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**The Impact of Implementing Same-Language Subtitled Audiovisual Material
on EFL Learners' Vocabulary Comprehension and Spelling**

*Dissertation Submitted to the Department of English Language in Partial
Fulfilment of the Requirements for the Master's Degree in Language and Culture.*

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Dedication

To the kindest, strongest, most loving, and most supportive human: my mother,

To one of the most hard-working people: my father,

To my dear brothers Oussama and Aymen,

To Rayane Haloui for always being there for me,

To my closest friends Moumen, Sofiane, Ahmed, Haithem, Rachid, Saif, Zaki, and Kais,

To my ex-colleagues at university, namely Group 4 and 'EXCLUSIVE' group members

To all my teachers who blessed me with their knowledge,

...And to myself, I dedicate this work.

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Abstract

What pushes development forward is always a problem. And it is the ability to ask questions around that problem that triggers the journey of finding solutions. Scaling this down to our own environment within our own topic, EFL learners at the University of 8 Mai 1945 Guelma have been running low on motivation for their studies. Once they step inside the classroom, the idea of fun learning never crosses their mind, and as such, they internalize the idea that studying directly relates to boredom. Once they step outside the classroom, they throw that weight away from their shoulders by not doing anything related to studies. This is the psychology of the Algerian student. However, one thing they do for sure is consuming a huge amount of audiovisual content. Based on that, we suggested ‘same-language subtitling’ in hopes of, not only having a positive impact on their vocabulary comprehension and spelling but also increasing interest and autonomy. Accordingly, we took second-year students of the University of Guelma as a sample, and split it into two groups – an experimental group and a control group. These groups had to watch a two-minute excerpt video from a famous series, and then answer a set of questions on a worksheet. The only difference is that the first group had English subtitles while the second, Arabic subtitles. The overall results were in favor of experimental group with the same performance in vocabulary comprehension compared to the control group but a much better performance in spelling. In addition to that, a questionnaire provided similar reflections of students who already use English subtitles, confirming that improvement is, indeed, possible when watching content this way. Moreover, there was a complete agreement from all individuals on seeing more of such method in their classes. On this note, we conclude that the implementation of same-language subtitles for EFL learners’ is beneficial on many levels.

Keywords: Same-Language Subtitles, Vocabulary Comprehension, Spelling, EFL Learners

List of Abbreviations

AV: Audiovisual

CALL: Computer-Assisted Language Learning

CBI: Content-Based Instruction

CLL Community Language Learning

CLT: Communicative Language Teaching

CC: Closed Captions

DCT: Dual Coding Theory

FLA: Foreign Language Acquisition

HI: Hearing Impaired

L1A: First-Language Acquisition

NA: Natural Approach

NS / NNS: Native Speaker / Non-Native Speaker

SLA: Second-Language Acquisition

SLS: Same-Language Subtitles

SDH: Subtitles for Deaf and Hard-of-Hearing

TBLT: Task-Based Language Teaching

ZPD: Zone of Proximal Development

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Résumé

ملخص

General Introduction

1. Statement of the Problem

Teachers and instructors have always strived to make the teaching of English as efficient as possible through planning and developing methods to be followed in order to meet specific objectives. These methods cover a wide range of frameworks and models that are scientifically tested records of studies. Some of them are implemented worldwide, others are tested in certain parts of the world only, and a few are totally neglected. Because this is the 21st century, the one common thing between most of these methodologies – if not all – is that they are learner-centered. They all revolve around the development of the learners' skills and proficiency according to their interest. It is this sense of responsibility and flexibility that kept the world of education steady throughout time.

The University of 8 Mai 1945 Guelma is no exception to this, as many professors and teachers felt the need to contribute to such a noble discipline by following what they think is best for their students based on their expertise. However, it always seems that the English learning/teaching is facing some trouble of keeping up with the rapidly changing mentality of the students, especially in the face of all the interesting new technologies that are providing an immense amount of learning options; most of which is based on visual learning (YouTube, TikTok, Netflix...etc.).

This might partially have to do with the choice of methods. The majority of teachers will opt for traditional methods, and the word “traditional” here is not in terms of period, but rather frequency and familiarity; i.e., methods that have been overused in language teaching in the recent years. For example, recently, content-based teaching has been the norm in many

educational circles for its versatility, but the problem with its use is that teachers tend to rely heavily and majorly on written material as a main source of information. While there is nothing wrong with that, it, nonetheless, does not seem to be enough. Students report overload of content, as well as boredom, and teachers report lack of time and interest, and for what? For poor results. This is creating a frustrating learning atmosphere for both parties and slowing down the process of growth. If we talk more concretely about the students' weaknesses, their vocabulary repertoire of words and expression is very limited, or at best, passive. Worse than that is their spelling as they tend to commit so many errors, sometimes even with simple words and expressions.

2. Questions of the Research

In relation to our problem, this research will try to answer the following questions:

1. Can same-language subtitled material improve the students' vocabulary comprehension and spelling?
2. What are the students' perspectives on subtitles (generally) and same-language subtitles (specifically)?
3. How can this method be implemented for maximum efficiency?

3. Hypotheses of the Research

In an attempt to investigate the usefulness of same-language subtitled materials in relation to the English language level, we hypothesize that:

- Exposing students to audiovisual materials with same-language subtitles can have a positive effect on the learners' comprehension in relation to vocabulary.
- Same-language subtitled audiovisual content improves the learners' spelling.

4. Aims of the Study

The study at hand aims at discovering the relationship between making use of same-language subtitles and the students' vocabulary comprehension as well as their spelling. But broadly speaking, the goal here relates to two main points. The first is to try to investigate the growing disconnection and amotivation of the EFL learners with what the teachers are providing, and the second is to find a way to familiarize them with the English language to the point where the base-level of the Algerian EFL learner's English language elevates, without necessarily putting extra stress and responsibility on teachers.

5. Significance of the Research

This study contributes to more than just one side of the matter – which is a linguistic one – as it taps into other related sides, namely:

- Raising awareness around the usefulness and reliability of certain neglected new methods and their importance; hence, the reconsideration of such methods.
- Improving the students' overall English language level.
- Increasing the students' interest.
- Encouraging the students' autonomy.

6. Structure of the Dissertation

This research consists of two main parts. The first one is a two-chapter part of a theoretical nature, providing an insight into related literature and research finding that shall serve as a basis of argumentation in the part that follows. The second part is of an empirical nature.

Chapter One will tackle the language acquisition in general, and then narrow down the focus to vocabulary acquisition and spelling. Chapter Two will involve the use of same-language subtitled audiovisual materials in SLA environments and how they may shape the learners' skills, especially vocabulary comprehension and spelling. Chapter Three will be dedicated to the presentation, analysis, and interpretation of the questionnaire and test's results; and eventually, answering the research questions at hand to confirm or refute the already-established hypothesis.

Chapter One: Vocabulary Acquisition and Spelling

Introduction

In this chapter, we are going to have an overview on Psycholinguistics as a field with its branches of interest. After that, we ought to review some of its major theories on first-language acquisition and second-language acquisition to understand the bigger picture. Then, we must certainly provide theories that specifically tackle vocabulary acquisition and spelling.

1.1. Introduction to Psycholinguistics

Whenever we are dealing with concepts like language acquisition, comprehension, and learning in general, we are certainly working under the umbrella of Psycholinguistics. So before we tackle our specific issue, we need to lay a short, but solid foundation about the field. In doing so, presenting the meaning of the term and its scope would be the most relevant.

1.1.1. Definition of Psycholinguistics

A basic observation of the term “Psycholinguistics” can detect two parts: “Psycho” and “Linguistics,” which makes it self-explanatory on a surface level. In other words, a broad definition of this discipline would be: The study of the linguistic processes in relation to the psychological factors. If we may get a little more technical about the definition, Garnham (1985, p. 01) defines it as “the study of mental mechanisms that make it possible for people to use language.” Warren (2012, p. 04) provided a more detailed definition: “Psycholinguistics can be defined as the study of the mental representations and processes involved in language use, including the production, comprehension and storage of spoken and written language.” There are numerous other definitions, but they all revolve around the notion of the mental processes of the brain being the central focus of study in relation to language.

1.1.2. Scope of Psycholinguistics

Psycholinguistics is an interdisciplinary field that relates to Psychology, Linguistics, Cognitive Science, and even Neuroscience. As the previously mentioned, the majority of the existent definitions of Psycholinguistics in the related literature include reoccurring terms like: comprehension, production, processing, acquisition. That simply denotes the areas that this discipline is concerned with (MacWhinney, 2001, p. 12343; Warren, 2012, pp. 4-5).

1.1.2.1. Processing and Comprehension

One of the main aspects of interest to psycholinguists is how speech is comprehended. From the perception of the sounds, to the processing, to the actual understanding of those sounds and symbols. It is important to point out that this does not only cover words, but also sentences; i.e.: sentence and discourse meanings. In this sense, Alan Garnham (1985, pp. 4-8) mentioned a chain of six micro-cognitive steps that explain this thoroughly:

First, comes the “low-level perceptual processing” which helps in the detection of lines, curves, and shapes of words; and in the case of spoken language: acoustic waveforms. Second, This data that is known as “the input” is then deciphered by mirroring it to the store of information the brain has about words. Garnham stated that auditory inputs are relatively more difficult to decode than typewritten and printed words. He justifies the statement by explaining that auditory data often comes with a background noise, which, logically speaking, makes it more challenging for the cognitive system to separate from the actual information. This is known as “word recognition”. Third: “parsing”. This is a stage where the recognized words are grouped in a way that makes sense. For example, we have the following sentence:

The cute baby slept at 8 p.m.

Parsing in this case means: “the cute baby” is a group that basically refers to a person. “At 8 p.m.” is a group that signifies time. “Slept” describes the action. Other possible groupings will lead to other meanings or to a meaningless sentence. However, this does not mean that interpretation took place. It just started. The fourth step is “semantic interpretation”. At this stage, a set of rules helps in mapping a sentence into a grammatically and semantically logical form in order to narrow down the number of possibilities that a sentence could describe (as ‘Figure 1.1’ illustrates).

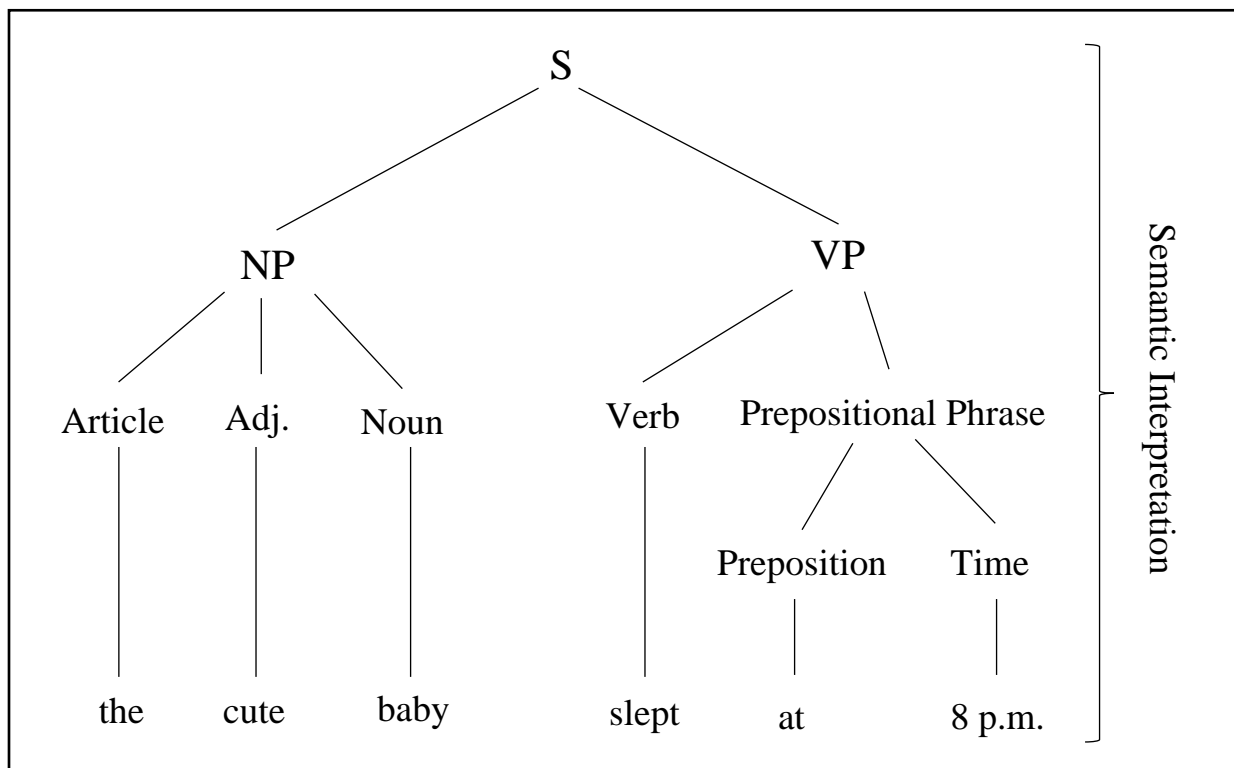


Figure 1.1. Sentence mapping in Semantic Interpretation

The fifth step is called: “Model construction”. This is where the contextual information is needed, because it helps specifying what/who exactly the sentence is about. In our previous example, it could be any cute baby – a real baby, a baby from a short story..etc., but the cognitive system, with the help of contextual information, creates a mental model of that situation in order to decide which cute baby we’re referring to. The sixth and last step is the “pragmatic

interpretation”. This is the stage where the understanding system tries to figure out what the sentence actually means rather than what it linguistically means; i.e.: tries to find out if there is an underlying meaning in that sentence.

1.1.2.2. Acquisition

One of the core interests of Psycholinguistics is how language is acquired. It is practically impossible to detach acquisition from processing, comprehension, and production because all these areas are strongly and inevitably interrelated. However, to isolate it in this way only means to make it the main focus of this segment. Language acquisition often refers first-language acquisition, but it is acceptable to use it as an umbrella term for both: first-language acquisition (L1A) and second-language acquisition (SLA). There has been so many theories that tried to explain language acquisition according to their belief, namely, the biggest three theories that have made an impact on the language-learning scene: Behaviorism, Mentalism, and Cognitive theory. Nonetheless, research never stops, and scholars never cease to create, test, and justify, then share it with the world. Therefore, one can also find modern language acquisition theories and models; among them are: Usage-based theory, optimality theory, and native language magnet model. Each theory gives insight to a new perspective that can be used to further clarify the acquisition process, but what all these modern theories have one thing in common. Their views are from a social rather than individual perspective (Kempe & Brooks, 2016, p. 11).

1.1.2.3. Production

Production can be considered one of the most concrete measures of language acquisition since it is a visible task. However, it is not as easy as reception. Griffin and Ferreira state that it can take five times longer to generate words than to recognize them (2006, p. 21). They went

further by explaining that there are three major processes leading to a verbal utterance: First is “conceptualization”, which is formulating the idea to be expressed. Second is “formulation”, in which the speaker decides how to express it. Third, comes the “articulation” that basically means expressing it. This is illustrated in ‘Figure 1.2’ as the following:

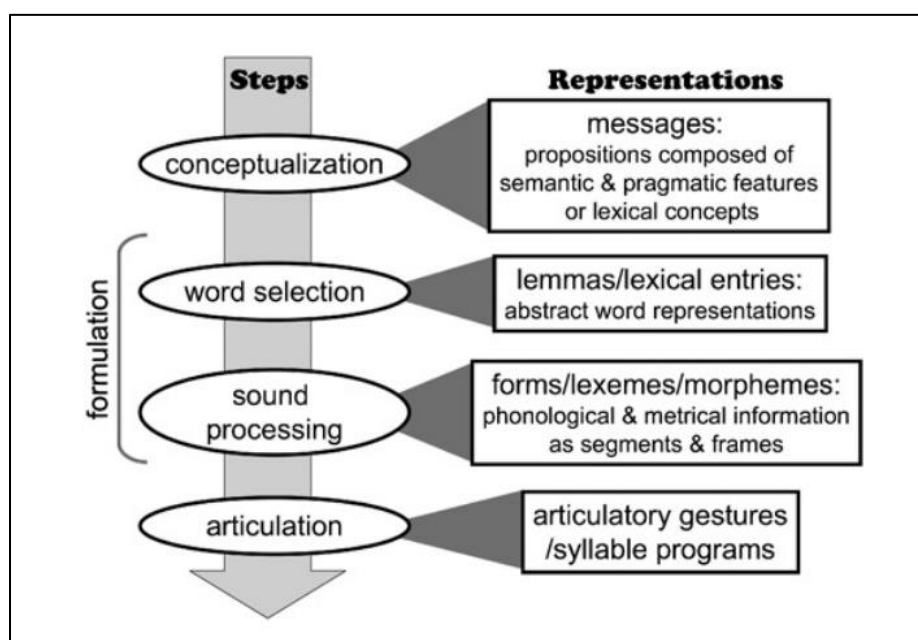


Figure 1.2. Major steps and representations in language production

Note. From *Handbook of Psycholinguistics* (2nd ed., p. 21), by M. Griffin & V. Ferreira, 2006, Academic Press.

1.1.2.4. Impairment

In addition to the previous areas that are central to it, psycholinguistics also deals with language impairments. It helps in explaining special cases – especially of infants – regarding their disabilities and their effects on their language performance. Among these disorders, we can find:

- Dyslexia: a slight disorder of the brain that causes difficulty in reading and spelling, for example, but does not affect intelligence. (“Dyslexia,” n.d.)

