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The Role of Bimodal Subtitled English Videos in Enhancing EFL Learners' Productive Skills: A Case Study of EFL Learners at Mila University Center

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Dedication

I dedicate my dissertation to my family and my friends. A special feeling of gratitude to my loving parents, Rida and Rahima whose words of encouragement for tenacity ring in my ears. To my sisters Meriem and Sara who never left my side. You are very special to me.

Faten

I dedicate this humble work to you, the reader.

Hana

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Abstract

The primary objective of this study is to investigate the role of bimodal subtitled English videos in enhancing EFL learners' productive skills. The research postulated one main hypothesis, which is that watching English bimodal subtitled videos improves EFL learners' productive skills. In order to test the validity of this assumption, two methods of collecting data have been used. First, a questionnaire was submitted to 216 EFL learners at the English language department of Mila University. Second, an interview was handed to two students who are fans of the American series "Friends" at the same university. The major research findings reveal that bimodal subtitled English videos motivate and help EFL learners improve their productive skills.

Keywords: Subtitles, Bimodal subtitles, Productive skills, Videos, EFL Learners.

List of Abbreviations

CALL: Computer Assisted Language Learning

EFL: English as a Foreign Language

i.e: it means

NB: Note Well (Nota Bene)

Q: Question

TLM: Teaching-Learning Materials

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General Introduction

1. Statement of the Problem

This section will discuss the research others have done on English subtitles and their role as a language learning tool. Since very few studies focus on how English subtitles affect productive skills, the goal of our procedure is to fill that gap. The central theme of this research is to investigate the role of bimodal subtitled English videos in enhancing EFL learners' productive skills. At the very least, it will expose whether they have a positive or negative impact on developing the writing and speaking skills of EFL learners. Since there is enough research on the effects of English subtitles on listening and reading comprehension abilities (Ghoneam, 2016; Hayati &Mohmedi, 2011; Metruk, 2018; Prasetyo, 2013), we will only discuss speaking and writing skills.

The problem being addressed is the lack of data regarding Algerian EFL learners' use of English subtitles as a language learning method and its impact on productive skills. Indeed, several studies have been conducted concerning English subtitles since there were first introduced by Price Karen as a significant tool for a greater understanding of the cultural background, linguistic features, and social behavior of a language (Price, 1983). However, many of the recent studies are conducted by Asian scholars, such as the Iranian researchers Hayati and Mohmedi (2011), Sirmandi and Sardareh (2018), the Indonesian scholar Lestari (2016), Metruk (2018) from Slovakia, the Iraqi scholar Faqe (2017) from Soran University, and Aksu and Günay-Köprülü (2018) from HaciBektasVeli University in Turkey. The limited amount of research conducted by English language researchers in Algeria and specifically at Mila University Center concerning the role and use of English subtitles as a language learning tool may result in its application in an inappropriate manner, and this may slow down the language learning process.

Recent studies have shown that English subtitles or Bimodal subtitling and English videos with English subtitles are the most effective for language learning. According to Aksu and Günay-Köprülü (2018, p. 532), English language learners think that "it is useful to watch English movies to improve their English language skills and it is useful to watch English movies with English subtitles" (p.532). Many scholars focused on investigating the impact English subtitles have on listening comprehension, reading, or vocabulary acquisition. Others studied the role English subtitles play in enhancing the learner's cultural knowledge and overall language competency (Hayati & Mohmedi, 2011);(Furaidah, 2019); (Sirmandi and Sardareh, 2018) and (Faqe, 2017). Only Kim (2019) and a few other researchers discussed the effect of using subtitles on EFL learners' speaking and writing skills. However, it was vague, and little has been said about the impact of English subtitles or bimodal subtitles on the productive skills. According to Edmonson and House (1993), learning a language entails developing communicative competence in that language. This means being able to learn the language's communicative skills as well as productive and perceptive skills. In addition to learning about the culture, lifestyle, and behavior of the country where the language is spoken.

To resolve this problem, our research is going to mainly investigate the role of English subtitled videos, specifically bimodal subtitled videos, in enhancing Mila University EFL learners' productive skills, and their impact on their learning process.

2. Aim of the Study

There are two major aims of this work:

1) To investigate the role of bimodal subtitled English videos as a method of language learning and enhancing EFL learners' productive skills.

2) To raise students' awareness of the importance of using bimodal subtitled English videos as a language learning tool to improve their productive skills.

3. Research Questions

In order to investigate the role of bimodal English subtitled videos in enhancing EFL learners' productive skills, we will provide answers to the following questions:

Does watching English bimodal subtitled videos help EFL learners at Mila University improve their productive skills?

4. Research Hypothesis

If EFL learners at Mila University Center are watching bimodal English subtitled videos constantly, their productive skills would improve.

5. Means of Research

5.1. Sample

In this study, the target population is EFL learners at Mila University Center. Because of the huge number of EFL learners at Mila University English department, a sample of (216) learners was selected randomly to answer a questionnaire. On the other hand, two fans of the Friends sitcom will be interviewed, to reinforce the research objectives.

5.2. Procedure

In order to collect data for this study, we have used two methods of collecting data. First, a questionnaire was delivered to (216) EFL learners at the English department of Mila University Center in order to investigate the role of bimodal English subtitled videos in enhancing Mila University EFL learners' productive skills. Second, an interview was

designed to test the hypothesis; two EFL learners who are fans of the American series Friends were involved to answer the questions.

6. Structure of the Study

Apart from the general introduction, this study is divided into two main chapters. The first chapter is the theoretical part. This part contains two sections. Section one deals with giving an overview of productive skills, and Section Two provides a general overview of bimodal subtitled English videos. The second chapter represents the practical part. It is mainly concerned with introducing the sample, indicating which data collection methods to use, and providing descriptions of the students' questionnaire and the interview, all in one section. This is followed by another section for analyzing the data collected and discussing the main findings. This chapter concludes with a brief conclusion, along with the limitations and possible recommendations.

The Theoretical Chapter

Section One: Productive Skills

Introduction

Communication, which is the central aim of learning a language, requires building four major skills: writing, speaking, reading, and listening. According to the role served by each of the skills, they are classified into sections. Thus, speaking and writing are collectively called "productive skills" because they are responsible for producing language, while reading and listening are known as "receptive skills" because of the receptive nature of these skills. EFL learners are usually assessed using two mediums; speaking and writing. Hence, mastering productive skills is an absolute must for students in order to achieve academic and occupational success.

Using English-subtitled videos can be beneficial in developing certain aspects of writing and speaking skills. When individuals are exposed to videos with English subtitles, they start to learn how certain words are pronounced and spelled through continuous parallel focus between the characters' dialogue and the written script. In addition, this type of audiovisual material can help learners stay motivated, thus spontaneously producing written or spoken discourse (Muzammil, 2014). Besides, learners at present can easily have access to multiple types of English audiovisual media with or without captions. Hence, learners can independently improve their English away from the traditional classroom setting and instruction. However, this learning strategy cannot replace teachers, as they have a crucial role in guiding learners throughout the learning process. Watching English-subtitled videos can be regarded as a great method to help learners sharpen their speaking and writing abilities.

This section will provide background knowledge about the productive skills; writing and speaking. Thus, a definition for the two skills will be introduced as well as the importance, the components of each skill, common writing and speaking errors, their causes, and strategies for improving the learners' spoken and written performance.

Part One: Writing Skill

Using English subtitles can have a positive impact on the development of the writing skills of EFL learners because reading, which is part of watching movies with English subtitles, has already proved its effectiveness in helping learners to master the art of writing. Generally speaking, Chyono (2017) highlighted the positive role that subtitled videos have on writing in comparison to videos with no subtitles. Before we discover the influence of English subtitles on the writing skill, it is important to explain the nature of this skill in relation to language instruction.

1. The Definition of Writing

There are various different definitions of writing ability based on widely acknowledged educational approaches, and there is no single, widely accepted definition of writing ability among instructors and/or writing researchers (Yi, 2009). In teaching writing, there are three major approaches: the product approach, the process approach, and the genre approach. Each of which has different views on writing, mainly based on the approaches' goal of teaching writing. The product approach, for instance, focuses on the end product, which has to be similar to the given original modal. Learners achieve this goal through imitating the fundamental patterns that exist in the original text in terms of content, lexicon, organization, grammar, and style. Hence, this approach views writing as a matter of imitation.

Success in producing a parallel version to the original model defines the student's writing ability. Unlike the process approach, which focuses on the needed writing skills such as planning to produce a proficient paper. Therefore, it might seem challenging to agree on one definition of the writing skill.

Writing can be regarded as an instrument that allows individuals to express their knowledge, perceptions, and feelings using a conventional system of signs. For instance, Arapof (1967) views writing as "much more than an orthographic symbolization of speech; it is, most importantly, a purposeful selection and organization of experience" (p. 33). Arapof (1967), in her definition of writing skill, gave priority to the intentional process of choosing and arranging experiences over the basic procedure of presenting speech using signs. In her attempts to clarify the criteria of an effective written discourse, two major factors have been identified; the establishment of a clear writing purpose and including well-structured and relevant facts. Accordingly, "the process of learning to write is largely a process of learning to think more clearly" (Arapof, 1967).

Nunan (2003) defined writing as "the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader" (p.88). This definition goes hand in hand with Arapof's perception of writing. Both agree that writing is a cognitive process that involves thinking, creating, and arranging thoughts to introduce a comprehensive input for the reader.

White's (1986) definition of "writing" covers three main areas: the nature of the writing skill, which is about expressing one's own ideas; the requirement behind successful written communication, which is mainly about being understood; and the aim of writing, where it can be used to acquire and share knowledge. White (1986) firmly stated that "writing

is the process of expressing ideas, information, knowledge, or experience and understanding the writing to acquire the knowledge or some information to share and learn" (p. 10).

Lately, EFL learners regard mastering the writing skill as an obligation since that will enable them to respond effectively to the field's expanding demands. However, writing can be considered as one of the hardest skills to improve. Hence, the following section will address the importance of writing skill in general.

2. The Importance of Writing

Although writing can be a daunting task that learners occasionally perceive as a punishment, most students are not aware of the benefits that proficient writing can offer them. Indeed, writing is an important life skill. Whether you are a student or an employee, being a professional writer helps the individual achieve the success that they long for. Writing, in general, has a major impact on one's academic, occupational, and even personal life.

2.1. Academic life

Academic success is mostly measured by our ability to produce accurate, meaningful, and relevant pieces of writing. Accordingly, writing is the vehicle that most graduate programs use to assess how well students can acquire knowledge and apply it to new situations (Ondrusek, 2016). The individual's ability to write will reflect the type of knowledge that they have, their understanding of the assignment requirements, and their ability to express themselves cohesively. Besides, this will determine their final grades, which will eventually enable them to get a degree.

Throughout the process of writing, students need to search for relevant information to be part of their composition. This will help them to widen their knowledge and explore new

aspects of the language itself, which will help them develop their writing. Also, academic writing evolves by going through the written passage several times to spot any gaps concerning the form and content. Thus, criticizing your own writing will make you a sharp reader.

Usually, teachers in the class ask their students to take notes while delivering the lecture. Note-taking will help them to keep a record of what has been discussed using a personal writing style, which is mainly easier for later revisions. In addition, this type of writing will help in creating active learners who are willing to go back and read those notes and stop whenever they sense any type of ambiguity. Indeed, students become active learners and can establish connections to existing information by writing (Urquhart & McIver, 2005).

2.2. Occupational Life

Nowadays, employment is essentially desk jobs where writing plays a crucial role in managing the challenges that managers assign to their employees. In this case, the first challenge that is likely to face the individual is writing a precise resume that covers all their life experiences with no mistakes. It might be assumed that reviewers will not give too much attention to the grammar or spelling mistakes. On the contrary, any mistake will leave the reviewer with an unpleasant impression that the job candidate is not a qualified writer and that they cannot count on them for writing a business report or even an email. Hence, editing a job application and resume is essential when it comes to making a successful application.

2.3. Personal life

Research on the impact of writing on personal development has numerous surprising implications. Written communication, which is one vital element of human development, has proven its effectiveness in building healthy relationships among individuals in comparison to oral communication. The advantage that written communication has is that it is not time-controlled. This means, unlike oral communication that requires instant response, written communication enables the individual to make long poses to think of something useful to share with others at their own pace, where they can remove inappropriate expressions and replace them with suitable ones simply because they have enough time to do that. Written interactions allow us to express ourselves clearly, explain our perceptions, and convince others using strong arguments.

Although it can be deduced that writing's main goal is to communicate with others or deliver a certain message, it is a great way to work out your thoughts and feelings as well (Elbow, 1998). Writing enables us to reinforce several mental abilities such as thinking, memorizing, and it even fosters creativity and imagination. It allows us to keep a record of our personal knowledge and life experiences. Writing helps to clear our minds, especially when we are overwhelmed by multitasking. For instance, writing to-do lists can increase individuals' productivity throughout the whole day by eliminating over-thinking and staying organized. Finally, it's a matter of fact that finishing a writing assignment has a rewarding impact because it can increase confidence.

Furthermore, writing allows an individual to maintain close relationships with family, friends, and coworkers even when they are unable to see them (Graham & Gillespie, 2013). has added so many benefits to our lives. It aids in the preservation of personal bonds with our families and friends, particularly in long-distance relationships, as well as keeping up with

each other's lives. Writing is appreciated, especially when being with each other is far out of reach. Writing gives us the time to think of beautiful things to say and share, that sometimes saying them out loud might seem challenging.

After recognizing the various implications that writing has in our lives, it is essential to highlight the components of writing since using English captions has a direct impact on some of these elements. Spelling, for instance, can be improved via using English subtitles because of the continued attention that viewers give to the written text while watching in order to understand the characters' speech. This enables the visual sensory memory of the written text to be stored in the short-term memory. However, if the stored information about the written form of the words is not processed via the working memory by rehearsal, for instance, the written visual memory of the words will be lost.

3. Components of the Writing Skill

Writing as a unified system combines multiple elements. Recognizing those elements is a must for language learners who are willing to improve their writing level. Kashef (2012) stated that the writing task is challenging because many practical and theoretical issues are taken into account, besides the ethical concerns of rights and responsibilities that also arise in writing texts. When writing, there must be genuine attempts to attend to the different components of composition to produce quality papers. Those components cover both levels of writing: surface and deep levels. The surface level stands for the accurate use of grammar rules of the language in addition to the correct application of punctuation and capitalization rules. Deep levels represent the logical flow of thoughts via the use of certain connectors, such as the use of cause and effect cohesive devices between paragraphs or sentences. In the

process of identifying the writings' skill components, Harris (1969, p. 68) pointed out five general elements:

3.1. Content

It demonstrates the entire writer's ideas and facts that they include in his writing using specific utterances. In this context, Jiménez and Lorena (2019) stated that reflection while watching movies enables the students to widen their knowledge and therefore produce deeper content. Using English videos to assist the process of writing is possible as it can be used to provide the learners with comprehensible input that they can use later on in further writing activities.

3.2. Form

It indicates how the writer structures and organizes his content. Examples of some text forms are: essays, poetry, novels, etc. Learners, while watching the videos with or without subtitles, are exposed constantly to keywords that enable them to write relevant and precise topic and concluding sentences, thus producing organized paragraphs that the readers can understand easily (Jiménez & Lorena, 2019). A video has to cover a central main idea that has to be introduced using relevant keywords and supported using coherent sentences. That will provide the learners with the suitable set of terminology to include in their personal reproduction of the written texts as well as the appropriate progression of ideas. In addition, taking notes of the subtitled videos helps to generate chronologically organized ideas in the reproduction phase of the writing activity (Jiménez & Lorena, 2019). Usually, learners are asked to take notes while watching the videos. Obviously, these notes will follow the same order as the events included in the video, thus producing chronologically organized ideas in the drafting stage.

3.3. Grammar

It is a description of the language patterns that leads to the design of a set of rules that governs the language system. It studies the language on both levels: the word level (syntax) and the sentence level (morphology). Alsadoon (2021) stated that the learning of grammar can be improved through increased exposure to L2 movies and closed captioning. Closed captioning means that the reviewers are free to decide whether they use the subtitles or not according to their needs, abilities, and the environment, and this option is already available on YouTube videos and Netflix. Alsadoon (2021) has explained how closed captions can help learners enrich their grammar by saying that the linguistic input such as indefinite agreement structures in English can be acquired incidentally through natural exposure to closed captions, which provide visual grammatical comprehensible input. Reading the captions will make the learners familiar with the grammatical patterns of the target language. This implicit grammar learning will enable the learners to follow the target language grammar system unconsciously in their writing.

3.4. Style

Style refers to the way in which individuals use language, and it is mainly selected according to the audience and the purpose of writing. This linguistic aspect contains two major features: diction (word choice) and sentence structure. When learners constantly use English subtitles, they will unconsciously be familiarized with the sentence structures that construct the target language; therefore, EFL learners will probably be able to write without any translations from their mother tongue. This can help them compose original texts where readers cannot detect that the text belongs to a nonnative speaker of English.

3.5. Mechanics

Along with the grammar rules, proficient writers need to pay attention to other types of rules such as spelling, punctuation, and capitalization. These factors help to produce well-organized and comprehensive papers. Spelling mistakes in writing might not hinder the readers from understanding the written text; nevertheless, it can affect the quality of writing negatively. That is why EFL learners are asked to read or use dictionaries whenever they doubt the spelling of a particular word. However, some students are not open to the idea of making more readings. That is why the use of English subtitles can be a good alternative where learners can enjoy the learning process. Jiménez and Lorena (2019) pointed out that the learners' spelling was influenced by the use of subtitled videos since they can see how words are written.

4. Common Writing Errors, their Causes and Strategies for Improving the Writing Skill

4.1. Common Writing Errors

Committing errors is no longer regarded as a negative factor because it is a necessary part of the language learning process; however, writing in one's native language is not the same as writing in a second or foreign language because several types of errors may occur. According to Qamaruah and Whyuni (2016), writing is a difficult task because students need to focus on several writing aspects such as paragraph structure, word choice, and mechanics. In their study that attempts to analyze students' paragraph writing, multiple errors have been reported at the correction stage of the experiment's findings. The results of their study involved the existence of several writing errors, such as fragments, poor topic sentences, inappropriate use of conjunctions and punctuation, and the use of the same type of sentences. In addition, they have found out that one of the main issues that students face when they write

is the starting point of writing. This issue can be resolved by providing the learners in the prewriting stage with an English-subtitled video to help them come up with ideas to include in their writing, because learners can spend and waste a long time searching for unique ideas to initiate their writing with. For that, they might start getting more anxious, thus resulting in poor introductory sentences that might build a bad impression on the reader.

In another study that aims to investigate the writing problems among university students of English, Alfaki (2015) pointed out multiple errors that are illustrated as follows: grammatical errors, mechanical errors, sentence structure errors, problems with diction, content-related errors, and organization problems. Explicit grammar learning does not mean that learners will be able to produce high-quality pieces of writing; yet, EFL learners must know the grammar of the language to avoid committing errors such as subject verb disagreements, inappropriate use of tenses, or inadequate use of conjunctions and prepositions. Added to this, the mechanical aspects of the language, such as the use of correct spelling or punctuation, must be incorporated into the writing courses to help learners pay attention to these significant writing details. Furthermore, EFL learners might fall into the trap of producing long pieces of writing that might contain irrelevant, ambiguous, and unorganized ideas to prioritize quantity over quality in their writing. Also, the use of inappropriate utterances is likely to happen if learners do not have a large repertoire of vocabulary.

Another uncommon type of error that might take place among EFL learners' writing is the belief that teachers are the real audience. In reality, students do not write for teachers; they write for themselves (Elbow, 1998). Students, in many cases, question what their teachers want to find in their papers and how. In fact, students are not supposed to ask this question because teachers are not the real audience. If an individual takes a student's passage

and gives it to different teachers for evaluation, they might receive varied perceptions. Instead, students can focus on the real audience. The audience that the learner chooses before starting to compose a paper or any type of text. This might motivate the learners to write more and be creative.

