Subtitling Cross-Cultures: Unveiling Audience Reactions to the Subtitling of the Iraqi Action Movie "Mosul" into English

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Abstract

This study scrutinizes how the viewers reacted to the Iraqi Action Movie "Mosul," subtitled into English. The study designed a questionnaire of 22 items and disseminated it to undergraduate and postgraduate students who are specialists in English Language and Translation studies at three Iraqi Universities. They were asked to watch the subtitled version of the Iraqi dialect movie Mosul. They responded to a 21-item questionnaire of five constructs, mainly movie-watching habits, Iraqi vernacular, technical aspects, Comprehensibility, attitudes, and future recommendations. The analysis revealed that the participants responded positively to the interlingual subtitling of Iraqi vernacular action movies into English. The study analysis showed statistically significant evidence that people prefer to watch Iraqi movies subtitled interlingually into English than those subtitled interlingually in Modern Standard Arabic.

Keywords: Subtitling, Iraqi Movies, Audio Visual Translation, AVT, Action Movies

1. Introduction

Translation has made global contact possible. Since people are more linked than ever, translation service providers are necessary to break down linguistic and cultural obstacles to communication (Walker, 2022). The translation service has been affected by globalization and technological advancement that facilitates the subtitling and dubbing of multimedia materials across human languages. Due to globalization, the growing cultural interaction between societies, and the vast demand for multimedia material, audiovisual translation (AVT) has gained significant interest (Gonz áez Mart ńez, 2019).

Audiovisual Translation

Audiovisual translation (AVT) is translating the verbal and nonverbal components of audiovisual works, including plays, musicals, television shows, and video games, from one language to another (Chiaro 2012). The words "audiovisual" and "visual" are made up of two components: the aural "audio" and the visual "visual." Although there are many other modes of AVT, dubbing and subtitling are the most common. Dubbing substitutes the target language soundtrack for the audiovisual program's original spoken language. On the other hand, subtitling refers to translating the audiovisual program's spoken language from the original language into a written caption typically shown at the bottom of the screen alongside the voice (Daz Cintas & Remael, 2007). The study is concerned with subtitling the action movie Mosul into English.

Subtitling

Subtitling is a translation type that reformulates the original dialogue into a written text that appears at the bottom of the screen. Along with the dialogue, subtitlers should listen for discursive elements onscreen, such as letters, graffiti, murals, portraits, and the like, and information on the soundtrack, such as songs and voices from outside the frame, such as diegetic and non-diegetic sounds. In other words, subtitling refers to the text at the bottom of an AVT product. To satisfy the audience, it should express all verbal and nonverbal elements. Either way is possible (Bazzolo, 2017).

Subtitles are divided into intralingual, interlingual, and bilingual subtitles by Cintas and Remael (2014). Translation can be intralingual, interlingual, or inter-semiotic, according to Jakobson (1959). Interlingual translation involves translating texts from one language into another, typically from the source language (Arabic) to the target language (English). "Translation proper" is the name given to this type (Jakobson, 1959, p. 233). The dialogue is translated, in other words, from one language to another. Cintas and Remael (2014) divided subtitles into intralingual, interlingual, and bilingual.
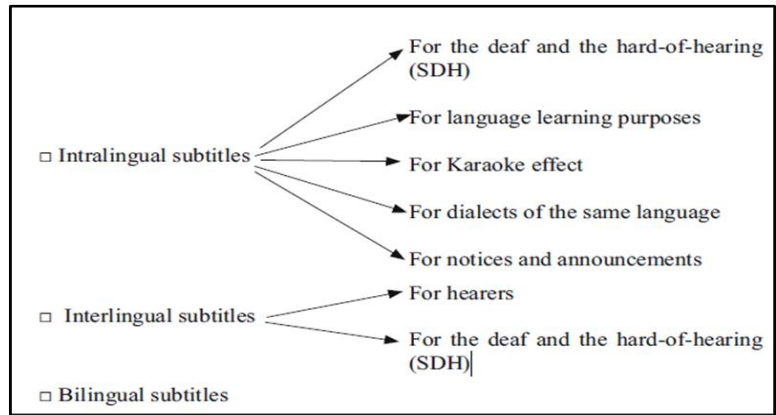
Figure 1. Classifications of subtitles (Cintas & Remael, 2014, p. 14)

Figure 1 shows that intralingual subtitling is used for language learning and can be helpful for the deaf and hard of hearing (SDH). To provide the Karaoke effect, it can assist the audience in hearing notices and announcements in noisy situations and understanding dialects of the same language. Hearing people, people who are deaf or hard of hearing, and those who are hard of hearing (SDH) can all benefit from interlingual subtitling. One could argue that intralingual translators should be less skilled than interlingual ones because the latter are expected to be proficient in the various dialects of the same language. At the same time, the former must know both the source and the target languages. The study is mainly concerned with subtitling the Action movie *Mosul* into English.

