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**The Effectiveness of Subtitled Movies and TV
Shows in Enhancing Language Learning**

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for the degree of Master in Language Sciences.

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Declaration of Originality

We declare that this dissertation “*The Effectiveness of Subtitled Movies and TV Shows in Enhancing Language Learning*” represents our own research and all the sources that we have used or quoted have been mentioned, indicated, and acknowledged through complete references. We further declare that we have not previously submitted this work, or part of it, for the qualification of any other degree or diploma of any university or any other institution.

Ms Manel BETTIOUI & Mr Mohammed-Hichem BENOSMAN

Dedication 1

I would dedicate this work to my family, friends, and all those who have my sincere admiration, love, and respect.

Hichem

Dedication 2

I dedicate my jubilation to my family, friends and all those who helped me in one way or another to achieve this work.

Manel

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Abstract

Foreign language learning uses different methods to enhance language skills. One of these methods is the subtitled movies and TV shows method. This method is based on the use of cinematic products in foreign language learning. The purpose of this work is to provide an overview about this method by comparing it to the commonly used ones and measuring its effectiveness and its popularity among young generations. In order to reach that, a questionnaire was provided to Master 2 students of the English department at the University of Tlemcen. The results gathered from this instrument were analysed both quantitatively and qualitatively. The analysis of these data showed that the usage of subtitles while watching cinematic products is common, it also highlighted the linguistic aspects where subtitles are efficient, and the technological development is a helping factor in the spread of the method in question. As a conclusion, this method helps language learning process and it could be used either by itself or as a supporting method to other existing ones.

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List of Acronyms

EFL	English as a Foreign Language
FLL	Foreign Language Learning
FLT	Foreign Language Teaching
GTM	Grammar-Translation Method
L1	First Language
LS	Language Studies
M2	Master 2
SDH	Subtitling for the deaf and hard-of-hearing
SGAV	Structroglobal audio-visual method
TL	Target Language
WWI	World War 1
WWII	World War 2

GENERAL INTRODUCTION

Due to the accelerating development in means of communication, learning foreign languages is becoming essential in order to keep up with the trending events occurring world widely. The turnout towards learning foreign languages is leading to the emergence of various language teaching methods which differ in terms of the prioritized aspects of language to be taught and the targeted results. The advanced researches on language teaching methods led to the inclusion of other factors found outside the classroom such as: sports, music, cinema...etc which did not only attract a large number of students but also provides excitement to the language learning process.

Within this context, conventional foreign language teaching methods have proven their effectiveness. However, these methods have created a steady atmosphere in the classroom which leads to difficulties to reach the teaching purposes. The main problem confronted by teachers and learners as well is that these methods did not invest much in updating with the technological interference in our daily life. Furthermore, the traditional methods though still dominant but due to the lack of modernity learners are becoming less interested in learning languages especially with the young generations who use technological tools in almost every task of their lives. Consequently, new language learners have opted to try new methods that combine both learning and leisure in which movies and TV shows play a principal role through its subtitles.

This research is an attempt to shed light on how subtitles can be effective in reinforcing foreign language learning. First, it aims to put this method in comparison with commonly used methods and highlight the similarities and differences. Then, it investigates the extent of this method's reach among language learners at the current time in order to test whether it is preferred as a learning method. Then, it questions the subtitle method in terms of efficiency and if it meets the aims set by the learners.

As a result, this research aims to answer the following questions:

- 1- How does the subtitled movies and TV shows method differ from conventional ones?
- 2- How common is the subtitled movies and TV shows method nowadays?
- 3- Are subtitles effective in acquiring a foreign language?

These questions led to formulate the following hypotheses:

- 1- Contrary to other methods, subtitled movies and TV shows method enhances fluency, accuracy and saves time.
- 2- The subtitled movies and TV shows method is trendy especially with young generations
- 3- Subtitled TV shows and movies method is effective in acquiring a foreign language because it enhances linguistic skills especially the listening comprehension one.

In order to reach the aimed results, an exploratory case study that consists of Master 2 students of department of English in the University of Tlemcen will be used. This case study will gather data of both quantitative and qualitative nature through a questionnaire. These data will be analysed quantitatively and qualitatively.

To give a structure to this research, this work will be divided into two chapters. The first will be about the literature on foreign language learning, focusing on the methods used and highlighting the extent of their effectiveness, followed by the investigation of the learning through subtitles method and theories related to audio-visual tools in language learning. The second chapter will be of two parts. First, it will be about the data collection with exact identification of the methodology and the research instruments used. The second part is concerned with the analysis of the collected data and their interpretation in order to answer the research questions by approving or rejecting hypotheses and it ends with the research results

**CHAPTER ONE:
LITERATURE
REVIEW**

1.1 Introduction

This chapter is a literature review of the related concepts to this research work namely language learning, movies and TV shows, and subtitles. It covers the foreign language learning theories and some of the common language teaching methods. Furthermore, it points out the significance of subtitles in movies and TV shows in language learning while highlighting their advantages and disadvantages as well.

1.2 Foreign Language Learning

Foreign language learning is the learning of a non-native language in an environment where it is not widely spoken. It is a field that has been attracting many scholars and researchers whether in terms of theoretical background, methodology and approaches, or the objectives of learning a foreign language.

Throughout the years, many researches and studies -such as: De Saussure (1916), Bloomfield (1933)- have been done in this domain which led to a variety of concepts and theories that expanded the field of foreign language learning. Some of these theories are the ones of: Chomsky (1957), Skinner (1957), and Krashen (1977). Chomsky's theory is based on the principle of the innateness of language. According to Chomsky, humans are born with a set of rules stored in the brain, and these rules apply to all human languages. i.e., "Universal Grammar". This principle opened the doors widely to learning foreign languages since it claims that language is in the brain it just has to be triggered by the abilities to produce a grammatically correct language (mentalist view). Opposing to Chomsky, Skinner adopted the behaviourist view by considering language as a behaviour. i.e., a habit formation which could be developed through

the principle of response and reinforcement. One of the revolutionary theories in that matter is Krashen's theory and its hypotheses. Krashen suggests that there are two interrelated ways of developing abilities in foreign languages which are acquisition which happens subconsciously and learning which occurs consciously through grammar rules and practices. Another hypothesis that clarifies the relationship between language acquisition and learning is "The Monitor" hypothesis. This theory claims that conscious learning serves only as a monitor to perform self-correction through the process while the fluency and language production is based massively on acquisition. Krashen (1981). Another crucial hypothesis is "The Comprehension" theory also known as "The Input" theory in which could be simply put as such: language is acquired when it is understood. Krashen (2003) stated that the input that is important in acquiring a language and not the output. These are some of the many theories that are concerned with the foreign language learning.

The various researches on the concept of foreign language learning gave birth to multiple learning methodologies and approaches. The mentalistic view, for example, produced one of the most used language learning methods which is the grammar-translation method. The behaviouristic view presented the audio-lingual method which has proved itself as an effective method. These methods alongside with other ones such as communicative approach, audio-visual method have contributed massively with the spread with foreign language learning.

The main purpose of learning a foreign language is to achieve bilinguality which also known as individual bilingualism. In order to achieve bilinguality, many scholars put some criteria for it. For instance, Bloomfield (1935) considers someone as bilingual when he/she has a native-like mastery of languages; this view is considered very restrictive and hard to achieve. However, other scholars such as MacNamara (1967a) consider bilingualism when a minimum competence in any of the language

main skills: speaking, listening comprehension, reading, and writing is achieved. This perspective helps foreign language learners to achieve their objectives whether by mastering the writing skill through the grammar-translation method or the speaking skill as a result of audio-lingual or the communicative methods or any other skill with different methods and approaches. The numerous studies and researches help with simplifying and facilitating the foreign language learning process.

Learning foreign languages is an attractive phenomenon especially nowadays. The spread of technological tools not only would attract even more students but also it will help with more fruitful researches and studies that would be of great benefit for the domain of language learning.

