

Effects of Adding Subtitles to Video via Apps on Developing EFL Students' Listening Comprehension

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Abstract—It is unclear if using videos and education apps in learning adds additional value to students' listening comprehension. This study assesses the impact of adding text to videos on English as a Foreign Language (EFL) learners' listening comprehension. The participants were 76 prep college EFL students from Taibah University, divided into two groups. The semi-experimental measure was employed to compare the experimental group and the control group. The experimental group watched an English learning video and then wrote text subtitles relating to the video using apps, and later took a listening test to evaluate their ability in acquiring information through the videos. The control group watched videos during live lectures but did not add subtitles on the content they viewed. A paired samples t-test was used to assess the extent of listening comprehension achievement and posttest results were compared. Results revealed statistically significant increases in posttest listening comprehension scores. The result indicated superior performance and a significant positive impact through teaching/learning via video watching and adding text apps.

Index Terms—video subtitles, listening comprehension, learning apps, EFL learning

I. INTRODUCTION

Keeping in line with requirements of the 21st century, educational institutions have widely adopted modern technology. However, the use of technology has become very competitive among universities, and there is a growing demand for quality modern technology. Such technology plays a major role in raising the level of education from excellent to innovative. At present, the teaching/learning of languages has shifted from traditional literacy practices to integrations with technology. This shift comes with an aim to engage learners to use various ways to practice the new language while simultaneously increasing their attention spans and attraction for the language.

In agreement, Roblyer (2015, p. 2) states that, "As a result of the massive explosion in online learning, more creative and engaging methods must be employed to transition students into a different type of classroom."

Listening comprehension is one of the most basic skills required in order to develop other skills for any language, and is thus regarded as a significant priority skill in language pedagogy. Listening comprehension is not only about hearing what is being said, but also involves the ability to understand and make sense of the spoken language. It involves recognising the second language sound patterns and their variations, specifically, phonemes, stress, rhythm, intonation and tone, in addition to understanding the meaning of individual words and understanding the syntax of sentences in which they are presented (Wagner, 2010). Rapid advances in modern technology have made the task of learning new languages easier, and various technologies have been developed as supplementary materials to support learners, greatly benefitting the educational process (Faramarzi et al., 2019). Instructors now regularly use technologies such as videos as supplementary tools to enhance students' listening comprehension.

Listening comprehension is not an easy task for EFL learners; they cannot translate word-by-word as they listen to EFL material. As aforementioned, listening comprehension requires complicated learning processes such as a deeper understanding of the meaning. Teachers should guide students to understand actual speech so that students learn to deal with genuine conversations and real-life listening situations. Consequently, to develop practical listening skills, it is crucial to choose practical learning materials in English listening courses. Video resources can be used as an alternative method for teaching practical listening since they can contain various words and expressions used by English speakers in daily parlance. Hasan, et al. (2019) argued that the employment of videos is preferable to audio-only instruction in teaching English because of the advantage of multiple input modalities. That is, videos can enhance learning and comprehension by attracting learners' attention to aural and visual inputs.

The use of videos in classrooms has gradually become essential in varied and motivating instructional occasions for instructors, addressing students' needs for interactive and engaging lessons (Rudd, 2014). The use of online videos in instruction has proved to be logically and increasingly imperative, especially in terms of diverse and stimulating instructive avenues for teachers of evolving classrooms.

The video-sharing platform YouTube allows teachers to publish recorded lectures and lessons online. According to Brünner (2013), YouTube attracts more than 1 billion monthly visitors and over 6 billion hours of video content is watched each month. That amounts to an hour of content for each individual on the planet, and is one and a half times

more as compared to a year ago, as indicated by YouTube's own data. It is thus the world's largest video gateway, the second largest video search engine, accessible in 61 languages, and loaded with rich, multicultural content on various topics. Brook (2011) states that YouTube has emerged as a tool that encourages language learning and teaching, as well as confidence building, in addition to being an authentic source for developing student-centred tasks and encouraging student engagement.

