

The Use of Subtitled Audiovisuals in the Specialized Vocabulary Acquisition in Higher Education

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Abstract

The aim of this study was to determine the usefulness of subtitled audiovisual communication to acquire specialized vocabulary at the Veterinary Medicine School at Escuela Superior Politécnica (ESPOCH) located in the city of Riobamba, Chimborazo Province during the academic period of April – August 2022. In this study, books, scientific articles, theses, and documents in the web were analyzed for the literature review. A total of 24 students of the third level of Veterinary Medicine were the population and the sample of this study. Four videos using interlingual and intralingual subtitles were used during the semester, which included activities such as flashcards, questionnaires, and glossaries to reinforce students' vocabulary acquisition. At the end of this study, a survey was applied to students, and the English teacher who works at the third level of Veterinary Medicine was interviewed to obtain information. Then data were analyzed using Microsoft Excel. The results showed that subtitled videos help students acquire specialized vocabulary. It is recommended to use subtitled audiovisual communication to teach English and to carry out further studies to propose strategies about subtitled communication for English for specific purpose (ESP).

Keywords: *Audiovisual media, subtitles, interlingual, intralingual, specialized vocabulary, English for specific purpose.*

Introduction

People immersed in the educational system are experiencing constant changes, especially due to technological progress that facilitates the creation and development of audiovisual media. These media are defined as "works that include reproducible images and/or sounds integrated into a medium, and that are characterized by requiring a technological device for their recording, transmission, perception and understanding" (Edmondson, 2007). Educational communication involves three key elements: the sender, the message

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and the receiver, who are the main actors in the generation of information and in the use of resources in the transfer of complementary communication.

Education has adopted various media such as television, mobile phones and the Internet, transforming traditional teaching into an innovative educational process that uses dynamic methods and resources to make content more attractive and generate an environment of greater participation. To achieve efficient performance in educational development through the use of subtitles in these technological resources, it is essential to understand the role of teachers in the progression of teaching-learning processes, using methodological strategies for better interaction inside and outside the classroom with students.

In this context, this study focuses on the use of audiovisual communication through interlingual and intralingual subtitles to teach specialized vocabulary to tertiary level students at the School of Veterinary Medicine of the Polytechnic School of Chimborazo (Espoch). Students must achieve a minimum level of proficiency in English at level B1 of the CEFR. Since English is taught at four levels and it is expected that students can face academic texts to access scientific research in their area, we seek to find the best strategy to teach students. The use of subtitles in audiovisual communication will be analyzed in this study.

The review of the literature on the subject will establish the foundations of this work and demonstrate the advantages provided by the use of subtitled audiovisual communication to acquire specialized vocabulary in an English classroom. In addition, a state of the art will be conducted at the beginning of the study to analyze the findings of other researchers.

A questionnaire of ten closed questions will be used with the participants of this study, and the English teacher working at this level will be interviewed to collect data. The data will then be tabulated, analysed and interpreted. From this, the hypothesis will be accepted or rejected. Based on the results, conclusions and recommendations will be made.

Several studies have shown that the use of subtitles, both interlingual and intralingual, can have a positive impact on learning a foreign language. These studies highlight how subtitles can help acquire vocabulary, improve pronunciation and listening comprehension, as well as encourage reflection on the linguistic and gestural manifestation of a culture (Di Giovanni & Gambier, 2018; Díaz Cintas, 2009; Aksu & Günay-Köprülü, 2018; Citra Lestari, 2018; Van der Zee, 2017; Bostanci, 2021; Elbakri, 2021; Udara, 2021; Bellalem, 2018; Kusumawati, 2018). However, there is a gap in research focused on teaching specialized vocabulary in fields such as Veterinary Medicine.

Literature review

The literature review in this study focuses on audiovisual communication and its impact on education. Audiovisual communication has acquired increasing importance due to the proliferation of digital platforms, satellite television, cable television, cinema, videos and multimedia products in homes, according to Chaume and Agost (2001). This advance marks an era characterized by audiovisual communication.

Audiovisual communication involves the combination of visual and sound codes that are derived from basic forms of communication such as verbal and written language, body gestures or music. Chaume and Agost argue that this sensory combination engages the receiver through the visual and auditory senses.

The website Huribroadcast.com (2019) defines audiovisual communication as the transmission of audiovisual messages through technological means that integrate images and sound elements. Standards and symbols are agreed between the sender and receiver.

Audiovisual media include images, text, sound and music. Dieuzeide (1985) defines audiovisual media as mechanical or electronic means of recording, reproducing and disseminating sound or visual messages. Adame (2009) adds that they are technological instruments that present information through acoustic or optical systems, or a combination of both.

