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## **Learning a foreign language through subtitles and captions: is what we look at what we learn?**

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It is by now a well-known fact that watching series and movies in the original version with the aid of subtitles (in the first language of the viewer) or captions (in the second language of the learner) has the potential to contribute to second/foreign language learning. But what is it that we learn as we watch a subtitled or captioned video? If that is so, why? Is what we look at what actually learn? The talk will first include some facts about subtitling and captioning (which one works best? At what levels of proficiency?). The second part of the talk will look at some of the findings and ongoing research of our research group (GRAL) in relation to the learning of vocabulary and formulaic sequences (standardized multi-word units), learning under different genres (comedies, dramas, documentaries), and the role of input enhancement in captions. The third and final part of the talk will look at possible pedagogical designs to foster second/foreign language learning in the context of subtitled/captioned video.

Bio: Roger Gilabert is an associate professor and researcher at the University of Barcelona, and he has conducted research and published extensively in areas of second and foreign language production and acquisition, task design, task complexity and task sequencing, the effects of oral and written modes on CAF, as well as individual differences in L2 production and acquisition. Within the Language Acquisition Research Group (GRAL) Roger Gilabert is a co-PI in a Spanish Ministry project on subtitling/captioning and language learning. He is also a co-PI in a Horizon 2020 project on reading and gamification led by UCL (UK).