Influence and Dissemination of Solecism among Moroccan High School and University Students

Rachid Ed-Dali, Khalid Elasri

Abstract—Mass media seem to provide a rich content for language acquisition. Exposure to television, the Internet, the mobile phone and other technological gadgets and devices helps enrich the student's lexicon positively as well as negatively. The difficulties encountered by students while learning and acquiring second languages in addition to their eagerness to comprehend the content of a particular program prompt them to diversify their methods so as to achieve their targets. The present study highlights the significance of certain media channels and their involvement in language acquisition with the employment of the Natural Approach to further grasp whether students, especially secondary and high school students, learn and acquire errors through watching subtitled television programs. The chief objective is investigating the deductive and inductive relevance of certain programs beside the involvement of peripheral learning while acquiring mistakes.

Keywords—Errors, mistakes, natural Approach, peripheral learning, solecism.

I. INTRODUCTION

THE Arab Spring brought about changes to the nations that revolted against their autocrats. Seeking democracy and prosperity led millions of Tunisian, Egyptian, Libyan, Yemeni and Syrian citizens to protest against their ousted leaders who remained in power for decades and censored mass media for the sake of dominating the political platform. In Egypt, Hussni Mubarak and his two sons, Jamal and Alaa, dominated the Egyptian political agenda and utterly controlled mass media.

Following the collapse of Hussni Mubarak in 2011, hundreds of radio and television channels emerged in Egypt and initiated the broadcast of their programs on the Egyptian satellite, Nilesat. More than 800 television channels appeared to entertain and satisfy the taste of the viewer. The newly set up channels strongly challenged the traditional ones owing to the quality of their movies and programs. These channels opted for broadcasting American movies, still in the Box Office, to attract the attention of more viewers. Also, the Internet was not an exception, as tens of websites emerged to mark an era of openness towards hacking. The newly created websites incorporated hacked Box Office films, serials, songs and football matches. Nevertheless, the bulk of the broadcasted films encompass semantic and syntactic mistakes in their subtitles. These channels employ solely amateurs and all the hacked films are taken from the Internet; while,

R. Ed-dali is with the English Department, Faculty of Letters and Human Sciences Cadi Ayyad University, Quartier Amerchich, B.P. 3737, 40000, Marrakech (phone: +212670835566; e-mail: rachid.eddali.est@gmail.com).

K. Elasri is with the English Department, Faculty of Sciences of Education, Mohammed V University, Avenue des nations Unies, Agdal, Rabat, B.P. 8007 N.U (e-mail: elasrik@gmail.com).

translating a film requires professional technicians whose standard of Arabic and English can help them to translate any given program without committing mistakes.

The bulk of studies that were conducted in the 20th and 21st centuries highlighted the hindrances encountered by students while learning and acquiring a second language, and the scene in Morocco is thoroughly similar to other countries as teachers grumble about the proliferation of solecism in the country's schools. There is acquiescence amongst secondary and high school teachers of Arabic, Geography and History that solecism has turned to be the norm. Students nowadays do not distinguish the singular form from the plural one besides making syntactic and orthographic errors while writing. Furthermore, the semantic meaning is largely misemployed to the extent of deviating the connotations and denotations in the paragraph. Other educators complain regarding the use of the Moroccan vernacular instead of relying on standard Arabic. Some students lack the necessary lexical items in standard Arabic and, thus, they become compelled to depend on Moroccan Arabic or Amazigh.

The expansion of the phenomenon is frightening according to most Arabic teachers. In 2013, a public outcry in Morocco triggered the attention of the élite towards a new proposal by Noureddine Ayouch, a businessman and the founder of a non-governmental organization, suggesting a new educational policy to substitute the Moroccan vernaculars for standard Arabic, especially Moroccan Arabic (*Darija*), in the classroom to facilitate learning and acquisition simultaneously. Ayouch believes students do not fully understand their teachers and it has become mandatory to switch to the vernaculars to achieve optimal results. His opponents denigrated the proposal revealing that the employment of the vernaculars will absolutely affect standard Arabic and cause its gradual disappearance.

In 2016, the World Bank launched its annual report concerning education in Morocco and other countries tackling the educational obstacles and the degradation of Moroccan students' level. According to the report, Moroccan students performed poorly in math, science and languages compared with other Arab and neighboring countries [1] and the present study sheds light on the factors behind the dissemination of solecism among Moroccan students.