Videos are commonly used in classrooms and have become essential sources to facilitate effective language learning and teaching. Educators have changed their original stance on YouTube and now view it as a rich source of educational material (Britisch, 2009; Warschauer & Grimes, 2007).

Engaging students with diverse exercises relating to videos can enhance and enrich academic programs. However, despite its numerous advantages, the use of videos in classrooms has been found to be insufficient. It is not enough for students to simply watch video content—they should also be engaged by effective learning activities and develop higher thinking skills, and must thus be required to speak or write about what they have viewed. Students need to be good listeners, and active and reactive viewers simultaneously. They must practice skills such as listening, comprehending, and critiquing; listening and reacting; and taking and giving knowledge. Videos are a great support for strategies and techniques to foster recognition and listening comprehension. According to Rokni & Ataee (2014, p. 716), "When students watch videos in a foreign language, the contribution of comprehending and connecting the foreign language and its meaning is limited if they cannot understand what they have heard."

Due to the aforementioned critical requirements of videos in classrooms, it is of utmost importance for EFL instructors and curriculum designers and developers to include engagement tasks incorporating mobile learning that matches the needs and interests of EFL learners. However, direct reaction and responses of EFL students regarding videos have rarely been considered (Ding, 2018).

Further, most EFL students prefer watching videos with subtitles in order to support comprehension and understand new vocabularies through the beneficial visual as compared to audio components. Parks (1994, p. 2) mentions that "Students who use captioned materials show significant improvement in reading comprehension, listening comprehension, vocabulary acquisition, word recognition, decoding skills, and overall motivation to read."

To examine this observation, this study aims to deliver an experimental programme to investigate the effect of adding text to video on EFL students' listening comprehension using a sample of prep college students. This empirical study seeks to extend the current body of literature to enhance listening comprehension. It uses video captions and subtitles in classrooms via mobile learning apps (which allow the addition of text to video).

The Literature Review

Rokni & Ataee (2014, p. 716) define subtitles as "printed translation or textual versions of dialogues in films and television programs that you can read at the bottom of the screen when you are watching a foreign film". Subtitles help learners better understand movies by enabling correlations between audio, visual, and provided text. Zanon (2006) adds that movies with subtitles are not only used to learn about other cultures, but can also be used in foreign language education.

Videos are authentic materials for listening comprehension. Lund (1990) forms a scientific categorization of undertakings involving listening abilities and finds that task difficulty can vary while considering authentic texts over various dimensions of second-language capability. Several studies state the significance of using authentic materials for EFL listening comprehension and confirm that videos serve as great source materials for learning how to listen (Progosh, 1996; Wilberschied & Berman, 2004; Woottipong, 2014). Authentic materials refer to real materials prepared for native speakers of English, and used by teachers in classrooms for several purposes. Using authentic materials can stimulate students' interest and inspire them to learn more language aspects successfully in real situations. EFL teachers must provide authentic listening materials based on learners' needs, abilities, and learning goals. Watching English videos with subtitles can be a quick, enriching, and fun way to enhance EFL listening comprehension and is thus considered an aural, visual, and textual input in the English language learning environment (Zanon, 2006).

Studies have found various beneficial impacts of video-related stimuli in learning and instruction, such as shared culture; development of reading, teaching, and lecture material to enable learners' knowledge; increased student understanding and participation; diversity of learning strategies; enhanced motivation and enthusiasm; and aided instructor success (CPB, 2004).

In fact, many studies find that using mobile learning in EFL classrooms motivates students to learn new languages (Connolly, Stansfield, & Hainey, 2011; Ebrahimzadeh & Alavi, 2017; Hwang, Huang, Shadiev, Wu, & Chen, 2014).

