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Investigating the Role of Bimodal Subtitled English Movies in

Enhancing Students' Vocabulary Learning

The Case of First year EFL students at the University of Mohamed Khiedr Biskra

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

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Dedication

All praise and gratitude be to Allah first and foremost. AllahumalakaAl'hamd

This dissertation id dedicated to:

Every challenging work need self-efforts as well as the guidance of elders

especially those who are close to our heart .My sweet and lovely mother Noura and

father Barket whose affection, love, encouragement, and prays at day and night have

made me able to get such success.

My lovely sisters: Sara, Iman, Amira, Amani, Aya.

My wonderful brother: Mohamed Islam.

My dearest friends: Sabrine, Rayane, Yousra, Afrah, Zahia.

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Abstract

The purpose of this study is to investigate the role of bimodal subtitled English movies in enhancing students' vocabulary learning. The researcher postulated two main hypotheses. The first hypothesis is the use of subtitled movies in EFL classroom would help to enhance students' vocabulary learning. While the second one is implementing bimodal subtitled of English movies as a teaching tool can enrich students' vocabulary. Accordingly, to confirm or refuse the hypotheses the researcher used the qualitative approach to describe and analyse the study. The data were gathered through both a questionnaire for the students and an interview for teachers. The questionnaire was distributed to 45 first year student at the University of Mohamed Khieder-Biskra while the interview was handed to first year oral expression teachers at the same University. The obtained result of this investigation confirmed the hypotheses and proved that the use of bimodal subtitled English movies as a teaching tool is a useful mean to enhance and motivate students to learn new vocabulary.

Key words: vocabulary learning, EFL students, bimodal subtitled English movies.

List of abbreviations and acronyms

EFL: English as a foreign language.

ESL: English as second language.

L2: second language.

FL: forgien language.

TV: television.

CD- ROM: computer disc read-only memory.

VLS: vocabulary learning strategies.

TESOL: teaching English to speakers of other languages.

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ملخص

General introduction

Introduction

Language is the first means of communication used by humans. It is used to help people to express their thoughts, ideas, emotions, feeling etc. Vocabulary is considered to be the core of language since it helps students to communicate and express their ideas and thoughts effectively. Therefore, both teachers and learners should pay more attention to the importance of vocabulary in both language learning and teaching. Teachers work using traditional methods like text books, lectures, etc. But with technology development that the world is currently witnessing teachers seem to show some tendency to the use of ICT tools in their classrooms. Movies is one of those tools that could help EFL teachers to improve their students' vocabulary level. Since it provides them with a refreshing and entertaining environment which can motivate students to learn new vocabulary. Additionally, it helps to expose learners to the real language use by native speakers of the target language which help students to avoid any confusion when facing new words. Finally, it introduces the students to the culture of the target language.

1. Statement of the problem

Vocabulary is considered one of the most important elements in the process of learning a foreign language. At the beginning of learning any new language, learners needs to gain a respectful amount of words and their meanings. In order to be more familiar with it and also communicate effectively. There are many ways to do that for example by reading books, listening to audio books, watching movies, etc.

First year EFL students at the university of Mohamed khider-Biskra find some difficulties concerning vocabulary learning. Therefore, this research aims to investigate

how subtitled movies can be a facilitating tool which can help students to enhance their vocabulary stock.

2. Significance of the study

The present study may have a significant role in both learning and teaching English as a foreign language. Its Importance lies in developing students' vocabulary learning, motivating them to learn vocabulary. Additionally, it helps them to discover the culture of the target language. Also, it helps the teacher to use subtitled movies as an authentic material to improve vocabulary learning which may serve them to attract students' attention.

3. Limitation of the study

The present study has investigated the role of bimodal subtitled of English movies in enhancing first year students' vocabulary learning. However, there are some obstacles that were faced when conducting this research. The first obstacle was the interview which was supposed to be recorded, but with the spread of the pandemic (covid-19) it was sent to teachers through email. The second obstacle was the sample of the teachers which was supposed to be five but only four of them answered the interview. Finally, the sample of the students was supposed to be 45 but only 40 answered the questionnaires.

4. Aim of the study

❖ General aims:

The general aim of this study is to find out the effectiveness of using subtitled movies in improving EFL student's vocabulary learning.

❖ specific aims:

• Develop student's awareness about the importance of learning vocabulary.

- Show how the use of subtitled movies may help students not only in learning vocabulary but also in raising their motivation to learn them.

5. Research Questions

This research question seeks to answer the following questions:

RQ1: How can student's vocabulary learning improve?

RQ2: How do EFL teachers perceive the use of subtitled movies as a teaching material or tool?

RQ3: How can the use of subtitled movies improve student's vocabulary learning?

6. Research hypotheses

Based on the above research questions. We propose the following hypotheses:

- The use of subtitled movies in EFL classrooms would be helpful to improve student's vocabulary learning.
- Implementing bimodal subtitled English movies as a teaching tool can enrich students' vocabulary stock.

7. Research methodology

7.1 Research approach

The present study deals with the role of subtitled English movies in enhancing EFL student's vocabulary learning. Therefore, to answer the research questions, the research follows the qualitative approach since it is appropriate and applicable for the nature of our research. This research is designed for a case study of first year EFL students at the University of Mohamed Khider-Biskra.

7.2 Data collection methods/ tools

In this study, we use both an interview and a questionnaire as tools to gather data. To get a deeper insight into vocabulary learning and how subtitled movies will affect it, an interview was used to gather information about the teacher's opinion about using

subtitled movies as a teaching tool in EFL classrooms, and how it could help to improve their vocabulary learning. A questionnaire was distributed to first year EFL students at the University of Mohamed Khider-Biskra, which contains both open-ended and close-ended questions to collect different responses. The questionnaire is used to discover the difficulties that EFL students may face when learning vocabulary, and to explore their opinion about using subtitled English movies as tool to learn vocabulary.

7.3 Population and sample

In this study, the population is first year EFL students and teachers at the University of Mohamed Kheider-Biskra. Because of time limitation and the huge number of first year students, the sample which was used is about 40 students. They were chosen randomly. Also, a sample of 5 teachers of oral expression were chosen to conduct the interview.

7.4 Data Analysis

The questionnaire was analyzed through counts, and percentages by the use of statistics. A descriptive analysis was used with the interview to analyze the point of view of both the students and the teachers toward the use of subtitled English movies to improve vocabulary learning.

8. Structure of the dissertation

Beside general introduction this dissertation is divided into two main parts. The first part is devoted to the theoretical part. It contains two chapters while the second part is devoted to the field work. The first chapter provides an overview about the subtitled English movies while the second chapter will presents a brief account of vocabulary learning. The third chapter will includes a description and a discussion of the findings. It is devoted to data collection, analysis, and discussion. A conclusion is made for our research with some suggestion and recommendation

Chapter one:

Vocabulary learning

Chapter one: vocabulary learning

Introduction

It is well known that vocabulary has an integral role in the process of learning a second/ foreign language; hence it helps learners to develop their mastery of the language as well as their communication. Students need to learn the words of the target language and their meaning, because the more words they know the more they will be able to deliver the messages appropriately and communicate effectively. The chapter will focus on defining vocabulary and identifying its types. Then, we will provide a description of vocabulary. After that, we are going to discuss the different techniques, steps, and strategies in learning and teaching vocabulary. Additionally, we will tackle how words are remembered. Finally, we will try to explore the importance of vocabulary in EFL classroom.

1.1 Definition of Vocabulary

Vocabulary is an essential element in language learning. The term vocabulary has been defined by researchers in different ways. According to UR (1996, p.60) vocabulary is "the words we teach in the foreign language". Brown and Hatch defined it as "a list of words for a particular language or a list of words that individual speakers of a language might use". (1995, p.1). Thus, vocabulary is a sequence of words used by learners of a foreign language.

Foley and Thompson (2003, p.10) state that "All languages have words, a vocabulary or 'lexicon'". Thornbury argued that the process of learning new words is endless. Even in our native language we still learn new words and the new meaning of

the oldest ones (2002, p. 1).It is to say that the process of acquiring new words in a foreign language as well as in first language is unstoppable.

According to McArthur (1992) vocabulary is: 1) The words of a language; 2) The words available to or used by an individual; 3) The words appropriate to a subject or occupation. Richard and Schmidt (1985) In Longman dictionary of language teaching and applied linguistics stated that "vocabulary is a set of lexemes, including single words, compound words and idioms". In other way vocabulary is a set of words used by individuals with a particular purpose.

1.2 Types of Vocabulary

Scholars divided vocabulary into two types: productive vocabulary which is also known as active vocabulary, and receptive vocabulary which also known as passive vocabulary.

1.2.1. Productive / Active Vocabulary

Al Dersi believes that "productive vocabulary include those words that we use when we speak or write"(2013, p .74). According to Nurgun (2010, p. 16) active vocabulary includes an overall number of words that learners use while speaking and writing. He argues that learner's passive vocabulary exceed the active one since there are some words he hears and writes that he will not use.

Hiebert thinks that productive vocabulary is a list of familiar words by the learner in speech and writing (2005, p.3).Grain and Stuart (1986, p. 64) also explain that productive vocabulary is the lexical items remembered and used in speaking and writing. To sum up all that, productive vocabulary is a set of lexical items used by learner while speaking and writing.

1.2.2. Receptive/ Passive Vocabulary

According to Nurgun (2010, p. 16) Passive vocabulary is considered as a set of lexis that should be interpreted effectively by the learner. He added that it is the role of teacher to eventually raise the amount of learner's passive vocabulary so that he can read and comprehend ungraded books (books which are not made for ESL learners).

Al Dersi explains that "receptive vocabulary includes those words that we recognize when we hear or see them"(2010, p .73-74).Goigi (2015) sees that passive vocabulary is the words and the meaning used by others in spoken and written speech but cannot be used by learners because they are not totally aware of them. Furthermore, he suggests that passive vocabulary calls for:

- Recognition of vocabulary in speech or writing.

- An acquaintance with major grammatical items or forms.

- The skill of stimulating rapidly the sense of large word groups.

The following figure shows an overview about the major types of vocabulary.
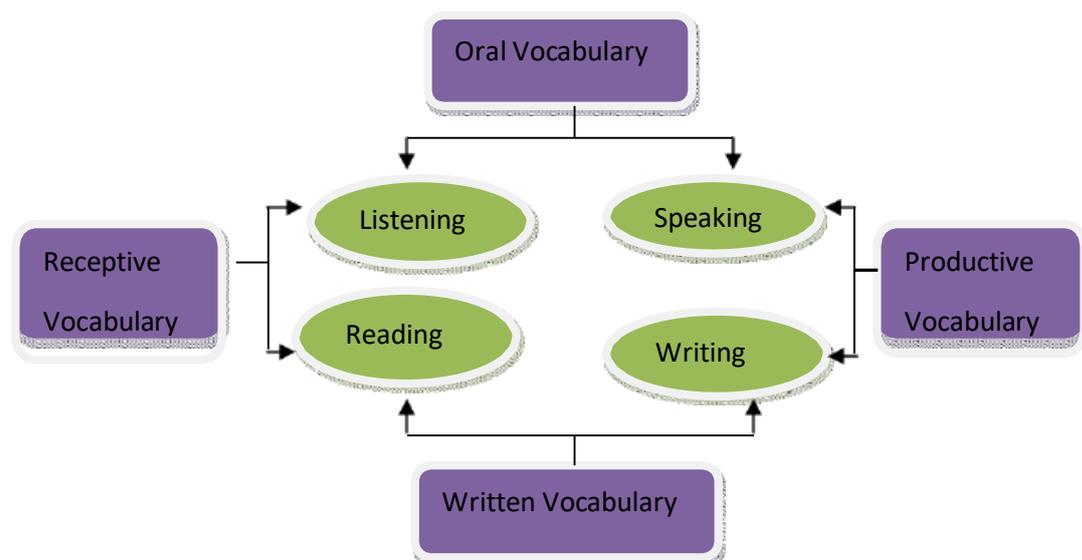
Figure 1.1: Types of vocabulary (Al Dersi, 2010, p.74)

1.3 Vocabulary description

There are two main linguistic branches that emerged in order to study vocabulary and its form, meaning, and use.

1.3.1 Lexicography

McArthur (1992) defines lexicography as "the producer and profession of arranging and describing items of vocabulary in such works of reference as dictionaries, glossaries, thesauruses, synonym guides, usage guides, and concordances". Words are organized in a correct manner to make it easy for learners to find them. Moreover, Bussmann (1996) sees lexicography as the needed roles to edit and make the vocabulary of the language.

Jackson (2013, p. 1) thinks that lexicography has two different meanings the first one is a set of dictionaries whereas the second is the study of dictionaries. In another way lexicography is the study related to defining, grouping, and organizing items into a dictionary.

1.3.2 Lexicology

According to Bussmann (1996) lexicology is a branch of linguistics which study meaning of linguistic items and the relationship between words and lexemes. Additionally, McArthur (1992, p. 602) describe lexicology as "an area of study concerned with the nature, meaning, history, and use of words. Lexicology is a linguistic branch that studies the word's form, meaning, and use.

1.3.2.1 Word classes

Words in English are classified in terms of their function. Thornbury (1988, p.3) believes that words have multiple functions within a text. They can be classified as follow: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunction, and

determiner. Furthermore, Harmer (1998) also thinks that parts of speech are classified into eight categories and summarized them in the following table:

part of speech	description	examples (words)	examples (sentences etc.)
noun (noun phrase)	a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb	Eleanor Devon book sense walking stick town hall	Eleanor arrives tomorrow. I love Devon. I recommend this book. Use your common sense. I don't need a walking stick. Meet me at the town hall.
pronoun	a word that is used in place of a noun or noun phrase	her she him they	Jane's husband loves her. She met him two years ago. Look at him! They don't talk much.
adjective	a word that gives more information about a noun or pronoun	kind better impetuous best	What a kind man! We all want a better life! She's so impetuous. That's the best thing about her.
verb	a word (or group of words) which is used in describing an action, experience or state	write ride be set out	He wrote a poem. I like riding horses. We are not amused. She set out on her journey.
adverb (adverbial phrase)	a word (or group of words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence	sensibly carefully at home in half an hour	Please talk sensibly. He walked across the bridge carefully. I like listening to music at home. See you in half an hour.
preposition (prepositional phrase)	a word (or group of words) which is used to show the way in which other words are connected	for of in on top of	a plan for life Bring me two bottles of wine. Put that in the box. You'll find it on top of the cupboard.
determiner	definite article indefinite article possessives demonstratives quantifiers	the a an my, your etc. this, that, these, those some,many, few etc.	the queen of hearts a princess in love an article in the paper my secret life Look at those photographs! Few people believed him.
conjunction	a word that connects sentences, phrases or clauses	and so but	fish and chips My car broke down, so I went by bus. I like it but I can't afford it.

Table 1.1: classification of English language (part of speech) (harmer, 1998, p. 37)

The table above shows that speech is classified into eight categories which are: noun, pronoun, adjective, verb, adverb, preposition, determiner, and conjunction.

1.3.2.2 Word formation

Word formation is divided into three main parts affixes, compounding, and conversion. One can change the form of a word to have another word, to create another meaning.

1. Affixes: according to McArthur (1992) defines affixes as "an element added to a word, base, or root to produce an inflected or derived form. Also, Grain and Stuart (1986, p.47) describe affixes as "the process of adding prefixes and suffixes to the base item ;in this way, items can be modified to the meaning and/or changed from one part of speech to another.

Suffixation: hope + less > hopeless.

Prefixation: un+ happy > unhappy.

Affixation: dis + respect + full >disrespectful.

2. Compounding: Todd (1987, p.50) believes that compounding is to join two different words together to form a third one. It is the most famous kind of word formation. Compounding usually contain two words.

For example:

- Noun + noun > wall + paper > wall paper.

- Verb + noun > break + fast > breakfast.

- Noun + verb >sun + shine > sun shine.

- Adjective + noun > fast + food > fast food.

- Noun + verb > home + work > homework.

- Adjective + noun > black+ board > blackboard.

3. **Conversion:** conversion is also known as zero derivation. It is the use of a word normally one part of speech or word class as another part of speech, without any change in form (McArthur, 1995). For example:

- The word like (noun) >to like (verb).

- The word present (noun) > to present (verb).

1.3.2.3 Word meaning

It is concerned with words and their meaning and their relations through: synonymy, antonymy, hyponymy, and polysemy.

1.3.2.3.1 Synonymy

Synonym is defined by UR (1996, p. 62) as "items that mean the same, or nearly the same". However, Hatch and Brown (1995, p. 19) argues that if we consider that all words have the same features, this mean that we can use them alterably. He provides as an example the word "cease" and state that even though stop and cease has the same meaning but the mother cannot say to her child "cease that!" instead she says "stop that!". Todd (1987) agrees with Hatch and Brown provide another definition of synonym by saying that "it is the relationship in which two or more words are in free variation in all or most context"(p.81).

1.3.2.3.2 Antonym

According to McCarthy, O'Keeffe, and Walsh (2010, p. 19) "When two words have the opposite meaning we say that they are antonym, or that they have an antonymous sense relationship". Nurgun defines antonym as "ungradable words which are contrasts and opposites".