These media bring significant advantages to communication, such as attracting attention with colors, sounds and movement, improving retention and understanding of content, allowing selective presentation of information and reaching wider audiences. They also play functional roles, such as documenting reality, analyzing abstract reflections, and providing aesthetic value. In education, audiovisual media facilitate the presentation of content and the integration of student culture.

Visual media pedagogy focuses on the methods used to teach. Visual media, such as whiteboards, projectors and digital media, are used as teaching aids in teaching. In addition, the importance of responsible and critical use of these resources in education is highlighted.

As for the didactic material, several media are used, such as the blackboard, the projector, magazines, real objects or miniatures, and others, to enrich the teaching-learning process. Television and video are also valuable resources in education. Television offers a wide range of programs that facilitate the transmission of information and learning. Videos are sequences of images that depict moving scenes and have a high impact on audience retention and emotion.

Cinematography and audiovisual resources are undergoing transformations in the digital age, and the use of the Internet has also influenced how content is distributed and consumed. In the educational field, the use of audiovisual media contributes to the production of knowledge and offers new ways of learning.

In summary, the literature review highlights the growing importance of audiovisual communication in various contexts, including education. Audiovisual media offer multiple advantages in the presentation of information, didactic support and the generation of enriching learning experiences.

Learning

Within the context of learning, it is necessary to have an efficient communicative competence integrating various skills such as speaking, listening, reading and writing. Likewise, the use of strategies to learn a new language, leaving traditional methods aside, teachers with the appearance of new technologies can make use of these tools for teaching-learning and students as generators of new knowledge.

Piaget (1995) proposes four stages of development in this theory of cognitive development:

- a. Sensorimotor stage: This stage goes from birth to approximately two years of age. The child relates to the world around him through the sensations he perceives to identify the characteristics that make him different from others.
- b. Preoperational stage: It starts around the age of two and ends around the age of six or seven. It is characterized by the arrival of language; this is how the child can represent reality through symbols or words. In addition, the child develops through imitation or representation
- c. Concrete operational stage: The child begins to take into account the outside world from his/her experiences, creates logical reasoning, solves problems and his/her

thinking is socialized through cooperation. This happens between the ages of six or seven up to approximately eleven or twelve years old.

d. Formal operational stage: It develops from the age of eleven or twelve and reasoning is done through hypotheses and deductions. In addition, its operations are linked to a more elaborate language with a formal and abstract logic.

This theory analyzes the child in several points of view in a comprehensive way both in his/her educational and formative process.

According to Méric (2014), learning foreign languages is an imperative need for all human beings as it allows them to interact with people from different cultures with equal opportunities and abilities. Education is the call to promote the defense of the principles of multilingualism and plurilingualism, allowing cross-cultural education, that is, the development of understanding of tolerance and appreciation of other cultural identities.

Audiovisual education

Humanity has undergone two fundamental changes that have replaced previous cultures and civilizations with hitherto unimaginable ways of life. The agricultural revolution lasted for thousands of years, and industrial civilization developed in three hundred years. The story moves at an incredible speed, and a third change is expected in a few decades. This constantly changing situation, called the electronic age or techno-scientific revolution, is profoundly altering the way people think and communicate.

Schools still teach students to solve industrial-age problems, which no longer exist. New generations are growing up in a mass media environment, and new technologies are transforming the way we perceive and understand the world. The profusion of images and sounds is giving rise to a new form of intelligence, where global and sensory perception plays a crucial role.

Audiovisual education is a teaching method that uses media related to image and sound, such as films, videotapes, DVDs and CD-ROMs. It emerged in the 1920s with advances in filmmaking, allowing educators to use audio-visual materials to convey complex, abstract teachings more fully.

With the development of new technologies, audiovisual education has improved by providing more effective tools. The use of audiovisual media creates opportunities for a more dynamic education by removing constraints of time and space, allowing greater interaction between the student and the external environment.

Subtitles

With the appearance of films, intertitles, which were descriptive titles, were first seen in 1903 in an effort to provide the audience with the dialogues of the actors. Sometime later, they were called subtitles because they were used in the same. The first "subtitles" were seen during the silent film era. Denmark was the first Nordic country to subtitle films in 1929. The subtitled version of the Robinson's Der Student von Prag film was broadcast by BBC in 1938 (Fong & Au, 2009)

Stefcu states that subtitling is:(2018)

"..... a technique related to audiovisual content, including film, consisting of the text display at the bottom of the image, when broadcasting a program like a movie. This technique initiated by the cinema was then transported to television where it can affect all types of programs like the television series, documentaries, news, etc. It now applies to all audiovisual media: DVD-Video, Internet, etc."

Classification of subtitles

They can be classified according to the following criteria: 1) linguistic, 2) time available for preparation, 3) display mode, 4) technical parameters, 5) methods of projections, and 6) medium of distribution.

