



# USING SUBTITLES IN AN INCLUSIVE EDUCATION SETTING AND IN THE TUTORING OF STUDENTS WITH HEARING DISORDERS IN SOME SECONDARY SCHOOLS IN BUEA MUNICIPALITY - CAMEROON

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## ABSTRACT

The aim of this study was to investigate the Use of Subtitles in an Inclusive Education Setting and in the Tutoring of Students with Hearing Disorders in some Secondary Schools in Buea Municipality. Some related theories like the Mediated Mutual Reciprocity (MMR) Theory for Cognitive Enhancement by Tchombe (2019), the Social Learning Theory by Albert Bandura 1977, Abraham Maslow's Theory of Human Motivation 1943, and Psychoanalytic Theory of Personality Development by Sigmund Freud 1856-1939; were used to carry out this study. The study adopted a descriptive survey research design using mixed methods to collect people's opinions and perceptions about a phenomenon over a given population area. The participants involved in this study were students with hearing disorders from Bilingual Grammar School (B.G.S.) Molyko, Government Technical High School (G.T.H.S.) Molyko, Government High School (G.H.S.) Bokwango and Saint Therese Bilingual Grammar School Molyko. The target population comprised of students with hearing disorders. A sample size of 61 students was used in all the schools mentioned above. Instruments such as a structured questionnaire and observation checklist were used to collect data from the field. The research instruments were pretested to establish their validity and reliability using the expertise of the University Supervisor and statistician. The quantitative and qualitative data collected were analysed in themes using the descriptive statistics and coded in statistical package for social sciences (SPSS). The results revealed that, there was a significant relationship between the usage of intralingual subtitles and the inclusive education setting and tutoring of students with hearing disorders ( $r = 0.282$ ,  $p = 0.028$ ). In addition, the results proved that there was no significant relationship between the use of interlingual and multilingual subtitles and the inclusive setting and the tutoring of students with hearing disabilities ( $r = 0.196$ ,  $p = 0.130$  and  $r = 0.166$ ,  $p = 0.202$ , respectively). Furthermore, the results showed that the students did not encounter major challenges when taught by tutors using subtitles ( $z = -9.033 > /1.96/$ ). Finally, from the observation checklist, the main difficulties faced by the students were that they could not attempt to repeat familiar words and that they could not turn to or move towards sound sources.

## KEYWORDS

Subtitles, Inclusive Education Setting, Tutoring Of Students with Hearing Disorders, Secondary Schools In Buea Municipality – Cameroon.



## **I**ntroduction

Education and learning are the backbone of every developing and emerging community, town, city, nation and continent of the world. With the advent of the 21<sup>st</sup> Century which is known as the century of skills and knowledge, being propelled by rapid advances in technological development, this has brought about increase in tutoring and learning rates for all categories of persons with Special Needs Education (SNE) (Moore, 2001:78).

However, subtitles are written text utterances from the speaker that usually appear at the bottom of the screen to enhance the learning of persons who are deaf and hard of hearing. Intralingual subtitles are written text that appear at the bottom of the screen over the image in the same language as that of the source language. Interlingual subtitles are written translation from the source language into the target language in the form of one or more lines of synchronized written text that appear at the bottom of the screen. Whereas multilingual subtitles are written translations from the source language to the target languages in two or more lines of synchronized written text that appears at the bottom of the screen. These verbal messages may include not only speech, such as dialogue, commentary and song lyrics, but also displays, such as written signs and newspapers headlines (Film Reference, n.d.).

## **Background to the Study**

There is a distinctly declared agreement in the world that all children have the right to education regardless of their race, gender, nationality, disability and others. And these agreements have been indicated in universally important documents after the end of every convention.