1.3.2.3.3 Hyponym

Ur (1996) state that hyponym is "items that serves as specific examples of a general concept". McArthur (1992) defines hyponym as "a word, phrase, or lexeme of narrower or more specific meaning that comes "under" another of wider or more general meaning". This means that hyponym is a specific word which is part from more general one. For example: the words hammer, saw, and screwdriver are part from the word "tool". The specific term "hammer" called hyponym and the general term "tool" called subordinate. This example is described in the following diagram:
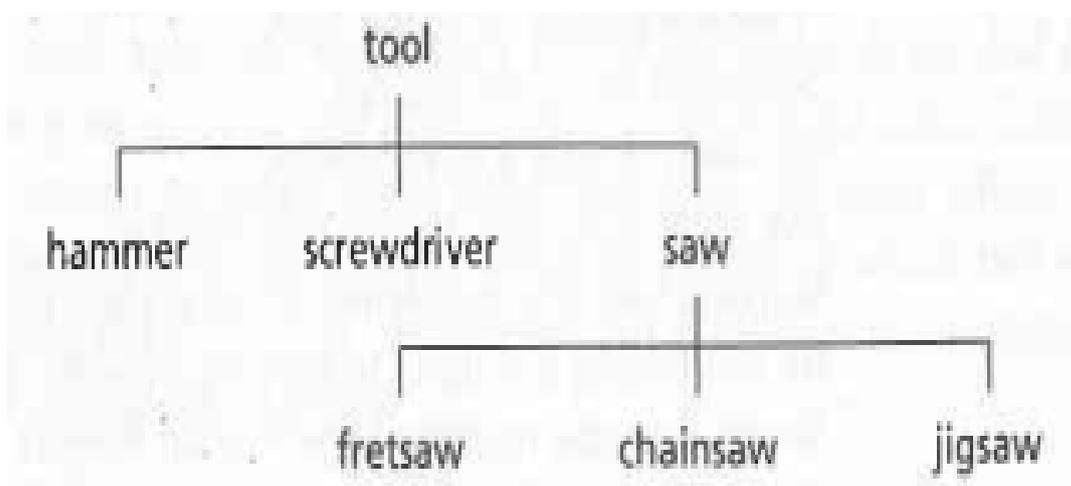
Figure 1.2: a Diagram Illustrate Hyponym Relation (Thornbury, 2002, p. 10)

1.3.2.3.4 Polysemy

Polysemy refers to the same linguistic items which have multiple meanings. (Todd, 1987, p. 79). According to McArthur (1995) polysemy is "a term in linguistics for word or other items of language with two or more senses". This means that the same word can share different meaning.

1.4 Vocabulary teaching

Teaching vocabulary is not an easy task for teachers to do. They have to follow certain steps and use different techniques in order to make sure that the learners gain an

appropriate knowledge of vocabulary. According to Schmitt (2000, p. 143) there are certain elements that could affect the teaching of vocabulary such as: who the learner is, the school system and program, and what are the chosen words to be learned. He also suggested some principles to be put into consideration in the process of teaching vocabulary:

- Build a large sight vocabulary.

- Integrate new words with old.

- Provide a number of encounter with a word.

- Promote a deep level of processing.

- Facilitate imaging.

- Make new words "real" by connecting them to the student's world in some way.

- Use a variety of techniques.

- Encourage independent learning strategies.

1.4.1 Vocabulary Teaching Techniques

There are different techniques that should be used by the teacher so that the students can learn vocabulary more effectively. In other words, the teacher needs to vary techniques in order to present the items and their meaning in a smooth way. According to Gain and Redman (1996) there are three major techniques in teaching vocabulary: the visual technique, the verbal technique, and translation.

1.4.1.1 Visual Techniques

There are two types of visual techniques: the visual and mime and gesture. They are presented as follow:

1.4.1.1.1 Visual

According to Grain and Redman (1996, p. 73) Visual techniques include flashcards, photographs, blackboard drawings, wall charts and realia. They are extensively used for conveying meaning and are particularly useful for teaching concrete items of vocabulary such as food or furniture, and certain areas of vocabulary such as places, professions, and description of people, actions and activities. Nurgun (2010, p. 27) sees visual techniques as they are based upon employing materials such as the following:

- Realia: real objects, tickets, advertisement, forms, brochures, magazines, visits outside class.

- Cutouts, posters, flashcards, charts, graphs grids, puppets, street maps, floor plans, models, pictures, photos, drawings, wheel charts, figures, pictures stories, diagram, pictograms, spider graphs / mind maps.

1.4.1.1.2 Mime and Gesture

Grain and Redman (1996, p. 73) state that mime and gesture are often used to supplement other way on conveying meaning. When teaching an item such as "swerve", a teacher might build a situation to illustrate, making use of the blackboard and gesture to reinforce the concept.

Picture 1.1: using gesture for the word book adopted from (Mariontellier, p.6)

1.4.1.2 The Verbal Techniques

Thornbury thinks that it is beneficial to use mime to describe the word chicken but there are other word that cannot be described to student only by mime such as trustworthy and intuition. He believes that in order to convey the meaning of such items it is better to use words. (2002, p. 81).

1.4.1.2.1 Use of Illustrative Situations (oral or written)

Grain and Redman (1996) believe that teachers use different context in order to check if the students perceive the concept or not. Therefore, the goal here is to find out whether the learners understand the new concept. This technique is usually used when the words are abstract.

1.4.1.2.2 Use of Synonym and Definition

Grain and Redman (1996) state that Synonyms are often used by the teacher with low level students to simplify their explanation and to avoid confusion. For example, the teacher explain the word "miserable" by saying it means "very sad". Furthermore, using definition only is unsuitable technique to convey meaning. Additionally, contextualized examples are required to explain the limits of the word.

1.4.1.2.3 Contrasts and Opposites

In this technique, learners are able to illustrate the meaning of the word by using contrast. For instance, the word "sour" is simply illustrated with its opposite "sweet". Nevertheless, it is necessarily to put the context in which the contrast occurs into consideration. (Grain and Redman, 1996)

1.4.1.2.4 Scale

Grain and Redman (1996, p. 75) see that Once the learner learns a two contrasting or related words, it can useful to revise a new items. For example, if the student learn

"hot" and "cold" with revising he can learn consequently "warm" and "cool" after that "boiling" and "freezing".

1.4.1.2.5 Translation

Grain and Redman (996) believe that although translation is seen as a negative technique in the process of teaching a language, it is an effective technique to convey meaning. It helps to avoid complex explanation that could make the learner lost and also saves time. In monolingual groups the danger of false cognates should be considered. For example, the word "confience" in French should be translated as "trust" rather than "confident". Nurgen argues that "the real danger with translation is if learners continue to use their mother tongue; they will not develop the necessary strategies to detect sense relations between different items in the new language". (2010, p. 86).

In addition to the previous techniques, Ur (1996) suggests a multiple techniques in teaching new vocabulary presented in the following list:

- Concise definition.

- Detailed description.

- Examples (hyponyms).

- Illustrations (pictures, objects).

- Demonstration (acting, mime)

- Context.

- Synonyms.

- Opposites (antonyms).

- Translation.

- Associated ideas, collocations.

1.4.2 Steps of Teaching Vocabulary

According to Nation and Newton cited in (Coady and Huckin, 1997) "it is necessary to decide what vocabulary will be selected for teaching, how it will be sequenced, and how it will be presented". They present the steps of teaching vocabulary as following:

1.4.2.1 Selection

Many researches have been made earlier to discover what is the most important vocabulary that could result in successful is learning. They provide a list of the most frequent widely used words in earlier stages of learning. Additionally, they add another element in vocabulary selection which is the range of used words in the spoken language. Nevertheless, frequency and range are not the only two factors, there are other factors for example: combination (to combine other words), definition (to define other words), and replace ability (to replace other words). Those factors were taken from the notion of a "core vocabulary".

1.4.2.2 Sequencing

According to Nation and Newton (As cited in Coady and huckin, p. 239) sequencing is the second step in vocabulary teaching, it consists of two main sequences: the first one is the sequence of levels of vocabulary, and the second one is the grouping and ordering of words within a group of lessons. A division of the levels of vocabulary is presented in the following table adapted from Nation (1990).

Levels	Number of Words	Text Coverage %
High frequency words	2000	87
Academic vocabulary	800	08
Technical vocabulary	2000	03
Low frequency words	123.200	02
Total	128000	100

Table 1.2: levels of acquiring vocabulary as cited in (Coady and Huckin, p. 239)

The process of acquiring English is not consider normal, without high frequency words. That is why paying attention to them is necessary. The academic vocabulary list include 800 words which are frequent in wide range of academic texts. Therefore, if the learners plan to do academic study, academic vocabulary is the next level. However, if they want to use English for social reasons, the next level to move to is low-frequency word level. On the other hand technical vocabulary has a narrower range of word-stock, since any domain has its own technical vocabulary. It is better to teach technical vocabulary within the area of the relevant subject. (p. 239)

1.4.2.3 Presentation

Nation and Newton (As cited in Coady and huckin, p. 240) state that presentation is the next step after selection and sequencing; the academic and technical vocabulary should be used to make learning and teaching vocabulary much easier. High-frequency vocabulary is learnt through exercises and individual learning because they include a few words. However, low-frequency level can be learnt through guessing from the

context because it includes a high number of words. The strategies for coping with low-frequency words consist of guessing from context, using word parts to help remembering the words meaning, and using mnemonic and rote vocabulary strategies. Direct and indirect approaches are some general principles that work hand in hand to deal with high and low frequency vocabulary. Both of these principles require thought and planning from the side of the teacher.

1.5 Learning vocabulary

Learning vocabulary is considered as one of the most important parts in learning a new language. That is why it is known to be a very crucial process for student to master since even native speakers cannot reach that as well. Earlier we provided an insight about vocabulary teaching and what the teacher should do in order to develop learner's vocabulary. In this part, we will provide some steps and strategies that learners should follow in order to enrich and improve their vocabulary knowledge.

1.5.1 Vocabulary Learning Strategies (VLS)

According to Intaraprasert (2004) cited in (Nirattisai and Chiramane, 2014, p. 275) VLS are defined as "any set of techniques or learning behaviors, which language learners reported using in order to discover the meaning of new word, to retain the knowledge of newly-learned words, and to expand one's knowledge of vocabulary".

Schmitt (2000) sees that in order to decide which vocabulary learning strategies to use, learners should put in their minds the learning context. He added that to teach and use the suitable vocabulary learning strategies, students should consider the following: the level of proficiency, the learner's L1 and culture, their motivation and purpose of learning L2, the used task and text, and the nature of L2 itself. (p. 133).

The following figure made by Schmitt provides some examples of vocabulary learning strategies that learners need to be aware of.

Strategy group	Strategy
Strategies for the discovery of a new word's meaning	
DET	Analyse part of speech
DET	Analyse affixes and roots
DET	Check for L1 cognate
DET	Analyse any available pictures or gestures
DET	Guess meaning from textual context
DET	Use a dictionary (bilingual or monolingual)
SOC	Ask teacher for a synonym, paraphrase, or L1 translation of new word
SOC	Ask classmates for meaning
Strategies for consolidating a word once it has been encountered	
SOC	Study and practice meaning in a group
SOC	Interact with native speakers
MEM	Connect word to a previous personal experience
MEM	Associate the word with its coordinates
MEM	Connect the word to its synonyms and antonyms
MEM	Use semantic maps
MEM	Image word form
MEM	Image word's meaning
MEM	Use Keyword method
MEM	Group words together to study them
MEM	Study the spelling of a word
MEM	Say new word aloud when studying
MEM	Use physical action when learning a word
COG	Verbal repetition
COG	Written repetition
COG	Word lists
COG	Put English labels on physical objects
COG	Keep a vocabulary notebook
MET	Use English-language media (songs, movies, newscasts, etc.)
MET	Use spaced word practice (expanding rehearsal)
MET	Test oneself with word tests
MET	Skip or pass new word
MET	Continue o study word over time

Table 1.3: examples of vocabulary learning strategies, Schmitt, 1997 cited in

(Schmitt, 2000, p. 134).

According to Schmitt (2000, p. 135) this list of vocabulary learning strategies is divided into two main classes: (1) strategies that are useful for the initial discovery of a word's meaning, and (2) those useful for remembering that word once it has been introduced. The strategies are categorized into five groups: determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies.

1.5.1.1 Determination Strategies

Schmitt (2000, p. 135) believes that determination strategies are used by a person when he find out a new word's meaning without resort to another person's expertise. That is to say that the learner depends on himself while learning a new word's meaning. This can be accomplished by guessing from one's grammatical knowledge, guessing from the context, or using reference material such as dictionary.

1.5.1.2 Social Strategies

In this group of strategies, learners can use some help from both teacher and classmate in order to learn a new word. That is why social strategies are used while interacting with other people who can provide help in learning a new vocabulary. There are multiple ways to achieve that for example: using synonyms, translation, etc. he thinks that despite that social strategies are a useful way to learn vocabulary, his Japanese subject preferred work individually. (Schmitt, 2000, p. 135)

1.5.1.3 Memory Strategies

Schmitt (2000) thinks that memory strategies which also known as mnemonics are used when connecting a new word with previously learned knowledge. This can be done through using some form of imagery which means to relate new word with the existing knowledge such as previous experience, or grouping which is has a vital role which help the learner to retrieve and arrange words in groups without prompting.

Memory strategies involves elaborative mental processing that facilitate long-term retention. It takes time, but it worth spending it if the learned words are important. (p. 135)

Oxford (1990) (cited in Zahedi and Abdi, 2012, p.2266) believes that "memory strategies make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations"(p. 8).

1.5.1.4 Cognitive Strategies

According to oxford 1990 cited in (Schmitt, 2000, p. 136) cognitive strategies exhibit the common function "manipulation or transformation of the target language by the learner". This means that learners use mental functions to manipulate and transfer the target language. Schmitt (2000) thinks that cognitive strategies have similarity with memory strategies. However, he believes that memory strategies include treating the mental processing while in cognitive strategies the learners use repetition, notebooks, and mechanical means to learn vocabulary. Cook (2008, p. 60) states that repetition is to repeat the word over and over until you learn it by heart. And that can happen through memorising a group of words or by listing words on flashcard and starting to omit each word you have learnt until there is none words left.

1.5.1.5 Metacognitive Strategies

Schmitt (2000) thinks that it is a conscious process in which the learner has the responsibility to decide his own way to learn vocabulary. This is going to happen through an organized process in which the learner will plan, monitor, and evaluate himself to discover which the most suitable way is for him to improve his vocabulary learning. (p. 136)

As conclusion, those strategies can be used to make the process of learning vocabulary much easier for students. Therefore, the learner needs to choose carefully the most appropriate strategies that suits his way of learning.

1.5.2 Steps of Learning Vocabulary

The teacher needs to pay more attention to how the learner can improve his vocabulary learning. Hatch and Brown (1995) suggest five essential steps shown in the following figure:
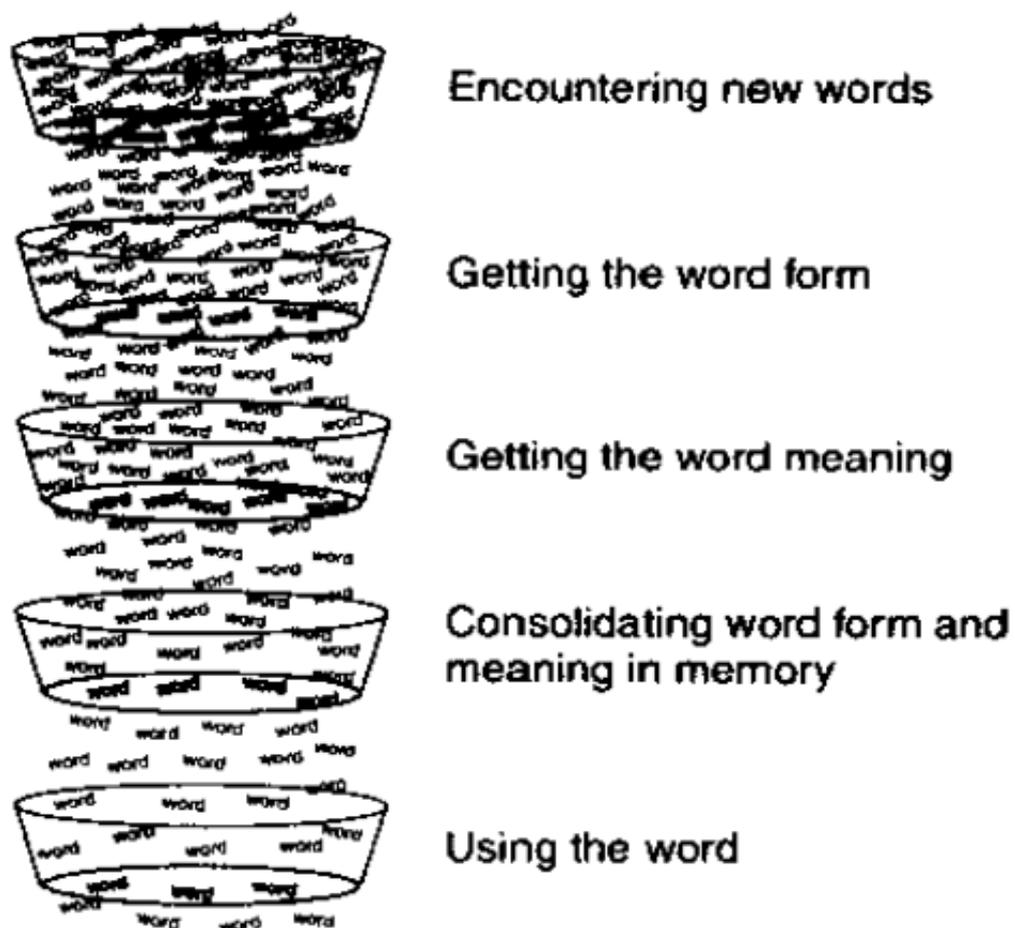
Figure 1.3: five essential steps to learn new words. Hatch and brown (1995, p. 374)

1.5.2.1 Encountering new word

This is the first step; it includes having sources to learn new word. Learners are supposed to learn new words through listening to songs, radio, TV shows, or reading books, short stories, newspapers, magazines. Those sources will help them to be more exposed to the target language and also to learn new words used in different occasions. The number of the learnt words will depend on area of interest and motivation. (Hatch and Brown, 1995, p. 373)

1.5.2.2. Getting the Word Form

According to Hatch and Brown (1995, p. 378) Getting to know the word form is the second essential step in learning vocabulary. It includes spelling, pronunciation, or both. A learner needs to associate the new words with similar ones in his native language, in other languages he knows, or in similar sounding English words he knows. The importance of getting to know the word form appears when the learner is asked to provide a definition of a words.

