



The Effects of Intralingual Subtitles on Jordanian University Students' Foreign Language Learning

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Intralingual subtitling has become a functional accessibility didactic tool for EFL learning. Nevertheless, audio-visual translation (AVT)-- as a manifestation of educational technology-- has not been duly utilized as an EFL teaching approach in shaping the didactic and pedagogical platform and their immediate effects on foreign language learners. Hence, this study explores aspects of the EFL teaching/learning paradigm boosted by intralingual subtitling. The study sampled a population of 100 English and Translation Program students at a Jordanian university, representing an experimental group and a control group, of 50 students each. The experimental group received a four-month academic training in intralingual subtitling, while the control group had no exposure to the same experience. A TOEFL-based standardized test targeting listening comprehension, vocabulary building & recognition, and writing & spelling was administered to the two groups after the end of the term. A questionnaire was distributed to elicit the students' responses in the control group on the effectiveness of the intralingual subtitling technique in improving their proficiency in English. To compare the students' performance in the control group with their counterparts in the experimental group, the researchers calculated the scores in the three tested language skills for each group and ran a One-Way ANOVA test. The results showed that students with the intralingual subtitling experience demonstrated better performance in all three tested language skills. In the quantitative analysis of the questionnaire, the researchers calculated the percentage for each item's responses, provided the mean and standard error of it, and conducted a One-Sample T-Test for each subscale. The results showed statistically significant evidence that captioned videos helped students improve their listening comprehension, build and recognize new words, and improve their spelling. The current study recommends that intralingual subtitled YouTube videos be used more in EFL classrooms to improve students' language skills.

Keywords: intralingual subtitling, audio-visual, EFL, language skills, English

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INTRODUCTION

The dynamicity of scientific innovations and their profound effects on language pedagogy has been evolving rapidly and duly acknowledged. Technological development in information and computer technology (ICT), the Internet, and computer games can, if used correctly, make a difference (Babalola & BE, 2019; Iiter, 2015; Kessler, 2018). Unlike the traditional methods of language learning and teaching which prevailed in the last century, such as the grammar-translation method, the audio-lingual method, and the cognitive method, modern-day teaching-learning techniques have marked a new era. It is the age of digital technology with its state-of-the-art innovations to empower learning. The evolution has been progressing systematically and steadily to embark on all technological advances affecting pedagogy. Lertola (2019) reports that recently, especially in the last two decades, a communicative approach of Audio-visual Translation (AVT) has been integrated and favored in language teaching and learning. This indicates the transfer of verbal language in audio-visual media, including screen, film, and multimedia, both in translation and language learning.

The invention of the computer and its applications in CALL (Computer-Assisted Language Learning), CAT (Computer-Assisted Translation), MT (Machine Translation), MALL (Mobile-Assisted Language Learning), RALL (Robot-Assisted Language Learning) are only some manifestations of the role of technology in shaping the didactic and pedagogical platform and their immediate effects on the foreign language learners. Yang (2013) indicates that students have developed and advanced levels of language awareness through direct intercultural communication with their peers, as well as on-site games. Confirming the role of technology in enhancing language learning, John (2018) pointed out that although CALL and CAT tools have been utilized in EFL classes, attempts to integrate more advanced technology in teaching posed some challenges to educators, teachers, and students. This is due to the fact that new technology may require changes in teaching methods.

In view of the above, there is still a research gap that, if bridged, will make noticeable and substantial development in the EFL classes. By putting intralingual subtitling in the service of foreign language learning, this study calls for using state-of-the-art educational technologies. Such an undertaking will contribute to introducing and adopting new teaching methods that will improve students' achievement in all language skills, structure, mechanics of writing, text cohesion and coherence, and translation. Filling this gap in the EFL research has become more urgent than ever before, especially with the shift towards emergency remote teaching (ERT), which all academic institutions have adopted lately in the aftermath of the COVID-19 outbreak (Al-Salman & Haider, 2021). It is this Internet-based mode of teaching, the supporting infrastructure, and computer applications such as CAT, CALL, MALL, AVT, subtitling, dubbing, and voice-over that give soul and resonance to the current study.

