Anime Subtitles and Language Acquisition: A Case Study of EFL Learners Overcoming Language Barriers Through Japanese Anime

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Declaration of Originality

I hereby declare that this dissertation is the result of my own independent research, except where otherwise stated and duly acknowledged.

I further affirm that this work has not been submitted, either wholly or in part, for the award of any other degree or qualification, and that it is not being submitted concurrently for any other degree.

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Dedication

With profound gratitude and love I dedicated This research paper to my whole family, whose endless encouragement and constant support have been my foundation throughout this academic journey.

To m my beloved sister Labani Nabila, your unshakable belief in me , sincere care and boundless compassion have been priceless and made all the difference, you didn't just inspire me you were a partner that worked alongside with me offering both emotional support and valuable insights to this academic work, this achievement is as much yours as it is mine.

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Abstract

Nowadays, with the rapid advancement of digital innovations, it can be clearly seen that the various multimedia platforms has profoundly affected and transformed language learning process. In particular, Anime subtitles in which it offers EFL learners a unique experience regarding the direct exposure of authentic input, vocabulary acquisition, listening comprehension and cultural awareness. This study aims to explore the pedagogical potential of Japanese anime subtitles in enhancing English language acquisition among Algerian EFL learners. To reach these objectives a mixed methods approach was employed, combining both quantitative data from an online survey from 112 EFL learners and qualitative insights from semi-structured interviews conducted with EFL educators. The survey examined learners' viewing habits, subtitle preferences, and perceived language gains, while the interviews provided deeper perspectives on anime's role in language learning both from teachers who watch anime and those with indirect exposure through students or family. The study findings revealed that anime subtitles foster incidental vocabulary acquisition, listening skills, and motivation to engage with authentic English content. Most of EFL educators have acknowledged its motivational power and cultural richness. The thesis concludes with detailed pedagogical recommendations, including how anime can be used as a structured resource in the EFL classroom, and proposes avenues for future research and material development.

Keywords: Anime subtitles, EFL learners, vocabulary acquisition, listening comprehension, authentic input, language learning motivation, pedagogical tools, digital media in education

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EFL: English as a Foreign Language.

IH: Interaction Hypothesis.

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General Introduction

General Introduction

In the ever-evolving landscape of language pedagogy, and the global expansion of technology access, visual media have arisen as an effective complementary tool for the process of language acquisition among English as a foreign language (EFL) learners, building upon this shifts, language learning has mostly relied on traditional methods such as textbook and classroom lessons, however now it incorporates various digital platforms, that enables the leaners for direct engagement , first-hand experience with the authentic linguistics patterns. In line with this development platforms like Youtube, Netflix, Prime-video and other subtitled shows have created interactive learning spaces in which it enhances vocabulary acquisition, listening skills and the understanding of cultural references.

In this developing digital ecosystem, there is this specific medium that has gained respect and attention especially among EFL learners worldwide, and it is *The Japanese Anime;* in general its a distinctive art style of hand-drawn originating from Japan that has a long history dating back in 1917 known for its detailed background, bright colours and characters with their expressive features and sometimes exaggerated expressions, this medium is considered as a remarkable cultural trade in which through time it becomes a channel where language learners are frequently engaged with genuine conversations, diverse speech styles and culturally rooted expressions, without forgetting that its widespread distribution and standard subtitle features make it an ideal resource for self-directed learning, these subtitles whether they are in English or other language, they act as a cognitive and linguistic support that promote vocabulary acquisition , memory retention and overall proficiency.

The present study aims to explore the impact of Anime subtitles in the process of language acquisition, a case study of EFL learners in facing and overcoming language barriers throughout this medium. In addition this research emphasizes on how to apply Anime subtitled in the educational contexts, and provides insights as well for EFL educators on integrating this method in their teaching process.

To attain these objectives the study will address and evaluate the following research questions:

➢ Can Anime subtitles be considered as an effective language learning method among the Algerian EFL learners?

➢ To what extent do subtitles in anime influence vocabulary acquisition in EFL learners compared to the traditional methods such as books and classroom instruction?

➢ Does anime has an impact on EFL learners motivation in language learning?

➢ How is the cultural context presented in anime?

Building on the research questions listed above, the researcher proposes four main hypotheses that need to confirmed or rejected by the end of this study, and they are:

- ╬ Algerian EFL learners who watches anime with subtitles show a great development in language acquisition.
- ╬ Anime has a significant effect in language learning compared to traditional tools like textbooks and classroom procedures.
- ╬ The use of English subtitles in Anime enhances vocabulary comprehension, listening and reading skills among EFL leaners more than dubbed or native language subtitles.
- ╬ Using fan communities, to exchange media with peers like Anime subtitles, always helps in enhancing the social aspect of learning and creates opportunities for language practice in everyday settings.

To ensure the objectivity and reliability of The research paper, a mixed methods approach is applied, collecting valuable data a large group of Algerian EFL leaners were required to answer the online survey posted in digital platforms and social media plus a semi structured interviews were conducted with EFL teachers form the University of Moulay Taher in Saida, these instruments will help in gathering quantitative and qualitative insights from the target population to evaluate and explore the effectiveness of Anime subtitles in improving language skills, both thematic and statistical analysis were employed to examine and interpret the provided data.

The current study is divided into three chapters, with the first one emphasizing on the existing theoretical frameworks, as well the role of visual media in language learning and cultural dimensions of Japanese animation. The second chapter will be dedicated to detailed description that outlines the use of the research methods, participants and target population. The third chapters will present comprehensive analysis and results interpretations regarding the collected data, lastly linking the finding to the study's overarching objectives.

Chapter One: Interminable Theoretical Debate

1.1 Introduction

In recent years, acquiring proficiency in English as a Foreign Language (EFL) has gained an essential value. However, learners often confront difficulties in the exposure of authentic language and lack of engagement with traditional learning methods. As technology increases, foreign media has became easy to access, especially Anime, that created a popular and unique form of entertainment and educational crossroad among youth. Anime is a famous style of animation that emerged in Japan and it is characterized by its distinctive storytelling , vivid graphics and, cultural variations. Unlike other TV shows and movies, anime series are known by their exaggerated expressions and repetitive dialogue styles which make it easier for the viewer to absorb the language skills. Many Japanese animated series are subtitled in different languages, including English, and others, that is why it has became now precious tool in learning English as a foreign language (EFL). This chapter explores the theoretical frameworks of language acquisition drawing attention to Stephen krashens theories , his input hypothesis underscores the importance of comprehensible input language that is a little bit above learners current level yet its is accessible for the acquisition process leading to the Noam Chomsky disagreement where he argues that language is not mere instrument of communication it is part of human mind highlighting that language acquisition cannot occur without the role of the cognitive process, additionally the affective filter theory places a special emphasis on how the emotional factors facilitate language learning such as low anxiety and motivation. Similarly the interaction hypothesis focuses on the key functions of social exchanges in language acquisition. This section delves into how these theoretical insights create a structure that helps in understanding the influence of anime in language acquisition.t

1.2 Language acquisition

Language acquisition is a complex process in which individuals interact and communicate with each other in the context of acquiring a second language. Several key theories such as Krashen's input hypothesis, the affective filter hypothesis, and the Long interaction hypothesis tend to provide a specific perspective for this approach and especially in English as a Foreign Language (EFL)contexts.

1.2.1 Language learning

This process refers to the active part of studying a language , that often includes formal instruction or structured lectures such as vocabulary , grammar, pronunciation ,and cultural context.

1.2.2 Acquisition versus Inheritance

This comparison emphasizes on how linguistics frameworks are gained through learning and using inheritance. Language acquisition is developed through experience and interaction with others or within the community, while inheritance refers to transmitting language abilities biologically throughout generations, which agrees with theories like Chomsky's universal grammar. And together they show how language is learned on a personal level and shared within communities.

1.3 Language acquisition theories

To investigate language acquisition models, particularly in the context of media such as anime, one can refer back to Stephen Krashen significant theories.

1.3.1 Krashen's input Hypothesis

One of Krashen's main contributions is the input hypothesis, which argues that language learners acquire the target language in the best way especially when they are exposed to comprehensible input - language that is a little bit advanced of their current level of language proficiency. Krashen (1985) claims,The input hypothesis relates to acquisition, not learning. And We acquire by understanding language that contains structure that is beyond our current level of competence (i + 1). This is done with the help of context or extra-linguistic information. (p.21). This theory highlights the critical role of structured environment which means that learners must be exposed to a language that they can mostly understand however new vocabulary and language elements that are slightly more challenging need to be included so that they can improve their language abilities in manageable way. In English as foreign language (EFL) contexts, teachers should provide materials that are little bit beyond their learners capacities like listening exercises to push them to gradually acquire second language . This can be primarily applicable for learners engaging with anime , where accessible input like visual cues are provided in facilitating comprehension and linguistic competence. It is common knowledge that in Algeria English is not as widely used or integrated into daily conversation like French or Arabic, which limits language exposure for learners, In this context krashens hypothesis is particularly applicable and relevant since the English language is usually introduced in schools where they can serve as the first source in gaining linguistic skills, that's why teachers should provide materials that can be somehow challenging but comprehensible at the same time such as dialogue from anime series or English songs which presents new vocabulary and sentence structure ,this creates a critical need for approaches to deliver a significant and meaningful content for learners. The diverse linguistic background of the Algerian EFL learners and specially whom are fluent in French and

Arabic can have a major benefit since educators can take advantage of these prior language proficiencies by establishing connections and links among the languages .

Contrasting with Krashen's Input Hypothesis, Liu (2015) declares, the problem here is, as McLaughlin (1987) contends, that Krashen never defined the concept "comprehensible input" precisely, giving rise to the untestability of the hypothesis. The ambiguity is chiefly manifested in what the formulation i+ 1 signifies and what "comprehensible input" means(p.142). Moreover some researchers argues That exposure alone is not enough for acquiring language, they emphasize on the importance of direct teaching and practice in language learning. Noam Chomsky, for example, disagreed with the behaviorist perspectives, stressing that cognitive processes must be involved in language acquisition that overstep the auditory and visual input. He rejected the notion that language can only be acquired through external stimuli. This standpoint indicates that language acquisition requires more than a mere exposure it needs to apply active cognitive engagement where learners absorb rules, and develop a deep understanding of language forms.

This research paper supports Stephen Krashen input hypothesis in EFL settings, highlighting the function of structured exposure that helps language learning. It also takes into account the Chomsky's cognitive ideas , about the important of mental processes in fully understanding the language patterns. This dissertation proposes a mixed approach that synthesizes between understandable input and activities to enhance a deeper thinking of language. This method advocates instructional environment that balance language interaction with mental activity to improve language acquisition.

1.3.2 Affective Filter Hypothesis

This hypothesis, also proposed by krashen, it draws attention to the influence of emotional factors on language acquisition. Krashen (1985) Declares that Research over last decade has confirmed that a variety of affective variables relate to success in second language acquisition. Most of those studied can be placed into one of these categories: Motivation, self-confidence and anxiety.(p.31). He also states that the Affective Filter hypothesis captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their Affective Filters. According to this theory there are some several aspects in which they can either directly help or prevent the learner from the process of learning a new language. Anxiety, motivation and self -esteem, all of them are considered as key elements, when the learners have lack of confidence, their affective filter increases, which hinders their capabilities of acquiring new language input. Alternatively, a low affective filter facilitates the process of acquiring the target language. In EFL classroom teachers have to encourage their learners and create a better atmosphere in which they are comfortable in making mistakes by fostering motivation and using nonjudgmental teaching techniques, this helps the students to learn more effectively. Within the scope of Algerian

EFL learners the affective hypothesis deeply resonates, because students often encounter emotional difficulties such as self esteem and lack of motivation when learning English, leading to the reduction of academic performance and comprehensive participation with the language . When learners are uncertain regarding their linguistic abilities and lack confidence their affective filter increases which may lead to many obstacles in language acquisition. The external factors like pressure of the academic success and the stress of the society high expectations plays an important part for many Algerian EFL learners this can be the result of anxiety for example the fear of making pronunciation mistakes in front of the others may affect their performance in language activities making them avoid speaking or participate. On the other hand motivation is useful in decreasing the affective filter specially when student are completely engaged with entertaining and meaningful input for instance including music or current events, this can make them interested and push them to learn the language.

Based on Fry (2002), Some critics of this theory argues that emphasizing too much on the affective factors sand neglecting the cognitive process may simplified the complexity of language acquisition and this can lead to incomplete understanding in other words language acquisition is affected by the affective factors as much as the cognitive factors.

By taking these critiques into account, this dissertation supports and acknowledges krashens significant contributions to language teaching such as the hypothesis above that shows the importance of the affective factors. However it focuses more on the complex interplay of language acquisition between emotional, cognitive and sociocultural aspects to practically tackle the complexities of second language acquisition. Empirical studies are required to examine the interactions between these factors at a deeper level.

1.3.3 The interaction Hypothesis

The interaction hypothesis was first introduced by Michael Long in 1981; In its initial formulation, Long stated that participation in conversation with native speakers, which is made possible through the modification of interaction, is the necessary and sufficient condition for second language acquisition. Long (1981) also gave a clear definition of the two constructs input and interaction Input refers to the linguistic forms used; by interaction is meant the functions served by those forms, such as expansion, repetition, and clarification. (p. 259). He maintains that the best way for acquiring a second language is through face-to-face interaction. where learners engage with others in communicative exchanges to express themselves effectively and negotiate meaning throughout using paraphrasing, or asking for clarifications, which leads to a deeper processing. In EFL settings, and specifically the Algerian learners , classrooms have to reinforce interaction among students via group

activities , role plays, and discussions, helping them to practice real world language use and improve its structure.

Further critics of the (IH) posit that not all learners can have positive outcomes from this theory first of all due to the individuals differences in learning methods, cognitive styles and background knowledge, some may advance in a more structured learning settings. Secondly opponents emphasizes on the necessity of using mental process since it is more critical and efficient for language acquisition than the social context. Thirdly the interactions of the learners whom their use of language is revolved around repetition and formulaic ways can be limited in scope.

While the (IH) shed lights into the importance role of communication and social context in language acquisition. Yet It is crucial to combine it with other approaches like cognitive , individual and environmental factors in order to be more effective. This hypothesis consider interaction as a standalone method and that a meaningful communication always leads to development but this may not be true regardless of the context. If the interaction fails to present sufficient challenge, learners may not experience a substantial learning approach that's why balancing between interaction and explicit instructional methods can offer a broad-based approach to language acquisition.

1.4 Role of visual media in language learning

The integration of visual resources in language learning has redefined pedagogical techniques and approaches and increased students involvement, visual media such as images, animation and videos have emerged as a powerful tool in language acquisition by creating relevant and diverse educational opportunities.

1.4.1 Semiotics

Semiotics is the study of signs, symbols, their meanings and how they are used to communicate with others. It uncovers how the message is produces and interpreted through out words, images , sounds and gestures. In the scope of visual cues and language learning , semiotics has a vital role .TV shows, movies and, particularly anime are visuals media that use a vast variety of signs to provide immersive and alluring contexts for acquiring second language. These signs facilitate the understanding of how language functions in different sociocultural contexts. Audiovisuals media provide learners with Authentic language exposure i.e by watching media in target language learners can hear natural and everyday speech spoken by native speakers. This exposure can reinforce their listening skills and allows them to pick informal language this includes expressions, slang and, idiomatic that may not be found in traditional learning materials. Besides language is often introduced

in meaningful context, in multimedia content with visual cues such as facial expressions , body language and, gestures that enable the learners to absorb nuances, cultural references and contextualize the language. According to Lu (2014), a good language art curriculum must be able to expand a learner's potential for understanding and communicating through various signs, not only languages. Movie is the all-inclusive artistic composition (Eisner, 2002; Goldberg, 2001; Uhrmacher, & Matthews, 2005) with language, arts, music, dance, drama, cultures, and nonverbal communication signals, etc. which attract learners' attention more than the books, and motivate their interest in using multisensory literacy skills in thinking, listening, speaking, reading, and writing, as well as nonverbal signals for more appropriate communication to achieve personal goals.(p.255).

1.4.2 Image and learning

Image plays a crucial role in the process of learning knowledge, transfer complex ideas ,enhance understanding and develop skills. For instance pictures, diagrams, charts, video and other visual representations present complex information in a way that make it easier to absorb. According to a research that was done by Bisson et al (2013) Image processing is more effectively than soundtrack processing in content understanding. Subtitles can enhance SLA because it adds text images to video images, so as to strengthens the cognitive ability in foreign languages. In the control experiment of Bisson (2015), he found that the control group with images performed better than the control group with sound. The results show that pictures are richer sources of information than written words, promote deeper processing and are more conducive to learning. findings clearly indicate that students in the subtitle conditions viewed and processed all the scenes even better than the group who watched the cartoon without subtitles (p.10). Also they can enhance memory and recall through out providing assistance to learners in connecting difficult aspects and refining memory retention. Additionally visual cues help in giving examples by making the abstract more practical and concrete. Improving the comprehension of language context by offering critical context that facilitate understanding. Moreover images that are related with cultural learning give a wide understanding of language use As an example, the movie *Spirited Away* is a piece by Hayao Miyazaki that typically uses rich visuals and cultural references that boost learners knowledge. Moreover not all individuals can grasp the information in the same method, some of them prefer seeing aspects represented in a form of images or videos to learn effectively rather than reading a book or a passage.