1.3 Language Teaching Methods

Teaching foreign languages was given much importance throughout the years. In ancient civilizations for instance, the Romans learned the Greek language for strategic purposes. However, it is during the WWI and WWII that the demand on learning foreign languages had reached a high level since the contact between languages was at its peak because of the wars.

The need to learn new languages has contributed massively in the emergence of a variety of foreign languages methods that are still functioning nowadays. These methods have multiple similarities, yet they still differ in terms of objectives and methodology.

The methods of language learning and their differences led to an important question which is: which method is the most effective? This question cannot be answered precisely for the fact that there is not one method that is more effective than the others. There are some theories that tried to classify these methods. For example, Titone (1968) differentiates methods between “formal” and “functional”. The former emphasizes on

the knowledge about the language whereas the latter focuses on the practical skills especially the oral ones. Another example which is the linear pair of Bender (1979) consists of “analytic” and “synthetic” methods. The “analytic” methods seek a command of rules directly through contact, while the “synthetic” ones expect the learners to achieve this command indirectly through the explicit rules of the target language. Even though there are other similar theories, but it is safe to say that the choice of methods is arbitrary.

These are some of the common methods used in FLT around the world.

1.3.1 The Grammar-Translation Method

The grammar-translation method is a common FLT method. It is one of the oldest methods yet it is extensively used due to its effectiveness. It relies on multiple principles such as logical analysis, memorization of complicated rules, and the application of these rules in translation exercises. Rivers (1968). In this method, language is learned deductively by learning the grammar rules of the TL and then applying these rules while translating sentences between L1 and TL. The GTM helps massively with the reading skills since it allows the learners to read sentences properly. However, it neglects totally the oral skills and pays no attention to pronunciation. The GTM though it is one the famous methods but it does not have obvious theoreticians that could be called as its pioneers.

1.3.2 The Direct Method

The direct method is a collection of techniques and approaches. This method emerged as a reaction to the GTM. It is based on the principle of that skills are better learned via their specific practices. i.e., listening skills are better learned through listening practice, speaking skills are better learned through speaking practice...etc. The direct method emphasizes on oral skills whereas grammar is learned through utterances. The direct method aims to avoid totally the use of L1 in FLT. However, it is a difficult task to achieve. Some of the famous theoreticians of the direct methods are: Comenius (1631), Gouin (1892).

1.3.3 The Communicative Method

The communicative method is one of the newest methods in FLT. It is a method that is based on the principle of the consciousness of learning. i.e., language learning is conscious rather than intuitive. Passov (1991) who is considered as the main theoretician of this method presented a new communicative method which is based on the notion of communicativeness which attempts to make the FLT process as close as possible to the real communication process. The main features of this notion are: speech orientation, individualization of the speech activity teaching, functionality, situatedness of teaching, and novelty. Passov (1991).

1.3.4 The Audio-Lingual Method

The audio-lingual method is a response to the neglect of teaching oral skills in FLT. It is based on the principle brought by Bloomfield (1942, p.12) “Language is overlearning: anything less is of no use”. The basis of this method combines between American structuralism (theory of linguistics) and behaviourism (learning theory). The audio-lingual method emphasizes mainly on spoken language as an objective and the direct approach as a teaching strategy in which the use of L1 is often avoided. The main theoreticians of this method are: Bloomfield (1928), Brooks (1964).

1.3.5 The Audio-Visual Method

The audio-visual method is a set of approaches. The development of technology helped with the spread of this method. This method is based on the use of visual aids such as films, pictures, slides...etc. These aids are used not only in presentations but also in exercises and tasks. These aids reduce the use of L1. One of the most important representatives of this method is the structroglobal audio-visual method (SGAV). The SGAV is linguistically oriented towards structuralism, it relies on the use of visual aids, and it emphasizes on the correction of pronunciation. One of the main theoreticians of this method is Guberina (1963).

1.4 The Subtitled Movies and TV Shows method

The subtitled movies and TV shows method relies on the use of audio-visual material as authentic input accompanied with subtitles.

This method combines three channels of information conveying the same content: auditory channel (sound), the verbal visual channel (subtitles) and the non-verbal channel (visuals). The combination of these channels creates a better environment for learning than the exposure to non-subtitled video or written text accompanied with visual input. Baltova (1999). The author also states that the exposure to audio-visual materials subtitled in the target language is a healthy pedagogical approach.

The subtitled movies and TV shows method benefits learners at some many levels such as the listening comprehension and vocabulary, learning atmosphere and learners' attitudes towards the learning process.

1.4.1 The Use of Technology in Language Learning by The Young Generations

With technology being part of our everyday lives, it became an integral part of the learning experience for young learners. Young learners have been born in a technologically rich world with easy accessibility to technological tools which reflect remarkably on their skills (Bennett, Maton & Kervin 2008). Technology provides a plethora of learning materials that motivate the learners and make their learning process enjoyable.

The materials provided by modern day technology vary in terms of type and functions. Sherman (2003:2) states that "video is today's medium. With video learning has taken new form where not only shortened the period of the process, but it also provides a sense of control over the self-learning progress where learners decide when, where, and how long they want to learn.

Another type is multimedia such as pictures, charts, sheets. These elements and their spread on social media platforms like Facebook, Twitter, Instagram...etc help with attracting more youngsters who are interested in foreign language learning since it takes small effort if any to gain access to those learning elements. Mobile applications can be considered as a revolutionary element in language learning. There are applications that use customized strategies for each learner, such as Duolingo, Busuu, Memrise, Babbel...etc. These applications made it easy to overcome the steadiness of learning environment which attracts more young learners. Other application work as either a chatbot or even connecting with other people who speak the targeted language which work on both theoretical and functional parts of learning. The development of technology can serve language learning well if it is well employed.

The use of technology among new generations has many advantages. First, the developed design and structure of technological tools makes learning more fun and appealing. Then, teenagers and early-adults spend a lot of time on social media, and the implication of learning in these platforms inspire them to give learning a foreign language a try. Also, the desire to develop new connections will push young learners towards learning foreign languages. Finally, the accessibility to technological tools boosts learners' motivation and sense of excitement about learning.

Technology is taking over the world, it covers almost every aspect of it, this why an update of foreign language learning methods, paradigms, and curriculum must keep up with it in order to capture the attention and the interest of the new generations and the ones to come.

1.4.2 General View on The Subtitled Movies and TV Shows Method

The subtitled movies and TV shows method is based on the use of cinematic excerpts with enabled subtitles in the process of foreign language learning. This suggested method adds the concept of entertainment to the learning atmosphere which would reduce the negative sides encountered during learning such as anxiety, stress, and lack of interest; also, it may attract even more learners especially the younger generations. This method could be implied in classrooms or used individually according to the learner's wish.

The subtitled movies and TV shows method could be used individually or in a classroom. If it is used individually, the learners basically choose the cinematic product that improves their targeted skill. i.e., they choose what make them work on accents, pronunciation, continued speech, or vocabulary...etc. The learners can keep track of their progress by repeating what they have learned -if their focus is on phonetics- or use other form of practices. This method would be used differently when the learning is inside a classroom or any other teaching setting. When it is used in a classroom, the most important mission is the picking of the right clip considering the purpose of the lesson. Attention should be paid to the language used, the scenes included, and the quality of both the clip and its subtitles. when it comes to the application, the monitor (the teacher) displays the clip via technological devices such as projector, computer, DVDs, flash disks...the students are required to pay attention to both the scenes and the subtitles while taking notes about the plot and any difficult words they come across. Depending on the tasks tackled, students can be asked to rewrite the plot based on their attention,

express their opinions on the clip and discuss them, create a list of difficult words and phrases with their meanings and synonyms. All of this happens while the teacher is merely functioning as a guider in order to respect the learner-centred principle.