Historically, during the medieval and ancient periods, persons with disabilities were being looked at as witches and wizards (Disabled Peoples' International, 1981). Thus, many were being expelled from the communities into the 'evil forest' where they were abandoned to suffer and die there. But towards the age of enlightenment and advancement in knowledge, there has been was the gradual acceptance of persons with disabilities in view of the Social, Individual and Medical Models of Disabilities. It was realised that certain disabilities such as hearing disorders were as a result of some infections and diseases. As a result, important international and national laws have been enacted which enhance and promote the schooling and education of students with hearing disorders all over the world. Some of these laws that serve as a pathway to Inclusive Education for students with Special Needs Education (SNE) are: the 1948 Universal Declaration of Human Rights, , the 1983 Law on the Protection and Promotion of Wellbeing of Persons with Disabilities in Cameroon, the 1989 United Nations Convention on the Rights of the Child (UNCRC) , the 1990 Jomtien Declaration on Education for All,

the 1993 United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities, the 1994 UNESCO Salamanca Statement, and the 2000 Dakar Framework of Action.

Conceptually, despite a decade of extensive research linking the use of video subtitles and its subtypes such as intralingual, interlingual and multilingual subtitles to improve children's reading skills, the majority of teachers and schools remain unaware of the potential benefits, which is a significant opportunity to overcome poor reading skills in the classroom. There has been so much successful research into the many uses of subtitles and captions on video and television that led the American government to recognize the need for subtitles and captioning. Consequently, important laws have been enacted which mandate their availability. For those in high school, who are deaf or hard of hearing and placed in a general education flipped classroom learning environment, closed captioning is essential to learning and academic achievement. Providing closed captioning is also best practice for visual learners through the Universal Design for learning method. It has potential benefits to all learners when instructors use these methods and it should be a standard feature in online courses (Morris et al, 2015:231-238).

Contextually, the majority of children with special needs in Cameroon do not attend regular schools or are enrolled in special schools which keep them away from society even when most of their lessons are not effectively subtitled either intralingually, interlingually and multilingually.

Relatively, Africa is a continent with so many ethnic groups, each with its unique identity. Over the years, the rich cultural heritage of the continent could only be showcased to the world through the screens of Hollywood. However, as technology continues to advance, it is now common knowledge that movies produced from Africa about Africa are on the increase. Many African countries have been shipping their movies abroad. One of such industries that has gained international recognition is the Nigerian Film Industry, popularly known as Nollywood. The domineering role of the Nigerian Film Industry cannot be overemphasized. Uchenna (2007) buttressed this point thus: Given the great influence that Nollywood has over African culture, such effect is reinforced by a massive consumption of Nigerian movies by Africans living in Africa and off the shores of Africa.

Theoretically, the Mediated Mutual Reciprocity (MMR) Theory for Cognitive Enhancement by Tchombe (2019), enables the students to have a broader understanding of their subjects. The theory also expresses the notion that; education is any act or experience that has a formative effect on the mind, character, or physical ability of an individual (Tibble, 1966:3). Abraham Maslow's Theory of Human Motivation (1943) also enhances the enthusiasm, motivational level and ambition of the

students, where students' needs are classified hierarchically, in order of preference. Teachers and group leaders mainly deal with the deprivation needs (physiological, safety, love and belonging, and self-esteem).

Therefore, any efforts that teachers can make to contribute to these needs will greatly improve a learner's ability to learn and achieve in their teaching and learning environment (Maslow, 1943). The Social Learning Theory by Albert Bandura, (1977) propounds that, observational learning is also a vicarious learning process (Bandura, 1977). Bandura calls the process of social learning, 'modelling' and provided four conditions, namely; attention, retention, motor reproduction, and motivation. The theory's central concept is reciprocal determinism, whereby the interacting factors in learning are both cognitive and environmental, acting on the learner's behaviour (Bandura, 1977). Also, the Psychoanalytic Theory of Personality Development by Sigmund Freud, 1856-1939 posits that personality contains three structures - the id, ego, and superego; and that the mind is like an iceberg, the unconscious making up 90% while the conscious (like the tip of the iceberg floating above water) makes only 10% of the mind (Personality Theories, 2004:284).

## **LITERATURE REVIEW**

### **The Concept of Subtitles**

Subtitles are textual versions of the dialogue in films and television programmes, usually displayed at the bottom of the screen. They can either be a form of written translation of a dialogue in a foreign language, or a written rendering of the dialogue in the same language - with or without added information intended to help viewers who are deaf and hard-of-hearing to follow the dialogue (Perry Translations, 2018).

