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**The Role of English Subtitled Movies in Incidental Vocabulary
Acquisition: An Analysis of Third-Year Students' Views in the
Department of English at MMUTO**

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Dedications

I dedicate this work to:

My lovely parents who were an endless source of affection, support and love. My brothers and my sister.

My binomial Zahia.

Assia ADDI

I dedicate this work to:

My loving parents, who have always been by my side throughout my study journey. To my Grandparents and my aunt,

My precious sisters, my brother, and my little niece Basma and of course, my amazing binomial Assia.

Zahia SI ZIANI

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Abstract

*This dissertation explores the role of English subtitled movies in incidental vocabulary acquisition among third-year students of the English department at the University of Mouloud Mammeri in Tizi-Ouzou (MMUTO). Specifically, it investigates the importance of English subtitles in developing incidental vocabulary and the extent to which they facilitate language learning across different levels. To guide our study, we draw on Richard E. Mayer's book *Multimedia Learning* (April 9, 2001) and its key principles. We employ a mixed-methods research design that combines quantitative and qualitative criteria to gain a comprehensive understanding of the research question. Seventy third-year students complete a questionnaire, while eight students participate in a structured interview. To analyze the data, we use the rule of three for statistical analysis and Qualitative Content Analysis for the interpretation of open-ended questions and interview responses. The results suggest that English subtitles have a positive impact on incidental vocabulary acquisition and language learning. The students reported that subtitles helped them better understand the context and nuances of the language, and enhanced their ability to acquire vocabulary and language features incidentally. The findings also highlight the importance of incorporating multimedia elements into language learning practices, and support the use of English subtitled movies as a valuable resource in language education. Overall, this study contributes to the growing body of research on the effectiveness of multimedia learning and provides insights into the use of subtitles in language education.*

Key words: Incidental Acquisition, Vocabulary, English Subtitles, Movies.

List of abbreviations

- **EFL** : English as a Foreign Language
- **ESL** : English as a Second Language
- **L2** : Second Language
- **MMUTO**: Mouloud Mammeri University of Tizi-Ouzou
- **QCA** : Qualitative Content Analysis

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Statement of the problem

Vocabulary acquisition is a critical component of foreign language learning as it plays a central role in the four main language skills: speaking, listening, reading, and writing. Without an adequate vocabulary, learners may encounter significant difficulties in effectively using the language. As Harley (1996) notes, vocabulary acquisition is essential for producing any language, and is thus a fundamental part of the student's learning process. There are various ways that learners can acquire new vocabulary, including through incidental vocabulary, which is the process of learning new words without explicit instruction. Through incidental vocabulary, learners can acquire new lexicons by engaging in reading, listening, and various other activities. According to Nation's review of incidental vocabulary acquisition in a second language (2001), extensive reading enables learners to automatically and spontaneously memorize new words as they read and comprehend texts. Similarly, listening tasks can also contribute to incidental vocabulary acquisition, as learners gradually internalize new words at the subconscious level.

Incidental vocabulary acquisition is an essential aspect of developing successful literacy and communication skills and has been widely acknowledged by both teachers and researchers. In recent years, multimedia, particularly video materials, have played an increasingly crucial role in enhancing learners' incidental vocabulary knowledge. According to Smirnova's literature review on the impact of multimedia on vocabulary acquisition and retention (2015), multimedia has been found to be an effective tool for enhancing vocabulary learning. The review provides insights into how multimedia can be used to enhance vocabulary learning, and with the rapid advancements in technology, incidental vocabulary acquisition has significantly improved. The emergence of new transmission devices such as televisions, computers, cell phones, DVDs, and mp3s have provided learners with a wealth of authentic materials that support a broad exposure to vocabulary in various contexts and situations.

The spread of audio-visualized materials, particularly, movies act as the best agents for facilitating spontaneous vocabulary acquisition for modern age learners. English movies are accessible in numerous countries all over the world, they represent a popular source of entertainment. However, depending on the learner's level of language proficiency compared to the vocabulary content of the movies, they may find it difficult to grasp the content of video materials, while not being supported with "subtitles" within the mother tongue language or the target language or in other languages. An English foreign language learner's primary concern is to learn the language forms and rules, to be able to have access to its particularities of use, this portrays the importance of English subtitles for English dialogues for the learners.

Incorporating English language movies with subtitles into language learning is an essential instructional component with a multitude of benefits, including enhancing incidental vocabulary acquisition. This occurs as learners attempt to comprehend the movie's content through reading the subtitles, providing them with an opportunity to access and learn new vocabulary. Additionally, this type of learning is spontaneous, allowing learners to learn in a natural and enjoyable way. Moreover, by combining reading and listening activities, subtitles help learners improve their language skills in multiple areas simultaneously. Therefore, watching English movies with subtitles is an effective way to develop language proficiency and should be an integral part of any language learning curriculum.

The recent studies and many learning theories support the usage of subtitled movies for improving learners' vocabulary, since they provide combined audio and visual aid that helps in recognition and recall of vocabulary. Among these studies, the cognitive theory of "Mayer" (2005), strongly supports the usage of subtitled movies in improving learners' vocabulary. His cognitive theory of multimedia learning assumes the existence of two separate channels (audio

and visual) through which information is processed. In other words, he describes audio-visual sources as channels through which we obtain language and data.

As mentioned earlier, movies are an ideal example of such audio-visual channels. With the assistance of subtitles they provide learners with a wide vocabulary that is to be recognized and processed by them. Subtitling on its side, is a type of audiovisual translation. In particular, bimodal subtitling (English subtitles with English dialogues) is probably more effective in developing EFL learners' incidental vocabulary acquisition rather than standard subtitling (other languages with English dialogues). As the English language is the main focus of the learner, English subtitles being associated with English movies seem to be the perfect combination to learn the language at several levels. Incidental vocabulary is generally concerned with extensive reading, and subtitled movies put the learner's focus on reading. It is very important to identify the relationship between these two elements (subtitles and movies) and determine their pivotal role in incidental vocabulary acquisition.

When movies have not been translated into the official target language, subtitles have been used for many years in many nations. They have been viewed as distracting and slowing the advancement of listening skills, whenever they have been used as a help in foreign language education, because they are seen to make learners shift their focus on the text rather than the flow of speech. However, several studies have found that rather than being a cause of boredom, subtitles may have significant utility in aiding the learning process, and they provide students with access to huge amounts of real and understandable language information. In fact, TV shows and movies that are not subtitled are known to cause a high level of insecurity and anxiousness. According to Kruger and van Rooy (2018), numerous studies have shown that subtitles deliver instant feedback and thus positive reinforcement, assisting learners in developing a sense of security, and preparing them to watch foreign television or movies that are not assisted by a text. The authors suggest that subtitles must be utilized for a specific purpose while being used to

learn or practise a foreign language. Students should learn to use subtitles for a cause other than just understanding "everything" that is being stated through various training sessions.

When considering the potential utility of video input and subtitles in learning languages, it is really important to remember the significant role of visual associations in memory as well as the mnemonic power of the imagery. A subtitled video establishes a three-way connection between image, sound in one language, and text in another. With sound and text usually linked by translation. Strong associations for retention and language use are more likely when this type of connection is made. When we evaluate the extra impacts that both visual pictures and translation have for foreign language learning on their own, their combination is unquestionably significant. According to Canning and Wilson (2000), images contextualized in video or on their own can help to reinforce language learning and the learner can see immediate meaning in terms of vocabulary recognition because one of the best ways to ensure this rawness of meaning is through subtitles.

Several studies have been conducted at the Master's degree at the University Mouloud Mammeri in Tiziouzou at the level of the English Department such as investigating the impact of visual aids on memorization and recall of vocabulary. However, to our knowledge, no research has been done on the role of English subtitled movies in incidental vocabulary acquisition. Our work then seeks to reveal how English movie subtitling influences the learner's incidental vocabulary acquisition.

Aims and significance of the study

The present research aims to explore the role of English subtitled movies in incidental vocabulary acquisition among EFL students of the third-year in the department of English at Mouloud Mammri University in Tiziouzou. It pursues the following objectives:

1. To determine whether students watch subtitled movies or not.

2. To identify if incidental lexical knowledge is retained through exposure to English subtitled movies or not.
3. To evaluate the importance of watching English subtitled movies for incidental acquisition and its role in it.

The study uses two data collection tools, a structured interview and a questionnaire, to achieve its objectives. The findings of this study can provide valuable insights into the use of subtitled movies as a tool for improving incidental vocabulary acquisition among EFL learners. By identifying whether students watch subtitled movies or not and the impact of this exposure on their incidental vocabulary acquisition, this research can inform language teachers and curriculum developers about the potential benefits of incorporating subtitled movies into their teaching practices. Ultimately, this study can contribute to enhancing the quality of language education and improving students' language proficiency levels.

Research questions and hypotheses

This study seeks to answer the following questions:

- **Q1:**

Do third-year students in the English Department at Mouloud Mammri University of Tiziouzou acquire vocabulary incidentally from watching English subtitled movies?

- **Q2:**

In which way do English subtitled movies aid students' incidental vocabulary acquisition?

To answer these research questions, we brought forward the following hypotheses:

- **H1:**

Third-year students do acquire incidental vocabulary from watching English subtitled movies.

- **H2:**

English subtitled movies tend to aid students in the recognition of written words as well as the acquisition of word meaning.

Research techniques and methodology

To effectively collect and analyze the information needed for our research, we have adopted a descriptive research design that allows us to test our hypotheses. Our approach involves using mixed methods research, which incorporates both qualitative and quantitative methods. To gather data from study participants, we have utilized a combination of a questionnaire and structured interviews as research tools. In the data analysis stage, we have employed two techniques to ensure comprehensive analysis. For quantitative data, we have utilized the rule of three method, while for qualitative data, we have employed the qualitative content analysis technique. These methods have enabled us to analyze our data effectively and draw accurate conclusions that will help us meet our research objectives.

Structure of the dissertation

The present dissertation follows the traditional simple model. It consists of four main chapters, in addition to a general introduction and a general conclusion. The first reviews the literature related to incidental vocabulary acquisition and movie subtitling it includes the importance of incidental vocabulary acquisition in learning English as a foreign language (EFL), which is the prior aspect. The next point deals with the major approaches to incidental vocabulary acquisition, and the last element concerns the role of English subtitled movies in incidental vocabulary acquisition. The second is devoted to different research techniques and

methodologies used within the study. The third contains the results gathered from the questionnaire and the interview. The last one includes an analysis of the collected data from the learner's questionnaire and the structured interview.

Introduction

The present chapter is a review of the literature on the role of subtitled movies in incidental vocabulary acquisition in English as a foreign language (EFL). It highlights the key points relative to incidental vocabulary learning. Three main sections make up the chapter. The first accounts for the importance of incidental vocabulary acquisition in EFL. The second deals with the major approaches to incidental vocabulary acquisition. The third section is set to shed light on the role of English subtitled movies in incidental vocabulary acquisition.

1. The Importance of Incidental Vocabulary Acquisition in Learning English as a Foreign Language

Students cannot understand others or convey their thoughts without a proper vocabulary, which is why vocabulary is so important in English language instruction, Wilkins(1972, pp. 111-112) states that “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. This quote emphasizes the critical role that vocabulary plays in effective communication in the English language. For instance, if a student is trying to convey their thoughts and ideas but does not have the appropriate words to express themselves, they will not be able to communicate effectively. For example, a student who wants to describe their favorite restaurant experience in English must have the appropriate vocabulary to describe the taste, atmosphere, and service of the restaurant. Without the right words, their communication will be limited and incomplete. Therefore, building a rich and diverse vocabulary is crucial for effective English language communication. Lewis (1993, p.89) declares that “lexis is the core or heart of language”, this means that students must acquire more productive vocabulary knowledge and create their particular vocabulary acquisition strategies as their fluency and expression in English improves.

The value of vocabulary in language learning is often intuitively recognizable by students. Schmitt (2010, p.4) goes on to say that “learners carry around dictionaries and not grammar books”. In other words, vocabulary aids students in comprehending and communicating in English. Language is exceedingly difficult to put into words. However, studying vocabulary helps students master English for their needs.

Learning a language requires the mastery of a large number of words, nowadays the English language is progressively becoming essential for international communication goals particularly in the commercial field. Great importance for learning English as a foreign language is shown by a large number of countries in the world. It is now an exceptional subject in secondary schools and higher education institutions. To effectively communicate in a language, learners must master thousands of words, along with the grammar rules. However, relying solely on intentional learning in classes is not sufficient. A wide range of vocabulary is learned unconsciously, not only in classes but also through activities such as reading, listening, speaking, and writing. This incidental vocabulary acquisition occurs when learners come across new words accidentally and retain them through continuous exposure, resulting in spontaneous and gradual vocabulary building. Several studies have investigated incidental vocabulary acquisition in foreign language learning, with extensive reading being a popular form of leisure that has been found to enhance vocabulary building and reading skills. According to Krashen (1944), the purpose of extensive reading is primarily for pleasure, but it can also lead to common language progression and increased motivation to read. This implies that extensive reading activities serve a dual purpose for leisure and language learning. However, incidental vocabulary acquisition can also occur through standard reading activities and other forms of tasks.

After being marginalized for several years in the field of second language learning and teaching the research on incidental vocabulary acquisition finds its path nowadays as an important segment of language development. Most of our reading results in incidental vocabulary acquisition, it is a special process because we do it without being planned to do so. According to Coady, J. (2001), incidental vocabulary learning encourages students to read widely and emphasizes their ability to deduce the meaning of new terms from context clues, the unknown words' exposure that happens during an extensive reading captivates the attention of the learner to search for various word meanings that they are not completely familiar with in the sake of knowing them. Incidental acquisition motivates the learner to read more thus, to meet more words.

Numerous linguists such as Read (2000, p.43) declares that "a great number of native speakers acquire incidentally 70% of their native language as they encounter new words in distinct cases of communication with the other ones", this calls attention to the fact that incidental vocabulary also contributes to the learning process of the native language. Schmitt (2000, p.120) presumes that "incidental vocabulary learning involves the learners to acquire vocabulary unconsciously when they use language for communication objectives". Let's say that a native English speaker is having a conversation with a friend about a recent hiking trip they went on. During the conversation, the speaker uses the word "scramble" to describe how they had to climb up a steep section of the trail. The listener, who may not have encountered this word before, asks for clarification. The speaker then explains the meaning of "scramble" and provides further details about the experience. In this scenario, the listener has incidentally acquired a new word ("scramble") through communication with a native speaker. This kind of incidental vocabulary acquisition can happen in a wide variety of real-life situations, including conversations, social media interactions, watching TV shows or movies, and more. In other words, incidental vocabulary not only is limited to extensive reading but also is acquired in daily life

communication. This shows how this incidental process has a strong impact on our acquisition of language usage in different contexts.