II. LITERATURE REVIEW

Most countries in different continents rely on imported programs from the United States and England. The dominance of English, as the world's lingua franca, has facilitated subtitling and dubbing in the local language. In Europe, the

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European satellite Astra encompasses tens of channels featured by dubbing and subtitling, especially German, French, Dutch, and Polish channels. On the other hand, the Egyptian satellite, Nilesat, is characterized by the prevalence of Arabic and its vernaculars beside English. The two giant Saudi and Qatari networks, MBC and Aljazeera, count on imported films and serials from the United States and they translate them into standard Arabic with the assistance of their professional staff. Other newly set up channels on the same satellite that have begun to appear since 2011 use the services of amateur translators due to the quality of their subtitling.

In dubbing, the original voices of the actors and speakers are replaced by those of the local language while in subtitling the original voices are not touched and approximately two lines of the text, each with a maximum of 36 characters and spaces, are provided at the bottom of the screen. The most essential factor underlying the choice of subtitling is germane to the financial costs of subtitling and dubbing. According to [2], it is estimated that one hour of subtitling roughly costs about $820, whereas only one hour of dubbing costs about $1800. Therefore, favoring subtitling is based on its low costs.

In addition, arguments regarding dubbing and subtitling are of paramount significance to be considered. Reference [3] suggests the importance of subtitling due to the process of preserving the original voices. The process fortifies the program and equips the viewer with a natural atmosphere whereby they discover the real voices of the original actors. On the other hand, subtitling was denigrated owing to certain factors. Its opponents argue that it diverts the attention of the viewer and partially bar them from watching the visual image [4]. Children's ability in reading subtitles was investigated in a Dutch study and the results indicated that 33% of students in grade four, 18% in grade five, and 10% in grade six complained of the swift disappearance of subtitles [4].

Scholars also proved the importance of subtitling compared with dubbing in other studies. The study that took place in 1997 by [5] whereby 828 primary students were studied for three years, demonstrated that reading subtitles might empower children's reading skills due to their exposure to an extensive amount of words, phrases and sentences. Children's interest in watching American films and cartoons prompts them to spend at least one hour viewing and reading the subtitles of their admired programs. Reference [6] further worked on the impacts of subtitles on Dutch learners and manifested the crucial role of subtitles. According to this study, Dutch students were investigated concerning the most pivotal source utilized while learning English and the majority of respondents reacted by exhibiting the significant value of television and radio.

To further show the influence of subtitles, two experiments were conducted by [7]. In the first experiment, American students were exposed to an American movie with the original soundtrack in English in addition to offering the subtitles in English as well. The results indicated that the studied cases spent most of their time reading the subtitles irrespective of being familiar with the language. To ensure the findings, a second experiment occurred in the Netherlands in which Dutch students watched a Dutch movie with Dutch soundtracks and subtitles. The results also showed a considerable amount of time devoted to reading the subtitles. Reference [8] studied the eye movement of viewers while watching a subtitled program and found that viewers switch between the visual image and subtitles effortlessly when the program is admired by the viewer.

Reference [9] shed more light on the effect of the program and the content. In their study, they investigated the impacts of movies and news broadcast. Viewers are not accustomed to reading subtitled news broadcast and the core idea was that of investigating whether the viewer might consider the subtitled news broadcasts. d'Ydewalle and Gielen divided the Dutch-speaking subjects into four groups willing to watch a Dutch film, a German film, a Dutch news broadcast and a German news broadcast, all given with Dutch subtitles. The results indicated that the studied cases allocated more efforts and time to reading subtitled news broadcast as a news broadcast is meant to inform the viewer and provide concrete and detailed information related to world events and incidents in a short period of time whereas the visual image is more important in the movie compared with a news broadcast.

Subtitling was also examined on many occasions with the elderly. Reference [10] endeavored to examine the ability of old people in reading subtitles in comparison with younger people. Studying the eye-movement of both parts demonstrated that younger people read swiftly and the process helps them to reread the subtitles once and return quickly to the visual image. On the other hand, the study revealed that old people do not encounter any difficulties with short subtitled programs.

