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**The Effects of Audio-visual Translation on the Development of EFL  
Learners' Proficiency Level in Speaking and Writing Skills:  
The Case of first Year Master Students of Didactics and Foreign  
Languages at Abdelhamid Ibn Badis University, Mostaganem**

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## *Dedications*

I dedicate this work to my beloved mother for her unconditional love and continuous support.

To my lovely family for helping and encouraging me.

I also dedicate it to all my friends and classmates.

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## Abstract

The learner-centred way of teaching imposes teachers to support the learner to presume the meaning from the context instead of using the translation from one language to another because it hinders learning. However, in the case of using audio-visual translation, it appears that it has exceptional efficacy on the development of EFL learners proficiency level, especially when using the English subtitles, this latter gives the learner an opportunity to correlate between what is written (English subtitles) and what is said (native speech) as a way to develop the language skills, spelling competency and pronunciation. To this end, the present research aims at investigating to what extent the introduction of audio-visual translation on EFL learners help to improve their speaking and writing skills, including the difficulties that they face while learning. In order to fulfil this study, a mixed methodology approach has been picked as a way to collect both quantitative and qualitative data from the chosen sample. The two intended data collection instruments that were applied include the students' questionnaire and teachers' interviews. The obtained results elucidate the effectiveness of audio-visual translation on EFL learners in terms of developing their skills and improving their language proficiency level. Furthermore, the study tried to suggest a variety of recommendations on how to make audio-visual translation more productive and better utilized to enhance the teaching and learning process.

**Key words:** Audio-visual translation, English subtitles, speaking skill, writing skill.

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## **List of Acronyms**

**AVT:** Audio-visual Translation

**EFL:** English as a Foreign Language

**DCT:** Dual Coding Theory

**CL:** Cognitive Load

**CLT:** Cognitive Load Theory

**WM:** Working Memory

**MMR:** Mixed Methodology Research

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# **General Introduction**

## **General Introduction**

Recently, multiple teachers and scholars are forming tremendous efforts to make the learning process better and more developed, and this is achieved through abandoning the traditional ways of teaching and focusing more learner-centred approach teaching. This latter puts the learner in the centre, cares for his needs and his learning styles. The teacher in this approach is seen as a guide who provides support only while the learner controls his learning; take the input and use it in real life, and in order to achieve this objective, there has to be some application of authentic materials and tasks that are related to real life, that the learner can benefit from. As an illustration, audio-visual translation or AVT is considered authentic due to its implementation of real-life situations and contexts through its subtitled materials, and it is considered to be helpful in the usage of learner-centred approach especially with the use of technology that learners enjoy and interact with positively.

As a result, audio-visual translation can play an essential role in learning and acquiring a second language, and this can be achieved through the use of specific authentic materials and exercises such as subtitles. This latter is also considered a powerful tool for learning a language; it allows the learner to hear the original speech while reading it at the same time, which in turn creates a stimulating environment to combine what they are learning. Moreover, the use of subtitles improves the language skills, including speaking and writing, plus the enrichment of vocabulary it provides.

Besides, two types of subtitles can be applied in the development of EFL classrooms which are the interlingual and the intralingual subtitles (translation). The interlingual subtitles are the translation of the speech into another language, while intralingual subtitles are the translation of the speech into the same language. Furthermore, there has been some conflict about which is more beneficial to be used and in which stage. For example, the interlingual is considered to be used more with beginners due to their lower level of language proficiency, whereas the intralingual subtitles are more appropriate to the advanced ones, where it develops their language skills, increases vocabulary and improves pronunciation. Moreover, English subtitles or English subtitled materials put the learner in an English context where the learner acquires the language subconsciously. However, multiple scholars favour the English subtitles to be utilized from the beginning as an attempt to create an English environment for the learner and to avoid the complex process that accompanies translating from one language to another.

Clearly, audio-visual translation throughout all the difficulties and the obstacles that learners may suffer from, it still efficient and highly recommended to be used in EFL learning due to its importance and noticeable advancement it grants the learners with in terms of their language skills, pronunciation, spelling competency and vocabulary richness, plus the motivation and the joy it provides.

As an attempt to examine the intended topic, the present study seeks to answer the three main research questions that are listed as follows:

1. Does the introduction of AVT to EFL classrooms help developing learners' speaking and writing skills?
2. What are the difficulties the learners find when dealing with AVT?
3. How can we use AVT effectively in EFL classrooms?

As mentioned earlier, audio-visual translation develops and improve language skills, including writing and speaking, plus there are different ways to apply it and practice it in EFL classrooms in order to enhance the learning process. As a result, the hypotheses that will answer the research questions and support this topic are put forward as follows:

1. It may contribute to developing by means in writing improving their spelling competency and in speaking by means improving their pronunciation.
2. The difficulties that learners' face may be the following:
  - Learners get distracted by the subtitles.
  - When their proficiency level is not that high, they may face complications in correlating the oral and the written forms.
3. We can use AVT more effectively in EFL classrooms by:
  - Introduce movies with English subtitles into the classroom.
  - Making students and teachers aware of AVT importance.
  - Encouraging students to use such materials.
  - Using multiple activities that position the learner in an English context such as role-playing.

The aim behind conducting the present research is derived from our curiosity in discovering the impact of audio-visual translation on EFL learners, and to what extent it developed their language skills, enriches vocabulary and enhances their spelling competency and pronunciation. In other words, it aimed at investigating the development of writing and speaking skills through the use of AVT materials, plus discovering the difficulties that have encountered while dealing with such materials. In the end, it attempted at detecting the most effective ways to exercise audio-visual translation efficiently in EFL classrooms for the sake of improving teaching and learning English.

Theoretically, the present research topic is based on a single but a significant theory. This theory estimates that audio-visual translation can play a relevant role in acquiring and learning a second language. According to what Díaz Cintas and Anderman (2009) believe, AVT is capable of obtaining and developing the four skills through exposing learners to authentic language. Equally, authentic materials should be used such as subtitles that permit EFL learners to hear the original, genuine language while reading the dialogue, which in turn provides a stimulating environment for them to integrate what they are learning. In addition, it will give them a chance to develop their skills; including speaking and writing, it will also enrich their vocabulary and gives them familiarity with the foreign language culture.

In order to conduct this research, a specific sample was taken from a large population which includes first-year master students of Didactics of Foreign Languages due to their high level of language proficiency and their technical knowledge and subtitled movies which are a part of AVT materials in addition to multiple teachers from the English department at

Abdelhamid Ibn Badis University. Consequently, for the research methodology, a mixed methodology was adopted to collect qualitative and quantitative data by using two data collection instruments. The first data collection tool utilized is the students' questionnaire; as an attempt to have more information about AVT and its importance, which it did not take much time, unlike the second instrument which is the teachers' interview that took so much time and effort because of its qualitative nature that requires the quality of the information over quantity.

The present dissertation is divided into three chapters. The first chapter is theoretical; it gave an overview of the intended topic. At first, it provided insight about audio-visual translation and its relation to translation with a brief definition and an idea about its origins. Secondly, it presented the relationship of AVT with English language learning, plus the notion of subtitles and its impact on the four language skills. Finally, some theories related to English language learning were presented to explain the process of learning by using AVT. The second chapter is devoted to describing the research methodology applied for collecting data, including the approaches and the instruments that are used for investigating the effectiveness of AVT in developing language skills. The last chapter, on the other hand, is concerned with analysing the collected data and discussing the obtained results followed by a set of recommendations that may contribute in enhancing the teaching and learning process through the use of AVT.

# **Chapter One**

## **Overview**

## **1. Introduction**

This chapter is dedicated to an overview of the audio-visual translation and its relation to English language learning. It is classified into three main sections. The first section aims at defining and exploring the origins of audio-visual translation and how it emerged as a branch of translation. Following, the second section explores the influence of subtitles within the audio-visual translation and their impact on the development of the four language skills; writing, speaking, listening and reading, and vocabulary. For the last section, it provides theories of language learning linked to audio-visual translation, such as the input hypothesis, dual coding theory and cognitive load theory.

### **1.1. Audio-visual Translation for EFL Learners**

Audio-visual translation nowadays is the most used type of translation, due to its importance in different fields, such as teaching and learning a language. According to what Brown (2007) and Cook (2010) stated; language in the 1970s was focusing only on reading and writing, where the learner was passive and had no right in expressing his ideas or controlling his learning, they took the input and gave it back later on in exams. However, with the intensity of technologies and development in the field of education, it is suggested that AVT can be used to develop the learners' skills, and enrich their vocabulary, especially with the use of subtitled movies that is proved by multiple scholars as a source of motivation and enjoyment and leads to successful learning concerning English language (cited in Meinawati, 2015).

#### **1.1.1 Audio-visual Translation Definition**

Audio-visual translation (AVT) is a branch of translation studies which refers to the translation of movies and TV programs (Gambier; 2003 & Soler Pardo; 2013). It introduces the process of translating TV shows and films. It was referred to by different terms, such as "film translation" by Mary Snell-Horby in 1980; "Screen translation" in 1989 used by Ian Mason; "multimedia translation" in 2003 by Gambier; while "audiovisual translation" term was used by Jorge Díaz Cintas, in 2001. However, AVT was defined first by Agost (1999) as "a type of specialized translation based on texts conceived for cinema, television as well as video and multimedia products" (cited in Ntowa and Ayonghe, 2015, p. 1).

AVT arose in the 1930s as a modality of translation, and it can be defined as the technical method that makes the linguistic transfer of an audio-visual text possible (Pardo, 2013). As an illustration; "it evolves all the linguistic translations and transfers made for the production and postproduction of any multimedia product" (Talaván et al: 2016, p. 19 cited in Rosa Alonso-Pérez, Alicia Sánchez-Requena, 2018, p. 3). As Diaz-Cintas and Aline Ramael (2007) referred; AVT was utilized to epitomize the different translation practises used in audio-visual media-cinema, television, where there was a shift from the source language to the target language plus some form of overlap with sound and image (cited in Díaz Cintas & Anderman, 2009).

Since it refers to the transfer from the source language to the target language of a media, it can be defined as a communicative mode in which the auditory channel and the visual channel are used simultaneously according to Karamitroglou (2000) & Stavroula (2006) saying:

The combination of the acoustic and the visual channel together with the verbal and non-verbal elements result in four basic components making up the audio-visual text: the acoustic-verbal (dialogue), the acoustic-nonverbal (score, sounds), the visual-nonverbal (image) and the visual-verbal component (subtitles). (Cited in Ntowa and Ayonghe, 2015, p. 201).

As a result; AVT is a specific translation method which deals with two channels: auditory and visual. It is often called “constrained translation” (Titford, 1982, cited in Peromingo, Martín, Riaza, 2014).

### **1.1.2 Origins of Audio-visual Translation**

It has all begun with the silent era, where films were silent but not speechless:” The translation of the silent film is one of the biggest gaps in audio-visual translation (AVT) research. AVT researchers have tended to write off this field because the translation of the silent film is unproblematic, at least by comparison with the problems which accompanied the coming of sound” (Carol O’Sullivan and Jean-François Cornu cited in González, 2019, p. 15). However, Luyken et al (1991) noted that there was restricted theoretical and scholarly knowledge about the specific linguistic implications for the sake of transferring process in audio-visual media and that there was little research done in the field of film translation because of the material difficulties which led the conclusion of subtitling and dubbing were not translating and therefore, could not be dealt with by translation theory as noted by Fawcett (cited in Sung-Eun, 2012).

Nevertheless, with the growth of translation studies as an academic discipline, it pointed out the importance of research in AVT (Chaume, 2002):

Audio-visual translation is one concrete example of an area of research that has to find its rightful place in Translation Studies. It is the responsibility of teachers and researchers to draw our attention precisely to those aspects which mark it out as different from other modalities, whilst the effort is to make to ensure that the global theoretical framework of our discipline can include the peculiarities of this modality. (cited in Sung-Eun, 2012, p. 379)

A few years later, when translation studies started to take a role in the academic field, Diaz-Cintas suggested that more analysis and investigations should exist in the theoretical part rather than the anecdotal part which relies entirely upon an informal manner and subjectivity. The aim behind such a suggestion is to make AVT research more developed to get what it deserves (Sung-Eun, 2012).

As for Gambier, he concerned himself with problems that are significantly important in the future of research projects: “such as the relationship between language and identity in

audio-visual media, issues relating to the handling of language in production and distribution, and so on.” and he concluded that research in AVT must contain diversity of concepts and methodologies such as; "polysystems theory, psycholinguistics, cultural studies, critical discourse analysis, relevance theory, as well as functional approaches to translation"(cited in *ibid*, p. 380).

### **1.1.3 AVT and its Relation to English Language Learning**

Audio-visual translation has a strong relation to language learning; accordingly, it is the translation of movies and TV programs that can be used as authentic videos. According to Jorge Díaz Cintas and Gunilla Anderman (2009, p. 7):

Audio-visual translation also has an important role to play in the classroom. Material and exercises may be drawn from the area of AVT and used in the process of second language acquisition. Subtitling can be a powerful training and teaching tool in the foreign language learning class. Hearing the original language while reading the dialogue in context provides a stimulating environment for students to consolidate what they are learning, enrich their vocabulary at the same time as they become familiar with and absorb the culture of a foreign language in an authentic setting. However, subtitles are also a potent force in language acquisition outside the classroom.

Audio-visual translation is an interesting tool for acquiring English language and developing the four skills; speaking, listening, writing and reading. In addition to that, it exposes students to authentic language in cultural context while strengthening their recall abilities, activating their previous knowledge and fostering vocabulary acquisition. (Cintas and Fernández, 2008, p. 213).

#### **1.1.3.1 Subtitles Definition**

Subtitles is a branch of translation called audio-visual translation, as mentioned earlier, where viewers read the text at the bottom of the screen and at the same time watch the images and listen to the dialogues (Reich.2006). It is also referred to as the written translation of film dialogues appearing synchronously with the corresponding dialogues produced on the screen (Gerzymisch-arbogast, 2008). Consequently, it is based on a target-oriented approach, to help the audience understand the movie (Pavesi 2005, cited Zarei, Rashvand, 2011).

Subsequently, the viewers of the movie whose L1 is not the same with the language on the screen are provided with subtitles to comprehend the content better and acquire a new language. Besides, subtitles have multiple permits it motivates learners and make them feel secure and confident and assist them to monitor their speech and discover new vocabulary (Zanon.2006 cited in YÜRÜK, 2019, p. 41). As a result, it can be used in language learning to enhance learners' abilities especially if it was in the native language.

Díaz Cintas (2010) noted that subtitles are the most common form used in the audio-visual translation. According to his definition;” Subtitling consists in rendering in writing the

translation into a TL of the original dialogue exchanges uttered by the different speakers, as well as of all other verbal information that is transmitted visually or aurally.”

Matielo (2015) has defined subtitles as a method of translating one language into the other so that the non-native audience can comprehend the dialogue that is presented, and it creates three channels where acquiring new knowledge is possible: the audio, visual and the written aid that assists the audience to understand the meaning of the words uttered (Almeida & Costa, 2014).

