The Impact of Subtitles on Intermediate Elf Students' Vocabulary and Listening Skills While Watching Inside out 1 and 2

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Abstract: *This research aims to study how watching subtitled films affects vocabulary acquisition along with listening comprehension in Iranian students learning English as a foreign language. The study adopts a quasi-experimental design involving 40 intermediate male and female learners (aged 18 to 20) from the Azad University of Tabriz, Iran. Through the Oxford Placement Test (OPT), they were homogeneously assigned to four groups: (1) Bimodal Subtitles (10 students watching English subtitles with English dialogues), (2) Interlingual Subtitles (10 students watching English dialogues with Persian subtitles), (3) No Subtitles (10 students), and (4) Control Group (10 students). Pre-test of listening comprehension and vocabulary knowledge was administered prior to intervention during which the participants watched Inside Out 1 and Inside Out 2 with subtitles for seven sessions. The control group did not watch any movie. A post-test was administered to measure learning gains, and the data were analyzed using a one-way ANOVA. Results indicated that Persian subtitles led to the highest improvement in listening comprehension, outperforming both English subtitles and no-subtitle groups. English subtitles resulted in the greatest improvement in vocabulary learning, followed by Persian subtitles, with the no-subtitles group performing the poorest. The control group exhibited the weakest performance on both skills. The evidence is consistent with Dual Coding Theory and Cognitive Load Theory, which would justify valuing subtitled media in the EFL curriculum. It seems appropriate to use native-language subtitles in listening and target-language subtitles in vocabulary in order to maximize language acquisition. More research needs to be conducted on long-term retention and adaptable subtitle interventions for different levels of proficiency.*

Keywords: *EFL learners, subtitled films, vocabulary acquisition, listening comprehension, multimedia learning, ANOVA analysis*

1. INTRODUCTION

There has been increasing focus on using multimedia resources—especially subtitled films—to improve listening comprehension and vocabulary acquisition among English as a Foreign Language (EFL) learners. While being the most critical skill in the learning of language, listening has been considered the more difficult one to master compared to reading because of the fleeting nature and immediacy of processing (Brown, 2001; Graham, 2006; Vogely, 1998). Subtitled films increase unique input for learners by combining auditory, visual, and textual presentations with authentic exposure to language (Ogasawara, 1994).

Research has incontrovertibly shown that real audiovisual exposure automatically helps the process of new language patterns' internalization (Brett, 1997). Neuman and Koskinen (1992), Garza (1991), and Danan (1992) found that captioned films appreciably enhance the development of vocabulary and listening comprehension by reinforcing the relationship between spoken and written language. Further, Baltova (1999) argues that subtitled media not only provide reinforcement for the language, but also motivate learners through engaging content and cultural immersion.

Furthermore, comprehensible input-relevant resources such as watching films with subtitles- have a substantial effect in learning languages or acquiring a language when provided with contextual support to pay for internalizing the intricate linguistic structures (Hayati & Mohmedi, 2011). Concerning enhancement of listening comprehension through English and native language subtitling, using English audio with subtitles and first language exposure to the student's context with those two other dialects added into one whole piece of learning was valuable in enhancing comprehension as a connecting map of what new learning word means to the already previously understood words (Markham et al., 2001).

Animated movies such as the Inside Out by Pixar are probably the best material for teaching as they can narrate a very emotionally engaging story while having linguistically rich input that suits the profile

of an intermediate EFL learner. Through narrative combined with visual capturing and deep emotional themes, it can form an immersive learning environment-the kind usually linked up with better retention and deeper cognitive commitment. In addition, the process of dual-channel facilitated by watching subtitled films corresponds to Paivio's Dual Coding Theory, which affirms that memory retention and understanding are improved by using verbal and non-verbal information together (Harji et al., 2010).