Yeh (2018) indicates that different aspects of videos develop students' abilities and skills. He examined students' perceived assistance regarding the production of multimodal video. In his study, students were trained to use a wide variety of interactive media tools to encourage English language learning. Many students found that making videos enhanced their multiliteracy abilities to higher degrees and extended their awareness of the interaction between distinctive modes of semiotic resources for developing meaning. The study recommends that language teachers must provide students with opportunities to create multimodal videos.

It is debatable whether adding captions to videos increases comprehension. Some believe that subtitles in videos can be a source of annoyance as learners must simultaneously read and listen, while others indicate that providing subtitles to video enhances positive support, reducing learners' anxiety and helping them prepare to watch videos unsupported by

text in the long run (Vanderplank, 1988). A subtitled video proves its impact by providing a triple linking for learners between image, EFL sound, and text. This type of linking usually inspires strong associations for using and retaining language (Zanon, 2006).

Studies have shown that the use of videos with subtitles improves listening comprehension in specific ways. Rokni & Ataee (2014) studied the impact of using video subtitles in developing listening comprehension for EFL students at Golestan University. A total of 45 participants were divided into two groups—one group watched an English movie with subtitles, while the other group watched the same movie without any subtitles. Posttest results revealed that the group that watched the subtitled version performed better at listening comprehension.

In another study, Winke, Gass, & Syodorenko (2010) examined the effects of captioning during video-based listening activities. Students of various ethnicities whose first languages were either Arabic, Chinese, Spanish, or Russian, watched three short videos with and without captioning. They were then interviewed about feedback on the videos (captioned and non-captioned). Results showed that captioning was more effective, and interview data indicated that participants who used captions had improved attention spans. Captioning further helped students progress their processing abilities, reinforced earlier knowledge, and supported language learning.

Kim (2015) explores the effect of using authentic video resources on improving listening comprehension. A sample of 86 students from a Korean university were classified into three groups based on exam results: 29 students each were placed in the low and intermediate groups, while 28 students were assigned to the advanced group. Each group studied the same lessons using authentic video materials. All groups were taught for 10 sessions over three weeks. The results indicated that in the intermediate and advanced groups, students' listening skills improved significantly after learning with videos, while the low proficiency group had the lowest scores. Many positive perceptions toward using videos were revealed by students.

Video captioning is frequently used in EFL classrooms due to ease of access to authentic videos. It is also helpful in improving learners' listening capacities. By examining previous studies to determine how learners processed videos, Yeldham (2018) investigated whether learners were more inclined to read captions or listen to speeches. It was found that less-proficient students were more inclined to read texts than listen to them, while good learners usually used a wider range of cues (captions, speech, and visuals).

In summation of the aforementioned studies, it is evident that the use of videos with subtitles is increasing specifically in order to develop students' listening comprehension, and generally supports learning about new cultures and foreign languages. Videos serve as authentic source materials and are mostly used to enhance listening and reading skills, learn culture, stimulate learning and instruction, and listen to native speakers. On the other hand, mobile learning in EFL classrooms was also found to motivate students learning. Moreover, a subtitled video evinces its impact due to combining visuals, sound, and text. Watching videos also enhances listening comprehension, attention spans, and processing abilities, in addition to reinforcing earlier knowledge and supporting language learning. This study seeks empirical evidence and investigates the effect of adding text to video by educational apps on prep college EFL students' listening comprehension. It also aims to develop listening comprehension by using video captions and subtitles in EFL classrooms via the use of mobile learning apps (to add text to video). The task of the student to add video subtitle by encoding the listening materials using. The apps provide features to allowed students to transmit and display the coloured subtitle with listening data provided.

II. METHOD

Research design used the semi-experimental method which "deals with experiments where, for a variety of reasons, you do not have full control over the allocation of participants to experimental conditions as is required in true experiments" (Smith, Breakwell & Wright, 2012, p.76). Pre and post- test were given to the two groups experimental and a control before and after the experiment. Then results are compared based on the sample performance.

