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**Audiovisual Material in EFL Learning: An Analysis of the Use of
Subtitles and Captions in Vocabulary Acquisition**

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Barcelona, 19 de juny de 2023



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Abstract

This study aims at analysing the use of audiovisual material in vocabulary acquisition and its benefits for students of English as a foreign language, as well as to investigate the best method of visualisation in terms of vocabulary learning; subtitles in the learners' native language (Spanish), or captioning in the target language (English). Consequently, an investigation was undertaken throughout four sessions, where nine participants, aged 12, with an A1 and A2 proficiency level in English (CEFR), were separated into two groups and viewed a film, doing a test before and after the movie to account for the changes provoked by the use of audiovisual material. The findings of the investigation concluded that audiovisual material did indeed improve their vocabulary intake, as well as the fact that the use of subtitling was of greater help than captioning.

Keywords

Audiovisual Material, Vocabulary in EFL acquisition, Subtitled material, Captioned material.

Resumen

Esta investigación pretende analizar el uso de contenido audiovisual en la adquisición de vocabulario y como puede beneficiar a estudiantes de inglés como Lengua Extranjera, así como también llegar a una conclusión sobre las mejores condiciones de visualización para el aprendizaje de vocabulario, o bien subtítulos en la lengua del estudiante (castellano), o subtítulos en la lengua extranjera (inglés). Por ese motivo, se realizó un experimento durante cuatro sesiones, donde nueve participantes de 12 años, con un nivel A1 y A2 en inglés (CEFR), fueron separados en dos grupos para ver una película, haciendo previa y posteriormente una prueba para así investigar los cambios provocados por el uso de material audiovisual. Los resultados demostraron que el material audiovisual mejoraba su vocabulario y que el uso de subtítulos en castellano fue de mayor ayuda que los subtítulos en inglés.

Palabras Clave

Material Audiovisual, Adquisición de Vocabulario de Inglés como Lengua Extranjera, Material Subtitulado en la lengua del estudiante, Material Subtitulado en la lengua extranjera.

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1. INTRODUCTION

Audiovisual material as a form of input has been a recurrent area of research in linguistic studies (Rodgers, 2016; Vandergrift & Goh, 2012, amongst others), primarily because of its large exposure to the foreign language, and its availability to the learner (See Lin & Sijanov-Chanturia, 2014). As Bensen (2022) argued, traditional methods, such as memorising, are not in line with the learning process of many students (p.102), thus provoking a lack of acquisition. Nonetheless, films and TV shows, which provide visual input as well as aural input, allow for a realistic use of the language (See Bruti, 2016; VanPatten, 2015) and hence aid learners in their acquisition and understanding of the target language. Moreover, the use of subtitles and captions allow for different ways of viewing audiovisual material. Despite the multiple pieces of research undergone on these topics, multiple conclusions have been examined, primarily due to the different conditions that alter these findings, such as the participants. Although some researchers have argued about the lack of benefit in the use of captioning and subtitling (Tarchi et al. 2021; Birulés-Muntané & Soto-Faraco, 2016; Peters, 2019), most studies agreed that these different methods allow for a better understanding of the visual material, as well as enhance the acquisition of the language. Notwithstanding, only a small percentage of studies presented a comparison of both of them. Therefore, this study intends to draw its own conclusions on the use of audiovisual material for vocabulary learning, as well as investigate which viewing condition is more beneficial for the learner, subtitles or captions, doing so through a comparison of both simultaneously. To do so, an experiment was undertaken throughout four different weekly sessions. Nine participants, all sixth graders and English as a Foreign Language (EFL) students, with an A1 and A2 proficiency level (Common European Framework of Reference, CEFR), were separated and presented with a film. The movie, *Space Buddies* (2009), was exposed in both subtitles and captions in order to see what was of greater aid for the learner and to what extent. Therefore, this research paper will provide an overview of previous studies engaged on the topics the current study investigates in order to have a background of the findings that have been examined thus far. Then, multiple sections will be devoted to the study of the current investigation, its findings and finally, a discussion in order to draw conclusions on the research question proposed.

2. REVIEW OF THE LITERATURE

2.1 Types of Audiovisual Material and the Use of Subtitles and Captioning

Audiovisual material, as its name indicates, is “the combination of aural text and visual images” (Peters, 2019, p.1011). It is important that prior to the analysis of the benefits of audiovisual material in Second Language Acquisition (SLA) and English as a Foreign Language (EFL) learning, with the latter being the main focus of the current study, we consider the diverse categories that compose audiovisual material and examine their contribution to the linguistic advancement of learners. TV shows, for starters, are greatly consumed by a big part of the population, especially due to the creation of streaming services, which has facilitated the globalisation of shows that were unavailable to the learner before. Consequently, as Rodgers (2016, p.45) stated, if learners “were to spend even a portion of their L1 viewing time on L2 television, they would be processing a large amount of input”, thus proposing TV shows as an advantageous tool that allows for “a suitable form of input be available and consumed in large quantities”. Furthermore, films as a form of audiovisual material offer authentic language and “unlimited stimuli”, all while enabling “creative language practice” (Sturm, 2012, p.248). Still, it is important to underline the impossibility of using complete films in an EFL classroom context, principally due to the lack of time and syllabus limitations (Chapple & Curtis, 2000, p. 422).

In addition, it is worth mentioning the use of video games as a form of audiovisual material. In order to play video games, L2 learners must understand the input they receive when playing games in English. Therefore, there is a possibility that frequent gamers, who are also not native speakers of English, might be able to improve their linguistic proficiency by means of gaming (Sylvén & Sundqvist, 2012, pp.303-304). This is reinforced by Bakan et al. (2022), whose study denoted that those learners who played video games used English voluntarily to communicate with others, hence improving their knowledge of the language (p.297). On another note, the use of advertisements, which could be considered advantageous material due to their extensive appearance on TV, can greatly aid the learner, for advertisements can be utilised as “authentic material[...]. They convey a lot of information about the cultural aspects of society” (Larimer & Schleicher, 1999, p.25). Therefore, although this research will use “audiovisual material” as a general term, and it will primarily focus on films, it is relevant to consider the different types of audiovisual material that can be of aid to the learner.

Moreover, different techniques can be applied to aid the learner’s linguistic

competence when exposed to audiovisual material. Markham et al. (2001) differentiated between the two principal methods of viewing audiovisual material with textual support, namely subtitles and captions, describing subtitles as “on-screen text in the students’ native language combined with a second language soundtrack (p.440) and defining captions “as on-screen text in a given language combined with a soundtrack in the same language” (p.440). Similarly, the use of subtitles was also defined by Koolstra and Beentjes (1999), encapsulating this concept by stating; “Story information in subtitled programs is presented in various modes: spoken in the foreign language, in the subtitles in one’s own language, and in the visual images” (p.53). Nevertheless, despite the numerous benefits of subtitled and captioned audiovisual material (See Subtopic 2.4), it needs to be considered how the assistance that written input enables is impossible in reality, causing the learner to depend solely on their listening skills when interacting with native speakers (Vandergrift & Goh, 2012, p.229).

Furthermore, audiovisual material, as abovementioned, has been increasingly consumed, largely due to its availability and how uncomplicated it is to control. In relation to the availability of audiovisual media, Lin and Sijanov-Chanturia (2014) stated that the accessibility EFL learners have to audiovisual media in a foreign language facilitates the learner’s vocabulary intake of “casual English”, making “the goal of exposure to authentic, everyday English to become much more tangible” (p.1). This is largely due to the affordability that audiovisual material provides, for it facilitates its consumption no matter the learner’s geographical location or their limited learning time (Alford & Pachler, 2007, p.213). As a consequence, Vandergrift and Goh (2012) claimed that the use of films and TV shows - multimedia in general - aids the learner in their “ability to make choices about the tools they use, and the expansion of learning beyond the classroom” (p.224).

