

# The Influence of the Subtitled Mode on the Acquisition of English Vocabulary

**A case study of Norwegian and Austrian students' recollection of  
English vocabulary from *The Simpsons Movie*.**

MASTER'S THESIS

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MAY 2014





## Summary in Norwegian

Denne studien har som formål å undersøke hvordan bruk av underteksting og dubbing påvirker tilegnelsen av engelsk hos elever i 10. klasse. Dette har blitt undersøkt ved to skoler i Norge og to skoler i Østerrike. Tre klasser ved hver skole ble testet gjennom å vise elevene et filmklipp av *The Simpsons Movie*, før de måtte besvare en glosetest bestående av 24 ord de skulle oversette fra engelsk til norsk eller tysk. Denne glosetesten var en flervalgsprøve. Klassene ble på forhånd tildelt en av de tre eksperimentelle versjonene filmklippet skulle bli vist i. Hver klasse ved hver skole skulle derfor enten se filmklippet med a) engelsk tale med norsk eller tysk undertekst (undertekst versjon), b) norsk eller tysk tale (dubbet versjon), eller c) engelsk tale uten undertekst (original versjon). I tillegg ble data samlet inn via en spørreundersøkelse som prøvde å avdekke hvilke holdninger elever har til å lære seg engelsk, samt hvilke holdninger elevene har til bruk av underteksting for å lære seg engelske ord. Elevene ble i denne undersøkelsen også bedt om å evaluere sine egne språkkunnskaper i engelsk innenfor kategoriene høre, lese, snakke og skrive. Denne selvevalueringen ble brukt for å analysere resultatene i studien grundigere.

Denne typen studie har blitt gjennomført tidligere, blant annet av d'Ydewalle og Van de Poel (1999) og Koolstra & Beentjes (1999), hvor det ble indikert at original tekst med underteksting bidro til at elevene i studiene lærte seg engelsk. Disse studiene ble da gjennomført på elever i alderen 8 til 12 år, ikke på elever som er rundt 15 år. D'Ydewalle bør særs nevnes i denne type studie, da hans studier om hvordan underteksting påvirker tilegnelsen av språk, samt hvordan øynene til studenter beveger seg når de ser på film med undertekst, har vært en stor inspirasjonskilde for meg og derfor hva masteroppgaven min skulle omhandle.

Resultatene i denne oppgaven har blitt arbeidet ut ifra tre problemstillinger og syv underliggende hypoteser. Tre av disse hypotesene kan sies å være plausible på bakgrunn av resultatene. Resultatene i undersøkelsen viser først og fremst at norske elever fremdeles er positive til underteksting, og østerrikske elever mer negative. Resultatene viser også at norske elever har større tro på at bruken av underteksting kan hjelpe dem til å lære engelsk. Det viser seg imidlertid at resultatene i studien ikke er samsvarende med de andre hypotesene. Selv om det er enkelte tilfeller hvor det viser seg at resultatene er forenelige med hypotesene, så viser de i sin helhet at studenter som så undertekstversjonen og originalversjonen av *The Simpsons Movie* ikke har gjort det bedre på glosetesten enn studentene som så dubbet versjon.

## **Acknowledgements**

First and foremost, I would like to thank the four schools that participated in this study. Without the wonderful help of the students, the teachers, and the principals, this master thesis would not have been completed in time. I would also like to thank Reidun Holme for proofreading the German vocabulary test that was handed out to the students in Austria.

David Newby also needs to be thanked for making all the arrangements with the schools in Austria, and for giving me such detailed feedback in our counselling-sessions. I am grateful for the suggestions you have given me throughout this writing process.

Most importantly, without the presence (and absence) of Christopher Vik and his continuous faith and support, my motivation of finishing this thesis would not have been the same. I am also much obliged to Karoline Hofseth Rye and Gunvor Kjos Moltu for taking the time to read some of the chapters in this thesis and to give me useful comments and feedback. Lastly, I would like to thank friends and family for their encouraging words throughout the last six months and for keeping a watchful eye on my writing process.

Monica Helle

Bergen

May 2014

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## **List of Abbreviations**

SLA – Second language acquisition

L1 – First language, or mother tongue

L2 – Second language

UG – Universal Grammar

MFL – Modern Foreign Language

CEFR – Common European Framework of Reference

CLIL – Content and Language Integrated Learning

Udir – Utdanningsdirektoratet; the Norwegian Directorate of Education and Training

IB – International Baccalaureate

SUB – Subtitled mode, L2 soundtrack with L1 subtitles at the bottom of the screen.

DUB – Dubbed mode, L2 soundtrack replaced completely by L1 soundtrack

ORG – Original mode, L2 soundtrack with no subtitles

If we say that watching television has become an everyday ritual not without pious followers, then subtitles have acquired an almost religious status: we look for them and become psychologically dependent on them, and their absence can be the cause of discomfort.

Gilbert F. Fong 2009:91

## 1 INTRODUCTION

### 1.1 Aim and scope

Throughout recent years, claims have been made that the Nordic countries tend to be more proficient in English than many other countries in Europe because they are exposed to English input, through the use of a second language (L2) soundtrack and first language (L1) subtitles, when watching films and television programmes (Gottlieb 2004; d'Ydewalle & Pavakanun 1996; in Pavesi & Perego 2008:216).

The aim of this thesis is to investigate whether the use of original soundtrack with L1 subtitles helps students acquire (notice and recall) certain items of vocabulary. This is done by conducting a study on lower secondary students from Norway, in which foreign language films are subtitled, and Austria, in which foreign language films are dubbed into German. This study was carried out in four schools, two from Norway and two from Austria. In the study, the students had to watch a 20 minute clip of *The Simpsons Movie* with either the subtitled (L2 soundtrack with L1 subtitles), the dubbed (L1 soundtrack) or the original mode (L2 soundtrack with no subtitles), after which they were given a vocabulary test.<sup>1</sup> This study aims to compare the results from these two countries, see chapter three for further information. Before the study was conducted, the Norwegian and the Austrian students were questioned, through a questionnaire, about their attitudes towards the use of subtitles and dubbing, in addition to the importance of learning English.

Similar studies have been carried out previously by Koolstra and Beentjes (1999), Verspoor et al. (2011), and d'Ydewalle and Van de Poel (1999) (see chapter two). These studies have primarily been conducted on pupils between the ages of 8 to 12, though the study of Verspoor et al. was carried out on pupils between the ages of 13 to 15. Neither of the studies were, however, conducted on Norwegian or Austrian pupils, which is what this research is

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<sup>1</sup> Mode in this thesis refers to the use of subtitles, dubbed soundtrack, or original soundtrack.

trying to fill. This study is inspired by my own ideas on the matter, namely that most of the students who learn English in school have also acquired English skills through English exposure from the media. Still, it was the research papers by d'Ydewalle, a prominent researcher within this topic, which prompted me to pursue this matter further.

## **1.2 Research questions and hypotheses**

This thesis seeks to answer three research questions, which are:

Q1: What are the attitudes of Norwegian and Austrian students towards subtitling and dubbing, and English language learning?

Q2: Will students from subtitling and dubbing countries self-assess their English listening/watching and reading skills differently?

Q3: How does subtitling, compared to dubbing, affect the acquisition of English vocabulary?

Furthermore, this thesis puts forward seven hypotheses that are closely linked to each of the research questions. In this following section, these hypotheses are presented and discussed in link to their respective research questions.

H1: Norwegian students' attitudes towards subtitling will be more positive than their attitudes towards dubbing.

H2: Austrian students' attitudes towards subtitling will be more negative than their attitudes towards dubbing.

Hypotheses one and two relate to research question one which investigates the attitudes Norwegian and Austrian students have towards English language learning, and what attitudes they have towards the use of subtitling and dubbing. It proposes that Norwegian students are more positive towards subtitling than dubbing, since Norway is accustomed to subtitling most films and television programmes (except on children's television). Since students in this study are mainly 15 years old, it is here assumed that children's television programmes are not of great interest to them any longer. As they are probably not used to watching dubbed television programmes and films at the present, Norwegian students might perhaps associate dubbing with distortion. One student, for instance, has said that 'dubbing is just false...' when comparing subtitles to the dubbed mode, indicating that the plot of the film and the actors are not as authentic when their original voices have been replaced by an L1 soundtrack, as when the original soundtrack is present in the film and television show.

Hypothesis two expresses the opposite of hypothesis one; that Austrians, who are accustomed to dubbing, will be more positive towards dubbing than subtitling. This hypothesis is proposed due to the fact that most of the students in Austria have been used to watching dubbed television programmes throughout their lives. Despite this, there may be some Austrian students who hold positive attitudes towards the use of subtitles, as many teenagers tend to download films and television series with the subtitled mode from the Internet.

H3: Norwegian students will believe more strongly than Austrian students that subtitling helps them to learn English.

Hypothesis three is connected to research question one, and investigates whether the Norwegians believe more strongly than the Austrians that the use of the subtitled mode might help them to learn English, by first of all noticing and recalling words from the film. This hypothesis is examined by exploring what attitudes the students themselves have towards the use of subtitles in the learning process.

H4: Norwegian students will rate their English proficiency more highly than Austrian students.

This hypothesis derives from the stereotypical beliefs that speakers from for example the Nordic countries and the Netherlands are quite proficient in English, whilst Frenchmen are quite poor. It has also been suggested that people from the Nordic countries are more proficient in English, because they subtitle, as opposed to people from countries that dub. Based on these assumptions, this hypothesis is included in order to investigate how proficient Norwegians and Austrians believe they are, and whether the Norwegian students rate their English proficiency skills more highly than the Austrian students.

This hypothesis is connected to research question two. Although this hypothesis concerns students' proficiency skills in general, the research question focuses on students' listening/watching and reading skills (see chapter three for further information), since these are the skills the students apply when watching subtitled films and television series. The research question and the hypothesis are explored by looking at the response the students from Norway and Austria gave in the self-assessment task, which was included in the questionnaire conducted in all four schools, see chapter three for further information.

H5: Students who watch the subtitled mode of *The Simpsons* clip will score higher on the vocabulary test than the students who watch the dubbed mode.

H6: Students who watch the subtitled mode of *The Simpsons* clip will score higher on the vocabulary test than the students who watch the original mode.

H7: Students who watch the original mode of *The Simpsons* clip will score higher on the vocabulary test than the students who watch the dubbed mode.

Hypotheses five to seven are related to research question number three. This research question first of all investigates whether the subtitling groups in Norway and Austria outperform the dubbed and the original groups in the vocabulary test. Secondly, it also explores whether there are any differences in terms of proficiency skills between the subtitled, the dubbed, and the original groups in the specific schools in each country. This is investigated by comparing the scores between the Norwegian schools to each other, and by comparing the scores between the Austrian schools to each other. Whether there are any differences between which mode group achieved the highest scores between the schools (e.g. the subtitled mode in one school and the original mode in another school) is also explored. The research question finally explores whether there are any differences between the subtitled, the dubbed, and the original groups when the students' proficiency skills have been removed as a factor. In order for this to be done, the students with similar self-assessment scores have been grouped together before their scores were analysed. In this way, the students' proficiency skills should no longer be a major influence on the scores, which should provide more consistent results in the analysis.

Last but not least, it is proposed that the students who watched the original mode will perform better than those who watched the dubbed mode. This hypothesis is included because the students in the dubbed group, compared to the students in the original group, were not exposed to English when watching *The Simpsons* clip. On the account of this, the students in the dubbed group should have only used their previous knowledge when taking the test, and therefore score lower on the vocabulary test than the students who have received English input. The students in the original group, however, were exposed to the English sound of the words, and should therefore be able to score better on the test due to the fact that they have the opportunity to link the English words from the test to the pictures in the film, and possibly to understand some of the words out of the context of the film.

The above hypotheses (five to seven) have been confirmed in studies conducted by other researchers such as d'Ydewalle and Van de Poel (1999) and Koolstra and Beentjes (1999), see chapter two for further information about their studies. These researchers found

some evidence for the fact that subtitles might lead to incidental learning, or acquisition, of English vocabulary.

### **1.3 Structure of the thesis paper**

This thesis consists of five chapters, in which the first chapter introduces the research questions and hypotheses. This chapter also presents an overview of the scope of this thesis. Chapter two provides a description of the theoretical aspects of second language acquisition, subtitling, dubbing, and language policies of the two countries. In addition, information about the school systems and the different schools is given in this chapter. Chapter three gives a brief overview of the general theories of research methods in applied linguistics and introduces the methodology used in this thesis. In the fourth chapter, the results from the questionnaire and the study are presented and discussed in light of the research questions and hypotheses that were provided above. Theoretical issues from chapter two are also further discussed in light of the results. The concluding chapter summarises the thesis in terms of findings, and discusses potential problems relating to the research described in this thesis. Last but not least, suggestions for future research are proposed.





## **2 THEORETICAL BACKGROUND**

This chapter introduces a theoretical background of the present research. Since this research aims to address whether students may improve their English competence through the use of L1 soundtrack with L2 subtitles when watching films, as opposed to only watching films in the dubbed mode, it is important to give a theoretical introduction of both the subtitling and the re-voicing process, and to outline certain aspects of second language acquisition (SLA). This introduction includes first of all a general introduction to second language acquisition research, before the input hypothesis and factors concerning the acquisition of a language are discussed. This theory is guided towards the use of subtitled films as a technique for recalling words in language acquisition. Section 2.2 includes theory concerning re-voicing, subtitling, and film translation. The use of subtitles as a pedagogical tool in educational settings is the main focus in the subtitling sections.

Additionally, a brief introduction of the school systems in Norway and Austria with a focus on English as a subject in grades 1 to 10 is provided, as these are the stages that the students partaking in this study have reached at the time of the research. Last but not least, as there is an increase of the use of English in the daily lives of most people, people's attitudes towards the relationship between English and their first language are addressed. This is done by looking into Norway's and Austria's language policies, since it may be argued that a country's language policy could be closely connected to social attitudes towards (in this paper) English, to the increasing use of English in society, and to the extent the increasing role of English is accepted. To which extent English is accepted in a society, might influence a country's choice of whether films and television programmes on local channels should be subtitled or dubbed.

### **2.1 English language acquisition**

As this master thesis explores whether subtitling, compared to dubbing, may affect the acquisition of English vocabulary for students at grade 10, this section provides a brief introduction of second language acquisition research. Secondly, one specific aspect of second language acquisition proposed by Krashen (1981, 1982), namely the input hypothesis, is discussed in relation to the use of the subtitled mode in the acquisition process. Various factors concerning the students' language acquisition are addressed as well, as these might influence

the results from the study. The subsequent sections therefore concern the influence of internal and external factors on the acquisition process.

### **2.1.1 Second language acquisition research**

Second language acquisition (henceforth SLA) research was established as a subfield of applied linguistics in the late 1960s (Ellis 1995:1). It is regarded as an interdisciplinary field by Gass and Selinker (2008:6), as they believe SLA research may be seen as part of humanities (learning that investigates human constructs and concerns in link to language), social sciences (language in interpersonal relations), and biology on the brain (e.g. neurophysiology). The SLA field is relatively new, but has progressed significantly during the last 50 years in terms of development and research. According to Ellis, such developments concern ‘the field of inquiry’, and the increasing attention SLA research has paid to ‘linguistic theory’ (1995:1). With regard to the former, SLA research has recently adopted a sociolinguistic perspective, rather than only focusing on the psycholinguistic aspect of learning a language (ibid.). The latter development has resulted in an interdependent relationship between L2 researchers and linguists, where the L2 researcher draws not only on the linguists’ work, but the linguists’ draw on the L2 researchers’ work (ibid.:1f).

Since SLA includes many various areas of research, it is difficult to explain precisely what second language acquisition is. According to Ellis ‘[s]econd language acquisition is a complex, multifaceted phenomenon and it is not surprising that it has come to mean different things to different people’ (1995:15). For the purpose of this paper, I define second language acquisition as *the study of second language acquisition processes*.

The field of study mainly focuses on questions such as ‘what do second language learners acquire?’, ‘how do learners acquire a second language?’, ‘what differences are there in the way in which individual learners acquire a second language?’, and ‘what effects does instruction have on second language acquisition?’ (Ellis 1995:15-17). The goal of SLA research is to find a possible ‘...description and explanation of the learner’s linguistic or communicative competence’ (ibid.:15).

Ellis also differentiates between *second language acquisition* and *acquisition of a second language*, where the former refers to the field of study, whilst the latter refers to ‘...what learners try to do and is the object of study in SLA research’ (1995:6).

### 2.1.2 Acquisition and learning hypothesis

A second-language acquisition researcher who has had considerable influence on language teaching in recent years is Stephen Krashen. Within the field of SLA, Krashen (1981) proposed that there is a distinction between *acquisition* and *learning* of a language. According to Krashen, the term *acquisition*:

requires meaningful interaction in the target language—natural communication—in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. Error correction and explicit teaching of rules are not relevant to language acquisition... (1981:1).

Krashen argues that teachers should encourage their students to focus on how to produce meaning in an L2 and to practice how to communicate in the L2. He also states that the language acquisition is subconscious, and that it can occur in and out of the classroom. *Learning*, on the other hand, only occurs in an instructed setting and ‘...refer[s] to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them’ (Krashen 1982:10). According to Krashen, *learning* is not a helpful process regarding a student’s second language acquisition, since learning how to recite grammatical structures do not necessarily provide the students with enough knowledge that they are able to communicate naturally in the L2. In order for students to learn an L2, the students need to employ it in conversations in which the goal is to produce meaning. If the main purpose of learning a language is learning how to communicate, languages can only be learned in such a way through the process of acquisition.

In this paper, the term *acquisition of a second language* is used as in Krashen’s definition of acquisition, and is here defined as the process of unconsciously learning a language other than one’s mother tongue (either inside or outside the classroom), whilst *second language acquisition* is the study of this. The terms *acquisition* and *learning* are used intertwiningly in this thesis to refer to the acquisition of English.

### 2.1.3 Input hypothesis

The input hypothesis is one of the five hypotheses Krashen developed in the 1970s and 80s.<sup>2</sup> The other hypotheses are the acquisition-learning hypothesis, the monitor hypothesis, the

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<sup>2</sup> Although the input hypothesis is also referred to as an overall term for all five hypotheses, it is referred to as an individual hypothesis in this section.

natural order hypothesis, and the affective filter hypothesis. Whereas the acquisition-learning hypothesis was mentioned above, the input hypothesis is the prime focus in this section.

The input hypothesis states that learners will only progress in their language acquisition process when they comprehend language input that is more advanced than their current level. According to Krashen, the input hypothesis is divided into four main points:

- a) 'The input hypothesis relates to acquisition, not learning';
- b) 'We acquire by understanding language that contains structure a bit beyond our current level of competence ( $i+1$ ). This is done with the help of context or extra-linguistic information';
- c) 'When communication is successful, when the input is understood and there is enough of it,  $i+1$  will be provided automatically';
- d) 'Production ability emerges. It is not taught directly' (1982:21f).

Based on these four points, acquisition is only possible, if students are provided with comprehensible input, also referred to as  $+1$  in the input hypothesis (cf. point b above). Comprehensible input is explained by Krashen (1982:63-66), as information that is a little beyond the students' actual level of competence, but information that is also understandable in terms of meaning but not necessarily form. A student thus needs to acquire  $i$ , before  $+1$  is acquired. This type of input needs to be repeated through the use of different contexts that are clear and understandable if language structures can be acquired. Comprehensible input is also linked to Krashen's and Terrell's (1983) natural approach method, which states that one should advocate naturalistic language acquisition in a classroom setting (in Krashen 1982:137-140). This is done by allowing students to use the language spontaneously on their own terms after they feel they have received enough comprehensible language input, as opposed to forcing them to talk from the beginning (Krashen 1982:27)

An example of the input hypothesis is that a student learns how to inflect present tense verbs (e.g. when to apply *is* and when to apply *are*), before the student continues to learn how to inflect past tense verbs (e.g. when to apply *was* and *were*). When the next step (e.g. inflection of past tense verbs) in the input hypothesis is being acquired, it does not need to be understandable at first; A student may feel that the use of present tense does not fit in all situations, for instance when a person is trying to say something about what happened yesterday, and s/he will try to use other forms of the verb instead. By experimenting with various verb forms, whilst receiving right input from others, the student will eventually use a past tense verb in a correct setting (cf. point d). Even though this step might not be fully understandable when it is first used, the student will eventually learn how to apply the

grammatical structure correctly by understanding in which contexts one should apply the present tense, and which contexts one should apply the past tense (cf. point c). As previously mentioned, for the student to be able to eventually acquire the new grammatical structure, this type of +I input needs to be repeated several times in different contexts before the student can fully comprehend the difference between the use of the present tense and the past tense.

It needs to be noted that the input hypothesis does not only concern the acquisition of grammar, it concerns all aspects of language acquisition. Since the crucial aspect in regard to the acquisition of an L2 is comprehensible input, one may argue that watching television series and films in English with L1 subtitles might prove to be positive on the acquisition of new vocabulary. This is because the students are presented with authentic language, in addition to original language translations in the students' L1, that they might not have been previously exposed to. Cintas and Cruz state that:

We would like to argue that there is a direct relationship between the implications of this hypothesis [input hypothesis] and the use of video materials for second language instruction, in that video materials can provide students with masses of comprehensible input (notably images and noises), at the same time as they provide lots of extralinguistic cues to help them understand the linguistic meaning of the message (intonation, rhythm, gestures, movements and the like) (2008:203).

In light of this quote, the students receive additional support by focusing on the subtitles, images, sounds, and spoken language altogether, regardless of the fact that the students might not understand everything that occurs in the film (i.e. comprehensible input) through the dialogue only.

An example can be taken from *The Simpsons Movie*, where Homer needs to 'take out the hornets' nest'. In order for students to understand what is happening in this particular scene of the film, it is essential that the students know what *hornets' nest* means. If some students do not know what it refers to, this word becomes the students' +I they need to acquire. Usually a student would look up the meaning of this word in a dictionary, but since the students do not have time to do so when watching the film, it is essential that they are able to use other supporting tools to interpret what the word means. These supporting tools are, according to Cintas and Cruz, comprehensible input that is perceived through other contextual factors provided in the scene. These contextual factors can be a picture of a hornets' nest, the sound of the wasps flying around in the nest, in addition to the equivalent L1 translation of *hornets' nest* situated in the subtitles. Thus, by focusing on these contextual factors altogether, the students are able to draw a connection between the word and these factors in order to finally understand

that a hornets' nest is a place where large wasps live. Also, by receiving input through multiple supporting channels, the input will prove to be more understandable than if there was only one supporting channel.

#### **2.1.4 Internal and external factors**

In SLA research, there are several aspects that are believed to influence the acquisition of an L2. These can roughly be divided into *internal* and *external* factors, which are of concern in this section.

##### **Internal factors**

*Internal factors* are, according to Ellis, factors that are 'not directly observable' (1995:28). Internal factors are believed to enable students to process and extract 'abstract "rules"' out of what they hear, also known as a person's language acquisition device (ibid.:24). Internal factors are also seen as individual factors that may explain why some learners are able to progress faster in language acquisition than other learners. To determine what may help a student's acquisition process, various factors such as internal motivation, maturity, cognition, personality, and experience have been explored in SLA. These are some of the aspects associated with the internal processing a learner has to undertake when acquiring an L2.

The study of internal factors has given rise to various hypotheses such as the *critical period* hypothesis, first proposed by Lennenberg (1967), and the *universal grammar* hypothesis, of which Chomsky is a prominent researcher in the field (Gass & Selinker 2008:160; 2008:406). Only the universal grammar (UG) hypothesis is further explored in this section, as the critical period hypothesis is of no further relevance to the research conducted.

UG is a hypothesis within 'nativist approaches to language' which proposes that there are '...at least some aspects of language learning [that] involve innateness' (Gass & Selinker 2008:160).<sup>3</sup> The theory behind UG assumes that a 'language consists of a set of abstract principles' stored in the brain that characterises fundamental 'grammars of all natural languages', which makes it possible for a learner to learn other languages 'with relative ease and speed' (ibid.:161). According to Cook, '[u]niversal grammar is the black box responsible for language acquisition. It is the mechanism in the mind, which allows children to construct a grammar out of the raw language materials supplied by their parents' (1997:262). The *black*

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<sup>3</sup> Innateness is explained as when something exists from birth, rather than something that has been acquired.

*box* here symbolises a separate part of the brain where ‘the system of principles, conditions, and rules that are elements or properties of all human languages’ is stored (Chomsky 1975:29; in Gass & Selinker 2008:163). According to Gass and Selinker (2008:163-167), this part of the brain helps learners acquire an L2 through the UG system, but also by the learner’s L1 system since the learner’s acquisition of an L2 is also built on his/her experiences from L1 learning.

The UG hypothesis assumes there are some aspects of language learning that involve innateness. This means that a child is born with some pre-existing knowledge that makes it possible for languages to be acquired. This type of innateness is possible to link to vocabulary acquisition. According to the belief about innateness, a word is more easily acquired in an L2 since a learner has the necessary prerequisites in their L1. An example of this is that a learner can more easily recall and acquire the word *cup* since it will be placed into the already existing category located in the brain that involves the concept of *cup* in their L1. The UG hypothesis of innateness thus holds that all words should be easy to acquire, as long as the words are acquired through natural acquisition processes.

As opposed to nativists, cognitive linguists do not believe that there exists a language acquisition device in the brain. This is because the nativists supporting the UG hypothesis found it difficult to explain certain observations about language that seemed to deviate from the UG beliefs. Littlemore states that ‘one of the claims of Cognitive Linguistics is that there is no autonomous, special-purpose “language acquisition device” that is responsible for language acquisition and language processing’ (2009:1). Instead of believing that there is a *black box*, as expressed by Cook above, cognitive linguists rather believe that there are certain cognitive processes that are activated when learning takes place. For learning to take place, a learner needs to acquire concepts. These concepts can either be similar to those in the L1, such as *cup*, whilst others can be different, such as the need to acquire the concept of present progressive (i.e. *-ing*) for Norwegian learners of English.

In addition, unlike nativists, cognitive linguists believe that language concepts are intertwined with other aspects of human intelligence. Aspects of a cognitive view relevant to this thesis are:

- ‘Learning is an active and dynamic process in which individuals make use of a variety of information and strategic modes of processing’ (O’Malley & Chamot 1990:217).
- Language learning is concept learning; learning is semantically driven and goal directed.

- Language is embedded in a network of schematic constructs that facilitate language learning (Newby, chapter 10, forthcoming).

This paper takes a cognitive stance and argues that learners need to employ active learning strategies in order to learn new concepts, and that learners should be given the opportunity to link new concepts to their own experiences and knowledge of the world. In order for this to occur, it is also essential that the students need to be taught how to ‘consciously adopt effective learning strategies’ that are important in order for the students’ language acquisition to be successful (Danan 2004:68). Learning strategies are here defined as *the actions learners use to ‘make language learning easier, more enjoyable’ and ‘self-directed’* (Oxford 1990:8, my emphasis).

The process of learning through conceptualisation is explained in-depth by Schmidt (1990, 2001) through theory about cognitive operations. In order for learning to take place, a student needs to go through certain learning processes; the student needs to become aware of what s/he should acquire, before s/he applies certain cognitive operations to the material to be learned. These cognitive operations involve paying attention to the task at hand, noticing the input to be processed, and subsequently detecting the salient features that require further processing by use of conceptualisation (Schmidt 2001). However, if the student finds it difficult to conceptualise the material at hand, for example a word through description only, a student may try to conceptualise the material through other tools which make it more easily understood, for instance to conceptualise the word through a visual picture.

Films can here be used as a beneficial conceptualising tool for acquiring new words, as was seen in the hornets’ nest example in the previous section. The students are able to internalise words that may in general be difficult to acquire by listening to them whilst reading what the words mean in their L1. Furthermore, by understanding that these words are not easily comprehended, the student may register these words as salient features that need to be further processed and conceptualised. By also including the visual images, of for example a hornets’ nest, it will be easier for the students to conceptualise such words. It is by conceptualising these words in their mental lexicon that students may later recall them when needed.<sup>4</sup> As there are certain processes linked to internal conceptualisation that a learner goes through when

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<sup>4</sup> Mental lexicon is defined as lexical storage in terms of conceptual networks or categories that include personal associations, contexts in which a word is experienced, in addition to the meaning of the word (David Newby, forthcoming).



watching films, it is important that the students are aware of these processes and that they have the option of using these processes as a language learning strategy when watching films.

### **External factors**

*External factors* are connected to the environment in which learning occurs (Ellis 1995:24). External factors are often viewed as outside factors that may aid or prevent a student from making progress when acquiring an L2. These factors include for example external motivation, native speaker access, input, type of instruction, and social factors (ibid.:24-28). It is argued that social factors are ‘mediated by the attitudes the learners hold’ towards the L2 and are thus connected to internal factors (ibid.:24). External factors, and internal ones, can either have a contributing or a negative effect on the acquisition process. Krashen’s (1982) affective filter hypothesis that concerns how receptive a student is towards L2 input, in which the receptiveness is influenced by various external and internal factors, is of importance here. The affective filter hypothesis:

...captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their Affective Filters. Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective Filter—even if they understand the message, the input will not reach that part of the brain responsible for language acquisition, or the language acquisition device (Krashen 1982:31).

Based on the quote above, the affective filter hypothesis explains that the student’s attitude towards the learning of an L2 has a major effect on whether the student is receptive towards the incoming input. Although attitude is an internal factor, it is for example the external factors that influence a student’s attitudes towards the L2. In an integrative study conducted by Moyer (2004), it was contended that psychological and social factors such as ‘opportunities for contact; attitudes towards the target language culture; sense of self in L2 (motivation, behaviour and language function); perceptions of foreignness and belonging...’ (in Muñoz & Singleton 2011:19) may influence the learner’s acquisition of an L2. This is also supported by Jia and Aaronson; they state that ‘[l]anguage preference can be shaped by sociopsychological factors, and it can also influence language use and proficiency’ (2003:133). These factors may contribute to the acquisition if the student’s attitudes are positive. Thus, if the external factors contribute in making the student want to become more proficient in an L2, the student will make faster progress than s/he would if the student did not have any external motivations for acquiring an L2.

