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of Letters and Languages
Department of Foreign Languages

MASTER THESIS
Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:
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Title

**Incidental Learning of Vocabulary through Subtitled Authentic
Videos**

The Case of First Year LMD University of Mohammed Kheider Biskra

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A Dissertation Submitted to the Department of Foreign Languages in Partial

Fulfillment of the Requirements for the Master's Degree in Sciences of the Language

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Academic Year: 2020-2021

Abstract

The present research lends itself to discover the effectiveness of using subtitled authentic videos in enhancing and improving the student's vocabulary skills. The learners and their teachers need to be more aware about its usefulness which may enhance the learner's vocabulary skills especially to improve the language and minimize the difficulties encountered in oral expression lectures. The major aim behind this research is to raise the awareness of the teachers and students the effectiveness of using such videos .we have used the questionnaires for the first year license students and another questionnaire for teachers of oral expression in the Department of English at the University of Mohamed KHEIDER BISKRA that we conducted our research study. The main results we reached shows that learners and their teachers both are agree that the use of videos with subtitles could help students to improve their vocabulary skill as well as them aware of its advantages. However, according to our results we have found that the majority of the students like to study with these videos, they have said that it is very important and very helpful for them. Moreover, the results show that teachers do not use much video with subtitles in their classes.

Dedication

Every challenges in these life needs self-efforts as well as guidance of elders especially those who were very close to our hearts and life's. My humblest efforts are dedicated for my **mother Rahima** who has a strong and gentle soul which taught me to trust in Allah, believe in and that so much could be done with little. To **My Father** who Allah yarahmo .To my sisters also to my precious Brothers Boudjamaa ,Ahmed ,Farouk ,Nabil , Sami for their outstanding support and encouragement to go further and especially for my second father **Nabil** who stands with me when things look bleank.

Avery special dedication goes to my sister and friend **BenKhetta Zahia** for her help, patience and her continuous moral support. To my loyal, truthful, caring, loving and secretive friends Hayat, Chaima, Noura, Fatima, Bariza, Chikha.

To all wonderful mates of second master 2021.

ACKNOLEDGMENTS

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List of Abbreviations

VLS: vocabulary learning strategies.

DET: determination strategies.

MEM: memory strategies.

SOC: social strategies.

COG: cognitive strategies.

MET: Meta- cognitive strategies.

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I

General introduction

Introduction

As we all know that the use of multimedia in language learning has gained interest in the last decades because of the wide spread of mass media. The learners may acquire their language better from texts, pictures, and videos then texts alone because with the development of using different teaching techniques, the audio visual media, TV, videos and computers take importance in order to use them in every level of second language teaching effectively and comprehensively. Furthermore, the significance of providing learners with comprehensible input has been stressed in second language acquisition and foreign language learning theories. According to Krashen's (1985) input hypothesis, learners can learn a large amount of language unconsciously through a comprehensible input.

Using videos is one of the popular multimedia tools used in language classrooms because it helps to display the content, to deepen comprehension and to enhance lexical and grammatical learning. Because of that, teachers are encouraged to implement multimedia tools such as audios or videos in language classrooms. To make the learners more convenient, entertaining and most of the time very handy. In addition to its effects on increasing learner's overall language ability, the strength of using multimedia tools in enhancing vocabulary learning has also been studied and reported.

The use of subtitled authentic videos during classrooms is the most appropriate strategy that can helps the students to enhance and improve their vocabulary learning knowledge. For this we can encourage the teachers of EFL learners to use these kinds of videos to facilitate the learning of the new vocabularies, and make the students entertain in the same time.

1. Back ground of the study

According to Vander plank (1988), providing the English subtitled videos is one of the comprehensible inputs in English as a second language (ESL) learning environment.

Similarly, Attitudes and motivation are also essential to second language learning .According to **Vander plank (1990),** students attitude towards subtitles may influence their attention to the TV programs. This suggested that student's positive attitudes towards subtitles may help them absorb the language and aid acquisition.

In the same concept, Reich (2006), states that subtitling is a branch of translation called audiovisual in which viewers can read statements of dialogues on the screen as well as watch the images and listen to the dialogues.

In this context, Paivio (2010),"all cognition involves the activity of two functionally independent but interconnected multimodal systems" (pp.207).Dual coding theory means that learners can use two ways independently to gain knowledge : verbal information and nonverbal images .This suggested that subtitled videos involving audio, visual, and image can facilitate

Information processing and language learning .Additionally, in 1991, Paivio suggested that subtitles may have positive influences in that they help language learners to make connections between auditory and visual input.

2. Statement of the problem

As EFL learner we have observed that many students neglect the importance of vocabulary .To rich this vocabularies we have noticed that the use of authentic subtitled videos have real importance in enhancing learners vocabulary learning. In order to overcome this problem we can suggest to use the technique of Subtitled Authentic Videos because it produce new grammatical forms, words, also to acquire more vocabulary and improve the pronunciation of the students and increase their speaking abilities .So, What materials that the teachers use to facilitate the learning of the EFL students ? And If the teachers use subtitled authentic videos as a tool the level of the students can be enhanced or not?

3. Research objectives

In this research we will introduce the following objectives:

- To highlight the importance of using subtitled authentic videos in classrooms.
- To encourage teachers to use this method.

4.Research question and hypothesis

As a first step to investigate incidental learning of vocabulary through subtitled authentic videos of the EFL learners, the following questions must be answered:

1- To what extent does the use of subtitled authentic videos can enhance the vocabulary learning of the EFL learners?

2-What could be the major effect of watching subtitled authentic videos on vocabulary learning for the EFL learners?

3-What are the major advantages of the use of subtitled authentic videos?

4-What are the attitudes of EFL teachers towards the use of subtitled authentic videos as a technique in order to improve the vocabulary learning?

This dissertation is concerned with the use of subtitled authentic videos on the development of vocabulary learning of EFL learner's .hence, it is based on one hypothesis which is: If teachers use subtitled authentic videos then EFL learners will be motivated towards study and their level of vocabulary would be enhanced.

5.Introductory notes to methodology

The general methodology that we have chosen in that research is the descriptive method because it is the suitable one to investigate the current studied subject which is the Incidental learning of vocabulary through subtitled authentic videos .In addition it is the appropriate way to confirm the hypothesis of the study, concerning the participants of this study includes a sample of 45students among first year LMD learners of English of BISKRA university to respond a questionnaire. Also the current research involves selecting 10 teachers to interview them from MOHEMMED KHEIDER University.

6.Structure of the dissertation

This dissertation consists of two main chapters:

Chapter one: reviews the literature , it introduces the definitions of the concept vocabulary , and a discussion of what it means authentic videos , followed by the types of vocabulary .It includes a discussion of the importance of vocabulary in EFL context , following this by the description of the authentic videos with subtitles .This chapter present the effect of subtitles on vocabulary learning and the importance of authentic videos with subtitles in EFL classrooms .Also ,it covers the relation between authentic subtitled videos and the learning of vocabulary . Finally, the theories on the use of authentic videos.

Chapter two: presents and discuss finding of the data collected from participant's .In this chapter, all the research questions will be answering relying on analysis.

Chapter one:

Literature review

Introduction

Most of the time learners acquire or learn language through watching movies and videos in the target language. It has been proved that this method is very beneficial for the language learners. Whereas in the teaching of English a foreign language context there have been plenty of strategies and materials that teachers can use to teach English .Using technologies such as internet, computer and authentic materials, can be one of the good and effective strategies for teachers to use to help students overcome their weaknesses in learning language .Authentic videos with subtitles can be helpful tool to support both the English learning and the acquisition of the new vocabulary.

Chapter one is divided into two parts: the first part aims on defining vocabulary , types of vocabulary and its importance in the EFL context .The second part is about subtitled authentic videos and its effect in learning vocabulary, we will define what is mean by authenticity, and authentic videos, subtitles. It will also aim to see the importance of authentic videos in EFL classes, its advantages and disadvantages, and what is the relationship between authentic subtitled videos and the learning of vocabulary.

1. Vocabulary

1.1. Definition of vocabulary

According to McArthur (1992), "vocabulary derives from the Latin word 'vocabularium' a list of vocabulary words. The medieval vocabularium was a list of Latin words to be learnt by clerical students. It was usually arranged thematically, with a translation equivalent in vernacular language" (p 1090).In other words, vocabulary is a series of words comes from the Latin origins which can by learnt by the learners and it is translated by a specific language.

In addition, Oxford Learner's Dictionaries (2018) defines vocabulary as "all the words that a person knows or uses" means that what learners can acquire or use in their daily speeches or communications with others.

Therefore, vocabulary learning is an important part in learning any language; therefore it is necessary to be enhanced. According to Hubbard (1983) we can define vocabulary as a tools that used to convey meaning .In addition, Henrikson (1996) points out that vocabulary

defined as the accurate understanding that tend translate the items into first language , the ability to find the appropriate definition or to give a target language paraphrase.

In the same context, other researchers suggested more complex definitions. Such as Diamond & Galton (2006) who say that vocabulary is the knowledge about words and their meaning. In other words, vocabulary means being able to know the different meanings of words and the appropriate ways of using them.

However, Richards and Rodgers (1986, p. 255) **"**vocabulary is an important component of language proficiency and gives much of the basis for how learners speak, listen, read and write".i.e vocabulary is an important part of language which shows how students can get the four skills of learning.

In addition to that **,**Nation & Newton (1997, p. 241) state that "knowing a word meaning knowing how often it occurs, the company it keeps, its appropriateness in different situations, its syntactic behavior, its underlying form and derivations, its word associations, and its semantic features". In other words,

1.2. Types of vocabulary

In teaching new vocabularies, scholars distinguished between two main kinds of vocabulary known as active (productive) and passive (receptive) mentioned as follows:

1.2.1. Receptive Vocabulary

According to Kamil and Hieberet (2005) receptive vocabulary is just a kind of reading and listening for the learners which is not useful for them. Then, another definition stated by Nation (2001) receptive vocabulary refers to trying to comprehend any piece of language encounter during listening or reading. Also, Crow and Benjamin (2013) suggested that in receptive vocabulary, learners do not care to the spelling and pronunciation of words. Then, Hedge (2000) implied that learners only try to be familiar with passive vocabulary without using it. Hence, receptive vocabulary is the words that are acquired by learners, they do not use them.

1.2.2. Productive Vocabulary

According to Gairns and Redman (1986) productive vocabulary refers to language items which the learner can recall and use appropriately in speech and writing, in addition, they

thought that through listening and reading the same tool several times in the classroom, the passive vocabulary transmitted to active vocabulary. Moreover, in productive vocabulary, learners carefully pay attention to the pronunciation and spelling of words in order to recapitulate their sounds and letters (Crow &Benjamin, 2013). Hedge (2000**)** added that active

Vocabulary is when learners have the chance to produce words in writing and speaking skills. However, Nation (2001) implied that productive vocabulary is when learners make an effort to produce language in speaking and writing. Therefore, active vocabulary is retrieved from the memory and used.
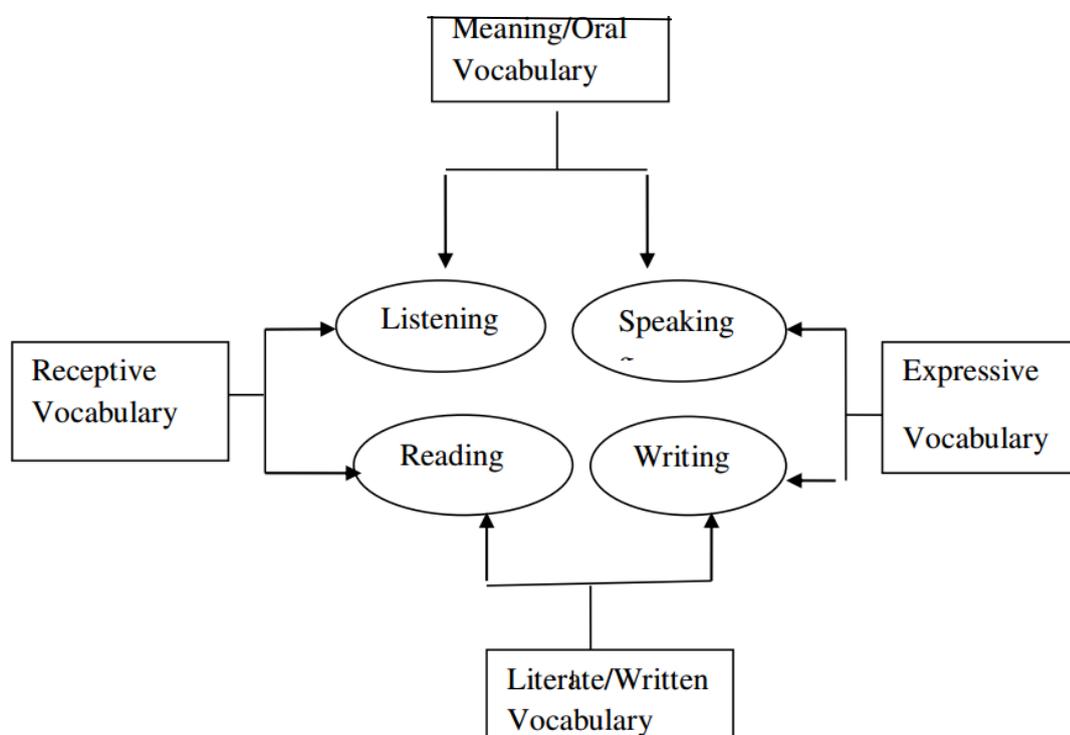
Figure1: Vocabulary Forms (Templeton & Pikulski, 2004, p. 2

1.3. The importance of vocabulary in language learning

Pickett (1978 Hedge, 2002, pp. 110- 111), has the cost the light on the role that vocabulary learning plays in any language: "this brings me to the subject of vocabulary learning, which to me always seems the key to any language. I am quite happy to pronounce badly and make grammatical mistakes but there is no escape from learning words". (As cited in Hedge, 2002, pp. 110- 111)

Similarly Wilkins (1972, as cited in Thornburg, 2002, p. 13) who states that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Means that grammar is very important in spelling, writing words but, if there is no vocabularies the students cannot convey nothing.

