



Multimodality Approach in Translation Training: The Use of the Three audiovisual (AV) Modes (Standard, Bimodal and no-subtitling) in Interpretation Teaching for EFL classroom

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Received: 01.04.2024 Accepted: 18.05.2024

الكلمات المفتاحية:

الترجمة السمعية البصرية AVT،
ثنائية الوسيط، القياسية، بدون ترجمة، تعدد
الوسائط، اكتساب المفردات

المُلخَص

ستكشف هذه الورقة البحثية تأثير انماط الترجمة السمعية البصرية (AVT) المختلفة: (الترجمة المكتوبة القياسية و الترجمة المكتوبة ثنائية الوسيط و عدم استخدام الترجمة) على الاكتساب العرضي للمفردات متعلمي اللغة الثانية ((L2). تستخدم الدراسة المنهجية نَحْجاً كمياً و نوعياً وتتضمن الدراسة 33 طالب من متعلمي اللغة الإنجليزية كلغة أجنبية (EFL) المتخصصين في الترجمة، والذين درسوا لمدة عامين على الأقل في مجال الترجمة. تم توزيع المشاركين بشكل عشوائي إلى ثلاث مجموعات تجريبية: (أ) ترجمة الأفلام القياسية، (ب) ترجمة الأفلام ثنائية الوسيط، و (ج) بدون ترجمة. شاهدوا مقطعاً من 20 دقيقة من الفيلم الرسوم المتحركة "6 Big Hero"، ثم أكملوا ثلاثة اختبارات بعدية لتقييم اكتساب المفردات لديهم: اختبار التعرف على شكل الكلمة، واختيار من متعدد، واختبار معنى الترجمة، وكان كل اختبار يحتوي على 15 عنصراً، مع منح نقطة واحدة لكل إجابة صحيحة. أعطى المشاركون 60 دقيقة لإكمال جميع الاختبارات الثلاثة، بواقع 20 دقيقة لكل اختبار. قارنت الدراسة أداء المشاركين عبر الحالات التجريبية الثلاث، ثم حسبت المتوسطات لكل اختبار بعدي في ظل ظروف الترجمة الفورية المختلفة. تشير النتائج إلى أن الترجمة الفورية الثنائية الوسيط، والتي تجمع بين العناصر البصرية والسمعية باللغة نفسها، تحقق أعلى درجات في التعرف على أشكال الكلمات. كما أن الترجمة الفورية القياسية، والتي تعرض معاني المفردات باللغة العربية على الشاشة، تظهر أيضاً مستوى مرض من الأداء في استرجاع المفردات. وعلى النقيض من ذلك، تؤدي حالة عدم وجود ترجمة فورية إلى أدنى الدرجات، مما يشير إلى أهمية الترجمة في تعزيز الفهم واكتساب المفردات.

Abstract

This paper explores the effect of different subtitling modes (standard, bimodal, and non-subtitled) on second language (L2) learners' incidental vocabulary acquisition. This study uses a quantitative and quantitative approach and involved 33 EFL majoring in translate, who have been exposed to translation instruction at least for two years. Participants were randomly assigned to one of three experimental conditions: Standard subtitles, Bimodal subtitles, or Non-subtitles. They watch a 20-minute clip from the animated film, "Big Hero 6," and then complete three posttests assessing their vocabulary acquisition: a word form recognition, a multiple choice, and a meaning by translation test, each test contained 15 items, with 1 point awarded for each correct answer. The participants were given 60 minutes to complete all three tests, with 20 minutes allocated for each test. The study compared the performance of participants across the three experimental condition, then calculated the mean or average scores for each posttest under the different subtitling conditions. The findings indicate that bimodal subtitling, which combines visual and auditory elements in the same language, gives the highest scores in recognizing word forms. Standard subtitling, which displays the meanings of vocabulary in Arabic on the screen, also shows a commendable level of performance in vocabulary recall. In contrast, the no-subtitling condition leads to the lowest scores, which indicates the importance of translation in enhancing comprehension and vocabulary acquisition.

Keywords

**Audiovisual
Translation AVT,
Bimodal, Standard,
Non- subtitling,
Multimodality,
Vocabulary acquisition**

1. Introduction

Translation studies began in the 1960s by pioneering scholars like (Jacobson, Reiss, Snell Hornby). Whereas, the academic study of translation/interpreting accelerated in the past two decades. Since then, the interest in integrating audiovisual translation (AVT) with a communicative approach to language learning and teaching has expanded. The 2000s turned out to be

an important caesura, not only theoretically, but also through the advent of audiovisual translation, which established as an archetype of multimodal translation. Multimodality used as an umbrella term to indicate any combination of visual, acoustic, or linguistic elements. All communication is therefore a combination of various modes, that are closely associated with a particular medium. Technological development

from VHS (Video Home System) to DVD, video-sharing sites and many other, have given rise to new approaches and methods for language learning, making it easier than ever to use audiovisual materials for educational purposes. Language learners can access foreign films in one click. video in the classroom can be used to motivate learners and take advantage of the benefits that a number of researchers such as Allan (1985) & Tschirner (2001) have discussed at length. Audiovisual Translation (AVT) could be grouped into two main categories: captioning and revoicing. The term captioning refers to subtitling, it aids learners to use the written translation (interlingual subtitling) or a condensed transcription (intralingual subtitling) of the source spoken text into AV product, while revoicing stands for dubbing (lip-synchronised dubbing), audio description, voice-over and free commentary (Pérez-González, 2009). Captioning is a very useful technique to enhance reading, writing and listening skills. on the other hand, revoicing can foster speaking skills as well as listening, reading, and writing skills, through dubbing, Audio Description (AD), which its main task is assist visually impaired people and other voice-over tasks. Audiovisual translation has assists language learning since the introduction of audiovisual materials for learners of English in the late 1980s. and thus have the potential to promote autonomous and cooperative learning. Both language learning techniques can be either standard or reverse. Standard interlingual subtitling (foreign language in soundtrack) can be explained as spoken foreign language (L2) text translated into written native language (L1), while reverse interlingual subtitling (foreign language in subtitles) refers to native language L1 in soundtrack translated into foreign language in subtitles L2. In case of Intralingual subtitling is a condensed transcription in L2 of the original spoken language. In professional practice Intralingual subtitling known as captions (Caimi, 2015) also referred to as bimodal, same language, or unilingual subtitling. With regard to revoicing standard interlingual dubbing (spoken L2 text translated into spoken L1) is not frequently used in language learning. L2 input fully omitted from the final dubbed product, still subtitling and dubbing consider the two most studied AVT techniques in language learning. However, audio description is gradually gaining scholars' attention. Translation is variably basic to all subtitling processes