Regarding the type of instruction, there is a difference between acquiring English in a natural setting (e.g. L2 country) contrary to an instructed setting (e.g. school). In a natural setting, a student will most likely believe that being proficient in an L2 will provide him/her with real-life benefits; by being a proficient L2 user, the L2 community will be more welcoming towards the learner, and the learner will thus feel a part of a community. In an instructed setting, however, some students might not see the benefits of acquiring L2 skills, as some believe that the language will be rarely used in other settings than school.

External factors such as instruction methods and instruction settings are also of concern here since this study is carried out in L2 classrooms in L1 countries. Since most of the students in Norwegian and Austrian classrooms have not lived for an extensive period of time in an L2 country, most of their L2 (English) knowledge has been acquired both in school and through English-speaking media. Norwegians, compared to the Austrians, might have an advantage in that the students have had lots of English exposure through films and television series. Therefore, the various ways the students have acquired an L2 through English media in a classroom setting are of importance.

One method of instruction that many of the schools in Norway employ is to use L2 films as a tool of instruction in the language classrooms. This may be a useful tool since watching L2 films is first of all an enjoyment to most students; if the students watch a film they appreciate in the classroom, they might be more enthusiastic about the input they receive. Additionally, students might also receive language input they may not necessarily apprehend through regular language instruction. By watching films in the classroom, the students will not only be able to listen to communication between native speakers of English (although the communication is characterised as fictitious), they also receive cultural and contextual input that is difficult to recreate in a classroom setting.

Watching films might also be a useful tool in order to reach some of the aims in the language curricula that students are meant to achieve, such as ‘select different digital resources and other aids and use them in an independent manner in own language learning’ (Utdanningsdirektoratet 2013:9) taken from the English language curriculum proposed by the Ministry of Education in Norway. In this aim the students are supposed to use digital resources in an autonomous manner in their own language learning, in which *autonomous manner* means that students may choose for themselves what they need to learn and how to learn it. In this case, students may use films as a supporting tool, and as a learning strategy, for their own

language learning. Also, what they actually acquire through the film may differ from student to student, making the learning process an individual and independent experience.

Since this paper emphasises both internal and external factors as essential for the acquisition of an L2, most of the theory regarding the influence of subtitles on the acquisition of English is based on research from theorists whose foci are centred on cognition and learning, and what effects both internal and external factors can have on the acquisition process. Such theorists include, among others, Géry d'Ydewalle, Johannes W. Beentjes, Cees Koolstra and Marjolijn H. Verspoor. Their researches are focused on in section 2.2.5.

## **2.2 Audiovisual translation**

Audiovisual translation is explained as the field of translation that focuses on communication through the use of, for example, subtitling and dubbing. This section focuses first of all on the history of film techniques before theories about re-voicing and subtitling are presented. Secondly, the benefits and inconveniences of the two techniques are discussed, before this section places its focus on the role of the translators in the dubbing and the subtitling practices.

### **2.2.1 Film history – the need for translations to meet the demands internationally**

Ever since the invention of film, which first began in the 1890s, film producers have attempted to find better ways to convey dialogue and plot to the audience. In the old days of silent films, the actors used their facial expressions and body language to deliver the story, as the audience did not have the opportunity to listen to the spoken dialogue between the actors. Due to the use of such techniques, as the acting methods were carefully planned out, the world-wide audience could watch a black and white Charlie Chaplin film and still understand the central idea of it.

From the beginning of the 1900s, however, producers started inserting *intertitles*, namely printed text cards that were inserted between the scenes for the audience to read, in order to convey character dialogue (Ivarsson 2009:3). Although these text cards gave the audience an opportunity to understand more of a film's context, the use of intertitles also created language problems in countries that did not speak the original language of the film. Thus, if an original version of a Charlie Chaplin film was shown in Norway, the Norwegian audience who did not understand English had difficulties understanding what was expressed through the text cards, and thus to follow the progression of the film's plot. Although the language problems presented by the intertitles were minor, the producers and the filmmakers

were seeking new ways to improve the film production so the viewers' experiences could be enhanced, due to the overall inadequacy of the intertitles.

Around the late 1920s, the soundtrack was invented. This period became known as *the sound era*, as the invention of the soundtrack was seen as a revolutionary step in the film industry (Ivarsson 2009:3). By incorporating sound into the motion picture, audiences visiting the cinema could not only watch the motion picture, they could also listen to what the characters said and thus appreciate the whole storyline of the film.

Although the soundtrack received positive response, it also caused considerable language problems; now that the actors spoke throughout the whole film, the audience in foreign countries lacked enough L2 skills to be able to understand the dialogue in international films. In order to find a solution to the problem, the film producers chose to shoot the same film in the same set, but with different actors speaking different languages. This became known as multilingual filming (Luyken 1991:30).<sup>5</sup> By applying this technique, the film producer would, for example, first shoot a scene in English with an American actor before the same scene was acted out in German with a German actor speaking translated lines from the original manuscript.

Nonetheless, multilingual filming proved itself to be too expensive and too much work (Luyken 1991:30). For this reason, other approaches such as re-voicing (i.e. dubbing and voice-over) and subtitling were introduced, of which France was one of the first countries in Europe that began to experiment with both dubbing and subtitling (Tveit 2009:85). Although subtitling and re-voicing helped overcome some of the language difficulties that arose, it soon became evident that these two techniques had their flaws as well, which is further addressed in section 2.2.6.

### **2.2.2 Re-voicing**

Re-voicing is one of the translation techniques used in the film industry, which is in this paper defined as *the act of adding a new voice to the film*. Two types of re-voicing are included in this section, namely dubbing and voice-over. Voice-over is when the original soundtrack and the target language soundtrack are both discernable to the audience during a film or a television episode. Dubbing (or lip-sync dubbing as it is also called), on the other hand, is when the original dialogue is replaced completely by a target language soundtrack, and the original

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<sup>5</sup> Multilingual filming was not the practice of English-speaking studios (Luyken 1991:30).

soundtrack is absent. As neither Norway nor Austria use voice-over as a technique, only dubbing is in focus below.

Dubbing is one of the earliest techniques implemented in the re-voicing process (Luyken 1991:32; Cintas & Anderman 2009:4). Since multilingual filming proved to be expensive, film makers saw that it was cheaper to use dubbing as a technique. Unlike multilingual filming, producers would shoot a film in the original language, and then replace the original soundtrack with a target language soundtrack that had previously been recorded in a studio with a different actor. This lowered the costs, while still meeting the demands of the target language audience. Today, dubbing is the main translation technique in France, Germany, Spain, Austria, Belgium (French speaking), Czech Republic, Italy, Switzerland, Slovakia, Turkey, and Hungary (EACEA 2011:8).<sup>6</sup>

### **2.2.3 Subtitling**

Since the invention of intertitles, the texting technique has progressed into what is now called subtitling. Subtitling is when a target (or an original) language translation of the dialogue is inserted at the bottom of the screen, whilst the original soundtrack of the film is kept. With subtitling, the audience has the opportunity to listen to and watch the original film whilst reading the subtitles in their L1 or L2. This means that people who do not understand the original language and those who are hard of hearing can also enjoy these films. This paper only concerns the use of L1 subtitling, although the use of L2 subtitling (which is sometimes called *captioning*) may be beneficial for the audience as well.

According to Ivarsson (2009:6), it was the Norwegian-Swedish film laboratories *Filmtekst* in Oslo, *Ideal Film* in Stockholm and *Titra-Film* (by the Kaganasky brothers) in Paris who held the most important patents when subtitling was first invented. Due to this, these countries ‘dominated the European subtitling market’ from 1933 to the 1950s (ibid.). Subtitling is used as a technique mainly in Norway, Sweden, Denmark, Finland, the Netherlands, Belgium (Flemish-speaking), Portugal, Slovenia, Romania, Croatia, United Kingdom, Ireland, Iceland, Greece, Estonia, and Cyprus (EACEA 2011:8).<sup>7</sup>

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<sup>6</sup> It is here only referred to the European countries. These countries are henceforth called ‘dubbing countries’.

<sup>7</sup> It is here only referred to the European countries. These countries are henceforth called ‘subtitling countries’.

#### 2.2.4 Reasons for using dubbing or subtitling

A country has normally decided on which technique it intends to use when airing foreign television shows and films nationally. While Norway and Sweden decided to subtitle imported films and television series (with the exception of children's films and television series, which are usually dubbed), France decided to dub, despite the fact that it initially used to subtitle foreign media.

Since France has tried both techniques, it is here briefly explained why a certain country chooses one over the other. Although Tveit claims that the 'French audiences grew increasingly dissatisfied with subtitling and [that] dubbing gained considerable territory' (2009:85) without stating the reason(s) for their dissatisfaction, factors such as money and tradition, sometimes also the language policy, affect a country's decision (Cintas & Anderman 2009:5). These factors are shortly explained below.

Taking into account the expenses of subtitling and dubbing, subtitling an international film is less expensive than to dub it. Due to the fact that subtitling costs about a tenth or twentieth as much as to dub a film (depending on the quality of the dubbing process), many small countries, such as the Nordic countries, prefer to use subtitles instead of dubbing (Ivarsson 2009:4).

Tradition is one of the important factors emphasised regarding the choice of technique. Koolstra and Beentjes state that:

'[t]he viewers' preferences for either dubbing or subtitling do not seem to be motivated by the stated economic and aesthetic [distracting] reasons but by habit, because in general the audience's preference in a certain country appears to concur with the country's common practice' (1999:52; Luyken 1991:112).

Since humans are creatures of habit, it is difficult replacing what is believed to work. A country will thus continue to use subtitles or dubbing if it has used either for a long time, although the reasons for using the other technique may be compelling.

A third possible reason is due to the language policy of a given country. Since some countries are afraid that their language is under threat by the increasing use of English, countries such as Canada and France have created language policies that defend their official and/or minority languages against the use of English in daily life. In Quebec in Canada, for instance, a *Charter of the French Language* (also known as *Bill 101*) was created to protect the use of French from diminishing. Rule 51, chapter 8, in Bill 101 (accessed 16.02.2014) states that:

Every inscription on a product, on its container or on its wrapping, or on a document or object supplied with it, including the directions for use and the warranty certificates, must be drafted in French. This rule applies also to menus and wine lists...

France has also imposed a prohibition against using English words when a French word would be equivalent (Crystal 2003:22f). In sum, when certain countries believe their language is being threatened by English, the use of foreign languages on television or at the cinema may contribute strongly to the increasing fear that some languages inflict on other languages. Many countries would thus prefer to dub a film rather than let the audience receive input from the language that is possible threatening theirs. This is further discussed in connection to dubbing and subtitling in Austria and Norway in section 2.5.2, under the headings *Norwegian language policy and language attitudes in Austria*.

### **2.2.5 The pedagogical use of subtitling in English language acquisition**

The question of whether subtitling may have any pedagogical value regarding English language acquisition has been widely discussed. Whereas some researchers doubt whether the use of the subtitled mode might affect the acquisition of languages, there are other researchers who believe that the use of subtitles does have an effect. In recent years, researchers such as Tveit, Verspoor, d'Ydewalle, and Koolstra and Beentjes have explored the short term and long term effects of subtitles on the acquisition process of L2 students. This section therefore bases its discussion about the pedagogical use of subtitling in English language acquisition on results gained from these researchers.

After conducting a study about '...the needs, preferences and perceptions of the linguistic standards of 4,200 students of English' as participants, Tveit contends that '[t]here is little doubt in my mind that subtitling has an important educational value' (2009:93). He concluded that listening comprehension was significantly better by students from subtitling countries such as Norway, Sweden, Denmark, the Netherlands, than by students from dubbing countries such as Germany, France, Italy, and Austria etcetera.

The 'correlation between countries with high levels of language skills and the tradition of subtitling rather than dubbing' has also been explored by the European Commission (EACEA 2011:11). Through a survey in which the students were asked to rate their English proficiency on a scale of one to five, five being the highest, it was indicated the majority of respondents in the subtitling countries state that their foreign language level is close to their

mother-tongue level (4 or 5), whilst the majority of respondents in the dubbing countries judged their foreign language level to be mediocre (3) (ibid.).

Verspoor et al. (2011:150) suggest that the reason why foreign language teaching in the Nordic countries, the Netherlands, and Belgium is effective, is because students in these countries receive daily input through subtitled films and television programmes. The findings of Verspoor et al. show that there is a connection between students' English language proficiency and the English out-of-school input they receive through media (e.g. English input through video games, songs, and films). In their study, Verspoor et al. tested to see whether monolingual and bilingual first and third year students from the Netherlands performed better on language proficiency (writing and lexical) tests when they were exposed to L2 input through media, and not only through school. *Monolingual* students were here characterised as students who have had regular L2 instruction in school, whilst *bilingual* students were students who have attended bilingual education in school, namely those who were highly exposed to the L2 in school. The pupils were also sub-grouped into *media* or *non-media* groups. The *media* students were those who had been exposed to L2 through media, whilst the *non-media* students were those that had not been significantly exposed to English outside the school.

The results showed that the monolingual non-media groups performed significantly lower on all the proficiency tests than the monolingual media groups. This was also confirmed by comparing the bilingual non-media groups to the bilingual media groups (Verspoor et al. 2011:155-162). As all students were tested three times throughout the school year, the results from the first year students showed that the gap between the different groups was higher at the third testing, than the first one. Verspoor et al. point out that the differences were higher for the monolingual first year students than the bilingual first year students. For the third year students, however, the monolingual and the bilingual 'groups differed significantly on all three tests' (ibid.:160). This means that the gap between the media and non-media students within the monolingual and bilingual schools were greater at third testing. The results also showed that 'the bilingual non-media groups scored as well as the media monolingual groups, but not as well as their bilingual counterparts...' (ibid.:162). In sum, students who were exposed to English media performed better than the students who were not exposed to it. Based on these results, being exposed to English media also proved to have the equivalent effect of having a bilingual education.

Like Verspoor et al., d'Ydewalle and Van de Poel also found evidence for the fact that media may increase the students' English competence; They found that there is (limited)



evidence of foreign-language acquisition by children who watched the subtitled film in their study (1999:242). D'Ydewalle and Van de Poel tested to see whether Dutch speaking children (8-12 years old) from Belgium who watched a film clip with the subtitled mode would perform better on vocabulary tests than the students who watched the dubbed and the original modes. The soundtrack was in Dutch, whilst the subtitles were either in French, which the children had been incidentally exposed to, or Danish, which the children had not previously been exposed to, but is similar to Dutch (ibid.:231). The children were also tested to see whether Danish or French soundtracks with Dutch subtitles gave results. D'Ydewalle and Van de Poel administered both visual (words through a written test) and auditory (words through a listening test) subtests when conducting the vocabulary test (ibid.:232).

In light of the results from the French vocabulary test, there was only acquisition apparent in the auditory subtest, and only when the soundtrack was in French (d'Ydewalle & Van de Poel 1999:237). The students were therefore not as able to answer correct on questions about French words when there were French subtitles present. The visual subtest in French did not reveal any significant scores either. Results concerning the Danish vocabulary test showed that acquisition was apparent in both subtests. In regard to the visual subtest, the results showed that 'providing the foreign language [Danish] either in the subtitles or in the sound track significantly improves performance' (ibid.:233). The results from the Danish auditory subtest showed that presenting 'the foreign language [Danish] in the sound track improved performance significantly' (ibid.), as opposed to presenting Danish in the subtitles. Based on the results from the Danish vocabulary test, d'Ydewalle and Van de Poel concluded that 'presenting the foreign language in the sound track improves acquisition in the visual and auditory tests, while the foreign language in the subtitles only improves performance in the visual test' (ibid.:234).

Evidence of language acquisition was also found in a study by Koolstra and Beentjes (1999). In their study, they investigated whether Dutch children in grades four and six at primary school can learn English words by watching a television program with an English soundtrack and Dutch subtitles, but also with an English soundtrack only (Koolstra & Beentjes 1999:54). The results showed that both groups of pupils learned English vocabulary with the subtitled and the original mode, of which vocabulary acquisition was highest in the subtitled condition. They 'concluded that story information in subtitled English-spoken television programs ... constitute a context from which Dutch children are able to pick up the meaning of some of the English words' (ibid.:58).

If it is the case that the use of the subtitled mode does have an effect, the question that arises is how certain aspects of language acquisition are improved. Caimi states that when students and pupils encounter subtitles of good standards, the subtitles encourage students to ‘recognise degrees of information; [c]onsider and recognise different registers; [and a]ssess the complexity of the text’ (2009:248), in addition to appreciate the story and to understand more about the context of the film. She also states that for the subtitles to be effective in such a way, there needs to be a semiotic connection between the text and the image; what is expressed through the text also needs to be expressed through the pictures of a film. An example of this may be taken from *The Simpsons Movie*; Around 20 minutes into the film, there is a scene where Lisa operates a *scissor lift*. Most students understand what a *lift* is, but they might not exactly know what a *scissor lift* refers to. It is therefore important for the students to actually see a scissor lift in the film, and to read what it means in their target language. If there is such a connection between how students receive the visual-linguistic message (i.e. pictures), the spoken message (i.e. L2 dialogue), and the written message (i.e. L1 subtitles), students will most likely be able to recall the word (Caimi 2009:246). Sadoski and Paivio state that:

Both verbal and nonverbal cognition are interwoven throughout multimedia subtitled products, emphasising the powerful role of simultaneous interdependence of linguistic and non-linguistic knowledge and mental imagery. In fact, building referential links between accurate mental representations of the word forms and mental images of relevant pictures is useful in understanding and remembering words (2001:166; in Caimi 2009:246f).

This quote implies that students are more likely to remember what the word means when receiving several inputs of what a scissor lift is, both through visual and auditory channels. In sum, subtitles have a pedagogical value in that the visual images and the auditory language of a film may, combined, help students to be able to recall and acquire new words.

Cintas and Cruz mention that ‘[v]ideo permits students to see and appreciate how native speakers interact in everyday conversations providing them with linguistic cues ..., as well as paralinguistic cues..., allowing them to see language in use in a cultural context’ (2008:202). By linguistic cues, Cintas and Cruz refer to ‘regional accents, registers, and grammatical and syntactical structures’, whilst paralinguistic cues mean ‘body language’ and ‘gestures’ (ibid.). This is something that students may not have the chance to observe and acquire in an instructed setting. In such a setting, it is not often a student has the opportunity to listen to various accents or pay attention to various gestures that are used in native speaker communication in an authentic setting, as students usually communicate in English with the teacher and the other

students only. Herron et al. (1995), contend that students are exposed to larger amounts of authentic language input through films and television programmes, which should eventually improve the students' 'listening comprehension in face-to-face interaction with native speakers' (in Danan 2004:68). By learning the cultural meaning of the different linguistic and paralinguistic cues through watching a film, it might give the students an idea of how to interact and communicate properly with native speakers of English.

In conclusion, one may state that watching films or television series in English with or without subtitles has a pedagogical value, since subtitled films may help students remember words they might not easily recall in an instructed setting. Additionally, using an original soundtrack helps the students to understand the cultural aspects of a language and to be able to communicate with native speakers of English, which may also be difficult for students to learn through an instructed setting only.

### **2.2.6 Subtitling and dubbing disadvantages**

Although a country usually chooses a technique due to the reasons discussed in section 2.2.4, opposing arguments against both techniques have also been put forward. These arguments are focused on in this section.

Martin, a French film critic, wrote in his book *Le Langage Cinématographique* (1977) that dubbed foreign films were 'an evil expression of art' (in Danjun 2009:161). This is because dubbed films usually 'include non-synchronised lip movements, mismatched body language, and the loss of the musicality and cadence of the original language' (ibid.). One of the main aspects of discontentment in regards to non-synchronised lip movements is therefore that the audience becomes annoyed by the fact that they can clearly see that the actors speak a different language than what they hear. Even though some dubbing translators try their best to synchronise the translation with the lip movements of the actors, this does not always happen.

In addition to lack of synchronism in speech, another drawback concerning dubbing is that translating a film ruins the originality of the film (Tveit 2009:85). It is believed that translating the manuscript into a foreign language will result into loss of meaning; although there are certain guidance notes that are followed when trying to match the translated dialogue to the original one, it is difficult for example to transfer cultural meanings from one language to another. Problems related to the transfer of cultural meanings concern for instance the use of foreign accents in films, as accents are normally used to establish '...preconceived notions associated with specific regional loyalties, ethnic, racial, or economic alliances' (Lippi-Green

1997:81). If the foreign accents in the translated version of the film do not match the foreign accents in the original mode, it is argued that the audience watching the dubbed film will miss important cultural and social information about the characters. According to Danjun (2009:161) foreign accents may help colour the description of the characters, strengthen the plot development, and to add humour to the film. Additionally, (foreign) accents also convey ‘the cultural identity of a particular [geographical] area or a particular social group’ (ibid.). These features and cultural meanings associated with accents are rather hard to recreate in translation, and are lost to a certain extent.

In contrast to dubbing, the use of subtitles has received less criticism. One of the criticisms that has been directed towards subtitles is the fact that some subtitle translations do not match the original dialogue, and are therefore badly translated. With the use of subtitles, however, the audience still has the opportunity to pay attention to the original dialogue even though the translated sentences in the subtitles do not always match the original manuscript. Some criticisms that have been aimed against the use of subtitles in an educational setting are: that the subtitles distract the viewer from the film itself, particularly for those who are not used to reading the subtitles (Danan 2004:67), that the audience pays too much attention to reading them that they do not have the opportunity to enjoy the film itself (Koolstra & Beentjes 1999:52). It has also been argued that the use of subtitles slows down the development of the students’ aural skills (Cintas & Cruz 2008:204).

The fact that some believe that subtitles may distract the viewer from the film itself, might be true to a certain extent. According to Koolstra et al. (1999:408f), reading the subtitles appears to be an automatic behaviour; whenever the subtitles are presented in the L1 or the L2 of an audience, the eyes are automatically drawn towards the subtitles on the screen. Several of the previous studies conducted by d’Ydewalle et al. (1987 and 1991), found that the automatic behaviour was present in these three conditions (Koolstra et al. 1999:408f):

1. The viewer’s attention is drawn to the subtitle immediately after a subtitle appears on screen (1987);
2. Viewers focus their attention on subtitles that are presented in a foreign, unknown language (1991);
3. Even when the soundtrack and the subtitles are in the audience’s own language, the audience tends to read the subtitles (1987).

The question that arises is whether this automatic behaviour is preventing the audience from paying attention to the details of the film. Although a viewer may capture the essence of a film, the student may not necessarily be able to recall all the details when s/he is occupied reading the subtitles. This may be a crucial factor concerning the question of whether students will recall new vocabulary by watching L2 films with L1 subtitles. If the student is too engaged reading the subtitles, s/he may not be able to attend to the spoken language. Likewise, if the student does not pay attention to the soundtrack, the student may not be able to focus on difficult L2 words that eventually need to be acquired.

D'Ydewalle and De Bruycker explain that '[s]ubtitle, soundtrack (including the voice and additional information such as intonation, background noise, etc.), and image all provide partially over-lapping information, eliciting back and forth shifts with the image and more regressive eye-movements' (2007:202). Regressive eye-movements are here explained as continuous movements the eyes carry out when they are fixating on different objects in a short amount of time. An example of regressive eye movements is the movements the eyes make when a person is sitting on a fast-moving bus, trying to look at every detail outside the window that passes in a blink of an eye. When a person watches a film, the eyes are thus constantly switching back and forth between the moving image on the screen and the subtitles. Moreover, when the eyes are occupied reading the subtitles, the person uses his or her listening skills to process what is going on outside the narrow vision of the eyes. This may imply that even though the viewer fixates his or her eyes on the subtitles, the viewer also uses his or her listening skills in order to acquire additional information that is not necessarily gained from the subtitles. It may also be suggested that since there are usually two-line subtitles present in films, the viewers do not miss any important details of the film due to the fact that the subtitles contains more verbal information that cannot 'easily be inferred from the pictures on the screen' (ibid.:203). Thus, if a viewer cannot understand what was said in the film through the soundtrack or pictures, the viewer can rely on information through the subtitle.

Based on these disadvantages, it can be argued that to translate a manuscript from the original language to the target language of an audience presents various problems. These problems are discussed in sections 2.2.7 and 2.2.8.

### **2.2.7 Dubbing practice**

The most difficult process when dubbing a film is to match the new soundtrack to the lip movements and body language of the actors. This process is called lip synchronisation, or lip-

sync dubbing. The reason why it is important to match the dubbed dialogue to the original language of the actors is because, if it is not done, the audience might become distracted and thus pay more attention to the non-synchronised actions in the film than the film itself. This is avoided if each utterance corresponds to a speaker's lip movements. For this to be achieved, the translator creates sentences of equal length. This is done by counting how many original language words and characters there are initially, in order to calculate how many target language words or characters are needed in each sentence (Chunbai 2009:150). However, when the original language and the target language are not similar, lip-synchronisation is more complicated. For example, if the original language is English and the target language is Chinese, the translator has to be careful not to translate a short English sentence into a long Chinese one and vice versa.

Another crucial factor when translating film dialogues 'is the need to match movements and gestures, and sometimes even the shapes of the speakers' mouths on the screen' (Chunbai 2009:150). For instance, if it is possible to see that an actor pronounces an open vowel such as /a:/, as in *father*, the translator needs to use an L2 word that includes an open vowel. If not, the audience will clearly see that the actors are speaking another language, and might thus become disturbed by the non-synchrony of the speech. Lip-synchronisation is, however, most crucial in live-action films and unremarkably little in animated films such as *The Simpsons Movie*.

### **2.2.8 Subtitling practice**

When a film or a television programme is being subtitled into the target language of the audience, the main purpose is to help the audience understand what they are watching. It is crucial that the subtitles serve this purpose, and that the audience does not feel that the subtitles are more annoying than useful. Due to this, it is beneficial for the translators to have some subtitling practices to rely on. These subtitling practices include a balance in presentation time, title length, and correct translation of dialogue.

Since the audience shifts between watching the motion picture and reading the subtitles, whilst listening to what is being said, the subtitles should not be displayed on the screen for a too short amount of time. If they are, the audience will not be able to read what is written in the subtitles. In contrast, if the subtitles' presentation time is extended, the audience will automatically reread the sentences. A translator's main task is therefore to achieve a balance between the picture, the text, and the sound. This is something that has been carefully worked out by specialists in the subtitling field.

According to Fong, '[s]ubtitling operates within constraints of both space and time' (2009:94). A subtitle usually includes 35-40 characters in one line, and the norm is not to have more than two lines of subtitles on the screen. In films, the subtitles appear 0.25 seconds after the utterance begins, since the eyes need to move to the bottom of the screen, and they are normally present for three to six seconds. For the reader to be able to read both lines of the subtitle, the subtitles usually remain on screen for another two seconds after an utterance is completed (referred to as lagging-out time) (ibid.).

Since the audience should be able to pay mainly attention to the plot and actions in the television episode or film, the originality of the manuscript needs to be maintained while translating it into target language dialogue. Moreover, the translator should also keep the translated dialogues short, as long and complex structures in the subtitles take longer time to read. In translation, Tveit contends that: '...brevity is the essence', and '...contraction is a must' (2009:86). Notwithstanding, as any changes may result in loss or change of meaning, it is not easy to follow all the rules a translator is meant to keep.

The most important rule that all translators should keep is that the text in the subtitles should be as concise as possible (Georgakopoulou 2009:21); there should be no mistakes present in the subtitles, as mistakes can make the audience lose focus when they are watching the film. If the audience discovers any mistakes, the audience will rather pay attention to *how* something is said rather than *what* is said. An example of this is taken from the film *Apollo 13*:

[1a] Original text: Houston, we're ready for launch.

[1b] Norwegian subtitle: Houston, vi er klare for lunsj.

Houston, we're ready for lunch.

This type of mistake makes the audience become more aware of the subtitles than what is intended. If these mistakes continuously occur, the audience might become so frustrated that they will eventually avoid subtitled television series or films because the subtitles are more distracting than beneficial.

Newmark (1988?) claims that '...the translator must be an expert in textual criticism, literary and non-literary, in order to evaluate the qualities of a script before deciding how to interpret it and therefore how to translate it' (in Patou-Patucchi 2009:142). Based on this, the translator has to have enough knowledge of the foreign language s/he needs to translate that s/he is able to 'determine the degree of grammatical and semantic originality of the text'

(Newmark 1988?; in Patou-Patucchi 2009:143).<sup>8</sup> With regard to semantics and the error made by the translator in example [1b], one may notice how important it is to interpret the context around what is said, in this case the visual picture of the film, when the manuscript is being translated. This is emphasised in multi-modal translation, which is discussed more closely in the section below.

### 2.2.9 Multi-modal translation in subtitling

Multi-modal translation as an approach is explained as when ‘the text of a film is perceived [and used] as a meaningful whole that integrates meanings from all the semiotic modes represented in the text’ (Chuang 2006; in Chuang 2009:83). According to the multi-modal approach, it is vital that the subtitler lets the different modes (written mode, spoken mode, mode of music, and mode of moving images) interact in the subtitling process. Chuang (2009:83) states that the translator needs to translate the text of a subtitled film from the text of an original film, instead of writing subtitles in accordance with the dialogues in the original film. The subtitler thus needs to interpret the whole film, namely the context, and not only the dialogue of the film. This does not, however, mean that it is necessary to describe everything that a person does into a subtitle. It means that the subtitler needs to find out what is necessary to translate into the subtitles, and what the audience may figure out for themselves through the pictures and soundtrack.

By managing all modes, the translator may ‘...reduce or [increase] the functional load of any of them [the subtitles], and to make them operate as a whole to represent the meanings of the source text’ (Chuang 2009:88). An example of where this fails to be done can be taken from *The Simpsons Movie*. In an aforementioned scene where Lisa uses a scissor lift, the audience may clearly see through the original dialogue and the visual images that the scissor lift gets stuck. However, the original sentence *the lift is stuck* was translated into *heisen sitter fast* in Norwegian, due to the fact that *lift* (i.e. elevator) means *heis* in Norwegian. Without its context, this sentence is a perfectly translated one. However, in the context of what occurs earlier and later in the scene, and what one may see through the visual images, the translation is not entirely correct; the correct sentence would be *sakseliftten sitter fast* (the scissor lift is stuck). This is something the audience may become aware of, and thus disregard the word *heis* from meaning *sakselift*. Consequently, the audience reading *heis* (elevator) instead of *sakselift*

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<sup>8</sup> Complete reference to Peter Newmark is not given in Patou-Patucchi. The citations are based on his translations.