In this sense Lewis (1993) states that "Lexis is the core or heart of language" (p. 89) i.e. the Lexis is very important and appropriate in the language; it can be considered as the heart of that language.

1.4. The Status of Vocabulary in the Major Teaching Methods

The persistence of this general overview is to get a full comprehension of the place of vocabulary within the curriculum over the years in the varied teaching ways and approaches. In other words, we are looking for how vocabulary teaching was viewed and what strategies were used to learn vocabulary in each of these language teaching trends; the Grammar Translation Method, The Direct Method, The Reading Method, The Audio-Lingual Method, The Communicative Approach, and finally The Lexical Approach. So, the8 importance given to vocabulary and the manner it was taught within each of the following approaches are briefly discussed hereafter:

1.4.1. The Grammar Translation Method

The Grammar Translation Method (GTM) is an extension of the approach used to teach classical languages, Greek and Latin. Krashen (1987, p.128) suggested that: It can only be stated that grammar translation gives scraps of comprehensible input. The model utterances are usually understood, but the focus is just on the form and not in the meaning. Learners are forced to read word by word, and consequently focus completely on the message.

1.4.2. The Direct Method

In the earlier twentieth, the Direct Method was the famous method of several "natural" methods which focuses, in fact, on the active involvement of the learner in listening and speaking skills to the foreign language daily situations. In the Direct Method, concrete vocabulary was explained with labeled pictures and demonstration, while abstract

vocabulary was taught over the connecting of ideas. In other words, the method emphasis on the learning of daily vocabulary. The words that learners learn are not with   picture, or actions. This combination is relying on the exclusive use of the target language.

1.4.3.The reading Method

The 1920's and the 1930s saw the existence of Reading Method in the United States and Situational Language Teaching in Great Britain. The standard underlying this method is the development of reading skills. Similarly, in Great Britain**,** West (1930, p.514) implied that "the need to facilitate reading skill is by improving vocabulary skills "means that to facilitate

Reading skill you have to enhance vocabulary one. He also ignores the direct methodologists that showing the importance of speech without giving guidelines for choosing content. The first thing in learning a language is the acquisition of vocabulary, then, practice in how we using it. The problem is what vocabulary; and none of these modern textbooks in the major use in English schools have attempted to solve this dilemma. (West, 1930, p.514).

1.4.4. The Audio-Lingual Method

it comes as a reaction to the traditional methods in the 1950s i.e., the three methods which they are: the Grammar Translation Method, the direct method, and the Reading method. The Audio-lingual method was developed by American structural linguists during World War II which were judged to be an effective. This approach advocates that the problems which have experienced by foreign language learners are concerned as the struggle of different structural systems. The major objective of language teaching is the acquisition of structural patterns. Vocabulary items are selected according to their simplicity and familiarity and new words are introduced through the drills, but only enough words to make the drills possible.

1.4.5. The Communicative Approach

It comes as a widespread reaction against the methods that stressed the teaching of grammatical forms and paid attention to the ways that language is used in everyday situations. By the 1980's, came the time to assert, as Wallace (1982) has states that we will communicate easily If we have the basic vocabulary. Followed by the development of CLT (Communicative Language Teaching), many researchers such as Wallace (1982) has suggested that the teaching of vocabulary has a relation with situations and contexts, encouraging implications and activation of students' previous knowledge. Thus, vocabulary that neglected for a long period in the teaching of foreign languages, begin to take advantage from theoretical progresses in the

linguistic study of the lexicon. Nevertheless, it is deserves in the teaching curriculums and it does not gives the attentions to it.

1.4.6. The Lexical Approach

After the publication of the lexical approach by Lewis (1993), there was an interest in vocabulary acquisition. What this researcher states in his book is definitely matched his think with the assertions of the communicative approaches. He implied that "The lexical approach is not a new all- embracing method, but a set of principles based on a new understanding of language" means that the lexical approach is just a set of strategies comes to show the new comprehension of the language . Lewis (1997) also suggests that most of the tasks used in the

Communicative approach is linked with the lexical approach. This means that teachers should gives to their learners a series of tasks that have a clear stress on lexis. To understand this objective appropriately, Lewis (1997, p. 205) says that teachers should do the following principles: 1. He have take any opportunity to enlarge the learners" phrasal lexicon. 2. Use several ways to develop learners" awareness of the value of noticing, recording and learning multi-word items. 3. Encourage lexical comparison between L1 and L2, but not a structural one. 4. Support students to listen and learn language in multi-word units. **5.** Value successful language at every time, despite it is not correct in form.

1. 5.Difficulties in Learning Vocabulary

According to Thornbury (2002), EFL learners have note that learning some vocabulary is very easy, especially when those who are similar to their L1. However, there are many factors that affect other difficult words which they are mentioned as the following: pronunciation, spelling, length and complexity, grammar, meaning**.**

1.5.1. Pronunciations

As Thornbury (2002) stated that in learning foreign languages students cannot recognize some words' pronunciation, For example, in English language, some words are not spelled as they are written, for instance, **c**ough(pronounced like 'off') en**ough**(like 'stuff)' in this sense, (Redman, 1997). He added that the words contain clusters of consonants, for example, strength, crisps or breakfast. Also, there are other words which consist sounds not known to some students. Nevertheless, there some words with difficult pronunciation are face some obstacle for the speakers.

1.5.2. Spelling and Grammar

Spelling is considered as a set of conventions that regulate the way of using graphemes to represent a language in its written forms in learning vocabulary. Thornbury (2002) think that words that consist silent letters may cause a difficulty in learning, such as, listen, honest, foreign. He also added that there is a relation between words and their grammar which may lead to difficulty. , Similarly, Gairns & Redman (1986) implied that teachers exemplify grammar rules through vocabulary; they teach for example plural through vocabulary: mouse/mice bush/bushes.

1.5.3. Meaning

The meaning is the thing that is conveyed especially by language, and the meaning of some words is another difficulty. Some words may have the same meaning, but they used in different ways , such as make breakfast and make appointment, but other do housework and do a questionnaire (Thornbury, 2002).

1.5.4. Length and Complexity

According to Thornbury (2002) said that learning long words are more difficult than short ones. He asserted that short English words are the most useful than long words. Then, he (2002) states that event learning complex words tend to be difficult too.

1.6. Techniques for Teaching Vocabulary

Teaching vocabulary process can be more effective, and may help students to memorize more words. For that, there are different techniques and strategies for teaching vocabulary that are suggested by some researchers, such as, Thornbury (2002), Marquez, Allen and Kate (2011), Tellier (2008) and Gairns and Redmen (1986) as the following:

1.6.1 .Visual Techniques

1.6.1.1. Visuals

Thornbury (2002) suggested that there are many different visual aids for teaching vocabulary. For example, flashcards, wall charts, pictures and drawing especially pictures and objects that allow learners to think, to get and to memorize words. Moreover, policymakers who use visual techniques and strategies give time to students to think of the word individually or in group. We see all that as the following,

1.6.1.2. Promoting Vocabulary Retention through the frayer Model

Demonstrating words through visuals can be a helpful vocabulary technique (Marquez, Allen, & Kate, 2011).Nevertheless**;** there are certain scholars who stress the importance of memorization of foreign language. In other words, the way of learning some information visually can attract learners' attention because they connect it to their experience in life. Moreover, it is beneficial for both analytic learners who prefer to understand and visual learners who prefer to show. Gairns and Redmen (1986) thanked that the main object of using visual aids is to send the meaning of vocabulary through concrete aids, for instance, food.

1.6.1.2. Mime and Gestures

In the right method of teaching vocabulary, policymakers may incorporate the blackboard and gestures in order to reinforce teaching the meaning of words with an illustration so that learners can remember them (Gairns &Redmen, 1986).In the same sense According to Tellier (2008) integrating gesture with the lexical in presenting vocabulary is a way which improves the memorization of words and students can retrieve words more.

1.6.2.2. Verbal Techniques

Sometimes teachers do not have the opportunity to use real objects, but instead they use words, such as, providing an example situation, giving several examples of sentences, giving synonyms, antonyms, or subordinate terms and giving full definition. This strategy requires learners to work to find the right meaning of the word or to use it in the sentence (Thornbury, 2002).

1.6.2.1. Promoting Vocabulary Retention through the frayer Model
1.6.2.1.1. Illustrative Form (Oral or Written)

According to Gairns and Redmen (1986) teachers confirm that they depend on a variety of situations and context in order to help learner's understand and memorize abstract words. Moreover, they demonstrate the meaning of words to help them comprehend it.

1.6.2.2.1.2. Synonyms and antonyms

This strategy is used when the students are able to use the language, so that it develops learners' vocabulary (Bagheri, 2015).Similarly Grains and Redmen (1997) implied that teachers use synonymy as a way of teaching the meaning of words more with low level learners. They make the meaning of certain items more comprehensible by giving example, for

instance, miserable meant very 'sad' rather than explain it. Then, they use synonymy with higher

learner's level .In addition, sometimes the definition of words insufficient for conveying the meaning which require contextualized the item to clarify the meaning the limits of items. They have implied antonym as another strategy for teaching the meaning of words. They emphasized the illustration of context of the items, for example, sugar is sweet and lemons are sour.

1.6.2.2.3. Translation

Translation is a mental activity in which a meaning of a given linguistic discourse is rendered from one language to another. In the same context, it is another way of teaching list of vocabulary, but the linguistic in teaching they do not support it(Bagheri, 2015). (Moreover, according to Thornbury (2002) transferring the target word has been used before in teaching vocabulary to L1 language. Besides, scholars find that most of students find difficulties recalling words. In this sense, Gairns and Redman (1986) expressed that since translation do not take much time, teachers use it to introduce words with difficult meaning. However, it seems a danger way of teaching

because it affects students learning of the new language.

1.6.2.2.4. Scales

Scales are defined as the spatial and temporal orders generated as pupils and teachers moved through educational systems. Similarly it is a way of teaching words from the same family through verbal and visual techniques (Bagheri, 2015). According to Gairns and Redman (1997) through scales students can learn new words as well as reviewing the previous contrasting and related words, such as, they know 'cold' and 'hot' which are way for feeding in 'warm' 'cool' and later 'freezing 'and 'boiling.'

1.7. Vocabulary Learning Strategies

According to Cameron (2001) vocabulary learning strategies (VLS) defined as''

Actions that learners take to help themselves understand and remember vocabulary''

(p.92).which means that vocabulary learning strategy is a series of actions that the students do to make themselves comprehend ,memorize, think and remember briefly the vocabulary.

Vocabulary learning strategies(VLS) are ways that learners relay on to store the meaning of words and to retain them .So ,learning vocabulary must followed by some strategies. In the same context, in the same context Nation (2000) Learners should be aware of vocabulary learning strategies (VLS) and how to use them. In addition, similarly Schmitt (2000) divided

them into five groups as the following:

1.7.1. Determination strategies (DET)

Schmitt (2000) mentioned that determination strategies used when students discover a new words' meaning ' of a new word without using the experience of another person; these strategies are used when learners have no references about the meaning of the word they have in their minds. Thus, they used instead of guessing and discovering the meanings of the new words with the help of the one's structural knowledge of a language, guessing from context, guessing from cognate or using from reference materials.

1.7.2. Memory Strategies (MEM°)

Schmitt (2000) stated that memory or mnemonics strategies as it refers to any of a broad set of techniques that are designed to help the person to remember, also it known as are different aids that can help the students to retrieve or learn new words. Learners connect what they learned of new words to previous knowledge, for examples, connecting them to synonyms and antonyms, using images and using suffixes or roots or saying the word aloud and so on.

1.7.3. Social Strategies (SOC)

According to Schmitt (2000) social strategies are vocabulary learning strategies and techniques which are used for practicing the vocabulary; learners produce vocabulary and develop their language learning through the communication with others and interaction with people. Thus, students who communicate and do interactions with others have the opportunity to use words and enhance their language.

1.7.4. Cognitive Strategies (COG)

Schmitt (2000) viewed that cognitive strategies are one type of learning strategy by mean are other ways of learning vocabulary, and they are seems as memory strategies, but they rely on repetition and organizing new language, and summarizing meaning, guessing meaning from context, mechanical means instead of mental processing and manipulative for learning vocabulary and including the keeping of vocabulary notebooks .Thus, through these strategies learners   can   improve   and   enhance   their   language.

1.7.5. Meta cognitive Strategies (MET)

Meta cognitive strategies refers to methods used to help students understand the way they learn by mean it allows Learner to decide their ways of learning. In other words, learners have the opportunity to select the most important words i.e. processes designed for students to

think about their thinking; also to choose the appropriate technique of learning vocabulary. So because of the Meta cognitive strategies, students develop their language, their lexis, and their awareness of learning styles (Schmitt, 2000).

2 .Subtitled authentic videos

2.1. Defining of Authenticity

Hutchinson and waters (1987) suggested that:"A text can only be truly authentic .... in the context for which it was originally written."(p. 15). In other words, we can just say that any text is authentic when this text has a spatial context which must be original in his written.

