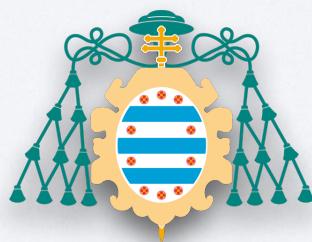# Teachers' Perception on the Use of Subtitles as a Teaching Resource to Raise Students' Motivation when Learning a Foreign Language

Alberto Fernández Costales

University of Oviedo

OVERVIEW

- Audiovisual Translation - Foreign Language Teaching

- Research project: Subtitula2.0

- Main results and feedback

- Methodological proposal

- Conclusions

AUDIOVISUAL TRANSLATION AND FOREIGN LANGUAGE TEACHING

AUDIOVISUAL TRANSLATION

- 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
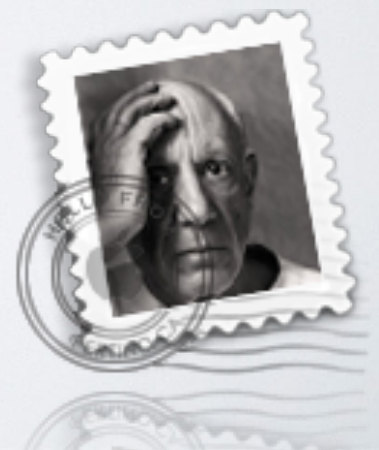
RESEARCH PROJECT SUBTITULA2.0

WHAT IS SUBTITULA2.0?

- 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

- **A** • Introduction
- **B** • Classroom activities
- **C** • Online activities
- **D** • Project
- **E** • 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

QUESTIONNAIRE

- 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%)
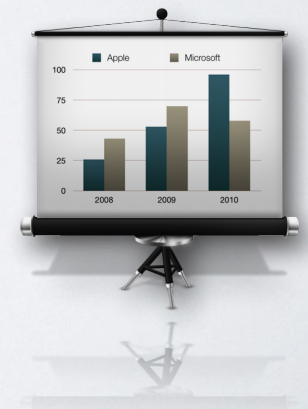
CONCLUSIONS

CONCLUSIONS

- 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

fernandezcalberto@uniovi.es