(scissor lift) may not benefit from the subtitles, as the translation is not entirely correct. To conclude, the audience would most likely not recall what the word *scissor lift* means if they were asked what it refers to.

Fong (2009:94) believes that it is important to include certain aspects that might be missed by the audience in the subtitles. He states that '[a]s they [the subtitles] are already there at our disposal, it would be a waste not to put them to good use, to facilitate the communication process and to make the film-viewing experience more interesting and entertaining' (ibid.). In sum, the essence of translation is to stay as close to the original manuscript as possible, but also to view the manuscript in the context of the film when translating the dialogue.

## **2.3 School systems**

In this section, a brief introduction of the school systems in Austria and Norway is presented. The differences between the Austrian and the Norwegian school systems are addressed, as these differences might affect the interpretation of the data gathered from the study that has been conducted in 10<sup>th</sup> grade in Austrian and Norwegian secondary schools. In section 2.3.1, primary refers to levels 1 to 4, secondary level I to levels 5 to 8/9 and secondary level II to 9/10 up to 12/13. In section 2.3.2, primary school refers to levels 1 to 7, lower-secondary school to levels 8 to 10, and upper-secondary school to levels 11 to 13 (1-3 in Norway).

### **2.3.1 School system in Austria**

The educational system in Austria (see figure 1 below) consists of elementary level, primary level, secondary levels I and II, post-secondary school (vocational college), non-university tertiary level, and tertiary level (OeAD, accessed 30.04.2014). In the following, references are made mainly to primary level and secondary level I and II, as these are the stages the students participating in this research have completed, or are about to complete.

According to the Austrian Foreign Ministry, Austrian education requires that pupils attend nine years of mandatory school. First, pupils attend four years of primary school (ages 6-10), before they attend either general secondary school, which is practically oriented, or lower secondary academic school (also known as 'grammar school'), which has an academic focus (ages 10-14). After attending either of the secondary schools, pupils choose whether they want to finish only the compulsory years of education, or whether they wish to continue their education at secondary level II, for instance upper secondary academic school. Those who choose to finish their compulsory years of education, attend a pre-vocational year which

intends to help students prepare for vocational life (Federal Ministry for Europe, Integration and Foreign Affairs, accessed 02.05.2014).

The Austrian school system is state-regulated, which means that all state-run schools use the same curricula. There are also some private schools in Austria that offer an education in languages other than German.

### **2.3.2 School system in Norway**

In Norway, pupils have to attend 10 years of mandatory school, but at the present time most students continue their education to upper secondary school. Primary education starts at the age of 6 and students finish at the age of 13 (1<sup>st</sup> to 7<sup>th</sup> grade). When pupils have finished primary education, they continue to lower secondary education (8<sup>th</sup> to 10<sup>th</sup> grade). In lower secondary education, Norwegian pupils attend school for another three years, before they are awarded a school certificate for finishing general education. After 10 years of compulsory school, pupils have the opportunity to continue to upper secondary school, as everyone has the right to do so (Opplæringslova 1998:§3-1, accessed 16.02.2014). See figure 2 for an overview of the Norwegian school system.

Unlike Austria, there is no vocational training for students until upper secondary school. Due to this, all children have to attend the same educational path until they are about 16 years old. In Austria, however, the students have the opportunity to attend practically oriented classes from lower-secondary school, around the age of 11. This means that important decisions about an Austrian student's future are made quite early. Attending practically oriented classes might benefit students who are not as skilled in theoretical subjects since they are able to take subjects that have a less theoretical approach to learning.

Figure 1. Formal educational qualifications in Austria

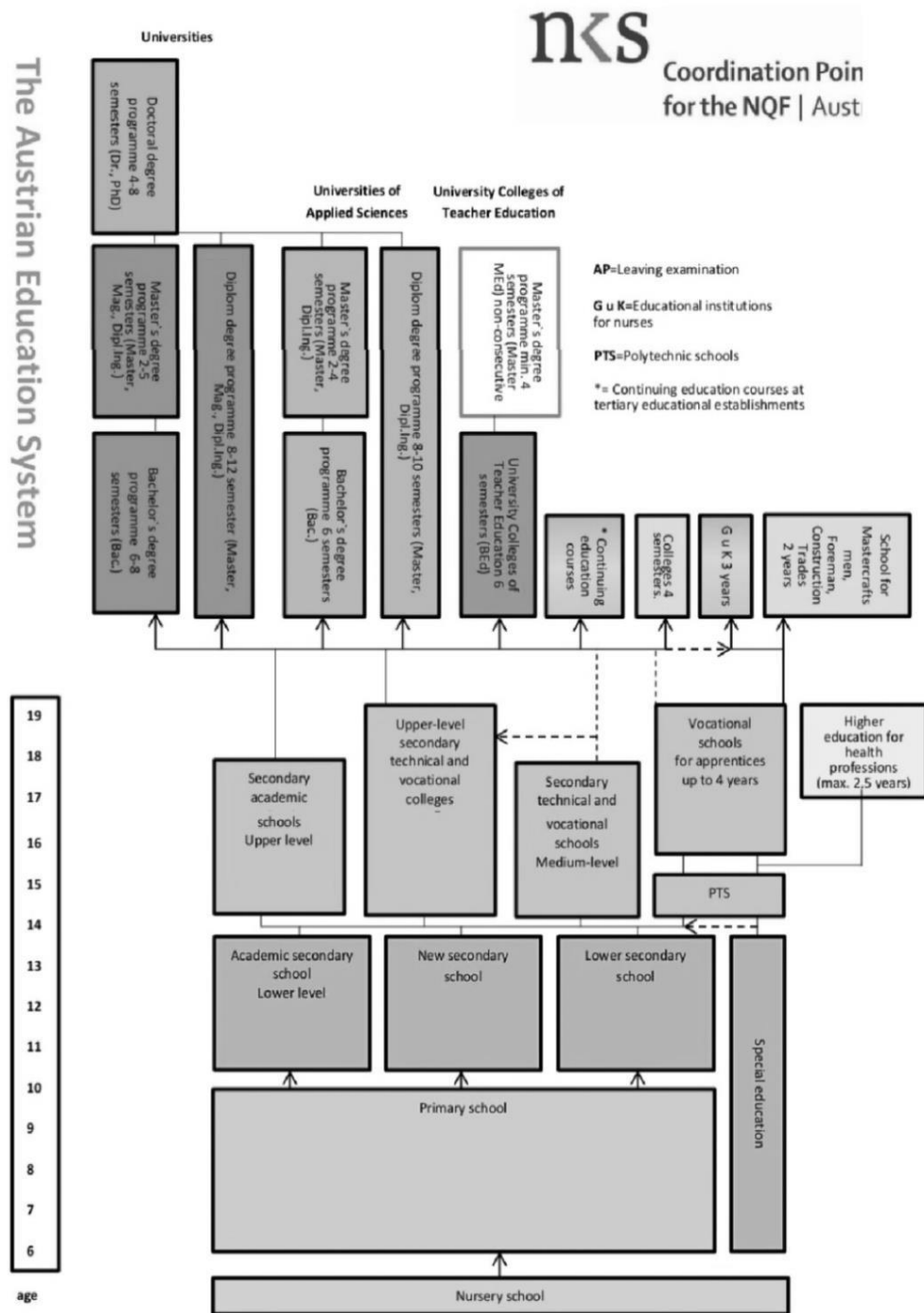
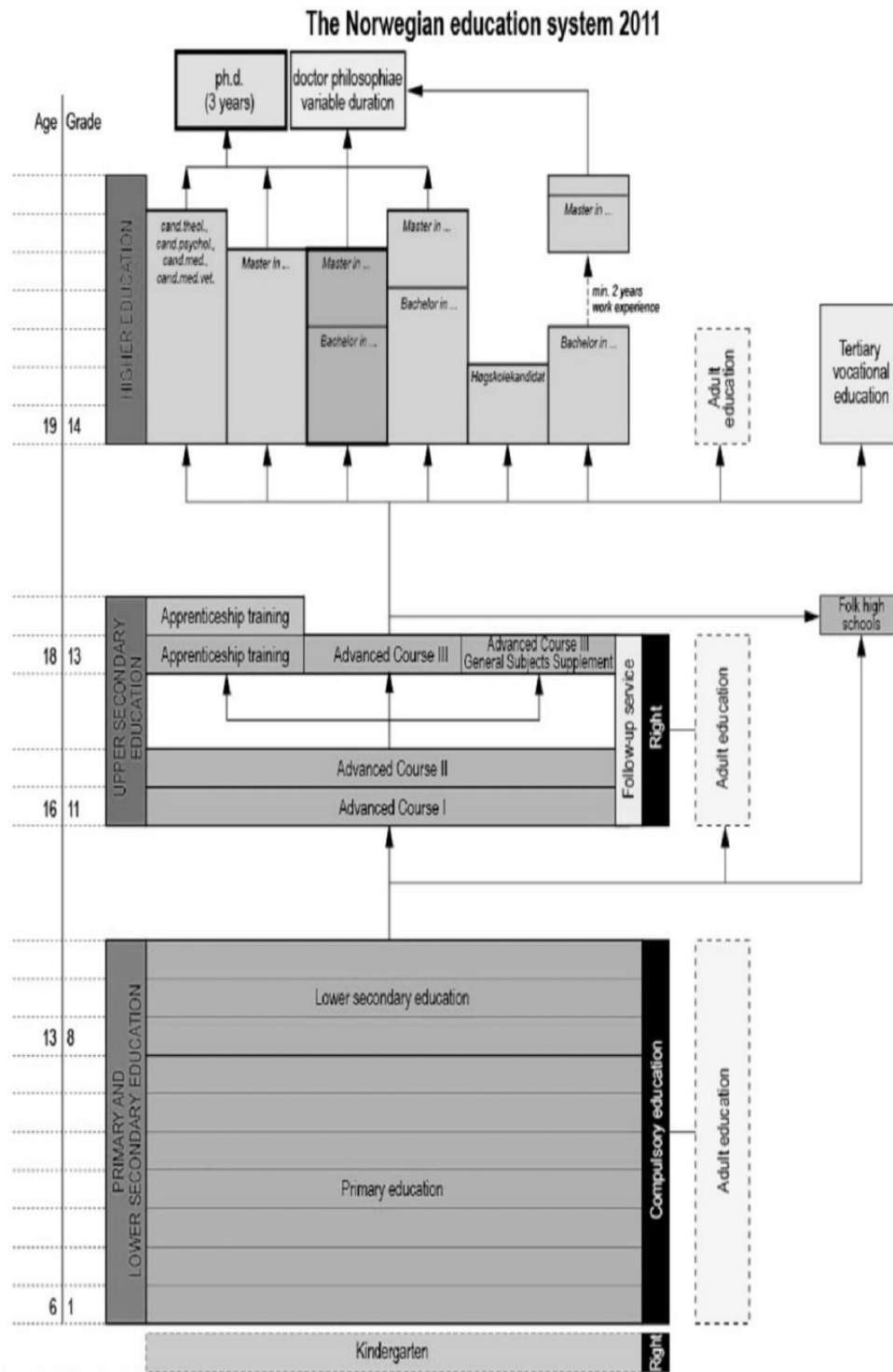


Figure 1: Overview of the educational system in Austria. Taken from <http://ec.europa.eu/>



Source: Statistics Norway 2012

Figure 2: Overview of the educational system in Norway. Taken from [SSB.no](http://SSB.no)

## 2.4 Language as a subject

As this master thesis concerns the recollection, and possibly the acquisition, of words in English, information regarding language as a subject in Norway and Austria is given in the following sections below.

### 2.4.1 Language as a subject in Austria

According to the Austrian *Country Report on Language and Language Education Policies*, Austria was one of the first European countries to introduce modern foreign language (MFL) learning nation-wide at primary school (ÖSZ 2008:37). MFLs taught in primary school include languages such as English and French, but also the languages of Austria's neighbouring countries: Italian, Slovak, Slovene, Czech, Hungarian, and Croatian (ibid.). Austrian third grade students were initially taught either of the subjects for one school hour per week, starting in the school year of 1983/84. By 1998/99, MFL learning was also offered from the first grade of primary school, whilst in 2003/2004 MFL became a compulsory subject for all pupils from the first year of school (ibid.).

Today, the majority of Austrian pupils learn English in primary and secondary schools. The percentage of pupils learning English in school varies amongst the different districts, or *länder*, but the overall percentage is 98% or more at secondary school (ÖSZ 2008:44). Pupils who have graduated from academic secondary school have been taught at least two modern languages. A small amount of pupils therefore also learns another MFL; 20% and 10% of the students learn French and Italian respectively in year 10 and 12 (ibid.:42). At the end of the 12<sup>th</sup> grade, it is suggested that the students' English proficiency should be at B2 level in English (ibid.).

Regarding the general aims of the language subjects, the curricula for lower secondary stage state that students should be able to:

- 'follow spoken language (with standard pronunciation and at average speed of speaking)';
- 'to follow and understand written foreign language texts without the help of others';
- in addition to 'oral production of language elements learnt, in ways suitable to addressees and to relevant media';
- and 'effective use of the new information technologies in modern foreign language teaching' (ÖSZ 2008:56).

These aims require that the Austrian students should be proficient enough in English to the extent that they are able to communicate appropriately in the L2, read and understand L2 texts, and listen to L2 spoken by others. Additionally, Austrian education follows the reference levels set by the Common European Framework of Reference (CEFR). These general aims are also a reflection of the Austrian curriculum for foreign language teaching which states that the:

[t]eaching aims include the inculcation of action-oriented foreign language competence, which is to enable pupils to fulfill basic communicative requirements of social life, and – in a wide range of personal, career-related or public situations – to behave appropriately, both linguistically and culturally; and further to impart intercultural competence, and a competence in life-long autonomous language learning (ÖSZ 2008:54).

In sum, the Austrian foreign language curriculum emphasises communicative competence; students are supposed to learn how to communicate in English, and how to behave appropriately when they encounter other cultures. Through language learning, students should also learn how to become autonomous learners in order to continue their life-long learning. In light of this, it may be beneficial for the Austrian students to watch films and television programmes in the original mode in order to receive input of cultural and communicational value. Also, since being autonomous involves applying different learning strategies to the material to be learned, it might also be useful for Austrian students to develop different learning strategies which they might apply when watching films in the subtitled or the original mode in order to improve their listening skills.

In the 1990s, the Austrian Ministry of Education initiated a programme aimed to develop and support *English als Arbeitssprache* (English as a medium of instruction), also known as Content and Language Integrated Learning (CLIL) (ÖSZ 2008:58).<sup>9</sup> According to ÖSZ, the ministry offered various ways of using English in classrooms, and at various levels of intensity by introducing CLIL (ibid.). This signified that history teachers could for example use English school books in addition to giving lectures in English, whilst science teachers could for example choose to use English school books only. Thus, individual school subjects could be taught in a foreign language entirely, or to a certain extent. Since CLIL was optional, it was up to the schools to choose whether or not they wanted to apply CLIL to their lessons. Today, CLIL is seen as a well-established programme that is a part of the Austrian system of

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<sup>9</sup> English als Arbeitssprache was later renamed Fremdsprache als Arbeitssprache.

education, and the first statistical analyses (1996) show a rate of 14% use across the various types of secondary schools (ibid.:58).

#### **2.4.2 Language as a subject in Norway**

English is a compulsory subject in Norway that students have to study already from their first year at primary school. In regards to MFL learning, students are also required to learn either French, German, or Spanish (or advanced English) in Norway when they enter lower secondary school in 8<sup>th</sup> grade.<sup>10</sup> The English competence aims are not intended to be achieved until the end of 2<sup>nd</sup>, 4<sup>th</sup>, and 7<sup>th</sup> grade at primary school. Competence aims for English and other foreign languages are also set to be achieved by the end of 10<sup>th</sup> grade at lower secondary school, in addition to the end of 1<sup>st</sup> year at upper secondary school (Utdanningsdirektoratet, accessed 08.12.2013). Norway follows the competence aims set by the Norwegian Directorate of Education and Training (Utdanningsdirektoratet, henceforth Udir). Furthermore, Udir recognises the use of CEFR's language attainment levels as levels of guidance in a student's own language learning.

Like Austria, Norway does not normally use English as a medium of instruction at public primary or lower secondary schools in subjects other than English. There are, however, some international schools in the largest cities in Norway that have introduced CLIL, although these are private. Foreign or bilingual children normally attend these schools, either due to their parents' occupation or due to a lack of Norwegian language skills, although there may also be local students attending these schools. Whilst students in Austria may attend upper-secondary schools where English is the language of instruction, students in Norway may attend specific English instructed programmes at certain upper secondary schools. One of these programmes is the International Baccalaureate, or IB program, that teenagers may choose to apply for.

English as a subject at lower secondary school is divided into four areas of learning: language learning, oral communication, written communication, and culture, society and literature. The competence aims within these four areas, which students are meant to have achieved by the end of 10<sup>th</sup> grade, are quite general. This allows the teachers the opportunity to create individual plans for the English lessons, as long as the criteria for the aims are fulfilled. An example taken from the *written communication* section is: 'read, understand and evaluate different types of texts of varying length about different topics' (Utdanningsdirektoratet

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<sup>10</sup> Some Norwegian schools offer other language subjects, such as Chinese.

2013:9). The teachers (and the students) here have the opportunity to choose which texts they are going to use. Due to such requirements, teachers and students have therefore the opportunity to view films with an educational purpose in school.

## 2.5 Language policies and attitudes

This section addresses Norway's language policy and, to a certain extent, Austria's language policy in link to their language attitudes towards English.

### 2.5.1 English: a threat against other languages?

A 'lingua franca', according to the Collins Essential English Dictionary, is *a language used for communication among people of different mother tongues*. On the basis of this definition, English has long been viewed as a lingua franca in Europe; English is learned and used as an L2 (or a foreign language) by many people for the purpose of being able to communicate with people who do not share the same L1 as they. For instance, a Norwegian would speak English with a Frenchman and likewise, if neither could speak each other's languages. In fact, some people use English as a medium of communication even though they understand each other, for example Swedes and Danes, and Norwegians and Danes etcetera. Due to the fact that English makes it possible for a person to communicate with someone on the other side of the world, English is also viewed as a global language.

The status of English as a global language has also made English words popular as loan words (Crystal 2003:22); instead of finding a similar word in one's L1, a person incorporates English words in one's conversation.<sup>11</sup> An example of this could be that a person would as often use a sentence like [2a] as [2c] in the example below:

[2a]**Norwegian:** Jeg skal på shopping imorgen, vil du *joine*?

[2b]**English:** I'm going shopping tomorrow, do you want to join?

[2c]**Norwegian:** Jeg skal på shopping imorgen, vil du være med?

Despite the positive effects of learning English, the increasing popularity of English and the use of loan words from the English language have caused many languages to become anglicised, such as French and German. The increasing popularity of English has also endangered many small languages, such as Nynorsk. One of the reasons why minority

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<sup>11</sup> Stating the reasons for why English is a global language goes beyond the scope of this paper.



languages are diminishing is due to the fact that people start speaking languages that have a more privileged status than their mother tongue; speakers of two languages sometimes tend to switch allegiance, in that they would rather speak, for instance, English as a first language rather than French. Since Nynorsk is already being threatened by Bokmål, and since few people speak Nynorsk on a daily basis (compared to other languages), many believe that Nynorsk may be under threat against the pervasive influence of English; If Bokmål and English become a person's first and second languages, it is feared that Nynorsk might disappear.

The fact that many minority languages are now endangered, has in turn prompted many people to believe that English is threatening their language; that if they continue to use English in their daily speech, their language will become anglicised, or go through language attrition. Lambert and Freed define language attrition as:

... the loss of any language or any portion of a language by an individual or a speech community. It may refer to the declining use of mother tongue skills by those in bilingual situations or among ethnic minorities in (some) language contact situations where one language, for political or social reasons, comes to replace another (1982:1; in Yağmur 2004:135).

Due to the fear of language attrition, many governments around the world, including the Norwegian government, have created language policies and language laws in order to protect their language against English. Some of the policies and laws are quite strict, such as the protection of French in Canada (see section 2.2.4), whilst some policies are more tolerant and flexible, such as the language policy in Norway. Whether the use of other languages, such as English, in different domains of society has influenced the language policies and attitudes in the Norwegian and Austrian societies will be dealt with in section 2.5.2.

### **2.5.2 Norwegian language policy and language attitudes in Austria**

The discussion of the Norwegian language policy is here based on *Ein Heilskapleg Norsk Språkpolitikk* (a *General Norwegian Language Policy*, my translation) written by the Royal Culture and Church Department in Norway (Regjeringen 2007-2008). The discussion of the Austrian attitudes is based on Austria's *Country Report*, as Austria does not have an official language policy per se. In this section, it is argued that the Norwegian language policy and the choices Norway has made regarding the use of subtitles instead of dubbing in foreign programmes on television and films in the cinema mutually affect each other. It is also argued that the statements in the Norwegian language policy and Austria's country report to some

extent is an expression of the Norwegian and Austrian citizens' attitudes regarding the English language, and thus some students' achievability to learn English in, but also out of, school.

In the Norwegian language policy, the Norwegian government promotes learning foreign languages and advocates the benefits of learning English. However, despite this, it also expresses its concern towards the increasing input of English in Norwegian society. Broadly speaking, the government is worried that the increasing use of English may eventually result in English taking over as the main language of communication in Norway. Therefore, their proclamation in Norway's language policy report proposes that Norwegian citizens should speak Norwegian when they are *able to* and English only when they *have to* (Regjeringen 2007:83). In other words, a person should always try to speak Norwegian, unless there are any special reasons why one should not. This is also advocated in the Soria-Moria declaration (Regjeringen 2005:62), where it is stated that Norwegian must be the preferred language in all parts of society. For this reason, the society may to a certain extent be affected by such measures as these. It might also be the case that the Norwegian schools have not fully introduced CLIL due to this.<sup>12</sup>

A survey that was carried out in the Nordic countries in 2002, asked the citizens whether they preferred if all countries in the world only spoke one main language; namely English. In Norway, one in every fifth respondent was positive towards having English as a main language, whilst in Sweden every third respondent was positive towards it. In Finland, one out of ten respondents would accept it (Regjeringen 2007:96). As one can see from these statistics, the numbers in favour are remarkably high. This might be a cause and an effect of the increasing influence of English.

In reference to the language policy in Norway, the Culture and Church Department mentions two different perspectives that are linked to the attitudes of a second language. The first is *the foreign language perspective*, whilst the other one is the *language attrition perspective*. The former perspective entails learning other languages than Norwegian in order to widen peoples' mind-sets. This does not only include learning English, it also includes learning other foreign languages such as French, Spanish, German, Chinese etcetera. The latter perspective, on the other hand, concerns the fact that the Norwegian language loses some of its position in certain domains of the society when another language becomes prominent.

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<sup>12</sup> There have been some experiments with CLIL at various lower and upper secondary schools in Norway, which have proven to be positive on students' reading skills amongst other things.

According to *Ein Heilskapleg Norsk Språkpolitikk*, this is already occurring; the Norwegian language has already lost some of its position as the natural language of use due to the increasing use of English. The Norwegian government therefore believes that it is important that this situation is taken seriously, as this condition usually spreads from one domain to another (Regjeringen 2007:15).

The language attrition perspective and the foreign language perspective do not exclude each other. The first perspective wishes to see through that Norwegian citizens gain knowledge about other languages so they can interact on a global level, whilst the second perspective wishes to avoid that the Norwegian language goes through language attrition by preventing English from taking over as an L1. This is identified as *parallelllingualism*; Norwegian should be the primary language in different domains of the society, but linguistic diversity, with English as the main foreign language, will be encouraged (Regjeringen 2007:98f).

According to Seidlhofer (2011:143), English only constitutes a threat if it is perceived as belonging to its native speakers, and as a foreign language like any other. She further states that since English is accepted as a lingua franca, it also ‘...needs to be taken out of the canon of “real” foreign languages and [be] recognized as a co-existent and non-competitive addition to the learner/user’s linguistic repertoire’ (Seidlhofer 2003; in Seidlhofer 2011:43). The Norwegian Government is not as positive towards the possible threat as Seidlhofer. The government believes that the threat lies within each person and that whether English will continue to pose as a threat depends on the attitudes a person has to its L1. The Royal Culture and Church Department states that:

Truleg er ikkje det alvorlegaste trugsmålet mot norsk språk i dag presset utanfrå, men heller det at vi eventuelt ikkje skulle makta å mobilisera nødvendig kraft og styrke innanfrå til å halda oppe den fulle tiltrua til vårt eige språk.

Dette er først og fremst eit spørsmål om positive haldningar og felles vilje.

The sincere threat against Norwegian languages does most likely not come from the outside. Eventually, we will not be able to resist the pressures from inside our own country, at least not enough that our belief in our own language remains unchanged. We thus need to hold on to our positive attitudes towards our own language and maintain a joint desire to keep the situation as it is (Regjeringen 2007:92, my translation).

In light of the quote above, the government fears that the Norwegian society is not able to withstand the increasing influence of English if it comes from within the society, especially with respect to the citizens’ attitudes towards their own language. It is therefore argued that the

attitudes of the Norwegian citizens towards their own language therefore need to be maintained.

In regard to the Austrian citizens' attitudes as expressed in the *Country Report*, it might be argued that the Austrian language attitudes are more tolerant and flexible towards other languages than Norway's. This is because Austria has not explicitly expressed any fear that English is threatening their status quo, like Norway has. As stated in the section *Information on Austrian Language Policy*:

...there is no general rule or regulation in consumer law making it mandatory to use the German language for product descriptions or warnings..., nor in instructions for use, or description of merchandise that is to be sold in Austria. There are no quota regulations in Austrian media law, either, which might provide for a certain percentage of Austrian productions on TV or in radio programmes – which would amount to indirect support of the German language (ÖSZ 2008:22).

The quote above indicates that there are no laws against using other languages than German in any domains of Austrian society. In reference to the influence of English, it might therefore be suggested that Austria does not share the same fear of German becoming the less favourable language of the two. According to ÖSZ, Austria has, like Norway, '... successfully developed a language policy for schools and in general education that is geared to supporting plurilingualism, as well as effective structures for the planning and discussion of language policy issues' (ÖSZ 2008:29). This means that they wish to advocate the learning of foreign languages, even though German continues to be the preferred language of communication in Austria. Austria has however, unlike Norway, incorporated English as a medium of instruction (CLIL) at public schools.

It may be suggested that the use of subtitles or dubbing is an indirect cause for why English is making a country feel threatened; the fact that Norwegians are to a greater extent exposed to English than what Austrians are through television programmes and films, might partly explain why Norwegians tend to use English to such an increased extent in various domains that the Norwegian government feels it needs to resist the changes. The fact that the Austrians do not express any fear against the major influence of English in Europe, might be due to the fact that English is not used as much in other domains of society as in Norway. This might in turn be because they dub films and television programmes. What attitudes persist among the Austrian and the Norwegian students towards the use of subtitling, dubbing, and the English language in society are more closely dealt with in chapter four, *results and discussion*.

## 2.6 Summary

This chapter has included theory about three different subjects: second language acquisition, audiovisual translation, and language policy. In the second language acquisition section, the input hypothesis, and internal and external factors were focused on. Additionally, information about the different school systems and language as a subject in Norway and Austria was provided later in the chapter. In the section about audiovisual translation, theory about subtitling and dubbing was presented. Additionally, a focus was placed on the pedagogical use of subtitles, and on the downsides about dubbing and subtitling. Last but not least, Norway's and Austria's language policies and attitudes were discussed on the basis of their respective documents, namely *Ein Heilskapleg Språkpolitikk* and *Country Report* in light of the increasing influence of English in society.



### 3 METHODOLOGY

The core of this master thesis is research carried out on Norwegian and Austrian students in 10<sup>th</sup> grade in Norway and in Austria. In this chapter the present study is outlined and details of its methodology are given. This chapter therefore includes a presentation of the participants, materials, and procedures. It also includes a presentation of the methods used when the results from both the self-assessment task and the study were analysed.

#### 3.1 The field research

The present research concerns the role of the subtitled mode in the acquisition of English vocabulary. Similar studies have been conducted by Koolstra and Beentjes (1999), and d'Ydewalle and Van de Poel (1999). These studies, however, were carried out on pupils between the ages of 8-12. The reason why students in 10<sup>th</sup> grade are chosen is due to my future occupation; as a teacher at lower secondary or upper secondary school, it is interesting to investigate what alternative methods to improve second language teaching and further better the students learning possibilities.

The present study investigates the extent to which Austrian and Norwegian students in the 10th grade recalled English vocabulary and idioms through watching an English speaking film with German or Norwegian subtitles. It also explores what attitudes Norwegian and Austrian students had towards the use of subtitling and dubbing in English films and television series, and their attitudes to learning and using English in general. The research questions to be addressed are as follows:

- Q1. What are the attitudes of Norwegian and Austrian students towards the use of subtitling and dubbing, and English language learning?
- Q2. Will students from subtitling and dubbing countries self-assess their English listening/watching and reading skills differently?
- Q3. How does subtitling, compared to dubbing, affect the acquisition of English vocabulary?

In order to answer these questions, a quantitative research with qualitative aspects carried out. In quantitative research the investigator ‘...*identifies a research problem* based on trends in the field or on the need to explain why something occurs’ (Creswell 2009:13, original emphasis), and asks ‘specific, narrow questions to obtain measurable and observable data on variables’ that are analysed by statistics (ibid.:14). In qualitative research, the investigator

collects data 'based on words from a small number of individuals so that the participants' views are obtained' (ibid.:16). The data are interpreted in 'the larger meaning of the findings' (ibid.).

