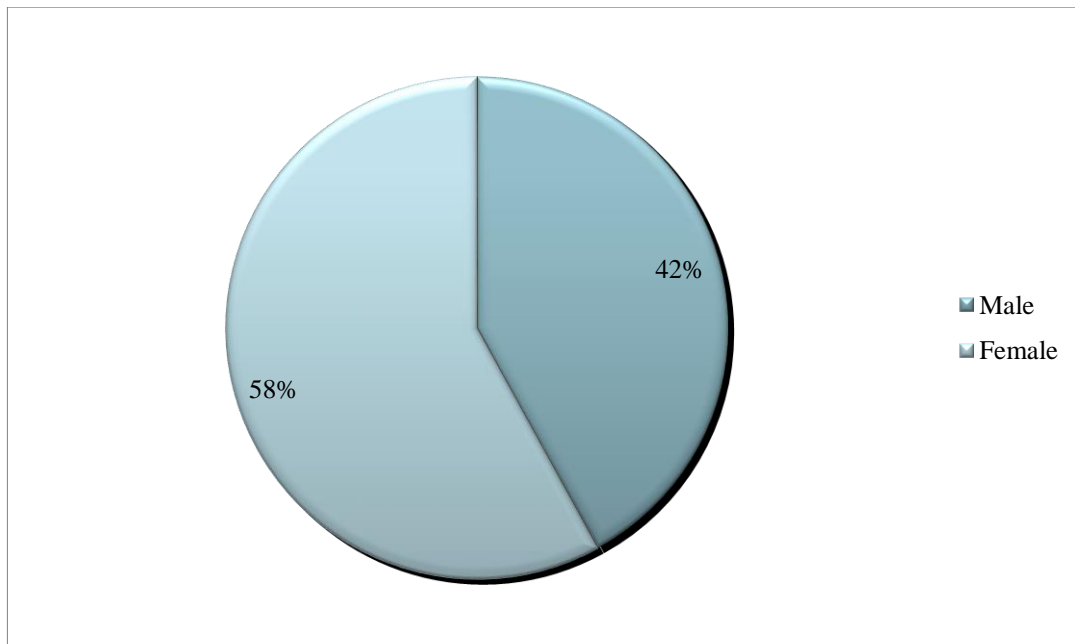
The results showed that the majority of the participants were eighteen to twenty years old 38.8 making up to (40%), which is the expected pedagogical age on the second level. It is followed by 32% of students who are twenty to twenty-two who could have repeated the year or took an academic vacation. The different age groups could be due to different reasons other than the mentioned ones, like having a second degree while working, or those who failed to win their BAC exam and finally were able to join university.

Item 02: Gender

Table 3.2: Students' Gender

Option	Frequency	Percentage
Male	21	42%
Female	29	58%
Total	50	100%

Figure 3.2: Students' Gender



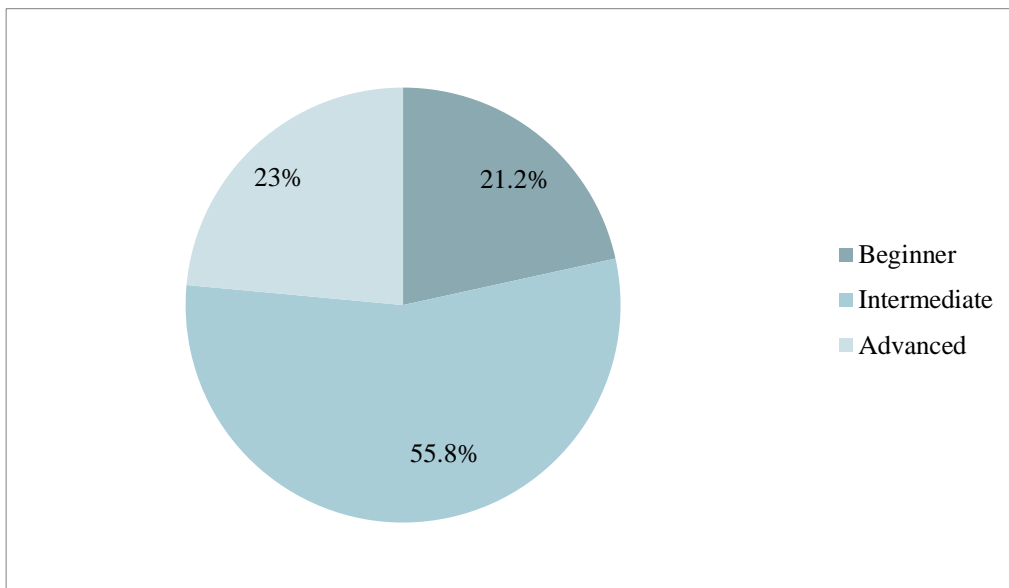
The results displayed in the table above show that the majority of the informants are girls. They are 29 that represent 58% from the whole population, whereas only 21 boys participated in this study and represent 42%. It is seen that most second-year EFL students are females; this means that the desire to learn English as a foreign language for female students is more than for male students.

Item 03: English proficiency level

Table 3.3:English Proficiency Level

Option	Frequency	Percentage
Beginner	11	21.2%
Intermediate	28	55.8%
Advanced	12	23.1%
Total	50	100%

Figure 3.3 :English Proficiency Level



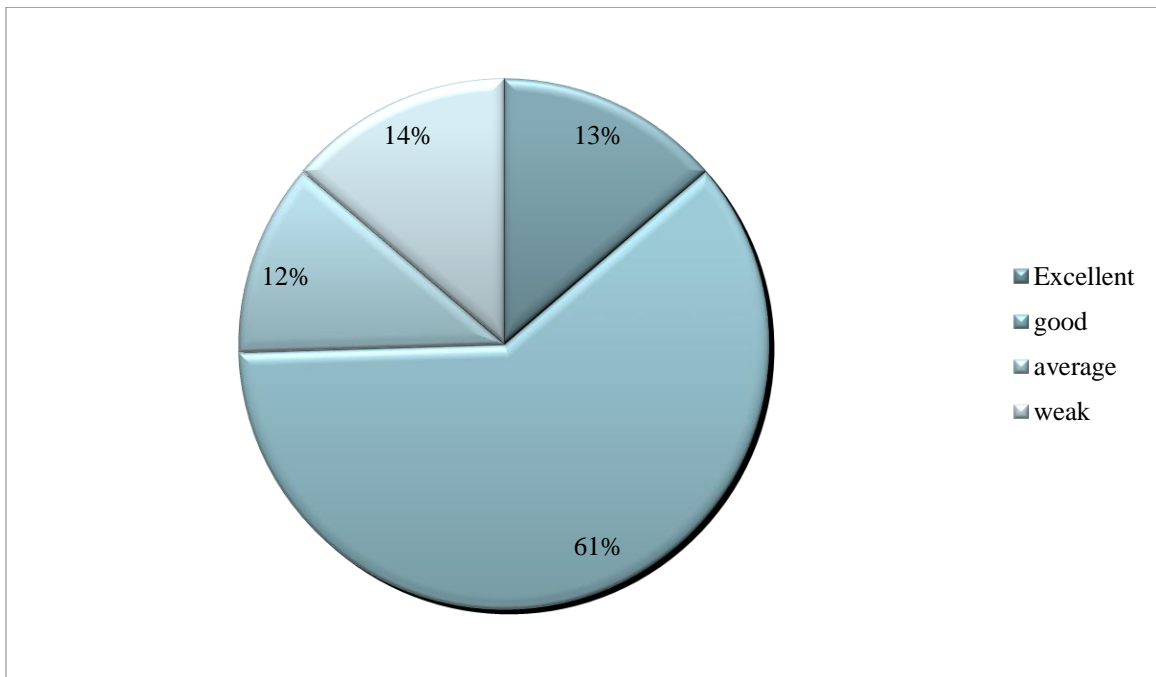
Of the 50 participants 11 qualified as beginner level students (21.2%); 28 qualified as intermediate level (55.8%); and 11 were qualified as advanced level (23.1%). Thus, the majority of participants qualified at the intermediate proficiency level, indicating a sample with generally moderate to high levels of English competence. This distribution provides a reasonable basis for investigating how the educational videos may affect reading fluency among varying degrees of language proficiency and language ability.

Item 04: How would you rate your English reading fluency ?

Table 3.4: *Student's English reading fluency level*

Option	Frequency	Percentage
Excellent	7	13.5%
Good	31	61.5%
Average	6	11.5%
Weak	7	13.5%
Total	50	100%

Figure 3.4: *English reading fluency Level*



In terms of reading fluency, 13.5% ($n = 7$) as excellent, while they rated themselves as being at a good level ($n = 31$), 11.5% ($n = 6$) considered their fluency as average, and 13.5% ($n = 7$) considered their fluency to be weak. On the whole, the majority of participants, as they were able to acknowledge the different levels of where

their fluency lied, reported confidence in their reading fluency ability. Although it is not something we inferred from the data, it may reflect a generally positive disposition toward reading by the participants and a potentially greater openness to using fluency building strategies, such as educational videos.

