

Subtitles and language learning



Lifelong Learning programme/European Commission
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Coordinator: University of Turku, Finland

Relevance of the project

Objectives

The project's objectives are:

- to promote language learning and support linguistic diversity in the member states;
- to promote access to language learning resources;
- to develop and promote a methodology to motivate language learners and to enhance their capacities for language learning;
- to reinforce the acquisition of competence in languages to improve intercultural dialogue in Europe and social integration in the member states.

Aims

With these general and specific objectives in mind, the network aims at:

- analyzing, understanding and evaluating programmes/films as a mean to motivate language learning (LL) for young people, students, adults, migrants;
- analyzing, understanding and evaluation subtitled programmes/films as a tool for intentional LL in an institutional environment;
- . and for incidental LL in an informal/natural environment;
- comparing the importance of interlingual subtitles in the process of FL learning for the young people in comparison with adult (self-)learners;
- comparing the different types of subtitles (L2->L1, L2->L2, L1->L2).

Description

Can we learn a foreign language while watching TV? Countries such as Finland and Portugal, both with a less used language and subtitling as a dominant mode of audiovisual translation, have different perceptions and results in language learning. EuroBarometer surveys (2000, 2005, 2006) give indications of the capacity of Europeans to speak FL. Learning methods, by watching TV or listening to radio (9 %), are only cited by a small number. To the question on preference for

watching a film or foreign TV programmes subtitled rather than dubbed, the responses are clearly in favour of dubbing.

However, certain institutions and associations continue to claim that subtitles could play a major role in FL learning: the Commission ("Promoting language learning and linguistic diversity: 2004-2006", "A new framework strategy for Multilingualism"); the European Parliament (2007); the Polish Ministry of Education (2008); the Finnish Association of Language Teachers (2007); the World Bank supporting the Same Language Subtitling project (started in 1996) in India to promote mass literacy.

We are proposing a longitudinal project, with three main studies, at the European level, with several languages and not only a pair of languages, and regarding different types of learners (young pupils, students, migrants) in different learning situations.

We expect the following outputs

- To identify, further develop and disseminate information on good practice and innovation relating to the use of subtitling in language learning.
- To promote co-operation and exchange in Europe between all stakeholders connected with the use of subtitling in language learning.
- To help Europe to develop policies promoting LL at different levels of formal and non formal education through the use of subtitling for language learning.

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3.	Gracija Pleikiene	WP4	72
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