Subtitles sometimes can be distracting and tend to slow down the development of listening skills, because they make the learner rely on the text rather than on the stream of speech. However, Vanderplank (1988, cited in Caimi, 2006) argues that subtitles might have the potential in assisting and acquiring language by providing the learners with authentic comprehensible language input, and not just distracting (Talavan, 2006).

### **1.1.3.2 Types of Subtitles**

As mentioned earlier, subtitles are textual versions that belong to the movie’s dialogue, which exist at the bottom of the screen, and this text can be either in the target language (mother tongue) or the language of the movie (Spanakaki, 2007, cited in Abdellah, 2008). And it proved explicit efficiency in English language learning, whether it was interlingual subtitles, the translation of the subtitles in another language, or intralingual subtitles where the translation of the subtitles is in the same speech-language.

As Neves (2008) noted, interlingual subtitles are when the translated text at the bottom of the screen is in the mother tongue and the audio is in the foreign language that you intend to learn, whereas the intralingual subtitles are the opposite; the translated text and the audio are in the same language (cited in Zarei, Rashvand, 2011). Despite the difference between the two, both have a remarkable contribution to language learning. As an illustration, learners with a lower level, the interlingual translation will serve them more and increase their proficiency. In contrast, intralingual subtitles are adequate for advanced learners, where they will develop pronunciation; learn new words and idioms (Bravo, 2005, cited in *ibid*).

Besides, intralingual subtitles affect students’ memories, it develops their listening comprehension due to the reproduction of oral language in written form and reading comprehension and promote their self-confidence and can be used as a didactic aid (Caimi, 2006). As Danan (2004) notes; intralingual subtitles are also called “captions”, this latter suffers from several limitations, whereas interlingual subtitles or can be called standard subtitles leads to language learning accidentally.

Koolstra et al (2002) believe that standard subtitles or L1 subtitles allow learners to pick up vocabulary while the audio is operating. He formed an experiment with Beentjes (1999) to investigate the effect of interlingual subtitles on vocabulary enhancement on fourth and sixth grade in Dutch. The results showed that there was a huge improvement in vocabulary concerning interlingual subtitles (cited in *ibid*). Mitterer and McQueen (2009) mentioned: “target language subtitles can also facilitate foreign language speech perception. They argue

that the reason for the difficulties in understanding a foreign language is the unusual mappings between words and sounds in the foreign language". (Cited in Hashemi and Pourgharib, 2014, p. 77).

As it has been illustrated above, many studies have revealed that intralingual subtitles can be beneficial as a learning tool because of their positive influence on language education, however, interlingual subtitles have been recommended less than the first one, simply because of the expressions which make the movie understandable and the learner will comprehend the meaning of the scene by reading the subtitles (Aksu-Ataç, A., & Köprülü-Günay, S. 2018, p. 527).

### **1.1.3.3 Advantages and Disadvantages of Subtitles**

As mentioned above, there are two types of subtitles; interlingual (L1 translation) or intralingual (L2 translation) (Danan, 2004) and each one of them has its merits and demerits.

The benefits of using L1 subtitles is when the student does not get bored while hearing the English speech and fully understands the meaning of what is being said because it is translated into his mother tongue. However, one of the disadvantages is when the student proficiency level is not that high, he will face difficulties correlating the oral and the written forms of the words he reads and there will be this vague sound sequence in which he identifies only separate and not very numerous words (Lunin, Minaeva, 2015, p. 270). Hayati, Mahmedi (2011) argues that L1 subtitles are rather a tool to increase motivation and to show students the beauty of the language they are learning.

In addition, an L2 subtitle (intralingual translation) makes the learning process easier in terms of matching the oral and the written forms of words. When students see and hear the words on the screen, it develops their reading comprehension, listening skills, phonetics, spelling, and seeing grammar in authentic settings. However, this type of subtitles cannot be used for elementary and pre-intermediate students due to the great number of new words and grammar structures which makes it harder for them to understand the video (Guillory, 1998; Neuman and Koskinen, 1992, cited in YUKSEL & TANRIVERDI, 2009). This in return results loss of interest and attention and the desire to continue studies.

## **1.2 The Impact of Subtitles on the Four Language Skills**

In every language, four skills have to be developed, the receptive (listening and reading) and the productive skills (speaking and writing), and through the help of AVT, it will be easier to develop these skills. AVT has been utilized widely in language teaching and learning field ever since technology enabled the projection of audio-visual materials in the classroom, with the help of translation subtitles; either intralingual (L2 translation) or interlingual (L1 translation) ones. Empirical studies and scientific research on the effect of subtitled materials on language learners have expanded the benefits not only on the receptive skills but also on productive skills (Vanderplank 1988, Price 1983, Garza 1991, Winke et al. 2010, Abdolmanafi Rokni and Jannati Ataee 2014, McLoughlin, 2019, cited in González, 2019, p. 483- 484).

However, according to some researchers, subtitles were seen as a distracting tool and a source of laziness, but Vanderplank's study showed the opposite, according to him, intralingual subtitles revealed a better understanding of speech and unfamiliar accents; as a result, it is beneficial to learners with higher language proficiency more than beginners and lower intermediate students (McLoughlin, 2019, cited in González, 2019, p. 484). Although, interlingual subtitles showed an improvement among learners from different levels, not just the advanced, but were most beneficial for beginners due to their lack of language proficiency.

As Danan (1992) noted in his study with the French learners, beginners and intermediate level, he pointed that teachers find bimodal subtitles suitable for both levels, while some students preferred the interlingual subtitles; however, the most motivated learners preferred the L2 subtitles more (McLoughlin, 2019, cited in *ibid*).

Stewart & Pertusa (2004) argued that with the use of L1 subtitles learners understand easily the listening input and the visual clues through that translation because it is considered to make movies more clear and understandable. Apart from this, Bianchi & Ciabattini (2008) stated that L1 subtitles are easily processed due to prior knowledge, whereas target language subtitles demand a higher level of language proficiency to process it. In contrast, Bird & Williams (2002) assume that it is still unclear if subtitles contribute in the advancement of listening comprehension; however, many studies showed their beneficial effects, and there is a chance that it may be the easiest way to comprehend (cited in Ghoneam, 2015, p. 278).

Varga (2013) pointed out a question to know which skill can be developed with the help of movies, and the results showed that all the four skills can be developed through a single movie due to its beneficial effect on the receptive and the productive skills. Harmer (2007) also argues; "much languages production work grows out of texts that students see or hear" (cited in Tahir, 2015, p. 17).

### **1.2.1 Receptive Skills**

Receptive skills are those skills used by learners to receive and understand through reading and listening. Moreover, reading and listening take a huge place due to their importance in helping students acquire the language, and they are the first step in learning any language (Sreena, Ilankumaran, 2018, p. 670). Furthermore, these skills can be developed by listening to tapes, subtitled movies, and audio materials in general.

As noticed earlier, subtitling is a branch of translation that can be called audio-visual translation, where viewers can read dialogues in a written form on the screen and watch images and listen to the conversations for more understanding and processing the language, which in return enhances their language skills and proficiency simply by using subtitles as an aid in their learning (Ghoneam, 2015, p. 277).

Multiple studies were undertaken over the past years to grasp the potential of subtitles on reading and listening comprehension. In the studies of Garza (1991) he figured out that the gap between these two skills can be filled with the use of same language subtitles. He also

adds; “the addition of captions to the video material contributes significantly to the memorability of the language of a segment and, consequently, facilitates the student’s ability to use that language in the proper context” (cited Kruger in 2013, p. 31). Besides, it is clear that subtitles have beneficial effects on language learning and teaching, as Bird and Williams (2002) assume that teachers could fulfil integration of reading and listening skills by simply introducing subtitled materials particularly in L2 language (cited in *ibid*).

### **1.2.1.1 Listening skill development**

Teaching listening became part of teaching a language in the 1960s and obtained steam along with Krashen’s theory of comprehensible input which claims that the significant condition to acquire a language is when the learner understands a language input that is a bit higher than his current level of competence. And with the improvement of technology and the integration of audio and visual materials, it became more effective in the language classrooms. Especially when using authentic materials such as subtitled programs, films, talk shows, which have become significant in daily life (Latifi, Mobalegh, Mohammadi, 2011, p. 19).

However, even with the use of authentic materials, it did not result in beneficial learning, and most learners lacked sufficient linguistic knowledge. As a result, and to fill that learning gap, subtitles were suggested to assist learners to comprehend more and acquire a better language and have better results, as Field (2004) noted; “ the use of subtitles has been suggested since they could assist learners by allowing dual processing of input” (cited in *ibid*, 2011, p. 19).

Some studies concluded that subtitles have shown a significant improvement in mainly two major areas: a higher level of comprehension and better vocabulary recognition ability. Consequently, Markham (1989) researched the effects of TV subtitles on listening comprehension for all levels; beginner, intermediate and advanced learners of English language, each group viewed the videos with and without subtitles to know the difference; he concluded that the groups with subtitles performed remarkably better and might be able to improve their listening and reading comprehension simultaneously (Hayati and Mohmedi, 2011, p. 182).

According to Baltova (1999), there are three channels of information that are available while watching an audio-visual material: the auditory (sound), the verbal-visual which are subtitles and the nonverbal visual channel or the visuals, and when those three channels are combined, a better learning environment is created. Danan (2004) also agrees concerning this notion by saying: “audiovisual material enhanced with subtitles is a particularly powerful pedagogical tool which can help improve the listening comprehension skills of second language learners. Subtitling can increase language comprehension and leads to additional cognitive benefits, such as greater depth of processing.” (cited in Ghoneam, 2015, p. 277).

What Vanderplank (1988) marks is that subtitles have great potential in helping the learning process by providing learners with multiple quantities of authentic materials and comprehensible input. Multiple studies have detected the positive effects of using authentic

materials on listening comprehension, and the development of the learning environment with rich context and a motivating atmosphere. Some researchers support the idea of using subtitled movies concerning listening comprehension (Markham, 2001), and others assume that L1 subtitles assist learners while few more believe that L2 subtitles are more beneficial. (Guichon & McLornan, 2008; Markham et al., 2001; Stewart & Pertusa, 2004, cited in *ibid*).

Video materials do enhance the process of language acquisition; however, others may fear the use of video materials in the classroom will forbid learners from reading and writing due to the huge amount of time they spend on watching and focusing only on listening skills. On the other hand, numerous studies were conducted concerning this notion; for example, Rubin (1990) concluded that the use of video support for Spanish learners improved the late-beginner students' listening skills when compared with students who did not receive video support. Secules et al. (1992) also share the same point that the use foreign language videos enhances students' listening skills and drive them to perform better in such activities (cited in Cintas and Fernández Cruz, 2008, p. 202).

### **1.2.1.2 Reading skill development**

Reading as any other language skill is highly important due to its effect in academic field and life as well, as a result, it has to be developed in the right way without making the learner doing a hard task or getting bored by using or L2 subtitles. Unfortunately, only a few studies were conducted on the effects of captions or subtitles in reading comprehension, however, some researchers who conducted studies about this topic, for example, Price (1983) concluded that captions have a considerable improvement in terms of comprehension (cited in Bianchi, Ciabattoni, nd).

Herron and Seay (1991) on the other hand in their experiment with using videos in reading comprehension, they concluded that the experimented group performed better in tests of reading comprehension than the others. Other scholars have used movies in their experiments, such as Pezdek, Lehrer, & Simon (1984) and came to a result that movies help in enhancing memory and information recovery in reading and enhances reading as well, it may even lead to the enhancement of writing skills (Hanley, et al., 1995). Moreover, Herron and Hanley (1992) provide a conclusion that demonstrates the effects of using films in EFL classrooms that offers background information which in turn activates prior knowledge (cited in Xhemaili, Mirvan, 2013, p. 62).

Remarkable studies were conducted to illustrate the benefits behind the L1 and L2 captions on reading comprehension. Parlato (1985) in his study used L1 captions on the subjects and asked them to tell the difference between the dialogue and the captions, according to him, this kind of activity assisted the learners in improving their reading fluency and metalinguistic knowledge about how language can be used and manipulated (Hwang, Huang, 2011, p. 4).

Captions or intralingual subtitles (Matielo, 2015) were first made for the sake of helping deaf people; however, language teachers (with normal hearing students) discovered that it can be used as an aid to help language learners to acquire the proper language (Koskinen, Wilson,

Gambrell and Neuman, 1993). Not only Koskinen et al. (1993) agrees on this notion but also Koolstra, Peeters and Spinhof (2002) who illustrated that using audio-visual materials with captions helps the learners to read a remarkable number of ‘books’ per year. As a result, the captions improve L2 reading skill, grammar acquisition and oral production (cited in Silva, 2018, p. 7).

## **1.2.2 Productive Skills**

Productive skills are also known by active skills, where learners produce what they have gained through the receptive skills (passive skills). As a result, most language learners begin their way of learning a new language with observing, listening, and reading, they are not forced to produce or do something active but only learn and acquire enough language to produce it later in speaking and writing (Golkovaa, Hubackovab, 2014, p. 478). Productive skills are generally the learners’ abilities to write and speak efficiently in a foreign language.

Various studies (Baltova, 1999; Borrás & Lafayette, 1994; Garza, 1991; Neuman & Koskinen, 1992; Vanderplank, 1988, 1990) have proved the positive effects of subtitling on the productive skills such as improving the communicative performance in oral and written tasks (cited in Rokni, Atae, 2014). According to Vanderplank (1993), the changes that happened in language teaching goals and practices were from ‘the printed word and knowledge of language systems’ to the ‘use of communicative value of the spoken language in everyday setting’, which in turn enables learners to acquire the language in a genuine environment of the target language, for more illustration, using authentic materials along with the assistance of subtitles to develop the productive skills (Hwang, Huang, 2011, p. 2).

### **1.2.2.1 Writing skill development**

Different scholars have concluded that movies do not just enhance language skills but also improves memory and recall of information in both reading and listening (Pezdek, et al, 1984). As a result, movies also help in the development of writing skills by supplying interesting and motivating guidance to escort audio or written inputs (cited in Ismaili, 2013, p. 122).

Normally, to master the writing skill, learners have to get enough exposure to vocabulary first then start writing. According to Faqe (2017) study that included dividing the subjects into two groups, one that watches a movie with subtitles and the other without, he discovered that watching a subtitled movie would aid to acquire vocabulary that will be used later on. Besides, the majority of the subjects preferred it for enhancing vocabulary, subtitled movies are the desired aid, not just that but also recognised the fact that it makes them familiar with the culture as well (cited in Ahmed, 2018, p. 8). Moreover, seeing written words in a form of subtitles will assist the learners, later on, to recognize and recall words, have a knowledge in which context should be used, remember the structure of the words, and gain enough vocabulary for them to use in their writing tasks and develop their writing skills.

On the other hand, Caster and Mizumoto (1999) stated in their study that using movies in the classroom leads to discussions, make the learners more enthusiastic, and it reinforces enjoyment and critical thinking. As a result, for better enhancement of the writing skill, the

combination of movies and the use of progressive writing is the best way to achieve it. Even though there are not much studies and researches made about the effects of subtitles on writing skills, this does not mean that there are no benefits in using them, because it is apparent in the previous studies that subtitles have a great effect concerning writing abilities (cited in *ibid*).

