

One of the main challenges in higher education in the 21st century is providing educational access to an increasingly multilingual and multicultural student population. Many universities are therefore considering using English as language of instruction (EMI), but students' limited proficiency in English can be a drawback. Live subtitling might help to overcome this language barrier, by removing physical and linguistic barriers at the same time. The aim of this presentation is to report on preliminary results of a project that investigates (1) how university students in Flanders perceive EMI lectures with intralingual live subtitles, i.e. lectures for which the words of the lecturer are subtitled in real time in the same language (English), (2) whether these subtitles influence their performance, and (3) what impact these subtitles have on their cognitive load. In the pilot study where this paper presentation is based on, the impact of subtitling on perception and performance has been investigated during five two-hour Marketing lectures taught in English to students of Economics who have Dutch as their mother tongue. The live subtitling was produced in real time through respeaking each time during two lecture fragments of approximately 25 minutes (one before the break and one after the break in each lecture). Quantitative and qualitative data have been collected using (1) online language tests, consisting of a certified listening test and vocabulary test to determine the students' English proficiency; (2) online questionnaires on demographics (e.g., mother tongue); and (3) comprehension tests after each lecture about the content (and the perception) of the lecture. In this presentation, the quantitative data will mainly be reported.