In the same context Morrow (1977) for the word authenticity says that is: "an authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort ". (P .13) i.e. The authentic material is have to be comes from a real language that must be make by a real speakers who their speeches for a spatial audience to send a message for a certain sort.

2.2. Defining authentic video

According to Sherman (2003) authentic videos are some kinds of programs that we can watch face to face on cinema, television or DVD, films, documentary, advertisement, and game show. This last can be used as resources and materials to learn English with enjoyment and give us a lot of advantages.

Also, Allan (1985, p. 48) states that: "It presents realistic slices of life, gets students into talking, provides visual support, and offers variety and entertainment ". In other words, authentic videos provide some real parts of the life of humans, it take learner into conversations with others also it gives visual supports and make a variety of enjoyment to the learners to let them learn better new vocabularies.

Similarly, According to Thamajaro (2000) who claimed that the use of authentic videos in ESL or EFL classrooms has a grand positive effects on the learners ' motivation and concentration to learn the language easily .

2.3 defining subtitles

The appropriate definition that we can gives to the term subtitles is "captions displayed at the bottom of a cinema or television screen that translate or transcribe the dialogue or narrative" (OED, 2010).i.e. we can define subtitles as a captions that are presented **at** the core of a cinema or television shows that describes the conversations between speakers or narrative to make a good speeches.

2.3.1. Inter-lingual subtitles

Inter-lingual subtitling refers to 'diagonal', in that the viewer or listener changes the mode and language, by moving from spoken text that we can hears as listeners in one language to written text that we can write in another language (Bravo, 2008, p70).

2.3.2. Intra-lingual subtitles

Intralingua subtitles (learners' L2/FL) are referred to as 'vertical', in that the viewer changes mode, from speech to writing, but not language. They were initially used for domestic programs for the deaf and hard-of-hearing (DHH), but also on foreign-language programs for language learners (Bravo, 2008)

They offer additional information about the paralinguistic elements of the soundtrack were used for immigrants, as well, who watched TV programmes and films with closed captions in order to assimilate the new language they resided in (Neuman & Koskinen, 1992).

2.4.The advantages of the use of authentic subtitled videos in EFL classroom

Emely (2006) as follows: videos can focus on information that cannot easily be presented i n traditional classrooms because of many restrictions, such as size, location and so on. They keep students' attention efficiently when they are used as a part of an active learning technique. Videos are known to be an effective delivery system because they provide a mixture of visual and audio content, and they provide an opportunity for students to test their understanding of contexts that they may experience and that cannot otherwise be realistically formed in classrooms.

2.5. The Effect of Educational Videos on Grammatical Competence

Videos can also include the level of authenticity of what students learn by introducing to them other forms of speech, such as body posture and hand movements and cultural symbols. Finally, the main impact of the use of educational videos is the production of inspiration, particularly as students obviously seek motivation and their teachers are unable to motivate them.

2.6. Disadvantages of authentic subtitled videos in EFL classroom

Piotr Kuhiwczak and Karin Littau (2007, p. 126) have claimed that: "Dubbed texts, on the other hand, have to be taken at face value, as there is no access to the source text on screen".

There is another scholar who sees that subtitles videos are as a distracting way, Garza (1991), video is already" visually and acoustically rich" (p.246), means video is considered a visual and acoustically. Also, the subtitled themselves may" overload the learner's capacity to comprehend". (p.246), i.e. we consider the subtitles as a material that allows the students capacities to understand well the given material.

Another disadvantage had been seen by King (2002) the use of subtitles may: "sacrifice listening strategy training such as guessing and interfering meanings from visual clues "(p.517) in other words, we can say that listening technique is just a training like how to guess and interfere the meaning from an visual materials and clues.

Prensky (2010) implied that , ''Mostly they involve sorting out the good and worthwhile from the bad and to be avoided just as with all other media, there are 'lowbrow' YouTube's, some with objectionable images and foul language"(p. 8). Means that a few ones who can differ between the good and the bad to make this disadvantages avoided with the others that they use the media because just a few YouTube's with use the hatred images and language.

2.7. Previous studies that investigate the potential effectiveness of subtitled videos

Subtitled videos have been used during language classrooms to develop certain aspects of the second language learning such as ,some studies investigate that the use of this last in relation to the potential improvement of the language skills, either this skills are receptive which mean reading and listening or productive skills i.e. speaking and writing .Moreover, the use of subtitled authentic videos to learn language elements that mean vocabulary and grammar has also been well documented in many research . in the last point we can point out that the use of subtitled authentic videos to develop the language skills will be reported that studies specifically investigate the effectiveness of this last on the vocabulary acquisition, due to the domain of the current research.

Conclusion

The chapter has been discuss what the researchers and scholars have said about the importance and the effectiveness of using authentic subtitled videos in improving learners vocabulary skills. Firstly, we give some definitions of the key words .Secondly; we have discussed the importance of vocabulary. After that we talked about authentic videos with subtitles, we defined what does mean by authenticity as a concept, what are subtitles and its kinds. Then, we discussed about the importance of these videos in the EFL classrooms, its advantages and disadvantages .In the end of that chapter we have discussed previous studies that investigate the potential effectiveness of subtitled videos.

Chapter two: The Field work

Introduction

This research tends to investigate as mentioned above, which we points out the effectiveness of using the authentic subtitled videos in improving the learner's vocabulary skills. The investigator will devote to the description of the methodological procedures that have been used (the questionnaire of students and for the teachers) and also the description of our sample (first year LMD students and teachers) which was chosen randomly to collect our data. We will try to analyze our aims of the questionnaires, then the administration of the questionnaires too, after that the description of questionnaires.

1. The aims of both Student's and teacher's questionnaire

The both data gathering tools that are mainly designed to diagnose student's and teacher's evaluation and views concerning the use of subtitled authentic videos to enhance and improve the learner's vocabulary ,as to check their awareness of the relationship between them.

2. Administration of the two questionnaires

The case under our investigation is the teachers and first year students at the English Department at Mohamed Kheidar University of Biskra .Since the total number of students is huge and out of control, we have chosen a sample of 44 students .It is notable that the questionnaires were on March2021 via Internet we distributed them on groups of face book (UNKB Promo 2020/English class).while the teachers questionnaire started in May 2021 it was distributed via Emails to the oral teachers of the university ,it was done with a sample of 04. Then, they gave it back in one week.

3. Description of both students and Teachers questionnaires

In our current research, both students and teachers questionnaire are chosen to be the based data gathering tools, they are going in parallel with the items that we are talked about in the theoretical chapter .they are separated into sections where each section contains a set of questions that have been answered by them objectively and honestly .thirteen questions included in the students questionnaire ;they are organized into three sections, the general information ,the students attitudes towards using authentic subtitled videos ,then using authentic subtitled videos and learning vocabulary. And fourteen questions are administered to teachers and they are divided into three sections too the students questionnaire.

3-Analysis of Student's Questionnaire

Section one: General Information

Item 1. Would you specify your gender, please?

Option	Respondents	Percentage
a. Female	31	70%
b. Male	13	30%
Total	**44**	**100%**

Table 1: Gender distribution
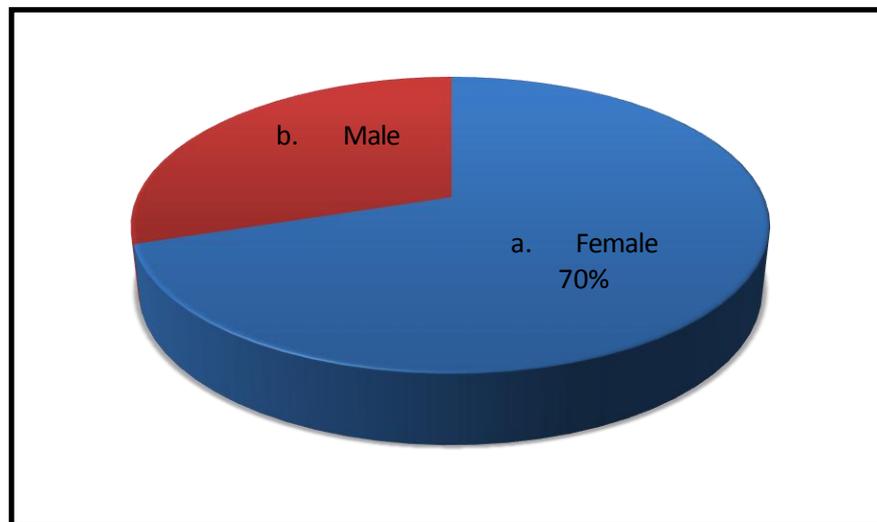
Figure 2: Gender distribution

The participants "total number "is 44students ,13 of them are males (30%)whereas, the number of females is 31by means (70%).This variation is due to the females are interesting in learning vocabulary and foreign languages ,in addition to that the teaching profession which is considered by the use of subtitled authentic videos to be a feminine .Thus current studies show that females are most suitable for learning and acquiring new vocabularies rather than males, but this is not an alternative reality because there are a lot of males dominating the females to learn more vocabularies.

Item 2. Would you specify your age, please

Option	Respondents	Percentage
a. Less than 22 years old	15	34%
b. 22-25 years old	21	48%
c. More than 25 years old	8	18%
Total	**44**	**100%**

Table 2: Age distribution
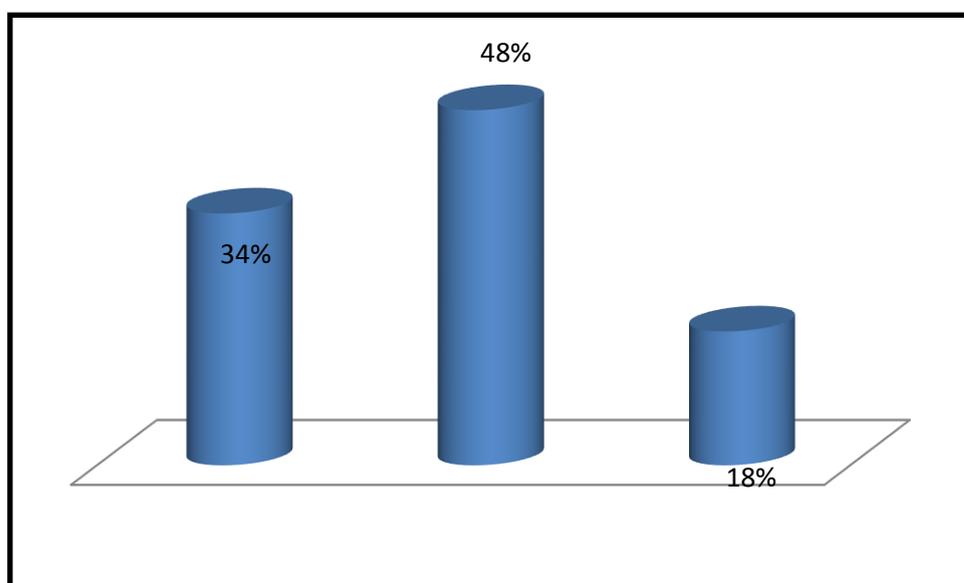
Figure 3: Age distribution

Based on the statistics above most of the first year student's are aged between(22-25) years old by means 48%.For that reason , learning new vocabularies or any foreign language will be so easy without age constrains because the age is a crucial factor in studying language vocabularies. About the 34%student's that aged Less than 22 years old ,this could be due to their failure in the   previous exams like baccalaureate exam or other unknown reasons .Nevertheless, there is 18% from the number of the student's who they aged more than 25 years old maybe because of their unknown problems.

Section Two: Student's Attitudes towards Using Authentic Subtitled Videos

Item 3. How would you evaluate your oral expression class?

Option	Respondents	Percentage
a. Interesting	33	75%
b. Boring	11	25%
Total	**44**	**100%**

Table 3: Students' evaluation of their level in English language
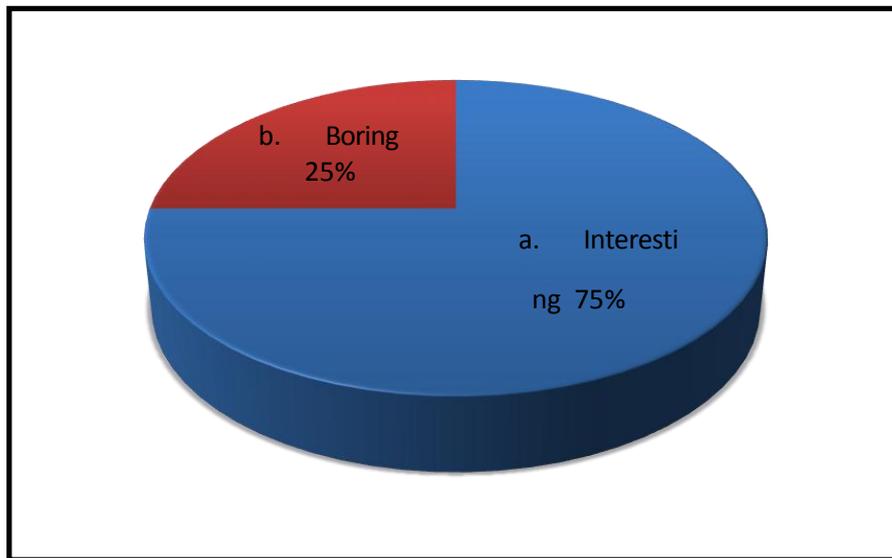
Figure 4: Students' evaluation of their level in English language

This question tried to get the real impression of the learners towards the oral English classes .The table above and the graph that we were seeing above showed and discussed that (.25%)from the students find that oral expression boring maybe because they do not like the oral class. While the majority of them (75%) said that it is interesting because they like the oral class.

