

استخدام مقاطع الفيديو المترجمة الاصلية على يوتيوب وتأثيرها على تعلم المفردات

The Use of Authentic Subtitled Videos on You Tube and its Impact on Learning Vocabulary

Wassila GRAIA BOUKLIKHA

University of Tlemcen, Algeria; wassila.graia@univ-tlemcen.dz

ESP Teaching Laboratory

تاريخ القبول: 2022-12-22

تاريخ الارسال: 2022-11-05

المخلص:	معلومات المقال
تتغير التكنولوجيا باستمرار وفي الوقت الحاضر يتم استخدام العديد من الأجهزة التكنولوجية لتسهيل التدريس والحصول على المفردات. يهدف هذا العمل إلى التحقيق في تأثير مقاطع الفيديو المترجمة الاصلية على تعلم المفردات. ولتحقيق هذا الهدف، اخترت أداتين للبحث، هما استبيان للطلاب ولقاء مع الأساتذة. يتم تحليل البيانات المجموعة نوعيا وكما. وكشفت النتائج أن الطلاب كانوا مهتمين بتطوير مفرداتهم من خلال مقاطع فيديو مترجمة، كما أكد الأساتذة على دور هذه الفيديوهات لتطوير مفردات المتعلمين.	تاريخ الارسال: 2020/...../..... تاريخ القبول: 2020/...../.....
	الكلمات المفتاحية: ✓ مقاطع فيديو أصلية؛ ✓ يوتيوب؛ ✓ المفردات.
<i>Abstract :</i>	<i>Article info</i>
<i>Technology is constantly changing and nowadays, several technological devices are used to facilitate teaching and acquiring vocabulary. The present work aims to investigate the impact of authentic subtitled videos on learning vocabulary. To achieve this aim, the researcher opted for two instruments of research, a students' questionnaire and a teachers' interview. The data collected are analyzed qualitatively and quantitatively. The results revealed that the students were interested in developing their vocabulary through subtitled videos and teachers also affirmed the usefulness of such videos to enhance their learners' vocabulary.</i>	<i>Received</i> <i>Accepted</i>
	Keywords: ✓ Authentic videos ✓ You tube ✓ Vocabulary

1. Introduction

To cope with the 21st century and the high development of technology, it is important to implement Information and Communication Technology (ICT) in teaching and learning language skills, especially vocabulary. The use of technological devices raises the learners' motivation to learn and enrich their vocabulary. From those devices, You Tube is a video sharing web site that learners seem to appreciate and use frequently.

Because of the learners' lack of vocabulary, they find themselves handicapped to learn a foreign language and improve their level in that language, here English. The purpose of this study is to explore the impact of using You Tube subtitled videos on learning vocabulary and examine the effectiveness of doing so.

The treatment design of the current study revolves around the following research questions:

- 1) What is the students' attitude toward learning vocabulary via You Tube subtitled videos?
- 2) How can subtitled videos on You Tube enhance students' vocabulary?

The research questions above led to the formulation of these hypotheses:

- 1) The students' attitude toward learning vocabulary via You Tube subtitled videos may be positive since students are aware of the usefulness of technology in their daily life and particularly in their studies.
- 2) Subtitled videos on You Tube enhance students' vocabulary by acquiring and recognizing new words, developing their writing and reading skills and raising their motivation to learn. They can also enhance their fluency and practice their listening abilities and increase their acquisition of linguistic competence that produces accuracy.

2. Literature Review

In fact, vocabulary learning has improved recently because of the huge advancement in technology. Watching subtitled videos on You Tube seems to be an effective strategy to overcome learners' language weaknesses and lack of vocabulary as well.

Corresponding author: Wassila GRAIA BOUKLIKHA,

2.1. Information Communication and Technologies

ICTs refer to technologies that allow information via telecommunication. In education settings, ICT adoption is usually seen as a highly challenge that usually encounters resistance by schools. Although it is largely believed that decades of large investments in ICTs and the increasing digitalization of teaching and learning processes can benefit the education system at different levels, data to support the perceived benefits are limited and evidence of effective impact is elusive or even debatable (Bocconi, S., Balanskat A., Kampylis P., Punie Y. , 2013). In fact, innovation and education nowadays go hand in hand and innovative education becomes as important as said by (Pedro, 2010, p. 12) ‘any dynamic change intended to add value to the educational processes and resulting in measurable outcomes, be that in terms of stakeholder satisfaction or educational performance’.

