



Subtitling as a teaching and learning tool in EFL classrooms: a motivating task and an L2 acquisition facilitator

السترجة كأداة للتعليم والتعلم في أقسام اللغة الإنجليزية كلغة أجنبية:
نشاط محفّز وأداة مساعدة على اكتساب اللغة الثانية

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ملخص

تعد الترجمة السمعية البصرية في الوقت الحاضر وسيلة لتعلم اللغة وتدريبها لأسباب تحفيزية، ولأنها تتطلب توظيف تكنولوجيا المعلومات والاتصال. درس العديد من الباحثين المنفعة التربوية للترجمة السمعية البصرية بمختلف أنواعها وفعاليتها في عملية اكتساب اللغات الأجنبية. فعلى سبيل المثال، تعد السترجة (الترجمة التوضيحية) نوعاً من أنواع الترجمة السمعية البصرية الذي يمكن إدراجه ضمن التعليم القائم على المهام. يهدف هذا البحث إلى تسليط الضوء على السترجة كوسيلة للتعليم/التدريب في أقسام اللغة الإنجليزية كلغة أجنبية لتسهيل اكتسابها وتعزيز تعلم الطلاب. ولتحقيق ذلك، تم اعتماد منهج نوعي قائم على التحليل الوصفي للأدبيات الموجودة حول هذا الموضوع، واستنتاج منفعة هذا الأسلوب المبتكر في عملية تعليم اللغة الإنجليزية كلغة أجنبية وتعلمها. تبين النتائج أن معظم الدراسات قد كرّست فعالية هذا الأسلوب في تعزيز دافعية الطلبة، ومهاراتهم الاستقبالية، وحفظهم للمفردات. كما سلطت هذه النتائج الضوء على إمكانية توظيفه لتعليم طلبة من مستويات كفاءة مختلفة. وقد سُجّلت بعض القيود في هذه الدراسة التي اقترحت توصيات للتقليل منها.

الكلمات الدالة: السترجة (الترجمة التوضيحية): الترجمة السمعية البصرية (AVT): أداة التعليم/التدريب: أقسام اللغة الإنجليزية كلغة أجنبية (EFL): المنفعة التربوية.

Abstract

Audiovisual translation (AVT) is nowadays considered a method of language learning and teaching for motivational reasons, as it requires using Information and Communication Technologies (ICTs). A plethora of scholars have investigated audiovisual translation's pedagogical utility and effectiveness in foreign language acquisition through its different genres. For instance, subtitling (captioning) is a

type of audiovisual translation that can be introduced effectively as a motivating task in task-based instruction. This paper aims to shed light on the use of subtitling as a learning/teaching tool in English as a foreign language (EFL) classroom to facilitate its acquisition and boost students' learning. To achieve this aim, a qualitative method is adopted, based on analyzing and describing the existing literature on the topic and deducing the utility of this innovative method in the EFL teaching and learning process. The results show that most studies acknowledged its efficacy in enhancing students' motivation, receptive skills, and vocabulary retention; they also highlighted the possibility of using it at different proficiency levels. Some limitations have been recorded; some recommendations have been suggested to alleviate them at the end of the paper.

Keywords: subtitling (captioning); audiovisual translation; learning/teaching tool; EFL classrooms; pedagogical utility.

Introduction

Learning English as a foreign language is necessary to cope with the international development of the communication system. It requires effective teaching and learning strategies to achieve its goals. The way English is taught and learned throughout the world has changed, and teaching methods have been developed to fit students' needs from different cultural and social environments. Hence, subtitling has been considered a pedagogical tool that can positively affect EFL acquisition; a plethora of educators and scholars have attempted to shed light on its advantages as well as its disadvantages when used in EFL classrooms. As a result, this new tool has become subject to several empirical studies that thoroughly discussed its effectiveness in language learning since the introduction of audiovisual translation as a facilitator.

Subtitling is part of the audiovisual translation method which uses audiovisual material to convey the message to the recipient. It embodies, also, transferring cultures to various communities all over the world. Thus, this tool has attracted the attention of educators nowadays, concerning the possibility of its introduction as a pedagogical tool in EFL classes. However, researchers still have controversial views regarding the application of captions and other forms of subtitling in EFL settings, particularly concerning its effect on EFL students' acquisition of L2, the suitable methods to apply subtitling in the EFL context, and whether to use it as a task or as a multimodal tool to teach/learn a foreign language (FL). This paper suggests using subtitling as a teaching and learning tool in EFL classrooms for the numerous advantages it may provide in terms of language acquisition

facilitation and proficiency improvement. It tries to answer a major question regarding its applicability in teaching and learning foreign languages and its effectiveness in speeding up these processes and the achievement of their objectives.