Section Two: Writing Skill

Item 4. How do you consider your level of speaking in English?

Option	Respondents	Percentage
a. Good	19	43%
b. Average	23	52%
c. Less than average	2	5%
Total	**44**	**100%**

Table 4: Students consideration of their level in speaking in English
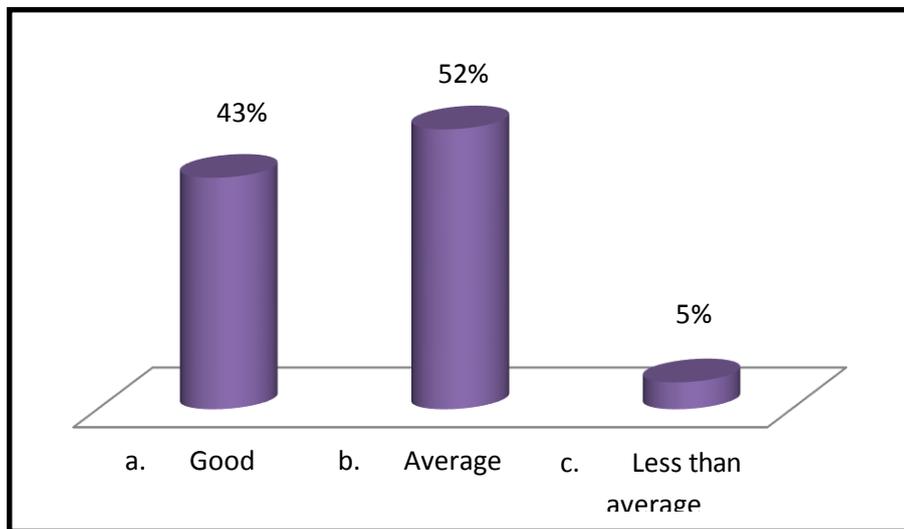
Figure 5: Students consideration of their level in speaking in English

Based on the statistics have shown the participants described their level in speaking skill as the following, (52%) of them answered that they have the average in speaking while (43%) of them answered that they are good speakers. Nevertheless, only, (5%) of them have less than average may be because the lack of participation.

Item 5. Do you prefer to study with authentic subtitled videos?

Option	Respondents	Percentage
a. Yes	32	73%
b. No	12	27%
Total	**44**	**100%**

Table 5: Students' responses about whether they prefer to study with authentic subtitled videos or not
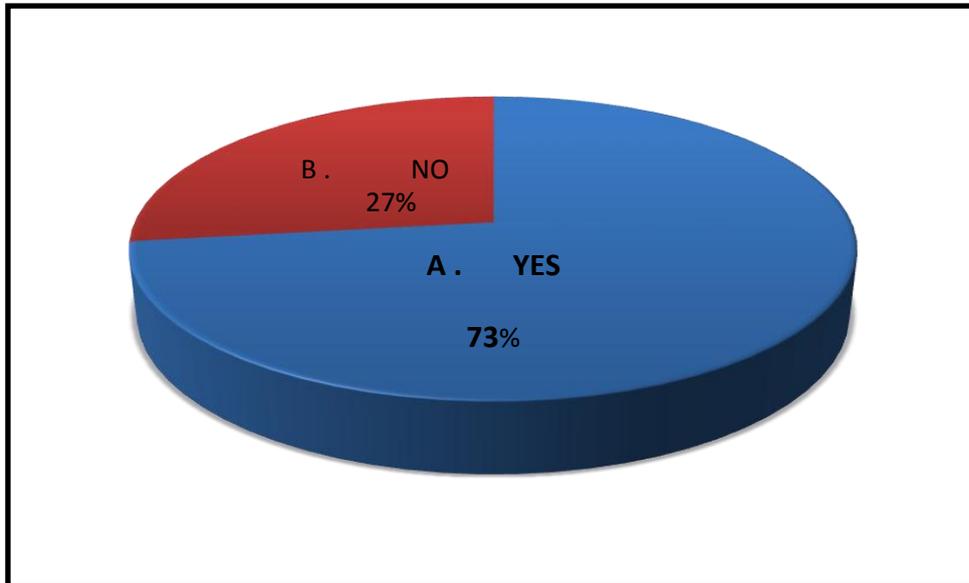
Figure 6: Students' responses about whether they prefer to study with authentic subtitled videos or not

The results have shown that the majority of the student preferred to study with authentic subtitled videos, which represents (73%) of them. While 27% of them answer that they do not like to study with subtitled authentic videos because of many unknown reasons.

Justify your answer, please

a) **For 'Yes'**

The main aim to ask for justification was to know what are the reasons that make students prefer to study with subtitled authentic videos or not.

The reasons that the students think that make them prefer to study with subtitled authentic videos are mentioned as follows:

- Because we can understand better because when we see something we cannot Forget it.
- To learn better.

- Depends on the purity of crack I'm smoking. If it's 60% average or more. Sometimes I pop adder alls or methamphetamines to attend English classes especially grammar and study skills, which is interesting how drugs help students to be involved in the lesson they're learning. Whether subtitled or live. The English teachers indeed need pills to perform the lesson better.

- To get new words to use.

- It's a support way to learn new words.

- It is more modern than classical materials such as the board, and randomizing speech in which it may not be memorized or forgotten by students.

- It is correct and clear more and original.

- Subtitled videos provide me a best help.

- Hum honestly, I do prefer to study with authentic subtitled videos to learn more About the difference between the two languages.

- To learn better.

- To understand difficult words.

- Because help me for my study.

- Because I enjoy.

- It is helpful to enhance the quality of learning.

- Learn new languages faster and follow along easily.

- Because it is the best way to convey a message and reduce efforts and time.

- Takes time.

- Because I fell it's more enjoyable and helpful.

- To catch the missed words.

- It provides me with the opportunity to learn and acquire new vocabularies and help me to know the meaning of difficult words.

- Yes because they are easy to understand.

- Provide me by new vocabularies and show me how to pronounce new words correctly.

- Because it make me enjoy.

- They are interesting.

- Because it make me enjoy and learn in the same time.

- Makes me enjoy.

- Because it make me enjoy and learn in the same time.

- Because it is enhance my level of vocabularies.

- Make me enjoy and learn more.

- Makes learners learn more.

- Mikes me enjoy.

- It is enjoyable.

b) **For 'No'**

The main reasons that make the learners do not prefer to study with subtitled authentic videos are mentioned as follows:

- Because when I understand a word or phrase from context it is easier for me to Memorize and use it.

- Not useful.

- To force myself to understand without it.

- Because it is takes a lot of time.

- Because the teacher's explanation attracts more Student's focus.

- Takes time.

- Because it make me enjoy.

- Because it takes time.

- Takes time.

- Wasting time.

- There is no enough time.

- It is indeed very helpful when your English is average however I prefer to rely on my hearing more because" in real life there's no subtitles to help so better get used to it "

Item 6. Do your teachers use videos with subtitles in oral expression session?

Option	Respondents	Percentage
a. Yes	22	50%
b. No	22	50%
Total	**44**	**100%**

Table 6: Students' responses about whether their teachers use videos with subtitles in oral expression session
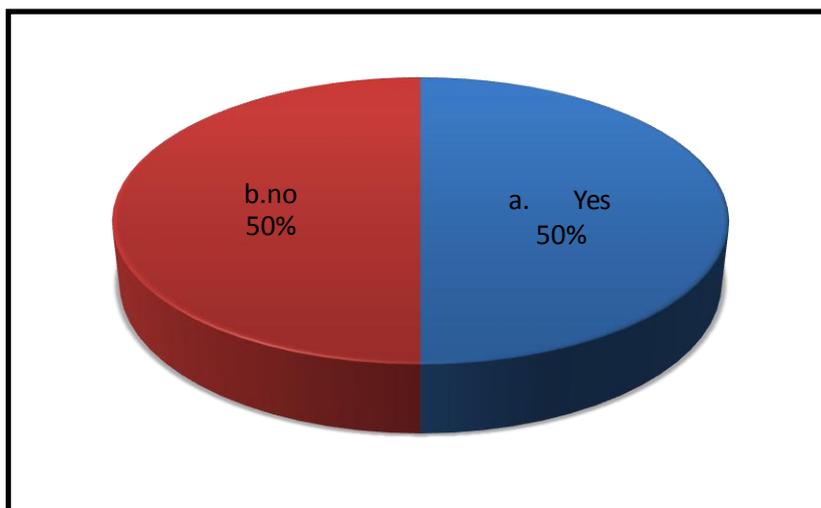
Figure 7: Students' responses about whether their teachers use videos with subtitles in oral expression session

The result have revealed that the half of the teachers of oral expression use videos with subtitles in their classes by percentages of 50% .While the other half they do not use videos with subtitles this may be depends on the teacher's method that they use on teaching the oral sessions.

If yes, what do you learn from them?

Also we ask for the justification of "if yes" the teachers use videos with subtitles in their classes and we ask the students what they learn from these videos and the answer is as the following:

- New vocabularies.
- Racism, underestimating people, being not interesting.
- Subtitles are more effective for those who based on audio-visual rather than handwritten passages or lectures.
- A lot of things like new vocabulary.
- Writing words correctly.
- More language balance and better understanding of dialects.
- Unfortunately no, they didn't & that make me so sad.
- Learn new word and their meaning in the same tame.
- Help me for my study.
- I have learned how to communicate with others and the way of pronunciation.
- I have learned that I have to improve my listening skills.
- Developing my listing skills.

31

- Prononciation.

- Some Times they use them actually i learn new words.
- Rarely when they use videos.
- Learn new vocabularies.
- New vocabularies.
- Manu vocabularies.
- A lot of new vocabularies.
- Vocabularies.
- How to pronounce words correctly.

Item 7. Do you enjoy when studying with authentic subtitled video?

Option	Respondents	Percentage
a. Much	21	48%
b. A little	21	48%
c. Not at all	2	4%
Total	**44**	**100%**

Table 7. Student's enjoyment when studying with authentic subtitled authentic videos
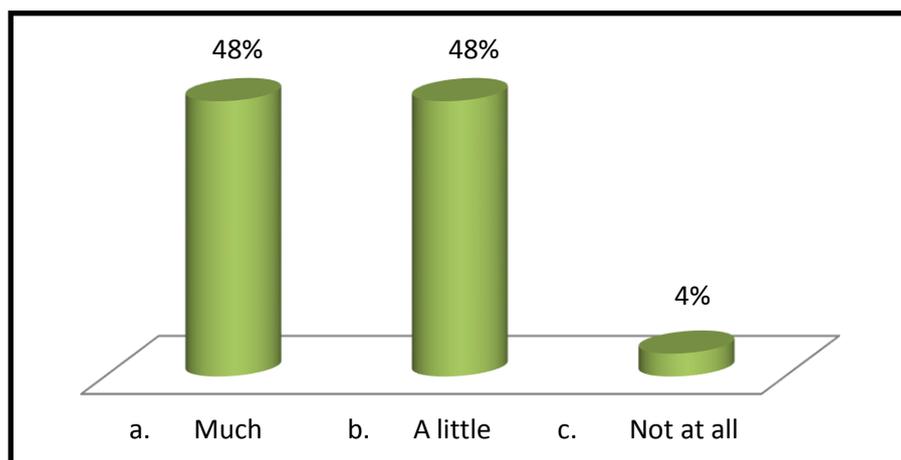
Figure 8: **Students' enjoyment when studying with authentic subtitled videos**

48%from the students said that they enjoy Much when studying with videos with subtitles .While(48%) of the others said that they enjoy a little. Whereas, only (4%) of the students who have said that they do not enjoy with these kinds of videos.

Section Three: Using Authentic Subtitled Videos and Learning Vocabulary

Item 8. Do you think authentic subtitled videos make vocabulary learning?

Option	Respondents	Percentage
a. Yes	41	93%
b. No	3	7%
Total	**44**	**100%**

Table 8. Student's opinions about whether subtitled videos make vocabulary learning easy or not
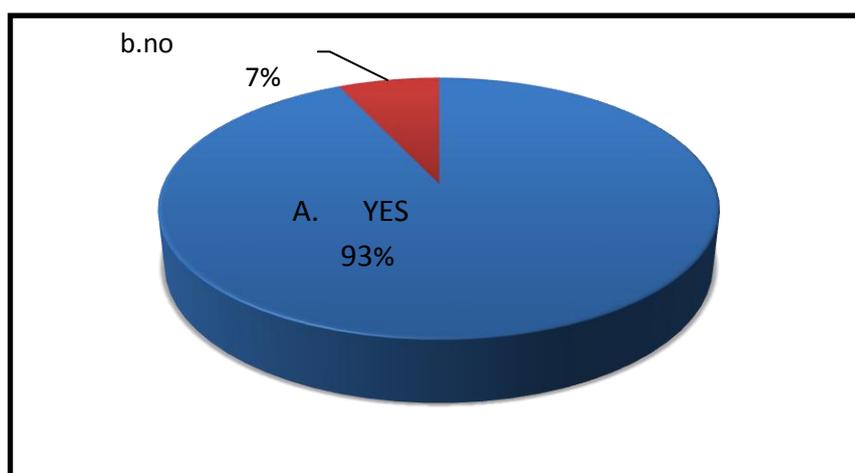
Figure 9: Students' opinions about whether authentic subtitled videos make vocabulary learning easy or not

The results have shownthat, the majority of the students said "yes" that authentic videos with subtitles make vocabulary learning easy which represents (93%).While a few number of the students (7%) have said no.

Item 9. Do you think using authentic subtitled videos help you to overcome your weaknesses in pronunciation?