### **Intralingual Subtitles (Same Language Subtitles/Captions)**

Intralingual subtitling involves a shift from oral language to written text, but the language remains the same. Different types of intralingual subtitles can be recognized. The first type is intralingual subtitling for the deaf and hard of hearing (SDH), aimed at people with different levels of hearing impairments.

### **Interlingual Subtitles**

Interlingual subtitles, according to Gottlieb (1997), literally, is the subtitling between two languages. It is a transfer from a source language (SL) to a target language (TL), designating the relationship between different source and target languages (Cintas, 2006:199). Or to use an alternative term, interlinguistic subtitles occur where there is translation (Bartoll, 2004:57).

### **Multilingual Subtitles**

Multilingual subtitles are usually produced in areas in which two languages are spoken, for example, Walloon and Flemish in Belgium, or Swedish and Finnish in Finland (Cintas & Remael, 2007: 14-18). Similarly, this term refers specifically to a video that is subtitled in two or more languages at once, for example, Spanish and French subtitles; as opposed to the standard convention of displaying only one language at a time (Brown, 2018).

### **Inclusive Education**

According to UNESCO (2005), inclusive education is seen as “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education.” The goal is that the whole education system will facilitate learning environments where teachers and learners embrace and welcome the challenge and benefits of diversity.

## **THEORETICAL REVIEW**

### **Mediated Mutual Reciprocity (MMR) Theory for Cognitive Enhancement by Therese Mungah Shalo Tchombe (2019)**

This is a new theoretical perspective for understanding African children's learning for cognitive enhancement. This theory illustrates how through Mediated Mutual Reciprocity, African children's dual role in their learning process can be explained. The dual roles are exemplified in the giving and receiving of information in the context of any learning transaction. Accordingly, the theory proposed is considered purposeful to search for what learners bring in the learning situation; useful because the learner will not only be seen as being manipulated but as a contributor to rich and meaningful inputs, illustrating his/her intensive contributions and active participation in learning. The learner in this theory is more a transformer of ideas to create new knowledge. This transformative role is very central to the Mediated Mutual Reciprocity theory.

The author of MMR theory examined the case of the Bamilike people of Cameroon as an evidence-base support to this theory. She examined how children develop arithmetical skills and complex operations of addition, division, multiplication and subtraction through cultural amplifiers such as farming, fishing, dancing and trading by participating in activities with their parents and competent others. However, this also benefits students with hearing disorders to an extent because they are able to view and perceive some of the illustrations and demonstration performed by their parents and competent others.

As a result, the hearing-impaired learners are able to learn more visually and kinaesthetically from a local or traditional form of subtitling. Here, the outcome or result is that the students with hearing disorders are also able to carry out mediation, mutuality and reciprocity through creative thinking, problem solving and self-reinforcing skills and abilities.

### **The Social Learning Theory (SLT) by Albert Bandura (1977)**

Based on previous studies, learning is defined as “A persisting change in human performance or performance potential as a result of the learner’s interaction with the environment” (Driscoll, 1994:8). Learning is also “The relatively permanent change in a person’s knowledge or behaviour due to experience” (Weinstein & Mayer, 1986:1040).

In an inclusive education setting, students can overwhelmingly benefit from subtitled lessons when they pay serious attention to the teaching-learning activity carried out by the tutor. This is because the tutor here serves as a model for learning for the students with hearing disorders. Thus, it is important for students with hearing problems to pay keen attention with their sight during learning activities in their various environments.

Likewise, students with hearing disorders also benefit from subtitles because they are later able to retain learning task through a process called rehearsal. Rehearsal makes it possible for information to stick to the brain which is the cognitive part of humans and is subject to continuous development as long as the mind is exposed to learning activity and developmental processes.

## **EMPIRICAL REVIEW**

### **Intralingual Subtitles in an Inclusive Education Setting and the Tutoring of Students with Hearing Disorders.**

The scholar that carried out a similar study to this was Bazzolo (2016; 2017) at the University Studio of Padova in Italy. To him, "Subtitles for the Deaf or Hard-of-hearing (SDH) are a form of subtitles introduced by the DVD industry in the United States and refer to subtitles in the original language to which important non-dialogue information has been added" (The Closed Captioning Project, 2017). The students suffered from listening and reading problems. The methodology used by this scholar was a case study method with the use of questionnaires. The results from the questionnaires of 32 sampled students showed that majority of them greatly improved in their listening and reading comprehension skills as a result of the subtitling of lessons.