Lately, translation studies have made inroads and substantial contributions through introducing the audio-visual translation (AVT) mode and its applications through subtitling, dubbing, and voice-over. Within this thematic framework, the current study

will explicate and delineate the role of subtitling as a sub-branch of AVT technology in enhancing the EFL teaching-learning paradigm (Sánchez-Requena, 2018). Like translation and interpreting, subtitling, which is primarily relevant to the deaf or hard-of-hearing community, also builds on translation theories (Wurm, 2007). Given the two-dimensional nature of subtitling, namely interlingual (between two languages) and intralingual (withing the same language), the present piece of research sets to address the intralingual subtitling model. But regardless of the subtitling mode, the subtitler is entrusted with the task of transferring the spoken dialogue into a text message.

Review of Literature

Second and foreign language and technology

The evolution of educational technology has been an ongoing process that has drastically changed over the years from its primitive form to its giant leaps in a world dominated by the power of changing technologies. The accelerating pace of change has put tremendous pressure on instructors who had no choice but to cope with the digital transformation and the technical know-how required in order for them to survive and not be left behind. Therefore, it is of paramount importance for teachers to infuse technology into teaching and at all levels of education (Adcock, 2008; Blyth, 2018; Navarrete, 2018).

Second and foreign language acquisition has always been at the forefront of the educational paradigm. Consequently, researchers have been on the lookout for integrating cutting-edge technological advances in the second/foreign language classroom. ICT innovations have been so massive and diverse, posing significant challenges to language experts, educators, and researchers to rise to the challenge. This requires, before anything else, acquiring all necessary technical skills that will enable them to cope and consequently utilize the relevant applications of digital technology in an interactive teaching-learning environment. Such a transformation has become more urgent than ever before in the aftermath of the COVID-19 outbreak and transitioning to online, digitally supported learning. Such an endeavor calls upon them to develop their teaching, and learning methodologies customize the course content, delivery, and assessment strategies to be compatible with the advances in educational technology. Recent experimental studies have focused on some language aspects, including interlingual subtitling (L1 to L2) and intralingual subtitling (L2 to L2). The results have shown considerable improvement in the learner's performance in vocabulary building, idiomatic expressions, listening comprehension, as well as translation and writing skills (Lertola, 2019).

The response to customizing the teaching materials and course syllabus to accommodate and cope with the new advancement in educational technology came from researchers, pedagogists, and language planners who pioneered a move towards EFL material development. Newly developed instructional materials have contributed to producing locally-developed videos and integrating them in the teaching-learning process, and assessing the motivational impact of these tools on the students' learning outcomes

based on individual differences (Almurashi, 2016; Ferragut Martorell, 2018; Lasekan & Godoy, 2020; Marín Zorío, 2018)

Amidst this accelerating state of change and to cope with ICT innovations, higher education institutions acted swiftly and proactively by making education technology, especially the Internet-based tools, an integral part of the teaching-learning process (Babalola & BE, 2019). To this end, instructors, textbook writers, policy-makers, and experts have pooled their efforts to make this a reality and to most effectively meet their students' needs by achieving the intended objectives and learning outcomes. Among the various digital tools available to the language teachers are YouTube videos, which proved to be an effective device that can help build learners' knowledge and improve their fluency in English. YouTube enables users to upload, view, review, share videos, and subscribe to other users. It also offers a wide variety of viewer-generated and news media content. The available content includes clips of TV shows, music videos, short and documentary films, live streaming, and other services. Nasution (2019, p. 31) believes that "YouTube may present language teachers with a useable medium for introducing language points, finding topics for discussion, or examples of authentic English, with proper guidance and suggested videos available on the site."

The effective role of YouTube videos in promoting students' learning inspired educators, researchers, and language instructors to explore and utilize other YouTube applications (Saed et al., 2021). This attempt focused on investigating the effect of YouTube video content subtitles in translation (Díaz-Cintas, 2004) and promoting foreign language learning (Szarkowska et al., 2016). In this context, two types of subtitling are recognized: interlingual subtitling, which is in a language other than the spoken one, and intralingual subtitling, which is done in the language being spoken (Al-Abbas & Haider, 2021; Al-Abbas et al., 2022). According to Grassilli (2014), there are two ways to do subtitling, instantaneous real-time subtitling, which is synchronized with speech, and the pre-recorded offline type.

