



SEBHA UNIVERSITY
ENGLISH DEPARTMENT

**EXPLORING THE LIBYAN EFL STUDENTS'
ATTITUDES TOWARDS THE INCIDENTAL
LEARNING OF SECOND LANGUAGE
VOCABULARY THROUGH WATCHING
SUBTITLED ENGLISH MOVIES**

Dissertation submitted to the Department of English in
Fulfilment of the Requirement for the degree of BA in
Linguistics studies

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DEDICATION

This research is dedicated to:

To a man who makes me proud of having his name adjacent to
mine; to my beloved father;

To the most affectionate woman in the world, to my dear mother;

To the wonderful supervisor AL ARABI ABD ELSALAM
ALMAGRABI who guided me in conducting this study.

Acknowledgment

All praise be to Allah, the lord of the Day of Judgment, for all blessings and mercies. Thanks due to Allah who enabling the researcher able to finish this work entitled "Libyan EFL students' attitude towards the incidental learning of second language vocabulary through watching subtitled English movies." The researcher is sure that this work would not be accomplished without the help and guidance of my respected supervisor, Mr. Al Arabi Abdu elsalam who was truly enthusiastic to see this work done in high quality. I am also grateful for my parents who supported and motivated me to pursue my study as well as to work hard so as to be among the best.

Declaration

I hereby declare that this thesis, which I now submit to the Department of English at the University of Sabha in fulfilment of the requirements for the degree of BA in linguistics, has not been accepted in substance for any degree, and not concurrently being submitted in candidature for any degree. It is a result of my own independent investigation, and the extent of my indebtedness to other sources in the text and the bibliography.

Candidate

Marwa Emrimi

Abstract

This study aims to investigate learners' attitudes towards the use of subtitled English movies in enhancing vocabulary learning incidentally. The participants of this study were (12) students from the Department of English language, faculty of arts at Sabha university, in the academic year (2019-2020). A questionnaire was administrated to meet the aim of this study as it consisted of quantitative and qualitative methods in which open-end and close end questions were asked. The findings obtained from this study confirmed the research's hypothesis that EFL learners have positive attitudes toward the use of subtitled English movies in learning vocabulary incidentally. There for, the research concluded that subtitled movies are very efficient tool for learning vocabulary. Accordingly, it deserves to be considered in the learning an FL.

TABLE OF Contents

DEDICATION.....	I
Acknowledgment	II
Declaration	III
Abstract	IV
Chapter One: Introduction:	1
1.2 The significance of research:.....	2
1.4 The problem statement:	3
1.5 Research question:	3
1.7. Organization of the dissertation:	3
Chapter two: Introduction.....	6
2.1 Introduction	6
2.2 Incidental learning vocabulary.....	6
2.3 Subtitled English movies	7
2.4 Relevant research	8
Chapter three: Methodology	12
3.1 Introduction	12
3.2 The field of research	12
3.3 Sample	13
3.4 Choice of the method	13
3.5 Procedures	14
Chapter four: Data analysis and research findings.....	16
Introduction	16
4.1 Part one	16
4.2. Part two:.....	22
4.3 PART THREE	25
Chapter five conclusion, discussion and recommendations	28
Introduction	28
5.1 Summary of the study	28
5.2 Discussion and conclusion	29
5.3. Recommendation.....	31
REFERENCES	32

CHAPTER ONE: INTRODUCTION

Chapter One: Introduction:

1.1 Theme

This study seeks to contribute to work in the field of foreign language learning with a particular focus on the incidental vocabulary learning through the use of subtitled English movies. Learning new vocabulary consider the most significant part in learning a language in regardless of how successfully the learner use the grammar and other skills of language. Knowing sufficient number of vocabulary assists learners to use the target language and communicate with others.

Recently, the resources of multimedia and technology have obviously contribute in learning language. Multimedia technology like (computer, CD, networks, emails, TV, video cassette, video cassette records, compact disc ready – only memories and interactive multimedia) provided with authentic communication material that encourage second and foreign language learning.

There are number of researchers confirmed that multimedia have useful effect on language learning because of rich and authentic comprehensible input (Bertt, 1995; Egbert Jessup, 1996; Khalid, 2001). According to Krashen (1985) [as cited in Harji & Woods et.al (2016)] proposed in his input theory that "learners can learn a large amount of language unconsciously through ample comprehensible input".

