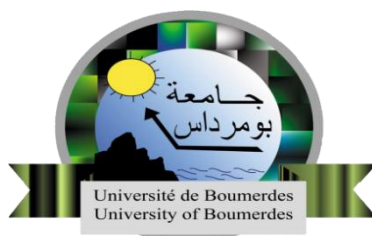


M'hamed Bougara University of Boumerdes

Faculty of Letters and Languages

Department of English



**The Effectiveness of Subtitled Videos in Teaching and Learning
Listening Skills through MOODLE Platform**

A Case Study of Second Year LMD Students at the Department of English at
the University of M'hamed Bougara, Boumerdes

A Dissertation Submitted in Partial Fulfilment of the Requirements for the Master Degree in
Language Sciences

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Declaration

We hereby declare that this dissertation is solely our original work, and that it has not been submitted, in whole or in part, for any other degree or qualification at any other University, except for any acknowledged sources or publications explicitly mentioned in the reference section.

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I dedicate this work to:

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My supportive brother in-law *Takfarines*

Katia

Dedication Two

This work is dedicated to my family and friends,

For their endless support and encouragements.

Celia

Abstract

This study aims to examine the efficacy of incorporating subtitled videos within MOODLE platform as a means of enhancing the teaching and learning of listening skills. Specifically, the research focuses on second-year LMD students of English at M'hamed Bougara University of Boumerdes. To achieve its objectives, the study adopts a mixed-method approach, combining quantitative and qualitative methods. The research design includes the administration of a questionnaire, conducting experiments and a survey with students, and conducting an interview with teachers. The collected data is subjected to a thorough examination. The findings reveal that using videos with subtitles, which are integrated into the MOODLE platform, is proven to be efficient in facilitating the teaching and learning process. This effectiveness; however, depends on the availability of an adequate network connection, as well as the resolution of any technical issues encountered by educators and educational institutions while utilizing MOODLE platform.

Key words: Subtitled videos, MOODLE platform, Listening skills,EFL,E-learning.

List of Abbreviations

Covid-19	Corona Virus Disease2019
EFL	English as a Foreign Language
MOODLE	Modular Object-Oriented Dynamic Learning Environment
LMD	Licence, Master and Doctorate
RQ	Research Question
HY	Hypotheses
FL	Foreign Language
LC	Listening Comprehension
AI	Artificial Intelligence
LMS	Learning Management System
%	Percentage
ESL	English as a Second Language

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General Introduction

The Algerian educational system has undergone significant changes due to the COVID-19 pandemic. In response, the government implemented E-learning and adopted alternative methods of teaching and learning to overcome the difficulties faced during this time. One of these alternatives is hybrid learning, which combines both face-to-face classes and online learning.

According to Littlejohn and Pegler (2007), hybrid learning refers to the integration of face-to-face teaching methods with online approaches, such as the use of MOODLE platform. Thus, MOODLE is a free, modern, and an open-source platform that provide teachers and learners with a space to create customized learning environment. It was created in the late 1970's in Australia and is available as a free platform. It provides a wide range of interactive activities that aid students in developing their skills. Through the platform, teachers have the ability to upload diverse types of assignments and files, including texts, pictures, audio, and videos.

Listening is a vital skill, as stated by Mendelsohn (1994), it plays an important role in communication, accounting for approximately 40-50% of the overall process. In comparison, speaking comprises 25-30%, reading 11-16%, and writing about 9%. Learning English often presents listening as one of the most challenging skills among the four. However, developing effective listening skills enhances one's ability to learn, acquire new information, knowledge, and skills. Previously considered passive and inefficient, listening has now emerged as a key aspect of active and conscious communication.

According to Grunkemeyer (1992), listening involves several stages, including hearing, transforming, absorbing, accumulating, and retrieving data. Saricoban (1999) further confirms that listening is one of the fundamental language skills. It serves as a medium through which individuals, including children, young people, and adults, obtain a significant portion of their

information, understanding of the world, human affairs, ideals, sense of values, and appreciation.

Moreover, developing listening skills necessitates a high level of concentration to understand the meaning of conversations. Both educators and learners need to possess a diverse vocabulary to facilitate comprehension of audio conversations. Wagner (2010) argues that listening also entails recognizing second language sound patterns, including phonemes, stress, rhythm, intonation, and tone. Understanding individual words and the syntax of sentences in which they are presented is equally important.

Subtitles refer to the textual representation of dialogue, narration, or other relevant information displayed on a screen to assist viewers in understanding the audio content. They are typically used in videos, films, TV shows, and other multimedia presentations to provide a written translation of spoken words or to aid individuals with hearing impairments. According to Field (2004), using subtitles and captions has been recommended as they help students or learners by allowing dual processing of input.

Snyder and Colon (1988) conducted a study that found foreign language students exposed to audio-visual aids performed significantly better in vocabulary and listening comprehension compared to students who were not exposed to them. This highlights the positive impact of subtitles on language learning. Additionally, Harmer (2001) emphasized that videos offer more than just listening with pictures; they help students easily understand the message by providing both verbal and nonverbal language cues.

Furthermore, Secules, Herron, and Tomasello (as cited in Long and Doughty, 2009), argue that videos offer language learners opportunities to see the dynamics of communication. As widely available materials, videos present a better and feasible option for improving listening

comprehension. These findings reinforce the benefits of using videos with subtitles for language learners.

1. Statement of the Problem

Mastering various skills is crucial in the process of learning English, and developing effective listening skills is considered a fundamental building block. However, listening poses significant challenges for both teachers and learners. Assaf (2015) highlights the difficulties faced by learners, including a lack of information on specific topics, lack of enjoyment in listening texts, environmental noise, inadequate listening equipment, fast speech rates, low motivation, and limited English proficiency. Consequently, teachers often struggle to prioritize the listening process, focusing primarily on speaking skills. To address these challenges, subtitled videos have been introduced as a solution through MOODLE platform.

2. Significance of the Study

The present study is increasingly beneficial since it tends to investigate the effectiveness of using subtitled videos through MOODLE platform and how it plays a vital role in motivating students. In addition, this study is significant and influential in explaining the importance of listening skills and how they are acquired through exposure to subtitled videos. Simply put, it is concerned with whether subtitled videos are a useful technique in improving students' listening skills and increasing their motivation.

3. Aim of the Study

The purpose of this study is to examine and determine the challenges and difficulties of listening skills in EFL teaching and learning. Additionally, it aims to investigate the effectiveness of videos with subtitles in teaching and learning listening skills through MOODLE. It is mainly concerned with finding whether this strategy is efficient in improving students' listening skills, as well as demonstrating whether students are motivated to use MOODLE platform.

4. Research Questions and Hypotheses

The present study aims to answer the following questions:

RQ 1: What are the challenges and difficulties of teaching and learning listening skills?

RQ 2: How can the integration of subtitled videos in MOODLE motivate students and enhance their listening skills?

The present research is based on the following hypotheses:

HY 1: The challenges and difficulties of teaching and learning listening skills can be influenced by various factors such as language proficiency, lack of exposure to authentic materials, and limited opportunities for practice.

HY 2: Integrating subtitled videos in MOODLE can enhance students' listening skills and motivation through visual reinforcement, improved comprehension, self-paced learning and increased engagement.

5. Research Methods and Tools

To investigate and examine the effectiveness of subtitled videos in teaching and learning listening skills through MOODLE, this research follows a set of methodological steps. To ensure the reliability of the study and the scope of the work, a combination of qualitative and quantitative methods is deemed appropriate.

To collect sufficient quantitative data, an online questionnaire was administered to 35 LMD students in the second year in Department of English at M'hamed Bougara University of Boumerdes. Additionally, an interview was conducted with teachers from the department. Experiments were carried out, and a survey was used to evaluate the outcomes.

6. Organization of the Dissertation

This work consists of three main chapters, in addition to a general introduction and a general conclusion. The first chapter consists of a theoretical background of the study and related studies, which involves three separate sections. The first section is about teaching listening

skills in the light of hybrid learning. The second segment discusses the use of subtitled videos as an effective tool in teaching and learning listening skills. The last section is concerned with reviewing the related studies.

The second chapter is devoted to methodology and research design. It presents the methodology choice, research questions and hypothesis aim, as well as the participants who were part of the practical field. It also discusses the sampling and the procedures for collecting and analysing data. This chapter describes the tools that are used to collect data, including teachers' interview, students' questionnaires, experiments, and survey.

As for the third chapter, it focuses on data analysis and the results obtained from the methodological tools. It primarily involves the review and discussion of the conclusions extracted from various data collection techniques.

Finally, our work concludes with a general conclusion.

Chapter One: Theoretical Background of the Study

Introduction

This chapter is devoted to the theoretical background of the study and related studies, and it is divided into three main sections. The first section concerns teaching listening in the light of hybrid learning. The second segment discusses subtitled videos as an effective tool in teaching and learning listening skills. Finally, the third section aims at reviewing the related studies.

Section One: Teaching Listening Skills in the Light of Hybrid Learning

Introduction

Hybrid learning, which combines traditional classroom instruction with online learning, has grown in popularity in a number of nations, including Algeria. With the emergence of new technology and the implementation of numerous educational reforms, the Algerian education system has undergone major changes in recent years. A new system, E-learning, has been welcomed. In fact, E-learning is becoming popular worldwide. With the increasing accessibility of the internet, E-learning has the potential to transform the Algerian educational system by expanding access to education, improving educational quality, and lowering the costs associated with traditional classroom-based learning.

As a result, while E-learning is still in its infancy in Algeria, the government acknowledges its potential and is taking steps to promote its use. In 2018, Algeria's Ministry of Higher Education and Scientific Research announced "MOODLE", an E-learning portal that provides university students and professors with online courses and resources.

1.1.1 Hybrid Learning

Hybrid learning, also known as blended learning, is now widely used, particularly in higher education. Graham (2006) defined it as “A combination of instruction from two historically separate models of teaching and learning systems and computer-mediated learning” (p.10). In

other words, hybrid learning involves the integration of face-to-face classroom learning and E-learning, which is based on the use of E-learning tools, whether they are internet-based or software-based, employed in learning activities.

Hybrid learning also allows for specific learning experiences. Instructors may adjust lessons to particular student requirements and provide particular feedback by using digital technologies. This method enables learners to receive personalized help and instruction, which leads to a more in-depth comprehension of the subject matter. Furthermore, hybrid learning encourages collaborative learning environments. Even outside of the physical classroom, online platforms and communication technologies permit interaction among students and between students and teachers. Peer-to-peer learning, knowledge sharing, and the development of critical thinking and problem-solving skills are all facilitated by this type of collaboration.

In a nutshell, hybrid learning blends face-to-face classroom instruction with online learning tools to offer a dynamic and flexible educational experience. By combining the advantages of both systems, hybrid learning promotes personalized learning, fosters collaboration, and improves overall performance and learning outcomes for students in higher education settings.(Pulham & Graham ,2018)

1.1.2 Hybrid Learning Components

Hybrid learning components are divided into two primary categories: face-to-face learning (classroom) and E-learning (online).

1.1.2.1 Face-to-Face (Classroom) Learning

Face-to-face learning is considered as the traditional learning method that requires the existence of instructors and learners both in one place and at the same time (The World Bank Institute, 2008). In fact, face-to-face classrooms are an instructional approach in which

educational materials are delivered and presented in classrooms, allowing for direct interaction between the learner and their instructor.

Thus, it is up to the teacher to guide students in the process of learning through discussions, assignments, evaluations, and feedback. Furthermore, So and Brush (2008) argued that face-to-face classrooms are distinguished by the presence of contact between the teacher and students, and students and students. This means that it is based on classroom communication between the teacher and the students, as well as between students themselves.

To simplify the meaning, for centuries, face-to-face learning has been the conventional way of education, and it is still the most frequent method of learning in many parts of the world. This is due to the fact that it enables real-time contact between the teacher and students, as well as between students themselves. This can help improve knowledge of the subject matter and inspire student engagement and discussion.

1.1.2.2 E-Learning (online)

“E-learning is the delivery of learning materials via electronic media or the internet so that students from all over the world can access them at any time” (Watanabe, 2005; Noidu, 2006; Al Ouwaïd & Al Hamid, 2005). All these cited authors agree that it is a method of teaching that uses modern means of communication from the computer and its networks, as well as multiple media such as sound, image, graphics, search mechanisms, and electronic libraries, in addition to internet portals, whether remote or in the classroom.

This means that through E-learning, the material provided to students can be accessed anytime and from anywhere. Besides, using E-learning can reduce time by communicating information to learners in the fastest time and at the lowest cost. Simply put, the main benefit of E-learning is its accessibility. Students can access instructional materials at their own convenience, eliminating the necessity for physical classrooms and fixed schedules. This

flexibility enables students to study at their own pace, accommodating personal preferences and circumstances.

Overall, E-learning provides a modern and adaptable approach to education which makes learning more accessible, efficient, and effective. It has altered the educational landscape by making it possible for students from all over the world to acquire knowledge and skills in a flexible and accessible manner.

1.1.3 Applications and Platforms used in E-learning

According to Koonhang and Harman (as cited in Bin Herzallah, 2021, p. 76), “E- learning is the delivery of education (all activities relevant to instructing, teaching, and learning) through various electronic media”. Therefore, E- learning refers to a type of learning that involves internet- supported electronic media. In fact, the most common tools and platforms for this form of learning are MOODLE, Google Classroom, and Zoom.

1.1.3.1 MOODLE

MOODLE is a free online learning platform. It is widely used in higher education since it makes it attainable for learners to upload, download, and engage with their instructors (Pandey & Pandey, 2009). Thus, it allows teachers to design online assignments while assessing learners’ progress. Furthermore, its activities promote communication between teachers and learners in forums and discussions while enhancing language proficiency.

1.1.3.2 Google Classroom

Google Classroom is a free E- learning platform launched by Google in 2014. Ghounane (2020, p.29) claims that Google Classroom wins recognition in the academic community as a platform for teaching self -learning and encouraging learners and instructors to stay connected. As a matter of a fact, it enables teachers to create and manage classes, assignments and grades online, eliminating the need of paper. Additionally, it allows learners to benefit from their

classmates' skills and knowledge. Simply put, this digital instructional tool promotes collaboration by providing flexibility and accessibility at any time and from any place.

1.1.3.3 Zoom

Zoom is an internationally recognized video- conferencing application, developed and launched in 2011. Guzacheva (2020) claims that “Zoom is the leader in modern enterprise video communications, with an easy; reliable cloud platform for video and audio conferencing, collaboration, chat, and webinars across mobile devices, desktops, telephones and room systems” (p.458). In other words, it is cloud-based interactive audio and video technology used extensively by teachers and students for its efficient features. Moreover, this audio-visual technology can accommodate up to 100 people at once, enhances positive academic outcomes for various groups, and encourages pair or group work.

1.1.4 Hybrid Learning Vs E-Learning

Hybrid learning and E-learning are two concepts that define certain methods of instruction. They may seem alike; however, they are not the same. Therefore, it is important to note that E-learning and hybrid learning have different indications.

E-learning, as defined by Berteau (2009, p. 1), is a modern approach to education that serves as an alternative to traditional remote learning. It utilizes various technologies in conjunction with the internet to provide students with the necessary information, tests, and assessments for their academic development. In essence, E-learning is a fully online educational method that eliminates the need for physical classroom settings. Through this approach, students can access educational materials, interact with instructors, and participate in assessments using digital platforms, thereby offering a flexible and convenient learning experience.

On the other hand, hybrid learning refers to the various components of education that combine the benefits of distance learning with the advantages of traditional face-to-face

instruction (Mokraoui & Saadi, 2022, p. 10). That is to say, it is an approach that combines all of the positive aspects of traditional classroom learning with the benefits of internet-based instruction. For instance, Students in a hybrid learning environment often engage in a combination of online activities, such as virtual lectures or discussions, and offline activities, such as in-class discussions or hands-on tasks. This hybrid approach attempts to create an enjoyable educational environment that increases the learning outcomes and satisfies various learning preferences.

To summarize, E-learning and hybrid learning are two distinct methods of instruction. E-learning is a fully online strategy that uses technology and the internet to deliver educational content and assessments to students while offering flexibility and convenience. Hybrid learning, on the other hand, incorporates the advantages of online learning with face-to-face interaction, combining virtual and in-person activities to create a mixed learning experience.

1.1.5 Listening Skills

Teaching a foreign language is a complex process that mainly requires competency in the four skills: speaking, reading, writing, and listening. Listening is considered the most difficult and important skill as the listener has to understand what the speaker wants to say both linguistically and pragmatically. Thus, EFL students face many difficulties and obstacles in their first steps when developing such a potent skill.

1.1.5.1 Definition of Listening

Listening used to be considered of little importance, ineffective and a passive skill. However, today, researchers recognize that it is an active and conscious skill with significant value and complexity. It has become apparent that listening plays a crucial role in communication and is a matter that the listener should actively engage in and prioritize.

Purdy (1997) provides clarifications about the complex nature of listening. He defined listening as: “the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal), needs, concerns, and information offered by other human beings” (p .978). That is to say, Listening is an active and dynamic process where the listener pays attention, understands, remembers, and responds to what others say or express either verbally or non-verbally. By listening and responding properly, he/she shows that he/she cares about the speaker's needs, concerns, and information.

Wilson (2008) confirmed what Purdey said in different words. He emphasized that “Listening is not passive. Indeed, it is extremely active, but all the activities happen in the mind. Listeners guess, predict, infer, criticize, and above all interpret” (p. 21). In other words, listening is a thinking process that goes beyond passively receiving information, as it involves mental activities. Simply put, listeners assess what they hear, questioning and analysing the message. Listening is, in essence, a complex cognitive process that requires active engagement and mental effort to grasp and derive meaning from the transmitted message.

Harmer (2005) believed that listening is a means and a great way for students to learn and practice pronunciation correctly. This leads to developing their ability to understand tone, intonation, stress, and sound when they can clearly hear and perceive the spoken English language. Additionally, it enhances their speaking skills because they can use what they have heard and adapt it to improve their own speaking. Specifically, listening has the potential to develop students' pronunciation, word stress, and syntax. It is based on the ability to infer, guess, predict, and interpret the signs of a language that the speaker delivers.

Similarly, Saricoban (1999) claimed that listening is one of the most essential language skills. It is a means through which adults, children, and young people gain a large amount of

information, their understanding of the world, their ideals, and their appreciation. Hence, listening is more than just hearing and perceiving a spoken language.

Based on the previous definitions, it is evident that listening is no longer regarded as a passive skill. Instead, it is recognized as a crucial mental process which require a high concentration to effectively interpret the messages received.

1.1.5.2 The Importance of Listening in Teaching and Learning FL

Listening is a complex process that is fundamental in language learning and often requires more time than speaking. According to (Morley,2001),in the late of 1960s, listening was not given much importance and was considered a receptive skill that could not be changed. However, nowadays, there is increased awareness of the importance of listening.

Listening is considered a key factor in the language learning process. Current studies on adults' use of the four skills show that 45% of their time is spent on listening, compared to 30% on speaking, 16% on reading, and only 9% on writing (Oxford, 1993). It plays a vital role in both students' daily lives and their academic contexts, and it is crucial for effective communication.

According to Vandergift (as cited in Kadem, 2020), listening is gaining prominence in EFL classrooms and is quickly becoming the most important and fundamental skill in foreign language learning. There are several reasons for this progress. First, listening helps learners adopt language rules. Babies are a great example to confirm that. By enthusiastically listening to their parents, they mimic and reformulate what they hear. This process of active listening and imitation forms the basis for language acquisition and the development of speaking skills in infants. Second, it aids in the emergence of other language skills. In other words, learners cannot achieve proficiency in other language skills unless they actively listen and comprehend. Similarly, Bilash (2009) stated that the better a learner understands what is being said, the better

their capacity to communicate will be. Furthermore, by listening, students can recognize the features of the language they are learning, which contributes to their overall language development in all four skills.

In summary, mastering the skill of listening is crucial when learning the English language as it plays a vital role in achieving fluency and efficiency.

1.1.5.3 Types of Listening

Listening is a key component of effective communication skills. To develop this skill, it is important to recognize that different situations require specific types of listening, based on the listener's intended goals. Two main types of listening can be identified: extensive listening and intensive listening. As stated by Rixon (1986), extensive listening refers to a relaxed style of listening where the listener does not pay attention to every word, while intensive listening involves listening with heightened attention and concentration to remember language cues.

1.1.5.3.1 Extensive Listening

Flowerdew and Miller (2005) define extensive listening as "free listening." In other words, it is an independent activity that students engage in for enjoyment. It is a method used to improve one's ability to listen fluently, focusing on building listening speed. During extensive listening, the listener is free to select any content of their choice, such as films, music, stories, and so on. Teachers employ this type of listening to stimulate learners, create a sense of enjoyment, and increase engagement with the spoken language.

1.1.5.3.2 Intensive listening

Intensive listening, in contrast to extensive listening, involves attentive listening with a strong emphasis on precise words and utterances. During intensive listening, the listener carefully attends to all the information presented in the audio, including details such as noises,

words, and intonation. This type of listening typically occurs in a classroom setting, guided by the teacher, and is often followed by activities like note-taking.

The materials used in the classroom are selected by the teacher with specific course objectives in mind. The teacher focuses on particular language elements that students need to acquire, so it is the teacher's responsibility to choose appropriate materials and tools that cater to the students' needs and effectively support their learning process (Tekkouk & Boussena, 2018, p.9).

1.1.5.4 Stages of Listening Skill

Before tackling the difficulties and challenges of listening, it is important to consider that listening process goes throughout five different stages: receiving, understanding, evaluating, remembering and responding.