- Stuttering: the inability to continue a proper utterance because of an uncontrollable urge to repeat the first sound of some words several times.

- Aphasia: a medical condition that makes a person unable to speak, write, or understand speech or writing because of damage to the brain. (“Aphasia,” n.d.)

In regards to such disabilities and more, there is a specialized training called ‘Psycholinguistic Training’ aimed at improving “integrative, receptive, and expressive linguistic abilities.” (TillyIII, in Spielberg, 2004, p.532).

1.2. Important Perspectives and Observations on SLA

As mentioned before, language acquisition can include both: L1A and SLA, but if we are to separate them, it would only make sense because SLA is, often times, also referred to as ‘second-language learning’ while many researchers made a clear difference between the two terms ‘acquisition’ and ‘learning’. This is due to the fact that ‘language learning’, as Krashen explains, is a conscious intentional process as opposed to ‘language acquisition’ which is a natural subconscious process (1982, p. 10). However, he further clarifies that it is wrong to assume that acquisition stops after puberty. It is true that children acquire and adults learn, and true that adults cannot always achieve a native-like level of second-language, but it is also true to state that adults can still acquire.

Nonetheless, theories have provided different outlooks and models on this matter either to describe the natural order of language development or to enhance the learning process of foreign language learners, or both. This amount of data allows for the possibility of comparing such theories based on different factors. As such, we will delve into some of the key theories of

language acquisition based on the belief of whether it is more important to receive or produce the language in order to develop it.

1.2.1. Reception-Based Language Acquisition

As the title suggests, this view on language acquisition prioritizes reception as the main focus point whenever talking about acquiring a new language.

1.2.1.1. The Input Hypothesis

The Input Hypothesis is by far one of the most influential models of second-language acquisition. Described by Stephen Krashen in the 1970s and later, developed in the 1980s, the model was presented in a transitional phase in language learning from structure-based to meaning-based teaching (Lightbown & Spada, 2013, p. 107). It suggests five hypotheses as follows:

- **The Acquisition-Learning Hypothesis**

This is the fundamental thought upon which so many theories that followed have been based. These are some key-notes that summarize this hypothesis:

- Acquisition is natural, unplanned, and subconscious; while learning is controlled, planned, and intentional.
- Language acquisition does not fully stop after puberty. It just becomes limited.
- Error correction is far more effective with adults learning a language than with children acquiring a language (Brown, Cazden, & Bellugi; as cited in Krashen, 1982, p. 18).

- **The Natural Order Hypothesis**

This hypothesis states that second-language acquisition – similar to first language acquisition – is, not fully but partially, predictable. Discoveries in the field of language learning confirmed that there is a pattern of acquisition leading to this predictability, which is the fact that certain grammatical structures are acquired earlier than others (Brown, 1973, p. 272). Moreover, this hypothesis holds that this sequence of acquisition is besides the level of difficulty. In other words, the easiest language rules are not necessarily the first to be acquired.

- **The Monitor Hypothesis**

In this hypothesis, and as an extension of the ‘acquisition-learning hypothesis’, Krashen clarifies that acquisition is responsible for the initiation of our utterances, as well as the production. Learning, on the other hand, has the sole – yet important – role of monitoring the form of those utterances; i.e.: making the necessary edits towards a more correct form. Cook (1993, p. 52) illustrates this notion in ‘Figure 1.3’ as the following:

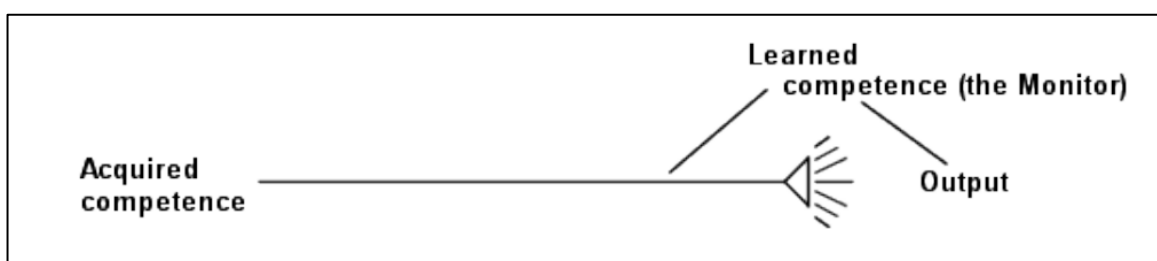


Figure 1.3. Acquisition and Learning in Second-language Production

Note. Adapted from *Linguistics and Second Language Acquisition* (p. 52), by V. Cook, 1993.

Equally important to these statements, Krashen highlights the limited role of learning in this case, because in order for such correction to happen, there are certain conditions that need to be met – and even so, cannot guarantee that the performer will make use of their knowledge. He sequences these conditions as follows:

- Time: The second-language performer must have sufficient time to recall the learned rules and make the necessary alterations to what he is planning on uttering. This is almost impossible to achieve in a natural conversation, otherwise, it will lead to a great deal of hesitation; hence, inability to communicate properly.

- Focus on form: In order for the Monitoring to take place, the performer needs to be conscious about the correctness. This requires them to not be fully engaged with the partner on the other end of communication, and to constantly think about correct forms.

- Know the rule: This is an axiomatic condition. One cannot utilize a rule they do not even know. In addition to that, authentic language is more complex than just an organized system of rules, which makes it practically impossible to make use of those rules and successfully decipher the message at hand.

- **The Comprehensible Input Hypothesis**

This is one of the chief hypotheses Krashen formulated. Its general idea is that, considering “*i*” to be our already-acquired linguistic knowledge, and “*+I*” to be extra linguistic knowledge, we only acquire new language if we are presented with a comprehensible input that is only a step ahead. To put it another way, a person’s level of acquisition moves from “*i*” to “*+I*” only when the information in “*+I*” is comprehensible to them. This insinuates the primary assumption behind this hypothesis, which is the fact that we acquire structures through meaning, not the opposite.

- **The Affective Filter Hypothesis**

The main argument behind this hypothesis is that there could be a mental block for second-language acquisition to happen. It states that negative emotions such as anxiety, low self-esteem, and amotivation can hinder the acquisition process. These states of being act as a filter between the acquirer and the speaker from which the target language is expected to be received. More precisely, negative affective variables “prevent input from reaching what Chomsky has called the ‘language acquisition device’” (Krashen, 2003, p. 6).

1.2.2. Interaction-Based Language Acquisition

1.2.2.1. Negotiation of Meaning

Negotiation of meaning is partially related to Krashen’s ‘Comprehensible Input Hypothesis’. While they both agree on the fact that comprehension has to take place in order for acquisition to follow, the first one requires a certain level of interaction in which the process of negotiating meaning happens (Long 1996; as cited in Cook, 2015, p. 2). As Pica explains, when interlocutors experience difficulties in the understanding of a message, modification and restructuring come into play as to make more sense. That can include repetition, syntax adjustment, vocabulary replacement...etc (1994, p. 494). For instance, consider the next examples:

(1)

Native Speaker (NS): He went bananas!

Nonnative Speaker (NNS): He...what?

NS: He went **crazy**.

NNS: Ah, okay.

In the first example, the communication broke down with the nonnative speaker (NNS) not making sense of the expression he heard; eventually, he had to express his confusion. The native speaker (NS) took the opportunity to teach the NNS that the word ‘bananas’ in this particular expression is used synonymously with the word ‘crazy’, so he repeated himself and replaced only the word ‘bananas’ with ‘crazy’. We can confidently claim that the moment NNS said “Ah, okay”, he acquired a new expression.

(2)

NS: Do you have a scissor?

NNS: Yes?

NS: A scissor? [Making a scissor motion with her hand]

NNS: Oh, yes, I do, I have one here.

In the second example, two young teenage girls in a classroom experiencing a lag in communication that was quickly resolved. The NNS did not comprehend the word ‘scissor’, to which the NS repeated with the same word, but with a hand motion similar to that of a scissor. It was only then when the NNS understood; hence, acquired the new word.

It is important to point out that such a process of acquisition can occur between a NS and a NNS (Varonis & Gass, 1985, p. 87), or between an expert and a novice (Storch, 2002, p. 121).

This concept is closely related to, and supported by, Grice’s well-known ‘Cooperative Principle’ and its four subordinate maxims. The first being ‘Quantity’, which sets the expectation of saying neither too much nor too little. The second is ‘Quality’, and that condemns the

interlocutors to be truthful in what they say. The third one is ‘Relevance’ as opposed to be very random and not make sense. Any reply should make sense depending on what was said in the situation by the other interlocutor. The fourth and last one is ‘Manner’. This is about being clear and direct, with no ambiguity (Grice, 1975, p. 28). That is to say, while Grice’s maxims might have a pragmatically deeper dimension to them, the primary goal remains the same: exercising cooperative efforts as to direct the exchange towards being more conversationally suitable (p. 26).

1.2.2.2. Interaction Theory

Although the Interaction Theory – also known as, ‘Social Interaction Theory’ or ‘Interactionism’ – is a L1A theory, it interestingly matches the previous SLA hypotheses we mentioned so far. Interactionists attribute a primary role to the environment in which an infant is acquiring the language. In other words, the interaction process of a child with an adult from the same social group is key to the language acquisition of that child. More specifically, Vygotsky suggests that the custom supportive language used in conversations with children is a chief strategy in infants’ language acquisition, and that is called ‘scaffolding’ (Vygotsky, 1978; as cited in Lightbown & Spada, 2013, p. 25). He justifies this by explaining that this process leads the child to advance – very much like Krashen’s ‘*i+1*’ and ‘monitoring’ concepts, as well as the concept of ‘negotiation of meaning’. Vygotsky calls this the ‘zone of proximal development’ (ZPD). The logic behind this idea can be illustrated as the following in ‘Figure 1.4’:

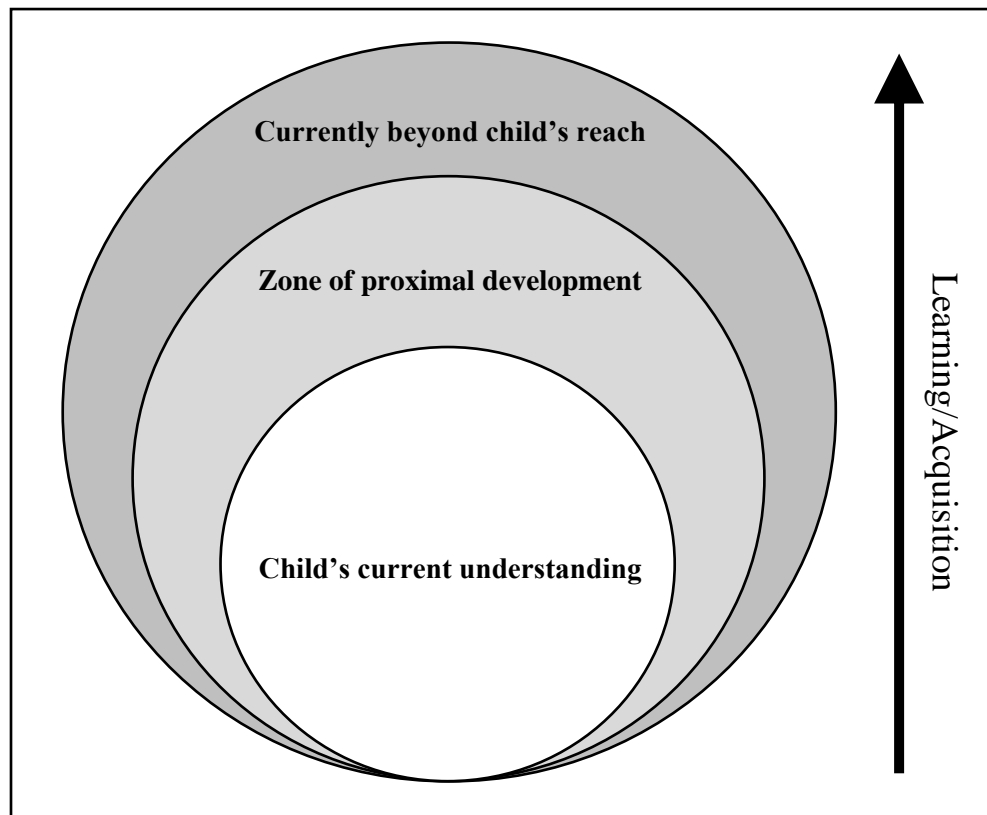


Figure 1.4. Zone of Proximal Development

From this notion Vygotsky stressed the importance of assistance in a child's development and said: "what a child can do with assistance today she will be able to do by herself tomorrow." (Vygotsky, 1978, p. 87). Bruner, who was heavily influenced by Vygotsky's ideas, holds the same beliefs (Wood et al., 1976, p. 90).

1.2.3. Production-Based Language Acquisition

1.2.3.1. Output Hypothesis

While the sequencing of the titles of this segment make it seem like the 'Output Hypothesis' is the chief rival of the 'Input Hypothesis', it is very much not the case. Matter of fact, it is more of a complementary relationship. In the output hypothesis – also referred to as the 'comprehensible output hypothesis', when the learners notice a gap in their production and be

aware of it, they are more likely to try look for alternatives while learning something new.

Although this seems pretty much like the interaction-based theories we mentioned, they actually differ greatly because of one single difference. According to the output hypothesis, and unlike the interaction-based hypotheses, learners can still detect the gap in their knowledge even with no feedback from the interlocutor. In this case, the feedback is deemed to be of an internal nature. This does not exclusively cast out the possibility of external feedback, but rather justifies its secondary role in acquisition compared to the notion of self-awareness; hence, self-correction (Swain & Lapkin, 1995, p. 373).

To this hypothesis, Swain assigns three main functions as follows:

A. Noticing Function: Productions allows the learners to be aware of their linguistic problems highlighting the gap they have between what they want to say and what they actually say.

B. Hypothesis-Testing Function: Any produced utterance is based on a certain linguistic hypothesis relating a particular rule. It is only when the learner verbalizes these utterances, that those hypotheses are put to test – by whether confirming or refuting them with the help of an interlocutor – resulting in acquisition.

C. Metalinguistic Function: Above acquiring something new, the learners consciously cogitate about what they have learned, which helps them in the internalization and storage of the new information.

1.3. Vocabulary Acquisition

Before discussing vocabulary acquisition in relation to SLA, it is important to have look at the matter from a L1A perspective in order to make valid connections.

1.3.1. Vocabulary Acquisition in L1A

Picking up words early in in childhood is a central part of picking up the language itself and it is logic since language use is all about both, comprehension of the words and phrases that are said to us, as well as using the right words and phrases in the right context; but how do infants do it?

One theory suggests that word learning is a matter of an ‘associative learning’ nature. (Burns et al., 1999, p. 1). They define it as “the acquisition of meanings through observation of the co-occurrence of the words and an example of their meaning.” It is a natural technique used by the human mind to arrange newly perceived words into mental maps. However, the most efficient way for this type of word learning to happen is through ‘functional meanings’ rather than ‘denotative meaning’. In simple words, children’s vocabulary acquisition when they learn words in their correspondent context is much more intact than learning words in isolation, because context helps them build mental models of their own, creating representations of meanings to those words (Johnson-Laird, 1980, p. 106). This, eventually, helps them in understanding, storing, and retrieving. If one has to illustrate this theory, it would be as illustrated in ‘Figure 1.5’:

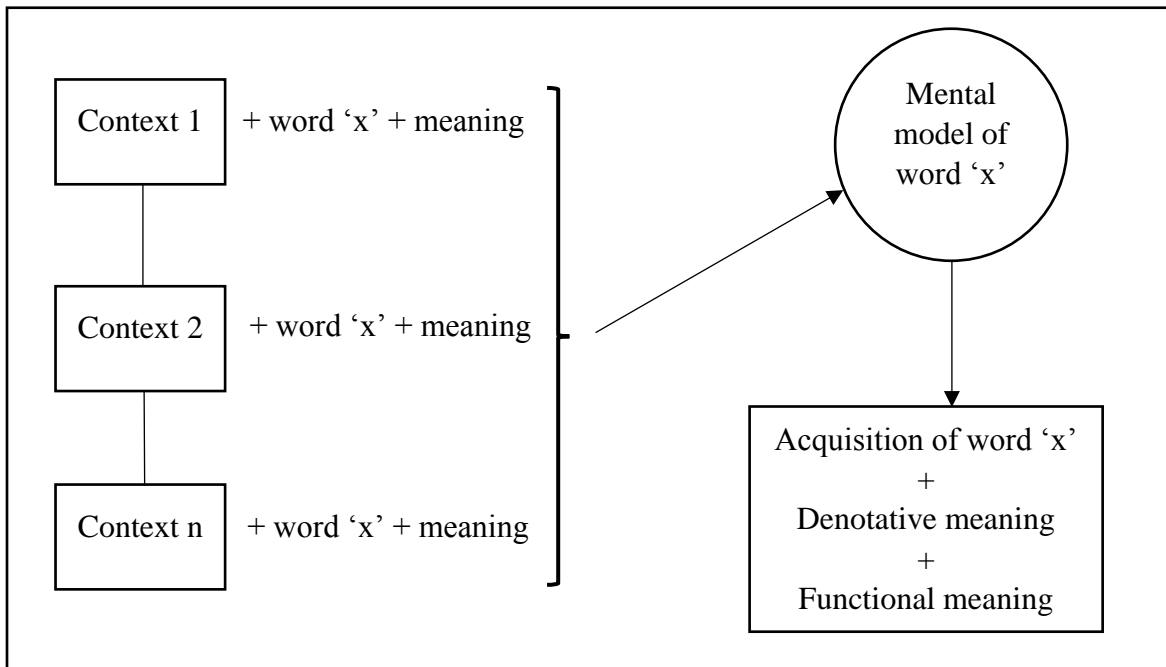


Figure 1.5. Associative Learning Process in Vocabulary Acquisition

Identical evidence was presented a little earlier than that in an attempt to investigate infants' word-object relations, concluding that, by providing relevance, the social factor plays a vital role in word learning (Baldwin et al., 1996, p. 3151).