Linguistic parameters

Classification of subtitles according to linguistic parameters

Intralingual	For karaoke and sing along For dialects, accents, and poor quality recordings Telop	For (foreign) language learning	For hearers
Interlingual	Monolingual Bilingual Multilingual		For people who are D/deaf or hard-of-hearing

Source: Subtitling, concepts and practices

Intralingual subtitles.- They are in the same language as the audiovisual material. They are designed for people who have hearing disabilities. According to Otero , they are also used to language learners. (2004)



Source: Commsrik

Interlingual subtitles.- They are in a different language.



Source: Emil's celebrations

Technical parameters

Open subtitles.- They show the subtitle, but they also include sound effects, music, and speaker differentiation. They cannot be turned off.

Closed subtitles.- They allow people with hearing disabilities to read the dialogue. Subtitles and closed captions can be turned on and off by viewers.

Vocabulary

For Coady and Huckin , "Vocabulary is central and of critical importance to the typical language learner"(1997)

Flohr states that vocabulary is the words or phrases teachers introduce and explain the meaning to students in a foreign language classroom. In EFL classrooms, it also involves grammar, collocation, meaning, and word formation. Pronunciation, which is the way a word sounds, and spelling, which is the way a word looks like, are aspects that need to be taken into account in the form of new vocabulary. Words have to be pronounced correctly to be understood by native speakers. Students often know how to pronounce words, but they often make mistakes when spelling them. (2008)

Grammar and its rules are the most important thing in vocabulary because students have to know how the words change and how to combine them in a sentence. Collocation is also important because it consists of combining words that are used together in a language. Denotation, connotation, and appropriateness are related to the meaning.

English teachers recognize the importance of learning vocabulary to be fluent in English. If a person has a wide variety of vocabulary, he or she is able to read, write, speak, and listen better.

Vocabulary acquisition

English learners need to know grammar structures as well as vocabulary to communicate. However, it is not an easy task. Different strategies and methods have been used to teach vocabulary at different stages as an attempt to teach vocabulary. (Verghese, 2007)

The process of learning vocabulary consists of four stages:

1. Discrimination
2. Understanding the meaning
3. Remembering
4. Consolidation and extension of meaning

Vocabulary in ESP

English for specific purposes (ESP) is the teaching-learning process whose goal is to use English in a particular field. (Paltridge & Starfield, 2014)

For Coxhead , some researchers refer to specialized terminology as follows: (2018)technical vocabulary (the relationship between the word and the specialized subject), semi-technical vocabulary (these words are not technical (related to a subject) or non-technical (every day), Cryptotechnical vocabulary (it is used in pharmacology), and opaque vocabulary (words that are confusing for learners because the general and specialized meaning are not the same)

Vocabulary is important when learning a language, which means that without enough receptive vocabulary, it is not possible to understand academic or specialized texts . Specialized terminology varies from one subject to another, and it is ever-present and highly frequent in a particular field. (Laufer (1989) as cited in Kırkgöz, 2018)

Methodology

In this study, deductive and inductive methods were used. The inductive method involves the collection of data relevant to the study, from which researchers develop a theory to explain their findings. In contrast, in the deductive method, researchers start from a theory and collect data to test its implications, going from the general to the specific. In

this study, the inductive method was used to analyze the results and it is hoped that the conclusions generated will be useful for future research (Pressbooks, n.d.).

Given the qualitative approach of this research and the nature of the participants, a qualitative approach is considered. This methodology involves techniques to obtain information from a small group of respondents, as is the case of the 24 students participating in this study (Lehmann, 2006). Data collected after the use of subtitled videos related to Veterinary Medicine were analyzed to determine the usefulness of subtitled audiovisual resources. Subsequently, qualitative techniques were used to understand the students' perception.

The Escuela Superior Politécnica de Chimborazo is a university located in Ecuador, in the province of Chimborazo. The university aims to train competent professionals and researchers, capable of contributing to the sustainable development of society and the well-being of the region and the country.

The College of Veterinary Medicine is a relatively new school at the university, with a total of five semesters in its program. Students in this faculty take four levels of English, with a workload of four hours a week. This study focused on the third level of Veterinary Medicine during the academic period from April to August 2022. The study population consisted of 24 students and one English teacher. Since the population is small, it was not necessary to select a sample, since all third-level students were included in the research.

To carry out the study, a documentary analysis of books, scientific articles, theses and online documents was carried out to contextualize the state of the art and carry out the literature review.

A survey was used in which the English teacher used four videos with specialized vocabulary related to Veterinary Medicine, using interlingual and intralingual subtitles. The students first watched the videos with intralingual subtitles and then with interlingual subtitles. Subsequently, they carried out activities such as questionnaires, glossaries and flashcards to reinforce the knowledge of the new vocabulary. In order to meet the objectives, the students answered a questionnaire of ten closed questions, and an interview with the English teacher was conducted.