At present ICT is considered as an important means to encourage new methods of teaching and learning as well. It should be used to develop students' skills for cooperation, communication, problem solving and lifelong learning (Plomp, Tj., Ten Brummelhis, A.C.A., Rapmund, R., 1996). In addition, by using ICT, teachers are making their lessons more interesting, easier, more diverse, more motivating and more enjoyable. ICT enhances higher education in a number of ways:

- It enables the effective storing/sorting of information, and can offer new fast ways of communication;
- It enables the reduction of information quantity towards a higher quality and better structure;
- It can be integrated into teaching and learning strategies – and used to support relative learning theories;
- ICT (computers, Inter and Intranet) can be used to create new types of interactive learning media for improved quality, equity, and access in higher education (Rosswall, 1999).

With the development of technology and the widespread availability of internet, accessing social media is no more a challenge and has facilitated teachers to design inspiring lessons. One form of social media, used in teaching English, is You Tube.

2.2. An Overview on You Tube

You Tube was created by Chad Hurley, Steve Chen and Jawed Karim on February 2005. In 2006, it was bought by Google and became the second popular website. It is a web 2.0 sites that is primarily based around video sharing, commenting and viewing (Brook, 2011). In this context, it is a video sharing website that allows users to upload their own videos and watch videos posted by others. Accordingly, “You Tube.com is a free online website on the internet that affords to

store and display video clips for watching and sharing. It includes several videos such as, educational, entertainment, political, historical, medical and personal (Watkins, J. & Wilkins, M., 2001).

2.2.1. Types of You Tube Videos

The huge amount of videos available on You Tube is helpful for EFL learners to improve their language skills such as:

2.2.1.1. Movies

Movies or films are considered as ones of the most useful resource in the teaching- learning process. They can also promote learners' motivation to language learning better than a course book via attractive images and sounds. In this vein, (Hornby, 2006) stated that "a movie means a series of moving pictures recorded with sound that tells the story, shown at cinema/movie." In fact, a movie can help to educate, entertain and also inspire the readers' international language. Moreover, it can be used as a source for the learning- teaching process by stimulating students' receptive and productive skills. Accordingly, (Herron, C., & Hanley, J., (1992) state that using movies in EFL classrooms concerns contextual information that stimulates knowledge and the four skills activities in the classroom as well.

2.2.1.2. Music

Music plays an important place in human life. According to (Dorrel, 2005), music is what people produce and respond to. In fact, music is considered as one of the most motivational means that create an environment where learners become stimulated and relaxed. In this line of thought, (Hornby G. , 1990) states that a song is a unlimited language package containing culture, vocabulary, listening, grammar and a host of other language skills in rhymes only.

2.2.1.3. Documentary Videos

Documentary videos have educational values which are useful to scholars, teachers and learners since they contain formal English. Accordingly, "the documentary film is highly planned program which presents facts and opinions about a single subject" (Soong, 2012, p. 133).

2.2.1.4. Authentic Videos

Authentic videos are initially produced information or entertainment and not typically education. Authentic English-language audiovisual amusement and media became available to nearly everyone, and online services like YouTube quickly became tremendously widespread all over the world. The use of authentic videos accomplishes ideal language-learning setting because it familiarizes learners with cultural and social norms of English-speaking countries. According to

(Allan, (1985) “It presents realistic slices of life, gets students into talking, provides visual support, and offers variety and entertainment “.

2.3. *Subtitle*

Subtitled videos generally mean a translation of the audio track in a written text at the bottom of the screen. According to (Reich, 2006) subtitling is a branch of translation called audio-visual translation where the viewers read those subtitles and watch the images and listen to the dialogue at the same time.