### **Interlingual Subtitles in an Inclusive Education Setting and the Tutoring of Students with Hearing Disorders**

Likewise, the scholar who carried out a similar study to this was Bazzolo (2016; 2017) at the University Studio of Padova in Italy. Nowadays, interlingual SDH is also becoming more widespread; as regular interlingual subtitling, it involves the translation from one language to another. Also, learners had listening and reading difficulty. He also used a case study method and had similar results of improvement in listening and reading comprehension skills of the students with hearing disorder as a consequence of the subtitling of spoken information.

### **Multilingual Subtitles in an Inclusive Education Setting and the Tutoring of Students with Hearing Disorders.**

Here, the outstanding scholars who carried out similar research study on multilingual subtitles were Meylaerts and Şerban (2014), KU Leuven in Belgium and Université Montpellier 3 in France. Students had communication problems. The methodology used was an interview which was subtitled in cinema and theatre. The result proved that multilingual subtitles makes communication and mediation issues more visible between the students with hearing disorders and their tutors.

### **Challenges faced by Students with Hearing Disorders in an Inclusive Education Setting**

The researchers who investigated on the challenges faced by students with hearing disorders were Gudyanga, Wadesango, Eliphanos and Gudyanga (2014) in Gweru, Zimbabwe. Students had anxiety

problems because of hearing disorders. The methodology used was an observation guide which established that besides communication problems, students experienced feelings of anger, frustration and isolation depending on the dictates of the environment. However, the result revealed that learning is a process that happens under observable and ideal conditions to the extent that situations in which students are placed deliberately or otherwise had great effects on them.

### **STATEMENT OF THE PROBLEM**

It is practically impossible to find tutors using the subtitling method of teaching and learning for students with hearing disorders in any secondary school within the Buea Municipality. Thus, the overall negative consequence is that the students with hearing disorders may suffer academically in most subjects like History, Literature, Biology, Chemistry and Mathematics during the teaching and learning process in the classroom and their hearing peers excelled far ahead than them. This is one of the learning problems in the 21<sup>st</sup> Century with students who have and are experiencing hearing disorders. But if their lessons are subtitled, it would help to build their communication, reading, language, writing, and social interaction skills.

### **Research Objectives**

- i. To investigate the outcomes of using intralingual subtitles in an inclusive education setting and the tutoring of students with hearing disorders in some secondary schools in Buea Municipality.
- ii. To find out the impact of using interlingual subtitles in an inclusive education setting and the tutoring students with hearing disorders in some secondary schools in Buea Municipality.
- iii. To determine the effects of using multilingual subtitles in an inclusive education setting and the tutoring of students with hearing disorders in some secondary schools in Buea Municipality.
- iv. To examine the challenges faced by students with hearing disorders in an inclusive education setting and teaching by tutors using subtitles in some secondary schools in Buea Municipality.

### **METHODOLOGY**

The research design used for this study was the descriptive survey design with a case study; which was the appropriate research method used since it requires an in-depth study of a particular case such as hearing disorders and the use of data collected, with the use of a questionnaire that was interpreted after collecting all relevant data.



The researcher used the judgmental or purposive sampling technique; which is an element of non-probability sampling method. It was used because it does not give every member of the study population the equal probability or likelihood of been selected. The sample size was, 27 students for Bilingual Grammar School (B.G.S.) Molyko, 20 students for Government Technical High School (G.T.H.S.) Molyko, 10 students for Government High School (G.H.S.) Bokwango, Buea and 4 students for Saint Therese Bilingual Grammar School Molyko, making a total of 61 students.

The method and instruments used for data collection were questionnaire and observation guide. The researcher personally administered the instruments by taking typed and printed copies of the questionnaire to the schools and administered them. The researcher used the thematic analysis method to analyse the results of the data collected. Data Analysis was influenced based on the fact that the data was recorded using a questionnaire and an observation checklist.