There is no doubt that subtitles are gaining rising usage in the domain of English as a Foreign Language education as an important adjunct to enhance vocabulary acquisition and listening comprehension. They present multimodal input in an auditory-visual-textual dimension creating an environment in language learning with Dual Coding Theory and Cognitive Load Theory. Paivio's Dual Coding Theory states that auditory and textual inputs can foster the cognitive processing of language which will lead to more effective comprehension and retention (Harji et al., 2010; Ebrahimi and Bazaee, 2016).

Markham et al. (2001) and Hayati and Mohmedi (2011) have found that EFL learners watching English movies with subtitles achieved significantly better listening comprehension test results than students watching films without them. Such studies contribute to the notion that subtitles can save a learner from an impasse in decoding fast speech and true-to-life accent differences when content is shared through authentic audiovisual means (Hayati & Mohmedi, 2011; Markham et al., 2001).

Auditory discrimination is improved, while contextual meaning is processed simultaneously with visual representation in spoken language (Baltova, 1999; Brett, 1998). In addition, it has been proved that subtitles may reinforce the listening-understanding of vocabulary, for example, associating the auditory sound of a word or phrase with the written form. Harji et al. (2010) stated that Iranian EFL learners watching subtitled-booths were significantly better during vocabulary tests than students who were not subjected to subtitles and drew the conclusion that such audiences received incidental exposure to new vocabulary in highly meaningful contexts, thus important to language retention (Harji et al., 2010).

Koolstra and Beentjes (1999) reported better vocabulary gains with students watching programs with subtitles, which they attributed to the additional multimodal cues that strengthen the recognition and understanding of the words (Ebrahimi & Bazaee, 2016).However, some studies have highlighted potential limitations. Guillory (1999) noted that full subtitles might overwhelm learners, particularly those at lower proficiency levels, by dividing their attention between auditory and visual inputs. As a solution, keyword subtitles or segmented subtitling have been suggested to balance comprehension and cognitive load (Harji et al., 2010).

Consequently, Hayati and Mohmedi (2011) found that while subtitles may enhance comprehension for the learner, they may enhance retention of vocabulary through the repetition of the same content - Hayati and Mohmedi (2011). The alignment of different kinds of subtitles with levels of expertise of the learners was also another factor that contributed to effectiveness. For example, we know that beginners benefit more from subtitles in their L1, while for intermediate learners, subtitles in their L2 benefitted learners more. Adaptive subtitles approaches as illustrated by Napikul et al. (2018), created a closer relationship with the language because the learners' cognitive- and linguistic-engagement levels were higher when they encountered language with target-language subtitles (Napikul et al.., 2018). It can be stated that, on the whole, there is some evidence that subtitles can be an effective pedagogy tool in the EFL context, increasing listening comprehension and vocabulary acquisition. The use of subtitles must have regard to the proficiency levels of the learners and any instructional goal or design. Future research should assess the duration of learner exposure to subtitles and the influence of adaptive subtitling technology to further individualize a learners' learning experience and achieve targeted outcomes across diverse learner types.

The purpose of this study is to examine whether viewing Inside Out 1 and Inside Out 2 with subtitles improves vocabulary retention and listening skills, and can therefore give teachers information on effective language learning techniques. By analyzing counterparts of the films, the study will establish whether bimodal (English subtitles and English audio) and / or interlingual (native language subtitles and English audio) subtitled conditions potentially allow for improved EFL language development in intermediate EFL learners. In order to highlight the efficacy of films made in English with a choice of three subtitled options on understanding listening skills and vocabulary skills, the study is guided by the following research questions:

- Do films with English subtitles help EFL students improve their listening comprehension and vocabulary skills more than films with Persian subtitles or without subtitles?

- Do films with Persian subtitles help EFL students improve their listening comprehension and vocabulary skills more than films with English subtitles or without subtitles?
- Do films without subtitles help EFL students improve their listening comprehension and vocabulary skills more than films with Persian or English subtitles?