However, subtitled movies is a significant tool that contribute in facilitating language learning in general and vocabulary in a particular, since subtitled movies is an audio-visualized material combined with subtitles in which the learners can hear the sound and see the immediate meaning of vocabulary through (facial expression, contexts

etc....). For that reason, the process of learning vocabulary spontaneously occurs in such a way, because the learner just try to understand the content that they exposure to without being acquainted with. According to Rott (1999), {as cited in Sadiku, (2017)} providing movies with authentic environment can facilitate to learners to comprehend a large amount of vocabulary meaning and clues from the text which contribute to incidental vocabulary acquisition.

1.2 The significance of research:

- According to my knowledge, the current study is the only one that deals with the incidental learning vocabulary through watching subtitled English movies in Sabha University.
- This study is the only study that exploring Libyan students' attitudes towards the use of subtitled English movies in improving vocabulary incidentally.

1.3 The aim of this research:

This study aims to investigate the attitudes of Libyan EFL learners towards the use of subtitled English movies in enhancing vocabulary incidentally. The study sought to determine the importance of combining audio-visualized material with subtitles in increasing the amount of vocabulary range by reveal learners' responses. However, this study is presumes that learners may have positive attitudes towards subtitled movies in enhancing vocabulary learning.

1.4 The problem statement:

One of the difficulties that the students may face in learning new language is the shortage of vocabulary knowledge in which a learner is not able to communicate successfully and even use the target language. Furthermore, EFL learners are obviously concerned on vocabulary related to what they are learned in the classroom without being interested in learning new range of vocabulary and know how to use them appropriately.

1.5 Research question:

This study was designed to seek answers to the following questions:

Q1. What are learners' attitudes toward the use of subtitled English movies in learning vocabulary?

Q2. What are the students' impression of the incidental vocabulary learning through subtitled English movies?

1.6 Hypothesis:

This study was designed to examine the following hypotheses:

H1. Libyan EFL learners have positive attitudes toward the use of subtitled English movies.

H2. Libyan EFL learners consider the use of subtitled English movies is an efficient tool for learning vocabulary.

1.7. Organization of the dissertation:

This research consists of five chapters. The first chapter is an introduction. The second is the literature review in which the researcher discusses the previous studies related to this research. Chapter three deals with methodology that has been used in

the current study. Chapter four is data analysis and research findings. Then, chapter five focus on the discussion, conclusion and recommendation.

CHAPTER TWO: LITRATURE REVIEW

Chapter two: Introduction

2.1 Introduction:

This chapter reviews the previous studies that underpin the use of subtitled English movies in learning vocabulary. This part of the study subdivided into three parts. The first deals with incidental vocabulary exposure in vocabulary learning. The second part is devoted to reviewing subtitled English movies. The finally part discusses the relevant research.

2.2 Incidental learning vocabulary:

Research on the second language learning can be incidentally and intentionally. "Incidental learning takes place when the learners are credited with the ability to "pick up" second language items while their attention is primary focused on understanding the message or content without any intentional exposure to features of 2L. On the other hand, many learners else have the ability to pay attention primarily on the language code itself in order to learn new 2L items" [Ellis 1994]. However, the incidental vocabulary learning implies that learners try to comprehend or grasp what said or written without being intention to learning while engaging in watching TV, listening .to music, or reading.

As the process of incidental learning takes apart in the acquisition of vocabulary learning incidentally, subtitled videos else implies this feature, since the learner is merely attempt to understand the message of the content without being deliberately to learn what is literary said, written or sung on the television screen. For that reason, the learner can perceive the meaning of the word without giving the actual meaning. As

Rapaport (2000) [as cited in Lekkai Ina, (2014)] found that Contextual Vocabulary Acquisition, (CVA) "as the active, deliberate, acquisition of a meaning for a word in a text by reasoning from context". He underlines that CVA occurs in the course that when a reader come across an unfamiliar word and he/she want to figure its meaning in order to understand the passage. So as a result, the context,i.e.(clues in the co-text with prior knowledge(PK) is important way to get meaning of some vague words as it helps to remove the ambiguity of words.