### **1.2.2.2 Speaking skill development**

Nowadays, most learners use English subtitled movies to assist them to learn the language easily while enjoying at the same time, and this method is examined by different scholars. According to Kusumarasdyati and Luo (2004), movies commonly provide exposure to real language that is used in authentic settings and in the cultural context where the language is spoken. Besides, movies capture the interest of learners and can motivate them positively to learn (cited in Ismaili, 2013, p. 121). Additionally, the use of movies may lead to the development of speaking skill and oral performance.

Speaking requires an exposure to authentic materials to be developed, real-life conversations and situations to acquire vocabulary, control pronunciation and exposure to culture to help the learners understand the language more. Additionally, movies or subtitled movies may be seen the best method for developing speaking skill, considering that it provides a rich vocabulary, new words and sentences, and equips the learners with pronunciation that may seem difficult to them without the exposure of movies (Muhammad, 2013, p. 3-4).

Teachers have used the audio-visual method in teaching language skills and vocabulary at all levels for developing receptive and productive skills such as speaking. Wilson and Wallace (2000) argued that movies with subtitles push the learners forward to learn new vocabulary and idioms consciously (cited in Rokni, Atae, 2014), while Herron et al (1995) stated that movies expand learners' knowledge about the social dynamics of communication as native speakers interact in authentic settings, which will eventually, benefit communicative skill (cited in Ismaili, 2013).

To learn any language, learners must master the four skills, and communication is one of the essential skills that require exposure to real-life conversations, in return, movies are the means to develop such skill. However, there is a study that showed that the use of subtitled movies at a higher level may expose them to the use of vulgar language or weird accents that needs to be avoided because it is considered informal and not needed in academic settings. Another study conducted by Seferoglu (2008) illustrated that all students preferred the use of movies to develop their speaking skills (cited in Ahmed, 2018, p. 9).

Borras and Lafayette (1994) investigated the effectiveness of subtitles on speaking skills with French students; the results showed that the participants who watched the subtitled programs performed better than those who did not use subtitles. Moreover, the subjects who used subtitled programmes were more effective, accurate, fluent in their speech and sensitive toward the structural requirements of the foreign language (cited in Cintas and Fernández Cruz, 2008, p. 208).

### 1.3 The Impact of Subtitles on Vocabulary Learning

In general, to have vocabulary means to have an awareness of different words along with their meanings, as illustrated by Nash and Snowling (2006, p. 336); “it is the knowledge of words and their meanings”. In other terms, it is learning the meaning of new words which learners understand and use for communication and learning (Athans and Devine, 2010, Sheehan, 2002, cited in AMARA, 2014).

Along with the development of teaching techniques and methods, subtitles or subtitled movies were discovered to be highly efficient in learning and recalling new words. Although subtitles may be seen as a source of distraction and laziness to some researchers; Vanderplank (1988) and Zanon (2006) agree on the idea that subtitled English videos provide rich and comprehensible input as being exposed to aural, visual and textual. Besides, Krashen (1982) proclaim that for the sake of achieving a higher goal in language learning, students need to be exposed to a considerable amount of comprehensible input (YILDIZ, 2017, p. 125).

Additionally, in vocabulary learning, visual information can be definite for its assistance in providing the “body language, gestures, facial expressions that accompany the meaning, intonation and stress of the vocabulary, as well as with the culture and authentic language of the speakers” (Canning-Wilson & Wallace, 2000, cited in, YILDIZ, 2017, p. 125). Consequently, with the use of subtitled movies, all these benefits are gathered by the learners, because students while watching English movie with subtitles, they learn new vocabulary and how the words are written and spoken.

Other studies were made on the impact of subtitled programmes affect vocabulary acquisition, such as Neuman and Koskinen (1992), in their study; they used TV programmes with and without captions. The outcomes of this experiment showed that the subjects that were exposed to TV captioned performed better in terms of vocabulary acquisition than the other subjects (cited in YUKSEL & TANRIVERDI, 2009). Moreover, Danan (1992) and Holobowet et al (1984) in their study discovered that the bimodal input (L2 subtitles) contribute in the growth of vocabulary recall, in a more specific way, listening and reading to the text presented at the same time in videos help students distinguish between the known and the unknown vocabulary (YILDIZ, 2017, p. 126).

It should be noted that the use of authentic videos and subtitles has a great influence on increasing and building up the learners’ foreign language vocabulary due to its direct association with appropriate nonverbal referents such as objects, events, emotion and context, and this kind of association can be found only in real life or authentic videos (Talaván, 2007, p. 3-4). As it has been said before, subtitled movies are also a part of authentic material that determines vocabulary learning plus its role in being a source of enjoyment in the learning process as well.

When it comes to the advantages of using subtitled movies in the classroom, King (2002) has marked that movies are the most reliable way to get familiarity with the dialects of English language, it also provides the learners with paralinguistic characteristics such as facial expressions and movements of hands and body to express thoughts and feelings which they

can have beneficial effects in communicative situations (King, 2002; Kusumarasdyati, 2004; Rammal, 2005, cited in Tahir, 2015).

## **1.4 AVT and Theories of Language Learning**

Three theories have been referred to due to the possibility of the link between them and language learning. Each theory has a strong tie with subtitles that may affect English language learning positively or negatively.

### **1.4.1 Krashen's Theory of the Input Hypothesis and Second Language**

#### **Acquisition Theory**

Acquiring a language requires a meaningful interaction, natural communication in the target language, where speakers give much importance to the transmitting of the message rather than the form of their utterances. And the most desirable methods for such learning are those that provide comprehensible input in low anxiety situations (Schütz, 1998). This kind of methods does not oblige learners to produce the language early, but rather permit them to produce the language whenever they are ready. In other words, it focuses on providing learners with communicative and comprehensible input and preventing forcing and correcting production.

According to Krashen (1985), the process of acquiring a language happens subconsciously, where students do not know the grammatical rules and may utter wrong sentences. Whereas language learning is a conscious process, where learners are capable of correcting their mistakes and the language they produce. In addition, for language acquisition to happen, Krashen (1985) noted that learners need communication and interaction with the target language they intend to learn, and this process focuses more on the spoken language than the written one, where the message is understood.

Krashen's theory of second language acquisition consists of five main hypotheses that explain the process of second language acquisition, however, the hypothesis that has a direct intercourse with AVT and explains the process of learning through utilizing audio-visual translation and authentic materials is the input hypothesis.

Krashen in this hypothesis explains how the learner acquires a second language by stating: "humans understand messages by receiving 'comprehensible input' [...], and structures that are a bit beyond our current level of competence" (Krashen, 1985, p. 2). In other words, learners do not learn, but they acquire the language that is slightly higher than their current level where the acquirer understands (focuses on the meaning rather than the form) the input that contains  $i + 1$ . Krashen and Terrell (1983) explained it; "An acquirer can move from a stage  $i$  (where  $i$  is the acquirer's level of competence) to a stage  $i + 1$  (where  $i + 1$  is the stage immediately following  $i$  along some natural order) by understanding language  $t + 1$ ". (Cited in Gülay, 2014, p. 25). As a result, learners can understand the language that contains structures that are a little beyond than what they know. But the question is how does this happen? And how can they understand a language that has not yet been acquired? The answer is simple, learners do not just use the linguistic competence but also use context,

knowledge of the world, and extra-linguistic information to assist them to understand the language directed to them (Silva, 2019, p. 4). Moreover, Krashen's theory is important in language learning because it suggests that the input when it is more developed or slightly higher, it impacts the development of the language learning positively, and subtitles do have this higher level.

The input hypothesis has a strong relation to learning a language with the aid of subtitled materials. According to Krashen's notion, the input that learners receive must be understood and teachers should provide their students with comprehensible input. Which means that the input must be a little beyond students' level of competence, especially since students focus more on the meaning instead of the form of the message in the acquisition. Additionally, the link between the input hypothesis and the use of video material for second language instruction do exist, where video materials do supply students with a huge exposure of comprehensible input, and extralinguistic cues that assist them to understand the linguistic meaning of the message provided. Krashen also added about the notion of comprehensible input that it assists the development of student's level speaking proficiency; as he noted: "we acquire spoken fluency not by practising talking but by understanding input, by listening and reading". (Cited in Díaz and Cruz, 2008, p. 203-204). Apart from the usefulness of the input hypothesis, the affective filter hypothesis also has a great impact on the learning process and acquiring new vocabulary. As an illustration, the affective filter has to do with motivation, anxiety and self-confidence, if the task made the students anxious, the performance will be low, but the students were motivated, they will perform better and acquire the language normally. As a result, if the video provided was interesting, it will help them to overcome anxiety and lower the affective filter or the mental block that reduces their ability to acquire the language.

### **1.4.2 Dual Coding Theory**

Dual coding theory (DCT) was first proposed by the professor of psychology Allan Paivio in 1971, it is a cognitive theory that is applied directly in language learning. In his theory, he illustrates the huge impact of mental imagery on the mind and the brain; verbal and non-verbal influences on the memory that can assist language learners, as he noted: "Cognition according to DCT involves the activity of two distinct subsystems; a verbal system specialized for dealing directly with language and a nonverbal (imagery) system specialized for dealing with non-linguistic objects and events" (Paivio, 2006, p. 3).

According to the dual coding theory, there are two cognitive subsystems which are responsible for processing the information presented. One subsystem deals with how the brain process non-verbal events while the other one (verbal) deals with language within a context or an environment, can be called: Analogue Codes (store mental images seen before), and Symbolic Codes (stores mental images of words heard before).

Following, DCT systems, verbal and nonverbal, are involved in language learning, where they work together, but they do not meet or overlap; however, both of them work independently but stay connected at the same time which results in a support from each other during the three stages of the brain memory function of encoding, storing and retrieving, and

helps the learner to process the presented information through the educational materials. According to Paivio (1990), the verbal system is concerned with processing information such as text, sound, or even motor experience, sequential units called “logogens.” While the nonverbal system or the visual system processes spatial and synchronous information (visual) such as symbols, pictures and videos and stores them in of a form or units called “imagens.” that is concerned with visualizing meaning of the word (YÜRÜK, 2019, p. 41). Consequently, the dual coding theory is most beneficial in a multimedia environment where learners are exposed to different forms including printed texts, sounds, pictures, and videos that have a significant effect on language learning in general and in specific the vocabulary.

Since both systems are interconnected (verbal and nonverbal), this process of connecting happens while using subtitled audio-visual materials, where the audio and visual channels process occurs altogether, as YÜRÜK (2019) noted: “In the case of subtitled visual input, these systems are interconnected through triple associations between image, sound in one language, and text in another, which may lead to better processing and recall because of the additive effects.” (p. 41).

To know the relation between DCT and the use of subtitled materials, Mayer and Moreno (1998) conducted a study where they tested students’ comprehension of a short animated movie. The first group had text and images (visual stimulation), where their visual working memory become overloaded with information. However, in the second group, they were exposed to audio and images, in other words, the information was delivered through two channels, which led to a better understanding of the presented information. As a result, Moreno’s connected DCT with subtitles in language learning (Moreno, 2017, p. 24). Moreover, foreign language learners learn words better and retain them easily when they associate new words with sound or images. As Reiber (1994) stated: “use of pictures and illustrations associated with unknown words are effective instructional devices that are superior to words alone for memory tasks and will help L2 learners remember the words sooner and retain them longer”. (cited in Kanellopoulou, Kermanidis, Giannakoulopoulos, 2019, p. 210).

Mayer and Moreno (1998) also noted that subtitles represent an extra input for the visual channel, as they illustrated: “in the processing of subtitles content, the visual system has to decode two different sets of information, on the scene (understood as what happens in the visual narrative of the clip content) and the subtitles that connect the visual channel with the auditory channel (or not if the audio language is not known by the participant)” (Moreno, 2017, p. 25).

Dual coding theory implies that the repetition of the same information helps learners to recall it better in the future, especially in the case of subtitled materials where the message on encoded dually through the visual channel; images and written words on the screen, and the auditory channel. Moreover, DCT when used audio-visual materials (subtitled movies), increases lexical and grammatical acquisition (Danan 1992; Díaz Cintas and Fernández Cruz), where information is provided verbally and visually together; therefore, (Guillory, 1998,

Baltova, 1999) it facilitate the depth of mechanisms processing and the matching between meaning and external reference (cited in Díaz Cintas and Fernández Cruz, 2008, p. 211-217).

### **1.4.3 Cognitive Load theory**

Cognitive load (CL) is a theoretical framework that describes the internal processing of a task that cannot be seen directly (Mayer, 2002). While cognitive load theory (CLT) is defined by Diao et al (2007; p. 237) as: “concerned with relationships between working and long-term memory and the effects of those relationships on learning and problem solving”. (cited in Kruger, Hefer, Matthew, 2013; p. 2) Furthermore, it deals with different types of that are available in the human working memory and the way it affects the instructional designs for the working memory availability in learning. In other words, Kanokpermpoon (2014) noted that it is a psychological theory that is concerned with “how cognitive construct is organized” and what exactly happens during the process of learning, and “how we can design instructional materials to help facilitate learning” (Moreno & Park, 2010, cited in Kanokpermpoon; 2014, p. 94 ).

Sweller et al. (1998) marked concerning cognitive structure that people are naturally equipped with the cognitive structure that consists of working and long-term memory. For example, when acquiring information from our senses, whether it was visual or auditory or kinesthetic, the information will be registered and processed in the working memory. On the other hand, Sweller (1994) described the working memory as a conscious but limited in its capacity when holding information. Additionally, it is considered as a challenging task to store information via listening or reading alone, and the best way to process information and increase the working memory capacity better is by combining both reading and listening, and that is exactly what subtitles offer as a learning material (cited in Kanokpermpoon, 2014). As it was noticed, the working memory has a conscious and limited capacity, but long-term memory, on the other hand, is not limited. When holding information, the subject practice and use that information to remember for a longer time, and to retrieve it and use it later in a similar situation.

The notion of working memory (WM) was brought in the cognitive load theory by Sweller, (1988) due to its limited capacity that creates heavy and unnecessary WM loads and leads to the inhibition in the learning process. As a result, to avoid this load, it was suggested that the instructional materials used have to be designed in a way that reduces the learner’s cognitive load and improves the learning performance (Moussa, 2008). Furthermore, to overcome the WM limited capacity, it was suggested to use schema development and automation. By constructing multiple schemas, the information will be stored in the long term memory automatically in a form of pieces or a small number of meaningful elements which in turn permit for “more effective information processing and understanding by reducing the amounts of elements to be processed simultaneously in WM.” (Moussa, 2008, p. 31)

CLT can be categorized into three main types according to Sweller et al (2003); intrinsic, extraneous and germane. In case the intrinsic and extraneous load are at a higher level, the WM capacity of the germane cognitive load will decrease, which in turn result in a cognitive overload. In addition, subtitles are assumed to increase extraneous cognitive load,

and this result in germane CL decrease in the formation of schemata, which in turn harms learning. However, in educational settings such as language acquisition, subtitles are considered to decrease the extraneous CL due to the assistance of visuals which in turn increase the germane CL and effects learning positively (Kruger, Hefer & Matthew 2014, p. 3).