The Chosen Movie: *Mosul*

Matthew Michael Carnahan wrote and directed a 2019 action movie titled Mosul. The movie is based on the 2016 Battle of Mosul, in which coalition allies and Iraqi government forces overcame ISIS, which had held the city since June 2014. It is based on the valid account of an Iraqi SWAT team that joined the Special Forces to destroy ISIS and eliminate its spread across Iraq. It's the first Arabic-language Netflix production to feature an Iraqi dialect and its subtitling into English in 2020.

Subtitling dialect

Dialects have been identified as a challenge that may pose difficulties for translators; the dialect is problematic in subtitling (Rosa, 2012). Therefore, the process of subtitling is not random. Norms and factors govern it since it involves some difficulties due to the linguistic variations between languages of remote origins, such as English and Arabic. Haugen (1966, p. 927) states, "A language is a medium of communication between speakers of different dialects." Accordingly, Spolsky (1998, p. 122) defines dialects as "the variety of language used recognisably in the specific region." Haugen (1966) differentiates between two distinct dimensions involving the various uses of language and dialect: structure, which describes language itself, and functional, which provides the social uses of communication. Dialect may be defined as the non-standard use of a particular language (i.e., language variety). Moreover, it can also be described as a variety of specific languages spoken by a group of speakers identified by systematic markers such as syntactical, phonological, and grammatical markers (Budiarsa, 2015).

Iraqi Dialect

Iraqi Arabic (IA) is the language that is most commonly spoken in everyday face-to-face interactions, even though Modern Standard Arabic (MSA) is the official language and is used widely in the formal domain (Murad, 2007). Iraq has three sub-dialects: Baghdadi, Southern, and Maslawi (Albuarabi, 2018). Iraqi dialects differ phonologically, syntactically, morphologically, and lexically from Modern Standard Arabic (MSA), although there are some similarities between the two varieties (Murad, 2007). The varieties of accents and dialects, as well as contextual features such as time, space, a socio-cultural group, situation, and the individual user, may pose a challenge or trap that may cause difficulties for the translators (Rosa, 2012).

The current study provides in-depth research about the viewers' reactions to subtitling the Iraqi action movie into English. Therefore, the study attempts to answer the following questions:

    1.   What are the viewers' reactions to the subtitling of the Iraqi action movie Mosul into English?

The Hypothesis of the Study

This section sets several hypotheses that have been analysed quantitatively to answer the study's question. The following assumptions are based on the constructs of the questionnaire:

    1.   People do not prefer to watch Iraqi Movies subtitled interlingually compared to those intralingual in MSA.

    2.   There is no statistically significant effect of Comprehensibility on the respondents' attitudes and recommendations.

    3.   There is no statistically significant effect of technical aspects on the respondents' attitudes and recommendations.

2. Literature Review

There are scarce studies on how the audience reacts to the subtitling and dubbing of English movies into Arabic and vice versa.

Al-Abbas, Haider, and Saideen (2022) examined the reactions of deaf viewers to the Modern Standard Arabic (MSA) subtitles added to Egyptian vernacular films during the COVID-19 stay-at-home phase. They utilised a questionnaire to elicit the viewers' reactions to the subtitle of the Boushkash movie in English. The questionnaire was shared with 106 deaf people. The study revealed that the participants responded favourably to the intralingual subtitling of popular vernacular Arabic comedies. The subtitles' technical requirements were competent and satisfactory. The paralinguistic information was helpful since it improves understanding of the film and gives the scenes in the film a realistic feel. This suggests that intralingual subtitling is a positive step toward enhancing the accessibility of audiovisual content for those with hearing loss and their sense of social inclusion. The study indicates that national TV networks in Arab nations should encourage the addition of intralingual translation to their programs to show more significant concern for this minority group.

Mohammad and Almahasees (2022) researched the subtitling of Islamic religious expressions in the Islamic film *Ar-Risalah,* "The Message." They designed a questionnaire to identify the audience's response about subtitling Islamic religious expressions into English. The study showed that religious statements' subtitles effectively communicated and reflected the source text message. The placement, size, font, shadow, background colour, duration, and amount of time required to read the subtitles are all technical concerns with subtitling that might interfere with viewing translated films. The study showed that the participants reacted positively to the subtitle of   The Message movie in English.

 Silwadi and Almahasees (2022) conducted another study on the audience's reactions to subtitling and dubbing the animated movie *Cars* into Arabic. An online survey was used to gather the responses. They found that animated works with voiceovers in the Egyptian dialect are more synced and have better voice quality than those with voiceovers in Modern Standard Arabic. Egyptian vernacular films and animation have better voice quality and synchronisation than animated works dubbed in Modern Standard Arabic.

