

Development of language skills through didactic subtitling: a systematic review

Desarrollo de habilidades lingüísticas a través de la subtitulación didáctica: una revisión sistemática

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Olivia Correa Larios*

ABSTRACT

Keywords

Foreign language teaching;
audiovisual translation;
subtitling; undergraduate
teaching

This article presents a systematic review of the literature on the use of subtitling in the teaching of foreign languages in university contexts in the last five years. First, the conceptual framework of audiovisual translation for didactic purposes, its classification and influence on the development of linguistic skills are presented, then the methodology used for the search and compilation of studies. Considering the inclusion and exclusion criteria, fourteen empirical studies were selected and then distributed into four sections according to the type of subtitling they address: intralinguistic, standard interlinguistic, inverse interlinguistic and mixed modalities. The results show that subtitling enhances the acquisition of vocabulary, oral comprehension, oral production and grammatical understanding in foreign languages. In addition, participants report a good reception of the subtitling task.

RESUMEN

Palabras clave

Enseñanza de lenguas
extranjeras; traducción
audiovisual;
subtitulación; enseñanza
universitaria

En el presente artículo se expone una revisión sistemática de la literatura sobre el uso de la subtitulación en la enseñanza de lenguas extranjeras en contextos universitarios en los últimos cinco años. Se parte de la presentación conceptual de la traducción audiovisual con propósitos didácticos, así como su clasificación e influencia sobre el desarrollo de habilidades lingüísticas. Respecto a la metodología empleada para la búsqueda y compilación de estudios, siguiendo los criterios de inclusión y exclusión, se seleccionaron catorce estudios empíricos; para su análisis y comentario fueron distribuidos en cuatro secciones según el tipo de subtitulación que abordan: intralingüística, interlingüística estándar, interlingüística inversa y modalidades mixtas. Los resultados muestran que la subtitulación favorece la adquisición de vocabulario, la comprensión oral, la producción oral y el dominio gramatical en lenguas extranjeras, además de que los participantes reportan una buena recepción de la tarea de subtitular.

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* Maestra en Traducción Especializada por la Universidad Abierta de Cataluña, España. Docente investigadora en la Universidad Autónoma de Zacatecas, México. ORCID: <https://orcid.org/0000-0002-2545-2674>. Correo electrónico: ocorreallarios@gmail.com

INTRODUCTION

Audiovisual translation (AVT) refers to the transfer of the verbal content of audiovisual materials. The most commercially widespread types of AVT are subtitling and dubbing, which are defined below based on the conceptual framework of Alonso-Pérez and Sánchez (2018). Subtitling involves translating the oral and visual information of a film product through a written text that will be displayed in short lines at the bottom of the screen, while dubbing involves translating the oral and visual information by replacing the audio track related to the characters' dialogues.

Talaván (2019b) says that the use of AVT for didactic purposes dates back to the end of the 20th century, when its application to the field of language teaching began to be explored. Previously, as Torralba-Miralles (2020) points out, the main approach to audiovisual translation in language teaching was passive, i.e., it was limited to the viewing of already translated materials as linguistic and cultural input for the development of other activities; however, currently the active role of the student in the translation process as a learning activity is advocated. AVT can make use of different language combinations:

- Intralingual AVT with one language. The audiovisual material is presented in a foreign language and the translation is done in the same language, either as a transcription or as a paraphrase and condensation of the original.
- Cross-linguistic AVT with two languages. If the material is in a foreign language and is translated into the student's mother tongue, it is called direct or standard translation. If the material is in the native language and is translated into the foreign language, it is called back translation.

The creation of subtitles facilitates the acquisition and retention of new vocabulary, in addition to developing or strengthening oral and written comprehension, productive skills and transferable skills such as digital literacy. In Torralba-Miralles (2020), we find specifications regarding the combination of languages and the skills worked on when subtitling:

- In intralinguistic subtitling the learner works on oral comprehension, the ability to summarize and paraphrase, apart from vocabulary acquisition.
- In standard interlingual subtitling, oral comprehension and vocabulary acquisition are promoted.
- In reverse interlingual subtitling, written production, grammatical proficiency and vocabulary acquisition are developed.