## **1.5 Conclusion**

This chapter has expanded the relationship between audio-visual translation and English language learning. The first division was concerned with defining the audio-visual translation according to different scholars, along with mentioning its origins and where it came from. Following, the second division expanded to the relation between audio-visual translation and English language learning, along with considering the impact of subtitles on language skills and vocabulary. For the last division, it explored different language learning theories that have a strong link with the use of AVT and subtitles in English language learning.

# **Chapter Two**

## **Research Methodology**

## **2. Introduction**

After providing a theoretical background about Audio-visual translation and its relation to English language learning, the coming chapter will be devoted at describing the methodological approaches that were used for the current study, taking into consideration the integration of both approaches; qualitative and quantitative that is referred to as the mixed methodology approach that is undertaken. The study is descriptive in its core; as a result, it will explain and clarify the practical side that is taken in this research. Additionally, the sample, procedures, and the instruments employed are to be described as it exists in its current state.

### **2.1. Research methodology**

Research refers to a systematic effort to gain new knowledge; it is an academic activity that is practised in higher education to get a research degree. According to Clifford Woody: “research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organising and evaluating data; making deductions and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis”(cited in C.R. KOTHARI, 2004, p. 1). In addition, research is a logical and well-organised process that is utilized to collect and analyse information for the sake of increasing ones’ understanding of a particular topic or an issue. It is also characterised by being controlled, valid, verifiable, rigorous, empirical and critical otherwise it won’t be called research. Moreover, the foremost objective of the research is to find answers to questions by following and applying certain scientific procedures and methods. Methodology, on the other hand, is the systematic, theoretical analysis of the methods applied in the field of the study. It contains all the theoretical analysis of the methods and principles linked to a branch of knowledge. Further, it encompasses all the concepts that are related to the theoretical model, steps and quantitative or qualitative techniques. The Methodology is not made to provide solutions but rather to provide an understanding of the methods employed in the study to find out solutions (Igwenagu, 2016, p. 4).

Accordingly, research methodology is that systematic technique used in research, the one that guides the researcher how to conduct a study. Leedy, Ormrod & Williams (2011) describe the research methodology as “the holistic steps a researcher employ in embarking on a research work” (cited in Apuke, 2017, p. 41). As an illustration, it is the science of studying how research is to be carried out, as Rajasekar, Philominathan, & Chinnathambi (2013) mentioned: “the procedures by which researchers go about their work of describing, explaining and predicting phenomena are called research methodology. It is also defined as the study of methods by which knowledge is gained. Its aim is to give the work plan of research” (p.5). In other words, research methodology is a collective term for the structured process of conducting research; it begins by explaining the reason behind adopting such methods and then describes that process of the methodology used. Consequently, research methodology has multiple benefits; the researcher needs to acknowledge not only the research methods and tools required in the study but also the methodology (Goundar, 2013). It helps to

increase the knowledge for the human being; it develops critical thinking and scientific attitude and the ability of evaluation for the researcher to use research results reasonably.

### **2.1.1 Mixed methodology**

Mixed methodology research or approach (MMR) is identified by the integration of the qualitative and quantitative methods in a single study; it mixes all the techniques and elements in the research framework to collect rich data and expands the study conclusions. Kabir (2016) notes that:” mixed methods encompass multifaceted approaches that combine to capitalize on strengths and reduce weaknesses that stem from using a single research design” (p. 204). Indeed, employing this approach to collect data has several effects; it minimizes the weaknesses of the quantitative and qualitative research approaches and focuses on the strengths points, it provides more comprehensive and convincing evidence than mono-method studies, it reinforces the validity and authenticity of the research and allows a comparison between quantitative and qualitative data. Moreover, it provides huge flexibility that enables the adaptation of different situations in doing the research. However, to utilize such an approach effectively, a researcher must understand first both quantitative and qualitative research for better outcomes.

Ordinarily, research methodology implies adopting the right methods and techniques for a well-conducted study and a reliable investigation. As a result, in the present study, we opted for a mixed methodology approach that combines both qualitative and quantitative data collection; the quantitative method is based on the measurement of quantity or amount, while the qualitative method is concerned with the quality of the information. Consequently, a mixed methodology approach is when a researcher applies the qualitative research paradigm for one stage of the study and the quantitative research paradigm for the other stage. Burke and Onwuegbuzie (2005, p. 1) view it as “the class of research where the researcher combines or mixes qualitative and quantitative research techniques, methods, approaches, concepts or language in a single study” (cited in chapter 4 research design and methodology, p. 70). As an illustration, for such mixture to happen while collecting data; a researcher could distribute a survey that contains closed-ended questions; a questionnaire, to collect numerical data, or to conduct an interview with open-ended questions to collect qualitative data (Williams, 2007, p. 70). In other words, mixed methods research not only collects qualitative and quantitative data but also makes integration, a mix at some point in the research process.

## **2.2. Description of the Research Methodology**

Indeed, in this study, we opt for a descriptive methodology, which aims at describing, clarifying and explaining a certain population or situation accurately and systematically by answering the what, when, where, when and how questions; utterly, it defines the research aspects. As Williams (2007) notes: “The descriptive research approach is a basic research method that examines the situation, as it exists in its current state” (p. 66). Moreover, a descriptive methodology tends to use a variety of quantitative and qualitative methods for the research, as an illustration for the mixed methodology used in the current study to recognize the effects of audio-visual translation on the development of EFL learners’ proficiency in both speaking and writing skills.

Accordingly, since this research uses the mixed methodology approach; the quantitative approach employed a questionnaire for students that pointed at investigating the difficulties that English language learners encounter when dealing with audio-visual translation. And the qualitative approach used the teachers' interviews to discover the most effective ways to exercise audio-visual translation efficiently in EFL classrooms for the sake of improving teaching and learning English. As a result, a particular population was chosen to seek the needed data in this study.

### **2.2.1. The sample**

To conduct research, a defined population is needed for collecting data that fairly suits the type of study being done. However, since the population is too large and prevents researchers from taking the information from the whole population, a sample was chosen instead that makes it easier to represent the knowledge of the whole population (Cohen, Manion, Morrison, 2000). This latter is a small unit of the population involved in the research that should be selected critically. Simply put, sampling is a process of selecting samples from a group of people to be the foundation to detect the unknown information. Additionally, choosing the right methodology is not the only thing needed, but also the appropriate sample, as Cohen et al (2000, p. 92) noted: "The quality of a piece of research not only stands or falls by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted". In other words, the sample is as important as the methodology tools used in the research.

Following, taking into consideration the purpose of the study, and to check the effectiveness of audio-visual translation on the development of EFL learners proficiency, and how it could affect the writing and speaking skills; the certain sample was chosen from a large population. This sample is composed of twenty-two first-year master students of Didactics of Foreign Languages. The reason behind selecting such group endures behind their higher level of English language accuracy and fluency in both speaking and writing, plus their intention of becoming future English language teachers. Not only students were selected but also ten English language teachers who belong to the University of Abdelhamid Ibn Badis and have huge experience in teaching and using the audio-visual materials as well that could assist the learning process.

### **2.2.2. Procedures**

To give our work more credibility, the process of collecting data was done in an organized, unbiased manner, and through two phases. Accordingly, in the first phase, we distributed a questionnaire to twenty-two master one students of Didactics of Foreign Languages at the University of Abdelhamid Ibn Badis. The participants were asked to tick the right box(es) and provide more explanation whenever necessary. In the second phase, we interviewed ten English language teachers at the same university. We followed the guidelines of the semi-structured interview where the participants were allowed to provide their expertise concerning the use of audio-visual translation materials and activities, which in turn opened up deep discussions regarding the present study.

## **2.3.Data collection instruments**

Research is a process that attempts to gather the data to find a solution to a certain problem, including various steps that allow the use of specific instruments which are called data collection tools. Ordinarily, data collection begins after a research problem has been defined, where the researcher requires many data and this drives him to select different tools that could serve him in doing the desirable study. Biggam (2008) mentioned that: “data collection methods include a variety of techniques: sampling, secondary data, observation, interviews, and questionnaires” (p.101), which means that researchers may use more than one tool in collecting their data.

Accordingly, the mixed methodology includes the use of both; quantitative and qualitative approaches in this research. Van der Merwe (1996) noted that: “quantitative research is a research approach aimed at testing theories, determining facts, demonstrating relationships between variables, and predicting outcomes” (cited in chapter 4 research design and methodology, p. 73). The participants in this approach are selected randomly but in an equal manner. Conversely, the qualitative approach is research that is done in natural settings where the researcher becomes the tool of data collection. This approach is linked directly to the *why* questions, where the data collected, are in the form of words and sentences which can be descriptive or in nominal nature.

It is known that data collection is one of the most important stages of conducting research. It usually starts with determining what kind of data is needed for the study followed by selecting the appropriate sample which floors the way to the use of specific tools to collect the data from the selected sample (Kabir, 2016). Undeniably, data of any research can be combined into two main categories; qualitative and quantitative, which in turn implies the use of the mixed methodology in the present research to achieve the objective of the study at the end. Furthermore, to sustain the integrity of the research, data were collected through a questionnaire that was given to Master One Didactics and Foreign Languages students, and an interview that was directed to teachers from Foreign Languages department of English.

### **2.3.1.Quantitative approach**

Quantitative research is derived from the measurement of quantity or amount, where the process is described or illustrated in the form of quantities. Aliaga & Gunderson (2002) defined it as follows: “Quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics)” (cited in Muijs, 2004, p: 1). As an illustration, for analysing the data using mathematically based methods, the data collected have to be in numerical form. Besides, this approach tends to present the results in the form of tables and graphs as Creswell (2003, p. 18) marks: “quantitative research employs strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that yield statistical data” (cited in Williams, 2007, p. 66). As a result, the quantitative approach is described by being numerical, non-descriptive, and applies statistics and uses numbers. It is also conclusive and investigates what, where and when of decision making. It is also known to be standardized where comparisons can be easily made and measured.

The quantitative approach has several advantages; the first advantage is concluded in the use of statistical data as a tool for saving time. According to Bryman (2001), it focuses on numbers and figures for collecting and analysing data which in turn reduces time and effort while doing the research and describing the results (DANIEL, 2016, p. 94). Following, in this type of research is beneficial for collecting large quantities of data from a larger population that provides rich and varied information about the subject being dealt with. The third advantage is concerned with replicability; the quantitative approach relies on hypothesis testing which means that the researcher only needs to follow the clear guidelines and objectives to conduct the study. Lastly, the quantitative approach was described as the “researcher detachment” research approach by Denscombe (1998). Simply put, when there is no direct contact between the researcher and the participant, the subjectivity of the researcher while collecting or analysing data disappears, which in turn may guarantee respondent anonymity (cited in *ibid*).

However, the researcher detachment can be considered a weakness as well in the quantitative approach. For example, in case of observations, the researcher has to be the observer or the outside looking in where he creates a relationship with the participants, but in case of researcher detachment it will be difficult to observe or get an in-depth study of the phenomena within its natural settings, he won’t understand the participants working with him or appreciate them (cited in DANIEL, 2016, p. 94). Furthermore, the quantitative approach is characterised by being structured and uses predetermined strategies; as a result, it does not motivate the researcher, encourage him to use imagination or use critical and creative thinking, regarding this issue, Daniel notes that (2016): “this, however, shows that the tool is effective for studying what is already known instead of assisting in unravelling the unknown and revamping the known” (p. 95). The last weakness has to do with the sample; a quantitative approach uses a large sample which in turn consumes time while analysing the data and the results.

Consequently, we opted for the quantitative approach because of its numerical nature, and it covers measurements and quantities of something; it also provokes statistics through the use of large-scale survey research, such as the students’ questionnaire that was used on Master One Didactics and Foreign Languages students. This latter saved time for collecting the data; since it is mainly several short-printed questions, attractive in its appearance, arranged and transparent to be answered easily by the participants.

### **2.3.1.1. Students’ questionnaire**

Commonly, a questionnaire is a list of questions related to one topic, Barr, Davis & Johnson defines it as: “A questionnaire is a systematic compilation of questions that are submitted to a sampling of population from which information is desired.” (Cited in Pandey & Pandey, 2015, p. 57). Simply put, a questionnaire is known to be employed by numerous researchers toward gathering data for multiple reasons; it is easy to prepare, it secures the answers of the participants and keep them confidential, the questions are systematic and presented in order from a simple to a complex for the benefit of desirable data that cannot be obtained from other resources such as books, articles or reports.

Usually, a questionnaire consists of a set of questions that could be either open-ended questions or closed-ended questions. Open-ended questions are the ones that demand the respondents to provide more explanation to the answer; as formulate his/her answer. It does not contain a box to tick but instead, it leaves a blank space for the respondent to write the answer (DAWSON, 2002, p. 31). Conversely, closed-ended questions are the most familiar type that researchers use, where the respondent is obliged to tick the answer from a given number of options, it could be yes/no, or agree/disagree options and so on.

In our case, the questionnaire was the first tool to be adopted in the study and considering that it can measure quantitative data it collects statistical information and opinions from people that could be subjective and objective at the same time. However, the validity of information depends on the honesty of the participant himself; respondents sometimes do not take the questionnaire seriously, where they may give insufficient answers, do not give back the questionnaire at all, or do not answer the open-ended questions that demand more explanation.

To attain the objective of the study and to investigate the difficulties that English language learners face when dealing with audio-visual translation (AVT), twenty-two copies of the questionnaire were distributed to first-year master students of Didactics and Foreign Languages. The aim behind choosing this sample was their language proficiency level in English, it also aimed at discovering the influence of audio-visual translation materials and English subtitles at learning and developing their skills either in speaking or writing.

### **2.3.1.2. Advantages and disadvantages of the questionnaire**

The questionnaire method as any other research method has its merits and demerits, even though it is very helpful and used by most researchers. Consequently, this tool is considered to cover a wide area of research; it collects a large amount of information from a large population in a short period. Moreover, the results of the questionnaire are usually quantified quickly and easily by the researcher, scientifically and objectively. It is also organized, simple and familiar which makes easier for respondents to answer, plus acknowledging that all their information will stay confidential.

Concerning the disadvantages of this tool, the participants may provide unreadable or wrong answers. The possibility of providing incomplete answers is also high, especially in the case of open-ended questions. Besides, the respondents can be subjective in answering the questions; they put their interpretation, which results in a lack of collecting data needed. Due to the lack of personal contact between the researcher and the participants; it is impossible to know if they are truthful in given the answers, sometimes they just write whatever comes into their minds, or they just give insufficient answers (Kabir, 2016, p. 211).