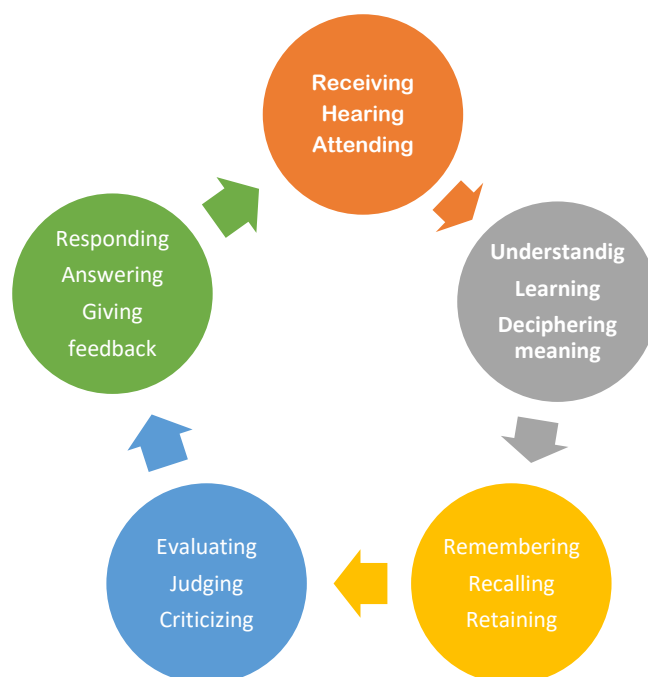


Figure 1. The Model of Listening Process (Alessandra, 1986; Barker, 1990; Brownell, 2010)

1.1.5.4.1 Receiving Stage

Receiving is the initial and fundamental stage of the listening process, involving both hearing and attending. In essence, receiving is the conscious act of focusing on hearing and comprehending a speaker's message. This stage is commonly referred to as the “listening stage” as it primarily relies on the ears as the essential sensory organ. At this stage, the listener's ears detect sound waves, and the auditory information is then received and processed by the brain (Open Okstate.Nd).

1.1.5.4.2 Understanding Stage

DeVito (2016) defined the understanding stage as “A stage in the listening process in which you decode the speaker’s signals and grasp their meaning” In other words, it is at this stage that decoding occurs. Most people cannot listen to someone's speech and not understand what they are hearing. In fact, the understanding stage of listening skill is when the listener attempts to comprehend or make sense of the information delivered by the speaker. At this point, the listener is more concerned with comprehending the message than with simply hearing the words. Overall, understanding stage enables the listener to thoroughly comprehend the message being delivered and respond accordingly based on their comprehension.

1.1.5.4.3 Remembering Stage

At this stage, "Messages that you receive and understand need to be retained for at least some period of time" (DeVito, 2016, p.24). This implies that during this stage, the listener categorizes and stores the information gathered from the speaker for future access. It takes place in the brain, where the information is either stored in long-term memory or forgotten over time.

1.1.5.4.4 Evaluating Stage

DeVito (2016) stated that the evaluating stage involves assessing and evaluating the message as well as the speaker's credibility, truthfulness, or usefulness. Personal biases and

preconceptions play a significant role at this stage, influencing what is considered good and what is ignored. These biases also impact judgments of quality, ranging from positive to negative evaluations. In some cases, evaluation takes the form of critical analysis, where the listener assesses what has been said based on their prior knowledge. It is important not to initiate this stage prematurely before the speaker completes their message, as doing so may result in a biased interpretation. Effective listeners critically evaluate the information they receive by examining the speaker's assumptions, biases, and motives. It is essential to judge the speaker's credibility and the accuracy of the information delivered.

1.1.5.4.5 Responding Stage

Responding is a stage in the listening process where individuals react to the messages they have received (DeVito, 2016, p.25). It involves checking whether the message has been understood correctly, which can be done through asking questions or restating the information in a different way. Burgoon et al.(2010) argue that responding occurs in two stages: nonverbal and verbal. Nonverbal responses are made while the speaker is still talking, and they aim to support the speaker and indicate active listening. These responses, known as backchanneling cues, include gestures like nodding, smiling, and leaning forward. On the other hand, verbal responses are made after the speaker has finished, and they can be influenced by both short-term and long-term memory.

1.1.5.5 The Difficulties Faced in Learning Listening Skill

Although listening is considered the most essential skill among the four language competencies, students encounter difficulties that hinder their active engagement during the listening process. Additionally, EFL learners face multiple challenges in improving their listening abilities, which negatively impact their capacity to effectively comprehend and connect with spoken content. In summary, the aforementioned points can be simplified as follows:

1.1.5.5.1 Unfamiliar vocabulary

According to Azmi et al.(2014), students find it easier to listen to texts that contain familiar words. When students are familiar with the meaning of the words, it can enhance their motivation and interest, positively impacting their listening comprehension ability. It is important to note that words can have multiple meanings, and if not used appropriately in their respective contexts, students may become confused. In summary, unfamiliar vocabulary can be a significant obstacle when it comes to developing listening skills. Without a good understanding of the vocabulary being used, it can be challenging to comprehend what is being said.

1.1.5.5.2 The Noise and Redundancy

According to Ur (1984), during the listening process, students must deal with the amount of noise they are exposed to, whether it is from outside or background noise in the original video, because words may be drowned out by outside interruption, such as the sounds of classmates. Thus, EFL students need to put in extra effort to cope with noise while also grasping the meaning of the spoken language. As a result, learners cannot grasp the received message appropriately because of noises which impact their ability to listen.

1.1.5.5.3 Accent

An accent can be a barrier to effective listening. People who are unfamiliar with a certain accent may find it difficult to identify and understand the sounds and pronunciation patterns employed by speakers of that accent. This can lead to difficulties in accurately comprehending the spoken words. Buck (2001) argues that when individuals are primarily exposed to American English and encounter an unfamiliar accent, such as Indian English, for the first time, they may encounter critical difficulties in listening. This unfamiliar accent can create interruptions in the overall listening comprehension process, making it challenging for listeners to understand the message being conveyed.

1.1.5.5.4 Cultural Differences

Learners should possess familiarity with the cultural knowledge of the language, as it significantly influences their understanding. If a listening task involves materials from a completely different culture, learners may face critical difficulties in comprehension. It is the responsibility of teachers to provide background knowledge about the listening activities in advance (Azmi et al., 2014). Additionally, it is crucial for teachers to acknowledge that learners may come from diverse cultural backgrounds, which can make it challenging for them to comprehend the spoken language. Therefore, it is highly important for teachers to consider these differences and select appropriate listening activities that cater to their specific needs.

1.1.5.5.5 Difficulties of Fast Speech

Most EFL learners cannot fully comprehend a native speaker's spoken language unless it is written down. (Mendelsohn, 1994). Thus, the following are some characteristics that EFL learners may encounter difficulties with:

1.1.5.5.5.1 Word Boundary Distortion

Unlike in written form, words and syllable boundaries may not always occur in the same place in fast speech, creating a significant issue for EFL learners. For example, the distinction between "Why + choose" and "white + shoes" can be challenging to discern (Brown, 1977, p.65). In fact, these two utterances bear a similarity that is hard to distinguish, which adds to the difficulty faced by EFL learners.

1.1.5.5.5.2 Elision

Brown (1990) defines elision as "the omission of a consonant or a vowel" (p.66). Thus, it is a consonant that is written but not heard in the spoken language. For example:

I don't know → I duno

Good boy → Gubboi

Thus, sometimes, learners are familiar with the written form of some words, but they cannot understand them while spoken by native speakers.

1.1.5.6 Difficulties Faced while Learning Listening Online

Online learning is a faculty-delivered instruction via the internet. It is considered a form of distance education, and it provides many advantages for students such as flexibility. Nevertheless, it forces them to face some challenges as well.

Most learners who learn English in a non-native context face some sort of difficulty in understanding what they hear in real-life situations, which leads to ultimately encountering communication issues and breaks the whole communication process. So, when it comes to virtual classrooms, they find themselves in front of more challenges which decrease the ability of learning listening appropriately. Among the difficulties manifested by learners while learning listening online:

- Lack of control over the speed of speaker speech
- Learners limited and lack of vocabulary
- Inability to concentrate due to external noises
- Lack of motivation
- Bumpy streaming what leads to poor audio quality
- Limitation of the media such as: Zoom, Google classroom and Google meet

In summary, online learning provide flexibility for students but also introduce challenges for developing effective listening skills. These challenges include limited control over speaker speed, vocabulary constraints, external distractions, low motivation, poor audio quality, and limitations of online platforms. Overcoming these obstacles is essential to foster successful online listening instruction and enhance students' ability to comprehend and engage in real-life communication.

Section Two: Subtitled Videos as an Effective Tool in Teaching and Learning Listening Skills

Introduction

Language is an important component of communication. Therefore, teachers often tend to look for new strategies to make language teaching more effective and interesting. In the recent years, with the rapid and increasing accessibility to technology, teachers integrate different and effective aids to teach language. For instance, teachers' use of subtitled videos in teaching a foreign language has been of a great interest in improving learners' achievements and language proficiency.

1.2.1 Definition of Subtitles

Subtitles are a catch-all term encompassing various definitions According to Shuttleworth & Cowie (2004), subtitles can be described as one of the primary methods employed for language transfer in the translation of various forms of mass audio-visual communication, such as films, television shows, and motion pictures. In simpler terms, They provide written text on the screen to help people understand what is being said, especially when the dialogue is in a different language or for individuals with hearing difficulties.

“Subtitling refers to the process of providing synchronized captions for film and television dialogue” (Shuttleworth &Cowie,1997). Similarly, according to Spanakaki (2007) subtitles are “the textual versions of the dialogue in a film and in television programs, and are usually displayed at the bottom of the screen”. In other words, Subtitles are pieces of written text that appear on the screen, usually at the bottom, and provide translations or explanations for foreign language speech. In the same context, Luyken et al. (1991) state that subtitles are condensed written translations of the original dialogue, presented as lines of text typically positioned at the bottom of the screen. Thus, they appear and disappear in synchronization with the

corresponding portion of the original dialogue and are often added to the screen at a later date as well.

1.2.2 Types of Subtitles

Traditionally, there exist two ways of classifying subtitles depending on two different parameters. According to Dyan Liu (2014), subtitles are generally classified into two primary docks, depending on two separate parameters, linguistic parameter and technical parameter. (p.2).

1.2.2.1 Linguistic Parameter

It is based on the language criteria, since language is the main distinguishing factor in this collection of parameters and will serve as the beginning point for conventional categorization. According to Batroll (2004), the linguistic parameter is the connection between the language being subtitled (spoken) and the subtitles (displayed at the bottom of the screen). Thus, this category is divided into two forms:

1.2.2.1.1 Interlingual Subtitles

It is also called “diagonal subtitling” or “Oblique subtitling”. It is defined by Gotllieb (1997) as the transmission of information from the source language (spoken) to the viewer's native language. In a nutshell, it occurs when there is a transfer or translation between two different languages. Moreover, this type of subtitling does not only translate from one language to another, but also changes it from speech to writing. Diagonal subtitling is often used in international films, TV shows, and other visual media to bridge the language gap and allow viewers to enjoy content in their native language. It serves as an important tool in ensuring cross-cultural communication and accessibility, enabling greater number of audiences to engage with multimedia content from diverse linguistic backgrounds.

1.2.2.1.2 Intralingual Subtitles

Intralingual subtitles, also referred to as same language captions in American English, are words written in the same language as the audio-visual conversation. (Díaz Cintas,2012). That is to say, this sort of subtitling occurs in the same language. It takes the speech down and converts it into written form. In fact, its primary audience consists of deaf and hard-of-hearing persons.

1.2.2.2 Technical Parameter

The technical parameter is an important criterion for identifying subtitles. Bartoll (2004) utilized the optionality parameter to describe the difference between the two types of subtitles from a technical standpoint. Thus, this category is divided into two main parts that are:

1.2.2.2.1 Open Subtitles

Open subtitles are always viewed and cannot be turned off. Bartoll stated that “open subtitles which go with the original films or the television version”. In a nutshell, they are not optional and are usually included within the film or show. They can also be interlingual translations of the spoken text, transmitted terrestrially and so are part of the television show.

1.2.2.2.2 Closed Subtitles

Unlike open subtitles, closed subtitles, as stated by Diaz-Cintas (2012), can be added at the viewer's will while watching a DVD. This means that, closed subtitles can be optionally turned on or off by the viewer, typically using the television's remote control. They provide viewers with the flexibility whether they want to view the subtitles or not.

1.2.3 Dual Subtitles

Dual subtitles, also known as double subtitles, combine native and foreign language captions, making it a valuable tool for beginners in understanding audio-visual content. This type of subtitles is especially helpful as it allows learners to visually comprehend the spoken

words and sentences. According to Lazareva and Loerts (2017), both subtitles or double subtitles have been found to enhance incidental vocabulary learning, as learners tend to remember the phrases they see while watching audio-visual materials. In fact, dual subtitles are particularly effective in vocabulary acquisition, as learners can memorize new terms and expressions. Furthermore, the inclusion of native language subtitles enables learners to fully grasp the content, learn vocabulary, and interpret the target language input, and vice versa.

1.2.4 Theories on the Use of Subtitled Videos in Improving Listening Skill

For decades, subtitled videos have been used to improve listening skills in language acquisition. Thus, several theories and approaches support the use of subtitled videos to improve language acquisition.

1.2.4.1 Cognitive Load Theory

Cognitive Load Theory is a psychological theory proposed by Sweller in 1988. It describes how the brain processes information and how the amount of mental effort used influences learning and problem-solving abilities. The theory suggests that controlling the amount of information we process can improve learning and performance.

According to Sweller (1988), learning is not simply about acquiring information, but about transforming oneself. In other words, learning goes beyond memorizing facts and figures; it involves a fundamental shift in our thinking, perception, and understanding of the world. For example, when learning a new language, it's not just about mastering grammar and vocabulary rules; it also involves transforming how we think about and use language.

Cognitive Load Theory can provide insights into how subtitled videos affect the development of listening skills. Subtitles, especially in a second language, can impose additional cognitive strain on the listening task as they require extra visual attention and

processing. This increased cognitive load may interfere with the listener's ability to comprehend auditory content, thus impairing listening comprehension and overall language learning.

Overall, using subtitled videos to enhance listening skills can be a successful strategy, but it is crucial to manage cognitive load effectively to avoid overwhelming the learner and negatively impacting their listening comprehension.

1.2.4.2 Dual Coding Theory

Dual coding theory, proposed by Pavio in 1971, is a cognitive psychology theory that suggests the existence of two distinct cognitive processing systems. One system handles verbal information, such as words and phrases, while the other system specializes in nonverbal information, processing visually or spatially presented information like images, diagrams, and maps (Paivio, 2007). According to this theory, both systems collaborate to help learners understand and remember information.

When encountering new information, dual coding theory suggests that both the verbal and nonverbal systems are used to encode it in memory. This means that when recalling the information, not only the words associated with it are remembered but also its visual or spatial characteristics.

Applying dual coding theory to educational settings, providing visual cues alongside auditory information can enhance comprehension and retention, especially in listening skills. For instance, during a challenging lecture, incorporating visual aids such as diagrams, charts, or photos can assist students in grasping and retaining the information.

Subtitled videos are an excellent tool for implementing dual coding, as they present information in both visual and verbal representations. When watching a subtitled video, the viewer simultaneously processes visual (video) and verbal (subtitles) information. This multi-

modal presentation enhances learning and comprehension since the brain processes information more effectively when it is presented in multiple ways.

Moreover, subtitled videos are particularly beneficial for language learning as they provide students with the opportunity to see and hear the language in context. The subtitles aid in understanding new vocabulary and improving listening abilities and grammar structures, while the video component offers visual cues that promote comprehension. Overall, using subtitled videos as a dual coding tool can be a valuable addition to any learning or teaching environment.

Section Three: Reviewing the Related Studies

The present section is devoted to highlighting specific prior studies about this research in the light of their focus on the effectiveness of using subtitled videos in teaching and learning listening skill. According to the following studies, the use of subtitled videos has proven to be an effective tool for teaching and learning listening skill.

Hayati and Mohamadi (2011) looked at the use of subtitled videos for Iranian university students' listening comprehension. In fact, three video treatments were employed in this study: one with English subtitles, one with Persian subtitles, and one without subtitles. Ninety university students were divided into three groups and given one of the three video treatments. The participants performed a multiple-choice comprehension test six weeks after being exposed to documentary video clips. Thus, the study revealed that subtitles in the target language improve students' listening comprehension and allow learners to obtain visual as well as oral messages.

Markham (1989) examined the process by which watching TV with subtitles affected the listening comprehension of beginning, intermediate, and advanced English language learners. Furthermore, he used two videos with subtitles on topics the students were unfamiliar with. Both videos, with and without subtitles, were seen by each group with a set of multiple-choice

questions based on the language of the video, where he evaluated the participants' comprehension. Thus, the study revealed that ESL students might be able to enhance their listening and reading comprehension, as all groups that used the subtitles performed noticeably better.

Vanderplank (1988) investigated European and Arabic students' listening comprehension of videos by having them watch one hour of BBC English language video programming with subtitles every week for nine weeks. The findings revealed that subtitles had a positive impact.

Pilán and Vásquez (2017) observed that students who watched subtitled videos improved their listening comprehension more than those who merely listened to audio or watched videos without subtitles. The researchers compared the listening comprehension abilities of two groups of language learners in their study: one that viewed subtitled videos and another that watched videos without subtitles. The results revealed that learners who viewed subtitled videos performed much better on a listening comprehension test than those who watched them without subtitles. To sum up, learners who watched subtitled videos claimed to be more engaged and motivated to continue learning than those who only watched videos without subtitles.

In summary, subtitled videos can help language learners enhance their listening comprehension and understand the spoken language by providing visual and textual support. Thus, these prior studies revealed that using subtitles improves comprehension at all levels of language skill and cultural background.

Conclusion

This chapter offers an overview of what scholars and researchers have claimed regarding the effectiveness of using subtitled videos in teaching and learning listening skill in the context of hybrid learning, taking various definitions and key concepts into account. To sum up, previous

studies on the current topic have been incorporated with their methodological design and results.

Chapter Two: Research Methodology and Design

Introduction

This research paper attempts to investigate the effectiveness of using subtitled videos in teaching and learning listening skill through MOODLE. To meet our goal, we are going to follow some methodological steps in the study, thus, methodology choice, research questions and hypothesis aims, the participants who were part of the practical field, the sampling, as well as the procedures for collecting and analysing data.

2.1 Methodology Choice

Many types of methods might be followed while conducting a research. The researcher has to choose the one that suits the aim of his research study. Since the aim of our study is to prove the effectiveness of subtitled videos in teaching and learning listening skills through MOODLE, we consider that the appropriate method to follow is the mixed method. Mackey & Gass (2005) argued that, "The use of multiple research techniques and multiple data sources contributes to the credibility of the investigation." In a nutshell, mixed methods require the use of more than one method in order to obtain the desired results.

"The use of mixed methods is particularly useful in applied research where understanding a phenomenon requires a combination of quantitative and qualitative data" (Teddle & Tashakkori, 2009, p. 8). In other words, the fundamental benefit of adopting mixed methods in research is that it allows the researcher to benefit from the strength of both quantitative and qualitative approaches.

On the one hand, the quantitative research necessitates a precise and careful description of variables that can be quantified using numerical values (Morse et al., 2001). Simply put, quantitative research requires a thorough portrayal of variable that can be measured and represented numerically. Thus, it involves the students' questionnaire, experiments, and the

survey which aim to gather complete and accurate information about the research questions. Subsequently, these data sources are subjected to a precise statistical analysis.

On the other hand, Qualitative researchers adopt a comprehensive or holistic viewpoint, considering the underlying values and contextual factors as integral components of phenomena. (Morse et al., 2001). In other words, it is believed that understanding a subject requires looking beyond surface-level observations and considering the broader context and deeper meanings associated with it. This approach allows researchers to explore and interpret the richness and complexity of human experiences and phenomena. In fact, it includes teachers' interview that will be analysed thematically.

To put it bluntly, the quantitative data acquired will be covered by a questionnaire, experiments and a survey. Participants' responses will be analysed using numerical statistics. In contrast, the qualitative data will be highlighted by the use of thematic analysis of the interview to analyse the obtained results.

2.2 Research Questions and Hypotheses Aims

It is evident that research questions play a crucial role in guiding researchers towards finding solutions to the problem statement in the study. Since the aim of our study is to investigate whether the use of subtitled videos in teaching and learning listening skills through platform is an effective technique in increasing student motivation and improving their listening abilities, two research questions have been designed. The first research question is **What are the challenges and difficulties of teaching and learning listening skill?** The second research question is **how can the integration of subtitled videos in MOODLE motivate students and enhance their listening skills?**

Furthermore, two hypotheses have been proposed to be proved. The first hypothesis predicts that **the challenges and difficulties of teaching and learning listening skills are influenced**

by various factors such as language proficiency, lack of exposure to authentic materials, and limited opportunities for practice. Whereas the second hypothesis posits that **integrating subtitled videos in MOODLE can enhance students' listening skills and motivation through visual reinforcement, improved comprehension, self-paced learning, and increased engagement.**

2.3 Sample Population

Polit (1996) states that “Sampling involves selecting a group of people, events, behaviours or other elements with which to conduct a study”. Meaning that, Sampling is an important stage in research design because it allows researchers to gain important information about a population by investigating a representative subset of that population.

2.3.1 Students

The target population of our study is a group of 35 students of the 2nd year LMD of English at the Department of English, at the University of M’hammed Bougara, Boumerdes. This sample corresponds to the students who will be interviewed, participate in the experiment and who will be the respondent of the questionnaire and the survey. Moreover, the participants of this study share the same language, the same cultural background, as well as, have approximately the same age. In addition to that, they are enrolled in the new system of higher education (LMD).

We have chosen to deal with second year students, for they had some experience in Listening comprehension sessions. As they studied LC for one year and one semester through some specific materials. So, it is easy for them to distinguish the importance of this new tools in teaching and learning listening.

2.3.2 Teachers

Concerning the sample of teachers, we have chosen the teachers of oral expression from the total population. Thus, we conducted an interview with three teachers of the Department of English at M'hammed Bougara, University of Boumerdes. This methodological instrument was applied for the sake of identifying the teacher's attitudes towards using subtitled videos as an effective tool to improve the students' listening skill.