To summarize, second and foreign language writers appear to struggle with producing an accurate, meaningful piece of writing. Any difficulties will manifest themselves in the form of errors. These errors can be related to both form and content. Some of the errors are linguistic errors such as subject-verb disagreement; some are mechanical errors such as misuse of punctuation rules; and some are practical, such as writing for the wrong audience. Identifying students' writing errors helps in raising their awareness of their writing mistakes, thus avoiding them in future compositions.

It is important to detect the reasons that make the students' writing outcomes less proficient because identifying the causes will help in establishing the solutions that serve the situation very well. For that, the coming section will introduce some of the causes behind the learners' writing deficiencies.

4.2. Causes of the writing errors

The causes behind any weak performance in writing are numerous. Some are clear and easy to detect and, thus, can be tackled. Others are complicated and can be challenging to deal with. In both scenarios, it is important to recognize the reasons that differ from one student to another and from one situation to another. Understanding the actual reasons that prevent learners from achieving their writing goals is a key factor in helping them to develop their overall writing performance. Some of the reasons that explain the poor writing level that novice writers usually exhibit are:

➢ A lack of interest and motivation can prevent the learners from putting some effort into the writing activities.

➢ Mother Tongue interference, in which learners tend to apply the first language linguistic system to produce written texts in the target language.

➢ students' ignorance of the writing processes, such as brainstorming as a prewriting activity that enables them to generate ideas.

➢ Insufficient practice, while it is a crucial variable that hopefully can be controlled to master the writing skill.

➢ The complex nature of the writing process, which involves total activation of various mental abilities such as thinking and attention.

➢ Insufficient time administration is considered a vital factor because good writing takes time.

Although there are numerous reasons that might affect the writing process negatively, it is important to help learners achieve their goals as proficient writers. Hence, the following section will introduce some of the strategies that might help learners to level up their writing performance.

4.3. Strategies for Improving the Writing Skill:

Research in language teaching and learning provided practitioners and learners with a large base of strategies to improve the writing skill such as the extensive reading practice. It is important to mention that watching videos with English subtitles can be an excellent strategy because some learners are already using this method outside the classrooms and

unexpectedly has proved its effectiveness to improve their writing level as will be seen in our data analysis in the following chapter.

Learning to write proficient papers is a long process and by following certain tips, writing can eventually be improved:

➢ Learners should keep dictionaries and personal diaries with them to keep a record of any new words (Afrin, 2016).

➢ Free writing practice is an excellent way to improve one's writing skills(Alfaki, 2015).

➢ Taking notes can also help writers build ideas more effectively(Alfaki, 2015).

Extensive reading can be regarded as great tool to improve the writing skill. This means that reading has a direct positive impact on how to write. This notion will be discussed in detail in the following section.

5. The Connection Between Writing and Reading

Two viewpoints might take place in explaining the relationship that exists between writing and reading. The first perspective implies that extensive reading boosts learners' writing performance. The second perspective suggests that reading does not necessarily create competent writers. The two preceding perspectives will be under discussion.

It is reasonable that eager readers are strong writers, and that confident writers read widely (Urquhart & McIver, 2005). Accordingly, reading and writing are correlated, so how much an individual reads and how affects the quality of the texts that he produces. Active reading helps learners acquire a new set of terminology, build a large base of linguistic data concerning grammar and syntax, develop the ability to use the punctuation and capitalization

rules appropriately, reduce spelling mistakes, and develop a personal voice or style of writing. In addition, writing requires continuous active reading throughout the whole process of writing in order to evaluate the product and the writing process. This practice helps in learning to read others' works critically. It is a fact that reading and writing are strongly related.

Reading and writing are strongly intertwined, although the connections are far from perfect (Fitzgerald & Shanahan, 2000). This indicates that readers are not necessarily good writers because the way an individual reads affects his ability to acquire the language perfectly. Individuals can read for fun, to expand their knowledge, or to learn. The specified aim of reading will make the learner use particular cognitive functions. Pleasure reading, for instance, does not require the individual to attend and reflect on every single detail in the text. Unlike critical reading, which involves a high level of concentration and thinking. Although reading and writing are complementary skills whose development follows a roughly parallel course, they do not always go hand in hand (Graham &Perin, 2007).

Unexpectedly, watching English-subtitled videos includes a reading practice of English that can help learners to fully comprehend the videos' content and acquire new expressions just by linking between the scenes and the written text. Besides, reading the captions provides the learners with a visual sensory memory that can be stored if the learner is highly engaged with the video. The storage of the written forms of the words will enable the learners to retrieve the visual memory of the utterances, thus writing the words accurately.

6. The Roles of Teaching/Learning Materials (TLM) and Types of Technology in the Writing Class

6.1. The Roles of Teaching/Learning Materials (TLM) in the Writing Class

Writing instruction relies heavily on teaching materials, which are widely used to stimulate, model, and support writing (Hyland, 2019). There are three types of teaching materials: auditory, visual, and audiovisual. English subtitled videos fall under the spectrum of audiovisual materials. EFL learners tend to prefer this type of material because it stimulates both sound and vision. This might motivate learners to take part in the learning experience if the teaching material reflects their interests. Materials in language teaching and learning have different roles. According to Hyland, they can be used to achieve four pedagogical functions:

6.1.1. Scaffolding the Learning Process

Teachers are not supposed to use the same material to deliver all the course content. This means that they can be creative and use different materials during the course that effectively pass the message to the students. Also, a material that works fine for one student is not necessarily suitable for the rest. Therefore, individual learning differences are crucial factors that should be taken into consideration when selecting a given material. Furthermore, teachers should think beforehand about the appropriate time to integrate materials when teaching, such as integrating materials when students are struggling to get the message through or when they are performing a task. For instance, teachers can use English-subtitled videos to illustrate the context in which a given expression should be used. Besides, it is essential to employ the material appropriately to help the learners achieve the course goals and develop their learning.

6.1.2 Making Use of Materials as a Model

In the product-based approach, students are introduced to target texts as modals to be able later on to mimic any special writing patterns that the modal text might contain. The modal text should not necessarily be a printed copy; it can take the form of a captioned video.

6.1.3. Using Materials as References

This is used to look for information when learners need it. This can assist the learners even when the teachers are absent. This means that the teacher is no longer the major source of information.

6.1.4 Using Materials as a Stimulus

In this case, they can be used to inspire learners to generate ideas and be more creative. This can motivate learners to proceed in the learning process and eventually improve their writing skills**.**

To sum up, materials can serve multiple functions inside the classroom; they can be used as a model, a reference, as well as a tool for scaffolding the learning process. Valizadeh (2021) stated that subtitled movies can mediate and facilitate the learning process.

Hyland (2019) mentioned an important feature when selecting or designing a material. That characteristic stands for authenticity. He stated that authenticity is not sufficient when it comes to deciding to choose a certain material. Teachers need to carefully dig deeper into the material and exclude any disorganized or inconsistent segments. He, furthermore, claimed that being creative while implementing materials might be a daunting task for teachers that demands additional effort from them.

An important consideration when selecting or designing materials is that of authenticity. On the other hand, authentic texts are not always good models, and teachers should be careful to weed out those that are poorly structured and incoherent. Even where authentic texts are available, exploiting these creatively and effectively to engage learners and maximize the potential of the material can be an enormous burden on teachers (Hyland, p. 2019).

The decision to use created materials is heavily influenced by the pedagogical purpose of the materials (Hyland, 2019). Therefore, selecting whether to use authentic or created materials depends on the pedagogic aim that a material will serve. Examples of those pedagogical aims are: to facilitate, to motivate, to inform, to exemplify, to assist, to explain, etc.

Therefore, learners can be exposed to authentic scripts and original uses of the target language through the use of videos with subtitles (Cahyono, 2017). Indeed, watching authentic subtitled videos can be a great opportunity for learners to process real texts in the target language and to increase their awareness of the target culture.

6.2. Writing Instructional Technologies

Over the last decade or so, technology has had a massive impact on L2 classrooms, and writing instruction now makes extensive use of computer technologies. These advances can be used as tools and not as a substitute for teachers. Some of those technologies are:

6.2.1. Word Processor Writing

It is a computer program that enables the learners to enter, edit, and create the required paper format for the input. This technology helps students to enhance their final writing outlook.

6.2.2. The Internet

Learners need the information to incorporate it in their writing to inform, explain, or defend a point of view. Learners who have free access to the internet can explore multiple research engines with millions of websites that present all types of knowledge. Hyland (2019), supporting this argument, stated that the internet is a massive online database that provides users with access to hundreds of millions of multimedia documents. Furthermore, the internet offers access to numerous types of videos that address all types of audiences and with multiple features such as the ability to control the quality, the speed, and the type of captions.

6.2.3. CALL

Learners can use an unlimited number of CALL (Computer Assisted Language Learning) programs that assist in the learning process of writing. These programs enable learners to practice and instantly receive feedback. Examples of those programs are: Duolingo, Grammarly, etc.

Although learning to write can be a difficult task, technology can turn this process into a simple and delightful experience. That is why learners should be equipped with all types of technology to facilitate the learning process. However, not all students are able to afford the high cost of using technology.

Part Two: Speaking Skill

1. **Definition of Speaking Skill**

Ambele and Abam (2014) pointed out that learners' development and ability to pronounce words correctly can be improved through the use of intralingual subtitled movies. Intralingual subtitles are written in the target language, which means in the same language spoken by the video's characters. Videos with this type of subtitling assist students in tracking how words are pronounced and observing the mechanics by which English sounds are produced. This enables the learners to imitate the utterances of the target language, thus promoting their speaking skill.

Speaking is one of the four macro skills that language learners need to develop in order to communicate effectively. For Hedge (2000, p. 261) speaking is "a skill by which people are judged while first impressions are being formed". Hedge, in his definition, highlighted the idea of how human relationships are created. That is to say, we tend to judge people and build first impressions based on what we say and how. That is why people usually attempt to exhibit their best qualities in first meetings.

In addition, according to a definition provided by Brown (1994), speaking is "an interactive process of constructing meaning that involves producing, receiving, and processing information" (p. 19). Brown attempted to stress the interactive nature of verbal communication that aims to produce meaning. This process involves two or more interlocutors who produce, receive, and process information in the form of turn-taking to maintain effective communication.

In the same vein, Chaney (1998) pointed out that speaking is "the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts" (p. 13). Both Chaney and Brown argue that speaking is a process of exchanging meaning. However, Chaney goes further by presenting two types of communication, which are verbal and nonverbal. Verbal communication refers to the use of words to convey a message. It can be written or oral, whereas non-verbal communication indicates the use of body language such as head nodding and facial expressions.

Speaking, by no means, is one of the most used tools for communication. That is why EFL learners need to put some more effort into mastering this skill and be able to take turns in meaningful conversations using English

2. The Importance of Speaking Skills

Historically speaking, ancient human beings recognized and used speech before writing systems had been developed. So, humans have a long history of using oral interactions to exchange meaning. This explains the rapid evolution that occurs in our daily usage of oral discourse as a form of language flexibility. Thus, EFL learners need to recognize the importance of speaking as a form of communication.

Nunan (1991) claimed that "to most people, mastering the art of speaking is the single most important factor of learning a second or a foreign language, and success is a measuring item of the ability to carry out a conversation in the language" (p. 39). Nunan believes that being a fluent speaker is the ultimate goal for any language learner, and their ability to be part of conversations in the target language determines their success in learning that language.

Another essential point is the significance that the speaking skill holds in comparison to the other language skills. For instance, Ur (2000) stated that:

Of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as "speakers" of that language, as if speaking includes all other kinds of knowing; and many, if not most, foreign language learners are primarily interested in learning to speak (p. 120).

Ur sees the speaking skill as the most important skill among the four other skills, using the argument that if a person knows a language, he or she will eventually be called a speaker. This convention is practically true, but we cannot exclude the other skills (listening, reading, and writing) as if no correlation among these skills exists.

Hedge (2000, p. 261) stated that "for many students, learning to speak competently in English is a priority." Hedge, in his statement, does not exclude learners of other fields such as science from the urge to learn how to speak in English. This indicates that learners belonging to different majors will be presented with situations where they have to speak English appropriately. In our case, where English is taught as a foreign language, collaboration with western expertise is widely considered; this implies the existence of competent English speakers in order to pave the way for scientific and economic partnerships to take place with foreign representatives. Following Hedge, Baker and Westrup (2003), highlighted the significance that speaking English has for both learners and teachers because the chances of getting a job will be high if a sentence of "a proficient English speaker" is included in the resume.

Finally, even in academic fieldwork, fluent speakers of English have a great chance of moving forward in their careers. As Baker and Westrup (2003, p. 5) stated, "a student who

can speak English well may have a greater chance of further education, of finding employment and of gaining promotion."

3. Speaking Aspects

There are two main aspects of speaking: fluency and accuracy. Kim (2020) stated that if the course objective is to enhance overall speaking proficiency, subtitles can be used by both low and high-level learners, but if the learning objective is to improve a particular speaking aspect such as fluency or accuracy, subtitles can be used only by high-level learners. That means the decision to integrate subtitles inside the classroom is based on the proficiency level of the students. The following lines will explain the two aspects of speaking; fluency and accuracy.

3.1. Fluency

This aspect is not restricted only to the speaking skill; writing also requires achieving this factor, but each of the skills implies using different methods. Hughes (2002) stated that this term stands for the capacity to express ourselves in a comprehensible, logical, and accurate manner with minimal use of hesitation to maintain the listener's interest. In saying "without too much hesitation", Hughes knows clearly that it is impossible to speak without making certain pauses, and that is what Thornbury (2005) has assumed in his idea that pauses are essential to allow the speakers to take some breaths. Furthermore, taking small breaks while speaking gives the opportunity for the speaker to look around in their mind while searching for relevant ideas.

Generally, to achieve fluency, Fillmore (1979) introduced five components to pay attention to when developing this critical language feature. They are as follows:

3.1.1. Speed

Learners of English think that fluency means speaking at a rapid pace, ignoring the fact that even native speakers hesitate; consequently, speed is supposed to be an outcome of extensive oral practice and not a tool. For further explanation, we can draw on children's experience when they are trying to read a passage out loud for the first time. They usually struggle and take a long time to pronounce a single word. At this phase, they cannot grasp the meanings because it is impossible for them to focus on two things at the same time. This is the same case for EFL learners. If they think of how to pronounce a certain word while speaking, it will eventually take additional time to express themselves fully; thus, fluency cannot be achieved.

3.1.2. Coherence

Even while speaking, it is essential to present your ideas in a logical order as well as assert that phrases and sentences are connected, otherwise, the listener is very likely to be lost.

3.1.3. Language Knowledge

Linguistic competence is fundamental when learning a language. In speaking, phonetics and phonology provide the learner with a set of rules that assist fluency while producing an output, like the accurate use of stress and intonation to convey the exact meaning so that the receiver can understand the message.

3.1.4. Creativity

Listening to some people when they are talking is sometimes an enjoyable experience, especially when they tend to manipulate the level and tone of their voices to capture the interest of the audience or when they jump from one idea to another without letting the listener notice that shift. Hence, speaking is an art that might have a strong impact on others if it is well performed.

3.2.Accuracy

According to Baily (2005), accuracy is the skill of using correct expressions and words to communicate the intended message. Baily's definition limited the concept of accuracy to include using solely correct words; however, accuracy addresses the usage of correct grammar and pronunciation as well. Harmer (2001) affirmed that accuracy includes using correct vocabulary, grammar, and pronunciation.

As has been noted before in Harmers' clarification of accuracy, this language feature contains three major pillars; grammar, vocabulary, and pronunciation. They are as follows:

3.2.1. Grammar

It describes how components of a sentence are combined as words, clauses etc. Therefore, using correct grammar helps the listeners understand the transmitted meanings (Harmer, 2001). Harmer used the term "describes" to illustrate that grammar is not created; instead, it's a reflection of how individuals use language. This is because the grammar of a certain language emerged after the language existed and not vice versa. Therefore, it's not necessary to recognize the grammar system of a language, but achieving a high level of language competency requires doing so.

3.2.2. Vocabulary

In order to achieve accuracy regarding this factor, learners should employ only the words that they are familiar with. Nonetheless, this might create a deficiency in communicating their thoughts because of the limited set of terminology that they possess. For that reason, Harris (1974) stressed that effective communication requires obtaining a broad base of vocabulary. Jiménez and Lorena (2019) pointed out that subtitles serve a crucial role in developing vocabulary.

3.2.3. Pronunciation

It demonstrates the way in which sounds are produced. English pronunciation can be an issue because what is heard is not always written and what is written is not always pronounced. Regardless of that, EFL learners are supposed to pronounce words correctly to avoid any possible misunderstandings that might interrupt the flow of speech. Thus, using intralingual subtitling is essential to master the English pronunciation (Ambele&Abam, 2014).

Obviously, fluency in speaking is not a sign that accuracy has been achieved because even native speakers make grammatical mistakes when they talk. So, what really matters in communication is to be fully understood.

4. Learners' Speaking Difficulties and their Causes

4.1. Learners' Speaking Difficulties

Learning a new language is a difficult experience that can bring to light any hidden learning issues.Teachers, as well as learners, are supposed to recognize those learning difficulties and address them if they ever hope to master the language. Ur (2000) introduced

four major problems that learners might encounter as part of the learning process. They are as follows:

4.1.1. Inhibition

It is a state of being unable to speak or act due to feelings of embarrassment or worry. This is a common psychological issue among learners belonging to different disciplines; yet, this phenomenon is highly provoked in foreign language classrooms, as Littlewood (1981, p. 93) once claimed that "it is too easy for a foreign language classroom to create inhibitions and anxiety" because learners are supposed to produce the language regardless of their deficiencies. At this level, teachers play a central role in encouraging learners to practice the language even if they make mistakes.

4.1.2. Nothing to Say

This problem can occur even while communicating using your native language. Expecting learners to respond to a particular stimulus that is mainly beyond their understanding is unacceptable because this might demotivate the learners. According to Baker and Westrup (2003), responding in a foreign language while having little idea about what to say is problematic for many students. Instead, teachers can inform the learners beforehand to prepare ideas to share with their classmates or can provide them with little input to help them generate opinions, as in the use of English-subtitled videos at the beginning of the session to stimulate thinking.

4.1.3. Low or Uneven Participation

Practice is a key factor in improving learners' language proficiency; nevertheless, learners might avoid participating in foreign language classrooms even though this might be the only possible opportunity for them to speak the language. Browman et al. (1989) suggested that teachers struggle to reach all the students because of the traditional classroom seating arrangements. That is why the back rows of the class are often silent.

4.1.4. Mother Tongue Use

When the target language and the native language contain similar systems concerning grammar, lexis, and sounds, learners will have little difficulty learning that language. But when the two systems are highly varied, learners will adopt rules and parts of speech that belong to their mother tongue language whenever they face any difficulties in the target language production. This interlingual transmission of rules and utterances will eventually manifest itself in the form of errors that affect the learner's overall proficiency level. For example, EFL learners may pronounce specific words using phonemes from the Arabic sound system because they are not used to those foreign sounds due to a lack of practice and exposure to the target language; thus, using English subtitles rather than Arabic subtitles is beneficial in helping learners increase their exposure to the target language, reducing the transmission of mother tongue rules to the foreign language.

4.2. Causes of Speaking Difficulties

Thornbury (1998) identified three main causes of the speaking difficulties that students might encounter. These factors are:

4.2.1. Lack of Vocabulary and Grammatical Knowledge

First language interference will be the main outcome if learners do not acquire a wide range of vocabulary and build strong linguistic competence as well as not be able to express themselves accurately. Consequently, they will tend to avoid the terms and structures that they are not certain about, and this will affect their self-image negatively and pave the way for psychological issues like inhibition, anxiety, and lack of confidence.

4.2.2. Little or No Practice

Regular practice helps learners sharpen their speaking ability. Hence, it provides suitable preparation for future social interactions, so there will be little chance for learners to get overwhelmed in real-life situations. However, insufficient practice might hinder the process of improving their speaking skills. As a result, learners might fail to communicate their thoughts. This leads to creating fragile individuals who are unable to deal with the little pressure that simple interaction might involve.

