The Effects of English Subtitled Videos into Arabic on Learning English Vocabulary

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Abstract: *This paper probes into the linguistic impacts the English subtitled videos into Arabic can have on Moroccan learners of English. Given my frequent contact with students as a teacher, I have noticed that they come up with some words which they pick up from watching these types of videos which vary from movies, cartoons, to documentaries. In this paper, I opt for two subtitled videos, which are a cartoon and a documentary, using the research techniques of pre-test and post-test. Before watching these videos, students were given a pretest for each video. The aim of this pretest, which consists of lexical items from the video, is to check those items students do not know. After crossing out the lexical items that students know, I designed a posttest for each video, which consists of three exercises. The first one includes the lexical items the students do not know in the pretest. In the second exercise, students were asked to put these vocabulary items in their appropriate contexts. In the third exercise, they gave any linguistic item such as a word, a phrase, or an expression that they learned from the subtitled video. The results showed that students were able to know the meaning of many lexical items, to use some of them, and to remember some lexical items and their meanings from the subtitled videos. Although the number of these lexical items can be considered as small, I conclude that English subtitled videos into Arabic help students in learning some vocabulary items. Some of the latter can be used in their appropriate contexts.*

Keywords*: impacts, subtitled videos, cartoon, documentary, English Vocabulary, Learning*

I. Introduction

With the advent of digital media such as internet, TV, DVD films and videos, students get immersed in these innovative, catching tools. The latter create genuinely authentic situations, wherein students learn a foreign language. In this regard, thanks to my frequent contact with students in different levels, I have noticed that they were able to learn many English words, neither from their teachers nor from their readings. Rather, they learned these words and expressions via videos in English with subtitles in Arabic. This is what they enthusiastically declare. My curiosity, however, is not satisfied by the responses I elicited from the students. Another reason that beckons me a great deal in conducting this research is that little has been said about the impact subtitled videos may have on language learning. In this respect, I am interested in conducting an experiment to examine the relationship existing between the interlingual subtitled videos and English language learning.

Theoretical Background:
It has been proved that subtitled videos are important in language learning. Thus, I will dwell on a wide range of the positive effects subtitled videos have on learning English vocabulary.

Positive impacts of subtitled videos on English language learning:
Most researchers (Zarei 2011, Zanon 2006, Markham 1999) claim that subtitled videos have a positive impact on learning a foreign language .This is due to the fact that both videos and subtitles constitute a motivating factor and a facilitator for learners to perceive the foreign language. The language of videos is realistic, which enhances students' motivation and this makes them feel that they are involved and put in real life situations, wherein the language is authentic and meaningful. Hence, it responds and touches upon their needs. In this regard, videos are not only a means of entertainment, but they motivate students and make them feel enthusiastic about watching more films and accordingly receive more language items. Koolstra and Beentjes 1999 (in Zarei 2011:619) maintain that watching TV programs is a useful way to learn a foreign language. They also find out that television and radio benefit Dutch students in learning English better than school. Watching TV programs also help the learners notice the language to be learnt since listening is not sufficient to understand these programs and films (Wang and Shen2007 in Zarei 2011:619).

Equally important, Caimi(2006:88) points out that" *a film, or any other kind of audiovisual program, offers examples of simulated authentic interpersonal communication, where extralinguistic phenomena and other entities of non-linguistic order interact to create an environment that imitates real life situations*". The latter set the context for language learning to take place since recent language learning and teaching approaches advocate exposing learners to real life situations. We can also say that videos in particular and multimedia in

general are fruitful sources of motivation and interest. That is, they are innovative tools which allow students to pay all their attention to that audiovisual material, and they also account for individual differences. Incorporating authentic real world materials, multimedia can be exploited in many aspects such as TV, websites, CD-ROMS, along with newspapers and radio. What it all boils down to is that multimedia can be a self-instructional mode. In other words, learners can autonomously learn a second or foreign language by relying on these digital tools that raise their interest and enthusiasm.

The efficiency of multimedia perspective lies in the fact that it entails a video which is the backbone of that perspective and which has many teaching benefits. The latter are set by Harmer (2004:282) in the following:

✓ Seeing language in real-life situations helps learners not just to hear language but also to see it, hence, discovering and noticing the character's facial expressions, postures, as well as their intonations and pitch. All these features help in the development of the general meaning which can be interpreted and made through what is beyond the spoken text.