2.4 Procedures for Collecting and Analysing Data

Our study will take place in the Department of English at M'Hammed Bougara, University of Boumerdes. One group of second year students was included in the study. The group contain 35 students. A mixed methods approach will be used to collect and analyse relevant data (a questionnaire, an interview, experiments, and a survey) to answer the research questions.

2.4.1 Students' Questionnaire

2.4.1.1 Definition of the Questionnaire

A questionnaire is a written document listing a series of questions pertaining to the problem under study, to which the investigator requires answers (Krishan Kumar, 1992). It can also be defined as printed forms for data collection, including questions or statements to which the subject is expected to respond, often anonymously (Seliger & Shohamy, 1989, p.172).

In practice, a questionnaire is a sequence of questions, either written or electronic, designed to elicit information or opinions from a group of people. It is commonly used to collect standardized data in a methodical and efficient manner for surveys, research studies, or customer feedback. Participants are typically asked to respond to the questions by selecting answers from a set of predetermined options or by providing their own answers in the provided blank space.

2.4.1.2 Aims of the Questionnaire

In fact, the main purpose of students' questionnaire is to study in depth the difficulties that the learners face during the listening sessions. It will also be used to get learners opinion on using subtitled videos through MOODLE platform and knowing to what extent it will help them to overcome their listening obstacles. Not only that, it allows us to know whether or not they agree on the integration of subtitled videos in MOODLE platform to improve their listening skill instead of the frequent materials.

The data gathered through the questionnaire will be subjected to statistical analysis to derive meaningful insights and draw evidence-based conclusions, contributing to the overall understanding of students' listening needs and preferences.

2.4.1.3 The Description of the Questionnaire

This data collection tool was designed in Google forms to second year LMD students of the Department of English at M'hamed Bougara University of Boumerdes. Thus, the questionnaire is composed of 25 questions and four sections organised as follows:

Section One: Personal Information

The first section is composed of three questions which deals with learner's personal information.

Section Two: Listening Skill

This section is devoted to the listening skill. It includes six questions that aims to look for information about some aspects concerning the listening skill such as, the difficulties that learners face during the listening sessions, and the importance of listening skill.

Section Three: Subtitled Videos

The third section includes seven questions that deals with subtitled videos. It includes learners' opinions about the use of subtitled videos as a technique to improve listening skill. Moreover, this part is crucial, since it will be used as a basic for our teaching sessions in terms of choosing the suitable videos.

Section Four: MOODLE Platform

This section is composed of nine questions that deals with the MOODLE platform. Thus, it includes questions such as, MOODLE activities, its importance and their opinions about it.

2.4.2 Teachers' Interview

2.4.2.1 Definition of the Interview

According to Mathers et al. (2000), the interview is a "data gathering technique involving verbal communication, between the researcher and the subject" (p.1). In fact, the interview is a methodological instrument that requires the presence of both the interviewer and the interviewee at the same time, despite their geographical area. Hence, interviews play a vital role in any data collection circumstances.

Hamza (2014), stated that interviewing is a more naturalistic and less structured method of gathering data; therefore, it is anticipated to broaden the understanding of examined phenomena. The structure of questions in interviews does not closely resemble those of questionnaires and surveys. That is to say, the interviewer may use open-ended rather than closed-ended questions to collect further details from the interviewee about the subject at hand. This distinction in question structure allows for a more in-depth exploration of the topic being investigated. Open-ended questions enable the interviewee to provide comprehensive and contextualized responses, allowing for a richer understanding of their experiences, perspectives, and attitudes.

Furthermore, interviews provide a dynamic and interactive environment for data collection. Hoyle et al. (2002) claimed that questions have the dual objective of motivating respondents (interviewees) to provide complete and precise responses while avoiding biases resulting from social desirability, conformity, or other conceptions of disinterest. The interviewer can probe for clarification, ask follow-up questions, and explore unexpected avenues that arise during the conversation. This flexibility allows for the collection of detailed and nuanced information that may not be captured through other data collection methods.

Overall, interviews serve as a valuable tool for researchers to gather qualitative data. Through verbal communication and the use of open-ended questions, interviews facilitate a deeper exploration of the subject matter, providing unique insights and perspectives that enrich the research findings.

2.4.2.2 Aims of the Interview

The aim of the interview is to obtain information about the interviewee that can be used to make a judgment or to assess their appropriateness for a certain purpose. According to McCord (2018), "A good interview is about more than just asking the right questions. It's about creating a comfortable space where the interviewee can open up and share their thoughts and experiences."

Furthermore, the interview is not just a one-sided interrogation, but rather a two-way conversation where the interviewer and the interviewee engage in a meaningful exchange of information. It is essential for the interviewer to establish a rapport and create an atmosphere of trust and openness. When the interviewee feels comfortable and at ease, they are more likely to provide honest and insightful responses.

In summary, beyond asking the right questions, a successful interview involves creating an environment where the interviewee feels comfortable and encouraged to share their thoughts

and experiences. This approach fosters empathy, trust, and openness, enabling the interviewer to gather accurate and insightful information to assess the interviewee's suitability for a particular role or purpose.

2.4.2.3 Description of the Interview

The primary goal of this choice is to collect extensive, reliable, and comparable data from the oral expression teachers, at the Department of English, M'hammed Bougara University of Boumerdes to determine the difficulties and challenges faced while teaching listening skills. It is also used to examine the effectiveness of using subtitled videos in teaching and learning listening skills using the MOODLE platform. Interviewing instructors is therefore advantageous since they are familiar with their students' listening levels. In fact, the data collected will be analysed thematically.

2.4.2.4 The Thematic Analysis of an Interview

2.4.2.4.1 Definition of Thematic Analysis

Thematic analysis is the process of identifying patterns or themes within qualitative data. Braun & Clarke (2006) suggest that it is the first qualitative method that should be learned as it provides core skills that will be useful for conducting many other kinds of analysis. Simply put, learning thematic analysis is a valuable starting point for qualitative research because it provides fundamental skills that can be applied to various other types of analysis. Thematic analysis teaches researchers how to identify patterns, themes, and categories within their data, which are essential skills for understanding and interpreting qualitative information.

Similarly, Thematic analysis is a methodological approach that identifies, analyzes, and reports patterns or themes in a dataset. It goes beyond simple data organization and description to provide a thorough and deep comprehension of the research issue. Furthermore, it frequently involves the interpretation and exploration of several variables relevant to the research topic

(Boyatzis, 1998). Simply, thematic analysis is a method of studying data in research. It enables the researchers to find patterns and themes in the collected data.

Overall, Thematic analysis goes beyond just organizing and describing the data, since it allows researchers understanding the research topic better by exploring and interpreting different aspects related to it.

2.4.2.4.2 The Aim of the Thematic Analysis

Thematic Analysis of interviews is a flexible and iterative process, allowing for in depth exploration and understanding of participants' experiences and perspectives.

According to Maguire & Delahunt (2017) "The goal of a thematic analysis is to identify themes, i.e., patterns in the data that are important or interesting, and use these themes to address the research or say something about an issue. This is much more than simply summarizing the data; a good thematic analysis interprets and makes sense of it." (p.3353). Thus, thematic analysis enables researchers to systematically organize and analyze qualitative data, such as interview transcripts or textual documents, in order to identify recurring patterns and themes. This process involves reading and familiarizing oneself with the data, coding and categorizing relevant segments, and grouping them into meaningful themes. The aim is to capture the essence of participants' experiences, perspectives, and interpretations.

To sum up, the aim of thematic analysis is to generate knowledge and contribute to the existing data by providing rich and in-depth insights into the phenomena under investigation. It allows researchers to extract meaning, develop conceptual frameworks, and offer valuable interpretations.

2.4.2.4.3 Thematic Analysis Phases

Braun & Clarke (2006) provide a six-phase guide which is a very useful framework for

conducting this kind of analysis:

- a. **Familiarization with the Data:** The initial phase of qualitative analysis involves thoroughly reading and reviewing the transcripts. It is crucial to develop a comprehensive understanding of the entire dataset, including interviews and any other relevant data sources. Before proceeding, it is beneficial to take notes and record initial impressions.
- b. **Generating Initial Codes:** During this stage, the researcher begins to identify and code meaningful data sections. These codes are signs or symbols that summarize the information. This step can be carried either manually or with the use of software tools.
- c. **Searching for Themes:** The previous phase's codes are examined to identify potential themes or patterns in the data. The researcher analyzes the coded data for links, repetition, or variations in order to find general themes that represent key characteristics of the research question or objective.
- d. **Reviewing and Refining Themes:** The identified themes are further developed and defined during this phase. The researcher compares the themes in relation to the coded data to ensure that they appropriately represent the content. Based on more study and knowledge, themes may be adjusted, combined, or separated.
- e. **Defining and naming themes:** The researcher provides explicit definitions and descriptions for each theme in this step. This ensures that the themes are well-defined and that they can be applied consistently to the data. The researcher additionally offers the topics appropriate titles and names that reflect their core essence.
- f. **Writing the narrative:** In this final phase, the researcher writes a coherent and meaningful narrative that represents the findings of the thematic analysis. This narrative incorporates the identified themes, supported by relevant examples from the

data. The researcher may also provide interpretations, explanations, or contextual information to enhance understanding.

2.4.3 MOODLE Platform as a Tool for Conducting the Experiments

2.4.3.1 Definition of MOODLE Platform

MOODLE is an acronym that stands for Modular Object-Oriented Dynamic Learning Environment (Wu, 2008). It is a free platform that enables instructors to manage student enrolment, generate tests, and offer communication options including discussion boards, chat rooms, and communicating via text. It also allows educators to track student progress, provide feedback, and generate results.

In fact, MOODLE is one of the most popular LMS platforms in the world, used by educators and learners alike. It offers a wide range of features and functionalities that make online learning easy and efficient (Mohsen et al., 2013). Simply, MOODLE is an open-source Learning Management System (LMS) that is extensively used by educators and learners throughout the world due to its numerous features and functions that support online learning. The platform offers educators the tools they need to create and deliver interactive online courses, including configurable course content and full assessment capabilities. Furthermore, these characteristics make MOODLE an effective LMS platform for delivering quality education to a diverse range of learners around the world.

To sum up, MOODLE is an effective Learning Management System that offers a variety of flexible features and tools to help educators and learners worldwide with online learning.

2.4.3.2 Roles and Functions in MOODLE Platform

According to MOODLE's official website, each user has a specific role in the platform. The pre-determined roles limit the actions and activities that participants can perform to organize the process as a whole as illustrated in table below:

Role	Function
Administrator	Manages the whole environment
Teacher	<ul style="list-style-type: none"> - Generates events, courses or subjects according to the thematic areas defined - Generates training or events which are designated
Student	Accesses and interacts with a specific event , and participates in the subjects they are subscribed

Table 1: Functions and Roles in MOODLE (Lopes, 2011,p. 03)

2.4.3.2.1 The Administrator Role

The administrator has the authority to view any course or user's data that he/she needs (Lopes, 2011). Thus, He/she works as a general manager for the MOODLE platform. The administrator may move, act, and respond freely within MOODLE. In fact, his/her purpose is to organise, manage, update, verify, and report misbehaviours.

According to Moore et al.(2016), administrators are the building blocks of a MOODLE site, providing critical support to ensure that the platform runs smoothly and meets the needs of its users. Thus, Administrators are critical to the success of MOODLE platform, from maintaining security to creating and managing courses.

2.4.3.2.2 The Teacher's Role

MOODLE allows teachers to keep control over a set of courses and activities directed at his/her assigned learners; he/ she may provide lectures, tasks, and create online conversations to enhance knowledge (Lopes,2011). In fact, Teachers can use MOODLE to generate and manage

course content including the syllabus, lecture notes, readings, and multimedia resources. They can also create and grade assignments, quizzes, and examinations, as well as provide students with feedback on their performance. Teachers can also use MOODLE's forum, chat, and wiki capabilities to encourage online conversations and collaborative activities, which can help students improve critical thinking, communication, and teamwork skills.

Hence, MOODLE enables teachers to take a more active role in their students' learning and to accommodate their individual needs and interests by giving these tools and capabilities.

2.4.3.2.3 The Student's Role

According to Lopes (2011), Students may access any course, activity, or assignment offered by their teacher; interaction is also permitted. Additionally, they can create chat rooms and workshops to express their perspectives and opinions, discuss ideas, and evaluate one another; nevertheless, the students cannot access the teacher's materials or modify his / her lectures or tasks. In this context, students have access to all of the course content, activities, and assignments made available to them by their teacher. They may also interact with their teacher, asking questions or seeking clarification as needed. Additionally, students are given the ability to create chat rooms and workshops in which they can share their thoughts and opinions, participate in discussions, and provide feedback to one another. However, they are not permitted to alter the teacher's lectures or assignments in any way, and they do not have access to the teacher's materials.

2.4.4 Pre-test and Post-test

According to Landers (2016):

A pre-test and post-test design is a traditional experimental design used to examine whether a treatment or intervention has had an effect on the topic of interest. By

evaluating the result of a variable before and after the therapy or intervention, one can assess whether the treatment had any effect and, if so, how large that effect was.

In a nutshell, pre-test and post-test design is a method for researchers to determine whether the treatment had an effect on what they were examining. They measure something before the treatment, then again afterward, and compare the two findings. It helps them in determining whether or not the treatment was effective.

According to Pan & Sana (2021), pretesting, also known as errorful generation or pre-questioning, is the act of taking tests for practice before studying to be-learned data, as opposed to afterwards. In other words, it assists students by engaging them in seeking to answer questions or solve issues for which they have no previous exposure. This technique increases long-term memory, understanding, critical thinking, and knowledge transfer. Pretesting points out gaps in understanding and promotes the engaged study, making it an important tool for effective learning.

In our pre-test, we will provide learners with videos that do not include subtitles. This aims to assess their prior knowledge and gauge the level of development in their listening skills. By presenting the videos without subtitles, we create an authentic listening experience, encouraging learners to rely solely on their auditory comprehension abilities. This approach allows us to accurately assess their understanding of spoken language, including aspects such as vocabulary, pronunciation, and overall listening comprehension. Through this pre-test, we can gain valuable insights into learners' proficiency levels and tailor our instruction to meet their specific needs and areas of improvement.

Furthermore, in the treatment approach, we will add subtitles to the videos. Thus, the inclusion of subtitles in the provided videos is intended to assess their potential positive impact on learners' listening abilities and general understanding. Subtitles can play a crucial role

in improving learning experience through providing visual support and reinforcement for the audio content. They provide learners with an additional channel of comprehension by presenting text that corresponds to the spoken words, allowing them to connect the auditory input with the written form of the language. This integrative technique can help learners by enhancing word recognition, improving pronunciation, and aiding in the comprehension of context and meaning.

Post testing involves conducting tests after learning or studying, which can be in the form of multiple-choice, cued recall, free recall or other formats. Compared to control conditions where non-testing activities or no activity occurs, post-testing generally enhances memory performance on subsequent tests used for evaluation purposes (Pan & Sana, 2021). This implies that, post testing involves the process of individuals taking tests or quizzes after they have learned or studied a particular subject. These tests can come in various formats, such as multiple-choice questions or recalling information from memory. When comparing post testing to situations where there are no tests or other non-testing activities, it is generally observed that the act of taking tests enhances individuals' memory performance. In simpler terms, when individuals engage in self-testing after learning, it aids in their better retention and recalling of information when they are later tested again.

Our experiments are based on teaching three sessions. The sessions will take place both in class and online (MOODLE platform). In each session, students are required to watch a video and listen carefully depending on the duration, the complexity and the time required to accomplish the task. At the beginning of each session, we start with a warm up activity such as, asking questions about the previous videos. In fact, all the videos that will be used are from YouTube and are concerned with the topic of “Artificial Intelligence”.

Two videos will be implemented in the sake of investigating the effectiveness of subtitled videos in teaching and learning listening skill. In fact, the videos that we recently translated were about Artificial Intelligence (AI). With the guidance of our teacher, we translated the subtitles into Arabic and English languages. Moreover, we also added dual subtitles that include both languages.

The videos explained the concept of AI, which refers to the development of intelligent machines that can perform tasks that would typically require human intelligence. They went on to discuss the various ways in which AI is being used today, including in fields such as healthcare, education, and transportation. The videos also explored some of the potential benefits and drawbacks of AI, such as increased efficiency and productivity versus concerns about privacy and job displacement.

Overall, the videos provided a fascinating glimpse into the world of AI and its many implications for our society and the future of work. In fact, translating these videos helped us to better understand the nuances of the subject matter, and we came away from the experience with a greater appreciation for the power and potential of AI.

2.4.4.1 Session One

The first session is concerned with the pre-test of the first experiment. It is devoted to watching a video without subtitles. Before watching, student will be asked to answer some questions concerning the topic of Artificial Intelligence, to test their general background about the topic. After watching, they will be given two activities to answer. In fact, the first activity is about answering some questions, whereas the second one will deal with choosing the right answer. Both of them aim to test learners' ability to listen and to comprehend. Thus, their paper answers will be collected at the end of the session.

2.4.4.2 Session Two

The second session is concerned with the post- test of the first experiment. It will take place on MOODLE platform and in class. Thus, it is devoted to watching two videos with subtitles. One of them with Arabic subtitles while the other one with English subtitles. After watching them, students will be asked to do two different activities related to the videos. In the first activity, student will be asked to translate some terms mentioned in the videos into English, whereas, in the second activity, they will be asked to choose the correct spelling. In fact, the aim of these activities is to check whether students will be motivated enough to watch the videos and whether intralingual and interlingual subtitled videos are effective in improving their spelling.

2.4.4.3 Session Three

The third session is concerned with the pre-test and post-test of the second experiment that will take place both online through MOODLE platform and in class. In fact, this session is devoted to watching a video about the same topic, with more advanced language level. It will be used twice. One time, without subtitles, in addition to its activities (True or false – choosing the right answer), to check whether learners will understand the topic, whereas in the second time, they will re- watch it with dual subtitles supported with their activities (fill in the blanks- choosing the right answers – some terms to be translated that are in fact introduced in the previous videos). At the end of the session, students' papers will be collected and corrected.

2.4.5 Students Survey

2.4.5.1 Definition of the Survey

Surveys are widely recognized as a valuable tool for investigating the attitudes, opinions, and behaviours of large populations. Trochim and Donnelly (2008) assert that surveys are particularly useful in this regard. Surveys provide a detailed approach to data collection, going beyond simple questionnaires and incorporating methods such as in-person interviews, internet

surveys, and other techniques. This comprehensive approach enables researchers to gain a deeper understanding of the target population. In fact, surveys are a useful tool for understanding the opinions and behaviours of large groups of people.

One significant advantage of surveys is their ability to collect quantitative data, which can be statistically evaluated to generate findings and draw conclusions about the population under study. By utilizing standardized questionnaires or structured interviews, researchers can ensure consistency in data collection, facilitating meaningful comparisons and analysis. The quantitative nature of survey data enables researchers to identify patterns, trends, and relationships among variables, contributing to the development of empirical knowledge.

In summary, surveys serve as a valuable tool for investigating attitudes, opinions, and behaviours of large populations. Their detailed approach to data collection, encompassing various techniques, enables researchers to gather self-reported data, test hypotheses, and propose policy changes. Surveys also provide quantitative data that can be statistically analysed, leading to empirical findings and conclusions.

2.4.5.2 Aims of the Survey

A survey is a research technique that involves gathering information from a sample of individuals or groups by asking them a set of standardized questions. According to Fink (2013), surveys are conducted with the purpose of describing the characteristics of a population, assessing the prevalence of particular attitudes or behaviours, and identifying factors that may be associated with those attitudes or behaviours.

In the same context, Johnson & Christensen (2012) defined surveys as a primary means for gathering data on people's opinions, attitudes, and behaviours. They can provide valuable insights into the characteristics of a population and help researchers identify patterns and trends.

Overall, surveys are a crucial tool for researchers who seek to identify and understand the opinions and behaviours of a specific population.

Furthermore, the reason behind adopting this data collection tool in our study is to obtain concise and accurate answers and to confirm students' attitudes towards using subtitled videos through the MOODLE platform as an effective way to enhance their listening skills.

2.4.5.3 Description of the survey

Our primary objective in adopting this data tool is to gather precise and reliable data for the purpose of evaluating the entire experiments. To achieve this, we conducted a survey using Google Forms, specifically targeting 35 second-year students from the Department of English at the University of M'hammed Bougara of Boumerdes. Through using this approach, we aimed to ensure that the data collected would be concise, accurate, and directly relevant to our evaluation process.

Conclusion

Finally, the second chapter covered the sample population as well as the various data collection tools employed in this case study. Thus, a questionnaire, a survey, and experiments were incorporated to collect quantitative information, as well as an interview to obtain qualitative information.

Chapter Three: Results Analysis and Discussion

Introduction

The present chapter is dedicated to the analysis of the data gathered from the students' questionnaire, the teachers' interview, the experiments, and the students' survey. Therefore, this chapter aims to depict the discussion of the obtained results of the qualitative and quantitative tools that were mentioned previously.

3.1 Data Analysis and Discussion

The findings gathered and obtained through the methodological tools are analysed and discussed below:

3.1.1 Students' Questionnaire

3.1.1.1 Analysis of the Questionnaire

The current questionnaire starts by a brief introduction in order to present the topic of study, in addition to four main sections where 25 questions are presented.