2. MATERIALS AND METHODS

2.1. Participants

Forty students participated in this study. They were selected from the pool of seventy students majoring in Teaching English as a Foreign Language (2024 class) at Islamic Azad University of Tabriz, which is in northwest Iran. This student population was screened using the Oxford Placement Test, wherein those scoring in the range of 41 to 60 were placed in the intermediate category (B1 level) according to the Common European Framework of Reference (CEFR). Once the participants were identified, they were assigned in groups of ten students each into English Subtitles Group (ESG), Persian Subtitles Group (PSG), Without Subtitles Group (WSG), and Control Group (CG).

2.2. Materials

The materials used in this study were as follows:

2.2.1. The Oxford Placement Test (OPT)

The Oxford Placement Test (OPT) consists of 45 questions and reports the results in CEFR level (Pre-A1 to C2) and a score out of 120, which assisted the researchers in selecting a more homogeneous participant group. The test had two parts: Part 1, the Use of English consists of 30 questions Task 1 was grammar and vocabulary and Task 2 was reading skills. Part 2 was listening with 15 questions divided into two sections, A. Conversation and B. Short Essay. The participants were allocated 90 minutes to complete the test.

2.2.2. Questionnaire

Prior to the inauguration of the study, a questionnaire was implemented in order to confirm they had not seen the movies before.

2.2.3. Pre-test and Post-test

The listening section and vocabulary acquisition component from a comprehensive English Language Proficiency Test were used to determine the participants' baseline knowledge of both listening skills and vocabulary prior to their exposure to the excerpts of the movies. Test results were meant to register the learners' baseline level in listening and vocabulary acquisition, which in turn was the basis set for defining the baseline for assessment since learners' listening comprehension and vocabulary would now be compared with a post-test done at the end of the study, wherein after four weeks of participating in the study while viewing selected scenes from Inside Out 1 and Inside Out 2, an assessment would be made. During the first week of this research study, a listening pre-test was done by the learners for the sake of establishing a baseline measure of proficiency, while the post-test was given at the end to find out if there had been any changes in listening comprehension and vocabulary acquisition that had resulted from watching the subtitled films. In those two tests, both listening and vocabulary were included, as even though watching a subtitled film is mainly an auditory task, there may be incidental vocabulary acquisition while the learners watch the film. After all, viewers perceive both text and audio at the same time. So the study afforded a wider measure of effectiveness for the use of subtitled movies, not just for auditory comprehension but also for vocabulary acquisition.

2.2.4. The DVD Films Inside Out 1 and Inside Out 2

The movies *Inside Out 1* and *Inside Out 2* were selected as research materials based on their relevance to the target audience. The selection process considered both the participants' language proficiency and their interests, artment's language lab to four distinct groups. Participants used the computers with CD-ROMs to watensuring suitability. The study spanned a total of four weeks, during which the movies were shown in the depch the films. To prevent fatigue among the participants, each movie was divided into two parts and shown over two days. Consequently, the two movies were collectively watched over a total of four days for each group.

2.2.5. Listening Comprehension Test (Post-test)

The listening comprehension test was developed to assess the ability of the participants to decode meaning in spoken English that is embedded in the movies Inside Out 1 and Inside Out 2. The test consisted of 24 multiple-choice questions that were constructed using language from the films, focusing on important dialogues, conversations and interactions. Questions were designed to assess both general understanding and comprehension of specific details. To validate the listening comprehension test, we extracted unfamiliar phrases and sentences from the two movies that were consistent with the participants' proficiency in the language.

Moreover, prior to administering the listening comprehension test to the subjects, a pilot study was conducted to ascertain the reliability of the test items. Kuder-Richardson Formula 20 was used to analyze each of the pilot-tested multiple-choice items. The KR-20 analysis revealed that the reliability coefficient for the Listening Comprehension Test reached 0.82, which was statistically significant. Accordingly, 24 items were determined appropriate enough to employ.

Precise questions were devised to assess the listening skill, specifically assessing their ability to comprehend the main idea, details, and implied meanings. The participants listened to each dialogue only once, without repetition, to simulate real-world listening conditions. The test utilized a quiet language lab environment to uphold ecological validity by minimizing distractions. The scores of each group were used to analyze the listening performance among the four groups (English subtitles, Persian subtitles, no subtitles, and the control group).