✓ Cross-cultural awareness: videos are replete with cultural elements such as traditions, specific food and drink, clothing, as well as body language. These items are manifested in clear situations, thus helping students to learn about the various cultural facets of a country.

✓ Motivation: Viewing videos is a strong impetus for learners, for these audiovisual messages catch students 'attention and inculcate in them a high level of enthusiasm and readiness to watch further videos or movies.

Video documents (Blank, Navartchi, Laveur, and Serban in stagnito 2010:25) are also used to illustrate, explain, inform, and trigger the discussion. Furthermore, these videos can be subtitled, which provide students with another experience to undergo in order to learn a foreign language. In subtitled videos, there is a combination between sound, image, and text (subtitles), which is a strong indicator that foreign/second language learning really takes place. In this regard, Zanon 2006 (in Zarei 2008, p71) maintains that "*image, sound in one language and text, normally in another, sound and text are typically linked by translation. This type of connection generally encourages strong associations for retention and language use.* (p: 43)".

Kirkland, et al., (1995 in Zarei 2008, p73) maintain that learners' comprehension is fostered when they are exposed to captioned videos. Another researcher, Markham (1999), exposed three groups of students learning Spanish to a DVD segment with English subtitles, Spanish subtitles, and no subtitles. Afterwards, he found out that the group with Spanish subtitles performed better than the other two groups. Therefore, I can assert that there must be a link between language learning and subtitled videos. In this respect, d'Ydewalle and Pavakanun (1997) maintain that even few minutes of exposure to foreign language in interlingual subtitling have positive effects on the foreign language learners.

Furthermore, Kothari, Takeda, Joshi, and Pandey (2002) in (Zarei 2011:620) conducted an experiment to assess the effects of subtitles on foreign language learning. They worked with a group of 46 elementary school children learning English. They were divided into three groups and given three versions of film to watch. The first group was given a film in English with L1 subtitles; the second group watched the same film with no subtitles, yet the last group was shown no film. The researchers found that the first group was the best one in terms of reading and recall. The second group made more progress than the group who did not watch the film at all. To sum up, having an authentic language and being a source of motivation, subtitled videos encourage the students to receive more language input, contributing, thus, to good performance in different components of language such as vocabulary and listening comprehension.

II. Methodology

As it is stated in the review of the literature (Zarei, 2011; Zarei, 2008; Katchen 1996b), subtitled videos do have some effects on learning a language; these effects touch to a great extent vocabulary learning as well as listening comprehension. Still, vocabulary learning and listening comprehension overlap when it comes to language learning through interlingual subtitled videos. This is the reason why it is difficult to deal with vocabulary learning without having insights into listening comprehension. In other words, to pick and understand some vocabulary items from the subtitled video, students need to have some listening skills.

The present paper will tackle the effects English subtitled videos into Arabic have on learning English vocabulary. The aim, then, is to examine the relationship that may exist, as it is stated in the literature, between subtitled videos and language learning in terms of vocabulary. The research questions in this study are:

• Do interlingual subtitled videos have some effects on learning English vocabulary?
• Can students use the newly learned items appropriately?

In the same vein, we postulate the following hypotheses which will be checked via the analysis of the data:

• If interlingual subtitled videos are related to learning a language, then English videos subtitled in Arabic will have some effects on learning English vocabulary.
• Students can use the newly learned items in their appropriate contexts.

To test these hypotheses, I adopt a data analysis which is based on pre-tests and post-tests. Thus, I opt for some experiments that I will conduct with ninth grade students in my school. Those students belong to four classes; for each class, there are 38 to 40 students; the overall number sitting for the pretests and posttests is 138 students. They are both male and female students. Their age ranges from fifteen to sixteen years old. Moreover, they studied English for five months. The choice of this school comes from the fact that it is the place where I work, and thus the students are available any time I want them for the experiment since I am their teacher of English. Therefore, I tend to have more insights into their level and their interests. I choose two subtitled videos to watch. One is a cartoon of Tom and Jerry, and the other is a documentary. These two videos will allow me to have enough data to work with so that I can provide students with two different versions of subtitled videos, for, in everyday life, they watch different types of subtitled videos such as movies, cartoons, etc.

The cartoon of Tom and Jerry lasts for 7 minutes and 48 seconds. The choice of a cartoon for this group emanates from the fact that it can raise their interest and appeals to them since they are still very young. Hence, they paid attention to the cartoon and tried to understand it by resorting to the subtitles.