2.3 Subtitled English movies:

Subtitles are an inclusive term that have many definitions relating to various dictionaries. In the online oxford dictionary (2014), subtitles are captions displayed at the bottom of the screen, and translate or transcribe the dialogue or narrative. In the Cambridge dictionary, subtitles can be defined as words shown at the bottom of a film or television picture to explain what is being said. Moreover, Merriam Webster(2017),defined subtitles as a printed statement or fragment of dialogue appearing on the scenes of a silence motion picture or appearing as a translation at the bottom of the screen during the scenes of a motion picture or television show in a foreign language.

According to Zanon (2006), there are three types of subtitles (1) Standard subtitles is a combination of L2 audio with L1caption. (2) Bimodal subtitles is a combination of L2 audio plus L2caption. (3) Reversed subtitles is a combination of L1 audio and L2 caption.

Watching subtitled movies for learning vocabulary is not a contemporary tool in foreign language learning. As many recent researchers supported the usage of subtitled movies in

acquiring novel words .For example, Kunyun and Huayu(2011), [as cited Sadiku (2017)] "suggested that as a valuable teaching material subtitled movies have the advantages of providing real context, as well as repetitive chances of words, with language of normal speed and a combination of audio and visual stimulation, verbal and nonverbal communication, which surely benefit the learners ' vocabulary acquisition".

According to Wang (2012), (as cited in Mardani & Najmabadi(2016)] "concerning vocabulary learning, video materials with subtitles, are considered to be more effective tools in teaching new L2vocabulary by combining visual and audio aids and increasing capacity of learners working memory". Moreover, Canning- Wilson [2000] suggested that ' images contextualized in video or on its own can help to reinforce language learning, provided the learner can see the immediate meaning in term of vocabulary recognition', according to Zanon(2006) who clarify the point of this immediacy meaning that just occurs with the assist of subtitles.

2.4 Relevant research:

A study conducted by Neuman and Koskinen (1992) measured the effect of incidental word learning from context when captioned television, this study targeted 129 bilingual seventh eight graders in the United States over 12 weeks. The participants were assigned randomly into four different modes: (a) captioned TV, (b) without captioned, (c) reading along and listening to texts, and (d) textbook (control). Two measures were designed to measure range of vocabulary knowledge given at the end of each nine week. at first, a weekly 10 word recognition test, the second is a weekly tested to measure a concept question, at the end of each 3 weeks, sentence normally test was applied to measure the ability of understanding the target words. At the end of the experiment, multiple choice test was administrated to measure

knowledge of all target word meaning. However, according to the researchers) findings indicated that learners in the captioned TV group outperformed than the learners in the other three condition although the differences were not always statistically significant from the other television groups.

Another experimental study focused on the effect of movies with different types of subtitles on the incidental English vocabulary learning. This study conducted by Mardani and Najmabadi (2016).60 high school students from Behbahan,Iran were selected based on the non-randomly method, the participants were divided into three groups after given proficiency test ,Bimodal group, Reversed group and Standard group .However, pretest were assigned to them to ensure the items were new to them. Each last 30 minutes of each session, the subject presented with episode of the same film for 10 minutes. They asked question about episode to measure students' understanding and elicit new vocabulary at the second 10 minutes, and then asked to discuss the film content during the last 10 minutes. Finally, 30 items multiple choice were administrated as posttest. However, the results of Mardani and Najmabadis' study indicated that Reversed group was the most effective mode of subtitles than the standard and bimodal group in learning vocabulary incidentally through watching movies.

Moreover, study focused on the effectiveness of English subtitles on vocabulary learning by EFL learners, this study was analyzed by Harji, Wood, and Alavi (2010). This study targeted 92 students at Islamic Azad university of Mashhad, Iran the subject randomly assigned to be as control and treatment group who homogenized in levels by a test compiled from Michigan English test. Both groups were given different instructions, one video episode applied with subtitles and the other without subtitles. This study used content specific test on vocabulary learning to measure students' performance. According to the researchers finding revealed that

there was no significant difference between two groups, but in regard to statistical results, it was significantly improve that the appearance of subtitles assist learner's better gain of vocabulary than the control.