1.5.2.3. Getting the Word Meaning

The third step in learning vocabulary is getting the word meaning. In this step the learners can use different strategies such as asking English native speaker or the people who speak the learner language about the meaning of a word, or the learner could use the word in his language and ask someone to translate it to English. The level of distinguishing of word definition differs in level of the learner, task requirement, and situation. The learner also can get the definition explained by a bilingual teacher or friend. Finally, the last way in which the learner can get the word meaning is through context. (Hatch and Brown, 1995, p. 382)

1.5.2.4 Consolidating the Word Form and Meaning in Memory

According to Hatch and Brown (1995) the fourth step in vocabulary learning is consolidating the word form and meaning in memory. It is concern with memory and consolidating the connection between form and meaning. The learner here is required to memorize the new word with its two aspects, the form and the meaning. Therefore, the student can use multiple types of vocabulary drill such as: flashcards, matching exercises, and crossword puzzles. The keyword method is one of the methods that draw the attention of researchers, it is method in which the word are used in sentences that explain its meaning through contextual cues while assigning its form to other known forms by the student. (p. 387)

1.5.2.5 Using the Word

The final step in learning vocabulary is using words. Word use has an important role when the purpose is to make learning continue as far as the word knowledge can go. However, researches argue that word use is not an essential step particularly, for those who desire a receptive knowledge of vocabulary. One advantage of word use is that it can give a guaranty that the learned word and meaning will not disappear easily from memory. (Hatch and Brown, 1995, p. 390)

Finally, in order to fulfill a full knowledge of vocabulary, the learner needs to follow all the five steps.

1.6 The Importance of Vocabulary

Vocabulary has an essential role in learning a foreign language. Researchers agreed on the fact that without vocabulary communication will not occur appropriately. McCarthy (1990) (as cited in Siriwan, 2007) states that "no matter how well the student learns grammar, no matter how well successfully the sounds of L2 mastered, without words to express wide range of meaning, communication in an L2 just cannot happen in any meaningful way". This means that without vocabulary the learner cannot

construct an effective and meaningful communication, even though he masters both grammar and phonetic.

Willkins (as cited in Thornbury, 2002, p.13) thinks "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". That is to say that without vocabulary the learners will be able to deliver the message at all. Vocabulary is viewed by Lewis as "the core or the heart of language learning". (1993, p. 89).

Conclusion

To sum up, vocabulary is a key component in the process of FL/L2 learning. Accordingly, Learners need to improve their vocabulary stock in order to communicate more effectively and freely. Therefore, teachers need to use multiple techniques in order to help the learners develop their vocabulary and gain as much word-stock as they can, so that they would be able to deliver the messages in an appropriate way. Also, the teacher should use different strategies to encourage and motivate student to improve their vocabulary knowledge. Finally, teachers and learners need to work hand in hand in order to achieve a better result in the process of learning vocabulary.

Chapter two:

Bimodal subtitled English movies

Chapter two: bimodal subtitled English movies

Introduction

Today, the world is witnessing a wide spread of the use of technology, especially among young people. This development has influenced many different fields, and education is one of the main fields that has a great benefit from it. Teachers, especially the ones who teach foreign language have showed some tendency to the use of technology as a tool to improve the process of learning. Movies is one of these tools that could help learners to develop their language proficiency since they may have multiple advantages: they motivate students to learn the new language, help them to comprehend the target language, and expose them to the target language culture. This chapter aims to provide an overview about some aspects to consider while teaching English as foreign language. In addition, it presents some theories that support the use of movies in EFL classrooms. Moreover, it tries to provide an insight about movies and how to use them as an instructional tool. It highlights the advantages of using movies in EFL classrooms. Finally, this chapter provides an overview about subtitling and how the use of bimodal subtitled English movies will enhance students' vocabulary learning.

2.1 Aspect to consider when teaching English as a foreign language

2.1.1 The role of exposure to the English language

According to Magno et al (2009, p. 64) exposure is defined as "the total amount of time in which an individual has contact with language, may it be in verbal or written form, formal or informal ways of communication in which the learner may have either an active or a passive role". The formal and informal ways of communication are described by Lightbown and Spada (2001, p. 123) as natural and instructional setting, the natural setting "informal" is the contexts in which the learner is exposed to the

language at work or in social interaction while the instructional setting "formal" is the contexts in which the new language is taught to a group of foreign and second language learners.

Different studies investigated the effect of exposure on the EFL learners. According to Krashen's input theory people acquire language through understanding messages or by "comprehensible input". This means that the more the learner is exposed to the target language the more he can acquire the new language better. Peters (2018) conducted a research to investigate the effect of the exposure through media outside the classroom in improving Flemish learner's vocabulary knowledge. The result showed that both the length of instructions, and exposure impact learner's vocabulary knowledge, but outside exposure has a larger effect than the length of the instruction.

2.1.2. The importance of using authentic material in EFL classroom

Scholars provided different definition of authentic material in which each one of them describe it from different angles. Cook (1981) as cited in (Thanh, 2017, p. 2) state that authentic material means "using example of the language produced by native speakers for some real purpose of their own rather than using language produced and designed solely for the classroom". According to Jacobson, Degener, and Purcell-gates (2003, p. 1) authentic material means printed material used in classroom in the same way used in the life of the learner. Martines (2005, p. 1) defines authentic material as material made for native learners to use in the classroom a way that resemble the one it was designed for.

Genhard (1996) as cited in Dewi (2018, p. 71) divided authentic material into three following types:

- Authentic listening materials, such as cartoons, radio news, songs, etc.

- Authentic visual materials, such as street signs, post cards, magazines and newspaper pictures, etc.

- Authentic printed material, such as newspaper, sport reports, train tickets, restaurant menu, etc.

Various studies were devoted to investigate the role of authentic material in EFL classroom. Peacock (1997) study note that the use of authentic material increases learners's on-task behaviour, concentration, and involvement in the target language more than artificial material. Guariento and Morley (2001, p. 374) see the authentic texts as a way to increase student's motivation since it introduces he learner to the real language. In other words, itprovides them with the sense of being in touch with the language of the spoken community.

According to Berbardo (2006, p. 64) there are five main advantage of using authentic material in EFL classroom in which he states them as following:

- Having a positive effect on the student motivation.

- Giving authentic cultural information.

- Exposing the students to the real language.

- Relating more closely to students' need.

- Supporting a more creative approach to teaching.

2.1.3 Benefits of using audio-visual aids in EFL classrooms

Malik and Pandith (2011, p. 20) provide different point of view of scholars concerning the meaning of the audio visual aids:

- Carter Y. Good "audio visual aids are those aids which help in completing the triangular process of learning i.e. motivation, classification, and stimulation."

- Edger Dale "audio visual aids are those devices by the use of which communication of ideas between persons and groups in various teaching and training situations is helped. These are also termed multisensory material."

- Burton "audio visual aids are those sensory objects and images in which initiate or stimulate and reinforce learning."

- Mcknown and Roberts "audio visual aids are supplementary devices by which the teacher, through the utilization of more than one sensory channels keeps to clarify, establish, and correlate concepts, interpretations, and appreciations."

- S.P. Ahluwalia "audio visual aids reinforce the spoken and written words with concrete images and provide rich perceptual experiences which are basis of learning. Those materials make learning less non-verbalistic and reduce boredom of mere verbalism."

In other words, audio visual aids are sensory devices which are used to reinforce the process of learning. Additionally, they help the teachers to clarify and establish concepts and interpretation which make the learning process more interesting.

According to Malik and Pandith (2011, p. 21) audio visual aids are classified in different ways according to different approaches, stated as the following:

1. Technical approach: in which audio visual aids are categorized into audio aids and visual aids.

A. Audio aids: the aids which include the hearing sense such as: radio, tape-record, record player etc.

B. Visual aids: the aids which include the vision sense such as: models, pictures, maps, bulletin boards, slides, epidiascope, overhead projector etc.

2. According to a second approach, audio visual aids are categorized into projector aids and non-projector aids.

A. Projector aids: teaching aids that aid with their projection in the screen are known as projected aids such as: film strips, slides, film projector, overhead projector, epidiascope etc.

B. Non-projector aids: teaching aids that do not aid with their projection in the screen are known as non-projector aids such as: chalk board, charts, actual objects, models, tap-record, radio etc.

Audio visual aids have great benefits in improving the process of learning a new language. Malik and Pandith (2011, p. 21) outlined the following advantages of audio visual aids in learning and teaching:

- Audio visual aids help in the use of the sense organs fully in both the learning and teaching process.
- The use of the different audio visual aids helps to make the interaction in the classroom active and interesting.
- Audio visual aids help to identify the individual needs and differences of the learner.
- Audio visual aids help to turn the abstract thoughts to concrete ones which make learning more effective and comprehensible.

- It provides concrete tools like charts and maps which help to decrease the amount of verbalism.

- It provides the student with new experience of discovering real objects that the teacher cannot bring to the classroom such as: lions, elephants etc.

- They help to make both the teacher and the teaching process easier since it will decrease the time and the effort for the teacher.

- It helps to improve the sense of creativity of the learner since it includes all the faculties that help to create new things.

- Audio visual aids help to overbear the shortage of resources.

- It helps to enhance the scientific behaviour of learners.

2.2. Some theories of language learning

There are some theories that supported the use of movies in EFL classroom. These theories are:

2.2.1. Krashen's theory

The input hypothesis was developed by Stephen Krashen under the umbrella of a broader theory which known as second language acquisition. This theory includes five hypotheses: that are acquisition-learning hypothesis, the natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypothesis. According to Krashen (1985, p. 2) the input hypothesis claims that humans acquire language by understanding messages or by receiving comprehensible input. Humans with the help of context, can learn a language even if they did not acquire the needed grammar fully. Context contains extra-linguistic information, the knowledge of the world, and previous acquired linguistic competence. Krashen (1981, p. 1) states that comprehensible input means "what we hear or read in another language". Ruusunen

(2011, p. 20) believes that "movies are a good option to provide the student with comprehensible input".

2.2.2. The social theory of learning

This theory was presented by Albert Bandura, was a connection between both the behaviourist and cognitive learning theories since it involves attention, memory, and motivation. According to Bandura people learn through interaction with others in a social contexts. This means that they observe the behaviour of others and try to create a similar one. After that people start to imitate that behaviour especially if the result is positive or includes reward. Bandura believes that people can learn many behaviours through modelling and provides an example that watching someone acting is considered modelling. (Bandura, as cited in Nabavi, 2012)

2.3. Movies

Films are the art that represent the life in different ways; it can reflect all the aspect of the social life. Besides, it helps to strengthen the learner's auditory and visual ability, which means improving both the learner's listening and speaking skills .Films can be a beneficial tool to expose the student to learn a new language since it brings to them the real-life language of the spoken community. Also, it helps to develop the learner's cultural awareness.

2.3.1. Definition of films

Films are defined by the Collins dictionary as "moving pictures that have been recorded so they can be shown at the cinema or on the television. A film tell a story, or shows a real situation".

According to Wikipedia film, also called movie, or motion picture, is visual art-form used to stimulate experiences that communicate ideas, stories, perceptions,

feelings, beauty or atmosphere, by the meaning of the of recorded or programmed moving pictures, along with sound (and rarely more) other sensory stimulations.

2.3.2. Movies as an instructional tool

After choosing to use movies as an instructional tool in EFL classroom, the teacher has the responsibility to make a plan to decide which movie he will use, when, where, how, and for how long the movie will be viewed. This plan contains three major elements: approaches to presentation, criteria of selection, and method of implementation.

2.3.2.1. Approaches to presentation

The teacher needs to choose carefully the appropriate approach to present the movie to his student. Therefore, he should pay attention to some important elements such as learning objectives, the level of the student, the length of the film, the skill he wants to teach, and time management. According to King (2002) there are two main approaches of presenting a film.

2.3.2.1.1. The short sequence approach

According to King (2002) there are four approaches of presenting a film that are widely adapted by the teachers.

1. **Sequential approach:** teaching scene by scene or one segment at time.

2. **Single scene approach:** in which only one scene or segment from the entire film is utilized.

3. **Selective approach:** featuring only a few scenes from different parts of the film.

4. **Whole film approach:** that shows the film in its entirety in a single viewing.

King (2002) sees that the teacher in order to select the appropriate approach to use, he needs to consider the objectives and the target group. He also needs to make sure if the length of the film is appropriate for the level of the student.

2.3.2.1.2. Whole film approach

King (2002) thinks that the whole film approach is an approach in which the film is used entirely and analysed as a whole. Using this approach will help to avoid the whole process of turning on/off, pausing, rewinding, and replaying to study each part of the film. Watching a whole movie will improve student's motivation since the learner will be impressed about the amount of English presented in the film. Also, His self-esteem will increase when he realizes that it is not difficult to understand a movie.

2.3.2.2. Criteria of selection

Teachers have a great responsibility to choose the most suitable movie to use in the classroom. Therefore, they need to follow certain criteria in order to select the appropriate film for the students. Kwon (2014, p. 52-30) identifies four categories of criteria of movie selection. Basic criteria, linguistic criteria, social-psychological criteria, and specific instructional criteria.

2.3.2.2.1. Basic criteria

Kwon (2014, p. 25) sees that in this category the focus is on the basic and general criteria that are needed when using English-language movies for educational purpose.

- Appropriate for the age and ethnic/cultural background of ESL learners.
- Proper subject matter suitable for language study.
- Of good quality, or at least of acceptable quality.

- Clear and sequential presentation.

- Favourable review and reception.

2.3.2.2.2. Linguistic criteria

According to kwon (2014, p. 27-28) the focus in the Linguistic criteria is on the linguistic characteristic of the movie.

- Realistic styles of speech, a balance mixture off various speech styles ranging from economical, colloquial, semi-formal, formal, grandiose, etc.

- Intelligible pronunciation.

- Proper scope of vocabulary and idiom, reasonable or acceptable amount of slang, jargon, cultural references.

- Relatively clean language.

- Considerable percentages of speech/dialogue.

- If possible, well-written screenplay.

2.3.2.2.3. social-psychological criteria

Kwon (2014, p. 28-30) state that the focus in this category is to help the learners define themselves in a global language.

- Generally positive or acceptable values and roles.

- Relatable content. Preferably, subjects in the life of ordinary people, in ordinary situations, and other universal themes.

- Representative content. The movie reflects attitudes, aspirations, and ideals of the society.

- Absence of (or a little) bias, discrimination, and stereotyping.

- Stimulating thoughts and viewpoints (ideally).

- Inspiring characters that encourage interaction and self-examination (ideally).

2.3.2.2.4. Specific instructional criteria

Kwon (2014, p. 30-31) believes that the specific instructional criteria focus on maximizing the level of motivation of individual students to learn.

- Suitable for the level of English language proficiency of the ESL learners.

- Likable speech/language, if possible. If one likes the sound, rhythm, intonation, and pronunciation of the speech, the learning may become much more efficient and fruitful.

- Suitable for specific learning/teaching objectives.

- Responsive to ESL learner's psychological needs and appropriate for their background.

- To the likeness of ESL learners, if possible. A movie found interesting and stimulating by ESL learners is likely to motivate ESL learners and facilitate the learning process.

- Available at a reasonable cost; and access to transcripts/screenplay, or a format with English subtitle.

2.3.2.3. Method of implementation

In order to understand the movie fully, the teacher needs to provide the students with a group of activities during the lesson. Stolller (1988, p. 8-16) categorised them as following: pre-viewing, viewing, and post-viewing.

2.3.2.3.1. Pre-viewing activities

Stoller (1988, P. 8-11) see that the ultimate goal in the pre-viewing activities is to make sure that the students are ready to watch the film. Since the understanding is decided by the student's background knowledge. He suggests a list of possible activities that the teacher can use during the pre-viewing activities.

- **Student interview/polls**: the students can interview other classmates about an issue related to the film they will be watching.

- **Problem solving**: student can be gathered in small groups in order to find a solution for a problem from the film.

- **Discussion of the film title**: the student can guess the content of the film through analysing the film title.

- **Brainstorming activities**: the teacher can ask the students questions that can help to relate the student's previous knowledge and the topic of the film.

- **Film summary**: the students can read a summary of the film and search for specific details that could help to comprehend the movie better.

- **Information gap activities**: students can fill a grid which contains questions about what they understand from the topic.

- **Dictionary/vocabulary work**: through dictionary and vocabulary activities the students can be introduced to some important words or phrases that they can face while watching the film.