A special characteristic of incidental vocabulary acquisition has been highlighted by Reider (2003), according to him, in the incidental learning procedure, vocabulary can be taught while another activity is taking place; incidental vocabulary acquisition can be defined as a process of word acquisition where the goal is not to learn the words. This feature of effortlessly acquiring knowledge proves how particular the type of incidental vocabulary acquisition is.

According to Huckin and Coady (1999, p.185), the characteristics of incidental vocabulary learning are as follows:

- a)- Learners read and acquire vocabulary at one time.
- b)-Learners have the possibility to choose the material they want.
- c)-Words are recognized and repaired through meaningful usage within context.

Hemanti and BintinAsmawi (2015, p.72) in their investigation on the incidental vocabulary effectiveness through reading state that " the approach of reading is an effective approach of vocabulary development", in other words, incidental vocabulary acquisition which is generally associated with reading plays a major role in vocabulary building and improvement.

Definition of Incidental Vocabulary

Incidental vocabulary is a term frequently used in the field of language acquisition, and its definition has been the subject of much discussion and debate among linguists. Despite the variations in the definitions put forth by different scholars, it is widely accepted that incidental vocabulary refers to the acquisition of vocabulary in a largely unintentional and unconscious manner, typically through exposure to language in naturalistic settings. These common assumptions underlying the concept of incidental vocabulary have important implications for

language learning, as they highlight the crucial role of context and exposure in vocabulary acquisition.

Nation (2001, p.232), defines incidental vocabulary learning as “an essential strategy in learning vocabulary, it is a type of learning that takes place without having a specific will to concentrate on vocabulary”. This means that it is possible to develop vocabulary knowledge subconsciously in any language while being engaged in activities particularly in the reading activity.

Meara (1994, pp.3726-3728) claims that “incidental vocabulary acquisition is defined as a by-product of learning something else, and it is unlike the learning with a specific intention as in the learning sessions organized, and planned by the teachers or the learners”. This means that learners can improve their incidental vocabulary acquisition when they are involved in some intended learning activities such as; speaking, reading, tasks, and also interacting with each other. He refers to incidental acquisition as a product, made in the manufacturing of something else (by-product). Because, actually we acquire incidental vocabulary while doing activities that are not intended for that purpose mainly. Learners do reading sessions in classes or outside, these reading activities result in incidental vocabulary as a by-product of it (reading).

Ellis, Basturkkman, and Loewen (2002) define incidental acquisition as the process of acquiring new vocabulary without specific focus on the grammatical structures or linguistic problems related to language forms. This means that learners may acquire new vocabulary while their main focus is on the meaning of the words rather than on the grammatical structures or linguistic rules that govern them. Incidental acquisition occurs through exposure to language in context, such as through reading, listening, and communication with others.

From the views that have been stated above, one can conclude that incidental learning/acquisition of vocabulary can be defined as a strategy of learning From language exercising, such as reading, listening, and even reading while listening tasks while the learners'

focus is on the informative content of the texts and passages that are given to them, with no other intention of willingly learn new words. This strategy typically concerns learning from extensive reading, conversation-making, and listening activities. And can also result from watching English movies with subtitles, listening to the radio, and other exposure of inputs both inside and outside the classroom.

1.2 Incidental Learning/ Acquisition: General Definitions

The acquisition of new vocabulary is an important component of language learning, and the only condition for acquiring vocabulary is input (stimulus). There is a widespread agreement that a considerable portion of vocabulary is acquired unintentionally (incidentally), – i.e., without the intention of learning, and this is through simple exposure to the language. Incidental vocabulary acquisition is considered to be the fundamental mechanism of vocabulary acquisition in one's native language.

Generally, vocabulary acquisition involves some form of input whether written, oral, or bimodal (written and oral at the same time). Consequently, unintentional vocabulary requires some form of exposure to unimodal (one) or multimodal stimulus, allowing learning to occur as a result of a continuous process involving the accumulation of knowledge through repeated encounters with the words. Speakers normally learn the word form after the first few encounters, but the connection between form and meaning does not stable until a larger number of encounters have occurred, as this needs a large number of repetitions. The frequency of words appearing in written texts has been the focus of several previous studies on incidental vocabulary learning.

Existing studies suggest that both native and second language learners benefit from incidental vocabulary learning while reading. It is now widely accepted that to see vocabulary

knowledge gain as a function of reading, readers require several encounters with unique single words placed in meaningful contexts and this is how incidental acquisition happens.

The diffused use of the expression "incidental" learning/acquisition is singular to vocabulary research. This particular term does not appear in other domains, such as the domain of phonetics and phonology. It is very neglected in the grammar field too. Mostly speaking incidental learning/acquisition refers to the learning of words that occurs seemingly in a natural way in divergent contexts of daily life. In contrast to deliberate and effort-making studies or (intentional learning). Huckin&Coady (1999, pp.181-193) assert that "incidental vocabulary word learning/acquisition is not intended to be the primary activity". In other words, incidental learning/acquisition cannot be planned or scheduled as it is done in formal sessions of learning, it is not the primary activity but an incidental sub-activity instead.

Familiar terms are used to define incidental vocabulary acquisition including learning as a "by-product" according to (Huckin&Coady, 1999), or "side effect" according to (Gass, 1999) of another major activity, as well as the "an expected and causal catching up" of new words while doing an activity, according to (Hulstjin, 2003; Rott,1997).

All those terms are used to categorize incidental vocabulary acquisition, explaining that it is a process that occurs spontaneously at the same time as doing something unspontaneous.

Common assumptions on incidental vocabulary acquisition understand it as an undemanding, unconscious, and random process of vocabulary gaining. Wesche&Paribakht (1999,p.176) state that "a greater number of studies slightly consent to the translation of the term [incidental] as assigning to new information or capacities that learners acquire as a by-product", in other words, incidental knowledge is a sub-product of other activities and a result of them.

Singleton (1999) has assessed a wide range of empirical investigations, all of which have claimed to show that accidental learning has to be investigated.

The researchers have claimed that some of the lexical terms that are utilized by the learners cannot come from textbooks or other training resources only. The most plausible source from which learners 'catch up' lexical words is during instructions of the teacher's spoken production. As a result, incidental learning is defined as "Language learning as a by-product of language use". Without the linguistic structure being altered by the teacher or anybody else in the classroom.

Incidental learning is often defined as the acquisition of vocabulary without direct instruction or drilling, but rather through exposure to language in various forms such as auditory, textual, and visual. This process occurs without the conscious intention of the learner to acquire new vocabulary. As Nation and Webb (2011) note, "incidental vocabulary acquisition refers to the learning of words from context as an unintended byproduct of some other activity, without conscious effort or attention to the words learned" (p. 277). Therefore, it can be said that incidental vocabulary learning is a natural and continuous process that occurs in the course of language development.

According to a study by Hulstijn and Laufer (2001), auditory processing is considered to be a good source of unintentional vocabulary expansion. The study found that frequency is a powerful predictor of vocabulary acquisition while listening. Listening to sentences or speech can help students learn new words and their meanings, grammatical functions, and collocations. However, there are some differences between auditory processing and reading in incidental learning. Overall, learning while listening is less effective than learning while reading, and far more encounters are required.

1.5 Reading While Listening

Reading while simultaneously listening to an audio recording or the teacher reading a narrative aloud, reading on screen-text while listening to audio films, or videos are types of prolonged reading. It has recently received increased attention from language teachers and scholars.

Reading while listening has a significant number of advantages such as increases in overall language proficiency. Proficiency, notably in the area of listening comprehension, as well as the potential to develop a better sense of humor of the language's rhythm which can aid students in reading and listening in meaningful ways, Instead of using a word-for-word technique as it has been highlighted in the study of (Day & Bamford,1998). Reading-while-listening can also be beneficial if utilized as a tactic to encourage extended reading, as long as students understand that concentration may take some time to develop.

Several studies have explored the effectiveness of reading-while-listening for comprehension in English as a foreign language (EFL) learners. For instance, a study by Vandergrift and Goh (2012) found that low-proficiency EFL readers often divide sentences into smaller, unintelligible chunks while reading, which compromises the integrity of the sentences. However, when the teacher reads aloud, students can retain what they have learned better. Another study by Koyama and Takeuchi (2009) found that presenting larger semantic units, such as phrases or sentences, while reading-while-listening leads to improved comprehension, especially for low-proficiency EFL learners. These findings highlight the importance of considering the proficiency level and the size of semantic units presented when using reading-while-listening as a tool for EFL comprehension.

According to Amer (1997) and Dhaif (1990),students can discover that reading big chunks of texts while listening to them may result in a higher level of comprehension than attempting to understand single words or nonsensical sentences. In the Horst et al. (1998) study the teacher

reading aloud while the students follow the printed text, produces the conditions for accidental vocabulary acquisition gains of 22%. Reading aloud to the subjects has focused their attention on the events of the story, and has allowed the text and a few visuals to provide support for learning new vocabulary.

1.6 The Effectiveness of Reading for Incidental Vocabulary Learning

The acquisition of vocabulary knowledge as a by-product of reading for comprehension has been explored by Paribakht and Wesche (1999). The researchers have wanted to know how 10 intermediate English as a second language (ESL) Canadian university student volunteers have dealt with new second language (L2) words while reading and what methods they utilized.

Learners were asked which words they recalled and how they learned them after completing two activities, the first of which is a question task and the second of which is a summary exercise. While learners have ignored a large percentage of unknown terms (primarily content words rather than function words), "the inference" has been the most common approach used for those words that they do pay attention to. When attempting to infer the meaning of novel words learners have combined past knowledge and contextual signals. For all tasks, the "lexical inference" is mostly based on grammatical knowledge at the sentence level. This study also supports reading as a useful tool for vocabulary development after taking into account the selection of suitable texts and tasks, such as theme-related texts and tasks requiring word-level and textual comprehension, as it has been highlighted by Huckin and Coady (1999) and Schmitt (1995) in their work.

Ponniah (2011, pp.144-153) has also looked into the effect of reading on vocabulary growth. To build lexical knowledge, the researcher has looked at the performance of pupils who have been reading and those who have absorbed the meaning of words deliberately. The participants are 49 adult English as a second language (ESL), students from an Indian

institution, who are then divided into two groups: 23 control participants and 26 experimental participants.

The experimental group has been instructed to read for comprehension while the control group has been asked to use a dictionary to identify the meaning of 20 words occurring in an edited passage. After that, there has been a post-test in which students had to write out the definition of the vocabulary they had chosen and use it in various sentences. The results have shown that students who have utilized dictionaries are unable to use the words they had consciously learned in sentences.

Learners who have gained words subconsciously while reading, on the other hand, can apply them in sentences, demonstrating that they have absorbed not just the meaning of the words but also the syntax. The passage that has been used in this study, however, is altered in such a way that the challenging terms appear at least twice in the story, or are used in a context that is easy to understand for learners, according to the findings. In true natural literature, such advantages are uncommon. Nonetheless, as it has been mentioned in Paribakht and Wesche's (1999) study, it provides favorable support for texts with a lot of contextual clues that help with comprehension and inference.

2. Incidental Vocabulary Acquisition through English Subtitled Movies

Vocabulary is a necessary tool for exchanging ideas and learning new things. According to Gray (1939), our advancement in thought has always coincided with the extension of our language. However, there is a common misunderstanding in the field of vocabulary acquisition, in which it is regarded as a collection of separate vocabulary lists for purposeful memory. A learner also reads challenging classical books with the goal of expanding his or her vocabulary and paying close attention to new terms in the text.

He or she reads a text with the intention of translating and memorizing the words. As a result, this procedure is time-consuming, and increasing effective filters limits deliberate vocabulary learning. However, according to Hunt and Beglar (1998), there are three methods for improving vocabulary learning: incidental acquisition, purposeful learning, and autonomous strategy creation, with incidental vocabulary acquisition being viewed as an important aspect of vocabulary acquisition.

Because of the importance of vocabulary, several ways have been used to improve it, and researchers have discovered a way to improve new vocabulary by watching English movies. According to Putra (2014), video technology without a doubt, particularly subtitled movies, are a powerful instructional tool for helping students grasp and learn new terminology; this statement exemplifies how beneficial subtitled movies can be. Incidental vocabulary acquisition as it has been defined by Nation (2001), helps learners learn vocabulary by providing a meaningful context while their attention is diverted to other aspects of the foreign language. As a result, while learners are engaged in other cognitive activities, they frequently expand their vocabulary. Reading is one of these cognitive activities that can help students to expand their vocabulary, improve their language skills, and improve their academic results.

According to Nagy, Herman, and Anderson (1985), incidental vocabulary acquisition can be enlarged when it is aided by contact with a sufficient amount of written language exposure. Many experts such as (Huckin&Coady, 1999; Krashen, 1993; Paribakht&Wesche, 1999), believe that a large portion of second language vocabulary acquisition occurs by chance, while learners agree on extensive reading, reading for meaning, and inferring the meanings of unfamiliar terms.

In this situation, vocabulary acquisition, also is known as incidental acquisition, is a side effect of reading rather than the primary goal. Furthermore, as computer and multimedia technologies like animations videos, and flash tales advance, educators can be compelled to use them. Several

studies on vocabulary acquisition from relevant context have focused on lengthy reading, conversational acquisition, and acquisition from listening to the radio and viewing movies.

According to Purushotma (2005), it will take a lot of work to create "edutainment" goods that mix educational purposes with enjoyable content. It is necessary for educators to be able to employ tactics and materials that support incidental language learning. Learners do not watch or use media solely for the enjoyment of it. They have the potential to be quite educational.

According to Chapple and Curtis (2000, pp.419-433) "using movies and cartoons in foreign language lessons help to encourage students and alleviate some of the anxiety associated with not knowing the language". In other words, they can provide a huge amount of second language/foreign language both aural and visual input in a short amount of time, and learners are extremely motivated to learn languages through them. This suggests that learners may be more motivated to acquire a language by watching television rather than reading only. For a variety of reasons, Danan (2004, p.72) states that "audiovisual resources with subtitles are extremely effective educational aids". In other words, subtitled movies are successful materials for educational goals. They improve second/foreign language learners' listening comprehension skills; second, they facilitate language learning by assisting learners in visualizing what they hear; and third, they increase language comprehension and additional cognitive benefits, such as increased processing depth, may result.