The subtitled movies and TV shows method, as any other foreign language learning method, has its advantages and disadvantages. On the positive side, this method is attractive because it mixes learning with fun and entertainment which enhances the learning process. Also, it interests all types of learners since it uses clips from cinematic products which are known for diversity. i.e., movies and TV shows that are available can fit everyone's preferences. Furthermore, this method reduces the impact of the obstacles faced by learners such as stress, anxiety, shyness, boredom, peer pressure...etc. Last but not least, removing the burden from teachers by switching from teacher-centred to learner-centred principle will encourage them to be creative and more enthusiastic about the teaching process. However, on the negative side, this method requires additional time and effort for lesson preparation in picking, editing, and checking the clips that are to be used. Another point, learners may develop a habit of reading subtitles while neglecting the plot or the main purpose of the lesson. Also, even if this method could be effective in listening and speaking skills, the remaining skills are less tackled especially grammar learning which may produce further issues in the learning progress. These are some critics of this method.

To sum up, the subtitled movies and TV shows method employs modern technological means with a combination with entertaining elements to enhance the foreign language learning procedure by adding positive sides to it and removing some

negative ones. This method could be used in learning programs that have more than one session a week to add diversity to the learning environment. This form of teaching, like any other form, when used with other methods could improve the atmosphere of learning which consequently improve the learning results.

1.4.3 Studies Supporting the Subtitled Movies and TV Shows Method

The subtitled movies and TV shows method has attracted many scholars ever since its emergence. The modernity and the constant development of this method play a big role in encouraging researchers to explore this field and contribute to it with their results.

A variety of researches have been conducted to support the method. For instance, Demirezen (1990) considers the use of movies a learning booster which shorten the time needed to achieve learners' goals. Another study proved that the presentation of audio alongside written text simultaneously increases language memory. Okyayuz (2016). Rokni and Atae, (2014) highlight in their study the positive impacts of subtitles such as recalling vocabulary and keeping them in their appropriate contexts. The aspect of learning environment has been considered helpful and entertaining by learners, which change their attitude towards learning in general. Başaran (2011). In order to improve listening skills, Mitterer and McQueen (2009) carried a study that proves intralingual subtitles as an effective tool to do so. The intra-lingual subtitles not only can be used as a didactic support in foreign language teaching (Caimi 2006), but also, they improve listening skills and enrich learners' vocabulary with new words, phrases, and idioms. (Özgen 2008). Similarly, in interlingual

subtitles, if the technical aspects are respected such as number of lines, number of words, and quality of translation, would make movies better understood which reflects positively on learners. (Günay-Köprülü 2016).

Subtitled movies implication in language learning is an interesting wide field that attracts many researchers. The mentioned studies are some of the many researches conducted, and yet, there are even more aspects to be explored and studied. This domain and its impacts on learning and learners appears promising in the development of the foreign language learning in general, and learning methods specifically.

1.5 Subtitles

According to Cambridge online dictionaries, subtitles are “words shown at the bottom of a film or television picture to explain what is being said”. Subtitles are “diasemiotic translation in polysemiotic media (including films, TV, video and DVD), in the form of one or more lines of written text presented on the screen in sync with the original dialogue.” (Gottlieb 2004, p.220).

Subtitles can be classified in two types based on two different criteria, linguistic and technical. Linguistically, there are two types of subtitles: interlingual subtitling, where the subtitles are usually in the mother tongue and used as a translation of the movie. The change occurs in both the mode and the language. And, intralingual subtitling, which is not a translation of the movie but a transcription of the spoken words thus the change is only in the mode. This type is also referred to as captioning. Technically, subtitles are divided to two types: open subtitles, where subtitles come originally with the film, it is also known as burnt-on subtitles. This type is used in cinema, television...etc. Closed subtitles are the other type. This

kind of subtitles are broadcasted separately to be selected by the users. It is commonly used in streaming websites and applications.

Subtitles can be classified based on different parameters. This part of the audio-visual field is still to be investigated and used in different domains including foreign language learning.

1.5.1 Intralingual Subtitles

Intralingual subtitles refer to subtitling within the same language, in other words, the language used is the same language of the movie (Caimi, 2006). This type of subtitling is also known as captions; appear at the near bottom of the screen and serve as a transcription of the words being.

The importance of this type of subtitling is that it targets important categories such as deafness and listening hardships, language learners, dialect issues. Concerning subtitling for the deaf and hard-of-hearing (SDH), intralingual subtitles provide a huge help in order to include this category of people in the society. The method to include intralingual subtitles in movies, broadcasts, political speeches...etc. However, in this case, there is an element that should not be ignored which is known as paratextual information. E.g., (phone rings), (knocking on the door), (screaming)...etc. These elements help with better explaining the visual scenes. As for language learners, intralingual subtitles are proven to be effective for the learning process. Research has shown that by matching oral and written forms, they make it much easier to distinguish different and separate parts from the flow of speech. Caimi (2006) notes this kind of subtitles improve listening comprehension of foreign language learners by converting spoken to written language. Dialects and accents are

some tricky concepts since sometimes they create confusion even among those who share the same language. Intralingual subtitles of dialects should be considered more because of the wide variation of dialects. To exemplify this, there are multiple dialects in some countries like China, India, Belgium, Switzerland, and even English-speaking countries. In this case, a movie produced in a heavy Scottish accent should include subtitles for those from United States or Australia for example.

Intralingual subtitles are one of the two pillars of the subtitles concept. They can serve as pedagogical tools as well as an aid for disabled people which make it safe to say that it needs more researches and exploration in order to achieve satisfying results.

1.5.2 The Effect of Subtitles on Language Learning

Subtitled movies and TV shows method is based on the utilisation of movies and TV shows subtitles in foreign language learning. The main pillars of this method are movies and TV shows since they are the main feature, and subtitles since it is the factor that is going to enhance the linguistic skills of learners.

Movies are usually seen as reality due to their accurate representation of every day's events. They create an atmosphere of excitement and curiosity for the learners. Chan and Herrero (2010) and they help massively with fluency and the verbal aspects of a language including pronunciation.

The effects of subtitles cover many aspects of the foreign language learning process. For instance, the use of this method could help greatly with the development of the listening skills such as the literal recall, the retention, and the reuse of words and phrases in the convenient context. It also affects positively in the

communicative performances in specific and related tasks. Another aspect where this method works effectively is vocabulary acquisition. Subtitled movies provide a direct exposure of new vocabulary for the students which help with its enrichment; also, when learners watch subtitled movies, they encounter three independent systems, the image, the sound and the text. Then, the information is classified in more than one place in the brain which make the recall and reuse of these information much easier.

The interrelation between pronunciation and the written form facilitates the learners acquisition process. Consequently, the subtitled movies and TV shows can be considered as a didactic aid that enhances remarkably the learning process.

1.5.3 The Role of Subtitles in Movie Comprehension

Many studies that have been performed support the claim that subtitles help with language levels especially the listening comprehension one, hence, with movie comprehension.

In their two experiments, Bird and Williams (2002) assessed the notion of word learning on both implicit and explicit levels by tackling the subjects' recognition memory. They come up with a conclusion that the use of bimodal presentation (the use of both text and sound) is more effective than the single-modality (the use of either sound or text) in helping with identifying ambiguous aural cues in the brain, which can help them form a memory trace of the words and that allows to identify the similar sounds without the textual support.

Hinkin (2009) performed two studies on whether subtitles are more beneficial than soundtrack. In these experiments he tested the level of movie comprehension using subtitled and non-

subtitled of the same clips. The results confirm that reading information from subtitles is better than listening to them through soundtracks.

These studies are a couple of many others that backs the effectiveness of subtitles with the improvement of the listening comprehension skill. This improvement helps with a better understanding of movies plots and dialogues.

1.5.4 Advantages and Disadvantages of Subtitles

Subtitles are being used more often in language learning process. This large usage led scholars and researchers to analyse this method from a perspective of advantages and disadvantages. Here are some of these advantages and disadvantages.