## Findings

**Table 1: Correlation between Intralingual Subtitles and Tutoring**

		<b>Tutoring</b> ( $\bar{x} = 21.18, \sigma = 5.732$ )
<b>Intralingual subtitles</b> ( $\bar{x} = 23.46, \sigma = 3.139$ )	Pearson Correlation	<b>0.282*</b>
	Sig. (2-tailed)	<b>0.028</b>
	N	<b>61</b>

Table 1 above presents the correlation between the usage of intralingual subtitles and the inclusive education setting and tutoring. Intralingual subtitles were measured and had a mean of 23.46 and a standard deviation ( $\sigma$ ) of 3.139. Also, tutoring had a mean of 21.18 and a standard deviation of 5.732. The correlation stood at 0.282 with a significance of 0.028 at the 0.05 level of significance. Therefore, there was a weak significant positive correlation between the usage of intralingual subtitles in an inclusive education setting and tutoring.

Therefore, we reject the null hypothesis that there is no significant relationship between the outcomes of using intralingual subtitles in an inclusive education setting and the tutoring of students with hearing disorders. Consequently, we accept the alternative hypothesis that there is a significant relationship between the outcomes of using intralingual subtitles in an inclusive education setting and the tutoring of students with hearing disorders.

		<b>Tutoring</b> ( $\bar{x} = 21.18, \sigma = 5.732$ )
<b>Interlingual subtitles</b> ( $\bar{x} = 19.34, \sigma = 2.943$ )	Pearson Correlation	<b>0.196</b>
	Sig. (2-tailed)	<b>0.130</b>
	N	<b>61</b>

Table 2 above presents the correlation between the usage of interlingual subtitles and the inclusive education setting and tutoring. The table shows that, interlingual subtitles were measured and had a mean of 19.34 with a standard deviation ( $\sigma$ ) of 2.943. Tutoring had a mean of 21.18 and a standard deviation of 5.732. The correlation stood at 0.196 with a significance of 0.130 at the 0.05 level of significance. Therefore, there was a weak positive correlation between the usage of interlingual subtitles in an inclusive education setting and tutoring but the relationship was not significant at the 0.05 level.

Therefore, we accept the null hypothesis that there is no significant relationship between the impact of using interlingual subtitles in an inclusive education setting and the tutoring of students with hearing disorders. Consequently, we reject the alternative hypothesis that there is a significant relationship between the impact of using interlingual subtitles in an inclusive education setting and the tutoring of students with hearing disorders.

**Table 3: Correlation between Multilingual Subtitles and Tutoring**

		<b>Tutoring</b> ( $\bar{x} = 21.18, \sigma = 5.732$ )
<b>Multilingual subtitles</b> ( $\bar{x} = 19.57, \sigma = 2.837$ )	Pearson Correlation	<b>0.166</b>
	Sig. (2-tailed)	<b>0.202</b>
	N	<b>61</b>

Table 3 above presents the correlation between the usage of multilingual subtitles and the inclusive education setting and tutoring. The table shows that, multilingual subtitles were measured and had a mean of 19.57 with a standard deviation ( $\sigma$ ) of 2.837. Tutoring had a mean of 21.18 and a standard deviation of 5.732. The correlation stood at 0.166 with a significance of 0.202 at the 0.05 level of significance. Therefore, there was a weak positive correlation between the usage of multilingual subtitles in an inclusive education setting and tutoring of students with hearing disorders but the relationship was not significant at the 0.05 level.

Therefore, we accept the null hypothesis that there is no significant relationship between the effects of using multilingual subtitles in an inclusive education setting and the tutoring of students with hearing disorders. Consequently, we reject the alternative hypothesis that there is a significant relationship between the effects of using multilingual subtitles in an inclusive education setting and the tutoring of students with hearing disorders.

**Table 4: Z Test Statistic**

Agree	153
Disagree	334
P(agree)	0.314168
P(disagree)	0.685832
Std	0.021034
Z	-9.03292

Std: Standard Deviation.