In Morocco, the emergence of the First Moroccan channel (TVM) in 1962 and 2M in 1988 paved the way to millions of Moroccans to explore other cultures and countries. The establishment of 2M enabled thousands of Moroccans, at the outset, to watch new foreign films and programs that were dubbed and translated into standard Arabic. The step helped to familiarize Moroccans, especially those illiterate viewers, with standard Arabic and with Western culture as well. Mexican serials were translated into standard Arabic, while American serials and films were dubbed in French. Dubbing also provided children with certain syntactic and lexical items throughout watching cartoons and becoming accustomed to using standard Arabic within the classroom.

This tendency has gradually changed. Moroccan television channels entered an era of imitation and attempted to act like other Arab countries. The last 10 years have witnessed the domination of Turkish serials whose dubbing in the Syrian vernacular attracted the attention of millions of viewers in the Arab world. This optimal story encouraged most local television channels to translate Turkish, Mexican, South Korean and Japanese programs into their local dialects and Moroccan channels were not an exception as dubbing started to take place in the Moroccan vernacular as an attempt to divert the attention of the viewer towards the local channels.

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A. Subtitling and Language Acquisition

Human beings can acquire and learn good virtues as well as bad ones; they can learn and acquire foreign languages accurately and fluently, while others can acquire and learn mistakes, depending on the source of knowledge and the instructors themselves. This process, in fact, is based on the teacher's fluency and accuracy along with their prior knowledge. Solecism is disseminating among Moroccan students and adults as well, and it is pivotal to examine the roots of this phenomenon while relying on the studies and surveys which were conducted in some countries.

Reference [11] investigated the impacts of captioning on students. The study focused on Hispanic and South Asian students residing in the Eastern coast of the United States and belonging to the seventh and eighth grades. They watched a short educational science series for five and eight minutes and the captioning involved the soundtracks and subtitles in the same language. The participants in the experiment were exposed to captioned television programs, television without captioning, listening and reading along with a text and a textbook alone. The findings manifested that students benefited from captioning more than the other situations.

Other studies took place in Belgian universities whereby high school and university students were under experiment. These Belgian students were requested to view a 15-minute program with subtitling and dubbing. The first case included subtitling in the first language and the soundtrack in the original language whereas the second condition involved dubbing in the mother tongue without subtitling. The results indicated again significant vocabulary acquisition through watching the subtitled television program [12], [13].

The 1960s and 70s also witnessed extensive surveys concerning language acquisition among both adults and children. Most of the studies at that time suggested that children have better opportunities to acquire a foreign language [14], [15]. Reference [16] also indicated in his study that children who postpone learning a foreign language until the age of 13 or 14 encounter difficulties while some of them never acquire it even with the existence of extensive courses and training. Reference [17] tested the lexical, morphological and syntactic acquisition of a particular language while watching subtitled television programs. In this investigation, children were exposed to two foreign languages, French and Danish, while their original language was Dutch. The results showed an outstanding acquisition of vocabulary and several lexical items.

To further examine the impacts of subtitling, other studies occurred in 1981, 1984, 1992, 1995 and 1999. The focus during these studies was on manifesting the influences of reversed subtitling including the soundtrack in the original language and the subtitles in the foreign language and again the findings resembled those of the other studies as vocabulary acquisition was apparent [17].

Reference [18] endeavored in a new experiment to test language acquisition among children. In this experiment, the soundtrack was given in the foreign language and the subtitles in the vernacular. The main interest in the experiment was verifying whether children pay more attention to the soundtrack or the subtitles and the findings indicated that children give priority to reading the subtitles.

Reference [19] studied the acquisition of morphology rather than vocabulary. In this study, he incorporated 3*3 design with two independent variables. In the first variable, the subtitles were either in the foreign language, in the mother tongue or with no subtitles. Concerning the second variable, the soundtrack was also in the mother tongue, in the foreign language or no soundtrack. After being exposed to these conditions and variables, a test was followed to assess intentional learning as well. A test was substituted with rules in advance to evaluate students' language acquisition. The results exhibited that the student's performance increases to a large extent with the rules provided in advance.

To largely investigate the importance of the soundtrack in language acquisition, one of the studies attempted to highlight the influence of the verbal message. In this study, students viewed a movie in the original language and again they were provided with scattered phrases and were asked to recognize the appropriate place of these items in the movie. The results revealed that the presence of subtitling in the mother tongue hinders the performance of students while its absence leads to thoroughly consider the soundtrack [18]. Obviously, the bulk of studies have shown the positive effects of subtitles that are discarded by both children and adults when the soundtrack is present in the first language [18].