Option	Respondents	Percentage
a. Yes	37	84%
b. No	7	16%
Total	**44**	**100%**

Table 9: Students' opinions about whether using authentic subtitled videos help them overcome their weaknesses in pronunciation or not
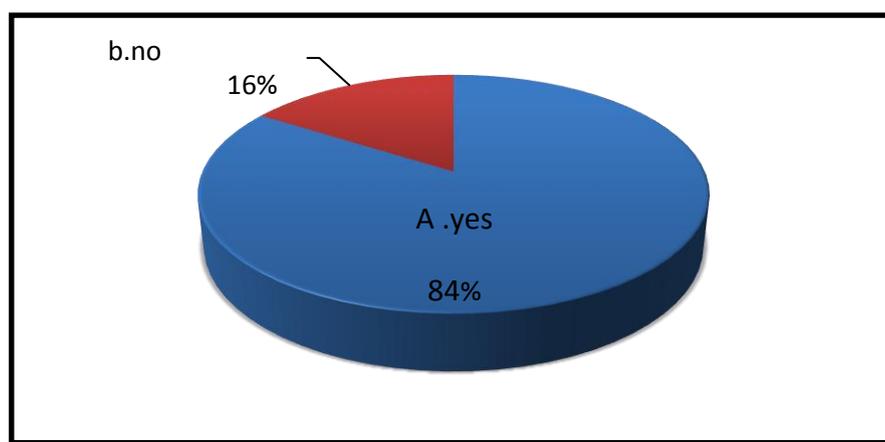
Figure 10: Students' opinions about whether using authentic subtitled videos help them overcome their weaknesses in pronunciation or not

From the student's responses, we deduced that the majority of them (84%) believed that using videos with subtitles help them to overcome their weaknesses in pronunciation. Only, (16%) of them have said 'no' it does not. Those who said 'yes' ,because these kind of videos are very important to improve some aspects of language ,because of it includes speech of native speakers and enable them to retrieve the pronunciation of the language .Furthermore, these videos include rhythm, stress, and intonation which are aspects of pronunciation of English language. These for who have said that it gives them the chance to hear the words and memorize them. The others said that it can help them to improve both spelling and the pronunciation, see how words are written and how they pronounced .Those who said' no', they think that using authentic videos with subtitles would not help them to overcome their weaknesses in pronunciation because they think that listening only is much better for them.

Item 10. In your opinion using authentic videos in the classroom lectures will be more interesting than the traditional Method?

Option	Respondents	Percentage
a. Strongly agree	20	45%
b. Neutral	9	21%
c. Agree	12	27%
d. Disagree	2	5%
e. Strongly disagree	1	2%
Total	**44**	**100%**

Table 9: Students' opinions about whether using authentic subtitled videos help them overcome their weaknesses in pronunciation or not

a. Strongly   b. Neutral   c. Agree   d. Disagree   e. Strongly
    agree   disagree

Figure 11: The degree of students' agreement about using authentic videos in the classroom lectures will be more interesting than the traditional method

The results have revealed that majority of the students said that they are 'strongly agree' which represents(45%) of them. While(27%)of the learners said that they are 'agree' that the use of authentic videos in classrooms will be more interesting .Nevertheless,(21%)of them said that they 'Neutral ' which represents 5% .Moreover, the other students said that they are 'disagree' about the use of authentic videos. Then, a few students(2%) said that they are 'strongly disagree' about that using authentic videos will be more interesting than the traditional method because they prefer the traditional.

Item 11. Do you think practicing using videos in the classroom regularly and repeatedly may help you to acquire more vocabulary?

Option	Respondents	Percentage
a. Yes	43	98%
b. No	1	2%
Total	**44**	**100%**

Table 11: Students' opinions about whether practicing using videos in the classroom regularly and repeatedly may help them acquire more vocabulary
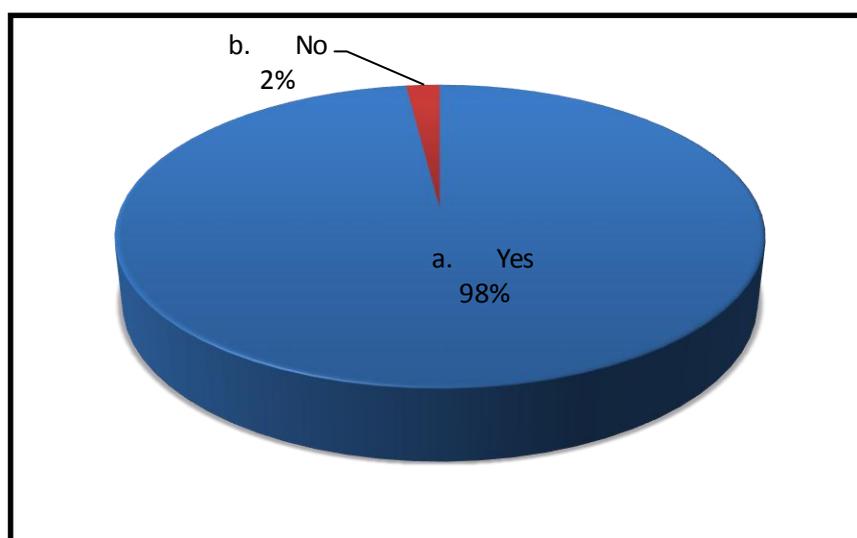
Figure 12: Students' opinions about whether practicing using videos in the classroom regularly and repeatedly may help them acquire more vocabulary

We have noticed that the majority of the students answer that they said "yes" practicing using videos regularly and repeatedly may help them to acquire more vocabularies, which represents(98%)of them. While the minority of them said that they "NO" do not believed that using videos in the classes help them to acquire many vocabularies, which represent (2%) of the students.

Item 12. Will the use of subtitle authentic videos in the classroom enhance student motivation and participation?

Option	Respondents	Percentage
a. Strongly agree	14	32%
b. Agree	20	45%
c. Neutral	9	21%
d. Disagree	0	0%
e. Strongly disagree	1	2%
Total	**44**	**100%**

Table 12: Students' opinions about whether the use of subtitle authentic videos in the classroom will enhance their motivation and participation or not
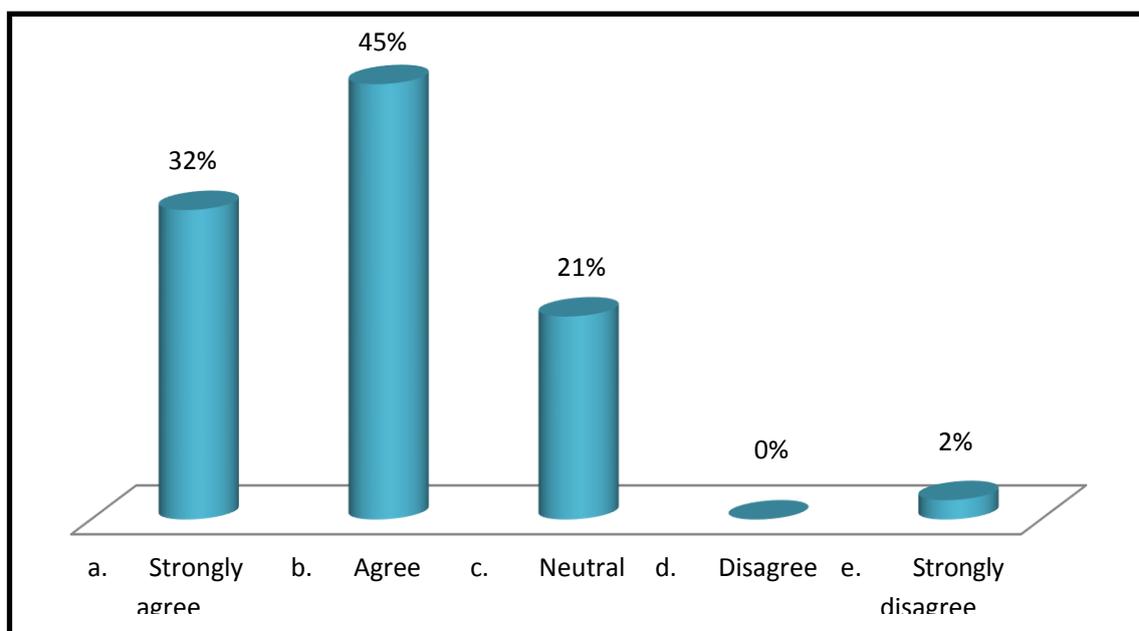
Figure 13: Students' opinions about whether the use of subtitle authentic videos in the classroom will enhance their motivation and participation or not

The results have shown that the majority of the students said that they are 'agree' that the use of authentic subtitled videos can enhance the learner's motivation and participation which represents(45%) .While the other students answer that they are 'strongly agree' which their percentages was (32%).However, (21%) of them said that they are 'neutral' that videos can improve motivation and participation. In the same context, (2%) of the students said that they are 'strongly disagree' about the use of subtitled videos. While 0% is 'disagree'

Item 13. Any suggestions and comments about the efficiency of subtitled authentic videos.

The objective behind this question was to know the opinions and suggestions of the

Students and comments about the efficiency of subtitled authentic videos. While the students suggested the following:

- Paying Netflix account for each student to get better vocabulary.
- I support the idea of the subtitled videos but in English to make the students acquire more words and develop their skills in talking and pronunciation Good luck.
- I suggest adding Arabic sub also.
- I am against using this type of videos.
- I have wish in fact that our teachers of oral exp would take in consideration the new method of efficiency learning & try to apply it for us so we can make learning the most enjoyable time ever.
- These subtitle authentic videos made student more motivate and they learn new words quickly and provided more information and with optical things remain in memory.
- It gives more explanation of lessons.
- From one side it may help in learning new vocabulary but from another side learners will not learn well because they will concentrate on the subtitle.
- I hope this method will be applied in the future.
- It makes the session interesting.
- May all teachers use this method to make learners motivate more?
- Teachers may consider other techniques to make learners learn better.
- Learners need more advanced strategies to learn.
- We will be study hard to learn new vocabularies.
- New teachers may use this technique.
- Make this method an appropriate for the learners.
- Use another techniques.
- Make learners enjoy by create new techniques.
- Teachers may use other strategies to make learners learn new vocabulary by easy way.
- Think in other ways to help learners learn more.

- Create new strategies.
- It would be helpful to improve student's oral proficiency.

3-Analysis of Teachers'

Questionnaire Section One: General

Information

Item 1. Would you specify your gender, please?

Option	Respondents	Percentage
a. Female	2	50%
b. Male	2	50%
Total	**4**	**100%**

Table 13: Teachers' gender
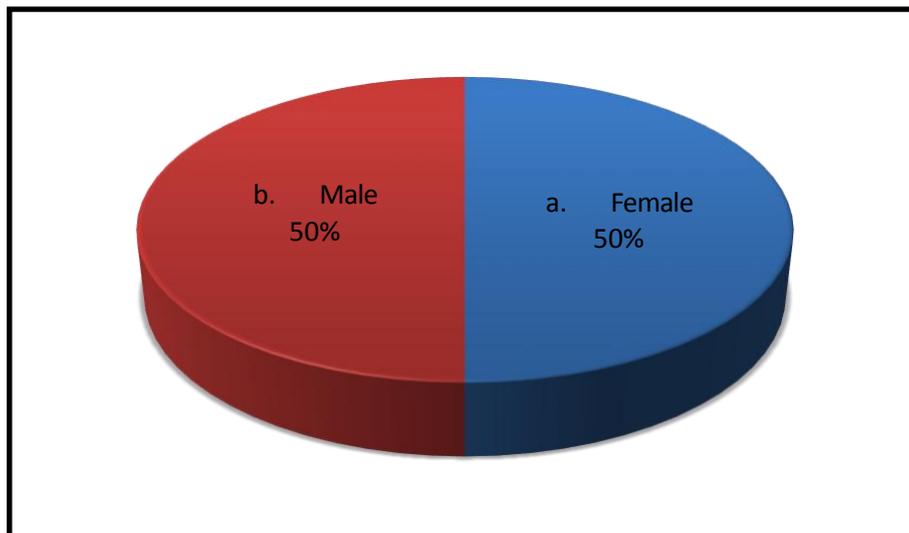
Figure 14: Teachers' gender

We have noticed that the half of the teachers was a female which represents (50%) while the other half was males (50%) too.

Item 2. Would you specify your qualification, please?

Option	Respondents	Percentage
a. Master degree	1	25%
b. Doctorate degree	3	75%
Total	**4**	**100%**

Table 14: Teachers' qualifications

3.

The results have shown that the majority of the teachers were a Doctorate degree which represents (75%) of them. While the other teachers was a Master degree (25%) of them.