Darwish, Haider, and Saed (2022) designed a questionnaire to investigate the reactions of Jordanians with visual impairments to the audio description of the Jordanian Netflix drama series "Madrast Al-Rawabi LilBanat" (AlRawabi School for Girls). A 16-Likert scale item questionnaire with 122 participants was used to collect the data. The results indicated that the participants' attitudes were highly influenced by the technical details and how well they understood the audio description. This study's results may apply to streaming services and training programs for translators. The researchers advise additional audio description studies in the Arab region.

3. Methodology

This quantitative study analyses the responses of a group of the audience to subtitling the Iraqi Movie Mosul into English.

Research Instrument

The researcher designed a questionnaire as a research instrument to survey the participants' reactions toward subtitling Iraqi action movies. The questionnaire was handed out to (150) participants from three different Iraqi universities. The questionnaire consists of two sections. The first section concerns demographic information about the participants, such as age, sex, nationality, education, and place of residence. The second part examines the viewer reaction toward subtitling the Iraqi action movie "Mosul" regarding movie-watching habits, Iraqi vernacular, technical aspects, Comprehensibility, attitudes, and future recommendations. The researcher adopts a five-point Likert scale to measure the participants' responses. The equations showed that the researcher used to determine the scale:

 (Highest weight "5" – Lowest weight "1")

Category length = ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

No. of categories "5"

$$\qquad\qquad 4$$

Category length = ⎯ = 0.80

$$\qquad\qquad 5$$

To describe the mean values, the researcher used the following scale:

1 – 1.80   Very low (Strongly Disagree)

1.80 – 2.60   Low

2.60 – 3.40   Moderate

3.40 – 4.20   High

4.20 – 5   Very high

Population and Sample of the Study

This study included graduate and undergraduate students from three Iraqi universities enrolled in the translation programs during the academic year 2022/2023. The study's sample size was (150) participants selected randomly from Iraqi universities and translators working in the field, which was deemed significant to provide feedback on the subtitling of the chosen movie for the study.

Questionnaire Validity and Reliability

The questionnaire used in this study consists of 22 items and six constructs. These are: (Movie watching habits, Iraqi vernacular, Technical Aspects, Comprehensibility, Attitudes, and Future Recommendations). Before administering the questionnaire and determining its validity, the researcher consulted a jury of three experts in the field for their feedback, and their comments were implemented. Finally, the participants' responses are examined statistically using the Cronbach Alpha reliability test to determine the questionnaire's reliability.

Reliability Analysis

To ensure the 22 statements were clear, the researcher distributed the questionnaire to more than 20 participants as a pilot study. Reliability analysis through Cronbach Alpha results and correlation coefficients was conducted. An online questionnaire was administered to twenty participants to examine its validity and reliability.

Table (1) shows the results for the 22 questionnaire statements and how closely they relate to the six subscales.

Table 1. Cronbach Apha for the items of the survey

Construct	No. of Items	Cronbach's Alpha
Movie watching habits	5	.721
Iraqi vernacular	2	.816
Technical Aspects	3	.863
Comprehensibility	4	.714
Attitudes	5	.864
Future Recommendations	3	.786
All	22	.88

Table (1) shows Cronbach's alpha coefficient for each construct, i.e., movie watching habits, Iraqi vernacular, technical aspects, and comprehension. The overall value is 0.88, which indicates a very high level of reliability of the questionnaire reflecting relatively high internal consistency (a reliability coefficient of 0.70 or higher is considered "acceptable" in social science research, attitudes, and future recommendations) and Cronbach's alpha values are equal to (0.721, 0.816, 0.863, 0.714, 0.864, and 0.786) respectively. A reliability coefficient of 0.70 or higher is considered "acceptable" in social science research, attitudes, and future recommendations (Nunnally, 1978).

4. Analysis and Discussion

4.1 Sample Characteristics (Demographic Information)

The researcher investigates the responses of 150 participants who completed the study's online questionnaire. The demographic information and the six variables of the questionnaire were analysed, respectively.

Table 2. Descriptive statistics for the demographic variables

Variable	Category	Counts	Per cent	Mean (SE)
Gender	Males	57	38	
	Females	93	62	1.62 (0.04)
	Total	150	100	
Age	21-25	68	45.3	
	26-30	39	26	2.71 (0.07)
	31+	44	28.7	
	Total	150	100	
Education	High School or below	6	4	
	Bachelor's degree	121	80.7	
	Master's degree or higher	23	15.3	2.11 (0.04)
	Total	150	100	
Reading Speed	Poor	0	0	
	Fair	7	4.7	
	Very Good	93	62	3.29 (0.05)
	Excellent	50	33.3	
	Total	150	100	
Frequency of consuming Action Movies	Once per month	57	38	3.27 (0.14)
	2 - 3 times per month	21	14	

	1 - 2 times per week	31	20.7	
	3 - 4 times per week	19	12.7	
	Almost daily	22	14.7	
	Total	150	100	
The degree of English proficiency	Native Speaker of English	6	4	2.54 (0.05)
	Proficient	57	38	
	Intermediate	87	58	
	Elementary	0	0	
	Total	150	100	
Are you familiar with the Iraqi dialect?	No	0	0	1.98 (0.01)
	Yes	150	100	
	Total	150	100	

(SE) standard error of the Mean.