(interlingual and intralingual) either standard, reversed or bimodal subtitling, each process present different sort of 'rewording', that is, the convey of some verbal signs into different verbal signs pertaining to a different or the same language. Apart from being a revival of the Grammar-Translation Method, the translation of film dialogue is an example of Task-Based Learning practice (Nunan, 2004) which translation in language teaching has gained a renewed interest among scholars. In the hope of shedding some light on the participant of incidental vocabulary acquisition through watching subtitled television programs, this study will investigate to what extent incidental vocabulary acquisition is influenced by the mode in which the subtitle is presented. More precisely, this study attempts to consider the effect that the two most common types of subtitling, namely standard subtitling mode and reversed subtitling mode, may have on incidental vocabulary acquisition of EFL learners. The problem statement of this study is that Libyan viewers depend on dubbing and rarely watch subtitled videos, that is why FL learners often experience feelings of guilt or discomfort when exposed to subtitles for the first time. Language learners often accuse subtitles of distracting from the actual spoken language, diverting viewers' attention to the written text, and even fostering a form of laziness equivalent to cheating. However, a number of students argued that they learned English through their regular exposure to English films and TV shows with subtitles and a subtitled music video. Thus, how much learning can be attributed to subtitling, we must make a lot of effort to encourage the use of audiovisual materials (subtitles) to enhance foreign language acquisition. The paper also attempts to answer the following questions: (1) How does watching subtitled programs affect incidental vocabulary acquisition and recall by EFL learners? (2) What is the significant difference among the effects of bimodal, standard and No subtitling on L2 vocabulary acquisition and recall? And which mode is the best for practicing interpretation? The aims of this paper is to examine how audio-visual materials can affect the pace and condition of students' learning, to observe and consider the effect that the most common type of subtitling has on incidental vocabulary acquisition and recognition, to develop lexical competence, increase and to promote idiomaticity, and finally to

introduce learners to independent learning techniques, active participation and facilitating self-access learning. Finally, the scope of this study is limited to third- and fourth-year university students on English department in the interpretation course.

2. Literature Review

A number of scholars, most notably (Grignon, Lavour & Blanc, 2005; Koolstra & Beentjes, 1999; Zarei, 2009) advocate the use of audio-visual materials in language learning. Numerous researches conducted in this field provide evidence for the belief that multiple resources yield more information than just a single mode. This body of scholarly work below underscores the potential advantages of adopting a multimodal approach to language education. In a journal article 'Could enjoying a movie lead to language acquisition?', d'Ydewalle & Pavakanun, (1997) made an attempt to obtain evidence for the acquisition of grammatical rules in watching subtitled foreign movies. through measuring foreign language acquisition resulting from watching movie with standard subtitles in non-instructional settings by taking into account the effect of the similarity between the foreign and native languages. To this end, 62 sixth-graders secondary school students from Dutch-speaking part of Belgium participate in the experiment; students were exposed to subtitled television programs with soundtracks in languages similar or dissimilar to their mother language. The results show that language acquisition, including vocabulary acquisition, was highest for programs with soundtracks in languages similar to Dutch, a sequence of movies over a longer period of time, could provide evidence that vocabulary acquisition via subtitled television programs can be complemented with grammar acquisition. In contrast, (Baltova, 1999) argued, on the basis of empirical results, that bimodal video as well can enhance L2 learners' understanding of the original texts and learning of vocabulary since simultaneous exposure to spoken language, printed text, and visual information, all provide the same message. For taking steps further, (Guichon and McLornan, 2008) In their paper 'The effects of multimodality on L2 learners' designed 'pilot' research to explore the effects of multimodality upon L2 comprehension through an authentic BBC audiovisual recording, with the purpose of informing future instructional design. 40 non-language undergraduate students were divided into

four groups, 10 participants in each group. Data was collected by counting the number of semantic units of material reported by students in the written summary, the result indicate that comprehension improves when learners are exposed to the text in a variety of ways. The finding show that L2 subtitling was better than L1 because it causes less lexical interference implicitly indicating that the participants preferred more subtitles in the transcript in accordance to their summary. Moreover, they recommend L2 subtitling as more advantageous than L1. These 'indicative' results are consistent as well with (Baltova's, 1999) finding, obtained under similar experimental conditions, that associating images in the L2 and text in the L2, is an effective way to foster L2 learners' understanding of the original texts. Since Portugal is traditionally a subtitling country, (Bravo, 2008), in her PhD thesis, investigated the efficacy of AV materials(subtitling) as a language-learning tool among Portuguese learners as a foreign-language as well as the listening comprehension of the same students. 20 Portuguese undergraduate A2/B1 learners at the University of the Algarve participates in this study. The results collected by three experiments. The first two tested the understanding of content through exposure to subtitles, the third experiment sought to evaluate the production skills in EFL. The findings from the 3 experiments indicate that the presence of subtitles, interlingual or intralingual, always contribute towards viewers' comprehension of the content, even in culture-specific areas such as idioms. Subtitling activity enhanced student's motivation they become more aware of their language competence, they had also increased their awareness of cultural differences and lexical structures. He strongly advocates the contextual environment of audiovisual material with subtitling for idiomaticity acquisition and learning of (Seidlhofer, 2003). Furthermore, (Zarei, 2009) examined the effect of three subtitling modes (standard, reversed, and bimodal) on second language vocabulary recognition and recall. A film was presented to 97 students at Imam Khomeini International University in Iran using different subtitle modes. In the case of vocabulary recognition, results indicated that, the performance of the participants in the bimodal and standard groups performed significantly differently from that of the subtitling group, however there was no such difference between the bimodal and standard