B. Peripheral Learning

Most applied linguists believed in the perception that language acquisition is solely the outcome of deductive and intentional learning while this belief was heavily denigrated [20]. Reference [21] highlighted the crucial value of incidental and non-intentional learning in language acquisition rather than intentional leaning. He pointed out that people come to acquire a language incidentally without possessing any hidden plans. The latter also shed light on an essential assumption suggesting that the amount of contact with the target language is decisive in acquiring that language.

Scholars also considered peripheral learning in their studies due to its significant effects in language acquisition [22]. Peripheral learning has so far proved to be effective, notably in vocabulary acquisition [23] and educators from different countries have initiated its employment in their classrooms, especially teachers of languages. The latter tend to equip their classrooms with posters containing syntactic and lexical items. The importance of peripheral learning and the accidental acquisition of vocabulary stems from the fact that people are exposed to posters all the time and in different settings, especially in the street.

Advertisements are approximately in every corner in people's life. Advertisers are keen on making lucrative benefits and they do not consider the content of their ads or their impacts on people [24]. To illuminate, most of the advertisements in Morocco, as an example, encompass intentional and unintentional errors in Standard Arabic and in the Moroccan vernacular (Darija). These advertisements

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appear on television, on the Internet in addition to panels in the street and students are exposed to them all the time as Internet users, television viewers and pedestrians. The latter unconsciously acquire orthographic mistakes causing solecism to occur due to the amount of their exposure to such errors.

In order to manifest the positive and negative impacts of peripheral learning on students, it is crucial to shed light on the surveys and studies that have so far tackled this issue. Reference [25] defines it as a process of learning an item while attempting to learn a different one through the use of *realia* and context in general. It is believed that students learn more from their surrounding environment and they opt for taking information effortlessly rather than concentrating on the attended materials [26]. It is also suggested that the use of posters in the classroom can help students to use a particular grammatical item or describe a place from the lexical components in the posters.

The bulk of studies revealed that students can acquire vocabulary incidentally by focusing on two major skills, reading and listening [27]-[29]. Reference [28] suggests that vocabulary learning and acquisition emerge while students endeavor to learn other cognitive processes. Most of the studies showed the magical effect of pictures and dictionaries [28]. In addition, other studies revealed the linkage between peripheral learning and solecism. Reference [30] conducted a research whereby he examined the misuse of peripheral learning involving the problems in the phonological and morphological structures.

Reference [31] tested the influence of peripheral learning on vocabulary acquisition, retention, and recalling. They examined 80 females aged between 18 and 21 years and were split into two groups. The findings indicated that females who were exposed to peripheral learning were more likely to demonstrate the significance of vocabulary acquisition, retention, and recalling. Reference [32] further studied the effects of peripheral learning through reading short stories and deductive instructions. In this study, 40 male high school students were randomly chosen and put in two groups consisting of 20 students. The first group was given 400-word-level short stories and the control group was taught 12 selected word items chosen from the short stories. The results again indicated the significance of incidental learning as the experimental group performed better than the control group.

Saudi Arabia also witnessed an experiment to evaluate the impacts of peripheral learning on Saudi students. Reference [33] gave 20 students at JCC, Jeddah with two types of tests, Standard Confirmation tests and Contrastive Extempore tests. The findings revealed that students performed better in incidental learning. The same findings were indicated in separate studies in China by [23] and [34] in Iran.

III. THE PRESENT STUDY

As students can acquire elements of a foreign language through viewing subtitled films and listening to dubbed programs, they can also acquire errors unintentionally. The bulk of studies focused on language acquisition since the late 1960s rather than including error acquisition as well,

especially in the Arab world.

The present study endeavored to examine the degree of influence of subtitled and dubbed programs on Moroccan students. Reference [20] demonstrated the importance of comprehensible input in vocabulary acquisition. This reveals the salience of understanding the content of the subtitled text in language and error acquisition. Nevertheless, it is not obvious whether error acquisition requires extensive viewing or just the gradual amount of exposure to media texts amongst Moroccan students. To test this issue, secondary, high school and students from the School of Technology in Essaouira, Morocco, were divided into control and experimental groups to investigate the validity of the study. Teaching Arabic is de facto a prerequisite in Morocco as the process begins from the first grade and is assumed to be mastered instead of the prevalence of solecism. Education in the country relies on standard Arabic in primary, secondary and high schools along with French as a second language and English as a foreign language. Thus, students are in contact with standard Arabic.