A. Advantages

- Subtitles create a connection between listening and reading skills (King, 2002)
- Subtitles improve pronunciation
- Word recognition skills are easily developed
- Subtitles help massively with vocabulary acquisition
- Context-based expressions are quickly understood
- Students understand humour better which impacts the classroom positively (Lonergan, 1989).
- Subtitled clips attract students' attention and reduce their anxiety (Froehlich, 1988; Vanderplank, 1988; Burger, 1989; Grimmer, 1992).
- Bird and Williams (2002) and Schmidt (2007) claim that intralingual programs are a great tool of foreign language learning

- The existence of subtitles helps students with spotting keywords (Markham, 1999, p.323-4)
- Subtitles encourage learners to continue their learning process outside the classroom when watching movies and TV shows.

B. Disadvantages

- Subtitles sometimes show condensed meaning. i.e., it does not mention the exact utterance, which may create confusion
- Learners may focus a lot on the caption instead of paying attention to the actual dialogue
- Reading subtitles could be developed as a habit since it creates a certain level of safety and false self-confidence. Zanon (2006)
- The differences caused by cultural adaptation
- The difficulty of finding accurate clips and their subtitles

Subtitles as language learning tool possess many advantages. However, it is mandatory to acknowledge its drawbacks in order to enhance the learning quality.

1.6 Conclusion

This chapter presented a literature review about the main topic related to the research topic, including multiple foreign language learning theories, and various language teaching methods. Then, a general view on the subtitled movies and TV shows is provided with supporting theories. Finally, it tackled subtitles while presenting their role, effect, and advantages and disadvantages.

The next chapter will be concerned with the research procedure and its instruments. Then, presenting the results and their analysis, discussion, and interpretations in relation with the research questions and hypotheses.

**Chapter Two: DATA
COLLECTION AND
DATA ANALYSIS**

2.1 Introduction

This chapter is the practical part of the research. This part tackles the effectiveness of subtitled movies and TV shows method in enhancing language learning. In order to achieve these aims, a detailed description of the methodology used will be provided including the research instrument represented in a students' questionnaire. Then, this chapter will contain data analysis and discussion. Finally, a set of recommendations will be mentioned as well as the limitations encountered during the study.

2.2 Research Objectives

This investigation intends to provide data about the differences between learning through subtitles and the conventional methods used in foreign language learning. Moreover, it aims to measure how common the subtitled movies and TV shows method is among young generations, and examine its efficiency in learning a foreign language.

2.3 Research Design

The research design can be defined as the plan used in investigating a phenomenon. The case study is one of the most important designs since it examines situations in real life. A case study is an efficient research method since it studies the situation by identifying its problems and shortcomings, and also provides a set of suggestions and recommendations. As for this study, the main concern is the study of the movies and TV shows method and its effectiveness in enhancing foreign language learning, the case study will be the most appropriate way to carry the research.

2.4 Sample Population

The sample is an important of the research. It is basically the act of taking a portion of a population and considering them as representatives since this portion shares similar characteristics with the whole population targeted. In this research, a population of 50 M2 students from the English language department in the University of Tlemcen were chosen. The aim of research was mentioned in order to trigger students' interests and motivation.

2.5 Data Collection Instruments

In order to get reliable data, a questionnaire was provided for the students online – via Google Drive- and posted in M2 EFL students' Facebook groups. – one is for LS students, and the other is for all M2 specialties-.

2.5.1 The Questionnaire

The questionnaire is a set of written questions used to collect two types of data: facts and opinions. This research instrument is commonly used because of its ability to gather multiple types of data.

In this research work, the questionnaire given to the M2 EFL students was designed to gather data about their preferences of the method they watch cinematic products, their attitude towards the movies and TV shows method, their opinion about this latter's efficiency, and their opinions and suggestions.

The questionnaire consisted of two types of questions:

Close-ended questions:

For example: Do you speak any language other than your native one?

Yes No

mixed questions:

For example: Do you think the technological development we live in could attract more people to learn foreign languages through this method?

Yes No

Why?

2.6 Data Analysis

Data analysis is the most important step since it provides the results which are the basis of the research conclusions. This research is carried to get better understanding on the effectiveness of the movies and TV shows method in enhancing foreign language learning. Thus, the data is analysed and presented through quantitative and qualitative types of analysis.

The following part is allocated to the students' questionnaire answers.

Question 01: Do you speak any language other than your native one?

Yes No

The aim of this question is to know whether the students speak another language in addition to their mother tongue.

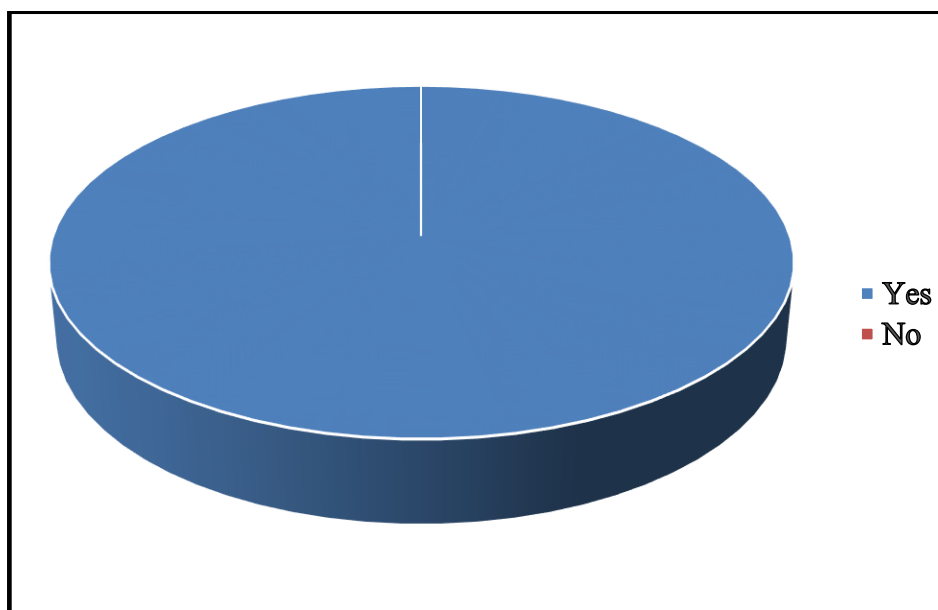


Figure 1 Learners' bilingualism.

The results revealed that all the participants speak another language than their native language.

Question 02: Do you watch movies or TV shows?

Dubbed Subtitled in your native language Subtitled in the original language

This question was asked to diagnose how the students prefer to watch movies and TV shows. Details are shown the following table. (D is for dubbed, SOL is for Subtitled in original language, and SNL is for Subtitled in native language).

Type	D	SOL	SNL	SNL+SOL	D+SNL	D+SOL	D+SOL+SNL
Ratio	4	34	30	20	4	4	4
%							

Table 1 Learners' preferences while watching movies and TV shows.

The number of students who claim to watch movies and TV shows subtitled in the original language are 34%, and those who prefer subtitles in the native language are 30%. Finally, 4% of students opts for dubs. Besides, 20% of students prefer both subtitles in the original language and native language, 4% of them go for

subtitles in the original language and dubs, then 4% of them prefer dubs and subtitles in the native language. Results also show that 4% of students claim to watch movies and TV shows dubbed, subtitled in both original and native language.

Question 03: How often do you use original subtitles to enhance your foreign language learning?

Never	Rarely	Sometimes	Often	Always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

The third question is an attempt to gather data about how often students use original subtitles to enhance their foreign language.

