
Subtitling and Didactic Implications: Teachers' Attitudes about The Role of Subtitled Videos in Enhancing EFL Learners' Understanding of Audiovisual Texts

السترجة وأثار تعليمية اللغة: مواقف المعلمين حول دور الفيديوهات المسترجة في تحسين فهم النصوص
السمعية البصرية لدى متعلمي اللغة الإنجليزية كلغة أجنبية

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Abstract:

When learning or teaching any foreign language, text content represents the foundation and the fundamental building blocks. Learners must understand text to increase their ability to understand foreign language acquisition and production. The current study focuses on the requirements of using subtitled videos as an efficient technique in audiovisual text learning by English foreign language (EFL) learners, where they concur on the significance of using subtitled videos to learn foreign languages and build up their comprehension about the subject. The findings of the interview reveals that watching videos with English subtitles helps learners build their learning process in motivating context by easing the way of learning more the process of acquisition in the language.

Keywords: subtitled videos; EFL learners'; audiovisual text; teachers' attitudes.

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ملخص:

يُعد المحتوى النصي الأساس والركيزة الجوهرية في عملية تعلم أو تدريس أية لغة أجنبية. لذا، يُعتبر فهم النصوص أمراً ضرورياً لزيادة قدرة المتعلمين على استيعاب وإنتاج اللغة الأجنبية بفعالية. تركز هذه الدراسة على أهمية الاستعانة بالفيديوهات المسترجة كأداة فعالة في تعلم النصوص السمعية البصرية لمتعلمي اللغة الإنجليزية كلغة أجنبية، مشيرةً إلى تأكيد المتعلمين على دور هذه الفيديوهات في تعزيز فهمهم للغات الأجنبية وتوسيع مداركهم حول الموضوعات المختلفة. كما تكشف نتائج المقابلات أن مشاهدة الفيديوهات المصحوبة بالترجمة الإنجليزية تشكل عاملاً محفزاً يساهم في تعزيز وتطوير عملية التعلم، ميسرةً بذلك طريق اكتساب اللغة بصورة أكثر فعالية.

كلمات مفتاحية: الفيديوهات المسترجة، متعلمي اللغة الإنجليزية كلغة أجنبية، النص السمعي البصري، مواقف المعلمين.

1. INTRODUCTION

It is becoming a common activity for teachers to use videos with subtitles in their classes to teach foreign language (FL) to complete specific tasks or objectives, which is all thanks to the overwhelming development in modern technology. To foster different skills and broaden learners' way of analyzing audiovisual text, they employ a variety of media and videos in the EFL context in particular. This habit imparts ever-more-powerful and extensive knowledge about other languages' cultures, which is a cornerstone of learning a foreign language (Cintas, 2003). The subtitled English videos, according to Vander plank (1988), are one of the comprehensible inputs in the environment for learning English as a second language (ESL).

The results of Noa Talavan Zanon's study in 2006, which focused on using subtitled videos to improve foreign language learning, demonstrate the efficacy of this strategy because it encourages students to use language in natural contexts. It was also discovered that watching videos with subtitles significantly improve one's own learning process. Tarchi, C., Zaccoletti, S., & Mason, L. (2021).

conducted a study about the influence of media (text, video, or subtitled video) on students' learning outcomes.

Past studies have raised concerns about the effectiveness of learning from online videos over content-equivalent texts. Moreover, subtitled videos place additional demands on learning. . Results from the study confirmed the substantial equivalence of all conditions in immediate comprehension.

The main goal of this study is to describe teachers' perspectives on how videos with English subtitles can be an effective technique for EFL learners to improve their ability in understanding and comprehending the analysis of audiovisual text in an effort to highlight the positive impact. Numerous elements within the context of this study need to be highlighted. These include: what do teachers think about using videos with subtitles to enhance the process of audiovisual analysis learning? Does the use of subtitled videos to teach audiovisual interpretation help students in their learning process?

2. Subtitled Videos in EFL Classes

2.1 Definition of Subtitling

The ability of subtitles to translate spoken dialogue from movies and television shows into written text is well known. Subtitled lines are lines at the bottom of the screen that show a translation of the dialogue (Pedersen, 2012). To put it another way, subtitles are a type of translation that involve showing a written text, typically in the lower half of the screen, along with discourse features in the image and details from the soundtrack, such as songs and off-camera voices.

When subtitles are used, they are frequently compared to "primitive intertitles, which are short passages of written text superimposed on 25 visual footage to convey a target language version of the source speech" (Perez, 2014, p. 16). Furthermore, subtitling is described by Gottlieb as "(1) written, (2) additive, (3) immediate, (4) synchronous and (5) polyhedral translation" (1994, p. 162). These are their justifications:

Written: The last translation is presented to the viewers in textual form.