Subtitling in the didactic pedagogical context

Lately, especially in the last two decades, subtitling has taken another path, mainly addressing its use in developing and enhancing foreign language skills. Special emphasis was placed on improving the second language receptive skills of listening and reading, together with the productive skills of speaking and writing (Abugohar et al., 2020; Gutiérrez-Colón & Somsivilay, 2021; Jalleh et al., 2021). The two types were enhanced further through developing vocabulary recognition, grammatical structures, and intercultural competencies (Matielo et al., 2015). In addition, YouTube videos enhanced by captions and subtitles were favored by EFL learners as they provide a combination between the spoken word and the written image, making them more appealing and entertaining than the written texts. The addition of captions/subtitles proved to effectively improve learners' comprehension input and vocabulary acquisition (Lertola & Mariotti, 2017; Matielo & Espindola, 2011; Ragni, 2018). Within the intralingual subcategory of subtitles, Lugea (2015) differentiates between two subsets of subtitling, verbatim intralingual subtitles, without omissions, and edited nonverbatim subtitles with some omissions. The results were in line with the controversy over the use of verbatim

subtitles or modified ones and how subtitling can take stylistic consideration into account. In the same vein, Zarei and Rashvand (2011) studied the relationship between intralingual verbatim/nonverbatim subtitles and their counterparts in interlingual subtitling. Their results revealed that edited subtitles, both intralingual and interlingual, were more helpful in developing vocabulary comprehension. Nevertheless, both verbatim and edited intralingual subtitles resulted in better vocabulary production.

The effects of interlingual subtitling/captioning on second language acquisition (SLA) were addressed by Winke et al. (2010), who studied the effects of subtitling on foreign language learners of Arabic, Spanish, Chinese, and Russian, who were tested on their retention of vocabulary items after watching documentaries about some animals. The 150-student group was divided into two groups, one of which watched the videos with captions and subtitles, and the other group who saw the videos with them. The results showed that those who saw the videos with subtitles outperformed those who only saw the videos without access to the subtitles.

Grassilli (2014) reports that in some cases, intralingual subtitles do not fully match the spoken audio version. This is because, in some cases, there are too many words for the viewer to read, which may be distracting. According to (Gerzymisch-Arbogast, 2008), if subtitles are to be read clearly, one-third of them needs to be reduced. Koolstra and Beentjes (1999) added that subtitling is not only distracting, but it may also create problems for poor readers who cannot cope with it because it is quick. Furthermore, while Díaz-Cintas (2004) acknowledges the value of subtitling as a language teaching device, he maintains that many stakeholders cannot afford using it because it is costly. Another drawback of subtitles, despite their effective role in enhancing language acquisition, according to Zanón (2006), is the false confidence learners build if language learners make reading subtitles a habit. In addition, production companies want viewers to focus more on the media presented and not on the words. Therefore, it is essential for the subtitler to make the best choice of the words that best serve the interests of all stakeholders, viewers, and companies. As Díaz-Cintas (2013) put it, subtitlers should take into account the fact that viewers undergo the process of dividing their attention between reading the subtitles and viewing the image, which take place at the same time. This is a natural result of the subtitlers working with tasks of a multimedia nature.

The added value of subtitles to the didactic pedagogical context was emphasized by Wang and Shen (2007), who argue that for something to be learned, it has to be noticed since visual contact enhances the spoken word, and teachers should utilize all media tools, including television, YouTube, videos, and all other Internet applications to best motivate students and enhance their language comprehension and acquisition, expressions, pronunciation, connotations, in addition to developing new words and idioms (Baños & Sokoli, 2015; Bravo, 2005; Danan, 2004; Lertola & Mariotti, 2017; Lertola & Talaván, 2016; Sokoli, 2018; Zanón, 2006). To this effect, Schröter (2005) argues that subtitling can be described as an additive translation. This suggests that all verbal and non-verbal utterances with their extra-linguistic features of stress, intonation, and body language should be realized through subtitles. These research findings and conclusions lend support to the thesis that subtitled videos are not only an effective tool

in translation, but they also motivate language learners and familiarize them with the target language and its culture. According to Neves (2008), subtitles do not target one age group, but they address all age groups and people from different social backgrounds.