IV. HYPOTHESES

Earlier studies have indicated the importance of unintentional learning of vocabulary through watching subtitled television programs either in the case of children [35] or with adults in general [36], [13]. As far as children can acquire incidentally vocabulary through their exposure to subtitled television programs, they can simultaneously acquire mistakes, and thus, it is crucial to shed light on the following hypothesis:

- H1: Moroccan high school students are more likely to acquire errors and to correct them.

In order to examine this hypothesis, students were divided into two major groups, control and experimental groups, and were exposed to a British documentary with subtitling in standard Arabic. Both groups watched the same documentary with identical orthographic mistakes in the subtitles.

Also, it is significant to highlight the conspicuous changes that occur due to the intensity of viewing a particular program. In this case, it is salient to consider the following hypothesis as well.

- H2: Solecism depends to a large extent on the amount of exposure to television.

To test this hypothesis, both groups watched the same content differently. To elaborate, the control group watched the film every fortnight whereas the experimental group viewed it once a week between December 2016 and April 2018.

V. METHOD

A. The Participants

This study was carried out in two Moroccan cities with a sample of 200 high school students, 120 females and 80 males, aged 15-16 years and 209 university students aged 18-22 years. Nevertheless, nine university students' data were not considered for study due to their frequent absence, resulting in 200 participants: 105 females and 95 males. The high school

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students were selected from a private school in El Kelaa Sraghna, in the south of Morocco, whereas the university students belong to the School of Technology in Essaouira.

The selection of these different age groups was based on the attempt to set up a good atmosphere whereby comparison can take place easily. Further, a questionnaire was distributed to all the participant students to find out other details that cannot be discovered from watching the film extract.

B. Procedure

Three weeks before the conduct of the first experiment, all students were given a 15-minute multiple choice question test in Arabic with the need to fill in certain gaps and modify the orthography of the lexical items in cases of errors. The questions were germane to different subjects and the simplicity of the process was taken into consideration. The pretest, to a large extent, included intentional mistakes to verify the proficiency and low-achievement of students.

The 415 university students and 355 high school students were given the pretest to determine their proficiency and accuracy and select the eventual number of students who will be involved in the process. In the experiments, the high school students were divided into eight groups, two control and six experimental groups, consisting of 25 students in each classroom. The same categorization and division occurred with the university students who were divided into two control and six experimental groups. The control groups incorporated 25 low-achievers and 25 high achievers, whereas the experimental groups were split into three groups of low-achievers and three groups of high-achievers. Also, students in both groups, experimental and control, were active members in different English clubs and were exposed to the 10 minute video between December 2016 and April 2018 as aforementioned.

C. Learning Materials

In all the experiments, a 90-minute length documentary depicting the life of Princess Diana was chosen. The choice was based on the position of the princess in the heart of most people around the world and the eagerness to introduce this renowned princess to a new generation of students who are not familiar with her story. However, only 10 minutes of the documentary were selected due to certain considerations, including the students' time schedule and boredom. Students were exposed once a week to the documentary and it was necessary to choose a documentary germane to a renowned star to maintain the objectives of the experiments and to evade boredom. The 10-minute video encompasses more than 2,100 words, but only 10 items were chosen with both groups. The original video is in British English, but the subtitles were in Standard Arabic.

The first three experimental groups, low-achievers, (E1, E2, and E3) were exposed to subtitles without any orthographic mistakes. The other experimental groups (E4, E5, and E6) incorporated high-achiever students and were shown the same word items with errors.

Regarding the control groups, they were divided into a class

of high achievers (C1) and a class of low-achievers (C2). The same process and division took place in the case of the university students who were split into three groups of high-achievers (E7, E8, and E9) and three groups of low-achievers (E10, E11, and E12) along with two control groups (C3) and (C4).

The simplicity of the content of the documentary, as aforementioned, and the principles and rules of subtitling were considered. A free online source [37] was relied on in the creation of the subtitles in Standard Arabic correctly and erroneously. Each subtitle in the video did not exceed 38 characters to achieve the goals of the experiment [38]. Also, the content was chosen appropriately to suit the objectives of the experiments.