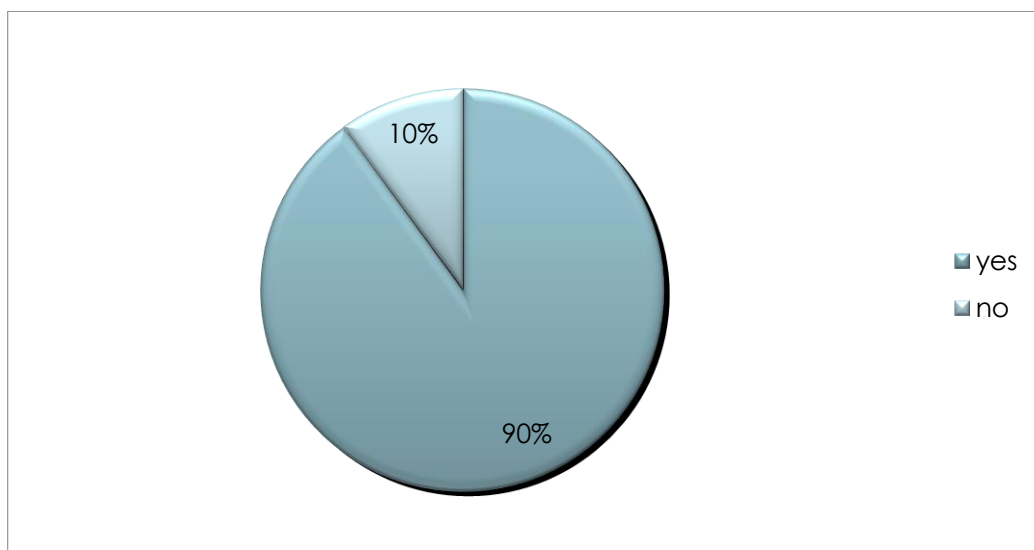
Section Two: Exposure to Subtitled Educational Videos

Item 05: Have you previously used subtitled educational videos as part of your English language learning?

Table 3.5 Students' Experience With The Use of Subtitled Educational Videos

Option	Frequency	Percentage
yes	45	90%
No	5	10%
Total	50	100%

Figure 3.5: Student's experience with educational videos



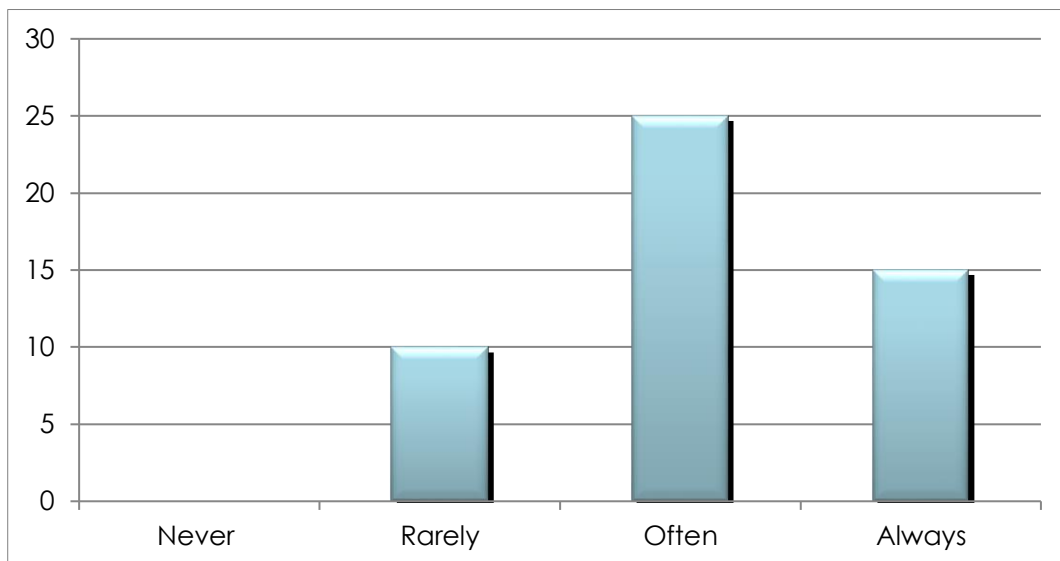
When participants were asked about the use of educational videos, 90% (n = 45) said yes and 10% (n = 5) said no. This majority reflects an overall positive view of educational videos among the learners, and they may be a viable option to help develop reading fluency.

Item 06: Frequency of subtitled educational videos use

Table 3.6: Frequency of Subtitled Educational Videos Use

Option	Frequency	Percentage
Never	00	%
Rarely	10	20%
Often	25	50%
Always	15	30%
Total	50	100%

Figure 3.6: Frequency of Subtitled Educational Videos Use



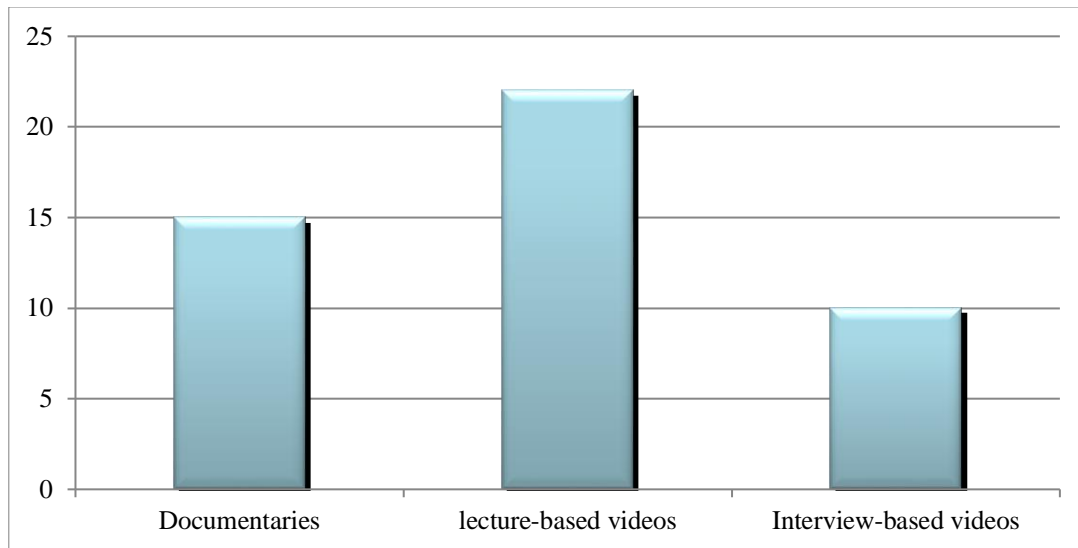
The results indicate an apparent inclination for students to use subtitled educational films in their learning of the English language. Half of the student participants (50%, n = 25) reported they often use subtitled videos, while 30% (n = 15) indicated they always use subtitled videos. In contrast, 20% (n = 10) indicated they rarely use subtitled videos, with no student (0%) reporting never using subtitled videos. Students clearly used subtitled films consistently as part of language learning. Recent research has demonstrated the advantages of using subtitled materials to improve comprehension and reading fluency specifically to develop reading plasticity, which can be beneficial for language learning (Sharma, 2022).

Item 07: Types of educational videos

Table 3.7: Types of Educational Videos

Option	Frequency	Percentage
Documentaries	15	30%
Lecture-based videos	22	44%
Interview-based videos	10	26%
Total	50	100%

Figure 3.7:Types of Educational Videos



Most participants showed clarity that for improving reading fluency, the most helpful videos were those guided by a lecture. This is likely because they are a structure that has a relationship with academic language. Documentaries were the second most preferred, because they contained rich context and were narrative. Interview videos were only moderately useful.

Other Options :

"Podcasts"

"TED Talks"

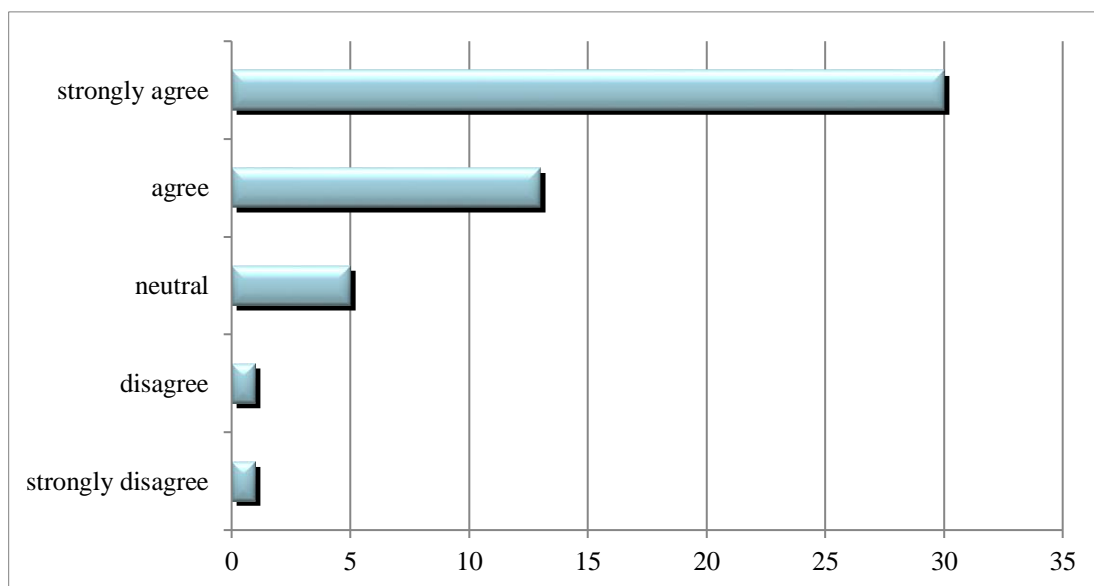
Section Three: The Role Of Subtitled Educational Videos In Developing Reading Fluency

Item 08: Subtitled educational videos help me improve my reading fluency

Table 3.8: Improvement of reading Fluency Through The Use Of Subtitled Educational Videos

Option	Frequency	Percentage
Strongly disagree	1	2%
Disagree	6	12%
Neutral	5	10%
Agree	13	26%
Strongly agree	30	60%
Total	50	100%

Figure 3.8: Subtitled educational videos help me improve my reading fluency.