Another theory suggests that children can make inferences about word meanings from their syntactic/semantic correlation – in relation to verbs (Gleitman, 1990, p. 23; Fisher, Gleitman, & Gleitman, 1991, p. 385). To put it in another way, the structure in which a verb occurs alludes to its meaning, and children subconsciously make use of that in their acquisition journey. The next example illustrates this notion:

1. Arnold laughs.
2. Arnold smacks Gloria.
3. Gloria puts Arnold in his place.

The number of syntactic chunks in each sentence is not random, but rather semantically correspondent. A child's mind would make such inferences as the first verb being related to, and only to Arnold because there are no additional lexical elements in the sentence. In the second sentence, it would conclude that the verb relates to both mentioned parties – Arnold and Gloria – and that Arnold is the action performer. In the last sentence, the performer clearly changes and becomes Gloria, but more importantly to an infant's brain, the new verb – *put* – occurs with additional syntactic parts that indicate a place. When these patterns re-occur multiple times, in different contexts, the child makes reinforces the semantic-syntactic links that were observed, hence, acquire those verbs.

According to Clark, by the age of six, a children's cognitive system is developed enough to make good use of language (2004, p. 576). Their language acquisition – hence, their vocabulary acquisition – takes a deeper level through what is known as 'pragmatic inference'. Their brains develop the conscious and subconscious strategies and habits that have proved to be efficient in order to use them to make deeper conclusions about the new words or expressions they come across; i.e.: If they encounter a new word, they are more likely to consider the pragmatic dimension that could be associated with that word too, and not just the surface meaning (e.g.: when, and with whom it should/shouldn't be said).

Bloom (2000, p. 261) summarizes a set of cognitive capacities that are crucial to the learning process of an infant. These mental skills are mentioned as the following:

- The ability to learn and store arbitrary mappings.
- Theory of mind (or pragmatic understanding).
- An understanding of concepts corresponding to kinds and individuals.

- Syntactic cues to meaning.

He points out, however, that the first three skills are not the result of language learning, but rather are the facilitators and initiators of it; so, they exist prior language learning.

1.3.2. Vocabulary Acquisition in SLA

Lightbrown and Spada (2013, p. 64) ask the question: “What does it mean to ‘know’ a word:

- Grasp the general meaning in a familiar context?
- Provide a definition or a translation equivalent?
- Provide appropriate word associations?
- Identify its component parts or etymology?
- Use the word to complete a sentence or to create a new sentence?
- Use it metaphorically?
- Understand a joke that uses homonyms (words that sound alike but mean different things, such as 'cents', 'sense', 'scents')?”

They answer this set of questions by expressing that, for a second-language learner with a social and academic intention of learning the language, it is all of the above.

Unlike vocabulary acquisition in L1A though, the task for second-language learners is a little more challenging for two main reasons. First, being the environment itself in which these learners encounter the new words. Practically speaking, it would not be as helpful as an environment of a child who has all the time, attention, and resources to learn the fundamental set

of words that loosen his tongue and set off his linguistic abilities. This leads us to the second reason, which is the limited number of language samples second-language learners are exposed to. It might be their language of instruction at school or work, but it is nothing near when children have unlimited access to and only to that language at home 24/7.

One major hypothesis about how second-language learners acquire vocabulary and spelling was investigated by Krashen. Evidence from his study suggests several key conclusions (1989, p. 454):

- Vocabulary and spelling are best acquired through reading.
- Vocabulary and spelling acquisition process involves the use of the specialized mental organ for language, while vocabulary and spelling conscious learning has a limited access to this organ, which leads to a limited competence.
- Vocabulary and spelling acquisition through reading is developed in SLA the same way it is developed in L1A.
- The previous conclusions implicate more use of pleasure reading by teachers in language learning.

This signals the importance of reading as a beneficial practice, not only to adults, but also to children, as it helps them strengthen their linguistic competence, enrich their vocabulary repertoire, as well as develop the related cognitive sub-skills needed for that to happen.

Vocabulary learning also takes place when the learner makes contact with the target word multiple times through retrieval exercise; i.e.: the more the word is directly targeted with retrieval exercises, the higher the chance of this word to be acquired (Folse, 2006, p. 287).

However, in a similar study by Folse, it is evident that the more vocabulary learners know already, the better they will be at picking up new vocabulary from context (2004, p. 7). This is best demonstrated as in ‘Figure 1.6’:

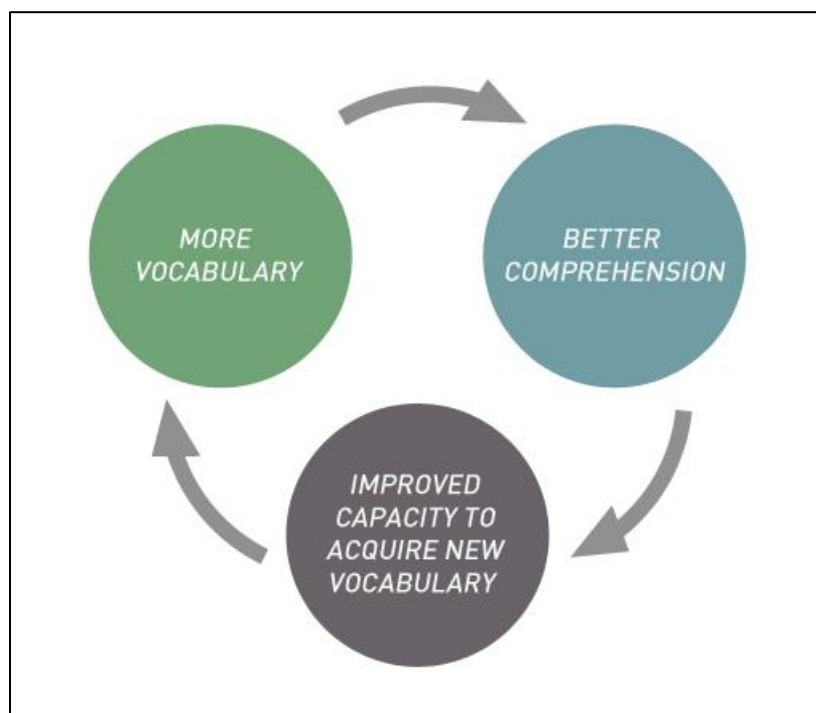


Figure 1.6. Vocabulary Learning Cycle

Note. From *Words Will Get You Far: Why Is Vocabulary Acquisition So Important In Second And Foreign Language Learning?*, by T. Pekka, 2013. (<https://www.worddive.com/blog/words-will-get-you-far-why-is-vocabulary-acquisition-so-important-in-second-and-foreign-language-learning>).

This suggests that the pace of vocabulary learning in second-language is relative to the level of the learners themselves as well.

Another source makes a distinction between three types of vocabulary that lead to a certain order of word learning almost among all second-language learners (Lightbrown & Spada, 2013, pp. 62-3). The first set of vocabulary are among the top 1,000 frequently used words in English. The second set can be referred to as ‘international vocabulary’ because it consists of

words that are used worldwide. And the third set includes words that are unlike the previous two – which means less frequent, but can be familiar to some students. They exemplify these categories as follows in ‘Table 1.1’:

List 1	List 2	List 3
friend	hamburger	government
more	Coke	responsibility
town	T-shirt	dictionary
book	Facebook	elementary
hunt	taxi	remarkable
sing	pizza	description
box	hotel	expression
smile	dollar	international
eye	Internet	dénouement
night	disco	entente

Table 1.1. English Words that may be Easy' or Difficult for Second-Language Learners

Note. From *How Languages Are Learned* (4th ed., p. 62), by P. Lightbrown & N. Spada, 2013, Oxford University Press.

According to them, although List 1 looks easy – mainly because all the words are one-syllable; plus, are very frequent in use, it does not necessarily mean that they are the first to be grasped. The learner has to come across these words in their correspondent context, and has to make several meaningful encounters with them in order to acquire them properly. List 2, however, are words that are unique to our very century. Because of the internationalization of communication, the majority of humans – regardless of their mother tongue – are raised with a great familiarity with these words to the point where no mental effort is needed in order to decipher and store them. List 3 seems to be a bit more sophisticated compared to the other two. The words are not short, and not as frequent as their neighbors are. Nevertheless, they are not as far-fetched for a

second-language learner as we might assume, and the reason for such a statement is that this set of words is called, ‘cognates’ – words that have similar equivalents in other languages because they share the same root. For example, the words ‘responsibility’, ‘dictionary’, ‘international’. Words like ‘dénouement’ and ‘entente’ are under the same category because they are borrowed words. While this third list is definitely helpful to learners make more meaningful connections – thus, acquire the words, it should not be a very reliable strategy. Just like there are cognates, there are also ‘false cognates’, which are similar to the learners’ L1 but have different meanings. For example let us take the words ‘actuellement’ in French and ‘actually’ in English. Novice English learners would most probably think they must mean the same until they either get corrected by a more knowledgeable other, look it up for themselves, or observe their reoccurrence in multiple occasions in different contexts.

Conclusion

So far, this chapter dealt with Psycholinguistics in a broader range with its areas of study, being mainly related to matters such as processing, comprehension, acquisition, production and impairment. Then, a number of SLA theories were presented and organized according to three major and distinct perspectives: Reception-based, interaction-based, and production-based. These different theories are a major factor to justify the choice of any approach or method to language teaching. After that, some vocabulary acquisition theories were analyzed and illustrated in relation to both L1A and SLA to provide a reference for comparison between the two and identify, not only the differences, but also the overlapping aspects of each.

Chapter Two: Same-Language Subtitling for Vocabulary Acquisition and Spelling

Introduction

This chapter presents subtitles in general; their definition, how they differ from dubbing, their history, and their types. Then, it discusses how they relate to language teaching from two different perspectives. After that, it specifically tackles ‘same-language subtitling’ as our main point of focus, its history, and then how it functions exactly in relation to language teaching.

2.1. General Information about Subtitles

This section lays out an overview about subtitles, history, and relevant terminology.

2.1.1. Subbing Vs. Dubbing

Subtitles – also referred to as subbing – and dubbing are two distinct ways in which audiovisual productions translate their audio into either a text or another audio respectively in the target language. This is done at a professional level, as it is the case with movies, series, and documentaries, or at a personal level in social media platforms (mainly YouTube and TikTok). To each of these two there are specific traits that make them different, serving different purposes (de Linde & Kay, 2016, p. 1-2).

The very basic difference is the one we mentioned already, being that subtitles are written while dubbing is oral. They are both helpful for the foreign viewers, but dubbing is especially useful for the visually impaired individuals who completely lost their eyesight. The second difference between the two is the fact that dubbing is a much costly and time-consuming business than subbing. This is because dubbing a certain product necessitates bringing voice actors/actresses, train their speech synchronicity, and performing the actual task. This in itself requires whole recording studios and an extended period of time. On the other hand, subbing can

be done anytime and anywhere by no more than one or two people. The third difference between the two is that nowadays, there is an almost unlimited access to subtitles of any audiovisual production, be it professional or not. This is due to the strategy of all content creators to reach the maximum number of people across the globe. In other words, filmmaking and video-making in general now are automatically providing subtitles of their content – if not in other languages, at least using the same language.

2.1.2. A Brief History of Subtitling

Around the premiering of Edwin S. Porter's *Uncle Tom's Cabin* in 1903, subtitles were first introduced as 'intertitles' ("A History of Film Subtitles and The Growth of Video Translation", 2016, para 2). They were written on print, then filmed, to be placed as text boxes between the scenes of the film in order to elaborate on what is being viewed by the audience since there was no sound. It was not until the 1930s that subtitles as we know them took place; i.e. unlike intertitles, these were displayed in synchronicity with the moving pictures. They were less smooth and clear than what we know but technology was growing faster, which means experimenting with subtitles in different ways was just as fast. Fast-forward to the 1980s, subtitles were, for the first time ever, downloadable into computers. Nowadays, subtitles are an integral part of our viewership culture, especially online.

2.1.3. Types of Subtitles

There are so many types of subtitles with distinct and very specific functions, but most of them are just subcategories falling under one of the two: Interlingual or Intralingual subtitling. So, before we see how subtitling relates to language teaching, it is worth mentioning these

different types of subtitles as to show the variety of options this tool has, and to also not fall into the confusing terminology of some types.

2.2.1.1. Interlingual Subtitling

This is simply what the conventional subtitling is to our understanding; the one that we can read in our own language, no matter what the original language of the audiovisual medium is – English, Korean, Japanese...etc. It is the translation of the source speech to the target language using equivalence (de Linde & Kay, 2016, p. 02). This type of subtitling is usually directed towards foreign audiences. However, this differs a little bit than translation as we know it because it includes a lot of omission, disconnected speech, and other alterations. This is the result of the source material being natural speech as opposed to regular written text.

2.2.1.2. Intralingual Subtitling

Intralingual subtitles are a special type of subtitles and a different one than Interlingual subtitling. It is a reproduction of the auditory aspect into a written form of the same language. Interlingual subtitles are mainly targeted towards people who have a hearing impairment. This type of subtitling in itself has subtypes due to the nuances of functions they play.

2.2.1.2.1. SDH, HI, CC

For most people who consume a lot of audiovisual material online, they are probably familiar with the CC button, and for people who download movies and subtitles, they are, in addition, familiar with terms like SDH and HI. They are basically the most typical intralingual subtitles which can be confused as they are very similar.

Subtitles for the Deaf and Hard-of-hearing (SDH) is the typical term for same-language subtitles that, not only convey what is being said into a written text, but also all the other auditory cues such as environmental sounds, music, and voices. In addition, sometimes when the speaker is off-screen, his speech comes with his name preceding his saying on the subtitles. Hearing Impaired subtitles (HI) is another term which is just as famous as SDH, and in fact, they refer to exactly the same thing.

Closed Captions (CC), once more, refer to the same concept of SDH but differ in some ways. The next table (Figure 2.1) represents the differences between the two.

	SDH	CC
Text Appearance	Varies	White text on black background
On-screen Placement	Centered lower bottom third	Varies
Encoding	HDMI-supported	Not HDMI-supported
Auto-generation	Cannot be automatically generated	Can be automatically generated

Table 2.1. The Differences between SDH and CC

Note. From SDH Subtitles vs. Closed Captions: What's the Difference?, by E. Lewis, 2021. (<https://www.3playmedia.com/blog/whats-the-difference-subtitles-for-the-deaf-and-hard-of-hearing-sdh-v-closed-captions>).

Note that such differences were only posted as early as now. As this exact topic is relatively new, there are books that mentioned such terms in separation, but there is no work that is solely dedicated to distinguishing between the two yet, or at least build a strong and reliable foundation

for these terms. However, these differences are still valid since they are merely descriptive of those types in actual use.

2.2.1.2.2. Surtitles Vs. Karaoke

Further down the list of types, these two are famous around musical performances with some significant differences nonetheless. Surtitles – also known as supertitles, SuperCaps, and OpTrans – are the same as any other intralingual type in its function, but these are used mostly in big stages of performances such as the opera, theatre, or just musical performances in general. They help the hearing impaired get access to what the performer is saying, but they also help the general audience catch certain words or expressions when the quality audio is not very clear (Low, 2002, p. 109).

Karaoke is very different than the rest. Yes, it does transcribe what was said but not in any usual way. This is a more interactive type of intralingual subtitling, in which the speaking is muted completely, displaying only lyrics of songs, along with their instrumental music, with the expectation of someone to sing along those lines. This is originally a Japanese game that has been widely spread and played in every corner of the world (Mitsui & Hosokawa, 2005, p. 37).

2.2. Subtitling in Language Teaching

2.2.1. According to Environments

Before we talk about subtitles in language teaching, it is important to first pay attention to the types of language use environment and then position them accordingly. If we approach language environments from afar and look at the bigger picture in a contemporary sense, one can say that there are two main contexts: A naturalistic and a communicative instructional one. In a more conventional sense of the word, a naturalistic language acquisition context is one in which

the learner is exposed to real-life language interactions like work, school, or any other social environment. It is a context that has no interest in linguistic aspects as much as an interest in the message itself, and one that provides the most authentic source of the target language for the learners. On the other hand, we have communicative instructional language learning context in which the learning is controlled by the teacher, the objectives are message –oriented and language-related, and the students’ progress is measured through continuous assessment or exams; also known as content-based instruction. Lightbown & Spada (2013, pp. 123-8) thoroughly explain the difference between the two as follows:

- While a naturalistic language acquisition presents a wide variety of unmodified raw structures, communicative instruction provides manipulated material that is designed to be comprehensible with the help of contextual cues.
- There is almost no error correction whatsoever in a naturalistic environment as the sole purpose of the interactions remains message-oriented. Almost the same goes with an instructional environment, except it is common and feasible for the learners to express ambiguity or lack of understanding through explicitly asking for clarification or simply through trying to negotiate meaning.
- A naturalistic environment allows for an unlimited access to the learners, as the language use is a natural ongoing activity in the real world. However, classroom sessions are around 60 minutes each with a number of students that is no less than 30 in most cases. This makes it nearly impossible to both provide enough input to the learners and allow them to practice just as much at the same time. Therefore, the learners always have a little opportunity to work on their production. The majority of student participation is a matter of isolated utterances and answers related to the discussion that the teacher guides.