Furthermore, various empirical researches have investigated the impact of watching subtitled movies on reading and listening understanding, as well as vocabulary development. In Neuman and Koskinen's (1992) experiment, participants who see a scientific television program with subtitles by chance learned more terms than the other two treatment groups or the control group. Neuman and Koskinen (1992, p.10) conclude that "offering diverse forms of information appeared to boost incidental acquisition from context rather than exceeding the student's purposeful capacity". This means that rather than overwhelming the student's deliberate capacity,

providing a variety of types of information appeared to improve incidental acquisition through context.

Incidental vocabulary acquisition is aided by the visual and textual context that gave clear and redundant information. Existing empirical research on the effects of subtitled and non-subtitled movies or programs on incidental acquisition such as (Garza, 1991; Danan, 2004; Neuman&Koskinen, 1992) have discovered that subtitles are effective instructional tools for learning vocabulary and enhancing language learners' reading and listening comprehension skills.

2.1 Subtitles Background

In the second half of the 1970s, subtitled films/movies have been marketed according to Cintas (2005). Although there have been wordless films in cinemas at the beginning of filmmaking history, according to Reich (2006), the creators strove to find a way to convey the dialogues to the audience. They have eventually settled on writing short remarks on paper and inserting them in between video sequences. Inter-titles were the textual statements. Subtitles are a type of inter-titling that has recently become popular. Subtitling, according to Reich (2006), is an audiovisual translation branch in which viewers can read dialogue words on the screen as well as watch visuals and listen to dialogues.

Subtitles are textual translations of movie dialogues that appear in sync with the dialogues on the screen according to Gerzymisch-Arbogast (2008). There are three processes to subtitling:

1. From one 'language' to another.
2. From spoken language to written text.
3. Converting a non-condensed (verbatim) text to a condensed (non-verbatim) version.

2.1.2 Subtitles Types

According to Zanon (2006, p.47), there are three methods of subtitling:

1. “Bimodal subtitling”: switching between English dialogue and English subtitles.
2. “Standard subtitling”: from English dialogues to subtitles in the learner's native language.
3. “Reversed subtitling”: from the learners' native language to English subtitles.

According to Cordella Marisa (2006), subtitles are classified into intralingual and interlingual categories. Intralingual subtitling is known as bimodal subtitling, while interlingual subtitling is known as standard subtitling. Our researcher is only concerned with the employment of bimodal subtitling.

2.2 Advantages of Subtitles

When subtitling was first adopted for use in foreign language classes in the 1980s it was intended to increase learners' attention, decrease anxiety, and provide quick confirmation of knowledge, as well as increasing motivation as stated by (Froehlich, 1988; Vanderplank, 1988; Burger, 1989; Grimmer, 1992). Subtitling has several benefits, according to Zanon (2006); it encourages students and gives them a sense of security and self-assurance. It can also assist language learners in monitoring their speech and learning new words.

Subtitles are becoming popular among non-native speakers who want to improve their language skills. The cause of this phenomenon is that subtitles present words in a stimulating environment in which audio, video, and print media aid viewers in comprehending unfamiliar words and meanings in context. Subtitles, on the other hand, have a significant impact on improving comprehension of specific television shows and advancing English language development. According to Stewart and Pertusa (2004), films subtitled in the target language are more acceptable foreign language learning resources for English learners. Watching intralingual subtitled shows, according to Bird and Williams (2002) and Schmidt (2007), is one of the most effective ways to learn a language. Language learners grasp and acquire language to a higher extent because word borders are obvious and there are no accent changes.

Subtitles have also been demonstrated to be a useful learning tool and to aid in the development of language abilities in other studies. When learning a language, we go through a phase where we teach our brains to "match" what a word looks like with what it sounds like. It is an important phase because it allows us to build the proper "sounding" for the language in our heads. It assists us in understanding word pronunciation and determining where one word ends and the other starts. Moreover, while listening to the audio, reading subtitles can aid in eye-ear drilling.

Subtitles also assist our English learning by:

- ✓ Increase the speed and understanding of reading.
- ✓ Gaining a better understanding of a language's lexicon and sounds.
- ✓ Increasing our vocabularies.
- ✓ Word recognition and grammar are being improved.
- ✓ Countless words can be learned, both consciously and subconsciously, by students.

These advantages can be obtained when watching a movie with English subtitles.

Sometimes it is necessary to have subtitles because we may not be able to follow the story. Without them, viewing the show becomes a burden, and we lose interest. In addition, it is tough for us to tell where one word begins and another ends. Although one may have a good command of the English language, the characters in this film or series have a strange accent that makes it difficult to understand.

2.3 Theories in Support of Incidental Vocabulary Development through Watching Subtitled Movies

2.3.1 The Cognitive Theory of Multimedia Learning (Mayer)

Many learning theories, including Mayer's cognitive theory, support the use of subtitled movies in enhancing learners' vocabulary additional to contemporary studies.

According to the “multimedia principle” (Mayer, p. 47), people learn more deeply from words and visuals than from words alone. Mayer's cognitive theory of multimedia learning is based on this. When it comes to learning with multimedia, this theory provides three main assumptions:

1. Information is processed through two separate channels (auditory and visual).
2. The capacity of each channel is restricted (finite).
3. Learning is the deliberate filtering, selection, organization, and integration of information based on prior knowledge.

Humans only can process a certain amount of data in a given channel at a given moment, and they make logical sense of it by actively building mental images (representations). Mayer also highlights the significance of three memory stores: sensory (which receives stimuli and saves it for a short amount of time), working (where we actively process information to produce cognitive structures or (schema), and long-term (which keeps information for longer duration) (the repository of all the things learned).

Mayer's theory proposes that a multimedia presentation of words, visuals, and aural information is not interpreted in a strictly exclusive manner by the brain. Instead, these elements are dynamically chosen and ordered to build logical mental creations. Mayer also emphasizes the necessity of learning (based on content assessment and proving successful knowledge transfer) when new material is combined with past knowledge. This theory may be used to generate design concepts such as; presenting cohesive verbal and graphical information, helping learners to select relevant words and images, and decreasing the burden on a single processing channel.

According to Mayer's cognitive theory of multimedia learning (as cited in Davey, 2015), for processing information, there are two independent channels (auditory and visual); channel capacity is limited; and learning is an active process of filtering, selecting, organizing, and integrating information. Movies as one example of such audio-visual channels, offer learners a

large quantity of vocabulary that must first be detected and then understood with the help of subtitles.

Learners are more likely to discover the unfamiliar language in movies with subtitles which is the first stage in the learning process as it has been denoted in the study of (Huckin&Coady, 1999; Hulstijn, 2001). According to Wesche and Paribakht (2010, as cited in Lévesque, 2013), new vocabulary is more often noted when it is required from text comprehension, but that vocabulary can be fully learned if terms are seen repeatedly and in many ways. According to the hypothesis of Lévesque (2013), good vocabulary learning requires learners to be given texts that contain around 98% recognized terms and less unfamiliar words that must be repeated in diverse situations.

2.3.2 Additional theories

Additional researchers add that the frequent occurrence of printed words (subtitles) aids vocabulary acquisition particularly the incidental, but they are unsure of the required number of word encounters and that most language learners understand unfamiliar terms from context. According to Danan (1992), the subtitles' word repeating aids vocabulary acquisition.

Furthermore, according to Thornbury (2004), learning vocabulary is a matter of recalling and relaying the same words to learners on a regular basis, which leads to incidental vocabulary gains without the learners' purposeful effort, unlike learning grammar, which is a system with many rules.

Paivio's dual-coding theory suggests that learners are more likely to remember messages when pictures are paired with meaning, as this increases the number of signals connected to the message. When students watch subtitled movies, they are exposed to three linked systems - image, sound, and text - which aid in retention and recall of new vocabulary items, as they are learned in different modes and categorized in more than one way in the brain.

Furthermore, because movies provide a diverse and authentic setting that aids language acquisition, this study can be backed up by Krashen's (1985) input hypothesis, that, according to it, learners can learn a substantial quantity of language unintentionally via adequate comprehensible input. Comprehensible input according to him is input that is slightly more difficult than the learners' existing level of language skill. Nevertheless, Krashen proposes that this information must be supplied using appropriate approaches and that it will be "interesting and relevant, not form-focused, and quantifiable" which are all characteristics that can be seen in subtitled movies.

Besides, according to Read (2004), words must be encountered in a variety of semantic and syntactic contexts. He also adds that movies with audio-visual components are an excellent source for incidental vocabulary learning by allowing students to remember language for extended amounts of time. Subtitled movies have the advantage of providing real context, as well as repetition opportunities of words with the language spoken at a normal speed, and a combination of audio and visual stimulation (verbal and nonverbal communication). All that helps the learner acquire vocabulary, according to the investigation of (Kunyun&Huayu, 2011).

2. The Role of English Subtitled Movies in Incidental Vocabulary Acquisition

Movies have the ability to be used to give a fun and engaging way to learn a language. Through movies, students are exposed to language in real life in actual settings and cultural contexts in which the foreign language is spoken. Movies, according to Kusumarasyati (2004) and Luo (2004), can pique the interest of learners and improve their drive to learn. According to Ward & Lepeintre (1996), movies can stimulate the English as a foreign language (EFL) and English as a second language (ESL) teaching and learning process because movies provide a tale to tell rather than a lesson to teach.

Several researchers have looked into the impact of using movies in EFL classes. According to Li Ling (2009), using movies in the classroom increases student motivation, makes the lesson more entertaining and familiarizes learners with the target language's traditions. According to Rokni and Ataee (2014), movie scenarios can provide a visual representation of abstract theories and notions. Furthermore, Herron and Hanley (1992, p.419-426) declare that “employing movies in the EFL classroom gives background information that activates past knowledge, which is important for energizing student learning”. In other words, In the EFL classroom, using movies provides background material that awakens prior knowledge, which is vital for stimulating student learning achievement.

Various studies have shown that subtitling in a movie has a positive impact. According to Rokni and Ataee (2014), watching movies with subtitles has a positive impact on language learning. According to Gorjian (2014), students interact with the audiovisual material as they translate the source text into the target language while watching subtitled movies.

English subtitled movies have a positive effect on the acquisition of incidental vocabulary. They not only provide a source of entertainment and enjoyment but also contribute to the incidental vocabulary building of the learners, it enriches their knowledge and awareness of the countless amount of words through their memorization and retention step by step the acquisition improves and enlarges.

Subtitles can help learners learn new vocabulary and idioms by reinforcing their grasp of English jargon terms. They allow students to learn how to pronounce certain words whether consciously or unintentionally. Students can improve their word recognition skills. Students can learn to comprehend text quickly and enhance their reading speed so that they can stay consistent with the conversations' subtitles.

By reading the subtitles learners can grasp the movie right away. Learners can simply follow the plot thanks to subtitles. They can encourage students to study English even outside the

classroom by encouraging them to listen to the dialogues in the original versions of films. Students can enjoy the experience while understanding jokes that would be difficult to understand without the subtitles. Furthermore, Koolstra and Beentjes (1999, p.16) assert that “to learn vocabulary out of a subtitled movie, learners need to view it repeatedly”. This means that students can quickly build a new vocabulary if they watch the video frequently.

They may not only recognize the new language but they may also pick up new idioms and phrases from the film. It may also help pupils improve other abilities such as reading and listening comprehension, as well as pronunciation. As a result, watching English films with subtitles is a good way to expand your English vocabulary.

Conclusion

In conclusion, acquiring new vocabulary is a vital aspect of language learning, and it plays a significant role in enhancing communication skills. However, most language learners find it challenging to acquire new vocabulary. Fortunately, learners now have access to various multimedia and technological resources, such as subtitled movies, which provide them with a plethora of opportunities to expand their incidental knowledge. Numerous scholars have acknowledged the importance of subtitles in helping learners with their incidental vocabulary acquisition. As a result, extensive research has been conducted to determine the effectiveness of consuming subtitled movies for vocabulary learning. The previous studies have revealed numerous benefits of watching subtitled movies, including the fact that subtitles promote incidental vocabulary development. Therefore, the use of subtitled movies is an effective method of improving vocabulary acquisition and enhancing language proficiency.

Introduction

The methodologies and procedures for data collecting and analysis are described in this chapter. It includes the research plan for examining the role of English subtitled movies in incidental vocabulary acquisition. It is intended to show how data is collected and interpreted using various methods and materials. The data gathering and analysis techniques are crucial for resolving the questions in the General Introduction. The demographic sample that has been employed in the study is described in this methodological chapter, as well as the two research procedures that are used in the study: a questionnaire and a structured interview. This chapter also discusses the tools that are utilized to examine the data that has been gathered. To assess the data acquired from the questionnaire and the structured interview, we use the mixed-method approach that incorporates both qualitative and quantitative methodologies.

1. Procedures of Data Collection

1.1. The Study's Context and the Sample of the Population

Our study has been conducted in the English department at the Mouloud Mammeri University of Tizi-Ouzou, with third-year students as participants. The overall goal of this study is to look into how students can learn incidental vocabulary by watching English subtitled movies, as well as identifying the importance of subtitles for learners. There are two hundred (200) third-year students in total, but due to the pandemic's circumstances, the number is limited so that only seventy (70) of them have been given questionnaires. Eight students have participated in the structured interview as well. The reason for selecting third-year is because, at this level, students can adequately grasp and interpret subtitles.

1.2 Data Gathering Tools

1.2.1. The Questionnaire

A questionnaire is a data-gathering tool that helps us to obtain the most accurate data in the least amount of time and effort possible. It gives you a broad overview of the investigation. It is the most extensively used tool for data collection. The questionnaire, according to Anderson (1990:207), 'allows for the collection of accurate and valid data in a relatively short period of time.' Moreover, respondents' anonymity is ensured through the questionnaire. As a result, it is a highly helpful tool for gathering data. Furthermore, a questionnaire is a common tool for gathering data that gives ordered, frequently numerical data and may be delivered without the researcher's presence according to (Wilson and McLean (1994), cited in Cohen et al., 2007:317).