The descriptive statistics for the demographic variables are displayed in Table (2).

The above Table indicates that females constitute 62% of the participants while male respondents constitute 38%, which aligns with (Smith, 2008).

The demographic information section of the questionnaire sought data on gender, age (15-20, 21-25, 26-30 or 31 and above), educational background (high school, Bachelor's degree, Master's degree or higher), reading speed (poor, fair, good, or excellent), frequency of consuming animation movies (once per month, 2-3 times per month, 1-2 times per week, 3-4 times per week, almost daily), the degree of English proficiency (proficient, intermediate, or elementary), familiarity with Iraqi dialect (Yes or No).

Table 2 shows that the female participants were 93 (62%), while the male participants were 57(38%). 45.3% of them were aged between (21-25) years old, 26% between (26-30), and the last 44 participants (28.7%) were above 31 years old. Concerning education, 121 (96%) have undergraduate and graduate degrees, and only 6 students have a high school or below. 95.3% of the respondents have an excellent or very good speed, while the remaining 4.7% have a good reading speed. As for consuming action movies, 38% of the participants watched action movies once a month, 20% 1-2 times a week, 14.7 almost daily, 14.7% 2-3 times a month, and only 12.7% watched action movies 3-4 times a week. 42% of the participants showed that they are native speakers of English, and 58% of the respondents are proficient in English. On the other hand, all participants in the study showed that they are familiar with the Iraqi dialect, which is the language of the chosen movie for the study.

4.2 Descriptive Analyses

This section shows the responses of the participants of the study regarding the subtitling of the Iraqi Movie "Mosul" into English in terms of the following factors: Movie watching habits, Iraqi Vernacular, Technical Aspects, Comprehensibility, Attitudes, Future Actions, and Recommendations), each item in the subscale means, standard deviations and mean indices (MI) were calculated. The results are presented below.

4.2.1 Analysing the Items of Movie Watching Habits

Table 3. Means, SD, and MI for Movie watching habits listed in descending order

No.	Items	M	SD	MI	Level	Rank
4	I watch English-subtitled movies for entertainment.	4.33	0.773	72.2%	v. High	1
5	Arabic movies with English subtitles are accessible via paid platforms that require a subscription.	3.97	1.099	66.2%	High	2
3	I understand all subtitles in the translated movie since I master English.	3.82	1.024	63.7%	High	3
2	I watch subtitled movies because they are available abundantly via different means, such as Netflix.	3.76	0.939	62.7%	High	4
1	I watch Iraqi movies because they are subtitled into English.	2.91	1.172	48.5%	Moderate	5
	Overall Mean	3.757	0.598	62.6%	High	

Means description (1 – 1.80 v. low, 1.80 – 2.6 low, 2.60 – 3.40 Moderate, 3.40 – 4.20 high, and 4.20 – 5 v. high).

Table (3) demonstrates the values of means, standard deviation, and MI for the Movie watching habits. Statement no. (4) "I watch English-subtitled movies for entertainment," the highest Mean of 4.33, indicating very high agreement, ranked it first among the items being rated by the study sample. Then comes statement no. (5) "Arabic movies with English subtitles are accessible via paid platforms that require a subscription," as it ranked second with a mean of (3.97), refers to a high level of agreement, while statement no. (1) "I watch Iraqi movies because they are subtitled into English" was the lowest item being rated by the study sample, as it recorded the least Mean of (2.91), which expresses a moderate level of agreement. A mean of (3.757) rated the overall assessment degree of the Movie watching habits subscale. This value indicates a high level of agreement among the study sample.