2.2 Language Acquisition and Audiovisual Material as a Form of Input

The use of audiovisual material as a form of input in language learning, especially films and TV shows, has been a continuous source of investigation regarding its advantages (see Peters & Webb, 2018; Yilmaz, 2020; Danan, 2004, among others). Firstly, in order to analyse the influence of audiovisual input, we need to take into consideration its connection with Krashen’s *Input Hypothesis*, which claims that learners are “able to understand the language containing unacquired grammar with the help of context” and acquire the language by “understanding messages, or by receiving ‘comprehensible

input” (Krashen, 1985, p.2). These statements can be entirely applied to audiovisual material, for video-based input gives the learner a visual context and allows them access to ‘comprehensible input’. Nonetheless, written input is still the reigning force of language learning; “film ought to occupy a central spot in any language department. [...] Unfortunately, this is not the case. Written text still reigns supreme.” (VanPatten, 2015, p.391). Conversely, as recent surveys have denoted, the use of written input as the primary focus is coming to an end, for people nowadays spend more time watching television rather than reading books (Majuddin, 2021, p.987).

In addition, VanPatten (2015) also claimed that film can substitute for the naturalistic input produced by a native speaker - an input that may not be accessible for some foreign speakers - hence enabling the learner the possibility to listen to interactions as in real life (p.391). The benefits of audiovisual material mirroring real-life-like communication are further discussed by Bruti (2016, p.187), who stated, “teaching how to use language in situation can best be done by referring to real or realistic situations, so audiovisual products may prove suitable to the task and entertaining at the same time”. Consequently, audiovisual material offers the possibility of merging the learning process with reality, for the learner will acquire a certain degree of familiarity with “life-like communication” due to audiovisual material containing realistic interactions (Allford & Pachler, 2007, p.217; Zettersten, 1986, p.101). Not to mention, audiovisual input not only offers a realistic use of the foreign language but also presents the culture of the language that is being taught, thus allowing for a better interpretation of how the language is used (Vanderplank, 2010, p.9). Furthermore, more studies have demonstrated the surpassing benefits of audiovisual-based content against text-based content, as seen in Herron et al. (1995), whose research established audiovisual as highly advantageous. By comparing two different groups of English speakers, learners of French, the study denoted an improvement in writing, listening and vocabulary, primarily due to the real-life-like contact audiovisual material offers. (For further analysis between video-based and text-based content, see Ardnt & Woore, 2018).

Many researchers have further examined the use of audiovisual input as an alternative methodology to the traditional approach of learning a language by memorising, suggesting film as a beneficial methodology that can aid students in their acquisition of the language in a dynamic manner (e.g., Bensen, 2022; Rao, 2019). Hajrulla and Harizaj (2017), for instance, defined films as providers of “authentic target language input” and argued that due to the students’ positive feelings regarding the use of video-

based content in language acquisition, their motivation and attitude are bound to be higher, which would ultimately affect their language acquisition (p.32). Thus, audiovisual material, according to Olandujoye (2017), allows for a different mode of acquiring language, engaging the student while simultaneously evoking the learner's feelings, creating a positive correlation between the learner's sentiments and this learning strategy by doing so. As a result, audiovisual material is "entrenched in the learners' minds as a medium of entertainment and as means of learning" (p.84).

Notwithstanding, Montero Perez (2022) emphasised on the difficulties of choosing appropriate audiovisual material for students but denoted that its use could result in language learning due to its "lexical coverage", its visual input and the use of subtitles and captions (p.183). Majuddin et al. (2021) also underlined the importance of the video used being appealing to the learner; in order to cause an effect, audiovisual material needs to maintain the learner's attention for them to view the video repeatedly and from beginning to end (p.993). In addition, other researchers commented on the negative beliefs surrounding video-based content, namely the claim that students would not successfully learn to read and write but would solely focus on listening (Herron et al., 1995, p.775).

2.3 Vocabulary Enrichment by Means of audiovisual enforcement

When acquiring vocabulary, incorporating audiovisual material into the student's instruction allows for the possibility of vocabulary production enhancement. According to Karami's study (2019), learners need to be exposed to an elevated number of words in the Target Language (TL), and videos made by native speakers allow for an authentic context that aids the students' learning (pp.61, 65). Notwithstanding, before analysing the potential vocabulary intake due to audiovisual media, we need to consider the association between the learner's vocabulary size and their listening comprehension. According to Staehr (2009), the learner's vocabulary size entirely affects whether there will be successful listening comprehension (p.602), which is necessary for audiovisual material to be of aid (See Webb, 2015, and his fifth principle for further depiction of the topic). These requirements for a successful application of audiovisual material in the learner's language learning are also reinforced by Webb and Rodgers (2009), who concluded that learners needed to know the most frequent words of the language, and thus have ample vocabulary understanding, in order for them to be interested and view audiovisual material outside the classroom, which would result in incidental language learning

(p.352). Nonetheless, although Montero Perez (2020) agreed with the fact that students with more vocabulary knowledge benefit more from audiovisual input, as they pick up more words when viewing audiovisual material, her study proposed how retention of the vocabulary acquired is not influenced by vocabulary knowledge, but rather by the number of times the word appears in the audiovisual content showcased to the learner (pp.768-769).

Several studies have focused on the learner's vocabulary development after utilising audiovisual material (e.g., Oladunjoye, 2017). Ashcroft et al. (2018), for instance, investigated the evolution of English vocabulary proficiency after visualising an entire movie, having 187 native Japanese students who had previously received English instructions as participants of the study (p.138). Their research concluded that a significant increase in words learned did occur after watching the entire movie, establishing audiovisual content as a beneficial source for vocabulary acquisition. (p.144). Similarly, Peters and Webb (2018) analysed the effects of TV viewing in a group of Dutch-speaking students who were EFL learners and denoted a significant enlargement of words recognised in the study's post-test by those who visualised the TV series, despite the pre-test indicating an equal knowledge of words between those who did and did not view the TV series (pp.566-567). In a recent study, Montero Perez (2022) also claimed that watching one TV programme or an entire episode can encourage the L2 learner's incidental acquisition of single words (p.172) (See also Montero Perez, 2020).

Nevertheless, a study conducted by Sydorenko (2010) with 26 learners of Russian, whose L1 were English except for one learner, whose L1 was Cantonese, proposed alternative conclusions. The findings denoted that, although all learners minimally acquired vocabulary to a certain degree, several students considered that they did not acquire any new vocabulary. The participants "guessed the meanings of the words, but they did not know whether they learned them correctly" (p.64). Sydorenko also stated how students illustrated that they could guess the meaning of the word while viewing the audiovisual content but did not remember the words in the test (p.64). This is denied by Yanto and Nugraha (2018), whose research concluded that "video clip viewing was useful for learning disciplinary vocabulary due to the repeated exposure to the words" (p.320).

In addition, while Montero Perez et al. (2018) underlined the potential of audiovisual material as a useful strategy for acquiring vocabulary in the first stages of learning a foreign language, doing so by comparing audiovisual input with written input in order to establish audiovisual material as a resourceful tool that can be used to learn

vocabulary (p.22), Webb (2015) denoted the importance of viewing audiovisual material regularly in order for the learner to enhance their vocabulary knowledge (p.11). Moreover, multiple studies have presented the many potentials of video-based instruction in regard to vocabulary growth, such as audiovisual material being a learning methodology that allows the learner to relate the vocabulary taught with the films showcased, along with the possibility of learning expressions not taught in textbooks (see Bensen, 2022; Andriano, 2019). Therefore, audiovisual material does have an influence on vocabulary enhancement, for it “allows learners to process information through auditory and visual channels”, enabling specific advantages that written and spoken instruction might not be able to provide, such as motivating content, the use of not highly used words and constant visual reinforcement (Peters, 2019, p.1027).