4.2.3. Limited Interaction Inside the Classroom

The classroom might be the only place that provides opportunities for EFL learners to interact with each other. If teachers dominate the classroom conversation, there will be little chance for learners to practice the language. As a result, instruction shifted to adopting the student-centered approach, where learners are responsible for the learning process by being able to communicate their thoughts freely in the classroom.

5. Speaking Errors and their Correction Strategies

5.1. Speaking Errors

Research into language teaching and learning has introduced multiple classifications for errors produced by EFL learners. These classifications aim to develop particular correction strategies that address each type of error as a whole. For that, Hedge (2000) presented two types of error. They are as follows:

5.1.1. Global Errors

These errors prevent the receiver from understanding what the speaker intends to convey, which might interrupt the flow of communication. This can happen when learners do not arrange words in the right order, as the English language system implies.

5.1.2. Local Errors

These types of errors do not hinder the interlocutors from understanding the overall message, like adding unnecessary words.

5.2. Correction Strategies

Touchie (1986) claimed that "teachers cannot and should not correct all errors committed by their students" (p. 79). Teachers cannot correct all errors for all students because this is a time and energy-consuming task; besides, learners might lose interest at the beginning of the learning process if they recognize a great number of errors made by them. In the same vein, Touchie (1986) pointed out that "teachers should correct errors affecting intelligibility" (p. 79). Therefore, the types of errors that should be corrected are those global errors where misunderstanding between the interlocutors may occur. Moreover, "errors

relevant to a pedagogical focus should receive more attention from the teacher than other errors" (Touchie, p. 80, 1986). Accordingly, teachers are supposed to emphasize their correction of errors that are relevant to the lesson's objective. For example, if the lesson is about learning how to use the present perfect tense, teachers should place more focus on errors related to the accurate use of tenses.

Conclusion

Although the productive skills can be considered as two of the main skills that learners often struggle with, this should not prevent practitioners from searching for resolutions that address the learners' speaking and writing deficiencies. One way to solve this is to encourage learners to use English captions instead of Arabic ones. This might seem challenging for beginners; thus, the learners' overall proficiency level should be taken into account when integrating this video feature. Nevertheless, at present, English-subtitled movies are a tool that students widely use (Megawati &Nuroh, 2018). Improving EFL learners' spoken and written capacities is a priority in modern language teaching and learning classes.

Section Two: Bimodal Subtitled Videos

Introduction:

Entertainment is one of the most effective tools in second language acquisition. Movies and television shows provide learners with the ability to practice their listening skills and some visual context. The former being a prerequisite that results in improved pronunciation and the latter giving insight into the gestures, facial expressions, and postures used while speaking. Since comprehensible input is a key element in learning and the vocabulary of the listener is not equal to that of a native speaker, bi-modal subtitles are necessary to bridge the language barrier. Seeing words spelled in subtitles increases the ability to spell new words, which leads to improved writing skills. This section will explore the different facets of bimodal subtitles and the theories of why they are beneficial. It will also discuss the types of materials that can be used and their advantages.

1. Some Theories of Language Learning

There are some theories that support the use of videos by EFL learners.

These theories are

1.1. The Input Hypothesis

The input hypothesis was proposed as a part of a larger theory of second language acquisition developed by the well-known linguist Stephen Krashen. This theory consists of five main hypotheses: the Acquisition-Learning Hypothesis, the Monitor Hypothesis, the Input Hypothesis, the Affective Filter Hypothesis, and the Natural Order Hypothesis. The input hypothesis was mainly developed to explain how language is acquired. According to this hypothesis, learners acquire language in only one way, which is through "comprehensible

input in low-anxiety situations, containing messages that students want to hear." (Higgs and Krashen 1983, p. 7). In other words, exposure to simple, understood, interesting, and clear messages that are right beyond the learner's level is the key to language acquisition. Subtitled videos are a considerable source of language. Consistent with three different types of authentic input: auditory, visual, and textual input. Therefore, well-selected videos can be a great comprehensible material for language learners. In this respect, Krashen (2002) stated that the appropriate use of videos has proven to be an extremely beneficial tool for the development of writing skills as well as listening and speaking skills.

1.2. The Social Learning Theory

Albert Bandura's social learning theory claims that the social environment has a big impact on our behavior. According to Bandura (1977), if people had to rely exclusively on the consequences of their actions to tell them what to do, learning would be extremely difficult, if not dangerous. Fortunately, most human behaviors are acquired by observation and modeling; one gets a notion of how new activities are conducted by witnessing others, and this coded information acts as a guide for action on subsequent occasions (Bandura, 1977). Therefore, people can learn a new behavior, attitude, or how to act in a foreign situation just by watching others perform it. The imitated behavior can be carried out by a live model, as it can be symbolic in a movie, a book, a TV show, or online. This means that learners can gain intercultural competence just by being exposed to authentic materials such as authentic bimodal subtitled videos.

2. The Importance of Using Authentic Materials in Language Learning

From the previous section, which is about the social learning theory, it can be seen that authentic materials are of great importance. In the field of language education, various

definitions of authentic materials are found. According to Richards and Schmidt (2010), authentic materials in language teaching and learning refer to items that were not created with pedagogical aims in mind, such as magazines, newspapers, advertisements, or music. Therefore, these materials are frequently regarded to feature examples of language usage that are more realistic and natural than those found in textbooks and other specialized educational materials. This definition is close to that of Woottipong (2014), who defines authentic materials as materials created for a purpose other than education. This can take the shape of written texts, audio recordings, or movies.

Different scholars discussed the importance of integrating authentic materials into the learning process due to its countless benefits. According to Berbardo (2006), authentic materials can have five major advantages: raising students' motivation to learn; providing accurate cultural knowledge; introducing the learners to different situational contexts; relating more to the learners' needs, and last but not least, promoting a more innovative approach to education. Similarly, Peacock (1997) explains that the use of authentic videos boosts the attention of learners and their participation in the target language. Therefore, using an authentic source that encompasses visual, auditory, and written text in only one material, such as bimodal subtitled videos, is more likely to be of great advantage for language learners. However, not every video is authentic, thus learners have to be conscious that there could be two types of videos: authentic and non-authentic.

3. Types of Videos Used in Language Learning and Teaching

3.1. Instructional Videos

Instructional videos are any form of educational video. As Dagci (2021) states, instructional or non-authentic videos are made specifically to be used in teaching and learning

environments. According to the same scholar, little has been said about this type of videos. Most researchers focused their studies on the impact of authentic videos and how to make proper use of them, neglecting the fact that the main purpose of instructional videos is to facilitate the teaching and learning process.

Instructional videos can be of great benefit to both instructors and learners. According to Beheshti et al (2018), instructional videos increase social interaction, provide an individual learning environment, are simple to deliver, and improve motivation and concentration levels.

3.2.   Authentic Videos

Authentic videos encompass any kinds of videos that are originally made for entertaining or informing a native audience for no pedagogical purpose. This means that they are not specifically designed for learning or teaching a foreign language. Sherman defines it as all types of audiovisual production that you normally see at the cinema, on TV, or on DVD: feature films, documentaries, commercials, game shows, and educational films... (Sherman, 2003). Authentic videos can either be YouTube or other social media videos. Although this form of video is not instructional, it provides a virtual source of authentic input, especially for language learners with no interaction with native speakers or limited knowledge about the target culture of the language they are learning. Furthermore, authentic video materials provide the most accurate display of speech since the speaker's speech is closely related to a specific linguistic situation and its communicative element is complemented by a number of visual encoded non-linguistic characteristics (posture, facial expressions, gestures) (Ibrokhimova & Toshboyeva, 2021).

4. Criteria of Selection

Videos used for educational purposes should be carefully selected. Many videos can be disrespectful, disturbing, or inappropriate for many students. Therefore, specific guidelines have been established for teachers to make the most appropriate choice of what to expose their learners to. However, learners themselves can make use of it. According to Berk (2009, p. 7), "there are three sets of criteria that must be considered: (a) the students' characteristics, (b) the offensiveness of the video, and (c) the video structure." (p.7)

Firstly, the videos selected have to be suitable for the learners' "age or grade level, gender, ethnicity, and language-dominance." (Berk, 2009, p.7).

Second, the video's offensiveness and content should not be out of context. In a class, for example, videos that do not fit the information addressed in the lecture, that might be offensive, sexist, violent, or contain any kind of remarks that would make them feel insulted or uncomfortable, would not be beneficial and would hinder the learning process instead of facilitating it.

The final set is the structure of the video. Not every video's structure is suitable for instructional use. There are specific parameters that should be kept in mind when preparing a video clip:

4.1. The Length of the Video Clip

According to Berk (2009) and Baven (2015), the duration of videos clips has to be short, no more than three minutes. Bevan suggested a longer duration, which is five to ten minutes, claiming that this is the perfect time for learners to stay alert and benefit the most from the video. However, both of them agreed that the video could be longer if the learning outcome requires a longer extract.

4.2. The Context

The video clips must be authentic. As Dagci stated, according to many researchers this form of video makes the learners see the spoken language authentically, where they can see people's behavior, their body movements, their reactions, their habits, and their culture (Dagci, 2021). Yet, if the learning outcome is related to language, instructional videos can be used.

4.3. The Action/ Visual Cues

Anything unnecessary should be eliminated. A nonessential extract that is far from the purpose of using the video is additional and has to be cut from the video.

4.4. Amount of Characters

As Berk claimed videos with several characters may cause destruction and confusion to the learners, hence, only characters with main roles should be included in the video clip (Berk 2009).

5. Activities Used

According to Stoller (1988), there are three sets of activities that learners can practice to fully understand the video presented to them.

5.1 Pre-viewing Activities

Stroller (1988) stated that the main goal of pre-viewing activities is to get the learners ready for the actual video viewing.

Adding that activities such as students' interviews/polls, problem-solving, discussion of the film/videotape title, brainstorming, film summary, and information gap exercises help the learners develop their comprehension and activate their background knowledge.

5.2. Viewing Activities

To make it easier to watch a movie or a video, Stroller (1988) suggested a list of activities that would help language learners address specific challenges and concentrate on the character or story development. Direct listening, information gathering, and film interpretation are an example.

5.3. Post-viewing Activities

As Stoller (1988) stated, post-viewing activities aim to enhance both the speaking and writing skills of the learners in the foreign language. The scholar encouraged the use of activities that target the key themes of the film or video because small details are difficult to recall. Such as alternative endings, in which students tend to create an alternative ending for the movie and then try as a group or individually to express it orally or as a written report.

6. Benefits of Using Videos as an Instructional Tool

There are many benefits to using videos as an instructional tool; Berk (2009, p. 2) stated some of them:

"(a) focus students' concentration, (b) Create a sense of anticipation, (c) energize or relax students for a learning exercise, (d) draw on students' imagination, (e)increase memory of the content, (f) increase understanding, (g) foster creativity,(h) inspire and motivate students, (i) Make learning fun, (j) Decrease anxiety and tension on scary topics, (k) Create memorable visual images"(p. 2)

Another important advantage of this tool is that learners can still have access to it even if they are not in an educational setting (Keddie, 2014).

7. Subtitles

7.1. Definition of the Subtitle

Subtitles are words that appear at the bottom of a cinema or a television screen, either to translate or to transcribe the dialogues in the video. Zarei (2009, p.67) defined it as "the permanently affixed on-screen text that represents narration, dialogue, music, or sound effect in a program. Subtitles are basically placed at the bottom center of the television screen" (p. 67). The process of subtitling implies transforming auditory material from a television broadcast, webcast, film, CD-ROM, DVD, live event, or other output into text for display on a monitor screen (Neves, 2008).

7.2. Types of Subtitles

According to Zanon (2006), there are three types of subtitles:

➢ Bimodal subtitling: English dialogues to English subtitles, which is our study concern.

➢ Standard subtitling: English dialogues to learners' mother tongue language.

➢ Reversed subtitling: dialogues from learners' mother tongue language to English subtitles.

According to Aksu-Ataç, A., and Köprülü-Günay, S. (2018), generally, there are two types of subtitles:

➢ Interlingual subtitles: The movie's native language is translated into another. The audience/language learner watches and listens to the film in its original language but reads the subtitles in his or her own language.

➢ Intralingual subtitle: In this case, the movie's original language and subtitle are the same. Intralingual subtitles are intended for people who have difficulty hearing. As a result, all audio noises, such as footfall, which indicate that someone is approaching, banging at the door, and the sound of a car horn coming from outside are displayed

with this type of subtitle. Apart from the aforementioned ones, there are also intralingual subtitles for foreign language learners.

7.3. Benefits of Using Subtitles

Learners can benefit from subtitles in many different ways. According to Zanon (2006), using subtitled videos establishes a dynamic and rich source of the communicative language in use. They are dynamic and rich because languages are non-static and unstable, and the best way to incorporate that is through updated video, television, and other media.

Zanon (2006) also states that subtitles provide learners with subjective and objective support. Subtitles often make learners feel more comfortable and motivated when learning a foreign language, as well as helping the learners recognize, maintain, and produce new and already known linguistic items.

Sharing the same view as Zanon, King (2002) also believes that subtitles can be advantageous for language learners in several ways. According to the scholar, subtitles bridge the gap between reading and listening skills and improve learners' vocabulary and pronunciation. In addition to that, it improves learners' word recognition, helps them concentrate and follow the storyline, and motivates and raises learners' comprehension of specific English words and expressions.

Conclusion

This section concluded that subtitled videos are one of the most valuable ways to acquire a language. It expressed how authentic materials lead to intercultural competence. Furthermore, it compared authentic materials with instructional videos. Finally, it covered the types of subtitles and discussed the benefits of using them to increase one's ability to communicate.

Chapter Two: Field of Investigation

Introduction

The preceding chapter tackled the background knowledge of the two main variables of the current study. These variables are: English subtitles as an independent variable and productive skills as a dependent variable. Whereas in this chapter, a field work that aims to investigate the relationship between the two variables will be carried out in order to find answers to our research questions and to test the validity of the proposed hypothesis. This research follows a qualitative and a qualitative research design basically due to the nature of the collected data; numeral statistics and statements that reflect the respondents' attitudes, opinions, and behaviors; thus, this research is a descriptive study that necessitates collecting, analyzing, and describing the data to reach to conclusions about the use of English subtitles as a tool to enhance the productive skills.

This chapter contains two sections. The first section describes the research methodology that is incorporated into this study by presenting the sample, the selected data collection tools, the learners' questionnaire description and administration, and the Friends' fans interview description and administration. While the second section introduces the analysis and the discussion of the learners' questionnaire and the friends' fans' interview.

Section One: Research Methodology

1. **Sample**

The current study was carried out at Mila University, Institute of Letters and Languages, Department of Foreign Languages. The target population we dealt with includes

all EFL learners in the English department for the academic year "2021/2022". 216 students were randomly selected to represent the entire student body of the English Department. Regarding the sample of the interview, two EFL learners who are fans of the Friends series were chosen to represent other fans of the series in the English language department.

2. Data Collection Tools

In this descriptive study that aims to investigate the role of English subtitles as a tool to enhance the productive skills of EFL learners at Mila University Center, two major research instruments have been used to collect quantitative and qualitative data. These tools are a questionnaire and an interview.

A questionnaire is a research instrument that consists of a list of questions about a particular subject that addresses a target population in order to collect factual and perceptional data about the selected sample. It is likely to be structured using closed-ended questions, yet open-ended questions can also be incorporated. This method has been selected due to its effectiveness in collecting information. Besides, the administrative financial charges of this research instrument are low in comparison to the other research methods. Moreover, using the questionnaire enabled us to cover a large population and collect a massive amount of data effortlessly and in a short period of time. However, the received answers to the questionnaire do not always reflect the actual state or desire of the respondent due to problems of dishonesty and bias. Furthermore, a common issue that we faced when we reached the analysis phase of the questionnaire was the unanswered questions. In order to solve this problem, the researcher needs to make answering the questions a requirement. Besides, respondents might have distinct interpretations of the questions, leading to irrelevant

information. Hence, the questions in the questionnaire have to be clear and directly to the point.

The interview is a data collection method that takes the form of a conversation between two or more interlocutors, exchanging information about a particular subject for the purpose of collecting qualitative data. There are three types of interviews: structured, unstructured, and semi-structured. This study employed a structured interview because we strictly followed the designed questions when conducting the interview. We had chosen this type of interview to shed light on the thesis argument, which is the use of English subtitles to develop productive skills as well as receive relevant answers to our research thesis.

3. The Students' Questionnaire

3.1.   Description of the Questionnaire

This questionnaire is devoted to all EFL learners at the department of Foreign Languages of Mila University. It consists of thirty-one (20) questions of various types: (close-ended, open-ended, and multiple-choice questions). A total number of 216 students were randomly selected to answer the questionnaire. The questions were divided into four main sections, each of which provides a specific set of information that serves the aims of our study.

Section One: Background Information (Q1 to Q3)

The three questions in this section provide general information about the learners' gender, English level, and academic year.

Section Two: Productive Skills (Parts A, B, C)

The second section is divided into three parts (A, B, and C). The first part (A) includes one question for students to indicate how difficult or easy they find each of the four skills. The second part (B) contains five questions. The first two (Q2 and Q3) seek to gather information concerning the students' ability to write and their level of satisfaction with it. The fourth question indicates what difficulties learners might face when writing. The last two questions (Q5 and Q6) within this part aim to demonstrate that reading enhances the student's ability to write. Finally, this section ended with a third part (C) entitled "speaking skill", which consists of five major questions (Q7 to Q11). This part aims to investigate students' attitudes toward speaking and shed light on the correlation between speaking and listening.

Section Three: English Videos and Subtitles (Q1 to Q4)

This section aims to investigate students' choice and use of English videos in language learning. The first and second questions tend to discover how often and where EFL learners mostly watch English videos. The purpose of questions 3 and 4 is to ascertain whether learners watch videos with subtitles or not and which type of subtitles they use the most.

Section Four: the Role of Bimodal Subtitled Videos in Enhancing EFL Learners'
Productive Skills (Q1 and Q2)

This section is composed of two questions. The opening question is a table designed to collect information about learners' opinions concerning bimodal subtitled videos' efficacy in solving speaking and writing problems, raising motivation, and increasing cultural awareness. Finally, the last question investigates how frequently learners make use of the vocabulary they obtain from watching videos in an oral conversation or a writing task.

3.2 Administration of the Students' Questionnaire

Due to the current situation and the large number of EFL learners in the English language department of Mila University, the questionnaire was administered using both Google forms and printed copies. It took us around two weeks to collect the whole sample.

4. Learners' Interview

4.1. Description of Learners' Interview

The interview is the second research method that has been incorporated into our research study in order to collect qualitative data to support our thesis argument in investigating the role of English subtitles as a tool to enhance EFL learners' productive skills. The participants were chosen based on their preferences in watching the famous American sitcom "Friends." This TV show was selected due to its effectiveness in helping individuals develop their English in an enjoyable environment all over the globe. The interview was administered to two female fans of the American series with two different educational backgrounds. Their personal information has been kept anonymous in order to protect the participants' privacy. Thus, two foreign nicknames were given to the respondents (Abby and Mary) to refer to them in the analysis phase.

The Friends fans' interview consisted of ten questions (10) where they were required to provide relevant and precise answers that truly reflect their experience of watching that TV program. Each of the interviews lasted for about twenty to thirty minutes and were conducted using a social media application (WhatsApp) and a language learning program (Hellotalk) by using voice messages. We agreed to conduct the interview online to avoid extra financial charges and to be able to keep a record of their responses for further analysis.