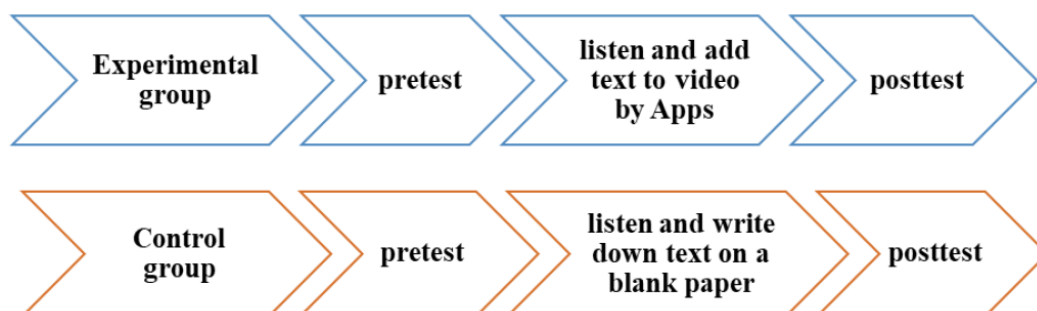


Figure 1 Pre Test Post Test Control Group Design

The overall aim of this experimental study is to explore how students add text to digital videos by implementing apps and to develop listening comprehension skills of prep college EFL students. The research question guiding the experimental method is: To what extent does the implementation of adding subtitles to video by EFL students using

mobile learning impact their listening comprehension? In order to answer this question, the following hypothesis was developed:

Hypothesis: There will be no statistically significant differences in the average mean score on the listening comprehension achievement test between students who will be taught listening comprehension while being asked to add text to digital video via apps and those who will be taught using videos without having to add text to digital video in the posttest.

The current experimental study tests the effect of using video on the development of students' listening comprehension by adding captions via apps. The independent variable is the act of adding text to the video, while the listening comprehension reaction is the dependent variable. Therefore, a change in the independent variable (using video) directly causes a change in the dependent variable (listening comprehension).

Implementing apps

The experimental group uses some apps such as Wondershare, Kapwing, VeedAndroid, and Videoshow. Most of them have similar features for example Wondershare Software (H.K.) Co., Ltd. Video Players & Editors which the most common used among students. It has a powerful video editor application, makes video with music and effects, it helps users make funny videos and relive memories anywhere. Students can create amazing video and they could be easily shared on Youtube, Instagram, Facebook, WhatsApp .ect The apps have several features such as mix photo & video, import photo and video clips, preview clips in real-time, supports imports from social networking like Facebook and Instagram, add music from FilmoraGo's library or use music from own device.

Regarding the study aim, the app can add text & titles, create beautiful animated messages with the help of supported text & titles library, and students can customize the colour, size and position. Most of apps supported with international language such as English, German, Italian, Turkish, Japanese, Korean, Russian, Portuguese, Spanish, French, Nederland, Arabic, and Chinese.

Participants

The research population consisted of 76 female preparatory-year students at Taibah University in Al Madinah al Munawwarah in the 2019 academic year. The participants' aged 19-20 years, native speakers of Arabic, were considered a sample representative of the target population. At Taibah University, listening is taught as a required skill to enhance students' English proficiency and prepare them for university programmes. The sample was chosen as a convenience sample, i.e. participants were selected from the target population based on their accessibility or convenience to the researcher (Ross, 1978). The groups in this study were selected as per the researcher's convenience to control the experiment. Groups chosen by convenience sampling are subject to self-selection, administrative decisions, the class duration, number of years of exposure to the language, and other factors influences (Farrokhi & Mahmoudi-Hamidabad, 2012). However, the sample represents only female students, as the researcher is a female instructor and had no access to the male population owing to Saudi Arabia's education system. Prior to prep year, students were taught EFL for a total of six years in general education. The sample are in the same level regarding the results of Oxford Placement Test which helps place students into the appropriate level in English class, and they are taught "a Q: Skills for Success \ level 2" published by Oxford 2nd Special edition.