Further study conducted by Katemba and Wei Ning (2019), investigated students responses in enhancing new vocabulary through subtitled English movies. The population of this study was 100 students at the Universities Advant Indonesia in Bandung, west Java. However, the instrumental method of this study was different, since instead exposing all learners to video presentation, the questionnaire was administrated as an instrument to measure students' responses toward subtitled English movies in enhancing vocabulary. In this study, the respondents have to read question, interpreted what is expected and then write down the answers. These questions followed by five answers strongly agree, agree, undertrained, disagree, and strongly disagree. However, the results of the researchers indicated that the students' responses in enhancing new vocabulary through subtitled English movies is effective responses, as these responses focused on the students' feelings and attitudes toward watching subtitles movies.

CHAPTER THREE: METHODOLOGY

Chapter three: Methodology

3.1 Introduction:

This study set out to contribute to work in the field of foreign language learning by investigating students' impression and attitudes toward the use of subtitled English movies in enhancing learning vocabulary incidentally. This chapter discusses the methodological issues that used to collect the data. It begins with restating the aim of study, the research hypotheses, and the research questions. After that, the researcher describes and justifies the choice of methods. Then, the researcher briefly refers to some ethical considerations. Finally the researcher explains the data analyses procedures.

3.2 The field of research:

The present study exploring Libyan EFL students' attitudes towards the incidental learning vocabulary through subtitled English movies. As the research questions to be addressed are as followed:

Q1. What are the different EFL students' attitudes toward the use of subtitled English movies in learning vocabulary?

Q2. What are the students' impression of the incidental vocabulary learning through subtitles English movies?

Based on the literature two hypotheses were assumed to answer the research questions:

H1: EFL learners have positive attitudes toward the use of subtitles English movies in order to enhancing English vocabulary.

H2: The EFL students consider the use of subtitles English movies is an efficient tool for learning vocabulary incidentally.

3.3 Sample:

The population of this study were undergraduates from the Department of English language, Faculty of Arts, Sabha University. The total number of the participants is 12 students who agreed to participate in the current study. Their native language is Arabic. The targeted students' ages ranges from 18 to 20 years old. A questionnaire was administrated to explore the students' attitudes towards incidental learning of English vocabulary through watching subtitled English movies.

3.4 Choice of the method:

Introducing a technological material for vocabulary learning purposes demands to examine or discuss the learner's attitudes such as dislike, motivation, or distracting. For that reason, the use of questionnaire survey as an instrument was used to meet the aim of this study which exploring students' attitudes towards incidental vocabulary learning through watching subtitled movies. The questionnaire was translated into Arabic so as to avoid misunderstanding when the learners answer the question, as the researcher can get distinct and honest results addressing the aim of the present study.

In order to test the hypotheses, the questionnaire survey was designed qualitatively and quantitatively, that contains both close-end and open-end questions. The questionnaire consists of twenty one (21) questions as it is divided into three sections. The first section dedicated to reveal the students' general attitudes and background about subtitled movies for vocabulary learning such as: whether or not subtitles English movies make vocabulary learning easy, whether the presence of subtitles on the screen distract the attention of learners, and whether the incidental learning through watching subtitled movies increase the amount of vocabulary in mind and whether the frequency recurrence of written words in the video ease

vocabulary learning. The second part of questionnaire consists of five multiple choice questions, from 14-18, this part aims to exploring subtitled movies advantages that contribute in learning vocabulary and how the process of learning occurs regarding the students' attitudes such as: the important factors of subtitled movies which assist students to get meaning of vocabulary. Finally, the third part of questionnaire contains three open-end questions, from 19-21, that investigating strategies used by students' to overcome the obstacles they face as they watch subtitled movies such as: what to do in the case they coming across unfamiliar words .In addition to the reason why they prefer such a kind of movies.

3.5 Procedures:

For the purpose of the study, the researcher distributed the questionnaire online. The total number of the students participated in this study was 12 students from Faculty of arts Sabha University, Department of English language in the academic year (2019 -2020), all of them accepted to participate in this study. The questionnaire was translated into Arabic in order to avoid misunderstanding

CHAPTER FOUR: DATA ANALYSIS AND RESEARCH FINDINGS

Chapter four: Data analysis and research findings

Introduction:

This chapter concentrate on the research findings entitled students' attitudes toward the use of subtitled English movies in the incidental learning vocabulary, the findings presented in three parts.

4.1 Part one:

This part of the questionnaire discusses the general attitudes of 12 students towards watching subtitled English movies for learning vocabulary.

Question 1: Do you watch subtitled movies and learned new vocabulary?