In summary, this study was based on a qualitative methodology, using inductive and deductive methods to analyze the usefulness of subtitled videos in the teaching of specialized vocabulary in Veterinary Medicine at the third level of the Polytechnic School of Chimborazo. Multiple approaches, including documentary analysis, surveys and interviews, were used to collect and analyze the data in order to understand the perception and effectiveness of subtitled audiovisual resources in the learning process.

Instruments

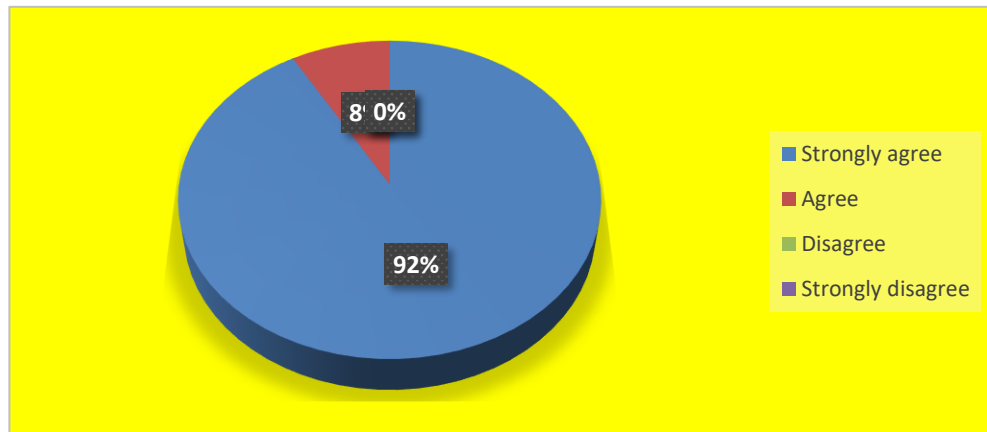
- Microsoft forms
- Teams

Analysis and interpretation techniques

For the analysis and interpretation of the qualitative data, Microsoft Excel was used to tabulate the data collected from the surveys and the interview.

A survey was used to determine the usefulness of subtitled audiovisual media to acquire specialized vocabulary and to analyze the students' perception regarding the use of subtitled videos. It is important to highlight that four videos were used during the semester. The film *The return to the biggest little farm* was used because it was motivating and included a great deal of vocabulary related to the career. In addition to this, videos of Anatomical regions and cavities, the anatomical directional terms, and the body planes from the University of Edinburgh were used during the semester. The results were as follows:

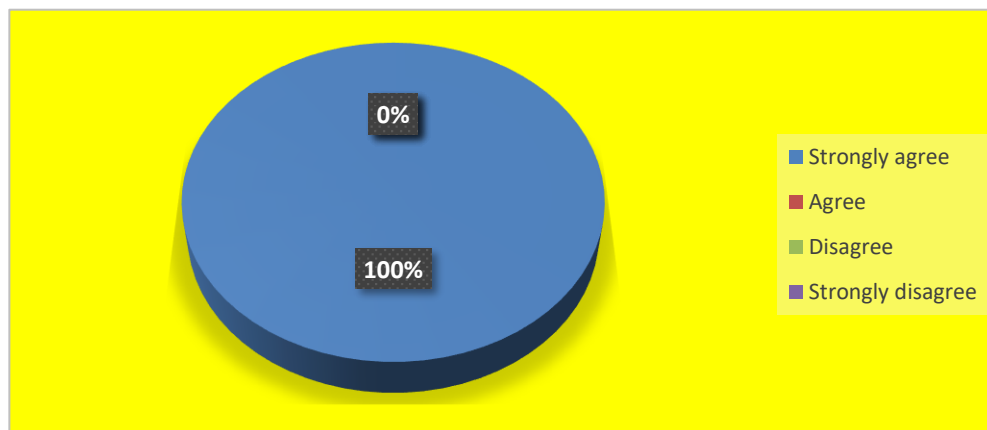
1. It is important to learn vocabulary in Spanish



Analysis and interpretation

According to the information obtained in questions 1, it is observed that 91.7% of the students of this study are aware of the importance of learning vocabulary to communicate in English. A total of 8.3% of the students we surveyed believe that it is important to learn vocabulary in English. As stated by Feng , building a wide range of vocabulary is necessary for EFL students who want to be proficient in English. Based on the literature review, this has been proven from the very beginning of this study.(2021)