The second video lasts for five minutes. It is entitled "My voice Counts" on the Human Rights Day in 2012 by Navi Pillay, UN High Commissioner for Human Rights. This documentary is selected to test the students' ability to benefit from subtitled videos no matter how difficult the language of the video is. Before measuring to what extent those subtitled videos affect students' language learning, students in each class were sat for a vocabulary pre-test. The latter is designed so as to check whether the vocabulary items, which are derived from the videos, are unknown for the students. In this respect, students were told to render those words or phrases into Arabic since explaining them in English is beyond the linguistic competence of these beginners in English. Afterwards, I counted the number of linguistic items known by all the students. Thus, I crossed the words known by all students and kept those nobody recognized and those that only one or two students understood. For the second video, which is a documentary, I kept in the post-test those words nobody recognized in the pre-test.

In addition to the first exercise of the pre-test which checks whether students know the words or not, the post-tests include three exercises to do. One exercise attempts to cover the linguistic items such as words, phrases, expressions, etc. students can get from the video. The last exercise is about filling in the blanks by using the new words gotten from the video. The aim of this exercise is to see to what extent students can use those words appropriately in the context given. Generally, these subtitled videos will allow me to measure to what extent students can benefit from subtitled videos whether they can use that new language or not. With a view to guaranteeing and securing the optimal conditions of the effects of interlingual subtitled videos on English language learning, the subjects are not told that they will be retested unexpectedly after viewing the subtitled videos. Moreover, the post-tests took place one day after the pre-tests, and they were administered to the students just after they had seen the two subtitled videos twice.

To sum up, the hypothesis I stated above will be tested using the tests students will sit for. This can be made clear by analyzing those tests thoroughly and see if students can learn some language items from the subtitled video. The use of statistics will help me to pinpoint the number of the newly learned items. The results are also dealt with in terms of numbers in order to clarify the improvements that occur at the level of their vocabulary repertoire.

III. Data Collection And Analysis

The data used in this research paper consist of two subtitled videos on which two types of tests will be designed; two tests for each subtitled video. The analysis of that data will be done through the use of percentages that will be illustrated in tables to present the results. The use of percentages will allow me to detect the differences between the pretest and posttest; they will also help me to see the number of students knowing a word in relation to the whole group. Thus, the students are given two pre-tests on both subtitled videos to complete. Each pre-test consists of three exercises. We will deal with each exercise separately in both videos. The words and phrases are chosen from each subtitled video. As to the cartoon, we chose 39 lexical items and 40 from the documentary (see appendices A and B).

First Exercise:

That exercise consists of a set of lexical items on which students will be tested. The aim of that exercise is to cross out those lexical items the students know and keep those that they do not for the post-test. The data obtained is organized in tables wherein each lexical item is given the number of students that recognizes it (see the appendixes on pages. That is, for every word or phrase, I counted the number of students recognizing each lexical item. It is clear from the two tables that the linguistic items the students are supposed to translate range from verbs, nouns, adverbs, phrases, and sentences. Thus, I target all the functional categories in the English language. There are words that more than 50 percent of the students know their meanings; this can be alluded to the occurrence of the those words in the teaching lessons the students have been exposed to, or may be the

knowledge of those words is due to being common nouns than one can come across easily in daily life. For example, in the cartoon, "police chief, door, town, cap" are lexical items that many of the participants in that study recognize. On the other hand, there are lexical items that none of those participants can be able to recognize such as "frighten, rescue, wonder, civilian, shadow…"

As to the documentary, a number of words whose percentage ranges from 20 percent to 44 percent are "*salute, participate, societies, public services, best, others*". A meticulous look at these lexical items displays their resemblance to their French counterparts; for example, these lexical items are "*salute, participate, societies, public services*". This can be considered the reason why they are accessible to some students. For the two words "*best*" and "*others*", students can know them through their frequent occurrence in classroom language. The rest of the few known words have a percentage that ranges from 1 to 16 percent. These words are: "*instead, freedom, armed groups, basic rights, lack, decide, an end to, brains, and sometimes*". They seem unfamiliar and inaccessible to students since most of them belong to a specific jargon which is far beyond the linguistic competence of the students.