1.2.2 Learners' Questionnaire

On July 4, 2021, a questionnaire has been distributed to 70 third-year students in the English Department to collect sufficient data. Participants have been assured that their responses would remain anonymous in order to ensure reliable data. The purpose of the questionnaire is to investigate the role of English subtitled movies in incidental vocabulary acquisition among EFL students, as stated in the introduction. The students have been required to respond to the questions by ticking the appropriate box and adding a statement when necessary. The questionnaire consists of 19 questions separated into two types: open-ended questions in which learners are asked to provide their own answers and close-ended questions in which participants are given a list of options from which to choose. There are three sections in the questionnaire. The first section's goal is to show learners' perspectives on the acquisition of English incidental vocabulary. The second focuses on acquiring vocabulary incidentally. The role of English subtitled movies in students' incidental vocabulary acquisition is the subject of the third section. We have conducted a structured interview with eight (08) students picked at random among two

hundred (200) third-year students. the various questions that we have are; closed-ended and open-ended questions, we have used quantitative approaches to analyze the data received from the questionnaire. The outcomes of the closed-ended questions are used to elicit quantitative data. The results are highlighted by percentages, pie charts, bar charts, and tables for the questionnaire, which make evident their relevant percentages, for better readability. We have used the rule of three to get the percentage.

The rule of three is used as follows: $X = \frac{Z * 100}{Y}$

The estimated percentage is X, the value of similar responses is Z, and the total number of participants is Y.

2.2 Qualitative Content Analysis (QCA)

Our study involved analyzing data collected from structured interviews and open-ended questionnaires using a content analysis approach. Specifically, we utilized the analytical framework proposed by Patridge and Starfield, Bobirovna, Dikili Tash, and Kirkoz to guide our analysis. To make sense of the large amount of textual data collected, we employed a qualitative content analysis method, which involves systematically and objectively distilling information from the text by following established rules. In other words, we carefully analyzed the text using a rigorous and structured approach that allowed us to extract meaningful insights and draw inferences from the data. As Stone et al. (1996) suggest, content analysis involves identifying specific features within the text in a systematic and objective manner. By using this method, we were able to analyze the data in a robust and reliable way, ensuring accuracy and consistency in our findings.

2.3 The Mixed Method

Mixed-method research is a methodology used to conduct research. It is constructed of a mix of

quantitative and qualitative methods for gathering a large amount of data to answer the research questions and hypotheses.

2.4 Qualitative Method

The qualitative method is based on non-numerical data or qualitative data. This strategy will be used to interpret the results of the students' questionnaire and structured interview.

2.5 Quantitative Method

In this research, we have used a quantitative method to analyze the data collected from the participants, specifically the students' questionnaire. This involves gathering and evaluating data in numerical and percentage form, which allows for a more systematic and objective analysis of the data. We have likely used statistical tools and techniques to analyze the data, such as calculating means, standard deviations, and conducting inferential tests to determine if there were significant differences or relationships between variables. By using a quantitative method, we were able to provide a more rigorous and objective analysis of the data, which enhances the validity and reliability of their findings.

Conclusion

To conclude, this chapter has focused on the investigation's research strategy and methodology. The data gathering tools, which include a questionnaire and a structured interview, have been first presented. The methods for analyzing the acquired data have also been mentioned. The rule of three is employed as a statistical technique to provide a percentage of the data collected from the questionnaire; meanwhile, qualitative content analysis (QCA) is used to analyze the questionnaire's open-ended questions as well as the data collected from the interview. In addition to brief presentations of the methods used such as qualitative method, quantitative method, and the mixed method.

Introduction

This is a research-based chapter. It shows the findings of the questionnaire that has been given to seventy (70) third-year students in the English department at the University MouloudMammeri in TiziOuzou (MMUTO). It also includes the findings from an eight-student (08) structured interview. The goal of this chapter is to analyze the role of English subtitled movies in students' incidental vocabulary acquisition. The data is presented in percentages, in addition to bar charts, pie charts, and tables illustrating the findings. There are two sections in this chapter. The first comprises the questionnaire results, while the second contains the interview results.

1. The Results of Students' Questionnaire

In our study, English third-year students at MMUTO have been given a questionnaire to complete. There are seventy of them (70). The following are the outcomes of our research:

1.1 Section one: EFL Learners' View towards English Incidental Vocabulary Acquisition

Q1)-How important is English incidental vocabulary acquisition in EFL learning?

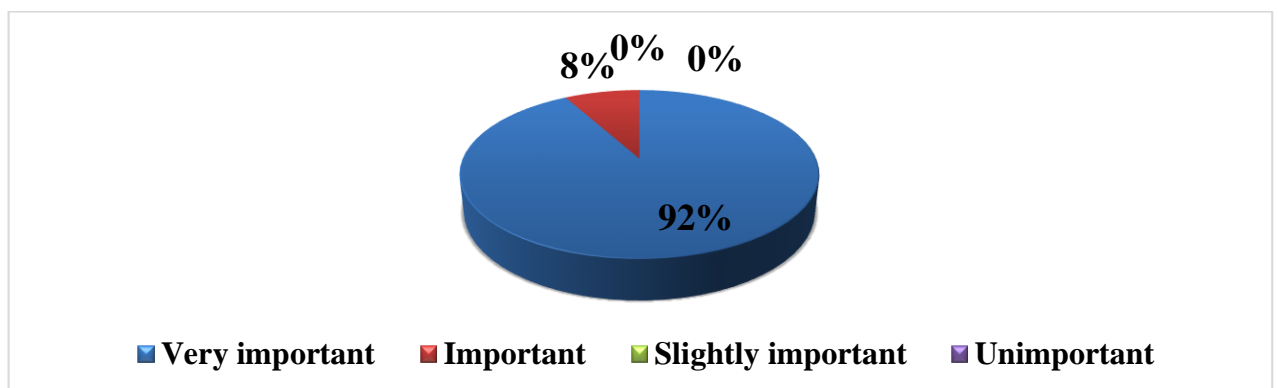


Diagram 01: Students' View towards the Importance of Incidental Vocabulary Acquisition in EFL learning

As it is highlighted in Diagram 01, ninety-two percent (92%) of the students have confirmed that incidental vocabulary acquisition is very important, while (9%) say that it is important. None of the students (00%) have attributed to those who think that it is “slightly important” or “unimportant”.

Q2)-What is your main purpose for acquiring English incidental vocabulary?

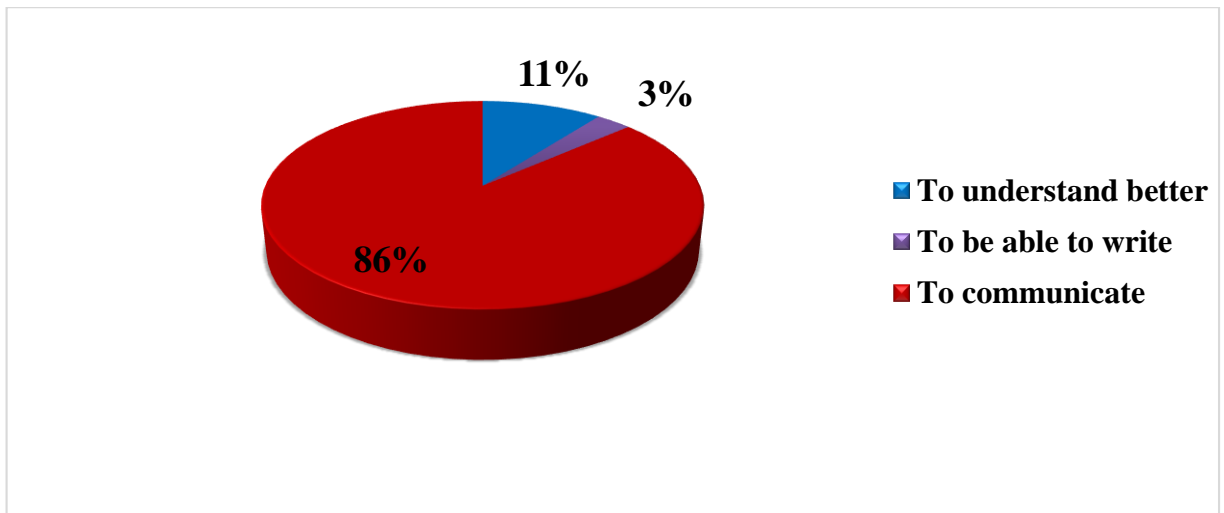


Diagram 02: The Students' Main Purpose for Acquiring English Incidental Vocabulary

As Diagram 02 shows, 68% of the students have approved that their main goal of acquiring incidental vocabulary is ‘to communicate’. Eleven percent (11%) of them have confirmed that it is ‘to understand better’. The estimated percentage for ‘to be able to write’ is (3%).

Q3)-How far do you agree with this statement: “The best way to remember new words is by memorizing them”?

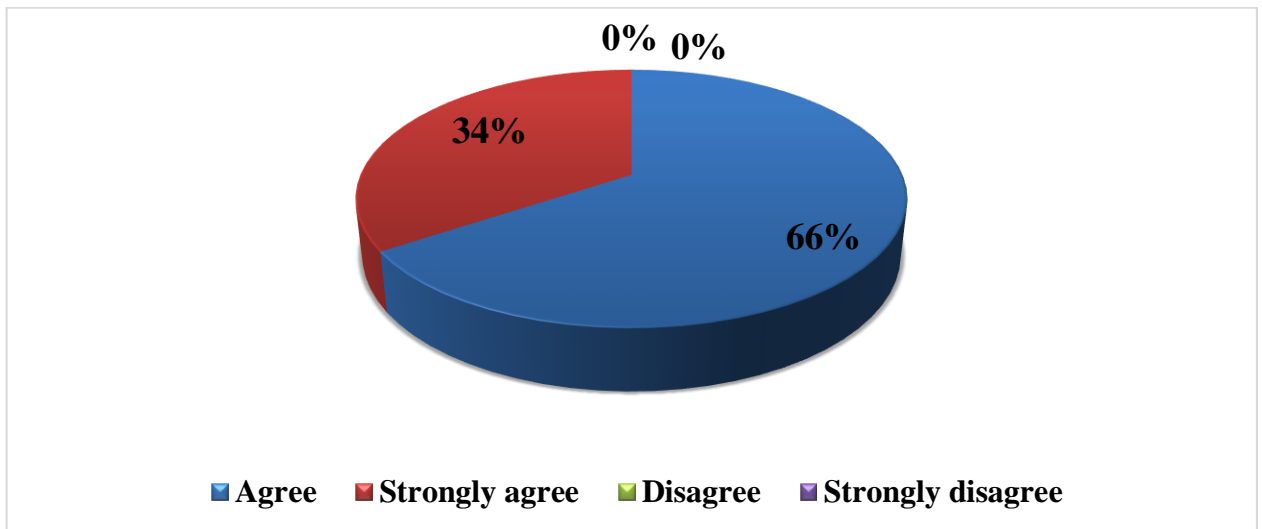


Diagram 03: Students’ Memorization of Words

As it is underscored in the piechart, the majority of the students with sixty-six percent (66%) agree on the statement, whereas (34%) of them choose “strongly agree”. None (00%) of the students have disagreed or strongly disagreed.

Q4)-How often do you find difficulties when learning new vocabulary?

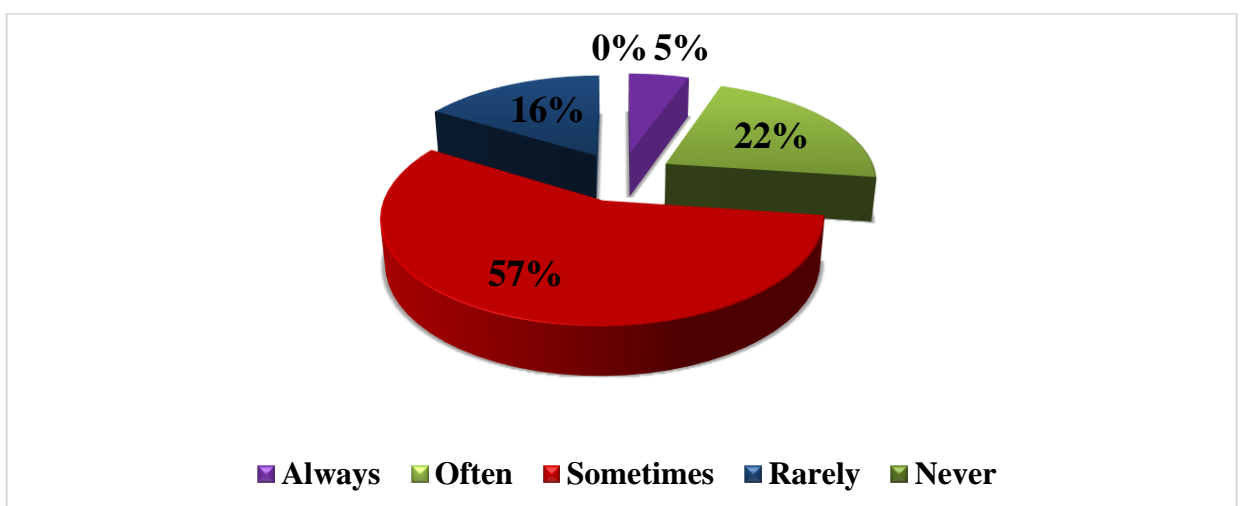


Diagram 04: The Degree of Difficulties when Learning New Vocabulary

The answers to the question (4) demonstrate that thirty-seven (37) students, or (57%) of the total, have difficulties learning new vocabulary “sometimes”, twenty-two percent (22%) say they experience issues “often”, and (16%) claim that they “rarely” do, whereas (5%) of respondents believe that acquiring new vocabulary is “always” difficult for them. “Never” has not been given as an answer by any of the participants (00%).

Q5)-How far do you agree with this statement: “*The meaning of a large number of words can be picked up through listening and reading.*”?