This study is based on the following hypotheses: first, subtitling as a type of audiovisual translation can be effective in enhancing students' foreign language acquisition, since it is based on listening to and reading authentic FL texts that help them acquire the necessary skills to produce the language. Then, it can also boost students' motivation, as it is closely linked to mastering ICT use for pedagogic purposes. Furthermore, due to the image and sound use, learners have less anxiety in dealing with the FL text, facilitating its comprehension. Moreover, this may have a direct effect on their vocabulary retention and prepare them for producing the language more confidently and efficiently. Besides, translating audiovisual texts as a task in FL classes may introduce students to new cultures and broaden their intercultural knowledge, since they are meant to analyse the FL dialogue in the source language, then translate it into their L1.

This paper aims to explore the effects of subtitles on EFL acquisition and the role they may have during the learning process. Since they are related to the pragmatic aspect of this process, we will try to prove their close connection to the societal context in which the teaching of English as a foreign language is situated and their impacts on the learning outcomes. This research is mainly focused on subtitling as a task, and mainly on the use of captions (written form) in teaching and learning EFL. To achieve this aim, a qualitative method is chosen, based on reviewing empirical studies related to the topic, analyzing their findings, and discussing them to answer the research problem exposed above.

The importance of this topic lies in its implications for EFL teaching and learning, as subtitles may provide students with a method to discover the English language through authentic readings, audio, or video clips. Moreover, this study will help to know more about pedagogical subtitles, their effectiveness, and their limitations in EFL classes.

1. Subtitling in pedagogical context

The use of subtitling as a pedagogical tool has been a matter of debate for a long time. This section defines subtitling, and presents its types and pedagogical utility in the EFL context, after having determined the various steps through which its introduction in the FL teaching process has passed.

1.1 Definition of subtitling and its types

New methods of language teaching and learning have been engendered by rapid technological progress. The past two decades have witnessed a rising interest in integrating audiovisual translation (AVT), with a communicative approach in language teaching and learning (Lertola, 2019). Subtitling is one of these methods, part of the so-called *captioning*, which includes both types of subtitling, interlingual and intralingual forms. So, it is necessary to define it and review its types and their uses in the FL teaching and learning context.

According to Díaz Cintas and Anderman (2009), “subtitles are translated texts usually displayed below the image, as on a cinema or television screens” (p.9). This makes them a sub-genre of audiovisual translation, which includes two main genres: captioning and revoicing. Moreover, Luyken et al. (1991) define subtitles as,

condensed written translations of original dialogue which appear as lines of text, usually positioned towards the foot of the screen. Subtitles appear and disappear to coincide in time with the corresponding portion of the original dialogue and are almost always added to the screen image at a later date as a post-production activity (Luyken et al., 1991, p.31; as cited in Díaz Cintas, J. &Anderman, G., p. 21).

This represents a more elaborate definition of subtitles as texts, compared to the first one, since it gives details on the type of text 'condensed written translations' that emphasize their nature as translations made by translators to convey the meaning of the original dialogue. They are condensed because they summarize sequences of the spoken dialogue in a two-line written text. Furthermore, Luyken et al. give the position of the text, like in Díaz Cintas and Anderman's definition; however, they indicate the frequency of appearance of the written translation, attracting attention to one of the most important features of subtitles which is their coincidence with the portion of oral dialogue they correspond to. Finally, they show that the process of subtitling happens after the production of the audiovisual materials “a post-production”; it is added to the original product later on.

On the whole, subtitling is a sub-class of audiovisual translation that conveys the meaning of spoken dialogue to the viewer. To be well understood, translators must respect some conditions such as the right frequency with the dialogue and the condensation of the written text.



Concerning subtitling types, these are classified into two main types, which are as follows.

1.1.1 Interlingual subtitles

Lertola (2019) defines interlingual subtitling as, “a type of language transfer in which the translation, that is the subtitles, do not replace the original source text (ST), but rather, both are present in synchrony in the subtitled version” (p.1). This type refers to the condensed text that appears below the screen in the target language. The viewers are expected to be able to read the text content while simultaneously watching the sequence of the programme. They are also meant to know the second language in which it is written. Hence, subtitles cannot be understood, or even read if certain features are not available, such as readability, which conditions the text’s comprehension, like concision, in order not to distract the viewer’s attention from the programme.