groups. With regard to vocabulary recall. In conclusion, it was found that reversed subtitling was the least effective with regards to both bimodal and standard subtitling. (Talaván, 2010) investigated the use of 'subtitling as a task and subtitles as support: pedagogical' in enhancing listening comprehension skills in a communicative context. The article analyses the role of both reading and subtitles production as functional activities and teaching tools in foreign language education. She applied both qualitative and quantitative techniques in a quasi-experimental study to 50 A2-level Spanish learners of English as a foreign language at the Official School of Languages in Spain. A sample of the activity of both tools to improve oral comprehension skills was presented through multi-methods research. Conclusion was made that subtitling helps learners to improve oral comprehension skills, support language development through different modes (visual, textual, and technological), encourages learners to face authentic input, and produces tangible output that can be shared with peers or web. In addition, her concluding statistical analysis (2011) of the listening comprehension test confirms the subtitling task as an effective strategy for listening comprehension. The analysis of both quantitative and qualitative data allows for triangulation, providing a higher degree of reliability to the findings of the study. (Lertola, 2013) explored the effects of subtitling of audiovisual L2 dialogue into L1 on incidental vocabulary acquisition in the Italian Foreign Language classroom. Her research focused on word meaning knowledge which is assessed through productive and receptive recall tests in a vocabulary pre-test/post-test design, as well as the 4 different Questionnaires. Although research on the subtitling practice is still limited. yet her empirical studies have reported encouraging results on the use of AV materials in Second Language Acquisition. The main study of the research was conducted on 25 Irish undergraduate students with Italian as a foreign language (IFL) at the National University of Ireland, Galway, level A1 -A2 of the Common European Framework of Reference for Languages (CEFR). Through triangulation of quantitative and qualitative methods, after extensive experience to finalize materials and methods. The results of the main pilot study showed that interlingual subtitling enhances incidental acquisition of new word meanings in

terms of 'productive' recall. together with respecting the wide range of different preferences in learning styles, she believes that, subtitling could be particularly appropriate for learners who have a kinesthetic preference. Statistical analysis also seemed to validate Williams and Thorne students' perception of visual translation in the year 2000, in that participants not only felt they had learned new vocabulary but were shown to have incidentally acquired meaning for new words, and when asked were able to provide a throughput of L2 words with their L1 equivalents. The above studies indicated that foreign language vocabulary can be learned by adults and children, in non-educational or educational settings by watching subtitled programs on television or websites, especially if the audio videos use a foreign language that sounds familiar to the audience.

3. The History of Multimodality

AVT focuses primarily on the practices, processes, and products involved in transmitting multimodal and media content across languages or cultures. The term multimodality was coined in the mid-to-late 1990s "in different parts of the world" by several scholars working independently across different disciplines (Jewitt, Bezemer, & O'Halloran, 2016, pp. 2). Although multimodality was not known by that name until the 1990s, people used multiple modes (audio, video, image or gesture) to interact. It is worth noting that there were distinct eras that defined the history of multimodality. The first was the Audio age or *Oral-Language-Era* (Boston University, 2017), recorded 300,000 years ago according to (Li, 2020), when simple linguistic words were used with gestures to communicate, and oral expression was the direct and only mode of communication. In the period between 1850 and 1980 AD, the people of the Western culture believed that writing was the absolute means of communication (Clivaz.C, Sanker.M, 2016). Because they believed in literacy, the mid-nineteenth century was the time in which writing was hyped. It is important to refer to the era of printing in studying the development of multimodality. Just as (Serafini, 2014), argued that no one could have imagined back then how easy it would become to re-produce "Photography and other visual images and incorporating them into books, magazines and books Illustrated" (p. 11); or anything multimodal, in the era of printing for instance, the publication of the first printed newspaper in 1620, containing the latest news,

created a great demand for up-to-date reporting. In that period, it was a multimodal way to communicate and obtain information, because newspapers contain text and pictures. Even it is not called multimodality yet, it gained popularity in the 1960s and 1970s, due to academic and scientific interest in the field of meaning making. Filmmakers at that time were looking for new compositional ideas to help them express themselves outside of oral communication which was usual during that period. This is what opened the way to expressionism, is all of our sensory experiences, which we express through writing. From this perspective writing has been defined as a multi-sensory experience. Expressionists had to create this experience by using multi-modes. Although the revolutions of the print age changed the world into what we know today, *The-Digital-Age* or the information age remains the most dramatic period for multimodality. The digital age was shaped by professionals in the 1980s who used various media forms such as texts, images, audio, and videos to create an integrated language (Boston University, 2017). Furthermore, the introduction of personal computers and the internet in the 1980s and 1990s led to a fundamental change in communication literacy because the generation was now able to communicate via multiple media (Lohani, 2019). From historical times to the present era, multimodality has evolved significantly, as its application has transformed education and communication to another level. In 2020, for instance, audio-visual materials were mainly implemented during the COVID-19 pandemic, as classes were moved online, in the form of virtual classes with audio, images, and communicate through text via multimodality. Moreover, multimodality has shifted the focus from print media to screen-based text, the multimodal learning tool now allows students to better access, exchange and share information online to gain knowledge and diversify their choice of the educational methods, in a fast and unprecedented manner that could not have been predicted in the age of printing.