### **2.3.1.3. Description of the questionnaire**

As mentioned earlier, twenty-two copies of the questionnaire were distributed to first-year master students of Didactics and Foreign Languages, and twenty-one were retrieved at the end. The questionnaire consists of a mix of close-ended and open-ended questions to collect the data needed. The objective of closed-ended questions is to gain answers simply by

ticking the box(es) that contain yes/no questions, whereas the open-ended questions aimed at obtaining a subjective answer from the participant, through explaining, clarifying and expressing different ideas. To make the questionnaire more comprehensible for the participants, it is divided into four sections; each section contains several questions that are presented systematically.

#### ❖ **Section One: Personal Information**

The prime section's objective is to gather personal information concerning the participants. It includes data about their gender and age.

#### ❖ **Section two: AVT and English language learning**

The second section uses closed-ended questions, and it aims at identifying the correlation between audio-visual translation and English language learning, highlighting the role of English subtitles. The first question is viewed as an entrance to the aid of subtitles in movies. Following, the second question is sat to acknowledge whether the learner is familiar with the English subtitles or not accompanied by another question to understand if the learner finds such subtitles easy. The fourth question, on the other hand, is imposed to acknowledge whether the English subtitles are significant in the learning process. The last question is established to recognize the importance and effectiveness of the subtitles in learning the English language.

#### ❖ **Section three: AVT and English language learners**

The third section is devoted for discovering the effectiveness of audio-visual translation on English language learners' skills, in both writing and speaking, including the main objective of the questionnaire which is the difficulties that EFL learners when dealing with AVT. For this sense, the section was divided into two parts, and it employed a mixture of open-ended and closed-ended questions.

The first part is concerned with the development of writing skill at EFL learners. In addition, the first question targeted participants' opinion on whether AVT helps developing writing skill. Whereas the second question gave three choices for the participant to choose the appropriate method in developing the writing skill, followed by the justification that obliges them to provide more explanation and clarity concerning the choice they made before. The third question investigates the vocabulary enrichment through the use of AVT materials, which can be used later on in writing for better outcomes. Moreover, the fourth question also aims at discovering whether AVT materials improve spelling competency at EFL learners. The following question focused on the role of subtitled material or subtitles in developing writing skill by ticking the box and explaining the process of such development. The last question targeted the difficulties learners face while using subtitles in developing writing skill, and this includes mentioning the difficulties if they exist.

Consequently, the second part focused on investigating the development of speaking skill through the use of AVT materials. The first question targeted learners' perception of whether AVT helps developing speaking skill, as in the first part. The second question

speculates the use of AVT materials that improve pronunciation, followed by a blank space for explaining their choice. The third question focused on investigating the effectiveness of listening to native speakers that could help learners to speak better in front of others, by using the pronunciation, gestures and facial expressions. The fourth question is imposed to discover if learners have difficulties on whether to focus on the native speakers, or the English subtitles instead. The last question also investigates the difficulty in associating the audio with the written form while using AVT materials.

#### ❖ **Section four: AVT in the classroom**

The fourth section investigates the efficiency of audio-visual materials employment in EFL classes. It consists of three questions; closed-ended and open-ended questions. The first question is to investigate whether the use of AVT materials in classes improves the participants' level in the English language. The second question is imposed to discover whether EFL teachers use AVT materials in classes as a part of the learning process and to assist learners. The final question, on the other hand, has a subjective answer, it targets participants' plans of becoming a future language teacher, and its main aim is to discover whether they will use AVT materials for their learners or not including an explanation and a justification for their selection.

#### **2.3.2. Qualitative approach**

Qualitative research is known to be inductive in its core, where the researcher explores the meanings and insights of a given situation. According to Punch (2013): "It is a type of social science research that collects and works with non-numerical data that seeks to interpret meaning from these data that help us to understand social life through the study of targeted populations or places" (cited in Mohajan, 2018, p. 2). In other words, qualitative research is concerned with the quality of a specific phenomenon, it is non-numerical and descriptive, plus its application of reasoning and words. The aim behind is to get the meaning, the feeling of the participant and to describe the situation through the use of words and sentences; it is also less structured because it focuses on words rather than numbers and graphs when interpreting a situation. Dudwick & Gopaldas (2016) note that the qualitative research: "refers to a range of data collection and analysis techniques that use purposive sampling and semi-structured, open-ended interviews" (cited in Mohajan, 2018, p. 1) such the interview we employed in the present study. This approach is pictured as an effective tool that permits the researcher to expand the level of details due to the high involvement in the experience (Creswell, 2009, cited in *ibid*, p. 1). Simply put, it reviews local knowledge and understanding of a given topic, people's experiences meanings and relationships, and social processes and contextual factors that belong to a group of people which are selected to be the sample (*ibid*, p. 2).

Qualitative Research is characterised by its non-statistical or empirical calculations, where the researcher is considered as the instrument for collecting and analysing data. It is often entangled with the fieldwork. As an illustration, the researcher must go to people, address, ask questions, and decide when and where to do the interview and so on (Mohajan, 2018, p. 16). Ely, Hammersley & Atkinson (1993) gave few descriptions to the qualitative research as well; according to them, this approach gives a better opportunity to the researcher

to collect data from the participants directly through one to one interviews. Further, it attempts to gain a better understanding of people's thoughts and attitudes, plus the consideration of their opinions, experiences, and feelings when they are presenting subjective data. Likewise, it is conducted in real-life settings where it focuses on the individual and this condition the researcher to spend a lot of time and be more flexible with the participant who grants the data in a narrative form in the research settings (cited *ibid*, p. 17).

Consequently, like any other research methodology, a qualitative approach has some merits and demerits. Yauch & Steudel (2003) & Creswell (2014) have raised some beneficial points to this approach; it raises more issues, gives detailed information and allows the researcher to explore the participants' views due to the employment of open-ended questions. In addition, it uses a more descriptive and a narrative style instead of statistics which in turn helps to obtain new insights and follow unexpected ideas due to its flexibility. Moreover, interviews employed in this approach are not limited to specific questions and can be adopted or altered by the researcher. Data collected are found to be more compelling and powerful because it is based on human experiences and observations (cited in *ibid*, p. 18-20).

Conversely, one of the limitations of this approach is time; it consumes a huge amount of time to collect data, and it also needs skilled interviewers that have to adjust, be flexible, and collect the needed data without being bias. Non-statistically representative research is also considered as a weakness where data are difficult to assess, demonstrate or maintain. The last limitation has to do with the reliability and validity of the research; qualitative data can be subjective, and this makes it hard to apply conventional standards of reliability and validity in the study (cited in *ibid*, p. 19-20).

As mentioned earlier, the qualitative approach uses the researcher as the data collection instrument, where he becomes more biased in the subject matter. Besides, the data collected are in the form of words, even though it is rich in data but also time-consuming. Furthermore, the participants have also a subjective perception concerning the issue being dealt with in this approach, because it captures their feelings and emotions. Consequently, an interview was used in this approach for English language teachers at the Foreign Languages department of English, where more explanation to clarify questions was used when needed to adopt and avoid vagueness.

### **2.3.2.1. Teachers' interview**

The interview was the second instrument used in this study, and it consists of collecting data by asking questions and getting answers from the participants, either by listening to individuals and taking notes or by recording. As an illustration, the interview involves an interaction between the researcher and the participant, as KOTHARI (2004) defines it: "The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses" (p. 97). So in here, the interviewer and the interviewee are at the same level, communicating and exchanging ideas, and have a mutual flow of ideas but with a condition of respect to each other and collaborate.

One of the main reasons that the interview was utilised that it gives access to data gathering in a direct way, due to the face contact between the interviewer and the interviewee, where the information can be obtained in the written or the oral form. Considering that interviewing is a process of social interaction, detailed questions can be asked to provide rich data as well. However, along with all its benefits, the interviews are known to be quite challenging and time-consuming which in turn requires much effort, even though they are rewarding as a form of measurement, they demand the researcher to have a personal sensitivity and adaptability as well as the ability to stay within the bounds of the designed protocol (Kabir, 2016, p. 215). As for the researcher, he has to be motivated and able to communicate otherwise the respondent may not take this work seriously which results in an interview failure and lack of information.

The interview as a research instrument has many types, but three significant types that are widely common and used; unstructured, semi-structured and structured interviews (DAWSON, 2002, p. 27).

- ❖ **Unstructured interviews:** are used when the researcher has gained enough understanding over his topic, and it usually contains open-ended questions where the respondents express themselves in their way which leads to the development of discussions, that is why it is better to record for the analysis later on.
- ❖ **Semi-structured interviews:** include several planned questions, but the interviewer has more freedom to modify the wording and order of questions. This type is probably the most common one used in qualitative research where it contains open-ended questions as well that pave the way for discussions. However, it is hard to take notes while conducting such an interview, but it still can provide reliable qualitative data, which is why it is better to record in order not to miss the important points.
- ❖ **The structured interviews:** have a list of questions that are organized and determined before questioning. The interviewer is not allowed to make any changes, in return, there is little flexibility in the way questions are asked or answered (Fontana and Frey as cited in AKBAYRAK, 2000, p.1).

In addition, to gather more data along with the students' questionnaires, a semi-structured interview was conducted for English language teachers at the Foreign Languages department of English. As mentioned earlier, semi-structured interview permit researchers to go deeper into experiences and individuals' perceptions, although it consumes time while doing the analysis; it is easy to be done by many participants and allows elaboration, where the researcher is less bias and more flexible. Moreover, the researcher uses this type of interviews to know particular information which he will compare it with other information gained in other interviews. Consequently, this was applied in our current study, where the interview aimed at discovering the most effective ways to exercise audio-visual translation efficiently in EFL classrooms for the sake of improving teaching and learning English.

### **2.3.2.2. Strengths and Weaknesses of the interview**

Probably, the greatest advantage of the interview is that it is reliable and gathers data directly due to the face to face contact between the interviewer and the interviewee. The participant can provide a lot of extra information and more explanation. According to Kabir's (2016, p. 221) explanation about interviewing: "Researchers can tailor the questions they ask to the respondent in order to get rich, full stories and the information they need for their project". In other words, researchers have the right to illustrate more and make the questions clear when they need more examples or explanations which leads to deep and intense discussions.

However, it can be difficult planning an interview, such as finding the perfect time and place that suits them; because they may cancel or change the meeting time. Another weakness that could exist is the lack of information about the topic for the participants because not all participants are knowledgeable about the study being done, which means there may be a lack in the process of data collecting. Moreover, it is a time-consuming process that demands a huge effort and energy; the researcher has to be patient and tolerant with any situation that might occur.

### **2.3.2.3. Description of the interview**

The interview is the second tool used in this research for collecting data. It aims to obtain qualitative data from the participants through a set of open-ended questions. These questions were directed to English language teachers at the Foreign Languages department of English due to their huge experience in teaching. Additionally, the interview is semi-structured, where the individuals were more flexible and allowed to provide more explanations and give examples from their experiences. The researcher is flexible as well; he is permitted to change the wording of the questions and to ask for clarification when needed. As a result, the interview is composed of ten questions that are relevant to the present study.

The first question is an attempt to acknowledge whether teachers utilise AVT materials in their classroom as a part of the learning process or not. Regarding the form of the question, teachers are asked to respond by yes or no; however, most of them provided an explanation for their answer and more clarification concerning the use of AVT in teaching generally. The intention of this question is directed on making teachers recall their experiences and assemble knowledge and concerning AVT to be prepared for the coming questions for more valuable data.

The second question, however, is linked to the first one, it aims to discover to what extent AVT materials affected the proficiency level of the students in the classroom. Teachers, who have answered the first question with yes, have explained the effectiveness of such materials on the students' level and the learning process. On the other hand, the ones who have provided no as an answer obliged the researcher to change the form of the question and to adopt discovering the teachers' opinions on the impact of AVT materials on the students' level of proficiency.

The third question points at discovering whether teachers have ever encouraged their students to use AVT materials outside the classroom, such as subtitled movies, native speaker's videos, or songs with lyrics. In addition, the participants who provided yes as an answer were bound to state the reason behind such encouragement, through explaining and providing multiple examples on the effectiveness of such materials. And teachers who gave no as an answer clarified the reason by declaring the why.

In the fourth question, teachers were asked to provide several activities and materials that should be adopted to improve learners' level through the application of AVT. The aim behind this question is to discover whether teachers have used such materials and activities, and to what extent was beneficial and affected the learning process. Most teachers have given us multiple activities that could be utilised through AVT approach for learning improvement, plus some useful recommendations concerning the application of AVT materials in the classroom.

The fifth question intention is to discover which type of subtitles is beneficial for the learning process. Teachers are provided with two types of subtitles (intralingual and interlingual) and asked to select the best type to be used in the classroom. Most of them clarify their choice by explaining the effectiveness of each type and providing solid arguments that are based on their personal experience, especially teachers who are specialised in the translation field and can discriminate the diversity between intralingual and interlingual subtitles.

After clarifying the difference between the two types and explaining the one which is most fitting to be used in the classroom emerges the sixth question. This latter aims at investigating the kind of subtitles that beginners should work with at the early stages of learning English as an aid for better outcomes and the subtitles that advanced learners should employ that is applicable for their high-level in English. Each teacher had a different point of view concerning the employment of subtitles, whether with beginners or with advanced ones, and they supported their arguments with rich examples by answering the why behind each selection.

The seventh question objective is to discover why AVT is not used in classrooms. This question reveals teachers' experiences by mentioning the difficulties they face while using such materials as subtitles, the different conditions that made them strive to achieve the main objective, whether it was from students, ineffective materials or the topic selected. Their answers reflect the effectiveness of AVT on learners and reveal the outcomes they have received, by explaining to what extent it was successful despite the struggles they have encounter.

The other question aims at providing suggestions to make both learners and teachers aware of AVT importance. Additionally, teachers are allowed to clarify the impact of subtitles on English language learners by explaining their characteristics and usefulness and providing multiple ways to make it relevant, efficient and widely used by other teachers. Moreover, they have to state the cause behind the unemployment of AVT depending on their personal opinions or perceptions.

The ninth question is considered as the core point of this interview; it investigates the most effective ways to exercise audio-visual translation efficiently in EFL classrooms to improve the process of teaching and learning English. As a result, teachers are requested to provide ideas, examples and express their opinions and views for the benefit of utilising AVT effectively in EFL classes which will ultimately affect the teaching and learning process positively.

The last question is the closure; it aims to provide any recommendations, guidance, notes that could help others while applying AVT for better results. Teachers are requested to provide clarification while working with AVT based on their background knowledge, including failure and success to help other teachers to avoid spots of deficiency and exercise it effectively. Moreover, most teachers have provided us with a review that combines all that has been said during the interview participation.

## **2.4. Conclusion**

The present chapter shed the light on the practical side of the current research, and to obtain the foremost objective of the study; a descriptive methodology is utilised to illustrate and explain the significant actions carried out and to achieve authenticity and reliability. The methodology followed described the sample and the procedures along with the mixed methodology that enabled the employment of two the approaches; quantitative and qualitative alongside their tools; the questionnaire and the interview to gather diverse data concerning AVT and English language learning. Additionally, the next chapter will provide an analysis of the data collected with recommendations.