Based on the total survey responses, 60% (n = 30) circled “Strongly agree” and 26% (n = 13) circled “Agree,” while 10% (n = 5) responded “Neutral” and only 4% (n = 2) responded in a neutral manner, either “Disagree” or “Strongly disagree.” This indicates the overall student responses favored positive agreement of students, suggesting a very favorable impression of the construct being referenced most likely reflecting a positive

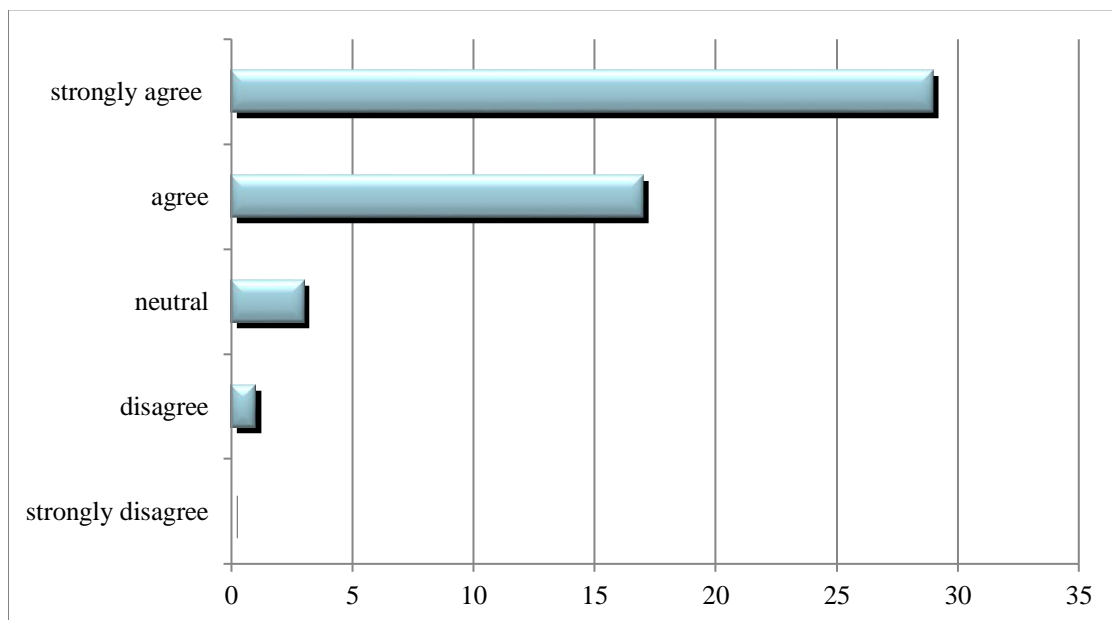
attitude toward the use of subtitled educational videos as a way to promote reading fluency.

Item 09: Watching videos with subtitles allows me to read more quickly and accurately

Table 3.9: Perception on subtitled educational videos and reading speed and accuracy

Option	Frequency	Percentage
Strongly disagree	0	%
Disagree	1	2%
Neutral	18	36%
Agree	17	34%
Strongly agree	29	58%
Total	50	100%

Figure 3.9: Perception on subtitled educational videos and reading speed and accuracy



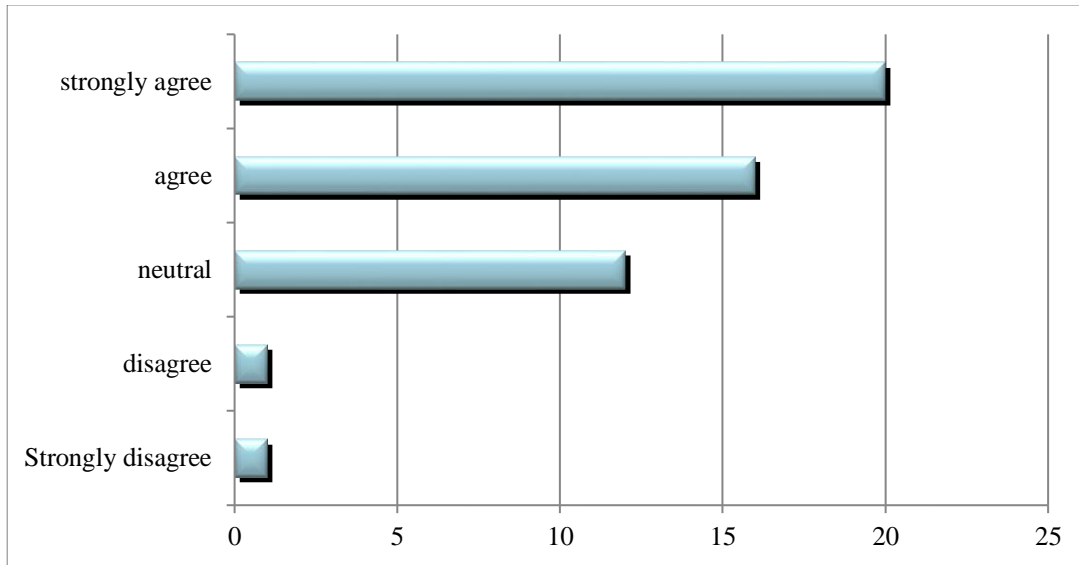
A combined total of 92% of respondents either agreed or strongly agreed that viewing videos with subtitles made them read faster and more accurately, showing a very positive perception. 2% disagreed and 6% were neutral.

Item 10: I am more confident in reading English texts after watching subtitled videos

Table 3.10: Learner's Confidence in Reading English Texts After Watching Subtitled Video

Option	Frequency	Percentage
Strongly disagree	6	12%
Disagree	1	2%
Neutral	12	24%
Agree	16	32%
Strongly agree	20	40%
Total	50	100%

Figure 3.10:Learner's Confidence in Reading English Texts After Watching Subtitled Videos



Most participants (72%) reported that watching subtitled videos boosted their confidence with reading English texts, with only 4% disagreeing, and 24% remaining neutral. The results indicate that subtitled videos are usually seen as beneficial in raising confidence when reading.

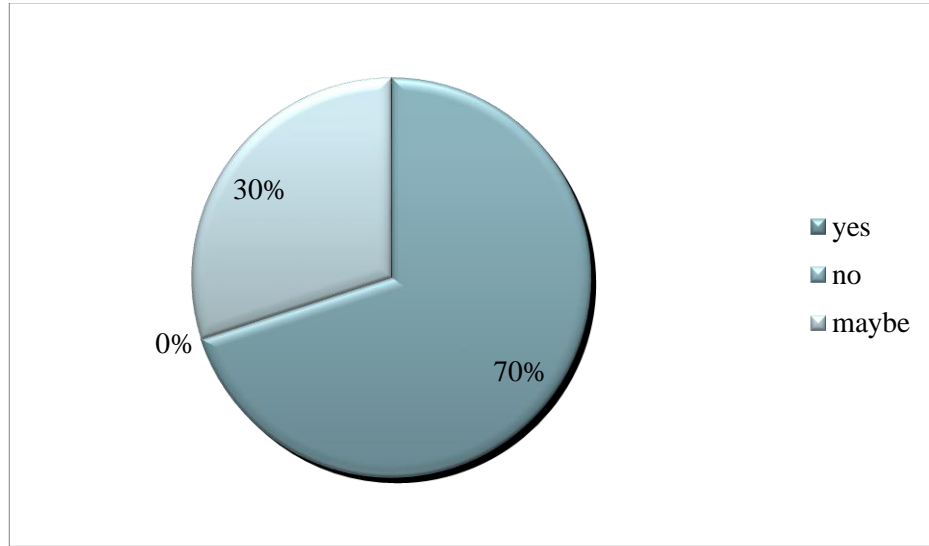
Section Four: Students' Perceptions On Subtitled Educational Videos As A Learning Tool

Item 11:Do you believe subtitled educational videos should be integrated into English language instruction?