Documentary research and interventions with students demonstrate a growing interest in exploring the place of translation of audiovisual materials in the classroom. Recent studies around standard and inverse intralinguistic and interlinguistic subtitling have found that, by interacting with multimodal materials, students not only work on basic linguistic skills, but also study nonverbal and cultural elements; likewise, it was determined that subtitling is well received in university contexts. These improvements have been effectively verified through tests (Beltramello, 2019; Avila, 2019; Lertola, 2019b; Campbell & Fuentes-Luque, 2020; Soler, 2020; Avila & Rodriguez, 2021).

Before closing this introductory section, it is important to mention the vehicular nature of technology in any study that intends to use subtitling as a didactic resource, since the task of subtitling requires specialized software or platforms. BolañosGarcía-Escribano and Díaz-Cintas (2020) state that, of the AVT modes, subtitling is the most demanding in terms of familiarization with specialized technology. Mastering a free, commercial or online platform software is an essential prerequisite for the development of any course to be offered. The authors recommend Aegisub (www.aegisub.org), Subtitle Edit (www.nikse.dk/subtitleedit) and Subtitle Workshop (www.subworkshop.sourceforge.net) in the category of free downloadable resources because of their simple interface and ease of use. These programs were designed for amateur subtitling, also called fansubbing, but not for language teaching.

There are projects funded by the European Commission with platforms specifically created for teaching foreign languages via AVT. The first of these was Learning via Subtitling, known as LvS (<http://levis.cti.gr/>), which existed from 2006 to 2008 and, according to Sokoli (2006), set out to mimic a professional subtitling environment and focus attention on different language skills at different times. Following the completion of the project, the ClipFlair platform (www.clipflair.net) emerged, which includes subtitling, dubbing and audio description activities. According to Zabalbeascoa *et al.* (2012), its main objective was to develop exercises and activities that would allow the practice of the four basic language skills (writing, speaking, listening and reading), as well as audiovisual skills (viewing, dubbing and subtitling). Despite the existence of these platforms, various types of free software are widely used in empirical studies, since the latter can be downloaded and used without an internet connection, while the former require a stable connection.

The following is the methodology used in the systematic review of empirical studies published in the last five years on the development of language skills through subtitling tasks in university foreign language courses.

METHODOLOGY

The location of studies was guided by the question: is the use of didactic subtitling associated with the improvement of language skills in university foreign language learners? The search focused on experimental studies to be analyzed in terms of subtitling mode, working languages, participants, mode of language courses, types of audiovisual materials used, subtitling software or platform, and results. The inclusion criteria were:

- Articles analyzing the creation of subtitles by learners.
- Articles analyzing intralinguistic, standard interlinguistic, inverse and mixed-mode subtitling.
- Articles whose results show the impact of subtitling on one or more of the linguistic skills considered assessable by official certifications (oral comprehension, written comprehension, oral production, written production and grammatical proficiency).
- Articles presenting interventions with university level students.

Exclusion criteria were:

- Articles analyzing the use of passive subtitles (i.e., the audiovisual material is presented already subtitled).
- Articles whose results show the impact of subtitling on some linguistic competence that cannot be evaluated by official certifications (e.g., intercultural competence or pragmatic competence).
- Interventions with non-university participants.
- Articles published before 2016.
- Repeated articles.
- Articles written in languages other than English, Spanish or Italian.

The search for studies that made up this systematic review was carried out in Google Scholar in English, Spanish and Italian, and Boolean operators were used to delimit and filter the results. This search yielded results hosted in multiple databases and digital libraries such as Elsevier, Wiley, Taylor and Francis, Redalyc and Scielo, to name a few. In this way, research time and duplicity of results is reduced.

The following figure describes the systematic review process, the use of Boolean operators in the three languages, the filters applied and the number of papers obtained at each step. From the 116 search results, the titles and abstracts were read and, after applying the inclusion and exclusion criteria, the fourteen studies shown in Table 1 were selected.