Additive: Subtitles are supplied or integrated to the video without removing any spoken items from the source.

Immediate: because the audience does not have the option of stopping the filmic material to reread the subtitles in order to comprehend what has been said, the viewer must read the subtitles quickly.

Synchronous: This differs from simultaneous interpreting in that the viewer receives both the subtitles and the source dialog at the same time. To put it another way, the audience can read the subtitles while listening to the dialogue.

Polymedial: A minimum of two channels (visual and auditory) are necessary to transmit the intended meaning of the source dialogue.

2.2 The Role of Subtitling

The most researched area of linguistics is without a doubt learning a foreign language. Because of extensive exposure to various types of audiovisual materials and the spread of digital technologies, learners today are exposed to new learning processes. A subtitled video provides rich content for learning a foreign language as long as the piece of information is presented in a variety of ways. Additionally, it encourages students to understand what is being presented using the available data.

Researchers begin to take into account the value of subtitles in vocabulary development and foreign language instruction. According to Vander plank (1988), subtitles are not a diversion but rather an excellent tool for learning new words and "can benefit those who are hard of hearing" (p. 276). Videos without subtitles can actually make learners feel unsure and anxious, but subtitled videos give them feedback and reassurance, which can help them form a strong conviction, inspiring them to watch any foreign language video and making them feel prepared.

The use of audiovisual components helps to make learning a foreign language more engaging and effective. All audio-visual components are viewed as beneficial enhancements to language learning (Wright, 1976). Both teachers and students regard a subtitled video as an effective and significant resource. Because they are more interesting, entertaining, educational, and exciting, learners prefer

to watch them. Additionally, subtitled videos show learners how members of the culture whose language they are learning behave and speak.

2.3 Criteria of Videos Selection

Videos are a great way to make lectures more interesting, but incorporating them into EFL classes involves a number of requirements that must be taken into consideration. One of the most important steps in developing an EFL lesson plan is the selection of the video. There are numerous requirements when choosing the right video. FL instructors who want to use videos in their lessons must consider certain factors. Teachers should pick a video that is appropriate for their students. According to Gareis (1997), educators should avoid videos that tackle challenging subjects. It is crucial that teachers choose a video that will not harm students when it is played in class.

It can be challenging to understand all of the different ways that the criteria for choosing videos for lessons in classes are expressed. Additionally, it is important to remember that when choosing a video based on the content, teachers should address some difficulties. Gareis (1997) emphasizes that in order to prevent students from becoming disillusioned with the learning process, teachers should take into account the cultural and religious backgrounds of their students before incorporating video into their lectures. According to Berk (2009), there are different types of criteria that teachers need to pay attention to. The first criterion is related to the personality of the student and includes factors like age, gender, ethnicity, and grade level as the most crucial ones to take into account when choosing the right video.

The second criterion is the structure of the video, and teachers should be cautious when choosing a video to ensure that it is appropriate in terms of character, length, content, and other factors. Teachers must avoid including any materials that may contain offensive elements for a variety of reasons. The third criterion is the obviousness of the video, where the teachers struggle to find the appropriate video. As a result, it is critical to consider all of the listed criteria in a lecture while also taking into account the earlier problems.

To make teaching and interpreting the audiovisual text easier, foreign language teachers may incorporate subtitled videos into their lessons.

3. Aspects of Analysing Audiovisual Communication

Audiovisual texts are texts that cope with the use of image words and sounds to convey certain message. Audiovisual texts are multimodal texts require some codes to be understood. These semiotic codes go together under one block; they constitute a coherent backbone to a certain extant to AV production message. Gambi (2013) introduces different semiotic codes that are active in the production of a certain meaning. He defines two sign systems (verbal and non-verbal) and two channels (audial and visual).

The four basic elements that define audiovisual texts are :

The acoustic-verbal: dialogue, monologue, song, voice-off

The acoustic-non verbal: musical score, sound effect, noise

The visual non verbal: image, photography, gestures

The visual-verbal: insert, banners, letters, messages on computer screens, newspapers headlines (Diaz Cintas 2008, P.3).

In addition, three codes are used for verbal components of the audial channel: linguistic, paralinguistic (verbal), literary, and dramatic; the only code used for verbal components of the visual channel is graphic. Non-verbal paralinguistic codes, musical, and sound design are used to transmit audio non-verbal signs. The numerous kinds of codes are made up of non-verbal components that are transmitted through a visual medium, such as iconography, photography, scenography, film, kinematics, and dress codes. AV text's meaning is produced through a complex classification of codes.