Options	Frequency(N)	Percentage (%)
Yes	8	66.6%
No	4	33.3%
Total	12	100%

The results, presented -in detail in Table 1shows that 8 (66.6%) of students claimed that they watched subtitled English movies and learned new vocabulary, while 4 (33.3%) of respondents said that they don't watch.

Question 2: Do you think that watching subtitled movies ease vocabulary learning?

Options	Frequency(N)	Percentage (%)
Yes	10	83.3%
No	2	16.6%
Total	12	100%

The above table demonstrates that 83.3% Students think that watching subtitled English movies ease vocabulary learning. . The rest of the students, namely16.6%, claimed that watching subtitled moves has no effect in learning vocabulary.

Q3: Do you think that the appearance of subtitles on the screen distract the attention of students through watching movies?

Options	Frequency(N)	Percentage (%)
Yes	7	58.3%
No	5	41.6%
Total	12	100%

Table 3 shows that 58.3% of students think that subtitled movies distract the attention of learners, while 41.6% of respondents don't think so.

Q4: Do you think that the integrating images to audio on the screen assisting vocabulary learning?

Options	Frequency(N)	Percentage (%)
Yes	12	100%
No	0	0%
Total	12	100%

The results obtained from the already mentioned question shows that all of the participants thought that the integrating images to audio assisting learning vocabulary.

Q5: Do you think that subtitled movies is beneficial tool for learning vocabulary?

Options	Frequency(N)	Percentage (%)
Yes	11	91.6%
No	1	8.3%
Total	12	100%

It becomes clear from the table 5 that 11 (91.6%) of respondents confirm that subtitled movies is beneficial method for vocabulary learning , but only 1 (8.3%) student said that it is not useful. So, the majority of students confirm that subtitled English movies as beneficial method that help enhancing vocabulary learning.

Q6: Do you think that extracting meaning of new words through watching subtitled English movies is difficult?

Options	Frequency (N)	Percentage (%)
Yes	2	16.6%
No	10	83.3%
Total	12	100%

The results obtained from the table 6 stated that 2 (16.6%) of students thought that subtitled English movies are difficult to getting meaning of new words through watching, whilst 10 (83.3%) of the students don't think subtitled English movies are difficult to getting meaning from. So the results obtained from the table above confirm that subtitled English movies contribute to learning meaning of new words incidentally.

Q7: Do you think that students may face difficulties in understanding meaning of vocabulary without being provided with subtitles?

Options	Frequency(N)	Percentage (%)
Yes	11	91.6%
No	1	8.3%
Total	12	100%

Table 7 reveals that 91.6% is the percentage of students though that without being of subtitles in movies, students may face difficulty in getting meaning of vocabulary, the remaining 8.3% of students thought that vocabulary meaning can be extracted even from movies without subtitle.

Q8: Do the repetitions of the written words in movies ease vocabulary learning?

options	Frequency(N)	Percentage (%)
yes	12	100%
No	0	0%
Total	12	100%

The results gained from the table above indicate that all of the participants thought that the repetitions of the written words in videos deduce meaning of vocabulary.

Q9: Do you think that the simultaneous integrating images to subtitles, and audio make some confusion through watching?

Options	Frequency(N)	Percentage (%)
Yes	4	33.3%
No	8	66.6%
Total	12	100%

Table 9 reveals that 4 (33.3%) of respondents stated that simultaneous integration of images to subtitles, and audio makes confusion when watching subtitled movies and learned new vocabulary, While, the remaining (66.6%) don't think that.

Q10: Do you agree that the incidental learning by watching subtitled English movies can increase your vocabulary knowledge?

Options	Frequency(N)	Percentage (%)
Yes	11	91.6%
No	1	8.3%
Total	12	100%

The results obtained from the table 10 indicated that 11 (91.6%) of respondents agreed that the incidental learning can increase the vocabulary knowledge by watching subtitled movies and learned new vocabulary, while only 1 (8.3%) of respondents had an opposite view.

Q11: Do you think the context help you in determine the meaning of words through watching?

Options	Frequency(N)	Percentage (%)
Yes	11	91.6%
No	1	8.3%
Total	12	100%

Table 11 demonstrated that 11 (91.6%) of students stated that the context assists learners to determine the meaning of words through watching movies, while, only 1 or 8.3% is the percentage of students who don't think that.