Procedures

To achieve the study's goal, 76 participants were assigned into two groups, with 38 in the experimental group and 38 in the control group. Procedures required to be performed by participants of each group are marked by a tick in the list in Table 1.

TABLE 1.
PROCEDURES PERFORMED BY PARTICIPANTS IN BOTH GROUPS

Procedure	Experimental Group	Control Group
1. Ask students to read the listening comprehension questions prepared by teacher.	✓	✓
2. Listen carefully as they watch the video twice.	✓	✓
3. After listening, write the textual transcript of the video on a piece of paper (see Appendix 1).	✓	✓
4. Arrange the text according to slides as shown in the video.	✓	✓
5. Add subtitles using any mobile app (see Appendix 2).	✓	-
6. Writing down subtitles on a blank paper. (see Appendix1).	-	✓
7. Answer questions about the video to evaluate listening comprehension.	✓	✓
8. All students must answer the questions in written form.	✓	✓

Both groups watched the same video about 'First Impressions', listen carefully to the video provided, had the same instructor, and were administered the same test. Only the control group were asked to write down the textual transcript of the video on a piece of paper (see Appendix 1), whereas, the experimental group were install apps for adding text to the video such as Wondershare, Kapwing, VeedAndroid, and Videoshow, and add text to digital videos by using the apps (see Appendix 2). To add a subtitled video, learners should put a selected video clip into apps such as "Kapwing Subtitler", add and adjust subtitles in English, go line by line to translate each subtitle, export the video to share with

others.

The instruments

The instrument used to conduct the study is an achievement test. The instrument was piloted to a group of students in order to find out the validity of the content. The research was administered to two classes of female preparatory-year students at X University in Al Madinah al Munawwarah in the 2019 academic year.

1. Pretest achievement test

All participants have admitted the Oxford Listening Placement Test done by the prep year which helps place students into the appropriate level class for a language course. Both groups are from the advanced level base on the results of the placement test. This result indicates that the participants had the same background about the listening comprehension before starting the experiment. This also state that both groups had similar scores in the pretest. Therefore, the academic progress in the achievements of the learners in the field of listening comprehension could be caused by the method employed in teaching.

2. posttest

The researcher developed an achievement test based on the instructional material of video about 'First Impressions'. The test was prepared by the researcher to achieve the following objectives: (1) measuring the effectiveness of using the video and add caption by using apps on enhancing female students listening comprehension compared to the traditional methods and (2) providing data about the students' listening comprehension before and after the study.

The listening comprehension test was administered immediately after the treatment to detect differences between both groups. The posttest was classified into two parts, as follows:

The first part consisted of ten multiple choice questions to measure students' ability to listen with comprehension.

The second part consisted of a test of knowledge wherein a fill in the blanks exercise required learners to replace missing words after watching and listening to the video.

The posttest content of the listening comprehension part was validated by English language instructors. The validating committee, comprising three Perhaps PhD candidates of English curricula and instruction at the English centre, were asked to validate the content of the test regarding listening comprehension, relevance of questions to the video, the video's suitability to the research objectives, order and arrangement of questions, and suitability of the time allotted to the test. Students' remarks and suggestions were taken into consideration in the listening posttest, which consisted of 20 multiple-choice questions; students were asked to fill in the blanks by selecting appropriate words and phrases. Each item represented one point.

Data Analysis

To analyse data obtained from both groups as a whole ($n=76$), the researcher used Statistical Package for the Social Sciences (SPSS) software (version 20). Descriptive statistics—frequency, mean, standard deviation, minimum and maximum score—were calculated for each item. After the posttest was administered to both groups, data were compiled, organised, and analysed by means of an independent sample t-test, which allowed a comparison between the control and experimental groups (38 participants each) to determine overall achievement in listening comprehension. For statistical analysis, a significance level of 0.05 was set, and the listening comprehension achievement test data were analysed.