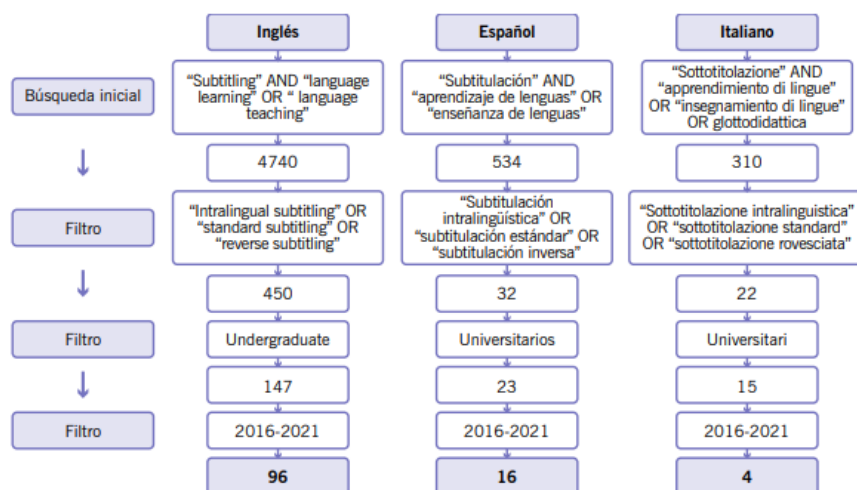


Figura. Diagrama de flujo del proceso de revisión sistemática en el buscador Google Scholar.
Fuente: elaboración propia basada en Calderón y Córdova (2020).

Tabla 1. Muestra analizada

Año	AUTORES	TÍTULO
2021	Ávila & Rodríguez	The use of active subtitling activities for students of Tourism in order to improve their English writing production
2021	Barbasán & Pérez-Sabater	La subtitulación intralingüística en la docencia de lenguas de especialidad
2020	Quijada	Subtitular desde casa en tiempos de covid-19: adquisición de las competencias traductora, lingüística y digital en un entorno enteramente virtual
2020	Soler	Subtitling and dubbing as teaching resources for learning English as a foreign language using software
2020	Campbell & Fuentes-Luque	Using subtitling to improve military ESP listening comprehension: An experimental study
2019b	Lertola	Second language vocabulary acquisition through subtitling
2019	Ávila	Reverse Subtitling in the ESP Class to Improve Written Skills in English
2019	Beltramello	Exploring the Combination of Subtitling and Revoicing Tasks: A Proposal for Maximising Learning Opportunities in the Italian Language Classroom
2019a	Talaván	Creative Audiovisual Translation Applied to Foreign Language Education: A Preliminary Approach
2019c	Talaván	Using subtitles for the deaf and hard of hearing as an innovative pedagogical tool in the language class
2019	Talaván et al.	iCap: Intralingual Captioning for Writing and Vocabulary Enhancement
2017	Dimopoulou	Subtitling of films as a potential tool in learning Greek as a second or as a foreign language
2017	Herrero, Sánchez & Escobar	Una propuesta triple: análisis fílmico, traducción audiovisual y enseñanza de lenguas extranjeras
2016	Talaván et al.	Exploring collaborative reverse subtitling for the enhancement of written production activities in English as a second language

Fuente: elaboración propia.

In conducting this work, we are aware of the systematic review carried out by Jennifer Lertola (2019a), who identifies studies on the didactic use of both subtitling and dubbing in the last 20 years. However, of the empirical studies analyzed by the author, only three coincide with the sample to be analyzed described in this paper (Lertola, 2019b; Herrero et al., 2017; Talaván *et al.*, 2016). The other studies on subtitling exposed by Lertola are of publication prior to 2016 and in one case the study focuses on pragmatic awareness, so it does not circumvent the chosen exclusion criteria.

With this in consideration, it can be affirmed that this new systematic review is an original work with different criteria from previous proposals and contributes to update the knowledge of the state of the art on the impact of didactic subtitling on language skills in university students.

RESULTS

The articles that make up the sample to be analyzed will be divided into four sections according to the type of audiovisual translation: 1) intralinguistic subtitles, 2) standard subtitles, 3) reverse interlinguistic subtitles and 4) mixed modes.