Table 4 is the test statistic for the z test of proportion. It is seen that the total number of responses that were in agreement were 153 against 334 that were in disagreement. As a result, the probability of agreeing was 0.314 against 0.686 of disagreeing. Therefore, the Z statistic was -9.033 which was larger than  $\pm 1.96$  thereby falling in the acceptance region. Consequently, we accept the null hypothesis that there is no significant challenge faced between students with hearing disorders in an inclusive education setting and teaching by tutors using subtitles in some secondary schools in Buea Municipality.

### Analysis and Discussion of Findings

The assumption for the objective one was that; there is a significant relationship between the outcomes of using intralingual subtitles in an inclusive education setting and the tutoring of students with hearing disorders.

Similarly, the results of the objective one revealed that, out of 61 samples, a greater number of students with hearing disorders preferred to be tutored using intralingual subtitling method of teaching and learning. Hence, intralingual subtitles was measured and it gave the highest mean results of 23.46 and a standard deviation of 3.139 with a correlation of 0.282 and a significance of 0.028. Likewise, tutoring stood at a mean and standard deviation of 21.18 and 5.732, respectively. Therefore, tutors within Buea Municipality should ensure the implementation, frequent or regular use of intralingual subtitling when tutoring students with hearing disorders since it enhances their progress academically.

For objective two, it was hypothesized that there is no significant relationship between the impact of using interlingual subtitles in an inclusive education setting and the tutoring of students with hearing disorders. The results from the analysis proved that, less students with hearing disorders preferred tutoring through interlingual subtitles. Therefore, interlingual subtitles was measured statistically

and it produced a mean of 19.34 with a standard deviation of 2.943 while tutoring stood at a constant mean of 21.18 and a standard deviation of 5.732. The implication here is that, the few students who preferred tutoring through the use of interlingual subtitling could probably be learners who may want to develop proficiency in a second language, vocabulary and writing skills. This is made possible and easier through attention, retention, reproduction and motivation as postulated by Bandura, 1977.

In addition, the findings from the objective three reveal that, out of 61 samples, a greater number of students with hearing disorders preferred to be taught using the multilingual subtitling strategy of teaching and learning. Thus, multilingual subtitles were measured and they gave the mean results of 19.57 and a standard deviation of 2.837, with a Pearson's Correlation of 0.166 and a significance of 0.202. Similarly, tutoring stood at a mean and standard deviation of 21.18 and 5.732, respectively. Here, we accepted the null hypothesis that there is no significant relationship between the effects of using multilingual subtitles in an inclusive education setting and the tutoring of students with hearing disorders. Therefore, tutors within Buea Municipality should ensure the efficient and effective implementation and use of multilingual subtitling and the tutoring of students with hearing disorders since it enhances their progress academically.

Following the results from objective four, it was hypothesized that there is no significant challenge faced between students with hearing disorders in an inclusive education setting and teaching by tutors using subtitles in some secondary schools in Buea Municipality. Out of a total response of 488 from the students, 334 disagreed to the idea that they had any significant challenge with their studies. This is obviously impressive because it would lead to positive academic performances. Therefore, the probability of disagreement of 0.686 to a challenge is two times better than 0.314 for agreement of problems faced as special needs students at a standard deviation of 0.021. Thus, the Z Test Statistics was -9.033 which was larger than  $/1.96/$  thereby falling in the acceptance region for the null hypothesis. It was established and concluded that the students had just mild hearing disorders which can be treated medically.

### **Result Relating to Observation Checklist**

In essence, it can be concluded from the observation checklist that, of all the 28 students with hearing disorders observed; and who also made up the entire study of 61 sampled students, , these students had only mild to slightly moderate hearing disorders. That is, all of them could start hearing between the ranges of 15 decibel (dB) to at most 40 decibel (dB).

## **CONCLUSIONS**

The following conclusion is made as an outcome of the research work and provides some answers to the research questions. The use of subtitles in tutoring and learning for students with hearing disorders in an inclusive education setting was of great benefits to the quality of educational provision for both hearing and hearing impaired students. However, only very few students had challenges when tutored using subtitles as locally used by tutors and other challenges affecting hearing such as environmental and human factors. The overwhelming conclusion is that, the use of subtitles in tutoring and learning is very beneficial to both students with hearing disorders and those without. Thus, this study draw the attention of the Government to address some of the learning issues students with hearing problems face as a matter of urgency in order to enhance full inclusion.

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