2.3.2.3.2. Viewing activities

According to Stoller (1988, p. 11-13) the major goal of using Viewing activities is to facilitate the process of viewing the film. They help to introduce the student to the main problem in the film and to concentrate on the characters and plot development at critical phase in the film. The following are some examples of the viewing activities:

- **Directed listening**: the teacher can ask the students to listen to some ideas that can be important for better understanding.

- **Information gathering**: the teacher can ask the students to gather information during the film watching.

- **Film interruption**: the film can be interrupted to give the students the opportunity to explore the content of the film together and to guess what will happen in the remaining time of the film.

- **Second screening**: the students can rewind the film and watch it again but this option depends on the length of the film.

2.3.2.3.3. Post-viewing activities:

Stoller (1988, p. 13-16) states that the post-viewing activities are aimed to develop both speaking and writing skills of the target language. These activities should target the main ideas of the film since the small details cannot be remembered by all the students. He listed some of the activities that can be used as post-viewing activities:

- **In-class polls or interviews**: students can interview each other about the content of the film, then deliver the output in form of spoken report or written essay.

- **Film summaries**: student can discuss the main ideas of the film and summarize them in a spoken or a written form.

- **Alternative endings**: the students can form groups and try to make an alternative ending of the film in spoken or written form.

- **Discussion**: students can discuss the ideas and issues related to the film in groups in form of questions. They can also share their thoughts about the film

and suggests some solution for the issues and present them in spoken or written form.

- **Comparisons**: student can compare their thoughts and information about the film before and after viewing the film.

- **Agree/disagree/unsure activities**: each student can react to some statement in the movie individually, then compare it with others in a small group.

- **Ranking/group consensus**: students can rank character, problems related to the film in an attempt to find a consensus.

- **Paragraph organization**: there are different activities which could help students to organize their paragraphs such as: using printed summaries, identify ideas in subsequent paragraphs…etc.

- **Speed writing**: students are required to write about the topic discussed in the movie in a short time in order to develop their written fluency instead of accuracy.

- **Using note for writing practice**: if the students have taken notes during the process of viewing the film they can collect their notes together and use them as a summary.

- **Role play/stimulation games**: students can perform some scenes from the movies in form of a play.

- **Debates**: the student can debate an issue related to the film.

2.3.3. Benefits of movies as an instructional tool

Movies do not only provide entertainment and pleasure for the student but can also be used as a tool to learn a language.

2.3.3.1. Movies and motivation

In this generation, technology is one of the most necessary things in the students' daily life. They have a great time using it. Therefore, it will not be difficult for them to use it inside the classrooms. Perhaps, it will make them engaged more with the process of learning. Chan and Herrero (2010) State that "the use of the film in the classroom or as an outside school activity can uphold the motivation of the learner, because of its playful component". (p.11)

Brophy (2004, p.4) sees that "student motivation is rooted in student's subject experience, especially those connected to their willingness to engage in lessons and learning activities and their reasons for doing so". This means that student motivation is related to student's willingness to be engaged in the learning process.UR (1996, p.274) believes that Motivation is related to the student's achievement in the language learning process. That is to say that, students who are motivated in learning a language will achieve better result than those who are less motivated.

Movies can be used by the teacher to motivate the students in the process of learning. Gonzales all (2015, p.2) state that "teaching with movies is also an innovated method for promoting the sort of engaged learning that education requires today". Parisi and Andon (2016, p. 113) believe that if the teacher selects the appropriate movie to use in the classroom, it may be a beneficial way to stimulate the student's motivation.

2.3.3.2. Movies and cultural awareness

Learning a foreign language is usually associated with learning the culture of that language. Atkinson (1999, p. 625) state that "except of language, learning, and teaching, there is perhaps no more important concept in the field of TESOL as culture". Culture is defined by Roell as"the value, traditions, customs, art, and institutions shared by a group of people who are unified by nationality, ethnicity, religion, and language". (2010, p. 2)

Movies do not only motivate the learner to learn a foreign language but it also provides him with an insight about the culture of the spoken language community. Sherman (2003, p. 2) thinks that "video is a window on English-language culture. Apart from giving access to global cultural products like feature films, it also shows how people live and think and behave".Furthermore, Roell (2010, p. 3) believes that even though watching movies is not as actually contacting member of other culture, they can help those encounters by encouraging understanding and enhancing sensibility.

2.3.3.3. Movies and vocabulary

Vocabulary has an essential role in the process of learning a foreign language. Thus, it is very important for learners to develop it in order to communicate effectively. According to Akbulut"Combining text with visuals regardless of the type of visual used is more effective in facilitating vocabulary learning than providing only definitions of words" (2007, p. 5). This means that, using visuals is a better method for vocabulary learning than using the definition of the word only. Additionally, Sadiku (2017) believes that "the audio-visualized materials, particularly movies are one of the best tools in facilitating spontaneous vocabulary acquisition for contemporary age learners" (p. 4).

2.3.3.4 Movies and comprehension

Films are considered to be a tool that facilitates the process of learning a new language since it helps the learner to understand the language more. Gruba (2006) states that "films aid the learner's comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously" (as cited in khan, p. 47). Champoux (1999) sees that "film scenes can make it easier to teach abstract themes and concepts because their visuality" (as cited

in Ruusunen, 2011, p. 14). This means that movies enable learners to see the abstract thing that they can see through words and texts.

2.4 subtitled movies

2.4.1 Definition of subtitle

According to Zarei (2009, p. 67) subtitles are defined as "the permanently affixed on-screen text that represents narration, dialogue, music, or sound effect in program. Subtitles are basically placed at the bottom centre of the television screen". Neves define subtitling as "the process of converting the audio content of a television broadcast, webcast, film, CD-ROM, DVD, live event and other production in text which is displayed on a monitor screen".(2008, p. 130)

2.4.2 Types of subtitles

Zanon identified three main types of Subtitling as following:

- **Bimodal subtitling:** from English dialogue to English subtitle.

- **Standard subtitling:** from English dialogue to subtitles in learner's mother tongue.

- **Reverse subtitling:** from dialogues in the learner's mother tongue to English subtitles.

Coredella (2006, p. 78) classified subtitling into intralingual subtitling and interlingual subtitling. Intralangual is the use of the dialogue of the original language in a written texts of the same language whereas interlingual is to use the dialogue of the original language in written texts of different languages.

2.4.3 Benefits of using subtitles

Using subtitles can be advantageous for learning a new language in different ways. According to King (2002) subtitles fill the gap between both listening and reading

skill, it improves the learner's word-stock and pronunciation. It also enhances students' word recognition and help them to concentrate and follow the plot easily. Additionally, subtitles motivate students to learn English, help them to comprehend the meaning of specific English expressions, and make it easy for them to understand jokes.

Hoogendyk, Arifin, and Novita (2014, p. 3-4) Believe that using movies without caption can build tension and discomfort for learners, whereas using them with subtitles will provide them with direct feedback which will eventually raise their confidence and motivate them to watch TV, movies, etc., with or without subtitles in the near future.

2.4.4 The role of bimodal subtitling English movies in enhancing student's vocabulary learning

Vocabulary has a great role in the process of learning a foreign language since it helps students to communicate effectively through the use of language skills. Schmitt (2000, p.19) state that "the key element in learning a foreign language is mastering the L2's vocabulary".

Using subtitles has been seen as an effective tool in the process of learning a foreign language. Etemadi (2012, p. 239) believes that "Subtitles in any language are wonderful tools that let people enjoy films from other cultures and countries, but for language learners subtitles might offer a new path to language comprehension".

There are some researches made by researchers to study the effect of using bimodal subtitled English movies in enhancing student's vocabulary learning. From their research increasing student's vocabulary by using bimodal subtitling in short movies, Hoogendyk, Arifin, and Novita (2014, p. 13) concluded that "using bimodal subtitling is effective to increase student's vocabulary mastery. It is shown by the students score in post-test which is better than pre-test". On the other hand, Zarei(2008, p. 82) in his research on the effect of bimodal, standard, and reversed subtitling on L2

vocabulary recognition and recall, states that "as for vocabulary recall, it can be concluded that bimodal subtitling is significantly better than the standard subtitling, which, in turn, is significantly better than reversed subtitling". From the researches above, it seems that bimodal subtitling has a positive effect on vocabulary learning.

Subtitles seem to be considered as a way of distraction and source of laziness but it is totally the opposite. According to Vanderplank (1988) "far from being a distraction and source of laziness subtitles may have a potential value in helping the language acquisition process, by providing the language learners with the key to massive quantities of authentic and comprehensible language input". (pp. 272-273)

Conclusion

This chapter discussed the role of using bimodal subtitled English movies as a tool to enhance student's vocabulary learning. In addition, it presented some aspect teachers should put into consideration while using movies as an instructional tool. It concluded that bimodal subtitled English movies have a positive effect on student's vocabulary learning. Finally, movies should be used as tool to teach a new language since it does not only attract students and entertain them, but also it helps them to have both an idea about the culture of the target language and a better comprehension of that language.

Chapter three: field work

Chapter three: Fieldwork and data analysis

Introduction

This research is carried out to investigate the role of using bimodal subtitled English movies in enhancing EFL student's vocabulary learning. This study is based on a descriptive method in order to collect and analyse data. Accordingly, the data have been gathered through both a questionnaire and an interview. The questionnaire was directed to first year students to see if the use of bimodal subtitling of English movies will enhance their vocabulary learning. In addition, the interview was directed to oral expression teachers to helps us have an insight about their point of view about the use of bimodal subtitled of English movies as an instructional tool to enhance student's vocabulary learning. Finally, the data collected are used to test if they validate the research hypotheses

3.1 The students' questionnaire data analysis

3.1.1 Description of the questionnaire

This questionnaire is designed for first year EFL students at the University of Mohamed Kheider-Biskra. The target population was supposed to consist 45 students out of the whole population, but only 43 student have responded, the two others did not answer any question. The sample was chosen randomly. This questionnaire contains 15 questions divided into four sections: personal information, vocabulary learning, teachers' role in developing EFL student's vocabulary, and the role of watching bimodal subtitled English movies.

The first section includes two questions that provide personal information about the age and the reason of choosing English studies. The second section contains four questions that deal with the learners' attitude toward vocabulary learning: the

importance of vocabulary in language learning, the participant's vocabulary level, the role of exposure to the English language, and how the students' learn new vocabulary. The third section consists of four questions that attempt to investigate the students attitude about the teachers role in developing their vocabulary: if the oral teacher raises their awareness about the importance of vocabulary, the main techniques used by the teacher to enhance their vocabulary, if the teacher uses videos in the oral expression class, and their opinion about using audio-visual aids instead of the traditional methods. The four section include five questions that seek to investigate students attitude about the use of bimodal subtitled English movies in classrooms: the time they spent watching movies, if they enjoy watching them, which type of movie they prefer, which type of subtitle they prefer, and their opinion about multiple statements.

3.1.2 Analysis of the students' questionnaire

Section one: Personal information

Question 1: Would you specify your age.

Students Age

|	
■ [18-20] years old	79%
■ (20-25) years old	21%
■ mora than 25 years old	0%
■ total	100%
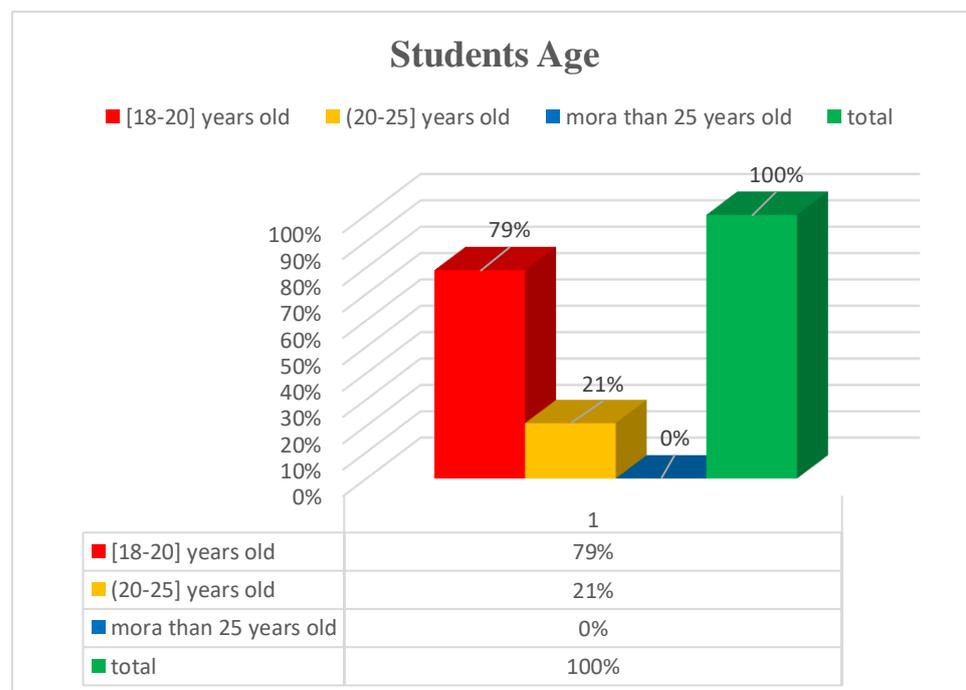
Figure 3.1: Participants' age

The first question is about the participants' age. It is classified into three categories. The first category is participants with the age from 18 to 20 that represents 75%, which is normal since it is the age of first year student at university. The second category is participants with the age from 20 to 25 that represents 21%. The last category is participant above 25 that presents 0%.

Question 2: Your choice of studying English is:

- Your personal choice.

- Your parents' choice.

- Someone's advice.
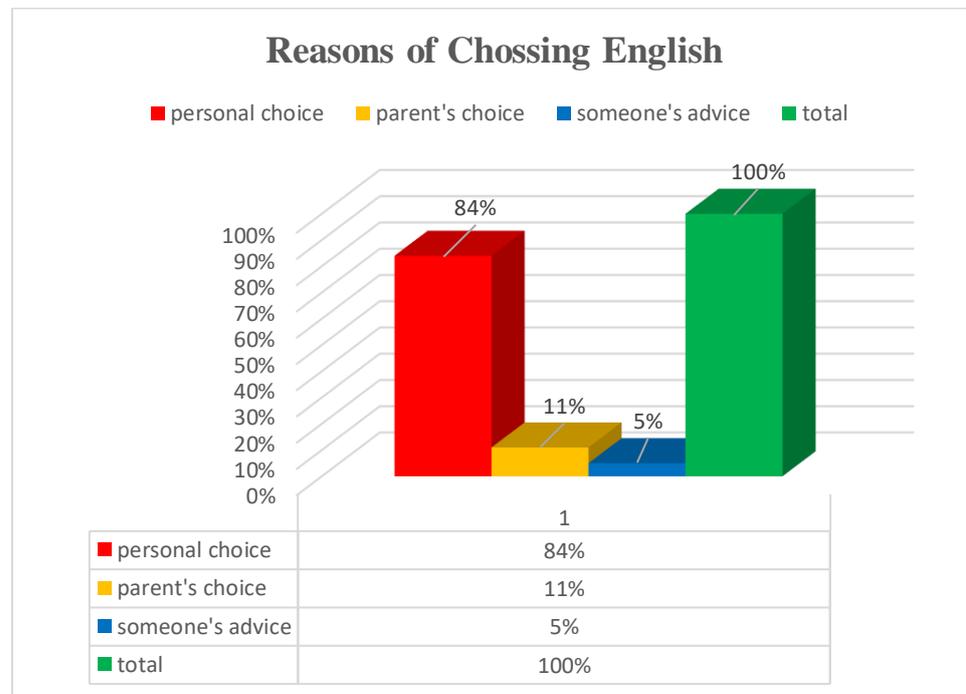
Figure 3.2: Students' reason behind choosing English as major speciality

The result shows that 84% of the participants choose studying English by themselves. This maybe because they like English and they are interested to learn more about it. It also shows that 11% of the participants choose studying English because of their parents. 5% choose it because of someone else advice. This could be because he/she trust their opinion.

Section two: Vocabulary learning

Question 3: Do you think that vocabulary is important in learning English as a foreign language?
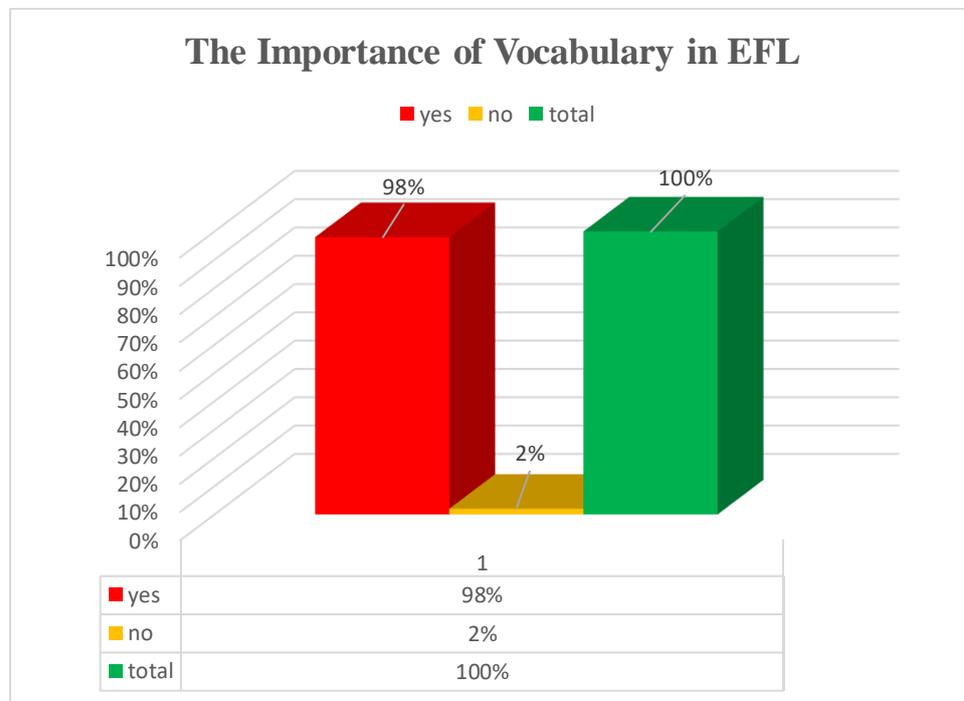
Figure 3.3: Students' attitude toward the importance of vocabulary

The results from the figure above indicate that the vast majority 98% of the participants' answered with yes. This is because they think that indeed vocabulary has an essential role in the process of learning the English language. The rest of the participants who represent only 2% answered with no, which maybe because they find some difficulties in learning it.