1.1.2. Intralingual subtitling

Aksu-Ataç and Köprülü-Günay (2018) affirm that in this type, the original language and the subtitle of the movie are the same and that it is primarily intended for people with impaired hearing. This kind of subtitle was initially designed for the hearing impaired and is based on the expression of not only the dialogue _using the same language of the programme_ but also all actions performed by the actors, such as footsteps, knocking at the door, etc. However, there are also intralingual subtitles for foreign language learners, apart from the previous ones, whose purpose is to render the original text more accessible to the viewers from different proficiency levels.

To sum up, interlingual and intralingual subtitles are condensed texts appearing in synchrony with the original oral dialogue; the former refers to the text given in the second/foreign language, while the latter is given in the same language as the original dialogue. The main role of subtitles is to facilitate viewers' comprehension of the programme. This leads us to provide an overview of the different steps through which subtitling has been introduced as a pedagogical tool in the EFL context.

1.2. A brief overview of subtitling use as a teaching tool in an EFL context

To capture the beginning of subtitling use, we need to go back to the 1930s when it was introduced to cinema productions to enable a higher number of viewers to enjoy American and European movies. Thus, it was a means to understand the dialogues in the viewer's language.

With the development of ICT innovations, higher education institutions acted fast by making education technology _especially Internet-based education_ available worldwide. Scholars started highlighting the various possibilities that audiovisual tools offer in FL teaching. Furthermore, with the widespread of audiovisual media, the need to access original versions of AV products as soon as possible and the newly-acquired flexibility of dubbing countries have recently led to an increase in the volume and the nature of such activity (Bruti & Perego, 2015). It is a fact that the combination of ICT and audiovisual translation (AVT) provides teachers with innumerable opportunities to develop new methodologies in the EFL classroom. Vermeulen (2004) claims that when using audio-visual translation in the classroom, the text of this audio-visual multimedia and its translation (both dubbing and subtitling) are a perfect tool to broaden any kind of learning-related topics and to improve the learners' language acquisition and the conscience of the sociocultural context in which the language develops.

From then on, the idea that subtitles are simple translations that appear at the bottom of the screen in a foreign language during the scenes of movies and TV shows has become outdated. Nowadays, subtitles have various forms, and their applications and uses are manifold, and have further contributed to a deep change in educational methods scope.

For instance, same-language subtitling (intralingual) is seen as a 'didactic aid' and used as a form of entertainment that sharpens students' memory, improves their listening and reading comprehension, and boosts their self-confidence (Caimi, 2006, p. 85; as cited in Al-Salman & Haider, 2022, p.62). Moreover, scholars are paying attention to the pedagogical role of interlingual subtitling in L2 acquisition, which has been proved to be effective in improving L2 students' vocabulary retention. Hence, more studies are nowadays conducted to shed light on the pedagogical utility of subtitling in EFL context, which will be discussed in the following entry.

2. The pedagogical utility of subtitling in EFL classes

Integrating audiovisual translation, especially subtitling, in language learning has constituted a matter of debate concerning its pedagogical utility in the EFL context.

Proponents of its integration in language learning insist on its effectiveness in enhancing learners' motivation in FL classes. For instance, Díaz Cintas (1995, 1997, 2001) and Vermeulen (2003) propose subtitling as a

motivating pedagogical tool due to the use of video and translation. Díaz Cintas affirms that subtitling enhances learners' critical reflection on the linguistic aspects of TV or film products and helps them become acquainted with tools they will most probably use in their future careers, such as computers and videos. Thus, it can enhance vocabulary acquisition and cultural awareness. Being in contact with authentic materials allows learners to discover other cultures and become familiar with cultural differences.

Furthermore, Talaván (2006) argues that the production of interlingual 'ad hoc subtitles' is an effective way to learn an L2 for adolescents and adults of all levels.

It provides learners with the opportunity to negotiate meaning, notice language, become motivated, and enhance most language learning areas, especially those related to the spoken language, that are typically among the most challenging to teach and acquire (Talaván, 2006, p.45; as cited in Lertola, 2019, p.8)

While listening to a TV programme or a video, learners are involved in listening activities that allow them to acquire more vocabulary on various topics. Then, translating the dialogue into their L1 enables them to recall their understanding of the L2 text, and transfer the meaning into their L1. By doing so, they enforce their L2 learning and the comprehension of the original dialogue. Hence, learners will develop the skill of speaking, since they acquired the necessary vocabulary and ideas to express their thoughts from the video or TV programme they viewed.