# **Chapter Three**

## **Data Analysis and Recommendations**

### **3. Introduction**

In the first step of the research, we provided a theoretical background concerning the audio-visual translation and its relation to English language learning; however, the second step was concerned with the practical part of the research that included a description of the tools distributed to collect the data needed that will be analysed in the present chapter in order to answer the research questions and prove the suggested hypothesis. Following, the present chapter provides an analysis and discussion of the two research instruments utilised in the study that will be described and presented in graphs, statistics or charts according to each research approach. Furthermore, the chapter ends with some recommendations that could be efficient in terms of the impact of the audio-visual translation in English language learning and teaching, or for further research on the intended topic.

#### **3.1.Data analysis process**

After collecting the necessary data from the participants through the employment of two instruments, comes the analysis of the obtained data. The first instrument utilized is the students' questionnaire of master one of Didactics of Foreign Languages, and the second instrument is the teachers' interviews. At this phase of the research, we offer analysis and discussions of the collected data from both tools. Moreover, it should be mentioned that only the most essential and relevant questions will be analysed in the present chapter, and this aims at answering the main research questions and validating or invalidating the suggested hypotheses. Besides, we will refer to some difficulties and limitations that faced us during the research process.

##### **3.1.1.Analysis of students' questionnaire**

The questionnaire was addressed to a specific sample in a large population; the copies were distributed to the students of master one of didactics of foreign languages in the English department to obtain the necessary data, and it targeted the difficulties that English language learners face when dealing with audio-visual translation (AVT). Additionally, most of the inquiries had a direct relation to the research question which is concluded in the difficulties while other inquiries focused on the impact of English subtitles in developing the English language skills, namely the writing and speaking skills to have additional information. Furthermore, the questionnaire was distributed in class to ensure that respondents would answer and give it back as planned. However, some of the limitations we faced were that some questions remained unanswered by the participants, and this might affect the results.

##### **➤ English subtitles**

The first question to be analysed in here is the second question from section two from the questionnaire (see appendix 1). It aims to discover to what extent EFL learners are familiar with English subtitles. The following graph illustrates their answers.

### **Graph 3.1: English Subtitles Familiarity**

From the results, we can presume that the majority of the students (75%) are familiar with the English language subtitles. This, in turn, reveals that most of them utilize these subtitles whether for formal objectives such as improving their language skills, enriching their vocabulary, improving their pronunciation, or informal settings as for pleasure.

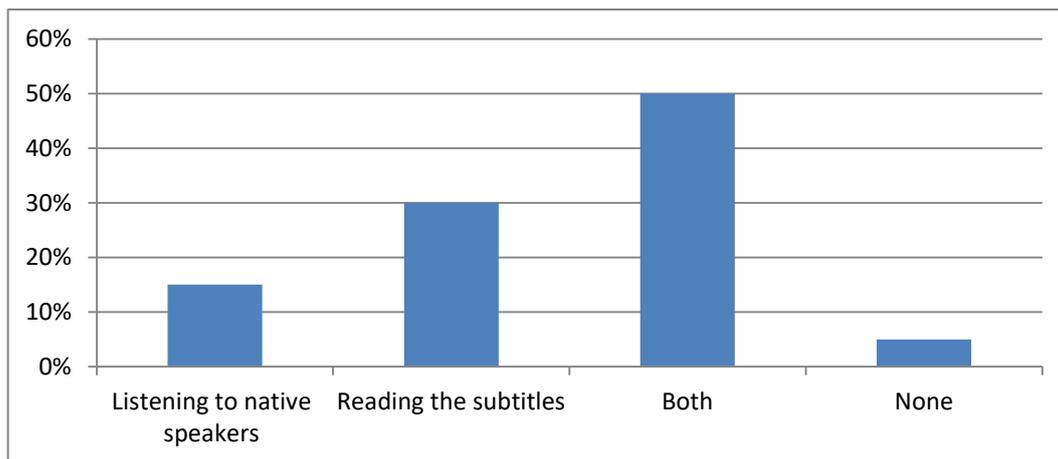
The second question is the fourth question from section two. This question investigates whether the English subtitles had a role in their English language learning or not. The following graph demonstrates the learners' answers.

### **Graph 3.2: Subtitles Role in English Language Learning**

As it is presented in the graph; we notice that 60% of the students (plus 30%) believe that the subtitled materials have a role to play in learning English; however, 10% of the students do not consider such claim. Additionally, these results are based on the students' experiences in using the subtitled materials, whether it helped them or not, which in turn support their interpretations.

#### **➤ Writing skill development**

The first question is taken from section three. It intends to detect which one of the three given choices is the most suitable one to develop writing skill, plus a small justification to support their option. The answers are illustrated as follows.



**Graph 3.3: Development of Writing Skill**

In this graph, we can notice that the results are diverse; 15% of the participants picked up listening to native speakers as a way to develop writing by saying: *“I usually listen to presentations of native speakers in order to develop my speaking and writing skills”*. While 30% preferred reading the subtitles to develop writing skills and justified that by:

*“Because reading in general do help the learners to enlarge their vocabulary and so does reading subtitles (in a sense that you learn new words every time you watch and therefore you will end up using them in writing”*.

*“Reading the subtitles helps more to keep in mind how words are written and gives more vocabulary and sentences”*.

*“When you read you can write, but when you listen you cannot get the exact words sometimes”*.

*“Reading leads to effective writing”*.

*“Seeing how a word is written will be memorized in our minds, by seeing it many times”*.

However, the majority (50%) preferred the use of both techniques; listening to the native speakers and reading the subtitles as well by justifying:

*“When we watch movies, some words are not understandable, so here we need subtitles to make it clear for us as learners, where sometimes we need to hear those words of native speakers, so we can use them there”*.

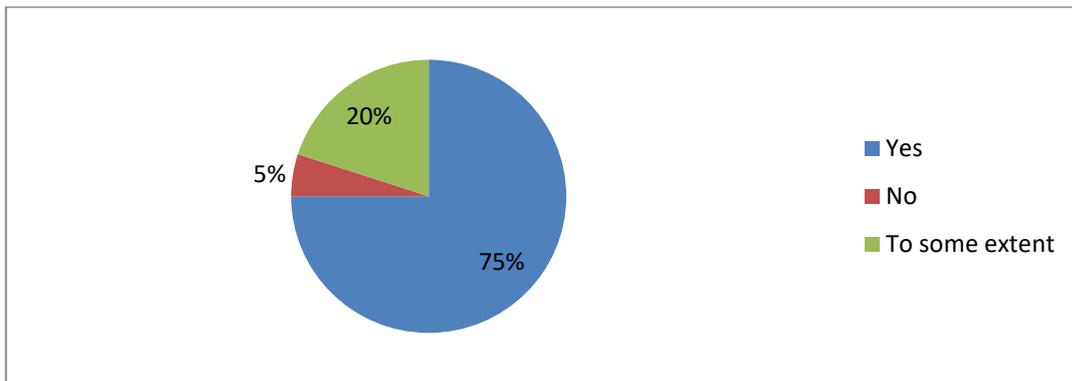
*“When you listen to native speakers and at the same time you are reading the subtitles; it is efficient for some students and help them develop the writing skill”*.

*“When I hear a native speaker speaks, I would learn new words and remember them because the subtitles are not enough to remember, on the other hand, subtitles help me know how to write the word”*.

On the other hand, 5% of the participants did not pick one of the choices, but preferably used the term “None”, and justified their option as follows:

*“In my opinion, none of the choices above are beneficial because reading the subtitles or listening to native speakers does not help to develop writing skill”.*

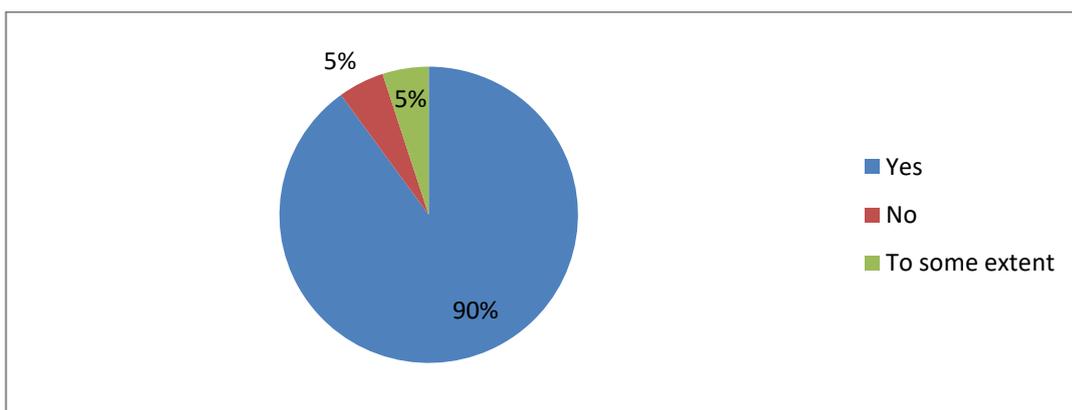
The second question is a part of section three. This latter investigates the enrichment of vocabulary through the use of AVT materials which in turn could be used in writing as an attempt to develop it better. The following graph illustrates the participants’ answers.



**Graph 3.4: Vocabulary Enrichment**

Looking at graph 4, it is apparent that 75% of the participants believe that AVT materials help enriching vocabulary which in turn can be used in writing skill; however, 5% of the participants did not find it very efficient and useful, and this, in turn, is based on their personal experience with the English subtitles and the AVT materials.

The next question is taken from section three, and it investigates spelling competency improvement through the use of AVT materials. Participants’ answers are as follows in the graph.

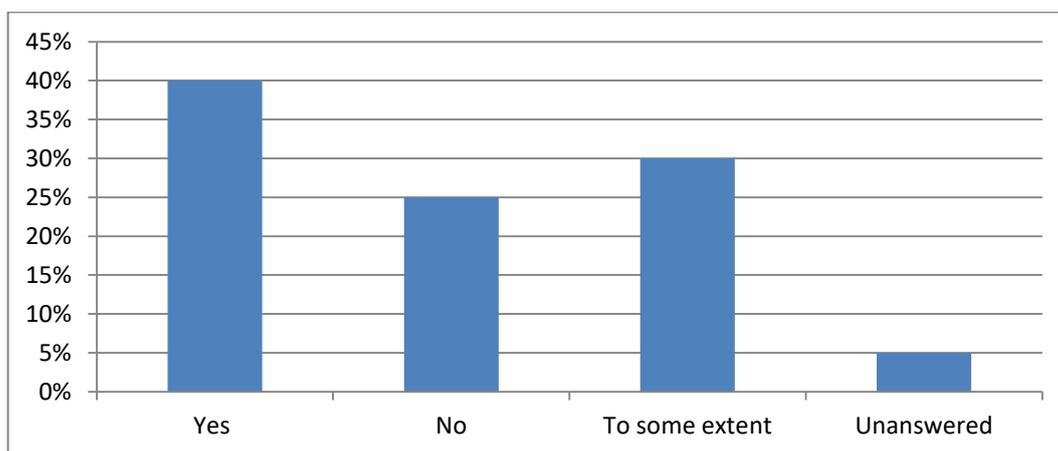


**Graph 3.5: Spelling Competency**

From the graph above we can see that the majority of the participants (90%) support the claim that indicates the improvement of spelling competency through the application of AVT materials, while 5% of the participants do not support such claim. What stands out in this

graph is that AVT materials did help most of the students to develop their spelling competency.

The fourth question and the last one has to do with discovering to what extent has the English language subtitles particularly helped in the development of the writing skill. In case of the answer is yes, a small justification must be added to their responses, it should be noted that some questions remained unanswered. The following figure demonstrates the results.



**Graph 3.6: Subtitles as an Aid to Develop Writing**

It can be seen from the data in graph 6 that 40% of the informants agree on the fact that subtitled materials help developing writing by stating:

*“If you are watching a movie in English and the subtitles are in English, you will develop your writing skill (in a sense that you will listen and see how the words are written at the same time)”.*

*“Yes, by knowing the right spelling of words, correcting grammar mistakes, learn synonyms, verbs....etc.”*

However, 25% of the participants did not agree on this notion by arguing:

*“The subtitles of movies are written in informal English; in return, they cannot develop my formal English”.*

*“Subtitles, when we read some words and get the idea, and understand it, we cannot actually use all of them, some words are less formal and polite like -a bit- we cannot use it in classroom”.*

The other participants (30%) chose “to some extent” as an answer, which in turn support the idea of developing writing through subtitled materials, their answers are as follows:

*“You learn the appropriate structure to follow and the correct vocabulary”.*

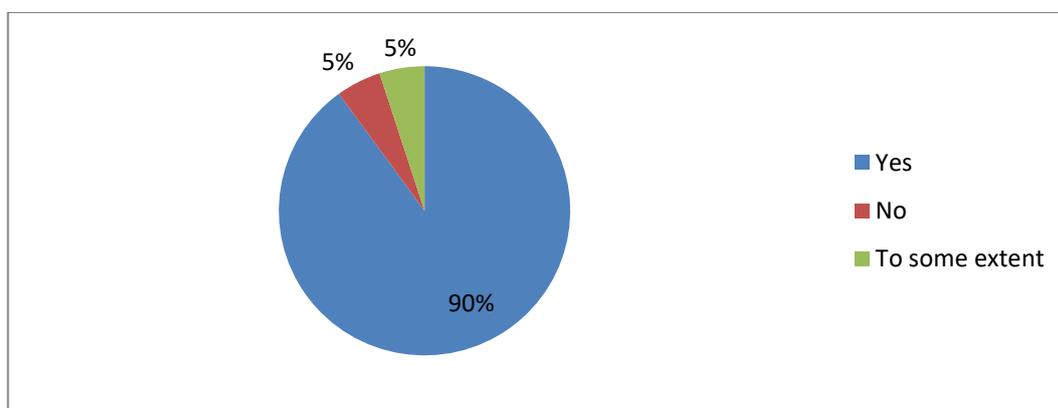
*“Sometimes it helps but sometimes no, because in writing we use a formal language but in movies there are different accents and slangs”.*

*“Learning new words and searching for the meaning so it can be used in the context of my writing”.*

*“For example if you were watching a documentary film and focused on the subtitles, and next day faced that topic again, it will be easy for you to write what did you hear and read”.*

### ➤ **Speaking skill development**

For this division, we have taken two questions from section three, part two (see appendix 1); which investigates the effectiveness of AVT in developing speaking skill. The first question intends to investigate to what extent AVT materials helps developing speaking ability. The results are shown in the following graph.



**Graph 3.7: Speaking Skill Development**

The pie chart above shows that 90% of the participants believe that AVT helps developing speaking skill; apparently, using AVT materials while learning did enhance their speaking ability or at least participated in its development and this due to their learning experiences. However, 5% did not agree with the notion of developing speaking through AVT, which is their personal opinion and may be based on prior understanding.

The second question attempts at discovering the effectiveness of AVT materials in improving learners' pronunciation followed by explaining how if the answer was yes. The following table presents the results taken from the participants.