Question 4: How can you evaluate your English vocabulary knowledge?
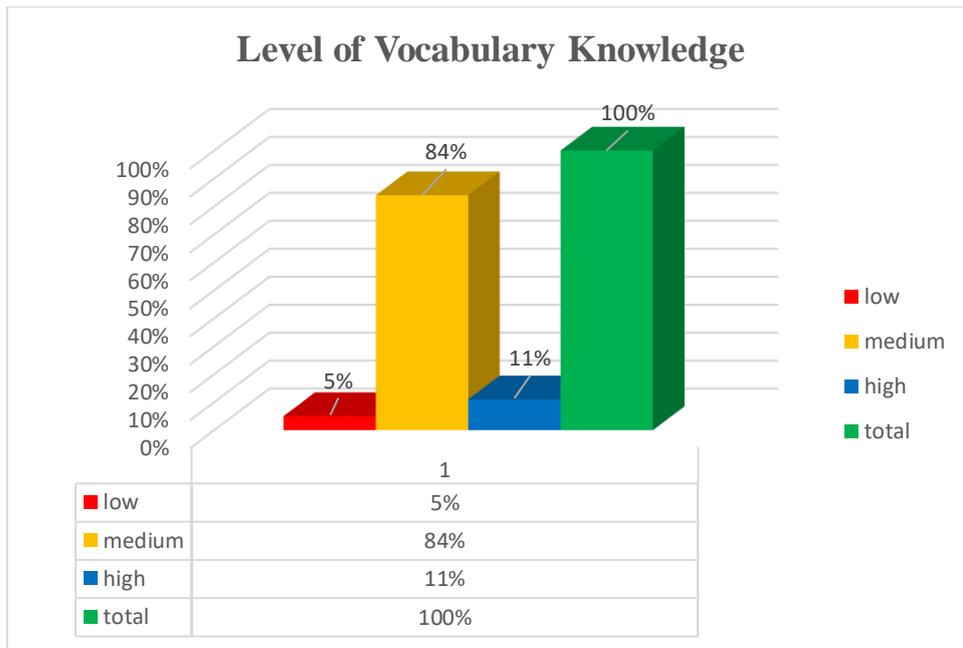
Figure 3.4: Students' vocabulary level

It is obvious from the figure above that the majority of the participants think that their vocabulary knowledge level is medium with 84%, whereas 11% of the participant believe that they have high level of vocabulary knowledge. The rest with 5% think they have low level of vocabulary knowledge. The results indicate that learners should devote more effort to learn vocabulary and try to find better strategy to learn it.

Question 5: How do you consider the role of exposure to the English Language?
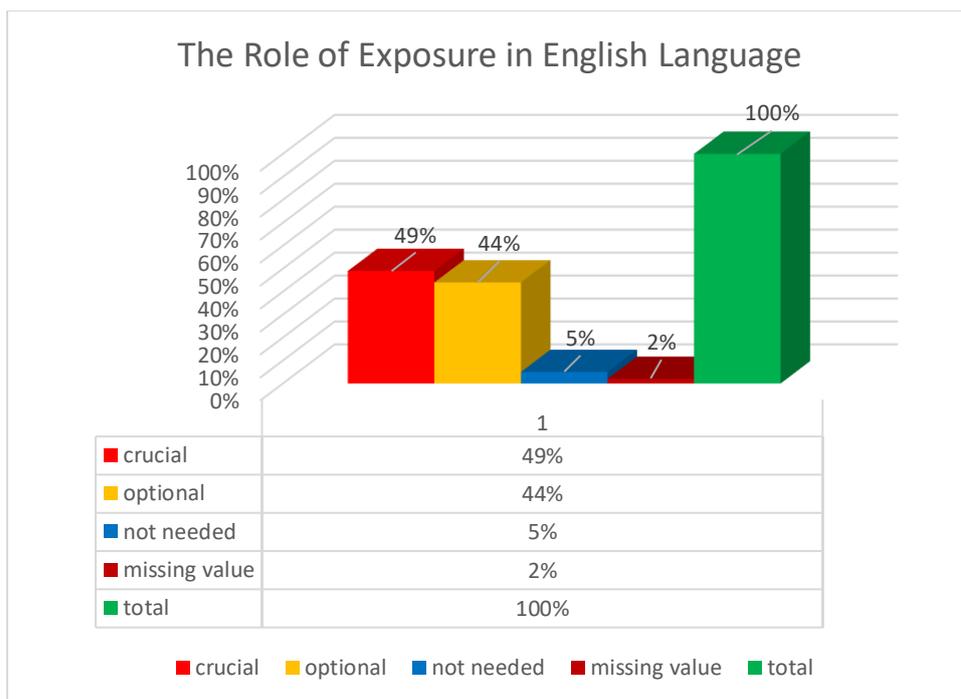
Figure 3.5: Students' attitude toward the role of exposure to the English language

The results in the figure above show that 49% of the students think that the exposure to the English language is necessary. However, 14% believe it is optional. On the other hand, 5% of the participant see that it is not needed. The rest who represent 2% did not answer the question. We can conclude that learners need to be exposed more to the English language in order to learn English effectively.

- If it is crucial is it because:

a) It develops your vocabulary knowledge and use.

b) It ameliorates your productive skills.

c) It enhance your pronunciation.

d) All of them.
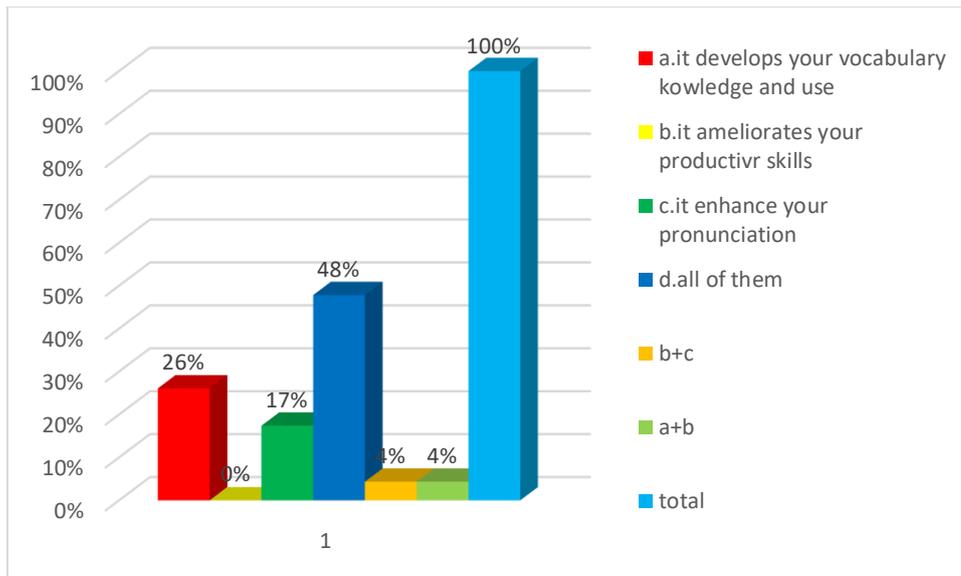
Figure 3.6: Participants' attitude toward exposure

The figure above inform us that 48% of the students who answered that exposure is crucial believe that exposure is needed in all language aspects. 26% of the participants think that vocabulary knowledge and use would be developed through exposure, whereas 17% believe that exposure will help to enhance their pronunciation. On the other hand, 4% think it will ameliorate their productive skills. The rest with 4% believe it will help to develop both their vocabulary knowledge and use and their productive skills. This means that exposure is needed to develop students language learning whether it is vocabulary, productive skills, or pronunciation.

Question 6: what do you do to learn new English vocabulary?
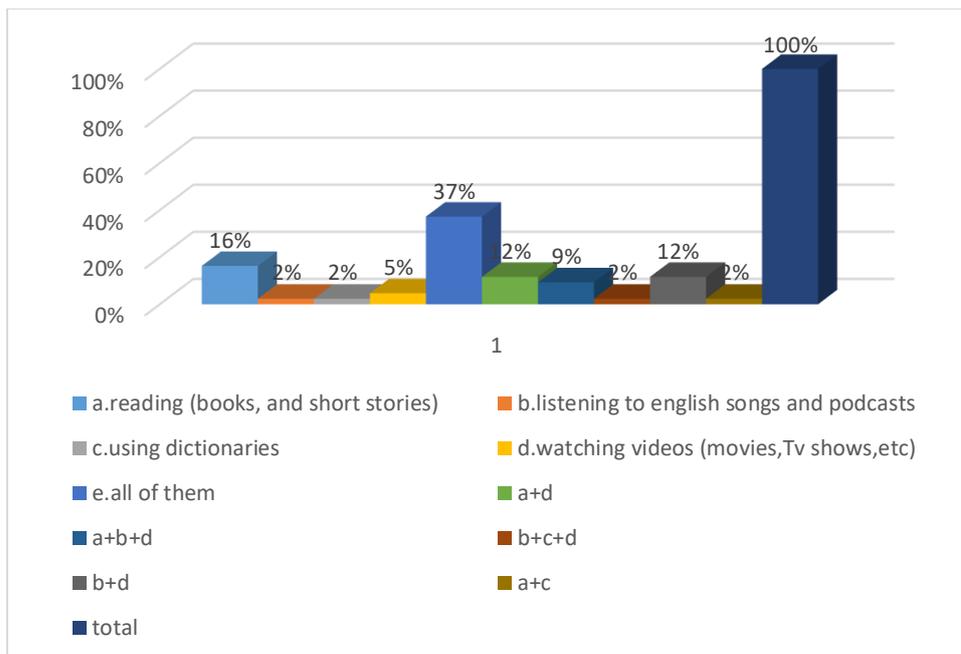
Figure 3.7: Students' vocabulary learning strategies

The question try to seek what the participants do in order to acquire new vocabulary. 37% of the students chose all the listed strategies (reading, listening to English songs and podcast, using dictionaries, and watching movies). However, 16% choose reading (book, short stories). 12% choose both reading and watching videos. In addition, 12% choose listening to English songs and watching videos .7% of the students answered with mix between reading, listening, and watching videos. On the other hand, 5% answered with watching videos. The rest 2% choose listening to songs. Similarly, 2% choose using dictionary. 2% choose a mix between reading and using dictionaries. In addition, 2% choose a mix between listening, using dictionaries, and watching videos. As a result, students prefer to use multiple strategies to learn a new vocabulary. However, reading, listening and watching videos seem to be the most interested strategies student like to use since they provide a joyful environment that motivate them to learn vocabulary better.

Section three: Teachers' role in developing EFL student's vocabulary learning

Question 7: Does your oral expression teacher raise your awareness about the importance of learning a new English vocabulary?
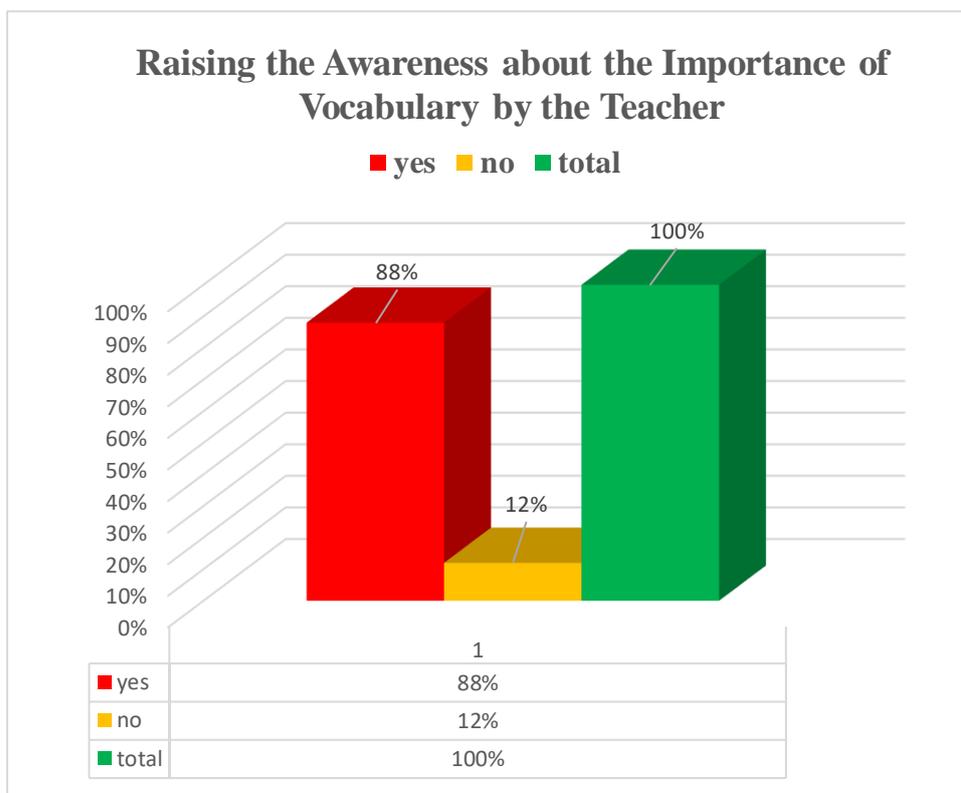
Figure 3.8: Raising the awareness about the importance of vocabulary by teachers

We noticed from the figure that 88% of the students see that their oral expression teacher raises their awareness about the importance of learning vocabulary, whereas 12% see that their oral teacher does not raise their awareness about the importance of learning new English vocabulary. We can conclude that teachers are making effort and attempts to raise the students' awareness about how important the vocabulary is in the process of learning English as a foreign language.

Question 8: From the following, choose the main technique that your teacher uses to enhance your vocabulary
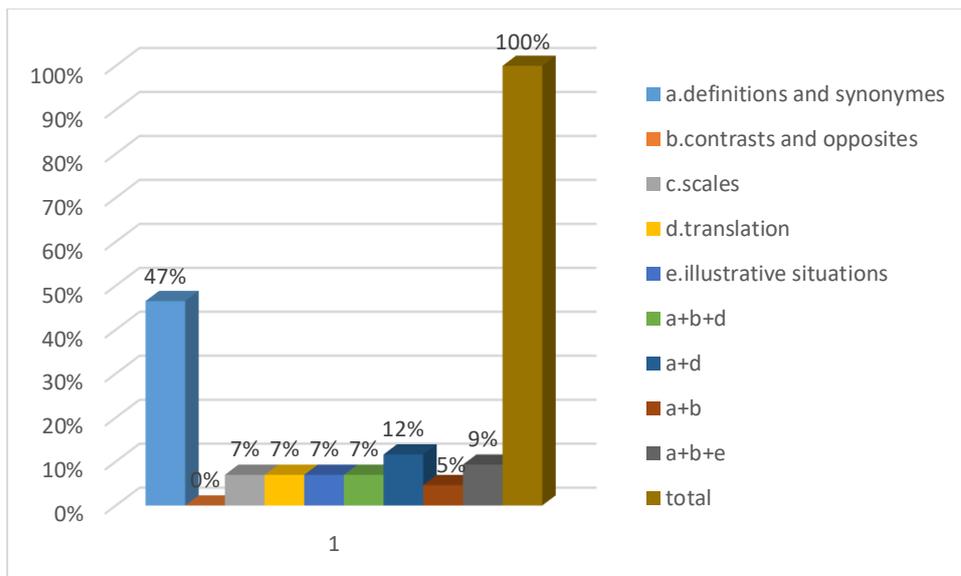
- **Verbal techniques:**

Figure 3.9: The verbal techniques used by the teacher

The figure shows that 47% of the participants answered that their teacher uses definition and synonyms. Moreover, 12% replied that their teacher prefers to use both definition and synonyms and translation. In addition, 9% sees that their teacher uses a mix of definition and synonyms, contrasts and opposites, and illustrative situations. On the other hand, 7% have observed that their teacher uses a mix between definition and synonyms, contrast and opposites, and translation. Other with 7% see that translation is the most used technique by their teacher. Furthermore, 7% see that scales is the technique their teacher uses to develop their vocabulary. Similarly, 7% answered that their teacher employs illustrative situations. 5% replied that their teacher use both definition and synonyms and contrasts and opposites. Finally, none of the participant choose contrasts and opposites used alone as a strategy to learn new vocabulary. From the result above, we noticed that according to respondents, the majority of teachers prefer to use multiple techniques to teach their students new vocabulary, but definition and synonyms is the principle technique they are likely to use.