For Caimi (2006, p. 85), as "a didactic aid," intralingual subtitling is viewed as a form of entertainment that sharpens students' memories, improves their listening and reading comprehension, and boosts their self-confidence. Danan (2004, pp. 67-68) believes that although the two sub-types of subtitling, intralingual (i.e., captions) and interlingual (i.e., 'standard subtitles'), "increase learners' motivation, captioning suffers a number of limitations. And whereas standard subtitling leads to incidental language learning, captioning is suitable for beginners only if adapted to a primary level of linguistic ability". In an experimental study on the promotion of intralingual subtitles, Caimi (2006) concluded that intralingual subtitles are considered an added value to language learners as they promote their linguistic and cultural knowledge. A state-of-the-art representation of intralingual subtitling and English proficiency was highlighted by Matiolo et al. (2015, p. 4677), who argued that "interlingual and intralingual subtitled videos covered the improvement of (L2) reading, L2 listening comprehension with/without L2 vocabulary learning, implicit and explicit memory and cognitive processing, and the acquisition of L2 grammar".

On how subtitling has developed in the last decade, Ameri and Khoshsaligheh (2019) reported that "the number of studies addressing non-professional or amateur subtitling or fansubbing has increasingly multiplied over the past years, underlying its relevance in the present world." In the same vein, Díaz-Cintas (2018) pointed out that "in recent years, scholarly research in audio-visual translation in general, and subtitling in particular, has moved beyond the analysis of linguistic minutiae to embrace wider socio-cultural concerns, thus establishing closer links with film and media studies."

METHOD

Study Sample and Design

The participants in this study consisted of 100 students enrolled in a compulsory English language course offered by the Department of English Language and Translation at a private university in Jordan. A standardized placement test was administered to the 100 students, and they were divided into two classes/groups based on their performance in the test. Each group comprised 50 students with similar English language levels. A male instructor who holds a Ph.D. in TESOL and has university teaching experience of 8 years was assigned to teach the two classes. The students of one of these two classes (the experimental group) were subjected to video recordings with captions for a period of 16 weeks with 48 contact hours, i.e., 3 hours a week. The students of the other class (control group) were subjected to the same video recordings but with no captions. The students of the two classes were asked to comment on and discuss the content of the videos. The topics and themes of the videos varied and covered different genres and disciplines.

The two groups were given a test at the end of week 16, where they watched the same video recordings and were asked to answer 30 multiple-choice questions. The questions included different language skills and grammatical categories, such as Listening Comprehension (10 questions), Vocabulary Building & Recognition (10 questions), and Writing & Spelling (10 questions). After receiving their test results, the members of the experimental group were asked to fill in a 12-item Likert-type questionnaire to elicit their responses on their learning experience with the subtitles experiment (see Appendix 1).

Concerning the teaching material, the two groups were taught the same content. The only difference is that the videos that were used in the experimental group's class included verbatim captions. The researchers first watched the target videos to judge their suitability in terms of form and content; then, they selected the suitable ones and added intralingual subtitles for them using *Subtitle Edit* and *Aegisub*. To make sure that the subtitling process was done the right way, the captioned videos were given to three Ph.D. students for their feedback. Their comments were implemented before providing the instructors with two copies of the videos, one with subtitles and another without.

Questionnaire validity and reliability

The questionnaire used in this study consisted of 12 items and three constructs. The three constructs are Listening Comprehension, Vocabulary Building & Recognition, and Writing & Spelling, each consisting of 4 items. Before distributing the questionnaire, it was sent to a jury of three experts in the field for their feedback, and their comments were implemented.

To make sure that the 12 statements are clear and understandable, the questionnaire was distributed to 20 students who did not take part in this study, and some necessary tests such as reliability analysis through Cronbach Alpha Results and correlation coefficients were conducted. Table 1 shows the results for the 12 statements of the questionnaire and how closely they are related to the three constructs.

Table 1
Reliability analysis through cronbach alpha results (Cronbach, 1951)

Construct	No. of Items	Cronbach's Alpha
Listening Comprehension	4	0.70
Vocabulary Building & Recognition	4	0.77
Writing and Spelling	4	0.79
All Variables	12	0.83

Table 1 shows a reliability coefficient of 0.83 for all variables considered "acceptable" in social science research (Nunnally, 1978).

Based on the results above, Pearson Correlation analyses were conducted, as Table 2 shows.