III. RESULTS

The study asked one main research question which is, "To what extent does the implementation of adding subtitles to videos by EFL students using mobile learning affect their listening comprehension?" and it aimed to test the hypothesis: There will be no statistically significant difference in the average mean score on the listening comprehension achievement test between students who will be taught listening comprehension using add text to digital video via apps and those who will be taught listening comprehension using only the video without requesting to add text to digital video in the posttest.

The means and standard deviations of the experimental and control groups for students on the posttest were calculated as shown in Table 2.

TABLE 2.
DESCRIPTIVE STATISTICS FOR CONTROL AND EXPERIMENTAL GROUPS

Groups	n	Mean	Std Deviation
Control	38	11.00	3.00
Experimental	38	17.42	5.21

Table 2 shows descriptive statistics obtained from the data. The score of the experimental group ($M=17.42$, $SD=5.21$) is significantly higher than the score of the control group ($M=11.00$, $SD= 3.00$). Moreover, the result of a t-test used to compare differences between the two groups in posttest is also indicated in Table 2.

TABLE 3.
RESULT OF PAIRED SAMPLES TEST

Pair 1	Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
EX - CO	6.42105	2.96494	.48098	5.44650	7.39561	13.35	37	.000

As shown in Table 3, scores were significantly higher for the experimental group (than the control group, T (13.35), DF (37), and P = (.000). The difference between the two groups' mean scores is 6.42, indicating significant impact variations of the experimental programme between the experimental group and the control group. Probability (P) value is less than the acceptable level 0.05 (.000 < 0.05). This shows that there is a significant impact with the use of adding text to videos on EFL learners' listening comprehension.

This effect is in favour of the experimental group, which was taught via watching videos and using apps to add text. Therefore, the hypothesis is rejected.

IV. DISCUSSION

The current study investigated the effect of adding subtitles to videos via apps on EFL students' listening comprehension. The results showed the effectiveness of adding text to videos on increasing EFL listening comprehension ability of students, and it helps learners to acquire the contents more than no subtitle (Burger, 2013). While most studies prove the impact of videos and discuss advantages of subtitles such as stimulus learning, increase learners' attention, decrease anxiety, check learners' understanding of what was heard, and increase motivation as indicated by Rokni & Ataee (2014), Zanon (2006), Woottipong (2014), and Yeh (2018). Additional studies proved captioned video is more beneficial than noncaptioned video as Winke et.al. (2010), Burger (2013), and Yeldham (2018). This study goes a step further by provides generous opportunities to students. In terms of using online video and strengthening their listening comprehension abilities by adding subtitles to the video and produce digital language learning materials.

The current study proves subtitling a video into EFL is a great way for students to practice their listening comprehension and enhance sentence building skills. Adding text to a video can be a simple but influential tool for producing impactful multimedia listening materials. While adding a text to a video, learners are capable to break down a clip, pause to consider the meaning and work to translate each phrase in a way that matches the image and makes sense.

The creative freedom and autonomy to pick a video can be very helpful for keeping students excited and engaged with the material they are working on. Captioned videos assist learners to overall comprehension of the videos. Moreover, using this method encouraged students to listen with rapt attention, notice precise sounds, recognize unfamiliar words, and observe differences in usage. Further, listeners can focus on meaning and listen for comprehension, become more confident at interpretations, and increase idea development, as well as learning correct pronunciation and spelling. The social entity of this empirical study is that students transform from listeners to responders by employing creativity, and keeping them excited and engaged with the digital listening materials they are working in. learning via subtitles aims to engage students in dynamic way. When students adding subtitles to the material, they can create a new product. (Sokoli, 2006).

This study shed the light on the elements of technology and performing in a subtitles video material is a valuable tool that could help EFL learners improve not only Listening comprehension but also their English language proficiency by watching target language video material with caption to acquire the vocabulary. This fact leads language teachers and students to take benefit of the potential advantage gained from this study to help them achieve the bilingual proficiency in all students. Azizi & Aziz (2020).