2.2.6. Vocabulary Comprehension Test (Post-test)

The vocabulary comprehension test was intended to measure participants' retention and understanding of new words and phrases that they came across in the films. The test consisted of 20 multiple-choice questions that focused on vocabulary items that featured prominently in the films. The vocabulary items were selected based on their relevance to the storyline and the viewers' level of familiarity with them (to make the test somewhat challenging for intermediate-level learners).

The three dimensions of vocabulary understandings that were measured in the vocabulary comprehension test included word meaning, contextual use, and synonyms. In the test, participants were given sentences or contexts from the film and asked to choose from the multiple choices the correct meaning of words, or to match a new vocabulary item in the film with its definition or synonyms.

One additional point that is worthy of mention is that by conducting a pilot study on 25 students during the interval of four weeks, the tested reliability of the test was computer calculated using the Kuder and Richardson's (KR-21) formula, through SPSS, and was found to be .961.

2.3. Procedures

2.3.1. Initial Screening and Preparation

A consent form was distributed to the participants. Then, a questionnaire was distributed to single out those who had watched the movies and only allow the ones who hadn't watched them before. The participants then received a training session on taking the Oxford Placement Test.

2.3.2. Group Assignment and Pre-testing

Forty participants who scored between 41-60 and were classified as B1 Intermediate were then randomly assigned to the three experimental groups and the control group. The listening section and vocabulary acquisition component from a comprehensive English Language Proficiency Test were used to determine participants' baseline proficiency in both listening skills and vocabulary prior to their exposure to excerpts from *Inside Out 1* and *Inside Out 2*. The experiment, which lasted four weeks, began with a pre-test to establish this baseline and concluded with a post-test to evaluate changes in listening comprehension and vocabulary acquisition. The dual focus on listening and vocabulary was essential, as subtitled movies engage auditory comprehension while simultaneously promoting incidental vocabulary learning through the integration of textual and auditory inputs. By incorporating these elements, the study provided a comprehensive assessment of the impact of subtitled movies on language proficiency.

2.3.3. Viewing Conditions

The four groups viewed the entirety of the movies over four weeks under four different conditions: Experimental group 1 viewed the scenes with English subtitles (ESG), Experimental group 2 viewed

the scenes with Persian subtitles (PSG), Experimental group 3 viewed the scenes without subtitles (WSG), and the control group had no access to the video segments (CG).

2.3.4. Post-testing

The test was conducted during subjects' non-class hours in the Media Lab to ensure it did not interfere with the department's schedule or participants' classes. Immediately after screening the movies, multiple-choice listening comprehension and vocabulary learning tests were administered to the students in order to evaluate their listening comprehension and vocabulary acquisition and provide grounds for comparison. The participants were informed about the study and assured that their scores on the test would not affect their course grades. Each group saw the DVD episode only once in one of the four conditions: English captions, Persian captions, no captions, or no video. After each group viewed the DVD episode, the multiple-choice tests were carried out. Each participant was given a test booklet including instructions and was given 50 minutes to complete the test. While scoring the multiple-choice test, one point was awarded for each correct answer.

2.3.5. Student Feedback

Finally, in the last session, each group was asked to complete a questionnaire in order to gather their opinions about the way the movie was presented and whether it was beneficial for them to view subtitling in movies. The questionnaires were distributed across all four groups, including the control group. After the final test, the students were asked to write their viewpoints about the effect of subtitled and/or unsubtitled films. To make it easier and stress-free for the students, they were allowed to give their comments in their first language.