Table 3.11: Integration of Subtitled Educational Videos in Language Instruction

Option	Frequency	Percentage
Yes	35	70%
No	00	%
Maybe	15	30%
Total	50	100%

Figure 3.11:*Learner's perceptions toward the integration of subtitled educational videos in the Classroom.*



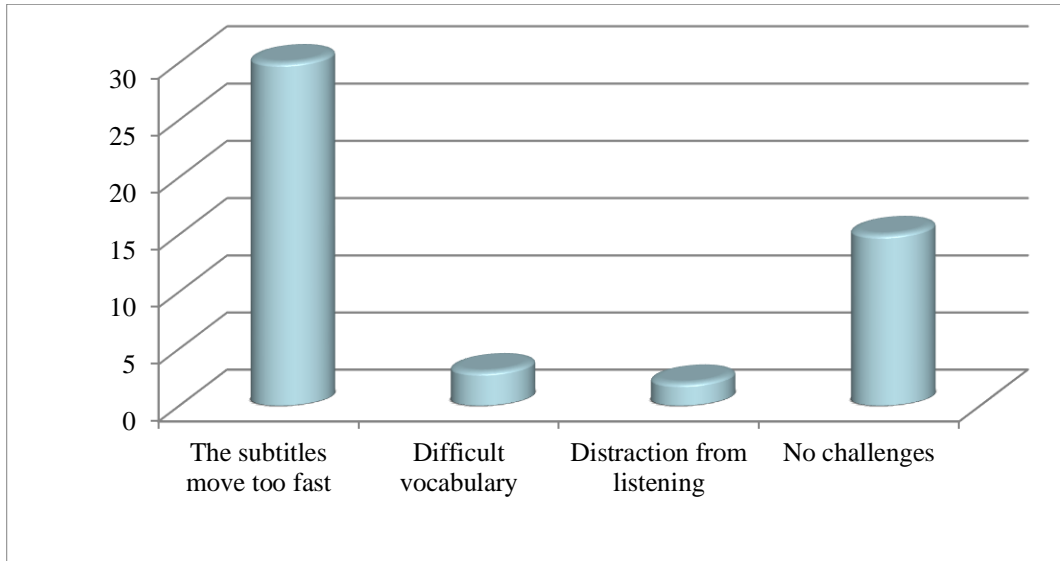
The majority of participants (70%) stated that educational videos with subtitles should be used within English language classes while 30% were unsure. Notably, not a single person opposed. These insights reflect strong support overall for engaging with subtitled materials as a supplementary learning tool in EFL classrooms.

Item 12: What challenges do you face when using subtitles?

Table 3.12:*Challenges students face while using subtitles*

Option	Frequency	Percentage
The subtitles move too fast	30	60%
Difficult vocabulary	13	36%
Distraction from listening	2	4%
No challenges	15	30%
Total	50	100%

Figure 3.12:Challenges Students Face While Using Subtitles



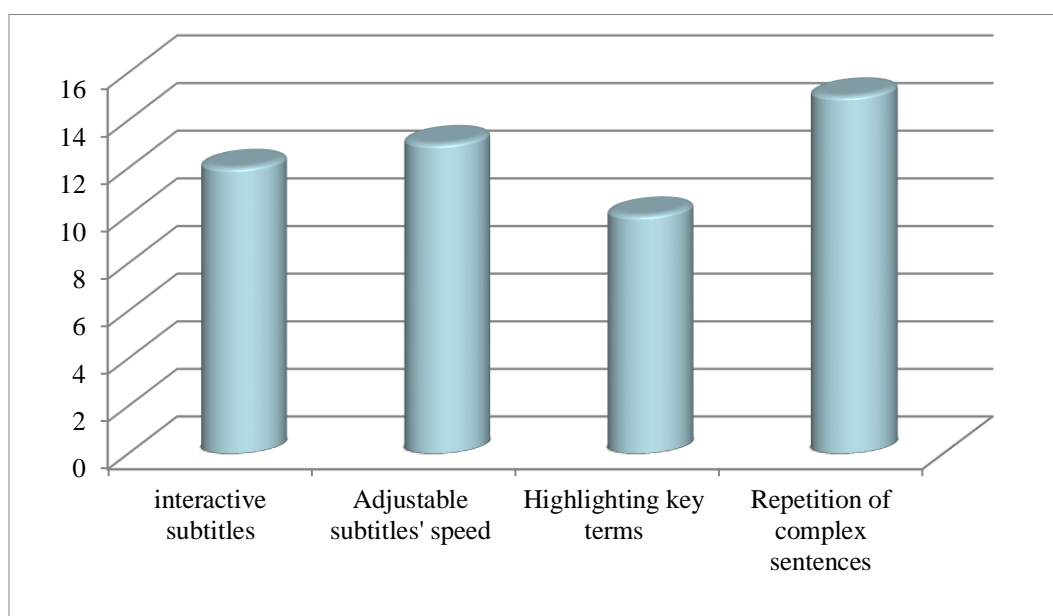
Most students (60%, $n = 30$) reported that they face challenges in their use of subtitles because they move too fast for them to be able to follow along. Other factors which were noted by a few students are difficult vocabulary (6%, $n = 3$) and distracting to listening (4%, $n = 2$). Notably, 15 of the respondents (30%) reported they had no issues at all while using subtitles. Therefore, while generally subtitles are helpful, their pace can impair comprehension for many learners who haven't fully developed their reading fluency yet.

Item 13: What improvements or features would you suggest to make subtitled videos more effective as a learning tool?

Table 3.13: Suggestions For Improving The Effectiveness of Subtitled Educational Videos

Option	Frequency	Percentage
Interactive subtitles	12	24%
Adjustable subtitles speed	13	26%
Highlighting key terms	10	20%
Repetition of complex sentences	15	30%
Total	50	100%

Figure 3.13: Suggestions For Improving The Effectiveness of Subtitled Educational Videos



Students provided numerous recommendations for improving the efficacy of subtitled educational video materials. The most popular suggestion was the repetition of difficult sentences suggested by 30% of participants (113 = 15). The next most popular suggestion was providing the option to adjust the speed of the subtitles by 26% of participants (n = 13), followed closely by the use of interactive subtitles suggested by

24% of students (n = 12). Finally, 20% (n = 10) of students mentioned highlighting important words and/or phrases. These recommendations signal a desire on behalf of learners to make subtitle options much more flexible or customizable, feedback that was driven by their attempts to assist with their own reading comprehension and textual processing when learning a new language

3.5.5 *Discussion of the findings*

This part holds the summary and the discussion of the findings that are resulted from the analysis of the students' questionnaire which provided us with different and precious responses that helped the researcher to answer the research questions. Based on the student's responses, it can be concluded that most of the students had positive attitudes toward subtitled videos in their learning. By analyzing the responses, the researcher gained insight into the implications of subtitles on aspects of reading, such as speed, accuracy, and confidence, as well as students' ideas for improving the use of audiovisual resources in L2 learning situations.

The following section analyzes the quantitative data against the objectives here and makes conclusions about the pedagogical value and practical implications of subtitled resources in the EFL classroom. In the same path, the majority of the students had favorable perceptions toward the effectiveness of the subtitled educational videos in improving their reading fluency. The responses to the questionnaire revealed a number of students indicating positive views about subtitled video resources used when learning a language. The insight was obvious with the student reports that subtitles were not only viewed as helpful to improve reading accuracy but valued for assisting in reading speed.

Many students stated that subtitles helped them to follow spoken English with more fluency and increased their ability to process written text simultaneously. This suggests that subtitles are acting as scaffolding for learners to go from the spoken language to the written language. In addition, students reported feeling more confident reading English texts as they had experienced watching subtitled videos. The confident feeling students have appears to arise from the support of subtitles to help them decode unfamiliar words to pay attention to structure and understand writing and get a sense of reading rhythm. As mentioned in the literature above, using visual support can alleviate anxiety and create a more comfortable context in which students can interact with a text in a target language. Further, students perceived a greater sense of confidence in reading English texts because of exposure to videos with subtitles. It seems that their confidence derived from the aspect of support that subtitling provided in the decoding of new terminology, understanding sentence structures, and picking up a rhythm in reading.

There is previously established literature that addresses the potential for visual supports in the form of subtitling, to diminish anxieties and allow the learning to happen in an environment, where students feel more comfortable interfacing with the language. Most students also indicated a preference for both in-class use of subtitled videos and using subtitled videos outside of class. We think this reflects a growing awareness on the part of learners as they relate to multimedia tools in language education. This is especially true with subtitled creative materials that are educational in purpose. The extent to which these videos were engaging and pedagogically effective in promoting autonomy, engagement, and opportunities for input across repetition was remarkable. So learners' willingness to utilize the tool reinforces a desire for more varied and engaging

experiences with their language learning activity, rather than traditional uses of textbook-based instruction. Despite this, the data also showed some challenges students faced when viewing subtitled videos. The most commonly mentioned difficulty was the fastness of the subtitles. Some learners stated that the subtitles were so fast that they struggled to keep up.