4. Procedures of Translating Audiovisual Text

The process of translating the audiovisual works and products from one language to another is known as audiovisual translation. Audiovisual items must be translated differently than textual items because they are meant to be seen and heard . and the translator must be aware of them, be they extrovert or introvert Zabalbeascoa (2008) most significant and relevant items (verbal or otherwise) in the meaning(s) and function(s) of the (AV) source text for each scene, for almost every frame, in order to make informed, context-sensitive, function-oriented, and

audiovisually coherent decisions as to the words that will be most appropriate for the task at hand (2008, Zabalbeascoa, p. 30). Since the conversion of multimodal elements into a mono-modal translation necessitates the careful selection of the contents to be transferred, this premise is seen as the foundation of audiovisual translation and of AD practice.

A comprehensive consideration of the nature of text modes and media is necessary for audiovisual communication.

Audiovisual texts is an important element in the process of understanding different language discources.The entire success of the FL proficiency is decided by its learning. This proficiency can be demonstrated through the thorough understanding of audiovisual texts in written or spoken language.

5. Methodology

This study has employed the qualitative design based on the descriptive research method. Five (05) Translation teachers at the University of Abbes Laghrour, Khenchela were interviewed to answer some questions as a way to examine their attitudes regarding using subtitled videos as a learning strategy to enhance the learners' understanding of audiovisual texts. The interview was conducted to identify whether the insertion of subtitled videos into EFL classes can enhance EFL learners' vocabulary. It is hypothesized that if learners watch subtitled videos frequently, they will be able to understand and analyse easily audiovisual texts. The current study was carried out with the goal of emphasizing the situation and obtaining an answer in order to contribute to the subject by determining whether subtitles are successful or not in the process of subtitling aids in the process of audiovisual analysis acquisition.

6. Sample of Study

The population selected in this study which represent 75% of the population of translation teachers at the faculty of letters and foreign languages ,which were selected randomly as a sample. They were invited to voluntarily respond to questions about the general usage of subtitled videos, learning audiovisual texts,

and explaining the link between the two.

7. Description of the Interview

An interview was employed in this study to encourage respondents to show their opinions about using subtitled videos in EFL classes. There are five questions in all, each of which was created with a specific goal. They are organized in the following way:

-Which method do you prefer when introducing audiovisual text to your learners'?

-Do you use strategies to guide learners to analyse of audiovisual text?

-Do you believe that watching subtitled videos in class is sufficient for analysis and interpretation of audiovisual text ?

-Does the analysis of audiovisual text from subtitled videos require using some skills ?

-Do you advise your learners to study audiovisual text by watching subtitled videos ?justify

The interview was designed to collect data and gain a good understanding of the teachers' thoughts about audiovisual texts learning. It contains five questions, including how learners perceive and assess their analysis of audiovisual text. In addition, the learners' preferences about using videos to improve their interpretation and how watching subtitled videos can help them in analysis of audiovisual texts learning and if they make connection between what is said and what is written. This part also aimed to examine if the existence of subtitle enhances the learning and understanding of audiovisual texts. The question aims to know how Teachers manage the difficulties through their own strategies, and if teachers encourage learners to watch subtitled videos even outside classes to increase their knowledge.

8. Discussion of the Interview Results

According to the results of the interview, the majority of teachers (4/5) recognize the significant role of understanding audiovisual text in the learning process, and due to its importance in EFL classes, the teachers claim that learners prefer

using audio visual materials as an effective pedagogical technique which will help them to enhance their understanding and motivation towards the use of various modes of audiovisual text in the process of learning.

Teachers' reason behind using subtitled videos as a strategy to reach the intended objectives in their classes is to reinforce the learners' understanding of the context as well as to learn better. Based on the findings reported above, it is possible to conclude that subtitled videos are strongly recommended for audiovisual text learning in EFL classes, owing to the benefits that contribute in the acquisition of new words and the advancement of foreign language learning, which justifies the efficiency of using such videos as a pedagogical technique to enrich EFL learners' understanding of audiovisual texts.

9. CONCLUSION

To sum up, this research study shed light on the usage of subtitled videos as a technique for the analysis of audiovisual texts and their efficiency in helping EFL learners to increase their vocabulary repertoire, in other words, it made reference to the didactic implication on the language acquisition.

The interview employed in this study, shows the value of integrating subtitled videos in EFL classes. Implementing subtitled videos in particular can substantially improve learners' ability to analyse audiovisual texts and boost both learners and teachers' knowledge with the most effective strategies and techniques for audiovisual interpretation. As reported by the interview results, both teachers are highly supportive of the idea of including subtitled videos, it appeared that students tend to be more motivated after subtitled videos is used for language acquisition as well as raising teachers' awareness of its importance in helping learners develop strategies within the process of audiovisual analysis to be more effectively.

This shall pave the way for future studies to enquire more on our study through challenging the modern approach to language learning because it reintroduces the old grammatical method known in the teaching of languages, but in a new form. After all, subtitling is an act of translation.

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