Intralinguistic subtitling

In a semester-long intervention with Greek language students in Georgia, at the Institute of Classical, Byzantine and Modern Greek Studies in the city of Tbilisi, Dimopoulou (2017) proposed to five students the creation of intralinguistic subtitles of the Greek film *Stella*. The software used was Subtitle Workshop for reasons of accessibility and ease of use. The researcher posed the development of oral comprehension and written production skills as possible outcomes, as well as reflection on Greek culture and music. This research is based on the theoretical perspectives of pedagogical translation, task-focused learning and computer-assisted language learning (CALL). The intervention was evaluated both qualitatively and quantitatively.

The first type of evaluation was conducted through questionnaires about the students' subtitling experience; the data revealed that the students enjoyed the subtitling activity (but not the public screening of the subtitled result) and that they felt they had learned and improved in oral comprehension. Quantitative assessment was carried out through language tests that showed significant improvement in listening comprehension, lexis and spelling.

As part of the SubLite project, Talaván (2019c) conducted an intralingual subtitling course, in the mode of subtitles for the deaf, with a duration of two months and with the aim of promoting the development of oral comprehension and written production with eleven English students at the

National University of Distance Education (Universidad Nacional de Educación a Distancia), in Spain. Audiovisual translation and task-based learning are the theoretical underpinning of this proposal.

The materials used were clips from *The Simpsons*, *Hercules* and *Frozen*, while the subtitling software was left to the students' choice between Aegisub and Clipflair. The research used a mixed method, as language skills were quantitatively assessed through initial and final tests, in addition to the qualitative analysis of responses to a final questionnaire in which participants expressed their appreciation of the course in terms of perceived improvement of their own skills, other benefits obtained after their participation, and the difficulty of the activities presented.

Talaván *et al.* (2019), within the iCap project, used intralinguistic subtitling activities from the ClipFlair platform to boost the development of oral production and vocabulary acquisition in English for a month and a half in students from the Universidad Nacional de Educación a Distancia, in Spain. The study presents a theoretical section related to pedagogical translation in which it discusses the precautions expressed by the European Commission in relation to the role of active subtitling as a didactic resource. The research design was mixed and the evaluation was carried out with language tests, initial and final questionnaires, as well as teacher observations.

The results show improvements in the written production of free texts. Although the lexical tests showed no improvement in results after the project, the participants said that they felt that their listening comprehension skills were developed thanks to the proposed activities. The authors state that no impediments were observed that the European Commission had warned about: the difficulty of working with authentic materials, the promotion of passive learning, and negative repercussions on students' level of proficiency.

Campbell and Fuentes-Luque (2020) evaluated the impact of a six-week online course on subtitling on students at the Military School of Languages (Escuela Militar de Idiomas) and the Spanish Academy of Military Engineering (Academia Española de Ingeniería Militar) in Spain. The authors present, within the theoretical framework, translation as a task, in addition to task-based learning. The Amara platform was chosen as a means of subtitle creation due to its online accessibility and the fact that it does not require any additional software to be installed.

Campbell and Fuentes-Luque's (2020) course aimed to promote improvement in listening comprehension and the acquisition of specialized vocabulary in the area of military strategy. The study used initial and final language tests in two groups, one experimental and one control. The experimental group worked with subtitling activities, while the control group worked with audiovisual material already subtitled. The

results show that the experimental group scored higher on standardized tests than the control group.

In a three-year intervention project, Barbasán and Pérez-Sabater (2021), academics at the Polytechnic University of Valencia, Spain, set out to evaluate the acceptability of intralinguistic subtitling as a didactic resource for learning Spanish and specialized English in information technology. The participants in the study were 30 students of Spanish as a foreign language: Italian, German, English and Chinese, as well as another group of 30 students of English, of Spanish nationality.

The materials used were short videos of specialized content in both English and Spanish, and the subtitling software was Subtitle Workshop, chosen for its free nature and ease of use. The research design was qualitative, and at the end of the intervention with each group, the students answered a questionnaire in which they evaluated the usefulness of the subtitling exercises and their perception of improvement in both basic language skills and the acquisition of specialized lexis. The authors note that the participants appreciated intralinguistic subtitling over traditional listening comprehension activities, as they were motivated by the inclusion of audiovisual translation technology in the classroom (see Table 2).