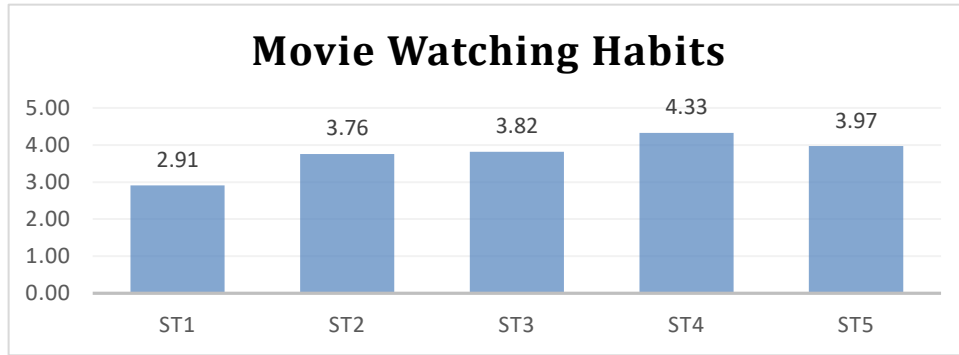## Movie Watching Habits

Figure 1. Ranking of movie watching habits statements

4.2.2 Analysing the items of Iraqi Vernacular

Table 4. Means, SD, and MI for Iraqi Vernacular arranged in a descending order

No.	Items	M	SD	MI	Level	Rank
1	I'm familiar with the Iraqi dialect and I can easily understand it.	4.8	0.568	80%	v. High	1
2	I watch Iraqi subtitled movies in English for the sake of comprehension and entertainment.	4.01	1.288	66.8%	High	2
	Overall Mean	4.403	0.823	73.4%	v. High	

Means description (1 – 1.80 v. low, 1.80 – 2.6 low, 2.60 – 3.40 Moderate, 3.40 – 4.20 high, and 4.20 – 5 v. high)

Table (4) demonstrates the values of means, standard deviation, and MI for the Iraqi Vernacular. Statement no. (1), "I'm familiar with the Iraqi dialect, and I can easily understand it." Recorded the highest Mean among the items being rated by the study sample, as it ranked first with a mean of (4.8) expresses a very high level of agreement, then comes statement no. (2) "I watch Iraqi subtitled movies in English for the sake of comprehension and entertainment," as it ranked second with a mean of (4.01), expresses a high level of agreement. A mean of (4.403) rated the overall assessment degree of the Iraqi Vernacular subscale. This value expresses a very high level of agreement among the study sample.
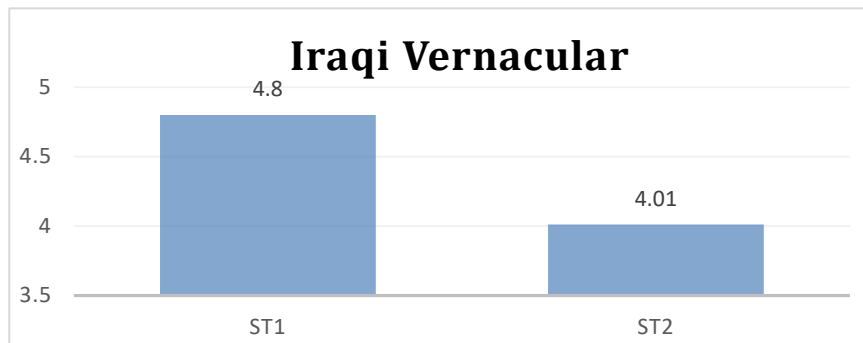
Iraqi Vernacular

Figure 2. Ranking of Iraqi Vernacular statements

4.2.3 Analysing the items of Technical Aspects

Table 5. Means, SD, and MI for Technical Aspects listed in a descending order

No.	Items	M	SD	MI	Level	Rank
1	The length of the subtitles was good, and I had enough time to read them and process the information.	4.48	0.642	74.7%	v. High	1
2	The position, font, size, shadow, and background color of the subtitles were good.	4.41	0.725	73.5%	v. High	2
3	The subtitles were well synchronized with the scenes.	4.37	0.689	72.8%	v. High	3
	Overall Mean	4.42	0.632	73.7%	v. High	

Description (1 – 1.80 v. low, 1.80 – 2.6 low, 2.60 – 3.40 Moderate, 3.40 – 4.20 high, and 4.20 – 5 v. high)

Table (5) demonstrates the means, standard deviation, and MI values for the Technical Aspects. All statements recorded a moderate level

of agreement by the respondents. Statement no. (1) "The length of the subtitles was good, and I had enough time to read them and process the information," the highest Mean of 4.48, indicating very high agreement, ranked it first among the items rated by the study sample. Then comes statement no. (2) "The position, font, size, shadow, and background color of the subtitles were good," as it ranked second with a mean of (4.41), which also shows a very high level of agreement, while statement no. (3) "The subtitles were well synchronized with the scenes" was the lowest item being rated by the study sample, as it recorded the least mean of (4.37) and also expressed a very high level of agreement. A mean of (4.42) rated the overall assessment degree of the Technical Aspects subscale. This value expresses a very high level of agreement among the study sample.
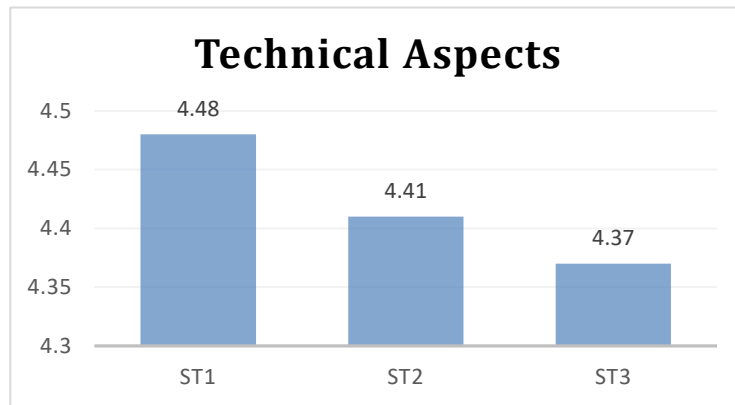