In this research, a survey and a study were conducted. The survey consisted of an English questionnaire, whilst the study included a film and an accompanying multiple-choice test. Since the research was conducted with a high number of participants, a quantitative rather than a qualitative method was preferable when collecting measurable data. Some of the questions included in the written questionnaire are, however, open-ended and thus qualitative. Specific open-ended questions, namely *why?*, were used in order to receive more in-depth answers as to why students chose one alternative over another when answering certain questions (Dörnyei & Taguchi 2010:37).

### **3.2 Schools and participants**

As the research concerns the use and effect of subtitling, as opposed to dubbing, on the acquisition of English vocabulary, one country that usually subtitles films and television programmes and one country that normally dubs them were chosen. Since this master thesis is written at the University of Bergen, Norway was chosen as a subtitling country. Regarding the choice of a dubbing country, both Germany and Austria were possible alternatives. Austria was considered the best alternative, as my supervisor David Newby lives there, which facilitated the setting up of the study. The choice thus fell upon two schools in two major cities of Norway and Austria. The schools in Norway were chosen on the basis of which schools I already had contact with; one where I currently work as a substitute teacher, and one where I carried out my teacher practicum in the last semester of 2012. The schools in Austria were selected by David Newby. The intention was to find as similar classes as possible with regard to age. Nevertheless, there were some differences between the schools in Norway and in Austria, which need to be considered when analysing the results.

The two schools participating from Austria are schools Aus1 and Aus2. Aus1 is characterised as a bilingual secondary academic (grammar) school for students between the ages of 10 to 18. Many international students who do not necessarily speak German attend this school, although students who speak German as a mother tongue may also attend it. Aus2 is characterised as a semi-boarding school and is privately run. It was originally intended for girls only, but the school has recently begun accepting male students and teachers to their school as well. Both schools are regarded as highly esteemed schools by the general public. Almost all



classes in Aus1 use English as the language of instruction, whilst the students in Aus2 only speak English when it is being taught as a subject. The reason why the bilingual school (Aus1) was chosen was to see if it differs from Aus2 regarding the results, and to see if it shares similar results with the Norwegian schools. Since the students in Aus1 are exposed to a high degree of L2 input, it might be the case that their English input in school is similar to the input Norwegian students are exposed to both in school and through English media. The schools in Norway are demographically quite similar, although one of schools is characterised as a multicultural school where many students come from minority backgrounds. The students with minority backgrounds attending the multicultural school (i.e. Nor2) also participated in the study, although some of them had only acquired basic English skills at the time of the study.

Twelve classes, 3x2 English classes in Norway and 3x2 English classes in Austria, participated in the study. The students who participated were mainly between the ages of 14 and 16 years old, and the students have had approximately the same amount of English lessons in school. 123 out of 141 students in Norway and 89 out of 121 students in Austria participated in the study. There were 49 students who were disqualified from the study on the basis of the participation requirements that each student had to go through before their results were analysed further. The participation requirements were based on questions asked initially in the questionnaire. The following questions, which relate to the students' background, were included: whether the students usually speak English at home, whether they have ever lived in an English speaking country, or if their parents speak English as a mother tongue. The students who regularly speak English at home, and/or have lived in an English speaking country for more than a year, were disqualified on the basis of the probability that they have received more language input than the rest of the students in their class. Students who do not speak English regularly at home, but who have parents who speak English as a mother tongue, were not rejected on the basis that they would not have had more language input than students who answered no to both questions.

### **3.3 Material**

This section provides information on the materials used when conducting the study: namely the questionnaire (3.3.1), the film and accompanying multiple-choice test (3.3.2), in addition to how the research was conducted. It also includes a theoretical discussion of theory about survey and experimental research.

### 3.3.1 Survey research

Surveys are primarily used in data collection to gather information about the learner's background, attitudes, and beliefs, and can either be conducted through a questionnaire or an interview. It is described by Brown (2001) as 'primary research distinct from both qualitative and statistical research' (in Wagner 2010:23), since these results are only used as an introductory analysis of the more important results, namely the study. Although the results are used for this purpose, survey research will often have 'both qualitative and quantitative components' (ibid.). In this paper, however, the survey also includes questions that may provide the researcher with statistical information needed in order to analyse the research questions in more detail.

A questionnaire, compared to conducting an interview, was considered the most suitable form to carry out a survey research, since it was possible to gain valuable information without asking too many questions. Providing multiple-choice alternatives was also seen as the best approach, as it would be less time-consuming for the students to answer the questions. Last but not least, it was easier to categorise and sort the results into Excel with close-ended questions (Dörnyei & Taguchi 2010:26).

Based on this, the questionnaire in this research consisted of 20 main questions with set alternatives to choose from. Most of these alternatives were based on the *likert scale*, in which there are 'a series of statements all of which are related to a particular target...', for example *very much*, *quite at all*, *not so much*, and *not at all* (Dörnyei & Taguchi 2010:27). It was also decided to conduct the questionnaire in English. If the questionnaire had been written in Norwegian, the questionnaire for the Austrian students would have to be written in German. This would have been both a difficult task and time-consuming, as my German skills are quite limited. The questions in the questionnaire were asked in order to answer research question one: 'What are the attitudes of Norwegian and Austrian students towards subtitling and dubbing, and English language learning?', and research question two: 'Will students from subtitling and dubbing countries self-assess their English listening/watching and reading skills differently?'

Since the research was conducted in 12 classes, the questionnaire was filled out by pen and paper. Although it was more time-consuming than it would have been with an online questionnaire, it was necessary due to the fact that personal computers were not readily available. As the questionnaire was to be anonymous, the students were told not to write their

full name on the sheet. Instead, they were asked to write a code name, consisting of the first and last letters of their first and last name at the top of the first page. By asking the students to do this, it made it easier to match the data of the questionnaire with the data gained from the study.

When conducting a questionnaire, it is also necessary to make sure that research ethics are maintained. In Norway, a formal application needs to be sent to NSD (Norwegian Social Science Data) containing information about the planned research. It is also necessary to ask the different institutions (e.g. principals at schools) who are participating in the project for their permission to conduct the research. In addition, if the subjects are younger than 18 years old, a researcher also needs parental permission. Most importantly, however, the subjects always need to be informed about the main purpose of the research, and that they are allowed to decline the invitation of participating in the project at any time. It is also necessary to assure the people concerned that it is an anonymous questionnaire and that all information is analysed in confidentiality (Milroy & Gordon 2003:79). In light of this, grants from both NSD, schools, parents and children were requested in Norway. In reference to Austria, there are no strict regulations that need to be met. When conducting the research in Austria, an oral permission was given by the headmistresses, teachers, and students at both schools. The documents requesting permission to carry out both the questionnaire and the study, which were sent to principals and parents, in addition to the letter received from NSD, are all included in appendices A-C.

### **3.3.2 Study research**

In addition to carrying out a questionnaire, a study was conducted in order to answer research question three: ‘How does subtitling, compared to dubbing, affect the acquisition of English vocabulary?’ To gain the necessary information, the students in Austria and Norway were shown a 20 minute film clip from *The Simpsons Movie*. The film was shown either on a television set (with a DVD player), or was projected onto a screen, depending on the available tools each school was able to provide.

The study’s intention is to investigate the short-term effects of acquisition; whether the students were better able to notice and remember the translation of certain English words with the subtitled mode than the original or the dubbed mode. In order to investigate this, the same film clip was shown to three classes, where the classes watched one of the three different modes of the film clip. This meant that class A was shown the subtitled mode, class B was

shown the original mode, and class C was shown the dubbed mode (soundtrack in either Norwegian or German). The two former groups comprised the test groups, whilst the latter group had the function of a control group, since the students in this group did not receive any English input when watching the film clip.

After the film clip had been shown, the students were asked to answer a test with 24 questions. These questions consisted of words and idioms that had to be translated into their L1. If the words corresponded to those that appeared in the subtitles, the student's answer was considered correct. The control group received the same test as the subtitling and the original groups, even though the students did not receive any English input by watching the film clip; by analysing the results from the dubbing groups, the test scores were used to see which words the students already knew beforehand. Words with higher frequency scores within the dubbing groups might indicate that the subtitled and the original groups have not learned these words on the basis of the original soundtrack (and the subtitles) in the film clip. Since every class usually consist of students with varying levels of English competence, there was no need to divide the class into further sections before the test.

As the vocabulary test was answered by students who normally start learning English in 1<sup>st</sup> or 2<sup>nd</sup> grade, selecting suitable vocabulary items proved to be a difficult process. Since the intention was to compare the number of correct answers between the three mode groups, it was necessary to choose difficult words as well as easy ones. Even though the difficult words were mostly focused on in the analysis, the easy ones were included in order for some students not to become demoralised when completing the vocabulary test. The words included in the test were *pollution*, *environment*, *squeamishness*, (I am) *off the hook*, *snug*, *gallon*, *impression*, *nibble*, *nailed her*, *canvass me*, *you've got a bite*, *recklessly impulsive*, (I am at my) *wits end*, *selling out your beliefs*, *taking the rap*, *vital*, *piece of cake*, *hornets' nest*, *I rest my case*, *sinkhole*, *tipping point*, *scissor lift*, *window sill*, and *aged me horribly*; the task was to find appropriate and equivalent translations for each question in either Norwegian or German. The appropriate answer for, for example, *pollution* would be *forurensning* in Norwegian, so if the students answered *giftig* (literal translation: toxic) or *søppelbit* (literal translation: piece of trash), the answers would be judged as incorrect.

When the test was designed, a decision had to be made whether the format of the test should be a multiple-choice test or an open-ended one. The disadvantage of conducting a multiple-choice test is that there is a chance of guessing the correct answer. The disadvantage of conducting an open-ended test is that it would be difficult for the students to score, since the

answers could be almost, but not entirely correct. This would present a problem since the test design required the answers to be identical to the words presented in the subtitles. An example of this is the task in which the students were asked to translate *piece of cake* into Norwegian. In this case, the correct answer would be *barnemat* (literal translation: babyfood, figurative: child's play) as this was present in the subtitles, although *kakestykke* (literal translation: slice of cake) could also be semantically correct. The student's answer would still be judged incorrect if s/he answered *kakestykke* instead of *barnemat*. Also, if the Austrian students were going to translate English words into German, it would have created extra effort for me to translate these into Norwegian or English again. It was thus decided on a multiple-choice test, and each Norwegian alternative was translated into German by using online translating tools, and by seeking help from a German master student to proof-read them before the research was carried out. The distractors for each question were words that were also present in the film clip, synonyms and homonyms. See appendices E and F for a complete overview of the vocabulary test in Norwegian and German.

### **3.4 Procedure**

This section briefly explains the procedures that were followed regarding how the questionnaire and the study were conducted.

#### **3.4.1 Questionnaire**

As it was essential that the answers from the questionnaire were not influenced by the study, it was necessary to conduct the questionnaire first. Also, in order for students not to remember clearly what the questionnaire consisted of, a small time-lapse of one to two weeks between conducting the questionnaire and administering the study was kept.<sup>13</sup> The students were not told about the study when answering the questionnaire.

The first part of the questionnaire included background questions, which were mentioned above. It also included questions about the importance of learning English, and how much they like doing various English activities in and out of school. These questions were asked in order to evaluate their attitudes towards daily use of English. Students were then

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<sup>13</sup> Some of the students in Austria were asked to conduct the questionnaire at home as homework. Some students nevertheless forgot to do it and therefore needed to do it in class. Due to time limits, this was also the case with some classes in Norway.

asked how often they used the different modes (subtitled, dubbed, or original) when watching films and television series either on television, at the cinema, or on the Internet. They were also asked whether they had any preferences regarding choice of mode, and if they felt that the use of subtitles could help them to learn English. Last but not least, they were asked to self-assess their English within four categories: listening/watching, reading, speaking, and writing, based on the criteria set by the Common European Framework of Reference (CEFR). The self-assessment scores were needed in order to place students in groups according to their level of proficiency when the data of the vocabulary test was analysed. This is further discussed in section 3.5. A copy of the questionnaire is found in appendix G.

### **3.4.2 Study**

When the study was conducted, students were told that they were going to watch a 20 minute film clip of *The Simpsons Movie*, and that they were afterwards going to answer some questions concerning the film. What the questions consisted of was not revealed until the test was handed out. This made them pay attention to the film, even though they might have seen it several times before. Since *The Simpsons Movie* is a humorous film, it also gave the students an opportunity to enjoy the film without thinking about the follow-up questions. Before the multiple-choice test was handed out, they were instructed to answer the questions individually, as conferring with or copying from another student would influence the results (and thus the reliability of the master thesis) that were to be analysed at a later stage. Those who did confer were noted so their results could be removed from the analysis.

## **3.5 Methods used when analysing the results**

This section mentions briefly how certain results from the questionnaire and the study were analysed and how the results are presented in the next chapter. Section 3.5.1 briefly mentions how the self-assessment scores were analysed, whilst section 3.5.2 briefly explains how the results from the self-assessment test were analysed.

### **3.5.1 Methods used when analysing the results from the self-assessment test**

A self-assessment test was included at the end of the questionnaire. The self-assessment test consisted of four categories, each containing five *I am able to* statements. The students were here asked to choose one of the five statements that they felt best corresponded to their level of English. These self-assessment statements were adapted from the self-assessment criteria set by

the CEFR, although the CEFR levels were replaced with letters for the purpose of this questionnaire. Thus, A2 equals A; B1 equals B; B2 equals C; C1 equals D; and C2 equals E. It was decided not to include the A1 level from the CEFR, due to the fact that some of the A1 level statements are similar to the A2 level statements, and because it was assumed that most students would at least be at A2 level. Students were told to leave the slots blank if the statements did not match their own evaluation of their English skills. See appendix G, question 21, for an outline of the self-assessment test.

The answers the students gave in the self-assessment test were used as an indication of their overall English skills. By analysing their self-assessment scores, the students were grouped together with others who shared the same competence level. The assessment for the 'listening/watching' skill was prioritised since this was the skill the students employed in the research study, although the reading skill was also necessary to some extent. However, if some students assessed these two skills at different levels, the overall score for all four categories was used. When placing students in different groups, the criteria were the following:

- a) If a student feels that her/his competence level in all four groups is at B2 level, s/he will be placed in the B2 group with the other B2 level students. If the student evaluates her/his competence level at A2 level, s/he will be placed in the A2 group.
- b) If three of the categories receive a B1 level evaluation, whilst the fourth one receives a B2 level evaluation, the student will be placed in the B1 group.
- c) If the student assesses the *listening/watching* category at B1 level and the *reading* category at B2 level, but the overall score is at B2 level, the student will be placed in the B2 group.
- d) If the student assesses the *listening/watching* skill and the *reading* skill at two different levels (e.g. B2 and B1), and the two other categories at same levels (e.g. B1 and B2), the *listening/watching* level will be prioritised. The same applies if the student assesses *listening/watching* and *reading* at the same level (e.g. B1), whilst the two others are assessed at a different level (e.g. B2).
- e) If a student assesses the four categories at several different levels, e.g. B1, B2, B2, and C1, the average score (e.g. 2+3+3+4) will apply to the choice of group. In this example, the student would be placed in the B2 group.<sup>14</sup>

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<sup>14</sup> Scores: A2 =1, B1 =2, B2 =3, C1 =4, and C2 =5.

It needs to be emphasised that this is an assessment test that the students evaluated themselves, and that it does not necessarily reflect their English language skills if they were to be evaluated externally.

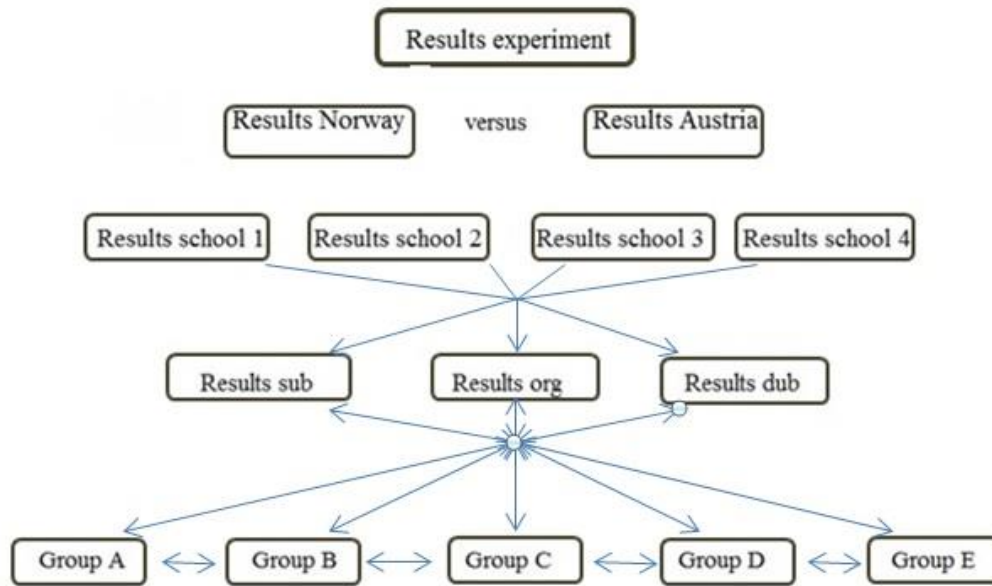
### **3.5.2 Methods used when analysing the results from the study**

The results from the study were first analysed in terms of what country and mode group the students belonged to. Secondly, the results were analysed in terms of what school and mode group the students belonged to. This provided information about whether the schools and the students' proficiency skills had any influence on the results.

Following this, the results from the test were finally analysed in terms of whether the students belonged to the subtitled, the dubbed, or the original group, regardless of what country or school they belonged to. Thus, the results of the Norwegian and the Austrian students who watched the subtitled mode of the film clip were placed in one group to be further analysed. The same applied to the dubbed and the original groups. Furthermore, based on the self-assessment test they had to participate in beforehand, these groups were also divided into smaller groups in which the test scores of the students who shared similar self-assessment scores were compared and analysed. By comparing the results of the students who shared the same assessment scores, the analysis became more in-depth and the results more reliable. This is because the self-assessment scores placed the students of equal proficiency level in similar groups. In doing so, the subtitled groups, which consisted of five different assessment levels, were compared to the similar assessment groups within the dubbed and the original groups, which would in return give a more reliable result than comparing for example A2 level students with C1 level students. See figure 3 for an overview of the analysis method. It must be once again emphasised that these self-assessment scores may not completely reflect students' actual competence level.



**Figure 3: Method of self-assessment analysis**



**Figure 3 Method of self-assessment analysis. Results are analysed in terms of country and mode, school and mode, and assessment scores and mode.**

### **3.6 Summary**

This chapter has discussed details of the present research. It has provided a description of the participants, materials, and procedures used to carry out the study. In addition, the last section concerned the methods used to analyse the results from the self-assessment task and the study.



## 4 RESULTS AND DISCUSSION

This chapter presents the various results gained through the survey and the study. As mentioned in chapter three, the survey consisted of a questionnaire with 20 questions that the students were requested to answer. The purpose of the questionnaire was to identify what attitudes Norwegian and Austrian students have towards English language learning, and what attitudes they have regarding the use of the subtitled mode, the dubbed mode, and the original mode in film and television series. A secondary purpose was also to find out how they self-assessed their own English proficiency skills. In regards to the study, the students watched *The Simpsons Movie* with either of the modes, prior to receiving a multiple-choice test consisting of 24 words that the students had to translate into their L1 (see appendices E and F for a detailed list of the words). The results from the study were analysed in terms of country, classes, and self-assessment groups in order to see whether the subtitled groups would obtain a higher score on the vocabulary test than the dubbed and the original groups. If the subtitled groups achieve a higher score than the other groups, this can be interpreted as an indication that the students are able to recall, and possibly acquire, English vocabulary through the use of subtitled films.

In this chapter, there are 23 diagrams included. 14 of these diagrams refer to questions from the questionnaire whereas 5 concern the study. The questions from the questionnaire that are not as relevant to the research questions and hypotheses are not included in this chapter. The titles for each of the diagrams concerning the questionnaire include the number(s) of the question(s) the diagram refers to. The questionnaire is included in appendix G. Results from the questionnaire are presented and discussed in section 4.1, and results from the study are presented and subsequently discussed in section 4.2. As previously stated, the results that are analysed only include scores from students who have not been disqualified from the study, on the basis of the requirements mentioned in chapter three. Those who have requested that their data shall be removed from the analysis were also excluded from the study.

The number of respondents was 123 from Norway and 89 from Austria, giving 212 tokens in total. On the basis of the number of participants, and in regard to the school types that participated in the study, the findings can be considered significant. They can also be considered representative of the general public since this research has included a bilingual and a multicultural school, which has given some variety to the results. However, in this study, the results cannot be generalised across all school types since many of the students at the bilingual school in Austria have been highly exposed to English, whilst many of the students in the

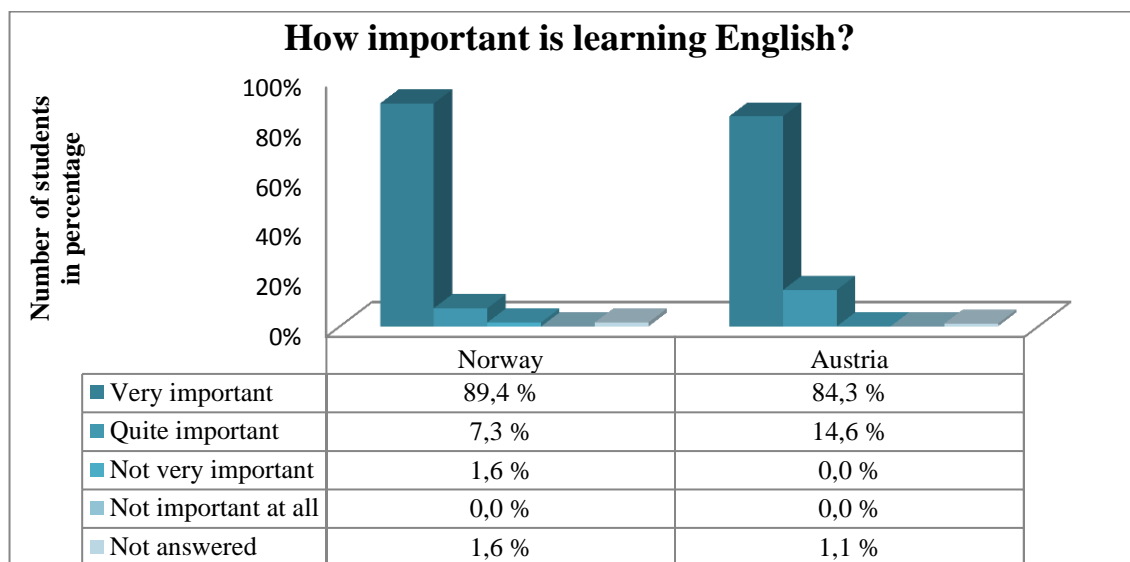
multicultural school in Norway have had insufficient exposure to English. Moreover, the schools in Norway were also quite demographically close to each other. Due to this, the results obtained from the multiple-choice test and the questionnaire are not treated as statistically significant. Instead, because there were more Norwegian students who participated in this study than Austrians, the results from the questionnaire and the multiple-choice test are presented as mean scores.

#### **4.1 Results from the questionnaire**

In this section, the results from the questionnaire provide information on how important the students believe learning English is (4.1.1), which mode the students use when watching films and television series on a DVD and on the Internet (4.1.2), and which mode they would prefer when watching films and television series through different media (4.1.3). Results to the questions about whether the students believe watching subtitled television series or films help the acquisition of English are also given (4.1.4). These results are linked to hypotheses one to three: Norwegian students' attitudes towards subtitling will be more positive than their attitudes towards dubbing; Austrian students' attitudes towards subtitling will be more negative than their attitudes towards dubbing; and Norwegian students will believe more strongly than Austrian students that subtitling helps them to learn English. Last but not least, results from the self-assessment test are included in order to discuss hypothesis four: Norwegian students will believe more strongly than the Austrians that the use of subtitled mode might help them to learn English. In the self-assessment test, the students were requested to evaluate their own proficiency skills within the listening/watching, reading, speaking, and writing categories. Most of the figures in this chapter are divided into countries, as it is not relevant to distinguish between schools for all of the results.

##### **4.1.1 How important is learning English**

The first question that is relevant from the questionnaire is how important students believe learning English is. This question was asked in order to find out what their attitudes are towards English. The results are as follows:



**Figure 4: Results to question 7: ‘How important do you believe learning English is?’**

Based on the results from figure four, it is apparent that most students (89.4% of Norwegians and 84.3% of Austrians) believe learning English is *very important*. It can also be seen from the chart that there are more students in Norway who feel that learning English is very important, as 14.6% of the Austrian students inquired felt that it is *quite important* to learn English. There were no students in Norway or Austria who felt that learning English is *not important at all*, although about 2% of the students in Norway felt that it is *not very important* to learn English.

Almost all of the Norwegian and Austrian students thus answered that learning English is very or quite important, which is a positive standpoint in reference to their willingness to receive English input. As mentioned in section 2.1.2, if the students were not positive towards the importance of learning English, the students’ affective filters would prevent English input from reaching the part of the brain that conceptualises the aspects that should be acquired. This means that a person who understands what different English words mean, words which did not previously exist in her/his vocabulary, will not be able to acquire them due to her/his affective filter. The affective filter to students in both Norway and Austria should in this case not prevent the students from being receptive towards the incoming input in the study. These results do not, however, strengthen hypotheses one to three. In order to see whether these hypotheses are confirmed, the students’ attitudes towards subtitling and dubbing need to be discussed as well. This is done in sections 4.1.2 and 4.1.3.

#### 4.1.2 Mode used when watching films and television series

In the questionnaire, the students in Norway and Austria were asked about which mode (i.e. subtitled, dubbed or original) they use when watching films through a DVD or online through streaming websites. The students were also asked about which mode they use in regards to watching television series, although it was not specified through which media in this question. Nevertheless, as one cannot watch original or subtitled television series in Austria and rarely watch original or dubbed television series in Norway on local channels, the intention was to refer to television series on a DVD or on the Internet. Regarding the results for the subtitled mode in Norway and the dubbed mode in Austria, however, the answers the students gave in the questionnaire might also have been referred to television series on local channels.

In this section, four diagrams are included, two for Norway and two for Austria. The first two concern how often students use each mode when watching films, whilst the latter two concern how often students use each mode when watching television series. Figures five and six below present the results from the film category in Norway and Austria respectively.

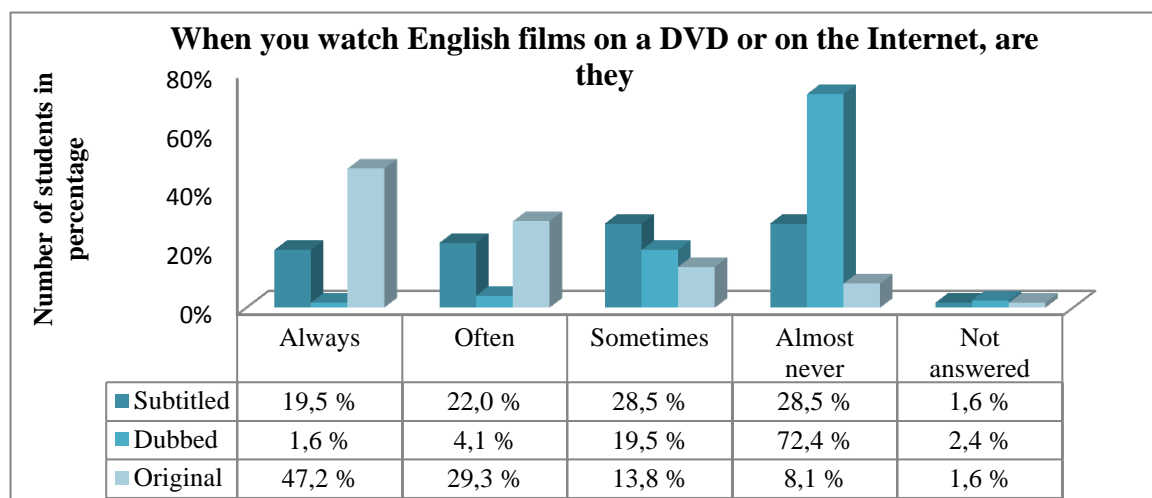


Figure 5: Question 12: ‘When you watch English movies on a DVD or downloaded from the Internet, are they...?’ This figure presents the number of students who use the subtitled, the dubbed, and the original modes in Norway.

According to figure five above, the Norwegian students use the original mode more than they use the subtitled mode when watching films, as 47.2% of the students in Norway answered that they *always* use the original mode when watching films on a DVD or on the Internet. As can be expected from a subtitling country, students in Norway rarely watch dubbed films, as 72.4% of the students answered that they used the dubbed mode *almost never*.

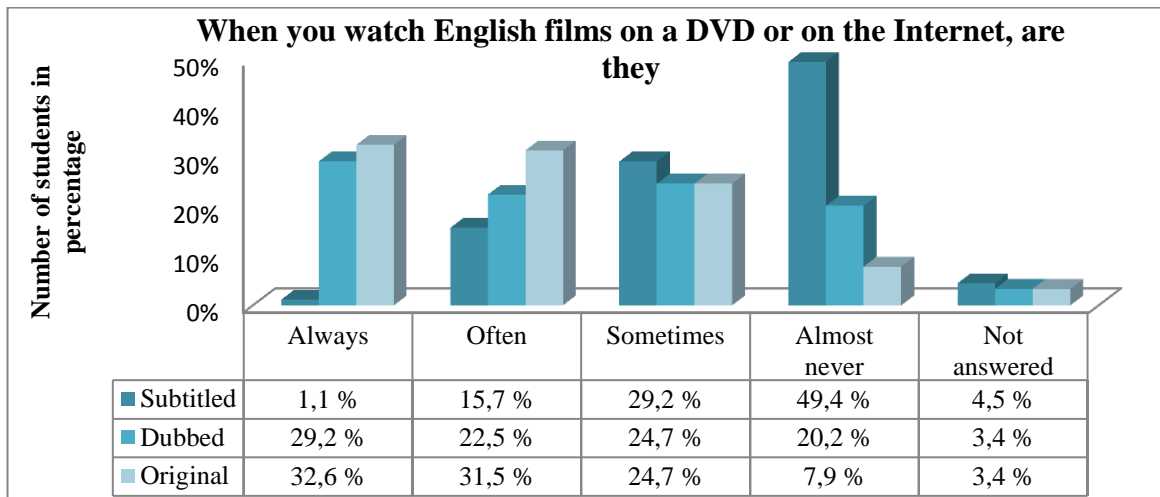


Figure 6: Question 12: ‘When you watch English movies on a DVD or downloaded from the Internet, are they...?’ This figure presents the number of students who use the subtitled, the dubbed, and the original modes in Austria.