Section One: Background Information

Item 1: Age

Age	Percentage
19	29.2%
20	45.8%
21	16.7%
22	4.2%
24	4.2%

Table 2: The Percentage of Participant's Age

Section 01: Background information 1. Age

24 réponses

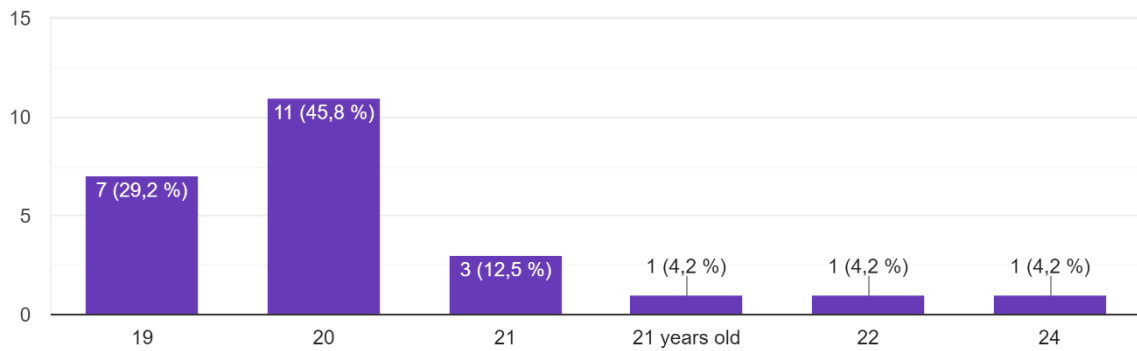


Figure 2: The Informants' Age

The study's results, presented in Table 2 and Figure 2, draw attention to a significant proportion of participants (45.8%) belonging to the 20-year-old category. Furthermore, the 19-year-old category comprises 29.2% of the participants, followed by 16.7% in the 21-year-old category. In contrast, both the 22-year-old and 24-year-old categories account for only 4.2% of the participants each.

Item 2: Gender

Gender	Percentage
Female	70.8%
Male	29.2 %

Table 3: The Percentage of Participants' Gender

2. Gender
24 réponses

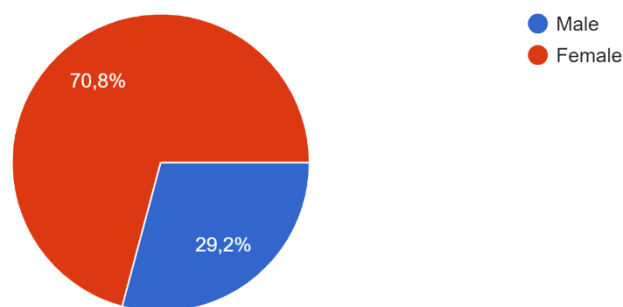


Figure 3: The Informants' Gender

Table 3 and Figure 3 clearly illustrate that (70.8 %) are females forming the majority of the participants while only (29.2 %) are males.

Item 3: What is your English level?

English level	Percentage
Excellent	0%
Above average	41.7 %
Average	58.3 %
Poor	0

Table 4: The Percentage of Respondent's Responses on their English Level

3. What is your English level ?

24 réponses

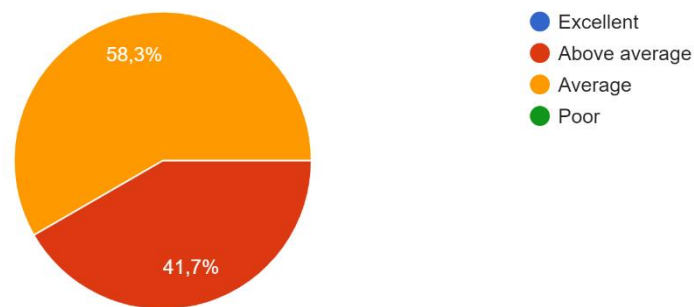


Figure 4: Informants' Responses on their English Level

Based on the findings presented in Table 4 and Figure 4, it can be observed that a majority of the respondents, specifically (58.3%) perceived their English level to be average. On the other hand, (41.7%) of the participants considered their English level to be above average.

Section Two: Listening Skill

Item 1: Do you think that listening is a (n):

Options	Percentage
Active	87.5 %
Passive	0 %
Not sure whether active or passive	12.5 %

Table 5: The Percentage of Respondents' Responses on their Opinion on Listening

Section 02 : Listening skill 1. Do you think that listening skill is a (n)

24 réponses

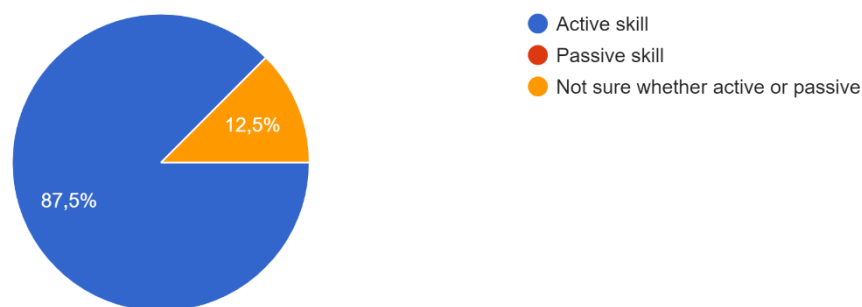


Figure 5: Informants Responses on their Opinion on Listening

The purpose of Item 1 is to get students' opinion about listening. It is noticeable from Table 5 and Figure 5 that most of the informants believe that the listening skill is active (87.5%), highlighting that listening requires conscious involvement and effort. However, (12.5%) are not sure whether listening is active or passive. Not with standing, none of the respondents believe that it is passive. This implies that listening requires active participation rather than being a passive act of receiving auditory input without engagement

Item 2: Listening skill is a difficult skill

Options	Percentage
Strongly agree	4.2 %
Agree	25%
Neutral	37.5 %
Disagree	33.3 %
Strongly disagree	0 %

Table 6: The Percentage of Respondents' Agreement on Listening Difficulty

2. Listening skill is a difficult skill
24 réponses

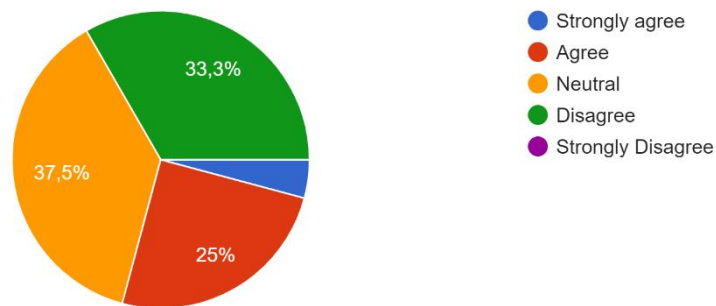


Figure 6: Informants' Agreement on Listening Difficulty

Based on the results presented in Table 6 and Figure 6, it is evident that the students' opinions on the difficulty of listening skills vary. A considerable percentage of respondents (37.5%) expressed a neutral stance on the idea that listening skill is difficult, indicating that they neither agreed nor disagreed on the idea that listening is difficult. Furthermore, (33.3%) of students disagreed with the notion of listening being challenging, suggesting that it is a manageable skill. On the other hand, (25%) of the participants agreed with the claim that listening is difficult, while a mere (4.2%) strongly agreed.

Item 3: Which of the following describes your level of listening performance in English?

Options	Percentage
High	4.2 %
Medium	95,8 %

Low	0 %
-----	-----

Table 7: The Percentage of Respondents' Assessment on their Level in Listening Performance in English

3. Which of the following describes your level of listening performance in English ?
24 réponses

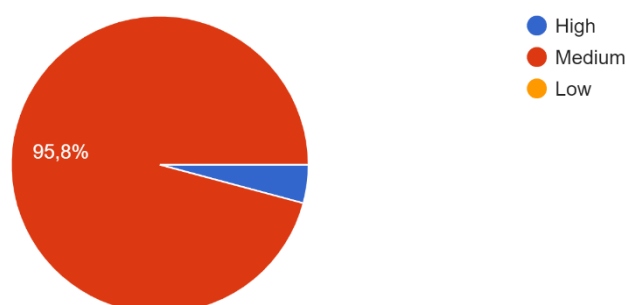


Figure 7: Informants' Assessment on their Level of Listening Performance in English

According to the information presented in Table 7 and Figure 7, it is noticeable that a large majority of the participants, accounting for (95.8%) evaluate their English listening skills as being at a medium level. On the other hand, a small proportion of the participants, specifically (4.2%) perceive their listening proficiency in English to be high.

Item 4.1: As an EFL learner, do you think that listening helps you to achieve language proficiency?

Options	Percentage
Yes	100 %

No	0 %
----	-----

Table 8: The Percentage of the Respondents' Interest towards Listening in Achieving Language Proficiency

4.1 As an EFL learner, do you think that listening helps you to achieve language proficiency ?

24 réponses

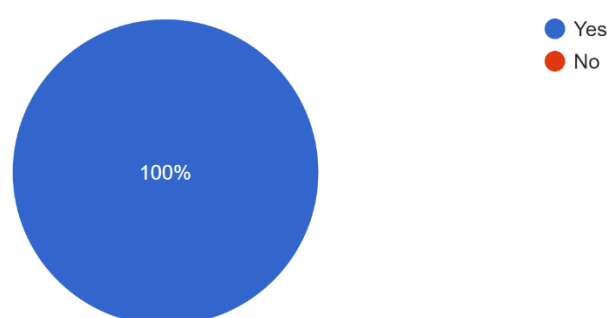


Figure 8: Informants' Interest towards Listening in Achieving Language Proficiency

Item 4.1 aims to indicate the participants' attitudes toward listening as a means to achieve language proficiency. Therefore, when examining Table 8 and Figure 8, it becomes evident that every respondent unanimously agreed on the importance of listening in attaining proficiency in a language. This agreement indicates that listening skill acts as a fundamental pillar in language learning and serves as a crucial component in developing overall language competence.

Item 4.2: How?

Informants' Responses
1. With learn a lot of a new vocabulary and used Them in your speaking

2. By listening I improve my skills briefly and I make my brain working and receiving informations quickly
 3. By making my brain working and trying to understand what am I listening (a good listener is a good speaker)
 4. You learn pronunciation, correct wording, different new terms...etc.
 5. By memorizing new words heard before and with the passage of time we will surely speak more fluently because of this listening skill. It is just like a child, when he wants to talk, he can only talk if he keeps listening to his parents while they are talking.
 6. By learning new vocabulary
- listening is the way to achieve any knowledge
7. By recognize the difference between the words by listening to the pronunciation
 8. By having more information, discovering new words, and having a good accent in English
 9. To develop ideas
 10. I think that when listening to the language to be learned, you can gain a high linguistic balance, (learn new words, learn tenses) and by listening you can master the dialect, including how to pronounce words, in fact I think listening is very important
 11. With listening you can learn everything

Table 9: Informants' Perspectives on the Role of Listening in Language Proficiency

According to Table 9, respondents agreed that listening is essential in achieving language proficiency. Thus, they believe that listening helps them train their brains to function, understand, and build up skills and knowledge. Moreover, the participants report that listening is beneficial in terms of learning new vocabulary, correct pronunciation, and additionally enhancing speaking. Consequently, incorporating focused listening activities into language learning curricula and providing ample opportunities for learners to engage with authentic spoken language content can greatly contribute to their overall language proficiency.

Item 5: How often do you listen to English outside the classroom?

Options	Percentage
Quite often	33.3 %
Sometimes	54.2 %
Rarely	12.5 %

Table 10: The Percentage of Respondents' Frequency of Listening to English Outside the Classroom

5. How often do you listen to English outside the classroom ?
24 réponses

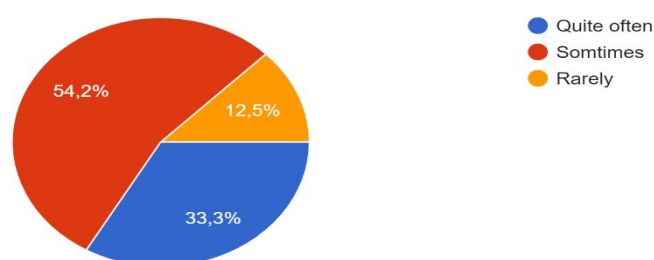


Figure 9: Informants' Frequency of Listening English Outside Classroom

Based on the data provided in Tables 10 and Figure 9, it can be observed that students' frequency of listening to English outside the classroom varies. A significant portion, approximately (33.3%) frequently listen to English outside the classroom. A slightly larger percentage, around (54.2%) sometimes engage in listening to English outside the classroom. In contrast, only a small proportion, comprising (12.5%) of the students, seldom listen to English outside the classroom.

Item 6: How does your teacher present your listening comprehension session?

Options	Percentage
Preparing, Listening and then asking questions	79.2 %
Listening directly, then asking questions	20.8 %
Listening only	0 %

Table 11: The Percentage of Respondents' Responses on Teachers 'Method in Presenting a Listening Comprehension Session

6. How does your teacher present a listening comprehension lesson ?

24 réponses

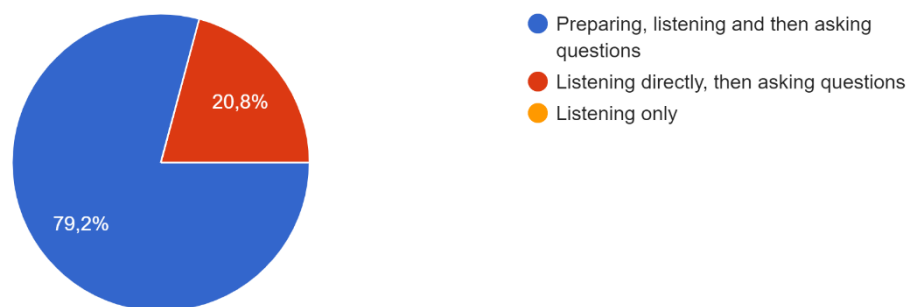


Figure 10: Informants' Responses on Teachers' Method in Presenting Listening Comprehension Sessions

Table 11 and Figure 10 provide insight into how teachers present listening comprehension sessions. The majority of respondents (79,2%) claim that their teacher's method is focused on preparing, listening, and then asking questions, while the others (20,8%) state that their teacher start the listening comprehension session by listening directly and then asking questions.

Section Three: Subtitled Videos

Item 1: How much content do you comprehend from the piece you listen to?

Options	Percentage
All of the piece	54,2 %
Only part of it	45.8 %
Just very little	0 %

Table 12: The Percentage of Respondents' Understanding of the Piece they are Listening to

Section 03: Subtitled videos 1. How much content do you comprehend from the piece you listen to ?

24 réponses

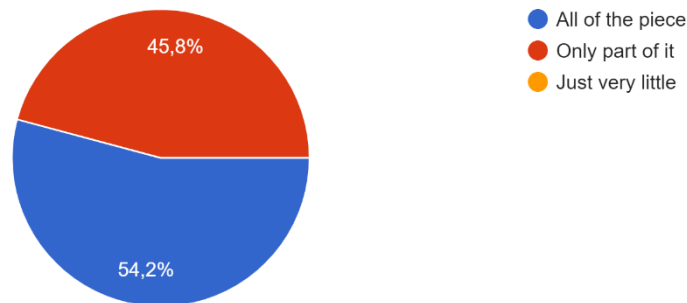


Figure 11: Informants' Amount of Understanding of the Piece they are Listening to

Item 1 in the study aims to assess the level of comprehension among the informants regarding the material they are listening to. The findings presented in Table 12 and Figure 11 indicate that (54.2%) of the respondents reported understanding the entire piece they listen to, while (45.8%) reported understanding only a portion of it. These results suggest that a significant portion of the participants had a complete understanding of the material, while a smaller percentage had partial comprehension.

Item 2: When you are watching videos, which one do you prefer?

Options	Percentage
Sound only	8.3 %
Sound and subtitles	66.7 %
Varies according to the show or program	25 %

Table 13: The Percentage of Respondents' Subtitles Usage in Video Content

2. When you are watching videos, which one do you prefer ?

24 réponses

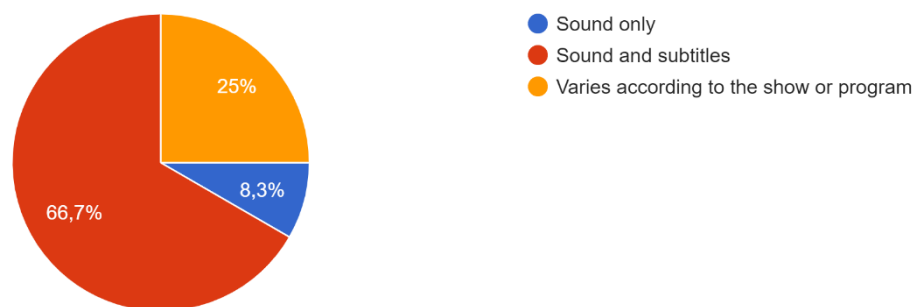


Figure 12: Informants' Subtitles Usage in Video Content

Item 2 represents the informants' preference while watching videos. In fact, the current statistics in Table 13 and figure 12 reveal that the majority of the participants (66,7%) prefer watching a video with sound and subtitles, whereas, the (25 %) of the respondents indicate that their preference varies based on the show or the program they are watching. Moreover, the minority (8,3%) prefer watching a video with sound only. These findings emphasize the importance of providing multimedia content with both sound and subtitles in order to satisfy the preferences of the majority of viewers. It also highlights the importance of considering individual preferences and potentially offering options for viewers to select their favourite type of audio-visual presentation.

Item 3: To what extent do you depend on subtitling to practice the English language outside the classroom?

Options	Percentage
Very often	29.2 %
Sometimes	45.8 %

Rarely	25 %
--------	------

Table 14: The Percentage of Respondents' Frequency on Subtitling Reliance in Practicing English Language Outside the Classroom

3.To what extent do you depend on subtitling to practice the English language outside the calssroom ?
24 réponses

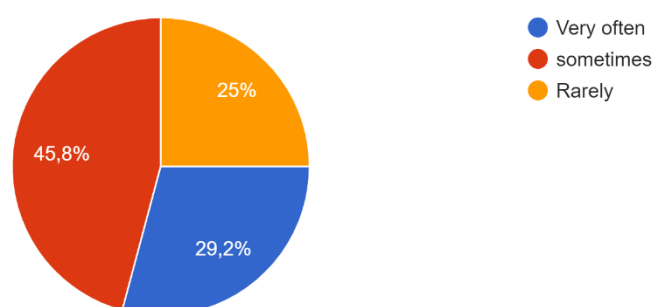


Figure 13: Informants' Frequency on Subtitling Reliance in Practicing English Outside the Classroom

Table 14 and Figure 13 provide insights into the informants' reliance on subtitles when practicing English outside the classroom. The data indicates that (45.8%) of the participants sometimes rely on subtitles, suggesting that they utilize them as a support mechanism during language practice. Additionally, (29.2%) of the participants reported relying on subtitles frequently, indicating a higher level of dependence on them. In contrast, (25%) of the participants rarely rely on subtitles, implying that they have a lesser need for this form of assistance. These findings suggest that a significant portion of the participants find subtitles beneficial in their English language practice, while others may have developed sufficient skills to rely less on this aid.

Item 4: Do you prefer listening to native speaker, non-native speaker or both of them?

Options	Percentage
Native speaker	37,5%
Non- native speaker	4,2%
Both of them	58,3 %

Table 15: The Percentage of the Respondents' Preference in Listening to either Native or Non - Native Speakers

4.Do you prefer listening to:

24 réponses

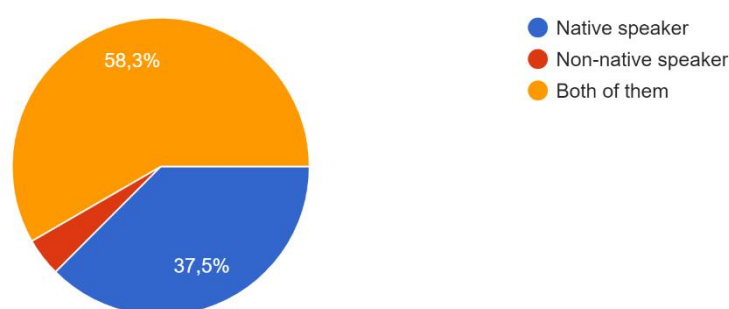


Figure 14: Informants' Preference in listening to either Native or Non- Native Speakers

Table 15 and Figure 14 present a clear picture of the participants' preferences regarding listening to native and non-native speakers. The data reveals that the majority of participants (58.3%) expressed a preference for listening to both native and non-native speakers. This suggests an openness and appreciation for diverse accents and linguistic backgrounds. On the other hand, (37.5%) of the participants indicated a preference for listening exclusively to native speakers, possibly due to perceived language proficiency or familiarity. Interestingly, only a small percentage (4.2%) expressed a preference for listening to non-native speakers.

Item 5: Which type of videos do you watch most regularly?

Options	Percentage
Drama	4,2 %
Films	29,2 %
Comedy	12,5 %
Documentaries	16,7 %
Educational programs	20,8 %
News	0 %
Other	16,7 %

Table 16: The Percentage of the type of videos that the Respondents' Watch most Regularly

5. Which type of videos do you watch most regularly ?

24 réponses

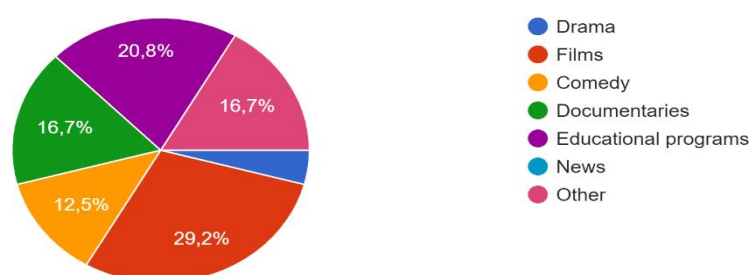


Figure 15: Types of the Videos Informants Watch Most Regularly

Item 5 of the study focuses on exploring the types of videos that respondents regularly watch. The findings presented in Table 16 and Figure 15 reveal a diverse range of preferences among the participants. Among the respondents, (29.2%) expressed a preference for watching films, indicating an interest in cinematic content. Educational programs were favoured by (20.8%) of the participants, showing a desire for informative and knowledge-based content. Documentaries

were chosen by (16.7%) of the participants, highlighting an inclination towards factual and real-life subjects. Additionally, (16.7%) of the respondents reported having other interests, indicating a variety of personal preferences beyond the listed categories. Comedy was the preferred genre for (12.5%) of the participants, indicating a desire for entertainment and humour. Interestingly, only a small percentage (4.2%) mentioned watching dramas. These findings illustrate the diverse interests among the participants, suggesting a need for a wide range of video content to cater to their preferences.