Item 3. Currently, are you teaching? You may choose more than one option

Option	Respondents	Percentage
a. First year	0	0%
b. Second year	0	0%
c. Third year	0	0%
d. Master degree	0	0%
A+B	2	50%
A+B+C	1	25%
A+C	1	25%
Total	**4**	**100%**

Table .15: Levels those teachers teach
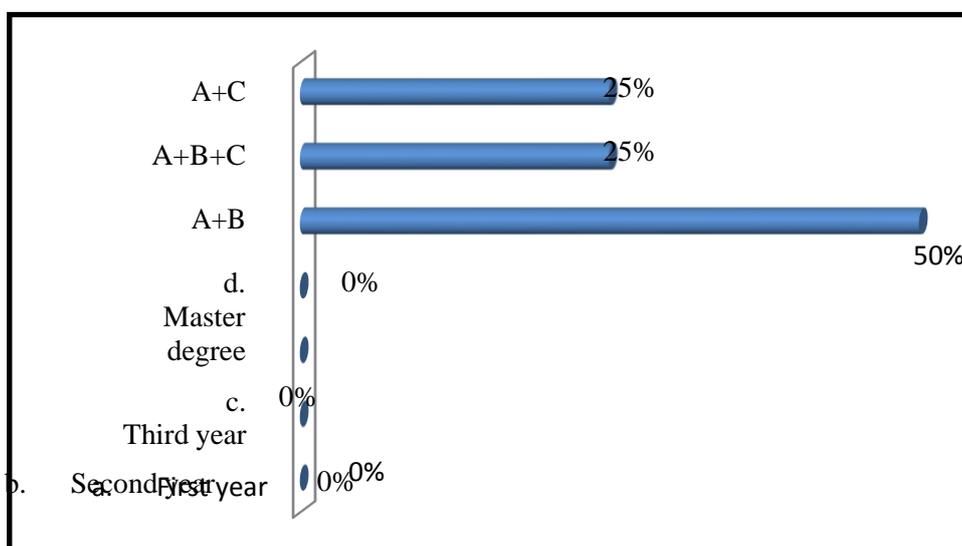
Figure 15: Levels those teachers teach

We have noticed that the majority of the teachers answered that they were teaching First and second years A+B by mean (50%) of them .While the others answered that they teach first, second and third year which represents (25%).However, the other ones answered that they teach first and third year by mean 25 % of them. Moreover (, 0%) teach first year, 0% Second year, (0%) third year and (0%) of them answered that teach master degree.

Item 4. How long have you been teaching English?

Option	Respondents	Percentage
a. 1-5 years	1	25%
b. 5-10 years	2	50%
c. 10-15 years	1	25%
d. More than 15 years	0	0%
Total	**4**	**100%**

Table.16: Teachers' experience in teaching English
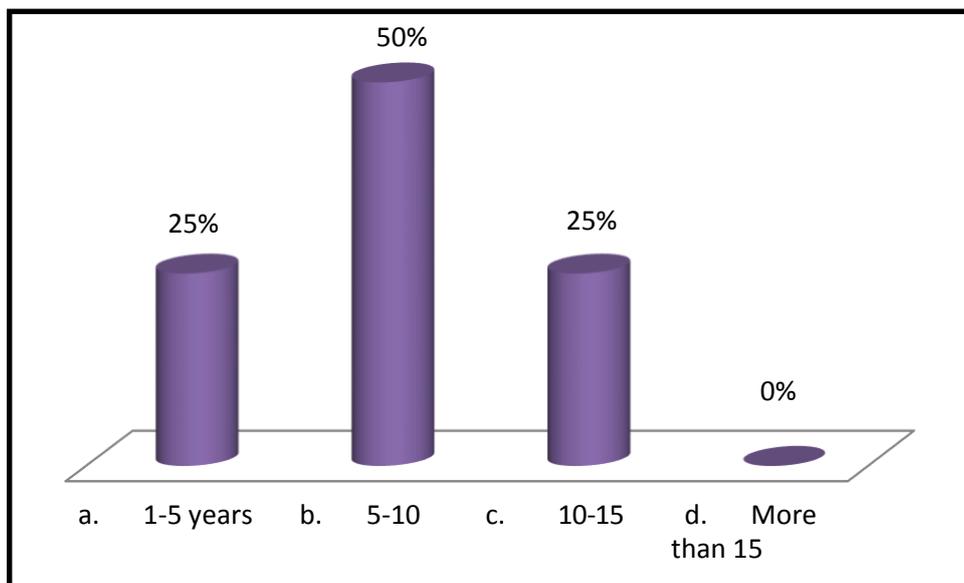
Figure 16: Teachers' experience in teaching English

The results revealed that the real experience period that teachers teaching English we find that the majority of the teachers have long from 5-10 which represents (50%).While(25%) of them have been teach from 1-5 years and the other ones teach from 10-15 year which represents(25%) . However,(0%) they do not teach more than 15 years.

Section Two: Teacher's Attitudes towards Using Subtitled Authentic Videos

Item 5. Do you use visual materials in delivering the course?

Option	Respondents	Percentage
a. Yes	4	100%
b. No	0	0%
Total	**4**	**100%**

Table 17: Teachers' use of visual materials when delivering the course
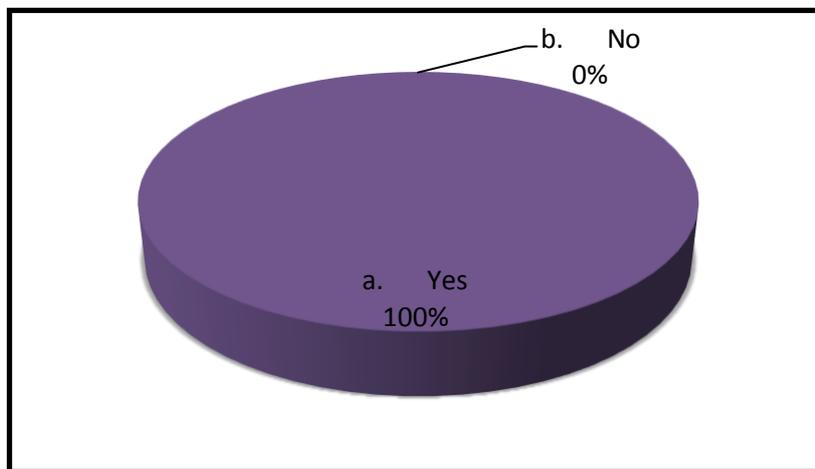
Figure .17: Teachers' use of visual materials when delivering the course

If yes, would you mention how often do use them?

The results have shown that all the teachers answered YES that they used visual materials when delivering their courses during classes which represents (100%). While(0%)of them answered NO.

After the above question we asked the teachers if they answer yes they have mention how often they do use them, the answer was as the following:

Option	Respondents	Percentage
a. Always	0	0%
b. Often	4	100%
c. Rarely	0	0%
d. Hardly ever	0	0%
e. Never	0	0%
Total	**4**	**100%**

Table 17.1: Frequency of teachers' use of visual materials when delivering the course
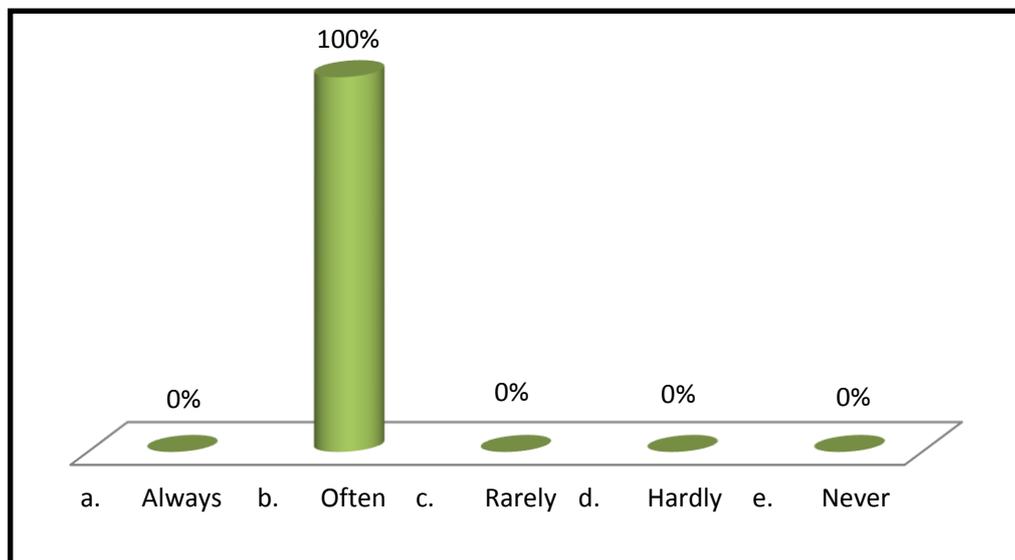
Figure17.1: Frequency of teachers' use of visual materials when delivering the course

We have noticed that the majority of the teachers answered that they OFTEN used visual materials in delivering the course which represents (100%). While there is no answered for the other options (0%).

Item 6. Does the technology help your students to develop their ability to master some vocabulary load?

Option	Respondents	Percentage
a. Yes	4	100%
b. No	0	0%
Total	**4**	**100%**

Table 18: Teachers' responses about whether technology helps students to develop their ability to master some vocabulary load or not
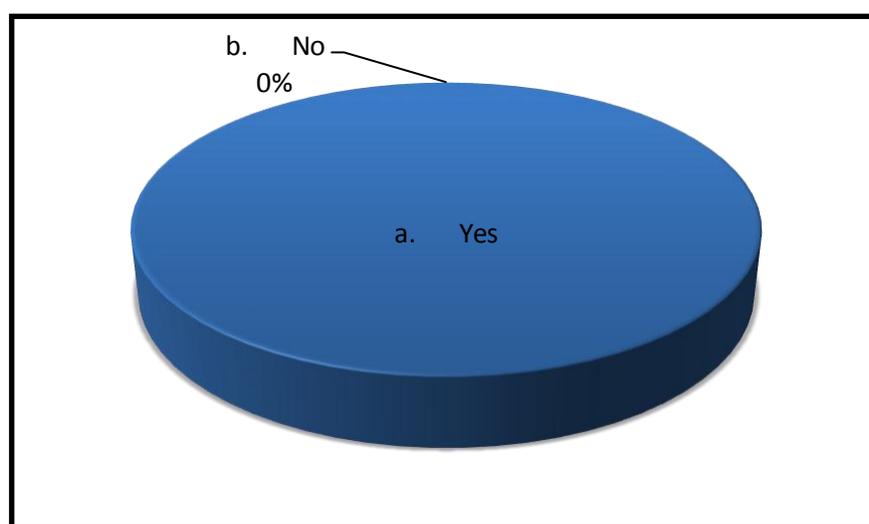
Figure 18: Teachers' responses about whether technology helps students to develop their ability to master some vocabulary load or not

The results have shown that all teachers answered that YES the technology helped their students to develop their ability to master some vocabulary load which represents (100%).While (0%) answered the vice versa.

Item 7. What tools do you usually utilize in the classroom?

Option	Respondents	Percentage
a. Videos	3	75%
b. Images	0	0%
c. Audio recording	1	25%
Total	**4**	**100%**

Table 19: Tools teachers usually utilize in the classroom
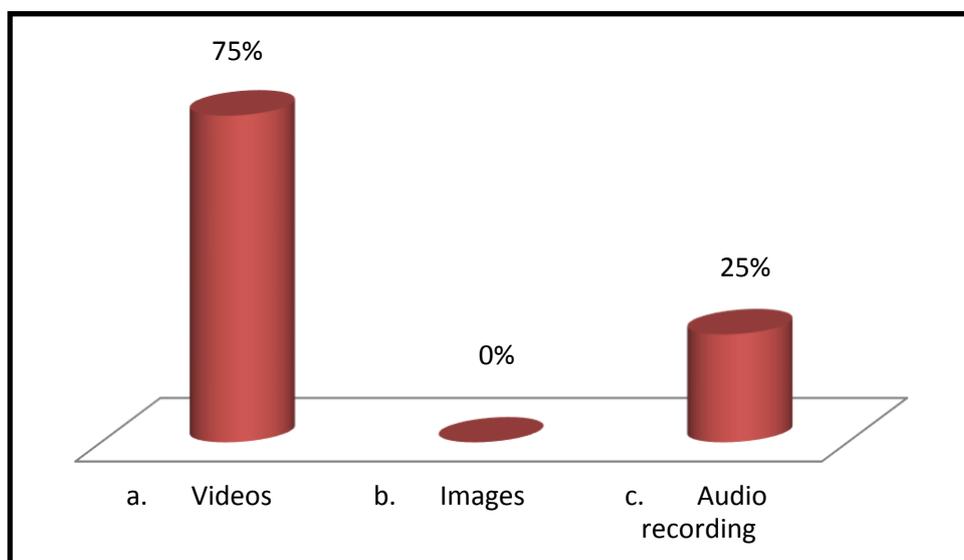
Figure 19: Tools teachers usually utilize in the classroom

      We have noticed that the majority of the teachers used videos during classrooms which represents (75%).While the other teachers answered that they used Audio recording (25%).However,(0%) they do not use images.

Item 8. What are your attitudes towards the use of teaching aids such as subtitled authentic videos in the EFL classroom?

Option	Respondents	Percentage
a. Positive	2	50%
b. Neutral	2	50%
c. Negative	0	0%
Total	**4**	**100%**

Table.20: Teachers' attitudes towards the use of teaching aids such as subtitled authentic videos in the EFL classroom
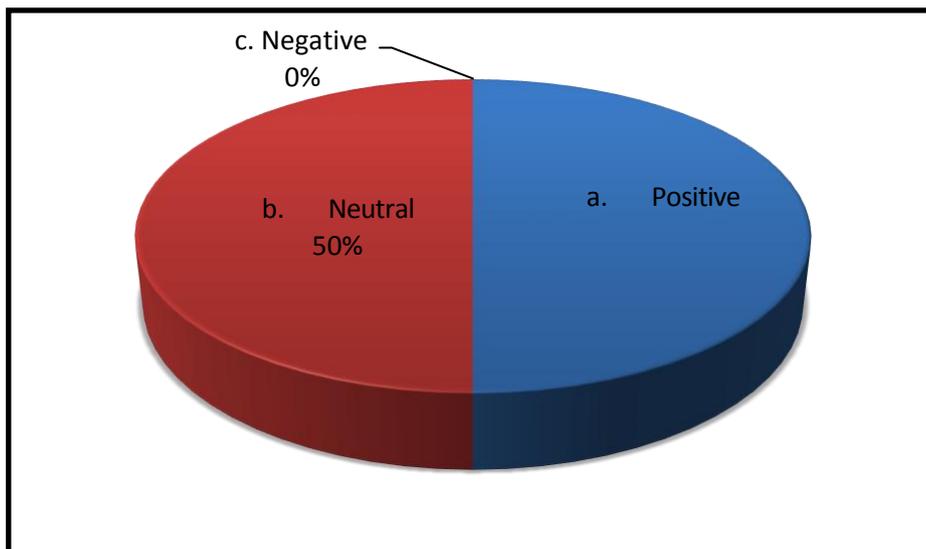
Figure 20: Teachers' attitudes towards the use of teaching aids such as subtitled authentic videos in the EFL classroom

We have noticed that the half of the teachers said that they are "Neutral" towards the use of subtitled authentic videos which represents (50%). While (50%) of other teachers answered that they are Positive .Moreover 0% they are Negative.