Subtitles are regarded as helpful teaching tools in learning a foreign language because when students watch videos, they feel confident and in a safe learning environment as well. As (Vanderplank, 1988) stated:

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

2.4. *The Importance of Authentic Subtitled Videos in EFL Classroom*

The application of authentic videos in EFL classroom is essential because they reveal the real-life language of the native speakers. The subtitling, as pedagogical tool, has a crucial role in a better understanding of the input.

The use of authentic subtitled videos in EFL classroom helps students to be more motivated, decreasing their level of anxiety and stress when dealing with unfamiliar words. In addition, it allows teachers to introduce diversity and why not reality into the classroom. Moreover, after watching subtitled videos, students can take their own contextual knowledge and experience into the classroom. According to (Bird, S., A., & Williams, J., N., 2002) subtitled videos are very useful tool for learners to learn new words and enjoy films or documentaries from other cultures and countries.

2.5. *The Impact of Authentic Subtitled Videos on Learning Vocabulary*

Vocabulary acquisition is one of the most dominant components of developing effective communication and literacy skills. In the context of using subtitled videos in learning vocabulary, it is argued that “combining text with visuals is more effective in facilitating vocabulary learning than providing only definitions of words” (Akbulut, 2007). In the same vein, (Gray, 2013) claims that YouTube is so important for learning since it allows learners to foster their learning development through listening, speaking, reading and writing.

3. *Methodological Considerations*

The current study is a case study of 1st year License students in the Department of English, at Tlemcen University, Algeria. A case study is often used in social and educational research. It is generally used to generalize the research findings as illustrated by Nisbet and Wall (1984), cited in (Bouklikha, 2016, p. 35). To carry out the present research, a students' questionnaire and a teachers' structured interview were used.

3.1. Sampling

The sample refers to a smaller, convenient version of a larger group. It is considered a limited portion of a statistical population with studied properties to have information about the whole population (Webster, 1985).

The students' sample consists of fifty-eight first year license students in the English Department at Tlemcen University while teachers' sample is composed of eight teachers from the same department. Those samples are chosen to collect data from both teachers and students about the issue under study.

3.2. Instrumentation

In order to collect data in the current investigation, two instruments of research were used; a students' questionnaire and a teachers' interview. The primary method of inquiry used in this study was a questionnaire completed by first year License students in the English Department, at Tlemcen University. The main purpose of this instrument of research is to explore the students' attitude toward learning vocabulary via You Tube subtitled videos and how those subtitled videos on You Tube can enhance students' vocabulary. A structured interview, as a second tool of research was addressed to eight teachers from the same department, whatever the subject they teach. Its aim is to know the teachers' attitudes towards using subtitled videos in order to enrich students' vocabulary.

According to Richards (2005, p. 60, as cited in (Bouklikha, 2016, p. 135), he explains that: "Questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with a large number of subjects, and they obtain information that is easy to tabulate and analyse." Therefore, this instrument of research seems convenient to gather data from the sample group of participants. To better understand the current situation, another instrument of research was designed which is the teachers' interview. For instance, Mackay cited in (Bouklikha, 2016) strongly favours this method in collecting data, asserting that:

Firstly, since the gatherer is asking the questions, none of them will be left unanswered... Secondly, the gatherer can clarify any misunderstanding which may crop up in the interpretation of the questions. Thirdly, and perhaps most advantageously, the gatherer can follow up any avenue of interest which arises during

the question and answer session but which had not been foreseen during the designing of the structured interview.

4. Data Analysis

In this present study, both qualitative and quantitative methods are used for collecting data because the current investigation was built on a mixed-methods approach. In order to test the research hypotheses, two means of data collection were used, a students' questionnaire to explore the students' attitude toward learning vocabulary via

You Tube subtitled videos and how those subtitled videos on You Tube can enhance students' vocabulary and a teachers' interview to know the teachers' attitudes towards using subtitled videos in order to enrich students' vocabulary. To do so, this part seeks to analyze the data resulting from the two instruments of research which were undertaken qualitatively and quantitatively.

4.1. Students' Questionnaire

First, to know the students' frequency to have access to internet, the results in table 1 revealed that most of the participants always used internet while none of them had any access to internet.