The participants received the questions in the same order and without any further changes. The first question was about the amount of time that they had spent watching the series. The second question invited the participant to describe their experience of learning English while watching the Friends series. In the third question, they were asked to share their opinions concerning the most interesting thing about the Friends series. The fourth question required the participant to reveal their initial intention for watching the series, whether for entertainment or to learn English. On the fifth question, they were asked to describe the type of speaking and writing problems that they struggle with. In the sixth question, the fans were asked to introduce the methods that they used to employ to overcome their speaking and writing problems. The seventh question was a closed-ended question, where the participants were asked to answer using yes or no about whether watching the series had helped them to improve their English. The eighth question consists of two parts. In the first part, the interviewees were provided with three choices to choose from in order to know the type of subtitles that they had used while watching the series. For this question, there were three options: standard subtitles, bi-modal subtitles, or both. In the second part, they were required to provide an explanation for their choice. If their answers to the previous question were with bi-modal subtitles, they were obliged to explain what that strategy added to their English learning experience. The final question also consists of two parts. In the first part, they were required to identify the speaking and writing problems that they had overcome by watching the series with bi-modal subtitles. In the second part, they were invited to provide an explanation for their personal learning experience.

4.2.   Administration of the Students' Interview

The interviews were carried out in the virtual world using the social media applications as a platform to connect verbally with our interviewees and record their answers to be part of the data analysis. There were two participants who volunteered to take part in our research study. Both were chosen because of their interesting learning experience of English via watching the American TV program Friends. The interviews took approximately twenty to thirty minutes. The questions and answers from the interviews were exchanged through voice recordings. We had used a structured interview in which the type and the order of the questions were maintained. At the end of the process, we managed to collect a sufficient amount of qualitative data that can support our thesis argument about the role of watching bimodal subtitles in enhancing EFL learners' productive skills.

Section Two: Analysis and Discussion of the Results

1. **Analysis of Students' Questionnaire**

NB: We distributed this questionnaire to approximately 216 students. When we started the process of sorting the answers to carry out the statistical process, draw graphs, and start the analysis, we noticed that some students skipped certain questions. We were not sure why and it was beyond our control, so you can find the number of answers that do not match between the questions. We worked according to the statistics we were able to obtain.

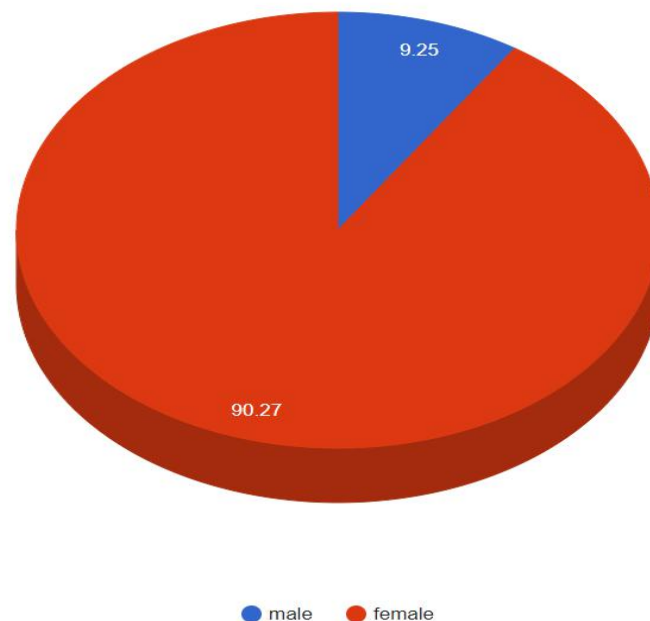1.2.   **Students' Profile**

Q1. Specify your gender.

Figure 1.1: Students' Gender

The figure above indicates that the majority of students (90.27%) who participated in this questionnaire are females, and only (9.25 %) are males. This means that the population of

this study is mostly females. Therefore, the obtained results mainly reflect the impact of watching bimodal subtitle videos on female EFL learners' productive skills development.
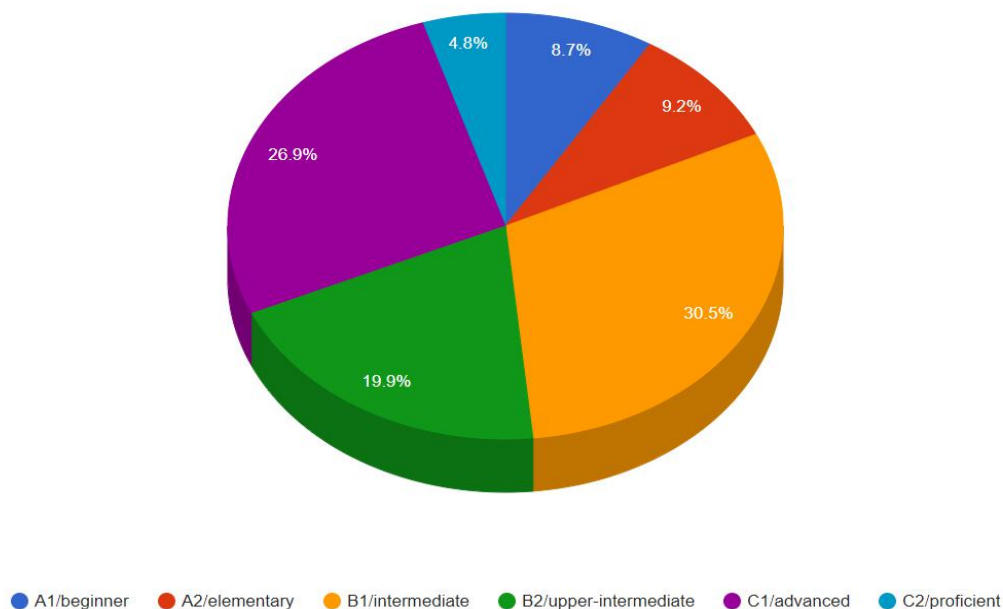
Q.2: Your entry-level of English is:

Figure 1.2: Students' Entry-level of English

The results from the figure above demonstrate that the respondents to this questionnaire have different English levels. This means their ability to speak and write varies according to their level. As we notice from the figure, most of them have an intermediate (30.5%) or an advanced level (26.9%). Others (19.9%) have an upper-intermediate level, and the rest (9.2%) have an elementary level, a beginner level (8.7%), and only (4.8%) have a proficient level.

Q.3: Specify your current academic year.
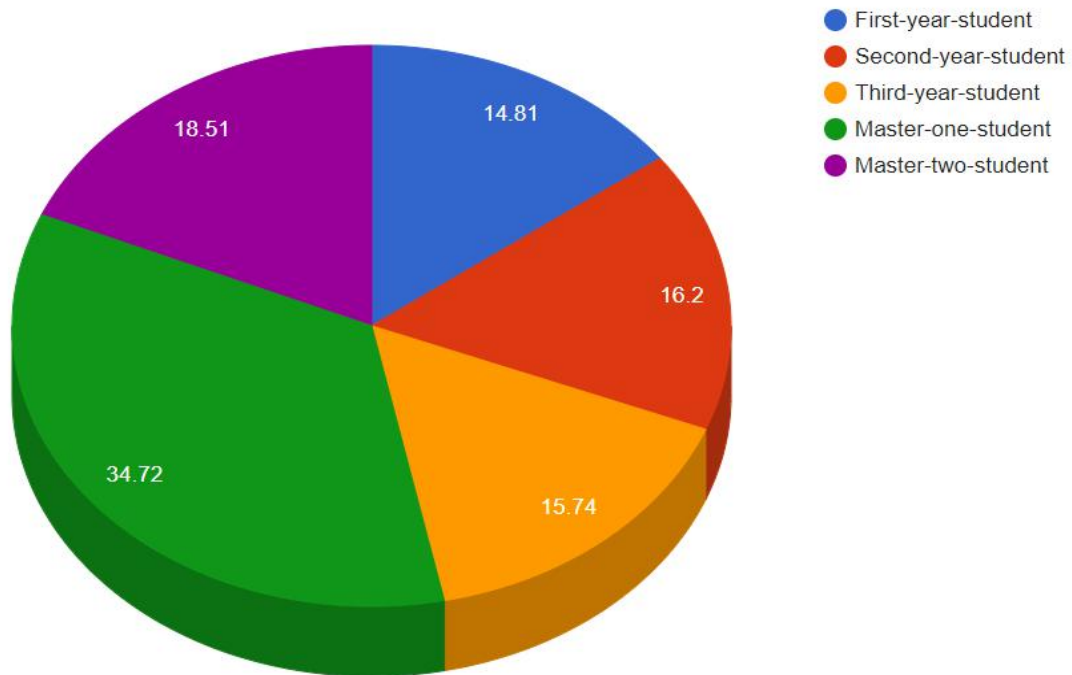
Figure 1.3: Students' Academic Year

From the obtained results, we note that the population of this study includes learners with different academic years and thus different learning experiences. Over half of the informants are master students; (34,72%) of them are master one, while (18.52%) are master two. The rest are divided between (14.81%) first-year students, (16.2%) second-year students, and (15.74%) third-year students.

Section Two: Productive Skills

Part A:

Q.1: Rate the following skills from the easiest to the most difficult, where number 1 is given to the easiest, and 4 is given to the most difficult.

Aiming to discover which language skills students find the most difficult, this question was set to determine the rate of each skill and therefore its level of difficulty.
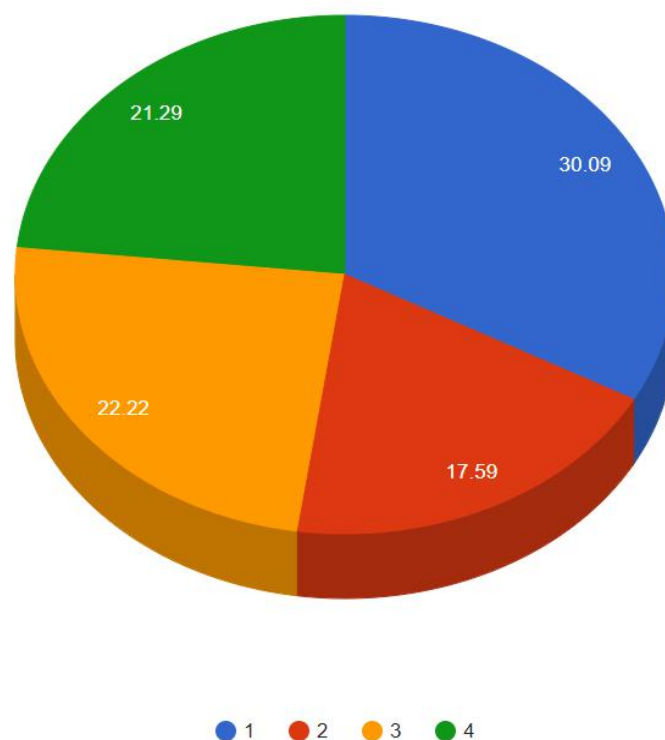
a- **Listening**

Figure 1.4: Listening Skill Rates

This figure indicates that over a quarter (30.09%) of the participants rated listening as the easiest skill. This means that most learners do not face problems understanding native speakers.
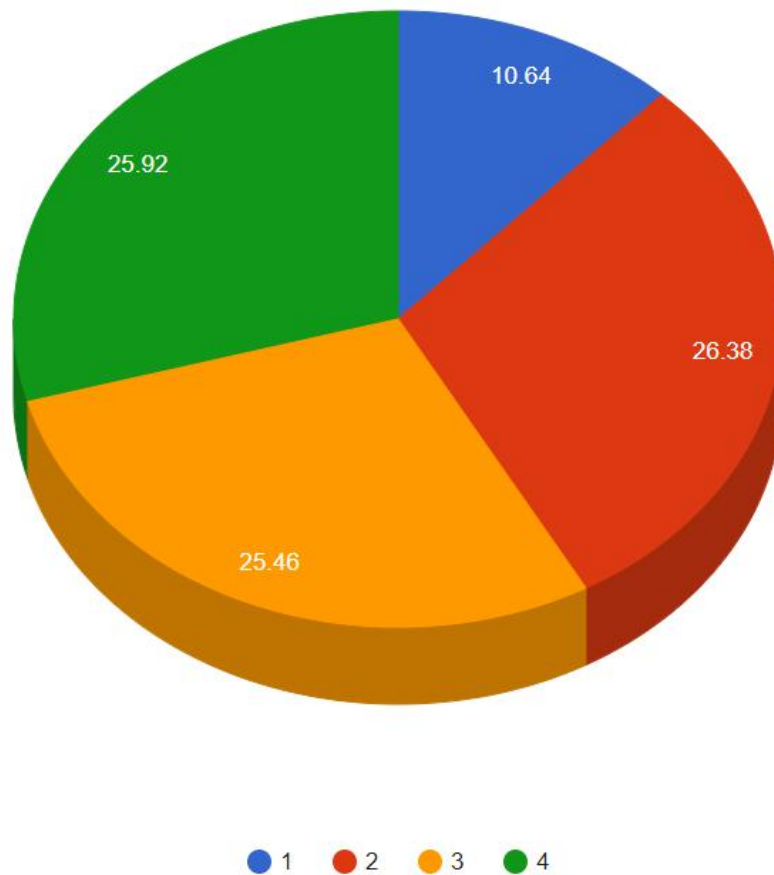
b- Writing

Figure 1.5: Writing Skill Rate

According to the figure above, the majority of learners think that writing is the third or the most difficult skill among other skills. (25.46%) find it the third most difficult, and over a quarter (25.92%) of the students rank it as the most difficult one.

c. Reading
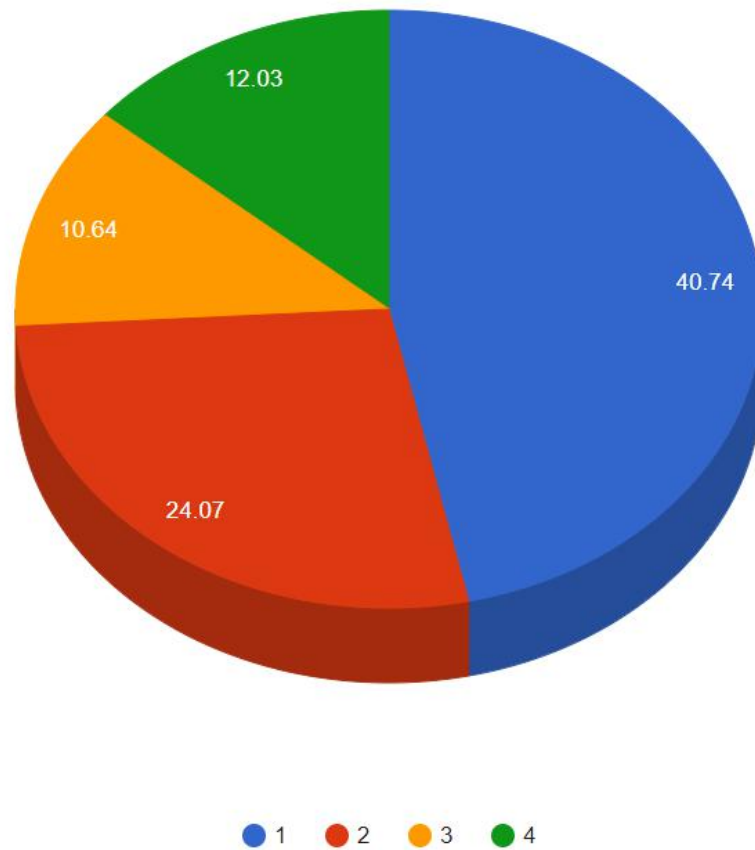
Figure 1.6: Reading Skill Rate

The figure above shows that the overwhelming majority (40.47%) of learners find reading the easiest skill for them.

d. Speaking:
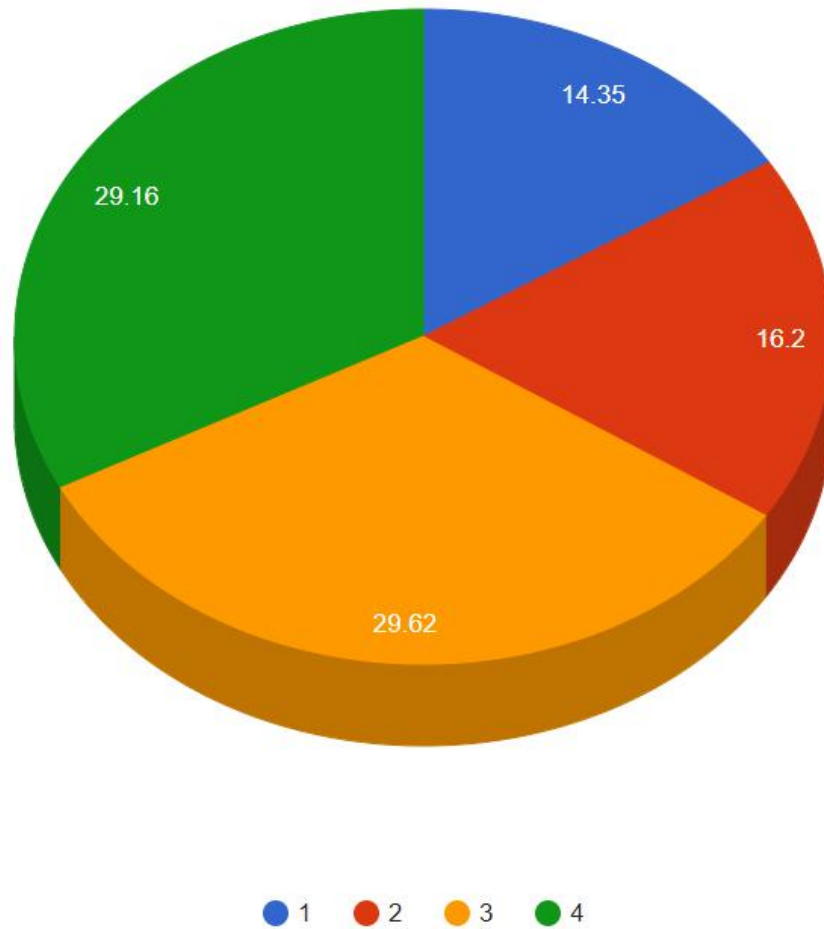
Figure 1.7: Speaking Skill Rate

This figure indicates that the highest percentages are of students who think that speaking is a very hard skill. (29.62%) rated it as the third most difficult, and nearly the same number (29.16%) of the students ranked it as the most difficult skill.

According to the analysis of the previous figures (figure 1.4 to figure 1.7), students find productive skills the most difficult. This means that the majority of students are not using the right methods to overcome the difficulties they face with these two skills.

Part B: Writing Skill

Q.2: How do you rate your current level of writing?
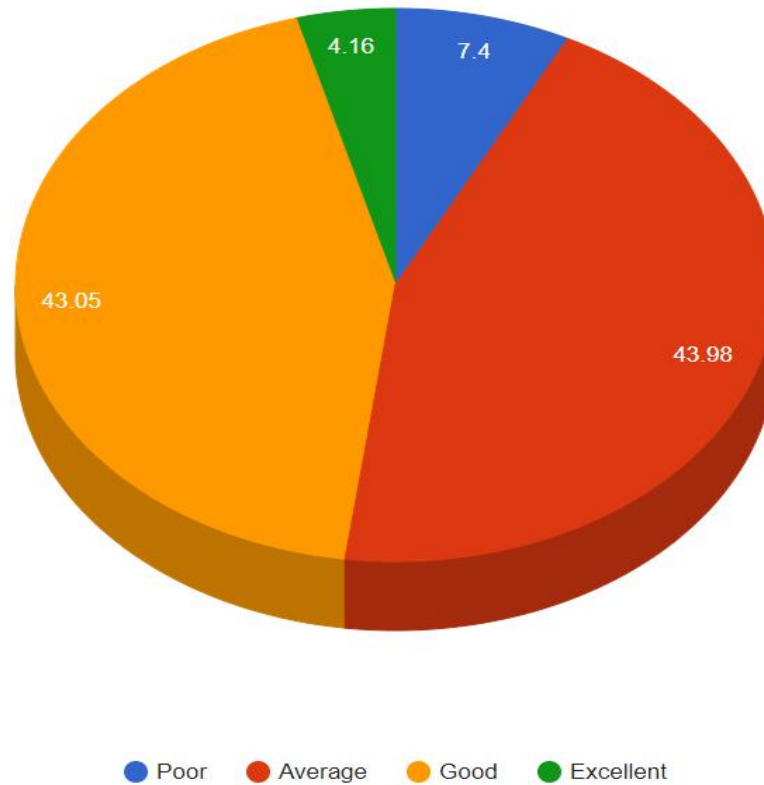
Figure 1.8: Students' Writing level

The results in the figure above indicate that the overwhelming majority of participants' writing levels range from poor to good. (43.98%) of students who think they have an average level, nearly the same number of students (43.05%) claim to have a good level, while (7.4%) have a poor level. The remaining students, a minority of (4.16%), have an excellent level. These results reveal that students are facing many problems when they write.

