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**The Effectiveness of Authentic Subtitled Videos in Enhancing
Students' Vocabulary skill:**

**The Case Study of First Year LMD Students at Mostaganem
University**

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Dedication

This thesis is dedicated to my wonderful parents, who have raised me to be the person

I am today. To my beloved mother Benyoub Yamina and my father Benzidane Feghlou (he may rest in peace).

I would like also to give my deep dedication to:

My sisters Siham and Hanane and my brothers Azeddine and Toufik and their wives and to their kids.

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Abstract

The present work lends itself to discover the effectiveness of using authentic subtitled videos in enhancing students' vocabulary skills. Learners and teachers need to be more aware of its usefulness which may enhance students' vocabulary skills especially speaking one and improve the language used and minimize the difficulties encountered in oral expression sessions. The aim behind this piece of work is to raise the awareness of both teachers and students to the effectiveness of using such videos. It is by the means of a questionnaire for first year license students and an interview for teachers in the Department of English at the University of Mostaganem that we conducted our research study. The results we obtained show that learners and teachers both agree that the use of videos with subtitles could help learners to improve their vocabulary skill as well as speaking one and that they are aware of its advantages. Moreover, according to the results we have found that students like to study with these videos, they have said that they are very important and very helpful. However, the results show that teachers do not use much videos with subtitles in their classes.

List of abbreviations

DCT: Dual Code Theory

EFL:English for Foreign Language

ELT: English Language Teaching

ESL:English for Second Language

FL:Foreign Language

ICTs: Information and Communication Technologies

L1:Native / Mother tongue

UNDP:United Nations Development Program

VAK:Visual / Auditory / Kinesthetic

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General Introduction

The use of multimedia in language learning has gained interest in the last decade due to the astonishing widespread mass media. The multimedia learning theory principles state that students acquire language better from text and pictures than with text alone.

Learning vocabulary is one major part of learning a foreign language, because without knowing words and their meanings it is impossible to do anything in a foreign language. As Carter (1998, p.5) states it, " words like: goal, shoot, yes, taxi, there, can stand on their own and convey meaning without the need of grammatical structure of any kind". He also contends that words are the minimum meaningful units of language (Carter, 1998). Because the ability to convey meaning is far more important for communicative competence than the ability to produce grammatically flawless utterances. The study of words and learning of vocabulary should be given priority. In order to overcome this weakness in vocabulary skill and particularly the speaking skill, authentic subtitled videos can be one of the good strategy to help both students and teachers.

Authentic subtitled videos like: movies, music videos, documentary videos, are the ideal means to help facilitate and present information in an interesting and entertaining way so the lesson would look more fun. Also, learners slowly expand their language acquisition by being exposed to the authentic environment of the target language. Subtitled videos clip provide a triple connection between image, sound and text which touches also the learning styles. they seem to be more convenient and most of time very handy.

Actually, there is a big interest in how technologies such as; the authentic videos with subtitles that can be best technique or strategy to improve the level of education and change the normal or the traditional learning. The use of authentic videos with subtitles in English classes has grown rapidly as a result of the increasing emphasis on communicative strategies. In addition, authentic video is well-liked by both students and teachers. Students like it and enjoy when learning, because video presentations are interesting, challenging, and motivating to watch.

What brought the researcher's interest to shed light on such issue is that while we were watching a video clip of a song in English and there were subtitles within the song, it makes it easier for us to get the meaning of what the singer is saying and we enjoyed it and at the same time learned new expressions.

Our research project aims to describe and analyze and answer whether the focus on the authentic videos with subtitles a good strategy that helps students to overcome their weaknesses in developing their vocabulary skill especially speaking one. Our research is supposed to test the following hypothesis:

If teachers make use of subtitled authentic videos, EFL learners will be motivated towards study and their level of vocabulary would be enhanced and If students learn through the authentic subtitled videos, their level of achievement in speaking will increase.

This thesis is organized into three chapters; the first chapter is the theoretical part of the research that we will try to define authentic materials and videos and its effectiveness in enhancing students 'vocabulary skill, the second chapter is devoted to the practical part of this research work. It covers the methods, the population, data gathering tools, data analysis. The third chapter will cover the summary and the discussion of the results and give some suggestion and recommendations will be provided to teachers and learners to the importance of the use of authentic subtitled videos in classroom.

Chapter One:

Literature Review

Introduction

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

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

1. Definition of vocabulary

Learning vocabulary is one major part of learning a foreign language, because without knowing words and their meaning, it is impossible to do anything in a foreign language. The word vocabulary is defined as the word of language including single items and phrases or chunks of several words which convey a particular meaning. Many authors have similar definitions about vocabulary, according to Hubbard (1983) vocabulary can be defined as a massive convey of meaning Moreover, Diamond and Gutlohn (2006) suggest that vocabulary is what to know about words and their meanings. This means that without building powerful vocabulary base first, the understanding and the use of a language will not be accomplished. In addition, the learner should be able to know words as well as their meanings.

However, there are other authors who proposed more complex definitions about vocabulary. As Henrikson (1996) states that vocabulary is defined as the accurate understanding which translate the lexical items into L1, the ability to find the right definition or the ability to give a target language paraphrase. This means that to know a vocabulary requires the ability to react to words that students do not need to think about, they will just have the words in their minds and use it in an effective way, i.e.; instead of wasting time to

think about these words, they will just have to use it naturally and appropriately. In short, what the definition above about vocabulary have in common is that vocabulary is not about words and meaning only but it is about how to use these words in the appropriate context.

2.Types of vocabulary

Basically, in teaching and learning a FL vocabulary, there are two instructional techniques; incidental vocabulary and intentional vocabulary

2.1. Incidental vocabulary

Richard and Schmidt (2002) stated that incidental learning is to learn something without the intention to do so, it is also learning one thing while planning to learn another. It can be also defined as:

unintentionally picking up vocabulary...through interaction, communicative activities, or reading for content or pleasure. This can be contrasted with intentional learning, for example, learning by following a deliberate programme of study to enhance vocabulary.... Richard et al (2002, p.252).

As Wesche and Parikbakht (1999) have stated that the term incidental learning refers to “new knowledge or competencies that learners acquire as by-product, that is when they do not specifically intend to learn them”. (p.176) Which means that words that are picked up or that students may come across while performing reading or listening activities.

Previous studies showed that technology is one of the best tools that will allow learners acquire vocabulary so effectively. For example, based on dual -code theory, some researchers allow learners to read English texts and pictures online by utilizing Web. Watching second language and foreign language TV programs also have a positive effect on incidental vocabulary acquisition.

2.2. Intentional vocabulary

Learning a word intentionally means to learn the form and the meaning of it. Hulstijn (2001) defines intentional vocabulary learning as: “any activity geared at committing lexical information to memory”. (p 271). To learn intentionally means to involve the learner’s awareness. Generally, intentional learning is defined as learning that is motivated by intentions and is goal directed. Breiter and Scardarmalia (1989) point out that they use the

term intentional learning “to refer to cognitive process that have learning as a goal rather than incidental outcome “. (p .363). It emphasizes the consciousness of learning.

3.The importance of vocabulary in the EFL context

Words are the minimum meaningful units of language (Carter, 1998), because the ability to convey meaning is far more important for communicative competence than the ability to produce grammatically flawless utterances. The study of words and learning of vocabulary should give priority. Without the sufficient understanding of words students cannot understand others nor express their ideas. As the British linguist, Wilkins (1972) puts it: “without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed “(p. 11).

Strong vocabulary allows also to develop other skills, it has a positive impact on students’ capacity to build up their language proficiency as a whole. As Paul Nation (1994) notes: “vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading and writing easier to perform “(p. viii.). Which means, instead of focusing on spelling and pronouncing correct words, students will concentrate more like using the appropriate expressions or structure of sentences.

The knowledge of vocabulary is one of the main keys for successful communication in language. As Widdowson (1989), Mckeown (2002) argue that vocabulary knowledge is the heart of a language comprehension and use. In addition, vocabulary helps students with language production as Hubbard (1983) states that the more words a student knows the more precisely that student can express that exact meaning he/she wants to. So, students have to overcome the lack of vocabulary knowledge in order to communicate effectively.

4.Describing the authentic videos with subtitles

Subtitles can be used together with authentic videos to improve word recognition and vocabulary acquisition skills in EFL classes. This atmosphere provides authentic input through three different channels (written text, oral text and images) that contribute to offer a better and potentially longer- lasting mental representation of new and old lexical items.

4.1. Authenticity as a concept

Authenticity is a new word comes from the Greek root *authentikos*, and it means author, authority, original, primary. Most frequently the word authenticity is described as being " real " or " genuine “. As Hutchinson and waters (1987) state: " A text can only be truly authentic in the context for which it was originally written " (p. 15).

Another definition proposed by Morrow (1977) for the word authenticity is: " an authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort “. (p .13) In other words, authenticity may be something that is attained in the process of analysis or clarification, and may be judged in terms of the level of participation of the learner.

In broader sense, authenticity is linked to notions such as: realness, trueness to origin and in the field of ELT, it is refer to both written and spoken texts, learning materials, tasks, according to Gilmore(2007), the term authentic in ELT professional discourse has reached a total of eight definitions, such as: the language produced by native speakers for native speakers in a particular language community .

4.1.1. Authentic videos

According to Sherman (2003) authentic video is any kind of programs that we can see directly on cinema, television or DVD, films, documentary, advertisement, and game show. Videos can be used as resources to learn English with enjoyment and give us a lot of advantages.

Video use is crucial for instructional purposes, it helps students to observe and acquire knowledge in a fascinating and exciting manner. Idavoy (n. d) proposed the following examples of authentic video: TV commercials, public service announcements, short movies, full- length films, television dramas, sitcoms, documentaries, YouTube clips, music videos, news programming. According to Allan (1985, p. 48): “It presents realistic slices of life, gets students into talking, provides visual support, and offers variety and entertainment “. Thanks to the video, students have the chance and the opportunity to learn words and expressions directly associated to non-verbal references (gestures, images, situations).

The authentic videos seem to be very suitable and convenient strategy to enhance students ' level in different skills such as listening and speaking. These videos involve gestures and facing expression that assist students and motivate them in developing their skill

According to Thamajaro (2000) who remarks the use of authentic videos in ESL or EFL classrooms has a positive effect on learners' motivation to learn the language. Which means that through the authentic videos learners will be motivated because of the different facts that have been shown such as: the image, the language used in the video, and the content; which creates a different environment in the classroom.

4.2. Definition of subtitles

A basic definition of the term subtitles is: "captions displayed at the bottom of the cinema or television screen that translate or transcribe the dialogue or narrative" (OED .2010).

Subtitled tend to be related with a translation of the audio track in written text at the bottom of the screen. According to Reich (2006) subtitling is a branch of translation called audio-visual translation where the viewers read those subtitles and watch the images and listen to the dialogue at the same time. The term subtitles and captions are sometimes used interchangeably, through there is a slight difference between the two.

Subtitles means that a text is showtogether with the visual material, usually at the bottom of the screen. The languageused can be the same as in the soundtrack (i.e. captions or intralingual subtitles), or adifferent one (i.e. standard or interlingual subtitles)

4.2.1. Intralingual subtitles

Intralingual subtitles (learners' L2/FL) are referred to as 'vertical', inthat the viewer changes mode, from speech to writing, but not language. They wereinitially used for domestic programs for the deaf and hard-of-hearing (DHH), but also onforeign-language programs for language learners (Bravo, 2008).