- The learners in a naturalistic environment are expected to hear native speakers using the language flawlessly and proficiently, as opposed to a learning environment where the only proficient speaker is the teacher (presumably). So, in fact, they are more exposed to their peers' language that most likely contains many unheard-of errors that might never be corrected.

If we try to project the use of audiovisual authentic material with subtitles (AV+Subs) on this type of categorization, the result would be something similar to 'Figure 2.1':

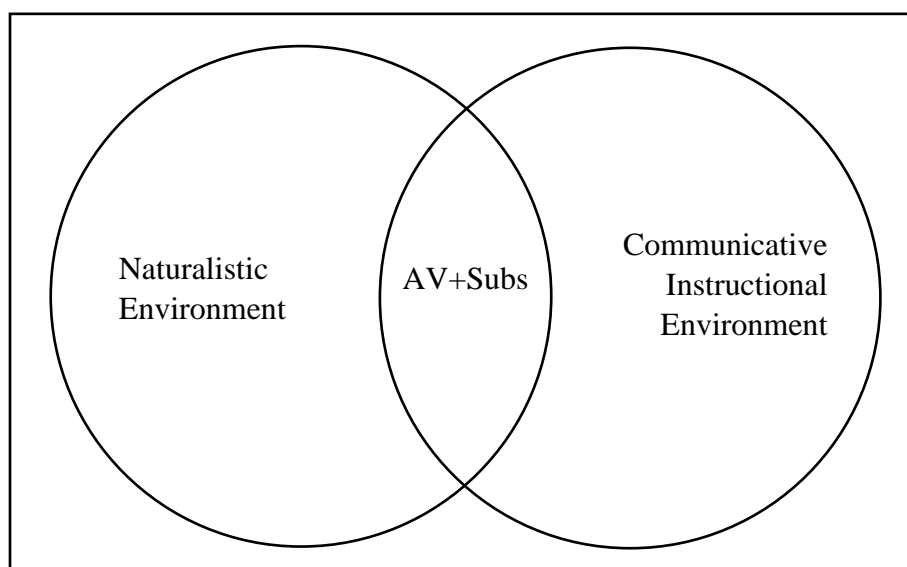


Figure 2.1. AV+Subs in Different Learning Environments

Indeed, AV+Subs can be categorized in an intersection of an informal learning environment (naturalistic) and a formal learning environment (communicative instructional). Making use of this method in the classroom means bringing a sense of naturalness and manipulating in ways that are based on the teacher's objective and the learners' needs. In other words, it is a flexible tool, open for many possibilities. On the usefulness of such medium, Frumuselu et al. (2015, p. 108) express the following argument:

...By exposing learners to several channels and modes simultaneously (audio, visual and textual in the form of subtitles) we ease the load of working memory, as we distribute the information among the three systems, which instead of being a burden to comprehension, they complement each other and reinforce language meaning that may only come from spoken or visual mode.

2.2.2. According to Methods

Relating to our previous argument, but in a more in-depth manner, we can highlight the importance of subtitled audiovisual material by making a retrospective analysis of the most famous SL teaching methods and what specificities they all have in common that make our argument stand. There are several ways in which we can present these methods but one way that stands out is presented by Steinberg & Sciarini (2006, pp. 139-58). They group the methods into three categories according, not only to their timeline, but mostly to their use. These three categories are Traditional Methods, Offbeat Methods Appear and Disappear, and Contemporary Methods. They present them as follows:

2.2.2.1. Traditional Methods

2.2.2.1.1. The Grammar-Translation Method (GT): The oldest method of them all where grammar is the central part of teaching the language. That includes memorization of grammar rules and translation with using the learners L1.

2.2.2.1.2. The Natural Method: This method is nearly the very opposite of the previous one. It believes in teaching a second-language in natural order, much similar to how children pick up their first language. Thus, it provides the learners with raw demonstrations of speech events in different contexts. In this sense, grammar rules are taught inductively.

2.2.2.1.3. The Direct Method: A continuation of the Natural Method with the same believe of inductive learning and spontaneity of language use. However, it is done in a lesser free manner. Meaning, unlike the Natural Method, this method presents its material explicitly to the learners and has a grading system based on linguistic complexity.

2.2.2.1.4. The Audiolingual Method: much like the latter, it further makes use of planned situations, grading, and dialogue drills; however, it does not opt for ‘natural’ situations. The teacher can manipulate the material taught to them as s/he sees fit.

2.2.2.2. Offbeat Methods Appear then Disappear

2.2.2.2.1. Cognitive Code (CC): This method is a merge of Chomsky’s Transformational Generative Grammar (TGG) and Carroll’s Gestalt Theory. It emphasizes the idea of learning a second-language through meaningful practice (Demirezen, 2014, p. 310). Therefore, discussion, presentations, self-assessments are among the usual activities under this method.

2.2.2.2.2. Community Language Learning (CLL): This method has a more of a humanistic approach, where not only the intellectual level of the students that is taken into consideration, but also the psychological state and the relationships they have among each other. It is a method in which the teacher is considered a counselor whereas the student a client. So language learning according to it is a cognitive but also a psychological process.

2.2.2.2.3. Silent Way: As the name suggests, this method allows for silence; not from the part of the students, but from the teacher’s part. It views language learning as a problem-solving creative process in which the learners can make use of their interaction with their peers as a way to improve. One of its main approaches is using color-coded charts in order to differentiate word functions.

2.2.2.2.4. Suggestopedia: This extremely humanistic method is unique in the world of language learning. It takes the students' psychological state at its utmost consideration by suggesting unorthodox classroom setups and designs. This includes the arrangement of seats, quality of the seats themselves, decoration, and background music. It teaches language through storytelling, songs, games...etc.

2.2.2.3. Contemporary Methods

2.2.2.3.1. Total Physical Response (TPR): This method believes in the natural order of language learning with speech comprehension preceding speech production, but with a little unusual way of execution. Its primary approach is to expose the learners and get them involved in as many actions as possible through verbal commands in the target language from their teacher. Once the students are familiarized with this kind of interactive reception, they would start their own verbal practice through giving commands to their peers.

2.2.2.3.2. Communicative Language Teaching (CLT): According to this method, as long as communication is the goal, the learners and the teacher are free to use whatever method possible to do so. Meaning, this is not really a specific method in itself as much as it is the possibility of using any of the other previous methods whenever see fit in order to achieve the main goal, which is communication.

2.2.2.3.3. Natural Approach (NA): This follows the method that Stephen Krashen believes to be effective. It follows a L1A pattern where language learners are exposed to as much authentic language input as possible as long as it is equal to or exceeds their current level just a little bit.

2.2.2.3.4. Content-Based Instruction (CBI): This method's principles match with those of CLT but they differ in their approach. While CLT's syllabus is organized linguistically, CBI's

syllabus is organized thematically. In other words, CBI's language teaching is done through presenting the learners with different themes around certain topics. Within each one, the students go through a journey of, not only understanding these topics, but also accomplishing the linguistic goals attached to that syllabus.

2.2.2.3.5. Task-Based Language Teaching (TBLT): Task is the central part of this approach.

Although it is also a successor of the CLT method, it strongly holds that language learning is best when regulating students' language use with as many instructional tasks as possible; i.e. tasks allow for targeted language use that is designed by the teacher for a specific purpose.

2.2.2.3.6. Computer-Assisted Language Learning (CALL): This very flexible modern method provides both the teachers and learners with unlimited usages and possibilities.

This is the categorization of methods as laid down by Steinberg & Sciarini (2006, pp. 139-58).

2.2.2.4. The Intersection of AV+Subs with Language Teaching Methods

At this point, readers might question themselves 'what is the point of mentioning outdated methods?' Well, just like the previous part of the argument where we proved that AV+Subs are in a very good position for language learners (contextually speaking), it is important to also prove how it specifically correlates with the teaching methods we have.

If we look closely, the use of AV+Subs conforms to beliefs from most of the existing teaching methods – which eventually leads to a high percentage of reaching their objectives, as different as they might be. This is the case if we approach this from four perspectives that can be illustrated as in 'Figure 2.2':

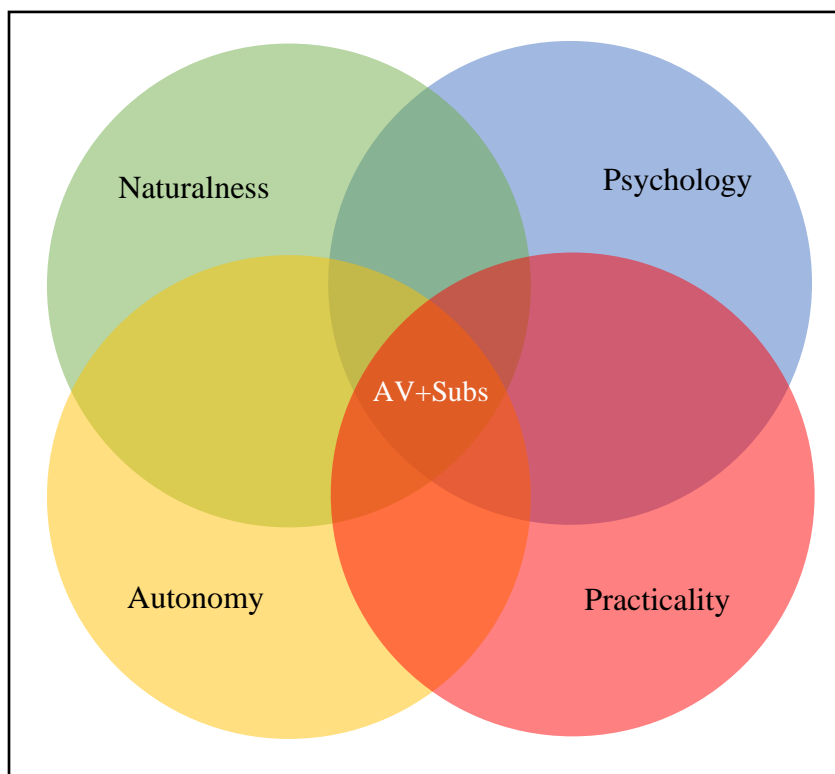


Figure 2.2. AV+Subs in Relation to Teaching Methods' Principles

First, let us take the Natural, Direct, Audiolingual methods, as well as Natural Approach for example. These methods are all based on that one single principle of the natural order of language acquisition that can be modeled in second-language learning through exposure to authentic material and using only the target language as a means of production. AV+Subs is a prime option for such requirements as it comes with an unprecedented abundance of raw material, which in itself is a reason that allows for the existence of materials of all kinds of levels, situations, and genres. And with the subtitles being an integral part in it, the learners comprehension increases.

Second, looking at language learning from a psychological point of view, AV+Subs puts the learners at ease considering how familiar they are with it already. Outside of the classroom, it is definitely among everyone's top three leisure activities. Therefore, making use of that for educational purposes means getting into the learners' comfort zone. This aligns especially with

the methods of Community Language Learning and Suggestopedia since the psychological wellbeing of the students is central to both of them.

The third perspective is autonomy. If we look for methods that encourage the principle of autonomy, the Silent Way and Computer-Assisted Language Learning are major advocates of self-reliance. This specific trait in second-language learning is extremely important as classroom sessions are never enough for students to master a language unless the learner puts in a continuous personal effort into it. In our case, the use of AV+Subs is one of the prime options of independent practice. It is already the case without language learning; i.e. students are consuming that on a daily basis now for leisure, so it would not be strange if teachers make use of that in a way that permits students to form a habit of using the same method but with the intention of language learning.

Until now, all the previous perspectives are based on factors that are believed to influence the language itself, but what about actual information? This brings us to our fourth perspective which is practicality. AV+Subs is not just about the language itself, but it is indeed a great option to deliver raw information about any given topic. There is literally unlimited amount of informative content that is made in English with subtitles in it. This is very useful if we are talking about following content-based instruction where language learning is topic-based.

The crossover of using AV+Subs with that many teaching methods is the reason why it is a flexible tool in the hands of teachers to use it in numerous possible ways.

Supporting our argument, Paivio explains that, indeed, the use of such tool has a positive impact on vocabulary comprehension and vocabulary learning in general (2006, p. 11). He prescribes a theory called the 'Dual Coding Theory' (DCT). He defines it as "the activity of two

distinct subsystems...a verbal system specialized for dealing directly with language and a nonverbal (imagery) system specialized for dealing with nonlinguistic objects and events” (p. 3). These two systems, according to him, can work in a cooperative way to mediate nonverbal and verbal behavior, which serves literacy, writing, and even other non-linguistic aspects (p. 11).

2.2.3. Same-Language Subtitling (SLS)

Same-Language Subtitling (SLS) is just another term for intralingual subtitling, except that this term has an educational dimension to it (Kothari, Takeda, Joshi & Pandey, 2002, p. 64), which will be thoroughly explained in the next parts of this section. Also, SLS is the practice, but the same-language subtitles are usually referred to simply as ‘captions’ – although this latter is a specific type of intralingual subtitles – for two reasons. From one hand, the word ‘subtitles’ is usually automatically perceived as interlingual subtitles, so the goal of using of ‘captions’ is to make a distinction. On the other hand, if we try to specify the subtitles as ‘same-language subtitles’ it would just be long and a little unpractical, and this is why the use of ‘captions’ is just more convenient.

2.2.3.1. A Brief History of SLS

Without the label ‘SLS’, practically speaking, the concept dates back to the 1970s when it was introduced for the hard-of-hearing community. Ten years later, Karaoke machines were invented with subtitles combined with the music videos, which was included the Disney Sing-Along Songs – a series of videos or cuts from famous musical moments on TV with lyrics on them. This inclusion later on extended to gaming consoles as a way to provide the players with a new gaming experience of being able to replace their favorite singers (“Same Language Subtitling”, 2020, para. 2).

The first-ever suggestion of SLS as an official term with an educational intention was in 1996 at the Indian Institution of Management Ahmedabad (IIMA) by Prof. Kothari Brij according to their official website (Kothari, 2019). For him, this was the solution for the Indian population's illiteracy at the time, mainly through a national-scale broadcast of Indian TV shows with Indian subtitles on them – which is what actually happened, as it became a part of the official national broadcasting policy. A 5-year study (2002-2007) on children and young adults (15+), have indicated a substantial improvement in all indicators of literacy skill on the experimental group – who had been exposed to Rangoli (a weekly popular TV program) – compared to the control group – who never watch the show, or rarely in the least (Kothari & Bandyopadhyay, 2014, p. 44). This paved the way for more implementations and studies all in favor of this method (Birulés-Muntané & Soto-Faraco, 2016, pp. 7-8; Frumuselu, De Maeyer, Donche & Colon Plana, 2015, pp. 115-6; Arslanyilmaz & Pedersen, 2010, p. 391; Huang & Eskey, 1999, p. 86; Garza, 1991, p. 246; Vanderplank, 1988, p. 281).

2.2.3.2. Why SLS?

It is really fascinating how a play on a small detail such as changing subtitles can contribute to an entirely different experience – and maybe different results (Kothari & Takeda, 2000, p. 130). This phenomenon is defined as the ‘butterfly effect’, when a tiny change in condition leads to a huge change. In the case of our topic, Kothari et al (2002) call it the ‘butterfly for literacy’. To explore the meaning behind this statement, let us have a look on the differences between watching material using Arabic subtitles against English subtitles. The next illustrations (‘Figure 2.3’ and ‘Figure 2.4’) visualize the two processes independently.