4. Definitions and Language Combinations of AVT

The term *Translation Studies* was first used in the 1970s, and after its emergence as a discipline, various classifications were established including legal, business, medical etc. In the recent years, attention is given to audiovisual translation (AVT),

which is the translation of products so that the verbal dimension is complemented by elements in other media. Many scholars have defined audiovisual translation as the fastest growing area in the field of Translation Studies, (Karamitroglu, 2000) stated that, audiovisual translation emphasizes the audiovisual dimensions of the communication mode, where the translator conveys a specific message through audio and visual channels, highlighting on the multi-semiotic dimension of all broadcast programs. More recently, Noa Talavan refers to AVT as the develops all the linguistic translations and transfers that go into producing any multimedia product (Talaván et al., 2016). Accordingly, we can define audio-visual translation (AVT) as the process of transferring all products and media across audio and/or visual channels. As a branch of translation studies, audiovisual translation is primarily concerned with translating audiovisual texts into the target language. Audiovisual texts are multimedia insofar as their production depends on a whole set of semiotic modes that are delivered to the audience through different media in a synchronous manner. Language, gesture, body language, image, music, and perspective are the main modes of meaning-making in audiovisual texts. As (Patrick Zabalbeascoa, 1997) says "no text can be made entirely of verbal signs because such signs always need some sort of physical support." (p.338). This physical support has semantic momentum in poly-semiotic texts. The most common text type of poly-semiotic text is the audiovisual text, which Frederic (Chaume, 2004) refers to as "a semiotic construct comprising several signifying codes that operate simultaneously in the production of meaning." (p.16). Although AVT is relatively new to the discipline, it has moved from the periphery to the center of the field of Translation Studies (TS) over the past two decades. In this framework, audiovisual translation can use different language combinations depending on whether translation occurs between two languages (Interlingual translation) or when only one language is involved (Intralingual translation). *Interlingual translation* or translation proper involves transferring the meaning of any text from one language to another, and the target text must be faithful to the purpose and sense of the original text. It allows people from different cultures and speaking different languages to communicate. while *Intralingual translation* or

rephrasing includes explaining the meaning of a word within the same language. This type is often used in the dictionary to explain the meaning of a certain word to anyone who does not fully or partially understand the language. In the field of audiovisual translation, Intralingual translation can be executed from FL to FL i.e., the source language is the same as the target language. This is used for language-learning purposes, notices and announcements. There are three main types of intralingual audiovisual translation: subtitling for the hearing impaired, audio description for the blind, surtitling or live subtitling for the opera and theatre. In contrast, audiovisual translation in Interlingual can consist of translating from FL to L1 (slandered) or L1 to FL (reversed) (Díaz Cintas & Remael, 2007). It can be either visual, which is referred to as subtitles, or auditory, in which case the entire soundtrack is replaced. The interlingual combination is the most common and the most popular among the general public. *Bilingual subtitling* is part of Intralingual category. and is usually "produced in geographic areas where two or more languages are spoken" (Díaz Cintas, 2003 p. 279).

5. Audiovisual Translation Key Terms

AVT is applied to any composed materials of images and sound, whether these materials are created for a commercial or educational purpose. Accordingly, we can distinguish between its three main types: dubbing, voice-over, and subtitling. Lip-synchronized dubbing, commonly known as dubbing, is regarded as the most comprehensive form of translation (Cary, 1969). It consists of replacing the original soundtrack with another one, recorded in a different language using dubbing actors' voices, this technique is usually applied in children' movies. An interesting type within this technique which covers dialects and local versions of a language, the Egyptian accent in cars, monster's university and all movies podcasted in Koke kids and KidZania can serve as an example. Another technique for AVT is to use voiceover. Together with dubbing, voiceover is a pre-recorded audio method which plays few seconds after the original audio is heard. Unlike dubbing, the original audio is not removed, and recorded lines are replaced by only one voice actor in the target language. This method involves lowering the original volume and the translator's voice becomes prominent while reading. This combination of original audio in the background throughout

together with a full translation of the original text makes voiceover suitable for personal interviews (e.g., Cristiano Ronaldo interview with the famous journalist Piers Morgan on Al-Mudaraj channel 2022 on YouTube), or any interview on news or documentary channels (e.g., National geographic, Aljazera documentary, etc.), when there is no need to lip sync. Currently, it has become the preferred transfer method for feature films of some small productions, because budget constraints have made lip-sync dubbing very expensive (O'Connell, 2007). The last technique of AVT is the use of subtitles. Subtitling must not contain more than two lines displayed at the bottom of the frame. It is similar to voiceover in that the speech of the source text is untouched. Subtitling involves shifting from a spoken medium to a written medium. There are three types of film subtitles: standard, reverse, and bimodal. While standard subtitling means L2 dialogues with L1 subtitles, for example, (the BBC documentary "Dangerous Knowledge" about mathematics professor George Cantor), reverse subtitling is L2 subtitles of L1 dialogues in the film "ألف اختراع واخترع ومكتبة الأسرار" as an example. On the other hand, bimodal subtitling means L2 audio with L2 subtitles, as shown in a YouTube video about a morality tale called "The Lazy Donkey." This work aims to highlight the effectiveness of using these different types of subtitling in the field of second language vocabulary learning. In particular, it seeks to examine these modes of subtitling present in movies can influence incidental vocabulary learning in an EFL context.

6. Methodology

Quantitative and qualitative approaches were employed for analyzing data and uses different statistical analyses on how different subtitling modes impact learning new vocabulary. To ensure that participants have a similar vocabulary level, a modified version of the Vocabulary Levels Test (VLT) was administered. The test assesses participants' basic knowledge of common words at a 2000-word level. Only those whose vocabulary knowledge is within the 2000-word level range will be selected for the experiment. The remaining students will be excluded due to their low scores on this test. Passing the VLT helps verify participants' pre-knowledge of the target language words.

A 20-minute segment of the animated movie "Big Hero 6" was selected for the experiment. The 3D movie was written by Jordan Roberts, Robert L.