Q.3: Are you satisfied with your current writing level?
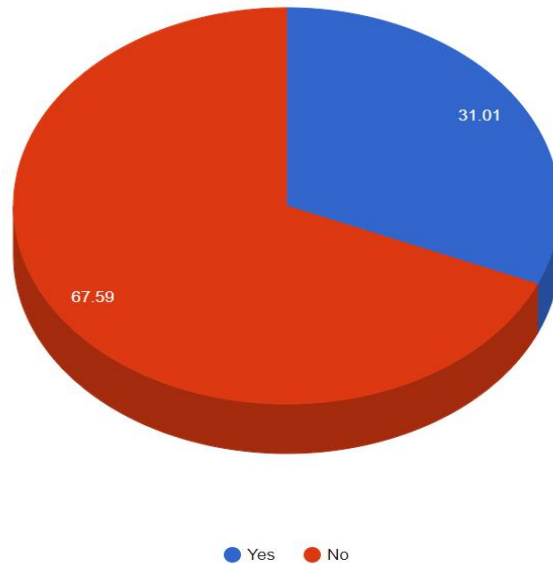
Figure 1.9: Students' Satisfaction with their Writing Level

This question aims to indicate whether students are satisfied with their level of writing or not. According to the obtained results, over half of the students (67.59%) are not satisfied with their level of writing, while only (31.01%) of them answered with "yes". This means that the majority of students are willing to get better at writing and, therefore, feel motivated to work through their writing problems and try new methods to encounter them.

Q.4:Do you think that reading enhances writing?
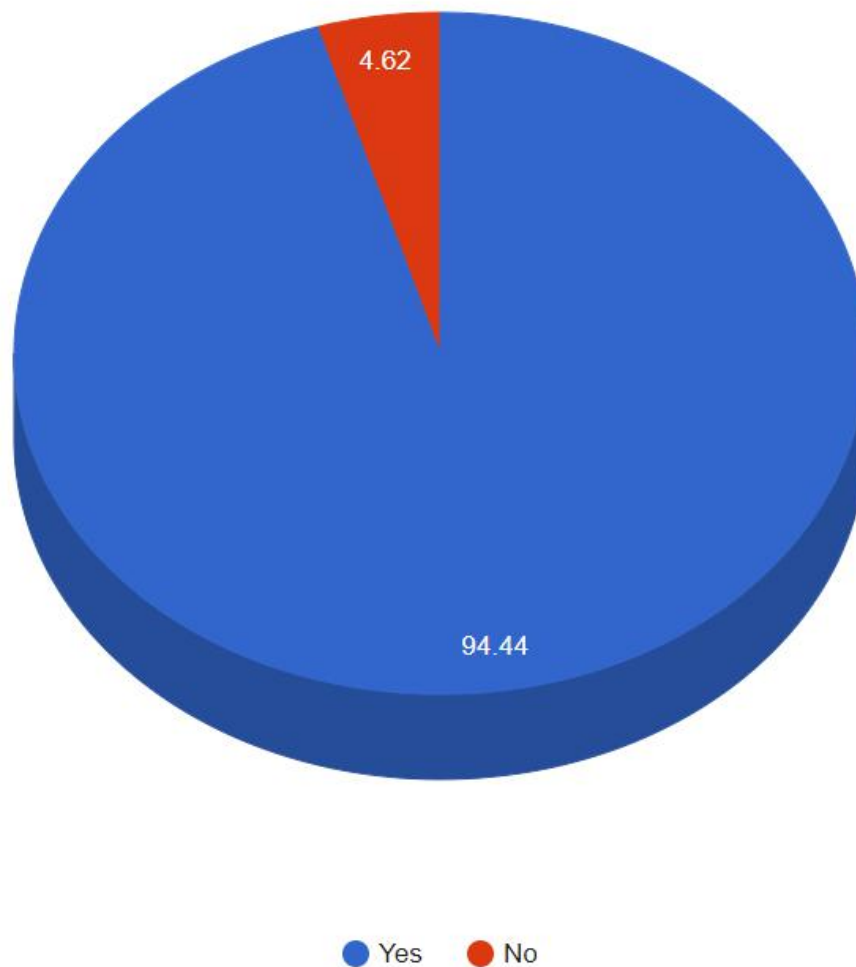
Figure 1.10: Students' Opinion about Reading Enhances Writing

In this question, learners are asked to give their opinions about the effectiveness of reading in improving their writing skills. As the figure demonstrates, the overwhelming majority (94.44%) of informants find reading helpful. However, a small proportion of them (4.62%) have an opposing opinion. This means that reading books or even captions can have a positive impact on learners' writing skill.

Q.5: What kind of difficulties do you face most when writing?
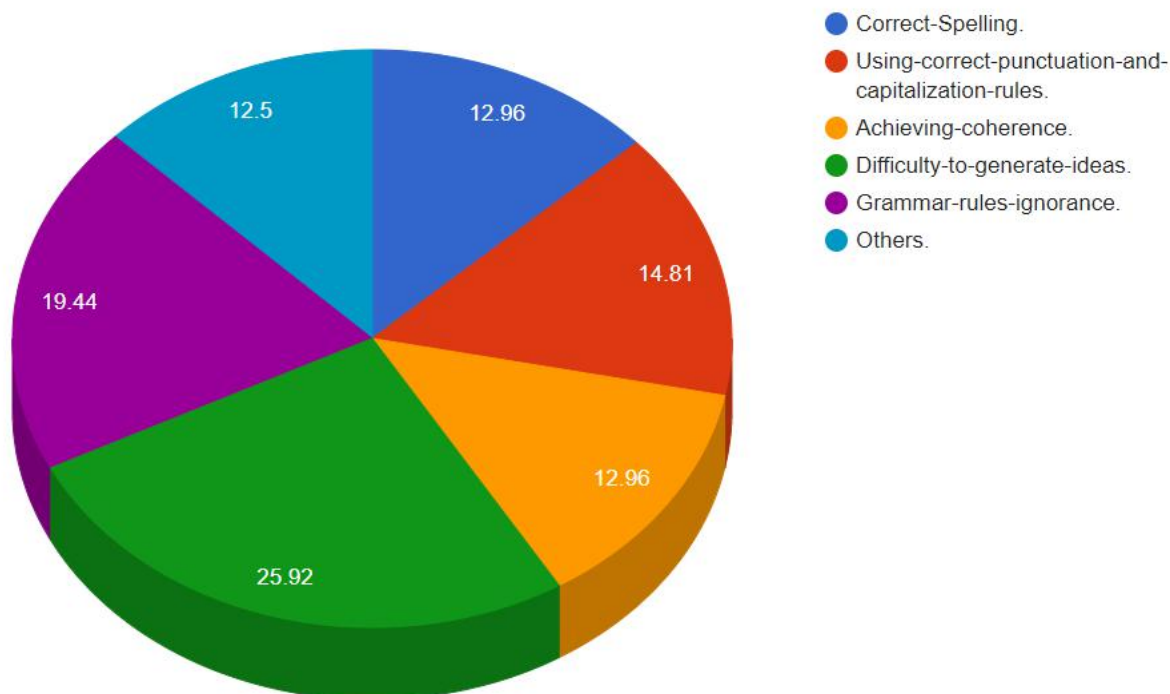
Figure 1.11: The Different Kinds of Difficulties during Writing

This question is designed to shed light on major problems learners face when they write. The result shows that over a quarter (25.92%) of the informants find it difficult to generate ideas when they write, most likely because they do not have enough knowledge and vocabulary to write about certain topics. It also shows that (19.44%) do not know the grammatical rules well, which may be because they find some difficulties in learning them. The rest of the students struggle with word spelling (12.96%), punctuation and capitalization (14.81%), and (12.96%) of students find it difficult to achieve coherence, probably due to the lack of reading. The remaining students (12.5%) face other problems.

Q.6:How can reading develop your writing skill?
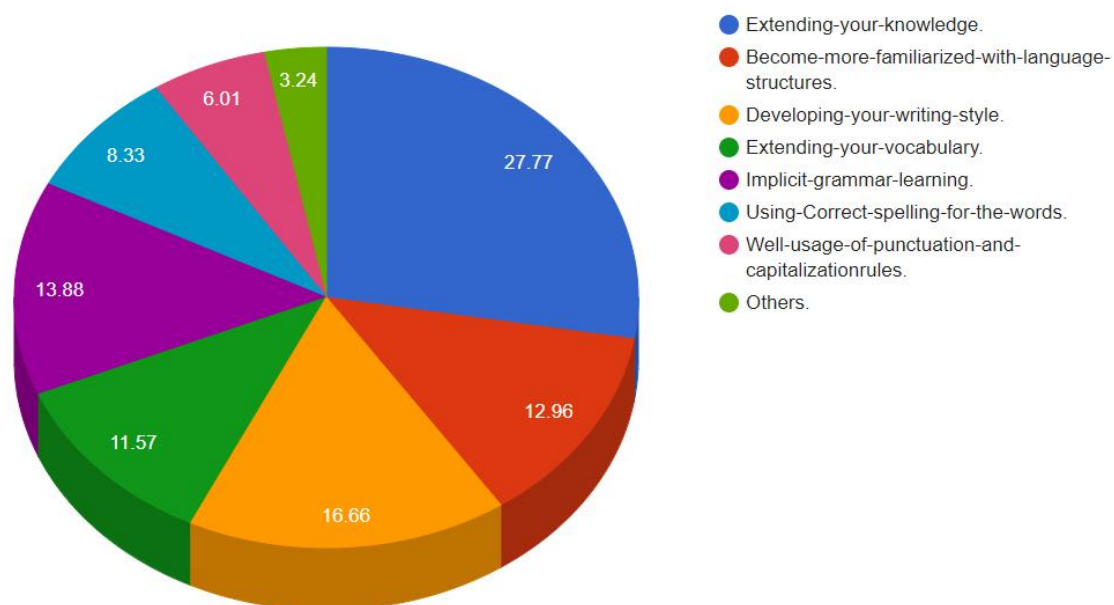
Figure 1.12: Different Ways in Which Reading Develops Writing

This question is designed for students who opted for a "yes" answer in the previous question. The results show that reading helps students encounter many of their writing problems. (27.77%) of informants claim that reading helps them extend their knowledge, while (11.57%) helps them extend their vocabulary. (16.66%) believe that reading develops their writing style, while some learners (8.33%) find it useful to learn words' spelling. Others (6.01%) learn from it how to use punctuation and capitalization rules properly. Of the remaining students, some of them (12.96%) contend that they become more familiar with language structure when they read, and the rest students (3.24%) benefit from reading in

other ways. Based on the findings, we conclude that reading helps students encounter many of their writing problems.

Part C: Speaking Skill

Q.7:How do you rate your current ability speaking level?
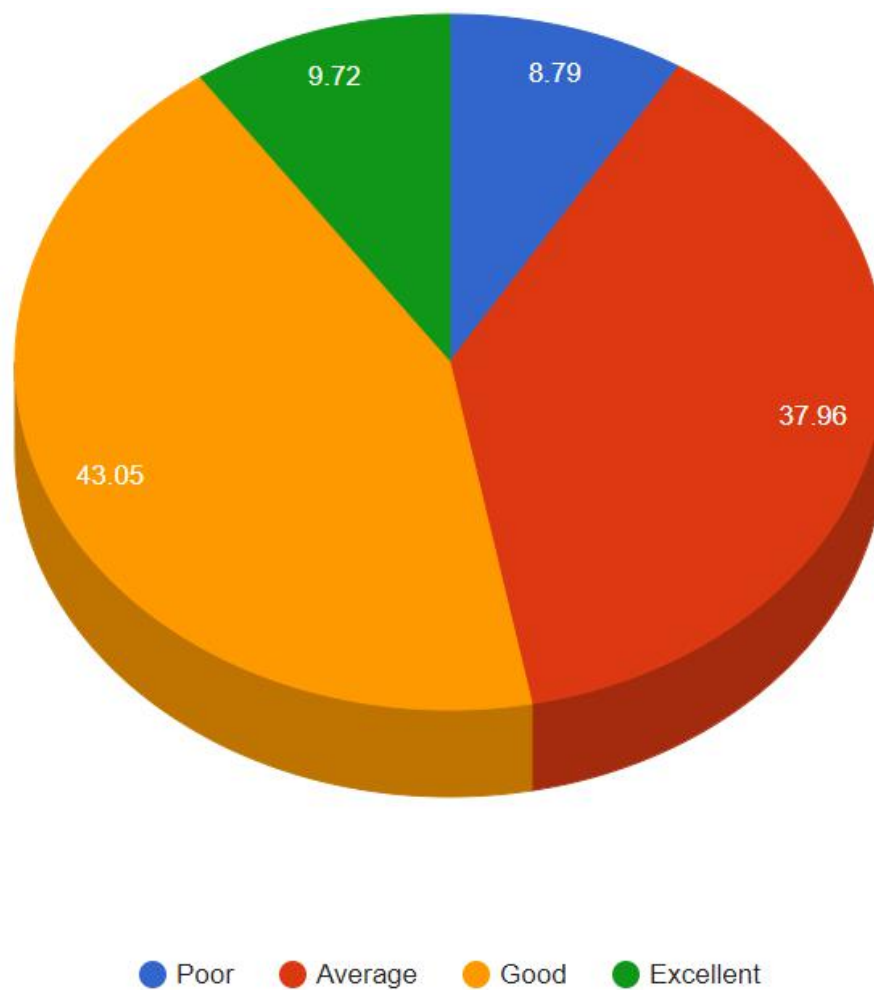
Figure 1.13: Students' speaking levels

The results in the figure above show that the overwhelming majority of students' speaking levels range from poor to good. (8.79%) of the students think they have a poor level, whereas nearly half (43.05%) of them believe that they have a good level, and over one-third (37,96%) claim to be average. The rest (9.72%) believe that they have excellent

communication skills. Based on the obtained results, we conclude that most learners are facing difficulties when they speak.

Q.8: Are you satisfied with your current speaking level?
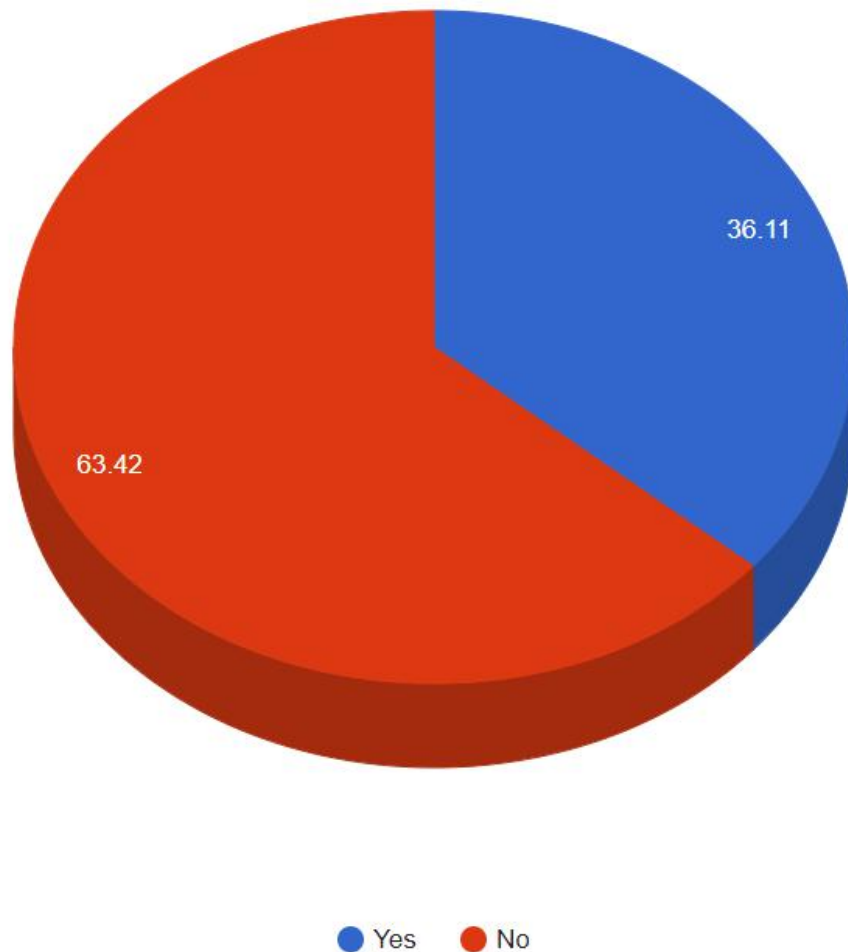
Figure 1.14: Students' satisfaction with their speaking levels

This question aims to indicate whether students are satisfied with their speaking level or not. According to the obtained results, (31.01%) of the students seem to be satisfied with their speaking level. However, over half of the participants (63.42%) are not happy with it. This means that the majority of students are willing to improve their communicative skills.

Q.10: Do you think that listening enhances speaking?
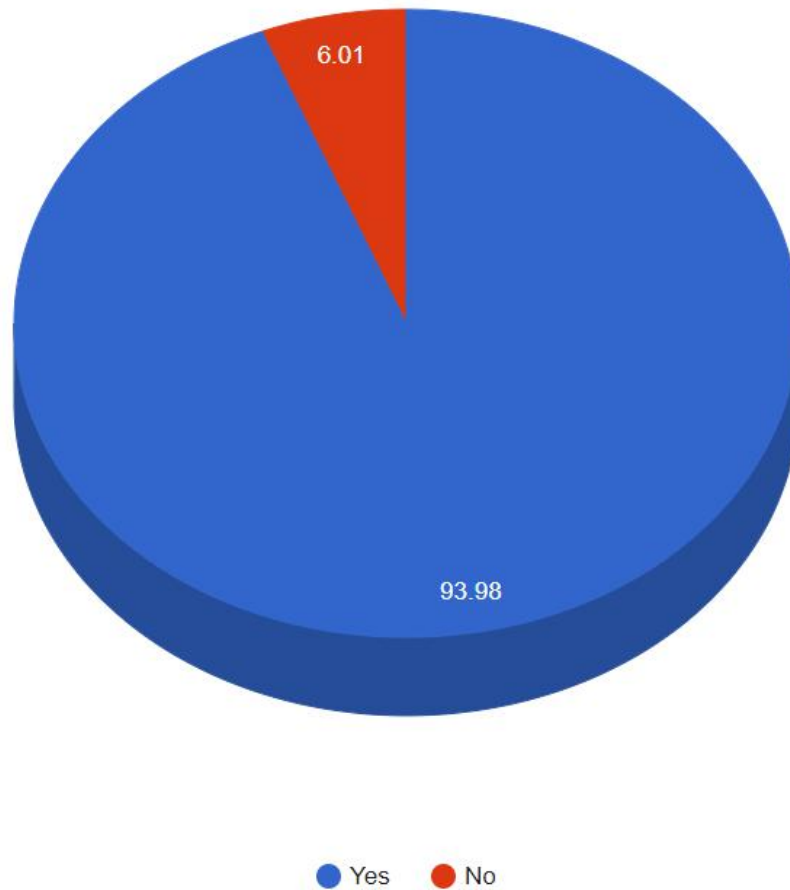
Figure 1.15: Students' Opinion about Listening Enhances Speaking

In this question, learners are asked to give their opinions about the effectiveness of listening in improving their speaking skills. As the figure demonstrates, the overwhelming majority (93.98%) of informants find listening helpful. However, a small proportion of them (6.01%) have an opposing opinion. This means listening to audios or watching videos of native speakers can be of great benefit.