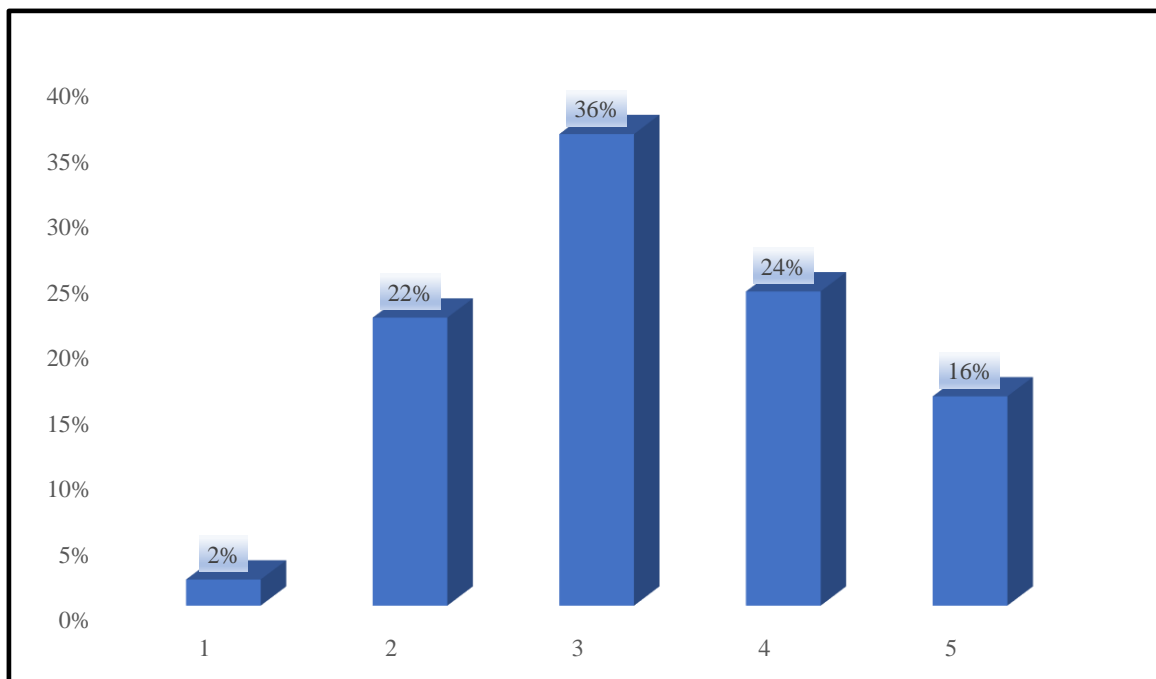


Figure 2 Learners' usage of original subtitles.

From the statistics, it has been found that 16% of students always use original subtitles to enhance their foreign language learning, 24% of them often use it, 36% of them sometimes use it, and 22% rarely use it, and only 2% of them say they never use it.

Question 04: Watching movies and TV with subtitles is effective in learning a foreign language

Strongly Disagree Disagree Undecided Agree Strongly Agree

1 2 3 4 5

This question was targeted to know the attitudes of students towards the efficiency of watching subtitled TV shows and movies in foreign language learning.

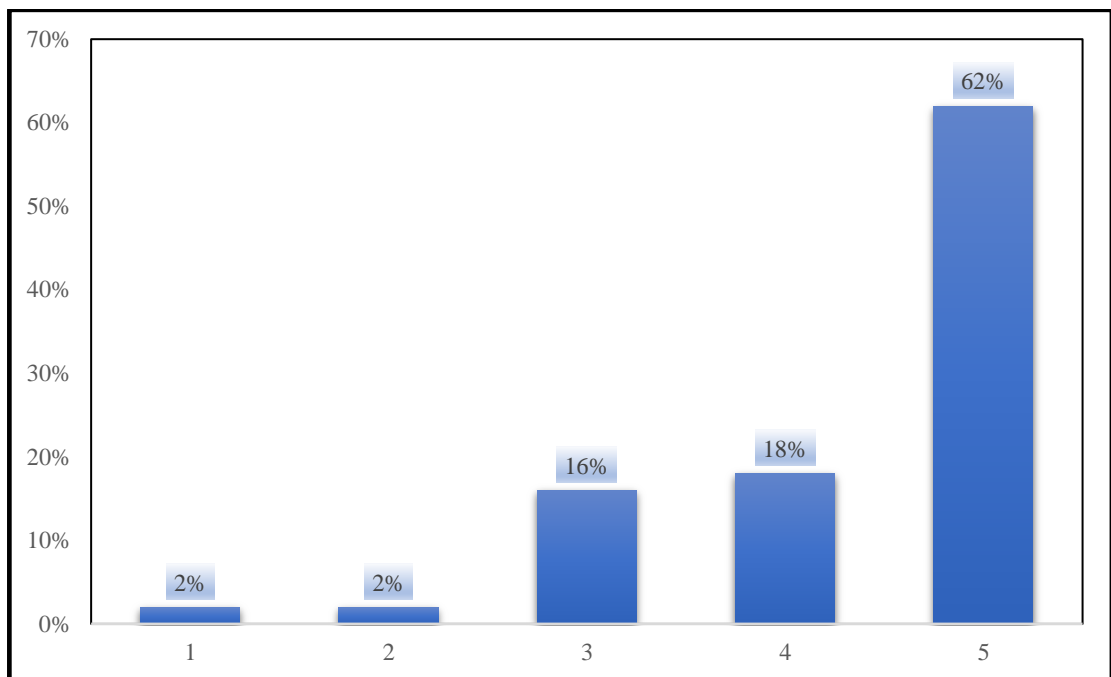


Figure 3 Learners' attitude towards the role of subtitles in FLL.

The Majority of the students (62%) strongly agrees that subtitled movies and TV shows are effective in learning a foreign language, 18% agree, 16% are undecided. However, 2% disagree and the other 2% strongly disagree.

Question 05: this method helps with:

Listening comprehension	Vocabulary and idioms	Reading	Speaking	Writing	Grammar

This question aims at discovering the effect of watching subtitled movies on improving the students’ language skills (L: listening comprehension, VI: vocabulary and idioms, R: reading, S: speaking, W: writing, and G: grammar).

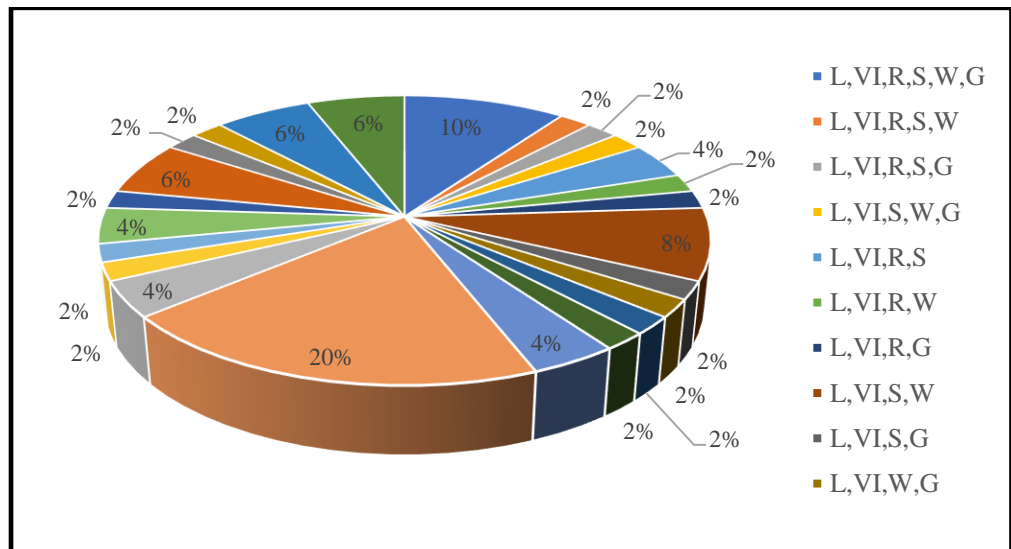


Figure 4 The effect of subtitles on the language skills.

A portion of 6% of students think that this method helps with speaking then, 6% of them think it helps with vocabulary and idioms, and 2% think it helps with listening comprehension.

