Teachers’ Perception on the Use of Subtitles as a Teaching Resource to Raise Students’ Motivation when Learning a Foreign Language

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ICT for Language Learning, Florence, November 14th 2014
OVERVIEW

• Audiovisual Translation - Foreign Language Teaching
• Research project: Subtitula2.0
• Main results and feedback
• Methodological proposal
• Conclusions
AUDIOVISUAL TRANSLATION AND FOREIGN LANGUAGE TEACHING
• AVT as a Teaching resource - Emerging trend
• Further (empirical) research is needed
• Main focus: subtitling and dubbing
• Most relevant research:
  • Díaz Cintas (2003), Neves (2004), Talaván (2013)
WHY USING SUBTITLES?

• Research outcomes:
  • Language awareness
  • Translation capability
  • Vocabulary acquisition
  • Task-based learning
  • Common European Framework objectives
RESEARCH QUESTION

• Is Audiovisual Translation effective in bilingual education / Content and Language Integrated Learning (CLIL)?

• Does it contribute to promote CLIL’s 4 dimensions (Communication, Cognition, Culture and Content)?
RESEARCH HYPOTHESES

• 1) Introducing subtitling activities in the classroom increases students’ motivation

• 2) Subtitling might be particularly effective in the context of Content and Language Integrated Learning and bilingual education
RESEARCH PROJECT
SUBTITULA2.0
WHAT IS SUBTITULÁ2.0?

• Proposal - Teacher training
• Innovation project - University of Oviedo 2012
• Regional Ministry for Education - Research projects 2013
• Ongoing project 2013 / 2014
Using subtitling as teaching resources in Foreign Language Teaching
OBJECTIVES
• Promote students’ motivation

• Introduce ‘new’ teaching strategies and skills

• Improve competence in the foreign language

• Encourage students’ participation and interaction

• Teaching cooperative environments
• Use ICTs in the classroom
• Enhance usability and accessibility
• Stimulate virtual and distance learning
• Use language to learn’
• Take advantage of students’ interests
IMPLEMENTATION
RESEARCH GROUP

• Department of Educational Sciences
• Department of English Studies
• Faculty of Teacher Training and Education
• Degree in Primary Education
RESOURCES AND APPROACH

- Free software: Subtitle Workshop
- Optimization of resources: film education
- Language diversity: English, French, Spanish, Asturian
- Several methodological approaches
SUBTITLING

- Transcribing original message
- Intralinguistic subtitling
- Interlinguistic subtitling
- Basic subtitling techniques
- Vocabulary acquisition
• Introduction
• Classroom activities
• Online activities
• Project
• Evaluation
SECOND STAGE: SUBTITLING, TEACHER TRAINING AND CLIL
SAMPLE OF THE STUDY

- Master in Content and Language Integrated Learning
- 30 student-teachers Primary Education (bilingual streams)
- 20 female and 10 male students
- B2 - C1 level of English
IMPLEMENTATION

• Same pattern than in the first stage
• Students delivered a teaching unit in their internship
• Evaluation of teachers’ perception
• Ex post facto survey to all student-teachers
RESEARCH TOOL

• 30-item questionnaire

• Likert scale (1 to 4)

• Administered individually

• SPSS - Descriptive statistics

• Cronbach Alpha - 0.877
RESEARCH TOOL

• Scale A - Teachers’ perception on students’ attitude and motivation

• Scale B - Teachers’ perception on students’ academic performance

• Scale C - CLIL focused questions - Translanguaging / code switching (inter and intra subtitling)
PRELIMINARY RESULTS
• Student motivation is clearly stimulated by the introduction of subtitling activities (87% totally agree)

• Subtitling activities promote participation and interaction of students (86% totally agree)

• Vocabulary acquisition is improved (80% totally agree)
CONTENT AND LANGUAGE INTEGRATED LEARNING

- Using the language to learn (80%)
- Promotion of communication among students (82%)
- Address specific contents (85%)
- Triggers cognition processes (86%)
- Allows using cultural elements (87%)
CONCLUSIONS
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• Motivation is effectively promoted by using subtitles

• Subtitling is powerful resource in FLT

• Audiovisual Translation is particularly suitable in CLIL

• Further research is welcome

• Teacher training is needed