Tabla 2. Estudios empíricos sobre subtitulación intralingüística en la enseñanza universitaria de lenguas extranjeras

	ESTUDIO 1	ESTUDIO 2	ESTUDIO 3	ESTUDIO 4	ESTUDIO 5
AUTORES Y FECHA DE PUBLICACIÓN	Dimopoulou, 2017	Talaván, 2019c	Talaván <i>et al.</i> , 2019	Campbell & Fuentes-Luque, 2020	Barbasán & Pérez-Sabater, 2021
PAIS	Georgia	España	España	España	España
LENGUAS DE TRABAJO	Griego	Inglés	Inglés	Inglés	Inglés-español
PARTICIPANTES	5	11	41	46	60
MODALIDAD DE APRENDIZAJE	Presencial	En línea	En línea	En línea	Presencial
MATERIAL AUDIOVISUAL UTILIZADO	Largometraje <i>Stella</i>	Extractos de dibujos animados	Extractos de la serie <i>How I met your Mother</i>	Discursos militares auténticos	Videos cortos sobre el cambio climático
SOFTWARE UTILIZADO	Subtitle Workshop	Aegisub y ClipFlair	ClipFlair	Amara	Subtitle Workshop
RESULTADOS	Mejora de la comprensión oral, del léxico y de la ortografía	Mejora de la producción escrita y de la comprensión oral	Mejora de la producción escrita	Mejora de la comprensión oral y del léxico especializado	Percepción de mejora de las habilidades y del léxico especializado

Fuente: elaboración propia.

Standard subtitles

Despite being the most widely used type of subtitling in the commercial field and receiving attention from scholars, only one research in this category was selected according to the inclusion and exclusion criteria. The search for information revealed that this type of subtitling is used in language classrooms mostly to explore its impact on aspects other than basic language skills, e.g., intercultural awareness and queer pedagogy (Villanueva-Jordán & Gallardo-Echenique, 2020), translanguaging competence and intercultural awareness (Beseghi, 2018), motivation (McKenzie, 2018), pragmatic competence (Incalcaterra & Lertola, 2016) and sociopragmatic competence (Vitucci, 2016) (see Table 3).

Tabla 3. Estudios empíricos sobre subtitulación interlingüística estándar en la enseñanza universitaria de lenguas extranjeras

	ESTUDIO 1
AUTORES Y FECHA DE PUBLICACIÓN	Lertola, 2019b
País	Irlanda
LENGUAS DE TRABAJO	Italiano-inglés
PARTICIPANTES	25
MODALIDAD DE APRENDIZAJE	Presencial
MATERIAL AUDIOVISUAL UTILIZADO	Largometraje
SOFTWARE UTILIZADO	Learning via Subtitling
RESULTADOS	Mejoras en el léxico

Fuente: elaboración propia.

Lertola (2019b) conducted a study with 25 undergraduate students of Italian at the National University of Ireland, Galway, with the aim of observing the impact of standard subtitling activities on vocabulary acquisition. The research is theoretically framed in pedagogical translation. This is the only paper in the sample analyzed that reports the use of the Learning via Subtitling platform. The research design was mixed. Through pre- and post-subtitling tests, the author obtained quantitative data showing that the intervention caused participants to learn and remember the meaning of new words. Similarly, the information obtained from the application of an initial and final questionnaire was analyzed qualitatively; from this, the author concludes that the subtitling task exerts a positive influence on vocabulary acquisition.

Cross-linguistic reverse subtitling

Talaván *et al.* (2016) explored the possibilities of collaborative work by intervening in a six-week online course with reverse captioning activities for 68 Spanish students of English at the National University of Distance

Education (Universidad Nacional de Educación a Distancia). The research design was mixed and followed the theoretical foundation of task-based learning. The aim of the project was the development of written production skills, and it was carried out with an experimental group and a control group. The software used was Aegisub. The qualitative evaluation of the project consisted of initial and final questionnaires, as well as teacher observations; the quantitative part consisted of pre- and post-intervention written production tests. The results show that, although the control group improved their grades through their normal language course, the experimental group had a markedly greater improvement. The opinions expressed in the questionnaires by the participants and the teachers' observations reveal appreciation for the authenticity of the materials, the subtitling software and the collaborative work.