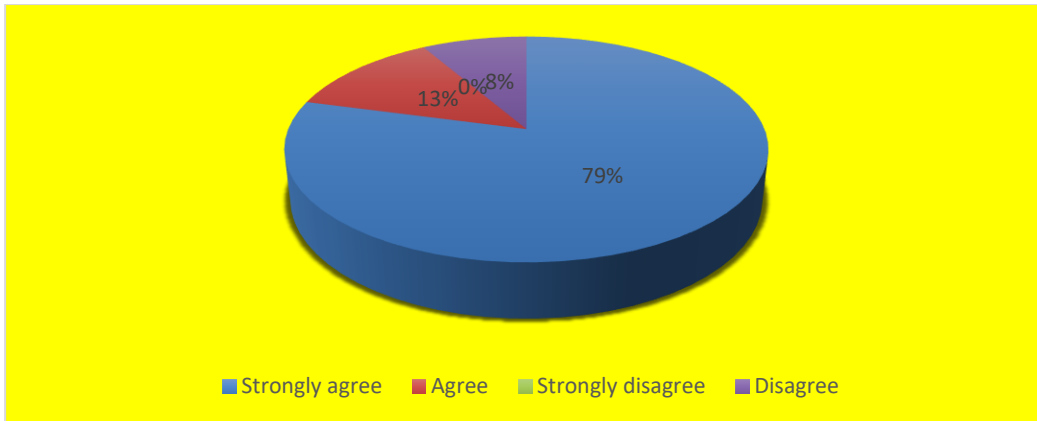
2. It is important to learn specialized vocabulary to understand topics related to your career.



Analysis and interpretation

It is observed in Table 2 that all the students who are the universe of this study believe that is important for them to learn specialized vocabulary to understand topics related to Veterinary Medicine. All the students understand the necessity of acquiring this type of vocabulary to be competitive in their careers.

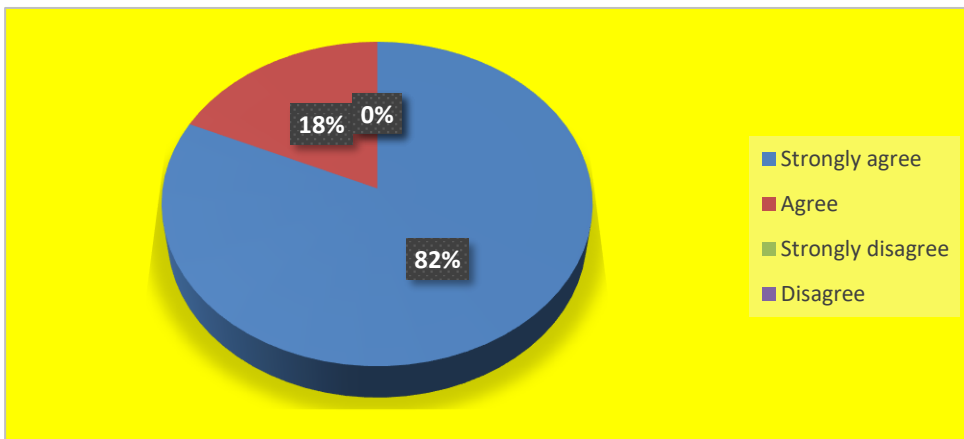
3. Watching subtitled videos about your career helps you remember the meaning of specialized vocabulary



Analysis and interpretation

According to the results obtained in item No. 3, a total of 79% of students of this study strongly believe that watching subtitled videos of topics related to Veterinary Medicine helps them to remember the meaning of new specialized vocabulary, and 17% of the students of this study agree that it helps them with the meaning of the new vocabulary, whereas 4% of the students surveyed disagree with this statement. They do not believe using this strategy helps them remember the meaning of the new words.

4. Watching subtitled videos is more practical than reading texts to learn specialized vocabulary

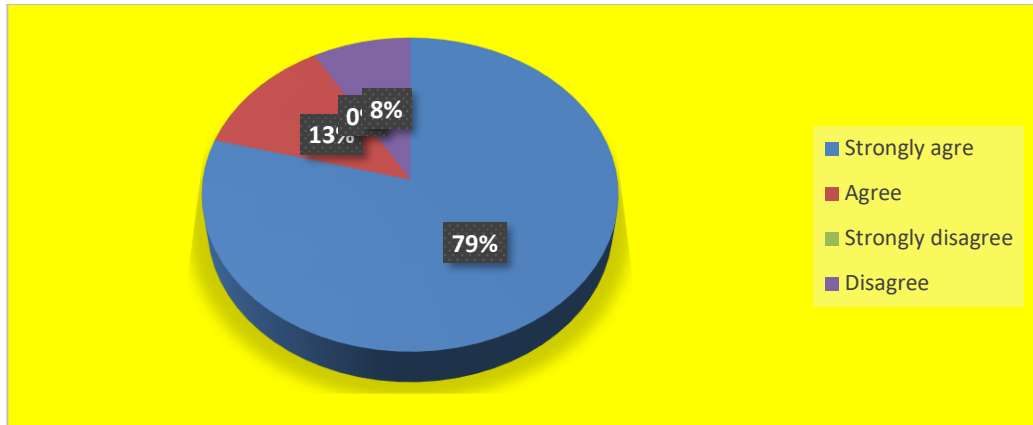


Analysis and interpretation

In relation to item 4, the results show that 87,5% strongly believe that watching subtitled videos is more practical than reading texts related to Veterinary Medicine, whereas 18% of the students believe watching subtitled videos is more beneficial than reading to learn specialized vocabulary.

