

Scrutinizing the Potential Benefits of Subtitling to Language Teaching and Learning Contexts: A Conceptual Framework for Implementation

Osama Mudawe Nurain Mudawe

Department of Foreign Languages

College of Arts and Humanities, Jazan University, KSA

Tel: 966-55-032-5739 E-mail: nurainomudawe@gmail.com

Asma Taha Alhussien Taha (Corresponding author)

Department of Foreign Languages

College of Arts and Humanities, Jazan University, KSA

Tel: 966-53-694-3849 E-mail: asmaataha26@gmail.com

Mahir Abdelhaleem Abdelmageed Mahir

EFL Lecturer, Department of Foreign Languages

College of Arts and Humanities, Jazan University, KSA

Tel: 966-50-189-6500 E-mail: mahir.7aleem@live.com

Aafrae Ahmed Al Arabi Garmate

EFL Lecturer, Department of Foreign Languages

College of Arts and Humanities, Jazan University, KSA

Tel: 966-58-390-3410 E-mail: aafrae.garmate@gmail.com

Received: May 3, 2024

Accepted: June 7, 2024

Published: June 23, 2024

doi:10.5296/ijl.v16i3.21874

URL: <https://doi.org/10.5296/ijl.v16i3.21874>

Abstract

Audiovisual Translation (AVT) is one of the flourishing genres of translation studies that has recently been regarded as having a great potential effect of improving students' language skills and cultural awareness. One of the main arguments in the language teaching and learning field is the instructional advantage of translation as a tool for generating more teaching and learning opportunities. The current study aims to explore the myth of using subtitling in English language settings to improve students' overall language proficiency and cultural awareness. The study adopted the conceptual methodology to provide a conceptual framework on how to incorporate subtitling videos into language instruction. This framework gives a step-by-step guide that opens the door for language practitioners and instructors to innovate and create more learning opportunities for the students in an ever more relaxed and motivated environment. The study highlights the need to conduct similar studies in the same areas to provide a solid framework on how to use subtitled videos to develop students' language proficiency and promote their cultural awareness through wide exposure to broader authentic materials and resources.

Keywords: Audiovisual translation, Subtitling, English language teaching, Cultural awareness

1. Introduction

The use of translation has been a significant feature in foreign language teaching throughout the years, being used as the exclusive means of teaching or as a support for other teaching methods. It is generally agreed that translation is very much a part of foreign language teaching, which is often used and can be most useful to the students (Al-Musawi, 2014; Bagheri and Fazel, 2011). Generally speaking, translation has been used and is still used to enable students to understand foreign language literature and improve their language skills and cultural awareness. These attributes of translation in English language teaching and learning are not new. The earliest method used in language teaching and learning is the Grammar Translation Method which advocates translation as a fundamental pedagogical strategy to enhance students' understanding of the target language (Omar, 2019). However, English teaching methodologies have gone through tremendous changes from lexical approaches, socio-cognitive approaches, and constructivism teaching, and the contribution of translations in the field of English language teaching cannot be ignored. A generally accepted view of the role of translation in foreign language teaching is that it is a useful tool for testing comprehension and it can also be a valuable learning aid, though there has been discussion on whether the translation is a more or less effective tool for enhancing English language instructions. However, others believe that translation should be avoided exposing students to communicative situations that might hinder their language proficiency (Liao, 2006; Husain, 1995).

The field of translation itself keeps evolving at a stunning rate and contributes to foreign language teaching in a more complex and intricate manner. Recently, the global demand for Audiovisual Translation has brought in new challenges for language instructors, practitioners, and experts to rethink the potential of audiovisual components in enhancing language

teaching and learning. Accordingly, translation is perceived in language teaching methodology, and an increasing need for translation competence amongst language professionals. Therefore, translation is perceived as the most useful method in foreign language contexts, not only as a tool for learning a language so much as a means of understanding a language and its culture.

According to the research carried out investigating the value of subtitled videos in creating changes in language teaching and learning, it could be asserted that there is some sort of uncertainty among English language educators to value the role of subtitled videos in enhancing their teaching methodology. However, several studies have already paved the way for language practitioners, teachers, and learners to integrate subtitled-based videos in teaching settings (Caimi, 2006; Mohammed, 2013). Students in particular are taking advantage of the resources based on the web or social media applications to take full responsibility for amending and polishing their language through self-paced learning and learning autonomy.