Figure1.1 :*Spirited away Chihiro*

1.4.3 Cultural aspect of animation

   Animation, is not only for entertainment but also it serves as a dynamic medium that reflects and shape the cultural aspects. Derived from local folklore, myths and ancestral storytelling , animation always convey deep messages, moral lessons and legends of the past that aligns with their ethnic background. Consider the case of the Japanese anime that often adapts subjects rooted in Japanese heritage like family Honor and duty where it is represented in the series of *Rurouni Kenshin* and *Afro Samurai* that demonstrates traditional values related to fairness and morality without forgetting the traditional Japanese architecture specifically during the *Edo period* also known as the *Tokugawa period* (1603-1867). Many anime reveal a strong attachment to nature and spirituality by exposing its significance beauty which is most likely influenced through Shinto and Buddhism, this can be seen in works like *Mushishi* and *Noragami* where scenarios entail spirits, divine beings and kamigami (deities)*.* Furthermore these cultural norms are strongly manifested in character design since anime use large expressive eyes with exaggerated features that symbolize innocence and psychological depth making characters more relatable.

Figure 1.2*:Japanese castle in Kyoto(Rurouni kenshin)*

Cultural significance is another key element of media since it is presented as reflection of culture and social norms of a language community. In animation this cultural insights is vital for learners of a second language. as it helps the learners to enhance their understanding of the second language and its speakers making it more relevant and valuable as an example, the movie *princess Mononoke* tells a tale as old as time that often incorporates eye catching imagery and cultural symbols that broaden learners expertise. Additionally the repetitive nature of dialogues in Audiovisual materials usually contains specific phrases or vocabulary in different varieties by which it helps the viewers to reinforce their memories and their language patterns. While Many platforms offer interactive subtitles or dubbing options that allows them to pause, replay or revisit complicated dialogue for a better understanding. Introducing students to anime-style content can hold their interest, particularly when the stories and characters are compelling. This may encourage them and increase their desire to learn the language. In addition animation plays a vital role as tool in both shaping and influencing social norms by reinforcing community standards and it can be seen in many anime series where development of female protagonist reflects the change of perspectives and attitudes towards gender roles.

1.4.4 Anime as language

It is known that anime does not only offer immersive storytelling but it also works as a unique method for language acquisition where learners can be authentically exposed to both formal, informal language and idiomatic expressions. Through out watching anime individuals can incorporate with language in its different forms since they deal with casual conversation, colloquial expressions, and polite speech (keigo) that are considered as the core of anime.

Anime characters always represent a broad spectrum of socioeconomic status, this variety in character design leads to a mixed linguistics styles and it can be seen when characters use keigo (polite forms) to address superiors or authority figures, whereas informal settings may invite casual language and slang that are frequently applied especially in day to day Japanese conversations, this distinction helps viewers to discover and learn more about the flexibility of the Japanese language. Moreover, the function of idiomatic expression is firmly displays in anime, as it is shown in the table below, that highlights common expressions and their meanings

Japanese Expressions	Pronunciation (Romaji)	English Translation
頑張って	Gambatte	break a leg- good luck

お疲れ様	Otsukaresama	a common phrase to acknowledge someone's hard work
めんどくさい	Mendokusai	it is too much of a bother or it is annoying

Table 1.1 : Common Japanese expression and Their meanings

These phrases, like gambatte refers to cheer someone on, otsukaresama, shows gratitude and appreciation, there is also the expression of mendokusai meaning annoyance, helping learners to absorb the complexities of the language. Through-out series viewers can understand the respectful language and its significance whether formal or informal and this is as a results of emphasizing on honorifics in speech that reveals the hierarchy in Japanese community like (San さん- Kunくん- Chanちゃん).

1.5 Subtitles

According to Borel (2000,p.4) Subtitling means that a text is shown together with visual material, such as a film. It usually consists of a written version of the lines found in the soundtrack. The language can either be the same as on the soundtrack, or a different one. Subtitling of the kind occurring in the film used in this study is usually done with white text on a black background, in two rows near the bottom of the picture, approximately at the same time the corresponding lines are heard on the soundtrack

1.5.1 Types of Anime Subtitles

Anime subtitles are the translated written texts representing dialogues and audio aspects that happened during an anime show or a movie, allowing viewers to grasp the meaning of the conversation while the original Japanese dialogue is played, these subtitles offer different transcriptions style and translations that help viewers and specifically those who have some difficulties in understanding the Japanese language to follow and engage with the storyline characters dynamics and the emotional depth of the anime. Subtitles have a wide spectrum of style accuracy and placement going from the closed caption subtitles and fansub to the professional versions, they provide a unique experience for the audience and profound context. As stated by Abdallah (2018), When it comes to the viewers and fans preference for subtitles or dubbed anime (which is anime that has been reregistered with new voice actors typically replacing the original Japanese conversation with the English or any other language) Manion (2005) found that the majority of anime fans in her sample prefer subtitling. In that way. fans are looking for a more original form the Japanese product

(Manion, 2005). Hodges (2003) also argues that serious anime fans tend to prefer the subtitled version: the text becomes part of the appeal. By watching the subtitled version, the anime fans are showing interest in the foreign culture that is embedded within the anime and understand that they are not the original targeted audience (Hodges, 2003) [p.12].

1.5.2 Closed captions

Closed captions subtitles are usually designed in the same language as the spoken dialogue represented in the anime series, they are commonly used to improve reading and listening skills and the overall comprehension of the Japanese speech, they cover not only the spoken conversation but also descriptions for non-verbal cues like background noises and character identification. Closed captions provide viewers with clear text presentations alongside with sounds effects, however for EFL learners they serve as a tool in facilitating better learning and understanding of the content through out relating spoken words to written forms, fostering spelling and text recognition. This kind of subtitles can be somehow overwhelming for intermediates who are unfamiliar with Japanese vocabulary. Green(2021)argues that Captions in general include identification of who is speaking (or when speakers change), music, ambient sounds, and sound effects. Descriptions of paralanguage qualities such as whispering, sighing, or yelling could be included when possible. Captions should create an accurate approximation of a rich aural environment 249 Green, Saying "Thank You" for us i us 2021) while balancing timing and readability (DCMP, n.d.). Captions often have an opaque background to make them clearly readable against any type of image in a film while subtitles typically have a dark outline or drop shadow to the text but no dark background. There are two types of captions, Closed and Open. "Closed" refers to those that individual users turn on to display and turn off so that they do not display (pp.249-250).

1.5.3 Translated Subtitles

Translated subtitles is quite different from translating a normal written text. According to Remael (2010), an audiovisual text has four main components in its sign system. The first component is audio-verbal signs: the words that are uttered. The second is audio-nonverbal signs: the various sounds that are present. The third one is visual-verbal signs: the writings on the screen. The last one is the visual non-verbal signs that are comprised of all the visual signs and actions on the screen. However, these components do not work independently: they are highly dependent on each other's contexts and cues (Remael, 2010). Thus, an audiovisual text provides a complex medium for translators to work with and transpose. The ultimate goal of professional translation is offering accessibility for non-Japanese speakers to understand anime while keeping the original meaning. This type of subtitle usually focus on coherence and cultural context that is why they help EFL learners and specially the beginners in

many ways, being exposed not only to the native language comprehension but also understanding sentence structure and forms, and the cultural nuances of the Japanese dialogue. They also serve as a guided path for learners who are not prepared to be engaged with Japanese subtitles. Although it emphasizes more their first language comprehension but it has limited and restricted engagement with the Japanese written language and syntax.

1.5.4 Fansubs (fan subtitles)

Fansubs are developed by enthusiasts or fansubbers (otakus/anime fans) it has emerged in the early 2000s, and they are characterized by involving contextual framework such as incorporating translation with slang, humour, cultural explanations, and idiomatic expressions that learners may not see it in the official translation. By grasping these aspects they can easily obtain deep background knowledge about the Japanese values and social norms, this enhances language learning process, for example fansubs uses the word kohai to translate junior and add a note explanation about its role in the social contexts. However, fansubs can sometimes lack accuracy and consistency in quality which may lead the learners to misinterpretations of the whole anime. Without forgetting that there are several websites developed by fansub community like *Animefllix* in which they incorporate translation content evolved by bilingual translator and sometimes by professional ones they display a shifts from purely amateur to a more organized and accurate. According to a research that was done by Sakuma (2016) in more recent years fansubbing has become less popular following the advent of streaming platforms which show anime, such as Netflix, Amazon Prime video, Crunchyroll and Funimation (Ho 2019). This is the second significant event in the history of fansubs. In actual fact, as pointed by Ho, the author of an American video game website, Polygon, the number of fansubbed programs has shrunk dramatically since around 2010 (2019). On the other hand, several academic researchers such as Dwyer (2016), Pérez González (2020) and Wang (2017) have cast light on a few prominent fansubbing activities. For instance, Dwyer 42(2016) highlights a Singapore-based website Viki that allows the user to watch Asian TV series and films, and Wang (2017) focuses on YYeTs, which is the largest fansub group in China. Although a few subtitling groups have gained attention from academic researchers, the fact that the number of fansubbing activities has considerably decreased cannot be ignored. Fansubbers are known by their unique subtitling strategies produce some outstanding special effects that in general are not found in subtitles created by professional translators. Diaz Cintas and Muñoz Sánchez present Ferrer Simó's list of unique subtitling strategies: "using different fonts, colours and glosses, adding notes and information about fansubbers, translating opening and closing credits, changing the position of subtitles, adopting longer subtitles" (2006: 47). By highlighting some of the unique technical features of fansubbing. fansubs often feature different colours. In particular, fansubbers regularly use various colours when translating opening and ending

songs. For instance, in the episode of Candy Candy, the fansubber uses two different colours for the English subtitles in the opening and ending Japanese songs. The Japanese lyrics, which are written as romaji (in other words in the Latin alphabet),® appear as salmon pink and the English translation is in white. This allows the audience to easily recognize that two different languages appear on the screen. Additionally. as stated, fansubbers often use various different fonts for their subtitles. Subtitles with different colours and fonts are eye-catching. However, it is also true that the audience might pay too much attention to the subtitles because these subtitles are standing out. Perez Gonzalez explains that "professional subtitles are advised to stick to 'coloured pale white (not "snow-bright* white)* on the grounds that "a too flashy pigment would render them tiring to the viewers eye (2007: 268). Professional film subtitles are usually subtle in order to ensure that viewers focus on the images and sounds.

1.6 The role of subtitles in language learning

Subtitles act as a medium between audio input and visual portrayal, that support and foster the understanding of language aspects by allowing learners to link sounds with text visually and absorbing the meaning while listening this helps them to improve their critical thinking and phonological awareness in language learning.

1.6.1 Subtitles and Vocabulary acquisition

When learners watch anime with subtitles they are being exposed to a wide spectrum of linguistics contexts, these subtexts usually offer learners an accessibility to the original meaning of the words, they may encounter new lexical terms alongside with their significances through out contextual cues, and facilitating recall by means of repetitions, this can used specially with idiomatic expressions that are more common in anime. For instance a typical scene in anime where the character runs out of time saying Hurry up; we are late. In this context the learner can understand clearly the meaning of the word late by watching the emergency in the character actions and connecting it with visual stimuli, by which it can foster their memory through repetition. Nasab and Motlagh (2017) conducted a study asking if applying subtitled anime have an effect on vocabulary knowledge promotion. The acquisition rate is tremendously high when it comes to the use of subtitle. Nasab and Motlagh (2017) also states that, the difference between the controlled group and experiment group is very prominent which shows positive results for subtitled content.

1.6.2 Understanding sentence structure

Anime frequently displays authentic sentence frameworks and interaction patterns, through this, learners can see how Japanese sentences are structured and formed and they can notice grammatical rules in the arrangement like verb placement, word order and how questions are formed, facilitating the unconscious absorption of grammatical concepts by learners in which it completely differs from the English language. Translated subtitles can also demonstrate how these frameworks vary across languages, supporting comparative analysis. learning vocabulary is considered significantly important as a skill while learning of a second language. Learning vocabularies make the language adoptable in a short period of time especially when it comes to the conscious process of learning. Nonetheless, the whole process takes a lot of time for many learners. Knowing the process of gathering words in our mental dictionary is helpful for the language instructors when it comes to taking a certain path of learning. Zhang (2009) in this article states that learners need to have both determination and preparation to overcome this time-consuming process along with proper psychological mindset. Using more practical methods which includes intentional (direct) and incidental (indirect) vocabulary learning methods have failed drastically compared with the only traditional way of memorizing which is the method of translation. Zhang (2009) also states that, many ESL learners have failed to learn in such a process. Moreover, learning a word in isolation or, in without any context is problematic while it comes to use, the learner does not have proper exposure and idea of where they should be using it. As Read (2004) says, the different meanings of the words cannot be understood if not put it in a proper semantic and syntactic context. So, using visual stimuli along with audio gives a proper and direct experience along with a context.

1.6.3 Listening comprehension enhancement

Anime subtitles can be considered as a real time input that provide students with parallel access to both written content and spoken discourse specially in the fast- paced dialogue where they can identify words and phrases, this helps them to associate narrative structures with their meanings and improve their listening skills overtime creating a multimodal educational approach and learning experience. Furthermore the pacing of subtitles often aligns with everyday speech patterns, guiding learners to adjust their listening abilities to the flow of conversation, enabling them to participate in daily discussions more effectively. According to a study that was done There are many people who support the use of subtitles in video materials for several reasons. There are some researchers that study the effects of subtitles in animated films especially on vocabulary expansion and their findings supported the common assumption that it is an effective tool in learning vocabulary and enhancing reading and listening comprehension skills. It is affirmed that with the assistance of subtitles in

audiovisual materials it can be a powerful educational tool for example it facilitates learning the target language by helping students visualize what they hear, it enhances L2 students* listening comprehension skills and it develops their language comprehension and lead to greater depth of processing and other cognitive benefits (Danan. 2004). However. Danan recounts that still many second language teachers are opposing the use of audiovisual materials. It is presumed that they fear subtitles to distract the attention of lower - level students and creates a lazy environment in them from the actual spoken language to written text (Taylor, 2005).

1.7 Competence and performance in language acquisition

In the study of language acquisition the concepts of competence and performance are quite essential in understanding this process, specially for EFL learners as it was introduced by Noam Chomsky(1965), presents a guideline for analyzing and interpreting how learners incorporate and employ the language.

1.7.1 competence in language acquisition

Linguistic competence indicates the personal implicit awareness of language covering syntax, grammar, phonology and vocabulary. According to Saville Troike (2016) linguistic competence underlines the knowledge that a speaker has about the language itself, such as syntax, morphology, phonology, or grammar. The same author aims the fact that the linguistic competence "is inadequate to account for what is being acquired in any language that is going to be used for communicative purposes" (p.100). Linguistic competence stands for the knowledge of the language without considering performance, communication, or socio-cultural knowledge. For EFL learners and in particular the Algerians students competence offers a rich linguistics settings which can be shaped according to the exposure of language it also serves as a source in delivering insights of colloquial expressions and cultural patterns this facilitates the internalization of language aspects. When learners watch anime with subtitles alongside with the original dialogue in one hand they are being exposed to a wide range of new vocabulary and grammar structures on the other they are acquiring the language input in a contextualized and dynamic environment, the repetition of specific phrases or idioms reinforce retention and enhance learners lexical and pragmatic competence. In addition anime offers a deep understanding of the cultural references within the language as it involves slang idiomatic phrases this cultural competence allows learners to acquire the language input indirectly.

1.7.2 Performance in language acquisition

As stated by Noam Chomsky performance is the actual use of language in concrete situations(Chomsky 1965:4). And the term 'performance" in English, showing that it may be used to refer both to the processes of utterance or comprehension (as it is often used in psycholinguistic literature, and as it is used in Sharkey's paper in this volume) and to the product of that process (as it is usually used by linguists and by most of the contributors to this volume). In linguistic theory, performance refers to the actual use of language input in real life situation meaning connecting this knowledge to everyday circumstances, it reflects how learners can apply their linguistic competence in real contexts, for example watching anime can reinforce learners listening skills enabling them to adjust to various accents, inflections and speech speeds this engagement improves their ability in acknowledging spoken Japanese in practical applications, without forgetting the development of spoken expressions since interaction with anime frequently motivates individuals to mimic and absorb dialogue thereby boosting their pronunciation. Additionally many learners are engaged in anime fandom or online groups where they express and share their thoughts this can be the perfect chance for practicing the language abilities hence closing the gap between competence and practical implementations.

1.8 Cognitive benefits of subtitled anime

Language learning is the most efficient and effective when it involves range of multimodal inputs that foster comprehension and retention, on the other hand subtitles in anime offer a unique experience as it makes a balance combination between written text and audio-visual patterns and applying a wide range of cognitive theories that facilitate the process of language learning.

1.8.1 Dual coding modal

According to Allan Paivio (1986) dual coding modal refers to the active concept of processing and retaining the information throughout the combination of two channels verbal and visual formats, he states that the best method of analyzing and remembering clearly the language input is when it is refined through both verbal and visual channels, enhancing understanding and retention. Meaning that people assimilate data via two distinct channels linguistic input (verbal) and visual cues (non-verbal). In terms of subtitled anime learners are receiving and acquiring audio spoken Japanese, written subtitles and visual elements (animation) of the characters and actions, this interaction allows them to relate speech with corresponding visual cues which facilitate deeper comprehension and memory recall. As an example while watching the anime *Shingeki no kyojin* (attack on titan) it can be seen that the most repeated phrase is "*Tattakae*" meaning fight, by hearing it and perceiving the

character in a confident posture, this integration of contents enables learners to improve their memory recall and making a link between verbal and imagery aspects.