- **Visual techniques:**
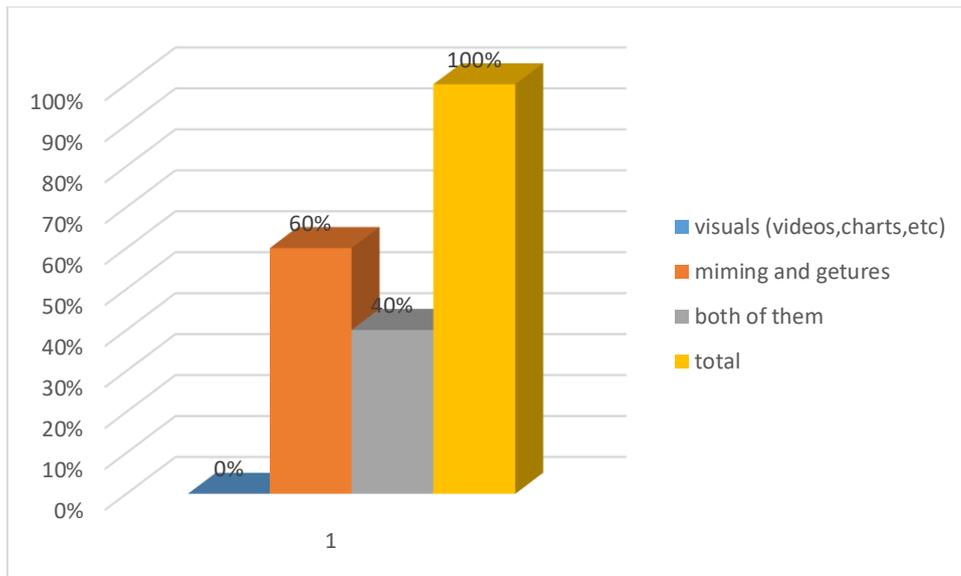
Figure 3.10: The visual techniques used by the teacher

Concerning the visual techniques, this figure present that 63% of the student see that their teacher use visuals like videos and charts as a technique to teach vocabulary. 21% estimate that their teacher prefer to use both visuals and miming and gestures to teach vocabulary. While 16% answered that miming and gestures are the most used technique by their teacher. As a result, teachers tend to work with visuals a lot since they attract the students' attention more and make it easier for them to learn new words better.

Question 9: Does your teacher use videos in oral expression class?
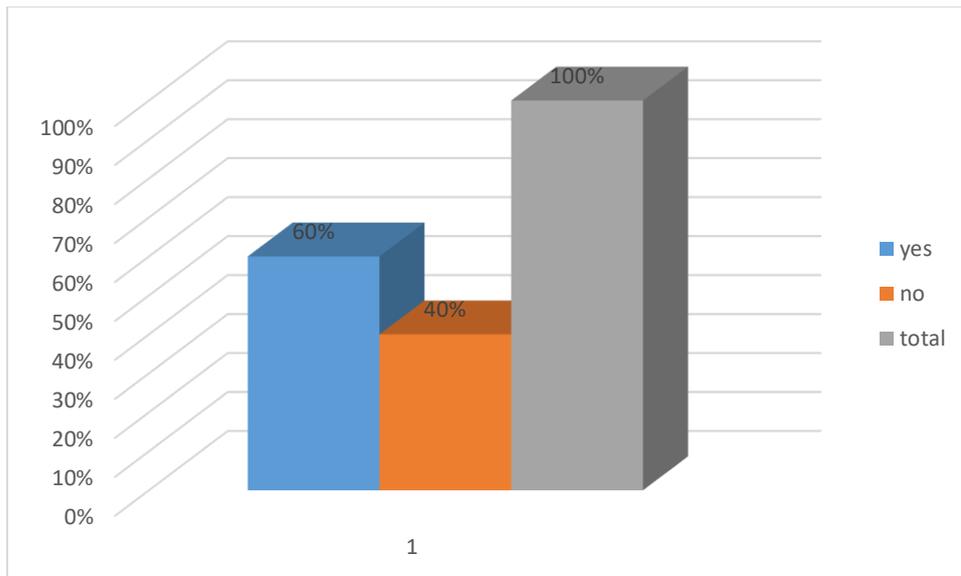
Figure 3.11: The use of videos in oral expression class by the teacher

The statistics demonstrate that 60% of the students answered with yes. This may attributed to teachers' awareness about the importance of using audio-visual aids, especially videos in EFL classrooms. The rest with 40% answered with no.

- **If yes, what type of videos?**
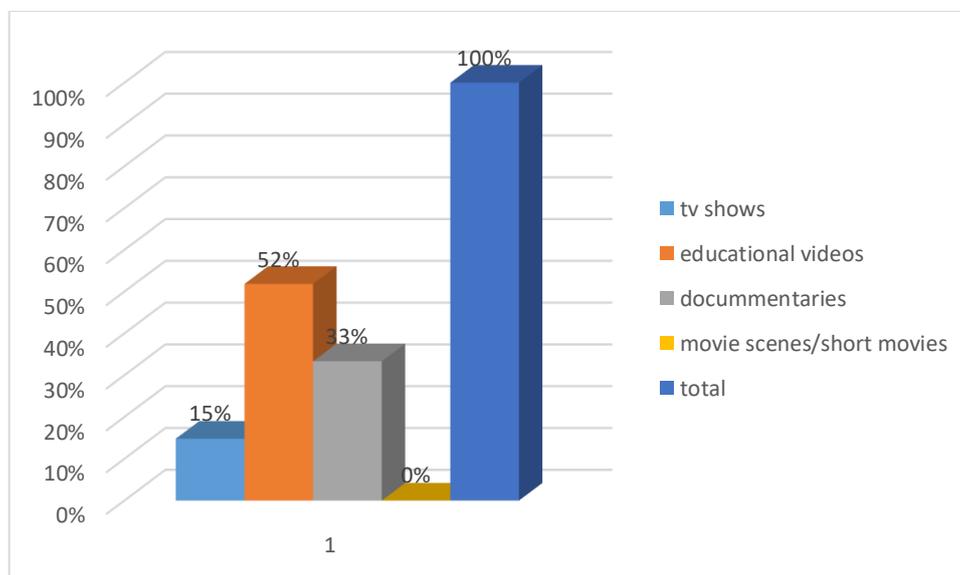
Figure 3.12: Types of videos used by the teacher

This follow up question investigates the type of videos used by teachers in oral expression classes. 52% of respondents argued that their teacher uses educational

videos, whereas 33% see that their teacher seems to prefer to use documentaries. Others with 15% answered that their teacher uses TV shows. Meanwhile, none of their teachers used movie scenes and short movies. This means that teachers prefer to work with educational videos because they think them more effective than the other types of videos.

Question 10: To what extent do you agree with the following statement "using audio-visual aids will be more interesting than traditional methods?"
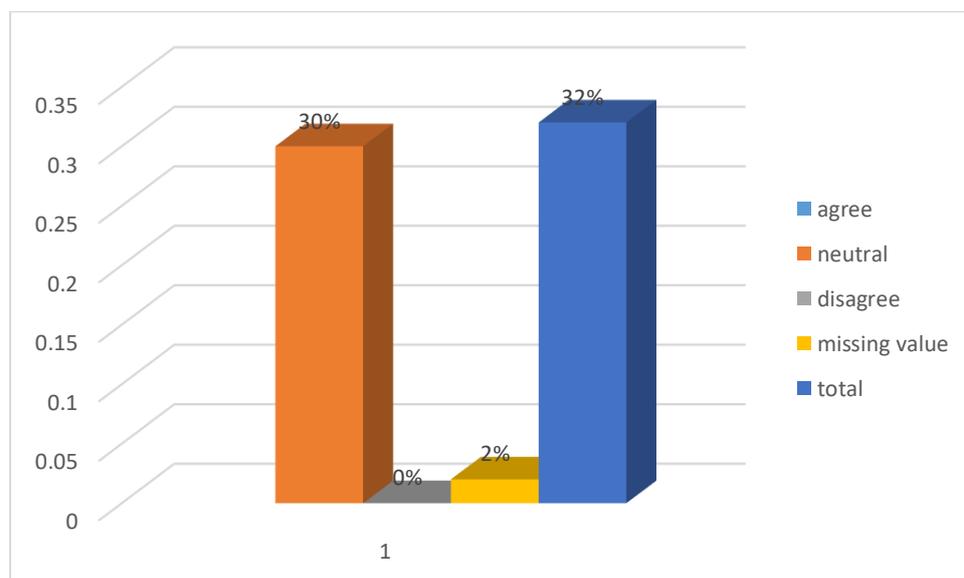
Figure 3.13: Audio-visual aids VS traditional method

The figure shows that 68% of the students agree with the statement that audio-visual aids will be more interesting than the traditional methods. 30% of the students are neutral. Moreover, none of them disagrees with the statement. 2% have not answered the question. We can conclude that students believe that using audio-visual aids will help them more in the process of learning English as a foreign language

- **Justify your answer please**

The students who agreed that audio-visual aids are more interesting than the traditional methods state some arguments like:

- It can help to improve their spelling, pronunciation, and vocabulary better.

- It makes the learning process much easier

- The brain remembers what can be seen and heard, not the theoretical

  information that you learn today and forget tomorrow.

- It is more fun and interesting to use technology rather than traditional

  methods.

All the students who were neutral agreed that it depends on the students

themselves. If they like the use of traditional methods or the use of audio-visual

aids

Section four: The role of watching bimodal subtitling of English movies on

enhancing student's vocabulary learning

Question 11: How often do you watch English movies?
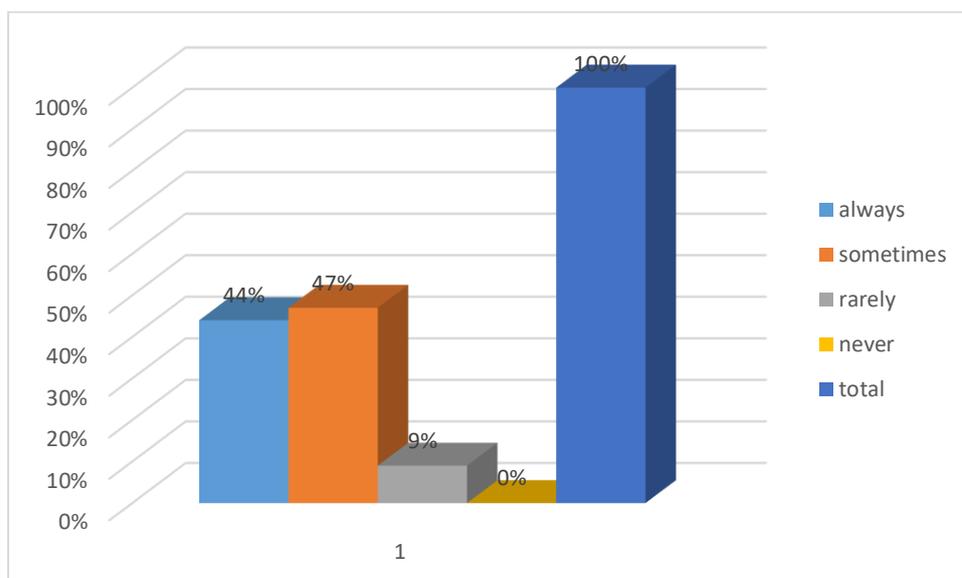
Figure 3.14: Frequency of movies attendance.

The figure demonstrates that 47% of the students answered with sometimes. 44

% replied with always. On the other hand, 9% watch movies rarely. While none of the

student choose the option "never". The result reveal that most of the students spend a

respectful time in watching movies. This means that student find watching movies

enjoyable and interesting, which could motivate them in the process of learning English.

Question 12: do you enjoy watching movies?
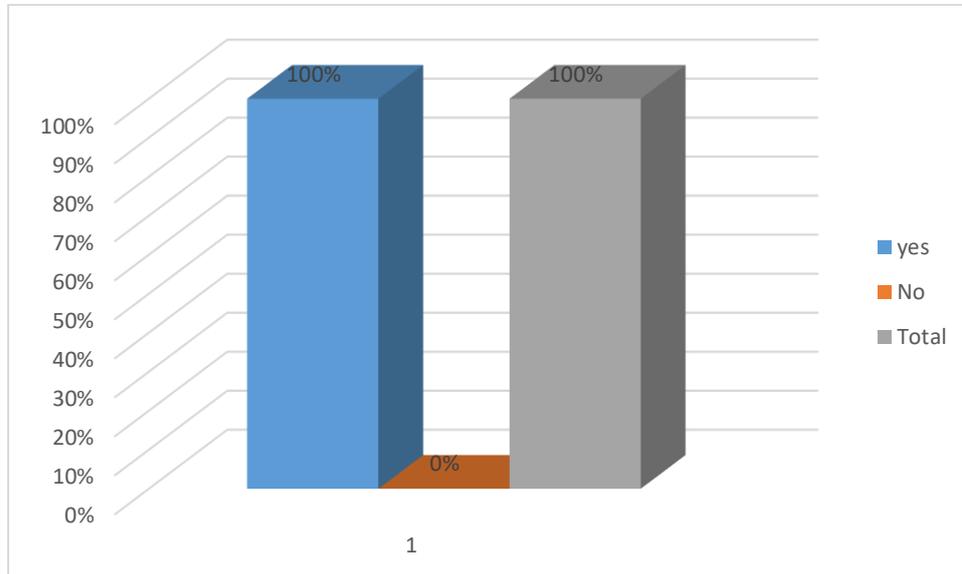
Figure 3.15: Students finding joy while watching movies

This question investigates if students enjoy watching movies or not. The entire students with 100% answered that they enjoy watching movies. However, none of them choose no. This indicates that the use of movies in EFL classrooms will be very helpful, since it will motivate the learners to learn the language effectively.

Question 13: what type of movies do you prefer to watch the most?
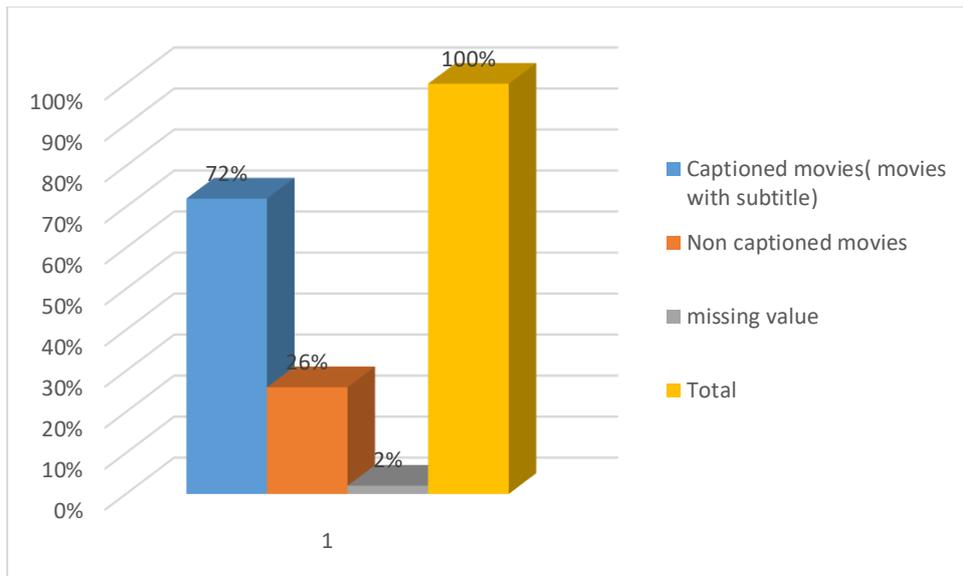
Figure 3.16: Type of movies students prefer

The results above reveal that students' with 72% prefer movies with subtitle, while 26% of them think none captioned movies are better. 2% have not answered the question. This indicate that students may face some difficulties in understanding and keeping up with the conversation between characters in the film. This is why they need captions as a support to understand better and to learn the English language from all its aspects.

Question 14: If you watch subtitled English movies do you prefer.
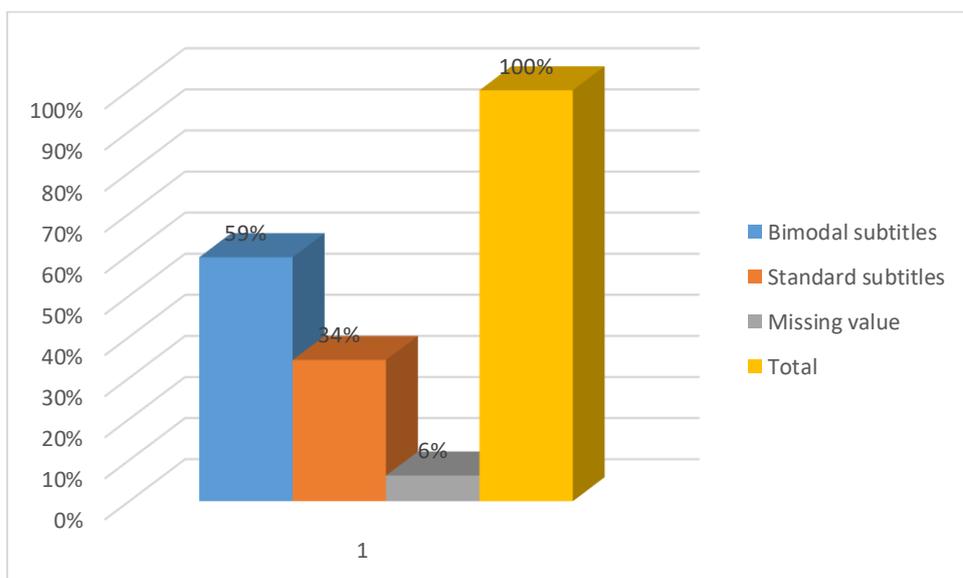
Figure 3.17: Type of subtitle students prefer

The question is designed to know which type of subtitle students prefer. 59% of the students prefer using bimodal subtitles, whereas 34% of them choose standard. 6% did not answer the question. We can understand from this that students' think that the use of bimodal subtitles will help them better than standard subtitle since English subtitle are more useful in the process of learning English language because they help to develop students' spelling and pronunciation, word-stock, productive skills, etc.