Table 1. Students' Frequency in Using Internet

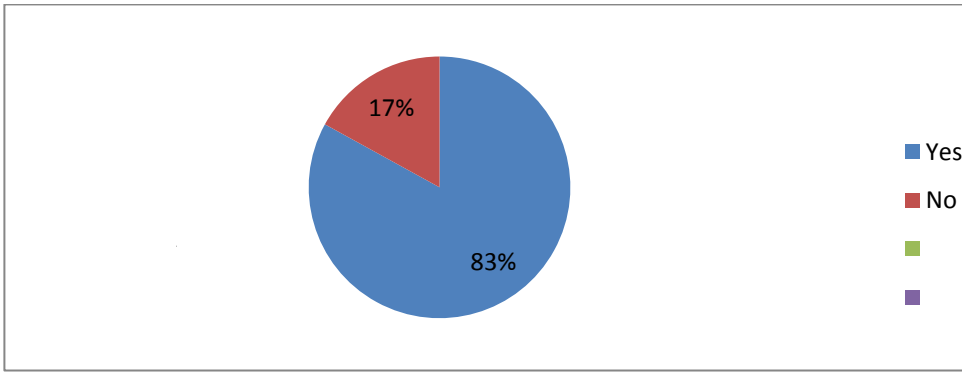
Options	Always	Often	Occasionally	Rarely	Never
AF	41	12	03	02	00
RF	71%	21%	05%	03%	00%

- AF: Absolute Frequency

- RF: Relative Frequency

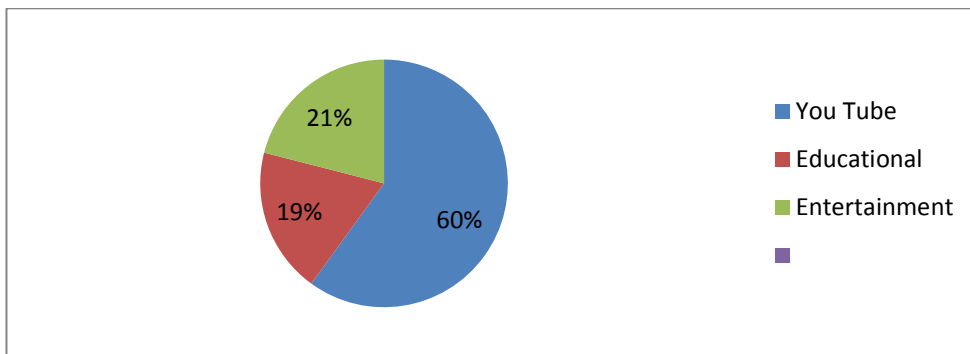
In addition, to identify the students' practice of English using internet outside the classroom, the findings showed in figure 1 that the majority of the participants did so whereas only few of them stated that they practiced English only in the classroom.

Fig. 1. Students' Practice of English through Internet outside the Classroom



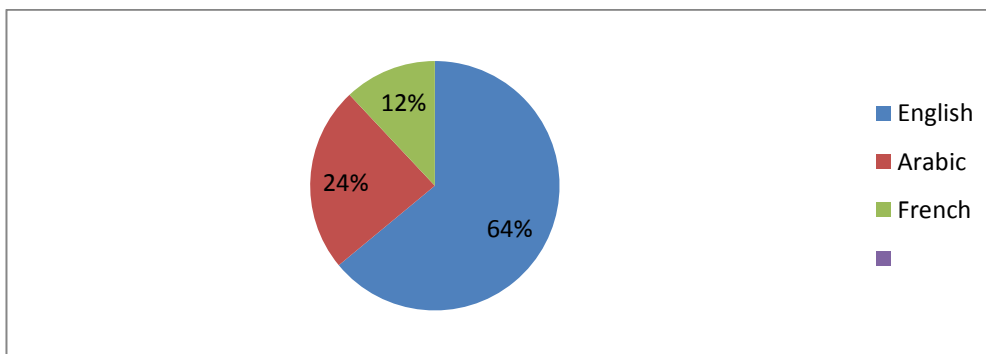
Moreover, to investigate the most frequently used website used by students, the results shown in figure2 revealed that most of the participants said that they visited You Tube websites. Educational and entertainment websites were seen to be used less frequently.