They are also known as ' bimodal subtitles ' (Zanon , 2006) or L2 subtitles , are a transcription of the audio track of a video into captions of the same language , Intralingual subtitles are known as closed captions when provided for the benefit of hearing- impaired viewers . This kind of subtitles is for viewers who are hard -of -hearing, it is called captioning.

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

Although intralingual subtitles had been initially aimed at deaf and hearingimpaired viewers, it cannot be ignored its use as a didactic tool for second and foreign language learners. Intralingual subtitles have been used by several other researchers, whodisclosed in their studies the beneficial effects of same language bimodal input upon oral comprehension (Caimi, 2006; Guillory, 1998; Talaván, 2010, 2011). Students' positive reactions to the use of bimodal input as a pedagogical method, the improvement of listening comprehension skills and the oral production of communicative expressions related to the clips watched highlight the assets of using subtitles as a support for the development of oral skills (Talaván, 2011).

4.2.2. The role of subtitles

Subtitles can be considered a powerful training and teaching tool in the foreign language learning class, it is very helpful for learners, because when watching a video, students then will feel confident and in a safe learning environment, it will also motivate them to watch foreign television, films, etc. with or without the support of subtitles. As Vanderplank (1988) stated:

Far from being a distraction and source of laziness, subtitles might have a potential value in helping the learning acquisition process by provoking learners with the key to massive quantities of authentic and comprehensible language input (pp. 272- 273).

Subtitled video offers a rich context for foreign language acquisition, as the information is presented via several means, it also motivates students in understanding what is shown and spoken is enhanced by presented information. Watching subtitled videos may generate different types of language acquisition. Therefore, in addition to word meaning, learners may acquire the meaning of expressions or standard sentences and constructions, and in which situations they can be used. Pronunciation of certain words and sounds may be improved as well or even the ability to make distinction between different accents (British vs. American). The ability to construct correct sentences and distinguish between informal and colloquial connotations in spoken language, such as slang or aristocratic are some of the capacities that students may develop when exposed to subtitled audio-visual aids (Almeida & Costa, 2014; Koolstra & Beentjes, 1999).

Researches like Baltova (1999), Bianchi and Ciabattoni (2008) note that viewing videos or any visual material when it is accompanied with subtitles is very interesting and important because the combination of sound, visual information and subtitles contribute to a better learning. In other words, subtitles can be seen as a support to the learners' vocabulary,

because through subtitles they will meet new words and understand them in their context of use, another benefit is that with the add of the subtitles students ' spelling will be enhanced also since it shows them how words are written.

5.The importance of the authentic subtitled videos in EFL classroom

The implementation of authentic videos in EFL classes is very important which present the real-life language of the native speakers, although watching videos is very helpful phenomenon, but learners then will rely only on listening and maybe they will face difficulties in understanding what the video represents, thus, the subtitling, as pedagogical tool, has a crucial role in understanding better the input.

According to some scholars (e.g., Paivio, 1971; Stewart & pertusa, 2004), the use of videos with subtitles can enhance learners ' knowledge of target language in a rich context through the use of new words and lexicons.

We learn 1% with the taste, 1,5 with the touch, 3,5 with the smell, 11% through the hearing and 83% through the sight. Our capacity of assimilation and retention is the following: 10% out of what is read, 20% out of what is heard, 30% of what you see, 50% of what is seen and heard, 70% of what is said and discussed, and 90% of what is said and afterwards done. According to the empirical studies, after 4 days the information that has been stored is: 10% learnt only orally, 20% only visually and 65% audio visually (Ruipérez, 2003, p. 28).

Many studies have been conducted to find the effect of multimedia on second and foreign language learning, some of them have offered that the visual materials especially the subtitles ones can play a vital role in helping EFL learners increase their foreign language vocabulary. Subtitled videos have both advantages and disadvantages.

5.1. Advantages of authentic subtitled videos in EFL classroom

Using authentic subtitled videos in EFL classes have a lot benefits such as students will be motivated and their level of anxiety and the stress that come when dealing with unfamiliar words will be reduced. Moreover, it allows teachers to introduce variety and to some extent reality into the classroom. Furthermore, after watching videos with subtitles, students can bring their own background knowledge and experiences into the classroom by discussing it based on the content of the video and share their experiences with others. Another advantage

that can be added, is that the power of learning will increase and can have a better performance because the verbal and imagery system are activated.

According to Bird and Williams (2002) subtitled videos are very useful tool for learners to learn new words, they also enjoy films or documentaries from other cultures and countries.

Authentic subtitled videos help students how to pronounce new words, it is a way of facilitating vocabulary learning. subtitled videos motivate students to learn English in other context, in other words, they will watch English movies, listening to news and so on. Finally, by watching these kind of videos, learners ' comprehension will be increased.

5.2. Disadvantages of authentic subtitled videos in EFL classroom

Piotr Kuhiwczak and Karin Littau (2007, p. 126) have stated: “Dubbed texts, on the other hand, have to be taken at face value, as there is no access to the source text on screen”. In other words, where viewing videos with subtitles, students will concentrate more on the screen; i.e. they will forget about the video and focus on the subtitles. Furthermore, subtitled videos may lead to laziness and it may distract students and make them rely on the subtitles rather than challenging themselves with the audio input.

Another disadvantage had been seen by King (2002) the use of subtitles may: " sacrifice listening strategy training such as guessing and interfering meanings from visual clues " (p.517)

Another researcher who sees subtitles videos as a distracting way, Garza (1991), video is already " visually and acoustically rich " (p .246), the subtitled themselves may " overload the learner ' s capacity to comprehend “. (p. 246). which means that videos provide students with much input needed so the subtitles may make them lost because the much amount of the information they provide.

Subtitled videos deal mainly with literate people who have high reading skill developed and can read quickly the subtitles, so students who have lack in reading skill would be little bit lost between whether to concentrate on the video or on the subtitles.

6.The relationship between authentic subtitled videos and the learning of vocabulary

As we mentioned before authentic videos with subtitles are very effective tool to enhance the learner vocabulary. And videos are a part from the use of information and communication technologies (ICTs)

6.1. Definition of the (ICTs) information and communication technologies

Information and communication technology, or ICT, is defined as the combination of informatics technology with other, related technologies, specially communication, the United Nations Development program (UNDP) defined ICTs as: ICTs are basically information - handling tools - a varied set of goods, application and services that are used to produce, store, process, distribute and exchange information.

They include the old ICTs of radio, television and telephone and new ICTs of computers, satellite and wireless technology and the internet. These different tools are now able to work together, and combine to form our networked world.

Mikre (2011) defines ICTs as:

Information and communication technologies are simply technologies derived from scientific and technologies progress in computer sciences, electronic and telecommunications They enable us to process, store, retrieve and disseminate valuable information in text, sound and video from. (p. 3)

6.2. The current use of ICTs in the EFL classroom

Computer becomes important in our educational process and today 's world is controlled by computers and students become more interested by it. They prefer to go on line and search for something rather than go to library and read many books. According to Harmer (2011), the use of computer increase the learning process. it is a way of facilitating and it encourages interaction with each other's.

ICT present a powerful learning environment for learners in the classroom. As Mikre (2011) claimed, it provides both the student and the teacher with more opportunities in adjusting learning and teaching to individual's needs.

7.Theories on the use of authentic subtitled videos

There are three different theories that have been presented and it supports of the use of subtitled authentic videos.

7.1. The comprehension input hypothesis

The comprehension input hypothesis has been proposed by Krashen (1991), it is related to his theory of foreign language learning acquisition. Krashen (1991) argues that when exposing comprehensible input, the foreign languages will be acquired, he states that the input can be in two forms either oral or written or both.

To be effective in a foreign language, the input must be slightly higher of the level of the learner, he clarified that the level of the learner in the target language is as 'i', so the input must be at 'i + 1'. Krashen (1991) argues that the comprehensible input of the target language at 'i + 1' is sufficient and very helpful which make the learner acquire the language.

Adding subtitles to a video will increase choices and facilitate learning for the non-native English speakers to comprehend the content of the video, thus, the video is a source of comprehensible input and it will lead to a better foreign language acquisition.

As Neuman and Koskinen (1992) have suggested that intralingual subtitles videos are useful and it increase the knowledge of foreign and second vocabulary of its viewers more effectively than the ones without captioned.

7.2. The effective filter hypothesis

This theory was developed by Krashen (1982) it is related with 'comprehensible input hypothesis' as already mentioned above. According to Krashen (1982), the effective filter hypothesis is about the language a teacher used, it should be comprehensible.

The three major factors that gives a share in are motivation, self-confidence, and anxiety. If the student has high motivation, high self-confidence and low anxiety, will have low affective filter, he will be more concentrated and will get and understand the input he/she is exposed to. According to Krashen, student with low motivation, low self-confidence, and high anxiety, will have a high affective filter, the student level will not be able to understand and be effective in the input he/she is exposed to, even if it is comprehensible, therefore, Krashen argues that teachers need to opt for situations that encourages a low- affected filter.

Authentic videos have been suggested to be strongly motivational for learners of English (Scheman , 2003, Stempleski, 1992) and to lower the affective filter of foreign language learners (Neuman & Koskinen , 1992) .

7.3. Dual code theory

Dual code theory (DCT) as propound by Pavio (1971b), suggests that the verbal and non-verbal input are stored separately by the brain. Verbal input includes both spoken and written words, and for the non-verbal input includes images, actions and sensation. (Clark &Pavio , 1991) .

“The verbal and non-verbal systems are connected by referential connections which link to the two systems into a complex associated networked “(Clark &Pavio, 1991, p 150)

According to DCT, for a better learning in foreign language, the verbal and non-verbal need to be activated when providing the input, it suggests also that the combination of both verbal and non-verbal is effective then the verbal alone.

The memorization and the comprehension of the information would be done quickly. As (Pavio , 1975) . A study was presented by Levin and Berry (1980) to confirm this theory; children at a school were asked to listen to new stories while it was provided with pictures, so they memorized and recall information more than those who have just listened to the stories.

Subtitled authentic videos which provide two channels, the verbal information which represent the audio-track and the subtitles, and the non-verbal information which represent the video, so it is suitable for activating dual code systems.

8. The effect of authentic subtitled videos on spoken vocabulary

According to Nunan (2006) from the different language skills, learning to speak a foreign language seems to be more difficult. Speaking foreign languages has always constituted a major problem for students. In Brown & Yule’s words (1983, p. 25), ‘spoken language production, learning to talk in the foreign language, is often considered to be one of the most difficult aspects of language learning for the teacher to help the student with’. It needs more practice in the classroom. That' s why learners should be given chances and opportunities to practice the target language in a meaningful and collaborative situation.

So, subtitled videos can be a suggested solution for teachers to employ in their classes. Because, subtitled videos represent words and pictures in oral and visual form. As mentioned

earlier, the authentic subtitled videos commonly present real language, it contains different native voices, slang, reduced speeches, and different stress patterns, accents and even dialects. The use of these kind of videos is very useful and necessary so as to help to engage students in authentic linguistic and cultural experiences. Besides, it presents a complete communicative situation containing aural and visual information, body language, socio-cultural and pragmatic aspects.

Authentic videos with subtitles seem to be nowadays a very helpful resource that can motivate learners to practice speaking the way they are supposed to, given that it encompasses all the relevant aspects of this skill: pronunciation, intonation, fluency, register, socio-cultural features, language in context, interaction rules, etc.