Item 6: What language do you prefer to use in subtitling to learn the English language?

Options	Percentage
Arabic	54.2 %
English	37.5 %
French	8.3 %
Other	0%

Table 17: The Percentage of Respondents' Preferable Subtitles

6. What language do you prefer to use in subtitling to learn the English language ?

24 réponses

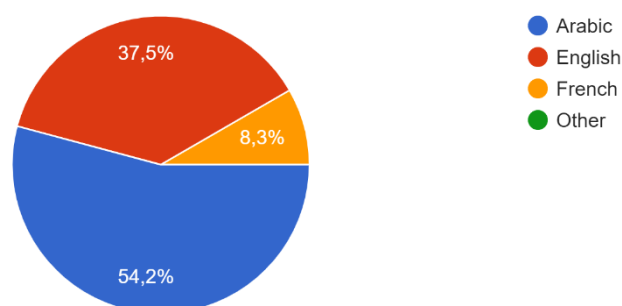


Figure 16: The Informants' Preferable Subtitles

Table 17 and Figure 16 display the preferred subtitles among the informants. The results indicate that among the participants (54.2%) prefer Arabic subtitles, suggesting a preference for having the text translated into their native language. Additionally, (37.5%) of the respondents expressed a preference for English subtitles, indicating a desire to have the subtitles in the language they are studying or to enhance their English language skills. Interestingly, a smaller percentage of participants (8.3%) indicated a preference for French subtitles.

Item 7: Do you think that subtitling has a positive impact on language learning?

Options	Percentage
Yes	95.8 %
No	4.2 %

Table 18: The Percentage of Respondents' Point of View towards the Impact of Subtitling on Language Learning

7. Do you think that subtitling has a positive impact on language learning ?
24 réponses

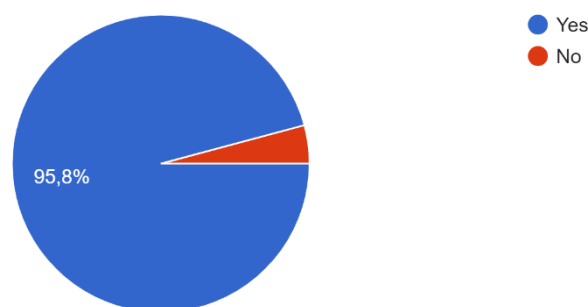


Figure 17: Informants' Point of View towards the Impact of Subtitling on Language Learning

Item 7 of the study aims to explore the participants' perspectives on the impact of subtitling on language learning. The findings presented in Table 18 and Figure 17 indicate a clear majority, with (95.8%) of the participants expressing a favourable view towards the use of subtitling in language learning. This suggests that the vast majority of respondents recognize and appreciate the benefits and effectiveness of incorporating subtitles in the language learning process. On the other hand, a small percentage of respondents (4.2%) hold an opposing view and do not support the inclusion of subtitling in language learning.

Section Four: MOODLE Platform

Item 1: Technology equipment is used during your language learning.

Options	Percentage
Yes	79.2 %
No	20.8 %

Table 19: The Percentage of the Technology Equipment Used in Respondents Language Learning

Section 04 : MOODLE platform technology equipment is used during your language learning
24 réponses

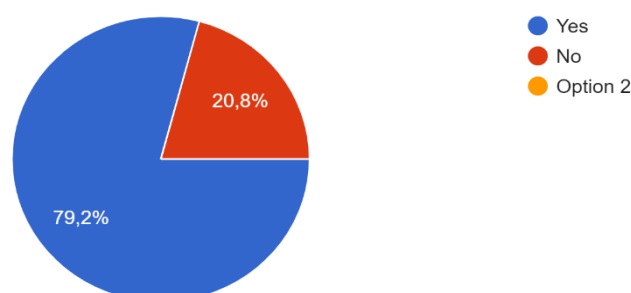


Figure18: Technology Equipment Used in Informants' Language Learning

The findings addressing the use of technology equipment in the respondents' language learning process are presented in Table 19 and Figure 18. The findings show that a significant proportion of participants, (79.2%) confirm the use of technology in their learning process. This indicates that the majority of respondents have access to and use technological tools such as computers, cell phones, or tablets to help them with their language learning. A lesser proportion of participants (20.8%), indicate a lack of technological equipment during their language learning process. This highlights the potential digital divide or absence of access to technology that some people might experience, which can impair their capacity to use technological resources for language learning.

Item 2: According to you, your teacher of listening should rely only on: traditional materials (classroom), modern materials (E-learning) or both (Hybrid learning)?

Options	Percentage
Traditional materials (classroom)	37,5 %
Modern materials (E-learning)	4,2 %
Both (Hybrid learning)	58,3 %

Table 20: The Percentage of Respondents' Preferred Learning Methods

2. According to you, your teacher of listening should rely only on :

24 réponses

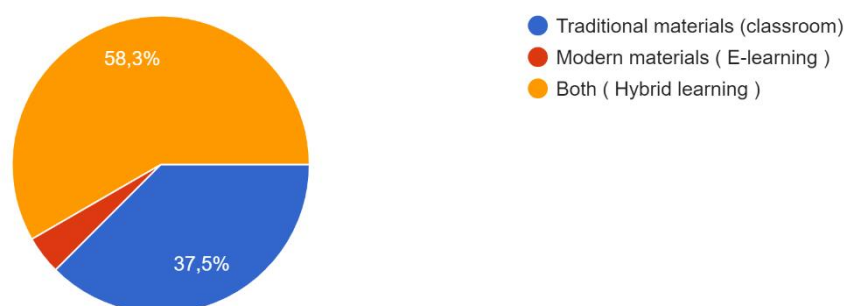


Figure 19: The Informants' Preferred Learning Method

Item 2 of the study aims to determine the participants' preferred learning approach. The results presented in Table 20 and Figure 19 reveal that the majority of respondents, accounting for (58.3%) prefer a hybrid learning approach. This indicates a preference for a combination of in-person and online learning methods, leveraging the benefits of both traditional and digital approaches. In contrast, (37.5%) of the participants express a preference for traditional learning, indicating a preference for face-to-face instruction and traditional classroom settings. Interestingly, only a small percentage (4.2%) of the respondents favour E-learning, which suggests a preference for exclusively online learning platforms and digital resources. Additionally, understanding these preferences can inform the design and implementation of effective educational strategies to create engaging and impactful learning experiences.

Item 3: Have you ever heard about MOODLE platform?

Options	Percentage
Yes, I have	75 %
No, I have not	25%

Table 21: The Percentage of Respondents' Perceptions on MOODLE Platform

3. Have you ever heard about MOODLE platform ?

24 réponses

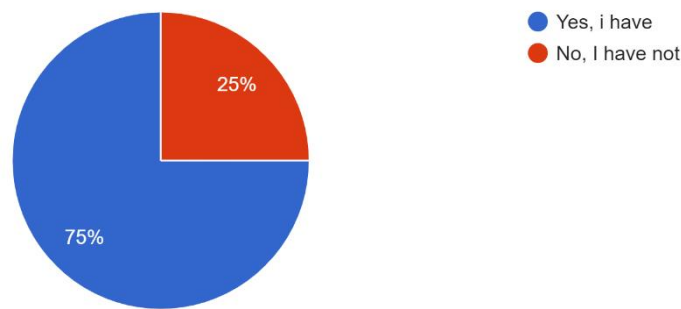


Figure 20: Informants' Perceptions on MOODLE Platform

Item 3 of the study aims to investigate the participants' perceptions of the MOODLE platform. The findings presented in Table 21 and Figure 20 indicate that a majority, comprising (75%) of the respondents, have heard about MOODLE. This suggests a significant level of awareness among the participants regarding this online learning management system. However, it is noteworthy that a smaller percentage of respondents (25%) reported not having heard about MOODLE. This suggests a lack of familiarity or exposure to the platform among this subset of participants.

Item 4: Have you heard about MOODLE before the Covid 19 pandemic?

Options	Percentage
Before	12,5 %
After	58,3 %
I have never heard about it before reading this questionnaire	29,2 %

Table 22: The Percentage of Respondent's Perceptions on the Existence of MOODE before the Covid 19 Pandemic

4. Have you heard about it before the Covid19 pandemic ?

24 réponses

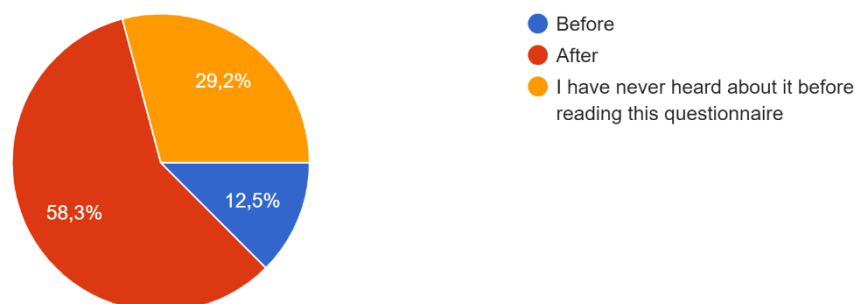


Figure 21: Informants' Perceptions on the Existence of MOODE before the Covid 19 Pandemic

Item 4 of the study aims to investigate participants' knowledge about the MOODLE platform before and after the Covid-19 outbreak. The findings presented in Table 22 and Figure 21 indicate that a majority, comprising (58.3%) of the respondents, have learned about MOODLE after the pandemic. This suggests that the awareness and adoption of the platform have significantly increased due to the shift towards online learning during the Covid-19 period. Furthermore, (29.2%) of the participants reported learning about MOODLE only after filling out the questionnaire, indicating that their exposure to the platform was a result of their participation in the study. This suggests that the study itself played a role in introducing and familiarizing participants with MOODLE. Interestingly, a smaller percentage (12.5%) of respondents indicated that they were already aware of MOODLE before the pandemic. This implies that a portion of participants had prior knowledge and experience with the platform, possibly due to their involvement in online learning or familiarity with educational technology.

Item 5.1: What do you think about MOODLE platform?

Options	Percentage
---------	------------

I think it is a good alternative for learning from home	20,8 %
I think it should be introduced in our university	29,2 %
I think it is not useful for learning	25 %
Others	25 %

Table 23: The Percentage of Respondents' Opinion on MOODLE Platform

5.1 What do you think about it ?
24 réponses

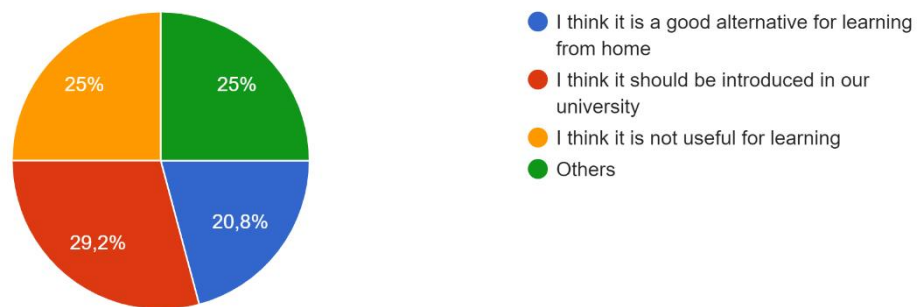


Figure 22: Informants' Opinion on MOODLE Platform

Table 23 and Figure 22 present the respondents' opinions on the MOODLE platform. According to the findings, (29.2%) of the participants believe that MOODLE should be introduced in the university, indicating recognition of its value for education. Conversely, (25%) of respondents express the view that MOODLE is not useful for learning, suggesting a lack of effectiveness for this group. Another (25%) holds differing opinions about MOODLE, without specifying their position. In contrast, (20.8%) consider MOODLE a good alternative for learning from home, highlighting its potential for remote education.

Item 5.2: Justify your choice, please

Informants' Justifications
<p>1. I've never used it</p> <p>2.to help students to learn at home</p> <p>3.It's helpful for learning from home but it's still not enough to learning a language</p> <p>4.It is helpful and it improves students performance and online assessments to make access easier , to prepare before coming to our class, to have extra information</p> <p>5.It is good, but it's value has decreased alot to the point it became useless due to poor management.</p> <p>6.For me i have to contact the teacher face to face in case that if students have some questions</p> <p>7.we live in the third World exactly north africa *algeria*so cmmn</p> <p>8.I've never heard about it</p> <p>9.moodle is a good concept to make studying easier, it allows teachers and students to create their own era to improve their skills</p> <p>10. I think people who want to learn from home help them a lot</p> <p>11.I think learning without teacher is not a good idea</p>

Table 24: Respondents' Justification of their Opinion on MOODLE Platform

Table 24 provides insights into the justifications provided by the participants for their responses in Table 23 and Figure 22, revealing a division of responses into four distinct categories. The first category believes that the MOODLE platform is beneficial as it enables students to study remotely, prepare for classes, and enhance their skills and performance. In the

second category, participants agree that MOODLE is useful but express concerns about its insufficiency due to poor management. The third category opposes learning through MOODLE, preferring face-to-face instruction for the ability to interact directly with their teachers. Lastly, the fourth category acknowledges their lack of familiarity with the use of the MOODLE platform.

Item 6: Do you know that MOODLE is not only about posting lectures?

Options	Percentage
Yes, I do	58,3 %
No, I do not	41,7 %

Table 25: The Percentage of the Respondents' Knowledge of the Existence of Other MOODLE's Activities

6. Do you know that MOODLE is not only about posting lectures?

24 réponses

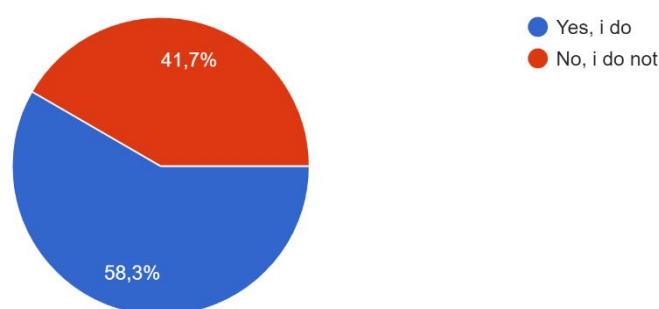


Figure 23: Informants' Knowledge of the Existence of Other MOODLE Activities

Based on the data presented in Table 25 and Figure 23, it can be observed that (58.3%) of the participants are aware that there are multiple activities available on the MOODLE platform, while (41.7%) claim to be unaware of these activities. This indicates that a majority of the

respondents have knowledge of the various features and functionalities offered by MOODLE, suggesting that they have explored and engaged with the platform to some extent. However, a significant minority remains uninformed about the range of activities available on MOODLE, implying a potential gap in their understanding or experience with the platform.

Item 7: Do you know what MOODLE activities are?

Options	Percentage
No , I have never used them	58,3 %
Yes, I have used them	25 %
Yes, I know them, but never used the	16,7 %

Table 26: The Percentage of Respondents' Knowledge of MOODLE's Multiple Activities

7. Do you know what MOODLE activities are ?
24 réponses

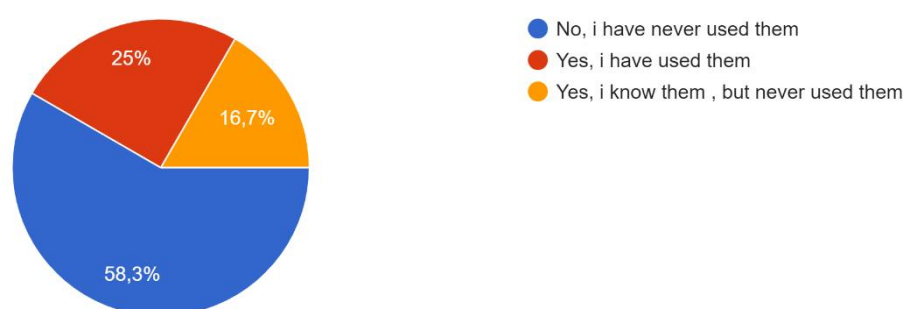


Figure 24: Informants' Knowledge of MOODLE's Multiple Activities

The statistics presented in Table 26 and Figure 24 indicate that a significant majority (58.3%) of the participants have never used MOODLE activities, while a quarter (25%) have utilized them, and (16.7%) are aware of them but haven't tried them.

Item 8.1: Do you think it is a good idea to include MOODLE in teaching listening?

Options	Percentage
Yes , it is	61,9 %
No, it is not	38,1 %

Table 27: The Percentage of Respondents' Attitude towards Including MOODLE Platform in Teaching Listening

8.1 Do you think it is a good idea to include MOODLE in teaching listening ?
21 réponses

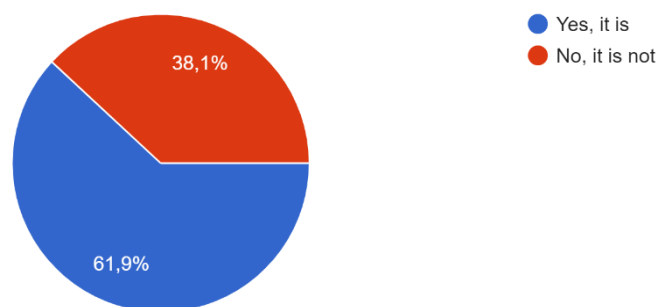


Figure 25: Informants' Attitude towards Including MOODLE Platform in Teaching Listening

The intended objective of Table 27 and Figure 25 is to present the respondents' attitude towards the idea of using MOODLE platform to teach listening. Based on the current findings, the majority of the participants (61,9%) have a positive attitude towards including MOODLE within teaching listening, while (38,1%) disagree with the idea at hand.

Item 8.2: If yes, why?

Informants' responses
<p>1.I have no idea what's Moodle but according to what's written above I think it's helpful</p> <p>it will help us to develop our listening skill</p> <p>2.Some timesThe teachers use it to published a videos to help the students prepare Tham selves before the classes</p> <p>3.It is helpful in some kind of way it is free and it's an open source</p> <p>4.To help students performance, it allows teachers and students to create their own private Website filled with dynamic lessons that extend learning anytime ,anywhere</p> <p>5.Because any method added to help learning is a good method.</p> <p>6.Because ,I noticed that I have improved my listening skills briefly by listening to the videos my teacher's posted</p>

Table 28: Respondents' Responses on the Use of MOODLE Platform in Teaching Listening

According to the responses in Table 28, participants strongly believe that including MOODLE in learning listening is an effective suggestion. Their justifications revolve around several key factors. Firstly, the participants appreciate that MOODLE is a free open-source platform, making it easily accessible and cost-effective. They also recognize the benefits of using MOODLE in helping them prepare for class and improving their listening skills. Additionally, the participants value the availability of shared videos and the support provided

by teachers through MOODLE, which contributes to enhancing their listening abilities. These justifications highlight the perceived advantages of incorporating MOODLE in teaching listening, emphasizing its potential as a valuable tool in facilitating effective learning experiences.

Item 9: Do you think our university should organize some conference days or workshops for teachers and students in order to guide and train them how to use MOOLDE platform?

Informants Responses

1. Yes
2. Why not
3. Yes
4. Yes, I think it is a good alternative for learning
5. It will be helpful
6. Yes, they should do
7. Yesn they should do
8. As I said, you can't force students to use something they don't know about. Instead, try to promote it and make it more clearer for the student.
9. Yes, of course
10. No
11. I don't know
12. Yes it can and I completely with this idea
13. Yes, its good idea

Table 29: Informants' Point of View on Organizing Workshops and Conference Days
Concerning MOODLE Platform

Table 29 presents the participants' opinions on the organization of workshops and conference days focused on the use of the MOODLE platform. The data reveals a division in opinions, with the majority of participants expressing a positive reception to the suggestion. They welcome the idea, indicating a willingness to participate in such events and further explore the application of MOODLE. On the other hand, there is a notable portion of participants who are uncertain or do not support the idea.

3.1.1.2 Discussion of the Findings

The data presented above is obtained from a questionnaire administered to students to examine in depth the degree of listening skill difficulty. Also, it is used to gather learners' opinion on the use of subtitled videos in teaching and learning listening skill through MOODLE. More precisely, the respondents in the aforementioned questionnaire range in age from 19 to 24, with the majority being females the remainder being males. Thus, the English level of the participants is between average and above average.

The findings clearly showed that the majority of learners perceive listening as an active skill; at this point the results revealed three different viewpoints regarding the difficulty of listening; some believe that listening is difficult, while others claim that it is not. The rest of them remained neutral. Furthermore, almost all student's self-evaluation pointed to a medium level of listening performance in English. Other than that, all of the informants confirm that listening plays a vital role in achieving proficiency in languages, since it stimulates their brain to learn new vocabulary, correct spelling and pronunciation of words, and also improves speaking. From the current data, it is revealed that practically all students are engaged in practicing English outside the classroom. It is worth mentioning that the most common strategy employed by the instructors in teaching listening is based on preparation, listening, and then asking questions.

More importantly, the current data indicated the level of comprehension while listening to a specific piece of material. In this regard, more than half of the participants claimed to understand the piece entirely, while the remainder claimed to understand it only partially. Thus, it is demonstrated that when it comes to watching videos, the majority of them prefer watching with using sound and subtitles. Furthermore, it becomes apparent that, EFL learners frequently use subtitles in learning English outside the classroom, as they proved that they favour listening to both native and non- native speakers.

Additionally, according to the participants , Arabic , English ,and French are the most common languages used in subtitling ,while watching .Moreover, the results represent a variety of preferred videos that they frequently watch: films, educational programs, documentaries , comedy and drama, in addition to other interests .The main finding indicate that, the participants have a positive attitude towards the use of subtitled videos, since they agree on the significance of subtitling in language learning. Therefore, it is recommended for teachers to use videos with subtitles in language teaching, especially that it has been found to have several pedagogical benefits, such as improving students listening, reading, and comprehension skills.