Baird, and Daniel Gerson, directed by Don Hall and Chris Williams, and produced by Roy Conli (2014). For the study, the Arabic subtitles from MBC3 in 2019 were used as a reliable reference. Participants receive a transcript of the used segment from the movie and will be asked to scan the text and underline any words they do not know. The transcript will contain 20 target words, and participants who circle these target words will be selected for the experiment, which assure that they have no pre-knowledge of these words.

Finally, the remaining participants will be divided into 3 groups for the movie-watching experiment, each group experiencing a different subtitling mode. Group A, the non-subtitling group, will watch the movie without subtitles and English soundtrack. Group B, the standard subtitling group, will watch the movie with the English language as the soundtrack and Arabic subtitles. Group C, the bimodal subtitling group, will watch the movie with English Dialogues and English subtitles. The experiment will take place in a listening room, and each group will watch one version of the film based on their assigned subtitling mode.

The movie will be shown in one session. Following the movie viewing, all participants will complete three post-tests, which are adapted from Waring and Takaki (2001) the tests include: a) a word form recognition test; b) a multiple-choice test; c) a meaning by translation test. each with 15 items and a total duration of 60 minutes, 20 minutes for each test, with no dictionaries allowed. The instructions and format of the post-tests were explained to the participants beforehand. The recognition test involves the target words, along with some distractors and participants will be asked to circle any words they recognize from the soundtrack or subtitles. The data collected included the number of correctly recognized words. The multiple-choice test is a standard three-choice test with two distractors and only one correct meaning. Participants are asked to circle the word they believe is closest in meaning to the given word. Lastly, the meaning by translation test requires participants to write the meaning of the word in Arabic. Each correct answer awarded one point. The study was conducted in the 6th of February 2024.

6.1 Participants

The population of the current study consists of all 33 Libyan EFL learners who were in their third and fourth year at the Department of Languages at

Omar Al-Mukhtar University, Al-Beyda, Libya. All of the participants were majoring in the translation field and had at least 2 years of prior exposure to translation instruction, making them suitable candidates for assessing the effectiveness of the translation training they had received. The participants' ages ranged from 17 to 20 years old, and their first language was Arabic, which is the predominant language spoken in Libya. Academically, the students had completed courses and modules focused on interpretation, including "Interpretation A" and "Interpretation B". Beyond the interpretation courses, the participants may have also taken other translation-focused classes, such as those on translation theory, comparative linguistics, and practical translation exercises, providing them with a solid foundation in translation studies.

7. Data Analysis:

Overall, the data analysis focused on evaluating the students' performance on vocabulary recognition, comprehension, and translation ability through the three different test formats, identifying strengths, weaknesses, and areas of difficulty.

7.1 Students' responses at standard subtitling scenes:

The standard subtitling mode was used to aid viewers in understanding unfamiliar words, enhancing comprehension and promoting language immersion. A group of 11 translation department students participated in this approach. Initially, the students reviewed a movie script to gather information, which was then collected. They watched a 20-minute segment of the movie, translated into Arabic, their native language. Afterward, the students underwent three tests (Word form-recognition test, multiple-choice test, and meaning by translation test) to evaluate their vocabulary improvement following exposure to the standard subtitling.

7.1.1 Word form-recognition test

This test had been included to assess the participants' level of attention to the target words in terms of spelling. It is believed that the capacity to recognize new lexical items serves as an initial stage in the acquisition of new vocabulary (Read, 2004). The participants were instructed to circle only fifteen words out of the twenty-three words that they met in the movie. Each accurate response on this standard was assigned one point.

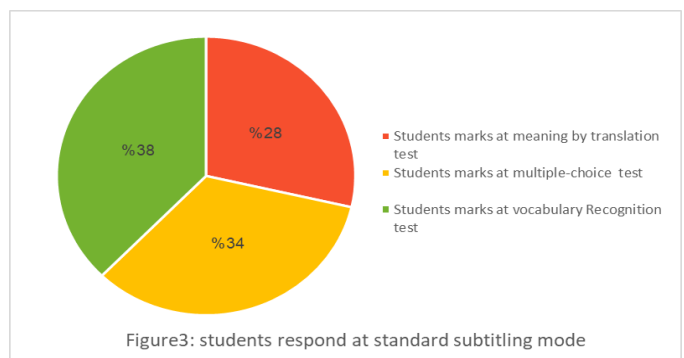
In this sub-standard, the words that stood out the most were "winner," "emotional," "nerd," and

"poetry night." All students were able to distinguish these words. Following these words, students number 2, 3, 4, 5, 7, 8, 9, and 11 were able to identify the words "transportation," "genius," "micro-bot," "scan," "illegal," and "sore loser." The remaining words, "unbelievable," "parenting," and "battery," varied in terms of the students' recognition and understanding, but they did not pose significant challenges. Approximately half of the participants were able to recognize these words. However, the word "record" proved to be challenging for most of them. It was only recognized by students number 2, 3, 5, and 11. It is worth noting that the word "revolutionary" posed a great challenge, as only student number 2 was able to identify it. Student number 2 was particularly impressive, as he successfully found all 15 words

7.1.2 Multiply-choice test

The Meaning test designed to examine if participants possess not only the skill to recognize words, but also the competence in generating translation equivalents, we utilized the approach employed by (Waring and Takaki in their 2001) study. Participants were asked to provide translations of the target words in their native language, Arabic. This will allow us to primarily assess their receptive knowledge of the second language (L2) words. Each correct answer was awarded one point. In this test, the students were given the word "Applying here" most students left it untranslated. Student 1 provided a literal. Student 10 provided an incorrect translation. Students 5, 6, and 7 provided the accurate translation as "التسجيل" ("registering here"). Regarding the third term, "Student show case." Some students left it untranslated. Students 4, 5, 7, and 9 translated it correctly as "معرض للطلاب" ("student exhibition"). Student 6 provided an incorrect translation. We notice that the fourth word "trust me" and the fifth word "tech" are considered the easiest for most students. "Trust me": All students except for student 11 translated it correctly as "ثق بي." As for "Construction": Some students provided incorrect translations. Six students understood it correctly as "البناء" or "بناء." And "With ease": Students 1, 4, 5, 6, 7, 8, and 9 provided the correct translation as "بسهولة." Students 10 and 11 translate "with ease" as "مع سهولة" or "مع تسهيلات." these are a made semantic errors and known as lexical collocation errors. This is because the meaning of the preposition can change depending on the word it is combined with. In this context, the preposition