Question 15: To what extent do you agree with the following statements?

- **Statement 1: Watching bimodal captioned movies fosters my motivation to learn English as a foreign language**
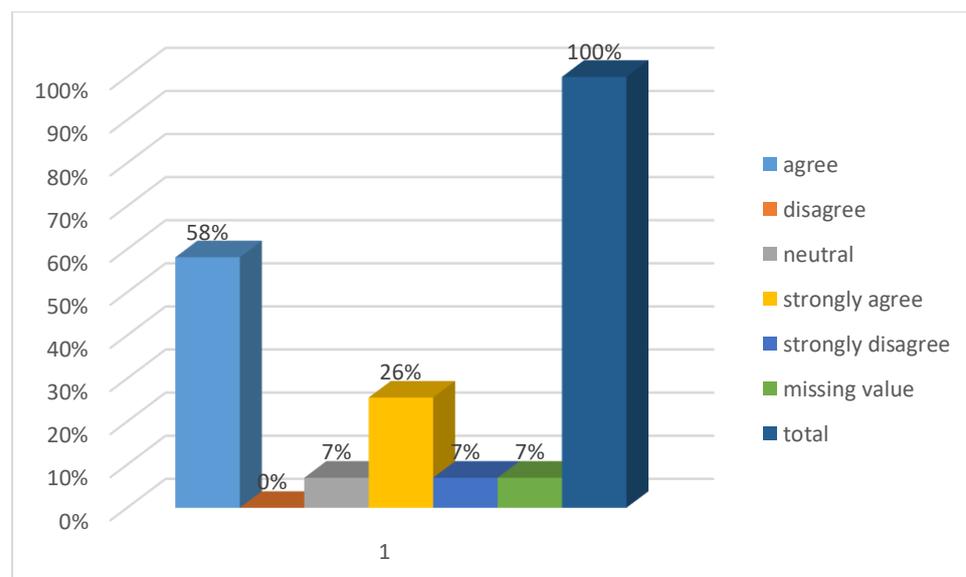
Figure 3.18: Bimodal captioned movies foster students' motivation

The figure shows that 58% of the participants agree with the idea that watching bimodal captioned movies fosters their motivation to learn English as a foreign language. 26% answered that they strongly agree with the statement. On the other hand, 7% were neutral; i.e., they were neither with it nor against it. However, 7% of the respondents strongly disagree with the statement. None of them disagrees with it. 7%

did not answer the question. As a result, we can say that students indeed believe that the use of bimodal subtitle will foster their motivation.

- **Statement 2: Watching bimodal captioned English movies improve my vocabulary knowledge and use**
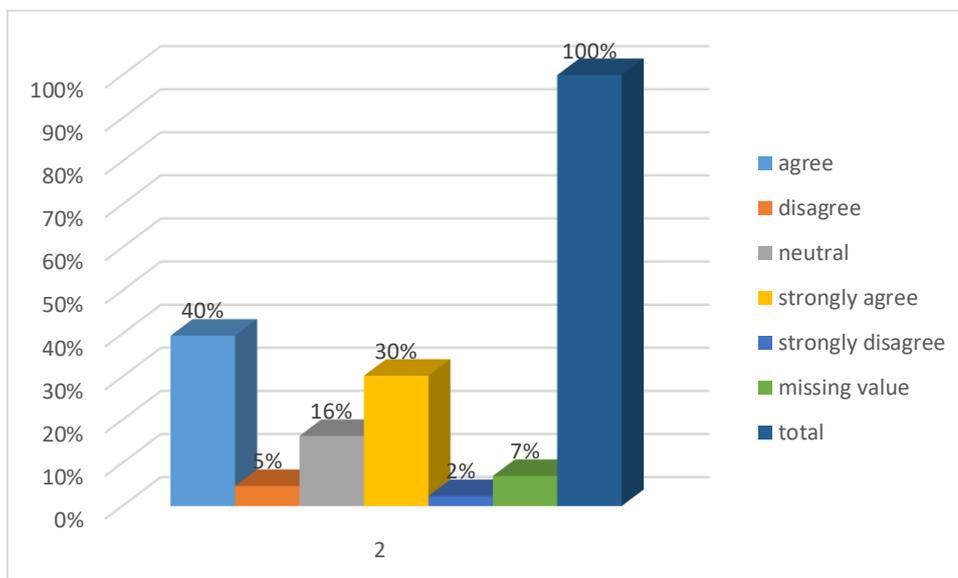
Figure 3.19: Bimodal captioned English movies improve students' vocabulary knowledge and use

From the figure above we can see that 40% of the learners have agreed with the statement that bimodal captioned English movies improve students' vocabulary knowledge and use. 30% strongly agreed with the statement. 16% were neutral about it. 7% did not answer the question, whereas 5% of the students disagree with the statement. Finally, 2% strongly disagree with idea. From that, we can conclude that the students think highly about the use of bimodal captioned English movie as a tool that helps them to improve their vocabulary knowledge and use since it helps them to acquire new words in all the aspects (meaning, spelling, and pronunciation).

- **Statement 3: Watching bimodal captioned English movies raise my cultural awareness about American and British culture.**
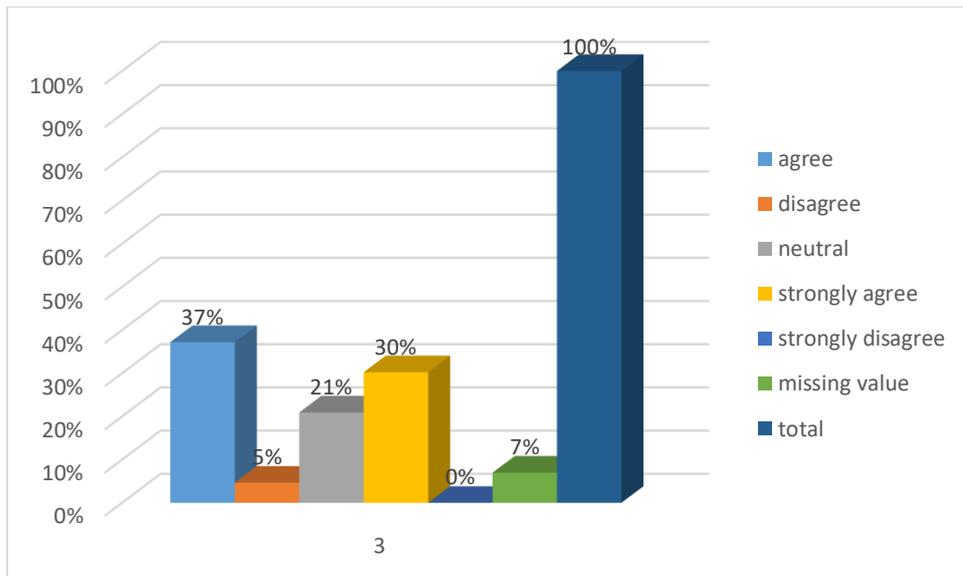
Figure 3.20: Bimodal captioned English movies raise students' cultural awareness

The figure above state that 37% of the participant agree that bimodal captioned English movies raise their cultural awareness about both American and British culture. 30% of the learners' strongly agree with the statement. 21% of them were neutral about it. 7% have not answered the question. However, 5% disagree with idea, while none of them strongly disagree with the statement. It can be concluded that student are convinced with idea that watching bimodal subtitling English movies will help to raise their cultural awareness, since it presents the American and British culture perfectly.

- **Statement 4: Watching bimodal captioned English movies improves my spelling and pronunciation.**
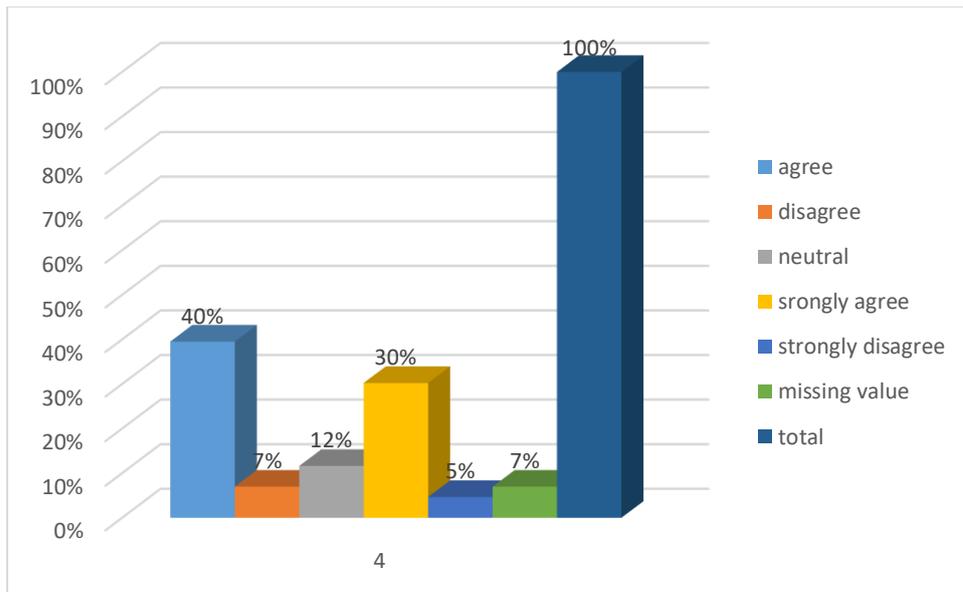
Figure 3.21: Bimodal captioned English movies improve students' spelling and pronunciation

This figure shows that 40% of the students' agree with the idea that watching bimodal captioned English movies improves their spelling and pronunciation. Meanwhile, 30% of them strongly agree with the statement. On the other hand, 12% of the participants are neutral with the idea, whereas 7% disagree with the statement. Similarly, 7% have not answered the question at all. 5% strongly disagree with the statement. The results demonstrate that students' agree with the idea of using bimodal captioned English movies as an effective way to improve their spelling and pronunciation because they can both hear the pronunciation of the word through the conversation between characters and know its spelling through reading the subtitle.

- **Statement 5: Watching bimodal captioned English movies raises my comprehension of the English language.**
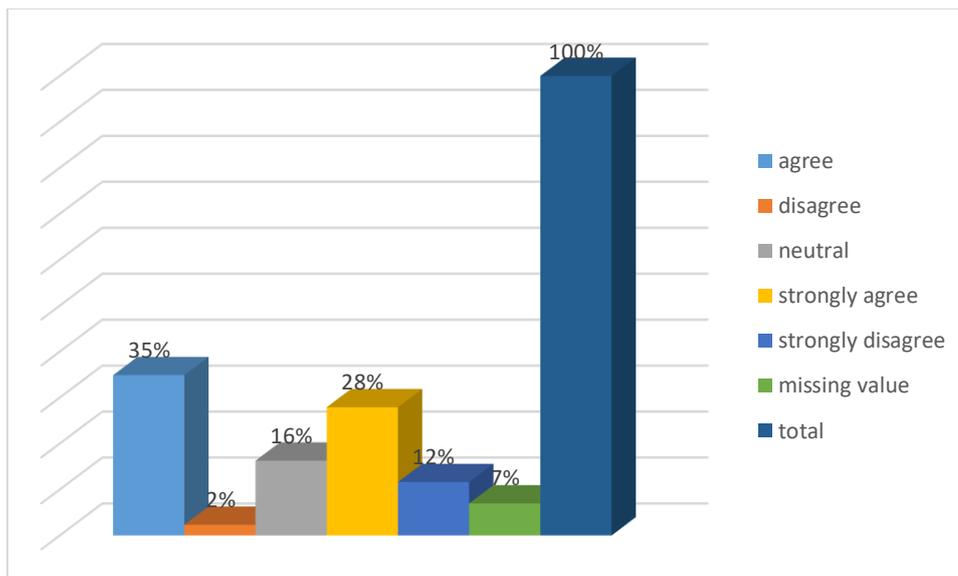
Figure 3. 22: Bimodal captioned English movies raise students' comprehension of the English language

The figure shows that 35% of the participant agree with statement that watching bimodal captioned English movies raises their English language comprehension. 28% of them strongly agree with it. In addition, 16% of them are neutral. However, 12% strongly disagree of the idea. 7% have not answered the question. Finally, 2% disagree with the statement. That simply means that the participants are aware about the idea that bimodal captioned English movies can help them to have a better comprehension of the English language.

3.1.3 Discussion of students' questionnaire

This questionnaire is designed with the aim of investigating the role of bimodal subtitled English movies in enhancing students' vocabulary learning. After analysing the questionnaire, we come out with the following results. Student choice of studying English language by themselves is positive since they would be motivated and interested to learn the language efficiently. Moreover, students are highly aware about the importance of vocabulary in the process of learning English as a foreign language.

Additionally, they follow different strategies to learn new words, especially reading, listening to English songs and podcast, and watching videos because they provide an enjoyable environment that motivate them to learn English actively. Teachers help to raise student awareness about the important of vocabulary. In addition, they use different techniques to help them acquire it better like definitions and synonyms as verbal techniques and visuals as visual techniques. Furthermore, the students agree with idea that audio-visual aids are more interesting than traditional methods because they think it helps to store the information better than the traditional methods do and they also think they are enjoyable and interesting. The students enjoy watching movies and prefer them with bimodal subtitle rather than standard one since it makes the process of learning English easier and comprehensible. Finally, the participants agree with idea that bimodal subtitling of English movies help them to improve their vocabulary knowledge and use as they provide them with meaning, spelling, and pronunciation of the new word.

3.2 Teachers' interview data analysis

3.2.1 Description of the interview

The interview is planned for first year oral expression teachers at the University of Mohamed Khieder-Biskra. Unfortunately, the interview was distributed to five teachers via email because of the spread of the pandemic (covide-19), but since we could not reach one teacher. We worked with only 4 teachers. We adopted a structured interview as another data collection tool. This interview aimed to have an insight about teacher's opinion toward the use of bimodal subtitling English movies for improving first year students' vocabulary learning.

The interview consists of twelve items that are organized into three sections. The first section, which contains three items, includes teachers 'general information.

The second section, which contains five items, deals with vocabulary teaching. Finally, the third section, which consists of four items is devoted to teachers' opinion about the use of bimodal subtitled English movies as a teaching tool.

3.2.2 Analysis of the teachers' interview

Section one: General information

Question item 1: Would you specify your degree?

The aim of this question is to know the teachers' level. Two of the teachers hold a magister degree. Meanwhile, the other two respondents hold a doctorate degree. This show the diversity of the teachers' levels.

Question item 2: How long have you been teaching English at university?

The purpose of this question is to identify participants' teaching experience at the university. The teaching experience varies from one teacher to another. The longest one is 22 and the shortest one is 3. The first teacher has been teaching English at the university for 22 years, whereas the second teacher has been teaching English for 5 years. While teacher three has been teaching English for 3 years. The last one has been teaching English for 17 years.

Question item 3: How long have you been teaching oral expression?

This question seeks to understand teachers' oral expression teaching experience. The first teacher answered with 18 years of experience in teaching oral expression. On the other hand, the second teacher replied that he has 5 years' experience. The third one answered with 3 years of experience. While the last one answered with 9 years of experience in teaching oral expression.

Section two: Vocabulary teaching

Question item 4: Do you think vocabulary is important in learning English as a foreign language? Justify your answer please

This question aims to explore teachers' point of view about the importance of vocabulary in EFL classrooms.

Interviewee A: "yes of course it is essential".

Interviewee B: "It is important". "Because language is made up of vocabulary".

Interviewee C: "Yes, of course". "Vocabulary register helps students to better express themselves, so they avoid stops and awkwardness due to lack of vocabulary items".

Interviewee D: "Of course it is important". "Because without vocabulary knowledge, the EFL learner fails to express his/her thoughts in a clear manner".

All the interviewee agree that vocabulary is important in teaching English as a foreign language. They justify their answer saying that vocabulary is the base of language and that students could not express themselves effectively without the help of vocabulary. This means that teachers are aware about the importance of vocabulary and its essential role in shaping the English language.

Question item 5: How can you evaluate your students' English vocabulary stock (Knowledge)?

Interviewee A: "most of them are average".

Interviewee B: "poor

Interviewee C: "Well, each student shows different levels of language mastery. Although, first year students seem to miss lots of important words and expressions. Third year students on the other hand are very knowledgeable".

Interviewee D: "Unfortunately, most of our students have shortage of vocabulary that I personally think that is mainly related to the lack of reading and listening to native speakers".

The majority of the teachers see that first year students seem to have a poor vocabulary stock.

Question item 6: What do you think about the role of exposure to the English language?

This question seeks to discover teachers' opinion about the role of exposure in learning the English language.

Interviewee A: "very important to enrich vocabulary".

Interviewee B: "highly recommended".

Interviewee C: "I think it is among the best ways to learn vocabulary as well as pronunciation".