A proportion of 2% of them claim it enhances both speaking and reading, 6% go for speaking and vocabulary and idioms, 2% think it helps with listening and writing, 4% assume it helps with listening comprehension and speaking, 2% go for

listening and reading, and 2% of students claim it improves listening comprehension and vocabulary and idioms.

Few students (4%) think this method helps with listening, reading and speaking while 20% claim it improves listening comprehension, speaking, vocabulary and idioms. Finally, 4% assume it enhances vocabulary and idioms, listening and reading.

A small part of students (2%) claim that this method helps with vocabulary and idioms, reading, writing, and grammar. The same amount (2%) think it helps with listening reading, speaking, and writing. Those who assume it improves listening, vocabulary and idioms, writing and grammar are 2%, another 2% claim it helps with listening, vocabulary and idioms, speaking and grammar. A part of 8% think it helps with listening, vocabulary and idioms, speaking, and writing, while 2% of them go for listening, vocabulary and idioms, reading, and grammar, and 2% opted for listening, vocabulary and idioms, reading, and writing. Finally, 4% think this method helps with listening, vocabulary and idioms, reading and speaking.

Some students (2%) claim that this method enhances listening, vocabulary and idioms, speaking, writing, and grammar. An equal part of students (2%) goes for listening, vocabulary and idioms, reading, speaking and grammar. There are also 2% who think it helps with listening, vocabulary and idioms, reading, speaking, and writing. Finally, 10% assume it enhances all the language skills mentioned.

Question 06: How do you order the language aspects tackled by this method? With 1 being the most tackled aspect and 6 is the least one

This question is lightly related to the previous one. Here the students are asked to order language aspects based on what this method tackles while learning. The students were given six aspects to order: Listening comprehension, Vocabulary and idioms, Reading, Speaking, Writing, Grammar.

The results are shown in the table below

	1	2	3	4	5	6
Listening Comprehension	46%	20%	10%	8%	6%	10%
Vocabulary and Idioms	36%	20%	20%	12%	6%	6%
Reading	14%	10%	44%	18%	6%	8%
Speaking	22%	20%	30%	12%	0%	16%
Writing	18%	20%	26%	8%	14%	14%
Grammar	22%	16%	26%	8%	14%	14%

Table 2 The learners' order of language skills tackled by the subtitles' method.

Listening comprehension: 46% of students believe that this skill is the most tackled by this method, 20% put it in the second position, 10% put it in the third, 8% put it in the fourth, 6% put it in the fifth, and 10% put it in the last position.

Vocabulary and idioms: 36% of students think they are the most tackled skill, 20% of them put it in the second rank, 20% put it in the third, 12% put it in the fourth, and 6% is the ratio of those who put it in the fifth and 6% put it in the last rank.

Reading: 14% of the participants consider this skill as the most tackled one, 10% put it in the second position, 44% put it in the third, 18% in the fourth, 6% in the fifth, and 8% in the last one.

Speaking: 22% of students see that this is the most tackled skill, 20% put it in the second rank, 30% put it in the third, 12% put it in fourth, 0% in the fifth, and 16% in the last rank.

Writing: 18% of students assume that this is the most tackled skill, 20% put it in the second position, 26% in the third, 8% in the fourth, 14% in the fifth, and 14% put it as the least tackled one.

Grammar: 22% of students look at this skill as the most tackled one, 16% put in the second place, 26% in the third, 8% in the fourth, 14% in the fifth, and 14% in the last one.

Question 07: We would like you to compare between the subtitled movies and TV shows method and traditional language teaching method (translation, teaching grammar, teacher-based method ...) by putting an “X” where you think it is more accurate

	The Subtitles method	The Traditional methods
Fluency	<input type="checkbox"/>	<input type="checkbox"/>
Accuracy	<input type="checkbox"/>	<input type="checkbox"/>
Time Consumption	<input type="checkbox"/>	<input type="checkbox"/>
Learning Atmosphere	<input type="checkbox"/>	<input type="checkbox"/>
Learning Motivation	<input type="checkbox"/>	<input type="checkbox"/>
Learning Turnouts	<input type="checkbox"/>	<input type="checkbox"/>

The point of this question is to gather data about students’ preferences between the subtitles’ method and the conventional one, in terms of: Fluency, Accuracy, Time Consumption, Learning Atmosphere, Learning Motivation, Learning Turnouts. The results are shown in the table below

	Subtitles method	The Traditional method	Both
Fluency	78%	10%	12%
Accuracy	34%	50%	16%
Time Consumption	52%	44%	4%
Learning Atmosphere	42%	52%	6%

Learning Motivation	72%	26%	2%
Learning Turnouts	62%	32%	6%

Table 3 Comparison between the subtitles and the traditional methods.

Fluency: 78% of students prefer the subtitles' method, 10% prefer the traditional method, and 12% prefer both.

Accuracy: 34% of students prefer the subtitles' method, 50% prefer the traditional method, 16% prefer both.

Time Consumption: 52% of students see that the subtitles' method is more time consuming, 44% see that the traditional method is the more time consuming, while 4% see that both are time consuming.

Learning Atmosphere: 42% consider the subtitles' method's atmosphere is better, 52% consider the traditional one's is better, and 6% consider both method's atmosphere as the same.

Learning Motivation: 72% of student go with the subtitle's method when it comes to motivation, 26% go with the traditional method, and 2% see them equally.

Learning Turnouts: 62% assume that the subtitle's method is more appealing, 32% assume that the traditional method is more appealing, and 6% assume their turnouts is the same.

Question 08: In your opinion, should the subtitled movies and TV shows method be used more often in foreign language teaching schools? Yes No why?

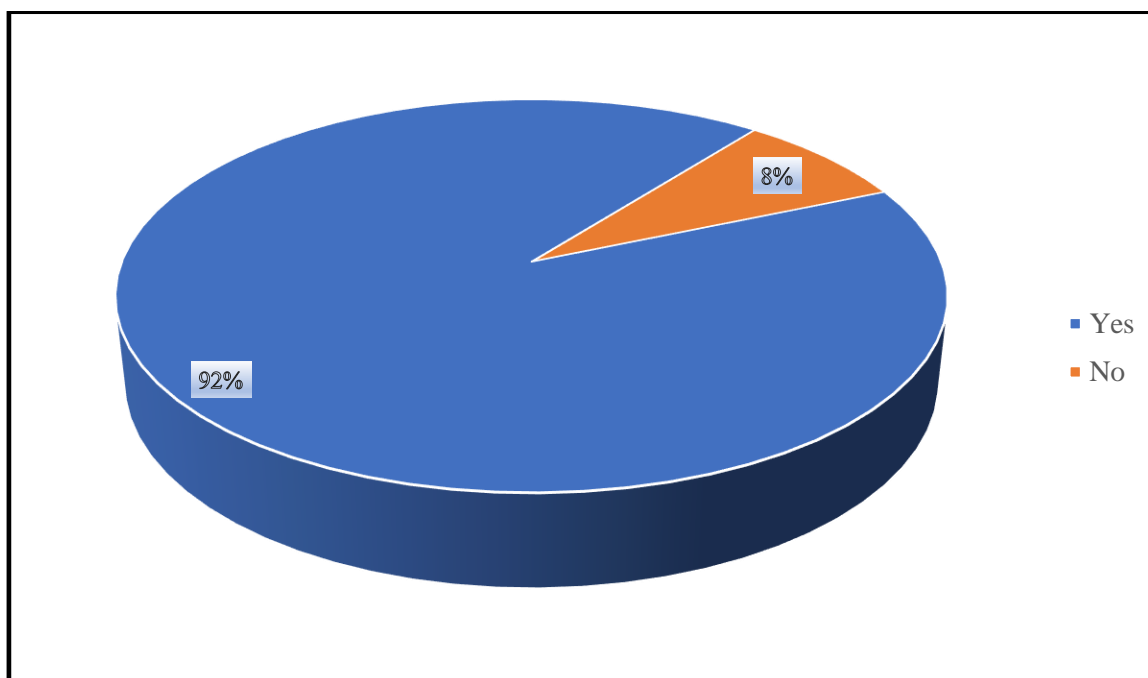


Figure 5 Learners' opinion about the inclusion of the subtitles' method in FLL

In this question, the aim was to elicit data about students view on the integration of the subtitled movies and TV shows method in foreign language learning programs. 92% of students agree with this integration while 8% of them disagree.