From these results, it can be inferred that they are more visual, that is to say, that applying this strategy helps them learn in a better way.

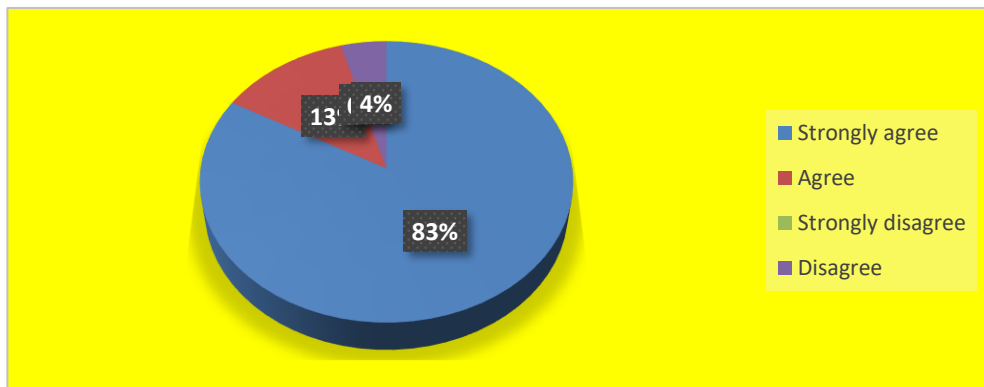
5. Subtitled videos help you remember the pronunciation and spelling of specialized vocabulary



Analysis and interpretation

From that analyzed data, it can be observed that 79,16% of the students who were part of this study strongly believe that watching subtitled videos help them remember how to pronounce and write specialized vocabulary, and 12,5% of the students of this study agree that this watching subtitled videos help them pronounce and write correctly, whereas 8,33% of the students do not believe this strategy is beneficial for them to remember the sound and the spelling of the new vocabulary.

6. Subtitled videos encourage you to learn more specialized vocabulary to understand topics about your career in English

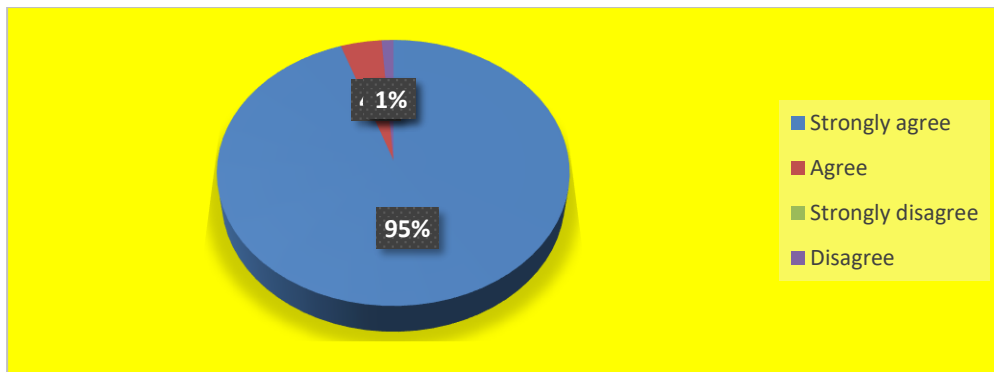


Analysis and interpretation

From the results, Figure 6 shows that 83,33% of the population consider that watching subtitled videos encourages them to learn more vocabulary to understand topics about Veterinary Medicine. Watching subtitled videos make them feel the need to learn more because if they know more vocabulary, they will be able to understand oral and written information about their careers. Furthermore, 12,5% of the population agree that subtitled videos of topics about their career encourage them to acquire more vocabulary.

On the other hand, 8,33% of the population do not believe that subtitled videos encourage them to learn more vocabulary. Of these results, we believe that English teachers should use subtitled videos because they have a positive effect on students' learning.