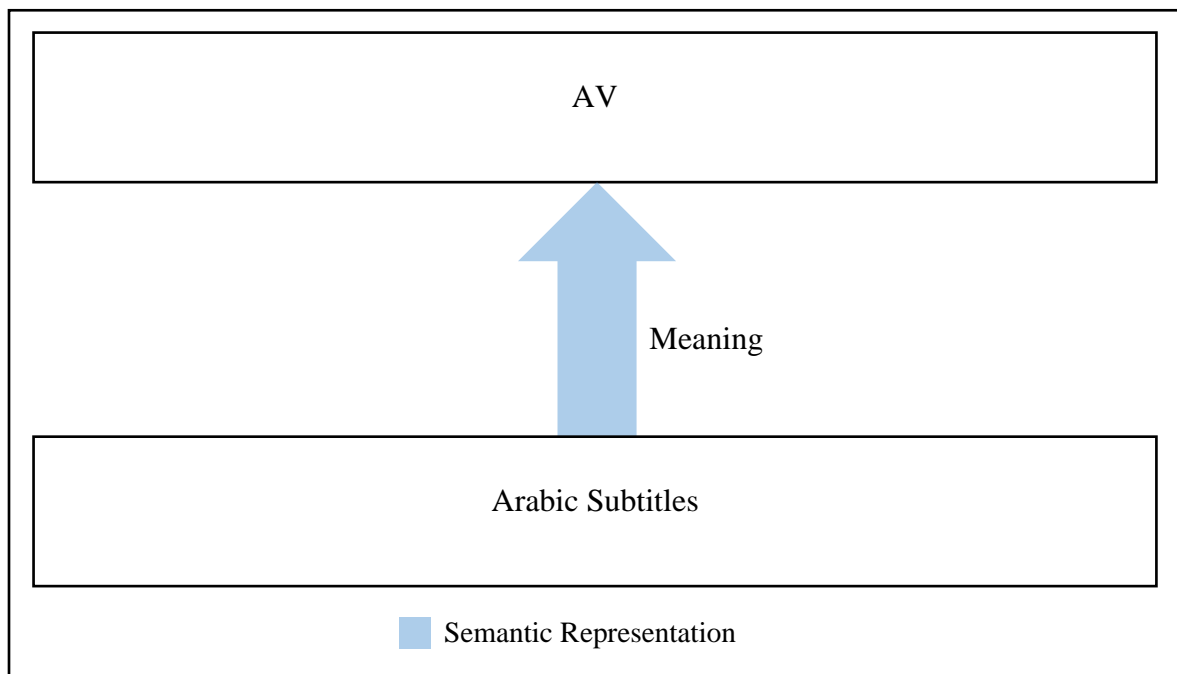


Figure 2.3. The Functional Interaction between AV and Arabic Subtitles

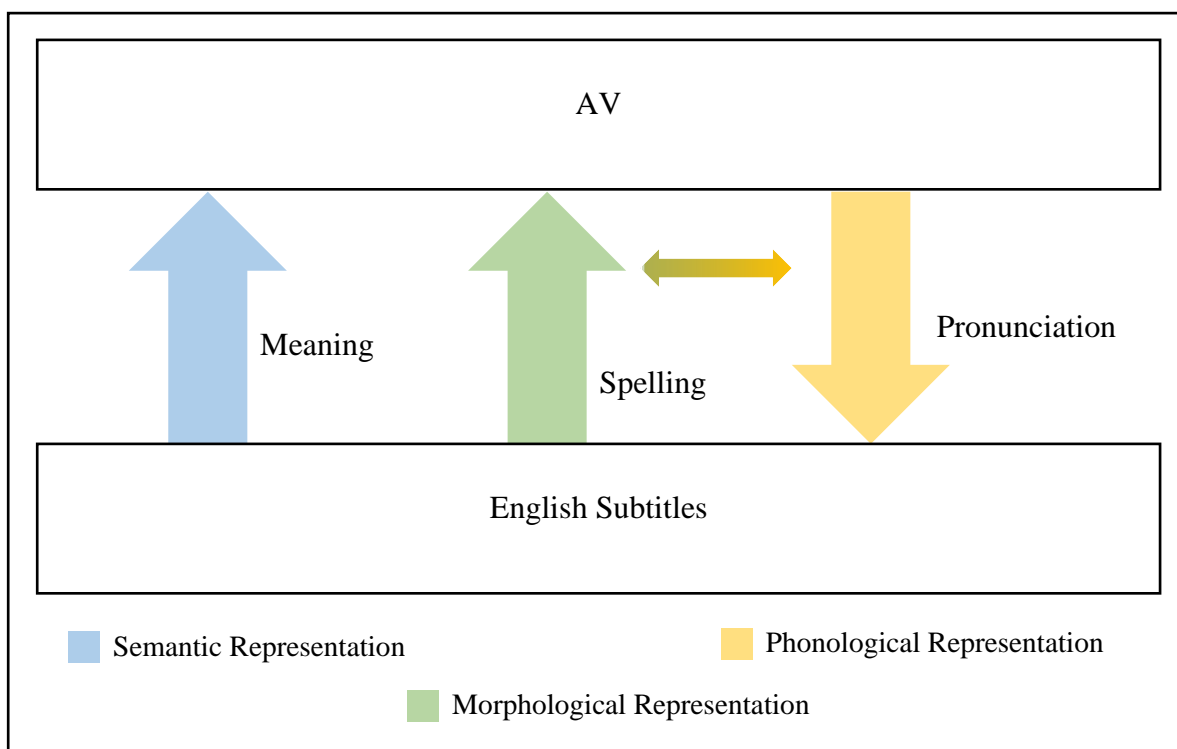


Figure 2.4. The Functional Interaction between AV and English Subtitles

If we look at Figure 9, we can see that Arabic subtitles interact with the audiovisual material solely based on the function of semantic representation. This relationship entails the transfer and conversion of the source language (L2/FL) into the viewer's L1 script. On the other hand, Figure 10 demonstrates multiple channels of representation between AV and the English subtitles. Similar to the previous relationship, the written script still makes sense and communicates a semantically accurate representation of what is being said. However, English subtitles provide additional representations of the speech since they are both in L2/FL. The English subtitles delivers a morphological representation of the audio because it is a mere transcription of the spoken language. That primarily includes clear and correct spelling. Moreover, the previous representation enables the existence of another channel of representation of a phonological nature. Being able to see the words you are hearing, and hearing the words you are seeing, is the basis of these additional representations. This puts an additional focus on pronunciation. In relation to language acquisition, cognitively speaking, the second case involves way more neural connections than the first ones; hence, vocabulary storage and retrieval are more likely to be improved because of that. This argument is an extension of the 'dual coding theory' with the nuance of making a distinction between English and Arabic subtitles from our part. In other words, just like the DCT proves that AV+Subs, generally speaking, is useful tool, the advantages logically and automatically apply to any type of subtitles – English or Arabic; but, not to the same degree as the argument we just established, which is put to test in the practical part.

Conclusion

So, all in all, SLS, not only it is a method which includes all the perks of subtitles that we discussed previously in general – intersecting with many principles of other methods, but also is a unique option with its own specific usages and possibilities.

Chapter Three: Field Investigation

Introduction

This chapter is mainly dedicated to the description, presentation and analysis of the empirical data gathered using a test and a questionnaire. Also, it justifies the various choices along the journey of this research; from the methodology, to the study design, to the sample, as well as the data gathering tools.

3.1. Research Methodology

In this section, we will describe the research in relation to the study design, sample population, and the description of both utilized tools: the test and the questionnaire.

3.1.1. Study Design

For the sake of our established hypotheses, a quantitative approach was more suitable. More specifically two research instruments were utilized: A test (Appendix A) and a questionnaire (Appendix B). While the first one is the core tool of the study as it directly answers our hypotheses, the second one is aimed to have an overview of the actual experience of the students with subtitles in general.

3.1.2. Sample

In order to put our hypotheses to a real test, it was more convenient to choose a level of students that is not very advanced. Therefore, second-year students of the department of English in Guelma's university were the sample. It consisted of 10 groups, each technically holding 25 students; meaning a total of 250 students. However, practically speaking, we only managed to work with 137 students (more than half of the whole number).

The reason why first-year students were not our sample is due to the fact that many students at that level are still not used to the whole system and culture of the department of English. Some of them are already pre-deciding that English is not for them. This might tamper with the research results. However, second-year students have already passed a year, which means that, not only they are more used to it, but also that they implicitly made the decision of pursuing this specialty, hence, their participation would be more serious.

3.1.3. Description of the Test

The test consists of two stages. The first one is to present a two-minute audiovisual extract from a TV show called ‘The Morning Show’ to the students. The video was presented using a projector. It was more favorable to play it twice rather than once in order for the students to get into the atmosphere of the video and pay more attention the second time since the first time was something very unusual to them. The only difference, however, is that groups from 1 to 5 were our experimental group and groups from 6 to 10 were the control group. One was provided with English subtitles, and the other with Arabic subtitles (respectively).

The second stage was the test. After the students watched the video, they were provided with a worksheet to work on. This worksheet comprises of 11 multiple-choice questions. The 10 questions are directly related to the video while an extra question was of a general nature. Among those 10 questions, 8 of them were comprehension-related, while 2 of them were spelling-related. The participants were given 5 minutes to answer the questions based on what they grasped from the video.

It is essential and fair to point out that the test was inspired by a language teaching YouTube channel called ‘Learn English With TV Series’ in which they teach English using

scenes from famous movies and TV shows. However, several changes were made in order to match our research objectives. First, while the channel used scenes with English subtitles and then immediately clarified the expressions afterwards, there were no clarifications made in our test, so it was up to the students to make the necessary inferences. This brings us to the second difference which is the worksheet. The channel does not use any worksheets because – as was mentioned before – their goal is to directly teach and not to quiz, which is why we used a structured set of questions. The third difference is that all the teaching of the channel is totally and only comprehension-based, so it was necessary to introduce some spelling questions from our part in order to meet our objectives. The fourth and last difference is in the subtitles. In the original clip of the channel, it was all about English subtitles as a means of studying the language. This latter was the case for our research too, but it was more practical to put it up in comparison against a well-known practice, which is watching using Arabic subtitles – something that was never done before, at least at the university of 8 Mai 1945 Guelma.

3.1.4. Description of the Questionnaire

The questionnaire was of a secondary importance compared to the test, yet there was some significance to it as it helped giving the students a more open space to express their attitudes towards the use of different types of subtitles and the perceived effect of that on themselves. This type of tool helped dig into the more personal side of the matter with students unlike the test, which was purely instructional with no space to communicate any type of opinions.

It is for the reasons mentioned above that the questionnaire was precise and concise. It consists of 15 questions laid over three sections. One about the participants' general information (3 questions), another about the English language in relation to their daily life (5 questions), and

the other about subtitles (7 questions). The questions were very direct; be it yes or no questions, multiple-choice questions, or scale-ratings. There was only one open-ended question that relates directly to our research hypothesis.

3.2. Research Results

The results of the test and the questionnaire are to be presented thoroughly in the this section.

3.2.1. Test Results

Since there was an experimental group (EG) and a control group (CG) within the test, the presentation of the results will follow the same duality; i.e.: To each its own presentation.

3.2.1.1. Results of the Experimental Group

The following table (Table 3.1) sums up the results of the EG after watching the video with English subtitles and then answering the worksheet:

Experimental Group (EG)	Test Questions			General Question	
	Average Score	Comprehension Questions	Spelling Questions	Yes	No
Gp. 1 (12)	4.4/10	42%	54%	100%	0%
Gp. 2 (15)	5.1/10	50%	57%	100%	0%
Gp. 3 (10)	4.7/10	43%	65%	100%	0%
Gp. 4 (13)	6/10	61%	65%	100%	0%
Gp. 5 (5)	4.8/10	38%	90%	100%	0%
Average Results	5/10	47%	66%	100%	0%

Table 3.1. Results of the Experimental Group

***Note:** the numbers between brackets indicate the number of participants in each group.

As the table shows, and concerning to the 10 questions related to the video clip of the test, the average score of the groups from 1 to 5 (which make up our EG) is 5/10. Within this score, they had an average accuracy of 47% in comprehension questions, and 66% in spelling questions. When it comes to the one single general question about whether or not they would like to see more of that kind of audiovisual-based exercise in their studies, there was a 100% agreement with a 'yes'.

3.2.1.2. Results of the Control Group

The next table (Table 3.2) presents the results of our CG, who watched the same video clip but with Arabic subtitles, while answering the same questions:

Control Group (CG)	Test Questions			General Question	
	Average Score	Comprehension Questions	Spelling Questions	Yes	No
Gp. 6 (19)	4.2/10	39%	53%	100%	0%
Gp. 7 (16)	4.8/10	55%	22%	100%	0%
Gp. 8 (17)	4.6/10	46%	44%	100%	0%
Gp. 9 (16)	4.8/10	48%	50%	100%	0%
Gp. 10 (14)	4.9/10	48%	54%	100%	0%
Average Results	4.6/10	47%	45%	100%	0%

Table 3.2. Results of the Control Group

Groups from 6 to 10 (CG) scored an average of 4.6/10, with a 47% accuracy in comprehension questions, and 45% in spelling questions. The general question hit a 100% agreement here as well.

3.2.2. Questionnaire Results

3.2.2.1. Section One: General Information

Q1: What is your gender?

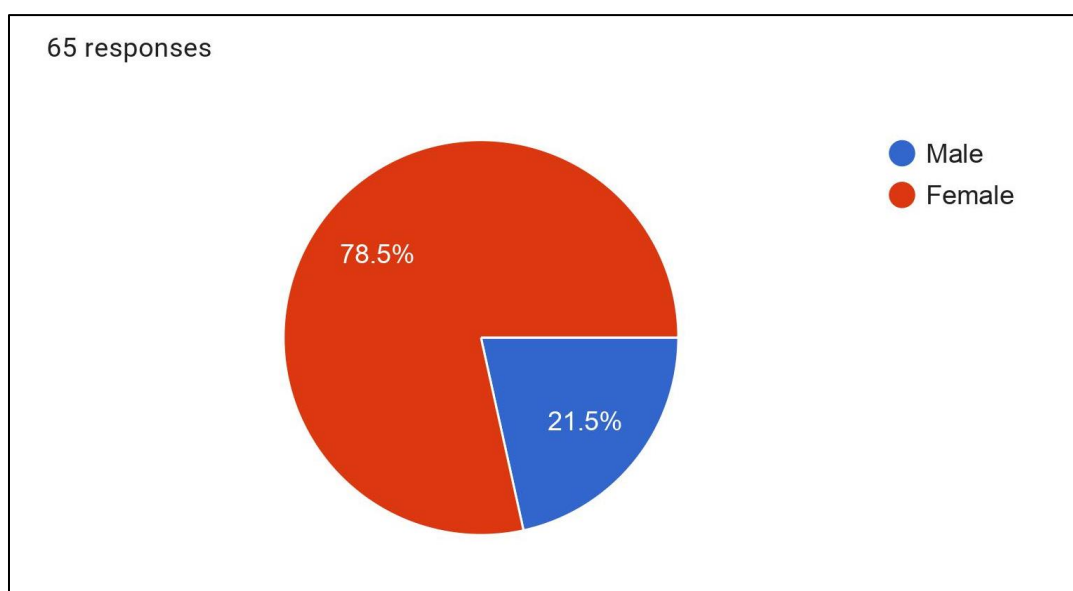


Figure 3.1. Participants' Gender

Q2: For how many years have you been studying English?

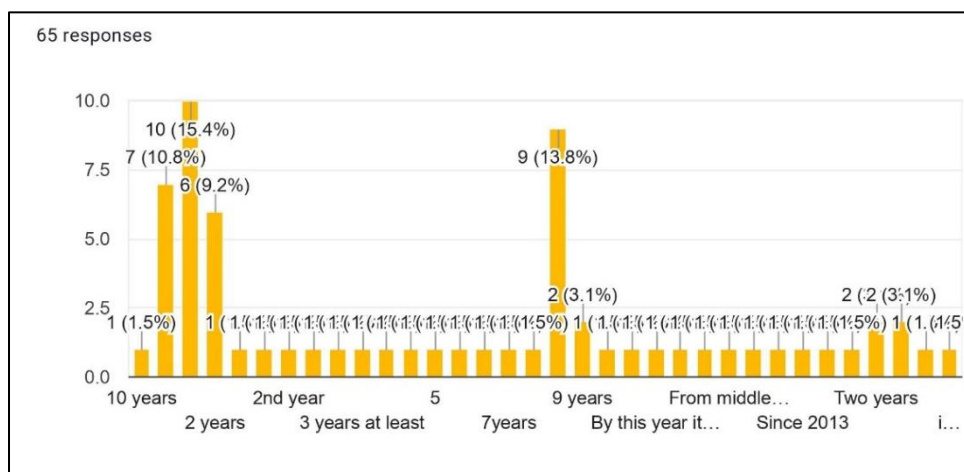


Figure 3.2. Participants' Numbers of Years Studying English

Q3: What is your level in English?

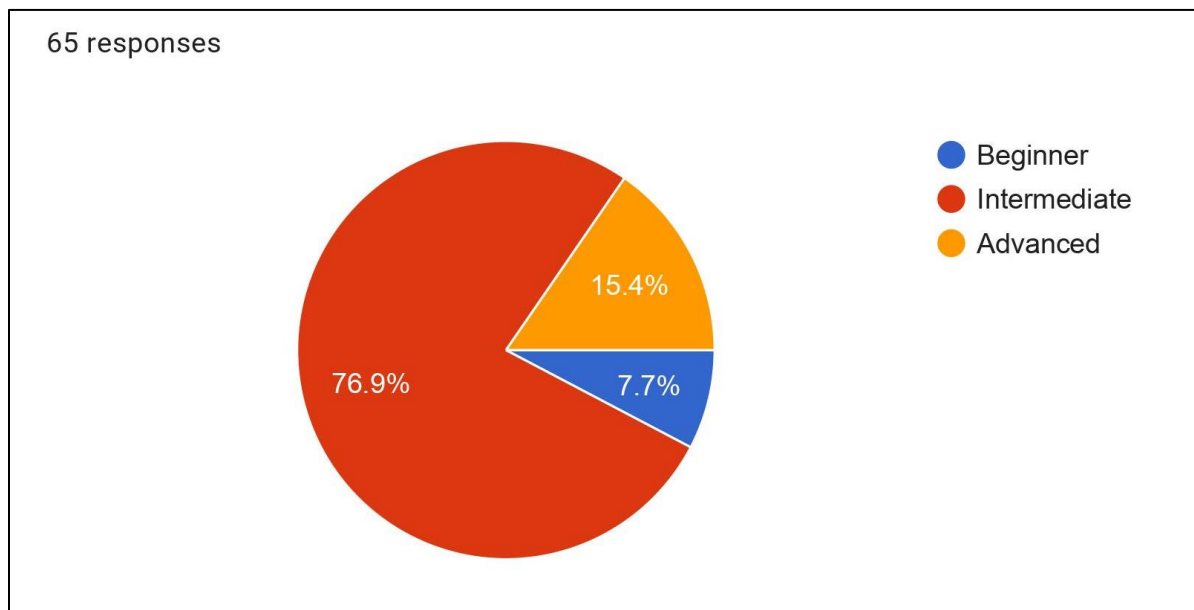


Figure 3.3. Participants' English Level

This section is aimed to gather general information about the participants. As 'Figure 3.1' illustrates, among the 65 responses, a majority of 78.5% was 'females' while a minority of 21.5% were 'males'. As shown in 'Figure 3.2', among those 65, 54 of them reported studying English for nine years, 2 of them for ten years, while the rest 9 answers were odd. Some said for four years, some said five years, and others said since childhood. This problem of ambiguity could have been prevented if our question was more specific. In 'Figure 3.3', 76.9% of participants claimed to have an intermediate English level, 15.4% an advanced level, and 7.7% a beginner level. While the levels themselves are relevant to each one's belief, the big majority alludes, in a way, to some level of self-consciousness of not being a total beginner, but also not reaching an advanced level yet.