Students who agree give justification to their answer. To mention some of them:

- It can be considered as practical activities to apply what is learned in class, and to enrich it;
- It exposes you to the actual use and application of language in different aspects rather than just focusing on its rules or grammar;
- Having fun while learning is the key, plus practice makes perfect;
- It helped me so it will help anyone else;
- because I think it is a fun, simple and not boring method to learn new language;
- Because consuming the foreign language by its speakers is way better;

- It is a good alternative for the conventional way of teaching a language, students will feel more at ease especially watching movies is both entertaining and a good way to learn a language;
- That is what worked for me and a bunch of my friends and family who I suggested they use this method;
- Movies and TV shows are a source of entertainment, and by integrating this teaching method in schools, the learner will find himself enhancing a lot of language aspects such as vocabulary and comprehension in a more pleasing way than the traditional method of teaching languages;
- The upcoming generation is more into movies which is why having such type of lectures would be more interesting and students would be more engaging.

Question 09: Do you think the technological development we live in could attract more people to learn foreign languages through this method? Yes No
why?

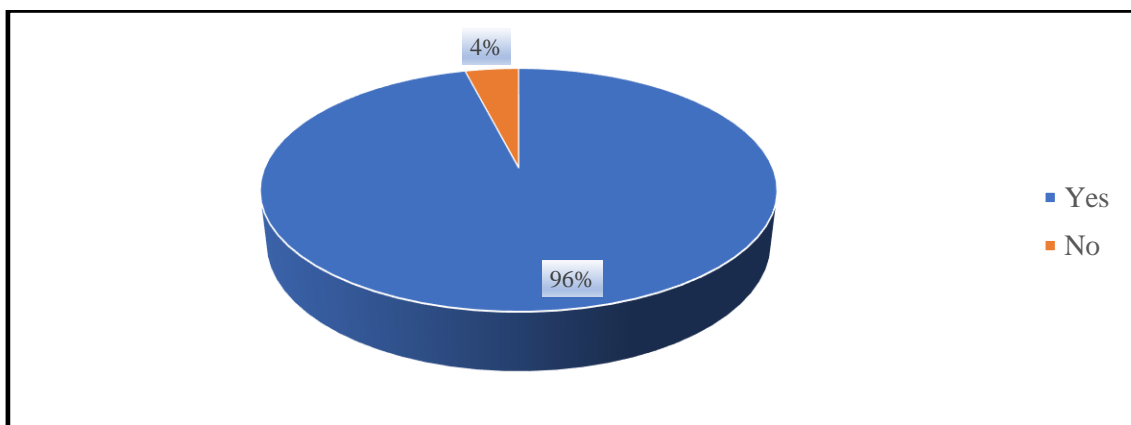


Figure 6 The Learners’ opinion on the effect of technology on FLL.

This question’s purpose is to collect data about the students’ view on the effect of the current technological development on learning foreign languages

through the subtitle's method. 96% of students believe that the technological development would attract more people to learn foreign languages through the mentioned method, while 4% do not think so. The results are visualised in the pie-chart below.

Students who agree give some insights for making their choice, to mention some:

- We are leaving in the world of technology and it has permitted every aspect of our lives so students are no longer required to follow face to face learning, now we are learning foreign languages online and it is more helpful and joyful.
- Because it is most of the time spontaneous and unplanned.
- Movies and TV shows' streaming services (such as Netflix and HBO) attract a massive number of people, and these services provide their subscribers with subtitles for the non-native speakers, so basically the users find themselves learning new languages indirectly.
- Today's generations are more attracted to cinematography than ever.
- In order to feel more connected to the world, and updated with what is going on around them
- Easy access to media material.
- Simply because technology is ubiquitous in our lives and we cannot neglect this fact so by exploiting this invention in teaching/learning languages or other things it will certainly render positive results.
- The technological dominion will facilitate the process of acquiring new foreign languages. Subsequently, it will create more opportunities for individuals aiming to learn other languages rather than their mother tongue.

Finally, an optional request to the students to make any suggestions gives some results such as:

- Make that language you want to learn a part of your life, live among people who influence you to learn and progress your abilities. Use the language all time, so you will receive unbelievable results.
- Subtitled movies are significant to learn a language and more particularly to speak it.

2.7 Discussion of the Results

This part of the work is concerned with the discussion of the main findings. The gathered results from the questionnaire indicate that the majority of students have a positive attitude towards the effectiveness of watching movies and TV shows subtitled in the original language. Moreover, this method works for their benefit and develop their language skills (listening comprehension, vocabulary and idioms, reading, speaking, writing, and grammar).

The results obtained from question 1, 2 and 3 suggest that the students prefer to watch movies and TV shows subtitled rather than dubbed since all of them speak other languages -such as French, Spanish, English- besides their mother tongue. In fact, the larger portion vouches for the subtitles in the original language. Also, the majority of students do use original subtitles for the purpose of enhancing foreign language learning but with different frequencies.

Concerning question 4 and 5, the findings indicate that the participants agree on the idea of watching subtitled movies and TV show subtitled in the original language is efficient. They believe it enhances the languages skills mainly the listening comprehension, speaking, vocabulary and idioms. It also helps with the rest of the language skills (reading, writing, and grammar) but to a lesser extent.

As for question 06, students believe that the subtitled movies and TV shows method helps the most with listening comprehension, vocabulary and idioms, and to a lesser extent, speaking. Whereas for the rest of the skills, students see that the method's effect is approximately the same.

The answers of question 07 highlight the students' position from both the subtitled movies and TV shows method and the traditional language teaching method (translation, teaching grammar, teacher-based method ...). Students favour the previous when it comes to fluency, learning motivation, and learning turnouts. On the other hand, they choose the latter for accuracy, time consumption, and learning atmosphere. It is important to mention that for fluency and learning motivation the subtitles' method was favoured by the vast majority.

Question 08 shows that a high proportion of students believe that the subtitled movies and TV shows method should be used more often in foreign language teaching schools since, according to them, it is a fun and interesting method that could be used as a practical activity especially among the young generations.

For the last question, the majority of answers consider that the technological development is an inviting factor to learn foreign languages. Students believe that because the world is becoming increasingly dependent on technology especially the new generations having an easy access to technological materials which facilitates the learning process.

These results confirm the first hypothesis partially – in terms of fluency only- while it confirms the second and the third ones totally.

2.8 Limitations of The Study

Learning foreign languages is spreading among people. This spread encouraged the emergence of various learning theories and methods. Nowadays, the technological development helped with the appearance of the subtitled movies and

TV shows method. This study aimed to investigate the effectiveness of this method in enhancing foreign language learning. However, the results of this study remain tentative because of the following limitations.

First, this timing of this study could not be worse since the whole country was going through a pandemic. This latter affected the students not only on a personal level but also on a pedagogical aspect since the programs and timetables were massively adapted. These changes made the university looks almost empty since classes were attended by waves. This opened the way to further obstacles that could not be overcome.

Second, the pandemic and its effects forced the sample taken for the study to be small. The difficulty to access to a larger audience makes the results depend on the availability of subjects which means that these results could not be generalised. Based on this limitation, if any research would extend this study, a larger sample and the use of other research instruments is highly recommended.

Also, the lack of usage of the method in question in this research limited the range of data that could have been gathered. Since the method is generally used individually and has almost no academic integration eliminated the possibility of including teachers and tutors in the investigation.