2.4 Advantages and Disadvantages of Subtitles and Captioning in Language Acquisition

In reference to the abovementioned subtopics, it is relevant to bear in mind the multiple techniques used when watching audiovisual material (see Section 2.1), as well as their benefits and disadvantages (see Wei & Fan, 2022). Multiple studies have investigated the use of subtitles and captions in audiovisual media in regard to vocabulary acquisition, with the majority presenting these learning techniques as beneficial due to their combination of written and audiovisual input. (e.g., Bensen, 2022; Montero Perez et al., 2018; Rao, 2019; Danan, 1992; Suárez & Gesa, 2019). Danan (2004) argued that captions in a foreign language allow for better “word recognition and vocabulary building” in all the different proficiency levels of language learning, but still recognised the need for this captioned material to be adapted to the learner in order to be of aid (pp.69, 71) (See Markham, 1989). In opposition, research executed by Birulés-Muntané and Soto-Faraco (2016) indicated inconclusive evidence of vocabulary acquisition after viewing an episode, and no modification of this acquisition after using captions. In other words, the use of captioning in the same language as the aural input did not influence in any capacity the vocabulary growth of foreign language learners (p.7).

Nevertheless, the use of captions can help in the overall comprehension of the video, for captioning helps the learner to be aware of the language used in the audiovisual material (Winke et al., 2010, p.79), hence underlining the importance of using the Target Language as the predominant language when presenting audiovisual content. Furthermore, Rodgers (2013) analysed the possibility of incidental learning by watching TV series with the assistance of captions. That is to say, Rodgers investigated how

audiovisual material, specifically TV series, allows the learner to acquire the language subconsciously and how the use of captioning heightens this type of learning (p.165). Still, we need to consider how the learner's comprehension and the efficacy of captions might be affected by different conditions, such as the number of times the learner has watched the audiovisual content, or "narrow viewing, which consists in watching several related episodes, and may have an effect on captioning effectiveness" (Montero Perez, 2022, p.169).

In opposition to Montero Perez et al., (2013), who argued for the use of captions in beginner learners, and denoted that, as learners have not acquired language fluency yet, the use of captioning may stimulate language learning (p.733), it could also be discussed that, when presented with challenging audiovisual material in the target language, foreign language learners can better their comprehension by being exposed to subtitles first. (Markham et al., 2001, p.444). The use of subtitles in the student's native language is, according to Caruana (2021, p.1028), "effective in FL acquisition, because it enhances audiovisual input and can lead to heightened attention". This is exemplified by a study undertaken by d'Ydewalle and Van de Poel (1999), which revealed the influence of the learner's native tongue when analysing the use of subtitling. The project, which had 327 Dutch-speaking participants, all of them children, introduced the students to a film with French and Danish subtitles. The results demonstrated how the similarity between the learner's first language and second language needs to be taken into consideration when analysing the use of subtitles, for Danish subtitles were of better aid than French subtitles.

Notwithstanding, some studies have focused on investigating whether L1 subtitles used in audiovisual material may not be as beneficial (e.g., Tarchi et al. 2021), as learners might be more preoccupied with reading the L1 subtitles than connecting what is being said with what is written in the screen. Therefore, there is a possibility that L1 subtitles can distract the student's attention from the spoken word, "which could result in shallower processing of the form-meaning connections of words" (Peters, 2019, p. 1025). Additionally, as Borrás and Lafayette (1994) stated, there has been some opposition to the use of captioning and subtitling in audiovisual material, arguing that their capacity to distract the learners will not permit them to acquire any linguistic competence (p.61). Such reasonings were entirely denied by Borrás and Lafayette's own investigation, which proved that, by giving learners the autonomy to control the subtitles, there was an enhancement in their linguistic gain (p.71).

Lastly, although this research will not focus on eye-tracking, the conclusions

derived from diverse eye-tracking studies are relevant to the topic of captioning and subtitling in audiovisual material. A study conducted by Muñoz (2017) revealed that in terms of proficiency, beginners read more L1 subtitles than intermediate and advanced students. The study also differentiated between adult learners and young learners, stating that for children, reading in the L2 was more difficult, whereas adults did not read as much when L1 subtitles were present (p.83). Conversely, Winke et al. (2013) suggested that when captions were used by foreign learners, their reading was rather high, denoting how learners spent reading 25% of the time captions were on the screen (p.266).

3. THE STUDY

Research Question?

1. Does the use of audiovisual material help EFL learners to acquire vocabulary? If so, which condition would be the best option to help in the understanding of audiovisual material in English, subtitling or captioning?

3.1 Context

The present study aimed at investigating the advantages of audiovisual material on vocabulary previously introduced in the classroom context, as well as comparing the use of captions and subtitles for a better understanding of specific words, doing so by undertaking a study in a public primary school in Barcelona. In this school, EFL classes were given four hours per week to the students. Nonetheless, this research was conducted by focusing on the extracurricular classes provided by the own school, where the students selected as participants had an English class every Thursday for one hour. It is relevant to bear in mind that throughout this entire hour, the sole language spoken is English. Consequently, in order to analyse the growth and understanding of vocabulary through subtitled and captioned audiovisual material, an experiment was done systematically and progressively in multiple sessions.

3.2 The Participants

The participants chosen for this research were 9 Catalan/Spanish sixth graders (12-year-olds). Although they did not have an official proficiency grade at the time of doing the investigation, their knowledge of the English language could be compared to an A1 proficiency level, excluding some participants, who denoted an A2 proficiency level in their vocabulary knowledge (Basic User in Common European Framework of Reference,

CERF). As stated above, all of them were part of an extracurricular English class, where the specific focus was the reinforcement of vocabulary.

In addition, it is relevant to underline that these participants were used to watching subtitled and captioned audiovisual material inside the classroom in order to do the activities programmed, primarily by means of movie excerpts, TV shows or YouTube videos that were connected to the topics dealt in class. Furthermore, considering the limited number of students and the objective of this investigation, the participants were divided into two groups: One group, comprised of 5 students, was exposed to the audiovisual material with captions (Group C), whereas the other group, constituted by 4 students, was diversely exposed to the same audiovisual material but this time with subtitles (Group S).

3.3. Instruments

A test was created in order to compare the level of knowledge the participants had on the vocabulary taught before and after the use of audiovisual material (see Appendix 1). The test consisted of three different exercises, the first one being a fill-in-the-gaps exercise, which was partially inspired by Majuddin et al. (2021) and their use of a similar exercise. This was followed by an exercise which consisted in connecting an image to its corresponding word, and finally, a multiple-choice questionnaire, which was inspired by Koolstra and Beentjes (1999). Multiple distractors about different topics were implemented on the test, largely to ensure that the participants did not focus solely on the topic of the audiovisual material. The topic of Outer Space was chosen and presented as a new unit, called “Let’s learn about Space!”. The introduction of vocabulary and the topic occupied the entirety of one session. For that matter, that class was dedicated to the introduction of eight keywords that were explored throughout the session, these words being:

- Astronaut
- Spaceship
- Shooting Star
- Space Suit
- Moon
- Star
- Earth

- Down to Earth

The instrument for data collection was chosen on the basis of the topic that was being worked on, in this case, vocabulary related to outer space. For this reason, multiple excerpts from the movie *Space Buddies* (2009) were chosen, as its content entirely reinforced the vocabulary presented in the class. This movie was chosen because, apart from being age-appropriate, it is a film that was available for them to view in their own home, and as stated by Lin & Sijanová-Chanturia (2014, p.2), “Internet television is an activity that young people already engage in on a regular basis”. Consequently, it was a fun topic that entirely dealt with what had been taught in class, which made it more interesting for them, while also being available for them outside the classroom context.

Moreover, the vocabulary targeted appeared in the film, which made the participants connect the words taught with what was being said in the movie, thus supporting their acquisition of this specific vocabulary. In other words, as Sydorenko (2010, p.56) expresses, “the participants could learn the target words from video context, mainly due to a high correlation between visual images and dialogs.”. Therefore, following Sydorenko’s idea, in case the learners had not acquired a good understanding of the words previously taught, it was the focus that by viewing the film, they were able to relate the vocabulary in the dialogue with the topic introduced in class.

3.4 Procedure

In order to correctly analyse the vocabulary growth of the participants after viewing captioned and subtitled audiovisual material, the research undergone progressed systematically during different weeks, provoking this study to be separated into four sessions in total. The first session was dedicated to the instruction of the unit “Let’s Learn about Space!”, mirroring Suárez and Gesa’s (2019, p.8) introduction of target words prior to the viewing of audiovisual material. Therefore, the vocabulary selected was taught in the first session, followed by the pre-test, which was conducted the following week in the second session, given as a normal exercise to do in class as a mode of reinforcing the material learnt. This was primarily done in order to avoid any kind of pressure on the part of the participants and ensure objective results on both tests.