In addition, subtitling has an important role in enhancing linguistic and metalinguistic awareness. In this context, Incalcaterra McLoughlin and Lertola (2011) argue that the translation involved in subtitling benefits foreign language learners, as it implies both linguistic and metalinguistic awareness and the ability to conduct contrastive analysis, skills necessary to complete a mono semiotic, written translation task as well. This refers to the use of AVT that enhances learners' communicative skills in addition to their written skills while subtitling an audiovisual text, making it more beneficial for language learners than a simple written translation.

The authors add that, due to the communicative nature for audiovisual translation (AVT), its effects on learners' linguistic and metalinguistic skills go beyond any grammatical exercise. Hence, in a study made with Italian B1-level university students of the Bachelor of Arts programme at the

National University of Ireland, Galway, they propose a five-stage subtitling task for FL students. In the preparatory stage, teachers select and prepare the AV material, transcribe the AV dialogue, and familiarize themselves with the software. The first phase endeavours to raise students' motivation by presenting the activity and discussing the title and some images taken from the excerpt; in this phase, considerations on the subtitling process and subtitled clips (reflection) are made. In the second stage (global perception), students perceive the communicative situation as a whole. The AV input can be watched several times to confirm what has been concluded in the first stage. In the third stage (analysis), students analyze the dialogue focusing on understanding the message in L2 linguistic and metalinguistic aspects, both in groups and individually. The fourth stage (consideration) involves metalinguistic analysis, since students are required to translate and subtitle the original spoken dialogue into their L1. The last phase (reflection) entails a reflection both on language and on the whole learning experience. The authors affirm that this model can be beneficial in lower as well as higher proficiency levels.

Concerning intercultural education, Borghetti (2011) devises the subtitling five-stage process to enhance students' intercultural knowledge. He argues,

Foreign language learning allows learners to better understand a foreign culture and foster intercultural knowledge. Subtitling proves to be particularly suitable to this purpose since it requires learners to understand an AV foreign language text, which is rich both on a linguistic and a cultural level (Borghetti, 2011; as cited in Lertola, 2019, p.10).

However, teachers should choose AV materials that suit students' linguistic and cultural levels. This implies paying attention to the cultural message entailed by that material to avoid cultural transfer or the misunderstanding of the original message in L2.

As far as receptive skills and vocabulary acquisition are concerned, according to the National Center for Technology Innovation and Center for Implementing Technology in Education (2010), the use of subtitled movies has been proved to be more effective at improving overall listening comprehension than non-subtitled movies. "Students who watch subtitled movies to learn a foreign language have shown improvement in reading and listening comprehension, word recognition, decoding skills, motivation, and vocabulary acquisition" (National Center for Technology Innovation and Center for Implementing Technology in Education, 2010, para. 10; as cited in Etemadi, 2012, p.240).

Moreover, they assert that research has shown that watching movies appears to have a positive impact on comprehension skills, and combining viewing with text (i.e. subtitles) appears to boost vocabulary acquisition.

A study by Hayati and Mohmedi (2009) represented a preliminary effort to empirically examine the efficacy of subtitled movies on listening comprehension of intermediate English as Foreign Language students. To achieve this purpose, out of a total of 200 intermediate students, 90 were picked based on a proficiency test. The material consisted of six episodes (approximately 5 minutes each) of a DVD entitled *Wild Weather*. The students viewed only one of the three treatment conditions: English subtitles, Persian subtitles, and no subtitles. After each viewing session, six sets of multiple-choice tests were administered to examine listening comprehension rates. The results revealed that the English subtitles group performed at a considerably higher level than the Persian subtitles group, which, in turn, performed at a substantially higher level than the no-subtitle group on the listening test.

In addition, Stewart & Pertusa (2004) explored gains in vocabulary recognition made by intermediate students viewing films in Spanish with English subtitles and others watching the same films with Spanish subtitles. They reported that intralingual subtitles were more effective in enhancing vocabulary recognition.

Markham (1999) also examined the effect of subtitles on aural word recognition skills and found that the availability of subtitles significantly improved the participants' ability to identify the keywords when they subsequently heard them again (p. 323-324).