"with" here means "بـ," which means "by." The ninth phrase is "Beat it": Students gave varied responses. Only a few students provided accurate translations. "In-house" and "duct tape": Students struggled with translating "in-house" correctly. Most students correctly translated "duct tape" as "شريط لاصق." Example 12 "Betting in bot fighting": Most students left it unanswered, and the few attempts made were incorrect. Finally, as for the word "arrested" from example. Most students provided the correct translation as "أعتقل." Some students provided alternative but accurate translations. The pie chart presented illustrates the score of the three evaluations conducted on the participants during their exposure to the standard translation type.



Taking an overarching view, it is evident that the scores in the vocabulary recognition test were comparatively higher than those in the multiple-choice test, and the scores in the vocabulary recognition test were significantly higher than those in the meaning by translation test. Remarkably, scores on both the multiple-choice test and the vocabulary recognition test were almost identical, indicating a similar level of performance. While the vocabulary recognition test accounted for approximately 34% of the overall percentage, the multiple-choice test achieved the highest rate recorded at 38%. In contrast, the meaning by translation test yielded the lowest percentage, reaching 28%. Nevertheless, 28% is considered satisfactory.

7.2. Students' Responses at Bimodal Subtitling Scenes:

Bimodal subtitling has been designed to provide comprehensive support for language understanding. It achieves this by expanding vocabulary, enhancing understanding of grammar rules and syntax, improving pronunciation and oral

language skills, reducing spelling errors, it is serving as a valuable tool for independent learning (Jaber, R. & Dollar, Y., 2019). In this criterion, the same 20 minutes of the film will be shown to 11 other participants, but with bimodal subtitling. They will then undergo the same three tests previously mentioned in the first standard. They are evaluated as follows:

7.2.1. Word Form-Recognition Test

In this study, 15 target words were used to measure participants' attention to new vocabulary while watching movie with subtitles. The researchers selected these words carefully to assess participants' attention to spelling-level vocabulary and to determine if the type of subtitling affected this process. Each correctly identified word earned participants a point. Among the target words, "genius" and "revolutionary" posed significant challenges for the majority of students. Eight students were unable to recognize or recall these words. Similarly, the words "transportation," "microbot," "scan," and "battery" proved difficult, as students 1, 4, 5, 6, and 9 were unable to identify them. Students 1, 10, and 11 also had difficulty recalling the words "poetry night," "emotional," and "unbelievable." On the other hand, the words "winner," "illegal," "nerd," "ring," "battery," and "sore loser" were easily remembered and distinguished by all students, as they were accurately recalled. Notably, students 2, 3, and 7 showed impressive progress in this assessment, successfully identifying all the words.

7.2.2. Multiply-Choice Test

This sub-standard is employed to assess the participants' aptitude in acquiring new vocabulary, discerning unfamiliar terms, and their overall understanding of the vocabulary presented. Regarding the first sentences, the majority of the students correctly translated "make destruction," but numbers 3, 6, 7, and 11 provided incorrect or opposite translations. Student 5 left it unanswered. Furthermore, none of the participants found difficulty in understanding the meaning of the term "has the guts" as "has nerve." Student 8 gave an incorrect answer, "has faith." Sentence 4: Students 5, 6, 10, and 11 struggled with "deactivate." Student 10 left it unanswered, and the others provided incorrect translations. The majority translated it correctly as "switch off." It is also

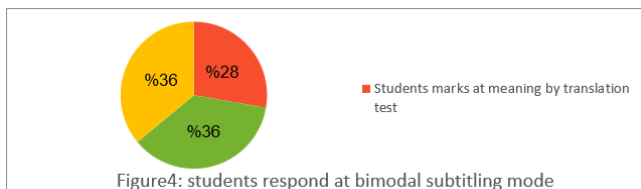
worth mentioning here that the majority of students answered sentence 6, "knucklehead," correctly as "stupid person." Students 5, 6, and 11 misunderstood it, and student 6 left it unanswered. As for sentence 8, it is clear that students 6 and 7 did not grasp the correct meaning of "alerted to," as they answered with "make a phone call" or "running," both of which are "Burning the midnight oil" was the most challenging. Students 5 and 7 left it unanswered, and others provided incorrect translations. 7. Overall, students 1, 2, 4, and 9 demonstrated a high level of proficiency, scoring full marks. They showed remarkable progress in understanding the words within given contexts. The terms "Fellas," "machined," "put them together," and the expression "give up on me" were easily understood by all students.

7.2.3. Meaning by Translation Test

The main purpose of the study was to assess the accuracy and effectiveness of participants' translations in conveying the intended meaning of the source text. The participants were asked to provide Arabic translations, definitions, or explanations of target words. The scoring system assigned one point for correct responses (Arabic equivalents). Regarding the phrase "applying here," there was significant variation in the students' answers. Student number 4 translated it accurately as) "التسجيل هنا" register here), while student number 5 responded with) "التقديم هنا" apply here), which is considered the most accurate. Other students provided translations that captured the general meaning but did not match the exact phrase. For the phrase "Student showcase," only a few students answered it correctly as "معرض الطلبة." Student 2 provided a more detailed translation as "معرض لاختراعات الطلاب," which is also acceptable. Several students left it unanswered or provided incorrect translations. The idiomatic expression "trust me" did not pose difficulties for most participants, with ten students answering it correctly as "ثق بي." Only student number 6 provided an incorrect translation) "ثائر", rebel). Participants had no difficulty with the words "tech" (تكنولوجيا), "controlled" (تحكم), and "invented" (اخترع), indicating a good level of understanding and recall. However, the word "construction" (بناء أو انشاء) posed a challenge for some participants, who provided related but not exact translations. The term "duct tape" was

translated correctly by all students as "شريط لاصق", except for student number 6, who provided a partial and inaccurate translation. The phrase "beat it" was challenging for most students, with only four students providing correct translations. Other translations varied in accuracy and meaning. The term "in-house" was difficult for most students, with incorrect translations such as "داخل المنزل" (inside the house). Only student number 3 and student number 1 provided incorrect translations as) "في البيت" (in a house) and) "داخليا" (internally), respectively. The correct meaning in the context of the film was) "المعهد" (the institute). For the word "arrested," most participants provided the correct translation except for two students who gave incorrect translations .