According to the current outcomes, it is revealed by EFL students that technology equipment is employed during their learning process, while only a few of them confirmed the lack of this type of equipment. In fact, learners prefer Hybrid learning and believe that teachers should rely on this method more than the traditional methods. Furthermore, it has been indicated that, MOODLE is a common learning platform; nevertheless, on one hand, the majority of the participants first heard about it after the Covid 19 outbreak. Also, they assert that this platform is an adequate substitute for learning, and that it should be introduces in universities due to the way it allows students to learn from home, and prepare in advance. On the other hand, the minority of the students believe that MOODLE is not effective, since it is insufficient for

learning due to inadequate management, and that they perform better in traditional classrooms, for it allows them to communicate face -to- face with their instructors.

Going further, the findings show that most of the respondents support the integration of MOODLE within teaching listening. Thus, students assume that it would be beneficial due to the fact that, it is free open source, enabling them to create spaces with their teachers and develop their listening skill. Accordingly, participants agree that universities should hold conference days, and workshops, in order to instruct, and guide students and teachers on how to use MOODLE platform. Hence, it is highly recommended for educational institutions to introduce this platform for both learners and educators.

Overall, the aforementioned data concluded that, EFL students have a positive attitude regarding the use of subtitled videos in learning and teaching listening skill through MOODLE. Furthermore, the majority of the participants supported the implementation of MOODLE platform as a tool for promoting learning by the use of subtitles videos.

3.1.2 Teachers' Interview

3.1.2.1 Analysis of the Interview

The present interview is intended to Three teachers of English at M'hamed Bougara University of Boumerdes. Thus, they were interviewed in form of written interview. Eight (8) questions have been directed to them. The primary aim of this choice is to collect extensive, reliable, and comparable data from three oral expression teachers about the effectiveness of using subtitled videos in teaching and learning listening skills using the MOODLE platform.

Question 1: How long have you been teaching listening?

This question seeks to get information about the teachers' teaching experience in listening.

Teacher 1	“Fifteen years”
Teacher 2	“Eight years”
Teacher 3	“More than five years”

Table 30: The Teachers’ Teaching Experience in Listening

According to the data presented in Table 30, all the teachers involved in the study have prior teaching experience. Teacher 1 stands out as the most experienced, having been teaching for a period of 15 years. Teacher 2 has been teaching for 8 years, while teacher 3 has been teaching for more than 5 years. These findings highlight that the participating teachers possess a significant level of professional experience, which could potentially contribute to their expertise and effectiveness in implementing instructional strategies and utilizing the MOODLE platform for teaching and learning purposes.

Question 2: To what extent do you think that teaching listening skill is difficult?

This question seeks to determine whether the teachers of listening find it difficult or easy for them to teach listening comprehension module

Teacher 1	“It is difficult in terms of technical supports and equipment’s. Teachers manage this difficulty with their own means”.	Theme: Technical support and equipment
Teacher 2	“Well, it has something to do with students’ ability to decide for the words, because, if they are not familiar with the certain pronunciation of the	Theme: pronunciation and word familiarity

	words, they will find it difficult to understand. The second problem is that, the room is not equipped, so the first problem is pedagogical, and the second problem is technical”.	Theme: Pedagogical and technical problems
Teacher 3	“Listening can be particularly difficult for EFL students’ The main reasons are : lack of grammar and linguistic knowledge, unfamiliar words , because of lack of background knowledge and topic familiarity”	Theme: Listening Comprehension

Table 31: The Extent to which the Teachers Think Listening Skill is Difficult

In table 31, three teachers discuss the various challenges they encounter in their teaching environment. One significant theme that arises is the issue of technical support and equipment. Teacher 1 acknowledges the difficulties in this aspect and mentions that teachers often have to rely on their own resources to manage these challenges. Another theme highlighted by teacher 2 is the importance of students' ability to decide on the appropriate words and their pronunciation. Lack of familiarity with certain pronunciations can affect students' understanding. Furthermore, teacher 2 identifies two types of problems: pedagogical and technical. The pedagogical problem refers to students' struggle in selecting suitable words, while the technical problem revolves around the lack of equipped classrooms. Finally, teacher 3 sheds light on the difficulties EFL students face in listening comprehension. This includes their limited grammar and linguistic knowledge, unfamiliarity with certain words due to a lack of background knowledge, and unfamiliarity with the topic being discussed.

Question 3: To What extent are listening skills important in students’ language learning process?

This question seeks to determine the importance of listening skill and its role in improving students learning process.

Teacher 1	“It is very important. If you don’t get what you hear, you cannot communicate. So, it should be a kind of correspondence between listening and speaking. You listen, you understand, you speak”.	Theme: Importance of listening Theme: Correspondence between listening and speaking
Teacher 2	“I mean, if they cannot listen and understand, how are they going to be engaged later on in conversations? .So, listening and speaking are two faces of the same coin. They work hand in hand, because we cannot speak without listening”.	Theme: Engagement in conversation
Teacher 3	“Listening is a crucial communication skill. It’s a key to all effective communication”	Theme: Listening as a communication skill

Table 32: The Extent to which Teachers Believe that Listening Skill is Important

In table32, the thematic themes revolve around the importance of listening in communication. The teachers emphasize that listening is a crucial skill that forms the foundation of effective communication. They highlight the interconnectedness of listening and speaking, emphasizing that understanding what is heard is essential for meaningful conversation. The teachers stress that without proper listening and comprehension, individuals

may struggle to actively engage in discussions. Overall, their insights underscore the significance of listening as a fundamental communication skill that enables successful and meaningful interaction.

Question 4: Do you think that subtitled videos are one way to overcome problems faced by students in their listening process?

This question seeks to investigate to teachers' point of view and attitude towards the use of subtitled videos to overcome difficulties faced by learners in their listening process.

Teacher 1	“It helps a little. For me, it helps in grasping meaning, especially when subtitles are in English, because it helps in learning vocabulary. Whereas, for my experience, Arabic is good only for beginners”.	Theme: Language proficiency levels Theme: Subtitles as a learning aid
Teacher 2	“Yes, they are. They can help to an extent, especially, when the word is new for them”.	Theme: Subtitles as a learning aid
Teacher 3	“Yes. Subtitled videos can help improve listening comprehension by increasing familiarity with sounds and words (unfamiliar vocabulary)”	Theme: Improved listening comprehension

Table 33: Teachers' Opinion on Subtitles as a Means of Overcoming Listening Difficulties Faced by Learners.

Based on the responses provided in Table 33, The teachers discuss the role of subtitles in language learning, particularly in English and Arabic. Teacher 1 believes that subtitles in English help in understanding the meaning as well as acquiring vocabulary, whereas Arabic subtitles are more suitable for beginners. Teacher 2 considers that subtitles might be useful, especially when learning unfamiliar terms. Furthermore, Teacher 3 emphasizes the importance of subtitled videos in improving listening comprehension by establishing familiarity with new vocabulary. Overall, these perspectives emphasize the potential benefits of using subtitles in language learning, such as contributing to vocabulary acquisition and improving comprehension skills.

Question 5: Do you think that subtitles are suitable for all levels of language proficiency?

This question is to get some information about whether the use of subtitles are effective for all levels of language proficiency, that is to say whether subtitles suits all of beginners, intermediate or advanced level of students.

Teacher 1	“If it is in English language, it can help. In fact, it can help for all, but at the very advanced level is less”.	Theme: Importance of English language Theme: Effectiveness of subtitled videos
Teacher 2	“No, not at all. For first, second, and third year, that’s fine, but for master students, they are supposed to know the basic things of English, they cannot always rely on subtitling, because they should focus on things that they are hearing”.	Theme: English language importance Theme: Effectiveness of videos with subtitles

Teacher 3	“Subtitled videos are suitable for all levels. Even advanced students can have difficulties to understand people with strong accents”	Theme: suitability of subtitles for different levels
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Table 34: Suitability of Subtitles Across Different Levels of Language Proficiency

The three teachers' statements present different perspectives on the use of subtitled videos for English language learning. While Teacher 1 recognizes the overall benefits of subtitles, Teacher 2 believes that master students should focus on listening skills rather than relying on subtitles. Teacher 3, on the other hand, believes that subtitled videos are suitable for all levels, including advanced learners who may struggle with strong accents. These viewpoints highlight the complexity of integrating subtitles into language learning. Thus, finding the right balance between subtitles and listening skills is therefore crucial to efficient language learning.

Question 6: In term of effectiveness, how do you think the relation between MOODLE and listening is?

This question seeks to determine whether MOODLE is an effective platform to teach listening online.

Teacher 1	“It could be , because it provides for teachers spaces to deliver videos, to deliver conference, and lectures. It could be very helpful for listening, but at this moment, the MOODLE is not used properly by teachers”.	Theme: Potential benefits of MOODLE Theme: Inappropriate use of MOODLE
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Teacher 2	“There is no relationship. It can be done only, if we divide the group into sub-groups”.	Theme: Ineffective use of MOODLE Theme: Relationship with sub-groups
Teacher 3	“MOODLE is an effective tool that help students practice listening. Teachers can use it to share different activities, videos, audios, and links”	Theme: MOODLE as a listening practice tool

Table 35: Teachers’ Opinions on the Effectiveness of MOODLE in Teaching Listening

Teacher 1 states that MOODLE provides spaces for teachers to deliver videos, conferences, and lectures, making it potentially helpful for improving listening skills. However, the current issue lies in the improper use of MOODLE by teachers. Additionally, Teacher 2 points out that dividing the group into sub-groups is necessary to establish relationships within the class. In line with this, MOODLE, as highlighted by Teacher 3, serves as an effective tool for students to practice listening, since it enables teachers to share various activities, videos, audios, and links, facilitating enhanced learning experiences.

Question 7: Do you think that our university should organize some conference days or workshops for teachers and students in order to guide them and train them how to use MOODLE platform?

This question seeks to determine the teacher’s opinion on the necessity of organizing workshops and conferences in order to introduce MOODLE platform, its importance, and how to use it.

Teacher 1	“Yes, why not, I recommend that”.	Theme: Recommendations
Teacher 2	“For students, I recommend it. I think they need workshops, but conference days, no”.	Theme: Students’ need for workshops
Teacher 3	“Actually, the Algerian universities and institutions have recently trained since 2016 novice teachers on how to use MOODLE. Many conferences and workshops are organized to help teachers to use the platform”	Theme: Teacher training

Table 36: Teacher’s Opinion on the Necessity of Organizing Workshops and Conferences in order to Introduce MOODLE Platform

The statements provided by the teachers can be thematically analyzed into three main themes: recommendations, student needs, and teacher training. Teacher 1 expresses a positive attitude towards MOODLE and recommends its usage as an effective educational tool. Teacher 2 acknowledges the benefits of workshops for students, highlighting their interactive nature as a valuable learning experience. However, He/she suggests that conference days may not offer the same level of effectiveness. This highlights the consideration of student needs and the potential benefits of interactive workshops. Teacher 3 brings attention to the commendable efforts of Algerian universities and institutions in training novice teachers on MOODLE since 2016. This underscores the significance of teacher training and the recognition of MOODLE 's potential in enhancing teaching methods.

Question 8: Do you think that teaching listening skill with subtitled videos through using MOODLE platform can be an effective strategy?

This question aims to get teachers opinion about the use of subtitled videos in teaching listening skill through MOODLE, and its effectiveness.

Teacher 1	To some extent, because when everything is ready for student, it creates some kind of relaying and laziness”.	Theme: Dependence and laziness Theme: Readiness
Teacher 2	“Actually, for first year’s students, yes, but for master students, they will be so much spoiled, because they will never learn how to rely on themselves”.	Theme: Student dependency
Teacher 3	“Yes, it can be a very effective tool that helps students to improve listening comprehension”	Theme: Enhancing listening comprehension

Table 37: Teachers’ Perspectives on the Effectiveness of Using Subtitled Videos in Teaching Listening Skill through MOODLE

According to teacher 1, While readily available tools can be advantageous to some extent, they have the potential to breed laziness among learners. In contrast, teacher 2 argues that using subtitled videos through the MOODLE platform proves effective for first-year students, but may not yield the same benefits for master's students, who may become overly reliant on subtitles. In agreement, Teacher 3 considers that this technique has tremendous potential for improving students' listening comprehension abilities.

3.1.2.2 Discussion of the Findings

Three (3) teachers in the department of English at M'hamed Bougara University were interviewed. The collected data aims to determine the challenges and difficulties in teaching listening skills and to examine teachers' perspectives toward the effectiveness of using subtitled videos in teaching listening skill through MOODLE platform.

Going by the findings, all of the teachers agree on the importance of listening for learners' language learning process. Moreover, they asserted that, it is a fundamental skill for effective communication. In fact, learners are unable to communicate as long as they do not understand what they hear. This implies, there should be a distinction between listening and speaking.

Based on the feedback received from the three teachers, we can infer that teaching listening is a crucial and challenging communication skill for students' language learning. Teaching listening to EFL students can be challenging due to several factors. These include limited grammar and linguistic knowledge, unfamiliar vocabulary, a lack of background knowledge, and limited familiarity with specific topics. Additionally, the absence of appropriate equipment for teaching listening can pose difficulties. Thus, the use of subtitled videos is a tool that has the potential to improve listening comprehension, particularly for novices and students unfamiliar with certain word spellings and pronunciations.

The teachers have different opinions on whether subtitles are appropriate for different levels of language proficiency. While Teacher 1 believes it can benefit students of all levels, Teacher 2 believes it is only suitable for beginners and intermediate students. Teacher 3, on the other hand, believes that even advanced learners could benefit from subtitles since they can have difficulties in understanding people with strong accents.

The effectiveness of MOODLE in teaching listening tends to be a matter of debate among teachers. While Teacher 3 considers it is an adequate and effective tool for practicing listening,

Teacher 1 suspects that it is not used properly by instructors, however Teacher 2 finds no connection between MOODLE and listening.

Furthermore, two of the teachers (Teacher 1 and Teacher 3) suggest that organizing conferences and workshops to assist and train teachers and students on how to effectively use the MOODLE platform can be beneficial. It is worth noting that Teacher 2 considers that teaching listening with subtitled videos via MOODLE can be instructive and advantageous for first-year students but not for master's students, who may become overly reliant on the subtitles. Teacher 1 has a similar worry and believes that using subtitles may potentially lead learners to be lazy when everything is already available to them.

In summary, the teachers' answers highlight the significance of teaching listening as a key skill in communication for students' language learning process, since it is considered challenging. Thus, Subtitled videos through MOODLE can be an effective tool to enhance listening comprehension, although their efficiency varies based on the learners' level of language proficiency and how they are used.

3.1.3 Experiments' Pre-test and Post-test

3.1.3.1 Experiments' Pre-test and Post-test Analysis

3.1.3.1.1 Experiment 1:

During the first session, the focus will be on the pre-test, which involves viewing a video without subtitles with 9 minutes duration shared on MOODLE platform. Prior to watching the video, students will be prompted to respond to questions related to the topic of artificial intelligence, to assess their knowledge and familiarity with the subject. Following the video, students will be given two tasks to complete including answering questions and choosing the right answer. In fact, of the 35 enrolled students, 24 attended the session, but only 22 of them completed the activities.

In the second session, the focus will be on the post-test. Students were instructed to watch the original video on artificial intelligence, which was shared on the MOODLE platform. The first part of the video had English subtitles, while the second part had Arabic subtitles. Then, in-class activities were conducted for this video, and the completed activities were collected at the end of the session. Of the 35 enrolled students, 29 attended the session and completed the activities.

The main objective of this experiment is to evaluate students' understanding and familiarity with artificial intelligence. It aims to enhance their listening comprehension by having them watch videos and complete related tasks. The pre-test is designed to assess their prior knowledge and their listening skill level, while the post-test-video and activities measure their comprehension of the video content. Subtitles in Arabic and English are included not only to aid comprehension but also to potentially improve students' other language skills.

Overall, this experiment can be viewed as a student-centered approach to teaching and learning, as it focuses on assessing and responding to students' needs, as well as promoting active engagement and participation in the learning process.

Students	Pre-test Score /20	Post-test Score (English) /20	Difference	Post-test Score (Arabic)	Difference
1	9.5	10.5	+1	11.5	+2
2	4	5.5	+1.5	7	+3
3	6	8	+2	8.5	+2.5
4	5	6	+1	7.5	+2.5
5	6	7.5	+1.5	7.5	+1.5

6	7.5	8	+0.5	9.5	+2
7	4	6	+2	6.5	+2.5
8	3.5	5	+1.5	5.5	+2
9	14	16	+2	17	+3
10	6	6.5	+0.5	7	+1
11	3	3	0	3	0
12	4	4.5	+0.5	5.5	+1.5
13	3.5	5	+1.5	6.5	+3
14	6	8	+2	8.5	+2.5
15	17.5	18	+0.5	18	+0.5
16	3	5	+2	6.5	+3.5
17	4	8	+4	9	+5
18	17.5	18.5	+1	18.5	+1
19	10.5	14	+3.5	14.5	+4
20	9	9	0	9.5	+0.5
21	4	7	+3	8	+4
22	3	5.5	+2.5	6	+3
23	/	10	/	12	/

24	/	13.5	/	11	/
25	/	10	/	10.5	/
26	/	12	/	11.5	/
27	/	9	/	11.5	/
28	/	4.75	/	6.5	/
29	/	8	/	11.5	/

Table 38: Students' Pre-test and Post-test Score in Experiment 1

Table 38 presents a comparative analysis of student enrollment and scores. During the pre-test phase, 22 out of the initial group of 35 students actively engaged by watching instructional video and completing the assigned tasks, while a total of 29 students participated in the post-test. It's interesting to note that despite the low pre-test scores, both the post-test results for English subtitles and Arabic subtitles showed progress. Furthermore, the average post-test scores for Arabic were higher than those for English. The presence of subtitles in students' native language (Arabic) might have provided a familiar context and made it easier for the students to comprehend and engage with the material.

3.1.3.1.2 Experiment 2

The second experiment aimed to investigate the efficacy of dual subtitles in enhancing students' comprehension and listening abilities. To accomplish this, the study employed a pre-test and post-test design, with participants viewing a video on the MOODLE platform twice, once without subtitles and once with dual subtitles. In-class activities were utilized to reinforce the learning, and the completed activities were collected at the end of the session.

Unfortunately, the sample size was limited to only 14 out of a total of 35 students due to various constraints, which may limit the generalizability of the findings.

In fact, dual subtitles in the educational videos are an effective technique for addressing the different needs of students who face difficulties with only Arabic or only English subtitles.

Students	Pre-test score /20	Post-test score/20	Difference
1	9	13	0
2	15	18	+2
3	14.5	15	0
4	11	13.75	0
5	5	9	0
6	7	10.5	+6
7	7	13	0
8	8.25	14.5	+1,75
9	15.5	18.5	0
10	9	13.5	+5
11	9	14	0
12	9.75	11.5	+1,75
13	6.5	9.5	0
14	9.75	15	0

Table 39: Students' Pre-test and Post-test Score in Experiment 2

Table 39 exhibits a notable disparity in the academic performance of students. However, it should be noted that only 14 out of the total of 35 students were able to successfully complete the assigned activities. The results of the subsequent experiment indicate a noteworthy improvement in student performance when dual subtitles were included. In the pre-test, only 4 out of 14 students scored above the average, reflecting a relatively low overall performance. However, in the post-test, the number of students scoring above the average increased significantly to 12 out of 14. This substantial shift indicates that the inclusion of dual subtitles had a positive impact on students' performance. It is worth noting that while the experiment depicts a positive correlation between the inclusion of dual subtitles and improved performance, other factors may have also contributed to the results. These factors could include individual student characteristics, motivation levels

3.1.3.2 Discussion of the Findings

Experiments 1 and 2 were conducted to evaluate the effectiveness of subtitled videos in teaching and learning listening skills through the MOODLE platform. The aim was to assess whether the inclusion of subtitles in videos can motivate students to engage with MOODLE and contribute to the improvement of their listening abilities.

In the first experiment, videos with and without subtitles were used, accompanied by associated activities. However, the results showed only a slight difference between the pretest and post-test scores. Out of 35 students, 24 participated in the pretest, but only 22 completed the assigned tasks. Most students scored below average in the pretest, indicating a lack of motivation or difficulty in understanding the video content. Additionally, a significant number of students did not complete the second activity, suggesting potential challenges in comprehension.

As a response to these findings, the treatment in the first experiment involved providing two parts of the same video with subtitles: one with English subtitles and the other with Arabic subtitles. Each video was accompanied by an activity. The objective was to determine the impact of subtitles on student performance. The post-test results showed an increase in the number of students from 22 to 29, with all of them completing the tasks. Moreover, the post-test scores were higher than the pre-test scores. Although there has been an increase in the number of students who scored above the average, the improvement they made remains modest. As a result, many students are still facing ongoing difficulties. One reason for this could be that using subtitles in only one language may not be sufficient for some students to fully understand the content. Students might require the support of dual subtitles, which means having subtitles in two languages simultaneously. By having dual subtitles, students who struggle with comprehension can benefit from having the content presented in multiple languages, increasing their chances of fully comprehending the material and learning the right pronunciation and spelling of certain words.

Based on these observations, the second experiment proposed the integration of dual subtitles to evaluate their effectiveness in teaching and learning listening and comprehension. Thus, the video was shared twice on the MOODLE platform, once without subtitles and again with dual subtitles, along with classroom activities. Unfortunately, only 14 out of 35 students completed the assigned activities. Due to time constraints, the pre-test and post-test were completed in the same session.

The findings of the second experiment revealed significant improvements compared to the first experiment. The pre-test results of the subsequent experiment revealed that a significant number of students failed to attain the average score. This outcome indicates that the majority of students started the experiment with a relatively weaker performance. While in the post-test, 12 out of 14 students achieved high scores, indicating that those who did not score perfectly in

the pre-test were able to do so after exposure to dual subtitles. This demonstrates the benefits of dual subtitles in both understanding the spoken language and comprehending its meaning simultaneously.