Many scholars have claimed that this concept oversimplifies the multiplicity of this theory since it doesn't take into account the experience of how each individuals reacts and perceive the verbal and nonverbal cues differently which means that it is important to call for new cognitive modals that consider learners different styles of learning a language.

Although dual coding modal reinforce memory and aid leaners to associate verbal and visual inputs, however it tends to neglects individuals differences that has a vital role in this engagement moreover it provides an excessive data complexity that can interfere with the learning process for instance if learners focus more on the subtitles they automatically ignore the auditory decoding that help in developing the listening skill, plus not all learners can take advantage equally from graphic stimulus some may encounter difficulties in dealing with multiple sources of information causing mental strain instead of elevating education.

1.8.2 Cognitive load and Multimodal Learning

A study was conducted by Sweller et al. (2010) discusses how learners have limited abilities regarding their cognitive load if this last one is managed effectively by reducing the amount of information it can leads to a sufficient learning process. Within the scope of anime, subtitles provide a reduction of mental overload by using redundant cues meaning that if an individual struggle in comprehending the spoken language captions can clarify meaning whereas images can present the surrounding contexts. This modal is divided into three types of loads; intrinsic (multifaced nature of materials), extraneous (irrelevant details), germane (pursuit of comprehension).

1.8.2.1 Intrinsic Load: One the permanent aspect of cognitive load, it refers to the natural complication of interpreting the visual elements and spoken one, regarding subtitled anime it is when learners face with the complexity of the Japanese grammar and vocabulary but subtitles help in breaking down the language frameworks.

1.8.2.2 Extraneous Load: This type of mental load, indicates the additional cognitive efforts that are unnecessary and unrelated to the learning materials and contents, such are the speed of subtitles and the quality of translation this can put the viewers into a challenging situation that can make them confused however a well-timed subtitles that match the spoken conversation diminish cognitive overload.

1.8.2.3 Germane Load: refers to the cognitive effort that contributes directly and positively in understanding the learning contents since anime is full of significant vocabulary like formal speech, polite expressions and slang, supporting schema creation, allowing learners to intuitively absorb language structures. For the purpose of illustration in the anime *Jujutsu kaisen* a character might shout "*hora, gambare ,gambare*" while the subtitles display come on, do your best, noticing this phrase often across various situations aids learners in recognizing its meaning naturally.

Discussions revolving around the notion of cognitive load, that it is rather difficult and deficient in reliable measurement approaches, according to Schnotz and Kurschner (2007), Subjective ratings, physiological methods or performance-based methods generally aim at measuring the total load experienced by a learner. That is, they do not distinguish between intrinsic load, extraneous load and germane load. And they stressed a strong statement concerning the lacks of precise measurement strategies According to our own view, there will be no reliable and valid methods of measuring distinct kinds of cognitive load in the next and even in the farer future. (p.500).

In the context of subtitles cognitive load modal is a valuable framework and it helps in managing and controlling the intrinsic and extraneous loads by omitting additional and unnecessary cognitive efforts. However this process may actually increase the cognitive demands like in the case of EFL learners and specially the Algerian beginners they may encounter obstacles in following the anime since they need to divide their attention to listening, reading subtitles and analyzing the visual stimulus, furthermore if the subtitles are complex or fast paced dialogue which may leads to intimidating learners instead of facilitating understanding, thereby adapting a more flexible approach that take into account individual needs and provide engagement and comprehension may be crucial .

1.8.3 Noticing Hypothesis

Subtitles help learners to pay attention to both form(grammar, syntax and pronunciation) and meaning(input, cultural references and feelings) this goes hands in hands with Schmidts noticing hypothesis which explains that learners need to notice and focus on the linguistics feature to acquire the language effectively, stating: сonsciousness in the sense of awareness of the form of input at the level of "noticing", is necessary to subsequent second language acquisition (SLA*)*.(p.283) Schmidt and Frota refer to 'noticing' as conscious awareness of the target language which requires the attendance and awareness of the learner to the input (1986). Meaning that conscious awareness of the learner is essential for learning. According to Schmidt (1990, p.132), 'the subjective experience of noticing' is the necessary and sufficient condition for the conversion of input to intake. He also

defines intake as 'that part of the input that the learner notices' and claims that the process is absolutely conscious (Schmidt, 1994, p. 139).

In relation to anime subtitles the Japanese captions they motivate learners to correlate the oral phrases with its written counterparts, moving on to the English subtitles that assist comprehension and permit learners to interpret the actual meaning, and the No subtitles which the advanced stage aid in developing the listening skills while learners can rely only on the audiovisual aspects. As an example in the anime series *Haikyuu* the protagonist Hinata usually uses polite speech *Arigatou gozaimasu* meaning thank you while another supporting character Tsukishima uses expression that are more informal *Arigatou na* this shows that subtitles offer viewers a diverse features of language helping them to grasp the Japanese honorifics and politeness levels.

Based on research that was done by Zhisheng, (2008). He argues that schmidts evidence is inadequate to justify the belief that noticing is critical for L2, stating that *Even Schmidt himself admitted that, though it [his own example] provides evidence for a close connection between noticing and emergence in production, the study does not show that noticing is sufficient for learning (1990:141) (author's own emphasis)*.(p.5) He also criticizes the supporting studies schimdts referenced discussing that they were not credible to directly test the noticing theory *As for the other several studies cited by Schmidt, they did not specifically set out to address the role of consciousness or awareness and therefore cannot and should not serve as evidence to support his claim*.(p.5).

The focus on the form and the meaning in language learning is essential , specially in grammar and accuracy without forgetting that the improvement of reading and listening skills however some researchers stress that this hypothesis may impede and neglects natural interaction and fluency development , it can even effect the psychological side of the learners since emphasizing too much on the grammar correctness can cause anxiety and preventing them from acquiring a language, that is why it is important to build a more balanced approach that incorporates form oriented teaching alongside with opportunities for authentic language use.

1.9 Implications for EFL Classrooms in the Context of Algerian EFL Learners

Within the scope of Algerian EFL learners, using anime in the field of education can creates exceptional avenues that respond to specific cultural and educational frameworks. Since a significant number of Algerian students are acquainted with diverse media forms, including anime, employing it can help in narrowing cultural gaps, allowing them to relate and connect their own experiences with those presented in the anime series, themes like the value friendships, family and self-development.

In Algeria students usually study English as a third language after Arabic and French; thus anime exposes them to a wide range of accents, dialects and colloquial expressions associated with English speaking cultures this can improve their listening skills and facilitate the understanding of English varieties. A research was conducted in the Algerian university of Larabi Ben Mhidi in Oum El Boughi (2016) investigate the impact of using anime to boost foreign language vocabulary. This study assumed that integrating anime into EFL classrooms can elevate learner language repertoire. Anime can also serve as a motivational tool because nowadays may Algerians young people are passionate about anime making it relatable and appealing medium that can boost motivation in EFL settings, by utilizing their interests instructors can reinforce a more lively participation in English classes.

1.10 Conclusion

Although anime has emerged as a medium of entertainment however by the increasing demands for English proficiency, the examination of creative and stimulating approaches to language acquisition is becoming more essential, anime with its exclusive storytelling and dynamic portrayal is now consider as priceless resources for EFL learners. Throughout taking advantage of the availability of foreign media in particular via subtitled anime learners can overcome traditional and language barriers and be fully engage in authentic language interactions.

It all start from the theoretical frameworks that offer a deep understanding of how anime can function in EFL learning, moving on to the important of incorporating visual resources in the process of language acquisition and how cultural aspect of animation influence EFL learners journey.

Anime subtitles with their various types can enhance not only the four main language skills but also bridge the gap between cultural nuances and language making an accessible way for the learners to acquire the language in enjoyable manner, and through out applying dynamic tools in the teaching and learning process, it can inspire the new generation of EFL learners to obtain English proficiency in a captivating and delightful style.

Chapter Two: Research Methodology and Design

2.1 Introduction

The purpose of this present study is to explore how EFL learners overcome language barriers through-out Japanese Anime subtitles. As it was mentioned in the previous chapter captioned audiovisual material is considered as a crucial tool in language acquisition by enhancing vocabulary development, listening comprehension and holistic interaction with foreign language. Anime now is a remarkable cultural trade from Japan that has gained a worldwide praise and respect, since it allows its audience a good way to practice the language in real world context. Unlike the other TV shows and movies, anime series are known by their exaggerated expressions and repetitive dialogues styles which make it easier for the viewer to absorb the language skills it can also serves as an essential device for language learning. However the level to which subtitles impact EFL learners language advancement is still a field that calls for further research.

This chapter emphasizes on the methodological framework used in this research paper to investigates learners experience with anime subtitles and their influence on the language learning process, the study applies a mixture of interviews and online survey to collect qualitative and quantitative data from EFL learners and teachers. Moreover it includes conceptual notions such as speed community and practice community in addition to the role of digital participants in online anime related engagement. By evaluating these aspects the research aims to deliver a more profound understanding of how subtitles help in overcoming language obstacles in EFL learning.

2.2 Research Methods

In order to explore the amount of influence the Japanese anime subtitles has, on EFL learners regarding the process of language learning, a mix method approach has been implemented in this study; a combination of both qualitative and quantitative research tools to gather data from the target population including online survey directed for a large group of participants and semi structured interview for EFL teachers selected based on some specific criteria. By employing a dual method approach, the researcher was able to assemble diverse data and extensive details on the way in which EFL learners learn a language by anime subtitles and their experiences while facing challenges to break down the linguistics limitations.

2.2.1 Qualitative Approach

The qualitative aspect of this research paper focuses on comprehending and understanding participants lived experiences and perspectives through profound exploration. This approach specifically helps in collecting useful information via evaluating and examining individual phenomena, for instance methods and strategies for language acquisition, subjective interactions with

anime subtitles and learners impressions of their progress. By conducting a series of semi structured interviews with anonymous teachers for both who watch anime and those who have a family member or a friend who does, this method allows to explore and understand their insights regarding the application of anime subtitles on language teaching and learning strategies, not only this but also the difficulties they may face and the specific techniques they can use to overcome language barriers.

2.2.2 Quantitative Approach

A common quantitative approach usually involves data collection of numerical values, statistical examination to assess patterns and correlations, this method helps in gathering objective measurable inputs such as how often EFL learners watch anime with subtitles, the percentage of respondents who believes that anime subtitles is a tool for language acquisition or do they have any problems when it comes to subtitles. For this research paper a semi structured online survey was implemented to assemble numerical data from EFL learners including multiple choice responses and ranking questions in order to analyze and explore student habits and standpoints concerning their experiences and engagement with anime subtitles in a more structured way. This strategy offers a wider generalization of outcomes and delivers empirical evidence to validate the qualitative findings.

2.2.3 why choosing this approach

A mixed methods approach was implemented due to the given nature of the research, to systematically analyze both personal learning journey and general patterns. When it comes to the qualitative aspect, interview with EFL educators was used, allowing for a detailed inquiry of whether anime subtitles can be used as an effective tool for language learning and how it influences this process, the specific challenges the leaners face and the methods to defeat these obstacles overtimes. While in the quantitative component, an online survey was designed for larger group of EFL learners to provide a broad -based analysis of the frequency and the impact of anime subtitles use, among the participants and facilitating the recognition of mutual patterns and connections. Through-out incorporating these two methods, this study establishes a balanced and layered understanding of how the Japanese anime subtitles serves as both a motivator and a crucial strategy in acquiring a language, this methodological choice boosts reliability, integrity and the richness of research outcomes by providing significant input concerning the function of audiovisual media in EFL learning.

2.3 Research Approach

In this study the primary focus is on the inductive research approach, since its purpose is to explore how EFL learners and teachers identify and perceive the contribution of anime subtitles in language acquisition. This approach is based on data driven which means that it develops findings from the collected data rather than approving pre-existing theories and this can be done systematically through

out analyzing the qualitative interview responses and quantitative survey results. This facilitates the discovery of themes associated to motivation, engagement and language learning that might emerge from the feedback provided by the participants. However deductive approach is also included as the research pays attention to the already existed language acquisition theories(mentioned on chapter one) like Krashen input hypothesis, to decode outcomes and contextualize evolving patterns.

2.3.1 Data Interpretation Methods

There are two different analysis techniques that are employed in this research paper to assure an extensive comprehension of the data gathering, the qualitative information obtained from the interviews with teachers will be subjected to thematic analysis which is the first method, this procedure entails organizing the data to uncover prevalent themes and trends allowing for an in-depth comprehension of how anime subtitles can have an impact on the teaching and learning process. Thematic analysis will simplify the exploration of key patterns like language skills that can be improved by anime, engagement with subtitles and learners motivation. Whereas for the quantitative outcomes of the online survey will be analyzed using statistical analysis emphasizing more on the numerical correlations. This will determined how often EFL learners are engaged with anime subtitles and how it can be used in language acquisition process and any remarkable differences based on demographic factors like age, current state and English level proficiency. By incorporating the two techniques the researcher can make sure of the reliability of the findings, and the profound evaluation of both personal experiences and wider patterns.

2.4 Research Instruments

In this mixed method study, the role of research tools are vital because no matter how well defined the research questions are there is nothing that can be done without them, they are considered as an important component in any study, the quality and integrity depend on the effectiveness of data gathered instruments such as interviews, questionnaire or classroom observation. However given the nature of this study only survey and interviews can be used, the combination of both can offer a well balanced approach of data collection and each one servers for a different purpose, facilitating insights accumulation for rich qualitative findings and broad quantitative patterns, to examine how anime subtitles can be used in language acquisition for EFL learners. Furthermore the reason behind not implementing observation in the research is that the primary focus is on individuals self-reported experiences and standpoints instead of behaviors and attitudes, as the usage of anime subtitles takes place in the personal contexts that's why observations would not practical and successful.

2.4.1 Online Survey

The online survey is designed to gather data from a large group of EFL learners who watch anime concerning their personal experiences and perspectives towards anime subtitles and language acquisition throughout examining participants demographic background, language proficiency and their engagement with anime. This quantitative research tool was chosen due to its greater accessibility to obtain responses from diverse geographical locations, also the confidentiality provided by online survey fosters truthful and unbiased replies especially sensitive topics like language acquisition, this method goes hand in hand with the aim of understanding well, how anime subtitles influence the acquisition process. The survey questions were carefully developed to tackle the study s fundamental themes ensuring relevance and clarity to language learning and anime subtitles and these questions were based on the previous chapter and theoretical frameworks related to the learning process. The table below shows how the survey questions were formulated

Aspects	*Descriptions*
Conformity with study purposes	The questions were developed to explore EFL learners viewpoints towards anime and language acquisition.
Accessibility and clarity	Ensured that the survey questions were simple, clear and not too complex so that respondents from different linguistic backgrounds can easily understand them.
Impartiality and bias minimization	Meaning that questions were designed in a manner that avoided confusion and influencing participants answers.
Question types	It involved multiple choice, and optional open-ended question to collect both quantitative and qualitative data.

Table 2.1 : Development of survey questions

The online survey targeted a group of EFL learners from different backgrounds who watch anime to explore the function of subtitles and its impact on language acquisition, moreover the participants were chosen using convenience sampling method, utilizing online fan communities where anime viewers frequently engaged with each other. To ensure wider range of answers no restrictions were

placed on demographic backgrounds like age or current state, however individuals were asked to self -identity as EFL learners with experience in anime subtitles, this participation ensured that ethical research standards were maintained, and to reach this audience the survey was distributed across different online platforms such as google forms, social media networks especially reddit and Facebook groups, and finally Anime related forums where language learning anime fan are actively engaged.

2.4.2 Interview

An interview is qualitative research method which its aim is to collect profound insights through out direct verbal interaction between the researcher and the participants, it enables the researcher to investigate participants opinions and understandings regarding specific subjects, and depending the format, interviews can be sometimes fully structured, semi-structured or unstructured each one can address different research goals. Plus the interviews are the key of qualitative research approach that includes collecting data by asking verbal questions and it can be done by listening to the participant, recording or filming their answers. In this study a semi structured interview is conducted allowing for a systematic set of questions while retaining flexibility for follow-ups, also the reasoning behind choosing this tool is that it facilitates comprehensive and in-depth examination of EFL educators standpoints about applying anime subtitles in EFL education system, it permits participants to expand on their experiences, yielding more detailed qualitative information. Additionally this interviews were carried out only with EFL teachers whom are classified into two groups, those who watch anime and those who have a friend or family member who does.

Participants Group	Justification
Teachers who watch anime	To comprehend firsthand viewpoints on the potential impact on anime in EFL learning process and its direct effect on teaching techniques
Teachers with Anime watching friend or family member	To examine whether indirect exposure to anime subtitles can have an influence on the language acquisition system of the person

Table 2.2 : Interview participants

By implementing semi-structured interviews with instructors, this research guarantees a comprehensive exploration of the possible effects of anime subtitles in language learning journey of EFL learners including various opinions and livid experiences.

2.5 Target Population

The target population in research methodology refers to the specific group of participants or elements from whom the data are gathered in order to help the researcher to study and draw conclusions, according to Willie (2024), target population is a crucial aspect in guiding the formation of effective sampling strategies, in which it ensure the reliability, credibility and accuracy of the study findings, he also states that outcomes derived from a precisely defined target population can be more credibly extended to a broader groups. Also this population is specified based on significant features that address with the study s focus and objectives such as demographic factors, geographic location and behavioral factors, identifying an appropriate target population confirms the validity and consistency of the results, as it determines the degree to which the findings can be generalized to similar circumstances.