Conclusion

This chapter has been devoted to see what scholars and researchers have said about the effectiveness of using authentic subtitled videos in enhancing students 'vocabulary skills. First of all, we have given some definitions of key words. Second of all, we have talked about vocabulary importance. After that, we talked about authentic videos with subtitles, we defined what is meant by authenticity, what are subtitles and its role. Then, we talked about the importance of these videos in the EFL classes, its advantages and disadvantages. In addition, we have seen the current use of ICTs in the EFL classroom, and then we have seen theories of using subtitled videos. By the end of this chapter, we have spoken about the effect of this kind of videos on the speaking skill.

Chapter Two: The Methodology and Data Analysis

Introduction

This research tends to investigate as mentioned earlier in the effectiveness of using authentic videos with subtitles in enhancing students' vocabulary skills. The investigator will devote this chapter to the description of the methodological procedures that have been used (the interview and the questionnaire) and also for the description of our sample (first year LMD students and teachers) which was chosen purposefully to collect data. We will try also to analyse our participants' responses to get more information about the phenomenon.

1. Methodology

In the first part of this chapter, one will give a try to introduce the procedures whereby relevant data to our work were gathered. These ones are the questionnaire and the interview. the objective behind their selection and the description of each one of them will be jotted down afterwards. We will attempt to provide more detailed information about the sample of population (the teachers and the students) and the reason that lies behind its choosing.

2.Data collection procedures

In order for us to collect data that are relevant to the present research, and give our work more credibility, the researchers opted for two kinds of instruments. The first one is the questionnaire by which quantitative data have been collected, and the second one is the interview whereby qualitative data have been gathered.

2. 1. The questionnaire: The objective and the description

The students' questionnaire deal with the identification of the effectiveness of using authentic videos with subtitles in enhancing students' vocabulary skills especially spoken one, and to see how students of English as a foreign language deal with this interesting subject and to see if it is beneficial for them in developing their speaking skill.

The questionnaire was distributed to 104 students of First year LMD, it contains 14 mixed questions open-ended and close ended.

2.2. The interview: the objective and the description

Mainly, there are different types of interview and in our work, we have opted for a semi-structured interview. The objective behind this choice is to collect in depth, reliable and comparable information from four teachers about the effectiveness of using authentic videos with subtitles in EFL classes, to what extent they use authentic videos with subtitles as a teaching strategy. and its effectiveness on students 'speaking skill in English foreign language class, the interview consists of six mixed questions.

3. The population

Our work dealt with first year English language teachers and students as a sample of the population.

3.1. The teachers

The target population has included four teachers of oral expression of first year. We have chosen only teachers of oral because they know their students 'level well in speaking, there are three females and one male.

3.2. The students

Our sample consists of first year LMD students of Abdelhamid Ibn Badis of Mostaganem. We have chosen to work on this sample because they are new in the scope of university and they have curiosity to use those tools to improve their level in speaking. We tended to work on 104 students, 13 males and 91 females.

4.Data analysis

In the second part of this chapter which is data analysis, the researcher will introduce the results that were collected from the various data collection procedures. These ones are going to be presented in the form of tables and graphs.

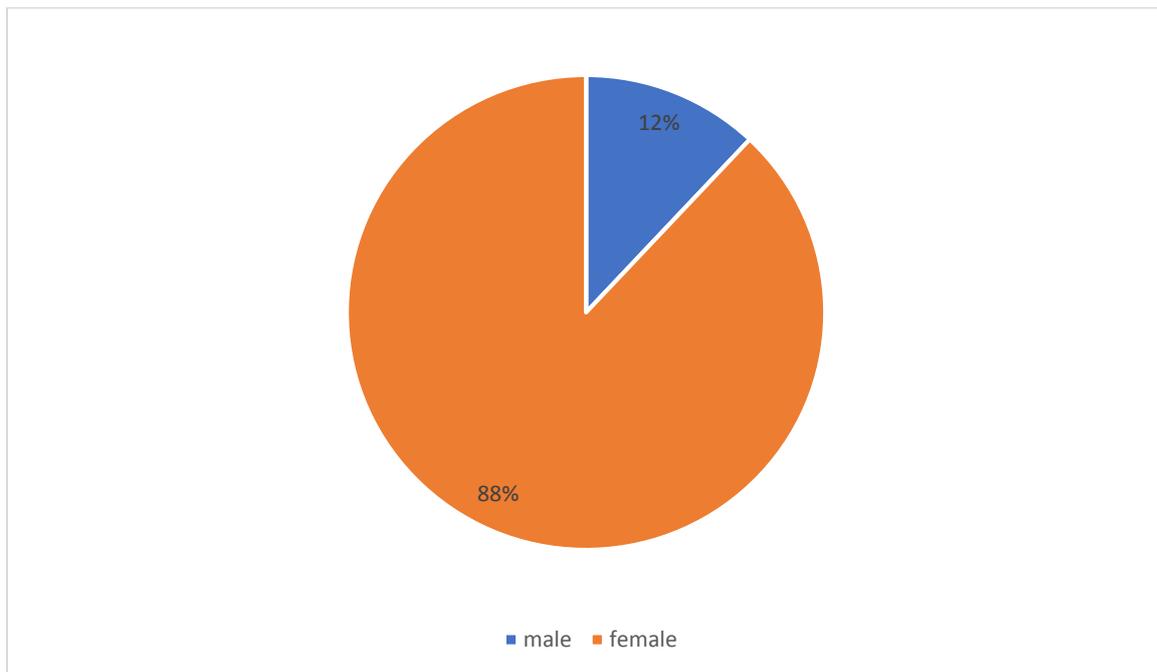
4.1. Analysis of the questionnaire

Question 01: Gender

The aim behind this question was to see whether females or males are more interested in studying English.

Gender	Male	Female
N°	13	91
Percentage	12%	88%

Table 01: Students' gender



Graph 1: Students' gender

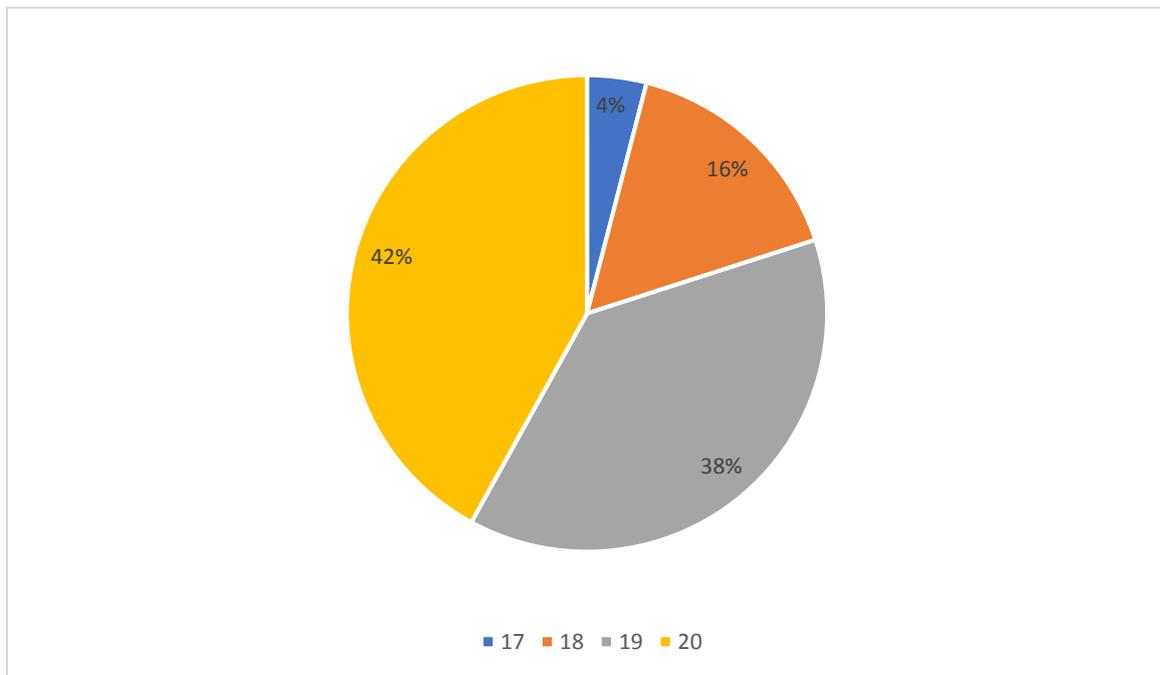
Table 01 shows that the majority of students are females, which represent 88% females, and 12% for males.

Question 02: Age

The aim behind this question was to see if the age plays a role in studying the English language.

Age	17	18	19	20
N°	4	17	39	44
Percentage	4%	16%	38%	42%

Table 02:students' age



Graph 2: Students' age

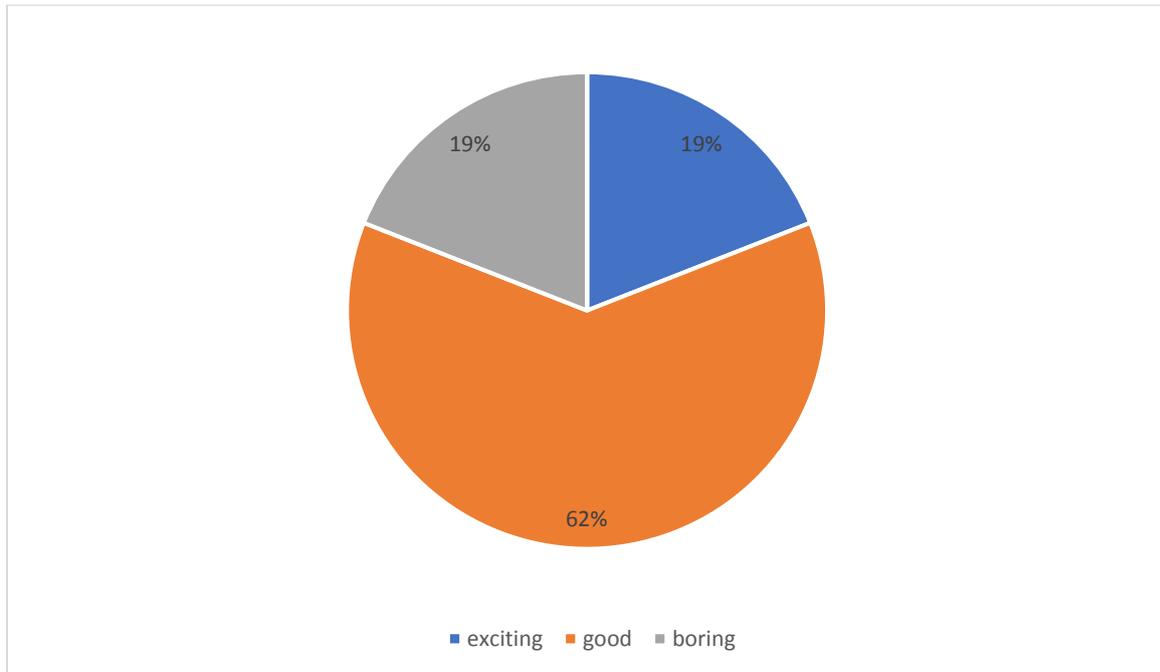
The results above show that the majority of students of first year LMD are between 19 and 20, which represents 42% for those who are 20, and 38% for students who are 19. While 16% represents 18 and only 4% for those who are 17.

Question 03: How could you evaluate oral class?

The aim behind this question was to know how students of first year LMD see their oral classes.