In summary, both experiments yielded valuable insights into the use of subtitled videos for teaching and learning listening skills through MOODLE. Furthermore, subtitled videos with a single language were found to be beneficial for students with a medium level of proficiency, while dual subtitles proved effective for students with a low proficiency level. Consequently, the hypothesis regarding the effectiveness of subtitled videos in teaching and learning listening skills through MOODLE is approved, as they motivate learners and contribute to their progress in listening comprehension. It should be noted that the number of students varied throughout the experiments, but their scores consistently improved.

3.1.4 Students' Survey

3.1.4.1 Analysis of the Survey

This survey serves as an evaluation of an experimental study, focusing on the collection of concise and reliable data while assessing the pre-test, and post-test phases. Specifically, the survey was designed by using Google Forms, and administered to a targeted population of 35 second-year students in the Department of English at the University of M'hammed Bougara in Boumerdes. Regrettably, the response rate was limited, with only 14 students able to participate. This reduced response rate can be attributed to factors such as lack of seriousness among some students, and various networking issues.

1. Do you think that subtitled videos posted through MOODLE platform have contributed in understanding better?

1). Do you think that subtitled videos posted through MOODLE platform have contributed in understanding better ?

14 réponses

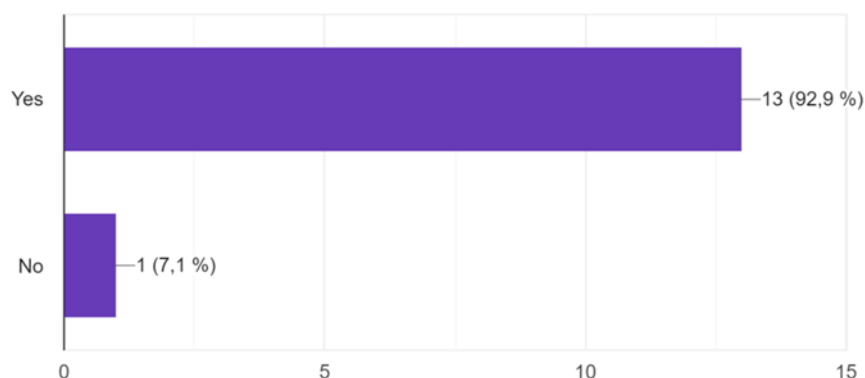


Figure 26: Contribution of Subtitled Videos on MOODLE Platform in Enhancing Understanding

Figure 26 illustrates the responses of students regarding the effectiveness of subtitled videos provided on the MOODLE platform in enhancing their understanding. Among the participants, 13 students (92.9%) agreed that the inclusion of subtitles significantly aided their comprehension of the video content. Conversely, only one student (7.1%) disagreed with this assertion, suggesting that subtitles may not have been as beneficial for that particular student. Overall, the findings suggest that incorporating subtitles in videos on the MOODLE platform is generally perceived as a helpful tool for student learning.

2.1 Have you learned any new vocabulary from these videos?

2.1 Have you learned any new vocabulary from these videos ?

14 réponses

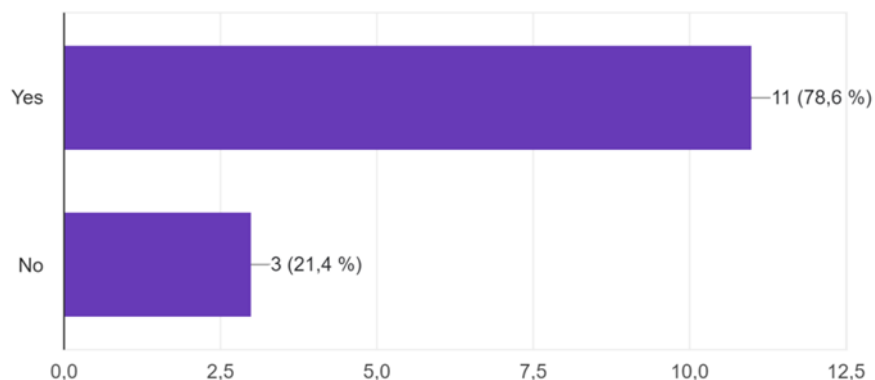


Figure 27: Student Vocabulary Acquisition Rate from Videos

Based on Figure 27, it can be observed that a total of 14 students were surveyed regarding their acquisition of new vocabulary from the subtitled videos shared on MOODLE. As a consequence, 11 of them, accounting for (78.6%) of the surveyed group, confirmed that they indeed acquired new vocabulary from the videos. On the other hand, the remaining 3 students, making up (21.4%) of the surveyed group, reported not acquiring any new vocabulary from the videos.

2.2 If yes, what are they?

1.IA thinking / designing , prototype , incubators structure biology...

2. Neurons , deep learning design etc

3.neurons AI detractors

4. Many.

5. Neural network

6. Design thinking , ideation, alphafold

7. Detractors and some other vocabulary

8. I learned so many so I don't have any example know

9. To name a few : Design thinking , stellar object , Alpha fold.

10. I improved my language

Table 40: The new vocabulary acquired by students from the videos

The data presented in Table 40 indicates that students have made significant vocabulary acquisition through their engagement with subtitled videos on the MOODLE platform. The statements shared by 10 students reflect a notable focus on key terms such as "Design Thinking," "AlphaFold," "incubators," and others. This suggests that students have not only grasped these specific vocabulary items but have also incorporated them into their understanding and usage. The acquisition of particular terminology is essential for effective communication and comprehension within a given subject area, indicating the positive impact of subtitled videos on vocabulary development in this context.

3.1 Do you prefer hybrid learning (combination of face-to-face learning and E-learning) or the traditional learning (face to face learning)?

3.1 Do you prefer hybrid learning (combination of face to face learning and E-learning) or the traditional learning (face to face learning)?

14 réponses

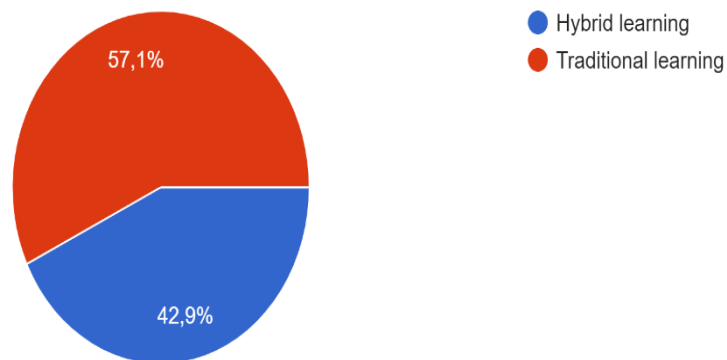


Figure 28: Student Preference: Hybrid Learning vs. Traditional Learning

According to Figure 28, the majority of students lean towards traditional learning methods rather than hybrid learning approaches. However, it is worth highlighting that a portion of the student population still displays a preference for hybrid learning. This indicates that while traditional methods are favoured by most students, there is a notable interest among some students in exploring the benefits of hybrid learning, possibly due to factors such as flexibility, convenience, or access to digital resources.

3.2 Explain your Choice

1. I prefer the traditional one because it helps to understand better and to hear and see the reactions of other students and teacher and remember the information and make a greater effort
2. Because both of them are crucial to develop my listening skills
- 3.Both are important for me I can't separate one from the other
- 4.It provides better understanding.
5. Because it more easy
6. Its better than e learning because you can ask questions if you don't understand something
- 7.They both help with practicing our pronunciation, and learn more vocabularies other than the teacher gives us
- 8.When you see your teacher and have interaction with him and to not have the internet problems this is all the differences
- 9.It contributes to the learning experience.
10. Because I can communicate with my teacher

Table 41: Students Explanation for their Choices

Table 41 provides insights into the factors influencing students' preferences for either traditional learning or hybrid learning. It is noteworthy that Students who prefer hybrid learning

emphasize the interconnectedness of face-to-face learning and e-learning, highlighting the benefits of both approaches in developing listening skills, practicing pronunciation, and expanding vocabulary. Conversely, students who lean towards traditional learning value the opportunity it offers for direct communication with teachers and the ability to ask questions. They also appreciate the absence of potential difficulties in accessing the internet, which can sometimes pose challenges in e-learning environments.

4. have you understood better with subtitles or without subtitles?

4). Have you understood better with subtitles or without subtitles ?

14 réponses

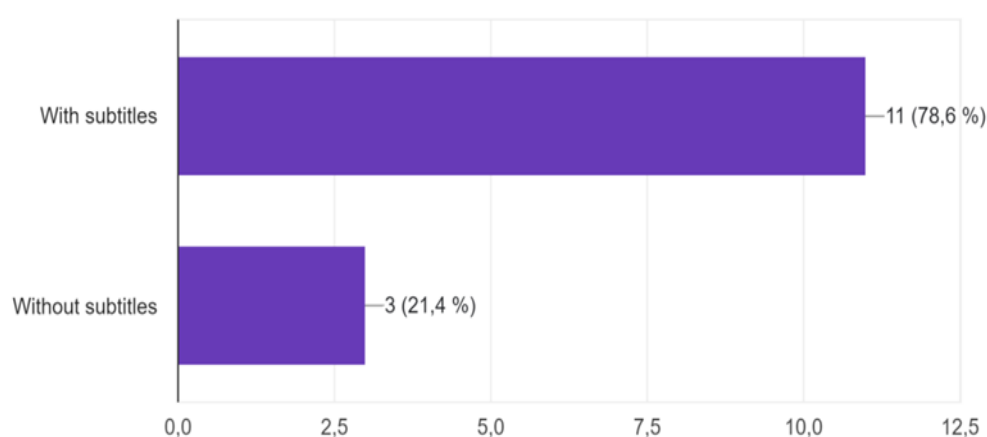


Figure 29: Comparison of Comprehension: Subtitles vs. Non-Subtitles Viewing

Based on the findings depicted in Figure 29, it is evident that a majority of the participants, specifically 11 students, acknowledged that their comprehension was enhanced by the presence of subtitles when watching the provided videos. This suggests that subtitles significantly aided their understanding of the content. Conversely, a smaller subset comprising 3 students asserted that they experienced improved understanding without the presence of subtitles.

5. Have subtitles helped you any further in improving your pronunciation and learn the correct spelling of a word?

5). Have subtitles helped you any further in improving your pronunciation and learn the correct spelling of a word ?

14 réponses

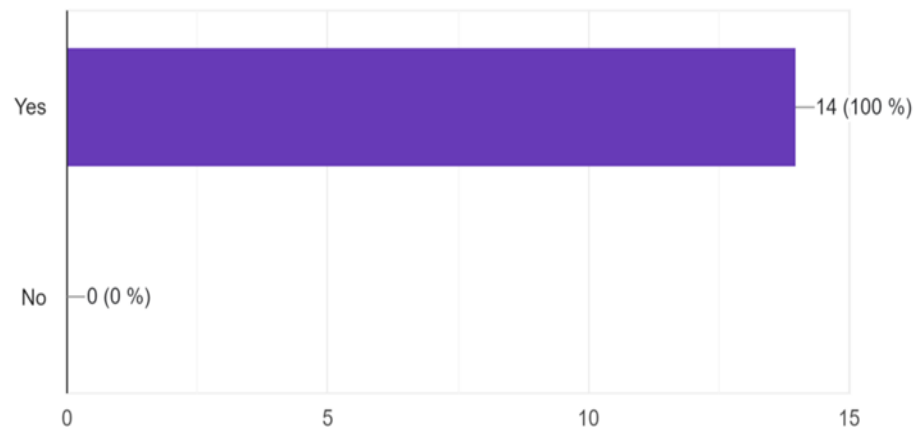


Figure 30 :Impact of Subtitles on Pronunciation and Spelling Acquisition

Figure 30 provides a clear depiction of the general agreement among all 14 students regarding the positive impact of subtitling on their ability to learn and improve word pronunciation and spelling. In fact, all 14 students confirmed the significant role that subtitles played in enhancing their skills in correctly pronouncing and spelling words. This finding highlights the consistent and beneficial effect of subtitles in supporting language development and accuracy for all participants.

6.1 Was it easy for you to have full access to the videos and the activities posted online ?

In case you encountered difficulties, at what level was that ?

6.1 Was it easy for you to have a full access to the videos and the activities posted online ? In case you encountered difficulties, at what level was that ?

13 réponses

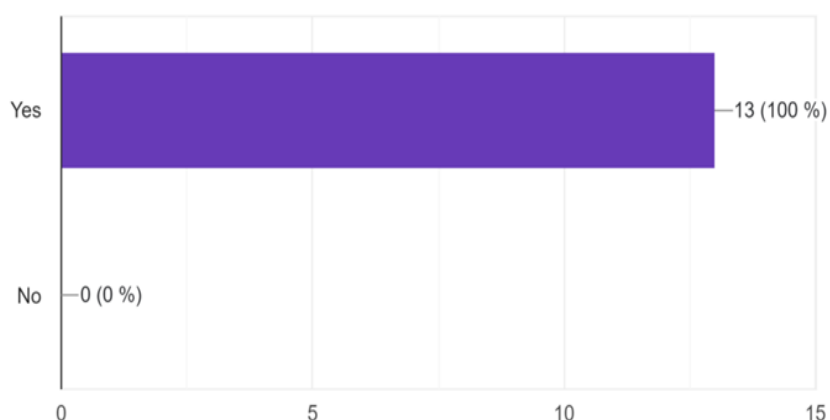


Figure 31: Accessibility of Videos and Activities via Moodle Platform

According to the survey findings from 13 students shown in Figure 31, watching the videos and activities shared on the MOODLE platform was considered as easy by the participants. This indicates that the platform's design and functionality were easy to use and provided students with a smooth and enjoyable experience when accessing learning materials. The ease accessibility can contribute to a pleasant learning experience by allowing students to engage with the content in a more effective and efficient manner.

6.2 Difficulties Encountered

- 1. I didn't have difficulties encountered ...maybe if only the internet was not available**
- 2. Maybe problems of network connection**
- 3.Focus on the the words spelling**
- 4. Eassy**
- 5. It was easy , yes , but there's always difficulties in the field of learning ; In my case it's the lack of phone battery (technology presence) , very slow Network , and low virtual interaction. These difficulties are easy for me to fix most of the time.**

Table 42: Difficulties Encountered by Students while Accessing the Videos and the Activities
Posted through MOODLE

According to Table 42, the challenges faced by students when trying to access videos and activities on the MOODLE platform were minimal. Only a small number of students reported encountering slight difficulties, primarily related to their internet connectivity. This suggests that the platform was generally reliable and accessible, with most students able to access the materials without significant obstacles.

7.1 Do you think that subtitled videos are an effective way to learn listening through MOODLE platform?

7.1 Do you think that subtitled videos are an effective way to learn listening through MOODLE platform ?
14 réponses

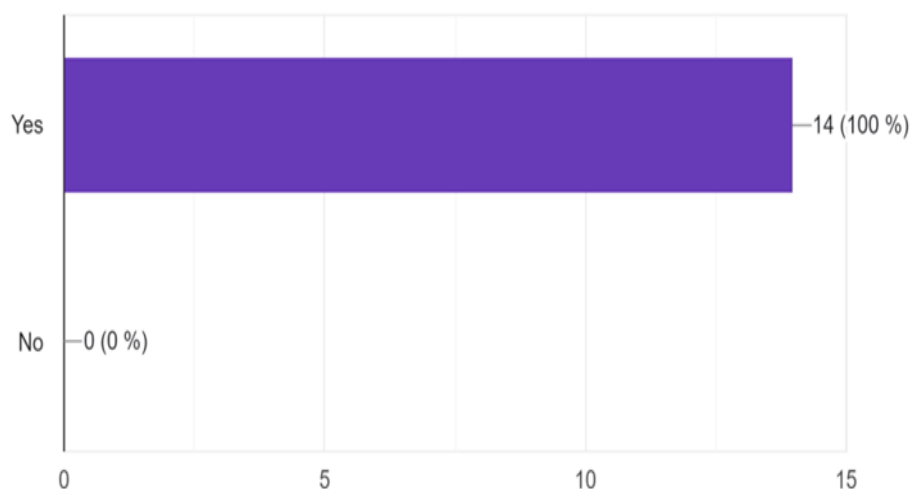


Figure 32: The Effectiveness of Subtitled Videos in Learning Listening Skill through MOODLE Platform

Figure 32 shows the effectiveness of subtitled videos in learning listening skills through the MOODLE platform. Thus, all 14 students affirmed subtitled videos as a valuable and effective tool for improving their listening skill through MOODLE platform. The positive feedback underscores the importance of incorporating subtitles as a supportive resource for enhancing listening skills in the online learning environment.

7.2 Explain your choice

- 1. Yes I do because you get the idea easily for key words however using in listening is also important because subtitles aren't always available**
- 2.Subtitles especially English to arabic helps students to understand the context and memories the difficult words or maybe we may learn a new words**
- 3.It helps to improve vocabulary**
- 4.Theh help because you be more acquainted.**

Table 43: Student Justification of their Choice Concerning the Effectiveness of Subtitled Videos in Learning Listening Skill through MOODLE Platform

Table 43 highlights the reasons provided by students for choosing subtitled videos on the MOODLE platform to enhance their listening skills. The data reveals that students recognized various benefits associated with subtitles. Specifically, they emphasized that subtitles facilitate quick comprehension of keywords, aid in understanding the context of the content being presented, and assist in remembering difficult terms. Additionally, the use of subtitles was found to have a positive impact on vocabulary development. These findings suggest that subtitles serve as valuable support tools for students, enabling them to improve their listening skills, comprehension, and vocabulary acquisition in the context of online learning through the MOODLE platform.

8.1 How do you find this experience? (From 1 to 5)

8.1 How do you find this experience ? (from 1 to 5)

14 réponses

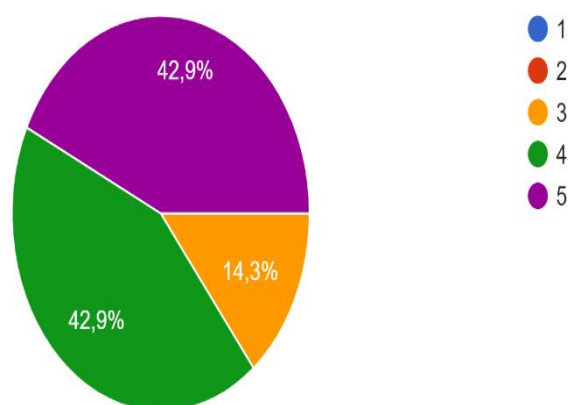


Figure 33: Learners Experience Assessment

In Figure 33, the learners' assessment of their experience is represented on a scale ranging from 1 to 5. The results indicate that a substantial number of students, specifically 6 students or (42.9%) of the total, provided the highest rating of 5 for the experiment. Similarly, an equal number of students, again comprising (42.9%) of the total, rated the experiment with a commendable score of 4. On the other hand, a smaller proportion of students, specifically 2 students or (14.3%) of the total, assigned a rating of 3 to the experiment.

8.2 Explain why

1. It helped me to get interesting information...share it , and listen to the opinion of others and the experience of hearing and watching the videos and answering questions was great .. I enjoyed it
 - 2.Because it helps the listener to understand what the video is talking about , also it helps people from different languages and different levels to understand or to answer.
 - 3.It's very good experience but it not perfect at least it's new pedagogy of learning technics
 - 4.Subtitles gives you more understanding
 5. Because it good for students
 6. To learn more substitutes and easy to improve your accents
 7. I liked it because it's a new thing I mean a new activity, I can say it's a routine breaker,
- Doing something new help to like the module more and enjoy learning it.

Table 44: Learners Justification on their Experience Assessment

According to the table 44, the experiment received a generally positive reception of the experiment. Thus, they found it valuable in terms of gaining interesting information, learning new concepts, sharing their opinions, and engaging with video content. The experiment was deemed useful for enhancing comprehension, overcoming language barriers, and improving accents. Furthermore, some students suggested that it may be refined further as a new pedagogical approach. Overall, the response indicates that the experiment was enjoyable and provided the students with a positive learning experience.

3.1.4.2 Discussion of the Findings

The survey was designed for second-year LMD students and attempted to assess the efficacy of previously conducted experiments. Specifically, it investigated the use of subtitled videos on the MOODLE platform for teaching and learning listening skills.

The data collected from the survey indicates that the inclusion of subtitled videos on MOODLE has significantly contributed to students' comprehension. The combination of auditory and visual input provided by subtitled videos has been found to improve learners' understanding and comprehension of spoken language. In fact, students reported acquiring new vocabulary from the videos, such as "Design Thinking," "detractors," and "incubators," among others. Additionally, the presence of subtitles has facilitated pronunciation improvement and accurate spelling, leading all participants to acknowledge the effectiveness of subtitled videos on MOODLE for enhancing their listening skills.

Furthermore, the survey revealed a preference for traditional learning methods over hybrid approach. While most students found accessing the assigned videos on MOODLE to be convenient, some encountered minor internet connectivity issues. Thus, Traditional learning methods, which allow direct interaction with teachers as well as the opportunity to ask questions and receive immediate answers, were favoured. Moreover, traditional learning eliminated the challenges associated with internet connectivity.

Importantly, all participants expressed interest in learning listening skills through subtitled videos on the MOODLE platform. This indicates that such an approach offers a distinct and engaging learning experience, promoting increased involvement and enjoyment in the module.

In a nutshell, the survey results strongly support the use of subtitled videos on MOODLE for teaching and learning listening skills. Students found it engaging and motivating, making learning easier and more efficient. However, it should be noted that access to reliable internet

connections and appropriate technological resources is crucial to ensure the engagement of all learners. Therefore, it is recommended to implement this technique only when sufficient internet connectivity and technological equipment are available to ensure the inclusivity of all students in the learning process.