Interviewee D: "Being exposed to the English language only in the classroom is insufficient; there should be more exposure to the target language via reading journal articles, magazines, books and short stories. In addition, students should watch English news channels as well as movies in both accents British and American to be aware of the differences in vocabulary and pronunciation".

All the teachers agree that exposure is needed in order to develop students' vocabulary knowledge and highly recommend it. This indicates that learners need to be exposed more to the target language in order to improve and enrich their vocabulary knowledge and use.

Question item 7: What are the main techniques that you use to enhance your students' vocabulary?

Interviewee A: "reading, watching videos, games using dictionary, cross words".

Interviewee B: "there are various techniques that usually involve reading, listening, watching a video...etc."

Interviewee C: "Basically, as students hear new words, I try to ask them to explain it using English only. If they could not, I try to explain it myself, using English language, gestures and sometimes even drawings on the board".

Interviewee D: "I usually advise them to read as much as they can. Moreover, as far as my oral classes are concerned, I generally expose them to listening tracks about different topics to enlarge their knowledge about the target language culture, as I devote one session for reading to enable them develop their styles and enrich vocabulary knowledge".

The main goal behind this question is to figure out the main techniques teachers' use to improve their students' vocabulary learning. The most frequent techniques selected by teachers are reading, listening, and watching videos. While there are some other techniques such as using dictionaries, cross words, and mime and gesture, etc.

Question item 8: Do you think that it would be beneficial to teach vocabulary as a separated module? Whatever your answer is, please justify.

Interviewee A: "yes, to focus more on acquiring vocabulary".

Interviewee B: "I do not agree because every module involves teaching vocabulary but in an implicit way".

Interviewee C: "I don't think so! However, vocabulary could be introduced in almost all modules: Oral expression, written expression, reading, and so on.

Interviewee D: "In my point of view, it would be more beneficial if we devote time in every module for vocabulary so that students will gain vocabulary linked to different topics from different sources".

The majority of teachers do not agree with idea of teaching vocabulary as a separated module and claimed that it would be better to set a specific time in each module to teach vocabulary rather than teach it separately. Meanwhile, only one teacher thinks it would be useful to teach vocabulary separately.

Section three: Bimodal subtitling of English movies as a teaching tool

Question item 9: In your opinion, is the use of audiovisual aids especially movies beneficial for learning new vocabulary? Please justify.

Interviewee A: "yes, it is motivating and entertaining".

Interviewee B: "Yes it would be a very useful technique because the students are going to encounter new vocabulary which they would automatically look up their meaning (s) and use them in their daily speech later on".

Interviewee C: "Sure! Movies and probably TV shows too expose learners to authentic and real-life use of vocabulary. It teaches them basic communicative language that they need in everyday life".

Interviewee D: "I think it would be beneficial on the basis that the teacher is sure about the exposure of his/her students to the content of those movies having the opportunity to discuss the topic and clarify any ambiguities as far as the unfamiliar words are concerned".

All teachers agree that the use of audiovisual aids especially movies is beneficial for learning new vocabulary. The majority of them justify that it exposes the learner to the real-life use of vocabulary of the target language, which can help them to communicate effectively. While one teacher thinks it entertains and motivates the students' to learn vocabulary.

Question item 10: Is the environment helpful for implementing audiovisual aids in the classroom?

Interviewee A: "unfortunately no".

Interviewee B: "not really, there are lots of obstacles that may hinder the process".

Interviewee C: "Not that helpful. No place for data show projection; so usually the lighting does not really help. Also speakers are nowhere to be found so I rely on my laptop speakers where the sound is very low and not fit for a classroom. I guess our classrooms need lot of change to implement this mean".

Interviewee D: "Unfortunately no because once implementing these aids at the level of the classrooms, we face problems of noise and the light, sometimes we face technical problems with the electricity, etc. So to be practical, we should ask for more language laboratories which provide the most appropriate environment".

This question seeks to know if the classroom environment is helpful for the teachers to work with audio-visual aids or not. All of teachers answer with no as they find a lot of obstacles that prevent them from working in a peaceful environment.

Question item 11: How often do you use English movies in teaching oral expression? Justify your answer please.

Interviewee A: "sometimes because of the lack of material".

Interviewee B: "Sometimes, for the purpose of breaking the routine of only reading or listening but it is really hard to find a movie of an appropriate content for the classroom".

Interviewee C: "Well, I don't use them often! Movies are too long and sometimes diverts from the goal of the class. Short video clips maybe, and sometimes recordings. But not movies, never".

Interviewee D: "Frankly, I did not use them so far in my oral classes".

As can be seen, two of the teachers said that they use them sometimes. The first one justifies that because of the lack of material, whereas the second said it helps him

to change the routine from only using reading and listening. The other two teachers said that they did not use it before. The first one explains that the movies are too long and sometimes do not match with the purpose of the lesson, whereas the second one did not justify his/her answer.

Question item 12: What do you think about using bimodal captioned English movies in English language teaching in general and for vocabulary teaching in particular?

Interviewee A: "I agree on using this kind of movies".

Interviewee B: "it may be helpful for a specific type of students as it may not work for others".

Interviewee C: "Well, yes. For vocabulary stock, it is very helpful".

Interviewee D: "I think it would be beneficial if used in the appropriate setting".

The majority of teachers believe it would be helpful to use bimodal subtitling English movies in language teaching and in vocabulary teaching in particular. Only one teacher was neural and said that it may work for some student as it may not work for others.

3.2.3 Discussion of the teachers' interview

The purpose of designing the teachers' interview is to explore their opinion towards the use of bimodal subtitled English movies to enhance students' vocabulary learning. After analysing the interview, we have come up with the following results. Teachers think that vocabulary has a great importance in the process of learning new vocabulary. Therefore, they use multiple techniques in order to improve their students' vocabulary stock like reading, listening, watching videos, etc. Moreover, teachers believe that exposure has an integral role in the process of learning English.

Additionally, they think that the use of audio-visual aids, especially movies would provide a great help to enhance student vocabulary knowledge and use. Finally, teacher believe it would be helpful to use bimodal subtitling of English movies in language teaching in general and vocabulary teaching in particular.

Conclusion

This chapter was devoted to analyse the gathered data which consist of students' questionnaire and teachers' interview. First, the questionnaire was described and analyzed statistically and descriptively. Then, the results of the questionnaire have been discussed to discover students' attitude toward the use of bimodal subtitled English movies in enhancing their vocabulary learning. Second, the teachers' interview was descriptively analyzed to have a general idea about the teachers' opinion towards the use of bimodal subtitled English movies to enhance students' vocabulary learning. Finally, the obtained results demonstrate the positive attitude of both teachers and students toward the use of bimodal subtitled English movies in enhancing students' vocabulary learning. To conclude, the findings confirm the research hypotheses that the use of bimodal subtitled English movies can enhance students' vocabulary learning.

Recommendations

After the end of this study we can suggest some recommendations for teachers, students, and administration.

For teachers:

- Teachers should use the suitable technique in order to improve their students' vocabulary learning.

- Teachers should raise students' awareness about the importance of vocabulary learning.

- Teachers should expose their students' more to the real language used by natives

- Teachers should provide an enjoyable and attractive environment in order to motivate students to learn vocabulary.

- Teachers should use audio-visual aids from time to time such as movies.

For students:

- Students should devote more time to learn vocabulary outside the classroom.

- Students should use movies not only to entertain themselves but also to learn new vocabulary.

The administration:

The administration should provide teachers with appropriate conditions and materials to help them use movies effectively.

General conclusion

Vocabulary has an integral role in the process of learning a new language because of its contribution in helping students to communicate in the target language effectively. First year students seem to have some difficulties in the process of learning new vocabulary and that could be because of different reasons such as the lack of exposure to the target language, the failure to find a suitable learning strategy, the absence of motivation to learn new vocabulary, etc. Movies were selected as a tool to help students develop their vocabulary learning since it can provides students with exposure to the target language, it can also provides an enjoyable and entertaining environment which can motivate them, and it can be used as a strategy to enrich their vocabulary stock. Bimodal subtitled on the other hand would be the most suitable type of subtitle to use since it helps the student to recall the new words easily. Additionally, it helps them to learn the new word from all its aspects: pronunciation, spelling, and meaning.

The present research aimed to investigate the role of bimodal subtitled English movies in enhancing students' vocabulary learning. The study was divided into two main parts. The theoretical part which includes two chapters and the practical part which consist of one chapter. The first chapter which represents the dependent variable aims to discuss the role of vocabulary in language learning and how can the teachers use different techniques to improve their students' vocabulary knowledge and use. Whereas the second chapter which represents the independent variable seek to discuss the usefulness of subtitled movies on general and bimodal subtitles English movies on particular in enriching students' vocabulary. The third chapter which represents the field work aims to describe and analyse the collected data. Two hypothesis were formulated to be tested during the current study. The first one states that the use of

movies in EFL classroom would help to enhance students' vocabulary learning. The second one suggests that implementing bimodal subtitling English movies as a teaching tool can enrich students' vocabulary. In order to test these hypotheses two gathering data tools were selected. A questionnaire was designed and distributed to first year EFL students at the university of Mohamed khieder-biskra. An interview was planned for first year teachers of oral expression at the same university.

After an accurate analysis and interpretation of the results, we have concluded that the two hypotheses were confirmed since both students and teachers demonstrated a positive attitude toward the use of bimodal subtitled English movies in enhancing students' vocabulary learning. Because of that, we highly recommend the use of bimodal subtitled English movies as a teaching tool to enhance students' vocabulary learning.

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Appendices

Appendix one: students' questionnaire

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMED KHEIDER UNIVERSITY – BISKRA

FACULTY OF LETTERS AND FOREIGN LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

SECTION OF ENGLISH

A Questionnaire for First Year EFL Students

Dear Student,

You are kindly requested to fill in this questionnaire which is an attempt to gather information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate 'The Role of Bimodal Subtitling of English Movies in Enhancing EFL Students' Vocabulary Learning'. Therefore, we would be so grateful if you could sincerely answer the following questions ticking (√) the appropriate answer(s) in the corresponding box(es), and by making full statement(s) whenever necessary. Be sure that the answers you provide will remain confidential and will only be used for research purposes.

Thank you for your time, effort and collaboration

Prepared by:

SEMAHI Nour el Houda

Supervised by:

Dr. BENIDIR Samira

2019-2020

Section One: Personal Information

Q1. Would you specify your age

        a) 18-20 years-old ☐

        b) 20-25years-old ☐

        c) More than 25 years' old ☐

Q2: Your choice of studying English is:

    a) Yourpersonalchoice ☐

    b) Your parents' choice ☐

    c) Someone'sadvice ☐

Section Two: Vocabulary Learning

Q3. Do you think that vocabulary is important in learning English as a foreign language?

    a) Yes ☐   b) No ☐

Q4. How can you evaluate your English vocabulary Knowledge?

    a) Low ☐   b) Medium ☐   c) High ☐

Q5. How do you consider the role of exposure to the English language?

    a) Crucial ☐   b) optional ☐   c) Not needed ☐

If it is crucial, is that because:

    a) It develops your vocabulary knowledge and use   ☐

    b) It ameliorates your productive skills (speaking and writing) ☐

    c) It enhancesyourpronunciation   ☐

    d) All of them   ☐

Others……………………………………………………………………………………
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Q6. What do you do to learn new English vocabulary?

a) Reading (books, short stories, etc) ☐

b) Listening to English songs and podcasts ☐

c) Usingdictionaries ☐

d) Watching videos (movies, tv shows, etc) ☐

e) All of them ☐

Others, pleasespecify

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Section Three: Teachers' Role in Developing EFL Students' Vocabulary

Q7. Does your Oral expression teacher raise your awareness about the imporatance of learning new English vocabulary?

a) Yes ☐   b) No ☐

Q8. From the following, choose the main techniques that your teacher uses to enhance your vocabulary?

- Verbal techniques:

  a) Definitions and synonymes ☐

  b) Contrasts and opposites ☐

  c) Scales ☐

  d) Translation ☐

  e) Illustrative situations ☐

- Visual techniques:

  a) Visuals (pictures, flashcards, charts, videos) ☐

  b) Miming and gestures (body language) ☐

  c) Both of them ☐

Q9. Does your teacher use videos in oral expression class?

a) Yes ☐   b) No ☐

If yes, what types of videos?

a) Tv shows ☐
b) Educationalvideos ☐
c) Docummentaries ☐
d) Moviescenes/short movies ☐
e) All of them ☐

Others…………………………………………………………………………………………

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Q10. To what extent do you agree with the following statement ' using audiovisual aids will be more interesting than traditional methods'

a) Agree ☐   b) Neutral ☐sagree   ☐

Justifyyouranswerplease

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Section Four: The Role of Watching Bimodal Subtitled English Movies

Q11. How often do you watch English movies?

a) Always ☐   b) Sometimes ☐   c) Rarely ☐   d) Never ☐

Q15. Do enjoy watching English movies?

a) Yes ☐   b) No ☐

Q12. What type of movies do you prefer to watch most?

a) Captioned movies (Movies with subtitles) ☐
b) Non captionedmovies ☐

Q13. If you watch subtitled English movies, do you prefer:

a) Bimodal subtitles (the shift from English conversation to English translation) ☐

b) Standard subtitles (the shift from English conversation to L1) ☐

Others.………………………………………………………………………………

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Q14. To what extent do you agree with the following statements:

SA: Strongly agree   **A**: Agree   **N**: Neutral   **D**: Disagree   **SD**: Strongly disagree

Statement	SA	A	N	D	SD
a) Watching bimodal captiond movies fosters my motivation to learn English as a foreign language.					
b) Watching bimodal captioned movies improves my vocabulary knowledge and use.					
c) Watching bimodal captioned movies raises my cultural awareness about American and British culture.					
d) Watching bimodal captioned movies improves my spelling and pronunciation.					
e) Watching bimodal captioned movies raises my comprehension of the different English varieties (British, American, etc).					

Thank you for your time, effort and collaboration

Appendix two: teachers' interview

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMED KHEIDER UNIVERSITY – BISKRA

FACULTY OF LETTERS AND FOREIGN LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

SECTION OF ENGLISH

<u>An Interview for Oral Expression EFL Teachers</u>

Dear teachers,

You are kindly requested to fill in this interview which is an attempt to gather information needed for the accomplishment of a master dissertation. We direct this interview to investigate 'The Role of Bimodal Subtitling of English Movies in Enhancing EFL Students' Vocabulary Learning'. Therefore, we would be so grateful if you could sincerely answer the following questionsby making full statement(s) whenever necessary. Be sure that the answers you provide will remain confidential and will only be used for research purposes.

Thank you for your time, effort and collaboration

Prepared by:

SEMAHI Nour el Houda

Supervised by:

Dr. BENIDIR Samira

2019-2020

Section one: general information

Q1. Would you specify your degree?

a) Master ▭   b) Magister ▭   c) Doctorat ▭

Q2. How long have you been teaching English at university?

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Q3. How long have you been teaching Oral Expression?

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Section two: vocabulary teaching

Q4. Do you think that vocabulary is important in learning English as a foreign

language?

Justify your answer please

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Q5. How can you evaluate yourstudents' English vocabulary stock (Knowledge)?

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Q6. What do you think about the role of exposure to the English language?

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Q7. What are the main techniques that you use to enhance your students' vocabulary?

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Q8. Do you think that it would be beneficial to teach vocabulary as a separated module? Whatever your answer is, please justify.

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Section three: bimodal subtitling of English movies as a teaching tool

Q9. In your opinion, does the use of audiovisual aids especially movies is beneficial for learning new vocabulary? Please justify.

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Q10. Is classroom environment helpful for implementing audiovisual aids in the classroom?

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Q11. How often do you use English movies in teaching oral expression? Justify your answer please.

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Q12. What do you think about using bimodal captioned English movies in English language teaching in general and for vocabulary teaching in particular?

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الملخص

ان الهدف من هذه الدراسة هو تحسين عملية تعلم الطلبة للمفردات من خلال استخدام الأفلام الانجليزية المرفقة بنص من اللغة ذاتها، لذا ارتكز البحث على فرضيتين، الا وهما استخدام الأفلام المترجمة في صفوف الطلبة متعلمي اللغة الإنجليزية كلغة اجنبية؛ من اجل تعزيز عملية تعلم المفردات واستعمال الأفلام الإنجليزية المرفقة بنص من نفس اللغة كوسيلة تعليمية تساهم في اثراء الرصيد اللغوي للطلبة. ومن اجل اثبات او نفي صحة الفرضيتين اعتمد الباحث على المنهج الوصفي الاحصائي من خلال وصف وتحليل أهمية أفلام انجليزية مرفقة بنص من اللغة ذاتها ومدى تأثيرها على المتلقي، حيث تم وضع استبيان الهدف منه الاستطلاع على راي الطلبة فيما يخص هذا الموضوع بإضافة الى اجراء مقابلات مع أساتذة التخصص، حيث وزع الاستبيان على 45 طالبا للسنة الأولى ليسانس انجليزية في جامعة محمد خيضر بسكرة فحين سلمت المقابلات الى أساتذة التعبير الشفوي من الجامعة نفسها، وارتأينا من خلالهما مدى نجاعة استخدام الأفلام الإنجليزية المرفقة بنص من اللغة ذاتها كوسيلة تعليمية لتحسين وتحفيز الطلبة لتعلم مفردات جديدة، و بذلك تأكيد صحة الفرضيتين و تأكيدهما.

كلمات مفتاحية: تعلم المفردات، طلبة اللغة الإنجليزية كلغة اجنبية، أفلام انجليزية مرفقة بنص من ذات اللغة.