According to the assumption that using subtitling enhances English language instruction, the primary objectives of the study are to investigate the potential benefits of subtitling to language learning as a source for authentic materials that facilitate students' exposure to natural language spoken by native speakers. Moreover, the study strives to propose a conceptual framework that enhances the use of subtitling in foreign language classes to develop students' skills and cultural awareness. The present study is an attempt to reveal the myth of using subtitled videos as a tool for enhancing language instructions and fostering students' connectivity with authentic materials.

1.1 Literature Review

1.1.1 Audiovisual Translation and English Language Teaching

Audiovisual Translation (AVT) represented in dubbed and subtitled or voice-over movies, series or even documentary programs create a dramatic shift in conventional strategies and techniques by fostering language instructors' productivity and creativity. As the field of AVT keeps evolving at a stunning rate, now and then AVT products have offered vibrant strategies and techniques that have been implemented in English language teaching and learning. AVT components are disseminated through various platforms such as social media applications that enjoy an amazing popularity among students as they are obsessed with various entertainment applications. AVT has contributed to the dissemination of videos in an unthinkable way through a great number of apps that facilitate video-streaming services. These videos cross the borders of language and culture and are made available to everyone around the globe. Language barriers no longer represent an issue for viewers as normally these videos are subtitled into their favorite language. These videos are created for entertainment. However, their possibilities for classroom utilization have become one of the most common practices in language settings. Language learners believe that these subtitled videos can enhance their language skills regardless of their proficiency level. According to Verdino (2022):

Language learners have become accustomed to the presence of interlingual subtitles (i.e., subtitles that are written in the learners' native language, also known as translated subtitles) in foreign language videos, and they are used particularly by lower or intermediate language proficiency level students.

In recent years, more and more empirical studies are looking at the benefits of AVT used to teach and learn an (FL), as more and more IT tools are being used for a wider range of purposes. AVT has been used for decades in both teaching and independent learning settings and has been studied since the late 1980s. Subtitle materials have proven to have a positive effect on language learners in terms of receptive skills as well as cultural awareness (Garza 1991; Price 1983; Vanderplank 1988; Wink et al, 2010 Abdolmanafi Rokni and Jannti Atae 2014). In addition to improving speaking skills and general learning strategies, AVT is also a useful tool for promoting bilingualism and multilingualism. Active AVT tasks performed with the students promote receptive, productive tasks, pragmatic critical thinking, cultural awareness, and the ability to extract information from multilingual texts. Audio-visual texts provide an opportunity to observe different registers, such as formal and informal, etc. Audio-visual texts help to explain how language is used and are therefore useful for expanding comprehension and producing pragmatic meaning, taking into account linguistics, social elements, and context. It is important to note that through videos, and particularly films, FL learners are exposed to things that may otherwise be hard to observe, including body language and words related to a particular culture, paralinguistic elements, and subtleties. In addition, audio-visual texts in an FL classroom are excellent tools for promoting effective and efficient learning across a broad range of domains (Linguistic, Socio-pragmatic, and Cultural competencies). The use of subtitles in L1 and L2 languages has been studied and is beneficial in improving skills such as oral and auditory comprehension, lexical acquisition, and reading comprehension with subtitle support, as well as aural comprehension, according to the findings of Crespo Fernandez, *et al.*, (2020). In the same context, King (2002) states that "films provide more pedagogical options and are a rich resource of intrinsically motivating materials for learners." When students watch a movie, they can learn a set of vocabulary and phrases and enhance their target language. Different types of films can stimulate learners' interest and motivation. L2-subtitles movies can promote students' pronunciation. It can strengthen the comprehension of English context-dependent expressions and improve vocabulary acquisition. Subtitles promote students' motivation to study English beyond the classroom setting by watching English movies and hearing original dialogues. All in all, subtitles can improve students' comprehension skills. Some studies have looked at the various aspects of the effect that subtitling has on second/foreign language learning. Anon (2006) looked at the effects of computer-based subtitling on language learning and found that subtitling helped learners appreciate the vast content of the film.