Q12: Do you think that subtitled movies help in developing other skills rather than vocabulary learning?

Options	Frequency(N)	Percentage (%)
Yes	12	100%
No	0	0%
Total	12	100%

The results from the above table reveal that all of the respondents agreed that subtitled movies and learned new vocabulary help in developing other skills rather than vocabulary.

Q13: Do you recommend watching subtitled English movies to learn new vocabulary?

Options	Frequency (N)	Percentage (%)
Yes	12	100%
No	0	0%
Total	12	100%

It is clear from the table above that 12 or all of respondents 100% can advise other students to watch SEM in order to enhancing their vocabulary learning.

4.2. Part two:

This part of questionnaire exploring subtitled movies advantages that contribute in enhancing learning vocabulary

Q14: To what extent you can understand the meaning of vocabulary through watching subtitled English movies?

Options	Frequency(N)	Percentage (%)
30%	4	33.3%
70%	7	58.3%
More	1	8.3%
Total	12	100%

The answers obtained from the table 14 demonstrated that 4 (33.3%) of the students can unconsciously get 30% of vocabulary meaning through watching subtitled movies. 58.3% of the students claimed that they can get 70% of vocabulary. And 8.3% of the students who can learn more through watching.

Q15: What is your impression about vocabulary learning through watching subtitled movies?

Options	Frequency(N)	Percentage (%)
Beneficial	11	91.6%
Bad	1	8.3%
Total	12	100%

Table 15 demonstrated that 91.6% of students thought that watching subtitled English movies is beneficial method for enhancing vocabulary learning. Only one student thought that watching subtitled movies is not appropriate method for learning vocabulary.

Q16: What do you think the most important factor that help you to get meaning of some new words from subtitled movies?

Options	Frequency(N)	Percentage (%)
Context	8	66.6%
Language level	4	33.3%
Total	12	100%

Table 16 shows that 8 (66.6%) of the students thought that the most important factor that may help learners to deduce meaning of some new words is the context. On the other hand, the remaining, namely 33.3%, thought that language proficiency is the most important factor that help students to deduce meaning of some new words from subtitled movies?

Q17: With regard to incidental vocabulary learning, the learning process occurs because the learner is try to.

1- Interesting with what is shown.

2- Understanding what is said or written.

Options	Frequency(N)	Percentage (%)
Interesting what is shown	4	33.3%
Understanding what is said or written	8	66.6%
Total	12	100%

Based on the table 17, it is found that 33.3% of students think that the learning process occurs because the learner try to interesting with what is shown. While, the other 66.6% of respondents think that occurs because learners try to understand what is said or written.

Q18: In relation with subtitles, the meaning of words is:

Options	Frequency(N)	Percentage (%)
Given by the context	2	16.6%
Received by the context	10	83.3%
Total	12	100%

According to the table 18, it is found that 2 or 16.6% of students think that the meaning of words is given by the context. In contrast, 10 or 83.3% is the percentage of students who think that the meaning is received by the context.

4.3 PART THREE:

This section of the questionnaire contains three open end questions that tackle students' attitudes about strategies they used to use when they face any difficulties.

Q19: Why do you think that movies with subtitles stimulate learners to notice the meaning of new words than non-subtitled movies?

All of the students argued that subtitled English movies help learners to notice meaning of new words. This also help learners to deduce vocabulary meaning from the subtitle as well as help them to be familiar with English words through watching them at the screen.

Q20 what do you do when you coming across such unfamiliar words through watching movies?

At most, students might face difficulties in extracting meaning of vocabulary through watching a movies. The majority of students claimed that subtitles help to understand the content of movies in which learner can guess meaning of new words by looking at the facial expressions of the characters, the action and the manner that actor talk by. All these details help them to extract word meaning. On the other hand, little of respondents stated that the context is very useful to identify words' meaning by looking at written words that surrounded or passage and make link to its meaning.

Q21: What type of movies do you prefer, movies with subtitles or movies without subtitles?

The majority of students declared that they prefer watching movies provided with subtitled because they provide learners with great chances to learn more words than movies without subtitles. As English subtitled movies give clarification to understand the conversation. One of respondents stated that subtitled English movies are better choice for beginner learners to understand the meaning of words and sentences while movies without subtitles are better for advanced learners.