Option	Exciting	Good	Boring
N°	20	64	20
Percentage	19%	62%	19%

Table 03: Learners beliefs toward oral expression sessions



Graph 3: Learners beliefs toward oral expression sessions

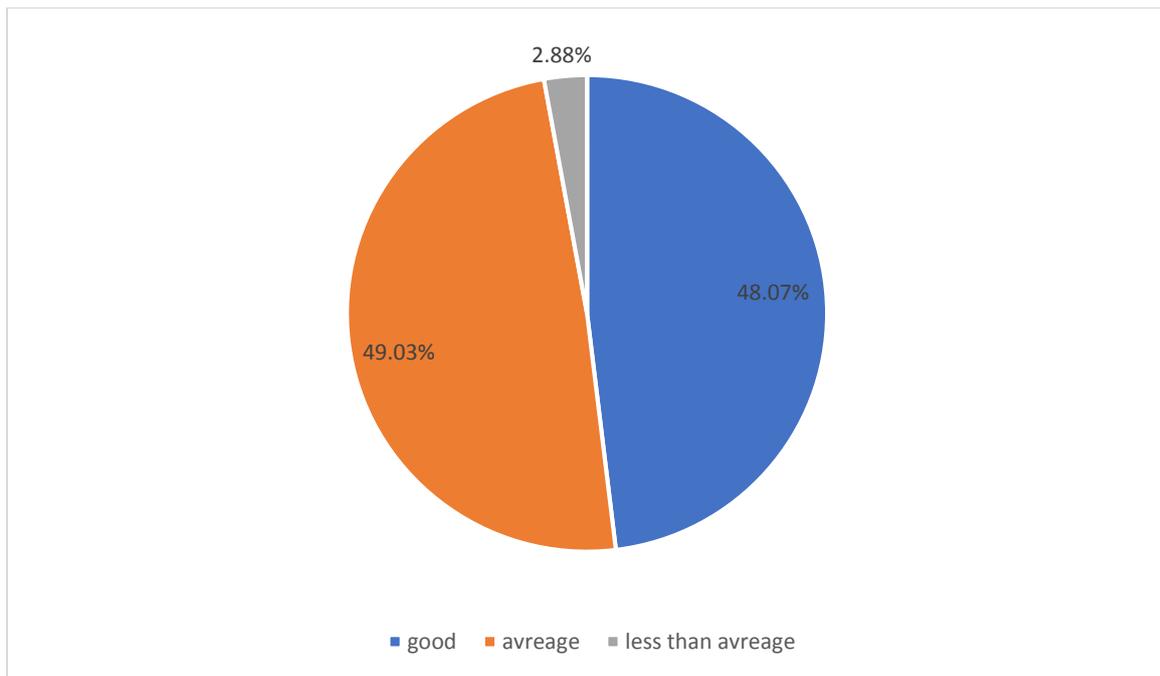
This question tries to get the real impression of learners towards oral English sessions. The table and the graph above show that the participants hold different attitudes towards oral sessions. 19% of participants find oral expression exciting, 62% of them said it is good, while 19% of them chose the item boring.

Question 4: How could you evaluate your level in speaking?

The aim behind this question was to have an idea about students 'level in speaking.

Option	Good	Average	Less than average
N°	50	51	3
Percentage	48,07%	49,03%	2,88%

Table 04: students' level in speaking



Graph 4: students' level in speaking

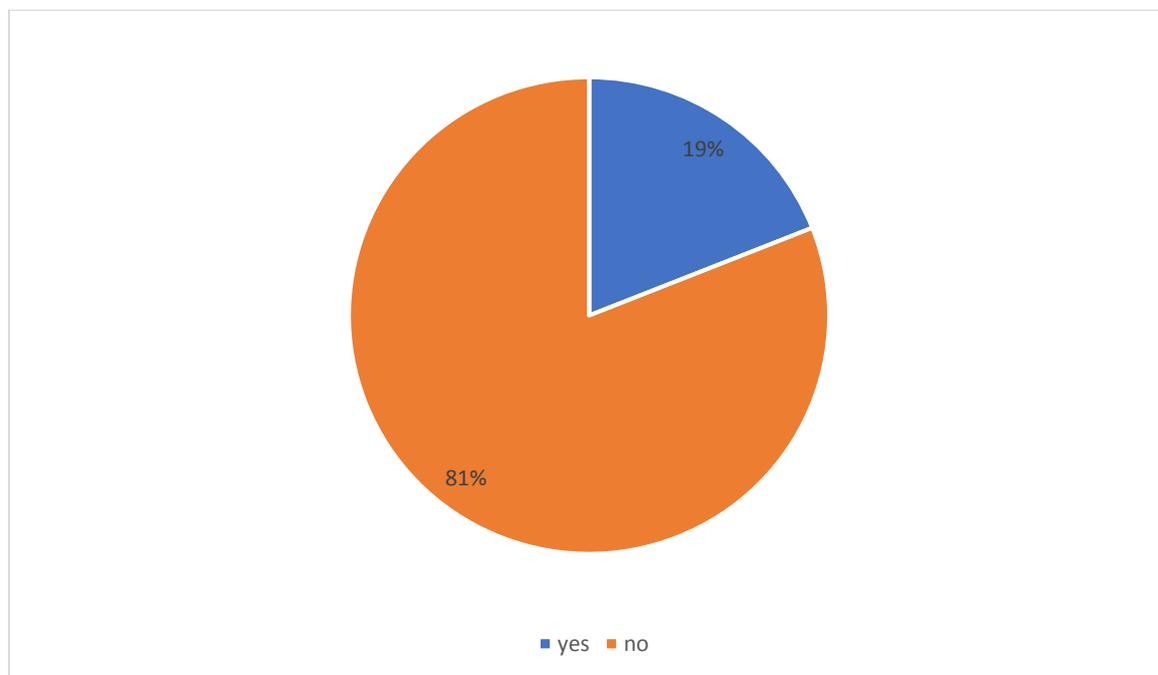
The participants describe their level in speaking as the following; 49,03% have the average in speaking, and 48,07% are good speakers while 2,88% have less than the average.

Question 5: Do you feel frustrated when trying to express yourself in English?

The aim behind this question was to see if students face difficulties when trying to express themselves in English or not.

Option	Yes	No
N°	20	84
Percentage	19%	81%

Table 05: Learners beliefs toward oral expression session



Graph 5: Learners beliefs toward oral expression sessions

The results show that the majority of students don't feel frustrated when trying to express themselves in English, which represents 81% of them while 19% have said that they feel frustrated when trying to express themselves in English. This shows that most of students are confident and do not face any difficulties when trying to speak in English.

Question 6: If yes, how?

The aim behind this question was to know what are the reasons that make students feel frustrated when trying to express themselves in English.

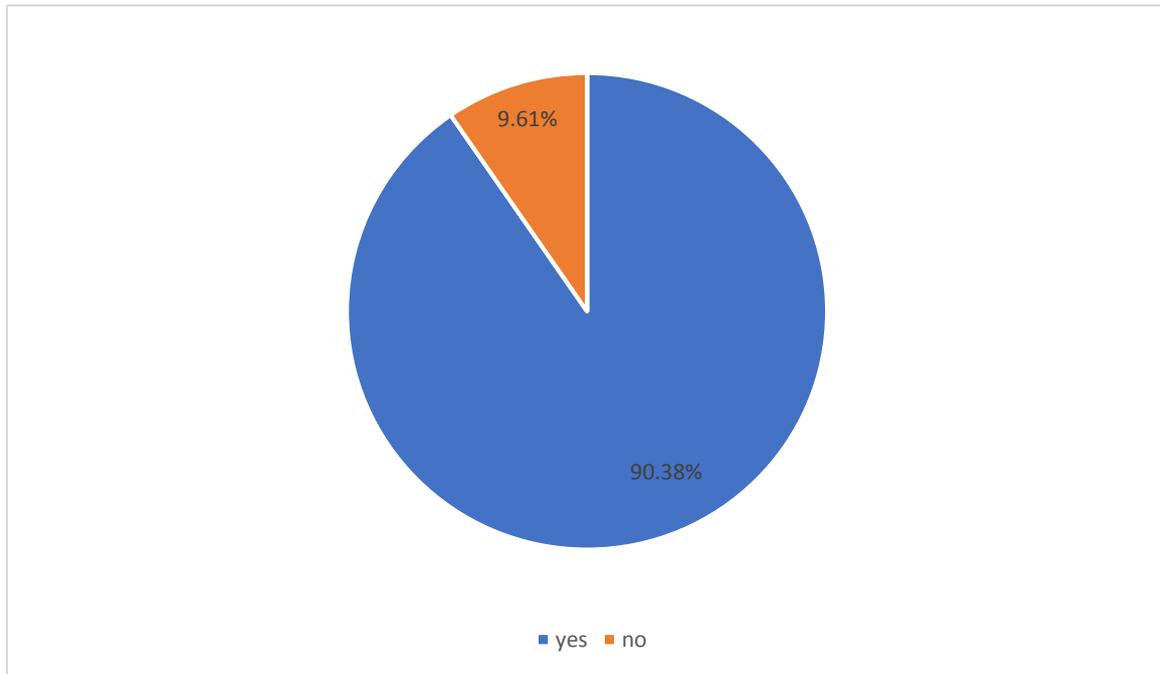
The majority of students have said that they feel stressed and nervous which make them feel that they are not confident enough to speak in English, some of them said that they feel shy. There are who have said that their vocabulary is weak and they don't have the right accent to attract the listener. some of them said that sometimes they lose words which it forbids them the speak or participate in the class.

Question 7: Do you think that the use of technology in foreign language class improve your level?

The aim behind this question was to know about students 'opinion about the use of technology in foreign language class will improve their level or not.

Option	Yes	No
N°	94	10
Percentage	90,38%	9,61%

Table 06: The use of technology in English foreign language class a good strategy to improve students' level



Graph 6: The use of technology in English foreign language class a good strategy to improve students' level

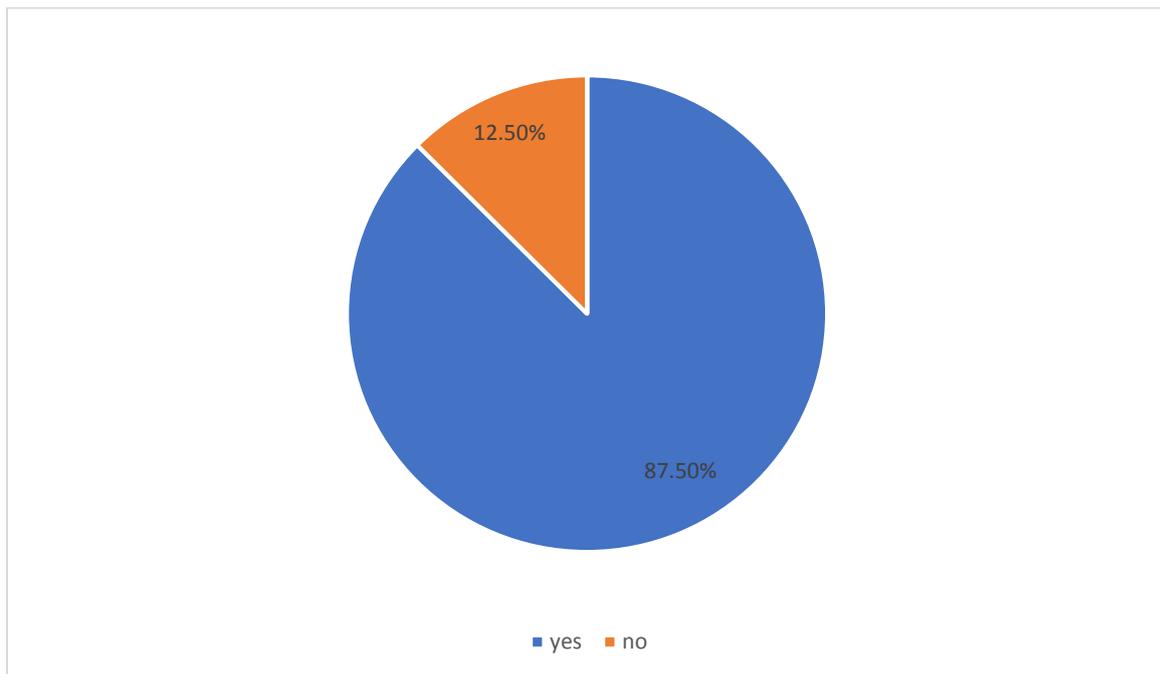
The results above show that most of students 90,38% consider the use of technology in English classes as the appropriate way for them to improve their level, and a small number 9,61% considered the use of technology as being as a not sufficient strategy. So, from these results, it is clearly apparent that this technology and the other materials which are used by teachers inside the classroom are helpful for learning, which improve their level.