Figure 3. Ranking of Technical Aspects statements

4.2.4 Analysing the items of Comprehensibility

Table 6. Means, SD, and MI for Comprehensibility arranged in a descending order

No.	Items	M	SD	MI	Level	Rank
1	I could understand all English subtitled words used in the movie.	4.3	0.693	71.7%	v. High	1
2	Some senses were lost in the utterances when rendered into English.	3.57	0.87	59.5%	High	2
4	Song lyrics were included in the subtitles, compensating for the lack of access to music.	3.09	1.141	51.5%	Moderate	3
3	The vocal cues as the telephone ringing, laughter, and applause, were reflected on the subtitles and helped me better understand the movie.	3.05	1.086	50.8%	Moderate	
	Overall Mean	3.503	0.637	58.4%	High	

description (1 – 1.80 v. low, 1.80 – 2.6 low, 2.60 – 3.40 Moderate, 3.40 – 4.20 high, and 4.20 – 5 v. high)

Table (6) demonstrates the values of means, standard deviation, and MI for Comprehensibility. Statement no. (1) "I could understand all English subtitled words used in the movie," recorded the highest Mean among the items being rated by the study sample, as it ranked first with a mean of (4.3) which expresses a very high level of agreement, then comes statement no. (2) "Some senses were lost in the utterances when rendered into English," as it ranked second with a mean of (3.57) also expresses a high level of agreement, while statement no. (3) "The vocal cues as the telephone ringing, laughter, and applause were reflected on the subtitles and helped me better understand the movie" was the lowest item being rated by the study sample, as it recorded the least Mean of (3.05) that expresses a moderate level of the agreement also. A mean of (3.503) rated the overall assessment degree of the Comprehensibility subscale. This value expresses a slightly high level of agreement among the study samples.

Comprehensibility

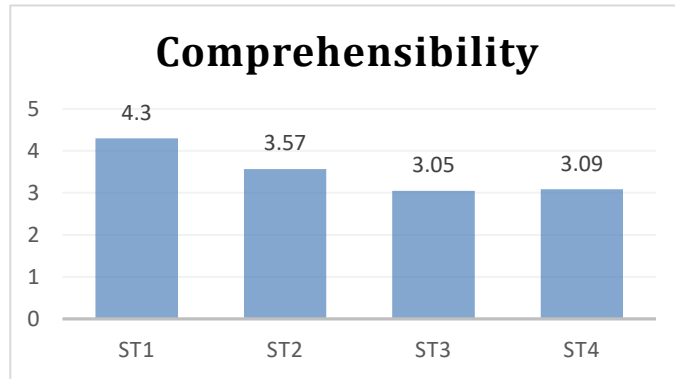|	ST1	ST2	ST3	ST4
	4.3	3.57	3.05	3.09

Figure 4. Ranking of Comprehensibility statements

4.2.5 Analysing the items of Attitudes

Table 7. Means, SD, and MI for Attitudes arranged in a descending order

No.	Items	M	SD	MI	Level	Rank
3	Having different Iraqi movies interlingually subtitled enhances my feeling of social inclusion.	4.55	0.7	75.8%	v. High	1
2	I would like to watch more interlingually subtitled English Movies in the future.	4.54	0.701	75.7%	v. High	2
1	The experience of watching the movie was engaging.	4.44	0.64	74.0%	v. High	3
5	I feel more comfortable watching Iraqi Movies subtitled into English.	4.28	1.043	71.3%	v. High	4
4	I prefer to watch Iraqi Movies subtitled interlingually rather than interlingually in Modern Standard Arabic.	4.14	1.01	69.0%	High	5
	Overall Mean	4.391	0.662	73.2%	v. High	

description (1 – 1.80 v. low, 1.80 – 2.6 low, 2.60 – 3.40 Moderate, 3.40 – 4.20 high, and 4.20 – 5 v. high)

Table (7) demonstrates the values of means, standard deviation, and MI for the Attitudes. Statement no. (3), "Having different Iraqi movies interlingually subtitled enhances my feeling of social inclusion," recorded the highest Mean among the items being rated by the study sample, as it ranked first with a mean of (4.55) expresses a very high level of agreement, then comes statement no. (2) "I would like to watch more interlingually subtitled English Movies in the future," as it ranked second with a mean of (4.54), also expressing a very high level of agreement, while statement no. (4) "I prefer to watch Iraqi Movies subtitled interlingually rather than intralingually in Modern Standard Arabic" was the lowest item being rated by the study sample, as it recorded the least Mean of (4.14), which expresses a high level of agreement. A mean of (4.391) rated the overall assessment degree of the Attitudes subscale. This value expresses a very high level of agreement among the study sample.