Regarding the last category of words which are unknown to all the students, they are "*consulting, daily life, opportunity, to take part, representatives, citizen, minority, ethnic groups, surviving, health care, excluded, confronting, deprived, seeking, insufficient food, they are ignored, better future*" .These vary in terms of their functional categories; some end with an "ing" form; others are past participles functioning as adjectives; they are also nominal phrases and a verb in the infinitive. The last category of words is used in the post test in order to highlight the difference between the pre-test and the pos-test. Still, for the cartoon, I also chose those linguistic items that are known by one and two students. Thus, the lexical items that nobody or only one student recognized have some abstract meanings that ninth grade students can not have insight into. For instance, the words "*shadow*", "*rescue*", and "*frighten*" belong to different semantic fields that are far beyond those the students have been initiated to. The aim of including these words in the first exercise (in the post-test) is to check to what extent students grasp their meanings. Additionally, out of 39 lexical items, only 9 words are unknown to all.
After handing out these post-tests to the students, we obtain the following results:

Documentary:
The percentages of students knowing the lexical items (post-test)

Lexical items	Number of students	Percentages
Consulting, Representatives	4	2,89 %
Daily life	42	30,43%
Opportunity	33	23,91%
Citizen	63	45,65%
Minority	73	52,89%
Ethnic groups	10	7,24%
Surviving	1	0,72%
Health care	22	15,94%
Excluded, Confronting	3	2,17%
Deprived	7	5,07
Seeking	5	3,62%
Insufficient food	23	16,66%
They are ignored, To take part	0	0%
Better future	29	21,01%

The table shows that more than 50 percent of students were able to know the word "minority" thanks to the subtitled video. Additionally, from 15 to 45 percent of the students knew the meaning of the words "*better future, insufficient food, health care, citizen, opportunity, daily life*". Thus, although these lexical items consist of compound nouns, this doesn't hinder the students from grasping their meanings, and this is due clearly to the power the subtitled video has on the students' readiness to learn English. Last but not least, a set of words were known to a percentage of students that ranges from 1 to 7 percent. It is worth noting from the results that there is one sentence that none of the students was able to pick its meaning from the subtitled video, which is "they are ignored". This can be interpreted by the fact that it is a sentence in the passive voice which students have not studied yet. Its fluent and quick way of pronunciation is another obstacle that hinders students from detecting its translation in the subtitles. Similarly, "to take part" is a verb in the infinitive that no student recognized its meaning; it consists of three words which made it difficult for the students to capture its translation. These are the only lexical items that students can not recognize even after watching the subtitled video. Therefore, we can say that students can not acquire long sentences from the subtitled videos. Lexical items of one or two words, on the contrary, can be acquired easily via the subtitled video.

In the same vein, for some noun phrases such as "*ethnic groups*" and "*insufficient food*", some students can grasp only the meaning of their parts. For example, a large number of students know only the meaning of "*groups*" and "*food*". This is a real indicator that single words are the easiest to acquire via subtitled videos for

beginner students. Phrases, then, seem to be difficult to pick from the subtitled video since the students need to pay a very careful attention in order to match the spoken language with the subtitles. In this respect, single items, especially when uttered clearly, can be picked with their subtitles. There are also other factors that may impede students from acquiring a particular lexical item. For instance, a student may not keep a constant look at the subtitled video; therefore, he/she may miss something in the video. Additionally, the speech to which students are listening is so spontaneous since only native speakers are involved in it. Another factor is that students are not used to listen to videos in English neither in the classroom nor in their homes. During that period that I have taught them, I have never done any listening activities to them. Taking into account these factors, we   can say that the results obtained after watching the subtitled video are satisfactory.

The cartoon:
The percentages of students knowing the lexical items (post-test)

Words and phrases	Number of students	Percentages
Champion of niceness	9	6,52%
Bring	7	5,07%
Poster	31	22,46%
Shadow	11	7,97%
Wonder	5	3,62%
Civilian	4	2,89%
The sad truth, Rescue	3	2,17%
Frighten	10	7,24%
Nowadays	2	1,44%
Come in quick	16	11,59%
I mean	1	0,72%
Unfortunately	35	25,36%
Feeling	14	10,14%
Clever	35	25,36%

After watching the subtitled cartoon, the majority of students find it difficult to supply an equivalent of the phrases "*champion of niceness*", "*the sad truth*"; they rather picked the meaning of only one word of the phrase. As a case in point, 49 students, of those responding to the phrase, can give only the equivalent of "*champion*"; 12 give only the equivalent of "truth". This proves par excellence the tendency of students to acquire simple and single words.