An experimental study conducted by Avila (2019) evaluated the impact of reverse subtitling activities on students of English for specific purposes in the area of commerce at the Complutense University of Madrid, Spain. The research had a duration of one university semester and the participants were an experimental group of 25 students and a control group with the same number of students who did not perform subtitling activities. The platform chosen was Amara because it allows the projects to be carried out entirely online and to make the subtitled videos accessible to other users.

The study included quantitative data analysis through two written production tests and initial and final vocabulary and grammar tests. In addition, free feedback on the reception of audiovisual translation practice was collected for qualitative data analysis. The author found in the test results that the experimental group showed significantly greater improvement in written production skills and grammatical proficiency than the control group. In relation to the qualitative data, the participants expressed having developed reading and writing skills to a great extent thanks to the subtitling feature.

Avila and Rodriguez (2021) proposed to Tourism students at the Complutense University of Madrid, Spain, voluntary participation in subtitling activities to obtain extra points in the English course. A total of thirteen participants constituted the experimental group, while the same number participated as a control group. The research design was mixed and the theoretical framework from which the study was constructed is task-based learning. The software chosen by the authors was Aegisub due to its ease of use. The study consisted of two reverse subtitling activities of videos about tourist destinations. Three writing tests were evaluated quantitatively with rubrics and qualitatively with two questionnaires: one before and one after the intervention.

The results show that the experimental group obtained higher scores in the writing tests than the control group. In turn, the participants in the experimental group stated that they felt improvements in all language

skills and that the activities had been motivating and interesting (see Table 4).

Tabla 4. Estudios empíricos sobre subtitulación interlingüística inversa en la enseñanza universitaria de lenguas extranjeras

	ESTUDIO 1	ESTUDIO 2	ESTUDIO 3
AUTORES Y FECHA DE PUBLICACIÓN	Talaván <i>et al.</i> , 2016	Ávila, 2019	Ávila & Rodríguez, 2021
PAÍS	España	España	España
LENGUAS DE TRABAJO	Español-inglés	Español-inglés	Español-inglés Chino-inglés
PARTICIPANTES	68	50	26
MODALIDAD DE APRENDIZAJE	En línea	Presencial	Presencial
MATERIAL AUDIOVISUAL UTILIZADO	Extractos del largometraje <i>Todo es mentira</i>	Elección libre de videos cortos por parte de los participantes	Dos videos cortos sobre turismo
SOFTWARE UTILIZADO	Aegisub	Amara	Aegisub
RESULTADOS	Mejora de la producción escrita	Mejora de la producción escrita y del dominio gramatical	Mejora de la producción escrita. Percepción de mejora en el resto de las habilidades

Fuente: elaboración propia.

Mixed modes of audiovisual translation

Herrero et al. (2017) report on a project involving the creation of audio description and intralingual subtitles by an unspecified number of English university students of Spanish as a foreign language at Manchester Metropolitan University, England. The authors offered workshops in addition to the curricular language courses in which they taught content on film analysis, principles of audiovisual translation, and active creation of film trailer translations using Movie Maker software. The research design was qualitative and the theoretical perspective from which it was constructed was pedagogical translation. Participating students reported their experience in initial and final questionnaires, the results of which reflect the positive impact of the intervention. The students expressed having acquired knowledge of both film appreciation and the audiovisual translation industry and rated the sessions as useful in language teaching (on this and the following studies see Table 5).

Tabla 5. Estudios empíricos sobre modalidades mixtas de traducción audiovisual en la enseñanza universitaria de lenguas extranjeras