Question 8: Do you like to study with authentic subtitled videos?

The aim behind this question was to see if students like to study with authentic videos with subtitles.

Option	Yes	No
N°	91	13
Percentage	87,5%	12,5%

Table 07: students' desire of using authentic videos with subtitles as an input source



Graph 7: students' desire of using authentic videos with subtitles as an input source

From the results that we have, we noticed that the majority of the students like to study with authentic videos with subtitles, which represents 87.5% whereas 12.5% of them don't like to have it as an input source. Those who have said yes, they said that it is very interesting and they can learn a lot because it gives them the chance to see how words are written, some said that it allows them to understand the spoken language. There are who have said that sometimes they listen to videos and they don't get the idea but with the add of subtitles, it makes it easy for them. For students who said no, they justified their answer that they will focus on subtitles and forget about listening, some who said that they rely on listening only for comprehension.

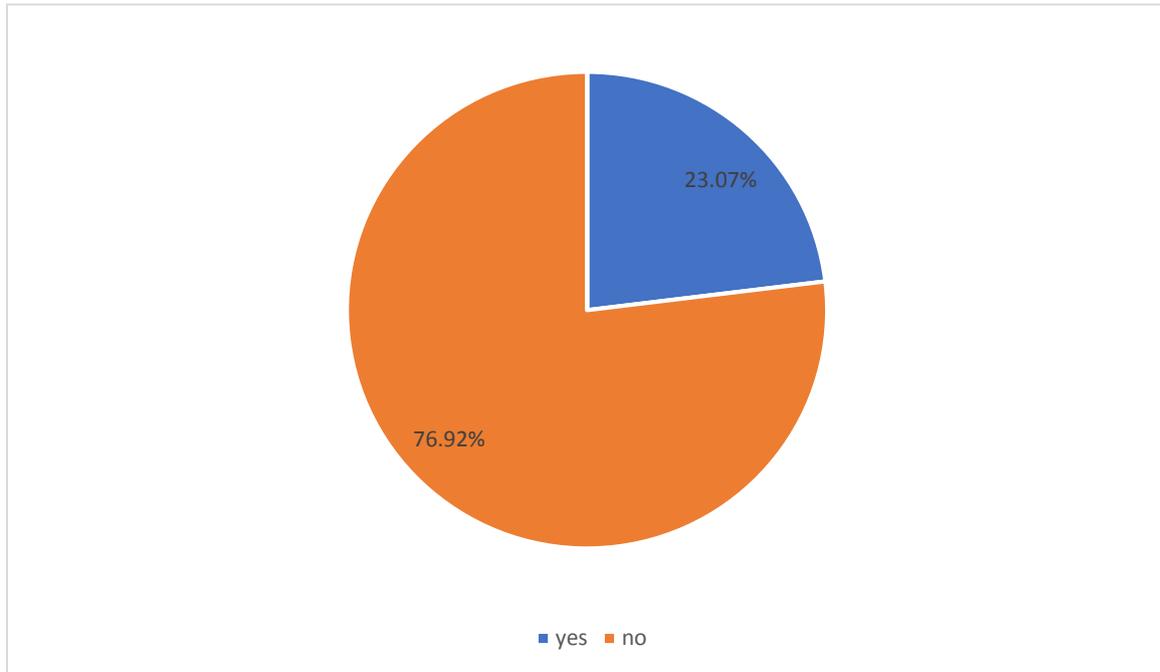
Question 9: Do your teachers use videos with subtitles in oral expression sessions?

The aim behind this question was to know if teachers make use of videos with subtitles in oral expression session.

Option	Yes	No
N°	24	80

Percentage	76,92%	23,07%
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Table 08: : the teachers ‘use of videos with subtitles in oral expression session.



Graph 8: the teachers ‘use of videos with subtitles in oral expression session.

The results show that most of teachers do not use videos with subtitles in their classes. which represents 76,92% of student’s responses that their teachers do not use these kinds of videos and 23,07% of students who said that their teachers use it in oral expression session.

Question 10: If yes, do you learn from them?

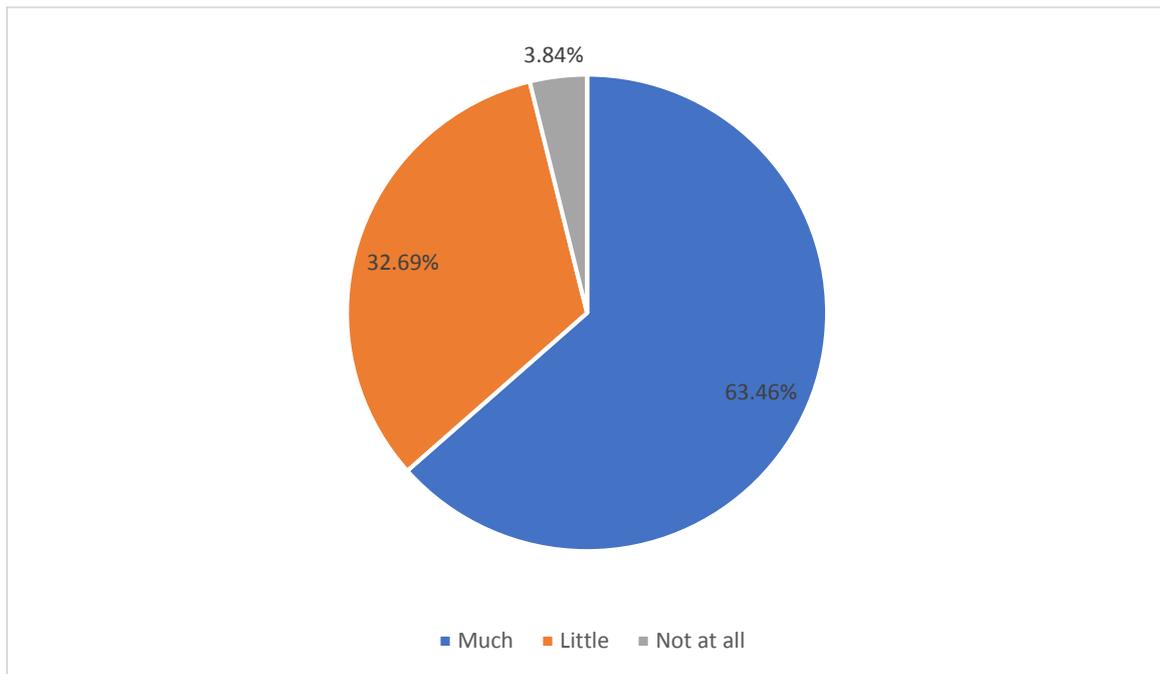
Students who have answered yes, they said that it is very important and they learn from it a lot.

Question 11: Do you enjoy when studying with subtitled videos?

The aim behind this question was to see if students enjoy when studying with these kinds of videos.

Option	Much	Little	Not at all
N°	66	34	4
Percentage	63,46%	32,69%	3,84%

Table 09: The degree of enjoyment when utilizing videos in courses.



Graph 9: The degree of enjoyment when utilizing videos in courses.

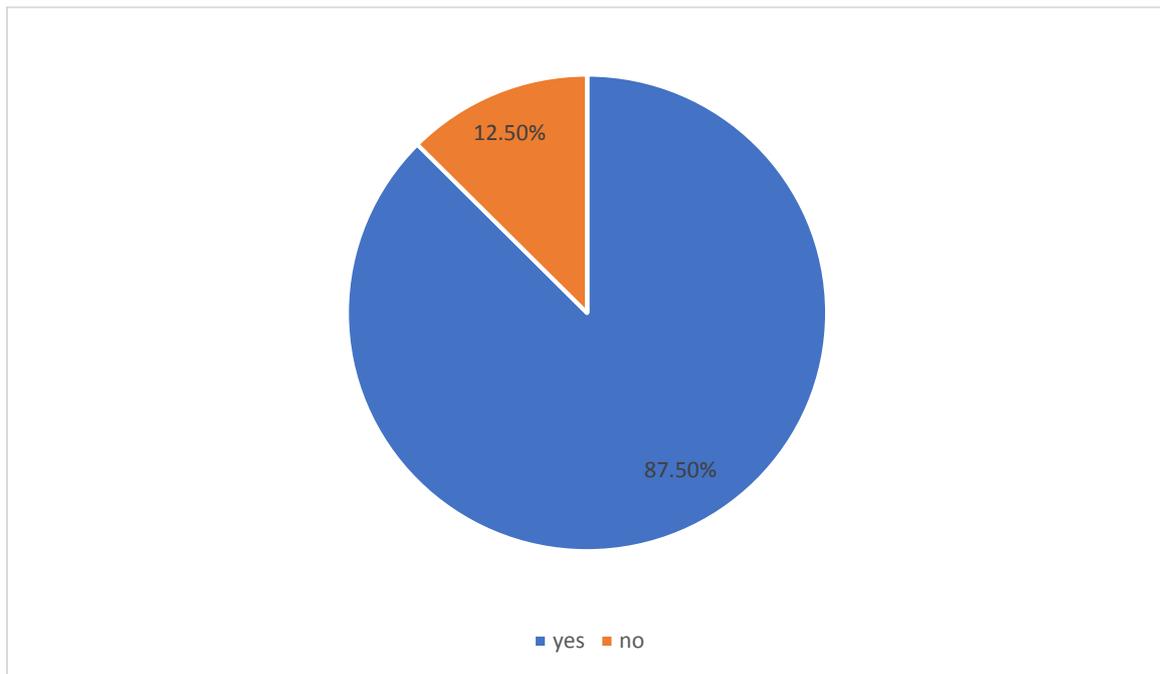
63,46% of students said that they enjoy much when studying with videos with subtitles, and 32,69% have said that they enjoy a little whereas only 3,84% of students who have said that they don't enjoy at all when studying with these videos.

Question 12: Do you think authentic videos with subtitles make vocabulary learning easy?

The aim behind this question was to see if the implementation of authentic videos with subtitles in the classroom help students acquire more vocabulary.

Option	Yes	No
N°	91	13
Percentage	87,5%	12,5%

Table 10: the use of videos with subtitles in vocabulary learning.