D. Target Items

A list of 10 target items, as aforementioned, was taken from the documentary and it is exhibited in Table I.

TABLE I
LIST OF WORD ITEMS

Item in Standard Arabic	Transliteration	Item in Standard English	Part of speech
(1) ذكية	ḏakiya	Intelligent (1)	Noun
(2) نظر	naẓara	Looked (2)	Verb
(3) مذهل	muḏhil	Amazing (3)	Adjective
(4) لحظة	laḥẓa	Moment (4)	Noun
(5) الثالثة	aṯāliṯa	The third (5)	Noun
(6) مؤهلات	muʾahilāt	Qualifications (6)	Noun
(7) مظهر	maẓhar	Appearance (7)	Noun
(8) مثالية	miṯaliya	Ideal (8)	Adjective
(9) رائحة	raʾiḥa	Smell (9)	Noun
(10) حفلات	ḥafalat	Parties (10)	Noun

The selection of the above items is based also on their importance in the documentary along with their frequency of occurrence. Also, a crucial number of students use certain rules and letters interchangeably though they are incorrect in Standard Arabic. The target items incorporate seven nouns, two adjectives and one verb, as is shown in Table I.

VI. RESULTS AND DISCUSSION

Experimental and control group students were invited to complete the study by working on the last task, a posttest, whereby they were requested to read 20 sentences, to underline the potential mistake(s) in each sentence and to correct them. The impact of eye-movement between the content and the subtitles was not considered in this study as previous studies revealed that switching between the visual image and the subtitles does not influence the child [9]. Besides, experimental and control group students were observed on many occasions during the study while watching the documentary and the result indicated their ability to switch between the visual image and the subtitles easily. This observation was necessary to check their performance.

The analysis of the posttests of the first three experimental groups E1, E2 and E3 manifested a tremendous difference and progress between their performance in the pretest in December

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2016 and the posttest in April 2018. This progress is the outcome of their frequent exposure to the subtitles in Princess Diana's documentary.

In accordance with the first hypothesis, Table II indicates that the bulk of students in E1, E2 and E3 rectified the errors they committed in the pretest. To elaborate, the majority of students substituted *ḏ* for *d* in the first and third word items *ḏakiya* (intelligent) and *muḏhil* (amazing). Also, most of the cases rectified their mistakes in word items two, four and seven and substituted *ẓ* for *ḍ* in *naẓara* (looked), *laḥẓa* (moment) and *maẓhar* (appearance). Regarding word items five and eight, a crucial number of students also corrected their mistakes and provided *ṯ* instead of *t* in *aṯāliṯa* (the third) and *miṯaliya* (ideal).

TABLE II
FREQUENCY AND PERCENTAGE OF CORRECT WORD ITEMS OF E1, E2 AND E3 (75)

Word item	Frequency	Valid Percent	Cumulative Percent
(1) Intelligent	60	80.0	
(2) Looked	52	69.33	
(3) Amazing	54	72.0	
(4) Moment	50	66.66	
(5) the third	69	92.0	94.66
(6) Qualifications	34	45.33	100.0
(7) Appearance	50	66.66	
(8) Ideal	66	88.0	
(9) Smell	69	92.0	
(10) Parties	71	94.66	

The findings also show the significance of frequency of occurrence on the learner and its power to acquire and adjust certain lexical items [39]-[41].

Experimental groups four, five and six consist of 75 high-achievers and were also exposed to the same video fortnightly. The findings manifested that the bulk of high-achievers maintained their own performance though they watched Princess Diana's 10-minute video with orthographic mistakes. The comparison of the results of the pretests and posttests revealed that learners encountered a difficulty solely with word item seven *maẓhar* (appearance) whereby they did not recognize and correct the mistake in the sentence (*maḍhar*). Reference [11] in their study indicate that the learner's ability to acquire vocabulary is to a large extent affected by the learner's level of linguistic competence and this can explain the vital role of the learner's superior knowledge and prior knowledge in the maintenance of their lexical items [42].

Regarding the university students, the investigation, as aforementioned, took place in the School of Technology in Essaouira and it is crucial to consider a linguistic fact linked to the language of education in this school which is French along with English as a subordinate language.