Subsequently, the audiovisual material was presented in the third week. Although the intention was to do both the presentation of the film and the post-test in a single session, due to limitations of time and technical difficulties, the viewing of audiovisual material took an entire session, which provoked the research to be lengthened to a fourth

session, where the post-test was given. Moreover, contrary to Peters and Webb's (2018, p.558) study, where participants were "randomly assigned to either an experimental group, [...] or a control group", the students in this study were organised in a manner where those with a higher level were separated, primarily in order to aid those of a lower proficiency in the case they had any difficulties understanding. Group C then visualised the movie with captions in one classroom, whereas Group S did it with subtitles in another classroom.

Finally, the students did the post-test the final week, which was the same test that had been done before. After that, both tests were analysed in order to answer this study's research questions and compared in order to see whether the use of audiovisual material had made any difference. Furthermore, it is appropriate to denote that the coordinator of the extracurricular classes gave his consent for this research to be undertaken in academic time (See Appendix 2). The study was anonymous in its entirety and the participants underwent the experiment as part of their normal extracurricular classes, with the advantage that it was similar to what they were used to doing in class, so they did not feel any kind of pressure while doing both tests and overall being part of the investigation.

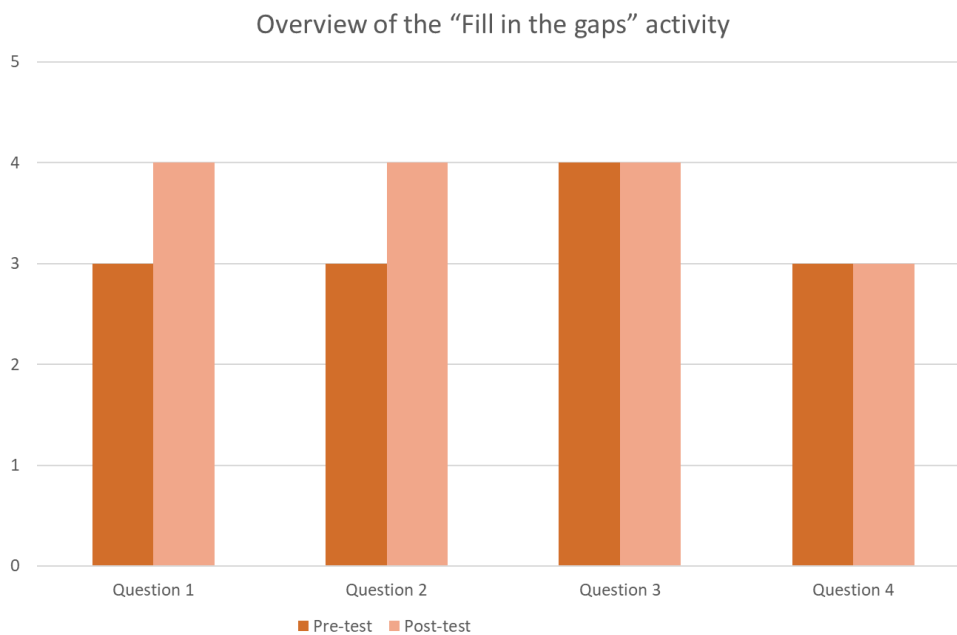
4. RESULTS

In order to attain a better interpretation of the results, this section was organised into three different subsections. These sections were distributed into a first section, dedicated to the results obtained by Group S, and a second section, aimed at the results derived by Group C. Finally, a third section was created to compare both previous sections, thus examining the results achieved by Group S and Group C simultaneously.

In addition, in order to maintain the participants' identities anonymous, this study will refer to them with the initial of their group and a number, which has been given at random.

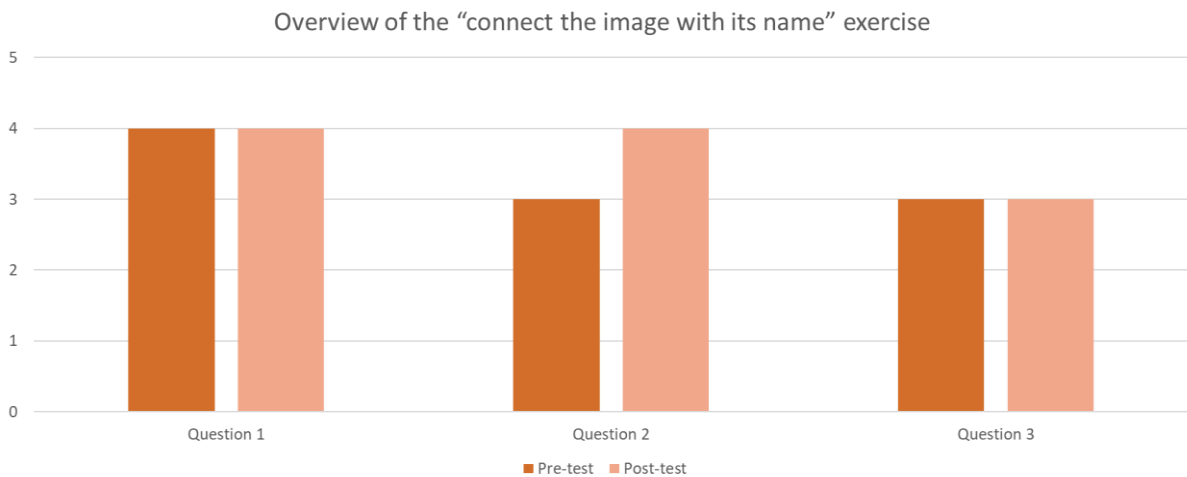
4.1 Analysis of Subtitled Group

To begin with, the group who viewed the audiovisual material with subtitles demonstrated different results in both the pre-test and the post-test, illustrating distinct answers on the exercises on the part of the four participants. Therefore, each question will be examined to analyse the results (see Figure 1 below).

Figure 1. Overview of the “fill-in-the-gaps” exercise

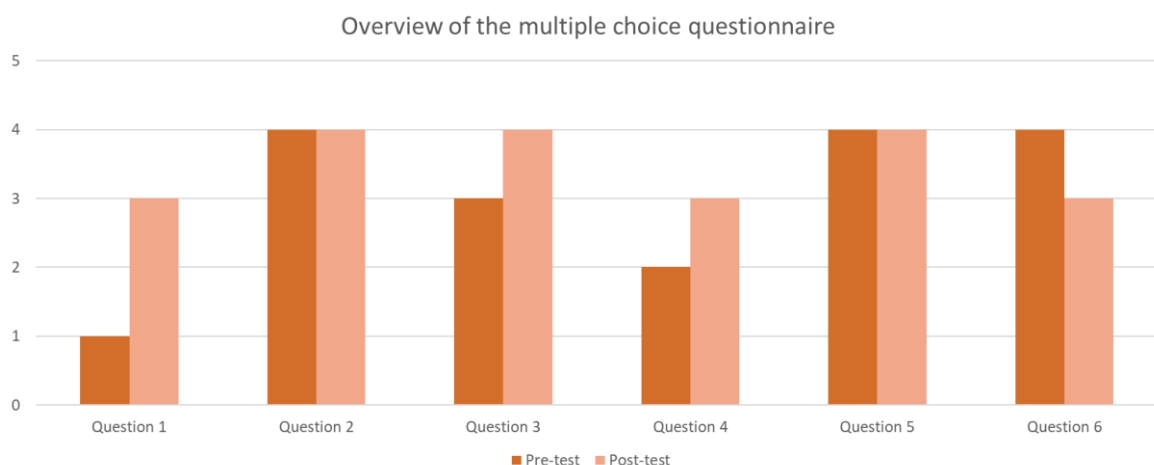
The first exercise, consisting of a fill-in-the-gaps activity, obtained mixed results in the pre-test but was positively improved in the post-test. The first question, *It was so cloudy that you could not see the ____ at night!*, was answered correctly by most of the students in the pre-test, except for Participant S3, who answered *spacesuit* instead of the *moon*. Notwithstanding, the results obtained in the post-test indicated an improvement, as all participants scored correctly on this question. Similarly, the second question, *This carnival, my costume will be of an _____*, was only answered incorrectly by Participant S4; although the correct answer was *astronaut*, their response was *shooting star*. Still, Participant S4 corrected their answer in the post-test, presenting an understanding of the sentence after viewing the audiovisual material. Furthermore, the third question, *The Aliens came down the _____ to say hello*, was answered correctly by all the group’s participants in both the pre-test and the post-test, thus illustrating a great understanding of the word *spaceship*. Finally, the last question was the only sentence answered incorrectly in both the pre-test and the post-test. In the pre-test, Participant S3 failed to correctly write *stars* in order to complete the sentence, *In the mountain, the sky is so clear you can see a lot of _____*, answering *spacesuits*, thus repeating the same answer given in the first question. In addition, Participant S4 wrote *planets* in the post-test.