For all these positive effects, the integration of subtitling in the curriculum is being thoroughly considered by numerous of scholars. For instance, Talavàn (2013) significantly contributes to the debate on integrating AVT, especially subtitling, in foreign language learning. She emphasizes the crucial role of video in language teaching and learning and presents the pedagogical potential of subtitling and its practical applications in her book.

Lertola (2015) considers the use of subtitling as a pedagogical tool in the L2 classroom from a teacher's perspective. The author discusses the potential of interlingual and intralingual subtitling in language learning, examining its advantages and disadvantages in alignment with Talavàn (2013). Lertola's study focuses on how teachers can integrate interlingual subtitling as a

language-learning task into their teaching routine. To do this efficiently, learners should be initiated to the basic norms of subtitling as a type of translation, respecting the linguistic and cultural features of the dialogue in L2. Moreover, they should be aware that subtitles must comply with syntactic and semantic norms, as meaning should be distributed on a maximum of two lines per sequence (message condensation). This reflects the task's aim: language learning rather than professional training. Hence, professional linguistic and technical assessment criteria should be also adapted to language learning purposes. According to Lertola (2015), these criteria are divided into five main categories: translation, linguistic, sociolinguistic and pragmatic competence, and technical skills. Thus, for Lertola, subtitling is an efficient task in a communicative situation that can be assessed upon predefined criteria.

For Ragni (2018), it is necessary to conduct experimental studies on the applications of subtitling which she calls 'didactic subtitling' to set a clearer framework to support subtitling activities in foreign language classrooms. For this purpose, she considers several theories such as those related to second language acquisition literature and cognitive psychology that support interlingual subtitling in FL learning. However, she highlighted the fact that turning from theoretical considerations to real-world applications can be challenging since many factors are involved including technical ones.

In summary, subtitling is now being studied as a pedagogical tool in FL teaching and learning due to its positive effects on learners. It has been proved to enhance motivation, linguistic and metalinguistic skills, as well as receptive and productive skills, such as listening, reading, and writing. It also helps students discover other cultures and forge their intercultural knowledge. Ultimately, many scholars are discussing new and suitable theoretical frameworks for subtitling to be integrated into FL curricula across lower and higher proficiency levels. However, its integration relies on the availability of certain technical factors that may turn into obstacles to the learning process. Some of these obstacles will be discussed in the following section.



3. Opposing views to using subtitling as a teaching tool in EFL classrooms

The use of subtitling as a pedagogical tool is still a matter of debate; many scholars show reservations for integrating it into FL classrooms.

Koolstra and Beentjes (1999) assert that subtitling is not only distracting but may also create problems for poor readers who cannot cope with its speed. Moreover, Danan (2004) affirms that intralingual subtitling has some limitations, and must be adapted to the linguistic level of beginners. The viewer needs to be familiar with the L2 to be able to read the message and reformulate it in the same language; this is why the subtitling task can be challenging for beginners who do not have enough linguistic experience in using and producing the L2. This implies that subtitling, especially intralingual subtitling (captioning), can pose problems in content comprehension if the task is not adapted to the level of learners.

Practising subtitling necessitates prior training in the principles of subtitling and its norms; hence it requires too much time to prepare students for this task to be able to divide the dialogue into sequences and synchronise them with their translation (Rundle, 2008).

Subtitlers tend to encode important information to the detriment of details, which may deprive the message of relevant, though not fundamental, clues. Thus, students need to focus on translating the main clues to achieve the goals of their learning and to keep the original dialogue message intact. This task may create obstacles if they are not well trained in subtitle norms, fitting pedagogical purposes. This makes students more dependent on their teachers during the first stage of global perception of the AV material.

According to Díaz Cintas and Anderman (2009), unless communication strategies through viewing subtitled programmes are practised every day, irregular exposure to the L2, although facilitated by AVT, will not be enough to reach production ability (speaking/writing). It triggers passive/receptive skills, whose effectiveness is directly proportional to the mastery of L2 grammatical data suited to the viewer's stage of development. Subtitling has a direct effect on receptive skills (listening/reading) compared to productive ones. This compels teachers to set their task aims carefully, keeping in mind its communicative characteristic, which makes them spend a longer time preparing subtitling tasks than preparing simple translation ones.