Graph 10: the use of videos with subtitles in vocabulary learning

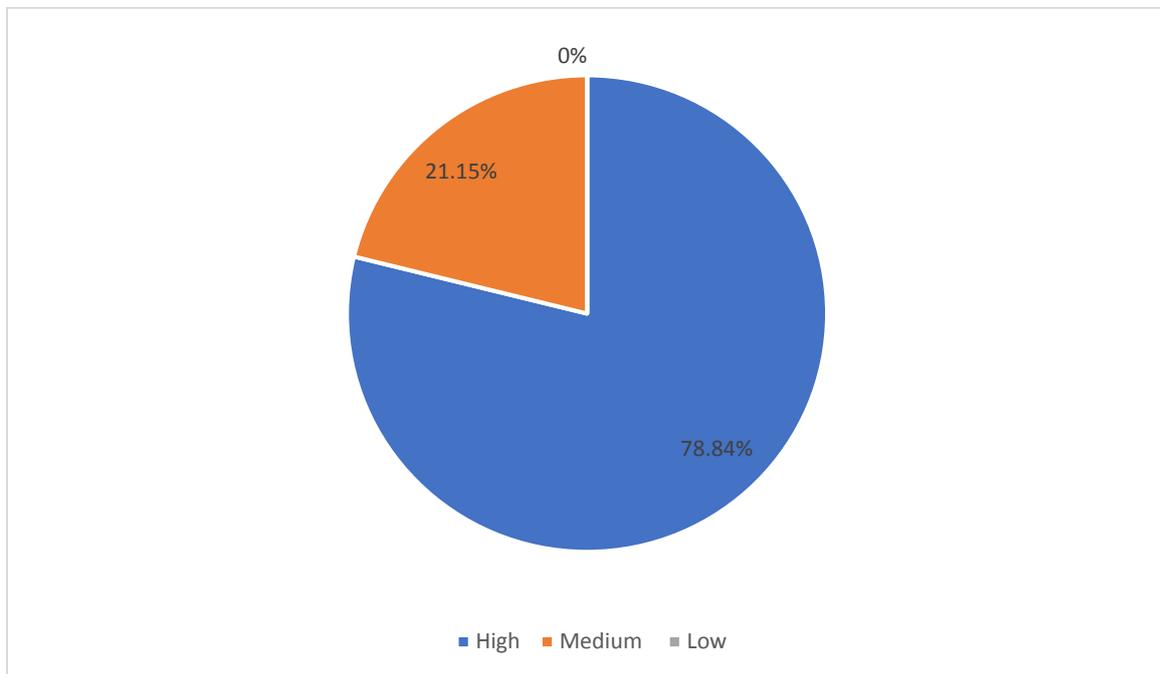
We can notice that, the majority of students said that authentic videos with subtitles make vocabulary learning easy which represents 87,5%, while a few number of them 12,5% have said no.

Question 13: To what extent, listening to native speakers helps you improve your speaking?

the aim behind this question was to see whether students think that listening to native speaker

Option	High	Medium	Low
N°	82	22	0
Percentage	78,84%	21,15%	0%

Table 11: The extent of listening to natives and its improvement on students' speaking level.



Graph 11: The extent of listening to natives and its improvement on students' speaking level.

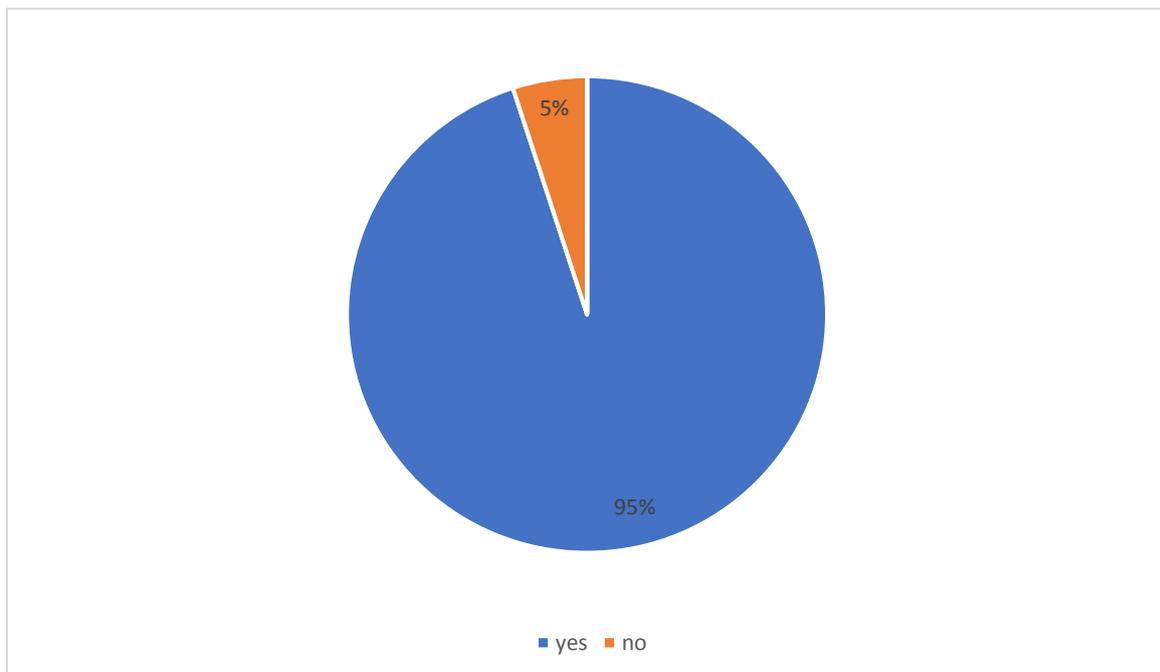
The participants describe the extent of listening to native speaker’s videos which reflect their level in speaking as follows: 74,84% of students state it is a high degree. Others 21,15% considered it as medium. None of them said it is low degree.

Question 14: Do you think that using authentic videos with subtitles help you overcome your weaknesses in pronunciation?

The aim behind this question was to see if using videos with subtitles help them overcome their weaknesses in pronunciation.

Option	Yes	No
N°	99	5
Percentage	95%	5%

Table 12: Students’ opinion on using videos with subtitles to overcome pronunciation weaknesses.



Graph 12: Students’ opinion on using videos with subtitles to overcome pronunciation weaknesses

From the student responses, we deduce that the majority of them 95% believe that using videos with subtitles help them to overcome their weaknesses in pronunciation. And only 5% of them have said no, it doesn't. Those who have said yes, they said because these videos are important to improve some aspects of language; it includes speech of native speakers and enable them to retrieve the pronunciation of language. Furthermore, these videos include rhythm, stress, and intonation which are aspects of pronunciation of English language. There are who have said that it gives them the chance to hear the words and memorize them. Others said that it helps them improve both the spelling and the pronunciation, see how words are written and how they are pronounced. Those who said no, they think that using authentic videos with subtitles won't help them overcome their weaknesses in pronunciation because they think that listening only is much better for them.

4.2. Analysis of Teachers' Interview

Question 01: How do you evaluate your students' speaking skill?

The aim behind this question is to know the students' speaking level from their teachers' angle.

Teacher 01:	There are some students who have a very good speaking level, they speak very well with less number of mistakes and there are who don't speak or participate, maybe because it is their first year and they are new in the scope of university.
Teacher 02:	Most of students are good in the module of oral expression, they all like to speak and express themselves.
Teacher 03:	I have students who are very good in oral expression' module, others have the average level.
Teacher 04:	there are students who are good speakers, and there are who have average level, they participate from time to time.

Based on the analysis of teachers' responses on this question, we notice that all teachers that have been interviewed nearly gave the same answers, all of the teachers have said that most of their students have a very good level in speaking where they like to speak and express themselves, and there are students who have the average level they participate from time to time, one teacher has said that he has students who don't participate in the class, he argued that it's maybe because they are dealing with new environment.

Question 02: what type of activities do you chose in your oral classes?

The aim behind this question was to see what do teachers of oral expression use in their sessions as strategies for influencing learners to speak and communicate in the class.

Teacher 01:	I always try to vary the activities that I use, so it depends, sometimes I give them topics to discuss, or to watch videos about any topic and we discuss it all together.
Teacher 02:	Most of the time I use free topics and let students express themselves, sometimes I use role-playing.
Teacher 03:	I ask students to prepare for free topics and I use open discussions where all of them can interact.
Teacher 04:	I chose the topics they want, having kind of debates, I use also songs, discussions, so yeah variety is very important, because what someone likes another person doesn't.

We can see from the above results that most of them try to meet their learners' wishes and needs, for instance some teacher use discussion and there are who use free topics, others use songs, role playing. One teacher has said that they chose the topics which students want, so that to make them feel at ease. They all vary the activities that they use. We have noticed that only one teacher use videos as an activity.

Question 03: Do you use authentic videos with subtitles in your courses?

The aim behind this question was to see if teachers of oral expression use authentic videos with subtitles as an activity.

Teacher 01:	No, not that much. But I use them from time to time.
Teacher 02:	Yes, I do use authentic subtitled videos in our oral expression sessions
Teacher 03:	Actually, I don't use them
Teacher 04:	No, I don't use them.

The results above show that two out of four teachers use authentic videos with subtitles as an activity in their session, and one teacher have said that they use it rarely, from time to time, and for the two other teachers don't use it at all.

Question 04: Do you think it is efficient way to enhance students 'vocabulary skill?

The aim behind this question was to know about teachers' opinion about whether using authentic subtitled videos is an efficient way to enhance students' vocabulary skill.

Teacher 01:	Yes, it is definitely helpful, because speaking and listening are interrelated skills. So whenever students do listen to these kinds of videos, it will help them in improving their speaking skill and their vocabulary too.
Teacher 02:	Yes, using videos with subtitles in the class is so important, it is very efficient.
Teacher 03:	Yes, of course. It will develop their English as a result it will develop their speaking.

Teacher 04:	Yes, it very efficient. students learn new vocabulary, new expressions, pronunciation of the words, so they are beneficial to them.

The answers we obtained show that all of the four teachers agree that using videos with subtitles is an efficient way which will enhance students ‘vocabulary skill. they have said that it is beneficial for them which will make them gain new expressions, how to pronounce new words, as a result it will improve their speaking skill.

Question 05: what are the advantages of using these videos?

The aim behind this question was to know if oral expression’ teachers are aware of the advantages of these videos.

Teacher 01:	They are motivating, make students in a context as the native English, real-task situation, know about others ‘culture, pronunciation, accent...etc.
Teacher 02:	There are a lot of advantages of using these kind of videos, but I sometimes advice my students to not watch it, so that to improve their listening skill.
Teacher 03:	As I said earlier, it will develop their speaking skill, they will learn structure building, avoid spelling mistakes.
Teacher 04:	These kinds of videos create a healthy new educational atmosphere, first of all, these videos allow students to understand fully the story. Second, they can check words meaning since they see them and check their mistakes and receive a perfect feedback from the videos

The answers above demonstrate that all of the teachers are aware of the advantages of subtitled videos, only one teacher have said that they are aware of its advantages but they don't advice their learners to watch it so that not to focus only on speaking skill and forget about the listening skill.

Question 06: To what extent, listening to native speakers help your students improve their speaking?

The aim behind this question was to know if listening to these kinds of videos help their students overcome their weaknesses in pronunciation.

Teacher 01:	To a great extent, listening will develop definitely affect the speaking skill, it will improve it and make it more correct.
Teacher 02:	These videos are very important when it comes to improve students' speaking skill, because they will have the chance to hear how words are spoken and how it is written.
Teacher 03:	Listening to native speaker will motivate them to work hard in order to develop their speaking, they will be excited about that language and they will search for videos with subtitles or something to listen to master the language.
Teacher 04:	Well, it will allow them to acquire a fluency in speaking and improve their grammar mistakes too.

