

Exploring Subtitling as a Tool for Technical Vocabulary Acquisition: Insights from Automotive Engineering Majored Students.

In an increasingly globalized world, proficiency in English has become indispensable for success in various academic and professional fields, particularly in engineering. The ability to comprehend and communicate complex technical concepts in English is crucial for engineering students, as it not only facilitates their academic achievement but also enhances their employability and competitiveness in the global job market. With the rise of digitalization, there is a pressing need to explore innovative pedagogical approaches that facilitate specialized vocabulary acquisition effectively. Subtitling has emerged as a promising tool for language learning. This process, involving the provision of written translations or captions of spoken dialogue in videos, has garnered attention due to its potential to enhance comprehension, retention, and engagement with language content. By offering learners a multisensory learning experience through the integration of visual and auditory input, subtitling holds promise, particularly in the realm of specialized vocabulary acquisition. Through a mixed-methods approach incorporating surveys and interviews, this research explores the impacts of subtitling on technical vocabulary acquisition among automotive engineering majored students at HCMUTE. It specifically examines how the role of learners as subtitlers affects their learning outcomes. The findings of this study contribute to a deeper understanding of the role of subtitling in facilitating technical vocabulary acquisition and have significant implications for language teaching pedagogy and curriculum development, shedding light on the potential of integrating subtitling into language learning strategies not only in technical English but also in broader context of ESP.

Key words: Subtitling, Technical Vocabulary, Multisensory Learning, ESP

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