Conclusion

This chapter presents an analysis and discussion of the collected data, focusing on the effectiveness of using subtitled videos in teaching and improving listening skills through MOODLE. The findings confirm that the incorporation of subtitled videos has a significant impact on students' pronunciation and vocabulary. However, it is important to acknowledge that challenges related to poor internet networks and limited access to technology may affect the overall effectiveness of the teaching and learning process. Therefore, it is crucial to address these issues in order to ensure smooth functionality and maximize the benefits of this instructional approach.

General Conclusion

The Covid 19 pandemic prompted a rapid shift in education, moving from face-to-face learning to online learning. This transition required higher education institutions to use digital platforms and online tools for instructional purposes. The change brought about both challenges and opportunities, necessitating the development of innovative teaching methods and ensuring access to technology. Thus, the pandemic highlighted the importance of adaptability and resilience in ensuring educational continuity during crises.

The educational system in Algeria has undergone significant adaptations and implementations of alternative teaching and learning methods in response to the challenges posed by the COVID-19 pandemic. One notable approach is Hybrid learning, which has emerged as a noteworthy strategy, combining traditional face-to-face instruction with online learning modalities facilitated by platforms such as MOODLE. Thus, MOODLE serves as a comprehensive and secure system, empowering educators, administrators, and learners to create personalized learning environment enriched with a wide range of interactive activities and resources.

Within the realm of language learning, listening skills have always played a crucial role in effective communication. However, learning English has often been associated with difficulties in developing listening skills. Nevertheless, there is now a growing recognition of listening as an active and conscious aspect of communication. It has been established that effective listening skills enhance learners' ability to acquire new information, knowledge, and skills.

Subtitled videos have become a valuable tool in language learning, offering high-quality content to learners globally. They assist learners by facilitating the simultaneous processing of auditory and visual information. Extensive research has demonstrated that foreign language students who are exposed to audio-visual aids, such as subtitles, exhibit superior performance

in vocabulary acquisition and listening comprehension compared to those who do not have such exposure. Moreover, videos not only enhance listening skills but also afford learners the opportunity to observe communication dynamics and comprehend messages through both verbal and nonverbal cues. This integration of subtitles in videos serves as an effective means of enhancing language learning outcomes.

Furthermore, the integration of MOODLE and subtitled videos in hybrid learning approaches, has the potential to significantly enhance listening skills and overall language learning outcomes. This integration offers educators and learners the tools and resources needed to create engaging and interactive learning environments, fostering effective communication and understanding.

The work was divided into three chapters, each serving a distinct purpose. The first chapter is dedicated to the theoretical background of the subject matter, incorporating valuable insights and contributions from esteemed scholars and researchers. Moving forward, the second chapter provided the description of the tools employed throughout the research process. Lastly, the third chapter was designated to analysing the gathered data, with the goal of addressing the research questions and deriving meaningful conclusions.

The aforementioned methods were implemented to answer two main research questions. The first question is, **what are the challenges and difficulties of teaching and learning listening?** The findings indicate that teachers frequently face challenges and difficulties primarily related to technical support and equipment. To overcome these obstacles, teachers most frequently are required to rely on their own means and resourcefulness. In addition to these technical concerns, teachers also encounter pedagogical issues, such as students struggling with unfamiliar word pronunciations, which can hinder their comprehension. Furthermore, students' limited grammar and linguistic knowledge is often attributed to their lack of background knowledge and

familiarity with the topics being taught. These findings highlight the importance of addressing teachers' need for technical support and equipment, as well as the importance of implementing targeted strategies to improve students' pronunciation, understanding and linguistic proficiency.

According to research findings, the majority of learners do not perceive listening as a challenging skill. This stands in contrast to the difficulties faced by teachers in terms of technical support and equipment. While the majority of learners do not view listening as particularly challenging, our own findings indicate a contradiction. We observed that students heavily rely on subtitles when watching video content, implying that the act of listening and comprehending spoken language can indeed be difficult for them.

Overall, the research findings shed light on the challenges and difficulties faced by both teachers and learners when it comes to developing effective listening skills. Teachers often face technical issues, such as a lack of adequate equipment that hinders their ability to facilitate productive teaching. Pedagogical issues include students' insufficient grasp of grammar and language rules, as well as their unfamiliarity with various words and vocabulary. As for students, their reliance on subtitles while watching videos clearly demonstrates the difficulties they encounter in comprehending and understanding spoken language.

The second question of the study is: **How can the integration of subtitled videos in MOODLE motivate students and enhance their listening skills?** The integration of subtitled videos in MOODLE had a significant impact on student motivation and listening comprehension. The experiments conducted in this study provided valuable insights into the effectiveness of subtitles in enhancing learning outcomes. The findings revealed that when videos were accompanied by subtitles, students showed increased engagement and motivation. They were more likely to complete the assigned tasks and actively participate in the learning process. Furthermore, the presence of subtitles, particularly in multiple languages or with dual

subtitles, significantly improved students' comprehension and understanding of the spoken language. This suggests that subtitles serve as a valuable support tool, helping students grasp the content more easily and effectively.

On one hand, English subtitles offer benefits in terms of improving pronunciation and spelling accuracy by visually associating written words with their spoken form. However, relying solely on English subtitles may prevent learners from fully understanding and grasping the context of the spoken language. This is due to the fact that subtitles often simplify or compress dialogue, omitting nuances, idiomatic expressions, and cultural references exist in the original language.

On the other hand, Arabic subtitles can be valuable for understanding and interpreting contextual meaning, as they provide a written representation of the spoken language. However, when it comes to developing precise pronunciation and spelling skills for specific words, Arabic subtitles may not offer sufficient support. This is due to the fact that these subtitles typically focus on the overall meaning rather than phonetic or orthographic aspects of the language.

In fact, dual subtitles in educational videos are an efficient way to meet the different needs of students who struggle with either Arabic or English subtitles alone. This approach is designed specifically for bilingual and multilingual learners especially for beginners. They provide crucial support and comprehension for the students by offering subtitles in both languages at the same time. These subtitles ensure that learners can grasp the content in the language of their choice, resulting in a more in-depth knowledge of the video material. As a language learning strategy, dual subtitles promote equal opportunities for all students, regardless of their language skill. This method proves beneficial for learners who require assistance with both languages, making the learning process more precise and successful.

Moreover, the experiments highlighted the positive correlation between the integration of subtitled videos and improved listening skills. In fact, through the presence of subtitles, Students reported acquiring new vocabulary and improving pronunciation and spelling. The combination of auditory and visual input provided by subtitled videos facilitated a deeper understanding of the spoken language and enhanced comprehension.

The results of the survey also indicated a strong preference for learning listening skills through subtitled videos on the MOODLE platform. Students found this approach engaging and motivating, leading to easier and more efficient learning experiences. However, it is important to note that access to reliable internet connections and appropriate technological resources is crucial for the successful implementation of subtitled videos on MOODLE. In order to maximize the benefits of this strategy, it will be necessary to provide inclusion and equitable opportunity for all students in terms of technical access.

To sum up, developing listening skills poses considerable challenges for both teachers and learners alike. Within this realm, teachers acknowledge the existence of various obstacles, which can be broadly classified into technical and pedagogical issues. The technical challenges encompass a lack of teaching resources and materials specifically designed for listening practice. On the other hand, pedagogical challenges arise from learners' insufficient grammar and linguistic knowledge, as well as their unfamiliarity with certain topics and difficulties with words pronunciation. Together, these difficulties present a complex landscape that requires attention and thoughtful strategies to foster effective listening comprehension. One such strategy that has demonstrated its worth is the incorporation of subtitled videos within the MOODLE platform which have been proven to be valuable tools for motivating students and improving their listening skills. They contribute to increasing student engagement, task completion, and participation. By having subtitles available, particularly in multiple languages or with dual subtitles, comprehension and understanding are enhanced. Hence, the use of

subtitled videos in teaching and learning listening skills through MOODLE platform is proven to be effective. However, it is important to note that the success of this approach depends heavily on the availability of technological resources along with reliable internet connectivity. To ensure a smooth and complete integration, it is imperative to provide teachers with adequate equipment and resources. By addressing these crucial factors, educational institutions can optimize the benefits of subtitled videos and effectively promote the development of students' listening skills.

Limitations of the Study

This study has potential limitations. Firstly, due to a lack of prior research on the topic, it was challenging to gather the necessary information, and it took a lot of time and efforts. Secondly, the participation of only a small number of individuals limited the generalizability of the research findings, as the sample size was narrow. Furthermore, it is important to note that this research focused exclusively on second-year students within the Department of English at the M'hamed Bougara University of Boumerdes. As an outcome, the applicability of the results to students at different levels or in other departments could not be certain.

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Appendices

Appendix One

Students' Questionnaire

Questionnaire for students

Dear second year students ,

You are kindly asked to fill in the coming questions and your answers will be valuable in the completion of this work.

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Section 01: Background information

1. Age

Votre réponse

2. Gender

☐ Male

 ☐ Female

3. What is your English level ?

- ☐ Excellent
- ☐ Above average
- ☐ Average
- ☐ Poor

Section 02 : Listening skill

1. Do you think that listening skill is a
(n)

- ☐ Active skill
- ☐ Passive skill
- ☐ Not sure whether active or passive

2. Listening skill is a difficult skill

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

3. Which of the following describes your level of listening performance in English ?

- ☐ High
- ☐ Medium
- ☐ Low

4.1 As an EFL learner, do you think that listening helps you to achieve language proficiency ?

☐ Yes

☐ No

4.2 How ?

Votre réponse _____

5. How often do you listen to English outside the classroom ?

☐ Quite often

☐ Sometimes

☐ Rarely

6. How does your teacher present a listening comprehension lesson ?

- ☐ Preparing, listening and then asking questions
- ☐ Listening directly, then asking questions
- ☐ Listening only

Section 03: Subtitled videos

1. How much content do you comprehend from the piece you listen to ?

- ☐ All of the piece
- ☐ Only part of it
- ☐ Just very little

2. When you are watching videos, which one do you prefer ?

- ☐ Sound only
- ☐ Sound and subtitles
- ☐ Varies according to the show or program

3. To what extent do you depend on subtitling to practice the English language outside the classroom ?

- ☐ Very often
- ☐ sometimes
- ☐ Rarely

4. Do you prefer listening to:

- ☐ Native speaker
- ☐ Non-native speaker
- ☐ Both of them

5. Which type of videos do you watch most regularly ?

- ☐ Drama
- ☐ Films
- ☐ Comedy
- ☐ Documentaries
- ☐ Educational programs
- ☐ News
- ☐ Other



6. What language do you prefer to use in subtitling to learn the English language ?

- ☐ Arabic
- ☐ English
- ☐ French
- ☐ Other

7. Do you think that subtitling has a positive impact on language learning ?

- ☐ Yes
- ☐ No

Section 04 : MOODLE platform

technology equipment is used during your language learning

- ☐ Yes
- ☐ No
- ☐ Option 2

2. According to you, your teacher of listening should rely only on :

- ☐ Traditional materials (classroom)
- ☐ Modern materials (E-learning)
- ☐ Both (Hybrid learning)

3. Have you ever heard about MOODLE platform ?

- ☐ Yes, i have
- ☐ No, I have not

4. Have you heard about it before the Covid19 pandemic ?

- ☐ Before
- ☐ After
- ☐ I have never heard about it before reading this questionnaire

5.1 What do you think about it ?

- ☐ I think it is a good alternative for learning from home
- ☐ I think it should be introduced in our university
- ☐ I think it is not useful for learning
- ☐ Others

5.2 Justify your choice, please

Votre réponse

6. Do you know that MOODLE is not only about posting lectures?

- ☐ Yes, i do
- ☐ No, i do not

7. Do you know what MOODLE activities are ?

- ☐ No, i have never used them
- ☐ Yes, i have used them
- ☐ Yes, i know them , but never used them

8.1 Do you think it is a good idea to include MOODLE in teaching listening ?

- ☐ Yes, it is
- ☐ No, it is not

8.2 If yes, why ?

Votre réponse

9. Do you think our university should organise some conferences days or workshops for teachers and students in order to guide them and train them how to use MOODLE platform ?

Votre réponse



Appendix Two

Teachers' Interview

Question 01: How long have you been teaching listening?

Question 02: To what extent do you think that teaching the listening skill is difficult?

Question03: To what extent listening skill is important in students learning language process?

Question 04: Do you think that subtitled videos are one way to overcome problems faced by students in listening process?

Question 05: Do you think that subtitles are suitable for all levels of language proficiency?

Question 06: In term of effectiveness, how do you think the relation between MOODLE and listening is?

Question 07: Do you think that our university should organize some conference days or workshops for teachers and students in order to guide them and train them how to use MOODLE platform?

Question 08: Do you think that teaching listening skill with subtitled videos through using MOODLE can be an effective strategy?

Appendix Three

Pre-Test Activities of Experiment 1

Activity One: Answer the following questions

- Who is talking in the video?
- What is the video about?
- What is the scientific area in which proteins are studied?
- What is design thinking? In what purpose it is used?
- How many steps of design thinking are there? What are they?
- What did you understand from the video?

Activity Two: Choose the right answer

1- AI is :

- The ability for human to think and learn.
- The ability for computer to think and learn.
- The ability for human and computer to think and learn.

2-Algorithm is:

- A scientific area
- A computer code
- A program
- An application

3-In the video, ChatGptis used to:

- Write essays and homework's
- Generate movie scripts, stories and song lyrics
- Verify legal and ethical issues

4- In the video, design thinking is a methodology used at Stanford University to teach people:

- Make innovations
- Make people creative as “Steve Jobs” and “Elon Musk”

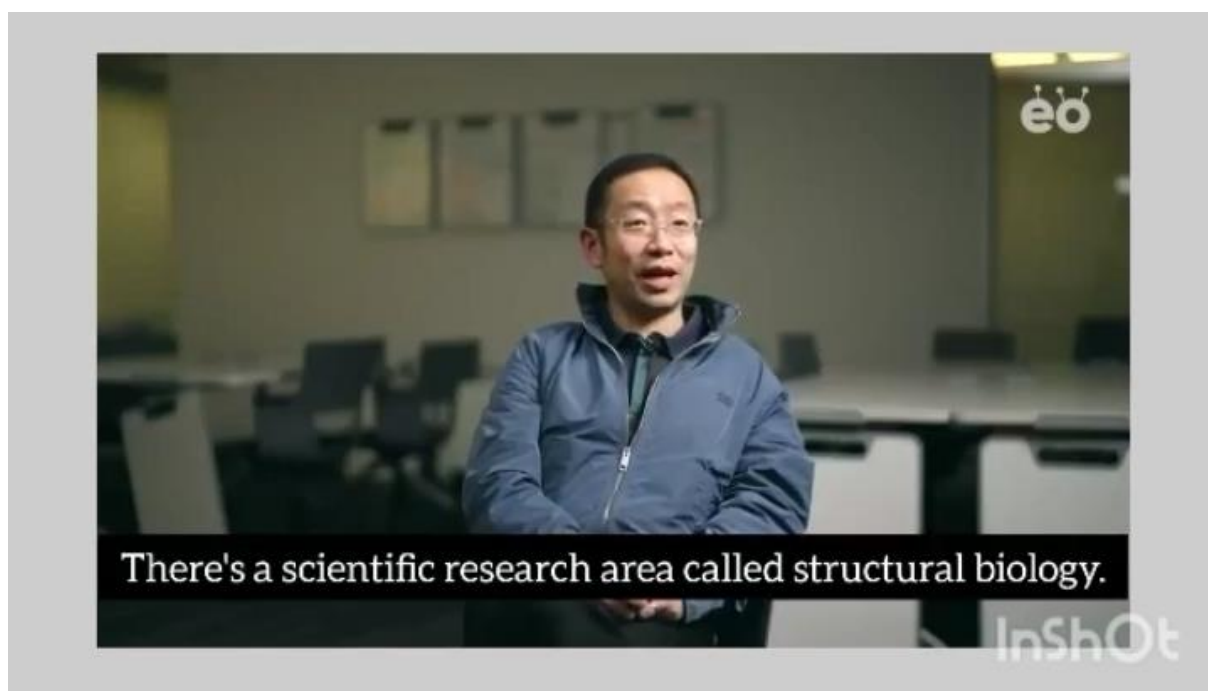
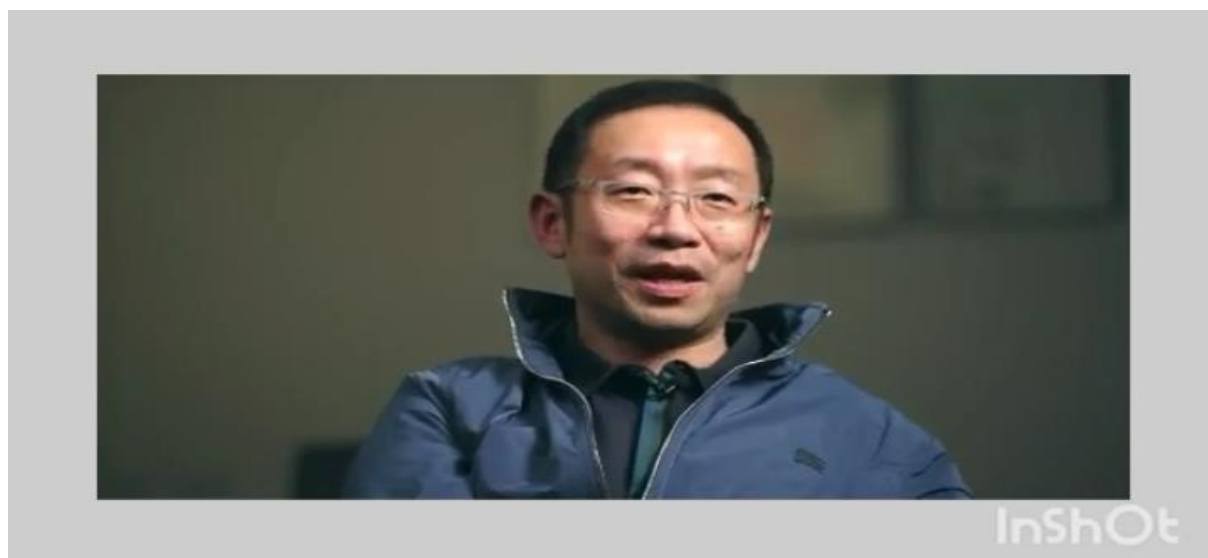
5- The scientific area that studies proteins called:

- Structural biology
- Structural psychology
- Molecular biology

Appendix Four

Post-Test Activities of Experiment 1

Videos of the Experiment





Activity 1: translate the following terms into English

1. الفكر التصميمي

2. التعاطف

3. العصف الذهني

4. صياغة الأفكار

5. ردود الفعل

6. نموذج أولي

7. حاضنة أطفال

8. كل تصميم هو إعادة تصميم

Activity 2: choose the correct spelling

1.

- Protin
- Protien
- Protein

2.

- Determining
- Determinning

3.

- Innovations
- Inovations

4.

- Algorythem
- Algorethem
- Algorithem

5.

- Systematically
- Systimaticaly
- Systimatically

6.

- Alpha-fold
- Alphafold
- AlphaFold
- Alpha-Fold

7.

- Database
- Data base

Appendix Five

Pre-Test and Post-Test Activities of Experiment 2

Videos of the Experiment



InShot



إنها واحدة من تلك الأشياء أصبحت
الظروف مهيأة للقول بالتأكد أن الاستجابة الأولية ستكون أفضل

Activity 1: true or false (correct the false one)

1. The neural network community came up with advanced designs called “Learning designs”.

.....

2. The logic used by washing machines is one version of AI.

.....

3. Washing machines use simple logic.

.....

4. With any new technology, there are always detractors who have a louder voice than others.

.....

5. “Elon Musk” and “Steve Jobs” are both mentioned in the video.

.....

Activity 2: choose the right answer.

1. Machine learning is :

A. a logic used in machines.

B. a science used in making computers.

C. the data used in making computers

2. AI is used to design a timetable for:

A. Trains.

B. Tramways.

C. Metros.

With any new technology, there are always detractors. Detractors are:

A. a type of drones.

B. AI robots.

C. people with influence .

(With dual subtitles)

Activity 1: fill in the blanks

- Quite obvious we think our intelligence comes from, so why don't we make an artificial.....?
-are one of the main things in our brain, so theis the computer equivalent of how the brain works.
- Machine learning is the science of makinglearn from the they analyze.
- There's always been some sort of fear associated withand to some extent that's the understandable and natural.
- Arthur C. Clarke said that any sufficiently advanced.....is indistinguishable from.....

Activity 2: choose the right one.

1.a. Neurones

b. Neuronsc.Nurones

2.a. Neural network communication

b. Neural network community

c. Neural network society

Activity 3 : translate the following words in English

خلايا

ذكاء اصطناعي

البيانات

تصميمات التعلم العميق

عصبية



Appendix Six

Students' Survey

Survey for students

Dear students,
You are kindly asked to fill the coming questions , and your answers will be valuable in the completion of this work.

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1). Do you think that subtitled videos posted through MOODLE platform have contributed in understanding better ?

☐ Yes

☐ No

2.1 Have you learned any new vocabulary from these videos ?

☐ Yes

☐ No

2.2 If yes, what are they ?

Votre réponse



3.1 Do you prefer hybrid learning (combination of face to face learning and E-learning) or the traditional learning (face to face learning)?

☐ Hybrid learning

☐ Traditional learning

3.2 Explain your choice

Votre réponse _____

4). Have you understood better with subtitles or without subtitles ?

- ☐ With subtitles
- ☐ Without subtitles

5). Have subtitles helped you any further in improving your pronunciation and learn the correct spelling of a word ?

- ☐ Yes
- ☐ No

6.1 Was it easy for you to have a full access to the videos and the activities posted online ? In case you encountered difficulties, at what level was that ?

☐ Yes

☐ No

6.2 Difficulties encountered

Votre réponse

7.1 Do you think that subtitled videos are an effective way to learn listening through MOODLE platform ?

☐ Yes

☐ No

7.2 Explain your choice

Votre réponse

**8.1 How do you find this experience ?
(from 1 to 5)**

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

8.2 Explain why

Votre réponse

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