Other difficulties the students reported included difficult vocabulary, and the students were concentrating on reading instead of listening. These difficulties mirror the past concerns brought up in previous studies, as mentioned in the previous section, where researchers pointed out that cognitive overload is likely to happen when learners are trying to process visual stimuli and auditory input simultaneously. However, it is possible to note that some students said they did not experience any major difficulties. This may suggest a difference in language level or experience in using this type of audiovisual materials. When students were asked how subtitled videos could be improved to act as effective learning tools, they made some worthwhile suggestions. They suggested the repetition of complex sentences, the speed of the subtitles be adjustable, can highlight important words, and interactive subtitles. These suggestions emphasize the importance of customization and learner control in multimedia learning.

The comments also suggest an accelerating need for interactive and adaptive educational technologies that are responsive to the needs of EFL learners. In summary, the questionnaire provided a useful perspective on student views and experiences of using subtitled educational videos to aid their reading fluency development. The results showed that many students believed subtitles were effective tools to assist their reading accuracy, fluency, and confidence.

Further, students voiced their strong advocacy for a place in pedagogical practices for subtitled videos, indicating that they could make learning more enjoyable and enhance accessibility. There were some obstacles - mainly related to the speed of the subtitles but most students had useful suggestions for features that would increase the educational value of these materials. Overall, the results indicate that subtitled videos offer a useful resource for EFL practice, with a significant potential to enhance students' reading development when used with a level of consideration and thoughtfulness.

3.6 Teachers' Interview

3.6.1 Aim of The Teachers' Interview

The ultimate goal behind this interview is to gain a richer understanding into the perspectives, experiences and instructional practices of English language teachers about the use of subtitled educational videos aimed at developing students' reading fluency. This qualitative tool is intended to supplement the student questionnaire by exploring teachers' perspectives to consider about the utility, challenges, and classroom use of multimedia in the EFL classroom. In their reflections, the study hopes to explore considerations in practice of subtitled video use and identify practices that will allow for their more effective pedagogical use.

3.6.2 Description of The Teachers' Interview

The interview consisted of open-ended questions (ten in total) designed to elicit the teachers' definitions of reading fluency, their actual reading instruction practices, and their opinions on the effectiveness and challenges of integrating subtitled media in the classroom. The open-ended format allowed participants to respond in ways that were detailed and based on their own experiences

3.6.3 Administration of The Teachers' interview

For the administration phase, the interview was designed as a semi-structured interview administrated to teachers who teach or have experienced teaching reading module in the division of English at Mohamed Khider University of Biskra, especially those. Because reading module is the main context in which reading fluency is most examined. Additionally, in this module, teachers can easily realize students' challenges in developing reading fluency. Henceforth, the researcher created a written interview through Google docs, then she sent invitations via email to (05) teachers to provide answers.

3.6.4 Analysis of The Teachers ' Interview

Q1. Would you define what is reading Fluency in the context of EFL instruction?

The first question serves to examine how EFL (English as a Foreign Language) teachers conceptualize reading fluency, an important aspect of literacy development. The literature defines reading fluency as a multifaceted construct that includes, but is not limited to the four components of: accuracy, rate of performance, prosody (expression), and comprehension. Although these four characteristics of reading fluency are definitional, there is considerable variability in how educators develop definitions of reading fluency to include various characteristics, especially in light of instructional contexts. This question examines how teachers define the reading fluency construct and how they rank the components of the reading fluency construct in their teaching that can tell us a lot about how reading fluency is taught, assessed and supported (if at all) in EFL classrooms and if their conceptualizations aligned with those understood in the research.

Teacher 1: I think of reading fluency as the ability to make connections with the text, to visualize and experience what you are reading, reflect upon the reading experience, as well as, take a critical stance toward it.

Teacher 2: I see reading fluency as making meaning of the text in front of you. Making meaning can be understood as understanding whole or matching knowledge one already has such as world knowledge, book knowledge, or within the specific context of the text. To make detailed meaning one needs to analyze the content and construct new knowledge.

Teacher 3: Reading fluency is understanding an idea, and for EFL learners, moving from grammar and vocabulary knowledge to meaning knowledge is a big shift and can take time.

Teacher 4: Reading fluency involves both reading fluency (saying the words on the page) and meaning; readers must grasp both fluencies. For example, if you are full of meaning but you lack fluency with language, proficient language and literacy will allow you to better understand the text. Likewise, for readers who have good language fluency but poor reading fluency skills, the reader does not know what is being said. A proficient language model builds on overall literary comprehension, but in reading comprehension, we must grasp the meaning beyond fluency.

Teacher 5: I view reading fluency as both grasping the overall message of a text and the ability to construct knowledge and apply it to another context.

Based on teachers' responses, teachers had a relatively balanced view of reading fluency that included both mechanical and cognitive aspects. Some were more focused on decoding and pronunciation while others noted comprehension, pacing, and expressive

reading as part of fluency. This variability in defining reading fluency reflects fluency's multidimensionality in EFL teaching/learning, and it is likely that teachers apply these definitions to their goals for instruction as well as to meet the needs of their students.

Q2. Have you incorporated subtitled educational videos into your reading class?

This question investigates the practical use of subtitled videos in classroom settings. In other words, it looks at how often and how far subtitled videos are used as a measure of familiarity and comfortableness with this digital resource by teachers and also distinguishing those with actual experience of subtitled media from those lacking practice facing only speculation or theory.

Teacher 1: So far, I have not used subtitled educational video in my classroom reading instruction.

Teacher 2: I personally have used educational video in my teaching practice, but have not used subtitled versions during my reading lessons/include the project in my reading sessions.

Teacher 3: I have not yet use subtitled educational video as part of my instruction.

Teacher 4: While I would encourage students to take advantage of digital tools to foster reading fluency, I have not directly used subtitled videos in my pedagogical sessions.

Teacher 5: Yes, I have used subtitled video now and again during lessons. Usually as a way to introduce/reinforce vocabulary and thematic content before or after reading based texts.

Most teachers responded that they had little to no use of subtitled educational video in their reading instruction. This suggests phenomena that the teachers were aware of technological resources but had gaps in knowing how to integrate the resources

pedagogically. Teachers may have also assumed an unintentional reluctance or opportunity to incorporate these materials into classroom instruction. Teachers' lack of motivation could be attributed to institutional constraints, limited training, or uncertainty on how to align video material with curricular objectives.

Q3.What role do you believe subtitles play in supporting reading fluency among your students ?

This question investigates teachers' perceptions of the instructional value of subtitles. Specifically, it will ask if they believe subtitles enhance reading rate, vocabulary development, word recognition, and comprehension. The answers will provide insight into their beliefs about the cognitive and linguistic implications of multimodal input in language acquisition.

Teacher 1:I think subtitles can act as very powerful tools to help develop reading fluency when used in the right way. Subtitles essentially provide learners with immediate written support of the spoken language.

Teacher 2:I do think subtitles are very powerful tools in language learning. They provide support for reading and literacy development by connecting audio and graphical or written language in an appealing way.

Teacher 3:Subtitles can definitely help develop students' reading fluency. It provides them with the ability to simultaneously read and listen. The benefit of this simultaneous input is noticeable in vocabulary development, word recognition, and exposure to some authentic uses of the language. In many cases, when students were reading and listening to the subtitle versions of an online text, I observed them reading more fluently and deeply engaged in the content.

Teacher 4: Subtitles can be utilized to facilitate development of reading fluency. They are a visual cue that supports meaningful comprehension while allowing learners to align the spoken language with their graphical or written form.

Teacher 5: Subtitles can create a multimodal learning experience. They connect auditory language to written or graphical form, which can deepen vocabulary acquisition, assist with pronunciation, and allow them to glean some contextual meaning and attach meaning to it, all of which can positively contribute to reading fluency.

There is a common perception that subtitles can be an effective resource in developing reading fluency. Teachers described subtitles as serving a useful purpose for reinforcing vocabulary, recognizing, and natural language occurs. Although most teachers were not using it in practice, their perceived value in integrating educational video demonstrated a positive attitude to be able to incorporate multimodal text in supporting literacy development.

Q4. How do you evaluate the effectiveness of subtitled videos in enhancing reading speed and accuracy?

This question explores teachers' evaluations and experiential knowledge related to the use of subtitles. It prompts evidence of observable changes or measurable enhancement in learners' reading fluency, with an emphasis on flow and accuracy. The answers to this question may indicate a lack of formal assessment practices when incorporating digital resources into instruction.

Teacher 1: In my own experience, the subtitled videos were helpful. They helped develop my speed, intonation and stress when reading.

Teacher 2:There is a chance that subtitled videos will improve word recognition, and encourage learners to read faster through increased familiarity with language patterns if they are used consistently and purposefully.

Teacher 3:I cannot assess that directly, as I have not used this practice in my own classroom practice.

Teacher 4:Although I have not used this approach in my own practice yet, it seems that using subtitled videos has the potential to improve speed and accuracy in reading if they are used consistently.

Teacher 5:From classroom observations, learners who continue to see subtitled videos display faster reading behavior, as well as increased accuracy decoding words. The repeated use of manipulating words, along with the combined imagery, has a significant impact on one aspect of reading.