The pie chart below displays the score of Students in the three criteria, following their exposure to a movie clip with Bimodal subtitling.



By analyzing the above chart, valuable insights can be derived regarding the comparative performance of students in each sub criterion, indicating very similar scores in both the vocabulary recognition test and the multiple-choice test. Moreover, the scores in both of these tests were considerably higher than the scores in the translation meaning test. The statistics indicate that the participants performed similarly on the multiple-choice test and the vocabulary recognition test, as both tests achieved a perfect match rate and obtained scores close to 36% of the total points for each test. In contrast, the meaning by translation test achieved a percentage equivalent to 28%, which is the lowest among the three tests. suggesting that participants struggled more with this particular test.

7.3. Students' Responses at Non-Subtitling Scenes:

The current study also examined the impact of watching movies without subtitles, referred to as the non-subtitling mode, on vocabulary acquisition and performance enhancement in second language learning. A group of participants was exposed to the same film without any accompanying subtitles,

and they subsequently underwent the same assessments as the participants in the previous subtitling modes. The purpose of including the non-subtitling mode was to determine whether watching movies without subtitles has a comparable positive influence on vocabulary acquisition. This methodology was chosen to ensure the attainment of clear and meaningful outcomes in the study.

7.3.1 Word Form-Recognition Test

The test aimed to assess participants' spelling-level recognition of target terms and words without subtitle assistance. However, the results indicate a lower level of performance compared to previous standards. The majority of participants had difficulty identifying the intended terms. Words such as "revolutionary," "transportation," and "unbelievable" posed significant challenges, and none of the participants recognized these words. The words "ring" and "sore loser" were also difficult, with participants 2, 3, 5, 6, 7, 8, 9, and 10 failing to recognize them. Only participants 3, 4, 6, 7, and 11 were able to correctly identify the words "genius," "scan," and "illegal." The terms "emotional" and "nerd" presented a lower level of difficulty, with participants 5, 6, and 7 unable to recognize them. Five other participants did not notice the presence of the words "next" and "record." However, all participants were able to correctly identify the words "winner," "micro-bot," and "battery." Student number 1 struggled significantly with this question, as they left it unanswered.

7.3.2 Multiply-Choose Test

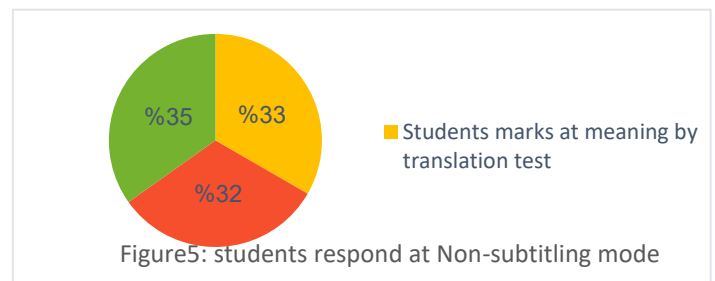
This section investigates participants' acquisition of unfamiliar terms and their comprehension of new terminology without subtitle assistance. Out of all the participants, seven correctly identified the meaning of the word "annihilation" in the first sentence. However, participants 2 and 7 mistakenly chose "make a destruction," which is the opposite of the intended meaning. Participants 5, 10, and 11 did not provide an answer. In the second sentence, "has the guts," most participants correctly answered with "has nerve." Participant 5 did not respond, while participant 10 made an error by selecting "has weakness." The remaining participants answered with "has faith," which is also incorrect. The word "Fellas" in the third

sentence was relatively easier, with most participants answering correctly as "boys and men." However, students 4, 6, and 7 incorrectly answered it as "enemy." Responses of 3 and 5, which chose the option "baby," were also considered incorrect. Sentence number 4 was the least challenging. The phrase "deactivate" was easily understood by all participants, with the correct meaning identified as "switch off." Only students 4 and 11 did not provide an answer. In the fifth example, the word "machined" proved to be difficult for six students. Students 7, 9, and 11 answered it as "stopped," while student number 3 answered it as "borrowed." Both responses were incorrect. Students 4 and 5 were unable to answer. The rest of the students successfully recognized the intended meaning as "made." The majority of students had trouble determining the meaning of the word "knucklehead" in the sixth sentence. Only students 1 and 8 found the correct answer, which is "stupid person." The responses of students 2, 6, 9, and 10, which were "super," and the response of student 11, which was "clever," were all incorrect. The rest of the participants did not attempt to find the meaning. For the word "alerted" in the eighth example, only 6 out of 11 participants provided an accurate translation, which is "called attention to." Translations provided by students 3 and 7, such as "make a phone call," were inaccurate. The translations of 9 and 10 as "running" were also incorrect. Student 4 did not provide any translation.