For this research paper, the target population comprises individuals who are frequently engaged with anime subtitles in an EFL learning context. Respondents were selected depending on their familiarity with anime and its likely influence on the language acquisition process providing a rich spectrum of insights. And by emphasizing on this particular group, the research seeks to explore and analyze how anime subtitles contribute in overcoming the language barriers in EFL learning.

Category	*Inclusion criteria*	*Exclusion criteria*
EFL learners who are engaged with Anime	-Must be actively learning English as a foreign language in educational environments, must be aged 11 and above making sure they can reflect opinions about their learning experiences – must frequently get engaged with anime content and subtitles – there should a recognized relationship between anime subtitles and the language learning process.	Respondents who are not learning English as a foreign language- those who are not interested in the Japanese anime or interact with them in any way – learners who watch anime in dubbed meaning engaging with anime in their native language without exposure to the English subtitles or even with the Japanese audio.

EFL educators who have knowledge about the Japanese anime l	-Must be actively teaching English as a foreign language in schools, universities or private institutions- must be aged 28 and above to ensure professional experiences – often watch anime and have background knowledge about it -should have insights regarding how anime with subtitles can influences the language acquisition journey of their students.	Individuals who are not currently teaching English as a foreign language- teachers who does not have a direct exposure and interaction with anime in any way even in social media.
EFL educators who have a friend /family member who watch anime	-They have to be teachers of English as a foreign language in educational settings – must be aged 28 and more to guarantee sufficient teaching experience – do not watch anime but have a close contact with a family member or a friend that can provide secondhand input regarding the research subject through their observations of students, colleagues or family member.	Participants who does not teach English – educators who does not have any idea about anime even their with surroundings.

Table 2.3 : Target population composition and selection criteria

2.5.1 Sampling techniques

As is the case in any academic study, choosing the appropriate sampling methods is essential for attaining credible and relevant data plus these sampling techniques establish how respondents are selected from the target population and shape the applicability of the outcomes. In this research a combination of two sampling strategies were implemented to make certain that the participants fulfilled specific requirements related to the research objectives, according to Nymbili and Nymbili (2024), purposive sampling is employed in most research papers that involved qualitative approach in which the participants are selected based on a specific criteria relevant to the study, this method is crucial since it ensures that the insights gathered are reliable and meaningful and emphasizes on individuals who are capable of providing in-depth information to the research subject. This type of sampling refers to the non-random sampling method where respondents are selected according to unique requirements, the primary focus in this study is the purposive sampling and it is a method that offers a precise selection of EFL teachers and learners whom have direct interaction with anime subtitles in language acquisition in order to get a rich and a proper investigation.

Furthermore, according to Naderifar et al. (2017), snowball sampling is considered as a gradual process that can be less associated with references samples, however it continues to be effective and applicable for identifying inaccessible populations, and it is a technique that depends on the existing individuals to enlist others who meet the research criteria, it is especially beneficial when examining specialized populations that may be somehow hard to access directly since the respondents suggest people who possess similar characteristics, and it was employed particularly in the research paper to expand the subjects pool by including already existed EFL teachers who could recommend colleagues meeting the inclusion traits this can make it specificly useful in reaching the challenging population.

Whereas the random sampling is commonly used in quantitative research in order to enhance generalizability even though the study contains a large number of participants in the online survey but the fact they were chosen based on pre-determined standards means that it does not fully employed random sampling, instead it remains more purposive with aspects of snowball sampling if the participants referred to others.

2.5.2 Sample Size Justification

The sample size of the study was determined according to availability, practicability and the necessity to collect both qualitative and quantitative data, for the online survey more than 100 EFL learners were selected to confirm statistical significance in detecting patterns and relationships related to anime subtitles application in the language learning process, the quantity of replies accumulated establishes a robust framework for a valuable assessment in the upcoming chapters.

For the interview, the number of the respondents was adequate to encompass a range of opinions while at the same time facilitating comprehensive discussions, the group size goes hand in hand with the qualitative research guidelines where the depth of answers is focused over high participants number.

2.6 Speech Community vs. Community of Practice

A speech community is defined as a group of individuals who possess a shared dialects or linguistic norms, usually within particular geographical and social contexts, members of a spoken community often acquire a language through interaction and engagement within the group following mutual conventions of communication, thus making an impact on each other language use and learning patterns. As for language acquisition speech community plays a crucial role since it build specific setting where individuals can effectively practice and enhance their language skills, in linguistic terminology one could argue that anime viewers and enthusiasts might establish a speech community especially if they have the same interest in the Japanese language and culture depicted in the anime series, these watchers frequently interact with language, vocabulary and phrases encountered during watching, for example borrowing Japanese words using anime related jargon, possibly making an impact on their language learning process, nevertheless this may differ from one person to another; not all anime viewers actively engages in discussions or linguistic activities that reinforce their belonging in a speech community. Borg (2014) discusses that the concept of discourse communities developed from the concepts of speech community and interpretive community, and sits somewhat uneasily between them. 'Speech community' (Hymes 1972) refers to actual people who recognize their language use as different from other language users, e.g. Australian English or Geordie English. 'Interpretive community' (Fish 1980), on the other hand, refers not to a gathering of individuals, but to an open network of people who share ways of reading texts, primarily literary texts; this term therefore highlights the social derivation of interpretation.

Unlike the first concept, community of practice refers to the common activities and practices and also shared engagements that may lead people to a collective learning process. CoP is not characterized by a common native language but instead by a mutual interest and passion without forgetting the practices formed around it, anime followers who regularly watch with translated subtitles, take part in community translations and talk about linguistic nuances plus they employ Japanese expression in online discussions boards, all of this create a shared interest group rather than a speech community and through out this kind of interaction they develop a learning setting where they acquire a linguistic skills and knowledge. According to Lave and Wenger (1991) defined CoPs in these terms: In using the term community, we do not imply some primordial culture-sharing entity.

We assume that members have different interests, make diverse contributions to activity, and hold varied viewpoints. In our view, participation at multiple levels is entailed in membership in a community of practice. Nor does the term community imply necessarily co-presence, a well-defined, identifiable group, or socially visible boundaries. It does imply participation in an activity system about which participants share understandings concerning what they are doing and what that means in their lives and for their communities. (pp. 97-98). Prior (2014) argues that In Wengers 1998 book Communities of Practice, he identifies three key characteristics of CoPs: mutual engagement, an enterprise, and a shared repertoire. Mutual engagement does emphasize co-presence. Wenger sees the CoP as a mid-level category, somewhere between an interaction or series of casual interactions and larger categories like organizations, cultures, professions.

The key difference between speech community and community of practice lies in the level of interaction and common activities, in community of speech the primary focus is usually on the linguistic features and communication patterns while CoP, it emphasizes more on the mutual learning process and shared interest practices that may boosts their language acquisition process and provide them with a deep understanding.

2.6.1 Application to Algerian EFL learners

In the context of Algerian EFL learners, anime fans create their own community of practice rather than speech community, since they most likely do not speak and communicate in the Japanese language however they are united as group through -out their regular engagement with anime and the Japanese culture as language learning tool, moreover plenty of Algerian anime lovers improve their English proficiency by watching anime series with English subtitles, participating in conversations regarding anime in English and joining online fan communities where the English language is the most used. In addition some of the Algerian anime enthusiasts adopt Japanese idiomatic expressions and terms because of their frequent exposure to anime but it does not mean that they form a traditional community of speech, instead their exchange represent community of practice where English and Japanese are acquired casually through their shared hobbies, and this reflects Wengers 1998 view that language learning emerges within the social and cultural frameworks rather than being limited to formal education. By this it can be said that CoP is more appropriate and suitable for this research paper than a traditional speech community.

2.7 Digital participants and Online Engagement

With the rise of digital platforms, language learning has increased and it excesses the boundaries of traditional classroom environment since learners are frequently interacting with online settings that offers them authentic exposure to the target language, digital participants in this study refers to the Algerian EFL learners who are actively engaged with anime subtitles and related discussions in online communities where English is the main language used alongside with some Japanese expressions such as *My Anime List, Crunchyroll forums* and *Anime Zone,* as it was mentioned before these leaners do not depend exclusively on structured lessons but instead they embrace digital resources to dive into English and Japanese via anime. The decision to involve digital participants to the research paper is grounded in the recognition that anime subtitles can act as both a source of input and a learning support for EFL learners whom rely solely on online communities, streaming platforms and fan subtitle networks to enrich their language exposure in which traditional learning system may not facilitates it.

2.7.1 Recruitment of Digital participants

The selection of digital respondents was conducted through multiple online platforms where anime is popularly consumed and enjoyed, social media groups, anime related forums like (Instagram groups Reddit, fandom wikis) and streaming service communities (Crunchyroll and Netflix) were all been identified as key spaces where EFL learners can actively interact with anime. Additionally to confirm that the participants aligned with the study inclusion guidelines, focused outreach was carried out in these online platforms, potential candidates were selected according to the following criteria:

> **Active engagement with Anime subtitles:** Their regular use of anime subtitles meaning watching anime with English subtitles.
> **Participation in Anime-Language forums:** Their consistent involvement in online discussions regarding anime subjects and language acquisition.
> **EFL leaners Classification (structured or self-guided):** Their positions as English as foreign language leaners whether in academic settings or through out independent study.
> **The motivation in using Anime as learning tool:** Their motivation in applying anime subtitles as language learning resource

By integrating online contributors, this research reflects and acknowledges the growing role of multimedia and digital networks in influencing EFL learning methods and techniques.

2.8 Ethical Considerations

In this chapter ethical considerations were taken into consideration as they make certain that the research contains credibility and reliability especially when the target population is Algerian EFL learners and teachers who have regular engagement and interaction with anime subtitles and the Japanese culture for the purpose of language acquisition, ethical principle were maintained in this study by ensuring participants privacy, anonymity, obtaining informed consent and addressing potential biases related to self-reported language learning experiences. According to Mirza et al. (2023), ethical consideration plays a crucial role particularly in qualitative research as Ethics deals with moral problems related to the practice of research. Bos (2020) refers to Ethics as an inquiry into what is right and wrong, and what researchers ought to do. The focus is on the responsibilities of researchers towards the rights and interests of their participants, their audience, their academic community, and their Society, (Cameron et al., 1994; Judd et al., 1991; British Educational Research Association BERA, 2004, 2018). It is important that that researchers usually refer to some ethical guidelines to ensure they have adhered to the principles of good research practice (Judd et al., 1991). This paper will discuss the ethical considerations that researchers in social science need to promote in qualitative research when collecting and analysing data. (p.442)

2.8.1 Anonymity and Confidentiality

Given the nature of the research and especially the academic and social context of Algeria where anime till now may be somehow unusual and non-traditional in specific groups, that is why to preserve participants privacy, all the answers of the online survey and interview were processed with strict confidentiality, no personal details were recorded or shared in any part of the research like names or institutional connections. Also it was confirmed to respondents that their answers would be kept anonymous and be utilized only for academic objectives. In addition ethical research practices were strictly followed in data storage, ensuring that digital survey results and interview recordings were safely maintained in password-protected systems, in which only the researcher have the ultimate access to this data. Mack et al. (2005: 8) state that; Whenever we conduct research on people, the well-being of research participants must be our top priority. The research question is always of secondary importance. This means that if a choice must be made between doing harm to a participant and doing harm to the research, it is the research that is sacrificed. Fortunately, choices of that magnitude rarely need to be made in qualitative research! But the principle must not be dismissed as irrelevant, or we can find ourselves making decisions that eventually bring us to the point where our work threatens to disrupt the lives of the people we are researching. He also declares that Researchers should make every effort to protect the anonymity of the research participants and the privacy of data. (Dane, 1990; Miles and Huberman, 1994). Before conducting data collection sessions, these two

points must be communicated to participants and incorporated into the researcher-participant agreement. All information must be handled and stored in accordance with the Data Protection Act. No party other than the researcher and, if applicable, the research team members should have access to the data. A secure location that is still easily accessible should house all records, both written and audio. (p.444)

2.8.2 Informed Consent

Before engaging in the study, each individual was informed with clear description of the research goals, approach and possible consequences. According to Mirza et al. (2023) Researchers need to seek the "voluntary informed consent" (BERA, 2004: 6) of every participant prior to any data collection session. An informed consent letter needs to be sent to each participant. The consent letter should explain the main aim and objective of the research, the ethics of the research like issues of confidentiality and anonymity. We need to also highlight the terms of the "researcher-participant contract" (Dane, 1990; Miles and Huberman, 1994) and seek their consent and agreement before we proceed with the collection of data. Furthermore, we should always ensure our research is free of any deception. Deception is the deliberate use of research for any purposes other than the ones initially discussed with the participants. (p.443). informed consent was acquired from everyone guaranteeing that their participation was completely voluntary. Thus they have the choice to leave the study at any stage without any negative outcomes, for those responding the survey consent was incorporated into the online questionnaire before they even start answering.

2.8.3 Ensuring Accuracy and Objectivity

In this academic study ensuring accuracy and objectivity are critical in ethics considerations since there is a high risk and possibility that the participants might sometime offer misleading information regarding their identity or personal experiences, that is the reason why it is important to verify that the respondents go hand in a hand with the inclusion criteria to provide specific data concerning their language learning journey. Moreover minimizing researcher bias is essential in obtaining the integrity of data collection and analysis therefore measures were taken by the researcher herself to avoid affecting participants replies particularly in online survey and interview where anonymity can affect honesty.

2.9 Limitations

Every academic research has its own constrains, as well as this study has certain limitations that may influence the scope of understanding and analysing the collected data that's why it is important to acknowledge since it helps to balance the interpretation of the findings, this section outlines a few key limitations that the researcher has faced during the process of investigation including self-reported data, the exclusion of some multimedia types, and difficulties in participants recruitment.

2.9.1 Possible Biases in Self-reported Data

Given that this research is mostly based on online survey and interview feedback, the reliability of the data is affected by self-reporting biases. Individuals might unintentionally misrepresent their language learning proficiency and level especially when it comes to the function of anime subtitles in their English improvements, and this can be only due to their personal standpoints, memory recall limitations or the desire to portray themselves in a positive way.

2.9.2 Exclusion of Manga, Manhwa, and Manhua

The focus of this scholarly research is on how can anime subtitles serve as instruments for the process of language acquisition, leaving out other visual storytelling formats like Manga (Japanese comics), Manhwa (Korean comics) and Manhua (Chinese comics), since the main reason of this exclusion is that these comics depend only on the written form without being able to offer the audience auditory input which is considered as a crucial aspect because language learning rely also on listening and pronunciation skills, however there are plenty of EFL learners that are frequently engaged with Manga and similar media, which eventually affect their language learning, as a result of that it would be difficult for the researcher to obtain more critical connections that could add comprehensive insights to the study.

2.9.3 Difficulty in Accessing EFL teachers who watch anime

One significant obstacle that was found in conducting this academic study is the difficulty in accessing and finding EFL educators who are fully interacted with anime, whereas there were many teachers who have been familiar with the term however there only few of them that have regular engagement with anime, this restriction made it challenging to collect direct feedback from EFL teachers already experienced in anime-based language learning, and to address this study also involved perspectives from other educators who have family member, students or a friend whom have direct exposure to the subject, ensuring a more inclusive understanding of its function in EFL education.

2.9.4 Limited Responses to Open-ended Questions

A remarkable limitation of the online survey is the low level of engagement with the two open ended questions especially the last one, as these questions were developed to gather in depth information concerning participants personal viewpoints and livid experiences towards anime subtitles, however many respondents either left them unanswered or offered small short responses , therefore the study encountered constraints in gathering and analysing the outcomes and also in providing a more detailed insights.

2.9.5 Exclusion of Observation as a Research Tool

A significant methodological constraint that the researcher has faced is the absence of observational components, despite the potential for classroom-based observation that could have offered authentic data about Anime subtitles application, such technique was not used in the present research framework. The primary reason behind its omission is the lack of EFL educators whom are currently implementing anime subtitles as pedagogical instrument in their instructional approaches, despite the efforts and attempts to locate such cases none were found within the available educational contexts, consequently the study depends exclusively on data collected from the online survey and semi-structured interviews.

2.10 Conclusion

To conclude, this chapter has provided an overview of the research framework used in the academic study outlining the techniques and methods utilized to explore and examine how anime subtitles influence EFL learners language acquisition. A mixed methods approach was employed by combining semi structured questions in online survey that was distributed among EFL leaners who have regular engagement with anime and interviews for EFL educators a section for those who have direct exposure with anime and those who have second hand feedback through their students, colleagues or family member, these research tools were carefully developed to maintain both qualitative and quantitative data from the participants.

Moreover, purposive and snowball sampling were adopted to ensure a targeted population according to a specific criteria, and with the focus on digital engagement in fan communities, without forgetting the implementation of ethical considerations such as anonymity and confidentiality were strictly adapted and followed, plus the key limitations that face the study investigation all of these chosen methodological approaches create the foundation for the analytical section of the study.

Chapter Three : Data Analysis and Discussion

3.1 Introduction

Following the theoretical and methodological frameworks that was established in chapter one and two, this chapter delves into the interpretation, discussion and the analysis of the collected data form the research instruments, as discussed in the first chapter, the study explored key theories regarding language acquisition with particular emphasis on Krashen input hypothesis without forgetting that it dealt with the fundamental role of anime subtitles in language learning process, whereas the second chapter has presented an overview of the methodology used by introducing details concerning research design, the various instruments employed such as the online survey and interview, and participants.