1.1.2 Benefits of Subtitling in English Language Teaching

Exposing the students to the natural language spoken by natives and wide exposure to the target culture would enhance students' language communication competencies at the global level. Teachers tend to apply a variety of strategies enhanced with authentic materials such as newspapers, TV shows, movies, and songs. Movies in foreign language teaching are therefore

an important audio-visual tool in terms of representing the language and culture. In language teaching, it is very important to understand how words and phrases are used in various contexts and to pronounce them correctly. Many language learners take advantage of this audio-visual tool because of the benefits of movies in foreign language learning. In particular, for the development of listening comprehension skills, learners tend to prefer watching movies in foreign languages. There are three ways to watch a movie in foreign languages: Watch the movie in the original language without subtitles, watch the movie with subtitles in the original language Watch the movie through subtitle translation in the target language. In the same context, Chan and Herrero (2010, p.11) explain the advantages of using movies in foreign language teaching as follows; 1) The movies make understanding activities easier because they are perceived as real, 2) Movies create an atmosphere of curiosity with the introduction of mutual ideas and interpretations, 3) Movies help to explore nonverbal linguistic elements, 4) They develop verbal and aural skills, 5) Movies help learners to speak more naturally and fluently, create more meaningful texts and improve their word power and 6) There are many ways to use movies in language classes depending on their genres. Likewise, (Team Naarg, 2024) has identified several benefits for incorporating subtitling into English language settings: 1) Improves comprehension, 2) Increase accessibility, 3) Activate engagement, 4) Better retention, 5) Enhance multitasking, 6) Increase searching ability, and 7) Greater flexibility. Using subtitling in enhancing English teaching has great potential for improving students' overall language proficiency and promoting the target culture in an ever-relaxing environment. Some of these possibilities can be mentioned as follows:

Enhancing Listening Skills.

Promoting Cultural Awareness.

Developing writing skills.

Developing pragmatics competencies.

Vocabulary Acquisition.

1.1.3 Cultural Awareness

In teaching and Learning settings, exposing students to the target culture has become complicated due to the suitability of content and teaching materials. English language instructors, practitioners, and scholars have already appreciated the role of culture in mastering the target language. However, what to teach remains controversial, especially for those who speak languages other than English. The answer to the question varies depending on the peculiarity of each context. The diversity of culture and being descended from various cultural backgrounds contribute to the intricacy and complexity of teaching cultural elements that are very much attached to language, as the former is well connected to the latter and vice versa (Wardhaugh, 2010). This connectivity consolidates the idea that culture and language are indispensable, and treating each part in isolation would create a massive gap in linguistic skills and cultural understanding, especially when involved in cross-cultural communication, which has become one aspect of globalization. According to (Barcelona, 2023), "In a globalized world, where people from different countries and cultures interact with each other

more than ever, cultural awareness has become a vital aspect of language teaching." In the same context, the relation between culture and language is explained by Brown (2007):

The interrelatedness of language and culture: Language is a part of a culture, and culture is a part of the language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture. The acquisition of a second language, except for specialized, instrumental acquisition (as may be the case, say, in the acquisition of reading knowledge of a language for examining scientific texts), is also the acquisition of a second culture" (pp. 189-190).

Teaching culture in English language settings has become one of the most daunting tasks. What is considered acceptable and relevant to a particular teaching context creates massive challenges for teachers. Therefore, arriving at a better decision on the teaching materials facilitates both the enhancement of students' cultural awareness and, at the same time, resolves any inappropriate behavior that might be developed.

Cultural awareness raises students' interest in various topics related to the target culture. This awareness includes knowing and respecting multiple aspects of the target culture (Kuang, (2007; Damen, 1987, Neuliep, 2015; Samovar *et al.*, 2014). To achieve that goal, language teachers depend on various materials to expose students to cultural contexts that would equip them with the knowledge they need to become successful participants in cross-cultural communication.

Traditionally, building lessons around magazines, newspapers, or even TV shows seem to participate in developing students' cultural awareness. However, with the advancement of technology, mainly social media apps, teachers have been given various resources and materials to teach culture. Students have taken responsibility for their learning as they interact with peers and friends through video games and other types of communication through various apps. Consequently, technology offers great possibilities for enhancing students' cultural awareness through classroom instruction, self-directed learning, and learning autonomy.

In teaching and learning settings, the necessity of exposing students to the culture of the target culture has enhanced teachers' creativity to accommodate reliable and exciting content along with English language teaching paradigms. Movies have been widely integrated with teaching and learning methods to expose students to authentic language that would facilitate language learning and enhance their cultural awareness through subtitling, which is one of the promising techniques for raising students' cultural awareness.

1.2 Questions of the Study

The main objective of the study is to investigate the pedagogical value of incorporating subtitles as a strategy for developing students' language proficiency. Therefore, two questions were formulated as follows:

1) What are the possible contributions of video-based subtitling in developing Students' language proficiency?