Figure 2. Overview of the “Connect the image with its name” activity



The second exercise, where participants had to connect the image with its corresponding name, was answered accurately by three of the four participants in the pre-test and presented a slight variation in the post-test (See figure 2 above). Participant S2 failed largely to connect correctly two of the tree images corresponding to the topic, namely *spacesuit* and *shooting star*, hence only answering *Earth* right. Notwithstanding, the rest of the participants connected all the images with their corresponding names, denoting a better understanding of the vocabulary than in the previous exercise. In addition, the post-test denoted better results, as all participants connected the pictures with their names, except for Participant S3, who did not unite the word *Spacesuit* to the corresponding image, leaving it blank.

Figure 3. Overview of the multiple-choice questionnaire



The final activity, a multiple-choice questionnaire, had mixed responses in the pre-test but was largely improved by the majority in the post-test (see Figure 3 above). The first question, *When we want to say that someone is very nice, we say...*, was adapted in order

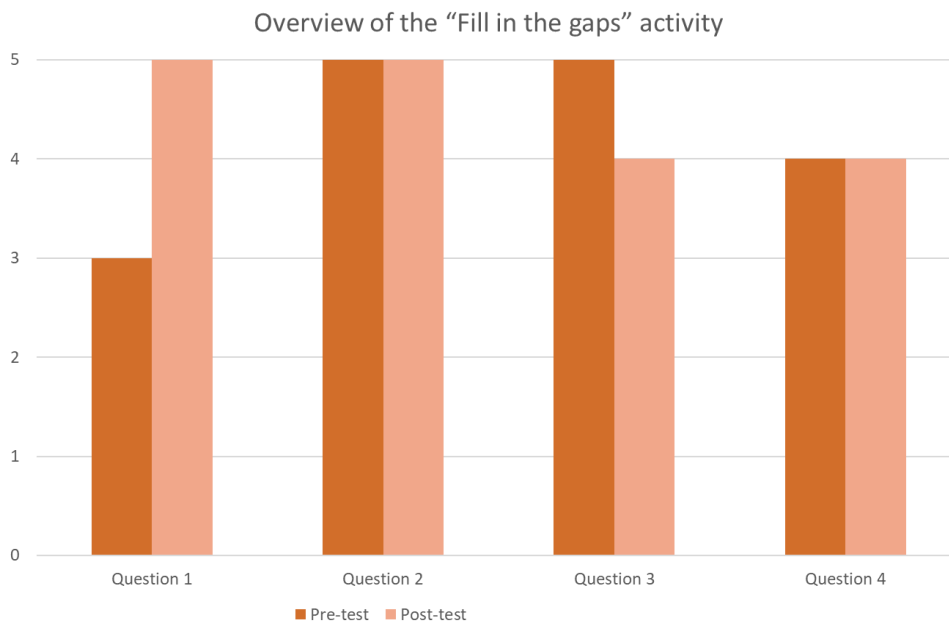
for them to understand the expression better. Nonetheless, only one of them answered correctly by choosing *they are down to earth*, as Participant S1 and Participant S3 chose *they are like the moon and the stars*, and Participant S4 answered *they are astronauts*. Moreover, although Participant S1 and Participant S3 answered correctly in the post-test, Participant S4 did not correctly answer the question after viewing the audiovisual material, marking *they are like the moon and the stars* as their answer. Consequently, the use of audiovisual material did not aid this specific participant in their comprehension of this expression. In addition, the second question, *If you want to go to the moon, you can go on an...*, was answered correctly by all of the participants in both the pre-test and the post-test, reinforcing the idea previously established regarding the word *spaceship* being highly understood by the students.

Furthermore, the third question was only answered incorrectly in the pre-test by one of the participants; the question, *when asked If you want to go to the moon and see the earth from outside, you have to work as...*, had as the correct answer *astronaut*. Notwithstanding, Participant S2 chose *pilot*, which could be due to a lack of understanding, and which provoked their answer to be a word that the participant is accustomed to. Still, the post-test demonstrated a positive advancement, as all students answered the question correctly, illustrating, thus, how Participant S2 understood after viewing the film. In addition, the fourth question proved to be complicated for the students in the pre-test but was slightly corrected in the post-test. When questioned *When seeing a shooting star...*, Participant S1 left the question blank, while Participant S4 answered *you shout your name* instead of *You make a wish*. On the contrary, the post-test denoted some progress in the answers, as only Participant S3, who did answer correctly on the pre-test, failed by choosing the option *you shout your name*. This occurrence could be due to the participant being unsure of their previous answer being correct, thus prompting them to choose another one. Finally, although the last two questions were answered correctly by all the participants in the pre-test, the final question, *what is something you can only see at night*, was answered incorrectly in the post-test by Participant S4, who chose *the sun*. Consequently, the audiovisual material presented did not aid the student in understanding the sentence.

4.2 Analysis of Captioned Group

The captioned group demonstrated better results in the pre-test than the ones obtained from the subtitled group, considering the unbalance of the participants' number, but denoted no positive improvement in the post-test.

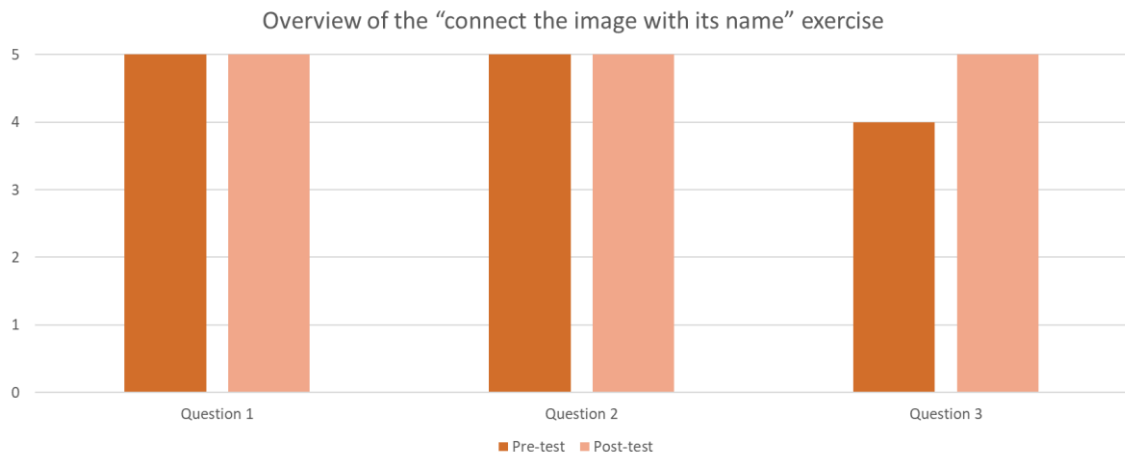
Figure 4. Overview of the fill-in-the-gap exercise