The lexical items that more than 25 percent of students recognized are those that have been accurately pronounced by the characters in the cartoon. This means that the ability of students to pick vocabulary from any subtitled video depends on their listening skills that should be developed. In this regard, these students are not familiar with listening to the native speakers of English neither in the classroom nor in their daily life. Additionally, these students belong to a rural area wherein watching foreign videos is not given much importance. In this rural area, not all the students can have access to neither an internet connection nor a digital media that can let them watch subtitled videos. Consequently, they do not develop the habit of watching subtitled videos. Through this exercise, I find out that students can recognize from the subtitled video some words, depending on the level of proficiency they have. That is, that short period they have in learning English enables them to discover only some lexical items that go within the sphere of their background knowledge; there are also words that can be easily understood and captured from the subtitled video. It should also be noted here that it is the first time students experience this activity during that school year.

Second Exercise:
For the second exercise, students should fill in the blanks with the words used in the first exercise. The aim of that exercise is to test the extent to which students can use those words in context.

Documentary:
The exercise consists of ten sentences; the lexical items that students should fill the blanks with are: health care, insufficient food, to survive, opportunity, seeking, minority, better future, ignored, representatives, deprived, to take part, and citizen. The following table illustrates the number of words used appropriately by how many students:

The number of lexical items picked by which number of students (documentary)

Number of words	Number of students	Percentage
1	43	31,15%
2	16	11, 59%
3	15	10, 86 %
4	7	5, 07%
5	1	0,72%
6	0	0%
7	0	0%

8	0	0%
9	0	0%
10	0	0%

The table shows that only one student can use at once five items in their appropriate contexts. These proportions indicate clearly that the use of the newly known items is difficult for them. Being early beginners, these students find the sentences constituting the exercise challenging though I explained to them those sentences, bearing in mind that what is important is the use of the new lexical items. The latter can not become an "intake" unless students come across them frequently and in different contexts. However, the knowledge of those lexical items can become an input that students experiment in the productive skills, which are speaking and writing. That input can be restored for later use. Sometimes, students experiment with that lexis in the activities they are engaged in class. Thus, they try to use it in a context that seems appropriate. This can be due to the fact that they learn these linguistic items through Arabic equivalents. Nevertheless, when the students know the meaning of a word thanks to the subtitled video, they feel at ease to use it. Then, they come across that word through different contexts, which will enable them to use it correctly. This will help them to transform that input into an "intake".

It is worth noting in this exercise that it is restricted to measuring the ability of the students to use the newly known lexis in appropriate contexts. This kind of exercise can best suit other levels of students, for beginners do not have an extended repertoire that can decode the meaning of the sentences given so that they can insert the appropriate lexical items. Nonetheless, the results can be considered satisfactory.

Cartoon:
The following table illustrates the results obtained:

The number of lexical items picked by which number of students

Number of words	Number of students	Percentages
1	63	45,65%
2	19	13,76%
3	9	6,52%
0	41	29,71%

The above table reveals the results obtained from using language in context. Concerning the cartoon, for example, only 9 students out of 138 were able to use three lexical items; 29, 71 % can't use those items in context. That exercise which is done on the cartoon is another indicator that applying the newly recognized terms in their appropriate contexts can be limited only to some terms. That is to say, one to three words only were put correctly in their appropriate contexts. The immediate use of those terms in the language can not be assured to a great extent since that use is hindered by the new linguistic environment that the students can not decipher. Moreover, students do not feel secure enough to use the newly learned items. They should rather use them themselves in the context they prefer. In light of this, I see that it is preferable to ask students to come up with sentences using those lexical items, so that they use them with whatever vocabulary they have in mind. They are not obliged to put a word in a sentence which they do not fully understand. In spite of my explication of the sentences, students find them challenging. The results in that exercise can also be due to the students 'inability to recall those lexical items. In order for students to grasp a particular item, it needs to be dealt with in different situations; one encounter is not enough.

Third exercise:
In this exercise, students are invited to jot down all the linguistic items such as words, phrases, expressions, etc that they can learn from the subtitled video. To ensure that they grasped their meanings from the subtitled video, I asked them to write in front of the lexical items the Arabic equivalents. This exercise is the most crucial one of the three since it measures the number of linguistic items the student can get from the subtitled video (see appendices C and D).