Based on diagram six, which shows the results for how often the Austrian students use each mode when watching films on a DVD or on the Internet, it is clear that the Austrian students use the original mode the most (32.6%). With regards to the dubbed mode (29.2%), the Austrian students use it almost as much as the original mode. It is therefore apparent that the Austrians choose the original mode over the dubbed mode, which is a similar finding to the Norwegian results. Nevertheless, the differences between the subtitled and the original modes in Norway (27.7% difference in the *very much* category) were clearer than the differences between the dubbed and the original modes in Austria (3.4% difference in the *very much* category).

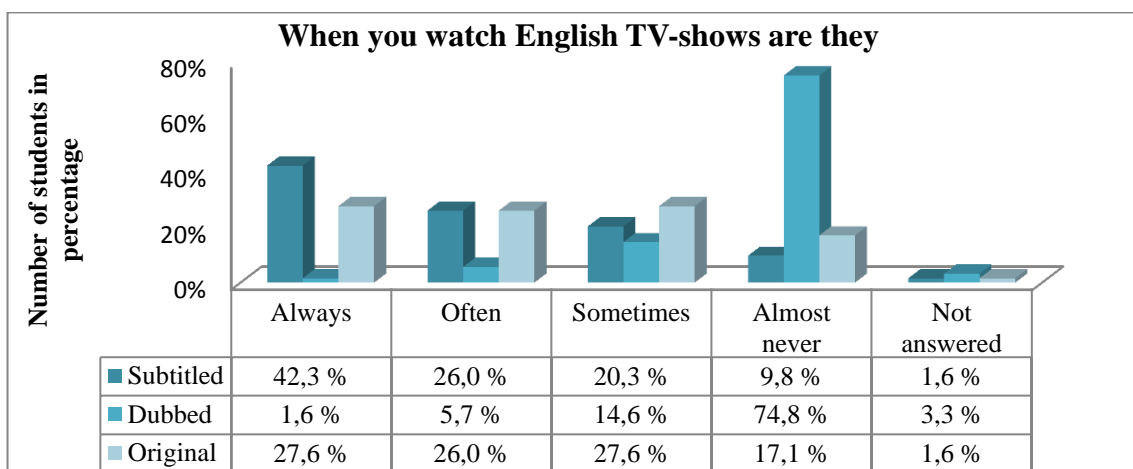


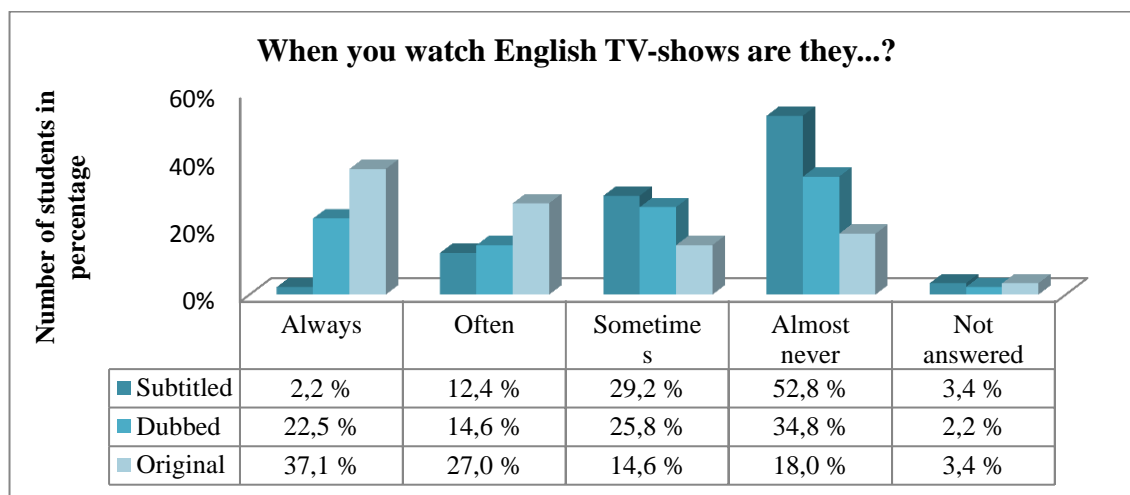
Figure 7: Question 14: ‘When you watch English TV-shows, are they...?’ This figure presents the number of students watching English television shows with the subtitled, the dubbed, and the original modes in Norway

In figure seven above, the bar chart shows the number of Norwegian students who watch English television shows with the subtitled, the dubbed, and the original modes. Overall, this chart indicates that subtitles are used to a considerable extent (42.3%) when Norwegian students watch television programmes, though the use of the original mode (27.6%) is also occasionally employed amongst students. Dubbed television programmes are rarely viewed (cf. 74.8% in the *almost never* category), possibly because dubbed television programmes are hardly screened on Norwegian television, except for children's television. Moreover, since most students in this study are around 15 years old, the majority are more likely to watch adult television programmes than children's programmes.

It is also apparent that the Norwegian students differ in which mode they use when watching films and which mode they use when they watch television shows. In figure five Norwegian students report that they essentially use the original mode when watching films, whilst in figure seven Norwegian students use the subtitled mode the most when watching television shows. Due to the low results in regard to the original mode within the television category, it might be suggested that the students refer to television series on local television channels, and that they therefore hardly watch television in the original mode. Another suggestion is that many students might prefer to watch series online from for example Netflix and HBO in the subtitled mode than the original mode in which the subtitled mode is as easily accessible. Films, however, are often downloaded or streamed through illegal torrent websites, since it takes a while for new films to be released. On these websites, subtitles are not often included in the downloading file, which means that many students might watch downloaded films in the original mode.

Figure eight illustrates how often Austrian students watch English television shows with the subtitled, the dubbed, and the original modes.





**Figure 8: Question 14: ‘When you watch English TV-shows, are they...?’** This figure presents the number of students watching English television shows with the subtitled, the dubbed, and the original modes in Austria.

In general, these results indicate that the Austrian students normally watch television programmes in the original mode (37.1% in the *always* category). It is apparent from the figure that Austrian students do not watch subtitled television shows; 52.8% of the students replied that they *almost never* use subtitles. In reference to the use of the dubbed mode, most of the Austrian students answered that they also watch dubbed television shows *almost never* (34.8%).

In sum, it is apparent from figure eight that Austrians in general use the original mode to the dubbed mode, which is similar to what they use when watching films. Although the results that refer to television series do not specify which media (DVD, TV, or the Internet) are used, it is suggested that films (and series) are either watched through a DVD or on the Internet, due to the fact that the dubbed mode is the only accessible mode on Austrian television. The fact that most students do not watch subtitled television shows is most likely also because Austria hardly ever subtitle television shows on local channels. It is here suggested that they are therefore not likely to use the subtitled mode when they have the opportunity to, assumingly because they are not used to reading subtitles, see section 4.2.5 for further discussion of subtitles.

#### **4.1.3 Preferences regarding mode**

In addition to asking the students how often they use each mode, the students were also asked which mode they would prefer when watching television shows at home, films in the cinema, and films and television shows on the Internet. In this section, the results regarding the

Norwegian and the Austrian students' preference of mode are examined. There are three diagrams in this section, one for Norway, and two for Austria. The two first diagrams concern which mode the Norwegian and the Austrian students would prefer. The final diagram concerns which mode the students in the two Austrian schools would prefer. This diagram is presented in order to examine whether there are any differences between the two Austrian schools in regards to choice of mode, since one of the schools is a bilingual school.

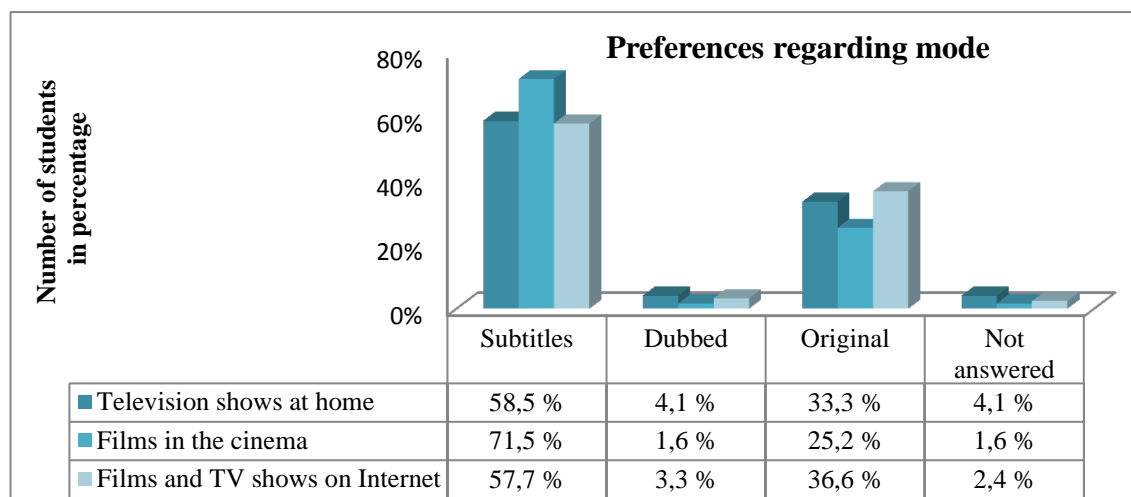


Figure 9: Questions 15-17: 'If you could choose between subtitles, dubbing or original language (with no subtitles) for..., which would you choose?' Results from the Norwegian students are here shown.

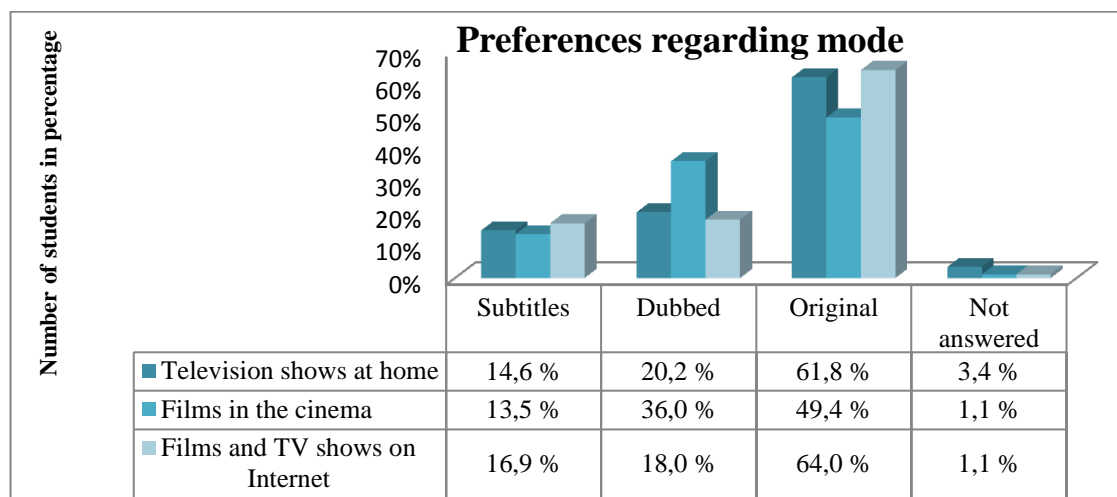
Diagram nine shows the Norwegian students' preferences. According to the results, Norwegian students strongly favour the use of subtitles when watching television shows at home (58.5%), films in the cinema (71.5%), and films and television shows on the Internet (57.7%). It can also be seen from the results that the Norwegian students would not prefer to watch films and television shows in the dubbed mode; less than 5% of the students answered that they would prefer the dubbed mode when watching films and television through any of the media. This is not surprising since Norway mostly subtitles films and television programmes. The results in regard to the original mode, however, show interesting results; although the original mode did not get as high results as the subtitled mode did, there were around 30% of the Norwegian students who would prefer to watch television shows at home, films in the cinema, and films and television shows on the Internet with the original mode.

These scores in regard to the subtitled mode are in accordance with the scores from diagram seven above. In this figure, the Norwegian students responded that they use the

subtitled mode more than the other modes when watching television shows. A reason why this might be the case, is that Norwegian students are more accustomed to using the subtitled mode due to the frequency of watching television series, and to a certain extent films, on local channels.<sup>15</sup> Although the use of Norwegian is only preferable in the subtitles, these results are also somewhat in accordance with the discussion about the Norwegian language policy in Norway; that the Norwegian language should be the preferred language in society.

Despite the fact that the use of the subtitled mode is most preferable to Norwegian students, the students reported that they use the original mode the most when watching films in figure five. In regards to television series in figure seven, the original mode also shows somewhat, but not as high scores. Since Norwegian students watch films and television series in the original mode quite a lot, it is not surprising that many of the students would prefer to watch films and television series in the original mode. As previously mentioned, the fact that many of the students download films and television shows may be an explaining reason for why they would prefer the original mode; since subtitles are rarely included in the downloading file or folder, many students are not interested in spending time looking for appropriate subtitles either.

Whether the results from the students in Austria show consistent results is investigated in figure 10 below:



**Figure 10: Questions 15-17: ‘If you could choose between subtitles, dubbing or original language (with no subtitles) for..., which would you choose?’ Results from the Austrian students are here shown.**

<sup>15</sup> SSB reports that television series is most popular among teenagers today. It is also reported that teenagers watched television on an average of 143 minutes per day in 2002 (accessed 07.05.2014).

The results from the Austrian students' preferences show that the dubbed and the original modes got the highest scores, whilst the subtitled mode got the lowest scores. Although Austria is a dubbing country, it is interesting to see that certain students would prefer to use the original mode (49.4% to 64%) rather than the dubbed. The results for the dubbed mode show 36% to 18% for films in the cinema, television shows at home, and films and television shows on the Internet respectively. These results were in accordance with the results presented in figures six and eight. In these figures, the students reported that they use the original mode more than the dubbed mode when watching English television shows and films.

It needs to be pointed out, however, that these results are based on the responses of students who attend the Aus1 school, as well as the opinions of the students who attend the Aus2 school. Since the former school is a bilingual school, the students attending this school have had more English exposure than the students in the Aus2 school. Due to this, the attitudes of the students who attend the Aus1 school might be different from the attitudes the students who attend the Aus2 school have towards the preference of mode. To find out if this is the case, the results of the students' attitudes within each Austrian school are provided below in figure 11:

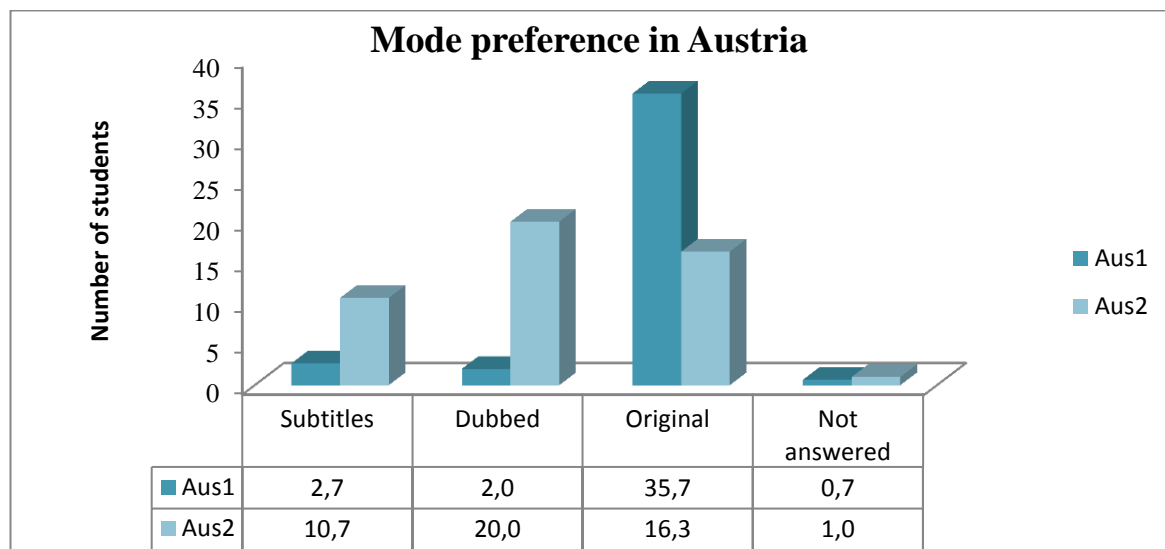


Figure 11: Examination of the mode the Austrian students in Aus1 and Aus2 would prefer when watching films in the cinema, television series at home, and television series and films on the Internet.

Figure 11 presents the mode preference of the Austrian students within the Aus1 school, and within the Aus2 school. The scores indicate the number of students divided by the number of media in which each mode can be applied based on the alternatives from the questionnaire (i.e. films in the cinema, television series at home, and films and television series on the Internet). When analysing the results by schools, there are substantial differences between figures 10 and 11. In figure 10 above, it was indicated that the Austrian students would prefer to use the original mode to the dubbed mode. Figure 11, however, reveals that the Austrian students in Aus2 would have preferred the dubbed mode to the original mode. There is also a strong preference for the subtitled mode within Aus2, of which close to 11 students responded that they would prefer the subtitled mode when watching films in the cinema, television series at home, or television series and films on the Internet.

The fact that the students in Aus2, which are the Austrians who are not regularly exposed to English other than in school, would prefer the use of the dubbed mode, might be a supportive reason why Austria does not express any fear in their *Country Report* towards English becoming the language of influence in their society. Since the students at the school with regular instruction are not very exposed to English through media (besides music), it is less likely that the increasing influence of English will start spreading from various domains of the Austrian society, as it is feared in Norway.

When the students were questioned about which mode they would prefer if they could choose between the subtitled, the dubbed or the original mode, they were also asked to give reasons for their choice. Amongst the students who preferred to use the original mode, there were some students from Norway and Austria who answered the following:

[1] ‘because I don’t like when TV-shows are dubbed or have subtitles. I understand English so well that it is just confusing’

[2] ‘First because I like to hear the real voices of the people. Second because when you have subtitles or its dubbed it’s sometimes not the actual thing what they’re saying. Third I learn English by watching the original. I like the sound of English’

[3] ‘English movies and tv-shows at the internet are often in English, so I’m used to it’

There were many students who replied: that the subtitles are distracting, that dubbing gives them a false impression of the films they watch, and that they learn more English by watching the original mode. Based on these quotes, some Norwegian and Austrian students indicate that

they understand English well enough that they do not need any supporting tools to understand what is happening in the film or television episode.

Students who preferred the subtitled mode (examples 4 to 6) and the dubbed mode (examples 7 and 8) answered the following:

[4] ‘because then its easier to follow the story. If its some words I don’t understand, I can just look at the subtitle’

[5] ‘because although I understand English and watching movies/tv-series in the original language (with no subtitles) is no problem, I still like it best when I have subtitles on’

[6] ‘because I can learn new words and understand better’ with subtitles

[7] ‘the show is easier to understand and you don’t have to think while watching. You can relax and enjoy the show’

[8] ‘I want to understand the film in a clear way’

With reference to the answers of the students who would prefer to use subtitles, it is clear that many students would prefer subtitles because they are able to understand and acquire new words [6]. This is a learning strategy that many students employ in order to improve their English. There was also a student who answered that s/he could then decide for her/himself when to look at the subtitles or not [4], which may also be seen as a learning strategy that some students choose to employ if they do not understand what is being said in the soundtrack.

There were not many answers that differed from each other regarding the dubbed mode. Most of the students who preferred the dubbed mode explained that it makes the films or television series more comprehensible, like in example [8] above, and that they do not have to concentrate so much when watching with the dubbed mode, such as in example [7] above. All in all, the dubbed mode does not present any language problems, which allows the students some time to enjoy watching the film without any effort.

The results from sections 4.1.2 and 4.1.3 can be explained by one of Tveit’s (2009) three reasons for using either the subtitled or the dubbed mode, namely tradition. Since the use of subtitles in Norway and the use of dubbing in Austria have long been a tradition in both countries, it can be expected that the students in Norway and Austria are as accustomed to the use of these modes as a supporting tool that they choose them out of habit. This is something Koolstra and Beentjes (1999) also have suggested, see chapter two. Based on the results from

questions 7, 12, and 14 to 17 in the questionnaire, hypotheses one and two are supported.<sup>16</sup> However, the original mode is also used and preferred by many Norwegian and Austrian students when watching films and television series, which was not expected based on the present hypotheses.

The fact that many students would prefer the original mode might be due to the increased use of English media by adolescents. An average of 187 out of 212 students replied that they watch English films and television series *very often*, whilst 196 out of 212 students said that they listen to English music *very often* outside school, see appendix D. Since adolescents nowadays watch films and television series from the UK and USA, and regularly listen to English music, it is here suggested that their overall attitudes towards the English language might be a supporting reason why they would prefer to watch films with an original soundtrack. Moreover, many adolescents want to watch television series and films as soon as they appear. Since it usually takes some time for popular English television programmes and films to be shown in Norway and Austria, due to the fact that the subtitled or the dubbed mode needs to be added and rights to be granted, many adolescents prefer to watch films with the original mode through streaming, or by downloading from torrent websites. At the moment, Generation Y rather prefers the original mode to the subtitled and the dubbed modes due to the accessibility that comes with it.<sup>17</sup> If this type of accessibility continues to grow, the Norwegian and the Austrian students' preferences for watching films with the original mode may soon exceed the habit of watching films and television series with the traditional modes.

#### **4.1.4 Attitudes towards subtitles as a means of learning English**

This section only focuses on the subtitled mode, since two of the questions in the questionnaire involved whether the students in Austria and Norway feel that the use of subtitles would help them to learn English. The attitudes the Norwegian and the Austrian students have towards watching subtitled television series and films, and whether they think subtitling helps them to learn English is examined here. Two diagrams have been included in this section, one for

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<sup>16</sup> Question 7: 'How important do you believe learning English is?' Question 12: 'When you watch English movies on a DVD or downloaded from the Internet, are they..?', Question 14: 'When you watch English TV-shows, are they...?', Questions 15 to 17: 'If you could choose between subtitles, dubbing or original language (with no subtitles) for English TV-shows at home, English movies at the cinema, and English movies or TV-shows at the Internet, which would you choose?'

<sup>17</sup> Generation Y refers to the generation of young adults who live in wealthy environments and to whom everything is accessible.

subtitled television series and one for subtitled films. The scores are divided into four grades referring to which extent the students agree to the statements: *very much*, *quite a lot*, *not very much*, and *very little*, in which *very much* indicates an absolute agreement and *very little* indicates limited agreement. Figure 12 presents the attitudes of the Norwegian and the Austrian students towards the use of subtitled television series in order to learn English, whereas figure 13 presents the attitudes of the Norwegian and the Austrian students towards the use of subtitled films in order to learn English.

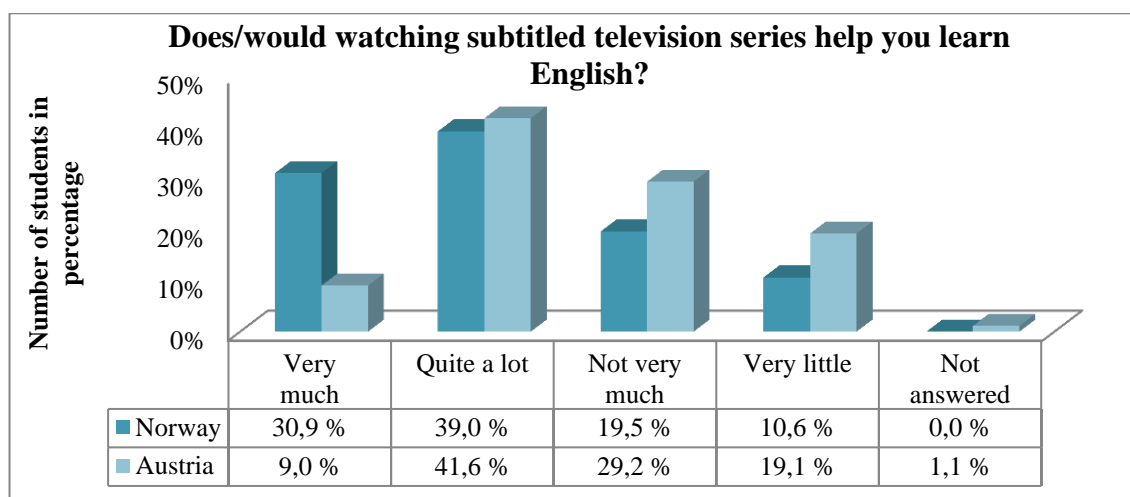


Figure 12: Question 20: ‘Does/would watching television series with subtitles help you learn English?’

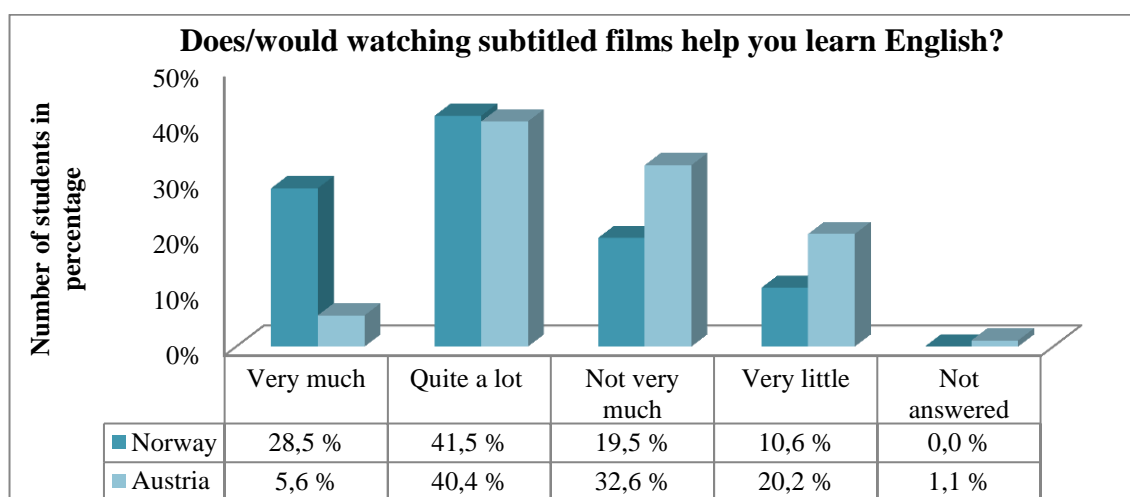


Figure 13: Question 19: ‘Does/would watching films with subtitles help you learn English?’



Although there were some Norwegian students who did not believe that subtitles may help them to learn English, diagram 12 shows that the Norwegian students are more positive towards the use of subtitles for this purpose than the Austrians. The Norwegian students were also more positive towards the possibility of learning English through subtitled films (see figure 13). Hypothesis three is thus confirmed. The reason why the Norwegians seem more positive towards this possibility might be because they have experienced the effects of the subtitled mode on their own acquisition process, and that the Norwegians are more accustomed to watching subtitled films and television series than their counterparts.

When figure 12 is compared to figure 13, the Austrian students were less positive towards the use of subtitled films to learn English than they were regarding subtitled television programmes. The response of the Norwegian students slightly differed as well; there were more students who answered *very much* regarding the use of subtitled television series in the learning process than there were regarding the use of subtitled films (viz. 30.9% in figure 12 versus 28.5% in figure 13). These scores indicate that students believe watching television series help them to learn English more than films do. A plausible reason for this might be that the students watch more television series in a week than they watch films, and that they therefore feel that television series contribute more to the acquisition process, see section 4.1.3 and footnote 15.

#### **4.1.5 Self-assessment results**

The second part of the questionnaire consisted of a self-assessment grid, based on descriptors taken from the CEFR, by means of which levels the students assessed their language proficiency in reference to the listening/watching, reading, speaking, and writing categories. The purpose of this was to find out whether the students in Norway and Austria would self-assess their English listening/watching and reading skills differently. The reason why only these two skills were chosen was because these are the abilities a student more or less has to use when watching a film. Information gained from these scores is useful in order to see whether students from a subtitling country would self-assess their skills at a higher level than students from a dubbing country. This is investigated on the assumption that students from subtitling countries have a higher English proficiency in certain skills as opposed to students from dubbing countries, since students from subtitling countries supposedly receive more English input through English media than the students from dubbing countries (see section 2.2.5).

In this section, two diagrams are presented. Figure 14 presents the self-assessment scores of the Norwegian students, whereas figure 15 presents the self-assessment scores of the Austrian students. The diagrams show the results for each of the four skills acquired from the CEFR. The scores in the questionnaire (A-E) correspond to self-assessment levels A2, B1, B2, C1, and C2 within each skill. As mentioned in chapter three, A1 is not included as an assessment level.

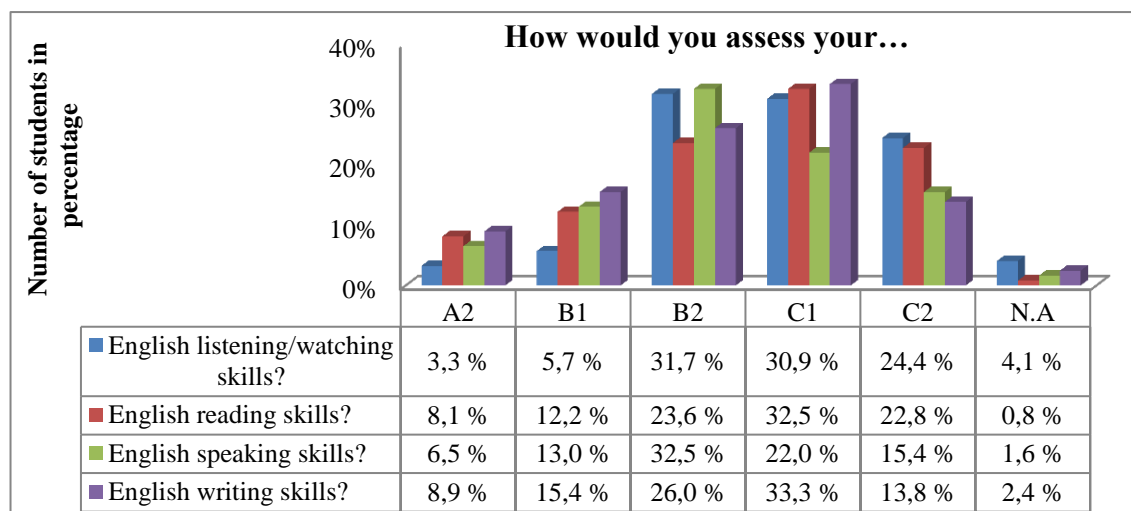


Figure 14: Question 21: ‘How would you assess your English?’ Results of the scores from the self-assessment skills and levels for students in Norway are here shown.