The exercise (the fill-in-the-gap exercise) obtained different results (See Figure 4 above). On the first question, *It was so cloudy that you could not see the ____ at night!*, three of the five participants answered correctly *moon*. Nonetheless, Participant C1 left the answer blank, while Participant C5 answered the *sun*, which could be attributed to a lack of comprehension on the participant's part. In addition, the post-test depicted better results, as all participants answered correctly to the question. Furthermore, the second and third questions, *This carnival, my costume will be of an _____* and *The Aliens came down the _____ to say hello* respectively, illustrated different results on both the pre-test and the post-test. On the one hand, both questions were answered correctly by all of the participants on the pre-test, which could be explained due to a good understanding of both sentences. On the other hand, although the second question was answered correctly by all the participants on the post-test, the third question was incorrectly answered by Participant C5, who answered *airplane* instead of *spaceship*. Moreover, in the last question, *In the mountain, the sky is so clear you can see a lot of*, the answer was wrongly written by one of the participants in both tests; in the pre-test, Participant C4 modified their answer to *planets*, despite previously choosing *stars* as the answer. One of the

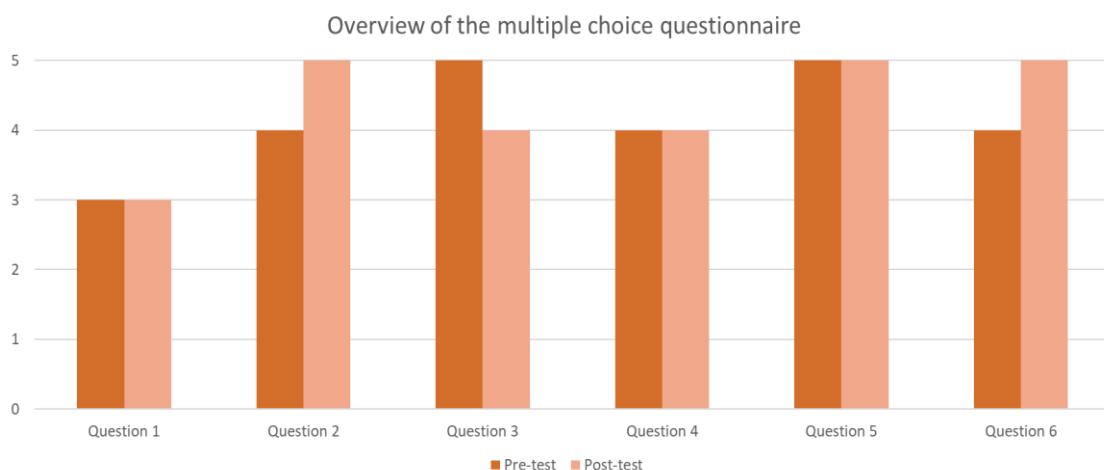
reasons could be due to the participants confounding the sentence to be a trick question, marking an alternative answer as a consequence. In addition, Participant C2 answered *planets* in the post-test, mirroring the same answer Participant C4 gave on the pre-test, in spite of correctly answering on their own pre-test.

Figure 5. Overview of the “connect the image with its name” activity



Moreover, the second exercise is the one where this group presented a higher number of correct answers in the pre-test and the post-test, illustrating the participant’s improvement in front of visual input (see Figure 5 above). This activity was failed solely by one of the students; Participant C4 connected the distractor *Scientist* with the image of *Spacesuit* and the other way around. Notwithstanding, the rest of the participants demonstrated a positive comprehension of the vocabulary. Furthermore, all five participants correctly connected the pictures with their corresponding names in the post-test, thus denoting Participant C4’s understanding of *Spacesuit* after watching the film.

Figure 6. Overview of the multiple-choice questionnaire



Finally, the multiple-choice questionnaire presented mixed results in both the pre-test and the post-test (See Figure 6 above). The first question, *When we want to say that someone is very nice, we say...*, was incorrectly answered by Participants C2 and C5, who chose *They are like the moon and the stars* instead of *They are down to earth*. Notwithstanding, the post-test illustrated different but not positive results; those students who had failed to answer correctly did choose the answer right after viewing the film, but Participant C1 and Participant C3 answered incorrectly, choosing *they are like the moon and the stars*. In addition, the second question, *If you want to go to the moon, you can go on an airplane*, was only failed by Participant C3 in the pre-test, who answered *true* instead of *false* to the statement but corrected their choice in the post-test, thus provoking this sentence to be answered correctly by all of the participants after viewing the audiovisual material. Conversely, all five participants answered the third question correctly in the pre-test, selecting the option *astronaut* to complete the sentence; *when asked If you want to go to the moon and see the earth from outside, you have to work as....* Nonetheless, the post-test illustrated a slight decline, as Participant C5 answered *firefighter* instead of the correct word.

On another note, the fourth question was incorrectly answered by one participant in both the pre-test and the post-test; On the one hand, Participant C1 did not correctly answer the fourth question in the pre-test, choosing *you shout your name* instead of *you make a wish* to complete the sentence, *When seeing a shooting star....* On the other hand, Participant C3 marked *you dance* in the post-test. Notwithstanding, all five participants of this subsection correctly answered the fifth question in both the pre-test and the post-test, marking the option *false* to answer the question, *When visiting space, you can wear a T-shirt and some trousers*. Finally, the last question, *What is something you can only see at night?*, was answered incorrectly by Participant C5 in the pre-test, answering *the sun* instead of *the moon and the stars*. Contrarily, all participants chose the correct answer in the post-test, demonstrating a better understanding on the part of Participant C5 after viewing the audiovisual material.

4.3 Comparison of Results

This section presents a comparison of the different results obtained in both groups, doing so by analysing the percentages of correct answers.

Table 1. Comparison of the fill-in-the-gaps exercise

	Pre-Test		Post-Test	
	Subtitled Group	Captioned Group	Subtitled Group	Captioned Group
Question 1	75%	60%	100%	100%
Question 2	75%	100%	100%	100%
Question 3	100%	100%	100%	80%
Question 4	75%	80%	75%	80%

In the first exercise, both groups illustrated similar results in the pre-test but were later different on the post-test (see Table 1 for an overview). Although in the first question, *It was so cloudy that you could not see the _____ at night!*, Group S achieved 75% ($\frac{3}{4}$) correctly, in Group C only the 60% ($\frac{3}{5}$) of the participants answered correctly. Nonetheless, both groups answered 100% ($\frac{5}{5}$ and $\frac{4}{4}$) correctly on the post-test. In the second question, *This carnival, my costume will be of an _____*, whereas the subtitled group achieved 75% ($\frac{3}{4}$) of the correct answers, the captioned group obtained 100% ($\frac{5}{5}$) right. Consequently, in the post-test, Group S improved their answers, acquiring 100% ($\frac{4}{4}$) right, while Group C maintained 100% ($\frac{5}{5}$) on correct answers. Furthermore, in the third question, *The Aliens came down the _____ to say hello*, both groups obtained 100% ($\frac{4}{4}$ and $\frac{5}{5}$) of correct answers in the pre-test, and although Group S maintained that percentage of 100% ($\frac{4}{4}$) in the post-test, Group C had 80% ($\frac{4}{5}$) of the participants answering correctly. Finally, in the fourth question, *In the mountain, the sky is so clear you can see a lot of*, both groups kept their percentages in the same numbers in both tests. Whereas Group S obtained 75% ($\frac{3}{4}$) of correct answers in the pre-test and the post-test, Group C had 80% ($\frac{4}{5}$) of the students correctly answer the question in both tests.

Table 2. Comparison of the “connect the picture with its word” exercise

	Pre-Test		Post-Test	
	Subtitled Group	Captioned Group	Subtitled Group	Captioned Group
Question 1	100%	100%	100%	100%
Question 2	75%	100%	100%	100%
Question 3	75%	80%	75%	100%

In the second exercise, although both groups also presented comparable results, the captioned group depicted a slight advantage in the pre-test (see Table 2 for an overview). In the first image, corresponding to the *earth*, both groups answered correctly in the pre-test and the post-test, provoking hence the percentage of correct answers to be 100% (4/4 and 5/5) in both groups. Moreover, the second picture, a *shooting star*, was improved by both groups in the post-test. Although Group S obtained 75% ($\frac{3}{4}$) correctly in the pre-test, Group C got 100% (5/5) right, and both achieved 100% (4/4 and 5/5) perfectly in the post-test. Finally, in the third image of a *space suit*, the subtitled group had 75% ($\frac{3}{4}$) of the participants answering correctly, while the captioned group got 80% ($\frac{4}{5}$) right in the pre-test. Similarly, in the post-test, Group S maintained 75% ($\frac{3}{4}$), while Group C improved up to 100% (5/5) correctly.