	ESTUDIO 1	ESTUDIO 2	ESTUDIO 3	ESTUDIO 4	ESTUDIO 5
AUTORES Y FECHA DE PUBLICACIÓN	Herrero <i>et al.</i> , 2017	Beltramello, 2019	Talaván, 2019a	Quijada, 2020	Soler, 2020
PAÍS	Inglaterra	Irlanda	España	España	España
LENGUAS DE TRABAJO	Inglés-español	Inglés-italiano	Español-inglés	Español-alemán	Español-inglés
PARTICIPANTES	No especificado	19	8	41	42
MODALIDAD DE APRENDIZAJE	Presencial	Presencial	En línea	En línea	Presencial
MATERIAL AUDIOVISUAL UTILIZADO	Tráileres de dos películas	Extractos de la serie <i>Zio Gianni</i>	Elección libre de videos cortos por parte de los participantes	Tres cortometrajes animados	Extracto de la serie <i>Friends</i>
SOFTWARE UTILIZADO	Movie Maker	VisualSubSync	Aegisub, Subtitle Workshop, Amara y Movie Maker	Aegisub	Clipflair
MODALIDAD DE TAV	Subtitulación intralingüística y audio descripción	Subtitulación intralingüística, estándar y doblaje	Subtitulación intralingüística y creativa, y doblaje	Subtitulación intralingüística y estándar	Subtitulación intralingüística y doblaje
RESULTADOS	Percepción de mejora de la expresión oral y del léxico	Mejora del léxico	Mejora de la producción oral y escrita, y percepción de mejora del resto	Percepción de mejora de todas las habilidades	Percepción de mejora del léxico, pronunciación y comprensión oral

Fuente: elaboración propia

Beltramello (2019) conducted a twelve-session Italian language course with subtitling and dubbing activities over two university semesters at the National University of Ireland. The researcher's purpose was to present the 19 participants with authentic content that would allow them to know and learn colloquial expressions while boosting basic skills development through standard intra- and interlingual subtitling and dubbing activities. The students used the VisualSubSync subtitling software, chosen because it was free to access and easy to use. The research design was mixed and did not include a control group.

The impact of the intervention was evaluated through initial and final language tests, as well as open-ended questionnaires to observe the reception of the activities. Participants showed satisfaction with the use of audiovisual translation as a didactic tool and test results demonstrate lexical acquisition. The author states that exposure to authentic materials allowed participants to perform language analysis at the pragmatic, acoustic and spatial levels, which helps to better understand gestures, pauses and interruptions during dialogues. Furthermore, he emphasizes that standard cross-linguistic subtitling was better accepted than intralinguistic subtitling, as the participants compared the phenomena encountered with their own language and culture.

As part of the CREATE (Creative dubbing and subtitling: New resources for language learning) project at the National University of Distance Education (Universidad Nacional de Educación a Distancia), in Spain, Talaván (2019a) conducted a six-week creative dubbing and subtitling project with a group of eight students from the English Studies program. The research was of mixed design and the theoretical underpinnings are pedagogical translation and task-based learning. The instruments were oral and written production tests, along with pre- and post-questionnaires on perceived improvement of one's own language skills.

The author left it up to the participants to choose the software to carry out the activities. These included the intralinguistic translation of the material presented and its subtitling and creative dubbing. The creative nature of the methodological proposal implies that the students move away from the original content and present subtitles and dubbing with comic overtones. The results reveal an improvement in the oral and written production test scores, as well as in the students' perception of the development of all skills and their acceptance of the proposed activities. It is relevant to note that the findings of the study include the participants' preference for subtitling over dubbing.

Quijada (2020) evaluated the development of basic skills, along with translation competence, in 41 university students of the subject German-Spanish Translation, at the University of Oviedo, Spain, through modifications to the course content and its teaching mode. Within the course, the author conducted an online course on standard intralinguistic and interlinguistic subtitling of three animated short films using Aegisub software.

The course included a phase of preparation and introduction to the contents of the short films, an introductory phase of video viewing and grammatical explanation of modal particles, a phase of creation of intralinguistic and later standard interlinguistic subtitles, and a phase of discussion. The research design was qualitative and the data to be analyzed were collected in a final questionnaire on the activities and the perception of their usefulness for the development of one's own skills.

The researcher reports the technical and translational quality of the final subtitles as results. In the analysis of the responses to the questionnaire, the participants were pleased and motivated for the activities, showing that they contributed to improving communicative strategies, as well as grammatical and vocabulary proficiency.

Soler's study (2020) sought to evaluate the impact of subtitling and dubbing as didactic resources in the learning of English in 42 Spanish university students of Education at the University of Valencia, Spain. The activities were carried out on the Clipflair platform because it allows dubbing and subtitling. The research was of a mixed type with quantitative

analysis of the answers to questionnaires and qualitative analysis of class observations and note taking on the development of the activities.