Finally, the main difficulty faced during this study is the lack of previous studies on this topic. Even though a lot of studies cared about foreign language learning methods, few of them were interested in the inclusion of cinematic products in that field. This obstacle added difficulties on both theoretical and practical level. On the theoretical side, the shortage of studies and researches made it difficult to find enough supporting theories and concepts of the method targeted in this research. On the practical side, the difficulties appear in the absence of secondary data that could have made the research more precise and accurate.

2.9 Recommendations

The field of foreign language learning has many areas that still need to be explored. The area of learning methods is still in its infancy despite the numerous researches conducted. The subtitled movies and TV shows is a modern method that is supported by the remarkable development of technology. The methods' importance lies in its possibility to invite more students to use it for learning new foreign languages. The emergence of such a method put in confrontation against other methods that have been always for a long time now, this confrontation has weakened its integration in the academic process. The addition of this method would benefit learners in almost all language skills while improving the learning atmosphere as well. Therefore, these are some recommendations that would contribute positively on this field of research:

- Researches on the effect of this method on specific linguistic skills;
- The expansion of the sample would provide more accurate and relevant results;
- Studies about the use of this method alongside other methods in the same process;
- Researches on the long-term effects of using this method on the learners and the learning process in general;
- The inclusion of this method in academic settings to test it on the field;
- The adaptation of this method with the other ones used in foreign language learning.

2.10 Conclusion

This chapter was concerned with the practical part of the study about the effectiveness of subtitled of movies and TV shows in enhancing foreign language learning. In this chapter, the research objectives were stated. Furthermore, a detailed presentation of the research design, sample population, and the instrument used was provided. This chapter was concluded by stating some of the limitations faced during the study, and some recommendations for further research.

The aim of this chapter was to collect, analyse, and interpret data in order to prove or disapprove the hypotheses put at the beginning of the research. The conclusion deducted from this process is that the studied method helps with certain aspects of foreign language learning such as fluency and learning atmosphere while the conventional methods help with accuracy and time consumption; Also, this method is quite common and welcomed by the young generations because of its noticeable effects on the foreign language process.

General Conclusion

Learning languages is a large domain that has multiple methods to achieve a mastery of the target language, including the subtitled movies and TV shows method. It is a method that bases on the use of cinematic products with subtitles to learn languages. Though, it is still considered as a new method but it is getting more attention thank to the rapid technological development. Such a method has a remarkable effect on learners' linguistic skills as well as on the learning atmosphere by reducing stress and increase the sense of fun and excitement while learning.

This study emphasized the effectiveness of the subtitled movies and TV shows method in foreign language learning. It was divided into two chapters. The first chapter was a literature review that dealt with: foreign language learning theories, and some of language teaching methods used nowadays. It also provided a general view on the subtitled movies and TV shows method, and highlighted the concept of subtitles, their roles in movie comprehension, their effects on language learning, and listing some of their advantages and disadvantages. The second part was the empirical part that started with stating the research objectives, then describing the research design and its sample and the instrument used. The collected data was analysed, discussed, and summarised. At the end, some limitations and recommendations for further researches were listed.

The results shows that the subtitled movies and TV shows method is efficient in terms of language fluency and other linguistic aspects while the conventional methods are more beneficial for language accuracy and is considered less time-consuming. Consequently, the findings validated the first hypothesis in terms of fluency but invalidated it on the accuracy and time consumption aspects. Also, based on the learners' answers, the subtitled movies and TV shows method is attracting more learners from the young generations because of their mastery of technological tools as well as the massive attractiveness of these generations to

cinema and its products. These factors invite the youngsters to learn foreign languages through the mentioned method. The findings also confirmed the second hypothesis. Results confirmed the third hypothesis. They show that there is a wide variation of linguistic aspects in which this method is effective which highlights the impact of the method in acquiring a foreign language.

This research aimed to introduce the subtitled movies and TV shows method as a modern language learning method that can keep up with the current changes in the world. It is believed that a variety of methods could produce much better results on both short and long-terms. This method was never considered as a replacement but rather a supporting method that could improve the language learning process in both results and learning environment.

To conclude, the subtitled movies and TV shows method is a method that contributes positively in the area of language learning methods. However, it is a rather new method which opens the door for deeper and more detailed researches to enrich the set of information about it in order to make the language acquiring process easier and more welcoming.

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APPENDICES

Appendix “A”

The Effectiveness of Subtitled Movies and TV Shows in Enhancing Language Learning.

This survey is conducted to better understand the role of subtitles in movies and TV shows play in learning a foreign language. Thank you very much for your help.

In this section, put an “X” in the appropriate option

Do you speak any language other than your native one?

Yes

No

Do you watch movies or TV shows?

Dubbed Subtitled in your native language Subtitled in the original language

Put an “X” on the scale position that you find appropriate

How often do you use original subtitles to enhance your foreign language learning?

Never

Rarely

Sometimes

Often

Always

1

2

3

4

5

Watching movies and TV shows with subtitles is effective in learning a foreign language.

Strongly Disagree

Disagree

Undecided

Agree

Strongly Agree

1

2

3

4

5

Put an “X” on the appropriate answers (could choose more than one)

This method helps with:

Listening comprehension	Vocabulary and idioms	Reading	Speaking	Writing	Grammar

How do you order the language aspects tackled by this method? With 1 being the most tackled aspect and 6 is the least one (please write only one number under each element)

Listening comprehension	Vocabulary and idioms	Reading	Speaking	Writing	Grammar

We would like you to compare between the subtitled movies and TV shows method and traditional language teaching method (translation, teaching grammar, teacher-based method ...) by putting an "X" where you think it is more accurate.

	The Subtitles method	The Traditional methods
Fluency		
Accuracy		
Time Consumption		
Learning Atmosphere		
Learning Motivation		
Learning Turnout		

In your opinion, should the subtitled movies and TV shows method be used more often in foreign language teaching schools? Yes No

Why?.....

Do you think the technological development we live in could attract more people to learn foreign languages through this method? Yes No

Why?.....

Other Suggestions:

.....

Thank you so much for your time!

الملخص

يهدف هذا البحث إلى إبراز فعالية مشاهدة الأفلام والبرامج التلفزيونية المترجمة بعناوين فرعية في تعلم اللغات الأجنبية. تم الارتكاز في هذا العمل على منهجية البيانات النوعية والكمية المرتكزة أساسا على الاستبيان موجه لطلبة ماستر 2 قسم اللغات الأجنبية بجامعة تلمسان. وقد نتج عن تحليل البيانات المتحصل عليها أنه فعلا طريقة مشاهدة الأفلام والبرامج التلفزيونية المترجمة بعناوين فرعية فعالة في تعلم اللغات الأجنبية حيث تؤثر ايجابيا على اكتساب المهارات اللغوية.

الكلمات المفتاحية: فعالية. عناوين فرعية. الأفلام. طريقة. تعلم اللغات. الأجنبية. مهارات اللغوية.

Résumé

Cette recherche essaye de mettre en évidence l'efficacité de la visualisation de films et émissions de télévision avec sous-titres comme moyen d'apprentissage des langues étrangères. La collecte des données a été réalisée à travers l'élaboration d'un questionnaire distribué aux étudiants de 2^{ème} année Master au niveau de département des langues étrangères à l'université de Tlemcen. Les données recueillies ont été analysés quantitativement et qualitativement. Il résulte de l'analyse des données que la méthode de visionnage de films et émissions de télévision est efficace dans l'apprentissage des langues étrangères car cela affecte positivement l'acquisition des compétences linguistiques.

Mots clés : efficacité, sous-titre, méthode, l'apprentissage des langues, langues étrangères, compétences linguistiques.

Summary

This research work is aimed to investigate the effectiveness of watching subtitled movies and TV shows in enhancing language learning. The research work was based on the qualitative and quantitative research methodology based on the questionnaire distributed to M2 students of the foreign langue department at the University of Tlemcen. The analysed data prove that the subtitled movies and TV shows method is indeed efficient in learning foreign languages as it positively affects developing language skills

Key words: effectiveness, subtitles, movies, method, foreign languages, language learning, language skills.