Table 3. Comparison of multiple-choice questionnaire

	Pre-Test		Post-Test	
	Subtitled Group	Captioned Group	Subtitled Group	Captioned Group
Question 1	25%	60%	75%	60%
Question 2	100%	80%	100%	100%
Question 3	75%	100%	100%	80%
Question 4	50%	80%	75%	80%
Question 5	100%	100%	100%	100%
Question 6	100%	80%	75%	100%

In the third and last exercise, diverse percentages were attained by part of both groups. Although in the first question, *When we want to say that someone is very nice, we say...*, Group S obtained 25% ($\frac{1}{4}$) correctly and Group C achieved 60% ($\frac{3}{5}$) right in the pre-test, the post-test denoted an improvement in the subtitled group, whose participants achieved 75% ($\frac{3}{4}$) of the answers correctly. Notwithstanding, the captioned

group maintained 60% ($\frac{3}{5}$) after viewing the audiovisual material. In addition, the second question, *If you want to go to the moon, you can go on an airplane*, was correctly answered by 100% ($\frac{4}{4}$) of the participants in the subtitled group in both the pre-test and the post-test. In comparison, the captioned group obtained 80% ($\frac{4}{5}$) correctly in the pre-test but improved to 100% ($\frac{5}{5}$) in the post-test. Moreover, in the third question, *When seeing a shooting star*, Group S obtained 75% ($\frac{3}{4}$) positively, while Group C got 100% ($\frac{5}{5}$) accurately in the pre-test. Nonetheless, although Group S improved up to 100% ($\frac{4}{4}$) correctly in the post-test, Group C did slightly decline, answering only 80% ($\frac{4}{5}$) correctly.

On another note, the fourth question, *When you watch a movie or a TV show, you watch it through*, was answered correctly by 50% ($\frac{2}{4}$) of the participants in the subtitled group, while the captioned group obtained 80% ($\frac{4}{5}$) right. Nonetheless, in the post-test, whereas Group S denoted an improvement, depicting 75% ($\frac{3}{4}$) correctly, Group C illustrated the same results as in the pre-test, hence having 80% ($\frac{4}{5}$) of the participants correctly answer the question. Furthermore, the fifth question, *When visiting space, you can wear a T-shirt and some trousers*, was the only question that both groups answered 100% ($\frac{4}{4}$ and $\frac{5}{5}$) correctly in both the pre-test and the post-test. Lastly, although in the last question, *What is something you can only see at night?* Group S obtained 100% ($\frac{4}{4}$) correctly and Group C achieved 80% ($\frac{4}{5}$) right in the pre-test, the post-test denoted different results, as the subtitled group declined and got 75% ($\frac{3}{4}$) right, while the captioned group improved and attained 100% ($\frac{5}{5}$) correctly.

5. DISCUSSION

The purpose of this study, as the research question indicated, was to see whether audiovisual material helps EFL students in their vocabulary growth, as well as to see which condition aids the most, subtitles or captions. On the one hand, the post-test denoted an improvement in the participants' vocabulary knowledge after viewing the audiovisual material, answering, thus, positively to the first part of the research question. This was exemplified in the sentence *When we want to say that someone is very nice, we say...*, which was considered the most difficult question for the students. The pre-test, done by the subtitled group, obtained solely 25% of correct answers, but after viewing the film, the post-test illustrated a great improvement, showing that 75% of the participants answered correctly. In other words, the subtitled group were able to correct their answers in the post-test and went from only one participant answering *down to earth*

correctly in the pre-test to three of them understanding the expression in the post-test. Consequently, as the participants improved their vocabulary intake after viewing the audiovisual material once, and retained the information one week after exposure, this study did not go in line with the conclusions drawn by Montero Perez (2020), whose study argued that vocabulary retention was achieved through recurrent viewing (p.768).

Moreover, the reason for some of the questions being incorrectly answered in the post-tests could be due to their vocabulary proficiency and listening skills (As suggested by Staehr, 2009, p.602), which provoked audiovisual material to be unhelpful. Although there are minimal instances in the post-test, some participants denoted a slight decrease in the post-test, such as could be seen in the question, *When seeing a shooting star*, where one participant of Group C failed to answer correctly. This could be either due to a lack of understanding of the vocabulary even after showing the audiovisual material or an answer given at random when the student did not comprehend the question. Therefore, these answers could align with Sydorenko's study (2010), where the participants did not acquire the vocabulary but guessed the words exposed in the audiovisual material and later forgot about them in the test (p.64).

Nonetheless, the majority of the participants' tests indicated that, thanks to the previous introduction of the specific topic, echoing Suárez and Gesa's (2019, p.8) prior introduction of target words, their vocabulary size did not matter as much when viewing the movie and doing the activities. This could be maybe due to participants' focus on the vocabulary selected, illustrating a good understanding of specific words even in the pre-test. Such is an example *spaceship* in both the fill-in-the-gaps activity, *The Aliens came down the _____ to say hello*, and the multiple-choice questionnaire, *If you want to go to the moon, you can go on an airplane*. In addition, this study supported Peters and Webb's findings (2018), as an enlargement of words recognised, and that were not previously understood, in the text can be analysed (p.567). For instance, the first question of the "fill-in-the-gaps" activity, *It was so cloudy that you could not see the ____ at night!*, was incorrectly answered by both groups in the pre-test, but an improvement was visible in the post-test, as the question was correctly answered by all the participants.

On the other hand, by introducing different methods of watching audiovisual material to the two groups, a conclusion on the best viewing condition was undertaken after the post-test. The captioned group denoted no change in most of their answers, as can be seen in sentences like; *In the mountain, the sky is so clear you can see a lot of*

_____. Different participants failed to answer this question correctly both in the pre-test and the post-test, thus displaying no positive improvement. The cause of such occurrence could be maybe due to the participants confusing the sentence to be a trick question, marking the alternative answer as a consequence. Therefore, captioning was not as helpful for the students while viewing the audiovisual material. Consequently, it could be that the use of captions did not aid in the participants' vocabulary after viewing the audiovisual material, aligning with Birulés-Muntané and Soto-Franco's findings (2016. p.7), which denoted no acquisition of new vocabulary after viewing captioned audiovisual material.

In addition, the fact that two of the questions in the post-test presented a decline, namely *The Aliens came down the _____ to say hello* and *If you want to go to the moon and see the earth from outside, you have to work as*, denoted a lack of attention or a lack of understanding of the captioning method, in spite of the great understanding the participants previously had of the word *spaceship* in the first question. In other words, it might be due to the limited viewing that captioning did not have any highly positive effect, hence underlining the statement provided by Montero Perez (2022, p.169), who argued for "narrow viewing" (See Section 2.4 above) in order for captioning to be successful. Therefore, the results obtained from the captioned group, who have an A1 and A2 level, are not in line with the claims stated by Markham (1989), who, through an experiment with 76 ESL students with different proficiency levels, proposed that captioning enhanced vocabulary acquisition no matter the proficiency of the learner (pp.38-39).

Still, Group C did present some improvement, albeit not as outstanding as the subtitled group. After viewing the film, the captioned group did improve minimally, that is to say, of all five participants that were part of the group, the use of captions benefited those who had answered incorrectly previously in the pre-test, while it reinforced the other participants' previous answers. Such an improvement happened in questions like the "connect the image with its corresponding name", where Participant C4 failed to correctly connect *space suit* in the pre-test, but thanks to the visual input provided by the audiovisual material, they were able to correct their answer in the post-test. Consequently, this study does align to an extent with the fact that the use of captions helped the participants to connect the words with the audiovisual material, in line with Winke et al.,'s study (2010, p.79), but it did not illustrate significantly positive modifications in the participants' post-test through captioning but rather because of the visual input.