Item 9. Subtitled authentic videos enable the teacher to create follow-up activities where the students can be actively involved.

Option	Respondents	Percentage
a. Strongly agree	0	0%
b. Agree	4	100%
c. Disagree	0	0%
d. Strongly disagree	0	0%
Total	**4**	**100%**

Table 21: the degree of teachers' agreement about whether subtitled authentic videos enable the teacher to create follow-up activities where the students can be actively involved or not
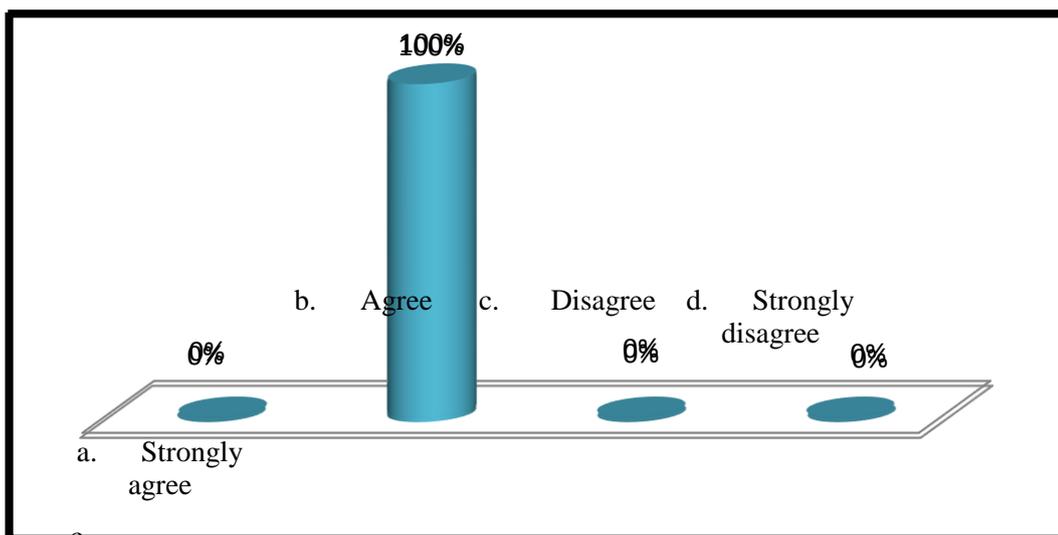
Figure .21: The degree of teachers' agreement about whether subtitled authentic

Videos enable the teacher to create follow-up activities where the students can be actively involved or not

The results have shown that the majority of the teachers were" Agree" about whether subtitled authentic videos enable teachers to create follow-up activities where the students can be actively involved or not which represents(100%).While(0%)strongly agree and (0%)Disagree, and(0%)strongly disagree.

Section Three: Difficulties of Using Subtitled Authentic Videos

Item 10. Do you find any difficulties when using subtitled authentic videos in your course?

Option	Respondents	Percentage
a. Yes	3	75%
b. No	1	25%
Total	**4**	**100%**

Table 22: Teachers' responses about whether they find any difficulties when using authentic subtitled videos in their course or not
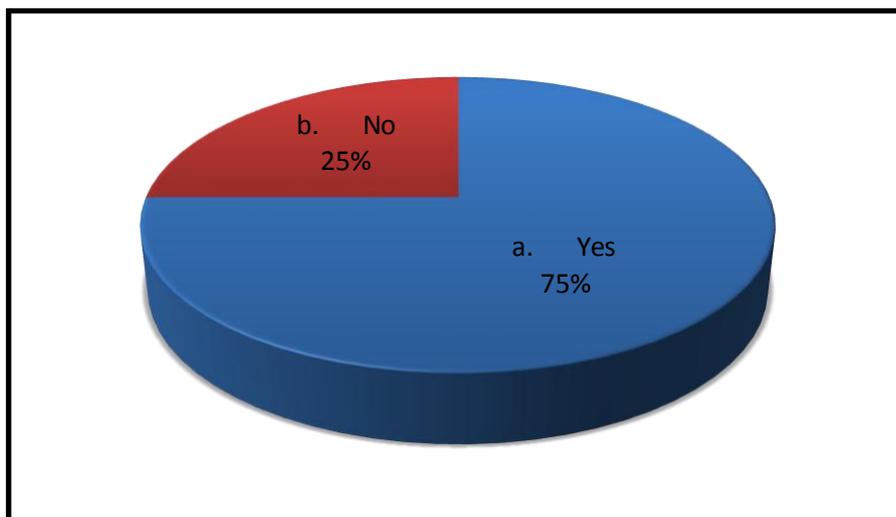
Figure 22: Teachers' responses about whether they find any difficulties when using subtitled authentic videos in their course or not

We have noticed that the majority of the students answered that' YES' they are find difficulties when using subtitled authentic videos during the courses which represents (75%). While the other teachers said that" No" that they do not find any difficulties.

Item 11. What are the main challenges that affect teachers to integrate subtitled authentic videos in the classroom? You may choose more than one options

Option	Respondents	Percentage
a. The number of students	0	0%
b. Lack of time	0	0%
c. Lack of teaching aids	1	25%
d. All of them	2	50%
A+B	1	25%
Total	**4**	**100%**

Table 23: The main challenges affecting teachers to integrate subtitled authentic videos in the classroom
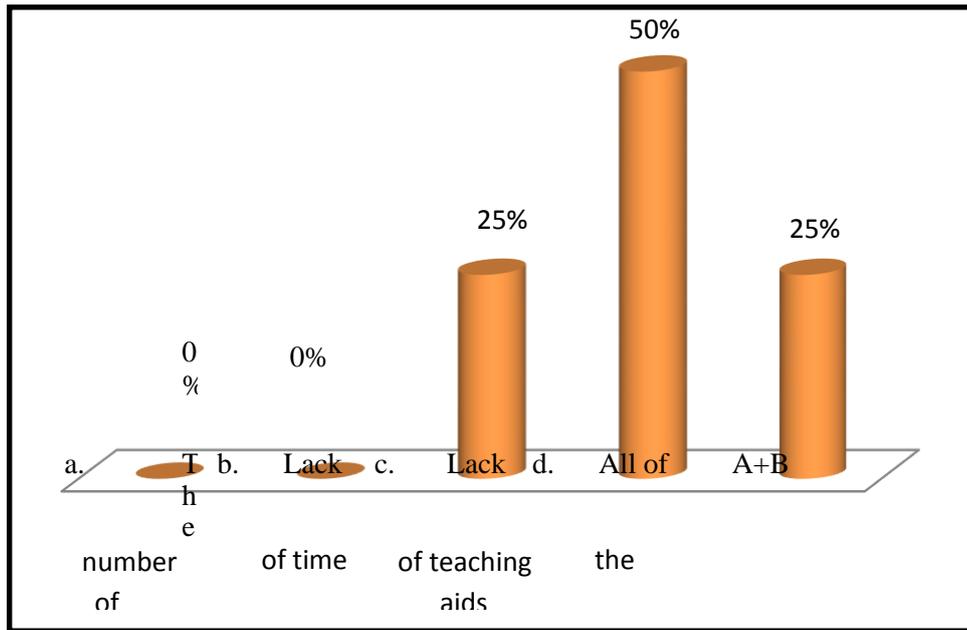
Figure 23: The main challenges affecting teachers to integrate subtitled authentic videos in the classroom

The results have shown that the majority of the teachers answered that the main challenge was the number of students, lack of time, and lack of teaching aids which represents (50%) of them. While the other teachers answer that the lack of teaching aids is the main challenge (25%).However, the other policymakers said that A+B was the main challenge for them which represents (25%) too. Moreover,(0%) said the number of the students and(0%) Lack of time.

Item 12. Does using subtitled authentic videos within the classroom lessons will enhance learner's motivation more than using printed texts?

Option	Respondents	Percentage
a. Yes	4	100%
b. No	0	0%
Total	**4**	**100%**

Table 24: Teachers' responses about whether using subtitled authentic videos within the classroom lessons will enhance learner's motivation more than using printed texts or not
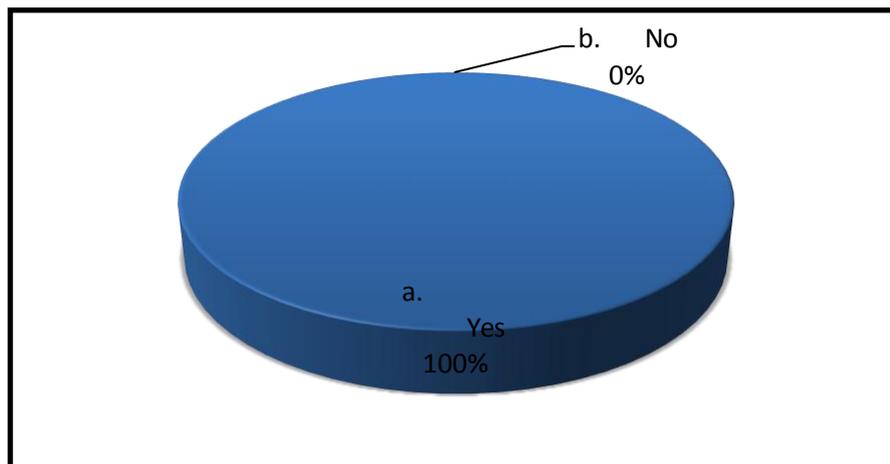
Figure 24: Teachers' responses about whether using subtitled authentic videos within the classroom lessons will enhance learner's motivation more than using printed texts or not

We have noticed that the majority of the teachers answered that 'YES' the subtitled authentic videos during classrooms will improve the students motivation than the printed texts which represents (100%)because this kind of videos make them enjoy and learn in the same time .While(0%) of them said 'NO 'that it cannot enhance the learners motivation.

Justify your answer, please

We ask the teachers for the justification of their answers they replay as the following:

- They Will Be motivated.
- Using ICTs can be very helpful but it takes time to select appropriate materials and more time to edit them.
- It increases their motivation and get them highly involved.
- Because it makes learners learn better.

Item 13. Teaching vocabulary through subtitled authentic videos can be useful for EFL learner's

Option	Respondents	Percentage
a. Strongly disagree	0	0%
b. Disagree	1	25%
c. Neutral	1	25%
d. Agree	2	50%
e. Strongly agree	0	0%
Total	**4**	**100%**

Table 25: The degree of teachers' agreement about the usefulness of teaching vocabulary through subtitled authentic for EFL learners
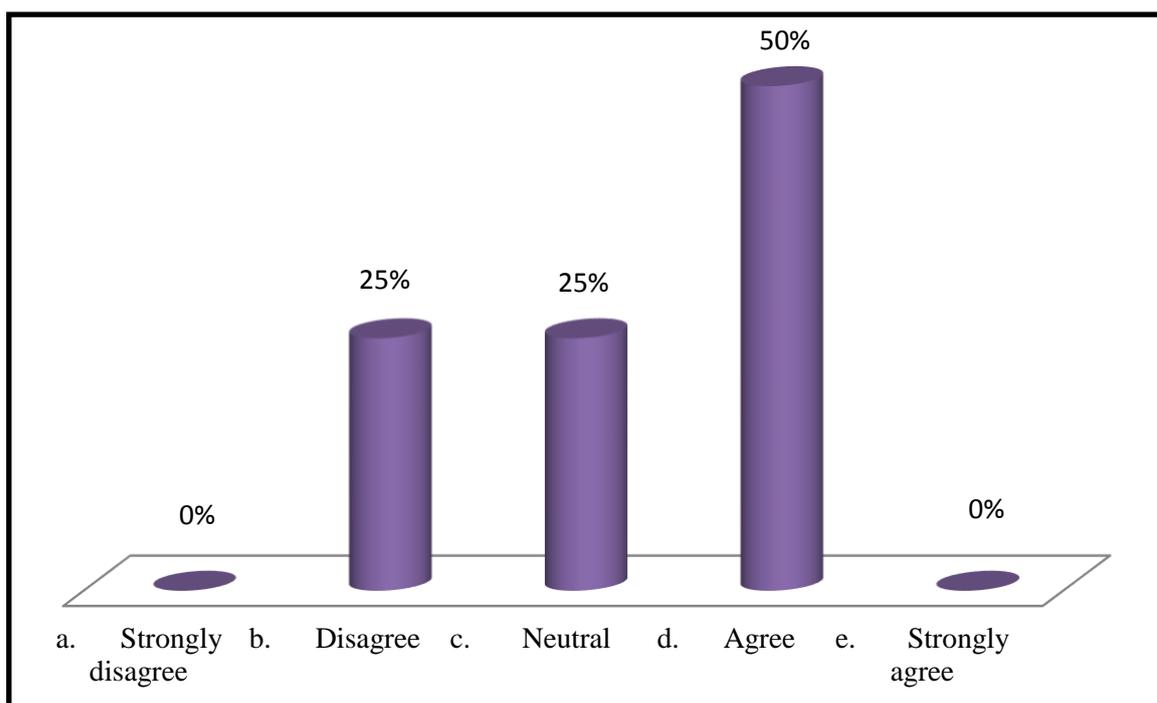
Figure 25: The degree of teachers' agreement about the usefulness of teaching vocabulary through subtitled authentic for EFL learners.