Attitudes

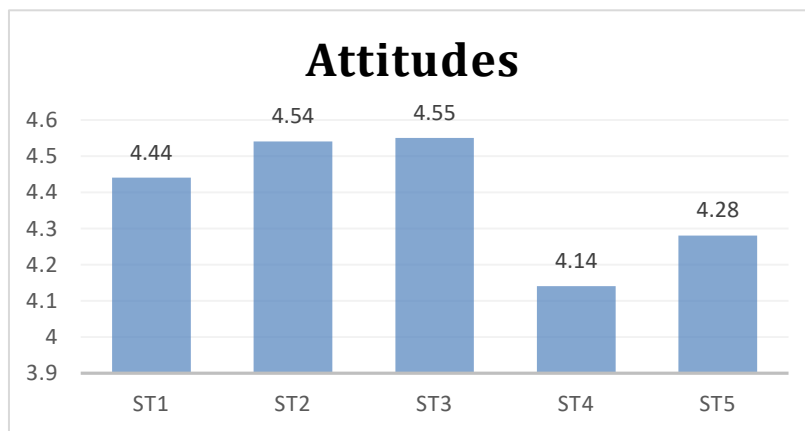|	ST1	ST2	ST3	ST4	ST5
	4.44	4.54	4.55	4.14	4.28

Figure 5. Ranking of Attitudes statements

4.2.6 Analysing the items of Future Recommendations

Table 8. Means, SD, and MI for Future Recommendations arranged in a descending order

No.	Items	M	SD	MI	Level	Rank
2	Arabic movies with interlingual subtitles should be available for free.	4.47	0.833	74.5%	v. High	1
3	Decision-makers in the Arab world should force Arabic national TV channels to add interlingual translation to their various programs in English.	4.36	0.688	72.7%	v. High	2
1	Iraqi movies should be subtitled in English rather than in MSA to have a better grasp of Iraqi dialect.	4.32	0.814	72%	v. High	3
	Overall Mean	4.382	0.611	73%	v. High	

description (1 – 1.80 v. low, 1.80 – 2.6 low, 2.60 – 3.40 Moderate, 3.40 – 4.20 high, and 4.20 – 5 v. high)

Table (8) demonstrates the means, standard deviation, and MI values for Future Recommendations. Statement no. (2), "Arabic movies with interlingual subtitles should be available for free," recorded the highest Mean among the items being rated by the study sample, as it ranked first with a mean of (4.47) expresses a very high level of agreement, then comes statement no. (3) "Decision-makers in the Arab world should force Arabic national TV channels to add interlingual translation to their various programs in English" as it ranked second with a mean of (4.36) that also expresses a very high level of agreement, while the statement no. (1) "Iraqi movies should be subtitled in English rather than in MSA to have a better grasp of Iraqi dialect" was the lowest item being rated by the study sample, as it recorded the least Mean of (4.32) that expresses a very high level of the agreement also. A mean of (4.382) rated the overall assessment degree of the Future Recommendations subscale. This value expresses a very high level of agreement among the study sample.
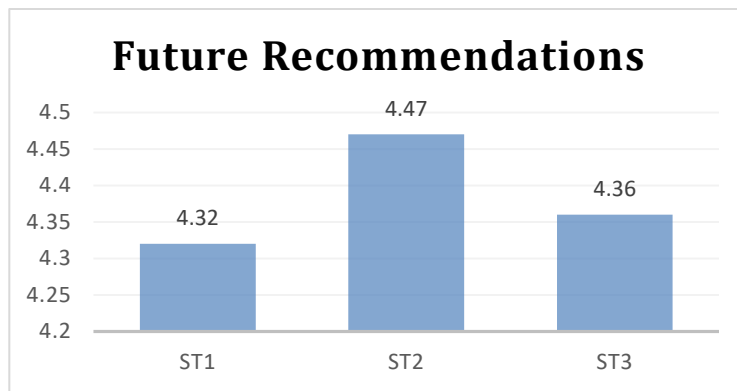

Figure 6. Ranking of Future Recommendations statements

4.3 Testing the Hypotheses

Using SPSS and AMOS Programs, we tested the first hypothesis (H1) using T-Test, and the remaining hypotheses using structural equation modelling (SEM).

4.3.1 First Hypothesis

H01: People do not prefer to watch Iraqi movies subtitled interlingually compared to those intralingual in MSA.

Ha1: People prefer to watch Iraqi Movies subtitled interlingually than those intralingual in MSA.