As it was expected all the teachers claim that listening to native speaker will help students overcome their weaknesses in pronunciation, because they are learning from the source who are the native speakers who produce perfect language; correct pronunciation...etc.

Conclusion

Throughout this chapter, we have seen first the methodological proceedings which are the questionnaire and the interview and through which some conclusions were drawn. We have seen also the objective behind our tools" selection, and their description. Then, we have talked about our selected sample which is first year LMD students, and teachers of oral expression. At last but not at least, we have dealt with the analysis of the results that were obtained at the end of the investigation. The findings that we have come to, will be seen and discussed in our following and final chapter of this work.

Chapter Three: Discussion and Recommendations

Introduction

The previous chapter dealt with the practical side of the present study using questionnaire and an interview as data collection tools, whereas the discussion of the results is included in this chapter. Moreover, this chapter is undertaken as an attempt to provide some effective suggestions and recommendation that may contribute in the improvement of students 'vocabulary and speaking skill when using authentic videos with subtitles. Our suggestion which will be given later will grant an overview about what different scholars propose in order to enhance vocabulary learning as well as speaking.

1.Summary of the results

Before giving our interpretation and understanding of the findings, let us first have a brief overview of what have been already found from the analysis of the interview and the questionnaires.

1.1. Summary of the questionnaires' findings

In the viewpoints of the majority of learners; we have concluded that the positive results concerning the effectiveness of using authentic videos with subtitles as a tool to improve students 'vocabulary skills confirmed our hypothesis. This means that there is a positive relationship between the use of these kind of videos and oral proficiency. Our sample consists of 91 females and 13 males which revealed that girls have the tendency to learn English more than boys and they are more interested in learning it.

Once again, we confirmed, through learners 'answers, that their teachers do not use videos with subtitles in oral expression sessions only a few of them said that their teachers use it. We have found also that students of first year LMD like and prefer to study with subtitled videos, because as they said, it is very important and it help them to improve their vocabulary and also help them to overcome their weaknesses in pronunciation.

2.2. Summary of the interview findings

It is worth knowing that we have interviewed four teachers of oral expression , our selection of the sample was not done at random, but rather to see what do teachers use as activities and , how to motive students to make them express themselves at ease without facing any difficulties .Surprisingly, the results have showed that all of teachers are aware of the useful of using videos with subtitles and its effectiveness in enhancing students vocabulary skills, where two out of four teachers said that they don't use these kind of videos

and one of the who said they use it and the other teacher said they use rarely which confirmed students' answers .

All of the teachers have agreed that the use of such videos is very important and it is an efficient way to help students overcome their problem that they face when speaking. Only one teacher has said that they know and are aware of its advantages, though they don't advice their students to watch it, as they said to not forget about the listening skill which is very important as well as speaking one.

2. Discussion of the findings

The analysis of the questionnaire and the interview reveal that teachers and students have agreed that the effectiveness of using authentic subtitled videos in enhancing students 'vocabulary skill as well as speaking skill is a good strategy which will help them develop their English. Furthermore, we know a great deal about the effects of videos with subtitles on students and the condition necessary for effective classroom with helping material, especially for teaching speaking. The questionnaire also revealed that most of student like to study with this kind of videos.

2.1. Discussion of the questionnaire findings

The sample was students of first year LMD at Mostaganem university. During the analysis of the questionnaire, we had deduced the following:

First of all, we asked them about their gender and the majority of the students are female; (88%), whereas males (12%) only. The previous data drives the point that females are more interested to study foreign languages particularly than males who often chose to carry on scientific and sports fields.

Secondly, we have attempted to recognize their age. Students of first year LMD are aged between 17 and 20, we have deduced that the age of the students may affect their abilities; students who are likely to be old may not acquire the language like students of 20years old.

The third question was concerned with student's beliefs toward oral expression sessions. Students have different attitudes towards oral sessions, some said that it is good, others have said that it is exciting and the others have described it as boring, here it is related to what teachers use as activities in the class, because students like to study with fun and enjoying activities and which will create an amusing atmosphere to motivate them. For those who have said it is boring, maybe the topic presented was not interested for them and maybe

because of the traditional way of teaching that teachers are using in their sessions, here it is a matter of having different learning styles and preferences.

Concerning the fourth question, students have described their level in speaking as good, others described it as average and others have said that it is less than the average, so we can say that students' level in speaking is acceptable, neither high nor low.

The fifth and the sixth questions were intended to see what kind of difficulties that forbid students to interact and participate in their oral classes, we have found that the majority of students do not feel frustrated (81%) of them and only (19%) who have said that they face difficulties in speaking, we have asked about the reason; they have said that most of the time they feel stressed and shy, which forbids them to participate in the class.

Besides, 90,38% of students think that it is a good idea to use technology in class as a new strategy for teaching and change the old way, because students like to be up to date.

In question eighth, we have asked students if they like the usage of authentic subtitled videos in learning English, the majority of them replied positively because they think it will help them improve their level in English and which will give them the chance to understand the spoken language.

Question tenth stated that 70,92% of students who have said that their teachers do not use videos with subtitles in oral expression session, so here we deduce that teachers may not be interested in implementing these kinds of videos or either they don't have the chance to use it because of the lack of materials maybe.

For students who have answered that their teachers use these videos in their sessions, they said it is very important and they learn from it a lot, and they enjoy much which will add some fun to the general atmosphere of the classroom.

In question twelve, the majority of students had stated that authentic videos with subtitles make vocabulary learning easy, this show that students of first year LMD are aware of the importance of using authentic videos with subtitles in learning vocabulary.

Question thirteen, we have asked students to state the extent that can listen to native speakers 'videos reflect their level in speaking, 74,84% stated that is in a high. Moreover

In question fourteen, indicated that authentic videos with subtitles helped the students overcome their weaknesses in pronunciation because, the best way to learn accurate pronunciation is to listen to its source which is native speakers.

2.2. Discussion of the interview findings

Question one, teacher's responses reveal that most of their students have good level in speaking which confirms student's answers that most of them are good speakers.

In question two, we deduced that teachers of oral expression vary their activities that they use in their sessions, they have said that they use most of the time discussions and free topics, maybe they use these kinds of activities so that not to waste time.

Concerning question three, almost of the teachers stated that they don't use authentic videos with subtitles, only one teacher use it and one who have said that they use it rarely, this related to many reasons such as the unavailability of materials in the department of English language.

All of the teachers as showed in question four stated that using authentic videos with subtitles is an efficient way which will help students enhance their vocabulary skills, this shows that teachers of oral expression are aware of the importance of the use of these kinds of videos.

In question five, all of the teachers that have been interviewed mentioned various advantages such as: motivation, right pronunciation, real education atmosphere. Only one teacher has stated that they are aware of its advantages though they don't advice their learners to watch it because as they have said to not concentrate on the subtitles only and forget about the listening skill which is very important as the speaking skill.

The last question, we have asked teachers if listening to native speakers will help their students overcome their weaknesses in pronunciation. All of them have stated it is very important which will help definitely their students in developing their speaking, because it is very motivating, and it allows them to acquire fluency in speaking.

The use of authentic videos with subtitles provides an adaptation to the linguistic resources of accents and all kinds of discourse for students. Since most of the teachers agree that by using authentic subtitled videos, students will be exposed to multiple kinds of linguistic resources, for instance: accents, fluency, spelling of the words and all kind of discourse.

We have noticed also that most of oral expression teachers use discussion and free topics as activities, only one teacher has said that they use these types of videos and one have said that they use from time to time, but for the two other teachers don't use it at all, maybe because of the lack of materials or maybe they think it is not suitable for the L1 level, or because of lack of time.

3.Suggestions and recommendations

Foreign language teaching is not merely a process of transforming knowledge, but one which creates situations where students interact and express their thoughts using the target language. That is to say, learning a foreign language is to speak and to communicate in that language. So, the learner get the language when become to speak it. So, teachers of oral expressions need to take into consideration that using authentic videos with subtitles is very effective to implement it in their classes.

3.1. The best way to use subtitled videos

videos are a great resource to use in class and there are an endless number of ways to explore it to create motivating, memorable classes with a high level of language production.

3.1.1 How to use it

When planning a video with subtitles lesson, try to think of it in three parts.

3.1.1.1. Before you watch

The important thing about the before you watch tasks are that they get students into the topic and you prepare them for what they are going to see. This is the time to pre-teach any tricky vocabulary if you need to. 'Before you watch' tasks could be brainstorm, quizzes, vocabulary matching or any other task that gives some background knowledge about what they are going to watch.

3.1.1.2. While you watch

These are the tasks that students do while they are viewing, or during a pause in the viewing. Teachers need to remember how annoying it is to be interrupted continuously while someone is watching TV. they should bear in mind while they prepare these tasks. They should be short and simple. You are asking your students to do a lot of multi-tasking by giving them 'while you watch' tasks and you are could be in danger of converting a potentially fun and enjoyable class into a real bore by over-loading the students with things to

do. Teachers should always keep their students active during the viewing so they don't switch off.

3.1.1.3. After you watch

Many tasks can follow on from watching a video and what you choose to do really depends on what you are watching. To give a few examples, a discussion could follow on naturally from a documentary, a role play or a 'what happens next?' could follow on from a soap opera and a character study or making your own comic strip could follow a cartoon.

3.2. Examples of activities to use it in the class

There are plenty of examples of activities to use while implementing videos with subtitles in classroom, one will suggest some of them so that to create an enjoying and motivating atmosphere in the class.

3.2.1. True or false?

As students watch a section of a subtitled video and have to write three sentences about what they see. The sentences can be a mix of true and false. Pause the viewing periodically and ask a couple of students to read a sentence and the others must say whether it's true or false. this kind of activity will make all students engage and each one will want to guess the right answer and let them all participate.

3.2.2. Sound down

Sit students in pairs facing one another with one facing the video and the other facing away. Turn the sound down and play about two minutes of video. Choose the section carefully ensuring there's enough action. The student watching the video must explain what's happening to their partner. Then change places so the other student gets a turn. Then watch the whole clip to see how accurate they were. If you like, do the task once, then ask the students who were the viewers which words they needed. Put some vocabulary on the board then repeat the task so they get another go at describing the action. This kind of activity will definitely help them especially with the add of subtitles, it will make it easy for them.

3.2.3. Hold it there

Pause the video at an appropriate moment to leave a still image on the screen. Use the image as if it were a photo or a picture with the subtitle within it and use it to prompt

discussion, create role-plays or simply for students to describe what they can see, and what they can understand from that sentence.

3.2.4. what is going to happen next?

Pause the subtitled video at an appropriate moment and ask students to predict what's going to happen next after seeing it. You could put the class into teams to discuss the options and the team who's closest to what actually happens when you watch the scene wins a point.

3.3. criteria for selecting a video with subtitles

Teachers should bear in mind the criteria when selecting a subtitled video, the first thing teachers need to see is if the video is interesting, would a student of first year university want to watch this video? Second, completeness; Tomalin (1991, p.50): "the ideal video clip tells a complete story or section of a story ". This idea of completeness is important for students whose primary motivation for watching video with subtitles is enjoyment. Furthermore, teachers need to take into consideration the length of the video, because the length is very important, it shouldn't be too long, perhaps between 30seconds and 10minutes depending on the learning objective. The last thing which is very important is the language content, "In using video to present language, an important factor to consider is the linguistic items (particular grammatical structures, language functions, or expressions) presented in the scene ".Arcario (n.d, p.116).