3.2.2.2. Section Two: English Language

Q4: Do you love the English language?

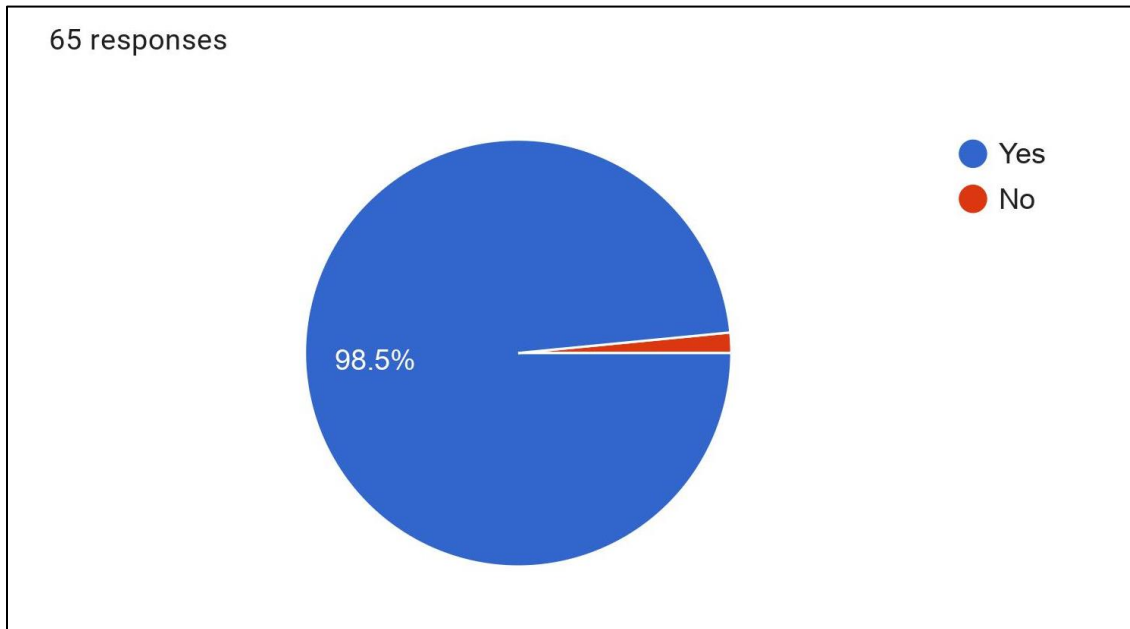


Figure 3.4. Participants' Love for English

Q5: How often do you consume English content in your daily life?

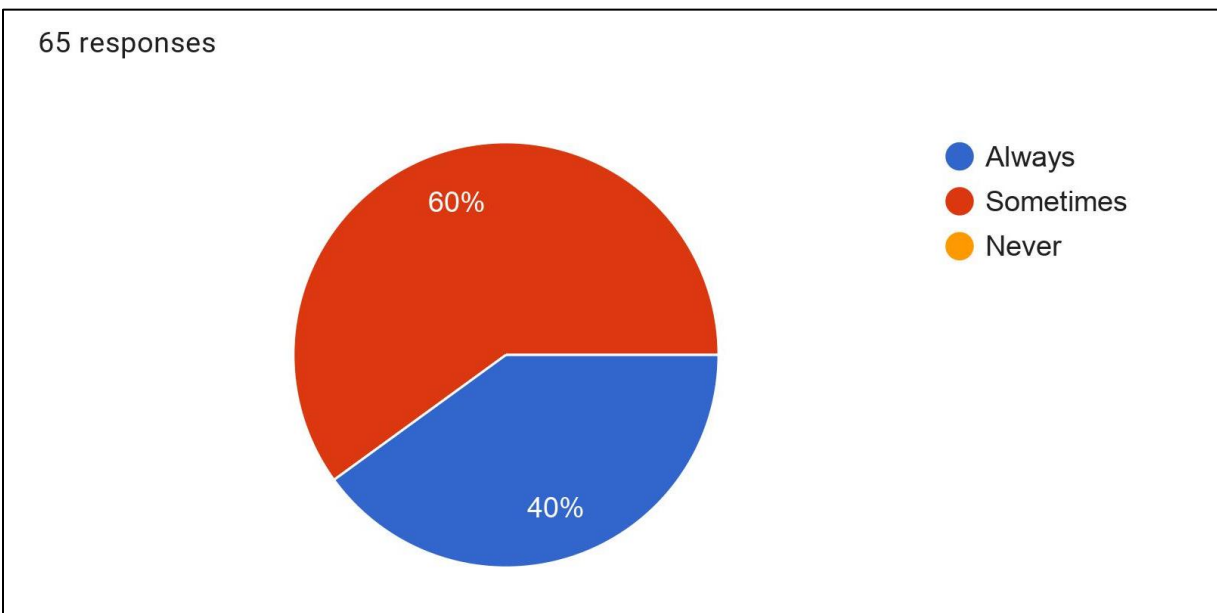


Figure 3.5. Participants' Consumption of English in their Daily Life

Q6: If you do, what is it that you consume most in English? (3 choices max.)

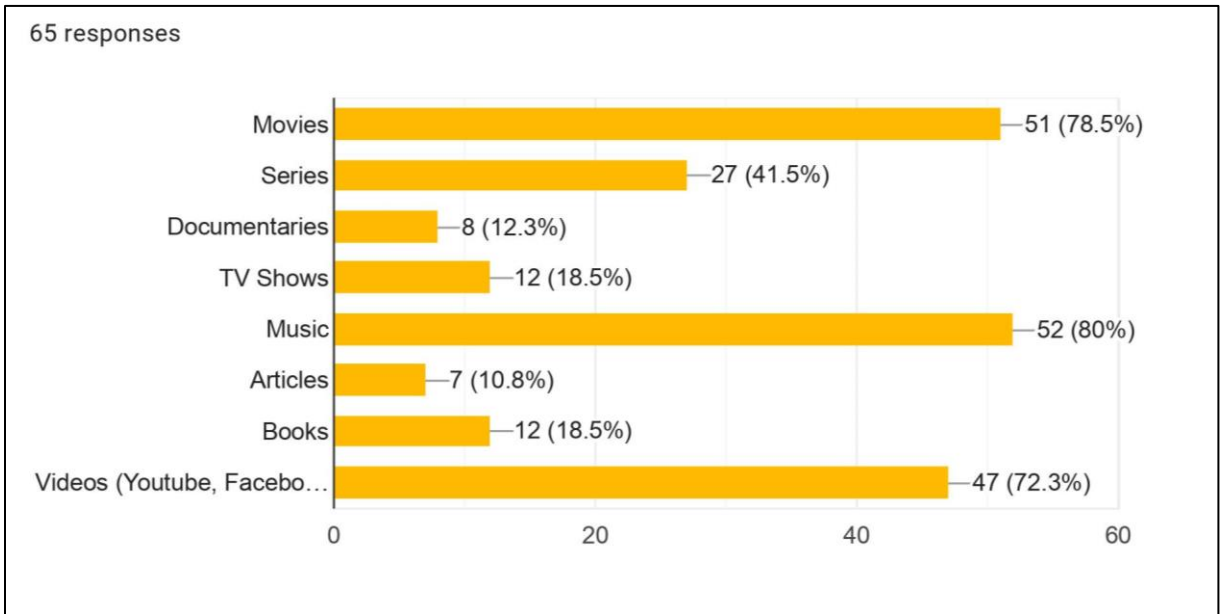


Figure 3.6. Participants' Top Consumption Mediums of English

Q7: What is your main learning style?

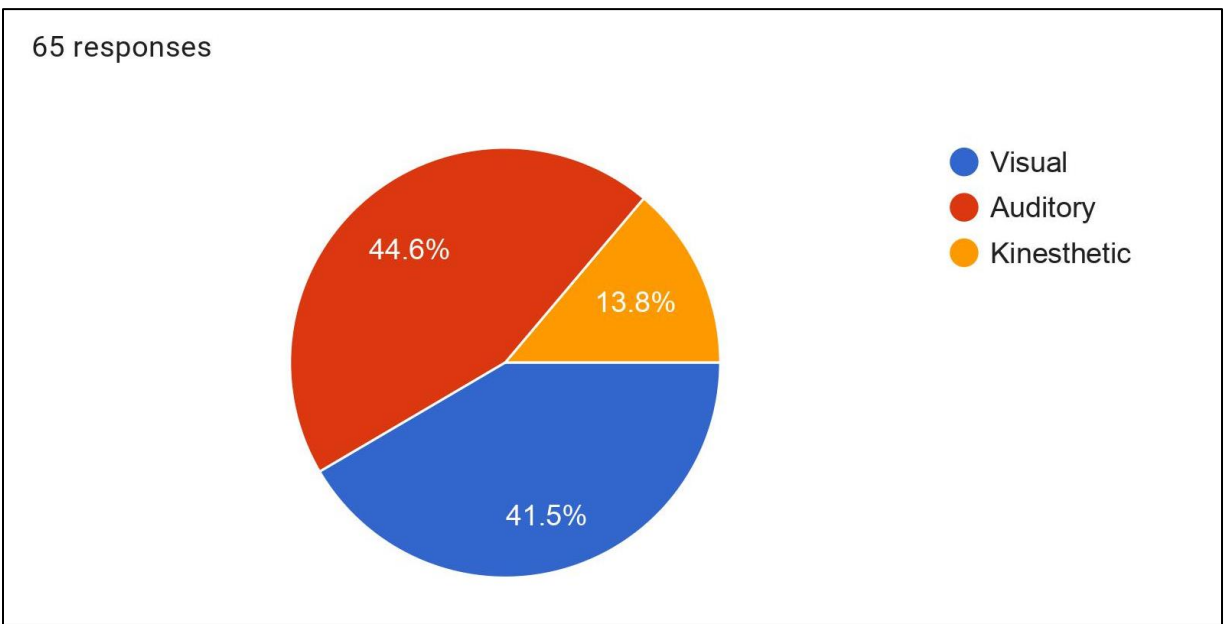
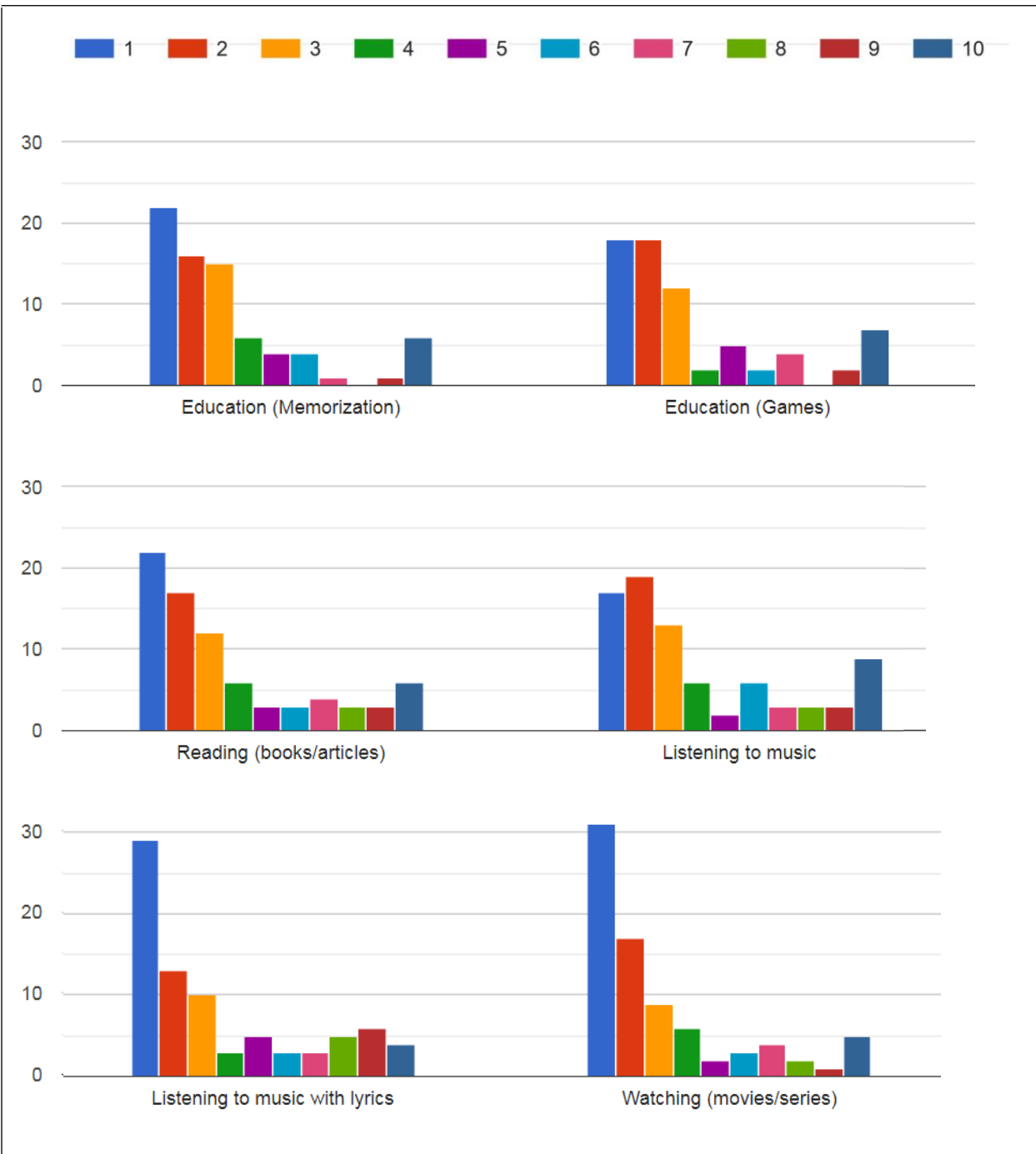


Figure 3.7. Participants' Learning Styles

Q8: According to your experience, order these from 1 (most helpful English learning methods) to 10 (least helpful):



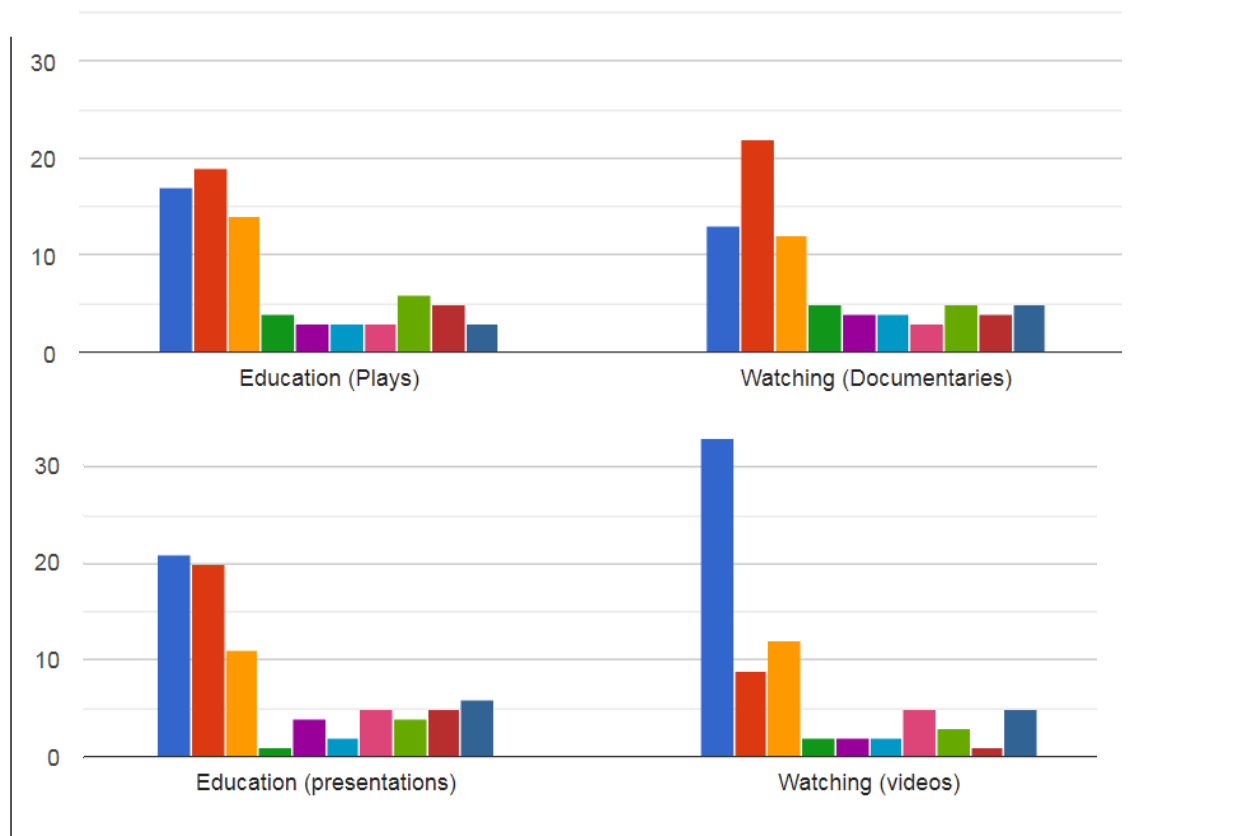


Figure 3.8. Participants' Most Useful English Learning Mediums

This second section is designed to collect data about participants in relation to their English language. 'Figure 3.4' shows that all except one person among the 65 respondents expressed affirmation towards their love for the English language. The same respondents, in 'Figure 3.5', reveal that they consume English content in their daily lives ranging from 'always' (60%) to 'sometimes' (40%), while a 0% to 'never'; i.e., English is always present in their consumption but to a different extent for each one. The consumed English content is also revealed in 'Figure 3.6'. 'Music' leads with 80% of respondents choosing it as their first, 'Movies' follows with 78.5% who voted second for it, and 'Videos (YouTube, Facebook, Instagram, TikTok...etc)' comes third with 72.3% who voted third for it. After that, 'Figure 3.7' illustrates the respondents' opinion on their learning style. Besides the 13.8% who claimed they

are 'Kinesthetic' learners, the choices were almost split in half, with 44.6% being 'Auditory' while 41.5% being 'Visual'. The final figure in this section (Figure 3.8) presents the students' opinions on what methods they think are more useful to their English language level. 'Watching (videos)' comes on top with 33 participants considering it as the first. 'Watching (documentaries)' follows with 22 participants considering it second. 'Education (memorization)' comes after, with 12 people considering it third.