Overall, teachers who have used subtitled media (any video that utilizes subs), reported that students improved speech or reading speed and intonation, but many stated that they were unable to measure efficacy because there was nothing to compare it to. This speaks to not only the theoretical advantages of subtitles, but also the lack of concrete data collected in typical classroom experiments, and the need for more formalized experiments.

Q5.In your experience, how do students respond to reading through subtitles compared to traditional texts?

This question aims to capture learners' affective state and behavioural engagement when reading with subtitles instead of printed texts. It captures students' motivation, attention span, and comprehension strategies, which are central to affective and cognitive learning.

Teacher observations help consider the context of the learners' role in the success or limitations of subtitled video.

Teacher 1:Often students understand the story more by reading the subtitles than listening to it. It shows they are more willing to use the visual text in their comprehension.

Teacher 2:Because of digital technology, students usually prefer subtitled videos to printed texts. They find it more interesting and easy to access.

Teacher 3:I don't use subtitled videos in my practice, so I cannot compare students' responses.

Teacher 4:Often, students are more engaged when viewing subtitled content. Videos with subtitles enable them more than static texts, as they capture their interest and also make reading less of an anxiety-inducing experience.

Teacher 5:Generally, learners are more engaged with video materials than traditional texts. Visuals help them evaluate understanding, but students can be dependent upon the video, as they may focus less on their development as readers

Students appear more task focused on their viewing of a subtitled video, which increases engagement and positively influences task completion. This engagement aligns with the idea of this generation's ease with digital media. Some teachers also observed that students tend to simply watch the video for the visual without listening...again indicating that impulse to take advantage of the visual at the detriment of the auditory, which seems to speak to the need to be guided with usage of this.

Q6. What type of subtitled content do you find most beneficial for improving learners' reading fluency ?

This question concerns preferences towards video content: Do teachers favor intralingual (same language) or interlingual (translated) subtitles? And what genres (educational clips, dialogues, storytelling) are viewed as most beneficial? Additionally, it emphasizes the importance of content and its appropriateness to learners' language levels and needs.

Teacher 1: I do not have a type of subtitled content that I prefer to use.

Teacher 2: I would agree with the other teachers and would add that I find intralingual subtitled content, where the subtitles are in the same language as the spoken words, effective for learners' reading fluency development, because it helps students remember how words are spelled and how language is structured.

Teacher 3: A short video, like an educational (a video where they are talking to students), scene from a film or series (they have the ability to structure a conversation), where the speech is clear, are the best types of subtitled content we have found so far. They have less of a cognitive load on the students and provide comprehensible input while staying focused on the content in the video.

Teacher 4: Overall, intralingual subtitled content combined with good clarity and visuals have been the effective and influential type of content on fluency in reading.

Teacher 5: Material types such as TED-Ed videos, short documentaries, and pepped film scenes with properly timed subtitles are the best type. They combine clarity for listening, language richness for input, and are enjoyable.

Teachers seemed to prefer intralingual subtitles, and content with a shorter discourse like educational clips, or a scene from a movie, compared to longer videos. These shorter segments were seen as beneficial due to better language clarity and relevance; however, some teachers were unable to provide clear cut preferences due to

limited experience using these. This could also be due to the lack of intentionality in selecting content during those times, and again goes back to the teachers expressed desire for clearer pedagogical structures.

Q7: Do you use specific Strategies to help students engage actively with subtitles?

This question seeks the pedagogical approaches to incorporate subtitles well. It aims to establish whether teachers refrain from simply allowing students to passively view subtitles while trying to solicit provision of task such as predicting, summarizing, or vocabulary exercises. The responses demonstrate the degree of pedagogical planning and actionable learning.

Teacher 1: I perform the motivational activity to promote engagement sometimes, but not specifically using subtitles.

Teacher 2: I have not used any strategies like that yet, but I think it would be worthwhile to create assignments or activities in the classroom based on somebody requiring subtitle use.

Teacher 3: No, I do not use any strategies that target engagement with subtitles.

Teacher 4: I haven't tried that in practice, but I think that if students had structured activities for example: pause and reflect, map the vocabulary items, summarize the content of the subtitles, it might be productive.

Teacher 5: I do use guided viewing strategies when I ask student to pause video to discuss vocabulary, I have groups of students read along, I ask students to think about comprehension questions related to subtitles. These strategies help emphasize to learners that subtitles are an interactive experience and ultimately, influence or transgress their learning.

Many follow-up interviews indicated only if there were instances of students being directly engaged with the subtitles or not, although some teachers mentioned motivational or task-based strategies, this didn't become explicit strategies. In fact, the inability to provide explicit strategies highlights important opportunities that distinguish subtitled videos as containers of pedagogy, but indicate there is a need for more practical training in media-based pedagogy.

Q8. Have you observed any long-term improvements in students' reading proficiency attributed to subtitled media ?

This question asks if teachers have articulated a sustained impact with linguistic benefits resulting from subtitle exposure. It will connect multimedia input to longer term learning goals (for example fluency transfer, vocabulary retention, and ability to read independently) and assess the resiliency of the effects of subtitled video.

Teacher 1:Yes, some students who parrot the actors' speech seem to be more fluent when reading.

Teacher 2:Yes, based on my conversations with students, I have seen some changes in fluency and retention of vocabulary with those engaging in subtitled material.

Teacher 3:I can't speak to the long-term outcomes as I have not used this approach.

Teacher 4:I haven't necessarily measured it, but some students who watch subtitled media regularly appear to be more confident in their reading and comprehension.

Teacher 5:For sure. Watching subtitled media, over time, leads to greater fluency and confidence, especially for students who are watching subtitled stuff all the time. They start to build a vocabulary base, and their understanding of syntactic improves.

Some teachers noticed minimal fluency and vocabulary gains, mainly with students who were repeating the use of the language in the videos. The majority of teachers did not have enough implementation to exhibit clear observations. This provides evidence of the potential uses of subtitles as well as the inherent limitations of their use, with calls for systematic use and observations of the use of subtitles and of additional results.

Q9. What challenges or limitations have you encountered when using subtitled videos to teach reading ?

This question recognizes the real barriers that may limit your ability to use subtitled media effectively. It aims to elicit challenges, like student distractions, technical limitations, or misalignments between video footage and student learning outcomes. It is important to identify these challenges in order to create realistic and informed pedagogical approaches.

Teacher 1: Students sometimes focus on what is happening visually in the video and not on the text, this can affect their development of reading fluency.

Teacher 2: The video visuals often distract students so they are not thinking about the text in a deeper way.

Teacher 3: I can't comment about challenges since I have not used this approach.

Teacher 4: One challenge is that some students would rely too much on the subtitles. This may impede their development of listening and would remove the reading task challenge.

Teacher 5: Sometimes it is difficult to access the right content for use. In addition, I see a tendency for students to be passive readers or to even ignore the subtitles and focus on visuals. This affects their focus on reading.

Some teachers noticed minimal fluency and vocabulary gains, mainly with students who were repeating the use of the language in the videos. The majority of teachers did not have enough implementation to exhibit clear observations. This provides evidence of the potential uses of subtitles as well as the inherent limitations of their use, with calls for systematic use and observations of the use of subtitles and of additional results.

Q10. From your perspective, how can subtitled videos be integrated effectively into a reading curriculum?

Presented as a forward-looking and solution-oriented question, this question asks teachers to provide ideas for the design of curriculum and includes their thinking about sequencing, the creation of tasks, and accommodating learning goals. The intention is to capture teacher-informed ideas to help shape instructional models that are more effective and theory-driven.

Teacher 1:First, introduce the video without subtitles for students to focus on the visuals and context. Then ask them to watch again reading the subtitles as a process of connecting the written and spoken form.

Teacher 2:Subtitled videos are probably not at the core of the curriculum for reading outcomes, but they could be used as an adjunct in speaking or listening classes.

Teacher 3:I believe subtitled videos can be used before a reading or after a reading text. A short subtitled video could help introduce vocabulary and context as a pre-reading task.

As a post-reading task, a video could help reinforce what they understood from the reading and the video could generate discussion.

Teacher 4: Subtitled videos can be used with specified gendered roles such as creating vocabulary tasks, predict the content tasks and guided comprehension tasks shown in the subtitled video that align with reading outcomes.

Teacher 5: Use subtitled videos systematically with clear intended outcome goals. For example, subtitles can be used as a pre-reading task for wanted vocabulary in a theme before they read. This can be a post-reading task to reinforce the meaning of the text after it has been processed by the students. And they can be used with cycles - watch, pause, summarize, etc. Their integration should reinforce fluency.

Teachers offered various ways to integration: sequencing subtitles ahead of reading and after reading; linking subtitled media to vocabulary instruction; and using subtitled media together with comprehension activities. These insights illustrate that there is an increasing awareness about the opportunities provided by subtitled media to support reading development as part of structured teaching plans that include goals.

3.6.5 Discussion of the findings

Conflicting ideas about the construct and development of reading fluency in the EFL context were evident in the interview data. Most teachers provided a view of reading fluency that was not restricted to being able to read the words accurately on the page but how to read with appropriate rate, prosody, and most importantly, understanding. These are the same types of definitions in the reading literature that foreground automaticity and the construction of meaning as essential to any definition of fluent reading. Reading fluency, however, is a complex construct.