7. Subtitled videos related to your career motivate you to learn specialized vocabulary

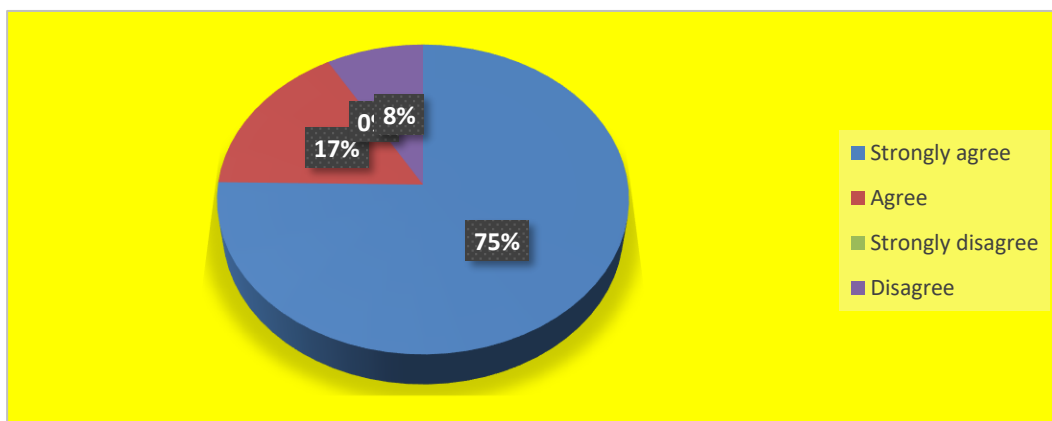


Analysis and interpretation

In this item, the results reveal that 95% of the students who were part of this study believe that subtitled videos influence greatly on their motivation. The fact they feel motivated to learn more vocabulary is very important because it is hard for teachers to have students engaged in learning English in general. Besides, 12.5% of the population of this study agree with the positive effect of subtitled videos on their motivation.

Only 4.16% of the students who were surveyed in this study do not believe that using subtitled videos motivate them to learn more specialized vocabulary.

8. Learning specialized vocabulary using subtitled videos is easier and more fun



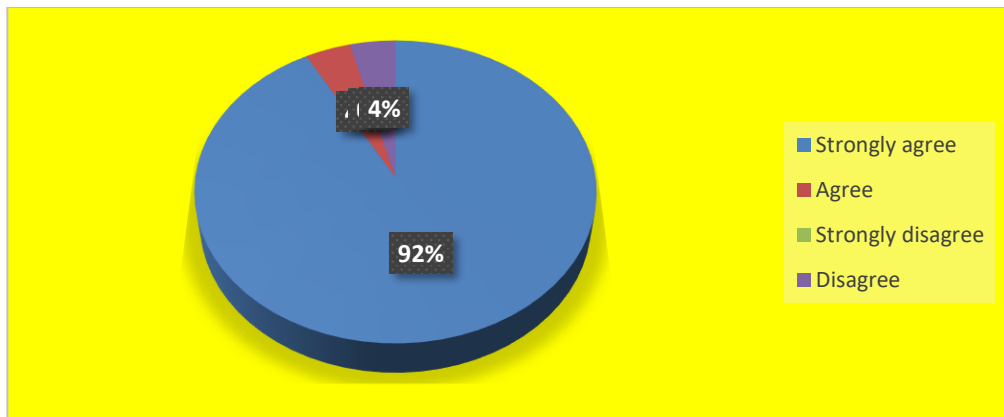
Analysis and interpretation

Based on the analyzed data and the results obtained in item 8, 75% of the population claim that learning specialized vocabulary with subtitled videos of their career is easier and more fun. A total of 16,66% of the students surveyed agree with this statement.

In contrast with these results, 8.33% of the students do not believe that using this strategy is easier and more fun for them to learn specialized vocabulary.

From the results, we conclude that using this technique not only motivates students to learn but it also makes the teaching-learning process easier and more fun.

9. English teacher should use subtitled videos to teach specialized vocabulary in class

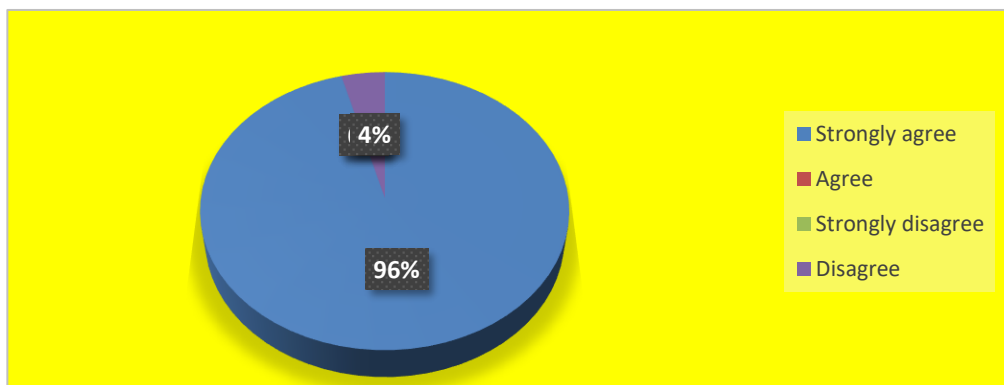


Analysis and interpretation

Of the results in item, most of the students, 92%, believe that English teachers should use subtitled videos when teaching vocabulary because as it was mentioned above in the other items, they motivate students to study new words and they make the teaching learning process way easier. Likewise, 4% of the students agree with the idea of English teachers use this strategy because it is positive.