Compared with high school students, the university students' performance is noticeable. Experimental groups E7, E8 and E9 outperformed experimental groups E1, E2 and E3 (see Fig. 1). The essential role of age and the repetition of certain encounters facilitate the process of acquiring new lexical items due to the learner's sense of awareness [43]-[46].

Most studies shed light on the powerful and positive function of the frequency of occurrence on the learner [47], [48] and also on the effects of linguistic knowledge [49]. Nevertheless, 33% of students could not rectify word item 6 *muʾahilāt* (qualifications) due to a linguistic miss-match. Also, 23% of the cases could not correct the second-word item *naẓara* (looked) and wrote *naḍara*. In fact, this orthographic mistake is a common error among students as they largely miss-match *ẓ* and *ḍ*.
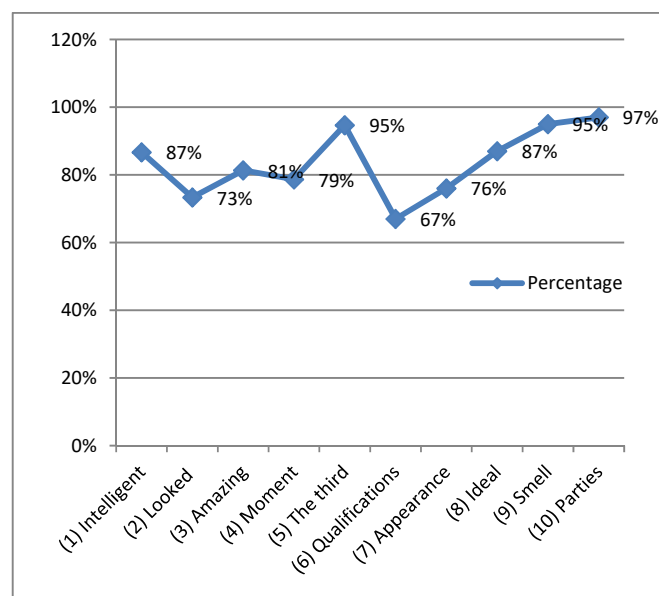

Fig. 1 Percentage of correct word items of E7, E8 and E9.

A comparison between experimental groups E4, E5 and E6 and E10, E11 and E12 indicate that high achievers, either university or high school students, maintained their linguistic items and were not affected by the experiment regardless of the amount of time and the intentional exposure to incorrect word items. During the analysis of the posttests, item 3 *muḏhil* (amazing) was given more importance owing to the performance of the participants in the pretests. Some 29% of E10, E11 and E12 students substituted *ḍ* for *ẓ* in the pretest whereas this toll decreased in the posttests to reach 85.3% of the participants who wrote the item correctly as is shown in Table III. Concerning control groups C1, C2, C3 and C4, the analysis of both pretests and posttests did not reveal any changes and participants maintained a similar performance.

TABLE III
FREQUENCY AND ¨PERCENTAGE OF CORRECT AND INCORRECT WORD ITEM 3 OF E10, E11 AND E12

		Frequency	Valid Percent	Cumulative Percent	Std. deviation
	Correct	64	85.3	85,3	
Valid	Incorrect	11	14.7	100.0	0.35616
	Total	75	100.0		

VII. CONCLUSION

Previous research and studies have exhibited the significance of subtitles in boosting word acquisition. The

frequency of occurrence and the amount of exposure are determinant factors in the acquisition of word items. The findings of the present study show that watching video programs (documentaries, films, cartoons, etc.) with subtitles has a tremendous influence on the learner's acquisition of lexical items correctly and incorrectly. In the experiments in this study, low-achievers' performance improved considerably and they succeeded in rectifying their lexical errors. The comparison between the pretests and posttests was of paramount significance and revealed the improvement in the performance of the bulk of low-achievers.

Age is another crucial factor as the rate of error correction amongst university students is higher compared to high school students. The former revealed better results and increased their performance significantly. The amount of exposure which lasted for months in this study helped students to recognize their mistakes and to inductively and deductively correct them. The experiments further demonstrated that exposure to errors did not affect the majority of high-achiever university and high school students due to their linguistic knowledge and background.

The analysis we propose is not thorough and is limited to high school and university students. However, it paves the way to several other studies that can shed more light on several aspects that we could not address to tackle other students, especially primary and secondary students. These along with other issues can provide a comprehensive understanding regarding the emergence of solecism and its effects on Moroccan learners.

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