This chapter is divided into three parts, starting with organizing systematically the respondents answers in order to identify key patterns and facilitate the core principles underlying their standpoints, moving on to the data analysis by applying thematic coding for the semi structured interview and descriptive statics for the online survey as it was mentioned on the previous chapter which may reveal aspects that is linked with Krashen hypothesis ,vocabulary acquisition, the use of anime subtitles or listening skills. Finaly the discussion part where all these results are connected to the theoretical model and hypothesis of the research paper, and offering perspectives of how anime subtitles can either reinforce or contradict current beliefs regarding language acquisition process in EFL contexts.

3.2 Online Survey

As it was mentioned in the previous chapter the online survey was utilized as a primary data collection instrument, due to its unique advantage that helps the researcher to gathered various insights from a large group of participants in a effective way and scalable manner, at the same time providing a wider geographical outreach and simplifying data collection and analysis.

The online survey is consisted of 17 questions, divided into three sections, each one addresses a specific aspect of the study primary subject, first the researcher initiated with a concise introduction that offers a brief summary regarding the topic, encouraging respondents to contribute their answers, also to foster more honest and truthful insights, the researcher emphasized on the importance of anonymity and confidentiality, the first section of the survey concentrated on general backgrounds information of the participants such as age, gender , current state and their English level proficiency. For example the pie-chart represents the age of the 112 participants in which most of them (61.60%) are between 18-25 years old.
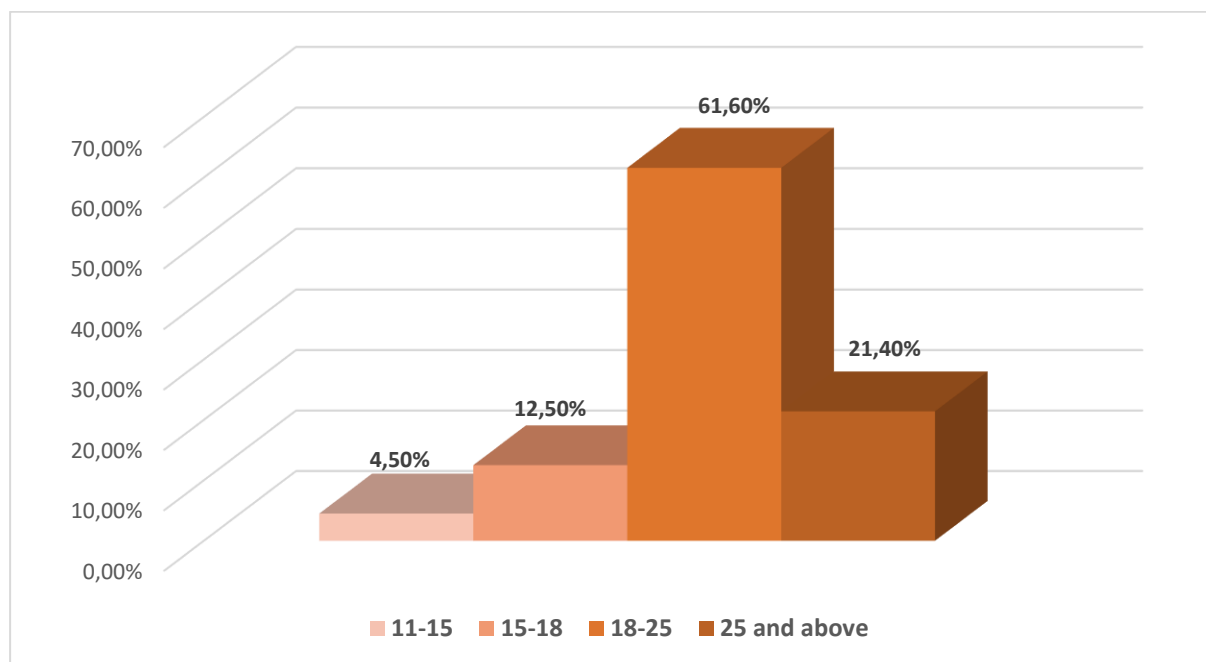
Figure 3.1 : participants Age.

The second section, was titled Anime and subtitles preferences it focused on respondents anime viewing habits and subtitles preferences since its aim is to explore learners direct exposure to anime subtitles, cultural awareness and how subtitles choices can have an impact on language acquisition. The third section was designed particularly for language acquisition process, starting with the specific language skills developed through out anime consumption and moving on to the challenges that the EFL learner may encounter while watching anime, and ending the survey with two open ended questions that can offer deeper insights into the learning experiences. The online survey was widely shared and posted across various social media groups like Facebook, Instagram and online platforms dedicated especially for Algerian EFL learners and anime enthusiasts, ensuring a diverse range of participants with relevant interest and background.

3.2.1 Online Survey Analysis

The proper analysis and examination of the findings is crucial for connecting theory with practice, in this chapter the analysis of the online survey aims to understand how anime subtitles can have an impact on language acquisition among EFL learners. Through-out analysing both closed and open ended answers, the researcher seeks to identify key aspects, drawing conclusions and relate them to the theoretical frameworks that has already been discussed in the earlier chapters without forgetting that it sheds lights to the value of applying anime in educational settings.

Section One: General information

In the first section, the fourth question emphasizes on the English level proficiency which is an essential question that is directly related to anime subtitles and language acquisition.
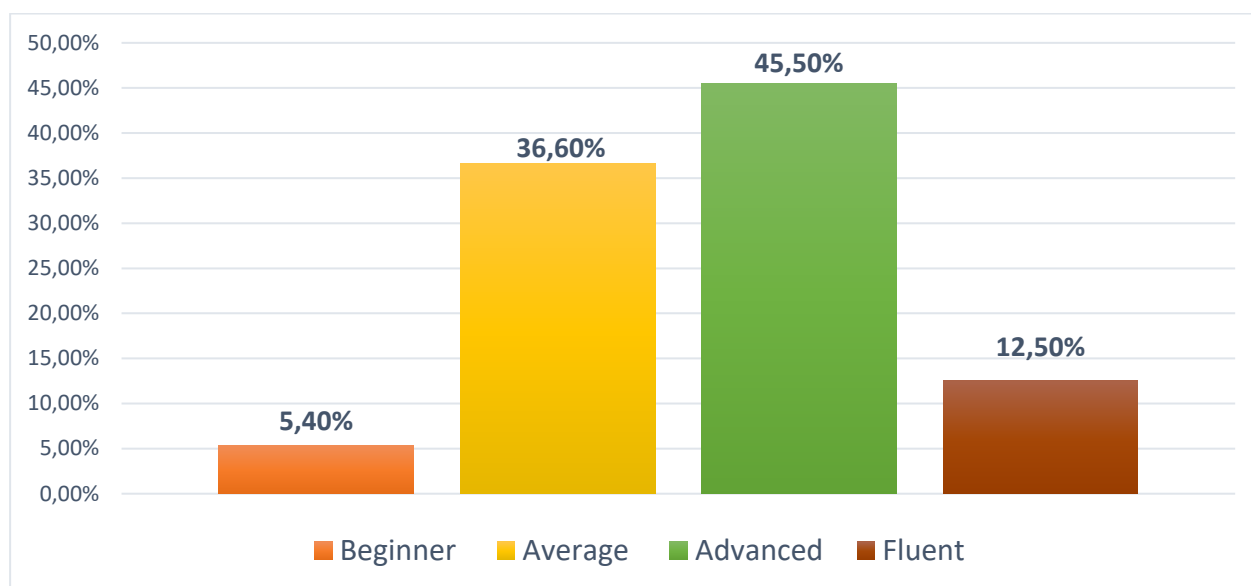
Figure 3.2 : English level proficiency .

These findings indicates that the majority of the participants (112) have a moderate to advanced English proficiency in which it can be considered as a good factor in the context of the research paper, since the study emphasizes on exploring the role of anime subtitles in acquiring English language, with many respondents already possessing a strong foundation in English, it is likely that they can benefit and take advantage of subtitles content, moreover 12.5% of the participants are fluent in English meaning that they may use anime subtitles as a supplementary educational tool rather than a primary instructional technique, whereas the low percentage of beginner learners 5.4% shows that subtitles may be a difficult and challenging task that needs a lot of experience and work especially for those in the early stages, which can be possibly due to face-paced dialogue or complex vocabulary.

Section Two: Anime and subtitles preferences

The researcher commenced the second section with simple questions regarding the reason behind watching anime, genre of anime and the impact of anime on their view of Japanese culture.

Q1: How has Anime affected your understanding of the Japanese culture?
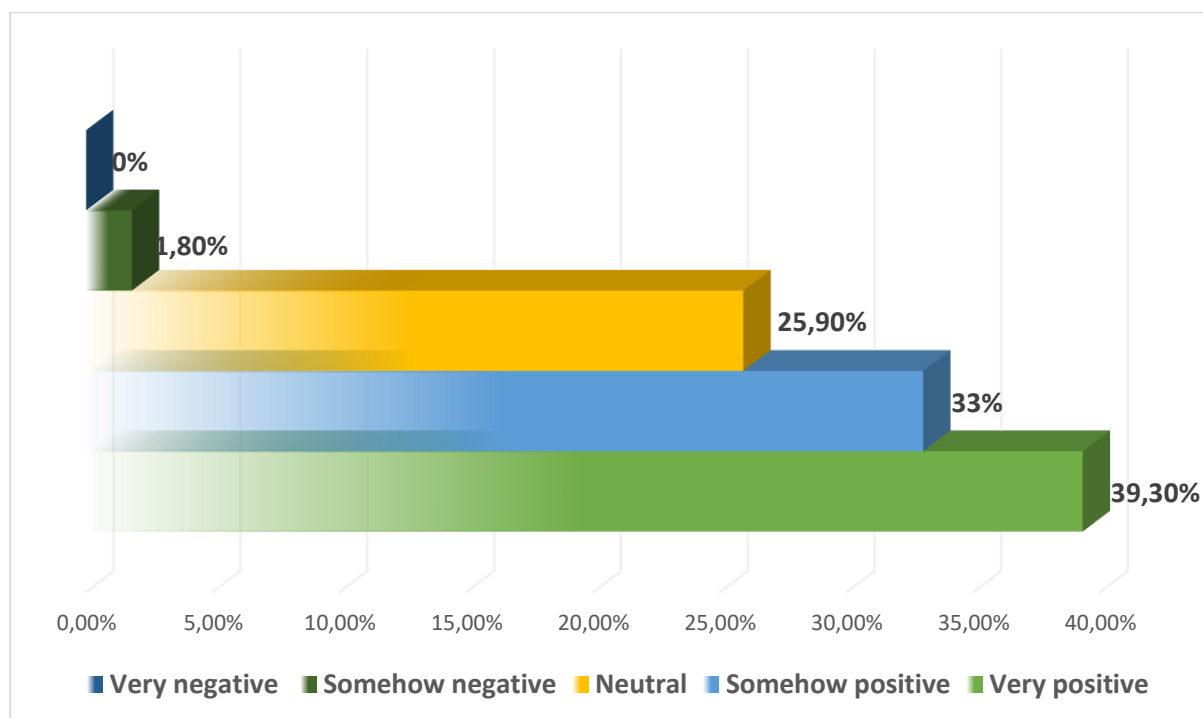
Figure 3.3 : The impact of Anime on Japanese culture.

Out the 112 participants the majority of them reveals that anime have a positive impact on their understanding of the Japanese culture, in particular 39.3% shows a very positive influence whereas 33% described the impact as somehow positive, through-out these results it can be clearly seen that anime is considered as a significant cultural medium that helps the EFL learners in enhancing their background knowledge regarding the Japanese traditions, behaviors and values. However 25.9% of participants chose neutral highlighting a more passive and indifferent cultural learning experience with anime, only a tiny proportion less than 2% selected somehow or very negative implying that hardly any participants viewed anime as misleading or a tool that have a deceptive effect on their cultural comprehension.

These outcomes underscore the idea that Anime acts not only as mere entertainment but it also functions as an informal learning resource and teaching tool, in which it reveals glimpses of Japanese daily life, social customs and speech patterns. The highly affirmative responses demonstrate that Anime can effectively enhances intercultural awareness and respect particularly among EFL learners whom are directly exposed to subtitled shows, in this way Anime connects linguistics developments with cultural literacy, proving that it emerges as a essential tool in 21st-century language instruction.

Q2: What is your favourite format of watching Anime?
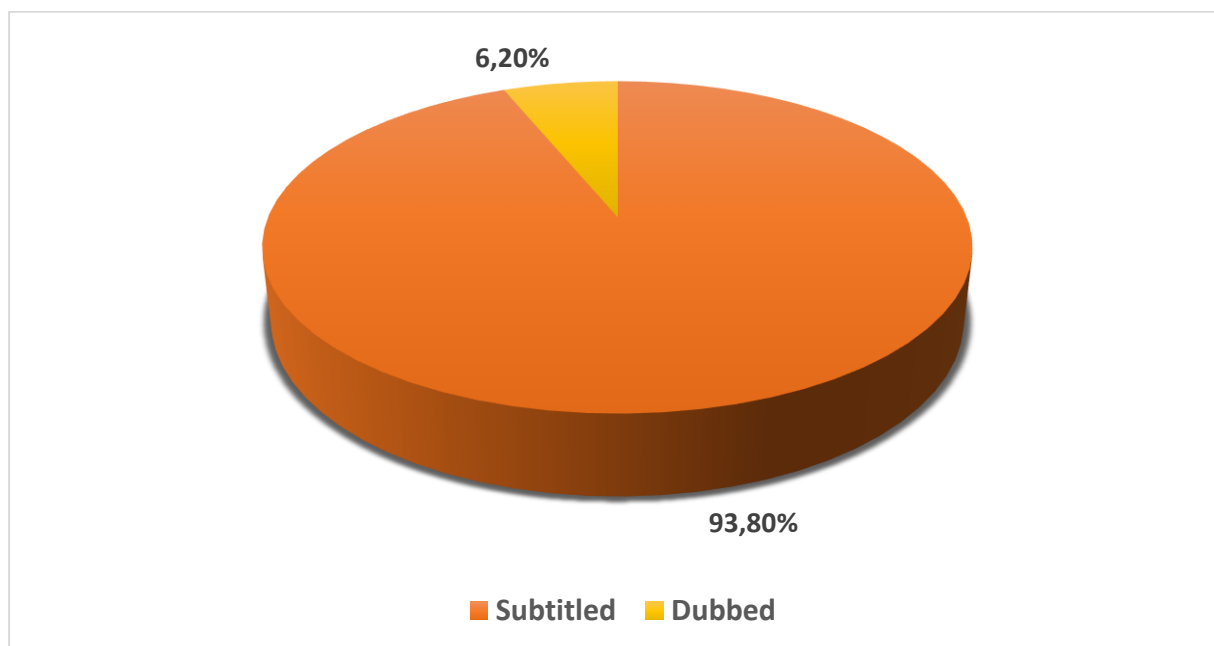
Figure 3.4: Format of watching Anime series.

The data survey illustrates a strong partiality in viewing format choices, nearly 94% of respondents reported favoring subtitled Anime compared to others 6.2% who preferred dubbed adaptation. Such a decisive preferences for subtitles content indicates that the audiences prioritization of original language audio(which is the Japanese language) likely because it delivers a more culturally and linguistically faithful experience , meaning it can help EFL leaners to absorb language patterns and cultural norms in efficient manner, moreover subtitles allow them to hear native pronunciation, intonation and colloquial expressions in which it eventually facilitates the progress of listening skill and word retention, this selections mirrors EFL learners intentional approach with raw linguistics material through anime as an immersion tool.

In addition, the insignificant minority of 6.2% choosing dubbed alternatives could signify their disinterest in adapted versions that commonly lose cultural patterns and linguistic accuracy, thus these findings reinforce the notion that Anime plays a dual role as both dominant entertainment medium and optimal language learning mechanism especially for developing integrated reading, listening skills.

Q3: What type of subtitles do you prefer when watching Anime?
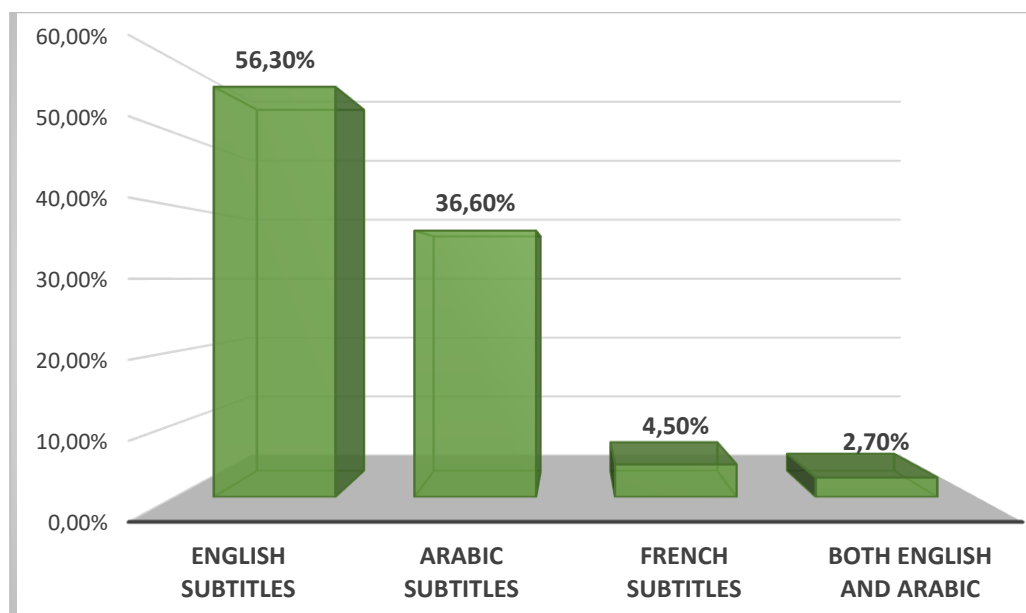
Figure 3.5 : Subtitles language preferences.