Fig.2. Most Visited Website



Furthermore, when students were asked about the frequency of using You Tube, the results revealed that most of them always used this website. Accordingly, the majority of students used You Tube for educational purposes, as it was shown in the findings of another question. Concerning the subtitled language chosen by students when watching videos on You Tube, most of them stated that they chose English while the least one used was French (Figure 3).

Fig.3. Subtitled Language Used



In order to know the language skills students need You Tube Videos for, the findings obtained revealed that students needed You Tube first to ameliorate their pronunciation then their

The Use of Authentic Subtitled Videos on You Tube and its Impact on Learning Vocabulary

vocabulary and finally their listening. Dealing with whether or not practicing English using videos on You Tube raised students' vocabulary acquisition, all the participants stated positively and most of them added that using both visual and verbal techniques to enhance vocabulary was necessary.

4.1. Teachers' Interview

The results obtained from the first question asked to the teachers revealed that all of them agreed on the fact that the use of technological aids and websites helped to develop students' vocabulary. Concerning the use of subtitled videos in their courses, half of the participants said that they did. When asking whether or not listening to native speakers in those subtitled videos was beneficial to enhance students' vocabulary, all teachers stated positively and gave some challenges that made it difficult to use subtitled videos in the classroom as stated in the table below:

Table 2. Main Challenges when Using Subtitled Videos in the Classroom

Teachers	Challenges
Teacher 01+Teacher 02	-The absence of necessary equipment -Lack of teaching aids
Teacher 03+Teacher 04	-Lack of time
Teacher 05	-Classroom conditions are not helpful
Teacher 06	-Lack of internet in the classroom
Teacher 07	-The students who have difficulties in reading will probably have challenges when watching videos with English subtitles
Teacher 08	-The students can watch video in Arabic, English and then with no subtitles, they can totally understand many words and acquire new vocabulary, but the problem

	is that they may forget some meanings and pronunciation and they cannot perform them in real life situations.
--	---

5. Discussion & Interpretation of the Main Results

The major results that were collected from each instrument of research are here discussed in relation to the already raised hypotheses. The students' questionnaire and the teachers' interview helped to collect a large amount of data concerning the impact of using You Tube subtitled videos on enhancing students' vocabulary.

The first hypothesis assumes that first year License students may have a positive attitude towards the use of authentic subtitled videos in learning vocabulary. Accordingly, it is noticeable from the results obtained from the students' questionnaire that the majority of students are aware of the usefulness of technology in their daily life and particularly in their studies. Students practice English outside the classroom through chatting via social media and watching English videos on You Tube websites which are seen as a source of content to face the wider world outside the classroom and so to fulfill pedagogical purposes that can give them opportunities to find new methods to develop their level in English. The results obtained from the teachers' questionnaire indicate that all teachers are aware of the fact that the use of You Tube subtitled videos are considered as beneficial and helpful for students to rise their curiosity and break the routine of traditional teaching by providing them with real input. Therefore, the first hypothesis is confirmed.

The second hypothesis denotes that subtitled videos may enhance students' vocabulary by ; acquiring and recognizing new words, increasing their, developing their writing and reading skills, in addition to that it may rise their motivation to learn. In this concern, the students' questionnaire results show that students chose English subtitles when watching You Tube videos because they need to develop their skills, enhance their fluency and practice their listening abilities. Besides, You Tube subtitled videos help them to increase their acquisition of linguistic competence that produce accuracy and also increase their proficiency in interaction and communication. Moreover, most students use You Tube websites not only for entertainment but also as an innovative tool which allow them to enhance their motivation and interest in developing their vocabulary of English. In the same vein, the results obtained from the teachers' interview reveal that according to teachers, most students watch subtitled videos as a fruitful source to learn English and be involved in real life situations where the language is authentic and meaningful .Also, subtitled videos reduce the level of anxiety when dealing with unfamiliar words and help in building up students' knowledge. Besides, they facilitate teachers' activity in which the lesson will be presented with a variety of inputs that can be used in both classrooms and daily life situations. From the data mentioned above, the second hypothesis is also confirmed.