3.2.2.3. Section Three: Subtitles

Q9: When watching something in English, what subtitles do you usually use?

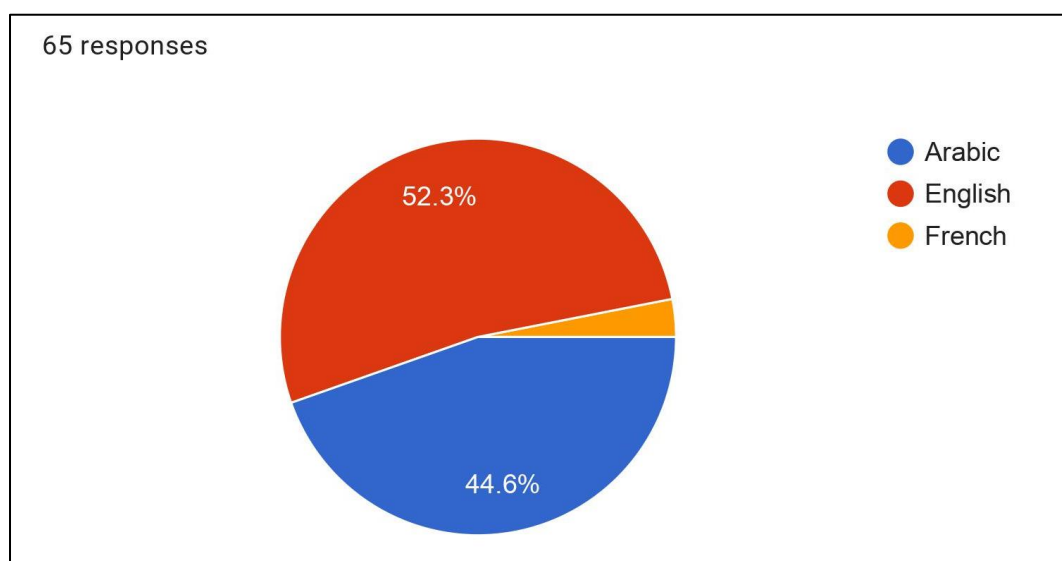


Figure 3.9. Participants' Choice of Subtitles

Q10: On what do you put more focus when watching something with subtitles?

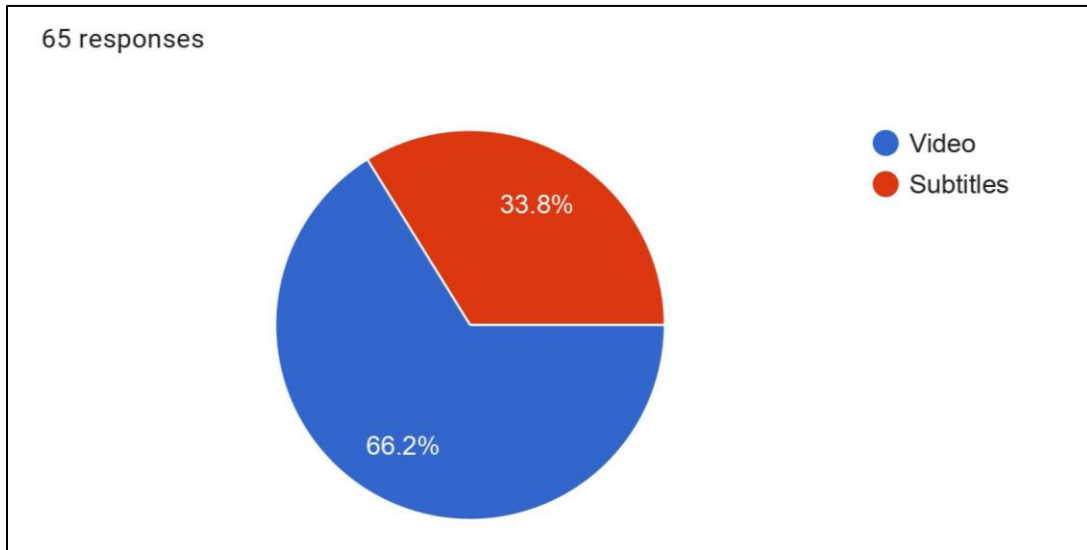


Figure 3.10. Participants' Focus on Subtitled Material

Q11: If you use English subtitles, do you enjoy the experience?

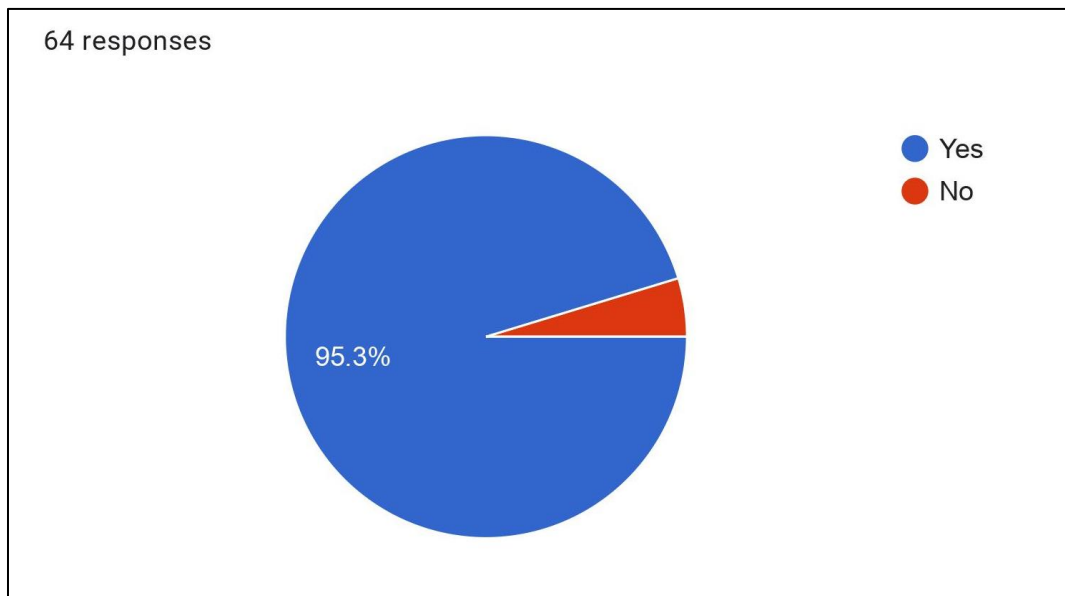


Figure 3.11. Participants' Enjoyment Using English Subtitles

Q12: If you use English subtitles, did it help you improve your English?

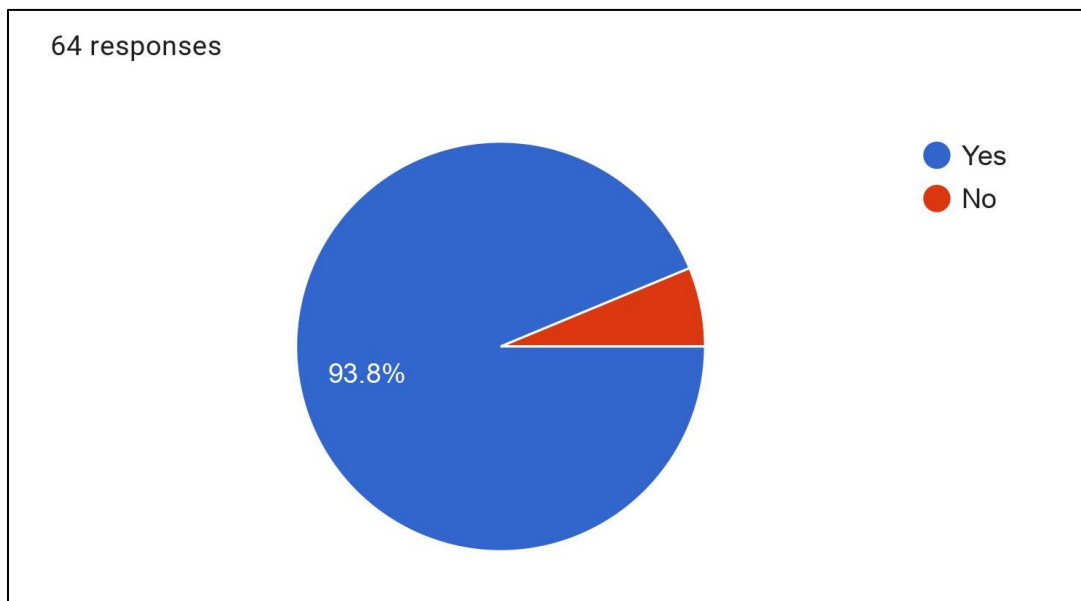


Figure 3.12. Participants' Experience Using English Subtitles

Q13: Whether you replied with a 'yes' or 'no', please explain how?

According to the 93.8% that answered with a 'yes', watching audiovisual material using English subtitles, indeed, helps them improve their English. To be more specific, the participants justify their position according to several points. On top of the list is vocabulary and spelling. They believe that using English subtitles helps them capture new words more efficiently, not just meaning-wise but also spelling-wise, especially the repeated words; saying things like: "To know new vocabulary and improve your spelling". This brings us to their next argument, which is the fact that being able to see the words being said repeatedly also helps them identify what they do not know, which makes it easier for them to just look it up online in order to close this gap. They backed this up by saying: "Yes, because when I read a word that i don't know I'll search for it and get to know it." Moreover, the participants believe that English subtitles are the bridge between the native speaker's pronunciation and their own pronunciation. In other words,

sometimes hearing words gets tricky when hearing speech at its natural pace, but being able to see the speech helps them learn how to pronounce those words. Such position was justified by statements like: “Sometimes I hear the word differently ;however, subtitles make it clear so I learn how to pronounce better with correct writing.” In addition to that, some of them believe that “it increases reading speed and listening comprehension and also Improves word recognition and grammar.”

Q14: If you use Arabic subtitles, why don't you try English subtitles?

- I find it hard to understand
- I want to, but I don't know how
- I just got used to watching like this
- I am obliged to watching like this

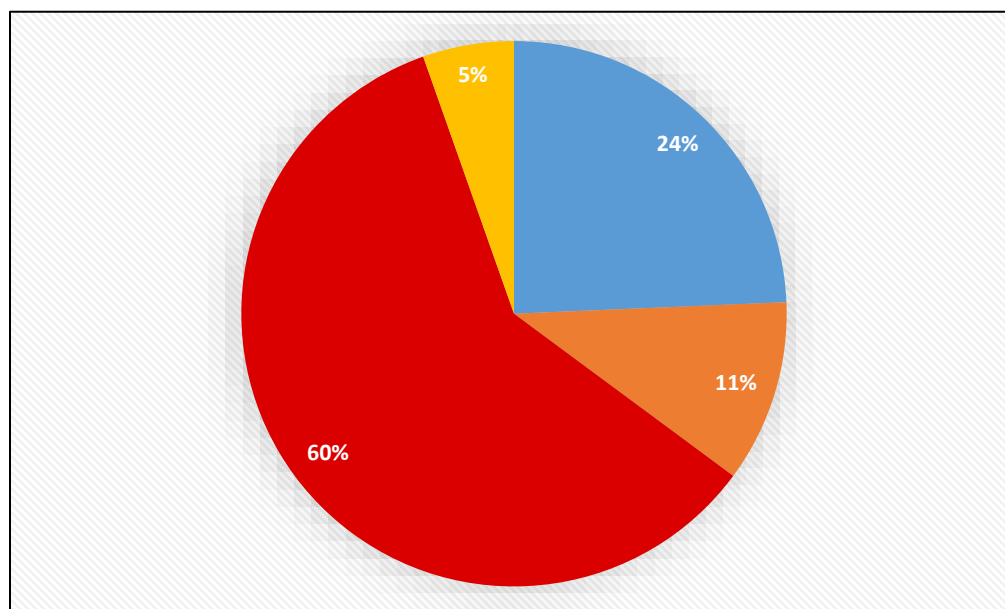


Figure 3.13. Reasons behind Not Using English Instead of Arabic Subtitles

Q15: Would you like to see more audiovisual content included in your studies?

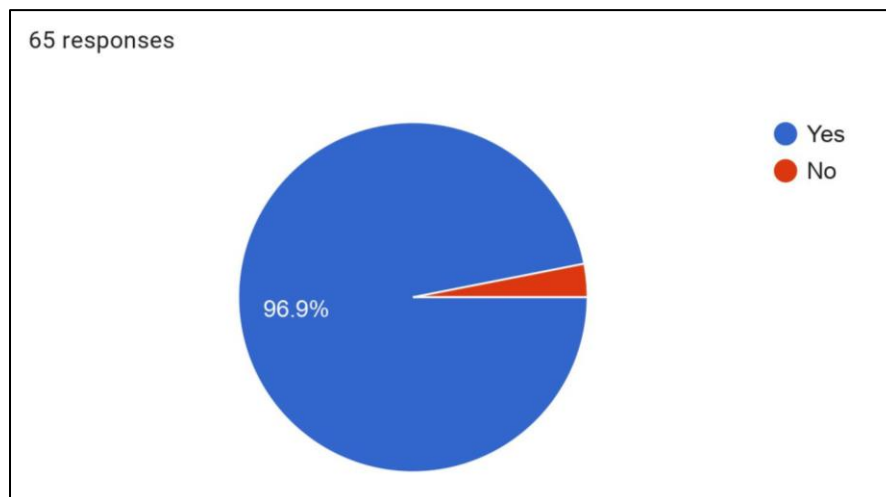


Figure 3.14. Participants' Opinion on Seeing more Audiovisual Content in their Studies

Section Three is an exploratory attempt to discover the participants' use of subtitles. When watching content in English, 52.3% of the participants report using English, 44.6% use Arabic, and 3.1% French (Figure 3.9). Their focus is mainly on video (66.2%) and secondarily on subtitles (33.8%) as shown in 'Figure 3.10'. Among people who use English subtitles, 95.3% enjoy the experience, while 4.7% do not (Figure 3.11). As with the same category of participants, 93.8% confirm that it helped them improve their English, and 6.3% do not (Figure 3.12). The participants further elaborate on this latter point by providing their own justifications. Concerning the category of people who use Arabic subtitles, 60% of them justify that by voting on 'I just got used to watching like that', 24% 'I find it hard to understand', 11% 'I want to, but I don't know how', and a minority of 5% 'I am obliged to watching like this'; i.e., "I only have access to content that is subtitled in Arabic" (Figure 3.13).

3.3. Summary of the Findings

From the results we obtained out of the test, it seems that there are a couple of insights to be shared. First, there was not much of a difference between the two groups (EG and CG) when it comes to comprehension as they both scored the exact same. This means that they both understood the exact amount of vocabulary being exposed to them. However, the EG scored a 21% (66% Vs. 45%) higher score than the CG in the spelling questions (pp. 47-8). The huge difference is a strong indicator of the nature of effect English subtitles had on the first group. Not only they were able to understand just as much as the other group, but also able to process the written transcription on the bottom of the screen, which confirms our own argument of the multitude of channels of representation being useful for the viewer's language acquisition. In other words, to understand a word, learn its correct spelling, and then be able to retrieve it, only means that that word has been acquired, or at least stored successfully. When it comes to the additional question, all the participants responded with a total agreement on wanting to see more of this type of exercises in their studies, even the ones that experienced watching with English subtitles. The attitude of this latter group indicates and proves the willingness of the students to adapt to such changes.

When it comes to the questionnaire, there are several associations we can make from it in relation to the results from our main tool (the test). First, the overwhelming majority of the individuals who have already been using English subtitles confirm the improvements on themselves (p. 57), and justify that improvement majorly relating to vocabulary acquisition and spelling (pp. 57-8). As for the general population of the questionnaire, the participants showed a big reliance on audiovisual materials in their lives – Music, Movies, Videos as the top three consumption materials daily (p. 48). Even when reflecting on their own English learning

experiences, the majority ranked ‘Watching (videos)’ and ‘Watching (documentaries)’ to be the top two most useful methods, followed by ‘Education (memorization)’ (pp. 53-54). This only confirms our methods’ strategy of re-considering the use of audiovisual media. Furthermore, results from ‘Figure 3.13’ (p. 59) illustrates that the number one reason behind not using English instead of Arabic subtitles is merely ‘I just got used to watching like this’ (more than half of the responses). If we combine this piece of information with the fact that a 100% of students were willing to see more of this method in their studies, it means that this is only a matter of habit and adaptability. In other words, if they are “used to” watching with Arabic subtitles, they are more likely to be adaptable to watching in English subtitles. These results align in so many ways with the findings of the test, which makes this argument stand in favor of SLS.