Undoubtedly, further research is needed in this area to develop a better understanding of this complex process and fully investigate the potential benefits that can be harnessed in terms of language learning by instructing students to add subtitles to videos via apps, especially to develop all three language skills (vocabulary, spelling, and grammar) rather than focusing solely on listening comprehension.

V. CONCLUSION

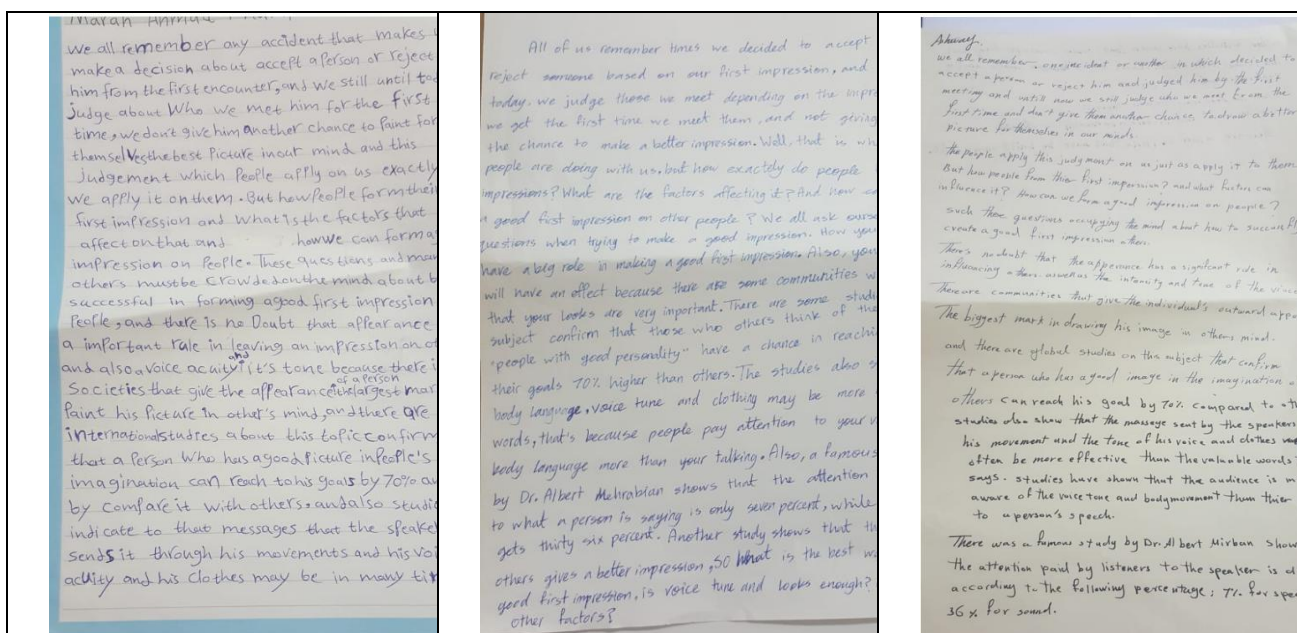
There is no doubt that using video technology in EFL classrooms helps learners and gives them opportunities to become capable in understanding EFL inputs. The empirical investigation approach of current study has proven that the act of allowing students to create captions for videos enables them to successfully answer teachers' questions. Video and learning app tasks used in EFL classrooms can thus be a rich resource to create advanced-level EFL outputs. However, listening comprehension does not appear to improve by providing word-by-word versions, but rather involves a deeper cognition of pronunciation, spelling, and meaning as the experimental group had. Teachers should provide students with authentic videos to interact with real-life listening situations. It is necessary to develop practical listening

comprehension activities to engage students. Video inputs and mobile apps are considered good sources and form an alternate pedagogy for teaching practical listening. Such inputs enrich students' vocabulary and expressions used in everyday language. This study agrees with the findings of Yeh (2018, p. 32; p. 34), who states that "a majority of students indicated positive effects of writing scripts on their English learning—particularly on vocabulary, speaking, and translation and writing," and "language teachers should not confine their teaching activities to traditional literacy (mostly in the form of written language). Instead, they could create more opportunities for students to become involved in the creation of multimodal artefacts such as digital videos."(p. 34).