The use of AVT as a language teaching resource makes teaching more dependent on ICTs—which can occasionally fail—and poses concerns

regarding intellectual property rights (López Cirugeda & Sánchez Ruiz, 2013; Sánchez-Requena, 2017; as cited in Fernández-Costales, 2021, p. 287). Depending on ICT may be disadvantageous in the case of technical problems. Moreover, adding text, without the author's consent, to the AV material is a modification that can constitute a legal issue.

All in all, integrating subtitling as a pedagogical tool may, in some cases, represent real challenges for the learning and teaching process, mainly because it is a time-consuming task for teachers, and may be hindered by technical problems related to the software. However, these limitations may be overcome by the provision of some conditions that will be discussed in the following entry.

4. Discussion

The integration of audiovisual translation, especially subtitling, in teaching and learning foreign languages has been considered by scholars to alleviate problems such as students' anxiety and refraining from learning FL. Previous studies have demonstrated subtitling efficiency in boosting students' motivation to learn a FL, which leads to better vocabulary retention and the improvement of receptive skills. These results showed that applying subtitling in different proficiency levels may facilitate language acquisition as a whole and help teachers overcome some persisting difficulties in teaching FL, mainly students' anxiety and lack of motivation. The results are in line with the proposed hypotheses of the effectiveness of subtitling in speeding up the learning and teaching processes of foreign languages, and its pedagogical utility in EFL classrooms.

For instance, several scholars have recognized the efficacy of subtitling in improving learners' motivation, which constitutes a major booster of language learning, namely Díaz Cintas (2001) and Vermeulen (2003) who insisted on introducing subtitling as a motivating task for FL learners because of the use of video and translation. This is in line with the first hypothesis formulated at the beginning of this study, which stipulated that subtitling can stimulate learners' motivation to learn foreign languages. Moreover, Talaván (2013) argues that the production of interlingual subtitles is an effective way to learn an L2 for adolescents and adults of all levels, focusing on listening comprehension and the productive skill of speaking. This aligns with our hypothesis stating that subtitling may directly enhance learners' language skills, especially listening and speaking.



Furthermore, it enhances linguistic and metalinguistic awareness, according to Incalcaterra McLoughlin and Lertola (2011), who affirm that translation involved in subtitling "...implies linguistic and metalinguistic awareness and the ability in contrastive analysis, skills necessary to complete a mono semiotic, written translation task as well." This implies that during the process of subtitling, learners become acquainted with the linguistic features of the L2 and talk about them, which consolidates their linguistic skills. In addition, while talking about these features, they improve their metalinguistic awareness.

Markham (1999), and Stewart and Pertusa (2004) emphasized subtitling's effectiveness in boosting vocabulary recognition and retention, which aligns with the hypothesis stating that subtitling can be a booster for learners' vocabulary retention. This is due to the strong effect of images that represent words' meaning and help learners recognize lexical items and retain their significance.

Besides, it improves intercultural knowledge as Borghetti (2011) affirms it provides "the opportunity to better understand a foreign culture and foster intercultural knowledge. Subtitling ...requires learners to understand an AV foreign language text, which is rich both on a linguistic and a cultural level." This supports the hypothesis stipulating that the subtitling task bridges the way between learners and L2 and L1 cultures, making them aware of the differences and particularities of the two cultures.

As far as the applicability of subtitling in the FL curriculum is concerned, Lertola and Incalcaterra McLoughlin (2011) affirmed subtitling applicability as a teaching and learning tool in FL classes, and suggested a five-stage task whose purpose is to enhance learners' communicative skills, focusing on a collaborative teaching method. Ragni (2018) also proposed the same task type, calling it 'didactic subtitling'. This goes in line with the hypothesis related to the possibility of integrating subtitling as a pedagogical tool in FL learning and teaching.

All these views confirmed the study's hypotheses and showed the effectiveness of subtitling as a teaching and learning tool in FL classes; they also emphasised its pedagogical utility as a motivational task and its characteristic as a facilitator of L2 language acquisition through enhancing language skills and boosting vocabulary recognition and retention.



Based on the analysis and discussion of literature related to the topic, some implications can be deduced for the Algerian context. First, with the advance in applying internet-based education in Algeria and the development ICTs are gaining in higher educational systems, subtitling may contribute to this progress owing to its flexibility and learners' interest in using technology in their learning process. Thus, researchers may find it beneficial to study how various types of audiovisual translation, including captioning and revoicing, might impact instructional outcomes. Also, as online classes and interactive opinions increase, especially after the COVID-19 pandemic, there are new opportunities and challenges for integrating subtitling into instruction, and more investigations are needed in this field of study. These implications for teaching and learning FL using subtitling and audiovisual translation, in general, lead me to suggest some recommendations in light of what has been demonstrated in this study.