The findings represent the distribution of participants choices in subtitle languages while watching anime, a dominant 56.3% of the participants selected English subtitles, through-out this it can be said that the English language is often perceived as a primary tool for linguistic exposure and learning in anime engagement. This trend goes hand in hand with the research objective of language acquisition proposing that EFL learners may utilize English subtitles to improve their vocabulary, listening comprehension and general English proficiency not only that but they also use it to learn both languages English and Japanese. A significant percentage of survey participants 36.6% favored Arabic subtitles possibly reflecting a focus on effortless understanding or straightforward comprehension especially among viewers who value content accessibility over linguistic development. The inclusion of French subtitles 4.5% and dual English and Arabic subtitles 2.7% were minimal pointing out to their infrequent use. The low adoption of bilingual subtitles may suggest the application of cognitive overload or an inclination for consistency in language exposure while watching anime. The outcomes reveal the educational potential of English subtitles anime, since Algerian EFL learners seem naturally drawn to this format not merely for enjoyment but also as instrument for informal language learning within digital frameworks.

Q4: why did you choose this type of subtitles?
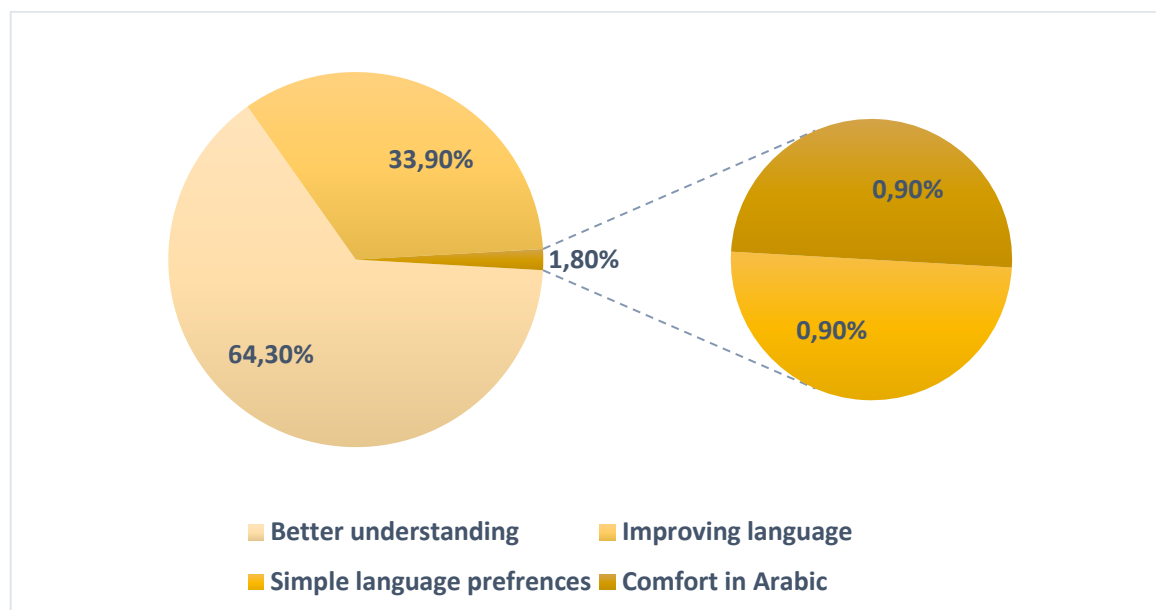
Figure 3.6: The reason behind choosing the type of language subtitles.

    The pie-chart data display distinct motivations behind participants subtitle language selection in watching anime, a significant proportion of 64.3% opted for their favored subtitles since it gives them a better understanding, meaning that comprehension remains always the primary concern of the audience. This notable aligns with the usage of principles in media engagement, i.e that while anime can serves as entertainment, viewers prioritize comprehension and clear content above other factors. The second most frequently cited reason, chosen by most of the participants 33.9% was language improvement pointing out the dual function of anime as a leisure activity and a medium for language learning process. The dominance of this response proposes a deliberate engagement with subtitles for self-directed education and linguistics development. Whereas reasons tied to personal comfort like simple language preferences and comfort in Arabic each were represented only 0.9% of the total, highlighting their limited role in comparison to comprehension and educational goals, these low substantial shows that even though linguistic and cultural convenience matter for most of Algerian EFL learners however for a minor group of individuals they are not considered as the main motivational factor.

Section three: Language Acquisition.

Q1: Have you learned new words or phrases through -out watching Anime with subtitles

Yes	No
97.3%	2.7%

Table 3.1 : learning new vocabulary through anime subtitles

At the beginning of section three the researcher asks a simple clear question regarding learning new vocabulary input while watching anime, in which the majority of respondents answered yes while minor group of individuals had a negative standpoint about language acquisition process.

Q2: Which language skills you have developed the most from watching Anime with subtitles?
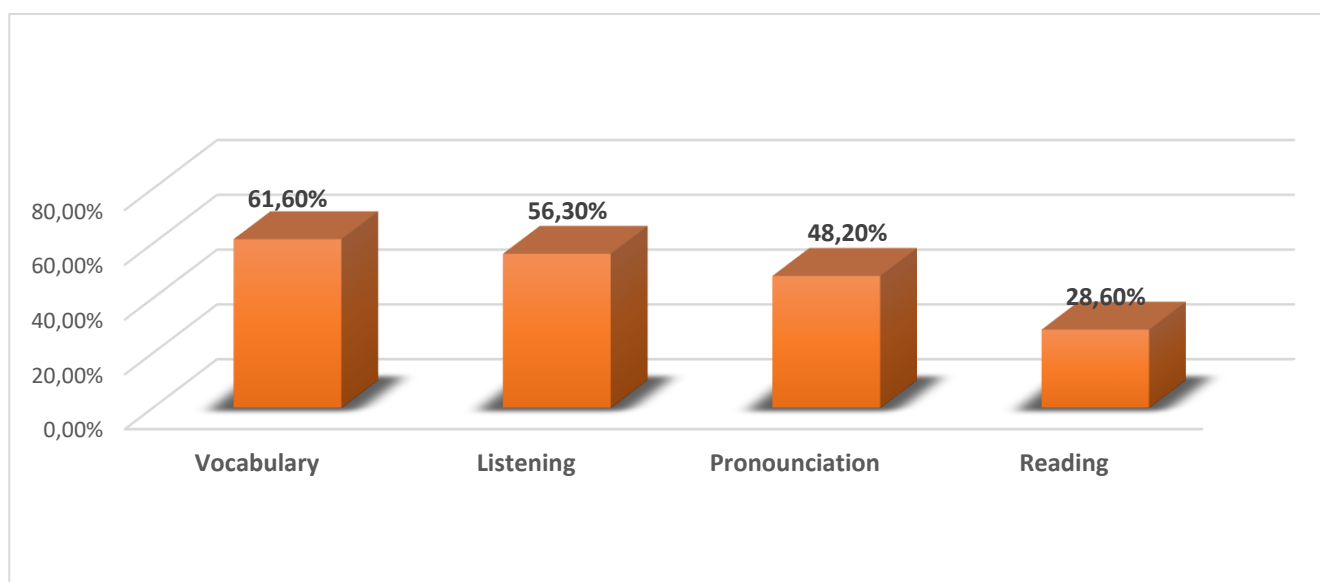
Figure 3.7: Language skills development

These results reveal the distribution of language skills that EFL learners perceive and improved through times and experience during the process of watching Anime with subtitles, vocabulary acquisition is identified as the most essential area of improvement with 61.6% of participants choosing it, and this is clearly the results of how language patterns and cultural nuances are portrayed in anime series which often includes idiomatic expressions, cultural references and contextual vocabulary, moving on to listening skills with 56.3% , demonstrating that the value of anime as an authentic auditory input source, providing direct exposure to native speech and subtitles at the same time. Pronunciation development was selected by 48.2% of the respondents, suggesting that the act of mimicking or mentally practicing the sounds heard in Anime dialogues can contain a great

influence towards Algerian EFL learners. Whereas the least selected skill was reading with 28.6% this limited responses are clearly due to many factors one of them is fast-pace dialogue that many viewers struggle with it, holding them from improving their reading skill. (it is crucial to clarify that participants were allowed to select multiple responses, thus the total percentage exceeds 100%)

Q3: Have you faced any challenges in understanding subtitles while watching Anime

Yes	Maybe	No
25%	34.8%	40.2%

Table 3.2 :*Challenges in understanding subtitles..*

The question above pertains to the challenges that EFL learners may encounter while watching anime with subtitles, the majority of the participants 40.2% don't face any difficulties regarding the subtitles while others were not sure completely sure 34.8% and just a minor group of individuals have voted yes with 25%.

Q4: If yes what kind of challenges?
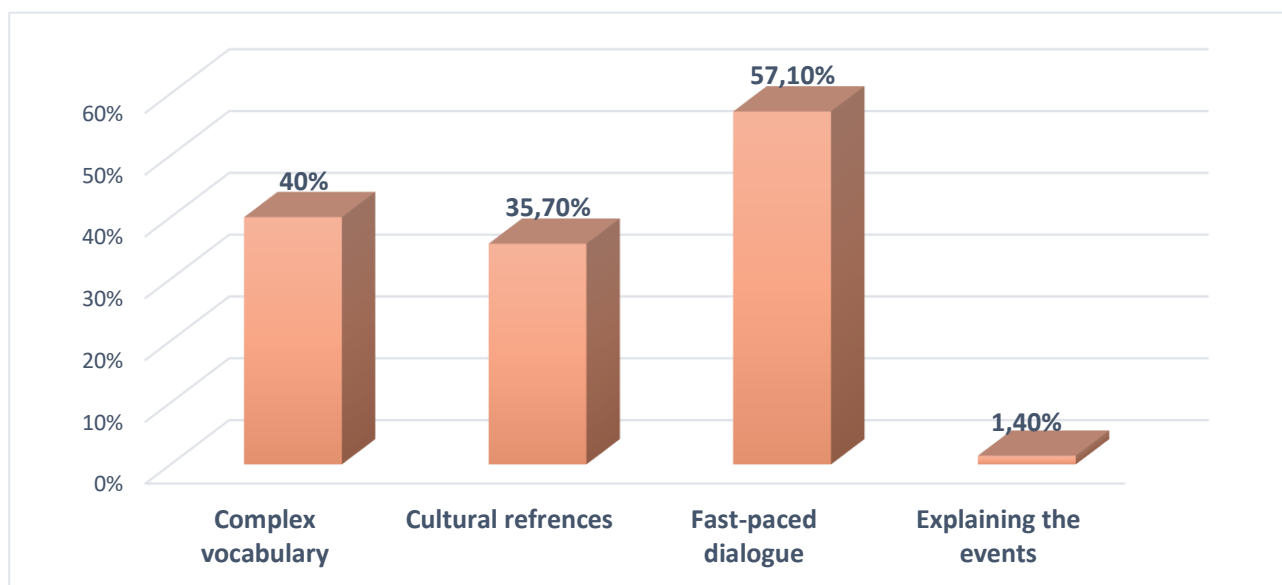
Figure 3.8*: The challenges faced by EFL leaners.*

Among those 25% who explicitly acknowledge difficulties while watching anime with subtitles, this question was asked to better understand the nature of these challenges yielding approximately to 70 numbers of participants answering it in order to identify specific issues. The most prevalent

obstacle according to the data findings was fast-paced dialogue with 57.1% of respondents, this suggests that rapid dialogue in Anime series usually hinders immediate understanding especially in action scenes the subtitles move too quickly for viewers to grasp visual and written components at the same time. While complex vocabulary was identified by 40% showing the difficulty of encountering advanced lexical items which may not be included in learner active vocabulary. This demonstrates, that although anime can enhance language acquisition, it can also create language barriers when unfamiliar words and terms are presented without contextual explanation. Cultural references were selected by 37.7% showing that the majority of the obstacles faced by the viewers are related to the Japanese culture starting from the idiomatic expressions, honorifics, till the specific scenarios which may not always be properly translated or understood, a small minority 1.4% cited difficulty in explaining the events of the story which is a greater interpretative challenge that may emerge from narrative complexity often reflected in some specific anime series.

Q5: How does watching Anime influence your learning journey?
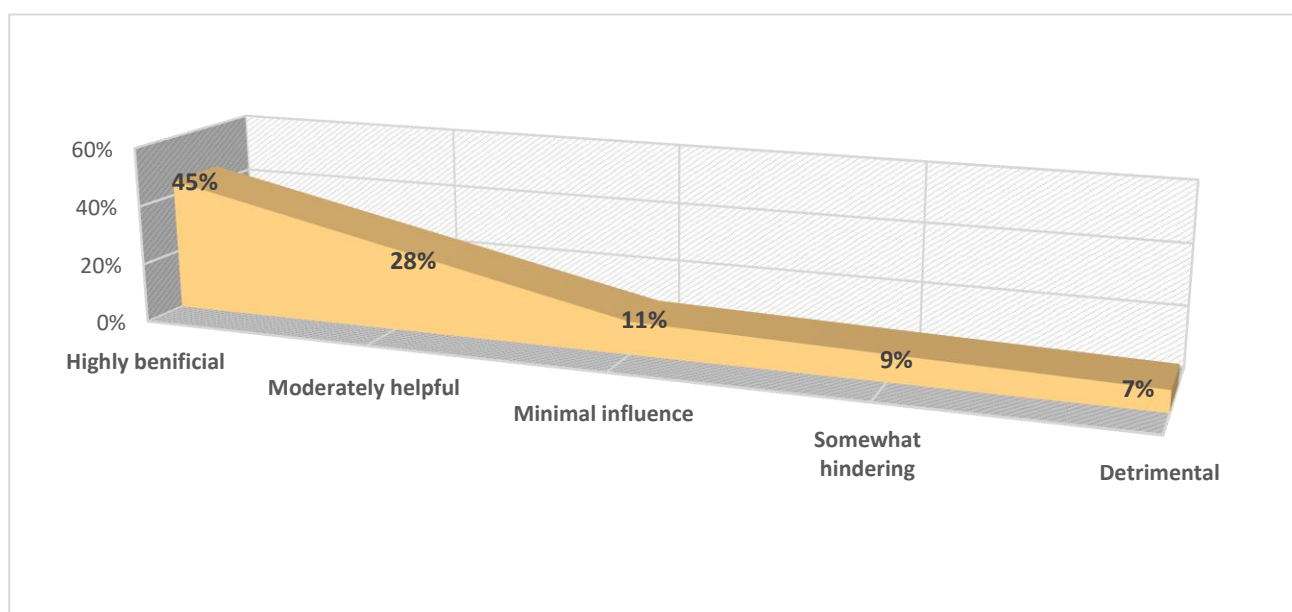
Figure 3.9: the impact of Anime subtitles on English language learning.

The outcomes display the participants standpoints and perceptions regarding the influence of Anime subtitles on their English language learning, a predominant 45% of survey takers found anime subtitles highly effective, suggesting that they are regarded not simply as supportive tool but as significant teaching method like textbooks and others. While 28% of the participants considered

anime subtitles to be moderately helpful, confirming the notion that even their function may not be radical however they provide a dependable cognitive support such as sentence construction awareness and vocabulary reinforcement, in contrast 11% reported minimal impact concerning this subject, revealing that subtitles neither facilitate nor hinder their language development, simultaneously a modest yet significant minority 9% perceived subtitles as somehow negative and 7% believed that it weakened their learning process.

3.2.2 Results Interpretation

The collected data from the online survey indicates that most of Algerian EFL learners 97.5% believed that Anime subtitles can be effectively utilized as a teaching method for acquiring a language comparable to classical learning technique such as textbooks and through-out this analysis a wide range of insightful patterns and aspects were revealed shedding lights into learners language levels proficiency, preferences, motivational factors, and specific linguistic skills, in addition it demonstrates the types of challenges the participants face while dealing with subtitled content, these results collectively displays the multifaced function that   Anime subtitles play as entertainment and language learning tool.

First of all, the analysis of section one was generally about participants background information such as their English levels proficiency in which it indicates that a greater part of EFL leaners have between an average and advanced level that is acknowledge as a beneficial aspect since they can effectively use anime subtitles in the process of language acquisition.

Moving on to one of the main aspects in this research paper which is the format of watching Anime, subtitled vs dubbed, the analysis of the pie-charts 3.1 clearly shows about 93.8% of the respondents reported that they preferred the subtitled version over the dubbed one which was selected by 6.2% and this is due to the authenticity of the original Japanese audio that rely on subtitles for both understanding and language progress plus it offers the leaners a unique experience in culture and linguistics, furthermore it provides a direct exposure to the native language such as hearing and learning idiomatic expressions, and pronunciation eventually it helps in grasping new vocabulary while the other minority who chose dubbed content may suggests that leaners find this format less conductive to learning or their dispassion towards the adapted versions.