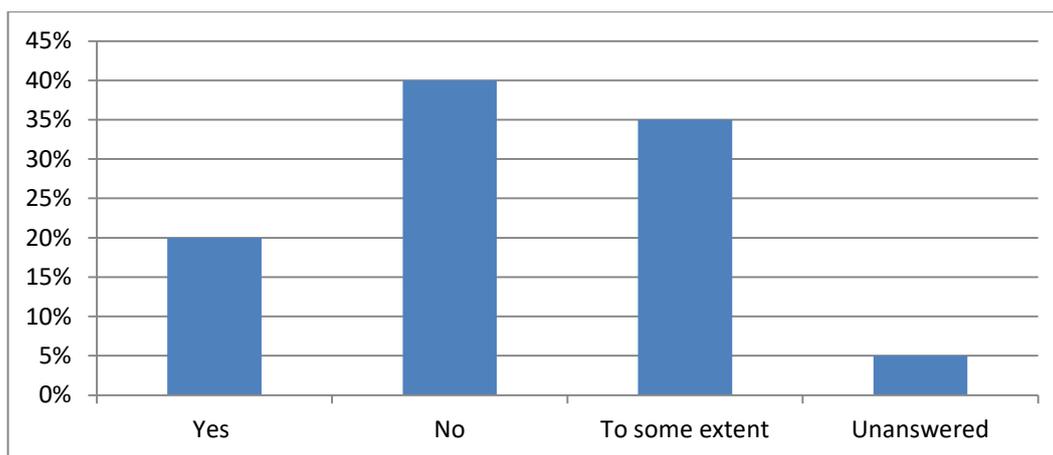
Choices	Yes	No	To some extent
Respondents	18	0	2
Percentage	90%	0%	10%

**Table 3.1: Improving Pronunciation through AVT**

As can be seen from the table above, the majority of the students (90%), if not all, believe that pronunciation can be improved through AVT, this belief is based on their past experiences while using AVT in learning English it did improve their pronunciation as it did enhance their speaking skill as mentioned in the first question.

### ➤ Difficulties learners' face

In this section, we have taken three questions that have a strong relationship with the difficulties that learners face when dealing with AVT materials, which are considered as the central core of the questionnaire. The first question is taken from section three, part one. This latter investigates the struggles that learners' face when using English subtitles in developing writing skill, and this is followed by mentioning such difficulties; however, it is crucial to notice that some of the participants did not answer this question or remark the obstacles, and this may affect our results. The following figure demonstrates their answers.



**Graph 3.8: Difficulties in Developing Writing**

It is apparent from this graph that very few face difficulties while using subtitles in developing their writing skill, and did mention some obstacles as follows:

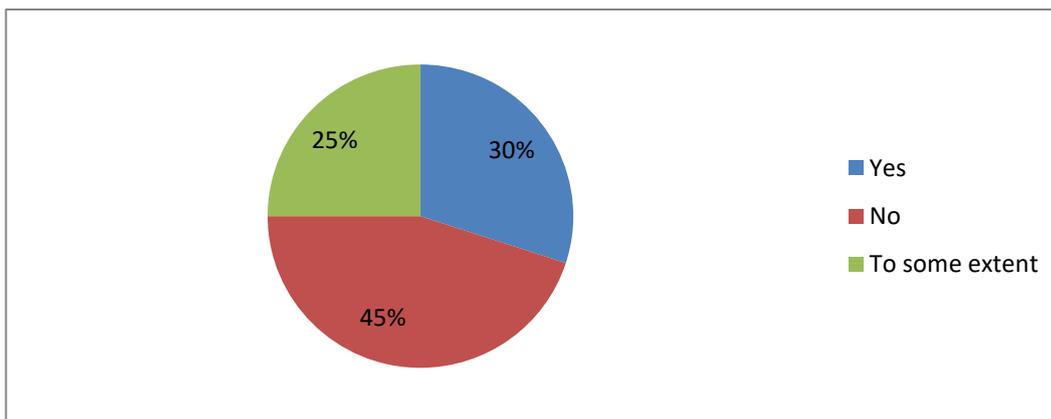
*“Sometimes the subtitles go fast, and sometimes they come late, after the spoken sentence”.*

*“Do not know how to spell a word, and words that are pronounced the same way like: buy and bye”.*

*“The use of dialect related words and not formal or academic, and grammar and spelling mistakes”.*

While 40% of the participant did not face any difficulties while using subtitles to develop writing; as a result, they mentioned none. However, 5% preferred not to answer or provide a few challenges.

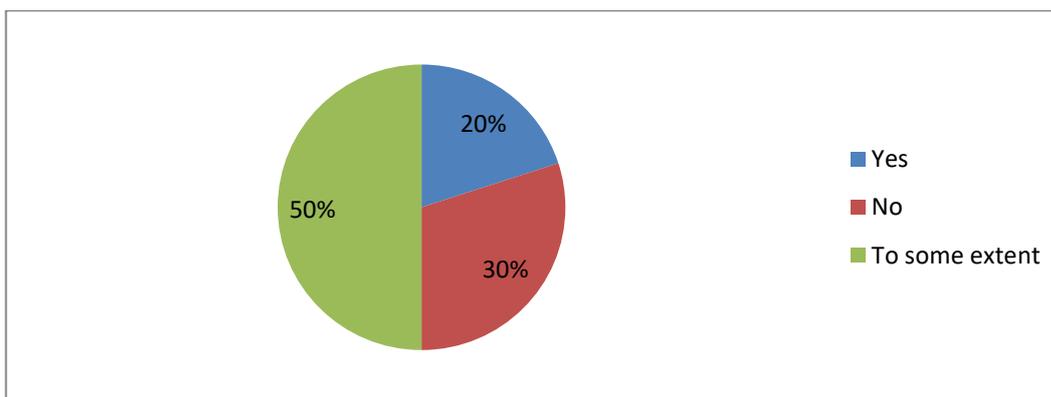
The second question is taken from section three, part two. Its aim is to discover if learners face difficulties whether to focus on the audio; what is said, or on reading the English subtitles. The answers are presented in the following graph.



**Graph 3.9: Difficulties in Focusing on the Audio or English Subtitles**

From the pie chart, it can be seen that 45% of the participant has no difficulty whether to focus on listening to the speech or reading the English subtitles. However, it is apparent that 30% do face such a challenge and have experienced it before and probably found it hard and confusing to focus on both (listening and reading).

The third question is also taken from section three, part two. This latter investigates whether learners face difficulties in correlating the speech sound; audio, with the written form; English subtitles. The results are as follows in the graph.



**Graph 3.10: Difficulties in Correlating the Audio with the Written Form**

From the data in graph 9, it is apparent that 30% of the participants have no difficulty in correlating what is heard (speech) with what is seen (English subtitles), as a result, these students can benefit from the AVT materials better than others, because they are used to it, and it is familiar to them, so they will not face much difficulty. However, 20% of the participants do face such complexity; as a result, it may be hard for them to learn through using such materials and enhance their skills, at least at first.

### **3.1.1.1. Discussion of the results**

The results of this study indicate that most of the participants have familiarity with the English subtitles, and it did assist them through their learning process simply because they favour it and find quite useful, easy and fun. Besides, the most recognizable finding to emerge

from the analysis is that it developed their speaking and writing skills, including pronunciation, spelling competency and vocabulary enrichment. Moreover, most of EFL learners did not encounter any difficulties in their learning process using English subtitles only a few had some issues due to their lack of familiarity of the English subtitles or due to their learning styles. These results further support the idea of the effectiveness of using English subtitles in the English language learning process.

### **3.1.2. Analysis of the teachers' interview**

In addition to the students' questionnaire data, we also adopted for an interview that targeted English language teachers as an attempt to discover the most effective ways to exercise audio-visual translation efficiently in EFL classrooms for the sake of improving teaching and learning English (see appendix 2). Consequently, we will analyse the only essential questions that have a direct link to the main research question that focuses on improving English language learning through the use of AVT in classrooms.

**Question three: Have you ever encouraged your students to use such materials outside the classroom? And why?**

The majority of teachers stated that they encourage their students to use AVT materials outside the classroom as an attempt to develop their language skills, and only a few neglected this attempt of encouragement. Some of them stated and provided solid arguments to their answers, while others simply answered by yes or no. In addition, teachers marked that students have to surround themselves with English in order to learn it, using different materials as they stated: *"they need any possible way to use such materials to help them in their own learning"*, *"I always encourage them to use subtitled YouTube videos about a particular grammatical point or movies that have a particular historical event"*. Another teacher provided some satisfying examples on practising AVT outside the classroom by stating: *"in order to develop their pronunciation and practice diphthongs, sounds and vocals; I advised them to play on some music with lyrics and repeat it after in front of the mirror or practice it with a friend"*. However, some teachers did not agree with the idea of using AVT in teaching and learning English, especially when using the interlingual translation: *"I never encouraged my students to rely on translation in learning because it distracts their attention, I prefer my students to focus on one language to ameliorate their level in English and avoid translation because they will be limited"*.

**Question four: What kind of activities and materials that should be used to improve learners through AVT?**

Most teachers gave rich examples concerning the materials and the diverse activities used to improve learners through AVT. And their answers were as follows:

*"There is the fill in the gap activity where we could use video playing conversation, where the students listen, and then we give them the transcribed conversation but with gaps, and the students have to fill the gaps according to they have listened to before"*.

*“In oral classes I gave my students a song, they were listening and filling the gaps at the same time, they liked the song and we also discussed the theme of the song, so they learned and enjoyed as well”.*

*“There is another activity that includes three phases; the first phase is to give a mute video without subtitles and arrange the learners into two groups, one is watching and the other is just sitting at the back, and after playing the video and repeating it multiple times comes the second phase where the students gather and try to explain to others what they have seen and guess together what is it about. In the third phase I play on the sound so they will connect the mimes with the sound and try to guess what he said and what did he mean by that (vocabulary). Showing the subtitles is the last phase where they check what they have understood with what is played on or said verbally, and then take turns in explaining to each other, and it will be very beneficial if we do it very often”.*

However, using such materials and activities depends hugely on the module, the topic, the objective you want to achieve at the end and the students you have, because there are different types of students with different learning styles and strategies.

**Question five: There are two types of subtitles (interlingual and intralingual), which one you see it more effective to be used in classrooms?**

The majority of teachers believed that the intralingual subtitles are more beneficial to be used in classrooms by providing solid arguments to justify their answers as follows:

*“Intralingual subtitles are more effective because they will learn new words; when he listens to the word and watch it at the same time, he will keep it, understand it, and use it”.*

*“Intralingual subtitles are more effective because it puts the students into the context and help him understand, while interlingual one sucks his attention”.*

*“It is better to use intralingual subtitles because there is no point of interlingual subtitles (when the video is in English and the subtitles are in Arabic), it is as if you are reading in English and thinking in Arabic”.*

*“I prefer intralingual subtitles in a sense that they will listen to the native speaker and they will learn as well the spelling of the word, how it is written”.*

*“It depends on the group you are teaching, if you have beginners; both versions will be needed and you gradually move from interlingual (the video in English and the subtitles in Arabic) to intralingual (the video and the subtitles both in English). And if you have an advanced group, you will ask them to write the subtitles instead because the more advanced learners you have, the more advanced activities will be built in order not to discourage them”.*

**Question six: What kind of subtitles should beginners use, as well as the advanced ones? And why?**

For this question, teachers' responses were different; some suggested that we should start directly with intralingual subtitles and use it for both beginners and advanced, and their answers were as follows:

*"I do not agree that we should use interlingual subtitles for beginners, what I suggest that any learner of English should study English with English. As an illustration, I gave my students a piece of song (fast one, hard rock) and I asked to listen, but they did not understand, the I gave provided the lyrics and I asked to listen again; when they listen and read, they can see the words and differentiate them. So the problem is not in understanding the language but in listening to the language itself; we need to listen so that we can speak, and we need to read so that we can write".*

*"Directly start with the English subtitles. We have to put them in the English context from the very beginning, because if they get the habit of Arabic subtitling, it will be very difficult later to stop it and to move to something else. And if the learner had a difficulty, you will resort to Arabic, but not frequently just every now and then to explain certain things".*

*"Beginners should use intralingual subtitles, because using the interlingual subtitles is a complex process when you translate from one language to another. When we use the intralingual subtitling, they will subconsciously acquire the language rather than having this complex process which will not be of great help".*

However, others suggested that we should start with the interlingual for beginners and then move on slowly to intralingual subtitles:

*"As a beginner the interlingual subtitles are accepted this is what we call the first step. In the second step at the university level it is preferable to use intralingual subtitles as a support, and then in the third step we remove the subtitles. Why? Because beginners do not know a lot of things, but as specialised in English the intralingual help them improve their language better".*

### **Question seven: What is the reason that it is not used in classrooms?**

Most teachers have provided multiple ideas and gave similar reasons such as the lack of materials, time, students' number and lack of motivation for teachers. These are some of their answers:

*"It depends from one teacher to another; it could be the lack of authentic materials or time, because it takes a lot of time when we use it".*

*"It is a question of material and mastery of ICT tools. Also you need a lot of time to prepare something like this, to prepare something according to your needs and your students' level and your teaching objectives, you need to modify films to know how to trim sequences of films, to make sounds and so on. So it takes great deal of time from the teacher, and not all teachers are ready to supply or take long time in these preparations".*

*“Simply because if you read about the recent teaching approaches; in grammar translation method it was encouraged to use translation, but through time and the recent approaches do not encourage using translation because it distracts the learner, it is not helpful and make him limited in his learning process”.*

*“We do not use it because of time, lack of motivation for teachers, because we need to finish the syllables. Also it depends on the subject we teach, the module and of course the number of students we have”.*

**Question eight: How can we make teachers and learners more aware of its importance?**

Teachers have suggested some helpful ideas and opinions about raising awareness in teachers and learners about AVT importance. Some of their answers are as follows:

*“It is about raising awareness, it is about teaching how to, it is about the methodological way of dealing with things”.*

*“We can advise them and encourage them to do it. We can also organize sessions in which we can discuss such things and exchange our experiences and advise each other to use such materials”.*

*“We can make a research on it because research is meant to raise awareness to students and teachers as well”.*

*“We can talk about first, define it, maybe inviting them to do this at home, watch TV and use English subtitles films”.*

*“I think teachers are aware of it, but they need materials to use it. However, some teachers even when they do have the materials they do not use it because they want facility, easiness in teaching”.*

*“Our teachers are not encouraged to use such materials, because they do not have the materials and have to bring their own materials which take time and money in the process”.*

**Question nine: How can you use AVT more effectively in EFL classes?**

This question is considered the core point of the interview due to its high objective in investigating the most effective ways to exercise AVT efficiently in EFL classrooms to improve the process of teaching and learning English. Consequently, teachers have provided suggestions to utilise AVT more effectively, such as planning and preparing. Their responses are below:

*“If we want to make it more effective we need to know its function first, why we use it. It also depends on the level of the students. For example, we can provide students with educational podcasts on YouTube about the lecture we had today, because they may not grasp much in class but at home when they are at ease, they can pause the lecture, reply, add*

*automatic subtitles. This way, there is no interruption, no pressure, and we may develop some kind of their level”.*

*“By preparing it, using it appropriately according to the theme that you are teaching, the objective, why do I need to use AVT, the purpose, what do I want from it and want to achieve by the end of these sessions, what do I teach them, oral conversation or phonetics”.*

*“We have to plan, for each material we should have pre-determined objective; why am I using that material, and I have to evaluate to see if the objective was achieved or not and to know the effectiveness of the material I used in class”.*

*“Preparing the students and preparing good activities that well thought. The topic also should be well prepared, the aim behind, the objective, pre-listening, post-listening and while-listening activities should be well prepared”.*

*“Every teacher is different, so I have to choose the material that fits me and fits my learners. Think about the possibility of having such activities inside the classroom, and of course depending on the topic, on learners and teachers because there is no recipe for whole, so you have to personalize”.*

### **3.1.2.1. Discussion of the results**

After analyzing the data collected from the teachers’ interview, we can conclude that most of them encourage the use of AVT inside and outside the classroom due to its effectiveness in improving their English language level. Additionally, EFL learners need to be in an English environment to acquire, learn and develop language skills. And for that to happen, there has to be particular materials and activities that should be utilized and have high efficacy on improving EFL learners, for example, English subtitled videos, songs and movies, and filling the gaps activities according to what they have listened.