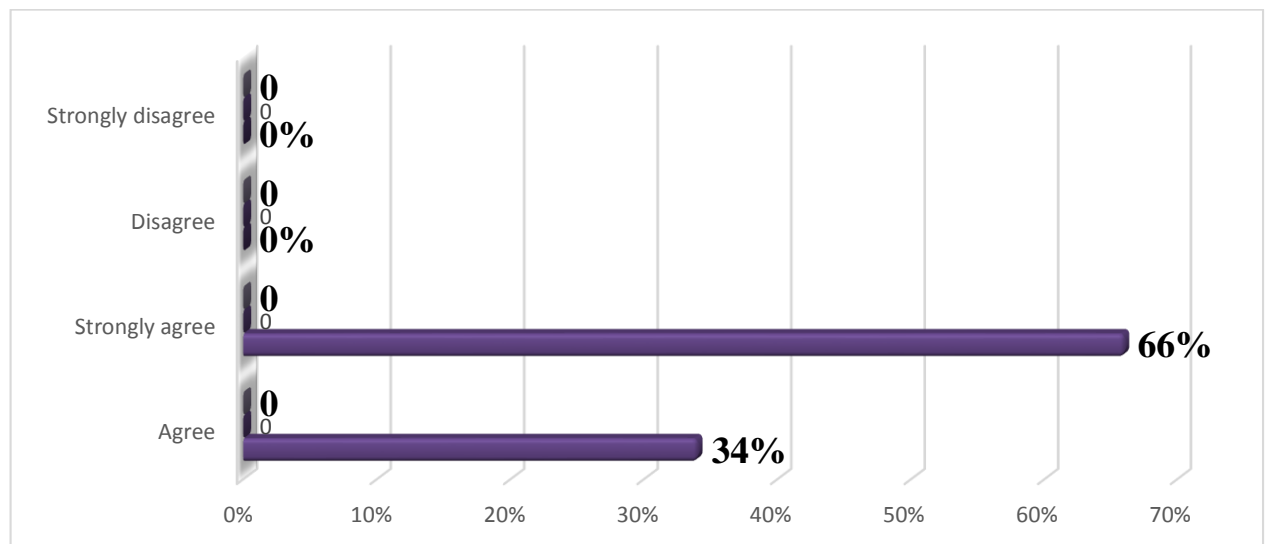


Diagram 05: The Role of Listening and Reading in the Acquisition of Words

From diagram 05, it is noticed that (66%) of the students which stands for the majority have strongly agreed on the fact that the meaning of a large number of words can be picked up through listening and reading. Twenty-four students (24) which stand for (34%) have preferred to agree on the given statement. None (00%) of them have disagreed.

Q6)-Among these options, what is the most effective material to learn English Incidental Vocabulary?

Table 01: Students’ Most Effective Material for Learning English Incidental Vocabulary

Options	Books	Songs	Movies
Percentage of the Students	(4%)	(7%)	(88%)

The table below demonstrates that (88%) of the students prefer watching movies to learn new English incidental vocabulary, while (7%) of them have selected songs as an effective material, whereas (4%) have favored reading books.

Section two: Incidental Vocabulary Acquisition

Q7)-How far do you agree with this statement: “Acquiring unintentional vocabulary is better when represented in multiple ways (pictures, sounds, texts...etc.)?”

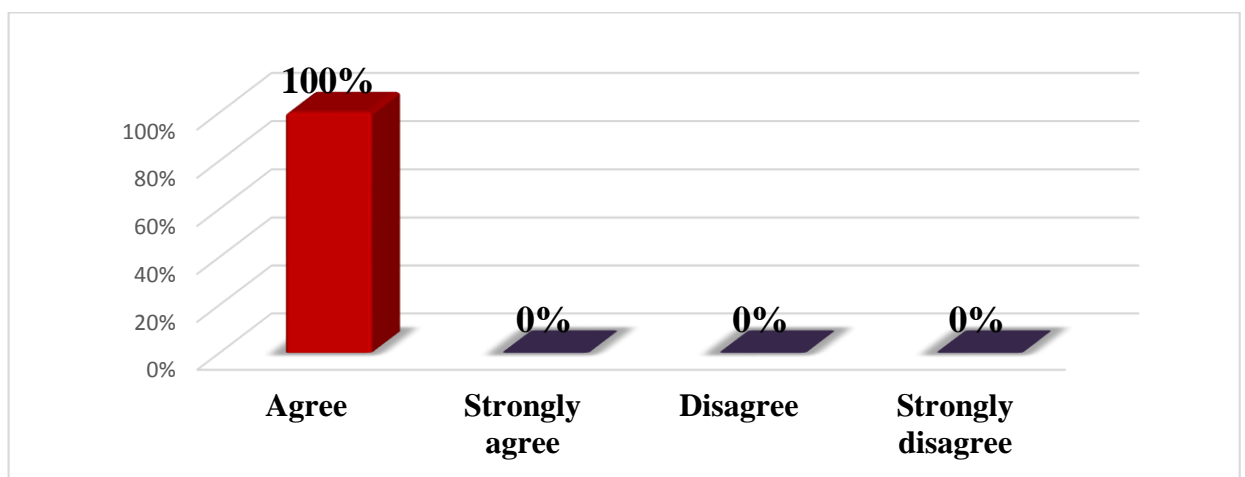


Diagram 06: Students’ Incidental Acquisition through Multiple Ways of Representations

As it is clarified in diagram 06 all of the respondents (100%) agree that learning vocabulary is better when it is represented in multiple ways (pictures, sounds, texts...etc.).None of the participants (00%) “strongly agree” or “disagree” or “strongly disagree”.

Q8)-When you see an unfamiliar word again and again, do you look it up?

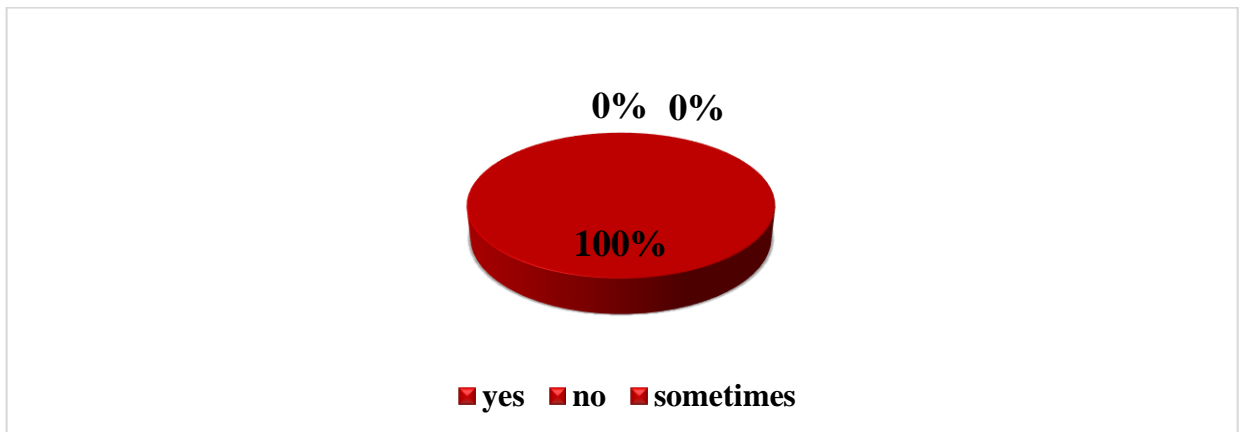


Diagram 07: Students’ Research for Unfamiliar Repeatedly Seen Words

As it is presented in Diagram seven (07), the students fully (100%) agree on the point that they do look up for unknown words when they come across them several times. No of them (00%) chose to answer “no” or “sometimes”.

Q9)-Do you pay attention to the examples when looking up a new word in a dictionary?

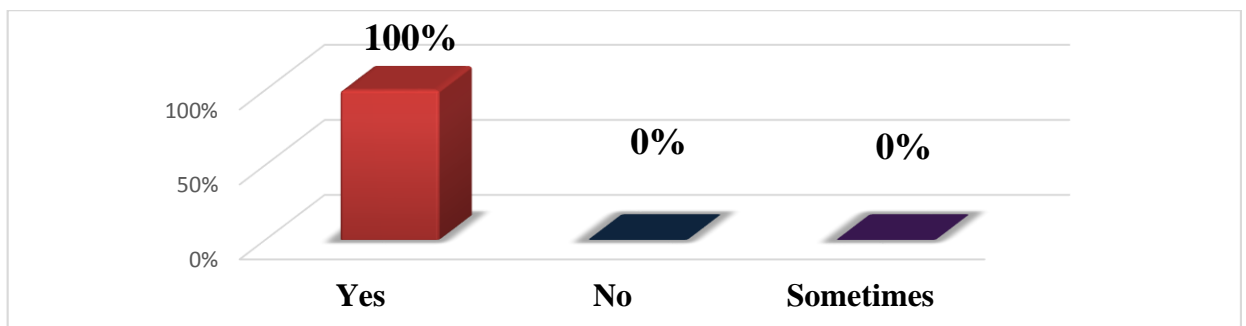


Diagram 08: Students' Attention to Examples When Looking up a Word in a Dictionary

According to the bar charts above, it is noticed that all the participants (100%) do pay attention to the examples when searching for new words in a dictionary. None (00%) of the students have answered by “sometimes” or “no”.

Section three: The Role of English Subtitled Movies in Students’ Incidental Vocabulary Acquisition

Q10)-Do you enjoy watching English movies?

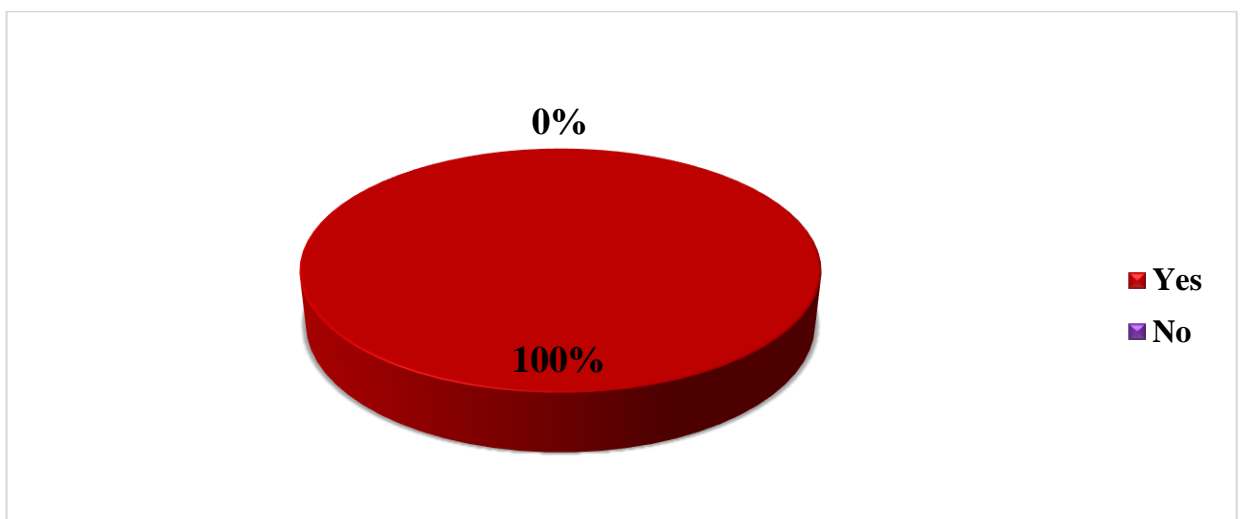


Diagram 09: Students’ Enjoyment of Watching English Movies

As it is shown in the diagram above, we conclude that (100%) of the respondents approve of a certain enjoyment while watching English movies. Consequently, none of them (00%) have responded by “no”.

Q11)-Movies are useful resources for learning English vocabulary.

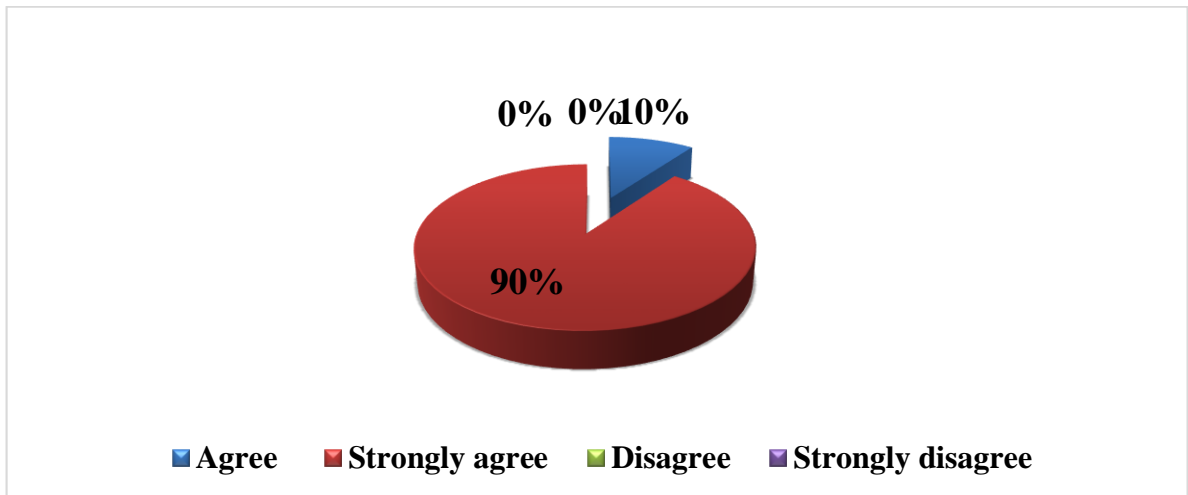


Diagram 10: Students’ View on the Usefulness of English Movies as a Resource for Learning Vocabulary

In Diagram 10, it is mentioned that (90%) which stands for sixty-three (63) students “strongly agree” on the point that English movies represent a useful resource for learning vocabulary. Meanwhile, ten percent (10%) which stands for seven (07) participants “agree”. Not any of them (00%) “disagree” or “strongly disagree”.

Q12)-Do you prefer watching English movies with or without subtitles?