Table 2
Results of Pearson correlation

	Listening Comprehension	Vocabulary Building & Recognition	Writing and Spelling
Listening Comprehension	1		
Vocabulary Building & Recognition	0.630**	1	
Writing and Spelling	0.521*	0.499**	1

** $p < 0.01$, * $p < 0.05$

Table 2 shows the Pearson Correlation Matrix between the three constructs. The results show that there is a statistically significant relationship between Listening Comprehension and Vocabulary Building & Recognition since the Pearson correlation coefficient is greater than 0.50 (Kendal & Stuart, 1973). There are also medium positive significant relationships between the construct Listening Comprehension and Writing & Spelling, and between Vocabulary Building & Recognition and Writing & Spelling. According to Laher (2010), the minimum acceptable value for construct correlation is 0.40. Based on the above-mentioned results, all values are higher than 0.40, indicating good construct validity for each measurement expressed by its related items.

In this study, to compare the students' performance in the control group with their counterparts in the experimental group, the researchers calculated the scores in the three tested language skills for each group and ran a One-Way ANOVA test which is used to determine whether there are any statistically significant differences between the means of two or more independent groups.

In the quantitative analysis of the questionnaire, the researchers calculated the percentage for each item's responses, provided the mean and standard error of it, and conducted a One-Sample T-Test for each subscale. One-Sample T-Test is a statistical hypothesis test used to determine whether the subscale mean is different from a specific value to determine if the sample mean is significantly greater or less than that particular value. The population mean in the current study, which follows Likert-type scale, is 3.

The present study addresses the following questions:

1. Do intralingual subtitles promote college-level language learners' proficiency in English?
2. Which aspects of the English language are most clearly affected by intralingual subtitling?

FINDINGS AND DISCUSSION

This part is divided into two sub-sections; in the first section, we compare the results of the experimental group with those of the control group. In the second section, the control group's responses to the questionnaire are analyzed.

Students' Performance Based on the Test

To compare the students' performance in the control group with their counterparts in the experimental group, we calculated the scores in the three tested language skills for each group and ran a One-Way ANOVA test, as shown in (Table 3).

Table 3
One-way ANOVA test results

	Mean (SE)		Mean Difference	F value
	Experimental Group	Control Group		
Between Groups	18.56 (0.88)	23.54 (0.51)	-4.98	23.934***

*** $p < 0.001$, ** $p < 0.01$, * $p < 0.05$, (SE) standard error of Mean

Table 3 shows that the sig. (F) value was equal to 0.000, which is less than 0.001, so there are statistically significant differences between the students who were subjected to video recording with subtitles and those who lacked similar experience. Students with the intralingual subtitling experience demonstrated better performance in all three tested language skills compared to the students in the control group. Also, the mean of students' scores was better in the experimental group. So, there is significant progress and improvement in the students' performance subjected to videos with captions compared to those who were exposed to videos with no captions.

To test which subscale was most noticeably advanced in the experimental group's performance (videos with captions), we conducted a One-Way ANOVA test for each subscale, and the results are given in Table 4 below.

Table 4
One-way ANOVA test results

	Mean (SE)		Mean Difference	F value
	Students (Videos with no Captions)	Students (Videos with Captions)		
Listening Comprehension	5.94 (0.35)	7.68 (0.25)	-1.74	16.349***
Vocabulary Building & Recognition	6.30 (0.34)	7.46 (0.23)	-1.16	8.182**
Writing & Spelling	6.60 (0.39)	8.40 (0.24)	-1.8	15.876***

*** $p < 0.001$, ** $p < 0.01$, * $p < 0.05$, (SE) standard error of Mean

Table 4 shows significant progress in the experimental group's performance for each subscale since sig. (F) values were less than 0.001 for Listening Comprehension and Writing & Spelling and less than 0.01 for the Vocabulary building & Recognition subscale. Writing & spelling was most noticeably progressed in the experimental group's performance since the mean difference of students' scores, which is 1.8, was the highest, followed by the Listening Comprehension subscale with a mean difference of 1.74, and Vocabulary Building & Recognition with a mean difference of 1.16. Such noticeable progress in the experimental group's performance in the three subscales was confirmed

by Baños & Sokoli, 2015; Lertola & Mariotti, 2017; Lertola & Talaván, 2016; Sokoli, 2018.