2.3.6. Data Analysis

The multiple-choice comprehension tests' results were analyzed as follows: In the comprehension tests, one point was assigned to every single item, meaning the total score for the listening post-test would be 24 and for vocabulary learning would be 20. Then, the subjects' performance was analyzed. To extract a total number, all of the scores were added up separately for each test. The sum score was considered as the final score of the individuals on the tests. Thereafter, the performance of the four groups was analyzed using a One-Way ANOVA and a post hoc Bonferroni test. The results of the comprehension tests and the sub-skills of listening comprehension were analyzed statistically also using analysis of variance (ANOVA). The second test administered in this study was the TOEFL listening test as a pre and post-test. The obtained scores were then analyzed using a Paired Samples T-test.

3. RESULTS

3.1. Listening Comprehension Analysis

The ANOVA results indicate significant differences among the groups in listening comprehension improvement. The PSG (Persian Subtitle Group) demonstrated the highest mean improvement (6.9), followed by ESG (English Subtitle Group) with a mean improvement of 3.0. The WSG (Without Subtitle Group) showed minimal improvement (-0.8), while the CG (Control Group) exhibited a decline (-4.2). The statistical significance was confirmed for PSG and ESG, with p-values below 0.05.

Group	Mean Improvement	SD	Min Improvement	Max Improvement	F-value	p-value
CG	-4.2	3.88	-10	2	15.27	0.001
ESG	3.0	3.50	-2	10	5.50	0.031
PSG	6.9	3.25	2	11	37.95	0.00001
WSG	-0.8	2.94	-5	4	0.46	0.506

Descriptive Statistics for Listening Comprehension

A comparison of pre-test and post-test scores further illustrates the impact of subtitles. PSG outperformed all groups, with a mean post-test score of 20.4, while ESG scored 17.8. The CG demonstrated the lowest post-test score of 11.6, indicating a significant decline.

Group	Pre-Test Mean	Pre-Test SD	Pre-Test Min	Pre-Test Max	Post-Test Mean	Post-Test SD	Post-Test Min	Post-Test Max
CG	15.8	3.19	11	20	11.6	1.17	10	13
ESG	14.8	3.08	10	20	17.8	2.62	15	22
PSG	13.5	2.88	10	19	20.4	2.07	18	23
WSG	15.4	3.47	10	20	14.6	1.35	12	17

Post Hoc Bonferroni Test for Listening Comprehension

The Bonferroni test identified significant differences between PSG and CG, PSG and WSG, and ESG and CG. No significant difference was found between ESG and PSG, suggesting both subtitle types positively impacted listening comprehension, though Persian subtitles had a slightly stronger effect.
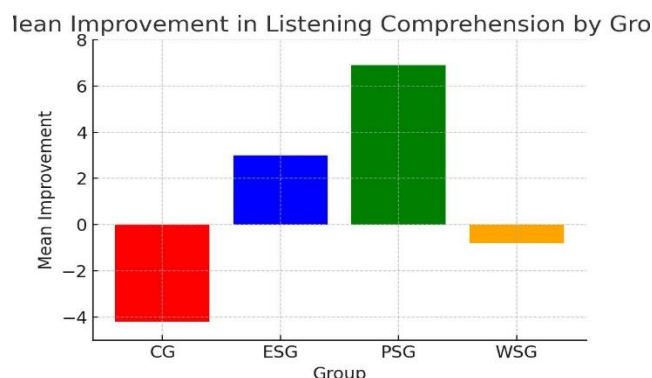

Figure 1. *Mean Improvement in Listening Comprehension by Group*

3.2. Vocabulary Learning Analysis

Similar to listening comprehension, significant differences were found in vocabulary learning. ESG and PSG showed the highest mean improvement (3.9 and 3.7, respectively), while WSG had a minimal gain (0.9) and CG exhibited a decline (-1.6).

Group	Mean Improvement	SD	Min Improvement	Max Improvement	F-value	p-value
CG	-1.6	1.96	-4	2	5.85	0.026
ESG	3.9	2.28	1	9	46.09	0.000002
PSG	3.7	2.31	-1	6	20.37	0.00027
WSG	0.9	1.73	-1	4	1.67	0.213

Descriptive Statistics for Vocabulary Learning

The descriptive statistics indicate that ESG achieved the highest post-test score (17.2), closely followed by PSG (15.8). CG performed the lowest with a post-test mean of 10.9, showing a decline from its pre-test score.