2) In what ways does subtitling contribute significantly to enhancing cultural awareness and establishing a mutual understanding of cultural diversity?

2. Method

2.1 Study Design

The study adopted the conceptual design in which the study strives to provide a conceptual framework for integrating subtitling activities in lesson plans along with teaching methodology to foster students' language learning skills and promote their cultural awareness.

2.2 Procedures

The primary purpose of the study is to investigate the didactic application of subtitled videos in EFL settings. The study makes use of the theoretical approaches that facilitate generating effective guidelines for the successful implementation of subtitling in EFL settings by providing step-by-step guidance.

3. Results

The study attempts to shed light on the pedagogical values of subtitling in language settings through a conceptual framework that might bring in some ideas for effective implementation. Therefore, this part of the study tries to build a lesson around subtitling by identifying the main outlines that can bring success to the teaching and learning contexts.

3.1 A Conceptual Framework for Integrating Subtitling in Teaching and Learning Settings

The study proposes a procedure for using video-based subtitling to enhance EFL students' language skills and promote their cultural awareness in an authentic learning environment. The proposed framework could embrace but not be limited to the procedural description of the didactic methodology as illustrated below in sequences. The proposed framework tends to be tailored to various teaching contexts as a guideline for incorporating subtitling in language settings to let the gate open for a thorough, systematic, and in-depth analysis of its value.

3.1.1 General Remarks

Selecting appropriate content/designing engaging subtitles/integrating subtitling activities in lesson plans

3.1.2 Subtitling Specification

It is strongly recommended to specify the type of subtitling that will be incorporated into the teaching process. These types are 1) Standard subtitling (the learner uses L2 audio with L1 subtitles), 2) Bimodal subtitling (the learner uses L2 audio with L2 subtitles), 3) Reversed subtitling (the learner uses L1 audio with L2 subtitles), 4) Bilingual subtitling in which the learner uses L2 audio with L2 and L1 subtitle simultaneously, 5) Bilingual reversed subtitling in which the learner uses L1 audio with L2 subtitles simultaneously, and 6. No subtitling in which the learner uses L2 audio with no subtitles at all (Katchen, Lin, Fox, and Chun (2002).

3.1.3 Targeted Skills

The four skills/vocabulary acquisition/ Grammar/ cultural bound expressions/

3.1.4 Level

The suitability of the authentic resources to students' language proficiency level. Usually, intermediate and advanced-level students are the target.

3.1.5 Identifying the Objectives of the Lesson

Objectives normally fall into two categories: General objectives provide students with the opportunities to practice the language through subtitling by using authentic materials represented in video-based subtitling. Specific objectives are designed based on the goal of the particular teaching setting.

3.1.6 Materials Selection and Preparation

The video has to be selected before the lesson and watched to identify the learning possibilities it might offer for the teaching and learning settings in alignment with the specific objectives of the lesson. Then, the selected video has to be shared with students through social media apps or any platforms.

3.1.7 Time Allotted

Time has to be specified based on the nature of the lesson.

3.1.8 Orientation

Students who will be participating in the project are supposed to be oriented regarding the overall nature of the task including the learning objectives, what is expected from them...etc.

3.1.9 Previewing

Select the video that facilitates the demonstration of the desired learning objectives. Students are required to watch the selected video without subtitles in their native language.

3.1.10 After Viewing

Students are required to: discuss the content of the video explaining the themes, characters, and the story or the plot. Students might be asked to express their opinion with or against the statement told by the characters. Repeat some phrases from the video told by characters. These techniques would effectively develop their language accuracy.

3.1.11 Pair Work

In pairs, students are asked to act in a short conversation from the video they have already watched to identify the discourse markers used in the natural conversation.

3.1.12 Post-viewing

Students are asked to write down the script. Teachers may divide the video based on timing among students and ask them to work collaboratively on the task. Students are asked to subtitle

the video in their native language. If students are skillful in using subtitling software, then they may ask to add subtitles to the video. Students are asked to do vocabulary and grammar exercises based on the video. This could be done by taking some parts of the conversation with missing verbs/nouns/ adjectives or words to capture students' attention to particular syntactical and lexical elements. Students are asked to identify the cultural expressions, discuss their understating, and compare them to their own culture for overlapping possibilities. (equivalence).

3.1.13 Students are asked to reflect on the scene they have watched by stimulating their ideas and opinions in a collaborative learning environment. Students are asked to value their learning experiences based on the task they have been involved in.