On the other hand, 4% of the students do not believe that English teachers should use this strategy to teach specialized vocabulary.

10. You enjoy watching subtitled videos about your career



Analysis and interpretation

The results in item 10 are consistent with the other results of the other items, since 95.83% of the population enjoy watching subtitled videos of Veterinary Medicine. We recommend that teachers apply this strategy in class to improve students' specialized vocabulary acquisition. Only 4.16% of the students claim they do not enjoy watching subtitled videos.

Analysis and Discussion

The analysis and interpretation of the data collected from surveys and interviews provide valuable insights into the students' perception of using subtitled audiovisual media to acquire specialized vocabulary in the context of Veterinary Medicine. The following key findings and discussions emerge from the data:

1. Importance of Learning Vocabulary in Spanish: A significant majority of 91.7% of the students acknowledge the importance of learning vocabulary in Spanish. This underscores the recognition among students that building a wide range of vocabulary is essential for effective communication in English, which aligns with the existing literature (Feng, 2021).

2. Importance of Specialized Vocabulary: All students surveyed express the importance of learning specialized vocabulary to understand topics related to Veterinary Medicine. This unanimous agreement highlights the students' awareness of the relevance of domain-specific terminology in their field of study.

3. Effectiveness of Subtitled Videos: A substantial portion (79%) of the students strongly believe that watching subtitled videos related to Veterinary Medicine helps them remember the meaning of new specialized vocabulary. This finding indicates that audiovisual media can serve as an effective tool for vocabulary retention.

4. Preference for Subtitled Videos over Texts: The data reveal that 87.5% of the students consider watching subtitled videos to be more practical than reading texts for learning specialized vocabulary. This preference for audiovisual content suggests that students may find visual learning aids more engaging and accessible.

5. Improvement in Pronunciation and Spelling: A significant majority (79.16%) of students believe that subtitled videos assist them in remembering the pronunciation and spelling of specialized vocabulary. This finding suggests that audiovisual media contribute not only to vocabulary comprehension but also to language production skills.

6. Encouragement to Learn More Vocabulary: Approximately 83.33% of students feel encouraged to learn more specialized vocabulary related to their field of study by watching subtitled videos. This positive impact on motivation underscores the potential of audiovisual resources to inspire active vocabulary acquisition.

7. Motivation through Subtitled Videos: An overwhelming 95% of the students report feeling motivated to learn more specialized vocabulary when using subtitled videos. This high level of motivation is noteworthy, as maintaining student engagement in language learning can be challenging.

8. Ease and Enjoyment of Learning: The majority (75%) of students find that learning specialized vocabulary with subtitled videos is easier and more enjoyable. This result suggests that integrating subtitled videos into the learning process can enhance both the efficacy and enjoyment of language learning.

9. Support for English Teachers' Use of Subtitled Videos: A significant proportion (92%) of students believe that English teachers should incorporate subtitled videos into their vocabulary instruction. This indicates student support for the integration of audiovisual resources into the classroom.

10. Enjoyment of Watching Subtitled Videos: A majority (95.83%) of students express enjoyment in watching subtitled videos related to Veterinary Medicine, reinforcing the idea that such media can contribute positively to the learning experience.

In summary, the analysis and interpretation of the data emphasize the positive impact of subtitled audiovisual media on students' acquisition of specialized vocabulary in Veterinary Medicine. The findings underscore the effectiveness of this pedagogical approach in enhancing vocabulary retention, motivation, and overall language learning. These insights provide valuable guidance for educators and curriculum designers looking to leverage audiovisual resources to facilitate language acquisition within specialized domains.

Conclusions

- Lots of studies have been carried out about using subtitled audiovisuals to improve English at elementary schools, high schools, and universities in general English and ESP settings, but very little has been done to use subtitles to teach specialized vocabulary related to Veterinary Medicine at universities.

- The use of subtitled videos of Veterinary Medicine motivates students to learn vocabulary and learn more about their careers in English. According to the results, subtitled audiovisuals help them remember the pronunciation, the spelling, and the meaning of the new vocabulary.
- The use of subtitled videos has proven to be useful in the English classroom to teach specialized vocabulary because students receive these topics in their other classes, they are familiar with the content.
- It is not easy to find material with subtitles in English and Spanish, so this hinders the teaching-learning process. In addition to this, Veterinary Medicine topics are not part of the English teacher's expertise, that is to say, the teacher needs to investigate to be able to teach this kind of topics.

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