Conclusion

In this chapter, we reviewed the practical side of our quantitative descriptive research by presenting, analyzing, and discussing the results from both the test and the questionnaire. The short-term test results reveal that that same-language subtitles does have an overall positive impact on the learners vocabulary, more specifically spelling, but not so much for comprehension. In addition, they show that students agree to the possibility of using this method in their studies. The questionnaire results indicate that the majority of students only use Arabic because of it being a habit, while for the ones who use same-language subtitles, that it is just as much enjoyable, yet more beneficial in terms of language learning. These results directly relate to our research questions and hypotheses, which will be stated in the ‘General Conclusion’.

General Conclusion

1. Concluding Remarks

As a conclusive summary to what has been stated so far, the research at hand followed a certain logic. It started from the mere observation of the students of English in the University of 8 Mai 1945 across several years to only wonder about a couple of things. How can we increase the average student's level of English? Why the growing lack of interest? Can we do more with less? Such questions were the primary inspiration for the idea of utilizing same-language subtitled audiovisual material to test its efficiency. In doing so, we hypothesized that this specific method would improve the students' vocabulary comprehension as well as spelling. In order to make the results more relatable and visible we decided to test this method against the standard use of subtitles: Arabic subtitles.

Technically speaking, our experimental group scored higher than the control group in the overall results, but the details of the score indicate two main takeaways:

- SLS did not improve vocabulary comprehension in short term test, as both groups understood the same amount of information; hence, scored the same in comprehension questions of vocabulary.
- SLS had a positive effect on vocabulary spelling of the experimental group.

We, then, went on to explain how these results would most likely lead to more positive outcomes for the students of the EG. This includes the reinforcement of the words that the students learned how to spell; thus, a higher probability of acquisition compared to the CG.

On top of that, we sought to make our results more practical and useful. So, we tried to provide a framework of possibilities in which this method can be implemented for different

purposes, as well as suggest some related research areas. This framework is not just language-related but also preserves a special consideration to the notions like students' autonomy, interest and most of all time.

2. Pedagogical Implications

From what has been discussed so far, and after drawing on a number of conclusions, it is essential to show relevance of this work to the world of research as well as Algerian educational system. Accordingly, this sections discusses how our suggested teaching method can be made more use of.

2.1. Language Teaching

There is a number of ways in which our method could be implemented for maximum efficiency and practicality. That primarily depends on two factors: A macro factor, being the teacher's approach, and a micro factor being the teacher's objective.

If we are to talk about the teacher's approach, there are three possibilities that can be illustrated as the following:

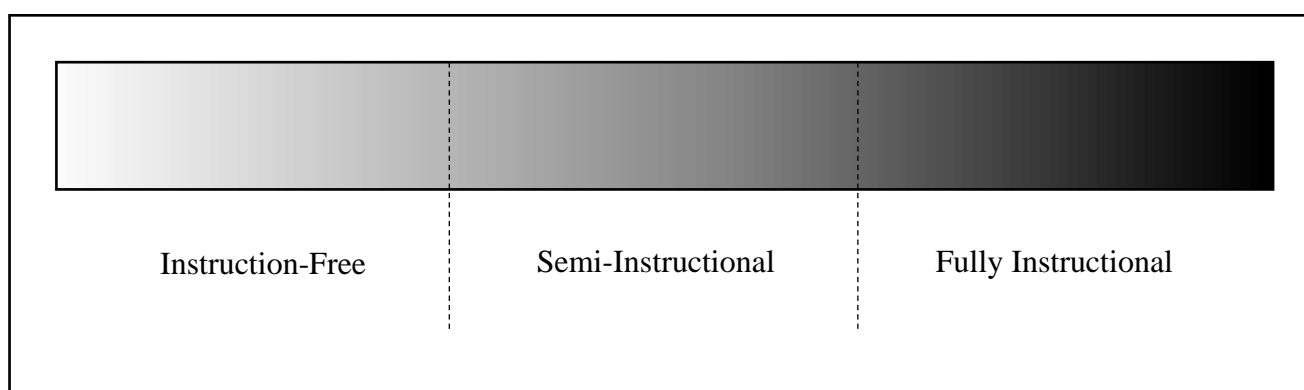


Figure 3.15. Possible Approaches to Using SLS

- **Instruction-Free Approach**

Teachers can make use of this method by making personal recommendations to the students on a regular basis with no obligations whatsoever. This can be done in face-to-face encounters in class or, better, making use of Facebook groups to directly post these recommendations and maybe even building a habit of making relevant comments and free discussions under those posts from a time to another. This approach, however, means that the method is just an extra option that is neither primary nor secondary to the teachers' actual syllabus. Concerning the students, this is their comfort zone.

- **Semi-Instructional Approach**

The method can be taken a little bit more serious if the teachers make recommendations to watch outside the classroom, but after that dedicate a portion of time in class to discuss what has been understood from the material. While this does not sound very different from the previous approach, but from a student's stand point, it is very different. Doing it this way, makes the learners more serious and concentrated while watching their teachers' recommendations. The thought of knowing that they are going to discuss this in class in the coming session gives them an extra push to try to understand what is being said in the video and what is being read in the English subtitles. This type of recommendation does not replace article recommendations, but it is definitely more favorable to the students, which makes it more likely to be successful.

- **Fully Instructional Approach**

This is the case when the teacher decides to assign some sessions fully, regularly, and specifically for watching audiovisual materials in English subtitles then having thorough discussions about them; not only topic-wise, but also language-wise. If teachers of modules such

as Civilization, Literature make use of this, the materials presented would be logically related since they follow content-based syllabi. This, not only would motivate the students to study these modules, but also help with the way they visualize and store the loads of information they are receiving. This, however, might be time-consuming, so it is recommended for such modules to follow a semi-instructional approach with this method. On the other hand, teachers of oral expression are the most probable to make use of such method since their syllabus is often flexible and is mostly skill-based.

Until now, these are suggestions based on approach. If we look at the utility of this method in relation to the learning objectives, we can see how versatile it is.

- **Pronunciation**

If the target skill of the teacher is pronunciation, students can be given a variety of exercises around what they watched as an opportunity to work on their speaking skill. The following are some practical examples:

- They can participate in a challenge where the task is to pronounce as many words as they can, correctly, in relation to what they watch, and then track their progress on a monthly basis.
- Once in a week or two weeks, they can be given a one-minute task to talk about the same topic of the material they watched.
- Students can be given the opportunity to discuss what the material their teacher presented to them in class right after they are done watching it.

- **Writing**

Some practical options for teachers to target the writing skill might be the next:

- Like in the other productive skill (pronunciation), the teacher can also make a writing challenge to write the most correct number of words possible that s/he dictates on them from the script (English subtitles) of what they already watched.
- The teacher gives a clear instruction to the students, before presenting them the audiovisual material, that they will write something about the topic being displayed in front of them after they are done watching. This way they would pay more attention to, not only what is being said, but also how it is said in the English subtitles. They would try to catch as many vocabulary as they can to accomplish the writing task after.
- **Listening**

If the teacher presents such audiovisual experience for their students on a regular basis and want to work on their listening, what s/he can do is to present them the material once in English subtitles and the next without. Doing this a couple of times will train the learners' listening to some extent.

- **Reading**

Getting used to reading English subtitles repeatedly trains the learners to read faster, which makes is the exercise and the goal in itself.

2.2. Audiovisual Libraries

For centuries, the norm in academia and universities has been physical libraries with tons of books and articles. Lately, the all the same libraries are having an electronic platform of their own to adapt its utility with the huge surge of technology and digitalization. However, this technology can be further useful, even in Algeria, if at each English department, the administration, with the collaboration of teachers and some students build an audiovisual library

of movies, series, documentaries, and videos in English subtitles. While this idea seems a little absurd considering that students already have the whole internet in their hands, the process here is not that random. The organization and choice of such material would be based on LMD levels, as well as on each level's modules. The recent events in the world have proved that, whether we like it or not, online teaching is a necessary option now. Nevertheless, with the Algerian students having been having a hard time maintaining discipline with the usual academic material provided by the teachers lately, it would only help to provide them with an audiovisual library that can deliver a new language learning experience to them.

3. Limitations of the Research

As is the case for most academic works, this research is far from perfect. Most of the constraints that were faced in the journey of the study stemmed from the pandemic of the covid-19 virus. According to this, there were two major restrictions beyond my own control. Both of them have to do with the participants. The first one was related to the test. The participants were having an exceptional studying schedule. The sessions were 45 minutes long, and the presence was week-to-week. So, the planning and execution of the test were really hard. Also, the classes witnessed an unprecedented number of absences, which means that, even that I successfully set different times with all of the groups and made it happen, there was no way I could make up for the absent students. The second setback has to do with the questionnaire. As I already, and barely took 7 minutes from the students very limited spare time for the test, I decided to not spam them with another questionnaire right on the spot, it would be just too much for them. Therefore, I took it to the online world, specifically to their big group on Facebook. Before I did anything yet, I realized that they might not take it seriously because I am foreign to their group, so I contacted the delegates of each group and asked for their help by pinning my questionnaire and sharing it

even in the individual groups of second-year. This helped so much but unfortunately, I only reached a quarter of the total number of students. The majority of those who saw the post answered the questionnaire, but the rest of the students were not even present in the group at all.

4. Suggestions for Future Research

The conclusions from our research do not, by any means, paint a full picture of the topic. Matter of fact, this might just be scratching the surface of it. There is a number of possible post-conclusion speculations rising from our own research. For example, maybe this method is more effective on the long-term; how regular should this method be used to reach a visible improvement? Maybe this method works best with master students; what if it has to do with the material in itself, not just the subtitles? This, and more, may suggest new research topics for upcoming students to explore.

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You are kindly asked to answer these questions by ticking (✓) beside the correct answer.

- 1- What is another way to say “in return”?
 - a. In back
 - b. In favor
 - c. In exchange
- 2- What does “utter disrespect” mean?
 - a. Absurd disrespect
 - b. Special disrespect
 - c. Absolute disrespect
- 3- “Fired” could be replaced by:
 - a. Terminated
 - b. Demolished
 - c. Included
- 4- Choose the correct spelling:
 - a. Keeping us a float
 - b. Keeping us afloat
 - c. Keeping us afloat
- 5- What does it mean?
 - a. Keeping us above
 - b. Keeping us alive
 - c. Keeping us flying
- 6- “I own America” means:
 - a. America is controlled by her
 - b. America listens to her
 - c. She is richer than anyone in America
- 7- The verb “anticipate” means:
 - a. Distrust
 - b. Believe
 - c. Expect
- 8- Choose the correct spelling:
 - a. Bozos
 - b. Bosos
 - c. Bozoz
- 9- What does it mean?
 - a. Rich
 - b. Crazy
 - c. Disrespectful
- 10- “Insubordination” means
 - a. Submissiveness
 - b. Conformity
 - c. Disobedience

Q: Would you like to see more of this kind of audiovisual-based exercises in your studies?

- a. Yes
- b. No

Thank you! You are the best.

Appendix B: Students' Questionnaire

Section One: General Information

1. What is your gender? (Male / Female)
2. For how many years have you been studying English?
3. What is your level in English (Beginner / Intermediate / Advanced)

Section Two: English

4. Do you love the English Language? (Yes / No)
5. How often do you consume English content in you daily life? (Always / Sometimes / Never)
6. If you do, what is it that you consume most in English? (3 choices max.) (Movies / Series / Documentaries / TV Shows / Music / Articles / Books / Videos (Youtube, Facebook, Instagram, TikTok))
7. What is your main learning style? (Visual / Auditory / Kinesthetic)
8. According to your experience, order these from 1 (most to helpful English learning methods) to 10 (least helpful): (Education (Memorization) / Education (Games) / Reading / Listening to Music / Listening to Music with Lyrics / Watching (Movies, Series) / Education (Plays) / Watching (Documentaries) / Education (presentations) / Watching (videos))

Section Three: Subtitles

9. When watching something in English, what subtitles do you usually use? (Arabic / English /French)
10. On what do you put more focus when watching something with subtitles? (Video / Subtitles)

11. If you use English subtitles, do you enjoy the experience? (Yes / No)

12. If you use English subtitles, did it help you improve your English? (Yes / No)

13. Whether you replied with a "yes" or "no", please explain how?

14. If you use Arabic subtitles, why don't you try English subtitles? (I find it hard to understand /

I want to but I don't know how / I just got used to watching like this / Others)

15. Would you like to see more audiovisual content included in your studies?

***Note:** For the sake of including the questionnaire in this dissertation, this one is a simplified version of the actual questionnaire (online) which is more interactive and organized.

Résumé

Ce qui fait avancer le développement est toujours un problème. Evidemment, c'est la capacité de poser des questions autour de ce problème qui déclenche le parcours vers la recherche de solutions. En réduisant cela à notre propre environnement au sein de notre propre sujet, les apprenants EFL à l'Université du 8 mai 1945 Guelma ont commencé à manquer de motivation pour leurs études. Une fois qu'ils entrent dans la classe, l'idée d'apprendre en s'amusant ne leur vient jamais à l'esprit et, en tant que tels, ils intériorisent l'idée qu'étudier est directement lié à l'ennui. Une fois qu'ils sortent de la classe, ils se débarrassent de ce poids en ne faisant rien en rapport avec les études. C'est la psychologie de l'étudiant algérien. Cependant, une chose qu'ils font à coup sûr est de consommer une énorme quantité de contenu audiovisuel. Sur cette base, nous avons suggéré le «sous-titrage dans la même langue» dans l'espoir non seulement d'avoir un impact positif sur la compréhension de leur vocabulaire et leur orthographe, mais également d'augmenter leur intérêt et leur autonomie. En conséquence, nous avons pris comme échantillon des étudiants de deuxième année de l'Université de Guelma et l'avons divisé en deux groupes – un groupe expérimental et un groupe témoin. Ces groupes devaient regarder un extrait vidéo de deux minutes d'une série connue, puis répondre à une série de questions sur une feuille de travail. La seule différence est que le premier groupe avait des sous-titres en anglais tandis que le second, des sous-titres en arabe. Les résultats globaux étaient en faveur du group expérimental avec les mêmes performances en compréhension de vocabulaire par rapport au group témoin mais une bien meilleure performance en orthographe. En plus de cela, un questionnaire a fourni des réflexions similaires d'étudiants qui utilisent déjà des sous-titres en anglais, confirmant qu'une amélioration est effectivement possible en regardant le contenu de cette manière. De plus, il y avait un accord complet de tous les individus sur le fait de voir plus d'une telle méthode dans

leurs classes. Sur cette note, nous concluons que la mise en œuvre de sous-titrage dans la même langue pour les apprenants EFL est bénéfique à plusieurs niveaux.

Mots Clés: sous-titrage dans la même langue, Compréhension du Vocabulaire, Orthographe, Apprenants de EFL

ملخص

ما يدفع التنمية إلى الأمام هو دائما مشكلة. والقدرة على طرح أسئلة حول هذه المشكلة هي العامل الذي يطلق رحلة البحث عن الحلول. فلنحاول تقليص هذا المفهوم ليتماشى مع موضوعنا. في الأونة الأخيرة، بدأ طلبة اللغة الإنجليزية بجامعة 8 ماي 1945 بفقدان الاهتمام بخصوص الدراسة. فكرة التعلم الممتع لا تخطر ببالهم أبداً. وعلى هذا النحو، فقد بدأوا بترسيخ فكرة أن الدراسة تتعلق مباشرة بالملل. بمجرد خروجهم من الفصل، يرمي هؤلاء الطلبة هذا الحمل عن أكتافهم من خلال عدم القيام بأي شيء متعلق بالدراسة. هذه هي نفسية الطالب الجزائري. ومع ذلك، هناك شيء واحد يفعلونه بالتأكيد وهو استهلاك كمية هائلة من المحتوى السمعي البصري. وبناءً على ذلك، فقد اقترحنا "الترجمة المرئية باللغة نفسها" على أمل أن يكون لها تأثير إيجابي على فهم المفردات والإملاء لديهم وكذلك زيادة اهتمامهم وتشجيع استقلاليتهم. وبناءً على ذلك، أخذنا عينة من طلاب السنة الثانية من جامعة قالمة، وقسمناها إلى مجموعتين - مجموعة تجريبية ومجموعة ضابطة. كان على هذه المجموعات مشاهدة مقطع فيديو مدته دقيقتان من مسلسل أمريكي شهير، ثم الإجابة على مجموعة من الأسئلة في ورقة عمل. الفرق الوحيد هو أن المجموعة الأولى كانت لها ترجمة باللغة الإنجليزية بينما كانت للمجموعة الثانية ترجمة عربية. النتائج الإجمالية كانت لصالح المجموعة التجريبية مع نفس الأداء في فهم المفردات مقارنة بالمجموعة الضابطة، ولكن أداء أفضل بكثير في الإملاء. بالإضافة إلى ذلك، قدم استبيان انعكاسات مماثلة للطلاب الذين يستخدمون الترجمة الإنجليزية، والتي تؤكد أن التحسن ممكن بالفعل عند مشاهدة المحتوى بهذه الطريقة. علاوة على ذلك، كان هناك اتفاق كامل من جميع الأفراد على رؤية المزيد من هذه الطريقة في فصولهم. وفقا لهذا، نستنتج أن إدراج الترجمة المرئية باللغة نفسها لطلبة اللغة الإنجليزية كلغة أجنبية مفيد على العديد من المستويات.

الكلمات المفتاحية: الترجمة المرئية بنفس اللغة، فهم المفردات، الإملاء، طلبة اللغة الإنجليزية كلغة أجنبية