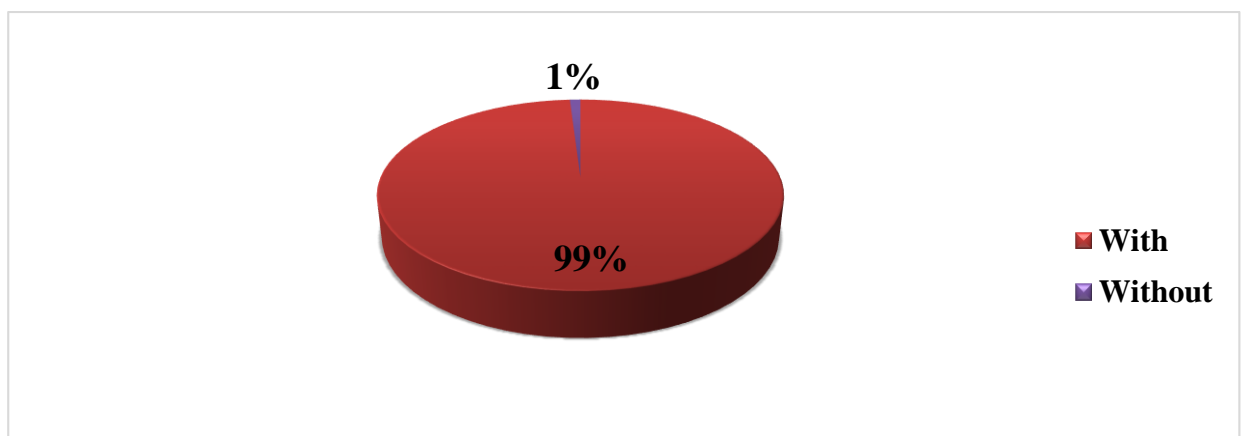


Diagram 11: Students’ preference in terms of watching movies with or without subtitles

As it is represented in the bar charts, the majority of the respondents (99%) prefer watching English movies with the assistance of subtitles, while the rest (01%) do not relate to subtitling.

Q13)-Do you acquire new words when watching subtitled movies?

The table below represents the results of question number thirteen (13). It indicates that the totality (100%) of the students do acquire new vocabulary from watching movies with subtitles.

Responses	Yes	No
Percentage Of Students	100%	00%

None of them (00%) have answered with “no”.

Table 02: Students’ Acquisition of New Vocabulary through Subtitled Movies

Q14)-Does subtitling help you memorize those words?

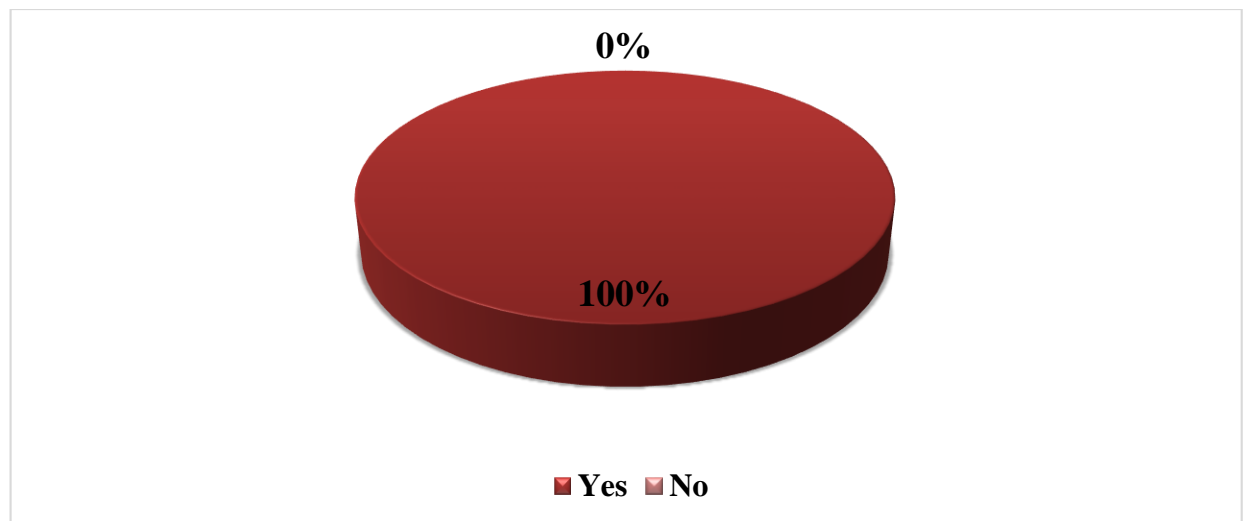


Diagram 12: Subtitling Help in the Memorization of New Words

Through Diagram 12, it is noticed that all the respondents (100%) memorize new words thanks to subtitles, as none of them (00%) choose to answer “no”.

Q15)-There are different types of subtitles (bimodal and standard), which among these do you think is (are) better for enhancing your English vocabulary?

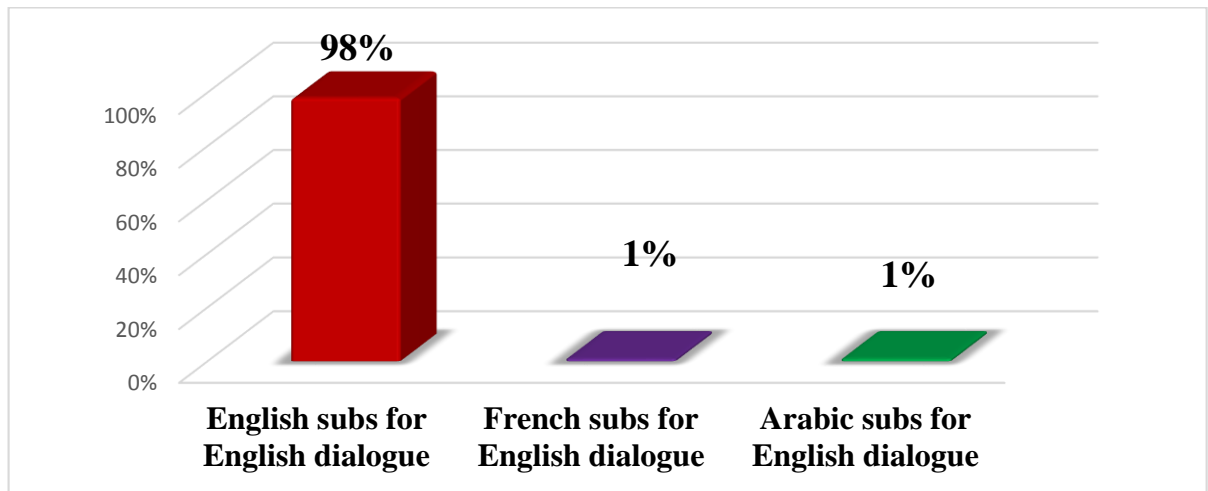


Diagram 13: Students Preferred subtitling Type for Enhancing their English Vocabulary

The results of Diagram 13 indicate that the majority of the participants (98%) prefer watching English movies with English subtitles (bimodal). One percent (1%) of them have selected the French subtitles (standard), and the rest (1%) have opted for the option of Arabic subtitles for English dialogues (standard).

Q16)-How far do you agree with this statement “*English subtitles can be used to facilitate the understanding of words within different accents of English in the movies.*”

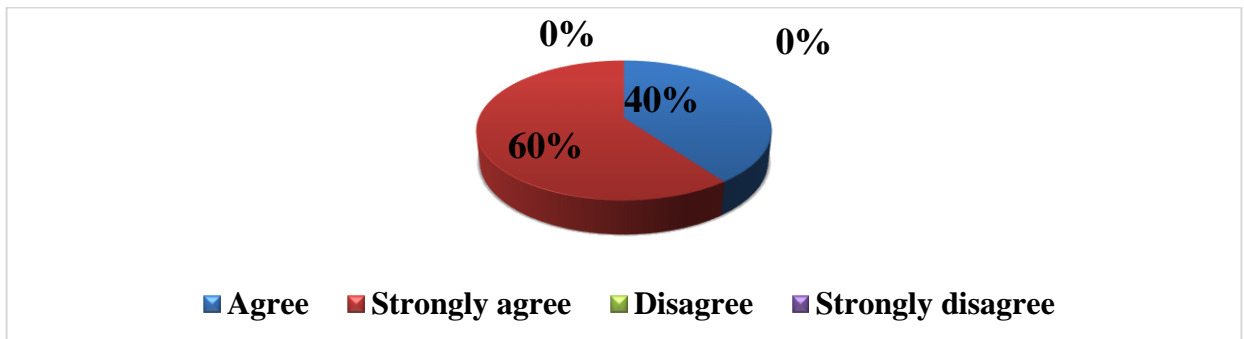


Diagram 14: The Role of English Subtitles in the Understanding of Accents and Dialects

The pie chart above indicates that (60%) of the respondents have strongly agreed on the fact that English subtitles can be used to facilitate the understanding of words within different accents of English in the movies, while (40%) have opted for the option “agree”. Meanwhile, none of them (00%) have “disagreed” or “strongly disagreed”.

Q17)-How far do you agree with the statement “*Listening to new words while reading the provided subtitles promotes word learning*”

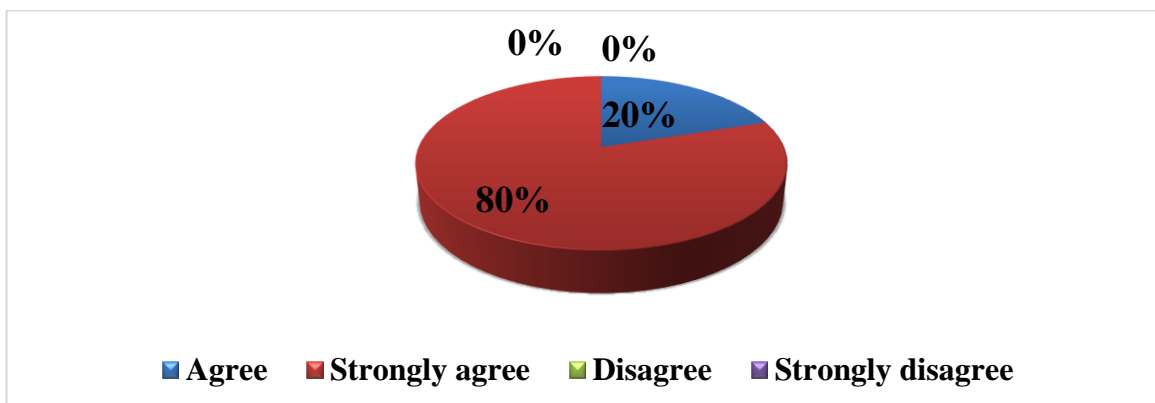


Diagram 15: The Contribution of Subtitles in New Vocabulary Learning

As it is illustrated in Diagram 15, eighty percent (80%) of the students do agree with the statement that supports the idea of listening to new words while reading subtitles promotes the learning of words, whereas, the rest (40%) have selected “agree”. Not any of them (00%) have selected to answer with “disagree” or “strongly disagree”.

Q18)-How far do you agree with this statement: “*Learning a new word is better when it is read and heard rather than just being heard*”?

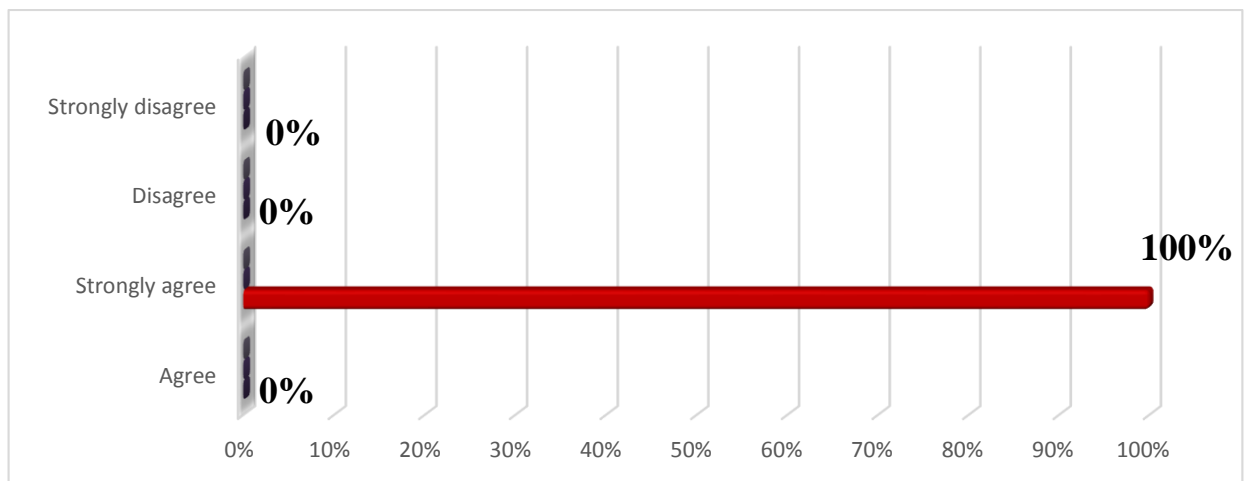


Diagram 16: Reading-While-Listening over Listening Only

As it is represented in Diagram 16, the whole number of the participants (100%) have shown a strong agreement on the statement that underlies that the process of learning a new word is better when it is read and heard rather than just being heard. Not any of them (00%) have “agreed” or “disagreed” nor “strongly agreed”.

Q19)-From your perspective, do subtitles reduce the effort of students to inspect the meaning and improve their comprehension of the words?

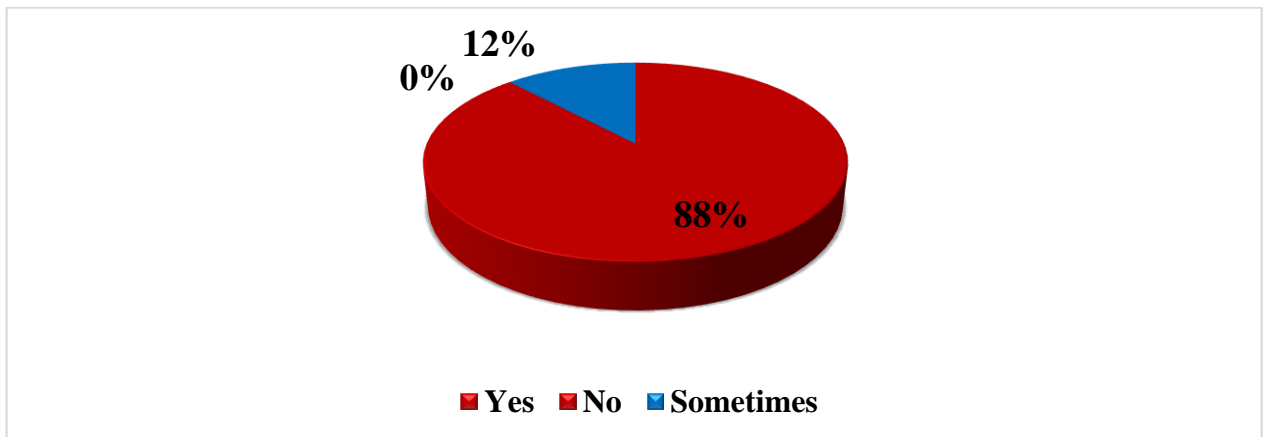


Diagram 17: Students' Perspective on Subtitles

The results of Diagram 17 show that (88%) of the respondents have answered with “yes” to the fact that subtitles reduce their effort to inspect the meaning and improve their word comprehension, meanwhile, twelve percent (12%) of them have replayed that it does help them sometimes. Not any of them (00%) have answered with “no”.