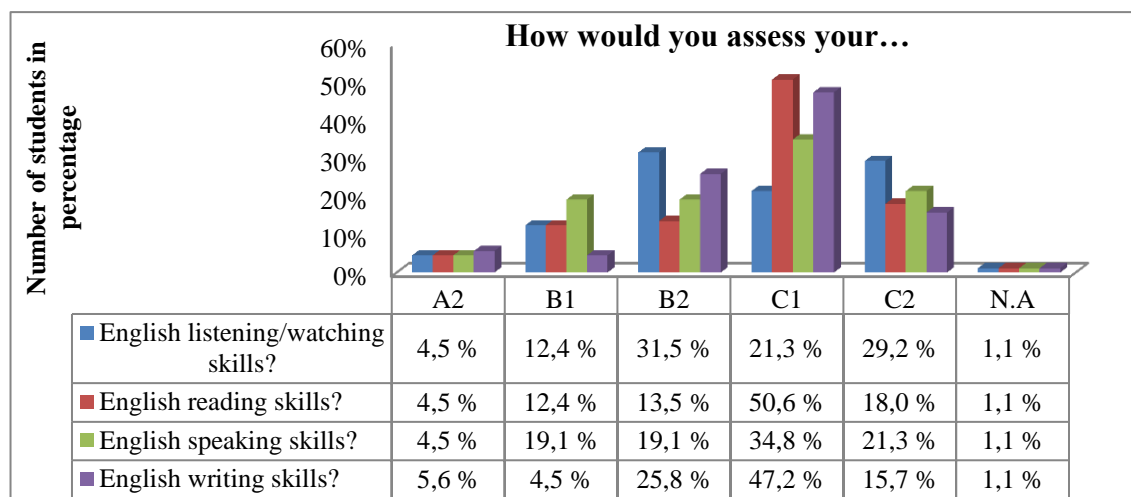


Figure 15: Question 21: ‘How would you assess your English?’ Results of the scores from the self-assessment skills and levels for students in Austria are here shown.

The results from figures 14 and 15 suggest that the Norwegian students self-assessed their skills mostly at B2 and C1 levels, whilst the Austrian students self-assessed their scores at C1 level. These results indicate that there are not substantial differences between the two, and that the Norwegian students do not evaluate their English proficiency skills more highly than the Austrians. A reason why these results are quite similar in the two countries might be that the scores include both the Austrian schools. Due to the fact that the students attending Aus1 are highly exposed to English input, it is interesting to see whether the results from one of the schools are less similar to the results from the Norwegian schools when the two Austrian schools are divided into separate entities. Two diagrams, one for Aus1 and one for Aus2, are therefore included below:

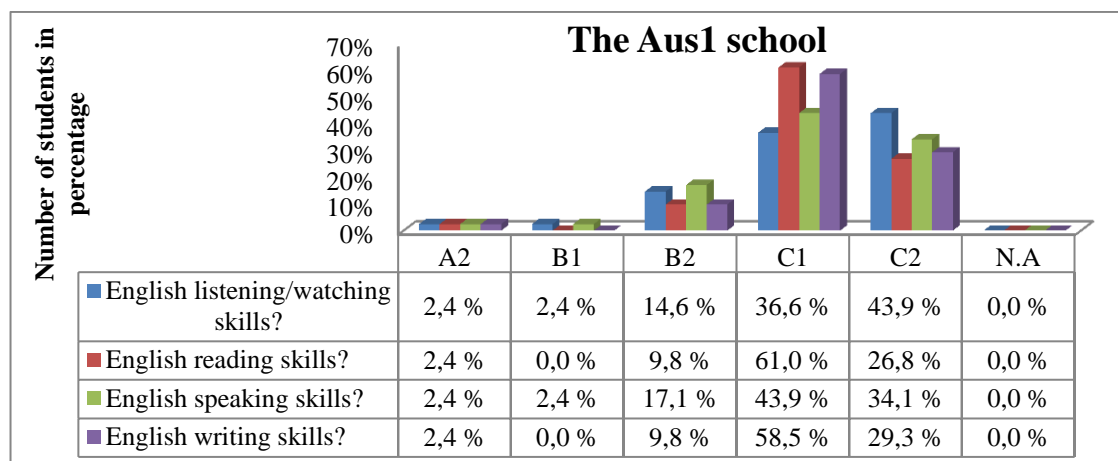


Figure 16: Evaluation of the self-assessment scores within four categories for Aus1, namely the bilingual school.

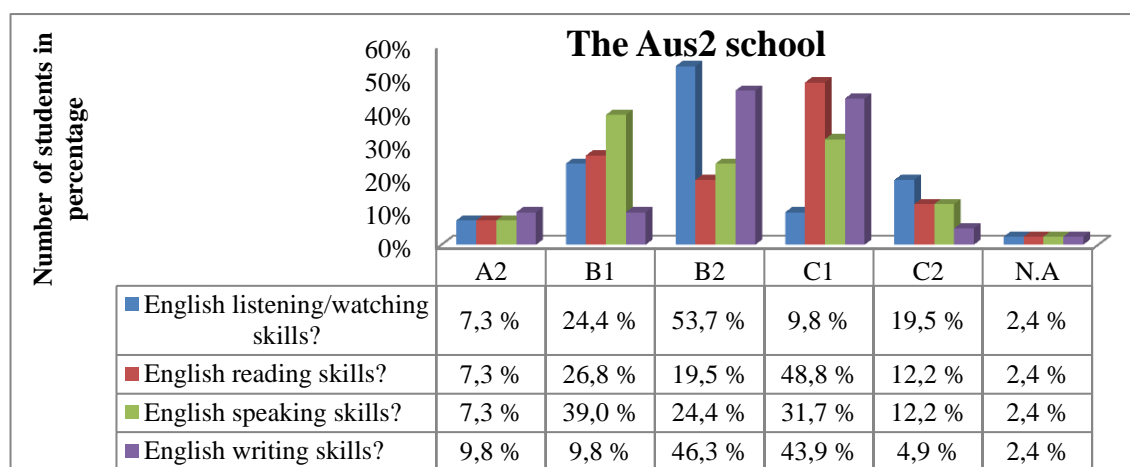


Figure 17: Evaluation of the self-assessment scores within four categories for Aus2, namely the semi-boarding school.

When the self-assessment scores of Aus1, which is the bilingual school, and Aus2, which is the semi-boarding school, in figures 16 and 17 are compared to each other, the results are somewhat different. The results indicate that there were more students at Aus1 who self-assessed their scores at levels C1 but also C2, and that the majority of the students at Aus2 self-assessed their scores at levels B2 and C1. Based on these results, one may assume that the students at Aus1 have assessed their overall English skills at a higher level than the students at Aus2. This was not unexpected due to the fact that the students at Aus1 have received more English input than the students at Aus2.

By comparing the Norwegian scores to the self-assessment scores within Aus1, on the one hand, the results reveal that the Austrian students at the bilingual school evaluate their English skills at a higher level than the Norwegian students, and that they believe themselves to be very proficient in English even though they live in a dubbing country. Keeping in mind that the students in Aus1 would prefer the original mode, the scores from Aus1 might also indicate that the use of English daily contributes to increasing the students' self-confidence in regards to their own English proficiency, in addition to a possible effect on their English competence, be it English input through school or English media. When comparing the scores from Aus2 to the scores from the Norwegian schools, on the other hand, it is clear that students from both Norway and Austria self-assessed their English proficiency skills similarly. When the results within B2 and C1 from the Norwegian school and Aus2 are examined, there is an indication that the Norwegian self-assessment scores for all four skills are more balanced. This suggests that the Norwegian students do not feel that they are more proficient in one skill than another. In regard to the results from Aus2, however, there are quite significant differences between each skill within levels B2 and C1, indicating that the students believe they are more proficient within one skill than another.

When referring to certain skills presented in figures 14 to 17, differences between the Norwegian and Austrian schools also emerge. Concerning the listening/watching skills, the Austrian students have self-assessed their proficiency levels slightly higher than the Norwegian students. This is an interesting factor in regard to the daily use of subtitles and dubbing. When these results are further analysed in terms of schools in Austria, the scores reveal that it is mostly the students at the Aus1 school who have self-assessed their listening/watching skills higher than the Norwegian students (cf. C2 levels in figures 16 and 17 to figure 14). This self-assessment is in accordance with the results from diagrams 6, 8, and 10, in which the Austrians

reported that they use and would prefer the original mode when watching films and television series.

In regard to the research question two; will students from subtitling and dubbing countries self-assess their English listening/watching and reading skills differently?, and hypothesis four; Norwegian students will rate their English proficiency more highly than Austrian students, it is only the highest levels of the self-assessment that are in focus. As most of the students do not reach higher levels than B2 by the end of grade 10, both C1 and C2 were therefore chosen. When only these levels are considered, the Norwegians self-assessed their proficiency skills within the listening/watching category overall at a higher level (50.5% of the Austrians and 55.3% of the Norwegians). With regards to the students' reading skills, however, there were more Austrian students who self-assessed their proficiency skills at C1 and C2 than Norwegians (68.6% of the Austrians and 55.3% of the Norwegians). However, when comparing the Norwegian students' self-assessment scores to the students' self-assessment scores in Aus2, it is apparent that the Norwegian students have in general self-assessed their English proficiency at a higher level within the listening/watching and reading categories (55.3% for Norwegian students versus 29.3% for Aus2 students within the listening/watching category, and 68.6% for Norwegian students versus 61% for Aus2 students within the reading category).

Based on the C1 and C2 results, one may on the one hand conclude that Norwegians have self-assessed their English proficiency within the listening/watching and reading categories at a higher level than the Austrian students if only Aus2 is considered. If all schools in both Norway and Austria are considered, on the other hand, the self-assessment scores show overall quite similar results, though within different categories; the Norwegians scored higher within the listening/watching category, whereas opposite results are presented for the reading category. The conclusion of the hypothesis is therefore dependent on how the results are analysed. Since the consequences of including a bilingual school were already thought through prior to conducting the study, the results from all four schools need to be analysed in regard to the research question and hypothesis. It may thus be concluded that the students have overall self-assessed their English proficiency skills at similar levels, and that hypothesis four is rejected. However, it needs to be emphasised that this conclusion is based on the results of students who have been highly exposed to English through instruction in comparison to the results of students who have received regular English instruction in school. If the Norwegian schools were only compared to Aus2 in Austria, the results would have led to a different

conclusion; in this case the Norwegians would have rated their English proficiency at a higher level than the Austrians.

When comparing these results to the results found by the European Commission, one may argue that there are some similarities in the Norwegian results to the scores the students from subtitling countries rated their English proficiency level. The European Commission also found evidence to suggest that students from dubbing countries would rate their English proficiency levels at a lower level than students from subtitling countries. In this study, this was not the case; the Austrian students rated their English proficiency overall at a similar or a higher level than the Norwegian students. This might imply that the students from dubbing countries do not necessarily have lower self-confidence in regards to their English proficiency skills than the students from subtitling countries. The results of the self-assessment levels are further used in section 4.2, *results from the study*.

## **4.2 Results from the study**

In this section, the results from the main study are presented. As previously mentioned regarding the study, the students who participated from Norway and Austria watched a 20 minute film clip of *The Simpsons Movie*, before being given a multiple-choice test consisting of 24 words. The students were asked to translate these words into their L1. The same film clip was shown to three classes at four different schools either with L1 subtitles, dubbed soundtrack, or original soundtrack. The scores based on the vocabulary test are analysed to see whether the groups that watched the film in the subtitled mode do better than the students who watched the film in the dubbed or the original mode. If the students in the subtitled groups achieve higher scores than the students in the other groups, the results might suggest that the students have acquired English vocabulary through the use of subtitled films. It needs to be once again mentioned that it was only the short-term effects of the use of subtitled films that were investigated.

When the results were analysed, the scores of each student were first arranged into groups based on schools and which mode the students watched the film clip with. These groups were named Nor1 SUB, Nor1 DUB, Nor1 ORG, Nor2 SUB, Nor2 DUB, Nor2 ORG, Aus1 SUB, Aus1 DUB, Aus1 ORG, Aus2 SUB, Aus2 DUB, and Aus2 ORG.<sup>18</sup> Through these

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<sup>18</sup> SUB, DUB, and ORG stands for the subtitled mode, the dubbed mode, and the original mode.

groups, the scores for each group were additionally grouped together in order to conduct a broad analysis (i.e. in terms of countries), and a more in-depth analysis (i.e. in terms of self-assessment scores) of the results.

The analysis of the results from the group modes are here presented first in terms of country (Norway and Austria), then in terms of schools (Nor1, Nor2, Aus1, and Aus2), and finally in terms of students' self-assessment levels (A2, B1, B2, C1, and C2).<sup>19</sup> The scores for each category indicate the total percentage of correct answers from the vocabulary test. Section 4.2.5 provides a discussion of the findings in light of theory.

### 4.2.1 Results based on countries

In this section, the results presented in figure 18 are based on countries. The Norwegian schools are therefore grouped together based on which mode was used in the study. For example, scores from the Nor1 SUB and Nor2 SUB groups were placed in the Nor SUB group, whilst scores from the Nor 1 DUB and Nor2 DUB groups were placed in Nor DUB group, etcetera. The same was done with the Austrian scores. The scores from Norway and Austria within the subtitled, the dubbed, and the original modes are here compared to each other.

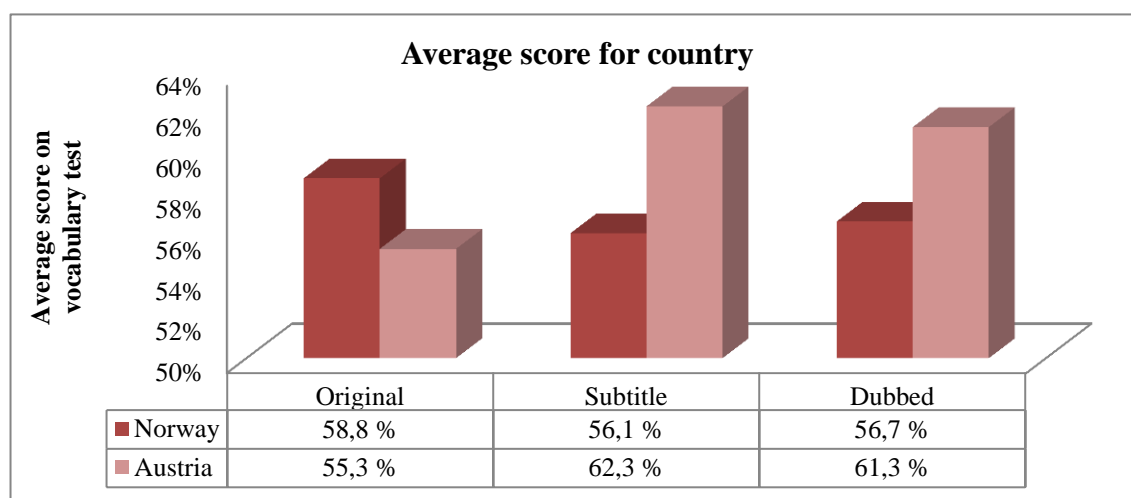


Figure 18: Analysis of the total percentage score for each country within the original, the subtitled, and the dubbed groups.

<sup>19</sup> When the results based on self-assessment levels were analysed, the students were placed into similar proficiency groups regardless of which school or country they belonged to. These groups were created on the basis of the students' average self-assessment scores, which was more closely dealt with in the methodology chapter.

As can be seen in the diagram above, the Norwegian students in the original group achieved better results on the vocabulary test than the Austrian students (58.8% opposed to 55.3%). Within the subtitled and the dubbed groups, however, the Austrian students achieved better results than the Norwegian students. It is therefore clear from this figure that the Austrian students attained higher scores overall on the vocabulary test than the Norwegians. This might suggest that the Austrian students have a better vocabulary competence than the Norwegian students; that the schools in Austria might have an increased focus on lexical comprehension in their English classes. However, as this was not further investigated, no claims can therefore be made. In light of previous studies, this is the opposite of what should be expected; in Tveit's (2009) study, he found evidence for the fact that the students in the subtitling countries for instance had better listening comprehension than the students from the dubbing countries, which should make the students in the subtitling countries more able to internalise words they hear. The results might also suggest that the students in Austria might have employed better learning strategies when watching the film clip. The last suggestion is that the students in one of the schools have achieved higher scores than the students in the other school. Whether the students' proficiency levels affected the results are further investigated in section 4.2.2.

By comparing the three different mode groups to each other within each country, it can be observed that the students in the original group achieved better results than the subtitled and the dubbed groups in Norway. When analysing the Austrian results, it is apparent from the diagram that the subtitled group obtained better results than the dubbed and the original groups. In sum, the students who watched the original mode achieved the highest scores within the Norwegian groups, whilst the students in subtitled mode obtained the highest scores of the Austrian groups. However, the subtitled group in Norway and the original group in Austria did not do better than the dubbed groups in the respective countries.

Concerning the interpretation of the results, it is difficult to find explanations for why there are contrasting results between the countries and the group modes, and why the dubbed and the original modes score higher on the vocabulary test than the subtitled mode in certain cases. A plausible explanation might be discussed in light of internal and external factors that affect the students' abilities to internalise new words, see section 2.1.4. One of these factors is the difference in proficiency skills between students in the groups due to type of instruction. On the basis of the various proficiency levels the students might currently be at, some students



may understand more words from the test than other students. How much this affected the scores, however, is difficult to evaluate, as the students did not take other vocabulary tests before the study was conducted. In order to find out whether there are any differences between the students' vocabulary competence, it is necessary to analyse the results by schools.

#### 4.2.2 Results based on schools

This section examines the results in terms of schools in order to evaluate the scores more thoroughly; to see whether any of the schools might have acquired English vocabulary through the use of the subtitled mode, and to see whether there are any differences in scores between the schools. The results that were used in the previous section have therefore been divided by schools (Nor1, Nor2, Aus1, and Aus2) and modes (ORG, SUB, and DUB). There are two diagrams in this section. Figure 19 presents the scores for the Norwegian schools, whereas figure 20 presents the scores for the Austrian schools.

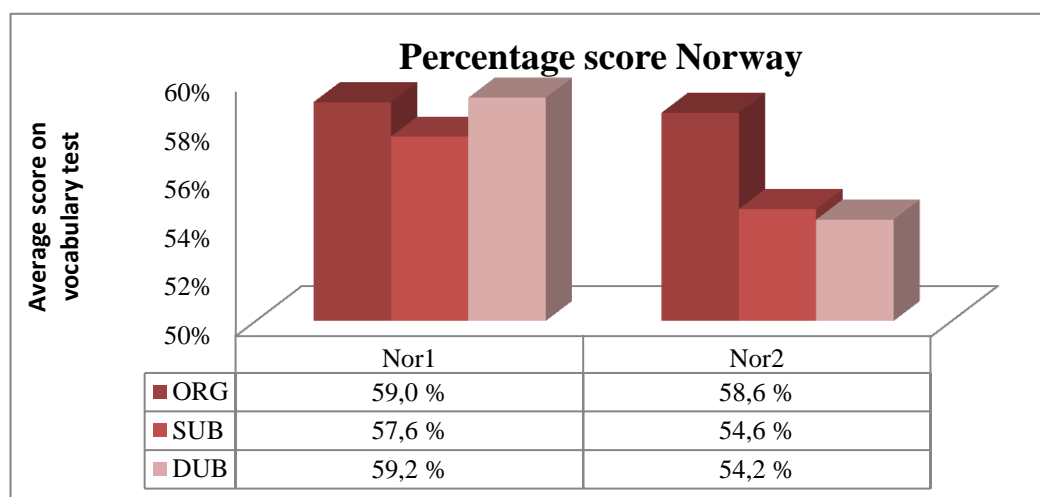


Figure 19: Analysis of the percentage scores that each mode group achieved at each school in Norway.

As one may see in the diagram above, the results in figure 19 differ from the results presented in the previous figure. In reference to figure 18, the original group in Norway achieved better results on the vocabulary test than the subtitled and the dubbed groups. Moreover, the dubbed group did better than the subtitled group. In figure 19, in-depth results are depicted. When comparing the two Norwegian schools to each other, one may see that the Nor1 group achieved better results than the Nor2 group when taking the vocabulary test. The diagram also illustrates that the dubbed (59.2%) and the original (59%) groups achieved better

results on the vocabulary test than the subtitled group (57.6%) within the Nor1 school. Within the Nor2 school, the students in the original group (58.6%) obtained the best results. However, the subtitled group (54.6%) did slightly better than the dubbed group (54.2%).

Overall, as with the results in section 4.2.1, there were no concrete results that indicated that the groups who watched the film clip with the subtitled mode did overall better than the other groups due to the use of L2 soundtrack and L1 subtitles. When analysing the results group by group, there is, however, a small indication that the use of the subtitled mode might have an effect since the subtitled group did slightly better than the dubbed group in the Nor2 school. There is also a small indication that the use of the original mode might have an effect on a student’s acquisition process, as the original group did better than the dubbed group in Nor2.

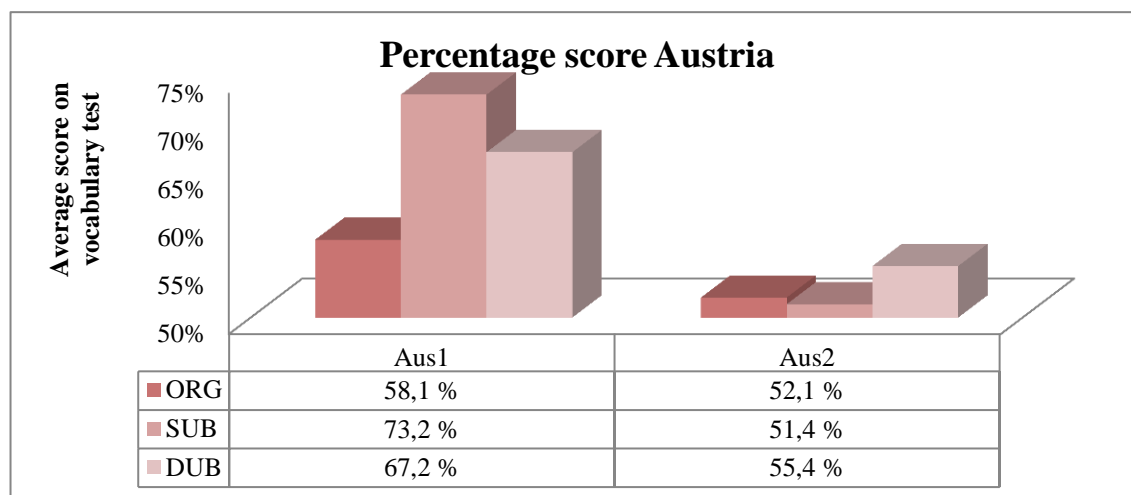


Figure 20: Analysis of the percentage scores that each mode group achieved at each school in Austria.

Regarding the scores in figure 20, there are some clear differences between the groups. This diagram illustrates that the students in the Aus1 school did better on the vocabulary test than the students in the Aus2 school, indicating that the students attending Aus1 have a higher English proficiency than the students attending Aus2. The diagram further illustrates that there are great differences between each mode in the Aus1 school, whilst there are not that great differences between each mode in Aus2 school, suggesting that the students’ proficiency levels between the classes also differ. Additionally, there are slight differences between the overall scores in this figure and the overall scores in section 4.2.1 as well; in figure 18, the subtitled

group achieved the highest score, whilst in the diagram above however, it is apparent that the subtitled group within the Aus2 school achieved the lowest score of the three mode groups.

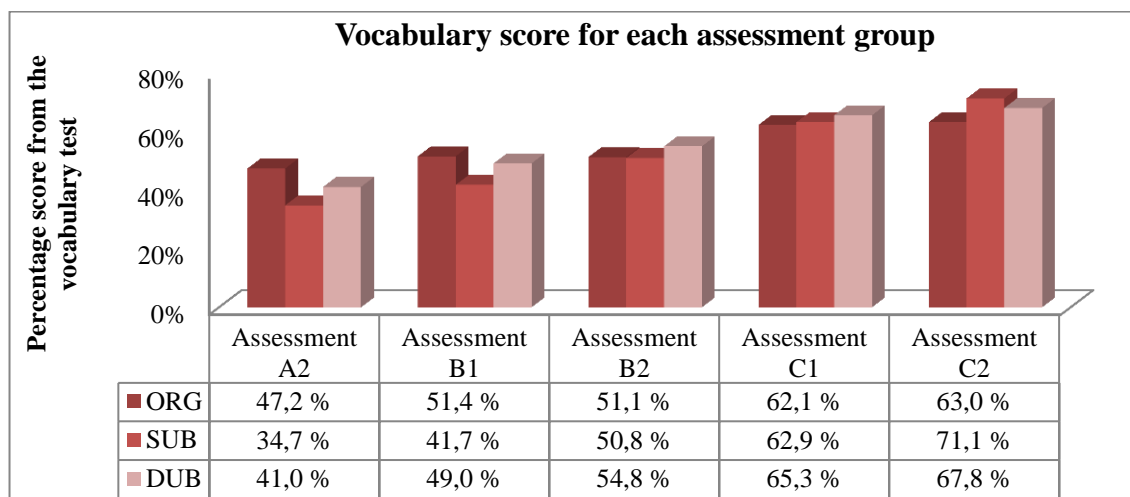
When comparing the different mode groups within the Aus1 school, the subtitled group (73.2%) obtained better scores on the vocabulary test than the dubbed (67.2%) and the original (58.1%) groups, whilst the students in the dubbed group scored higher than the students in the original group. Within the Aus2 school, however, the dubbed group (55.4%) achieved the highest score of the three groups. This might indicate that the vocabulary competence of the students in the dubbed group is greater than the vocabulary competence of the students in the other groups. Higher scores within the dubbed group might also suggest that the visual pictures in the test could have provided the students with ‘clues’ when they were answering the vocabulary test. This is further discussed in 4.2.5.

So far, these scores have not provided consistent results supporting the assumption that the use of the subtitled mode when watching films may help students to learn English. Nor did these scores support the fact that the use of the original mode could help students to learn English either. The results from both the Norwegian and the Austrian schools suggest that there are differences in terms of proficiency skills between the students at various schools. However, the subtitled group in Aus1 did achieve higher results on the test than the other groups, which might indicate that it is not only the proficiency skills of the students that determine the results of the vocabulary test. To exclude proficiency skills as a factor, it is therefore necessary to analyse the results by assessment levels. This is done in the section below.

#### **4.2.3 Results based on the students’ self-assessment levels**

This section presents the results within each self-assessment level. The results are based on each student’s average self-assessment score, of which the students who share the same self-assessment levels have been grouped together. By doing this, the students’ proficiency skills should no longer be a major factor when analysing the results.

Since the students within each group share similar self-assessment levels, it is no longer necessary to distinguish between countries or schools. Due to this, the scores of both the Norwegian and the Austrian students were grouped together before the analysis. The five self-assessment levels are examined within each mode in diagram 21 below. Due to the fact that the number of students within each assessment group and mode group differed, the total score was divided by the number of students in each group in order to present the results as mean scores.



**Figure 21: Analysis of the vocabulary scores for the assessment groups within each mode.**

The results show that there are some differences between the scores in figure 21 and the scores in the previous figures. This is because the scores from each country and schools are here grouped together. It is also because these scores are based on the self-assessment scores that the students provided in the questionnaire. As mentioned above, since the students have now been grouped together based on which levels they believed themselves to be at, the results should no longer be greatly influenced by the students' proficiency skills. The students in for example the A2 group should therefore, in theory, not exceed the students in for example the B1 group on the vocabulary test. The scores based on the self-assessment test seem to be valid, as the students in each assessment-level have obtained a chiefly higher score on the vocabulary test than the students in the lower levels.

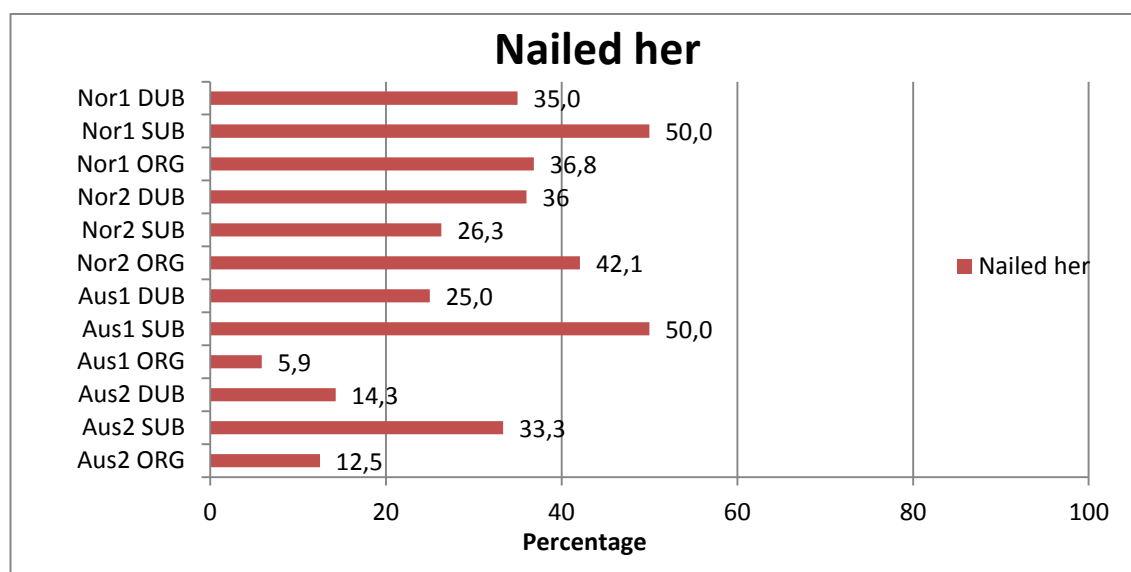
As can be seen in figure 21, the original groups scored highest within the first two assessment levels, whilst the dubbed groups obtained the highest results within the next two. Only at C2 level did the subtitled group achieve the highest scores. This might suggest that the original soundtrack encourages the students in the lower levels to learn words, whilst the subtitles only encourage the more proficient students to learn English. This is the opposite of what Danan (2004) suggests. She contends that subtitling might 'be most useful for less skilled learners' who also need L1 input or supporting tools when watching complex films (ibid.:75). The students who assessed their English skills at C2 level and who scored quite high on the vocabulary test, might be characterised as more 'successful language learners' since they assumingly employ many 'good' language strategies to the material to be learned (Rubin 1975:41). Since the use of subtitles when watching films and television programmes might be

seen as a learning strategy, it might therefore be the case that only the ‘successful language learners’ are able to make use of subtitles when learning English. This is further discussed in section 4.2.5.