The results show that participants consider subtitling and dubbing to be effective methods to improve lexical acquisition and pronunciation. Learners expressed a preference for intralinguistic dubbing over subtitling, contrary to the result reported by Talaván (2019a). Students also stated that they perceived improvements in pronunciation, listening comprehension and lexis. This study underscores that new educational translation technologies can be used to expand learner autonomy, encourage the development of new learning strategies, and create flexibility in teaching modes.

DISCUSSION

The studies presented in this article are mostly based on the theoretical contributions of pedagogical translation (five studies) and task-based learning (six studies), without being mutually exclusive. It is worth mentioning that not all the articles explicitly state theoretical references. The research design is mixed in ten cases, quantitative in one and qualitative in three.

Quantitative analyses base their design of data collection instruments on language tests that look at differences in participants' initial and final performance in one or more specific skills. On the other hand, qualitative analyses collect data through questionnaires that focus on students' reception of didactic subtitling, their acceptance of translation activities in the classroom and their perception of improvement in skills such as oral comprehension and written production.

Spain is the country where most research has been done on the subject; ten studies were located, two in Ireland, one in Georgia and one in England. It is interesting to note that the totality of the analyzed sample comes from European universities and that the most studied language combination is Spanish-English. The learning modes do not show a tendency to prefer face-to-face or online contexts for this type of research. The audiovisual materials used show a great diversity, as they are adapted to the needs and interests of students and teachers.

The most commonly used subtitling software is Aegisub, followed by Amara and Subtitles Workshop, all of which are free. Although Lertola (2019a) warns that a limitation of the use of subtitling tasks is the need for both teachers and students to be familiar with the specialized software, the literature review shows that the benefits of these tasks outweigh the drawbacks of their preparation process, as all the studies that collect participants' feedback showed their liking for the activities. In one of the cases, the researcher allowed the students to choose the subtitling software with which they felt more comfortable to work, so that she circumvented

that limitation for the benefit of the participants' autonomy (Talaván, 2019a).

Another project reported, among its results, that students liked the use of the software, so it was not considered a limitation (Talaván *et al.*, 2016). For the most part, the studies analyze the issue of the choice of a subtitling software or platform in a tangential way, directing the attention towards the free and ease of use of these.

It is confirmed that intralinguistic subtitling has a positive impact on oral comprehension and lexis, in addition to which two studies report improvements in written production (Talaván, 2019c; Talaván *et al.*, 2019) and another in all skills (Barbasán & Pérez-Sabater, 2021). Studies exploring the impact of cross-linguistic subtitling record improvements in lexical acquisition when the direction is standard (Lertola, 2019b) and in written production when the direction is reversed (Talaván *et al.*, 2016; Ávila, 2019; Ávila & Rodríguez, 2021). Furthermore, the use of subtitling in combination with some other audiovisual translation mode produces variable improvements depending on the task design.

CONCLUSIONS

In this paper, a systematic review of published research on the use of intralingual, standard, inverse and mixed modes subtitling as didactic resources in the teaching-learning of foreign languages at the university level in the last five years was carried out in order to outline the state of the art of the subject. The research identified illustrates how language teachers currently seek the integration of audiovisual content without turning the student into a passive observer, but rather into a subject that learns actively through the creation of subtitles.

The results of this systematic review agree with Macaro (2019), in the sense that when the review is conducted in a transparent manner, its results contribute to closing the gap between research and practice, as they lead to teaching decisions based on solid scientific evidence. Overall, the studies report favorable results in all skills, so this systematic review evidences the relevance of audiovisual translation in foreign language classrooms in university teaching.

The results of the studies reviewed call for the inclusion of subtitling in language teaching processes at university levels and for further research to support its incorporation into curricula and daily teaching practices. The development of specific linguistic skills, according to the design of the subtitling tasks, is evidenced in the results of each research.

Likewise, the results of this research show that subtitling as a task not only has a positive influence on language skills, but also makes an important contribution to digital literacy, recognizing the preponderance of digital

media and multimodal communication that prevails nowadays. It is concluded that it is essential to carry out more empirical studies of the action-research type, such as the ones analyzed here, to nurture the state of the art.

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