Q.11: How can listening develop your speaking skill?
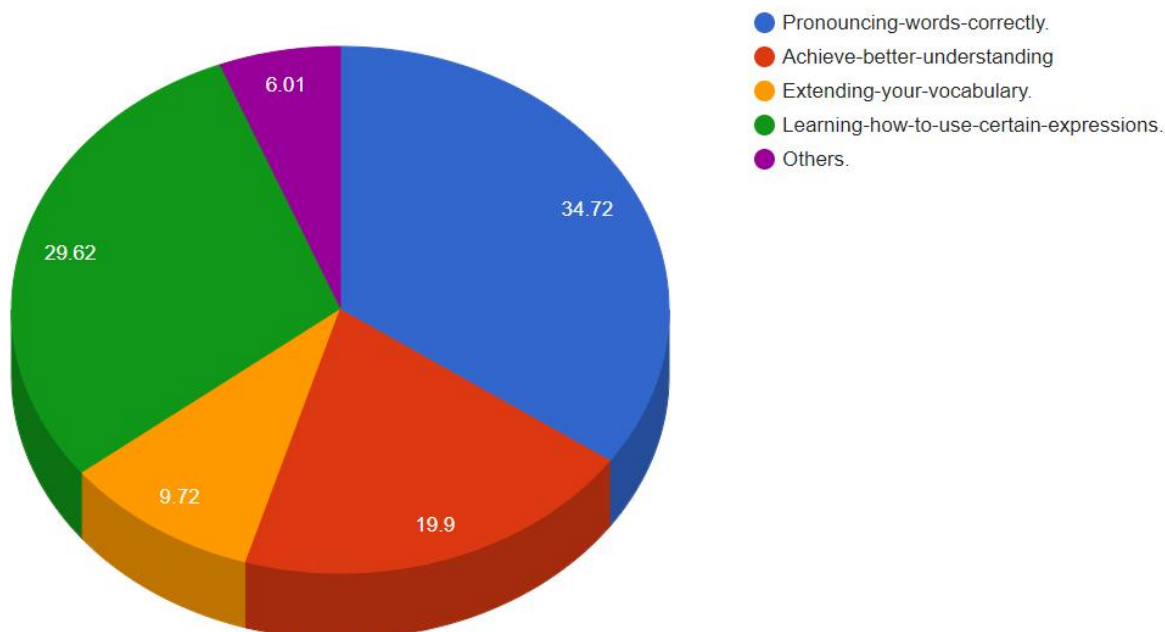
Figure 1.16: Different Ways in Which Listening can Develop Speaking

This question is designed for students who opted for a "yes" answer in the previous question. According to the figure above, over one third (34.72%) of the informants claim that listening helps them pronounce words correctly, while (9.72%) claim that it helps them extend their vocabulary. (19.09%) believe that listening helps them achieve a better understanding. Others (29.62%) find it useful to learn how to use certain expressions correctly. The remaining students (6.01%) benefit from reading in other ways. Based on the findings, we conclude that listening helps students encounter many of the difficulties they face when speaking.

Q. 12: What kind of learning materials do you prefer?
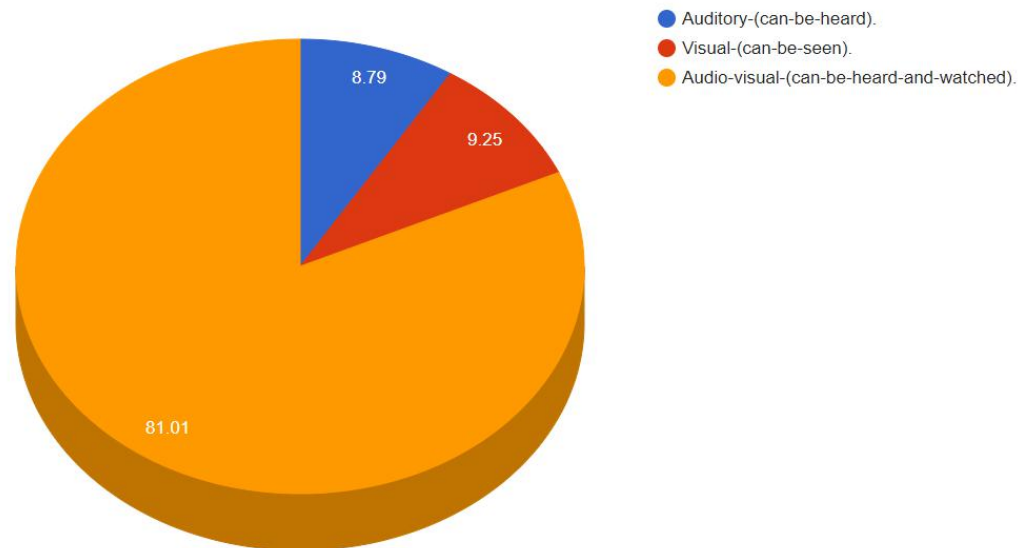
Figure 1.17 : Types of Learning Materials Students Prefer

According to what is revealed in the figure above, the overwhelming majority (81.8%) of learners prefer to learn using audiovisual materials, while the rest (9.3%) of them prefer using visual materials, and some (8.9%) prefer audio materials. This means that videos increase students' motivation to learn.

Section Three: English Subtitles

Q.1: How often do you watch English videos?
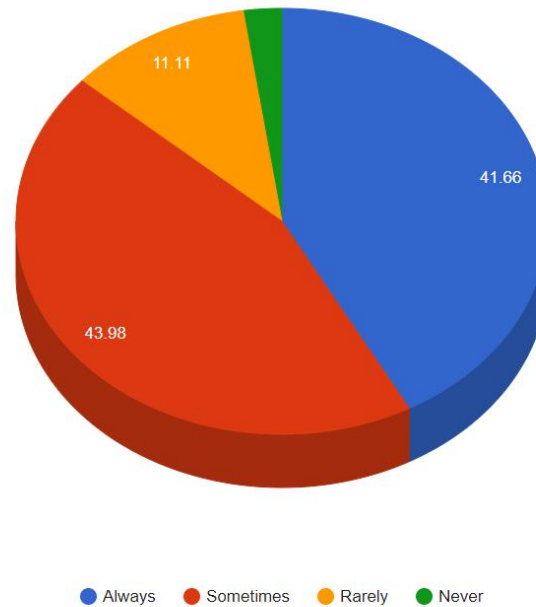
Figure 1.18: Frequency of Videos Attendance.

The figure demonstrates that 44,4% of the students answered with "sometimes". 42.1 % replied with "always". On the other hand, 11.2% rarely watch videos. While the rest (2.31%) do not watch videos. The result reveals that most of the students spend a respectable time watching videos. This means that students find watching videos enjoyable and interesting, which could motivate them in their learning process.

Q.2: Where do you usually watch English videos?
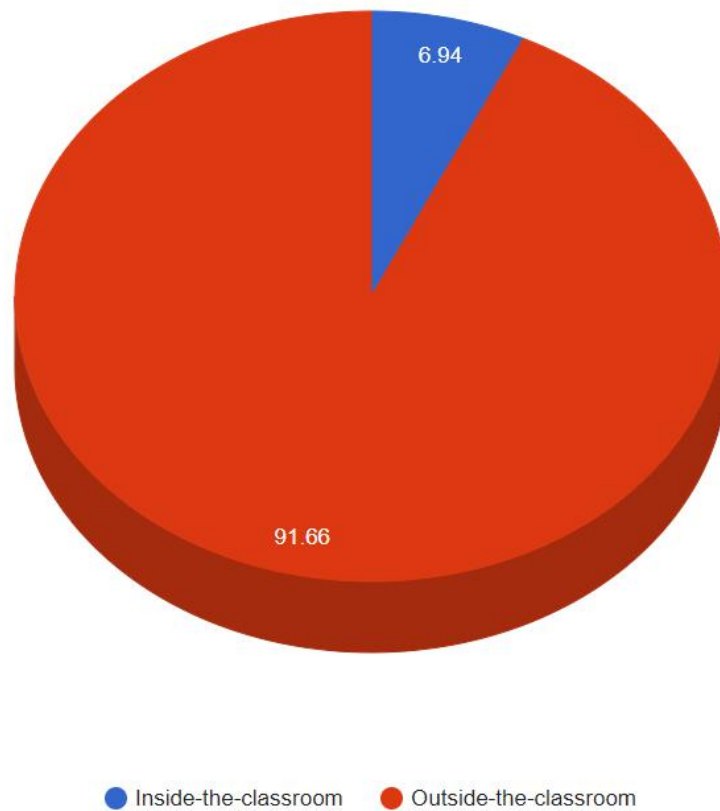
Figure 1.19: The Place in Which Students Usually Watch Videos

This figure indicates that nearly all participants (91.66%) most of the English videos they watch are out of educational settings. Only (6.94%) of them usually watch these kinds of videos when they are inside the classroom. This means that, unlike most other teaching materials such as educational books and articles, students enjoy using videos to learn even outside the classroom, and thus get more benefits from them.

Q.5: How do you like to watch Videos?
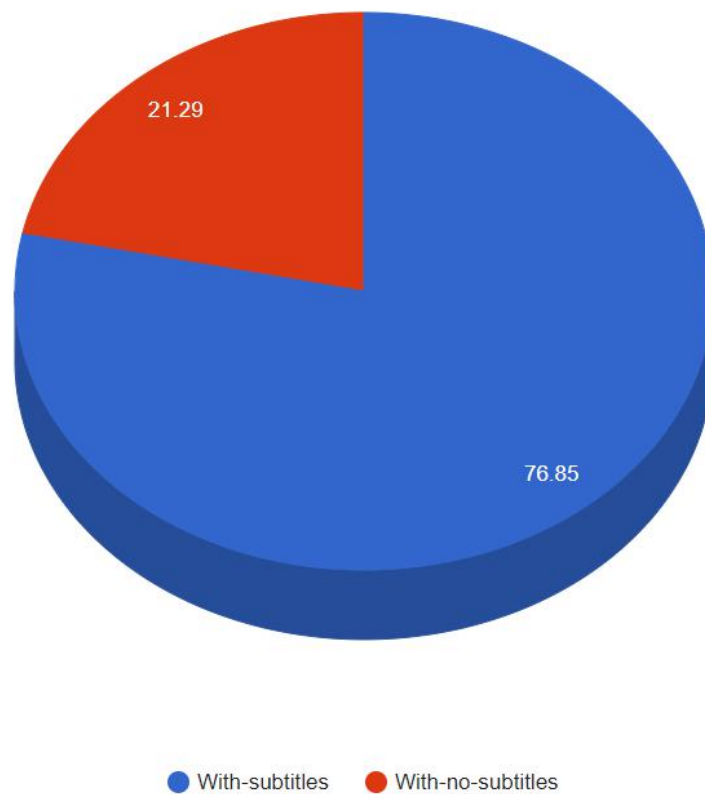
Figure 1.20: The Way Students Prefer to Watch Videos

The results above reveal that students (76.85%) prefer movies with subtitles, while (21.29%) of them think non-captioned movies are better. This indicates that students may face some difficulties in understanding and keeping up with the conversation between characters in the film. This is why they need captions as support for better understanding.

Q.6: If you watch English subtitled videos, which do you use most often?
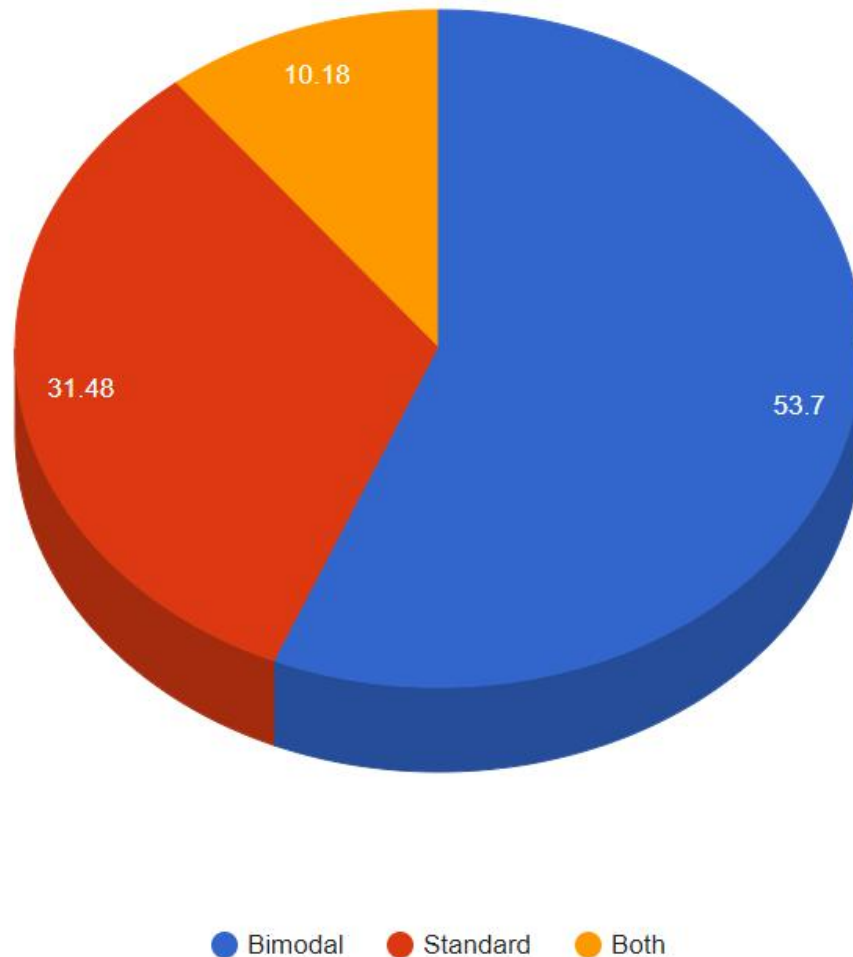
Figure 1.21: The Type of Subtitles Students Prefer

The question is designed to know which type of subtitle students prefer. Over half of the students (56.3%) prefer using bimodal subtitles, whereas (33%) of them choose standard. The rest (10.7%) use both of them. We can understand from this that students find bimodal subtitles more beneficial than the standard ones. This type of subtitling provides learners with more useful input such as new vocabulary, words spelling, sentence structure, and pronunciation, which all help them develop their productive skills.

**Section Four: The Role of Bimodal Subtitled Videos in Enhancing EFL Learners'
Productive Skills**

**Q.1: Please read the following statements and tick the relevant box closest to your
opinion.**

a. **Bimodal captioned videos help me overcome my speaking problems.**
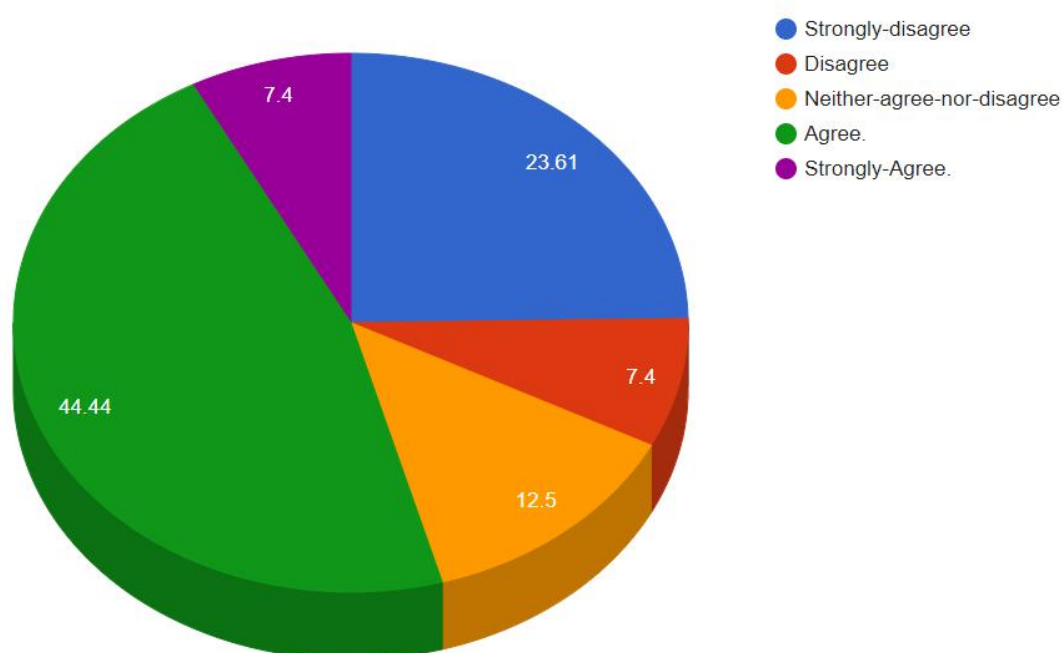
**Figure 1.22: Students' Opinion about Bimodal Captioned Videos Help Overcoming
Speaking Problems.**

The pie chart shows that (44.44%) or nearly half of the informants agreed that
bimodal subtitled videos help them overcome their Speaking Problems. (7.4%) the students
answered that they strongly agree with the statement. On the other hand, (23.61%) were
neutral, i.e., they were neither with it nor against it. However, (7.4%) of the respondents
disagree with the statement, and the rest (23.61%) strongly disagree with it. The obtained

results indicate that watching bimodal subtitle videos can help learners develop their speaking in many different ways.

b. Bimodal captioned videos help me overcome my writing problems.
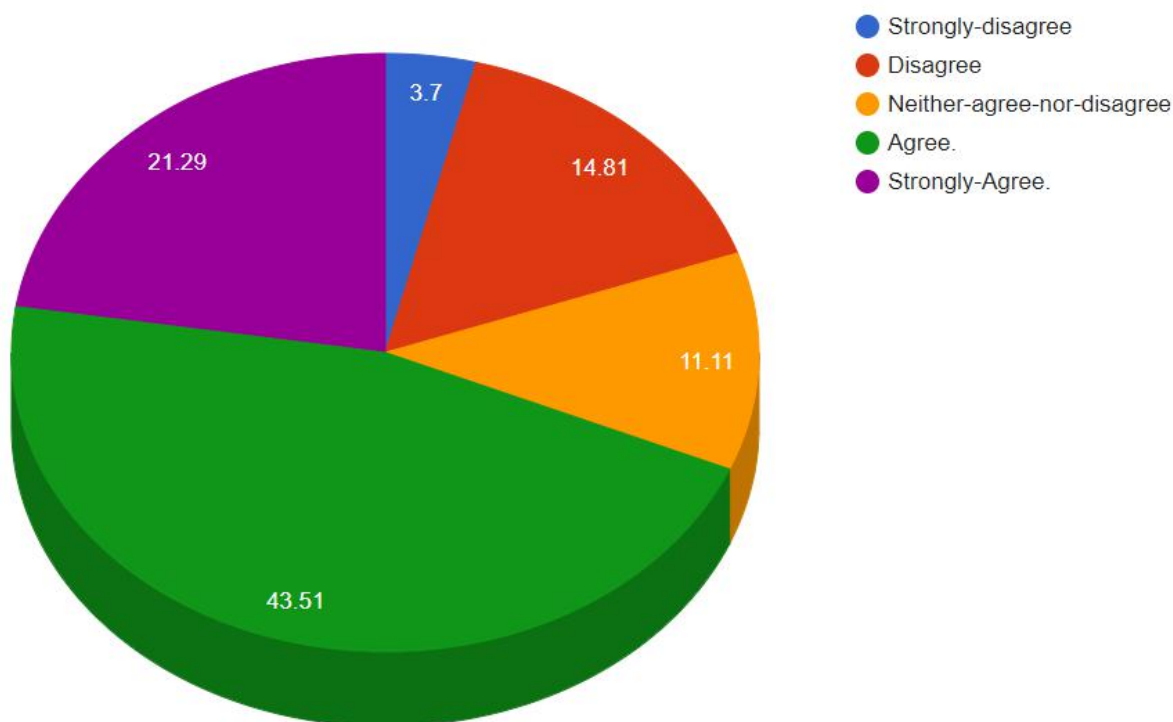
Figure 1.23: Students' Opinion about Bimodal Captioned Videos Help Overcoming Writing Problems