Group	Pre-Test Mean	Pre-Test SD	Pre-Test Min	Pre-Test Max	Post-Test Mean	Post-Test SD	Post-Test Min	Post-Test Max
CG	12.5	1.84	10	15	10.9	0.99	9	12
ESG	13.3	1.42	10	15	17.2	1.14	16	19
PSG	12.1	2.23	10	15	15.8	1.32	14	18
WSG	12.3	1.95	10	15	13.2	1.03	11	14

Post Hoc Bonferroni Test for Vocabulary Learning

Significant differences were found between ESG and CG, PSG and CG, and ESG and WSG. However, no significant difference was found between ESG and PSG, suggesting that both English and Persian subtitles contributed equally to vocabulary learning.
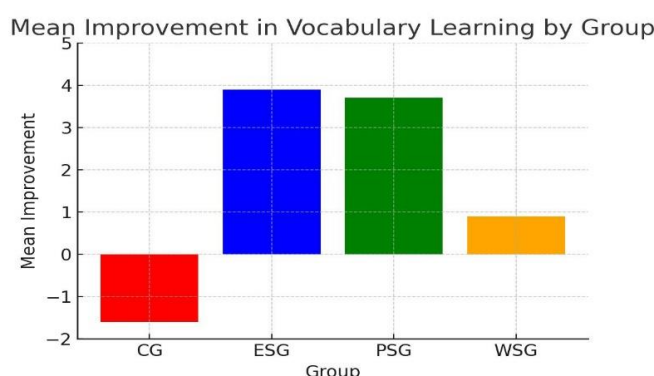

Figure 2. *Mean Improvement in Vocabulary Learning by Group*

4. DISCUSSION

The findings align with previous research on subtitle effectiveness in language learning (Napikul et al., 2018; Hayati & Mohmedi, 2011). The superiority of PSG and ESG in listening comprehension and vocabulary learning supports Dual Coding Theory, which posits that the integration of textual and auditory input enhances cognitive processing (Paivio, 1991). Furthermore, the findings confirm the scaffolding role of subtitles, reducing cognitive load and facilitating comprehension (Yang, 2014). The absence of significant differences between ESG and PSG in both domains suggests that while subtitles in either language aid comprehension, the choice between them depends on learner preferences and educational goals. Persian subtitles provided stronger support for listening comprehension, while English subtitles slightly outperformed in vocabulary learning, likely due to reinforced word recognition through textual exposure.

These findings provide concrete pedagogical implications for language teachers and curriculum designers. Subtitled films should figure as part of the EFL curriculum to serve multi-modes of learning. English subtitles can be for vocabulary retrieval while those of the mother tongue can be applied to listening comprehension. Scaffolding strategies such as pre-teaching key vocabulary, and including interactive discussions, could further enhance learning outcome. Introduction of subtitles into language instruction has a wide variety of benefits. They could be an effective bridge for students whose auditory comprehension is challenged to connect words with sounds. This is especially useful for students who may have problems differentiated phonetic nuances of spoken English. In addition, they engage users to actively participate by developing metacognitive strategies rather than allowing them to passively absorb information. Integrating subtitles into classroom activities requires minimal instructional adjustment and offers a cost-effective pedagogical tool. In class, teachers can choose the moments at which they want to pause the viewing to introduce and absorb new vocabulary, pronunciation, or cultural references. For self-study, students can slow transition from L1 subtitles to English subtitles to no subtitle overall.

Another implication for pedagogy is the possibility of differentiated instruction. Subtitles can be tailored to suit the level of proficiency of learners as they can give lower-level students more support, while advanced learners can face real-life fast scripts. Pairing subtitling with other instructional techniques, such as comprehension questions, note-taking, and summarization activities, can further enhance learning outcomes.