#### 4.2.4 Results based a selection of words

As the results above do not overall support the use of the subtitled mode in the learning process, five additional diagrams, in which the results do suggest that learning might occur through the assistance of subtitles, are here included. Diagrams 22 to 26 illustrate the scores for *nailed her*, *wits end*, *squeamishness*, *snug*, and *scissor lift* respectively. These diagrams are first of all included to show that students have obtained better results for some words than others, indicating that some words are easier to understand than others. There were also some words which showed great differences in the scores between the Norwegian and the Austrian students. One of these words was *scissor lift*. The results for this word are illustrated in the last diagram. All of the diagrams illustrate the mean scores for each school and mode the students watched the film with.

**Figure 22: Nailed her**

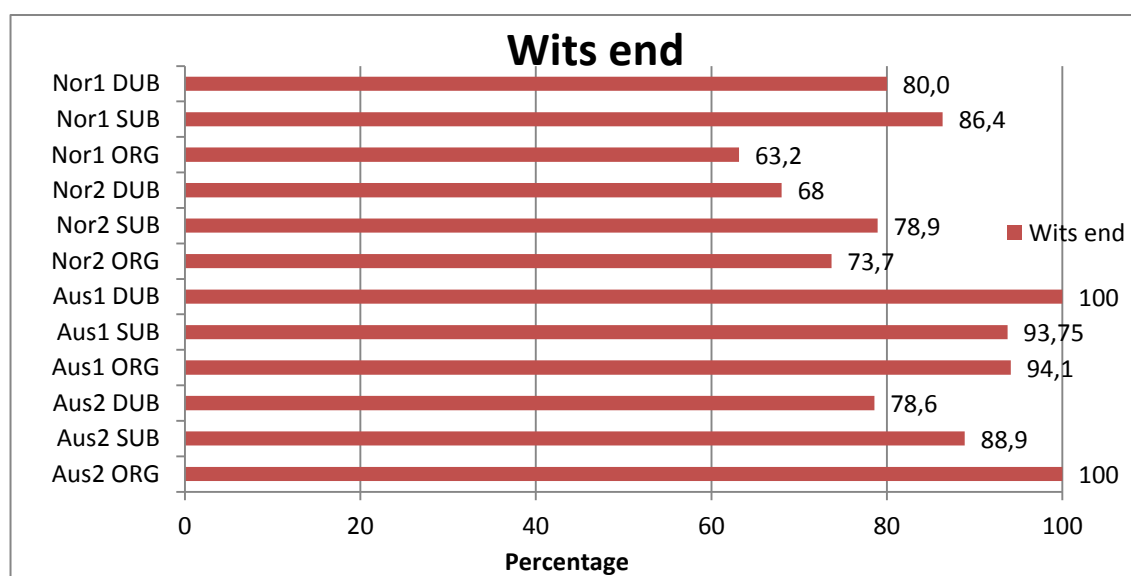


**Figure 22: Evaluation of the total amount of students answering correct when questioned what *nailed her* means in their L1. The students are divided into schools and modes.**

As one may see from this chart, the scores vary to a major extent between the schools and modes. The original group achieved the highest scores of the three groups within Nor2. In

Nor1, Aus1, and Aus2, on the other hand, the subtitled groups achieved the highest scores. Furthermore, in Nor1 and Aus1 the scores in the subtitled groups were significantly higher than the scores within the original and the dubbed groups. Due to such great differences in the latter groups, the results might indicate that the use of the subtitled mode does have some effect on the student's acquisition. Also, the original groups scored higher than the dubbed groups in both Nor1 and Nor2, indicating that the original mode might also be beneficial for the acquisition of English vocabulary. The fact that only 6% of the Aus1 ORG group, and 25% of the Aus1 DUB group answered correctly on this question, might be due to the fact that there were not provided any contextual factors in the film that would suggest what this word refers to.

**Figure 23: Wits end**

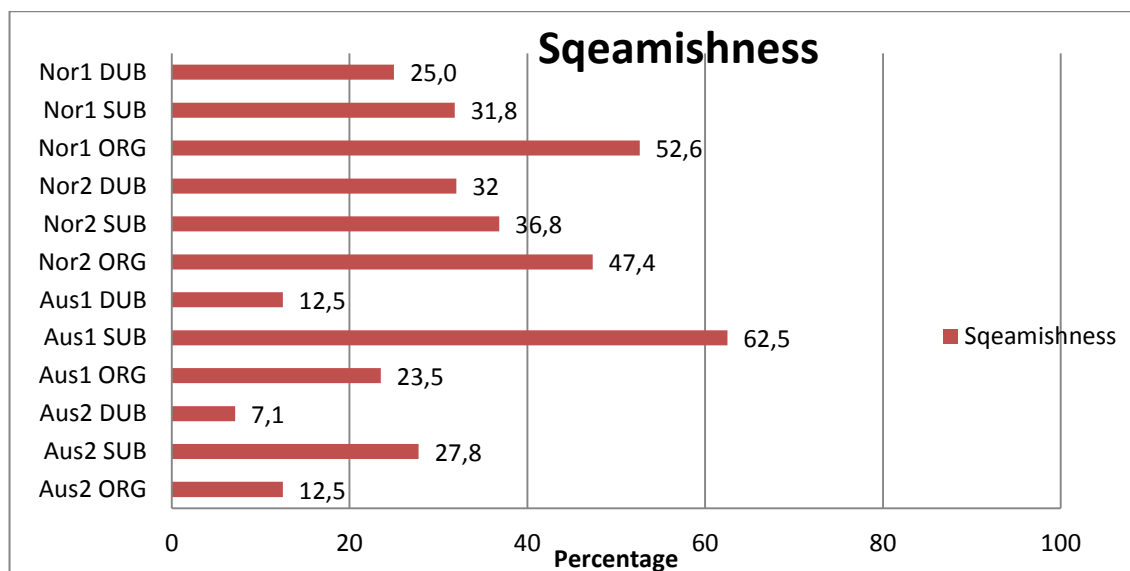


**Figure 23: Evaluation of the total amount of students answering correct when questioned what *wits end* means in their L1. The students are divided into schools and modes.**

All of the schools and modes in figure 23 scored quite high on this word, although the results vary to some extent here as well. These results therefore indicate that most of the students know what *wits end* means. In the Austrian schools, both the dubbed and the original groups scored higher than the subtitled groups. Due to this, one is unable to evaluate the effect the use of the subtitled mode has on the learning process in these schools. In Norway, the subtitled groups achieved the highest results at both schools, whilst the original groups only scored higher than the dubbed groups once. It therefore seems that the Norwegian students in

the subtitled groups made some use of the subtitles on the vocabulary test, as there were similar results in both schools.

**Figure 24: Squeamishness**

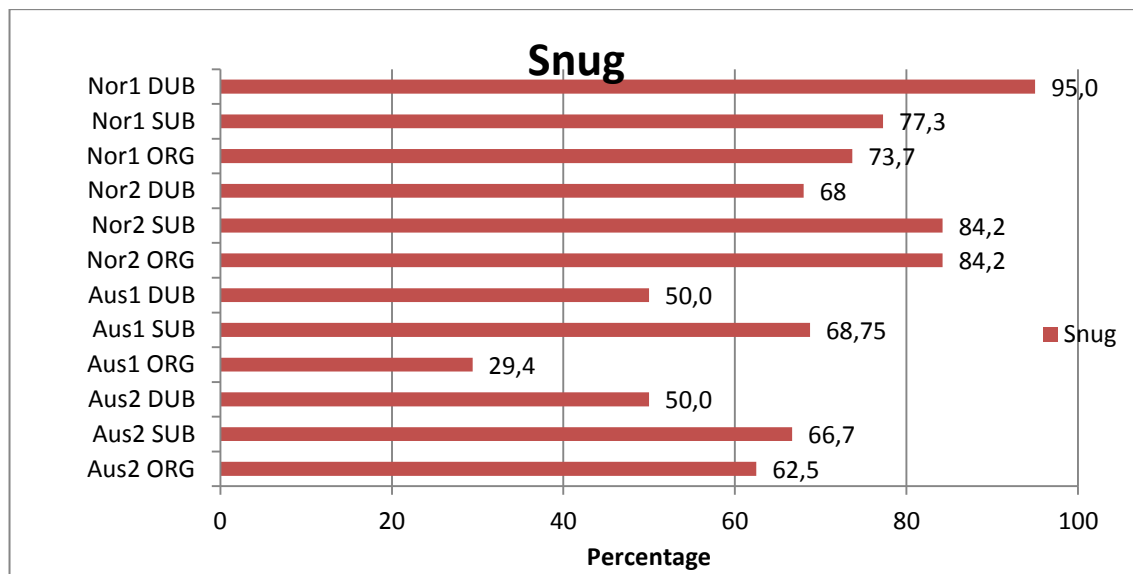


**Figure 24: Evaluation of the total amount of student answering when questioned what *squeamishness* means in their L1. The students are divided into schools and modes.**

The diagram above illustrates how the subtitled and the original groups from each school attained better results than the dubbed groups from the equivalent schools. In Norway, the original groups achieved the best results of the three modes, in which these scores differ greatly from the subtitled and the dubbed groups from each school. Moreover, in Austria, the subtitled groups achieved the best results. The results from the subtitled groups also differ significantly from the results within the dubbed and the original groups.

The fact that the dubbed groups in all four schools did worse than the other groups may indicate that the use of the subtitled mode, but also the use of the original mode, provides some assistance in the learning process of English vocabulary. This is particularly apparent in light of the results from Aus1, in which the students in the original and the dubbed groups achieved considerably worse results than the students in the subtitled groups.

**Figure 25: Snug**

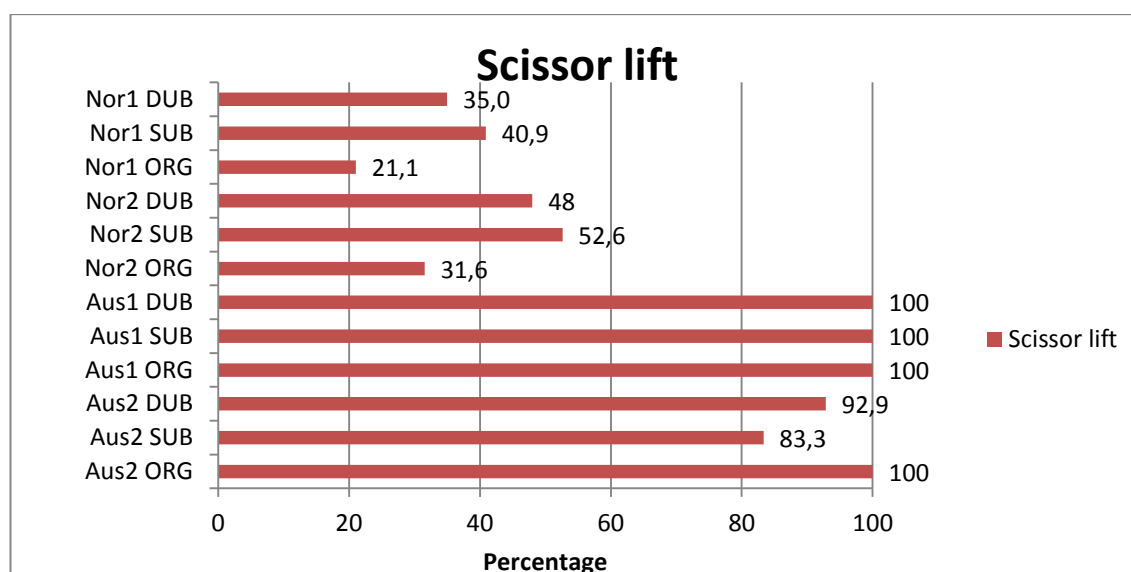


**Figure 25: Evaluation of the total amount of students answering correct when questioned what *snug* means in their L1. The students are divided into schools and modes.**

Figure 25 illustrates the results for the word *snug*. According to this diagram, most of the subtitled and the original groups attained better results than the dubbed groups. However, in Nor1, the dubbed group achieved the highest score of the three modes. These results indicate that there were more students in this group who knew what this word meant than the other groups, which makes it difficult to evaluate to which extent the use of the subtitled or the original mode has any effect on the acquisition of this word. In the other schools, however, the differences between the subtitled mode and the other modes are overall quite clear. Here, it is possible to evaluate some of these scores as possible effects of the use of the subtitled mode in the learning process, particularly since there was close to a 16% difference between the subtitled and the dubbed groups.



**Figure 26: Scissor lift**



**Figure 26: Evaluation of the total amount of students answering correct when questioned what *scissor lift* means in their L1. The students are divided into schools and modes.**

It is clear from figure 26 that the Austrian students obtained higher scores on this question than the Norwegian students. The majority of the students from Aus1 and Aus2 answered correctly on this question. Most of the Norwegian students, on the other hand, did not know what scissor lift refers to. When analysing the results further, the subtitled groups in Norway achieved higher scores than the original and the dubbed groups.

There may be several explanations for why there were such great differences between the countries. One of the reasons for these differences might first of all be that the other alternatives provided in the Austrian vocabulary test were too evident, which made it easier for the Austrian students to choose the correct answer. Another reason might be that the Norwegian students did not know what the equivalent word for scissor lift is in their L1. The last argument is that the students in Norway felt that the correct alternative for scissor lift did not suffice. The scores and these explanations are further dealt with in the discussion below.

#### **4.2.5 Discussion**

Overall, the results did not confirm that the use of the subtitled mode, or the use of the original mode, might have an effect on the acquisition of English. The students who watched the subtitled or the original mode of the film clip did not achieve better results than the students in

the dubbed groups in any of the three analyses, despite the fact that the students were grouped together based on their self-assessment levels.

It was hypothesised in chapter one that the subtitled groups would score higher than the original groups, and that the original groups would score higher than the dubbed groups on the vocabulary test. Based on the general results, the hypotheses are disconfirmed. It can be concluded that the subtitled and the original modes did not show any visible effects on the acquisition of English, since the original and the dubbed groups primarily scored higher on the vocabulary test than the subtitled groups. There were no indications that the original groups scored higher on the vocabulary test than the dubbed groups either. There may be several explanations for these results.

One of the explanations for the overall results, based on what was discussed in the theory chapter, is that the subtitles might distract the students. Danan expresses that ‘the beneficial use of subtitled programs for language learning may in part be familiarity with them’ (2004:73). This might especially be the case of the Austrian students. If the students in Austria are not as accustomed to reading subtitles, they might focus too much on reading the subtitles that they are unable to process the L2 input. It was mentioned in chapter two that reading subtitles seem to be an automatic behaviour, and that the students are not able to avoid reading them. Koolstra et al. (1999) and d’Ydewalle et al. (1987 and 1991) found evidence for this automatic behaviour in their studies; the eyes are drawn to the subtitles even when the subtitles are presented in an unknown language or when the soundtrack and the subtitles are presented in the viewer’s L1. Although these settings are characterised as conditions in which the viewers are not in need of subtitles, they still direct their attention to them. Due to this, when the students in the subtitled group watched the film clip, they might not have been able to keep their eyes off the subtitles. As a consequence, since the students did not overall acquire words by reading the subtitles while listening to the original soundtrack, the students might not have been able to process what was going on in the film, or to link the words in the subtitles to the original soundtrack of the film. If the subtitles prevented the students from achieving this, the subtitles might have also prevented the students from being able to focus on difficult L2 words and to internalise these. Under these circumstances, the subtitles may have prevented the students from acquiring new words, see sections 2.1.4, and 2.2.4 to 2.2.6.

The students who watched the dubbed mode and the original mode, on the other hand, only had to focus on the motion pictures. It is possible that they were here able to visualise what was happening in the film and thus conceptualise these words based on the pictures. As a

result, the students who watched the original mode were therefore able to detect the L1 words that fitted the visual pictures and the L2 soundtrack in the film when receiving the vocabulary test. The students who watched the dubbed mode, and who did not know what the L2 words in some questions referred to, could similarly look for the L1 words in the alternatives that fit the visual pictures in the film. If they did not necessarily know what for example hornets' nest referred to, and the other alternatives have not been presented in the film, the students would most likely choose the alternative they believe fit best. This is something the students who watched the subtitled mode would not be able to do, as they would be too busy reading the subtitles than watching the motion pictures.

A second explanation is that the students already understood a great number of the words that were presented in the vocabulary test, and thus achieved quite high scores. Since students in 10<sup>th</sup> grade have received a lot of English input through school, and to a certain extent English media, it is not surprising that some of the words were familiar. It might be argued that many of the students in this study were far too skilled in English that they did not have to rely on supportive tools, for instance the use of subtitles, to answer the questions in the vocabulary test. If most of the students were too skilled, they would score higher on the test than the students who were not actually that skilled in English. Those who were not that skilled would therefore be outperformed by the skilled students on the vocabulary test. It might also have been the case that there were more skilled students in one class than another, and that some of the classes who watched the subtitled mode consisted of less skilled students than the classes who watched the original and the dubbed modes. If this is true, it makes it difficult to see whether the subtitled mode has any influence on the students' acquisition process when the students in the dubbed and the original groups obtained higher scores than the students in the subtitled group. Also, due to the fact that one of the Austrian schools is a bilingual school and one of the Norwegian schools is a multicultural school, there is a reasonable possibility that the results are influenced by certain external and/or internal factors (see section 2.1.4 for further information). Although one cannot state with certainty which factors influenced the results, factors such as type of instruction, native speaker access, social factors, motivation and attitudes towards the L2 may be some suggestions. Since the overall scores did not reveal any confirming results, it was therefore important to look at a selection of words to see whether the use of subtitles might have had an influence on certain words that the students most likely have vast or no prior knowledge of.

The results from several diagrams indicate that the subtitled mode might have a modest effect on the acquisition process in section 4.2.4. The results for the original groups also show to some extent that the original mode might influence the acquisition of English vocabulary in regards to certain words. Regarding the results presented in reference to the words *nailed her*, *wits end*, *squeamishness*, *snug*, and *scissor lift*, all of the words were correctly answered on more occasions by students in the subtitled groups than the original and the dubbed groups, although there were a few cases where the original or the dubbed groups attained a higher score than the subtitled groups.

It can be contended that these scores are coincidental and that there are other reasons why these words were answered correctly by more students in the subtitled groups. It is here believed, however, that the results are not coincidental and that subtitles may have a subtle effect on the acquisition of English vocabulary. It might be argued that the act of internalising words by reading the subtitles, whilst listening to the soundtrack and paying attention to the motion pictures is a learning strategy that is difficult to prove when all of the words are compared in general as overall scores. It is also argued that not all of the words that occurred in the film were internalised, and that only the most difficult words, which the students are not able to understand through the use of the film's context, are acquired.

In light of the results from the self-assessment scores, it was shown that the students who self-assessed their English proficiency skills at C2 level also were the ones who achieved the highest scores within the subtitled mode. It might therefore be argued that successful language learners, which are characterised as those who employ many strategies to their learning process, are also those who are able to make most use of subtitles to learn English. Since many students are inexperienced readers of subtitles, it might be difficult for them to employ different learning strategies. According to Danan, effective learning strategies therefore need to be taught to inexperienced subtitle-readers and students who do not employ many strategies in their learning process. Teachers should do this by encouraging the students to use their 'reflective attention' to the L2 soundtrack and the L1 subtitles while introducing the subtitles 'systematically' (Danan 2004:75). This means that, in a school context, the students should not be told just to watch the film while listening; they should also be given tasks in which the purpose is to make students process the original soundtrack by using the subtitles (ibid.). An example of this is to encourage students to write down difficult words they hear in the original soundtrack, for then to write down the equivalent translation of the L2 word in

their L1. By doing this, the students might be able to see positive results of using this learning strategy and therefore use it independently at a later point.

Last but not least, not all of the words in *The Simpsons Movie* were correctly translated in the subtitles by the Norwegian translators. It is therefore possible that this was also the case with some of the Austrian words presented in the German subtitles. Since the correct alternatives were taken from the words in the subtitles, some of the questions might have caused problems for the students when they were taking the test. If the students felt that none of the three alternatives in the test matched the L2 word that they were questioned about, the students might fail to provide a correct answer to the question. Thus, as explained in chapter two, the translator needs to follow the proper practices (see section 2.2.8), or else subtitling may lose its purpose of being of assistance to the students (i.e. the audience). An example where this occurs, which was also mentioned in chapter two, was the translation of *scissor lift*. Here, the majority of the Austrian students answered correctly about what this word refers to, whilst only a small percentage of the Norwegian students knew what this word meant (see figure 26). It may here be argued that the Norwegian translation of this word was not correctly translated as opposed to the German translation of the word. Instead of translating *scissor lift* into *sakselift*, the translator rather translated *scissor lift* into *heis* (Eng: elevator), see section 2.2.9 for further information. Consequently, most of the Norwegian students from any of the group modes taking the vocabulary test did not answer *heis*, most likely due to the fact that they knew it does not mean *scissor lift*, and presumably because they did not see an elevator in the film. Here, the translator should have translated the dialogues based on the context of the film, and not on the basis of what was written (viz. *lift*) in the original manuscript. As was suggested by Fong (2009), one should put the subtitles into good use when they are already there at the translator's disposal.

Compared to the other group modes, the students in the subtitled groups had the advantage of reading *heis* in the subtitles. Although there were no considerable differences between the dubbed and the subtitled groups in reference to this word, the subtitled groups within both Norwegian schools obtained a 5% higher score on this question than the dubbed groups (40.9% and 52.6% for Nor1 and Nor2 SUB, and 35% and 48% for Nor1 and Nor2 DUB). A plausible reason for this is that the students in the subtitled groups were able to conceptualise the word *scissor lift* to belong to the category *heis*.

In summary, there were some slight indications that the use of the subtitled mode might help the acquisition process when the results were analysed in detail. However, hypotheses five to seven are rejected based on the overall results.

### **4.3 Summary**

This chapter has presented and discussed results in relation to the research questions and hypotheses that this master thesis has addressed. Based on the discussion about research question one, it was concluded that both the Norwegian and the Austrian students were positive towards the learning of English, and that they both watch film and television series with the original mode quite a lot. Their affective filters would therefore not have prevented the students from receiving English input from the film clip. The Norwegian students preferred the subtitled mode to the dubbed, and the Austrians preferred the dubbed to the subtitled, which is not surprising considering the long tradition of subtitling and dubbing in the two countries. The majority of the Austrians would, however, have preferred the original mode to the dubbed mode when watching films and television series, indicating that students are becoming more accustomed to using no supportive tools when watching English films and television programmes. In regards to the learning of English through the use of the subtitled mode, the Norwegian students believed more strongly that this could be the case. It was suggested that this is because the Norwegian students have experienced the effects of the use of the subtitled mode on their own English acquisition. Due to these findings, hypotheses one to three, concerning research question one, were strengthened.

In regard to research question two, it was concluded that the Norwegian and the Austrian students self-assessed their English listening/watching and reading skills quite similarly. Hypothesis four was rejected on the basis that the students in Norway did not assess their English proficiency skills at a higher level than the Austrians in Aus1 and Aus2. This finding might indicate that the students in dubbing countries might not have less self-confidence in regards to their own English proficiency skills than students from subtitling countries, which was the opposite of the results the European Commission found in their study. Last but not least, hypotheses five to seven, which were related to research question three, were not confirmed either. Although there were some indications that the use of the subtitled mode might influence the learning of English, the overall results nevertheless revealed that the students who watched *The Simpsons Movie* with the dubbed and the original modes obtained better results on the vocabulary test than the students in the subtitled groups. Furthermore, the

results also indicated that the dubbed groups obtained better results than the original groups. Several explanations were provided, such as the possible ability the subtitles have to distract the students from focusing and internalising words, and that there are only a certain number of words that the students are able to acquire when watching a film clip. Additionally, it was suggested that the words and the alternatives in the vocabulary test might have been too easy for students attending the 10<sup>th</sup> grade.





## 5 CONCLUSION

This chapter focuses on some of the most important findings of the research and discusses their implications for language teaching. These findings are discussed with regard to the three research questions and their hypotheses listed in chapter one. At the end of the chapter, limitations of this thesis and future research regarding this topic are considered.

### 5.1 Summary and main implications

This thesis has examined the attitudes of 212 students from Norway and Austria with regards to the use of subtitles and dubbing when watching films and television series. It has also examined to what extent the use of the subtitled mode influenced the ability of students to notice and recall certain vocabulary items from *The Simpsons Movie*. These aspects were investigated by conducting a questionnaire and a study in two Norwegian and two Austrian schools. In the study, the students watched a 20 minute film clip prior to receiving a multiple-choice test. The main variables in the analysis were mode (subtitled, dubbed, or original), country and school, and the students' self-assessment levels.

#### 5.1.1 Research question one

Research question one referred to the students' attitudes towards subtitling and dubbing, and English language learning. According to the results regarding the students' attitudes towards language learning, it was clear that both Norwegians and Austrians believe it is very important to learn English. Regarding the type of mode used when watching films and television series, results showed that the Norwegian students regularly use subtitles and the original mode. If they could choose which mode to use, the Norwegian students would have preferred the subtitled mode. The results further indicated that the Austrian students, on the other hand, used mostly the original and the dubbed modes when watching films and television series. Students from Austria reported that they would have strongly preferred the original to the dubbed mode if they could decide. When further analysing the results from the Austrian schools, the results revealed that the students in Aus2 (semi-boarding school) would have preferred the dubbed mode to the original mode, which was the opposite of Aus1 (bilingual school).

Hypothesis one proposed that the Norwegian students' attitudes towards subtitling would be more positive than their attitudes towards dubbing, whilst hypothesis two proposed that the Austrian students' attitudes towards subtitling would be more negative than their attitudes towards dubbing. Based on the results, hypotheses one and two were strengthened.

Although there were no hypotheses that concerned the original mode, the Norwegian and the Austrian students' attitudes towards the use and preference of the original mode were remarkably positive.

These results indicated that the students are becoming more accustomed to watching films and television series in the original mode. This implies that students are able to watch films in the original mode in educational settings, without having to use supporting tools such as dubbing or subtitles. It might, on the other hand, be beneficial for certain students to use subtitles, either in the target language or the student's L1, when watching films that aim to educate students. It would also be helpful for some students to develop some learning strategies in order for the subtitles to have an educational purpose.

In terms of the students' attitudes towards the use of subtitles as means of learning English, it was evident that the Norwegian students believed more strongly than the Austrians that subtitles can aid the learning process. It was also seen that the Norwegian and the Austrian students believed more strongly that subtitled television series would be more helpful when learning English than subtitled films. Due to such results, hypothesis three (viz. Norwegian students will believe more strongly than Austrian students that subtitling helps them to learn English) was also confirmed.

### **5.1.2 Research question two**

Research question two concerned how students self-assessed their language competences. The hypothesis proposed that the Norwegian students would rate their English proficiency higher than the Austrian students, in which the listening/watching and reading skills were only focused on. Concerning the hypothesis, only the highest levels, namely C1 and C2, were considered. The results revealed that the Norwegian students self-assessed their listening/watching skills at a higher level than the Austrians, whilst the Austrians self-assessed their reading skills at a higher level than the Norwegians. Since the Austrian students self-assessed their reading skills higher than the Norwegian students, hypothesis four was therefore rejected. These results implied that students from dubbing countries did not believe they are less proficient in English than students from subtitling countries. It needs to be pointed out, however, that these results were also based on the results from students in Aus1, who self-assessed their proficiency skills higher than the students in Aus2 in several categories.

### **5.1.3 Research question three**

Research question three aimed to investigate how dubbing and subtitling affect the acquisition of English vocabulary. The general results obtained from this study did not provide evidence that the use of the subtitled mode had, in comparison to the results from the original and the dubbed modes, a major effect on the ability to notice and recall English vocabulary. Hypotheses five: students who watch with the subtitled mode of *The Simpsons* clip will score higher on the vocabulary test than the students who watch with the dubbed mode, and six: students who watch with the subtitled mode of *The Simpsons* clip will score higher on the vocabulary test than the students who watch with the original mode, were therefore not confirmed. Hypothesis seven, which predicted that the original group would do better than the dubbed group, was also rejected as the dubbed groups scored overall better than the original groups based on all three analyses. The data from this study yielded different results from the study by Koolstra and Beentjes (1999), in which the subtitled and the original groups achieved higher scores than the dubbed group. It needs to be pointed out that since the students in the study by Koolstra and Beentjes were 10 to 12 years old, the words in the vocabulary test might have been more difficult for their students to answer.