Based on the One-way ANOVA test results, a discussion of the results lends support to our research hypothesis spelled out in research question 1 as to whether intralingual subtitles promote college-level language learners' proficiency in English or not. As the results of Tables 3 and 4 show, significant progress was achieved in the experimental group's performance compared to that of the control group. As the descriptive statistics show, this statistically significant progress was reflected in all three aspects of the language being tested, namely listening comprehension, vocabulary building & recognition, and writing & spelling. Such results lend support to the validity of research question 2 regarding the aspects of the English language which are most clearly affected by intralingual subtitling.

At another level, the strong confirmation of the two research questions addressed in the present study by the research findings indicates that there is an urgent need to integrate modern educational technology in the EFL teaching-learning paradigm. To bridge the gap between users of the Internet and ICT-based technology in learning and those without it, using intralingual subtitles, among other techniques, will prove effective in boosting EFL students' language skills. The research findings obtained in the current study have proven to be in line with the relevant literature on the importance of AVT and intralingual subtitling in language learning. Research findings on the importance of intralingual subtitling for vocabulary building and recognition were reported by (see Lertola & Mariotti, 2017; Matielo et al., 2015; Ragni, 2018; Sokoli, 2018). Similar findings on improving writing and spelling through intralingual subtitling were reached by different scholars (John, 2018; Lertola & Mariotti, 2017; Nasution, 2019; Sokoli, 2018).

Questionnaire's Analysis Results

Descriptive statistics for the demographic variables are first shown in Table 5, and then the percentages for the 12 items are demonstrated in Table 6.

Table 5
Descriptive statistics for the demographic variables

Variable	Category	Counts	Percent	Mean (SE)
Gender	Males	12	24	1.76 (0.06)
	Females	38	76	
	Total	50	100	
Level	freshman (1 st year)	4	8	3.18 (0.13)
	sophomore (2 nd year)	5	10	
	junior (3 rd year)	19	38	
	senior (4 th year)	22	44	
	Total	50	100	

(SE) standard error of the mean.

As Table 5 shows, there were 12 male respondents (24% of the sample) and 38 females (76% of the population). This reflects the male-female ratio in the Department of

English Language and Translation. Concerning the academic year distribution, 8% of the participants were freshmen, 10% sophomores, 38% juniors, and 44% of them were seniors.

Table 6 shows the percentage for each item's responses, while the "M (SE)" column provides the mean and standard error of it for that item.

Table 6
Percentage for each questionnaire's item responses and the mean and standard error "M (SE)"

No.	Item	M (SE)	%Strongly agree	% Agree
Listening Comprehension				
1	The presence of subtitles enabled me to ensure receiving the words in the dialogue without missing any due to noise or accent.	4.08 (0.12)	28%	62%
2	The presence of subtitles helped me recall a good portion of the conversation.	4.18 (0.07)	22%	74%
3	Intralingual subtitling helped me better grasp and understand the spoken material with more focus.	4.14 (0.11)	34%	50%
4	Using intralingual subtitles has significantly improved my listening comprehension skill.	4.18 (0.11)	32%	60%
Vocabulary Building & Recognition				
5	The availability of subtitles has improved my ability to recognize words through matching the spoken form with the written.	4.34 (0.09)	40%	56%
6	Intralingual subtitling is a useful tool for self-learning new vocabulary.	4.16 (0.11)	34%	52%
7	The vocabulary retention rate has increased after I started the practice of hearing the words and seeing them on the screen.	4.00 (0.13)	28%	56%
8	The availability of subtitles helped me learn more words, collocates, idioms, synonyms, and antonyms.	4.14 (0.12)	36%	50%
Writing & Spelling				
9	Hearing and seeing the word at the same time improved my spelling.	4.46 (0.08)	50%	46%
10	The availability of subtitles made me a better writer.	4.04 (0.15)	36%	46%
11	The availability of subtitles helped me use appropriate capitalization and punctuation.	4.12 (0.13)	40%	38%
12	The availability of subtitles enabled me to identify problems in my writing and see what should be improved.	3.94 (0.14)	30%	48%

(SE) standard error of the mean.