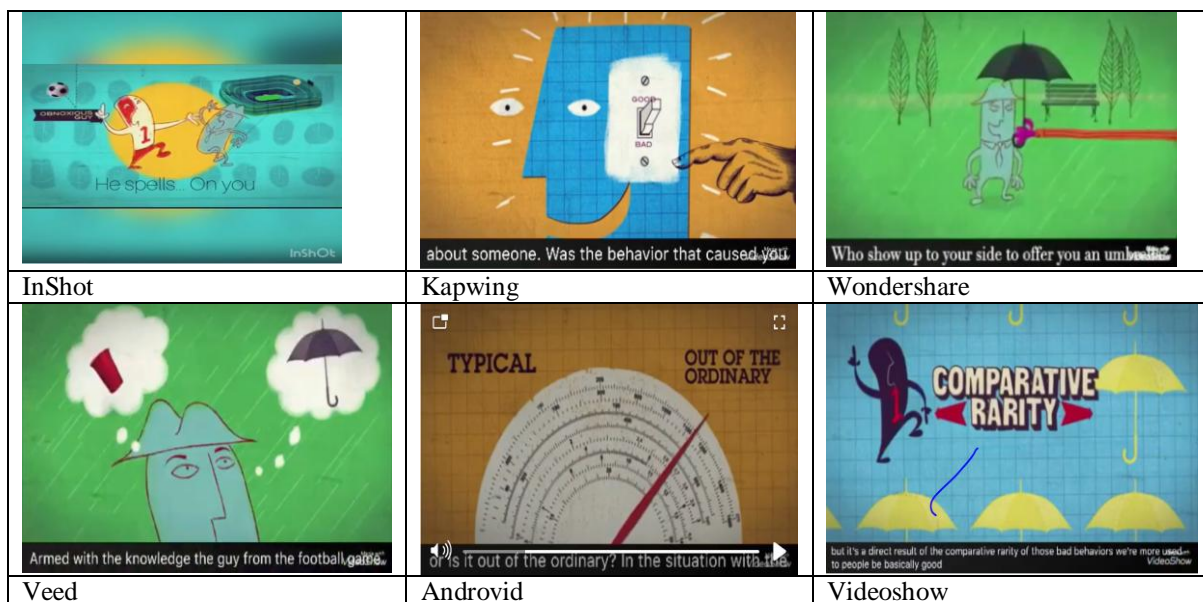
To conclude, pedagogical implications for teachers' practices can be drawn based on this study's results. Videos can facilitate learning and listening comprehension by attracting learners' consideration to aural and visual inputs, and at the same time, give them a chance at creativity and distinguished output.

Future studies should investigate students' and teachers' perceptions about the use of subtitles to facilitate the listening comprehension process. Moreover, related fields deserve in-depth investigations, especially on topics such as comprehending video texts, the role of cultural influences, and students' background knowledge.

APPENDIX 1. EXAMPLES OF CONTROL GROUP STUDENTS' WRITTEN TRANSCRIPTS AFTER WATCHING THE VIDEO



APPENDIX 2. EXAMPLES OF DIFFERENT APPS USED TO ADD TEXT TO VIDEO BY PARTICIPANTS OF THE EXPERIMENTAL GROUP



ACKNOWLEDGEMENTS

I extend my sincere thanks to Taibah University for providing me the documented and electronic sources, as well as the participant of the study students at the Deanship of Educational Services. Thank and grateful to the jury of the study instrument.

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