3.4.why should teachers use videos with subtitles?

Several reasons are suggested for teachers to use videos with subtitles in the class. the researcher will suggest some of them.

3.4.1. Motivation

Learning from videos with subtitles is motivating and enjoyable. Motivation is one of the most important factors in determining successful foreign language acquisition, it makes the language learning process more entertaining and enjoyable.

3.4.2. Authentic and varied language

Another benefit of using subtitled video is that it provides a source of authentic and varied language, it provides students with examples of English used in real situations outside the classroom. Particularly interactive language, the language of real life conversation, it exposes students to natural flows of speech.

3.4.3. Visual context

The visuality of videos makes it an invaluable language teaching tool, enabling learners to understand more by interpreting the language in full visual context, it assists the learners' the chance to read the written one, which will provide a focus of attention.

3.4.4. Variety and flexibility

Authentic subtitled videos can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills. For example, a whole video can be used to practice listening and reading, and as a model for speaking and writing, video can also act as a springboard for follow-up tasks such as discussions, role play, reconstructing a dialogue or summarizing.

3.4.5. Put knowledge into practice

In English classes, we learn a lot of vocabulary and grammar but learners may not know how to use it in real life. Watching these kinds of videos will help them understand how to use all the learnt knowledge in everyday situations. It is hard for learners to hear every single word, because they are used to the standard English, Furthermore, this is a useful practice to get acquainted with different accents of English around the world, and subtitling is a perfect choice to assist the comprehension of the videos.

3.4.6. Other reasons like

- EFL learners think with their L1, so subtitled videos are the most suitable mean to promote the speaking skill.
- It activates their schemata.
- It promotes active learning.
- Authentic subtitled video is a mean which serves to match different learning styles (VAK / multiple intelligences) and it minimize learner's differences.
- Authentic subtitled videos enhance the writing skill as well.
- Authentic subtitled video is suitable for the new generation (the net generation)
- EFL learners learn better from technology, so it is one way of integrating ICTs in class.
- Several studies (eg , Bowe & Kaufman , 2001 . Evmemova , 2008). Have said that these type of videos will improve students' level, such as : reading speed and fluency, word recognition ,decoding , vocabulary acquisition , word knowledge , reading

comprehension , oral reading rates , and that watching these kind of videos appears to have a positive impact on comprehension skills .

3.5. Other recommendations

- Support universities with all effective aids as visual and audio aids, data show, new strategies in the class.
- Some students may be motivated to learn English, they feel afraid to speak it and don't interact with others; it may be due to the lack of self-confidence, fear of operating foolish when mistakes are made (grammatical or pronunciation mistakes) and fear of teachers' negative feedback. So, teachers need to encourage students' talk inside the classroom to be exclusively in English by using these kinds of videos and took them to the real station in order to make them more comfortable.
- Teachers should increase the use of videos with subtitles in their sessions.
- Also, learners should be interested with such materials because, it will help them in learning English language with new technology.
- Teachers need to include the type of teaching that provides learners with a variety of opportunities for communicative interactive and language use, and videos with subtitles lead the chance to the students to discuss and analyze with the teacher or together and practice the English language inside classroom with teachers' control.
- Teachers should take into consideration his/her students 'preferences, needs when using subtitled videos.
- The teacher should motivate his/her students to use subtitled videos outside the classroom like watching TV shows of native speakers and to use internet for education, for example downloading videos with subtitles.
- Administration of the department should look again for the time devoted to speaking skill courses and give it sufficient time.
- We recommend that the authentic subtitled videos should be supposed to be as a strategy in teaching the oral courses at least one time per week, this would enable students to be intercultural speakers and to use to understand the everyday language which most often embodies cultural notions, norms and conventions.

3.6. Teachers may contribute in learners' vocabulary enrichment using the following tips

Certainly, a rich vocabulary makes the skills of listening; speaking; reading; and writing easier to perform. Learners need to develop their vocabulary repertoire to state their points of view and comprehend a speech. As they learn how to use more vocabulary properly, the teacher will see an improvement in their writing and speaking.

According to Dakun (2000), there are two basic approaches to teach and learn vocabulary. These are: the incidental and the intentional vocabulary learning; or as they refer to, the implicit and the explicit learning of vocabulary (see chapter 1). For him, there has always been a debate on the fact of which method is the most effective one in teaching vocabulary. Wei (2013) argues that one can distinguish between the two strategies on the basis of learners' intention while learning. If those ones tend to learn vocabulary unintentionally, then these learners are approaching the incidental method; and if they tend to learn it intentionally, hence they are approaching the intentional method.

In incidental vocabulary learning, Wei (2013) claims that thanks to the context, learners can learn new words indirectly while reading or listening. In another study carried out by Brown; Waring; and Donkaewbua (2008), they tried to identify which mode (reading while listening, extensive listening, or extensive reading) can result in a large amount of word gains

3.6.1. Reading while listening

Recently, a new form of reading has grasped the attention of researchers and language teachers which is reading while listening mode (Brown, Waring, & Donkaewbua, 2008). According to them, the process involves listening to a fluent and expressive reader; which can be the teacher or an audio-recorded tape. When reading aloud for learners, this can help students make connections between written and spoken language; learners will be provided with new knowledge; language acquisition will be supported; new vocabulary will be built; and reading will be promoted as a worthwhile, enjoyable activity (ibid).

3.6.2. Extensive listening

Extensive listening is defined as a process whereby learners listen at length usually for having fun and pleasure (Harmer, 2006). For him, the more learners listen, the more their language is enhanced; and as a result, they will get better at activities of listening in general. The most crucial benefit that is obtained from listening to passages; stories; videos; or

recordings is that new vocabulary will be acquired incidentally (Brown, Waring & Donkaewbua, 2008). Nation (2001) confesses that despite the fact that studies which are conducted on extensive listening in a foreign language are limited, yet there are an increasing body of proofs and evidence that demonstrate that when learners are being read to, they can pick up new words (As cited in, Brown, Waring, & Donkaewbua, 2008, p.139).

3.6.3. Extensive reading

Harmer (2006) defines extensive reading as a pleasurable process by which learners are encouraged to choose reading materials which correspond to their level so that they can understand. Brown (2000) asserts that many researchers found that the extensive reading is a very useful strategy which can enable learners to gain new words through the analysis of contextual environment.

All of the three strategies mentioned above are related with subtitled videos, where the learner can read the subtitles and listen to the native speakers and read while listening to it, which can promote the four skills and as a result their vocabulary will be developed.

3.6.4. Note taking

Another vocabulary learning strategy which is proposed by Wei (2013) is note-taking. According to Richards et al. (2002) note-taking or note-making is the process of writing down the main points, questions, and other elements while reading or listening; so that to be discussed or used to help retain information. In the case of vocabulary, Gu (2003, p.10) proclaims that “After getting information about a new word, learners may take notes, in the form of vocabulary notebooks, vocabulary cards, or simply notes along the margins or between the lines”. Again, it is the role of the teacher to raise the spirit of note-taking among her/his learners. So, students of first year need to use this technique while watching videos with subtitles.

Conclusion

In the last chapter, we have given first a brief summary and a general overview about the findings that were obtained from the analysis of the interview and the questionnaires. Second, we have dealt with the discussion of the already found results; and definitely, we have come up to some conclusions that have a direct relation to the questions of the investigation at hand. Finally, we have given some suggested propositions and recommendations that concern vocabulary learning through implementing the subtitled videos in the EFL classes.

General conclusion

Vocabulary learning is an indispensable process for EFL learners to acquire proficiency and competence in target language. Word power facilitates fluent speaking and effective writing. It substantiates both: learners' acquisition of knowledge and production of knowledge. It is a fact that speaking is the most difficult skill comparing to other skills, because it is a combination of many other skills for instance, people used to say that a good listener makes a good speaker and a good reader also can make a good speaker. So, in education it is the duty of the teacher to look for strategies that may help students to achieve better and to reach the required level in speaking.

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

Our study focused on the effectiveness of authentic subtitled videos used by the teachers in the classroom to improve student's vocabulary skills as well as our concern skill which is the speaking one, and also to produce the characteristics of effective foreign language speakers. This was confirmed by the results obtained from both oral expression teachers and first year LMD students' questionnaire and the interview. The findings went hand in hand with our hypothesis which emphasize that the authentic subtitled videos help the students increase their level of achievement in vocabulary skills especially speaking one.

The analysis of the preliminary questionnaire shows that all students during the use of authentic subtitled videos; can produce new grammatical forms and words, acquire several Vocabularies and give the right pronunciation of words, to increase their speaking abilities. They considered these videos as the appropriate ones for them and their teachers in learning and teaching vocabulary and speaking skill.

As mentioned earlier, the outcome of the current research showed that employing subtitled videos as a teaching material in language teaching environments can assist learners

to receive the language through listening to the native speakers and through reading the subtitles. Using subtitled videos would help language learners develop their knowledge vocabulary allowing them to match the aural input with visually presented word. As it was stated earlier their speaking skill would be enhanced as well.

The results showed only few of oral expression teachers use videos with subtitles in their classes, and for the other teachers we noticed that they don't use it all, so they should take into consideration that these types of videos are very helpful because to have a very rich vocabulary, and to be a good speaker is a difficult task. It requires some experience and strategy to produce the language accurately and encode the intended messages of other speakers. The best way to do it is; to encourage new strategies inside the classroom, since learners do not use second language frequently outside the classroom.

As a final point, the present study has given some suggestions to both students and teachers. The recommendations include some strategies and tips to apply subtitled videos, and raise teachers and learner's awareness of this its importance, in order to make students more effective in learning English language.

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Appendices

Appendix 1 : Students' Questionnaire

Appendix 2 : Teachers' Interview

Students' questionnaire

Dear students

This questionnaire is a part of a case study that aims to identify the effectiveness of using subtitled authentic videos in enhancing students' vocabulary skill, especially spoken one. Please tick (✓) the corresponding answer or fill in with information where necessary.

1. Gender: a- Male b- Female

2. Age:

3. How could you evaluate your oral class ?

a- Exciting b – good c – boring

4. How could you evaluate your level in speaking?

a. good

b. average

c. less than average

5. Do you feel frustrated when trying to express yourself in English ?

a. yes b. no

6. If yes, how?

.....
.....

7. Do you think that the use of technology in foreign language class improve your level?

a -Yes b- no

8. Do you like to study with authentic subtitled videos?

a – yes b – no

Justify in both

.....

.....

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

a – yes

b – no

10. If yes, do you learn from them?

.....

11. Do you enjoy when studying with videos with subtitles?

a – Much

b – A little

c – Not at all

12. Do you think authentic videos with subtitles make vocabulary learning easy?

a – yes

b- no

13. To what extent, listening to native speakers help you improve your speaking?

a – high

b. medium

c. low

14. Do you think using authentic videos with subtitles help you overcome your weaknesses in pronunciation?

a – yes

b – No

Why ?

.....
.....

thank you very much

Teachers ‘interview

- 1.How do you evaluate your students’ speaking skill?
- 2.what type of activities do you chose in your oral classes?
3. Do you use authentic videos with subtitles in your courses?
4. Do you think it is efficient way to enhance students ‘vocabulary skill?
- 5.What are the advantages of using these videos?
6. To what extent, listening to native speakers help your students improve their speaking?