Furthermore, the use of subtitles was demonstrated to be more effective for the participants regarding their acquisition of vocabulary after viewing the audiovisual material. Although Group S did also maintain in the post-test many of the answers they provided in the pre-test, mirroring thus the captioned group's lack of change, the participants who had failed the activities in the pre-test did improve their answers after viewing the audiovisual material more than Group C. Therefore, the subtitled group demonstrated a better understanding of the vocabulary after watching the film, going in line with Caruana (2021, p.1028), whose argument underlined how the use of subtitles in the native tongue provokes the learner to pay attention and acquire the foreign language. This can be observed in questions such as *This carnival, my costume will be of an _____*, where one of the participants, Participant S4, answered *Shooting star* in the pre-test. In a different context, the student's answer could be regarded as a possibility, but as the word was previously introduced by "an", Participant S4's choice was incorrect. Notwithstanding, the use of audiovisual material did help in the understanding of the sentence, for the participant modified their answer and answered correctly in the post-test. This goes in line with d'Ydewalle and Van de Poel's conclusions (1999); after carrying out an experiment with children that ranged from 8 to 12 years, their conclusions denoted how with children, the use of "normal subtitling mode" (p.241), namely the use of the native language as written input and the foreign language as aural input, provoked a better performance than when using captions.

Therefore, these results further deny the claims made against subtitles in audiovisual material for foreign learners, as L1 subtitles demonstrated to be better for the students to associate between the word and its meaning, thus entirely denying Peters' affirmations that the use of subtitles distracts the learners from the vocabulary targeted (2019, p.1025). Moreover, the subtitled group only failed one question in the post-test, demonstrating the audiovisual material to be of no help minimally. The question failed, *what is something you can only see at night*, was answered *the sun*, instead of *the moon and the stars*. Nonetheless, this could be due to a lack of understanding of the sentence and believing it to be the opposite of what was asked, hence not due to the audiovisual material, but rather the participant's comprehension skills. On another note, it could be possible that there was a failure to correctly understand the vocabulary, which could be solved by giving the participants control of the subtitles, as Borrás and Lafayette's research concluded (1994, p.71).

Consequently, the results of this study illustrated how younger learners, such as the participants, aged 12 with an A1 and A2 level (CEFR), seemed to benefit more from the use of subtitles rather than captioning, reinforcing thus the investigation undergone by Muñoz (2017), who denoted that reading L2 subtitles did not prove as beneficial for children, as it was difficult for them (p.83).

6. CONCLUSION

This piece of research aimed to investigate the benefits of audiovisual material in vocabulary learning, as well as the best condition of visualisation. In other words, the focus of this study was to analyse both the use of captions and subtitles in order to see which method was of greater help to a learner who was learning English as a foreign language, specifically vocabulary. By means of analysing the pre-test and the post-test, done by 12-year-old participants, the investigation denoted that viewing audiovisual material proved to be beneficial for the learners' understanding of the vocabulary in both the subtitled and captioned group, as both groups improved their answers after only one viewing of the selected film, *Space Buddies* (2009). Notwithstanding, when measuring the benefits of captioning and subtitling, the results presented a slight advantage in the use of subtitles rather than captions when watching audiovisual material in a foreign language. Although both groups did improve their answers by watching the film with these different conditions, the subtitled group illustrated a higher level of understanding in the post-test than the captioned group, as they had a higher percentage of correct answers. Therefore, this study goes in line with multiple pieces of research that advocate for the benefits of audiovisual material (Peters and Webb, 2009; Yilmaz, 2020; Danan, 2004; Bruti, 2016) and theorises that the use of subtitles is more beneficial for young learners with an A1 and A2 proficiency level (Common European Framework of Reference, CEFR), principally because captions are more difficult for them when viewing audiovisual material, going in line with the study conducted by Muñoz (2017, p.83).

In terms of limitations, it is essential to bear in mind the struggles the current study faced, mirroring Chapple and Curtis (2000), who underlined the impossibility of using entire films as audiovisual material in a classroom context (p.422). In this research study, although the participants were able to view the preferred excerpts, it was not possible to have the film play in its entirety, which would have been the ideal outcome in order to secure a good understanding of the vocabulary exposed in the movie. Moreover, it is important to also take into consideration that the results obtained in the study can also be

further investigated. For instance, although the focus of this research study was not vocabulary size, it was theorised that due to their previous instruction of words, their understanding while viewing audiovisual material was centred around the vocabulary exposed. Consequently, further research could be undergone in order to investigate whether similar results would have been possible without previous instruction and whether their vocabulary size had any influence. To sum up, this study reinforced previous studies that illustrated audiovisual material as a positive input to learn a foreign language, specifically in the vocabulary area, all while concluding that subtitles were slightly more of benefit to the learners than captioning in audiovisual material.

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APPENDIX 1. PRE/POST-TEST

Name:

Date:

LET'S LEARN ABOUT SPACE!

Fill in the gaps with the corresponding word

- It was so cloudy that you could not see the ____ at night!
a) sun b) moon c) space suit
- This carnival, my costume will be of an _____.
a) shooting star b) earth c) astronaut
- The Aliens came down the _____ to say hello.
a) airplane b) train station c) spaceship
- In the mountain, the sky is so clear you can see a lot of _____.
a) stars b) spacesuits c) planets
- Paula helps you learn English in class, so she is a _____.
a) writer b) teacher c) firefighter
- An _____ can be an astronaut in a movie.
a) actor/actress b) director's chair c) clapperboard

CONNECT THE NAME WITH THE IMAGE

Scientist



Space suit



Earth



Shooting star



LET'S LEARN ABOUT SPACE!

CHOOSE THE CORRECT OPTION

- When we want to say that someone is very nice, we say:
 - a) they are like the moon and stars
 - b) they are down to earth
 - c) they are astronauts
- If you want to go to the moon, you can go on an airplane
 - a) True
 - b) False
- If you want to go to the moon and see the earth from outside, you have to work as:
 - a) a firefighter
 - b) a pilot
 - c) an astronaut
- When you watch a movie or a TV show, you watch it through
 - a) a red carpet
 - b) a screen
 - c) popcorn
- When seeing a shooting star
 - a) you shout your name
 - b) you make a wish
 - c) you dance
- When visiting space, you can wear a T-shirt and some trousers
 - a) True
 - b) False
- What is something you can only see at night?
 - a) The moon and the stars
 - b) A rainbow
 - c) The sun

APPENDIX 2. PERMISSION SHEET ¹**CONSENTIMIENTO PARA EL USO DE DATOS OBTENIDOS**

Título del Trabajo de Final de Grado The advantages of Subtitled and Captioned audiovisual material in Vocabulary Learning
Estudiante responsable: Paula Zambrana Ponce
e-mail: paulaceosa@gmail.com
Familia y grupo (añadir apellidos y clase del menor): 6e

Información básica del Trabajo de Final de Grado de Estudios ingleses

El objetivo de este trabajo es identificar si el uso de subtítulos en inglés y subtítulos en catalán/castellano en material audiovisual, mejora el vocabulario en inglés de los estudiantes.

Los datos obtenidos en este Trabajo de Final de Grado serán de **uso exclusivo interno**. La persona participante debe leer y responder a las siguientes preguntas (subrayar la respuesta):

¿Ha leído toda información que le ha sido facilitada sobre este proyecto? SI / NO

¿Ha recibido suficiente información sobre este proyecto? SI / NO

¿Ha tenido la oportunidad de preguntar y comentar cuestiones sobre el proyecto? SI / NO

¿Autoriza su participación en el proyecto (respuestas de la encuesta)? SI / NO

¿Autoriza la participación de las personas de las que es responsable (los/las menores)? SI / NO

Firma de la persona responsable del consentimiento (añadir nombre y apellidos entre paréntesis):



Fecha: 30/03/2023

¹ The title used in the Permission sheet was the provisional title provided throughout the investigation and was later changed