The data displayed in the figure above reveals that (43.51%) of the learners have agreed with the statement that bimodal captioned videos help them overcome their writing problems. (21.29%) strongly agreed with the statement. (11.11%) were neutral about it. Whereas (14.81%) of the students disagreed with the statement. The remaining students (3.7%) strongly disagree with the idea. We conclude that watching bimodal subtitle videos can help learners develop their speaking in many different ways.

c. Each Time I Watch a Bimodal Captioned Video my Spelling and Pronunciation of Words Improve..
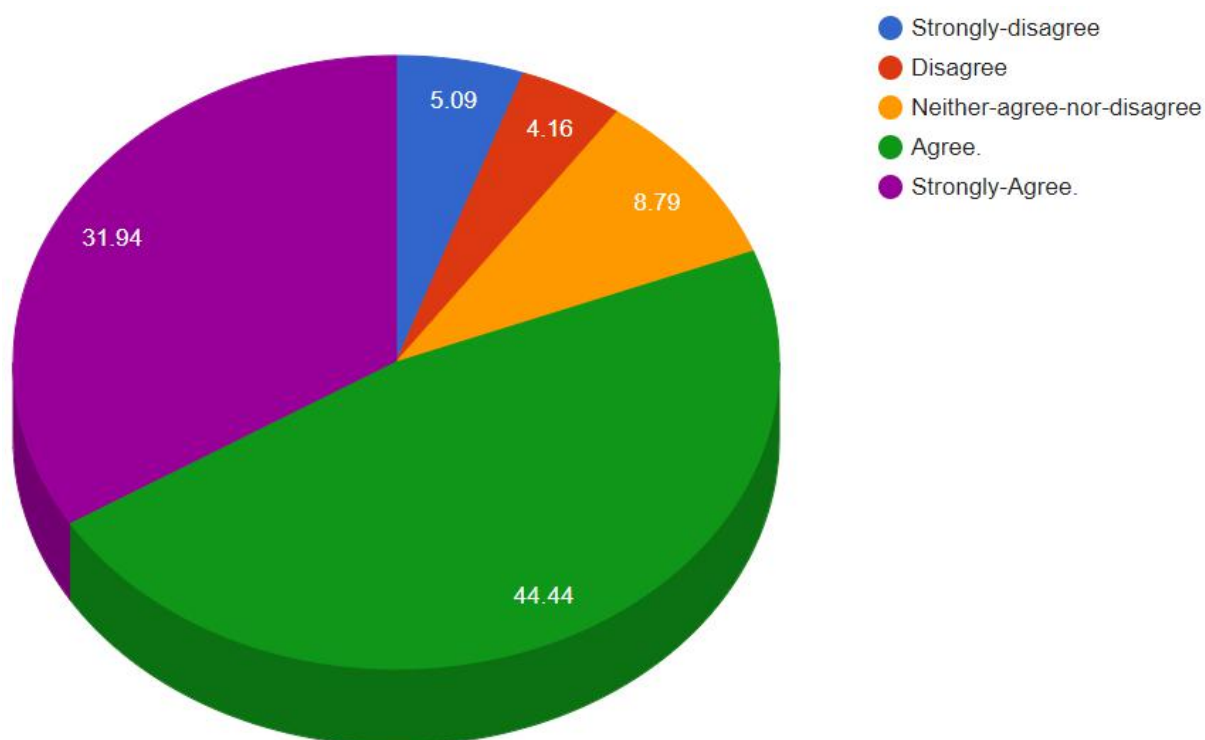
Figure 1.24: Students' Opinion about Bimodal Captioned Videos Improve Spelling and Pronunciation of Words.

The figure above states that nearly half (44.44%) of the participants agree that bimodal captioned English videos improve their spelling and pronunciation of words. 31.94% of the learners strongly agree with the statement. 8.79% of them were neutral about it. However, 4.16% disagree with the idea, and the rest (5.09%) strongly disagree. It can be concluded that students believe that bimodal subtitled videos are a great source of input, in which learners can see words written and hear them pronounced at the same time within a comprehensible context.

d. Bimodal subtitled videos help me acquire new vocabularies and learn how to use them.
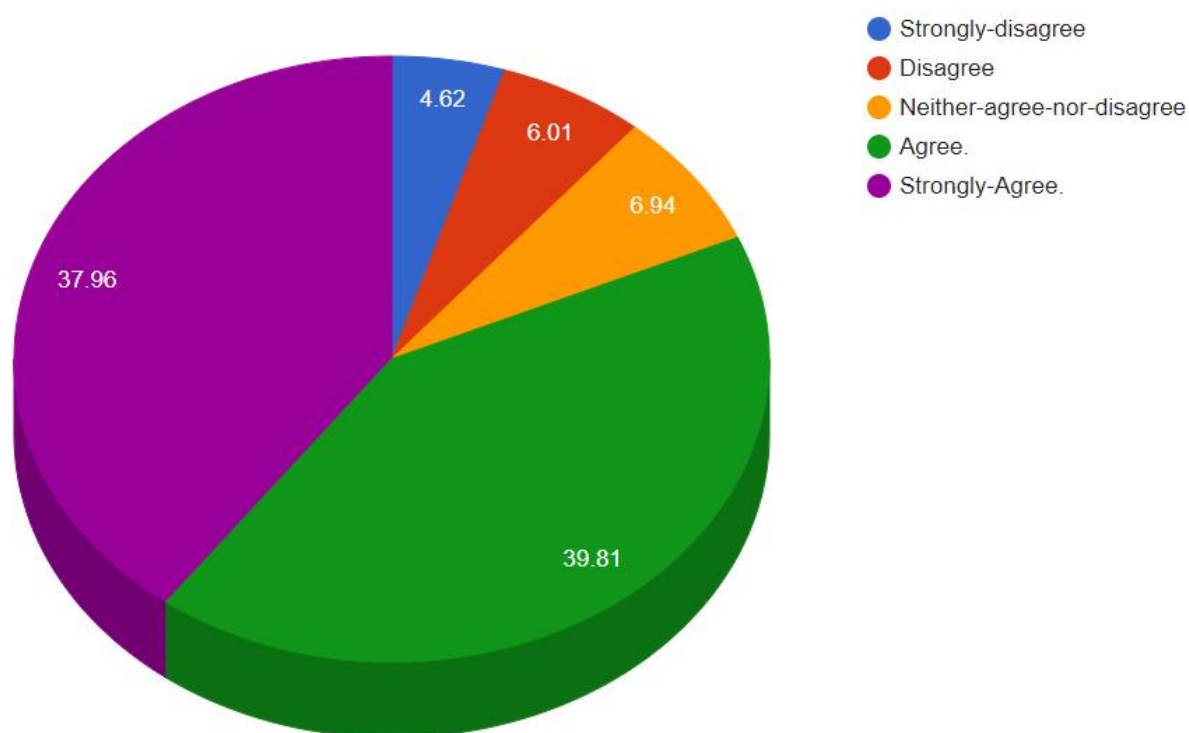
Figure 1.25: Students' Opinion about Bimodal Subtitled Videos Help them Acquire New Vocabularies and Learn How to Use Them.

The figure above indicates that (39.81%) of the learners have agreed with the statement that bimodal captioned English videos improve their vocabulary knowledge and use (37.96%) strongly agree with the statement. (6.94%) were neutral about it. Whereas (6.01%) of the students disagreed with the statement. Finally, (4.62%) strongly disagree with the idea. Therefore, we can say that students are highly thinking about using bimodal captioned English videos as a tool to improve their vocabulary knowledge and use since these videos help them acquire new words with their meaning, spelling, and pronunciation.

e. Bimodal Subtitled Videos Help me Improve my Grammar and Sentence Structure Formation.
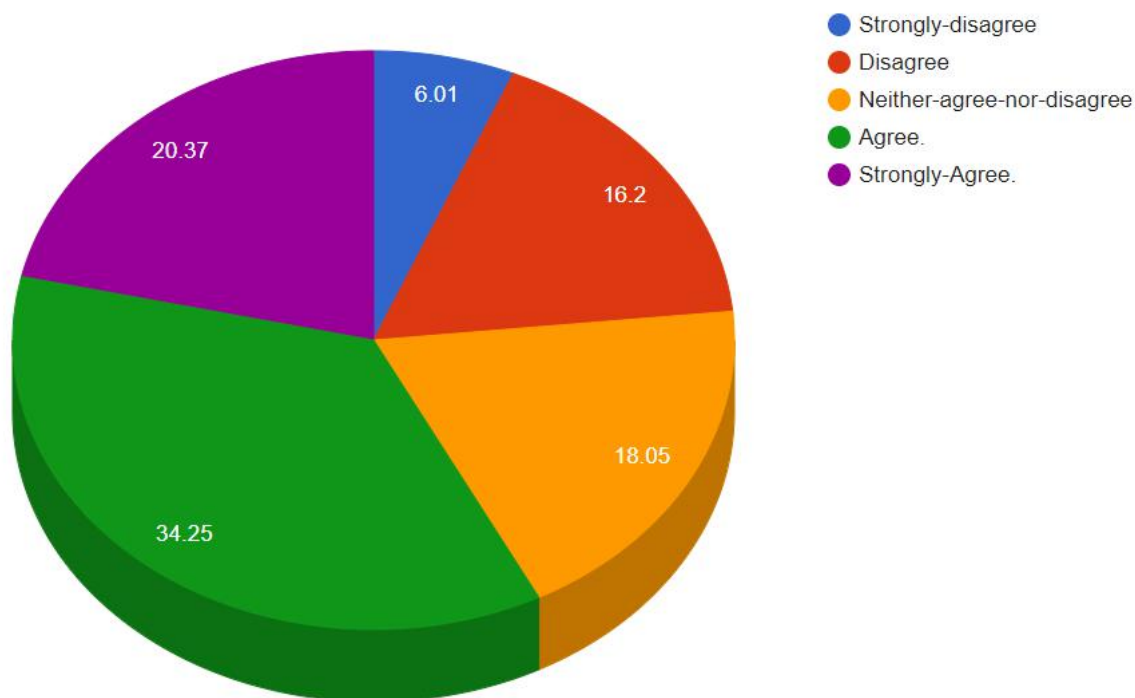
Figure 1.26: Students' Opinion about Bimodal Subtitled Videos Improving Grammar and Sentence Structure Formation.

The pie chart shows that one third of the informants (34.25%) agreed that bimodal subtitled videos help them improve their grammar and sentence structure formation. (20.37%) answered that they strongly agree with the statement. On the other hand, (18.05%) were neutral. However, (16.2%) of the respondents disagree with the statement, and the rest (6.01%) strongly disagree with it. The obtained results indicate that learners are highly aware of how to use bimodal subtitles as a language learning tool to enhance their speaking and writing skills.

f. Bimodal Captioned Videos Raise my Understanding of the Foreign Culture.
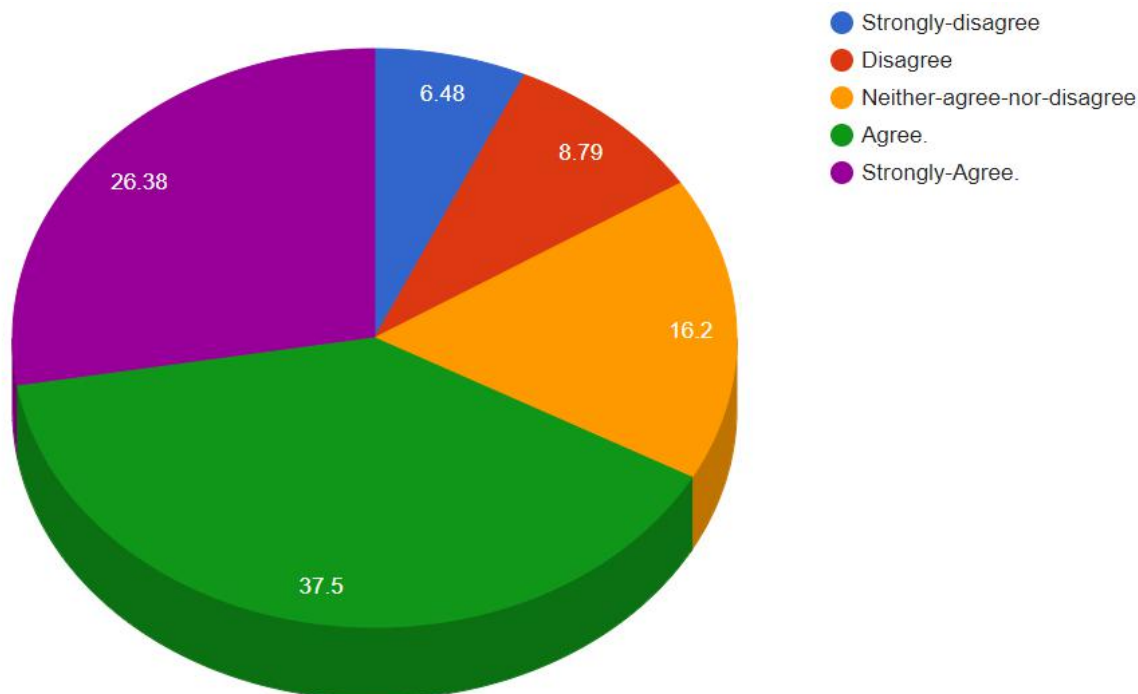
Figure 1.27: Students' Opinion about Bimodal Captioned Videos Raising Cultural Understanding of the Foreign Culture

The data displayed in the figure above reveals that (37.5%) of the learners have agreed with the statement that bimodal captioned videos raise their cultural understanding of the foreign culture. (26.38%) strongly agreed with the statement. (16.2%) were neutral about it. Whereas (8.79%) of the students disagree with the statement. The remaining students (6.48%) strongly disagree with the idea. Since most learners agree that bimodal subtitles increase cultural awareness, we concluded that bimodal subtitled videos are helping students gain an intercultural communicative skill.

g. Bimodal Subtitled Videos Keep me Motivated to Learn English
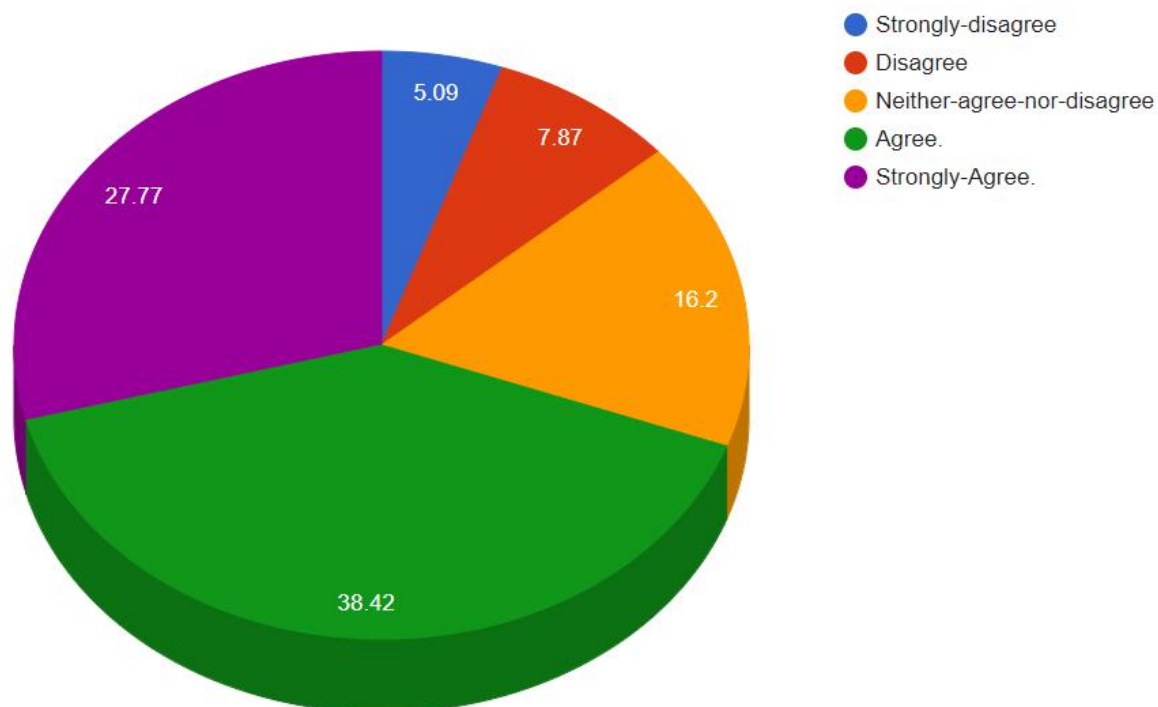
Figure 1.28: Students' Opinion about Bimodal Subtitled Videos Keeping them Motivated to Learn English

The figure shows that over one-third (38.42%) of the participants agree with the idea that watching bimodal captioned videos fosters their motivation to learn English as a foreign language. Over a quarter (27.77%) answered that they strongly agree with the statement. On the other hand, (16.2%) were neutral. However, (7.87%) of the respondents disagree with the statement, and a minority of (5.09%) strongly disagree with it. As a result, we can say that students indeed believe that the use of bimodal subtitles will foster their motivation.

Q.5: How often do you use words and phrases that you have learned from watching bimodal subtitled videos when you speak or write?
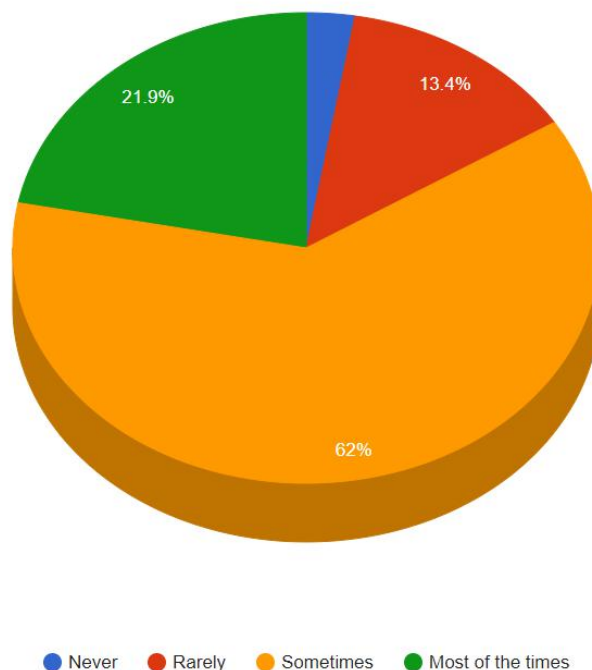
Figure 1.29: Students' Use of Words and Phrases when they Speak and Write

The aim of this question is to know how frequently learners utilize the words they acquire from watching videos. (53.7%) of the overwhelming majority of the students claim to use the words and phrases they learn from watching videos "sometimes." While (21.9%) of them use those words and phrases most of the time. However, (13.4%) rarely apply them, and a minority of (4%) of the students never use any words. This means they do not watch videos most often. The answers show that watching bimodal videos helps learners develop their productive skills.

2. Discussion of the Students' Questionnaire

The goal of this questionnaire is to investigate the role that English videos with bimodal subtitles play in enhancing the productive skills of students. Students with different educational degrees and varying levels of English agree that speaking and writing are the most difficult skills to master. We were able to identify the reasons by using this questionnaire. The majority of them said reading and listening can help improve their productive skills. Most prefer audiovisual material as a source of input over other sources. Many students are interested in watching videos that use subtitles outside of an educational setting, since this gives them an opportunity to watch videos about topics they are genuinely interested in. Results have proven that they know how to use videos to their advantage when it comes to language learning. The lion's share of students watch videos with bimodal subtitles and they keep them motivated, help them gain intercultural competence, give them a reference to improve their pronunciation and spell words properly and increase their vocabulary, which are all necessary to improve both speaking and writing skills. Therefore, bimodal subtitles are a key element in enhancing the productive skills of EFL learners.