2. The Qualitative Content Analysis of the Open-ended Question of the Questionnaire and the Interview

2.1 The Result of the Open-ended Question Number Eighteen (18)

Being questioned about whether learning a new word is better when it is read and heard rather than just being heard, the majority of the students have shared the same view on the fact that listening to new words while reading them simultaneously is the best technique to remember and memorize them. They consider it as a great way to reinforce their memorization and remembering of new words. They have agreed on the point that listening while reading those words is essential to acquire their correct pronunciation, as well as, their spelling which helps them to distinguish between the homophones. They have added that it motivates them to learn

new vocabulary and provides them with a better understanding of the heard words and helps them to recall their prior knowledge.

<i>Category 01</i>	Memorization and remembering of new words reinforcement
<i>Category 02</i>	Acquisition of the correct pronunciation of the words
<i>Category 03</i>	Acquisition of the right spelling of the words
<i>Category 04</i>	Better understanding of the heard words
<i>Category 05</i>	Distinction between homophones
<i>Category 06</i>	Motivation to learn new words
<i>Category 07</i>	The recall of prior knowledge

Table 03: Students' Opinion on the Statement

2.2 Results of the Interview

This section's analysis is based on information gathered through a structured interview with eight (08) third-year English students at MMUTO. The interviewees' responses are written down in the form of handwritten notes that are then turned into texts and written in English. The study

has used qualitative content analysis to determine the role of English subtitled movies in students' vocabulary acquisition. The following results are generated from the structured interview records.

3. Participants

The eight (08) interviewees are third-year students in the English department at Mouloud Mammeri University of Tizi-Ouzou (MMUTO). They are all English students that we have chosen at random.

Q1)-As an EFL student, what do you think about English subtitled movies as a means to enhance your incidental vocabulary?

To answer this question, the majority of the interviewees have common assumptions. They have all agreed on the point that English subtitled movies are good, helpful, practical, useful, important, and interesting. They have claimed that it permits them to develop their listening and reading skills. They consider it as an aid to learn and enhance their English vocabulary in general.

Q2)-Would you mention the main benefit of combined pictures and text on the screen while watching movies?

The majority of the participants have said that the main benefit of combined pictures and texts is that they help them understand the actions and events of the scenes better and faster because it makes sense of what they see. They also added that writings on the screen permit them to read the heard, which is a great way of memorizing words and enriching their vocabulary, and that the pictures and actions help in remembering the word and associating it with the situation to make sense even that they do not know the meaning of the word.

Q3)-According to you, what are the motivating factors of subtitled movies that allow you to acquire incidental vocabulary?

When it comes to the motivating factors of subtitled movies that allow students to acquire new vocabulary, the interviewees have agreed upon the fact that subtitles are entertaining, exciting, and attractive, as they trigger their attention to continue to read more. They have asserted that they provide them with a rich textual exposure to different words and expressions related to the actions, culture, and drama of the movie.

Q4)-Are English subtitles for English dialogue (bimodal) important? How would you explain that?

Asked about the importance of bimodal subtitling (English subtitled for English dialogue), all the participants answered by "yes". Their responses differ from one to another, some have argued that English subtitles for English speech are essential to understand better the spoken words, some of them have said that they improve their listening and speaking skills, others have claimed that they feel more confident with words while being both heard and written to learn them better and memorize them faster.

Q5)-How would you describe the role of English subtitling in your incidental vocabulary acquisition?

When the interviewees are asked about the role of English subtitles in their incidental vocabulary acquisition, their answers differ from one respondent to another. While some of them have asserted that they need them as they are learners of the language itself. Others have stated that they are great and helpful in terms of word recognition and comprehension, they consider it as a tool that improves their exercising of the four skills, the words have added that it plays a major role in the memorization of numerous that enrich their incidental lexis.

Q6)-How can you learn new words through English subtitles?

Questioned about how participants learn new words thanks to English subtitles, the majority of the learners have shared the same idea upon the point that when they see a word it triggers their intention to look for its meaning, then learn it. They have argued that when a word is repeated several times on the screen they memorize it subconsciously. The spelling of the words spoken according to them is the main factor that permits them to achieve word learning at the level of both spoken and written form.

Q7)-Subtitling links the auditory to the visual, how can this contribute to the acquisition of incidental vocabulary?

All of the participants have shared the same belief that the link between the auditory and the visual helps them to make more sense of the events and the actions they see in the different scenes of the movie. They have said that it contributes to their incidental acquisition in such a way that they come across scenes and their textual translation (subtitles) and get involved in it incidentally. The number of words they are exposed to without being planned to, stimulate the process of word learning unconsciously.

Q8)-Knowing that there are many accents in the English language, how does subtitling affect your comprehension of the words spoken differently?

When it comes to the understanding of the words spoken in the different accents of the English language, all the participants have mentioned that they sometimes find it hard to understand people who speak in different accents such as; British English, American, Australian English...etc. They have assumed that they refer to subtitles whenever they do not understand a word as natives speak fluently and faster. They have also added that they sometimes mishear words that they already know, but recognize them after seeing the subtitles.

Conclusion

This chapter presents the findings from the two research tools we used in our study; a student-focused questionnaire and a structured interview. Our goal was to gather comprehensive data that could help us to answer our research questions and test our hypotheses. In order to present our findings, we have utilized various data visualization techniques such as pie charts, bar charts, and tables. These visuals provide a clear representation of the data we collected, allowing readers to easily understand and interpret the results. The findings provide insights into the phenomenon under investigation, and help us to draw conclusions that can be applied to real-life situations.

The questionnaire and structured interview methods were chosen for their ability to provide both quantitative and qualitative data. The questionnaire allowed us to gather a large amount of quantitative data from a broad range of respondents, while the structured interview method provided in-depth qualitative data from a smaller sample size.

In the next chapter, we will provide a detailed explanation of how we used the research tools to collect and analyze the data. We will discuss the strengths and limitations of each tool, and provide a comprehensive overview of the data that was gathered. This will help readers to gain a deeper understanding of our research process, and how we arrived at our conclusions.

Overall, the research tools we used were highly effective in gathering a significant amount of data that allowed us to answer our research questions and test our hypotheses. The visualizations we used to present the findings helped us to communicate the results in a clear and concise manner. The next chapter will provide a detailed explanation of our research process, and will allow readers to gain a more comprehensive understanding of our study.

Introduction

The outcomes of the two research instruments that have been employed in the current study are discussed and interpreted in this chapter. The findings are then analyzed according to the review of the literature, in the light of Mayer's cognitive theory of multimedia learning. The goal is to answer the research questions as well as to validate or refute the hypotheses. This chapter is divided into two sections: the first section is dedicated to discussing the results of the students' questionnaire, while the second is concerned with discussing the results of the structured interview.

1. Discussion of the Questionnaire's Results

1.1. The Importance of English Incidental Vocabulary in EFL Learning

Taking into account the question that has been asked in the questionnaire (how important is English incidental vocabulary in EFL learning?), students in MMUTO's English department appear to understand the significance of this type of vocabulary. Its significance has been revealed by their responses of it being 'important' in foreign language learning, and also 'very important'.

1.2. Student's Main Purpose for Acquiring English Incidental Vocabulary

According to the results that have been presented in the previous chapter, the majority of students' primary aim is to communicate; this is supported by the students' responses, which show that (86%) of them chose to respond with the word 'communicate,' demonstrating how incidental vocabulary contributes to their process of interacting and exchanging communication, eleven percent (11%) of students have stated that improving their understanding is their primary goal, another indicator that incidental lexis has an impact on students' understanding, while (3%) of respondents have stated that their main objective in vocabulary acquisition is to be able to

write, confirming yet another role for incidental vocabulary in the learning process, in addition to communication and comprehension.

1.3. Students' Memorization of New Vocabulary

The findings of this study show that the majority of students (66%) agree that memorization is the greatest way to remember new words, while the rest (34%) strongly agree. This indicates that students depend on their memory when learning new words, this relates to Mayer's theory, which has identified the role of three memory stores (sensory, working and long-term) as important in learning. This is approved by some statements like, "reading it also is a part of the visual memory which is a good way for long-term memorization."

1.4. Students' Difficulties in New Vocabulary Learning

The data that have been collected from the fourth (4) question reveals that a totality of students have shown that they encounter issues in learning new vocabulary sometimes, twenty-two (22%) of them have stated that they frequently do, and (16%) of the respondents hardly find any. The minority tends to encounter difficulties all the time. None of them have mentioned that they have never had any. This denotes the truth that learning vocabulary is a challenging process and uneasy.

1.5. The Role of Listening and Reading in the Acquisition of Vocabulary

Regarding students' acquisition of words, the majority of respondents "strongly agree" that they "pick up massive amounts of words and meanings through the process of listening and reading," while others have also agreed, none of the respondents have stated that they "disagree" or "strongly disagree." These findings support Mayer's hypothesis of two channels (auditory and visual) for information processing; the channels, in this case, would be listening and reading, via which words are gathered.

1.6. Students' Effective Material for Learning Incidental English Vocabulary

According to the results of the questionnaire, the majority of respondents (88%) have selected "movies" as the most efficient material for learning English incidental vocabulary, the remaining responses are divided between books (04%) and songs (07%). The above statistics may be explained in one way: they show that students at MMUTO's English department do acquire incidental vocabulary from movies rather than other sources. This relates to Alisa Sadiku's (2017) research conclusion that confirms that movies are considered to be a demanding task in learning a new language.

1.7. Students' Incidental Acquisition through Multiple Ways of Representations

According to the outcomes presented in the previous chapter, all of the students (100%) agree that incidental vocabulary acquisition is more effective when presented in multimodal formats such as pictures, sounds, and texts. In this case, subtitled movies meet all of the criteria, making the point that they can be an excellent tool for incidental learning, and also an ideal way of processing information. This is in line with Mayer's (2014, p.25) multimedia principle in which he states that "learners can learn more effectively if they are presented with words and pictures rather than words alone". In other words, students are more likely to learn efficiently if they are given words and pictures instead of just words.

1.8. Students' Research of Unknown Word Meanings and Examples in Dictionaries

From the results of questions eight (08) and nine (09), it is clear that all of the students (100%) agree that they look up words they do not know and pay attention to the examples provided in the dictionary to improve their comprehension. Subtitled movies elicit this response by providing a

large amount of new word exposure with a frequency of repetition that motivates students to want to learn them.

1.9. Student's Attitudes towards Watching English Subtitled Movies

The purpose of asking students if they enjoy watching English movies is to identify whether it is a part of their daily life and to be sure that they do watch them. The responses show that all of them (100%) enjoy it, This confirms that they have a positive attitude towards movies. Regarding question eleven (11) about movies being a useful resource for learning English vocabulary, students have strongly agreed (90%) and the rest agreed (10%) on this point, this can signify that they do acquire incidental knowledge from it since they consider it as useful input. Students have also been asked about whether they prefer movies with subtitles or without them, the statistics have shown that (99%) of the participants prefer the presence of subtitles, which shows that the presence of subtitles is important.

1.10. The Role of Subtitles in Words Acquisition and Memorization and Recall of Prior Knowledge

According to the results of questions twelve (12) and thirteen (13), it appears that the majority (100%) of the participants agree that subtitling aids them in word acquisition and memorization. This supports our hypothesis which suggests that students do acquire incidental vocabulary by watching subtitled movies and emphasizes the importance of on-screen writing in word remembering. Furthermore, the responses to question seventeen (17) show that the respondents strongly agreed (80%) and agreed (20%) that listening to new words while reading their spelling promotes their learning, confirming again that subtitles lend a hand to students to acquire new lexis. Students have highlighted that watching subtitled movies stimulates their memory to bring back what they know previously to make sense of the familiar words that they encounter,

also to try and guess the meaning of the unknown ones. This supports Mayer's cognitive theory of multimedia learning which beholds that new knowledge is activated by prior knowledge.

1.11. The Importance of Bimodal (English for English) Subtitling

According to the results of the questionnaire, the majority of students (98%) favor English subtitling for English dialogues in movies over other types. This statistic shows that a large number of students need to be exposed to the English language in both written and spoken forms in their life, and also highlights that the assistance of subtitles is required. A conclusion can be made from the results shown in Diagram fourteen (14), participants have emphasized the importance of English subtitles in improving the understanding of various accents and dialects, with (60%) strongly agreeing and (40%) agreeing on this statement. This underlines the fact that subtitles have a more complex effect, as they aid in the identification and acquisition of accents.

1.12. New Word Acquisition via Reading-While-Listening over Listening Alone

The findings of this study reveal that the majority of the students (100%) strongly believe that learning a word via both reading and listening is advantageous to learning it rather than only listening to it. They explained that it aids in word memorization and remembering reinforcement by making statements like "reading-while-listening strengthens the chances of not forgetting the word," "reading the word gives us chances to remember it well," "it reinforces the memorization process," and "I memorize better when I know how the word is spelled." This evidence demonstrates that students need a concrete representation of the language to learn more effectively both the written and the spoken forms of the language, and subtitles provide the greatest solution in this case. They have also stressed its impact on learning the correct pronunciation of words, as they have illustrated with making comments like "some words have various pronunciations, reading-while-listening minimizes the risks of misinterpreting the words," and "it ensures correct learning of the word form, " When I read and listen to the word, it

permits me to use it after because I know how to spell it.” What we can draw from these remarks is that the presence of the words spelling while listening to them permits us to know the appropriate spelling for the appropriate pronunciation and vice versa.