Items 1 through 4 of the questionnaire aimed to collect responses about the impact of captioned videos on improving the listening comprehension skills of the experimental

group. 90% of the respondents confirmed that the availability of subtitles helped them receive the words in the videos without missing any due to noise or accent. 96% of the respondents stressed that they could recall a good portion of the dialogue. 84% of the participants stated that they could grasp and understand the spoken material with more focus. Overall, 92% of the students think that using intralingual subtitles has significantly improved their listening comprehension skills. Similar findings about the effect of subtitled videos in improving students' listening comprehension and speaking skills were reported by some scholars (see Caimi, 2006; Lertola & Talaván, 2016; Sánchez-Requena, 2018; Winke et al., 2010)

Items 5 through 8 aimed to collect feedback about Vocabulary Building & Recognition. 96% of the respondents confirmed that subtitles had improved their ability to recognize words by matching the spoken form with the written. 86% of the respondents stated that intralingual subtitling is a useful tool for self-learning new vocabulary. 84% of the respondents agreed that the vocabulary retention rate has increased after they started the practice of hearing the words and seeing them on the screen. 86% of the students agreed that the availability of subtitles helped them learn more words, collocates, idioms, synonyms, and antonyms. Similar results on the importance of intralingual subtitling for vocabulary building and recognition were reached by some scholars (see Lertola & Mariotti, 2017; Matielo et al., 2015; Ragni, 2018; Sokoli, 2018).

Items 9 through 12 aimed to collect feedback about whether or not having intralingual subtitles improved the students' Writing & Spelling skills. 96% of the respondents confirmed that hearing and seeing the word at the same time improved their spelling. 82% of the respondents agreed that the availability of subtitles made them better writers. 78% of the respondents agreed that the availability of subtitles helped them use appropriate capitalization and punctuation. 78% of the respondents agreed that the availability of subtitles enabled them to identify problems in their writing. Developing this very aspect of language learning, namely writing and spelling through intralingual subtitling, which is a key indicator in language learning, was emphasized in the reviewed literature (John, 2018; Lertola & Mariotti, 2017; Nasution, 2019; Sokoli, 2018). With our research findings being aligned with and echoing those of previous literature on the topic, we feel confident that further research in this direction is both relevant and timely, especially with the massive and sweeping surge of ICT applications and transitioning to online learning during the COVID-19 crisis.

Based on the questionnaire's results, to test the hypotheses, we conducted a One-Sample T-Test for each subscale, and the results are shown in Table 7 below.

Table 7
One-sample T-test results

	Mean (SE)	t value
Listening Comprehension	4.145 (0.07)	16.614***
Vocabulary Building & Recognition	4.16 (0.08)	14.257**
Writing and Spelling	4.14 (0.10)	11.338***

*** $p < 0.001$, ** $p < 0.01$, * $p < 0.05$, (SE) standard error of Mean

Table 7 shows statistically significant evidence that captioned videos helped students improve their Listening comprehension, understand the conversation, and recall it since sig. (t) value was less than 0.001. Similarly, captioned videos helped students build and recognize new words, improve their spelling and make them better writers.

The above results tie nicely with the findings of previous literature on the effective role of AVT and ICT in the EFL classroom. YouTube videos have been effective in providing teachers with a useable medium for introducing language points and topics for discussion (Nasution, 2019, p. 31). In other words, our research findings, which underscore the effective role of YouTube video content subtitles in translation, promoting foreign language learning, improving learner's performance in vocabulary building, idiomatic expressions, listening comprehension, as well as translation and writing skills, are consistent with the literature and previous studies on the topic (Díaz-Cintas, 2004; Lertola, 2019; Papadakis, 2021; Saed et al., 2021; Szarkowska et al., 2016).

The use of audio-visual technology in translation (AVT), especially dubbing and subtitling, has recently been a heavily-researched area. Using subtitles for the deaf and hard of hearing (HDS) as an innovative pedagogical tool in the language class has been on the rise (Alonso-Pérez & Sanchez Requena, 2018; Díaz-Cintas, 2018; Talaván, 2019). Dubbing is an equally trending mode of AVT application. For example, Netflix now makes it possible to watch "non-English films and series dubbed into English, i.e., the voices of the original actors are replaced with those of voice actors who perform in English instead of, say, Spanish" (Hayes, 2021, p. 1)

CONCLUSION AND RECOMMENDATIONS

Lately, and especially in the last two decades, ICT has taken giant steps to massively influence all aspects of life indiscriminately. The education sector was leading in utilizing the surge in this direction through integrating all Internet-supported applications into the classroom. The current study chose to capitalize on subtitling as one of the takeaways of education technology. While acknowledging that subtitling is an offshoot of translation studies and the AVT technology comprising dubbing, subtitling, and voice-over, subtitling has been investigated in its intralingual mode, and also under a different cover, namely its use as functional accessibility didactic tool for EFL learning and not necessarily for translation purposes. This evolutionary probe in the effectiveness of intralingual subtitling will subscribe to the thesis of the interdisciplinarity nature of research by virtue of modern-day technology.