Documentary:
Going through the lexical items the students picked from the subtitled documentary, I noticed a variety of lexis belonging to different functional categories such as verbs, adjectives, nouns, etc. Of these, I choose a list that students come up with, without repeating the same word unless it is written differently; I crossed out the lexis used in the first exercise and that students write down for the third exercise and kept only the new words learned from the subtitled video:

Klire:واضح /wa:diħ/

ene w oin:أي واحد/ay waħd/

eximblse:أمثلة / Ɂa:mtila/

Armes groups:مجموعات مسلحة /madʒ mo ʕat mosallaħa/

Voice:صوت /sawt/
Human rights:حقوق الإنسان /ħqoq lʔinsa:n/
Som tiamse,Smetaymes في بعض الأحيان: /fi baʕdi lʔa ħyan/
Dis:هذا /haða/
drime:يحلمون /jaħlumu:n/
Jestinaf:كاف /ka:fin/
pawre, paur,power:سلطة، قوة /solta qowwa/
ou youz:نستعمل /nastaʕmil/
Contrai,Country الدولة: /ʔaddawla/
foot:الأقدام /ʔal aqda:m/
wi have:لدينا /ladajna/
sosite:مجتمع /moʤtamaʕ/
thank you,Tankyo,Tenkio,Tankuyou,tankio شكرا لك: /ʃokran/
country:الدولة /ʔaddawla/
today:اليوم /ʔaljawm/
poplichen:السكان /ʔassokka:n/
wealth:الثروة /ʔaθθarwa/
rites:الحقوق /ʔlħoqoq/
no one:لا أحد /la ʔaħad/
Somache:كثيرا /kati:ran/
oumegrante:مهاجر /mohaʤir/
Tudey:اليوم /ʔlyawm/
Talents:مواهب /mawa:hib/
rayt: حق /ħaq/

As it is obvious in this list, some students misspelled the words they hear although they get their meanings. For example, the word "thank you" is not written correctly: /Tankyo/, /Tenkio/, /Tankuyou/, /tankio/. Similarly, the word power is written as /pawre/, /paur/. The false spelling of the words aforementioned is due to the fact that L1 subtitles, as it is indicated in the literature by Chia-Jung Tsai (undated, p10), do not help students to recognize clearly the words they hear since they do not know their spelling, and they get distracted by the L1 subtitles. Therefore, they transcribe them the way they hear them. This is the reason why we found a set of words misspelled. Unlike L1 subtitles, videos with L2 subtitles help students to detect the right spelling of the word heard. We also noticed that the language items the students can learn from the subtitled video are generally simple words (single words), and that there are no long phrases or sentences. Thus, as already mentioned in the literature, vocabulary learning via L1 subtitles is limited to simple words. Moreover, there are some vocabulary items that some students had already known. Thus, coming across them in the subtitled video helps students to maintain their knowledge of those words (Chia-Jung Tsai, p9).

To demonstrate the number of students that benefit from the documentary and how many language items they can get, we use the following table:

The number of students and the number of lexical items they recognize

Number of students	Number of lexical items	Percentages students
63	00	45,65%
29	02	21,01%
26	01	0,72%
9	03	2,17%
5	04	2,89%
3	05	3,62%
1	10	7,24%
1	8	5,79%

From the table above, 45, 65 % of the students can not get any lexical item from the subtitled video, which means that more than half of the students benefited from it. 1 to 9 students picked between 1 to 10 lexical items thanks to the subtitled video. Though that subtitled documentary may not be interesting, students have got from it some vocabulary items. In this respect, the importance of the topic of the subtitled video is not necessary when it is assigned in the classroom wherein students watch for a purpose; hence, they pay attention more. On the contrary, when they are outside the classroom setting, the students watch the subtitled videos they like, since they do that for the sake of entertainment; in other words, they do not watch to answer some exercises.