3.1.14 Video script has to be provided for students to tackle the areas that they could not understand because of the speed, and unfamiliarity with some expressions. Subtitling into their native language is to be discussed in class and teachers and students have to agree upon the best version of the subtitling provided by students. Play the video again with subtitles in the student's native language and ask them to compare the two versions of the subtitling. (The one provided by the producers, and the version created by students).

4. Discussion

There has been an insufficient emphasis on the contribution of subtitling in the English teaching context, and how it can be utilized effectively as a pedagogical tool for fostering students' overall language proficiency and cultural awareness which is the primary purpose of this study. Therefore, and to reflect some of the pedagogical value of using subtitling, this part provides some theoretical implications for the practical aspects of subtitling as a teaching tool. These theoretical assumptions would be discussed in association with the questions of the study by considering the eminent popularity of subtitles as a great learning and teaching tool that combines entertainment and learning in an ever-motivated and ever-relaxing environment.

4.1 What Are the Possible Contributions of Video-based Subtitling in Developing Students' Language Proficiency?

Language proficiency is the end objective of any language learning journey. Being proficient means the access to the global communication is granted. Therefore, language proficiency plays a vital role because it is ineffective communication that language is being used. And for effective communication, language must be used in its most flexible and meaningful form. As it gives practical knowledge of language, it helps not only to gain knowledge but also to clear the doubts in a better way. Hence, English language educators and experts spare no effort to equip learners with the best resources that expose them to the natural language through authentic content with the aims of. enhancing proficiency in English grammatical structure, improving students' English listening and speaking lexical development, in association with other linguistics elements such as semantics implications, and discourse competence to name but a few. Subtitling as one of the vibrant approaches to language teaching and learning has captured English language teachers due to the pedagogical value it has to offer and the promises it has for developing language proficiency.

As explained earlier, the main purpose of the study is to provide a conceptual framework for incorporating subtitles in language settings. Therefore, investigating the potential of using video-based subtitling as a drive for sustaining students' language and cultural development could not be identified unless the conceptual framework is empirically tested. However, the study relies entirely on the pedagogical value based on the proposed framework and to some extent on the results generated from previous studies in consort with researchers' expertise and knowledge in the field.

At the outset, using subtitling in language teaching settings contributed to a positive change in the student's behavior in language learning. The students when they are involved in the learning process would be found to be more active in using English compared to those who had no access to the subtitled video. Their listening and understanding of English grammatical structures will be remarkably improvement. This assumption consolidates the necessity of language materials developers to rethink the pedagogical values of subtitled videos in supporting language teaching contexts. In the same context, the incorporation of subtitled videos has a great impact on the transferability of skills from subtitling to language learning, with particular reference to the wide exposure to authentic language that facilitates the acquisition of language use in daily social situations, vocabulary acquisition, and the assimilation of grammatical structure and rules. As a result, the subtitling of authentic video materials has been recommended as a tool that can help foster the development of learner comprehensibility and productivity of language in various social settings.

4.2 In What Ways Does Subtitling Contribute Significantly to Enhancing Cultural Awareness and Establishing a Mutual Understanding of Cultural Diversity?

Even before investigating the role of subtitling in enhancing and promoting cultural awareness, it is worth mentioning that cultural awareness should be developed at the initial stage of language learning when learners are exposed to the target language. It is not merely a study of a set of grammatical rules or a list of vocabulary, it should be about learning how to communicate in a target language and the meantime, developing a greater understanding of the culture concerned. Subtitling is considered to be one of the most effective ways of making foreign language audiovisual content intelligible to a wider audience within and across cultures. The rationale for using subtitling in this context is that it can help to heighten the foreign language/culture experience for viewers by enabling them to access the source language soundtrack while still understanding the content. They are particularly pertinent for learners of foreign languages since subtitled television is the most easily accessible source of authentic audiovisual materials in the target language, through video and cable TV. It is known that television plays a significant part in shaping public attitudes and opinions about other countries and cultures and that it provides one of the main sources of indirect contact with foreign languages for monolingual speakers.