Thirdly, it is important to highlight that the language in which the subtitles are presented and conveyed to the viewers plays a crucial role in shaping leaners comprehension and engagement plus it determines which language a person will acquire, the findings of the bar-graph 3.5 illustrates that English subtitles were most commonly preferred by 56.3% of the participants, reflecting their

motivation to improve their English proficiency through media engagement. *This supports the hypothesis that EFL learners who watches anime with subtitles show a great development in language acquisition.*

According to the analysis of the online survey outcomes, there are many factors behind subtitle language selection a significant portion of 64.3% believed that the reason in which they have chosen that language is for better understanding, this goes hand in hand with the idea that propose anime subtitles can have the function of entertaining EFL learners while its main objective is offering an accurate interpretation and well-understood content, the second reason according to the respondents is language improvement confirming the strategic use of subtitles to foster independent study and language skills. Without forgetting that minor factors such as comfort Arabic and simple language were only accounted 1.8% embodying that learning oriented and cognitive considerations were valued more highly than simplicity and prior exposure.

As far as the section on language acquisition is concerned, the study revealed that a consequential percentage of the sample 97.3% have learned new vocabulary through-out watching Anime with subtitles, whereas 2.7% did not , this finding is not new it was somehow expected, but what is interesting is that these majority of respondents have acquired not only lexical content but they develop new language skills such as listening skills with 56.3% followed by pronunciation and reading skill this underscores the dynamic quality of audio visual input which simultaneously activates various cognitive channels and boost linguistic development.

As it was shown in the analysis part of the figure 3.6 many EFL leaners reported that they were totally fine in consuming anime subtitles, however a group of individuals acknowledge experiencing difficulties and obstacles such as fast paced dialogue that was the most frequently encountered issue with 57.1% moving on to complex vocabulary and cultural references and a minimal percentage in explain the events of the story , these results aligns with the hypothesis in which it suggests that although EFL students are able to acquire linguistic input through anime subtitles, this process does not go without challenges, as they may still face certain difficulties that restrict their learning journey.

Lastly the research paper has explored the impact that anime subtitles have on participants English learning journey, most of them viewed anime as an advantageous pedagogical approach particularly rated as 73%, while there was only a small amount whom does not believe that it has a positive influence, this data reinforce prior studies on how multimedia subtitled support informal language acquisition, at the same time it validates anime positive reputation for skill improvement.

3.3 Interview

The interview is the second and the last research instrument that was utilized by the researcher to collect comprehensive and profound insights. A semi-structured interview with both closed and open ended questions, was conducted with a group of participants consisting of 6 EFL teachers, those who watch anime with subtitles the ones who are familiar with the topic and have a friend or a family member that are exposed to anime, these interviews were designed to gain qualitative data regarding the subject being studied, they are crucial since they provide a multifaced understanding of the phenomenon while including standpoints and diverse opinions of the participants. As it was mentioned earlier the interview emphasize on gathering various perspectives from different experienced EFL teachers to explore the impact of Anime subtitles on language acquisition.

3.3.1 Interview Analysis

In reviewing the results, the researcher has systematically restricted an analysis only to the key questions that align directly with the study s objective.

- ✓ **EFL Teachers who watch Anime with subtitles:** once the topic of the thesis was presented and explained briefly, the teachers were invited to give their viewpoints and answers concerning the following questions:

Q1: From the perspective of an EFL educator who is clearly engaged with Anime subtitles, how do you see and perceive its efficacity as language learning tool?

The interview outcomes from the very first question were interesting, the majority of the respondents stated that Anime subtitles can be highly used in the educational settings, there was even a teacher who shared his personal experience of learning the Aramaic language through-out Anime subtitles, they also emphasize on how leaners can grasp language learning skills such as pronunciation, vocabulary and listening via direct exposure of anime series supporting the idea that it enhance and foster immersive educational opportunities.

Q2: In your opinion what are the features or elements of anime subtitles that contribute or impede the language learning process?

Most of the participants believe that Anime subtitles have many characteristics that facilitate the language development of their leaners, for example teacher number 1 drew attention to the significance of contextualized unput and cultural engagement like the idiomatic expressions, affirming that subtitles (especially the English ones) can have the function of effective comprehension aids in overcoming interpretive challenges, whereas the other educators had focused on the value of

the audio visual context(hearing the native language while reading subtitles) in which Anime subtitles used to improve vocabulary retention and comprehension.

Q3: what language skills or teaching benefits can EFL learners can acquire from engaging with anime subtitles?

It has been reported by the interviewees that there is a variety of linguistic patterns and advantages in which it can derived by the leaners through out consuming Anime subtitles such as increased reading speed, new vocabulary acquisition in context and interaction with authentic dialogue, and fostering listening skills, highlighting that interest driven learning in general not only through Anime is more effective for retentions than the traditional methods.

Q4: Does cultural content in Anime subtitles influence the language learning process of EFL students? If yes then how?

The majority of teachers answered yes stating that the cultural exposure is the main key, reflecting how the Japanese culture is presented in Anime from customs to the social dynamics, for instance the third teacher clearly emphasize how anime always includes and describes the traditional clothes in particular *Kimono and Yukata,* with this the learner can easily enhances cultural awareness and interpretation abilities, for the English subtitles it improves cultural distinctions and context-based vocabulary learning.

Q5: As someone who watches Anime with subtitles, **what are the challenges anime viewers may experience while learning a language?**

According to half of the respondents there are some specific challenges that many EFL leaners who watch anime encounter especially the beginners including the frequent use of colloquial expressions, fast-paced dialogues, and sometimes non-standard language use that might confuse them, whereas some teachers did not exactly mention any obstacles but they implied that anime might give a romanticized view of language or culture that doesn't reflect reality.

- ✓ **EFL Teachers with Anime watching friend or family member:** the researcher first introduced the participants to the subject matter under investigation, by giving them a small explanation, then they were required to answer the follow-up question:

Q1: What is your general point of view about anime as a form of entertainment?

The predominant number of participants does not watch anime however some of them have students who they are exposed to it and some have daughters or sons and the most important aspect is that they see it as a global form of entertainment that appeals to youth and sparks emotional engagement. While there was only one teacher in which she expresses a negative attitude toward anime, feeling that it may contain hidden messages and inappropriate content, especially for younger audiences.

Q2: What do you think about the anime community (otaku, cosplayers, manga, etc.)?

As it was reported by half the respondent anime community in general and fan culture offer a way for young people to express creativity and identity, for instance teacher number 5 has described how his daughter has become more interested in learning about other cultures through out anime and manga, while there were a number of participants that have found the concept of cosplaying culturally irrelevant and unsuitable.

Q3: Based on your observation and insights concerning a family member or student who are directly exposed to Anime subtitles, how would evaluate its pedagogical impact on their English language learning?

Based on the collected data 98% of the respondents have noticed a gradual development towards certain skills such as vocabulary, listening comprehension and pronunciation, this thanks to Anime subtitles that plays the role of supplement tool and a motivational factor in formal learning. They believe that this kind of motivation came from the desire to learn and understand the characters and storylines.

Q4: Have you ever considered using anime as a language learning tool?

There were some interesting perspectives, since most of the respondents do not totally engage with anime, however the majority were opened in using it as an instrument in their teaching, some of them even displays it as a beneficial instructional resource, while others agreed on this notion but only if it meets educational goals and is appropriate for learners' age and background.

Q5: Do you think that exposure to Anime contributes to a deeper cultural understanding among its viewers compared to others who do not watch it?

The documented statements and personal thoughts of the interviewees revealed a variety of standpoints, while some EFL teachers believed that leaners who are exposed to anime subtitles reflect a profound cultural background and certain cognitive skills, others were more skeptical or simply did not agree with the idea, they stated that the impact of anime on cultural competence depend on the individual experience and interpretation, for example teacher number 6 believes that there are people

whom they are not even familiar with the concept of Anime but they have an in depth cultural understanding.

3.3.2 Results Interpretation

The examination of the interview feedback, from both participants group - EFL teachers who actively view anime subtitles and those who with indirect exposure through family or students, uncovered complex insights regarding the educational value and perceived efficacity of anime subtitles in second language acquisition process.

Based on the data gathered from the respondents of the first group (EFL teachers who watch anime), it has been confirmed that anime with subtitles can be utilized as a language learning tool in classrooms, the participants have acknowledge anime's instructional benefits, meaning that they all have expressed a positive reflections towards this new teaching method, for instance there was an interviewee where he claims that he used subtitled clips from *Detective Conan anime* to illustrate idiomatic expressions and unfamiliar grammar in action, plus to enhance leaners listening skills and linguistic intuition, *this validates the hypothesis that: The use of English subtitles in Anime enhances vocabulary comprehension, listening and reading skills among EFL leaners more than dubbed or native language subtitles*, plus this part of the analysis suggest that for practitioners acquainted with anime, identify this medium as not only for entertainment but also a genuine language input that boosts the leaners skills and their cultural awareness, especially when they are self-motivated and immersed in the content as it is presented in the figure below:
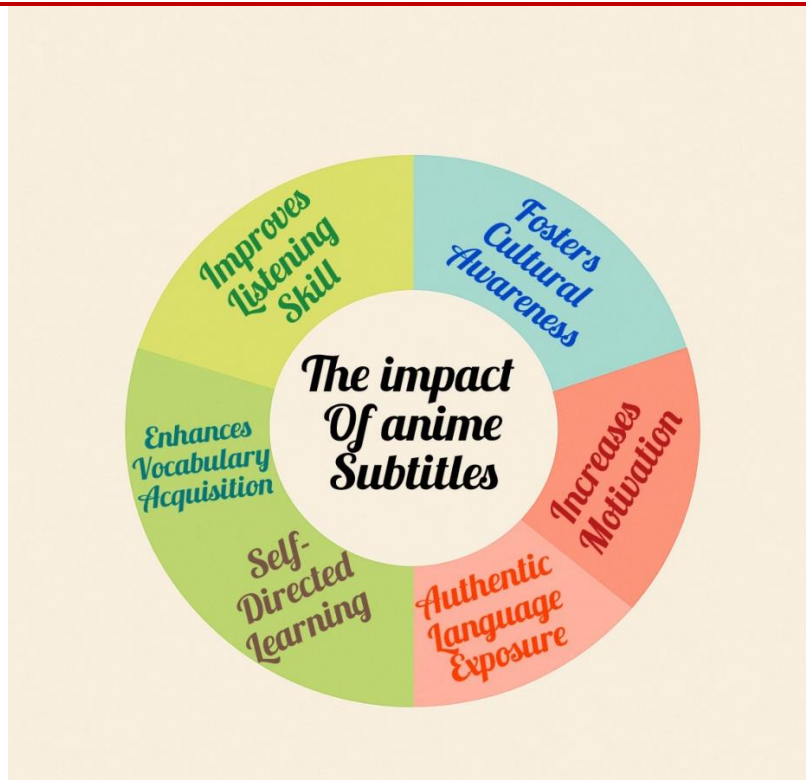
Figure 3.10: The impact of Anime subtitles on EFL.

Secondly the data obtained from the second group (EFL teachers with a family or student who watch anime) conveyed more external second hand responses and reserved assessments regarding the potential function of Anime subtitles in language acquisition, these findings confirmed that even non-engaged educators recognize the educative possibilities of this medium and its strategic value in L2 acquisition, their opinions affirmed that anime subtitles is qualified to be applied in the teaching process just like the other methods, there were some critics views about anime but in the context of distraction and that it can be unsuitable in certain age however they validate its role as an complementary pedagogical device in particular when it supported student-centred learning approach.

Thirdly the principal distinction between the two groups lies in their conceptual frameworks towards anime instructional role, the first group approached as a dynamic learning system while the second group interpreted its value primarily through out independent learner utilization.

3.4 Recommendations

Building on the findings outlined in the previous chapter as well as the theoretical frameworks establishes in the literature review, this section delivers specific suggestions for EFL teachers a curriculum designers and upcoming researchers interested in incorporating anime subtitles as a tool

for language learning process, the following recommendations are based on the patterns identified in both quantitative and qualitative data and they are proposed to address the key issues recognized in this research paper also to capitalize on the role of anime subtitles as pedagogical instrument.

3.4.1 Integrating Anime with Subtitles into Curriculum Design

Considering that a significant percentage of Algerian EFL students (75%) are directly exposed to anime subtitles not only for entertainment but they perceive it as an effective resource for language acquisition, just like any other conventional method (textbooks), eventually educators are advised to incorporate this medium into the classroom activities and use it in their lesson plans. One approach could be selecting subtitled anime episodes or clips according to certain conditions that goes with leaners needs such as suitable age and contexts featuring diverse language aspects and cultural exposure, along with exercises that foster auditory comprehension, vocabulary building and speech practice. According to Carig (2023) significant difference was found in the performance between those who watch Japanese animated series with English subtitles and those who do not. Hence, this signifies that the anime subtitled in English plays a significant role in improving instruction. It can be argued further that watching English subtitled films helps students improve their vocabulary and reading skills. Furthermore, she emphasizes that the English teachers are prompted to utilize Japanese animated films with English subtitles in their classes as strategy to augment the vocabulary and reading comprehension of students.

3.4.2 Encourage Anime community involvement

Understanding the anime's potential role in building cultural exchange is considered to be a crucial task, that's why each EFL programs should motivate and push the students to participate in anime-oriented projects, including forming anime clubs in which they could exchange their interests while learning language patterns, also hosting online discussions groups where leaners can have analytical conversations and debates or even organizing cultural events with cosplay themes such as *the Sakura Matsuri event* that showcases modern Japanese culture, this kind of activities develop teamwork skills and facilitate authentic language use in low pressure settings. Moreover, according to the same scholar Carigo(2023) The English teachers are prompted to utilize Japanese animated films with English subtitles in their classes as strategy to augment the vocabulary and reading comprehension of students not only that it preferable to engage with anime communities such as organizing Anime clubs where leaners can shared their ideas and express themselves in a better way.

3.4.3 Addressing Linguistic and Cultural Barriers

The study revealed that while the majority of EFL learners managed subtitles effectively, a significant minority of individuals (25%) encountered specific challenges and difficulties such fast-paced dialogue, complex vocabulary and cultural references, to overcome those obstacles educators should implement preview strategies like vocabulary lists, comprehension prompts or concise cultural background information before presenting anime subtitled material. This structured and organized preparation can help in reducing stress and frustration, increase leaners motivation and enhance educational outcomes.

3.4.4 Fostering Self-directed Learning via Anime

The interview findings have demonstrated that student frequently use anime subtitled autonomously outside of instructional environment, that's why it is up to the teachers to recognize and foster this engagement by suggesting selected anime subtitled series and motivating the leaners to reflect their watching experience through -out the practice of some certain language activities like journals and discussion groups, by adapting this teaching method EFL student can transform their independence and passive watching into an active learning process.

3.4.5 Professional Development for EFL Educators

Educational institutions should prioritize investments in comprehensive teacher training programs that are specialized in modern media applications for the process of language acquisition, these sessions would address the challenges that EFL learners may encountered while acquiring the language, also offering hands-on training in choosing and applying the suitable anime clips, additionally they are required to examine the best methods and approaches in integrating popular culture at the same time creating tools to boost students motivation and enhance their learning.

3.4.6 Build Resource Guides

To support EFL teachers in applying and enhancing the pedagogical power of anime in English classrooms, a well-designed and comprehensive resource guides should not only be introduced however it should reflect specific aspects:

3.4.6.1 Select anime titles by language level: Carefully organized and structure a collection of Anime subtitled series that are categorized by language skill proficiency, it can ensure that learners are exposed to the appropriate vocabulary and cultural context.

- **Beginner level:** *Horimiya,* a slice of life Anime that contains daily conversations, simple vocabulary and clear pronunciation.

- **Intermediate level:** *My Hero Academia*, moderate vocabulary, school settings and expressive language.

- **Advanced level:** *Detective Conan,* Mystery anime with complex vocabulary, cultural references and complex plot (it sometimes includes different dialects).

3.4.6.2 Develop standards aligning with lesson plans: designing lesson plans that directly link anime clips with language learning outcomes and helps the educators to meet the curriculum objectives such as vocabulary acquisition, listening comprehension and cultural analysis.

3.4.6.3 Creating Modular Activity Templates: offering flexible activities classrooms that can be adapted to various anime shows and learners needs for example prediction questions based on the presented clips or episodes, fill in the blanks transcripts or creative writing regarding the characters and plot.

3.4.6.4 Address common teaching challenges: provide EFL educators with strategies and techniques that can help them to handle classroom difficulties when utilizing Anime subtitles such as fast-paced dialogue, cultural references and slang, these suggestions are most likely in offering the suitable subtitles, and background information on Japanese cultural concepts.

3.5 Learner-Centered Suggestions

The section of recommendations were systematically divided into two key domains; pedagogical suggestions (in which they were explained previously) and learner-centered approaches.

3.5.1 Maintaining a Vocabulary Journal

Using a vocabulary journal during anime watching in order to record unfamiliar terms and phrases, noting definitions and adding personalized notes with contextual examples this help EFL learners to reinforce their memory recall while offering valuable insights into proficiency growth.

3.5.2 Anime Subtitle Analysis

Drawing comparison between Fansubs and official subtitles (like the one from Netflix or Youtube) from the same scene to identify difference points in translation, and analyze the subtitles in word choice all of this helps in understanding cultural context and linguistics awareness.

3.5.3 Peer Collaboration

To enhance motivation and accountability EFL learners can exchange their interests and insights, create quizzes or vocabulary games and preparing mini presentations on characters, through-out anime clubs that are organised by institutions and programs, these discussions can be even done within the online anime communities.