Cartoon:

The same pitfalls of interlingual subtitling found in the documentary are also noticed in the cartoon. To illustrate, the words "tou" أيضا /ʔaydan/, "corage" شجاعة /ʃadʒaʕa/, "jope" عمل /ʕamal/ , "mane" إنسان /ʕinsan/ are misspelled for the words "too", "courage", "job", and "man". This means that these beginner students do have poor listening skills. Moreover, a set of students wrote words that are unintelligible such as "crome"; hence, I didn't include them in the statistics. I kept those that can be understood, though they are misspelled. I also didn't count those items that have been used in the first or second exercise since they have been familiar to students. The following table presents the number of lexical items and the number of students recognizing it:

The number of students and the number of lexical items they recognize

Number of students	Number of lexical items	Percentages Students
19	1	13,76%
14	2	10,14%
6	3	4,34%
3	4	2,17%
1	5	0,72%
1	12	0,72%
15	0	10,86%

As it is stated in the table above, 12 lexical items can be got by one student thanks to the cartoon. 13, 76 % of students can pick from the subtitled video one word. It is also worth noting, here, that the majority of students benefited from that subtitled cartoon, for only 15 students get no word at all. What is also obvious from the third exercise in both the cartoon and the documentary is that students were able to pick and recognize only simple words, as it is mentioned above. The answers students provide in this third exercise are void of any phrase, expression or a sentence. It becomes crystal clear, then, that the students do benefit from interlingual subtitled videos thanks to the vocabulary items they pick from them. These vocabulary items may not be well-spelled, yet they may be well-pronounced. The words "too", "pawre", "rayt".etc. show that students 'knowledge of vocabulary is not complete. This is due to the fact that the knowledge of a vocabulary item requires the knowledge of its spelling, meaning, and pronunciation. These results are congruent with those achieved by (Chia-jung Tsai, p 8, 10).

Thanks to the data analyzed above, I can come to the following conclusions:

- Students learn English vocabulary from the interlingual subtitled videos they watch.
- Students can use some of the newly learned items.

Investigation of the two research questions and the hypotheses:

The first research question endeavored to investigate what effects subtitled videos can have on learning English vocabulary, and the second attempted to examine the ability of the students to use the newly learned lexical items. To answer these questions, we go through the results we obtained in the three exercises designed in each subtitled video. First, all the words in the first exercise in both videos are known after watching those interlingual subtitled videos, except for the phrasal verb in the documentary (to take part). As to the second exercise, the results are satisfactory. Thus, only 31, 15% weren't able to recall and make use of at least one word in the context; this means that more than half of the students can use some of those lexical items or at least one of them for the documentary. Concerning the cartoon, only 10, 86% can not use appropriately any word in the context. Regarding the last exercise, 10 lexical items with their meanings can be recognized from the documentary by 7% of students. Moreover, 19 students got one word from cartoon, and one student was able to get 12 lexical items. No matter how great or poor the results are, students can not be initiated to these lexical items and learn them without the interlingual subtitled videos they are exposed to. Consequently, I can conclude that interlingual subtitled videos do have good impacts on learning English vocabulary. Some of the latter can be used appropriately. Based on the results reported above, the hypotheses for which I conduct that research paper hold true. In other words, interlingual subtitled videos can be related to learning English vocabulary, and that students can use some of the newly learned items appropriately.

Pedagogical implications:

One of the main pedagogical implications to be drawn from this study and with reference to the results obtained, I have found out that interlingual subtitled videos assist students in learning some vocabulary items. These videos whose subtitles are in L1 benefit students only in some language components such as vocabulary, listening comprehension, and oral abilities (Tsai: 13-16). In this respect, there is a need for intralingual subtitled videos, wherein English is both in the soundtrack and the subtitles. In this respect, foreign language teachers should encourage beginner students to watch these kinds of videos, and equip them with strategies and techniques to optimize their incidental learning from the subtitled videos they watch outside the classroom.

Thus, instead of the demotivating listening materials that teachers use in their classes and which are void of any visual material, teachers should rather integrate into their teaching subtitled videos with different types of subtitles.

IV. Conclusion

This paper attempted to investigate the effects of interlingual subtitled videos on learning English vocabulary. I sought to answer two research questions: First, whether interlingual subtitled videos have some effects on learning English vocabulary or not, and the other research question revolves around the ability of the students to use the newly learned items appropriately. Through the experiments I designed, I found out that interlingual subtitled videos do help students to learn some lexical items; however, there are some difficulties in using those lexical items in their appropriate contexts.

This study is restricted to a specific group of students and particular types of videos. Therefore, more research should be done on the benefits other levels of learners can have from subtitled videos. Similarly, pedagogical attention should be paid to the investigation of the level that can benefit most from those videos.
Worth highlighting is the need to examine the difference that may emerge among students in the rural and urban areas in terms of their learning English from the subtitled videos. More importantly, there is also the need to examine which type of subtitled videos (documentaries, movies, cartoons, and music.etc) can have more positive effects on learning English.

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