Discussion of the significance of cultural awareness does not merely depict another dimension that video-based subtitling can impact on language learning. It is an element that ranks even higher than language proficiency. A high level of cultural awareness, which is an integrated knowledge about and deep respect for a specific culture - whether it is Western or Asian, old or

contemporary - is a vital quality in today's world where people from diverse cultures and traditions come into increasing contact, both socially and economically. Such awareness should be developed at the initial stage of language learning when learners are exposed to the target language. It is not merely a study of a set of grammatical rules or a list of vocabulary, it should be about learning how to communicate in a target language and the meantime, developing a greater understanding of the culture concerned. It is so true that teaching a new language without providing any knowledge of the culture is like preparing a traveler for a destination where he may not know what people eat and dress, and how they live and think. Steven Muller, in his article "Cultural Sub-Patterns", underlines the importance of cultural awareness in teaching foreign languages and applying standard language skill instruction as well. He commented: "The days have long passed when we could afford to merely teach a set of habits and skills as the patterns of the language itself, divorced from a cultural and social context". Promoting learners' awareness of the cultural aspect of language study has been an essential element of language teaching in recent decades. To wrap up, subtitling videos have an immeasurable impact on enhancing students' cultural awareness through wide exposure to a variety of cultural elements that reflect the actual use of the language based on native speakers' ideology, social norms, traditions, power, and preferences. The most critical issue of being aware of these cultural norms is the acceleration of learners' knowledge of the target culture to enhance interpersonal skills and cross-cultural communication. Consequently, subtitling videos facilitates a deep understanding of the target culture that allows for more tolerance and empathy among people of diver cultures.

5. Conclusion

In today's world where globalization has dramatically diminished the spaces among people around the world and crossing geographical borders, languages have become the vehicle that drives communication. The level of language proficiency has become a vital issue in sustaining global communication. Therefore, the elements of having a good command of a language facilitate the global connection across a variety of cultures. In getting ready to face those changes, the teaching of the English language has to elevate students' language proficiency for successful communication. The concept of authenticity plays a major role in exposing students to the natural language spoken by native speakers in distinct social contexts. Hence, the conceptual framework for incorporating video-based subtitling increases the opportunities for wide exposure to the natural, authentic language that would enhance students' understanding of language and culture simultaneously. It could be stated that video-based subtitling contributes significantly to the increasing use of language beyond the confinement of classroom time and space. Video-based subtitling with its rich language and cultural components plays a critical role in English teaching settings. More importantly, the incorporation of Video-based subtitling, compared to other authentic materials, like newspapers, can promote language use and cultural understanding in a motivated learning environment to stimulate students' interests, attentiveness, and focus ensuring a higher degree of language productivity and creativity. To conclude, the conceptual framework explained in this study might create the basis for video-based subtitling integration in EFL settings. However, it may need to be empirically tested. Accordant with that, there is an urgent need to carry out further research and studies

investigating the pedagogical value of video-based subtitling as a vibrant and sophisticated teaching and learning tool

References

Abdolmanafi Rokni, Seyed Jalal and Azam Jannati Ataee. (2014). The Effect of Movie Subtitles on EFL Learners' Oral Performance. *International Journal of English Language, Literature & Humanities*, 1(5), 201-215.

Al-Musawi, N. M. (2014). Strategic Use of Translation in Learning English as a Foreign Language (EFL) among Bahrain University Students. *Comprehensive Psychology*, 3. <https://doi.org/10.2466/10.03.IT.3.4>

Baddock, B. (1996). *Using Films in the English Class*. Hertfordshire: Phoenix ELT.

Bagheri, M., & Fazel, I. (2011). EFL beliefs about translation and its use as a strategy in writing. *Reading Matrix: An International Online Journal*, 11(3), 292-301.

Barcelona, T. (2023). *Cultural awareness in language teaching*. TEFL Barcelona - TEFL Spain. Retrieved from <https://teflbarcelona.net/cultural-awareness-in-language-teaching/>

Brown, H. D. (2007). *Principles of language learning and teaching*. New York, NY: Pearson Education.

Caimi, A. (2006). Audiovisual Translation and Language Learning: The Promotion of Intralingual Subtitles. *The Journal of Specialized Translation*. Retrieved from https://www.jostrans.org/issue06/art_caimi.php

Canning-Wilson, C. (2000). Practical Aspects of Using Video in the Foreign Language Classroom. *The Internet TESL Journal*, 6(11). Retrieved March 5, 2016, from <http://iteslj.org/Articles/Canning-Video.html>

Chan, D., & Herrero, C. (2010). Using movies to teach languages: A teachers' toolkit. (It was produced for Cornerhouse (part of Projector: Community Languages). Retrieved January 12, 2015, from <http://www.cornerhouse.org/movie/movie-media/toolkit-forteachers-using-movie-to-teach-lal-anguages>

Crespo Fernandez, A. (2012). Explotacion didactica de material filmico en el aula de E/LE: efectividad y afectividad del cine de Pedro Almodovar. *PhD diss*. Cordoba: Universidad de Cordoba.