3.6 Conduct Further Research

Given the demonstrated interplay between cultural engagement and second language acquisition, further studies are necessary to evaluate the anime's capacity as language learning resource and tool in educational contexts, studies should apply comparative research designs to investigate different levels or subtitle formats such as fansubs vs closed captions, language background and anime genre, To help in confirming current results and expanding the knowledge regarding the role of anime subtitles in language acquisition.

3.7 Conclusion

The present chapter emphasized on the practical side of the research paper, it dealt with representation and has introduced detailed analysis, interpretation of the data collected from the participants through both online survey and semi-structured interviews, it contributed in providing in depth understanding and valuable insights into how Algerian EFL leaners and teachers perceive and engage with Anime subtitles as a language learning too. It has also confirmed the hypotheses that were formulated at the outset of the investigation.

Through the findings, it has been concluded that subtitled anime can be beneficial in EFL context, however it has also highlighted some key considerations for its effective use in pedagogy, these perceptions informed the set of recommendations proposed within the same chapter, in which it focused on the implementation of this medium as supplementary comprehensible input in EFL instruction, while accounting for leaners level and support structures.

General Conclusion

General Conclusion

Anime subtitles has become nowadays a powerful component, in modern digital media providing EFL leaners with direct exposure to authentic language patterns in which it surpasses traditional teaching methods, this research paper delved into the capacity of how anime subtitles can play the role of language learning tool among Algerian EFL learners, it also emphasized on analysing their engagement and interaction with this medium by assessing its potential value and identifying the challenges that they may face in this learning approach. The research addresses several questions and the most important one was:

- ✓ Can Anime subtitles be considered as an effective language learning method among the Algerian EFL learners?

The key results demonstrated that Anime subtitles support language acquisition process by serving as complementary instrument that support language development, in particular vocabulary growth, listening comprehension and refining pronunciation. Even though with these positive findings a group of participants acknowledge encountering specific difficulties including fast-paced dialogue, complex vocabulary and cultural references, still a significant majority remained highly motivated and chose anime subtitled as an effective informal learning method.

The data collected from the online survey revealed that most of the respondents watch frequently Anime and believed that subtitles enhance their understanding of new lexical items and improve their comprehension, without forgetting that they preferred English subtitles over other options suggesting a direct link between audio-visual media and target language aspects, the insights also showed how different subtitle languages can create distinct learning experiences and outcomes. The interview phase which was conducted with EFL teachers to deliver further depth information, anime-watching educators affirmed its pedagogical benefits by giving examples in using anime clips in classrooms to boost engagements and critical analysis, even colleagues whom are less experienced with this technique validated its value after witnessing their students language improvement.

A review of the related literature conducted by the researcher explored the theoretical frameworks of the language acquisition, and focused on the importance of visual media, involving the images represented in the anime series, in facilitating language learning process, through-out this, the study highlights on how anime subtitles can be utilized not only for entertainment but also for enhancing learner's language proficiency, motivation and cultural awareness.

General Conclusion

Despite the methodological constraints encountered during the investigation especially the absence of classroom observations since teachers weren't using anime as a teaching method, also the lack of EFL educators who watch anime, the researcher has successfully obtained valuable insights via digital questionnaire and profound interviews; such limitations and challenges only reinforced the determination to explore this understudied educational space.

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Appendices

Appendices

Appendix A: Online Survey

Survey about Anime Subtitles and Language Acquisition: A Case Study of EFL Learners Overcoming Language Barriers Through Japanese Anime

B *I* U ⊖ ✕

This survey investigates how anime subtitles are used as a tool of language acqusition among EFL learners. All responces are anonymous and will be used for academic purposes only.

Section 1: General information

Description (optional)

1. Age *

○ 11-15

○ 15-18

○ 18-25

○ 25 and above

2. Gender *

○ Male

○ Female

3. Current state *

○ Pupil

○ Student

○ Worker

Appendices

4. What is your English level proficiency *

○ Beginner

○ Average

○ Advanced

○ Fluent

Section 2: Anime and subtitles prefrences

Description (optional)

5. How often do you watch Anime *

○ Daily

○ Weekly

○ Monthly

○ Rarely

6. Why do you watch anime *

☐ The plot (story)

☐ Quality of animation

☐ Genre (Type)

☐ Cultural refrences

☐ Other...

7. Which genre of Anime do you like *

☐ Action/adventure (shonen - seinen)

☐ Comedy

☐ Romance /Drama (shojo)

☐ Fantasy (isekai)

☐ Horror /thriller

☐ Slice of life

☐ Other...

Appendices

8. How has Anime affected your understanding of the japanese culture *

○ Very positive

○ Somehow positive

○ Neutral

○ Somehow negative

○ Very negative

9. What is your favorite format of watching Anime *

○ Subtitled

○ Dubbed

10. What type of subtitles do you prefer when watching Anime *

○ English subtitles

○ Arabic subtitles

○ French subtitles

○ Other...

11. why did you choose this type of subtitle *

○ For a better understanding of the story

○ To improve my language skills

○ Other...

Section 3 : Language acquistion

Description (optional)

12. Have you learned new words or phrases through out watching Anime with subtitles *

○ Yes

○ No

13. Which language skills you have developed the most from watching Anime with subtitles *

☐ Vocabulary

☐ Listening

☐ Pronounciation

☐ Reading

☐ Other...

14. How often do you pause or rewatch the scene just to focus on the subtitles *

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

15. Have you faced challenges in understanding subtitles while watching Anime *

○ Yes

○ No

○ Maybe

If yes what kind of challenges

☐ Complex vocabulary

☐ Cultural refrences

☐ Fast- paced dialogue (Rapid dialogue)

☐ Other...

16. How does watching Anime influence your learning journey?

Short answer text
....

17. Do you think that people who watch anime including you are considered as intelectual compared to the individuals who dont?

Short answer text
....

Appendices

112 responses

🟩 Link to Sheets ⋮

Accepting responses 🔘

Summary   Question   Individual

Section 1: General information

1. Age
112 responses
📋 Copy chart

- 🔵 11-15
- 🔴 15-18
- 🟠 18-25
- 🟢 25 and above

21.4%
61.6%
12.5%

2. Gender
112 responses
📋 Copy chart

- 🔵 Male
- 🔴 Female

73.2%
26.8%

3. Current state
112 responses
📋 Copy chart

- 🔵 Pupil
- 🔴 Student
- 🟠 Worker

25%
8%
67%

4. What is your English level proficiency
112 responses
📋 Copy chart

- 🔵 Beginner
- 🔴 Average
- 🟠 Advanced
- 🟢 Fluent

45.5%
12.5%
36.6%

Appendices

Section 2: Anime and subtitles prefrences

5. How often do you watch Anime

112 responses

Copy chart

- Daily
- Weekly
- Monthly
- Rarely

28.6% / 23.2% / 16.1% / 32.1%

6. Why do you watch anime

112 responses

Copy chart

Category	Value
The plot (story)	90 (80.4%)
Quality of animation	48 (42.9%)
Genre (Type)	57 (50.9%)
Cultural refrences	26 (23.2%)
	2 (1.8%)
I don't know I just like it	1 (0.9%)
Entertainment	1 (0.9%)
They are by far the best source...	1 (0.9%)
I am using anime to develop m...	1 (0.9%)
BIG ANIME BOOBIES	1 (0.9%)
Learning Japanese as well as...	1 (0.9%)
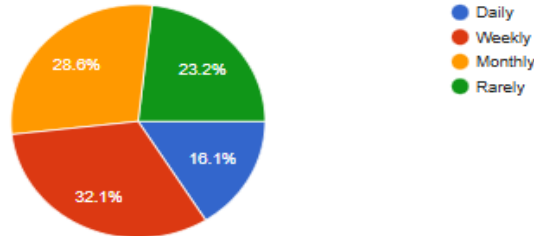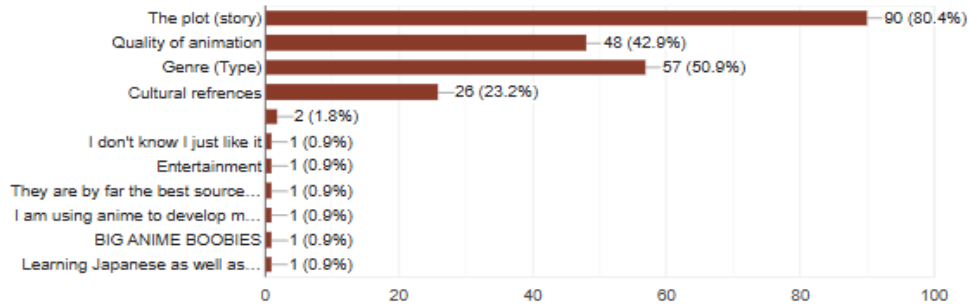
7. Which genre of Anime do you like

112 responses

Copy chart

Category	Value
Action/adventure (shonen -...	85 (75.9%)
Comedy	37 (33%)
Romance /Drama (shojo)	55 (49.1%)
Fantasy (isekai)	48 (42.9%)
Horror /thriller	40 (35.7%)
Slice of life	46 (41.1%)
Historical	1 (0.9%)
I don't know I just like it.	1 (0.9%)
Harem	1 (0.9%)
Magic	1 (0.9%)
I prefer the 90's animation (s...	1 (0.9%)
All the types	1 (0.9%)
Sport	1 (0.9%)
Magical girl	1 (0.9%)
	1 (0.9%)
game / historical / political /...	1 (0.9%)
Sport animes	1 (0.9%)

Appendices

8. How has Anime affected your understanding of the japanese culture

112 responses

- Very positive
- Somehow positive
- Neutral
- Somehow negative
- Very negative

25.9%
33%
39.3%

9. What is your favorite format of watching Anime

112 responses

- Subtitled
- Dubbed

93.8%

Subtitled
105 (93.8%)

10. What type of subtitles do you prefer when watching Anime

112 responses

- English subtitles
- Arabic subtitles
- French subtitles
- English and arabic
- Both arabic and English
- English and Arabic

36.6%
56.3%

11. why did you choose this type of subtitle

112 responses

- For a better understanding of the story
- To improve my language skills
- Because japanese language's ridiculous
- When the plot is so intricate and nuanced, I'd rather a language that is easy for my brain to capture. As I find arabic to be the most expressive too.
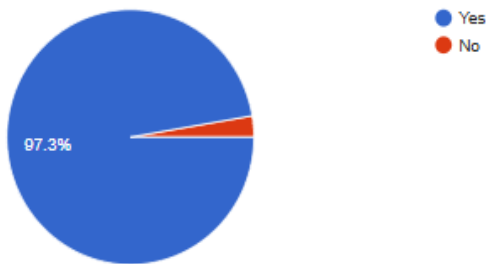- I feel more comfortable with the language

33%
64.3%

Appendices

Section 3 : Language acquistion

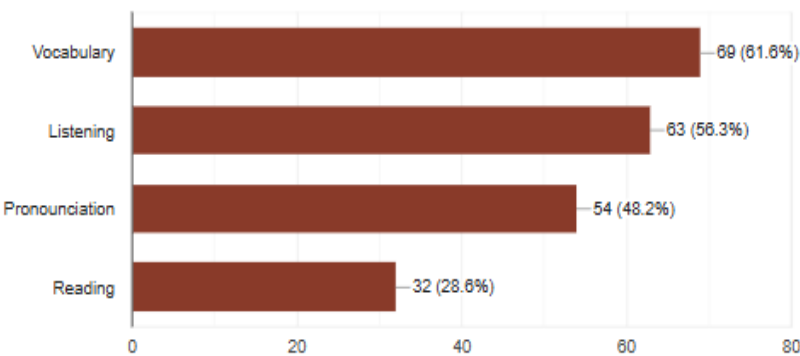12. Have you learned new words or phrases through out watching Anime with subtitles

112 responses

Copy chart

- Yes
- No

97.3%

13. Which language skills you have developed the most from watching Anime with subtitles

112 responses

Copy chart

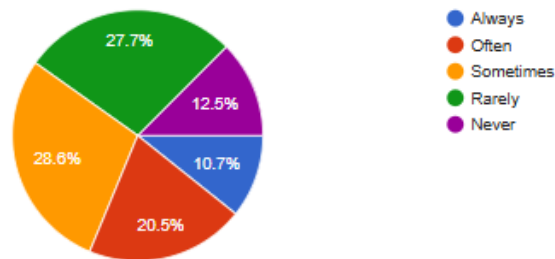| Skill	Count
Vocabulary	69 (61.6%)
Listening	63 (56.3%)
Pronounciation	54 (48.2%)
Reading	32 (28.6%)

79

Appendices

14. How often do you pause or rewatch the scene just to focus on the subtitles   Copy chart

112 responses

- Always
- Often
- Sometimes
- Rarely
- Never

27.7% · 12.5% · 28.6% · 10.7% · 20.5%

15. Have you faced challenges in understanding subtitles while watching Anime   Copy chart

112 responses

- Yes
- No
- Maybe

40.2% · 34.8% · 25%
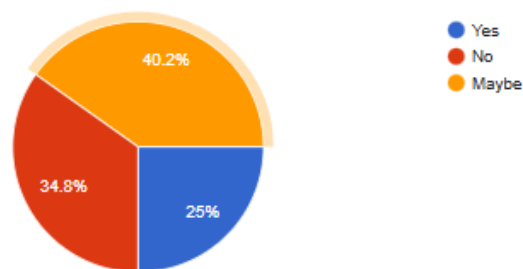
If yes what kind of challenges   Copy chart

70 responses

Challenge	Count
Complex vocabulary	28 (40%)
Cultural refrences	25 (35.7%)
Fast- paced dialogue (Rapid dialogue)	40 (57.1%)
Explaining the events	1 (1.4%)

80
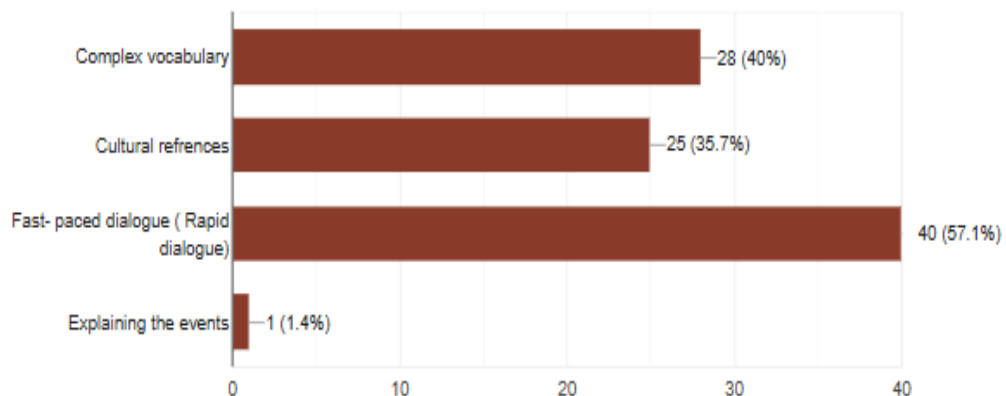
16. How does watching Anime influence your learning journey?

89 responses

In a good way

Learning new words

It helps

It helps me enjoy while studying

In my reading comprehension

Pretty well

Watching anime can provide motivation and new perspectives,inspire creativity and enhance imagination

She helped me develop my language and learn about Japanese culture more deeply

Never thought of that

17. Do you think that people who watch anime including you are considered as intelectual compared to the individuals who dont?

93 responses

Watching anime doesn't necessarily make someone more intellectual , it depends on how they engage with it and what they learn from it. People can develop insights or learn values from anime, but intellectualism comes from a variety of experiences, not just watching a specific medium

Yes because because if the cultural differences

Watching anime doesn't make someone more intelectual compared to those who don't .It depends on how individuals engage with the content—if they analyze themes, cultural elements.

Honestly yeah, there are many science anime like Dr. Stone, which taught me chemistry wonderfully, Therefore, I may see that I am more educated than some people who do not watch anime

No, it is just an animated show picturing a story, it has nothing to do with intellect.

Watching anime is not a standard by which one measures one's culture, but it can be more informed about Japanese culture.

No i don't think so but it's one of many ways people can grow intellectually

Appendices

Appendix B: Interview questions

Section 1: EFL Teachers Who Watch Anime

These teachers have answered these questions based on their personal experience watching anime.

Q1: From the perspective of an EFL educator who is clearly engaged with Anime subtitles, how do you see and perceive its efficacity as language learning tool?

Q2: In your opinion what are the features or elements of anime subtitles that contribute or impede the language learning process?

Q3: what language skills or teaching benefits can EFL learners can acquire from engaging with anime subtitles?

Q4: Does cultural content in Anime subtitles influence the language learning process of EFL students? If yes then how?

Q5: As someone who watches Anime with subtitles, what are the challenges anime viewers may experience while learning a language?

Section 2: EFL Teachers With a friend or a family member who Watch Anime

These teachers have answered these questions based on their personal experience watching anime.

Q1: What is your general point of view about anime as a form of entertainment?

Q2: What do you think about the anime community (otaku, cosplayers, manga, etc.)?

Q3: Based on your observation and insights concerning a family member or student who are directly exposed to Anime subtitles, how would evaluate its pedagogical impact on their English language learning?

Q4: Have you ever considered using anime as a language learning tool?

Q5: Do you think that exposure to Anime contributes to a deeper cultural understanding among its viewers compared to others who do not watch it?