3. Analysis of Learners' Interview

It is essential in analyzing the research collected data to follow the appropriate method to be able to highlight the main findings of the study effectively and in a short period of time. The chosen method is based on the nature of the final results that have been collected using one of the main research instruments. In this case, conducting the interview enabled us to collect qualitative data. Thus, the method that is going to be used to analyze the interviews' findings is the thematic strategy. This method can be established by reading the interviewees' answers and detecting any patterns or links between the responses. After highlighting the

keywords and extracting some themes, the next step is to build a framework for the selected themes.

The thematic method can be regarded as an excellent strategy to be integrated to analyze the qualitative data as it can detect any interrelationships between the answers of the respondents. The outcome of the thematic analysis is basically known as codes. Codes are the themes that have been identified while reading the responses. If the codes are defined after collecting the data and based on the respondents' answers, they are known as inductive codes, but if the codes are defined before collecting the data and without using the answers of the participants as a reference, they are called deductive. In this research study, inductive codes will be used as themes to be analyzed later on.

It is important to choose a code framework before initiating the analysis procedure. Selecting the appropriate code framework is based on the importance and the relationship between the themes. Accordingly, there are two major code frameworks: flat and hierarchical. The codes in the flat framework have the same level of importance and precision, while the hierarchical framework uses different layers to vary and divide the codes based on their significance and relatedness. Hence, a hierarchical code framework will be adopted because it will show clearly the importance and the interrelation between the codes. The hierarchical code framework of this thematic analysis is as follows:

- The role of English subtitles in developing the learners' English language proficiency level in writing and speaking

    ✓ Writing Speaking Issues and Solutions

    ✓ The positive impact of using English subtitles on the learners' productive skills

3.1. The role of English subtitles in developing the learners' English language proficiency level in writing and speaking

3.1.1. Writing Speaking Issues and Solutions

Although our major focus when designing the interview questions was on the role that English subtitles in the Friends series have on the productive skills, this did not prevent the respondents from sharing the positive impact that the audiovisual materials with English subtitles have on the receptive skills; reading and listening. Mary insisted on how the English subtitles increased her listening comprehension of the videos' content because she sometimes could not manage to catch the characters' talking due to the nature of the English speech patterns and the frequent use of connected speech by native English speakers. She has also mentioned that she has started having quality reading practice by following the captions. Indeed, exposure to audiovisual materials with bi-modal subtitling has a positive impact on the receptive skills, and this influence is one reason behind the development of the learners' productive skills. This means that speaking and writing skills can be improved through increased practice in listening and reading abilities, and this is exactly what English-subtitled videos do unconsciously.

Although the participants were not required to spot the light on only one problem, each of them had presented one major writing deficiency. This means that these problems are dominant and more frequent. Abby has stated that punctuation, which is a writing mechanical aspect, is one of her main writing problems that she tried to overcome through making some more reading activities. Mary mentioned spelling, which is also a mechanical feature of the writing system. In her attempts to find solutions to this problem, she stated that she has started learning words and memorizing their spelling as well as using English subtitles to

improve her pronunciation. Accordingly, Maryem seems aware of the effectiveness of using English subtitles to eliminate the spelling errors.

Concerning the speaking skill, each of the participants has identified one major speaking problem that they mostly struggle with. For Abby, she has stated that the lack of English vocabulary was a drawback that prevented her from communicating her thoughts effectively. As a solution to that, she frequently tries to use filler words to give herself the opportunity to think of something useful to say. This can be regarded as a good technique to use if learners run off words or ideas to say. Mary has mentioned that English pronunciation is a serious issue for her and she has decided to start practicing and producing the English sounds by repeating and imitating after listening to the speech of natives.

Both of the participants agreed that watching the series had helped them to improve their English. "It works wonders and you notice the progress right away," as Abby has claimed. Surprisingly, both participants have been using bi-modal subtitles while watching the Friends series. This absolutely helps to track the impact of using English subtitles on the writing and speaking skills. In explaining their decision to watch the series using English subtitles, Mary mentioned that using this type of caption has helped her improve her listening comprehension of the videos' content because beginners usually find it challenging to keep up with the native speakers' talk. While Abby has noticed that her spelling and pronunciation of the words have been improved via using the English subtitles by saying that "it is like killing two birds with one stone".

Mary has claimed that watching the series with bi-modal subtitles has helped her to avoid incorrect pronunciation and spelling of words and learn the hidden meaning of certain utterances by matching between the written text and the scenes. In the same vein, the English subtitles worked for her as a reference and a reminder of how words are written as well as a

solution to her lack of speaking practice. Abby shared the same opinions with the other respondents in terms of overcoming the spelling and pronunciation problems, but she went further in describing her learning experience by saying that her vocabulary repertoire has been enriched in parallel with the implicit acquisition of the grammar system of the English language.

3.1.2. The positive impact of using English subtitles on the learners' productive skills

In this descriptive study, participants of the interview have deliberately chosen to watch the Friends series, and based on that preference, they have been chosen to take part in this interview. So, why do they particularly choose to watch this show (Friends) though there are billions of other available programs that might contain rich content and even better filming quality? At the same time, why have they decided to continue watching the series? When individuals pick up a movie or any type of video to watch, it does not necessarily mean that they will keep on watching that video, especially if it does not grab their attention.

As for our respondents, it was clearly stated that they initially chose to watch the Friends series because of the funny dialog and the scenarios that took place mostly between the primary characters of the show. So all they wanted was to enjoy their time, yet Abby, who has been watching the series since 2018, has noticed that she has started to acquire the English language gradually. We used the term acquisition rather than learning because she was unaware of the learning process as it occurred, and she described it as "the best learning experience ever because I had the opportunity to learn real-life English away from the canned language that we learn in school". The type of language that the characters in the series have used is daily life English, which reflects real-life situations such as attending a wedding and meeting new friends. This enables the students to acquire new expressions and use them in different social contexts.

While Mary seemed willing to carry on watching the series because she sounded, from her tone, extremely motivated to speak about her learning experience while watching the series. She said that the verbal humor and the characters' funny reactions were attractive. Both of the participants had a positive attitude toward watching the Friends series with English subtitles because its content reflects their interests. That is why the process of selecting learning materials has great importance in helping learners develop their language proficiency.

The participants were exposed to the target language through two sensory channels; auditory and visual. However, the frequency and consistency of exposure to this audiovisual material among the interviewees were distinct. Abby had been watching the series for almost four years, which is a relatively long period of time, yet she was not committed to watching the sitcom on a daily basis. whereas Mary spent almost two weeks watching the TV program. In comparison to the time that Abby has spent in front of the screens watching the Friends series, Mary's time on screen while watching this program is extremely short. The respondents had different English language proficiency levels. This indicates that the more learners are exposed to the target language, the more their language abilities will improve.

Using a structured type of interview could not enable us to extend the discussion concerning the aspect of frequency while using authentic materials, which can be regarded as an obstacle that can prevent the researcher from extracting a massive amount of qualitative data, yet this type of interview enabled us to collect relevant and precise data for the research argument, which is about the role of English subtitles in improving the learners' productive skills. Nevertheless, we managed to observe and evaluate the speaking level of both respondents based on their pronunciation, grammar, and vocabulary during the interview.

We have noticed that Abby has a high speaking proficiency level. She has a good American accent, as she claimed that her American accent was an outcome of watching the series with English subtitles, in addition to her ability to express herself using a variety of words, idioms, and even proverbs; "it is like killing two birds with one stone," Abby said in describing her learning experience through watching the sitcom. Also, we were surprised with her ability to speak with little to no grammatical mistakes. Besides, it was easy and interesting to follow up with her while she was answering the interviews' questions. Basically, because she has often used filler words like "you know" to reduce the number of poses while speaking. This reflects the high level of accuracy and fluency in speaking that she managed to reach through watching the Friends series with English captions for a long period of time.

On the other hand, Mary has exhibited a poor speaking level. That showed up clearly through her struggles to express herself fully due to a lack of English vocabulary, and this was made clear through repeating certain words as well as hesitating while speaking. She has also been using some words incorrectly, besides detecting some serious grammar errors such as subject-verb disagreements and inappropriate use of tenses in her speech. Added to this, she was not able to pronounce certain words correctly. Until the time of conducting this interview (June 1, 2022), Mary, compared to Abby, had not watched the series for a long period of time (frequency), and this might explain her speaking deficiencies in comparison to Abby, who watches the show regularly.

The total time that both of the participants have spent watching the series has a direct impact on their speaking and writing abilities. This means that exposure to the target language is a crucial factor in developing learners' speaking and writing performance. However, learners cannot spend a long time using a material that they are not interested in; thus, using materials that best reflect the individual's personal preferences can help to

increase exposure to the target language; as a result, improving the learners' speaking and writing competency. Also, the use of English subtitles instead of Arabic ones helped the participants to improve their words' spelling and pronunciation. As a conclusion, using the appropriate English audiovisual material with English subtitles and for a long period of time can elevate the learners' speaking and writing capacities.

4. Discussion of the Learners' Interview

This interview aims to investigate the role of bi-modal subtitling while watching the American TV program Friends as a tool to enhance productive skills. After conducting and analyzing the responses, we noticed that the learners' cognitive abilities such as memory, attention, and thinking have enabled the learners to improve their word spelling and pronunciation as well as extend their vocabulary. Learners were able to hear how words are pronounced and see how they are written simultaneously. Besides, learning idioms and slang words was possible by focusing on the scenes and the written text and memorizing those expressions. Thus, increased exposure to authentic audiovisual materials can help learners acquire the target language. Besides, the learner's interests and abilities should be used as a reference in selecting the appropriate material. Using English subtitles while watching the Friends series can be regarded as an excellent method to support the learning process of the writing and speaking skills outside the classroom.

Conclusion

To sum up, this chapter covers the practical part of the current research study that aims to investigate the role of English subtitles as a tool to enhance the productive skills of EFL learners at Mila University Centre, where the American TV program Friends has been integrated into the study as an example. In collecting statistical and perceptional data, two major instruments have been employed; the questionnaire and the interview. The final results proved that the increased exposure to authentic audiovisual materials with English subtitles as in the Friends series is an effective method to improve the speaking and writing skills in terms of learning how to spell and pronounce words accurately along with the acquisition of new vocabulary and grammar rules of the target language. Learners' increased tendency to access audiovisual materials outside the classroom should be exploited through a reasonable selection of interesting videos with English captions to be integrated as part of the speaking or writing courses.

Limitations of the Study

We encountered several problems in the process of conducting this research. The first major problem we faced was having to change the title of the project. Originally, the study involved the American television show "Friends", but since there were not enough students that were aware of this show, it made it impossible to proceed. Not to mention, the small number of Friends' fans had schedules that conflicted with our own. Therefore, we were left with no choice but to change the title. However, making that decision presented new problems. The limited time, the large population, and the non-responsive students created a greater obstacle.

Study Recommendations

Based on the findings of this study and the analysis of the students' questionnaires and interviews, we suggest the following recommendations for students and for further research:

Recommendations for Students:

➢ Students should watch more subtitled English videos, especially Bimodal subtitled videos.

➢ Students should watch with the intention of improving their pronunciation of words and observing sentence structures.

➢ Students should use Bimodal subtitled videos as a tool to learn new vocabulary and improve spelling.

➢ Students should pay attention to body language, intonation, and other details that vary from one culture to another.

Recommendations for Further Research:

We suggest conducting the study using an experiment.

General Conclusion

Productive skills are comprised of both speaking and writing skills. Together, they make up every form of discourse regardless of whether it's spoken or written. Even though these skills are crucial for language learners, many of them struggle to develop them because they require continuous practice. This research aims to explore whether or not watching English videos with bimodal subtitles has a positive impact on learners' speaking and writing performance.

Two data collection methods were used to achieve the aforementioned aim. A questionnaire was administered to 216 EFL learners at Mila university; Department of Foreign languages. Furthermore, two EFL learners who regularly watch the American TV show "Friends" were interviewed to collect more data to reinforce the point.

This study consists of two chapters. The first being the theoretical part devoted to productive skills and videos with bimodal subtitles. And the second being the practical chapter, which contains the description, analysis, and discussion of the collected data.

The analysis of the students' questionnaire and interview revealed that watching lbimodal subtitled videos regularly helped EFL learners improve their speaking and writing skills. In addition, the majority of the participants have a positive attitude toward the use of bimodal subtitles in English videos as a method to overcome speaking and writing issues. Therefore, we highly recommend that EFL learners at Mila University integrate English Bimodal subtitled videos into their language learning routine.

Appendices

Master Two Thesis Questionnaire for EFL

Learners

Dear students,

You are kindly invited to be part of a research study by completing the following survey. This research aims to investigate the role of bimodal subtitled videos in enhancing EFL learners' productive skills (writing and speaking). The following questionnaire will take approximately 5 to 10 minutes. The collected data will remain confidential and used solely for academic purposes. Thank you in advance for your cooperation.

Note: please tick (√) the appropriate box and make full statements whenever necessary.

Section One: Background Information

1. **Specify your gender:**

   a. Male □   **b.** Female □

2. **Your entry-level of English is**

   A1/beginner   □   A2/ elementary   □

   B1/intermediate   □   B2/upper-intermediate   □

   C1/advanced   □   C2/proficient   □

3. **Specify your current academic year:**

    a. First-year student   □

    b. Second-year student   □   c. Master one student   □

    d. Third-year student   □   e. Master two student   □

Section Two: Productive Skills

A.

1. **Rate the following skills from the easiest to the most difficult, where the number 1 is given to the easiest, and 4 is given to the most difficult.**

    a. Listening   □   b. Writing   □

    c. Reading   □   d. Speaking   □

B. Writing Skill

2. **How do you rate your current ability to write?**

    a. Poor   □   b. Average   □

    c. Good   □   d. Excellent   □

3. **Are you satisfied with your current level of writing?**

    a. Yes   □   b. No   □

4. **What kind of difficulties do you face most when writing?**

    Correct Spelling   □   Using correct punctuation and capitalization rules   □

    Achieving coherence   □   Difficulty to generate ideas   □

Grammar rules ignorance ☐ Others ☐

Others:…………………………………………………………………………………

5. **Do you think that reading enhances writing?**

a. Yes ☐ b. No ☐

6. **How can reading develop your writing skill?**

a. Extending your knowledge ☐

b. Become more familiarized with language structures ☐

c. Developing your writing style ☐

d. Extending your vocabulary ☐

e. Implicit grammar learning ☐

f. Using Correct spelling for the words ☐

g. Well usage of punctuation and capitalization rules ☐

h. Others ☐

Others: …………………………………………………………………………………

C. Speaking Skill

7. **How do you rate your current level of speaking?**

a. Poor ☐ b. Average ☐

c. Good ☐ d. Excellent ☐

8.   **Are you satisfied with your current speaking level?**

a. Yes   □   b. No   □

9.   **Do you think that listening enhances speaking?**

a. Yes   □   b. No   □

10.   **How can listening develop your speaking skill?**

a.   Pronouncing words correctly   □

b.   Achieve better understanding   □

c.   Extending your vocabulary   □

d.   Learning how to use certain expressions   □

e.   Others   □

Others: ……………………………………………………………………………………

11.   **What kind of learning material do you prefer?**

a.   Auditory (can be heard)   □

b.   Visual (can be seen)   □

c.   Audio visual (can be heard and watched)   □

Section Three: English Subtitles

1. **How often do you watch English videos?**

    a. Always   □   b. Sometimes   □

    c. Rarely   □   d. Never   □

2. **Where do you usually watch English videos?**

    a.   Inside the classroom   □

    b.   Outside the classroom   □

    How do you like to watch them?

    a. With subtitles   □   b. With no subtitles   □

1. **If you watch English subtitled videos, which do you use most often?**

    a.   Bimodal (English video with English subtitles)   □

    b.   Standard (English videos with Arabic subtitles)   □

    c.   Both   □

Section Four: The Role of Bimodal Subtitled Videos in Enhancing EFL Learners'

Productive Skills

1.   Please read the following statements and tick the relevant box closest to your opinion.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
a. Bimodal captioned videos help me overcome my speaking problems.	□	□	□	□	□
b. Bimodal captioned videos help me overcome my writing problems.	□	□	□	□	□
c. Each time I watch a bimodal captioned video my spelling and pronunciation of words improve.	□	□	□	□	□
d. Bimodal subtitled videos help me acquire new vocabularies and learn how to use them.	□	□	□	□	□
e. Bimodal subtitled videos help me improve my grammar and sentence structure formation.	□	□	□	□	□
f. Bimodal captioned videos raise my understanding of the foreign culture.	□	□	□	□	□

g. Bimodal subtitled videos keep me motivated to learn English.	□	□	□	□	□

2. How often do use words and phrases that you have learned from watching English subtitled videos when you speak or write?

a. Never □

b. Rarely □

c. Sometimes □

d. Most of the time □

Thanks

Master Two Thesis Interview for Fans of the American Sitcom Friends

You are kindly invited to be part of a research study. This research aims to investigate the role of bimodal subtitled English videos in enhancing EFL learners' productive skills (writing and speaking). The collected data will remain confidential and used solely for academic purposes. Thank you in advance for your cooperation.

The Interview Questions

1. For how long have you been watching the famous American tv programme "Friends"?

………………………………………………………………………………....

2. Could you please describe your experience of learning English while watching the sitcom?

…………………………………………………………………………………

3. In your opinion, what is the most interesting thing about the series?

…………………………………………………………………………………

4. Have you started watching the series for learning English or for entertainment?

…………………………………………………………………………………

5. What kind of problems do you usually face when you speak or write in English?

………………………………………………………………………………

6. What methods do you usually use to overcome these problems?

………………………………………………………………………………

7. As a Friends' series fan, do you think that watching the series has helped you improve your English? (yes/no)

……………………………………………………………………………………

8. Have you watched the series using standard, bimodal, or both types of submitting.Why?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

9. If you have been using the English subtitles while watching the Friends series, what does this strategy add to your English learning experience?

……………………………………………………………………………………………………

10. What kind of speaking and writing problems have you overcome by watching the series with bimodal subtitles. Why?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Thanks

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Résumé

L'objectif principal de cette étude est d'enquêter sur le rôle des vidéos bimodales sous-titrées en anglais dans l'amélioration des compétences productives des apprenants EFL. La recherche a posé une hypothèse principale qui est que regarder des vidéos sous-titrées bimodales en anglais améliore les compétences productives des apprenants EFL. Afin de vérifier la validité de cette hypothèse, deux méthodes de collecte de données ont été utilisées. Tout d'abord, un questionnaire a été soumis à 216 apprenants EFL du département d'anglais de l'Université Mila. Deuxièmement, une interview a été remise à deux étudiants fans de la série américaine « Friends », dans la même université. Les principaux résultats de la recherche révèlent que les vidéos bimodales sous-titrées en anglais motivent et aident les apprenants EFL à améliorer leurs compétences productives

ملخص

تهدف هذه الدراسة بشكل أساسي الى تقصي دور مقاطع الفيديو الإنجليزية التي تحتوي على عناوين فرعية أصلية
اللغة في تعزيز مهارات التحدث والكتابة لمتعلمي اللغة الإنجليزية كلغة أجنبية. لهذا البحث فرضية رئيسية واحدة وهي أن
مشاهدة مقاطع الفيديو الانجليزية التي تحتوي على عناوين فرعية أصلية تعمل على تحسين المهارات الإنتاجية لمتعلمي
اللغة الإنجليزية كلغة أجنبية. لقد تمت الاستعانة بوسيلتين لجمع البيانات من أجل اختبار صحة هذه الفرضية. أولا، تم تقديم
استبيان إلى 216 طالب من قسم اللغة الإنجليزية في المركز الجامعي ميلة. ثانيا، تم انجاز مقابلة مع طالبين من نفس
المركز الجامعي والذين هم من محبي المسلسل الأمريكي"Friends" . تكشف نتائج البحث الرئيسية أن مقاطع الفيديو
الانجليزية التي تحتوي على عناوين فرعية أصلية اللغة تعمل على تحفيز طلاب اللغة الانجليزية ومساعدتهم على تحسين
مهاراتهم في الكتابة والتحدث.