The results have shown that the majority of the teachers answered that they are "Agree" about the usefulness of teaching vocabulary through subtitled authentic videos for EFL learners which represents(50%).While(25%)of them answered that they are "Neutral"

.however; the other teachers said that they are "Disagree" which represents (25%)of them. Moreover,(0%) "strongly agrees" and (0%)of them are "strongly disagree".

Item 14. Do you think that students can enlarge their incidental vocabulary knowled

Option	Percentage	Percentage
a. Yes	4	100%
b. No	0	0%
Total	**4**	**100%**

Table 26: Teachers' responses about whether students can enlarge their incidental vocabulary knowledge or not
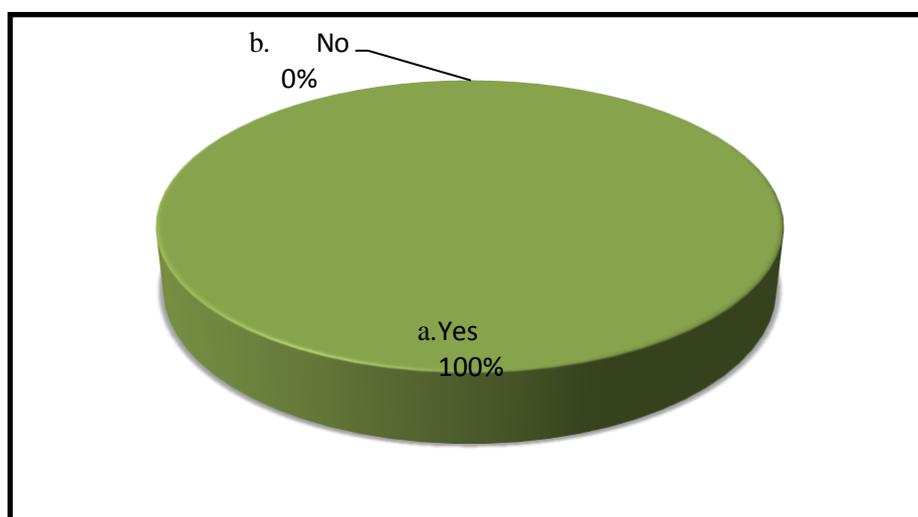
Figure.26. Teachers' responses about whether students can enlarge their incidental vocabulary knowledge or not

The results have shown that all the teachers answered that' Yes' the students can enlarged their incidental vocabulary knowledge which represents(100%) .While 0% of them answered that' NO' it cannot.

Explain why?

We asked them for the explanation they answered for the following:

- Through listening to music or podcasts... Reading books and extracting the meaning of words from the contexts speaking to native speakers....
- Exposure to a foreign language is key to fast learning.
- Every time they encounter a new word they get curious to know its meaning and

maybe use afterwards.

- Because by using many techniques they can enhance their vocabularies

Recommendations:

- Some students may be so motivated to learn the English language ,but they feel afraid to speak it in front of others and do not interact with others ;it may be due to the lack of self-confidence ,fear of operating foolish when mistakes are made like" grammatical or pronunciation mistakes " and fear of teacher's .So teachers need to encourage students to talk inside the classroom to be exclusively in English by using these kinds of videos and took them to the real station in order to make them more comfortable.

- Students should be interested with such materials because, it will help them in learning English language with new technology strategies.

- Teachers need to include the type of teaching that provides the learners with a variety of opportunities for communicative interactive and language use, and videos with subtitles give the chance to the learners to discuss and analyze with the policymakers or together and practice the English language inside the classroom with teacher's control.

- We recommend that the authentic subtitled videos should be supposed to be as a strategy in teaching the oral courses at least one time per week, this would enable learners to be intercultural speakers and to use to understand the everyday language which most often embodies cultural notions, norms and conventions.

- Teachers should take into consideration his/her learner's preferences, needs when using subtitled videos.

- The teacher should know how to motivate his/her student's to use subtitled videos outside the classrooms such as watching TV programs of the native speakers and to use internet for education ,like downloading videos with subtitles.

- The Administration of the department should look again for the devoted to speak skill courses and give it sufficient time.

- Support universities with all effective aids as visual and audio aids, data show, new strategies and techniques in the class.

-

Conclusion

In this chapter ,we have given first a brief summary and a general overview about the finding that were obtained from the analysis of the teachers and students questionnaires .Second ,we have deal with aims of the two questionnaires .Then, we have discussed the administration of both questionnaires ,also we deal with the description of the teachers and students questionnaires .Finally, we have given some suggested recommendations that concern vocabulary learning through implementing the subtitled videos in the EFL classes.

General conclusion

Vocabulary learning is a process for EFL learners to get proficiency and competence in the target language. Word power facilitates fluent speaking and effective writing it substantiates learners acquisition of knowledge and production of knowledge .Comparing to the skills we can say that speaking skill is the most important one, because it is a combination of many other skills for example ,people used to say that a good listener makes a good speaker and a good reader .So, in education it is the duty of the teachers to look for new strategies and techniques that may help students to enhance and achieve better the required level in speaking.

In order to answer our research question for us, we divided our work into two main chapters. In the first one, we saw what the scholars and researchers have said about the phenomenon under our study which is the effectiveness of authentic subtitled videos in enhancing and improving student's vocabulary skills. In the second one, we dealt firstly with the description of the tools that have been used before; and secondly with the results that have been obtained from the analysis of the mentioned tools. In the finale, we give some suggested recommendations concerning the strategies and techniques to be used in teaching new vocabulary.

In our study we focused on the effectiveness of authentic subtitled videos used by the teachers during classrooms to enhance student's vocabulary skills and to produce the characteristics of effective foreign language speakers .This was confirmed by our results that is obtained from both oral expression teachers and First year LMD students questionnaire and the teachers questionnaires .The findings went hand in hand our hypothesis which emphasize that subtitled authentic videos help the students to increase their levels of achievement in vocabulary skill.

The results of the primary questionnaires shows that the majority of the student's during the use of authentic subtitled videos; also they can produce new grammatical forms and new words, also they can acquire several vocabularies and they give the right pronunciation of the words, then they may increase their speaking abilities .Because they considered these last videos as the appropriate tools for them and their teachers in learning and teaching vocabulary.

As the mentioned earlier, the current research shows that using subtitled authentic videos as a teaching material in language teaching can assist the learners to receive the language through listening to the native speakers and through the reading of the subtitles.

Employing subtitled videos would help learners to develop their language knowledge of vocabulary allowing them to match the aural input to the visually presented word .as it was enhance and improve the speaking skills and their vocabularies.

We notice that the majority of oral expression teachers use videos with subtitles in their classes, and for the other teachers they do not use it at all, so they should take into consideration that these kinds of videos are very important and helpful to have a rich vocabulary, because to be a good speakers is a difficult task. It requires some experience and strategy to produce the language accurately and encode the intended messages of the others. The best way to do it is; to encourage the use of new techniques and strategies inside the classrooms, since the learners do not use employ second language frequently outside the classes.

As a finale point , the present research has given some suggestions to both teachers and their students .The recommendations include some techniques to apply subtitled videos, and raise teachers and learners awareness of this its importance , in order to make the students more effective in learning English language.

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Appendices'

Students'questionnaire

Dear students,

This questionnaire is a part of a case study that aims to identify the effectiveness of using authentic subtitled videos in enhancing student's vocabulary skills, Incidental Learning Through Subtitled Authentic Videos, especially spoken one. Thank you in advance.

Your answers are voluntary and will be confidential. Responses will not be identified by individual. All answers will be compiled together and analyzed as a group.

SECTION ONE: GENERAL INFORMATION

Item 1.Gender   Male   ☐   Female   ☐

Age ……………

SECTIONTWO: **student's attitudes towards using authentic subtitled videos.**

Item1. How would you evaluate your oral expression class?

Interesting   ☐

Boring   ☐

Item2. How do you consider your level of speaking in English?

Good   ☐

Average   ☐

Less than average   ☐

Item 3. Do you prefer to study with authentic subtitled videos?

Yes   ☐   No   ☐

Justify your answer

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Item 4. Do your teachers use videos with subtitled in oral expression sessions?

Yes   ☐   No   ☐

If yes , do you learn from them

………

………

………

…………………………………………………………………………….

Item 5. Do you enjoy when studying with authentic subtitled videos?

Much ☐

A little ☐

Not at all ☐

SECTION Three : Using authentic subtitled videos and learning vocabulary.

Item 1: Do you think authentic subtitled videos make vocabulary learning easy?

Yes ☐   No ☐

Item2. Do you think using authentic subtitled videos helps you to overcome your weaknesses pronunciation?

Yes ☐   No ☐

Item 3. In your opinion using subtitled authentic videos in the classroom lectures will be more interesting than the traditional method.

Strongly agree ☐

Neutral ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

Item 4.Do you think practicing using videos in classroom regularly and repeatedly may help you to acquire more vocabulary?

Yes ☐   No ☐

Item 5. Does using subtitled authentic videos in classroom will enhance student motivation and participation?

Strongly agree ☐

Agree ☐

☐

Neutral

Strongly disagree ☐

Item 6. Any suggestions and comments about the efficiency of subtitled authentic videos

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Teacher's questionnaire

Dear teachers

This questionnaire is a part of a case study that aims to identify the effectiveness of using authentic subtitled videos in enhancing student's vocabulary skills, Incidental Learning through Subtitled Authentic Videos, especially spoken one. Thank you in advance.

Your answers are voluntary and will be confidential. Responses will not be identified by individual. All answers will be compiled together and analyzed as a group.

Section one: General Information

Item 1: would you specify your gender, please?

A: Male ☐   b: Female ☐

Item 2: Would you specify your qualification, please?

A: Master degree ☐

B: Doctorate degree ☐

Item 3: Currently, are you teaching?

A: First year ☐

B: Second year ☐

C: Third year ☐

D: Master degree ☐

Item 4: How long have you teaching English?

☐

64

A: 1-5 years

B: 5-10 years ☐

C: 10-15 years ☐

D: More than 15 years ☐

Section two: Teacher's attitudes towards using subtitled authentic videos

Item 1: Do you use visual materials in delivering the course?

A: Yes ☐

B: No ☐

If yes, would you mention how you often use them?

A: Always ☐

B: Often ☐

C: Hardly ever ☐

D: Never ☐

Item 2: Does the technology help your student's to develop their ability to master some vocabulary load?

A: yes ☐   b: No ☐

Item 3: What tools do you usually utilize in the classroom?

A: Videos ☐

B: Images ☐

C: Audio recording ☐

Item 4: What are your attitudes towards the use of teaching aids such as subtitled authentic videos in EFL classrooms?

A: Positive ☐

B: Neutral ☐

C: Negative ☐

Item 5: Subtitled authentic videos enable the teacher's to create follow-up activities where the student's can be actively involved?

☐

A: Strongly agree

B: Agree

C: Disagree

D: Strongly disagree

Section three: Difficulties of using subtitled authentic videos

Item 1: Do you find any difficulties when using subtitled authentic videos in your course?

A: yes

B: No

Item 2: What are the main challenges that affect teachers to integrate subtitled authentic videos in the classroom?

A: The number of students

B: Lack of time

C: Lack of teaching aids

D: All of them

Item 3: Does using subtitled authentic videos within classrooms can enhance learner's motivation more than using printed texts?

A: yes

B: No

Justify your answer please?

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………………………………………………………………………………………………
………………………………………………………………………………………………

Item 4: Teaching vocabulary through subtitled authentic videos can be use full for the learners.

A: Strongly disagree

B: Disagree

C: Neutral

D: Strongly agree [ ]

Item 5: Do you think that students can enable their incidental vocabulary knowledge?

A: yes [ ]

B: No [ ]

Explain why?

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………………………………………………………………………………………………………
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الملخص

إن الهدف الأساسي من تعلم اللغة الانجليزية و استعمالها هو التواصل بها بشكل فعال لكن الطلبة الذين يتعلمونها يجدون صعوبة كبيرة في تذكر بعض المفردات و تعتبر الوسائل البصرية من أهم الطرق التي تساعد على حفظ الكلمات و استعمالها على سبيل المثال نموذج فراير يهدف هذا البحث للتحقق من دور فراير في حفظ الكلمات حيث يفترض الباحث انه إذا استخدم أساتذة اللغة الانجليزية نموذج فراير في تدريس الطلبة للكلمات الجديدة فان التلاميذ سيتذكرون الكلمات أكثر و للتحقق من هذه الفرضية استعمل المنهج البحثي المختلط مع استخدام وسيلتين للبحث قي جامعة محمد خيضر بسكرة بإجراء مقابلة مع أساتذة الانجليزية بالإضافة إلى ذلك تم إجراء تجربة مع 44 طالبا للسنة أولى جامعي بعد تحليل النتائج المتحصل عليها تبين للباحث أهم الأسباب التي تؤدي بالتلاميذ لنسيان الكلمات كما أكدت النتائج إن نموذج فراير يساعد على حفظ المفردات الجديدة و تذكرها من خلال هذه النتائج نقترح على أساتذة الانجليزية استخدام هذا النموذج لتسهيل الدراسة و حفظ الكلمات للطلبة بسهولة كبيرة