There appears to be some evidence, in the teachers' definition of fluency, that the teachers were less concerned about students' fluency skill development and possibly misinformed about the broader competencies of reading fluency including pronunciation, or possibly decoding students' abilities only, reinforced the notion that more professional development may be warranted on the multidimensional construct of reading fluency.

In practice, however, not all teachers had included subtitled educational videos in their reading instruction. A few teachers had worked with digital videos, but not necessarily with subtitles. Others were interested in the potential of subtitles if done with pedagogical purpose. This inconsistency in use highlights the gap between knowledge and practice, which could be attributed to a lack of training, curricular restraints, or lack of access to suitable digital resources. However, teacher attitudes were generally positive toward giving students access to subtitles as support for developing reading fluency.

Teachers viewed subtitles as useful in enhancing word recognition, vocabulary development, reading rate, and comprehension as students simultaneously engage in the audio-visual processing of information. Such reflections align with the research from Dual Coding and Multimedia Learning perspectives, which suggest the cognitive advantages of providing both verbal and visual information. Additionally, teachers found that students may be more likely to respond positively to video-based texts than print texts, especially given today's predominantly visual digital culture. They often described subtitled videos as more engaging and motivating allowing learners to receive an authentic input in a multimodal way.

Some teachers cautioned, however, that much of that interest revolves around the entertainment value of the videos rather than a specific interest in improving reading

fluency; they suggested that teacher mediation is essential to directing that engagement productively.

In terms of content preference, some teachers preferred to use intralingual subtitles (subtitles in the target language) as they provide opportunities for learners to practice spelling, and support the retrieval of vocabulary in the target language. Teachers preferred shorter educational clips, and scenes from familiar media, as they were clearer, more familiar and deemed to be suitable. The answers to these questions about video content preference suggest that both linguistically accessible and cognitively appropriate video clips must be selected for learner use.

In terms of pedagogical strategies, few teachers reported using systematic methods to try and engage students actively while using subtitles, although some did suggest activities to motivate students or hypothesized what they might do in class related to subtitles, such as reading along, or answering questions. It seemed this area was underdeveloped, leading us to contend with a rather vague acknowledgement of the need for and potential within explicit instructional frameworks that support the use of subtitles within task-based or communicative language teaching. Among the challenges mentioned was the concern that learners would focus more on what they were seeing than how they were hearing the language, and that, at best, engagement was somewhat superficial. Also, in some cases, subtitles were described as being better suited to speaking or listening classes, as opposed to reading classes, signaling a difference between perceived vs. actual benefits.

Additionally, there were references to a lack of technology and students doing the subtitles in varied language acquisition contexts. Interestingly, a few teachers indicated

they thought it made a difference over time with fluency, for students who were using content with subtitles more often, particularly those imitating native speakers.

Overall, we suggest these experiences were anecdotal in nature, yet they do support the notion that repeated exposure to subtitled language input may promote more natural reading and pronunciation patterns over time. When it came to curricular integration, teachers proposed different solutions, including the use of subtitled videos, which could prepare students before reading with a vocabulary activation activity, reinforce and reactivate knowledge after a reading with a post-reading activity, and provide comprehension activities that enhance input. These suggestions emphasized the use of subtitles as not as independent tools, but as one part of a more extensive scaffold reading program which would combine both audiovisual modes of input along with interactive and reflective opportunities.

3.7 Summary of the findings:

According to the findings of both the questionnaire and interviews it was concluded that while EFL teachers recognize the potential of using subtitled educational videos in reading fluency development, including word recognition, vocabulary development, and student motivation, they remain cognizant of the cognitive benefits of subtitle use, particularly intralingual subtitling, in the classroom, there is inconsistency and limited integration of subtitles in teachers' practice.

EFL teachers are aware that students are generally highly engaged with the subtitled texts. Furthermore, the EFL teacher pointed out many barriers to implementation include lack of training, lack of video resources, and lack of a structured approach to pedagogically embed subtitled media. In conclusion, the results show a

disconnect between theoretical value and practical application, highlighting the need for substantial pedagogical support to develop the full potential of subtitle use in the reading instruction in the EFL context.

Conclusion

This chapter was devoted to the field work of the study that consisted of two parts. The first part focused on the theoretical background of the research methodology of the study; namely: research paradigm, research design, research approach, population, sampling, data collection methods, and data analysis and procedures. The second part aimed to explore the role of subtitled educational videos in developing reading fluency. In addition, it dealt with detailed data analysis, interpretation, discussion of findings, and summary of the findings.

General Conclusion

This dissertation examined EFL teachers' perceptions of subtitled educational videos as an instructional practice to advance learner reading fluency. This study was intended to connect normative literacy practices to emergent digital practices in language education by triangulating theoretical and empirical approaches. By utilizing data from questionnaires and semi-structured interviews, this study has illustrated a more holistic picture of how language educators frame reading fluency, and how they frame, enact or imagine the use of subtitled media in their pedagogical practice.

The empirical phase of the study, through data from both questionnaires and interviews, provided rich perspectives on how teachers define reading fluency, their experiences with subtitled content, as well as their perceived advantages and disadvantages of using it. Overall, responses showed significant agreement that reading fluency involves not only the ability to decode a text, but to read with appropriate speed, accuracy, and understanding. Subtitled videos, including intralingual, were shown to promote reading fluency by supporting word recognition, improving vocabulary retention, and providing students with exposure to natural use of the language.

Additionally, many educators shared that the engagement factor of the video format is quite motivating and when combined with reading, is often more effective at bringing students. Nonetheless, the study noted a gulfs situated between knowledge and application. Although all teachers reported positive attitude toward media that is subtitled, many practices were either not used or inconsistently used given the other demands imposed on teachers. Imposed factors that contribute to their activity and participation in using a video format included the absence of formal support relating to

how to incorporate videos into the reading curriculum (learners do need supports on how to view, etc.), technology limitations, and uncertainty about how to assess the digital tools that contribute to learning outcomes. Some teachers also expressed concerns around learners being focused on the "visual entertainment" in the media and were worried it would distract learners from focusing on language learning. This underscores the necessity of guiding and intentionally framing such viewing. These findings emphasize the need to support teachers and build both pedagogical knowledge and technological skills to develop more efficient usage of subtitled video. Guided subtitled video, like all resources with a learning task, can complement long held, traditional pedagogical approaches when it is used and associated with learning objectives and intentional resource alignment. Subtitled videos can also be used to create a more affective learning environment in order to lower learner anxiety and increase engagement and active learning into a more active role in their learning.

In summary, this research indicates the increasing acceptance of subtitled educational forms as more than simply an addition to language instruction they embody a change in how language instruction can meet the needs and realities of 21st-century communication and learning. Educators can support students in becoming fluent, confident, and motivated EFL readers through the teacher-developed learning aspects of these multimodal resources. Future research could expand upon the studies here by looking at students' perspectives, using different forms of videos, and developing courses that assist teachers in implementing subtitled texts.

Pedagogical Implications

- Intralingual subtitles (subs in the same language) have great potential to support learners' word identification, spelling, and vocabulary retention, all of which are components of proficient reading fluency.
- Multimedia or subtitled videos can help teachers effectively mediate reading and listening comprehension skills making them useful strategies to enhance multimodal input in EFL education.
- The increase in learner engagement and motivation is often noted when using subtitled videos particularly for learners who are hesitant to read or are anxious about reading more generally.
- Teachers could use subs in structured frameworks, pre-viewing vocabulary activity, guiding student awareness of grammar and phrasing during viewing, and using comprehension or discussion activities post-viewing.
- Some EFL teachers understand the value of incorporating subtitled media but do not have the pedagogical knowledge to use it in the classroom effectively. Professional development could consider multimedia integration, task design, and alignment with curriculum.
- Educational institutions must be prepared to enable and support the ongoing use of digital resources, like subtitled video, by providing the appropriate technological infrastructure, and sustainable support.
- Furthermore, curriculum designers need to recognize the value and potential of integrating subtitled videos as formal reading instruction reflecting the digital

landscape contemporary learners are used to, as well as their interest in audiovisual material.

General Recommendations

For teacher

From the obtained data, the following recommendations might be useful to English language teachers:

- Teachers should be encouraged to put educational videos (with subtitles) into their reading instructional repertoire, especially for fluency development, where simultaneous multimodal input is the norm.
- Importantly, teachers must be able to move beyond a passive viewing replacement of reading practice to an active strategy-based one. When using video materials, we advocate for teacher strategies such as guided viewing, vocabulary predicting, and reflective post viewing creating learning experiences that are more than a listening/viewing exercise.
- Teachers must be demystified on how to pedagogically use digital media. This includes the selection of appropriate video clips, the awareness of cognitive load, and the design of task engagement appropriate to the learner.
- A reflective approach to the use of technology should be cultivated that sees teachers critically considering how subtitles complement but do not replace important learning and reading practices.