5. Recommendations

The integration of subtitling in teaching and learning foreign languages is beneficial from different points of view. Some studies have investigated and proved the effectiveness of subtitling as a pedagogical tool (Díaz Cintas, 2001; Vermeulen, 2003; Hayati & Mohmedi, 2009; Talaván, 2013; Lertola, 2015; Ragni, 2018), in enhancing students' motivation, receptive skills, such as listening and reading comprehension, and vocabulary retention. This implies the importance of subtitling as an innovative and motivational teaching and learning tool for young and adult learners. By contrast, others, (Danan, 2004; Rundle, 2008; Díaz Cintas & Anderman, 2009), although recognizing its crucial role in FL classrooms, find it insufficient in terms of improving productive skills, and time-consuming, compared to the content of the curriculum.

Thus, here are some of our recommendations to overcome all these limitations and make the learning process easier:

For the teachers' part, firstly, subtitling is efficient in reducing anxiety as it motivates students to learn a FL through a communicative task; for that sake, teachers should prepare carefully their lesson plans, introducing subtitling for learning purposes. To do that successfully, they need to allocate some time to introduce this task and its principles before starting the translation act.

Secondly, teachers should receive pre-training in translation and captioning to be able to devise such activities in FL classrooms. That can be challenging as it represents additional duties for teachers in addition to their pedagogical

ones. However, it is beneficial in terms of facilitating students' retention and language acquisition.

Thirdly, the choice of the AV material to be subtitled by students must comply with their cultural and social backgrounds because comprehending the dialogue is crucial for the success of the translation process. Hence, teachers should give importance to the content of the dialogue and its cultural implications. In addition, it is fundamental to pay attention to the proficiency level of the targeted students, so that they can understand and analyse the dialogue in the L2.

For the learners' part, many benefits can be gained by practicing subtitling in the FL class, as it increases their motivation which enhances language acquisition. However, they should have prior experience with translation activities, and be familiarised with viewing videos and analysing them for pedagogical purposes. Moreover, teachers should introduce the different steps of translating AV material so that students can follow them and finish the task successfully. Furthermore, students should be divided into groups or pairs to work out all the steps appropriately and given a deadline for each step to respect the allotted time for the whole task.

Regarding the technical limitations posed by its opponents, subtitling requires the availability of software and hardware necessary to fulfil the task, such as computers, video recorders, etc. Thus, the institution's authorities should provide these facilities to ensure the integration of subtitling in the curriculum as a pedagogical tool for learning and teaching a FL.

6. Conclusion

AVT has been considered a facilitating method to teach and learn a FL, as many empirical studies have shown its benefits for FL students in enhancing motivation, improving receptive skills, and boosting vocabulary retention. Subtitling, as a form of AVT, is a beneficial pedagogical tool in FL classrooms due to its communicative characteristics and the involvement of ICTs in its practice, which motivates students to learn foreign languages. Moreover, it has been proved to improve learners' receptive skills and directly affect productive ones, such as speaking. It effectively enhances vocabulary retention owing to image use and sound, which help learners recall lexical items with their meanings. As for its integration into the curriculum, many studies have confirmed its applicability in FL programmes as a task or support and to be pedagogically efficient in class.

However, some limitations have been recorded, mainly technical ones related to software and hardware and time organisation, which pose difficulties for teachers in applying this task. Nevertheless, the possibility to fulfil the task online constitutes a solution to save time and reduce learners' anxiety, which boosts their language acquisition.

The above discussion positively answers the research problem and research question concerning subtitling integration as a pedagogical tool in FL classes, facilitating L2 acquisition and enhancing learners' motivation. Although some technical limitations have been registered, they do not hinder subtitling integration in the curriculum, as it has been proved to be a pedagogical tool that enhances the FL learning and teaching processes, which can be applied at different proficiency levels.

Interestingly, more research on this subject matter needs to be undertaken with a focus on the implications of subtitling use as a pedagogical tool in FL classes in Algeria. Moreover, the findings of the present study constitute a new prospect for the Algerian context to analyse and discuss the possibility of integrating subtitling in teaching and learning FL at different proficiency levels.

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