**CHAPTER FIVE: CONCLUSION,
DISCUSSION AND RECOMMENDATIONS**

Chapter five conclusion, discussion and recommendations

Introduction:

This chapter of the study consists of four parts: (1) summary of the study in which the researcher restates the aim and the research questions, (2) summary of the research and the main findings, (3) discussion and conclusion, and (4) recommendation.

5.1 Summary of the study

5.1.1 Aim of the research

This study aimed to investigate the attitudes of Libyan EFL learners towards the incidental vocabulary learning from subtitled English movies.

5.1.2. Research question

This study was designed to seek answers to the following questions:

Q1. What are learners' attitudes toward the use of subtitled English movies in learning vocabulary?

Q2. What are the students' impression of the incidental vocabulary learning through subtitled English movies?

5.2. Summary of the research and the main findings:

This research was conducted to examine the following .First, the participants' attitudes toward the use of subtitled English movies in learning vocabulary. Second, students' impression of incidental vocabulary learning through subtitled English movies. Twelve students from Faculty of arts Sabha University, Department of English language in the

academic year (2019-2020). For the purpose of this research, the researcher distributed the questionnaire online as it was translated into Arabic in order to avoid misunderstanding. In relation to the participants' attitudes, the analysis of the questionnaire indicates that respondents have positive attitudes toward subtitled English movies for learning vocabulary. They mostly agreed that subtitled English movies ease vocabulary learning process, and thought that integrating images to audio on the screen assisting learning vocabulary.

Additionally, most of respondents declared that the presence of subtitles on movies provide great chance for learners to learn more words than movies without , this else help learners to deduce meaning of vocabulary as well as help them to be familiar with English words through watching them at screen.

Most of respondents claimed that subtitled English movies help them to understand the content of movies. That may because it is provided with audio-visual integrated with subtitles in which learners looking for some features such as (body movements, facial expression ,manner of talking etc...) with the assistance of subtitles which help them make link between what is seen and what is written. This process leads to understand or guess meaning of some vague words.

Moreover, the participants stated that vocabulary can incidentally learned through watching subtitled English movies which can be strongly agreed with the second hypothesis of this study.

5.3 Discussion and conclusion:

In this part of research discusses the findings obtained from the questionnaire. The first remark that attract the researcher' attention in analyzing the questionnaire is that 83.3% of respondents thought that subtitled English movies ease vocabulary learning processes. The

results also demonstrated that 91.6% of students thought that subtitled English movies are beneficial method for learning vocabulary incidentally, while only 8.3% of participants don't think so.

The current study also demonstrated that 91.6% of students think that EFL learners may face some difficulties in understanding vocabulary meaning from movies without subtitles. when learners watch a subtitled movie, they try to understand the message or the content by looking at subtitles the learner can make link between the content such as (facial expression, eyes contact, action etc...) with written words appeared at the bottom of the screen. This process obviously help learners to guess meaning of some new words.

Watching subtitled English movies not only helps in enhancing vocabulary knowledge, it is also developing pronunciation and speaking. As the majority of students declared that vocabulary may be incidentally learned through watching subtitled English movies. In line of the hypothesis (2) that learners can incidentally enhance vocabulary meaning through the use of subtitled English movies. Since, a learner in this case doesn't try to learn words but they just try to understand what is being said or written on the screen. For that reason the process of learning vocabulary unconsciously happen.

Analysis of the questionnaire indicated that the students have positive attitudes towards the use of subtitled movies for vocabulary learning the majority of them agreed that watching subtitled English movies is beneficial learning method. Additionally, they stated that the presence of subtitles companied with audio-visual material assist learners to reinforce vocabulary learning. This can be indicated that the importance and benefits of using subtitled English movies inside the classroom in order to pay learners' attention more on new range of vocabulary knowledge rather than vocabulary related to what they learned and taken in the classroom.

Else, subtitles video can be a useful method inside the classroom in which may enable learners to pick up linguistic items by exposing to audio-visual materials that is considered as a motivating and effective factor for learners.

5.4. Recommendation

According to the results and conclusions Obtaine from this study, the researcher recommends the following:

5.4.1. Further researches can be conducted to examine the effects of subtitled English movies in other skills of language such as (speaking, pronunciation, listening etc.).

5.4.2 It is recommended for teachers to use such technique inside the classrooms where learners are so motivated in learning foreign language skills by exposing to audio-visual material.

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