Table 9. T Test Results

	Mean (SE)	t value	Sig. t
Attitudes	4.39 (0.05)	25.742	0.000

(SE) standard error of Mean

Table (9) shows the following results:

There is statically significant evidence that people prefer to watch Iraqi Movies subtitled interlingually compared to those intralingual in MSA since the t value (25.742) is significant at a significance level (99.9%), (sig t (0.000) is less than 0.001). So we reject the null hypothesis, and as a result, "prefer to watch Iraqi Movies subtitled interlingually compared to those intralingual in MSA."

4.3.2 Second Hypothesis

H02: There is no statistically significant effect of Comprehensibility on the respondents' attitudes and recommendations.

Ha2: There is a statistically significant effect of Comprehensibility on the respondents' attitudes and recommendations.

Table 10. Structural Equation Modelling Regression weights

			Estimate	S.E.	C.R.	P	Effect	R2
A	←	C	-0.143	0.078	-1.833	0.067	-0.098	0.010
FR	←	C	-0.102	0.085	-1.201	0.230	-0.149	0.022

S.E. = Standard errors of the regression weights, C.R. = Critical Ratio, P = p-value (*<0.05, **<0.01, ***<0.001)

Table (10) shows the following results:

The value of the first determination coefficient (R2) was equal to (0.01), which means that just (1%) of the changes in the respondents' attitudes (A) can be explained by the changes in Comprehensibility (C). At the same time, the value of the second determination coefficient (R2) was equal to (0.022), which means that just (2.2%) of the changes in the respondents' future recommendations (FR) can be explained by the changes in Comprehensibility (C).

According to the regression weights, Comprehensibility (C) has an insignificant effect on respondents' attitudes and future recommendations since the critical ratio values are less than two and the p-values (0.067 and 0.230), respectively, are more significant than 0.05, and the path is insignificant (Byrne, 2013)

As a result, the alternative hypothesis is rejected, indicating no statistically significant effect of Comprehensibility on the respondents' attitudes and recommendations.

4.3.3 Third Hypothesis

H03: There is no statistically significant effect of technical aspects on the respondents' attitudes and recommendations.

Ha3: Technical aspects have a statistically significant effect on the respondents' attitudes and recommendations.

Table 11. Structural Equation Modelling Regression weights

			Estimate	S.E.	C.R.	P	Effect	R2
A	←	TA	0.388	0.073	5.336	***	0.522	0.273
FR	←	TA	0.547	0.073	7.477	***	0.401	0.160

S.E. = Standard errors of the regression weights, C.R. = Critical Ratio, P = p-value (*<0.05, **<0.01, ***<0.001)

Table (11) shows the following results:

The value of the first determination coefficient (R2) was equal to (0.273), which means that (27.3%) of the changes in the respondents' attitudes (A) can be explained by the differences in Technical Aspects (TA). In contrast, the value of the second determination coefficient (R2) was equal to (0.160), which means that (16%) of the changes in the respondents' future recommendations (FR) can be explained by the changes in Technical Aspects (TA).

According to the regression weights, Technical Aspects (TA) significantly affect respondents' attitudes and future recommendations. The path is significant since the critical ratio values are greater than 2 and the p-values (*** and ***), respectively, are less than 0.001 (Byrne, 2013).

As a result, the null hypothesis is rejected, indicating a statistically significant effect of Technical Aspects on the respondents' attitudes and recommendations.

The effect size of Technical Aspects on the respondents' attitudes and future recommendations equal (0.522 and 0.401) respectively.

5. Conclusion

The researcher analysed the responses of 150 participants who answered the online questionnaire. The questionnaire comprised 22 items and five constructs (movie-watching habits, Iraqi vernacular, technical aspects, Comprehensibility, attitude, and future recommendation). These items were analysed using SPSS to test the viewer's reaction to the subtitling of the Iraqi action movie Mosul into English. The result showed statistically significant evidence that people prefer to watch Iraqi movies subtitled interlingually than those subtitled interlingually in MSA. The researcher examined whether the technical aspects related to (the length of subtitles, position, font size, shadow, the color of subtitles, and the synchronization of the subtitles and the scenes) affect the acceptability of the subtitles or not. The results indicated a high level of agreement among the participants in the study. The comprehensibility aspect recorded a slightly higher level of agreement since a high level of the study population agreed that they could understand all English subtitled words used in the movie. As for some sense in the movie being lost, the result shows a very high level of agreement goes with what the research found in the qualitative part of the analysis: the subtitler failed in rendering the sense of one of the CSIs. It did not give the audience a complete understanding that led to the sense of it being lost. The vocal cues, such as the telephone ringing, laughter, and applause, were reflected on the subtitles and helped the audience better understand the movie, which was the lowest item rated by the study sample. This indicated that the vocal cues did not help in understanding the movie. The attitude items express a very high level of agreement among the study

sample. The items of future recommendations represent a very high level of agreement among the study sample.

Authors contributions

Mrs. Shaima and Dr. Zakaryia were responsible for the study design, revising data collection, drafting the manuscript, and revision. All authors read and approved the final manuscript.

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

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Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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