Based on the quantitative analysis, the research findings obtained in the current study were strongly supportive of the thesis that captioned videos helped students improve their listening comprehension, build and recognize new words, and improve their spelling. Such conclusions tie nicely with other research findings stressing the importance of integrating subtitling in the EFL classroom as a vital tool for improving vocabulary acquisition, idiomatic expression retention, development of pragmatic awareness, listening comprehension skills, and writing and translation skills (Díaz-Cintas, 2018; Lertola & Mariotti, 2017; Sánchez-Requena, 2018; Szarkowska et al.,

2016). The use of education technology in the classroom has never been more pressing than its emerging use during the COVID -19 crisis, where a compelling need for a shift towards digital learning tools was called upon internationally (Al-Salman et al., 2022; Almahasees et al., 2021; Alqudah et al., 2021; Haider & Al-Salman, 2020; Haider & Al-Salman, 2021).

The respondents in the current study confirmed that hearing and seeing the word at the same time improved their spelling; the availability of subtitles made them better writers and also helped them use appropriate capitalization and punctuation. This is a testimony to the vital role of intralingual subtitling in enhancing EFL students' learning. Such findings tie well with the research questions of the current study to confirm that intralingual subtitles do promote college-level language learners' proficiency in English. In addition, all aspects of the English language have most clearly been affected by intralingual subtitling, consistent with the research findings in the reviewed literature (Ragni, 2018; Sánchez-Requena, 2018).

Authentic applications on developing foreign language instruction have been found in the use of YouTube in developing the speaking skills of EFL learners in different disciplines (Nasution, 2019; Saed et al., 2021). Another authentic application of educational reform is found in mobile-assisted language learning (MALL) (Papadakis, 2021).

Based on the above-mentioned research findings, we recommend that intralingual subtitling be an integral part of the EFL teaching-learning practice. Likewise, we recommend that further robust and diversified qualitative and quantitative research be conducted to investigate the effectiveness of intralingual subtitling among other ICT applications in the teaching-learning activities of other disciplines.

ETHICAL APPROVAL

“This study's ethical approval was obtained from the Deanship of Scientific Research at the Applied Science Private University with the approval number (FAS/2020-2021/202). Also, written informed consent was obtained from all subjects before the study was conducted”.

CONFLICTS OF INTEREST/COMPETING INTERESTS

“On behalf of all authors, the corresponding author states that there is no conflict of interest.”

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Questionnaire

The effects of intralingual subtitles on foreign language learning: A case study of Jordanian university students

Dear Student:

This research tool is designed to elicit students' responses about the effectiveness of the subtitles in improving their proficiency in learning English as a foreign language. The researchers assure you that your responses to the questionnaire will be used only for research purposes.

Please respond to each of the following questions as indicated against each:

Thank you

1. Demographic Information:

Gender: Male: _____ Female: _____
 Level: Freshman (1st year) _____
 Sophomore (2nd year) _____
 Junior (3rd year) _____
 Senior (4th year) _____

No.	Item	Response				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
A	Listening Comprehension					
1	The presence of subtitles enabled me to ensure receiving the words in the dialogue without missing any due to noise or accent.					
2	The presence of subtitles helped me recall a good portion of the conversation					

3	Intralingual subtitling helped me better grasp and understand the spoken material with more focus.
4	Using intralingual subtitles has significantly improved my listening comprehension skill.
B	Vocabulary Building & Recognition
5	The availability of subtitles has improved my ability to recognize words through matching the spoken form with the written.
6	Intralingual subtitling is a useful tool for self-learning new vocabulary.
7	The vocabulary retention rate has increased after I started the practice of hearing the words and seeing them on the screen.
8	The availability of subtitles helped me learn more words, collocates, idioms, synonyms and antonyms.
C	Writing & Spelling
9	Hearing and seeing the word at the same time improved my spelling.
10	The availability of subtitles made me a better writer.
11	The availability of subtitles helped me use appropriate capitalization and punctuation.
12	The availability of subtitles enabled me to identify problems in my writing and see what should be improved

THANK YOU!