6. Conclusion

Vocabulary learning is crucial for foreign language learning. Therefore, the use of technological aids and especially authentic subtitled videos on You Tube for learning vocabulary is beneficial and so fruitful. This research work aims at exploring the impact of using such websites in order to enhance students' vocabulary. In order to answer the research questions, a case study of first year license students at Tlemcen University was designed. And to collect valid data on the issue, two instruments of research were used, a students' questionnaire and a teachers' interview.

The findings indicate that both students and teachers show a high degree of interest towards using subtitled videos on You Tube and are completely aware on its impact to scaffold a strong basis in vocabulary. Correspondingly, YouTube videos represent an updated way of authentic input that assists students in their educational setting and thus offers diverse information and knowledge to enhance their vocabulary, increase their proficiency level and raise their motivation to learn English as a whole.

7. Bibliography List:

- Akbulut, Y. (2007). Effects of multimedia annotations on incidental vocabulary learning and reading comprehension of advanced learners of english as a foreign language. *Springer*, 499–517 .
- Allan, M. (1985). *Teaching English with Video*. London: Longman.
- Bird, S., A., & Williams, J., N. (2002). The effect of bimodal input on implicit and explicit memory: An investigation of the benefits of within- language subtitling. *Applied Psycholinguistics*, 509-533.
- Bocconi, S., Balanskat A., Kampylis P., Punie Y. . (2013). *Overview and analysis of learning initiatives in Europe*. Luxembourg: European Commission.
- Bouklikha, W. (2016). Practice of the Reading Skill in ESP Context Using Web-retrieved Materials: Case of Engineering Students at the University of Tlemcen. . *Unpublished Thesis*. Tlemcen.
- Brook, J. (2011). *The Affordance of You Tube for Language Learning and Teaching*. Hawaii: Hawaii Pacific University TESOL Working.
- Dorrel, P. (2005). *WHAT IS MUSIC? Solving a Scientific Mystery*. Lulu.com.
- Gray, A. (2013). *Brilliant Social Media: How to start, refine and improve your social business strategy*. UK: Pearson Education, 1st Edition.
- Herron, C., & Hanley, J. (1992). Using video to introduce children to a foreign culture. *Foreign Language Annals, Google Scholar*, 25- 419-426.
- Hornby, A. (2006). *Oxford Learners Dictionary of Current English*. London: Oxford University Press.
- Hornby, G. (1990). The organisation of parent involvement. *School organisation*, 247-252.
- Pedro, F. (2010). *The need for a systemic approach to technology-based school innovations. In OECD, Inspired by technology, driven by pedagogy. A systematic approach to technology-based school innovations. . Paris: OECD Publishing.*

- Plomp, Tj., Ten Brummelhis, A.C.A., Rapmund, R. (1996). *Teaching and Learning for the Future. Report of the Committee on MultiMedia in Teacher Training (COMMITT)*. Den Haag: SDU.
- Reich, P. (2006). *The film and the book in translation. MA thesis*. Consulté le April 21, 2009, sur http://is.muni.cz/th/64544/ff_m/Diplomova_prace.doc
- Rosswall, T. (1999). *The role of ICT in higher education at the beginning of this millennium*. Consulté le October 8, 2022, sur <http://online.kennis.org/eva/eva06/ictslu.htm>
- Soong, D. (2012). Using Documentary Films in Oral Interpretation Class. What is the appropriate length? *International Journal of Applied Linguistics & English Literature*, 131-141.
- Vanderplank, R. (1988). The Value of Teletext Subtitling in Language Learning. *ELT Journal*, 272-281.
- Watkins, J. & Wilkins, M. (2001). Using You Tube in the EFL Classroom. *Language Education in Asia*, 113-120. doi:10.5746/leia/11/v2/i1/a09/watkins_wilkins.
- Webster, M. (1985). *Webster's ninth new collegiate dictionary*. Meram Webster Inc.