All analyses have limitations notwithstanding their contributions. The sample size was quite small, thus limiting generalizability. Also, only short-term effects were measured, leaving long-term retention effects undetermined. The researchers did not consider individual differences among learners, including previous exposure to subtitled media and personal motivation. Another limitation involves the specificity of the films. Because the animation films Inside Out and Inside Out 2 were used in the study, the findings may not be generalizable to other types of media, like documentaries, news programs, or conversational dialogues. Future research should, therefore, test whether similar effects occur across genres and media formats.

Moreover, engagement and cognitive load experienced by learners during the subtitle-viewing procedure were not examined. The effect results suggest that subtitles improved performance, yet they do not show whether students deemed the process predominantly demanding or somehow easy. Such knowledge would serve as a crucial element to understanding the ongoing cognitive processes more thoroughly. Finally, this study focused on intermediate EFL learners, and thus the effect of subtitles on beginners and advanced learners is an open question. Different proficiency levels may react differently to the subtitle intervention, and future research should investigate how the effectiveness of subtitles varies across different learning groups.

Future research needs to assess the long-term impact of subtitles on learning acquisition. For example, a longitudinal study that tracks learners across several months can reveal more insight into retention and application. Qualitative findings can be complemented by research into learner perceptions and cognitive load while viewing subtitled videos. Finally, studies comparing different styles of subtitles, such as keyword highlighting and segmented subtitles, can reveal further refinements in the instructional design. Another idea of immediate interest for future research is adaptive subtitles. Advances in artificial intelligence now make it possible to create "intelligent" subtitles that change in

real time depending on learner progress and understanding. The impact of such dynamic subtitles may yield unique pedagogical insights. Research should also measure how different types of subtitles-clause-based or metacognitive-find integration into flipped classrooms, blended learning contexts, and online language courses. Understanding how subtitles function differently in these various methods can guide educators on the most optimal use in different teaching strategies. Finally, comparison studies can be undertaken on the effectiveness of subtitles in different languages, offering insights across languages. Will the benefits of subtitles be the same for learners of English as for those studying other languages? Future research might thus extend the scope of surveys into multimedia languages beyond the learning of English to yield more universally generalizable understanding of multimedia-assisted language acquisition.

As regards future research perspectives, they will be able to fill many existing gaps and will create a more informed basis for this new emerging field to deliver clearer and finer insights into the role of subtitles in language learning. With continued exploration, subtitles have the potential to become a fundamental tool in language education, offering learners an interesting, effective, and accessible means of acquiring new linguistic skills.

5. CONCLUSION

The findings of this research confirm that subtitles have an increasing role in listening comprehension and vocabulary appropriation among EFL students. The results indicated that the Persian subtitles could enhance listening comprehension, while slightly more gain was seen in vocabulary learning through the English subtitles. The control group, which was not exposed to any intervention, performed the lowest on both sides. These findings are also in accordance with cognitive theories of multimedia learning and favors subtitle use for language education.

The findings show how watching subtitled films in different languages yields benefits for language learning and teaching: such films offer students mostly two important advantages. First, they provide multimodal input, which helps connect spoken and written language. Second, they offer scaffolding for learners at differing levels of proficiency to fill in comprehension gaps through text support. While some other studies show effectiveness gained with subtitle usage, the current one builds on this by focusing more on the contrast of different types of subtitles.

In addition to these findings, this study provides support for Dual Coding Theory, which states that cognitive processing is enhanced when auditory and textual input is combined. Based on the post-test data, learners who received subtitles processed information not only quickly and with understanding, but they also retained this information better. This supports the conclusion that subtitles should not be viewed solely as a tool for struggling learners but rather as a legitimate pedagogical resource for all EFL students.

While these findings positively inform our understanding of subtitles while watching audiovisual material, we must recognize that they are not a 'one-size-fits-all' solution. Learner preference, cognitive load, and the difficulty of the audiovisual material will ultimately impact whether or not subtitles will promote more effective language acquisition. Educators must then consider these elements when deciding to use subtitled media and how they could incorporate the media in their pedagogical strategies.

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