For Students

- Students should be invited to actively engage with the subtitled videos (note taking, reading aloud, imitating pronunciation, and pausing to check new vocabulary, amongst other aspects).
- The development of student autonomy can extend to reinforcing fluency, pronunciation and comprehension skills by re-watching educational clips (with and without subtitles).
- Students should learn to appreciate the educational aspect of subtitled videos, so that we embed the appropriate ways of using them as opposed to just for entertainment.

For Syllabus Designers

- Syllabi should officially differentiate subtitled media when introducing it to reading fluency instruction, as it provides theoretical and pedagogical rationales.
- An outline could take shape to coordinate coverage of the content of subtitled media with the achievement of the learning outcomes; for example, specific guidelines may be made for integrating the subtitled video with vocabulary acquisition, syntactic awareness and reading speed, which would define a research agenda for curriculum design.
- A detailed syllabi could also include multimodal learning tasks that demand video comprehension with reading, writing, listening and oral communication assignments, in keeping with an integrated skill approach to letter-sound encoding and decoding.
- Curriculum specifications may provide scope for both teacher and student controlled subtitled media, opening channels whereby learners can use the media interactively, in keeping with their varied learning styles and with their various access to technology.

For Future Researchers

Future researchers are advised to further explore the complex ways subtitled educational videos affect reading fluency with various methodologies and learner populations. Longitudinal studies looking at sustained gains in reading fluency components such as reading rate, prosody, and comprehension would be beneficial. Comparative studies looking at the influence of intralingual and interlingual subtitling across different learner levels could offer opportunities for more subjective pedagogical approaches. There are opportunities for qualitative studies that capture learners' reactions for example, learners' motivation, reduced anxiety, and engagement towards subtitling. Finally, by including field-based observations and learner reflections, a deeper understanding of how subtitled video works in real educational contexts can emerge.

Limitations of the Study

Having identified some important implications from this study, there are a few limitations to acknowledge. First, the questionnaire sample was relatively small for both the responses and the interviews, meaning we may not necessarily generalize well to a wider population of EFL learners. Also, the study did focus on one educational context and therefore the results should not be assumed to generalize as accurately on a broad spectrum or a cultural discipline as it relates to practices of teaching and learning.

Secondly, student and teacher responses were self-reported data, meaning participant experiences and responses may have been influenced by a certain level of subjectivity related to their personal experiences or attitudes instead of objective observations. Additionally, since this study involved no experiments in a defined classroom space, we could not measure to what extent subtitled videos and video genre offered any potential causal influence on reading fluency.

Finally, it is important to acknowledge that the study explored both types of subtitled video, however it did not offer a comparative analysis between intralingual and interlingual subtitles, or different genres of video nor the length and therefore should be careful not to generalize or visualize some of these various aspects influencing learners engagement and outcomes in any particular manner.

Lastly, because of time and access to follow-up evaluations, the study could not account for the possibility of long-term effects or consequences on reading ability produced by using subtitled media. Future studies would benefit from remedying this study's limitations by using larger and more diverse samples, longitudinal designs, and mixed-methods research, triangulating both quantitative measures of performance and qualitative measures of experiences and perceptions.

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Appendices

Appendix A: A Questionnaire for Second-Year EFL Students

Dear student,

This questionnaire is an attempt to collect data for the accomplishment of my master dissertation. It is about exploring the role of subtitled educational videos in developing reading fluency. Therefore, you are kindly requested to answer the following questions. Please tick (☐) the appropriate box(es), or make complete statements whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

Thank you for your time, efforts and collaboration

Section One: Personal/General Information

Q1. Age

1) 18-20 ☐

2) 20-22 ☐

3) 23 and above ☐

Q2. Gender

1) Male ☐

2) Female ☐

Q3. What is your English proficiency level ?

1) Beginner ☐

2) intermediate ☐

3) Advanced ☐

Q4. How would you rate your English reading fluency ?

1) Excellent ☐

2) Good ☐

3) Average ☐

4) Weak ☐

Section Two :Exposure to Subtitled Educational Videos

Q1. Have you previously used subtitled educational videos as part of your English language learning ?

1) Yes ☐

2) No ☐

Q2. How frequently do you use subtitled educational videos to support your English language learning ?

1) Never ☐

2) Rarely ☐

3) often ☐

4) always ☐

Q3. What types of educational videos do you watch most frequently?

1) Documentaries ☐

2) Lecture-based videos ☐

3) interview-based content ☐

4) others

Section Three: The Role of Subtitled Educational Videos in Developing Reading

Fluency

please indicate your level of agreement with the following statements

(*Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5*)

Q1. Subtitled videos help me improve my reading fluency .

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

Q2. Watching videos with subtitles allows me to read more quickly and accurately

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

Q3. I am more confident in reading English texts after watching subtitled videos

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

Section Three: Students' Perceptions of Subtitled Educational Videos As a Learning Tool

Q1. Do you believe subtitled educational videos should be integrated into English language instruction ?

yes ☐

No ☐

Maybe ☐

Q2. What challenges do you face when using subtitles?(You may select more than one)

1) The subtitles move too fast ☐

2) Difficult vocabulary ☐

3) Distraction from listening ☐

4) No challenges ☐

Q3. What improvements or features would you suggest to make subtitled videos more effective as a learning tool ?

1) Interactional subtitles ☐

2) Adjustable subtitle speed ☐

3) Highlighting key terms or academic phrases ☐

4) Repetitions of complex sentences ☐

**Appendix B: An Interview for EFL Teachers who Teach or Have Experienced
Teaching reading module at Biskra University**

Dear teachers,

This interview is an attempt to collect data for the accomplishment of a master dissertation. This latter is about EFL Learners' perceptions on using Subtitled educational videos in developing reading fluency. We would be highly thankful for the information that you will provide us with. The responses you provide will remain anonymous and contribute to the achievement of research objectives.

Thank you for your time, effort, and collaboration

Questions:

1.How do you define reading fluency in the context of EFL instruction?

.....

2. Have you used subtitled videos in your reading instruction? If so, how often?

.....

3. What do you think subtitles contribute to the development of reading fluency in your students?

.....

4. Have you measured the effect of a subtitled video on reading speed and accuracy?

.....

5. Also, how do students respond to reading through subtitles compared to reading a text?

.....

6. What kinds of subtitled content do you think are most useful for improving learners' reading fluency?

.....

7. In the past, do you have any strategies that you have had students engage with the subtitles as they watch a video?

.....

8. Is there anything that you found challenging or limiting about using subtitled videos as a means for teaching reading?

.....

9. Have you noticed any long-term improvements in students' reading ability through the use of subtitled media?

.....

10. How do you think subtitled videos can be most effectively used within a reading curriculum or lesson?

.....

ملخص الدراسة

لطالما كان تطوير الطلاقة القراءة إحدى المهام المعقدة للغاية في عملية تعلم اللغة الأجنبية؛ نحن نعتبرها لتحدي الأصعب لكل من معلمي و متعلمي اللغة الإنجليزية كلغة أجنبية بسبب الصعوبات التي يواجهها الطلاب، يواجهون العديد من المشاكل لتحسين مستوى تواصل والقراءة والكتابة. لذلك، تستكشف الدراسة الحالية أهمية تضمين مقاطع الفيديو التعليمية في الفصل الدراسي لتعزيز طلاقة القراءة لطلاب السنة الثانية في اللغة الإنجليزية في جامعة بسكرة . ويهدف إلى التحقق من المدى الذي يمكن أن يؤدي فيه دمج مقاطع الفيديو التعليمية إلى تعزيز مستوى متعلمي اللغة الإنجليزية كلغة أجنبية في القواعد . في الواقع، نحن نعتبر مقاطع الفيديو أحد التطبيقات الأساسية لتكنولوجيا المعلومات والاتصالات في الوقت الحاضر، والتي تلعب دورًا أساسيًا في خلق جو تعليمي مريح ناسب احتياجات المتعلمين . نسعى إلى زيادة وعي الطلاب بكيفية مساهمة مقاطع الفيديو التعليمية في تطوير طلاقة القراءة داخل الفصل وخارجه. نحن نفترض ذلك في هذا البحث؛ نفترض أنه إذا تعرض متعلمي اللغة الإنجليزية كلغة أجنبية لمقاطع فيديو تعليمية ، فسوف يطورون طلاقتهم القرائية بكفاءة و يزدون من دوافعهم داخل و خارج الفصل الدراسي. لتحقيق هدف هذه الدراسة، اعتمدنا على إطار وصفي تحليلي . تم إجراء استبيان كأداة لجمع البيانات لطلاب السنة الثانية للتحقيق في مواقفهم حول أهمية مقاطع الفيديو التعليمية كأسلوب تعلم جديد في تحسين الطلاقة القرائية للطلاب و كذلك مقابلة مع أساتذة مادة القراءة. بناء على نتائج الدراسة، يُوصى بتضمين فيديوهات تعليمية مترجمة مع منهج تدريس اللغة الإنجليزية كلغة أجنبية. كما يجب تدريب المدرسين على استخدام استراتيجيات لاستفادة من هذه المواد بهدف تحسين نتائج تعلم اللغة، وخاصة في مهارة القراءة بالطلاقة.