7.3.3 Meaning by Translation Test

This passage describes a test conducted to evaluate participants' ability to comprehend the meanings of certain words in Arabic without relying on subtitles. The test focused on translating specific words and phrases accurately. The results showed that participants had varying degrees of success in providing accurate translations. The word "limitless" was correctly translated by participants 1, 4, 7, and 8 as "لا محدود" or "غير محدود," while participant 2 provided a partial and incorrect translation. Participant 10 did not provide a translation. The phrase "applying here" posed a challenge for most participants, with incorrect translations given by students 6 and 7. Participants 2, 5, and 11 did not provide an answer. However, participants 1, 4, and 8 provided the correct translation of "سجل هنا" as "register here," and

participant 4 translated it as "تقديم هنا." For the phrase "student show case," only participants 1, 2, and 8 provided accurate translations as "معرض الطلاب" (student exhibition), while other translations were incorrect or did not convey the intended meaning. The term "duct tape" was accurately translated by most participants as "شريط لاصق," except for participants 3 and 6 who did not attempt a translation. The word "arrested" was correctly translated by most participants, with variations in wording. Participants 3, 5, 9, and 10 provided the translation "اعتقال" (arrest), while participants 1, 4, 6, and 8 used "إلقاء القبض عليه" (capture/arrest). Participant 7's answer "قبض عليه" (arrested), was also accurate. Participants 2 and 11 did not provide an answer. The words "beat it" and "betting" posed challenges for all participants, and none of them were able to accurately determine their meanings. Various incorrect translations were provided for both words. On the other hand, the phrase "trust me" did not pose any difficulty, and all participants accurately translated it as "ثق بي" (trust me) in Arabic. We will summarize the findings and display the scores of the participants as follows:



Based on a general overview of the provided figure, it can be concluded that the scores of the three tests were quite similar. However, the vocabulary recognition test exhibited the highest performance, followed closely by a slight decrease in performance in the meaning by translation test. Additionally, the meaning by translation test showed slightly higher performance compared to the multiple-choice test. An interesting observation is that the vocabulary recognition test yielded slightly higher scores compared to both the multiple-choice test and the meaning by translation test. While the vocabulary recognition test attained the highest score, accounting for 35% of the total percentage. The multiple-choice test and the meaning by translation test exhibited a minimal

difference, with a one-percentage-point gap between them. Specifically, the meaning by translation test scored 33%, while the multiple-choice test achieved the lowest score among the three, at 32%.

8. Discussion:

The analysis of participants' scores in the three sub-criteria provides valuable insights into the effects of different subtitling conditions on language comprehension and vocabulary acquisition. The comparison of subtitling conditions, namely standard, bimodal, and non-subtitling, as depicted in the graph, revealed distinct patterns in participants' performance. The data underscore the significance of exposing learners to diverse vocabulary in various media to enhance their lexical knowledge. This section aims to delve deeper into the implications of these findings and explore potential explanations for the observed results. The finding indicates that, the highest scores were observed in the bimodal subtitling condition, particularly in the word form-recognition test. This suggests that the combination of visual and auditory elements in the same language significantly contributed to participants' understanding and comprehension of the movie, as well as their acquisition of new vocabulary. These findings align with previous research by (Etemadi, 2012), who similarly concluded that bimodal subtitling is effective in enhancing language comprehension. However, it is important to note that Etemadi suggested that the full impact of bimodal subtitling on vocabulary acquisition may require repeated exposure to the film over time. While the bimodal subtitling condition outperformed the standard subtitling condition, the latter still exhibited a commendable level of performance in the meaning-by-translation test. This can be attributed to the distinctive characteristic of standard subtitling, wherein vocabulary meanings in Arabic are presented on-screen. The participants' strong performance under this condition underscores the beneficial impact of standard subtitling on vocabulary recall. These findings are consistent with the viewpoint put forward by (Kareema, 2019), who highlights the role of standard subtitling in facilitating "students to understand the meaning of difficult word in the video, increase and improve their vocabulary well."(p. 40) In contrast, the non-subtitling condition resulted in the lowest scores among the three conditions. This suggests that relying solely

on the source language without any subtitling created a significant barrier to comprehension, leading to poorer performance. These findings are consistent with previous research of eye-tracking studies conducted by (d'Ydwalle, Praet, Verfaillie, and van Rensbrgen,1991), which suggest that viewers can effortlessly switch between the visual image and the subtitle. EFL learners, in particular, demonstrate no difficulty in simultaneously reading subtitles and listening to the English words in the soundtrack. The experiment further revealed that the scores in the three sub-criteria were even better in the standard and bimodal subtitled modes compared to the non-subtitled mode, indicating the advantage of a two-channel input (reading and listening) over a single-channel input (listening) in vocabulary acquisition and recognition. The comprehensive findings underscore the significance of employing multimodal material, such as subtitles, to facilitate comprehension and understanding. Bimodal subtitling, which combines visual and auditory mediums, emerged as the most effective condition for the acquisition and recognition of new vocabulary. These outcomes carry implications for audiovisual translation practices in the pedagogical domain, emphasizing the importance of integrating subtitles and multimodal media to augment language instruction.

9. Conclusion:

This study set out to investigate the potential effects of utilizing audiovisual translation (AVT) to facilitate vocabulary development among EFL students. It also examined participants' responses to three different subtitling conditions: Standard, Bimodal, and Non-subtitling. The study involved 33 third- and fourth-year translation students who were exposed to a 20-minute movie segment. Based on the sub-test the participants were assigned to three experimental groups, with 11 students in each, each group watched a different subtitling version of the same segment of the movie selected: (A) Standard subtitling, (B) Bimodal subtitling, and (C) Non-subtitling groups. The analysis highlighted the importance of exposing learners to diverse vocabulary in various media to enhance their lexical knowledge. Bimodal subtitling emerged as the most effective condition, facilitating language comprehension and vocabulary acquisition by combining visual and auditory stimuli. Standard subtitling also played a valuable role in facilitating vocabulary recall.

Conversely, relying solely on the source language without any subtitling hindered comprehension and resulted in poorer performance. These findings underscore the significance of incorporating multimodal materials, such as subtitles, in language instruction to enhance comprehension and vocabulary learning. Bimodal subtitling, in particular, proved to be a highly effective approach. The outcomes of this study have implications for audiovisual translation practices and emphasize the importance of integrating subtitles and multimodality in language learning environments.

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