Apart from this, teachers seem to prefer the intralingual translation employment in classrooms whether it was with beginners or advanced learners simply because it puts the student into the context and helps him understand better because he is listening and seeing the word at the same time where he will acquire the pronunciation, spelling of the word and learn new vocabulary. Moreover, the intralingual subtitles have a higher value when it is used for the beginners because we have to put the learners in the English context from the start to avoid the complex processes that accompany the translation from one language to another. However, in the case of advanced learners, the intralingual subtitles can be used only as a support and through time, it should be removed to master the language better.

It should be noted that AVT is not used by a lot of teachers due to specific reasons such as the lack of materials. All teachers have agreed that the lack of authentic materials is considered a serious problem in the Algerian universities, which in turn drives the teacher to struggle to employ AVT in his class which makes him demotivated. Time is also a reason; using AVT occupies a huge amount of time due to planning of the lecture and the preparations that take time inside the classroom. Moreover, using AVT in class depends

hugely on the module being taught, because not all modules need the employment of AVT in EFL classes.

Most importantly, as an attempt to use AVT more effectively in EFL classes, we must raise some awareness first about its importance by encouraging the teachers and the learners, organizing sessions to exchange ideas and experiences concerning the application of AVT. Consequently, and to provide the most effective ways to exercise AVT efficiently in EFL classrooms to improve the process of teaching and learning English; teachers have suggested some ideas and opinions such as planning the for the material first, knowing what is the objective and the purpose that should be achieved at the end. Besides, planning for the topic and the activities should be of great importance for better outcomes.

### **3.2.General discussion**

Our work, according to the analysis of the questionnaire and the interview, has led us to approach some interesting findings that are listed as follows:

Primarily, according to our participants, the application of AVT in EFL classrooms does have effectiveness in developing learners' speaking and writing skills. As an illustration, utilizing AVT for developing learners' speaking skill; pronunciation can be enhanced due to the exposure of native speakers in AVT materials that are rich not just with how the word is pronounced but also the facial expressions that are applied which in turn assist them in the future for public speaking or presentations. As for the writing skill development, it is apparent that it enhances their spelling competency through the English subtitles that are used in AVT materials; as a result, learners can see how the word is written, memorize it and apply it in their writing tasks. Moreover, such materials enrich vocabulary that can be utilized in both skills. However, learners sometimes face difficulties dealing with these materials, but still, it does not negatively affect their learning process as long as they get used to it and discover its efficiency.

Secondly, in order to make AVT more efficient for developing the targeted skills, there has to be certain preparations, materials and tasks to achieve and create a better learning environment despite the lack of materials that teachers suffer from to teach effectively. According to teachers, in order to develop writing and speaking skills, one must plan for the lesson first; determine the objective or the purpose that has to be reached at the end of the lesson and selecting the right theme. Furthermore, for developing and enhancing the intended skills, the teacher has to make the learner surrounded with English, that is why they preferred the use of the intralingual subtitles (translation to the same language) from the beginning to make EFL learners familiar with it and to avoid the complex process that comes with translating from one language to another; however, learners may find it difficult to understand sometimes, accordingly, some clarification is needed but not often, just from time to time.

### **3.3.Recommendations**

It is apparent from the analysis that AVT materials are efficient to be utilized in EFL classrooms, and surely it enhances and develops learners' language skills and enriches their vocabulary provided that it is used in the right way; as a result, some recommendations are

suggested as an attempt to enhance the use of AVT in teaching English language and to improve the learning process.

First, in order to give the right input through AVT materials, the teacher must plan for it, picking the right topic, choosing the right material and test before bringing it to the classroom, and make sure that is suitable for him and his learners plus selecting the appropriate tasks that ensure their understanding. However, the teacher has to be flexible; he should not use it excessively or rarely, but in a balanced way, because students love the use of technology and enjoy it.

Second, as an attempt to develop the language skills, it is advised to use the English subtitles (intralingual subtitles) from the beginning for EFL learners as a way to put them in an English environment or context to acquire the English language subconsciously, and to avoid the complex processes that accompany the translation from one language to another, which in turn distracts the learners' attention; moreover, the recent approaches do not encourage teaching using translation, that is why it is preferable to use the English subtitles and provide some clarification using translation only when needed to ensure understanding.

Furthermore, teachers should encourage their students and motivate them to use such materials outside the classroom such as watching subtitled movies, subtitles YouTube videos and tapes, as an attempt to make them learn and develop learners' autonomy by enhancing their language skills, enriching their vocabulary and improving their pronunciation, plus providing them with some techniques such as recording. And finally, some awareness should be raised to be both teachers and learners about the efficacy of AVT materials and providing more materials in classrooms to make it easier for the teacher to teach and present his knowledge easily.

### **3.4. Conclusion**

In this chapter review, we have done the analysis and discussed the findings to answer the main research questions and to prove the suggested hypotheses. We have concluded that the introduction of AVT materials in EFL classrooms is quite useful, and multiple teachers would want to apply if it was not for the lack of materials that encounter them. Moreover, despite the difficulties the learners may face while utilizing such materials; it improves their writing and speaking skills facilely and enjoyably. We have also found that it is better to start with the English subtitles in order to put them in an English environment to acquire the language in a subconscious way. Finally, we have provided some recommendations on how to make AVT more effective and efficient to be used in EFL classrooms as a way to improve the teaching and learning process.

# **General conclusion**

## General Conclusion

The main goal of learning the English language nowadays is to master the four skills; listening, reading, speaking and writing in an active environment where the learner is at the centre and controls his learning, and the best way to do that is by using authentic materials, these latter are real and related to real life and reflect the native content where the learner can react upon it. Moreover, with the rapid growth of technology, it became easier and more enjoyable to teach the four skills with these authentic materials, as an illustration, audio-visual translation (AVT) utilizes such materials including the English subtitled videos that provide the learner with an insight about the native context through reading the English subtitles and listening to the native speaker. Furthermore, several activities can be used to enhance and develop the language skills where the learner can be part of it, and it can be used inside the classroom or outside it voluntarily by the learner.

This research was designed to achieve three main objectives. The main goal was to investigate to what extent the introduction of AVT to EFL classrooms helps developing learners' speaking and writing skills. Moreover, the study aimed at discovering the difficulties that learners face when dealing with AVT. And lastly, it attempted to investigate the efficient way to apply AVT effectively in EFL classrooms to improve the learning and the teaching process.

As a result, the present dissertation is composed of three main chapters. The first chapter is concerned with the theoretical part; it presents an overview of the audio-visual translation and its relation to English language learning and teaching, and it was divided into three main parts. The first part featured the audio-visual translation as a whole including definition, origins and its intercourse with the English language learning through presenting subtitles as an aid; this latter had an insight on its meaning, types and its merits and demerits as well. After that, the second part introduced the impact of AVT materials and the subtitles that have a contribution to the enhancement of the four language skills. Lastly, it provided some English language learning theories that intervene with AVT and explains how the language is learned by using such materials and aids.

As for the second chapter, it gave an insight into the practical part that described the methodological approaches that were applied in order to collect the necessary data for the research. Consequently, a mixed-method approach was adopted to collect various information; qualitative and quantitative, from the selected sample that include the first-year master students of Didactics of Foreign Languages, plus other English language teachers at the University of Abdelhamid Ibn Badis. At the first stage of conducting our research, we distributed a questionnaire to the students as an attempt to discover the difficulties that English language learners face when dealing with audio-visual translation (AVT) and developing the writing and speaking skills. In the second stage and the final one, a semi-structured interview was conducted for English language teachers at the Foreign Languages department of English to discover the most effective ways to exercise audio-visual translation efficiently in EFL classrooms as an attempt to improve teaching and learning English.

The last chapter, it dealt with analysing and discussing the collected data from the questionnaire and the interview, where the data were classified according to the objective and its relation to the main research questions. Furthermore, the data collected from the questionnaire were concerned with the development of the writing and speaking skills through the use of AVT materials for EFL learners, plus the difficulties they face while utilizing it, and were presented in graphs and tables, and categorized according to the aim of the questions, followed by a discussion of the main results. However, the interview results were not illustrated by graphs, but in the form of words and sentences, which intended discovering the most effective ways to utilize AVT in classrooms. Lastly, some recommendations were provided to present the most effective ways of using AVT materials in order to improve the teaching and the learning process.

According to the analysed data, the results indicate that the introduction of AVT materials in EFL classrooms does help developing learners' speaking and writing skills. Consequently, it is apparent from the participants' answers in the questionnaire and the interview that the AVT materials enhance the spelling competency, pronunciation and enriches vocabulary, despite the difficulties that may encounter some of them while using these materials such as correlating the audio with the written form, or focusing on either one of them; it does not hinder the learning as long as it matches their level of proficiency. Moreover, the majority of teachers prefer the application of AVT materials and the English subtitles inside the classroom despite the lack of these materials, the nonintercourse of learners with such materials, or the limited time teachers possess, because using AVT takes so much time and effort, and not every teacher is ready to do that, so they neglect it and use the traditional way of teaching instead. Furthermore, concerning the use of English subtitles in developing learners' language skills, teachers prefer the application of English subtitles at the beginning of the learning process in order to locate them in English context where they acquire the language subconsciously, of course, taking into consideration their language level of proficiency and using the Arabic translation as an aid only when needed.

Taken together, these findings have confirmed and validated the suggested hypotheses. We have presupposed that the introduction of AVT to EFL classrooms may contribute to developing by means in writing improving their spelling competency and in speaking by means improving their pronunciation. We also estimated that learners may encounter some difficulties when dealing with AVT such as correlating between the oral and the written (subtitles) form, especially when it is higher than their level of proficiency, or difficulty focusing on either one of them which results in distraction. Finally, it was expected that introducing movies with subtitles into the classroom, making students and teachers aware of its importance and encouraging students to use such materials are the best ways to utilize AVT effectively in EFL classrooms.

In conclusion, this research endeavour was to answer a limited number of questions which in turn may not cover the whole topic because it is vast. It should be noted that we have encountered several difficulties such as the lack of resources; it seems that it is new especially in the field of English language teaching and learning which means that not enough studies have been done concerning this issue. The second difficulty was its unpopularity; most of the

participant in this research did not know what AVT means or stands for, which in turn may have affected our results negatively. Moreover, this topic is large and needs more time, effort, bigger population and more methodological instruments and approaches to deal with it. Despite these difficulties, we did our best in order to reach the objective of our study and prove the suggested hypotheses. Besides, it is advisable to take into account the recommendations mentioned earlier for further studies. Eventually, we hope this work raises more awareness about AVT and its importance and effectiveness in the field of teaching and learning English.

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## Appendices

### Appendix (1): Students' Questionnaire

#### *Students' Questionnaire*

The Effects of Audio-visual Translation on the Development of EFL Learners' Proficiency

This questionnaire aims at investigating the difficulties that learners face when dealing with audio-visual translation (AVT). It will be much appreciated to provide honest answers and comments, with an assurance of keeping all your personal information confidential.

#### **Section one: Personal Information**

Please tick (✓) in the right box(es):

1. Gender:

Male  Female

2. Age: .....

#### **Section two: AVT and English language learning**

1. Do you watch movies in English language?

Yes  No  To some extent

2. Are you familiar with English subtitles?

Yes  No  To some extent

3. Do you find them easy?

Yes  No  To some extent

4. Does subtitled material have a role to play in your English learning?

Yes  No  To some extent

5. Do you think it helps learn the English language faster and effectively?

Yes  No  To some extent

#### **Section three: AVT and English language learners**

##### ➤ **Writing skill**

1. Do you think AVT helps developing writing skill?

Yes  No  To some extent

2. Which one of these helps to develop the writing skill?

- Listening to native speakers
- Reading the subtitles
- Both

Justify your choice.....  
.....  
.....  
.....

3. Does using AVT materials help enrich vocabulary to be used in writing?

Yes  No  To some extent

4. Do AVT materials improve spelling competency?

Yes  No  To some extent

5. Do you think that subtitled material (or subtitles) helped you to develop your writing skill?

Yes  No  To some extent

How.....  
.....  
.....  
.....

6. Did you face any difficulties while using subtitles in developing your writing skill?

Yes  No  To some extent

Mention them.....  
.....  
.....  
.....

➤ **Speaking skill**

1. Do you think that AVT helps developing speaking skill?

Yes  No  To some extent

2. Do you think that using AVT materials help you improve your pronunciation?

Yes  No  To some extent

Explain how.....  
.....  
.....  
.....

3. Do you think that listening to native speakers' speech helps you speak better in front of others?

Yes  No  To some extent

4. Do you find difficulties on whether to focus on the audio (speech) or on reading the English subtitles?

Yes  No  To some extent

5. Do you face difficulties with associating the audio with the written form (English subtitles)?

Yes  No  To some extent

**Section four: AVT in the classroom**

1. Do you think that the use of AVT in EFL classes can improve your level?

Yes  No  To some extent

2. Do your teachers use such materials?

Yes  No  To some extent

3. As a future teacher, would you use such material?

Yes  No  To some extent

Explain why.....  
.....  
.....

*Thank You for your cooperation*

## Appendix (2): Teachers' Interview

### *Teachers' interview*

This interview aims at discovering the most effective ways to exercise audio-visual translation (AVT) efficiently in EFL classrooms for the sake of improving teaching and learning English. Your answers will be much appreciated.

1. Have you ever used AVT materials in your classroom?
2. Did it affect your students' level of proficiency?
3. Have you ever encouraged your students to use such materials outside the classroom? And why?
4. What kind of activities and materials that should be used to improve learners through AVT?
5. There are two types of subtitles (interlingual and intralingual), which one you see it more effective to be used in classrooms?
6. What kind of subtitles should beginners use, as well as the advanced ones? And why?
7. What is the reason that it is not used in classrooms?
8. How can we make teachers and learners more aware of its importance?
9. How can you use AVT more effectively in EFL classes?
10. Any recommendations to provide teachers with when using AVT for better outcomes?