Five words were selected for further analysis of the effects of subtitles on the acquisition process in chapter four. With reference to these words, it was seen that the use of the subtitled mode had a slight effect on the learning of English vocabulary; although some of the dubbed and the original groups within each school obtained better results than the subtitled groups, the subtitled groups achieved overall higher scores on the questions of what these words referred to. In regards to certain words, the original groups did also to some extent do better than the dubbed groups. It was argued that the students in these groups achieved better results due to the fact that different learning strategies were applied; that the students might have internalised only the most difficult words when watching the film clip. When watching films in an educational setting, it is therefore important that the students are aware of what learning strategies they may apply when watching films with the subtitled or the original mode.

## **5.2 Limitations**

With hindsight, it is clear that this study had certain limitations and that certain aspects could have been improved. Most of the aspects concern the preparations for the study.

The first aspect concerns the multiple-choice test. In the multiple-choice test, there were 24 questions with three distractors each. Looking back, the distractors in the multiple-choice

test could have been better designed in order to have increased the difficulty of the test. As mentioned in chapter three, it could also have been beneficial to create an open-ended vocabulary test. If that had been the case, it would have been easier to verify whether the use of the subtitled mode had an effect or not. On the other hand, due to the drawbacks also mentioned in chapter three, it would have been more problematic to analyse the results from such a test.

The second aspect that could have been improved concerns the choice of schools. The two schools in Norway were situated geographically quite close. If the schools had been selected from different geographical or demographic regions, the study might have yielded different results that would have been more representative of the population in general. As far as the Austrian schools are concerned, the students in one school are more exposed to English than the students in the other school. As the self-assessment test concerned the students' evaluations of their English proficiency, in which the students at Aus1 rated their proficiency skills at a higher level than students at the other school, the results from this task and concerning this task can to a certain extent be judged as skewed. For this reason, a third school should have been included so the Austrian results would have been more generalizable. The results from the bilingual school could then have been used as a comparison to the students who have received regular English input in school.

The third improvement that comes to mind concerns the self-assessment scores as well, which were used to group students sharing similar proficiency levels together before the students' scores from the vocabulary test were analysed. Due to the fact that a student might have self-assessed her/his English proficiency at a higher level than what it should possibly be at, the self-assessment results could have instead been replaced by a pre-vocabulary test given to the students before the actual vocabulary test. The students would in this case have been grouped together on the basis of how well they did on this pre-vocabulary test. This method might have yielded more accurate and valid results, but it would also have been more complex and time consuming.

Although the aspects mentioned would have improved the design of my master thesis, it is my belief that none of these shortcomings yielded invalid results and that they have not diminished this area of research.

### **5.3 Future research**

Future research that may render important contributions is discussed in this section. To my knowledge, this master thesis was one of the only studies that have been conducted on 10<sup>th</sup> grade students in Norway and Austria, as research papers by Koolstra and Beentjes (1999), and d'Ydewalle and Van de Poel (1999) were conducted on students who were between the ages of 8-12 years old. More research based on 10<sup>th</sup> grade students is thus needed, as it would be interesting to see if these results would be comparable. Although this study did not confirm hypotheses five to seven, with regards to the influence of subtitles on the acquisition process, it cannot be concluded that the use of the subtitled mode does not have any influence at all. There were, after all, some indications that the subtitled and the original groups, did slightly better on certain words that had occurred in the film. The results also revealed that pupils in general would like to watch films and television programmes in the original mode. Although an original soundtrack with or without subtitles might not influence the learning of English vocabulary to a major extent, it does benefit other aspects of language learning that are not included in this study, such as the improvement of students' listening and reading skills, and cultural awareness.

Furthermore, it would be interesting to investigate whether there are any long-term effects on the students' acquisition of English when watching subtitled films, as this study only investigated the short-term effects. It would also be interesting to compare secondary schools in Norway and Austria to secondary schools in other subtitling and dubbing countries in Europe. More research is anyway needed in order to investigate the effects the subtitled mode may have on the acquisition process of secondary level students, and to investigate what other aspects of language learning might benefit students' learning through the use of the subtitled mode when watching television series and films.



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## **7 APPENDICES**

### **7.1 Appendix A**

#### **Forespørsel om deltakelse i forskningsprosjekt**

##### **Bakgrunn og formål**

Jeg er en masterstudent ved Universitetet i Bergen som skal foreta meg en undersøkelse i forbindelse med min masteroppgave. Her skal jeg se om det er noen forskjeller i holdninger elever fra Norge og Østerrike har til engelsk, og om det er noen forskjeller i hvordan elever fra Norge og Østerrike tilegner seg kunnskaper om engelsk.

Ettersom jeg ønsker at elever skal være med på undersøkelsen, valgte jeg derfor å spørre XX og XX ungdomsskole ettersom jeg har vært praksisstudent og vikar der fra før.<sup>20</sup> De har gitt sin samtykke i at jeg kan foreta meg noen undersøkelser ved deres skole, og de har fått informasjon om hva jeg skal foreta meg. Likevel er det slik at jeg også må få foresattes samtykke. Grunnen til at jeg valgte 10. klasse er fordi de har hatt lengst engelskutdanning i grunnskolen, og det er lettere å sammenligne 10. klassinger i Norge med elever i samme alder i Østerrike da utdanningen i disse to landene er svært like.

##### **Hva innebærer deltakelse i studien?**

Jeg skal foreta to undersøkelser på XX og XX i forbindelse med masterstudiet mitt. Den første undersøkelsen baseres på et spørreskjema (skrevet på engelsk) hvor jeg spør blant annet om elevers holdninger til Engelsk på skolen og på fritiden, om de har foreldre som snakker engelsk som første språk, og om de har bodd i et engelsktalende land. Jeg vil også spørre om de kan si noe om deres egne engelskkunnskaper. Denne undersøkelsen kommer til å ta ca 30-45 min, og vil bli foretatt mellom uke 44 og 51.

Den andre undersøkelsen vil bli basert på å se en film, for at elevene deretter skal svare på noen spørsmål som har med filmen å gjøre. Ettersom filmklippet varer i 15-20 minutter, vil også dette ta ca. 30-45 minutter. Disse undersøkelsene foretas klassevis, hvor forhåpentligvis alle i klassen vil delta.

---

<sup>20</sup> The names of the schools have been removed in order for the schools to remain anonymous.

Dere kan ved forespørsel få tilsendt spørreskjemaet, om dere ønsker det.

### **Hva skjer med informasjonen om deres elev?**

Alle personopplysninger vil bli behandlet konfidensielt. Undersøkelsene vil være anonyme, og vil bare bli behandlet av meg. Ingen andre vil ha tilgang til informasjonen som blir gitt, da alle filer blir passord beskyttet og lagret separat.

Elevene må, på den annen side, skrive sine INITIALER på begge undersøkelsene slik at jeg kan knytte den første undersøkelsen opp mot den andre undersøkelsen. Dette er fordi jeg ikke kan gjennomføre begge undersøkelsene samtidig på grunn av tidsbegrensninger.

Elevene vil da skrive **første** og **siste** bokstaven i både **fornavn** og **etternavn**. *Et eksempel kan være Monica Helle; her blir initialene M.A.H.E.*

Når det gjelder publisering av informasjon i masteroppgaven, så vil det på ingen måte være mulig å knytte informasjon som blir skrevet i masteroppgaven opp mot deres elev. Navn på elev blir ikke publisert, men det vil bli gitt en stor takk til alle foreldre og skoler som bidrar i forordet på masteroppgaven min uten at navn blir nevnt.

Prosjektet skal etter planen avsluttes 15.05.2013. Da blir alle personopplysninger gitt slettet.

### **Frivillig deltakelse**

Det er frivillig å delta i studien, og som elevens foresatte kan du/dere når som helst trekke ditt/deres samtykke uten å oppgi noen grunn. Dersom du/dere trekker deres barn fra undersøkelsen, vil alle opplysninger allerede gitt bli slettet.

Dersom du/dere har noen spørsmål til studien, vennligst ta kontakt med Monica Helle på tlf. 99 32 84 97



Studien er meldt til Personvernombudet for forskning. Norsk samfunnsvitenskapelig datatjeneste AS.

**Hvis du ønsker at ditt barn IKKE skal være med, vennligst returner skjema med signatur og samt initialene til ditt barn.**

Jeg har mottatt informasjon om studien, og er **IKKE** villig til å la elev(er))

\_\_\_\_\_, delta.

(Signatur fra foresatte, sted og dato) \_\_\_\_\_

## 7.2 Appendix B

Dear Sister Anna Kurz

I am writing this letter to ask for your permission to carry out some of my research at your school. Since my master thesis concerns the influence of subtitling and dubbing on the acquisition of English in Norway and Austria, it will be a great help for my master thesis if I could ask the students at your school some questions concerning this topic. These questions are mainly about what attitudes students have towards English, what attitudes they have towards the use of subtitling and dubbing in TV-shows and films, and whether they feel subtitling and dubbing has any effect on the acquisition of English. It will also be helpful if I could, in addition to the questionnaire, conduct an experiment in three of your classes. This experiment will be linked towards the questionnaire, where they will be shown a movie for then to answer some questions afterwards. These questions will be a test to see if they have learned anything from the movie.

Since I am writing about the influence of subtitling and dubbing in both Norway and Austria, it will be essential for me to gain comparable data between the two countries. I would be very grateful towards you, your school, your staff and your students if you grant me this wish.

Best regards,  
Monica Helle

A handwritten signature in black ink that reads "Monica Helle". The signature is written in a cursive style with a large initial 'M'.



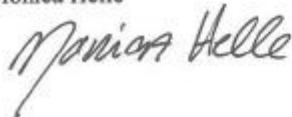
Dear Ms. Imelda Görög

I am writing this letter to ask for your permission to carry out some of my research at your school. Since my master thesis concerns the influence of subtitling and dubbing on the acquisition of English in Norway and Austria, it will be a great help for my master thesis if I could ask the students at your school some questions concerning this topic. These questions are mainly about what attitudes students have towards English, what attitudes they have towards the use of subtitling and dubbing in TV-shows and films, and whether they feel subtitling and dubbing has any effect on the acquisition of English. It will also be helpful if I could, in addition to the questionnaire, conduct an experiment in three of your classes. This experiment will be linked towards the questionnaire, where they will be shown a movie for then to answer some questions afterwards. These questions will be a test to see if they have learned anything from the movie.

Since I am writing about the influence of subtitling and dubbing in both Norway and Austria, it will be essential for me to gain comparable data between the two countries. I would be very grateful towards you, your school, your staff and your students if you grant me this wish.

Best regards,

Monica Helle

A handwritten signature in cursive script that reads "Monica Helle". The signature is written in black ink and is positioned below the typed name.

### 7.3 Appendix C

David Newby

Institutt for fremmedspråk Universitetet i Bergen

Sydnesplassen 7

5007 BERGEN

Vår dato: 31.10.2013 Vår ref: 35985 / 2 / KH Deres dato: Deres ref:

#### TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 21.10.2013. Meldingen gjelder

prosjektet:

35985 The influence of dubbing and subtitling on the acquisition of English in

Austria and Norway

Behandlingsansvarlig Universitetet i Bergen, ved institusjonens øverste leder

Daglig ansvarlig David Newby

Student Monica Helle

Personvernombudet har vurdert prosjektet og finner at behandlingen av personopplysninger er

meldepliktig i henhold til personopplysningsloven § 31. Behandlingen tilfredsstiller kravene i personopplysningsloven.

Personvernombudets vurdering forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i

meldeskjemaet, korrespondanse med ombudet, ombudets kommentarer samt personopplysningsloven og

helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de

opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget

skjema, <http://www.nsd.uib.no/personvern/meldeplikt/skjema.html>. Det skal også gis melding etter tre år

dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database,

<http://pvo.nsd.no/prosjekt>.

Personvernombudet vil ved prosjektets avslutning, 15.05.2014, rette en henvendelse angående status for

behandlingen av personopplysninger.

Vennlig hilsen

Vigdis Namtvedt Kvalheim

Kjersti Haugstvedt

Kontaktperson: Kjersti Haugstvedt tlf: 55 58 29 53

Vedlegg: Prosjektvurdering

Kopi: Monica Helle Kristofer Jansonsvei 21 5089 BERGEN

Personvernombudet for forskning

Prosjektvurdering - Kommentar

Prosjektnr: 35985

Personvernombudet legger til grunn at ledelsene ved aktuelle skoler har gitt sin tillatelse til å kunne

gjennomføre elevundersøkelsen.

Ifølge prosjektmeldingen skal det gis muntlig informasjon om prosjektet til utvalget.  
Personvernombudet

forutsetter at utvalget mottar følgende informasjon:

-formålet med prosjektet

-hva deltakelse innebærer

-hvilke opplysninger som samles inn

-hva opplysningene skal brukes til

-at det er frivillig å delta, og at det ikke har noen konsekvens i forholdet til skolen om de velger å ikke delta

-at man kan trekke seg uten å måtte begrunne det

-dato for prosjektslutt

-at innsamlede opplysninger anonymiseres ved prosjektslutt

-kontaktopplysninger til daglig ansvarlig og student

Med hensyn til følgeteksten i spørreskjema ber vi om at formuleringen "All information will be delt with in full

anonymity" fjernes eller endres til "All information will be treated confidentially".

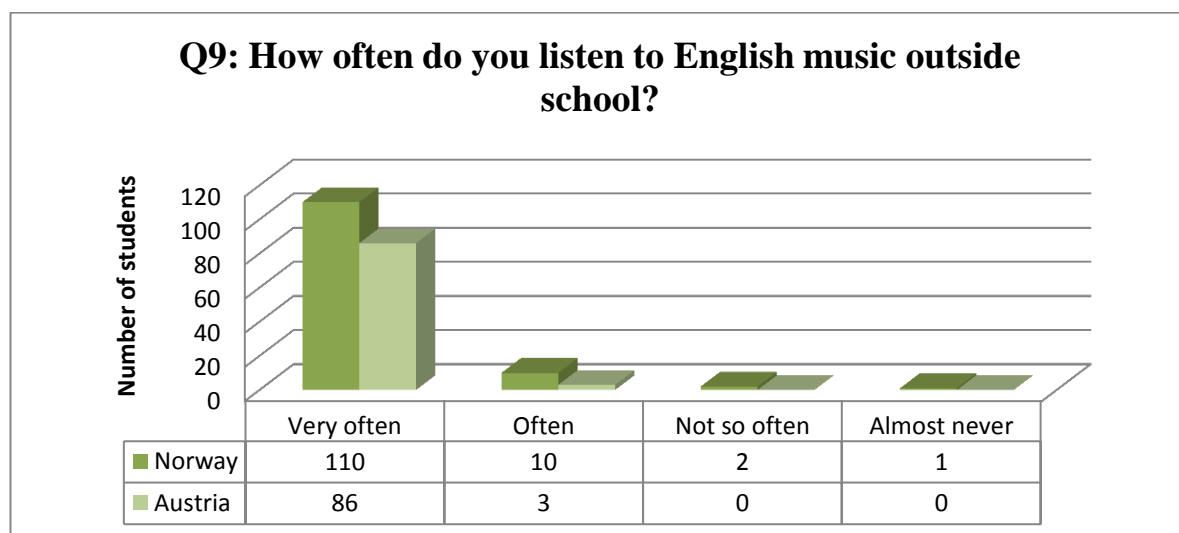
Det legges til grunn at elevene er 15 år eller eldre.

Prosjektet avsluttes 15.05.2014 og innsamlede opplysninger anonymiseres. Anonymisering innebærer at direkte

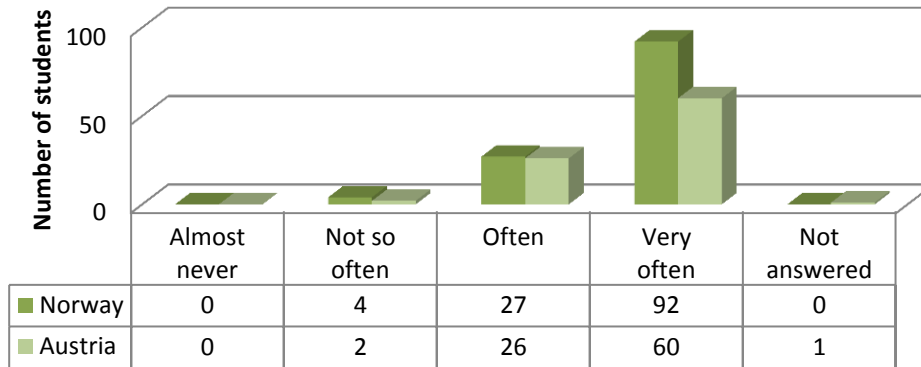
personidentifiserende opplysninger som navn/koblingsnøkkel slettes, og at indirekte personidentifiserende

opplysninger fjernes eller grovkategoriseres slik at ingen enkeltpersoner kan gjenkjennes i materialet.

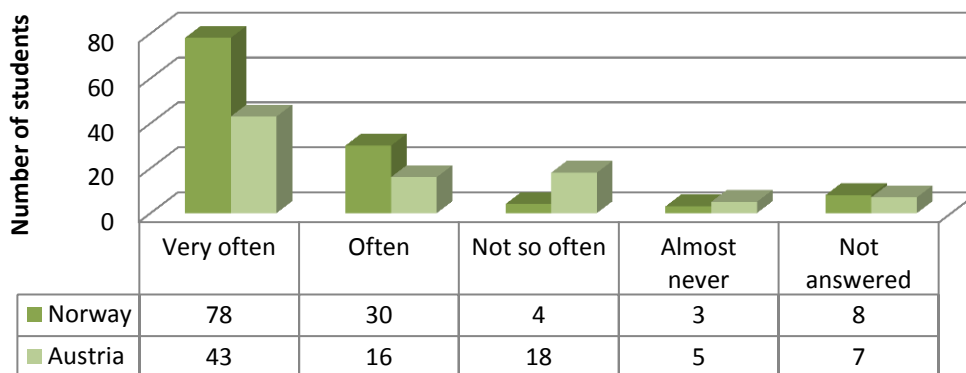
## 7.4 Appendix D



**Q10: Do you watch English movies made in the US and UK**



**Q13: Do you watch English TV-shows made in the USA and UK**



## 7.5 Appendix E

Hello pupils! I now wish to carry out an English vocabulary test. This test will only be for my research. Please answer all questions below. Please write your name on top of the first page like in the last survey. Example: Marilyn Monroe: **M.N.M.E**

*These words and phrases are taken from the Simpsons clip you just saw. What do they mean in Norwegian? There is only one appropriate/ correct answer.*

### 1. “Pollution”

- a. Forurensning
- b. Giftig
- c. Sjøppelbit

### 2. “Environment”

- a. Miljø
- b. Atmosfære
- c. Strykejern

### 3. “Squeamishness”

- a. Vendepunkt
- b. Kvele
- c. Prippenhet

### 4. I am “off the hook”

- a. Tar helt av
- b. Slapp fri
- c. Da er det greit

5. **“Snug”**

- a. Bank
- b. Kos
- c. Nett

6. **“Gallon”**

- a. Elv
- b. Insektdreper
- c. Liter

7. **“Impression”**

- a. Fantasi
- b. Etterligne
- c. Imponere

8. **“Nibble”**

- a. Napp
- b. Fråtse
- c. Småspise

9. **“Nailed her”**

- a. Klin likt
- b. Satte henne fast
- c. Kveler henne

10. **“Canvass me”**

- a. Samle støtte
- b. Dryppende kran
- c. Hjelp meg



11. **“You’ve got a bite”**

- a. Du har fått en smakebit
- b. Du har blitt bitt
- c. Du har fått napp

12. **“Recklessly impulsive”**

- a. Angre veldig
- b. Spontan
- c. Uforsvarlig impulsiv

13. I am at my **“wits end”**

- a. Jeg vet hva jeg skal gjøre
- b. Jeg vet ikke hva jeg skal gjøre
- c. Jeg slår en vits

14. **“Selling out your beliefs”**

- a. Selge drømmene dine
- b. Når du ikke tror på noe
- c. Utfordre deg selv

15. **“Taking the rap”**

- a. Rape
- b. Straffes
- c. Rappe

16. **“Vital”**

- a. Livsnæring

- b. Viktig
- c. Sunt

**17. “Piece of cake”**

- a. Kakestykke
- b. Bare barnemat
- c. Altfor lett

**18. “Hornets’ nest”**

- a. Dveleplass
- b. Nesehorn
- c. Vepsebol

**19. “I rest my case”**

- a. Da er saken avgjort
- b. Jeg slapper av
- c. Rettsaken er ferdig

**20. “Sinkhole”**

- a. Gjørmehull
- b. Kvikksand
- c. Jordhull

**21. “Tipping point”**

- a. Vendepunkt
- b. Tippested
- c. Veltepunkt

**22. “Scissor lift”**

- a. Kran

- b. Heis
- c. Stillasje

23. **“Windowsill”**

- a. Vinduskarm
- b. Vindusvask
- c. Vindusfilm

24. **“Aged me horribly”**

- a. Alderen gjør meg stygg
- b. Jeg ser stadig eldre ut
- c. Det er fælt å bli eldre

Thank you very much for your contribution and for helping me with my research!

Yours, Monica.

## 7.6 Appendix F

Hello pupils! I now wish to carry out an English vocabulary test. This test will only be for my research. Please answer all questions below. Please write your name on top of the first page like in the last survey. Example: Marilyn Monroe: **M.N.M.E**

*What do these words and phrases mean in German? There is only one appropriate/ correct answer.*

1. **“Pollution”**

- a. Giftmüll
- b. Verschmutzung
- c. Kehricht

2. **“Environment”**

- a. Umwelt
- b. Klima
- c. Erderwärmung

3. **“Squeamishness”**

- a. Brechreiz
- b. Zimperliese
- c. Prüderie

4. I am **“off the hook”**

- a. Ich bin der Hammer
- b. Ich gab frei
- c. Ich darf's behalten

5. **“Snug”**

- a. Gemütlich
- b. Geborgenheit
- c. Nett

6. **“Gallon”**

- a. Fluss
- b. Insektenbrutzler
- c. Liter

7. **“Impression”**

- a. Phantasie
- b. Imitieren
- c. Imponieren

8. **“Nibble”**

- a. Kostprobe
- b. Schlemmen
- c. Naschen

9. **“Nailed her”**

- a. Verhaftet
- b. Besser als das Original
- c. Nagelte sie fest

10. **“Canvass me”**

- a. Du kannst mich so lange befragen
- b. Ein tropfender Wasserhahn
- c. Mir helfen

11. **“You’ve got a bite”**

- a. Du bist auf den Geschmack gekommen
- b. Du irst gebissen
- c. Da beißt einer an

12. **“Recklessly impulsive”**

- a. Etwas sehr Bedauern
- b. Spontan
- c. Rücksichtslos impulsiv zu sein

13. I am at my **“wits end”**

- a. Ich weiß was ich tun soll
- b. Ich weiß nicht mehr, was ich tun soll
- c. Ich drehe einen Witz

14. **“Selling out your beliefs”**

- a. Träume verkaufen
- b. Sich fordern
- c. Dass du deiner Prinzipien verraten hast

15. **“Taking the rap”**

- a. Rülpsen
- b. Dafür geradestehen
- c. Rappen

16. **“Vital”**

- a. Lebens-Nahrung

- b. Entscheidend
- c. Gesund

17. **“Piece of cake”**

- a. Kinderspiel
- b. Kuchenstück
- c. Zu einfach

18. **“Hornets’ nest”**

- a. Nashorn
- b. Westpennest
- c. Hornissennest

19. **“I rest my case”**

- a. Dem ist nichts hinzuzufügen
- b. Ich muss mich ausruhen
- c. Sag ich doch

20. **“Sinkhole”**

- a. Schlammloch
- b. Treibsand
- c. Erdloch

21. **“Tipping point”**

- a. Es ist fünf vor zwölf
- b. Wendepunkt
- c. Umkehrpunkt

22. **“Scissor lift”**

- a. Aufzug
- b. Hebebühne
- c. Gerüst

23. **“Windowsill”**

- a. Fensterbrett
- b. Fensterputzen
- c. Fensterfolie

24. **“Aged me horribly”**

- a. Alter macht mich hässlich
- b. Es hat mich Jahre meines Lebens gekostet
- c. Älter werden ist schlecht

Thank you very much for your contribution and for helping me with my research!

Yours, Monica.



## 7.7 Appendix G

### Survey

This is a survey held by a master student who wants to find out more about dubbing and subtitling of English movies and TV shows.

I am giving this survey to students in Norway and Austria.

Dubbing is when the original English voices in the film or TV-show are replaced with voices speaking another language (for example Norwegian or German).

Subtitling is when the original language is heard but also that text appears at the bottom of the screen in the main language of the audience.

‘Original’ means original soundtrack without subtitles.

All information will be dealt with in full anonymity. Please write down your school and country at the top of the front page and also your ‘code name’. *Please do not write down your full name. Instead, write down the first and last letters of your surname and last name. Example: **Brad Pitt = B.D.P.T, Marilyn Monroe = M.N.M.E***

Your name and the name of your school will not be published in the research report.

Please draw a circle around your answer to each question, if not otherwise specified.

*Example: Please specify your gender*

*a. Boy*      *b. Girl*

**1. Please specify your gender**

a. Boy      b. Girl

**2. How old are you?**

a. 14    b. 15    c. 16    d. 17

**3. Do any of your parents speak English as a main language/mother tongue?**

a. Yes      b. No

**4. Do you regularly speak English at home? Please specify**

- a. Yes      b. No

**5. Have you ever lived in an English speaking country?**

- a. Yes      b. No

*1. If yes, please write down which country/countries:*

Country/countries:

*2. If yes, please write down how long you stayed in each country.*

Duration:

**6. When did you start learning English?**

- a. 1<sup>st</sup> grade    b. 2<sup>nd</sup> grade    c. 3<sup>rd</sup> grade    d. 4<sup>th</sup> grade

e. Later (please specify):

f. Earlier (please specify):

**7. How important do you believe learning English is?**

- a. Very important      b. Quite important      c. Not very important      d. Not important at all

**8. How much do you like**

- |                       |              |                |             |               |
|-----------------------|--------------|----------------|-------------|---------------|
| Learning English?     | a. Very much | b. Quite a lot | c. Not much | d. Not at all |
| Speaking English?     | a. Very much | b. Quite a lot | c. Not much | d. Not at all |
| Listening to English? | a. Very much | b. Quite a lot | c. Not much | d. Not at all |
| Reading English?      | a. Very much | b. Quite a lot | c. Not much | d. Not at all |

**9. How often do you do the following activities outside of school?**

	Almost never	Not so often	Often	Very often
Read English books	1	2	3	4
Listen to English radio	1	2	3	4
Read English newspapers and magazines	1	2	3	4

	Almost never	Not so often	Often	Very often
Speak English	1	2	3	4
Listen to English music	1	2	3	4
Play English video/computer games	1	2	3	4
Read English blogs or Twitter	1	2	3	4

Other language activities (please specify):

**10. Do you watch English movies made in the USA or the United Kingdom?**

- a. Almost never    b. Not so often    c. Often    d. Very often

**11. When you watch English movies in the cinema, are they**

*(write an x in the appropriate box for each of the categories)*

	1- always	2- often	3- sometimes	4- almost never
Subtitled				
Dubbed				
Original				

**12. When you watch English movies on a DVD or downloaded from the Internet, are they**

*(write an x in the appropriate box for each of the categories)*

	1- always	2- often	3- sometimes	4- almost never
Subtitled				
Dubbed				
Original				

**13. Do you watch English TV-shows made in the USA or the United Kingdom?**

a. Very often      b. Often      c. Not so often      d. Almost never

**14. When you watch English TV-shows, are they** *(write an x in the appropriate box for each of the categories)*

	1- always	2- often	3- sometimes	4- almost never
Subtitled				

Dubbed				
Original				

**15. If you could choose between subtitles, dubbing or original language (with no subtitles) for English TV-shows at home, which would you choose?**

- a. Subtitles                      b. Dubbed                      c. Original

*1. Why?*

**16. If you could choose between subtitles, dubbing or original language (with no subtitles) for English movies at the cinema, which would you choose?**

- a. Subtitles                      b. Dubbed                      c. Original

*1. Why?*

**17. If you could choose between subtitles, dubbing or original language (with no subtitles) for English movies or TV-shows at the Internet, which would you choose?**

- a. Subtitles                      b. Dubbed                      c. Original

*1. Why?*

**19. Does/would watching films with subtitles help you learn English?**

- a. Very much              b. Quite a lot              c. Not very much              d. Very little

**20. Does/would watching TV-shows with subtitles help you learn English?**

- a. Very much              b. Quite a lot              c. Not very much              d. Very little



## 21. How would you assess your English?

*Please read through the following statements below and choose the alternative ( a, b, c, d, or e) that you feel describes your English best. This needs to be done in all four categories: listening/watching, reading, speaking and writing. You can only choose ONE alternative for each category.*

### Listening/watching

- a.  I can identify the main points of TV news items, reporting events, accidents etc.
- b.  I can follow many films where the story is easy to understand with help from pictures
- c.  I can understand most of what they say when I watch English speaking TV news and films.  
I can understand long speech if the topic is familiar
- d.  I can follow films employing a considerable degree of slang and informal usage.
- e.  I have no difficulty in understanding any kind of spoken language even when it is delivered at fast native speed.

### Reading

- a.  I can read very short simple texts.
- b.  I can read texts on topics that are interesting to me.
- c.  I can read with a large degree of independence, but may find uncommon expressions difficult.
- d.  I can understand in detail long, complex texts. I may need to re-read difficult sections.

- e.  I can read with ease all forms of the written language.

## **Speaking**

- a.  I can handle very short social meetings, even though I can't usually understand enough to keep the conversation going myself.
- b.  I can deal with most situations likely to arise whilst travelling in an area where English is spoken.
- c.  I can talk with a degree of fluency and spontaneity that make regular interaction with native speakers possible.
- d.  I can express myself fluently without having to search for a lot of expressions.
- e.  I can take part easily, with no problem, in any conversation or discussion.

I have a good familiarity with everyday expressions and slang.

## **Writing**

- a.  I can write a series of simple phrases and sentences that use 'and', 'but' and 'because'.
- b.  I can write simple connected texts on topics which are familiar.
- c.  I can write an essay or report where I pass on information with pros and cons.
- d.  I can express myself in a clear, well-structured text.
- e.  I can write clear, smoothly flowing, complex texts in an appropriate and effective style.