The answers of the students explain another point that has been previously presented, which is the fact of “a better understanding of the heard words” as we find in declarations such as "It helps us to understand better the context of the word, it makes it more familiar" as well as "because reading and hearing a word makes you more concentrated and helps you understand, but when you only hear it, you sometimes do not understand" what we can extract from this is that the written form makes more sense of what we hear and promotes the chances of a better comprehension without having to make efforts to inspect the meaning. Another aspect that has been mentioned in the students' responses is that reading-while-listening aids in the differentiation of homophones. We see this in replies like "we distinguish words from their homophones" and "there are words in English that sound alike; it is better to read them than only hear them, such as marry, Mary, and Merry." This underlines the value of written words in interpreting various meanings as we cannot do so through listening alone. Subtitles are an amazing option to practice reading while listening and lessen the chance of skipping the right word meaning. Motivation is another key point that has also been underlined in the feedback. Students have made statements like "reading-while-listening is more motivating" "it is more attractive" and "it makes me more focused." What can be concluded from this is that reading the spoken language captivates the learners' attention towards new words, which can lead to an incidental acquisition.

Overall, the feedback from the students in this study highlights the potential benefits of watching subtitled movies for language learners. The written form of the subtitles can aid in comprehension and the differentiation of homophones, while the presence of subtitles can increase motivation and engagement. These findings align with previous research on the topic

and suggest that subtitled movies can be a valuable resource for language learners seeking to enhance their incidental vocabulary acquisition.

2. The Discussion of the Structured Interview's Results

The interview is the second data collection method that has been used in our research study. It is carried out with eight (8) third-year students from MMUTO's English department. The findings of this interview have revealed essential points that need to be discussed further.

According to question one (01), the interviewees have all agreed that watching English movies with English subtitles allows them to expand their vocabulary unintentionally, as they are a useful and necessary tool in language development. All of them are completely aware of the value and practicality of subtitles in enhancing both their listening and reading skills due to the rich and authentic comprehensible input that they are being exposed to.

Their answers to the second question demonstrate the main benefits of subtitling in vocabulary recognition and content comprehension. Learners can take advantage of subtitled films in terms of target language understanding as they are presented with a variety of situations, with the visual dimension providing a distinct advantage for understanding the pragmatics of dialogues. When the information is presented in two input sources (dialogue and subtitles), the understanding seems to be better than when information is presented in a single form (dialogue alone), which speeds up the learning process and helps learners to become more proficient. Subtitling promotes language acquisition by allowing students to visualize what they hear, as it can enhance language comprehension while providing cognitive benefits such as improved reasoning capacity. This implies that seeing the word's spelling aids in learning the word from the auditory content, which supports the use of subtitles in EFL learning.

The data gathered from question three (3) indicates that one of the most influential variables within the field of second language acquisition is motivation, highlighting the influence of the

motivational component on the rate and success of incidental vocabulary acquisition. Therefore, all of the participants agreed on the fact that subtitles can lead to the forming of a conceptual idea of what is going on in the movie, as well as drawing their attention and assisting them in overcoming linguistic and cultural barriers using the different idioms and expressions presented in the movie. They have asserted that they are all worthwhile because, in one way or another, they are teaching how to speak and how to listen, naturally.

When asked about their perspectives on the relevance of English subtitles for English dialogues, the students have all shared a common point: that this form of subtitling is an essential factor in improving their vocabulary and grammar. This is because watching English movies with English subtitles can help in learning the sound, becoming more comfortable with the word, and hence recognizing it more easily in the future. As a result, they obtain additional vocabulary, pronunciation, and context in the space of one movie. Unlike foreign language classes that often slow down the speaking rate, movies with subtitles play at the same speed as a normal conversation which may seem quick to new language learners. The benefit of this is that it will stretch the listening comprehension while simultaneously increasing the reading speed.

Movies and visual materials are significant and effective instruments in several aspects of language learning. However, it is important to note that subtitled movies are quite beneficial for expanding learners' vocabulary knowledge and increasing the receptive skills of EFL learners as well as their productive skills. The outcomes of the fifth (5) question show that this viewpoint is shared by all the respondents as it makes them more interested in learning. The use of multimedia in language education contexts, such as audio-video appliances, helps learners in receiving language through multiple sensory channels. Subtitled videos would also assist language learners in improving their level of comprehension skills, as reported by one of them *“as learners of the English language, subtitling helps us improve the four skills and enrich our vocabulary since we need the language in multiple areas...”*

One thing that should be considered when watching movies in English is that unless the learner is at an intermediate or advanced level, they are unlikely to grasp much of what they hear the first few times. That is where English subtitling comes in. The answers to question six (06) reveal that this heightened attention on subtitles leads to a greater concentration on the spelling of the words displayed on the screen resulting in greater memorization of the new words. These visual clues are more likely to be maintained in the memory and aid students in remembering the meaning of these words on subsequent occasions.

The results of the seventh (7) question show that a variety of advantages justify the anticipation that subtitled audio-visual input contributes to unintentional vocabulary development. Authentic materials introduce the student to the target language and contents in their natural use, thus, the learning process is contextualized because no explicit information on the meaning of words is provided, but meanings can be deduced from the context. It appears to give a rich background for learning a foreign language and leads to the acquisition of written forms.

It is common that EFL learners may struggle in comprehending the words spoken in the native language when watching English movies as the accents may seem unfamiliar to them, and the answers to the last question (8) reveal that the use of subtitles plays a major role in facilitating learners to recognize the words and distinguish between these different accents. One of the interviewees stated that “*subtitling helps in understanding the words better and recognizing the accent spoken...*” Therefore, it assists with visualizing a new language and enhances word recognition and grammar.

In terms of multimedia language learning, Mayer's Cognitive Theory of Multimedia Learning (2001) posits that learning is most effective when visual and auditory cues are presented together in a meaningful way. The use of subtitled movies, which combine visual and auditory cues, can aid learners in their language development by providing them with multiple sensory inputs.

Furthermore, the Dual-Coding Theory (Paivio, 1986) suggests that memory is enhanced when information is presented in both verbal and visual forms. Subtitling can, therefore, aid learners in the memorization and retention of new vocabulary and grammar structures.

The findings of the interview support the aforementioned theoretical frameworks, indicating that the use of subtitles in EFL learning can provide learners with comprehensible input, facilitate their language development, and enhance their vocabulary and grammar knowledge. The use of multimedia in language learning, such as subtitled movies, can also provide learners with opportunities to engage in authentic language use and cultural practices, and aid them in managing cognitive load and memorizing new language input.

Conclusion

After conducting our research, we can confidently conclude that the results obtained from the two research techniques, a questionnaire and a structured interview with students, have effectively answered our research questions and confirmed the two hypotheses that were stated in the general introduction. The use of a questionnaire allowed us to gather large amounts of quantitative data from a broad range of respondents. We analyzed the data using the rule of three method and the results provided us with valuable insights that helped us to gain a better understanding of the phenomenon under investigation. The structured interview method, on the other hand, allowed us to gather in-depth qualitative data from a smaller sample size. The qualitative content analysis technique was employed to analyze the data gathered from the interviews, and it enabled us to identify patterns, themes, and underlying meanings within the data. The results from both research techniques revealed that our research questions and hypotheses were valid and accurate. The questionnaire and structured interview responses

provided evidence that supported our hypotheses, which is significant because it means that the findings of our research can be applied in real-life situations. The outcomes of our research can be used to develop policies, interventions, or solutions that are informed by the insights we gained from our study. In conclusion, the use of mixed-method research, combining both qualitative and quantitative methods, provided us with a more comprehensive understanding of the phenomenon under investigation. The results obtained from the questionnaire and structured interview confirmed our hypotheses and provided insights that can be applied in real-life situations. The use of multiple research techniques ensured that our findings were valid and accurate, and can be relied upon to make informed decisions.

This study investigated the role of English subtitled movies in incidental vocabulary acquisition among third-year English students at the University of Mouloud Mammeri in Tizi Ouzou (MMUTO). It primarily looked at how significant is English subtitling on the development of students' incidental vocabulary acquisition. Some components of Richard Mayer's book "Multimedia Learning" were incorporated into the research. We hypothesized that third-year students acquire incidental vocabulary from watching English subtitled movies and that those movies tend to aid students in the recognition of written words as well as the acquisition of word meaning. Each of our hypotheses was confirmed by the findings of the study.

Three principal objectives were the focus of the research. The first goal was to explore the role of English subtitled movies in EFL students' incidental vocabulary acquisition. That is, to investigate and reveal how English subtitles help in the development of incidental vocabulary acquisition among third-year students at MMUTO. The second was to find out whether students watch movies with subtitles or not. To put it another way, the purpose was to see if this is a material that they use. The third was to determine if subtitled movies aid in the recognition of written words as well as the acquisition of word meaning. In other words, the target was to explore to what extent English subtitles help in incidental vocabulary acquisition.

To answer the research questions and test the suggested hypotheses, the study used a mixed-methods technique. The process of collecting and analyzing data incorporates both quantitative and qualitative methodologies.

The data used in this study originated from two different research sources: seventy (70) questionnaires addressed to third-year students, along with a structured interview consisting of eight (08) questions, conducted with eight (08) randomly selected interviewees of the English department at the University Mouloud Mammeri in Tizi-Ouzou (MMUTO).

In terms of data analysis, the quantitative data generated from the close-ended questions of the questionnaire were analyzed using the rule of three within this dissertation. The approach we used to analyze the qualitative data from the structured interview and the open-ended questions from the questionnaires was the qualitative content analysis. According to the results of the students' questionnaire, watching English subtitled movies has a good influence on the acquisition of incidental vocabulary. Subtitles improve incidental learning on several levels, according to an analysis of both closed-ended and open-ended questions. The main advantages of subtitling on incidental vocabulary, according to students' responses, are a greater understanding of words, as well as incidental retention of the correct words' sounds and spellings.

There are some limitations to this study. This study's sample included seventy (70) learners selected at random and eight (08) students. Furthermore, we have only looked into the role of English subtitles in students' incidental vocabulary acquisition; we have not examined the role of subtitling in other languages (such as French, Arabic, and so on). Further studies, such as the effect of English songs on incidental vocabulary acquisition, and an analysis of the motivating and demotivating factors of incidental vocabulary acquisition, or the role of standard subtitling on enhancing learners' vocabulary knowledge can be conducted to examine other aspects that influence incidental vocabulary acquisition.

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Appendix 01: Questionnaire for Students

The Role of English Subtitled Movies in Incidental Vocabulary Acquisition: An Analysis of Third-Year Students' Views in the Department of English at MMUTO

Dear participants,

This questionnaire is a piece of our investigation; it is intended for 3rd-year students at the English department of MMUTO. We would like to ask you if you would be so kind as to complete the following questionnaire of an examination study to explore whether English subtitled movies (in English) are effective in acquiring new vocabulary or not, so it would be your generosity to respond to the coming questions . Be sure that all the personal data provided from the questionnaire will be kept stringently private in our work and will not be unveiled nor utilized for any other purposes than this study.

Your input is truly significant for our examination and your assistance would be particularly appreciated.

Thank you very much for your help!

Section one: EFL Learners' Views towards English Incidental Vocabulary Acquisition

Please put a tick (✓) on the option(s) that fit(s) your choice, and use your explanations where required:

Q1: How important is English incidental vocabulary in EFL learning?

- Very important

- Important

- Slightly important

- Unimportant

Q2: What is your main purpose for acquiring English incidental vocabulary?

-To understand better

-To be able to write

-To communicate

Q3: How far do you agree with this statement: *“The best way to remember new words is by memorizing them.”*?

Agree

strongly agree

Disagree

strongly disagree

Q4: How often do you find difficulties when acquiring new English vocabulary?

-Always

-Often

-Sometimes

-Rarely

-Never

Q5: How far do you agree with this statement: *“The meaning of a large number of words can be picked up through listening and reading.”*?

Agree strongly agree Disagree strongly
disagree

Q6: Among these options, what is the most effective material to acquire English incidental vocabulary?

Books Songs Movies

Section two: Incidental Vocabulary Acquisition

Q7: How far do you agree with this statement: *“Acquiring unintentional vocabulary is better when represented in multiple ways (pictures, sounds, texts, ... etc.)”*?

Agree strongly agree Disagree strongly
disagree

Q8: When you see an unfamiliar word again and again, do you look it up?

Yes No

Q9: Do you pay attention to the examples when looking up a word in a dictionary?

Yes

No

Sometimes

Section three: The Role of English Subtitled Movies in Students' Incidental Vocabulary

Acquisition

Q10: Do you enjoy watching English movies?

Yes

No

Q11: Movies are useful resources for learning English vocabulary.

Agree

strongly agree

Disagree

strongly disagree

Q12: Do you prefer watching English movies with or without subtitles?

.....

Q13: Do you acquire new words when watching subtitled movies?

Yes

No

Q14: Does subtitling help you memorize those words?

Yes

No

Q15: There are different types of subtitles (bimodal and standard), which of these do you think is (are) better for enhancing your English vocabulary?

-English subtitles for English dialogue

-French subtitles for English dialogue

-Arabic subtitles for English dialogue

Q16: How far do you agree with this statement: *“English subtitles can be used to facilitate the understanding of words within different accents of English in the movie.”?*

Agree strongly agree Disagree strongly disagree

Q17: How far do you agree with this statement: *“Listening to new words while reading the provided subtitles promotes word learning”?*

Agree strongly agree Disagree strongly disagree

Q18: How far do you agree with this statement: *“Learning a new word is better when it is read and heard rather than just being heard”?*

Agree strongly agree Disagree

strongly disagree

-please justify your answer

.....

.....

Q19: From your prescriptive, do subtitles reduce the efforts of students to inspect the meaning and improve their comprehension of the words?

Yes

No

Sometimes

Appendix 02 : Interview Questions

A structured interview has been used as the second data gathering method in our study. It consists of eight (08) questions conducted with eight (08) third-year students from Mouloud Mammeri University of Tizi-Ouzou's English department.

Q1- As an EFL student, what do you think about English subtitled movies as a means to enhance your incidental vocabulary?

Q2- Would you mention the main benefits of combined pictures and texts on the screen while watching movies?

Q3- According to you, what are the motivating factors of subtitled movies that allow you to acquire incidental vocabulary?

Q4- How would you explain the importance of English subtitles for English dialogues?

Q5- How would you describe the role of English subtitling in your incidental vocabulary acquisition?

Q6- How can you learn new words through English subtitles?

Q7- Subtitling links the auditory to the visual, how does this contribute to the acquisition of incidental vocabulary?

Q8- Knowing that there are many accents in the English language, how does subtitling affect your comprehension of the word?