Damen, L. (1987). *Culture learning: The fifth dimension in the language classroom*. Reading, MA: Addison-Wesley.

Garza, T. J. (1991). Evaluating the Use of Captioned Video Materials in Advanced Foreign Language Learning. *Foreign Language Annals*, 24, 239-258. <https://doi.org/10.1111/j.1944-9720.1991.tb00469.x>

- Husain, K. (1995). Assessing the role of translation as a learning strategy in ESL. *International Journal of Translation*, 1(2), 59- 84.
- Katchen, J. E., Lin, L. Y., Fox, T., & Chun, V. (2002). Developments in Digital Video. Retrieved August 11, 2010, from <http://mx.nthu.edu.tw/~katchen/professional/development%20in%20digital%20video.htm>
- King, J. (2002). Using DVD feature films in the EFL classroom. ELT Newsletter, The weekly column, Article Language Classroom. *The Internet TESL Journal*, 6(11). Retrieved March 5, 2016, from <http://iteslj.org/Articles/Canning-Video.html>
- Kuang, J. F. (2007). Developing students' cultural awareness through foreign language teaching. *SinoUS English Teaching*, 4(12), 74-81.
- Kuang, J. F. (2007). Developing students' cultural awareness through foreign language teaching. *SinoUS English Teaching*, 4(12), 74-81.
- Liao, P. (2002). Taiwanese college students' beliefs about and strategy use of translation in English learning. *Unpublished doctoral dissertation*. The University of Texas at Austin, Texas, USA.
- Mohammed, R. (2013). The Effectiveness of Using Subtitled Video to Teach Grammar. *Dissertation Thesis*, Iowa State University. Retrieved from <https://dr.lib.iastate.edu/handle/20.500.12876/27246>
- Omar, Y. Z. (2019). Influence of grammar translation method (GTM) on Libyan students' English performance in communicative situations. *PEOPLE: International Journal of Social Sciences*, 5(2), 511-530.
- Porcel, C. (2009). Using Films in Class. *Modern English Teacher*, 18(3), 24-29.
- Price, K. (1983). Closed-Captioned TV: An Untapped Resource. *MATSOL Newsletter*, 12(2), 1-8.
- Samovar, L., Porter, R., McDaniel, E., & Roy, C. (2014). *Understanding intercultural communication: A Reader* (14th ed.). Belmont, CA: Wadsworth.
- Talavan, N. (2010). Subtitling as a Task and Subtitles as Support: Pedagogical Applications. In Jorge Diaz Cintas, Anna Matamala, & Joselia Neves (Eds.), *New Insights into Audiovisual Translation and Media Accessibility* (pp. 285-299). Amsterdam: Rodopi. https://doi.org/10.1163/9789042031814_021
- Team Naarg. (2024). *Top 7 benefits of subtitles (Updated for 2024)*. Naarg Data Media Services. Retrieved from <https://www.naargmedia.com/benefits-of-subtitles/>
- Vanderplank, R. (1988). The Value of Teletext Subtitles in Language Learning. *ELT Journal*, 42(4), 272-281. <https://doi.org/10.1093/elt/42.4.272>

Verdino, A. (2022). Exploring the Potentials of Intralingual Subtitling in Second Language Learning: An Experimental Study with EFL University Students. *International Journal of Education (IJE)*, 10(1), 21-39. <https://doi.org/10.5121/ije.2022.10103>

Wandel, R. (2003). Teaching India in the EFL-classroom: A cultural or an intercultural approach?. In M. Byram, & P. Grundy (Eds.), *Context and culture in language teaching and learning* (pp. 72-80). Tonawanda, NY: Multilingual Matters

Winke, P., Gass, S., & Sydorenko, T. (2010). The Effects of Captioning Videos Used for Foreign Language Listening Activities. *Language Learning & Technology*, 14(1), 65-86.

Zanon, N. T. (2006). Using subtitles to enhance foreign language learning. *Porta Linguarum*, 6. Retrieved September 29, 2010, from http://www.ugr.es/~portalin/articulous/PL_number06/talavan.pdf

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>)