SUMMARY

This work consists of an introduction followed by 5 chapters: Chapter 1 is dedicated to the theoretical framework; in Chapter 2 the main topic is presented; Chapter 3 is occupied by the methodology; Chapter 4 is a discussion of the results; and Chapter 5 concludes the work. Lastly, we find the bibliography, the annexes and the summary.

This study starts out with a chapter dedicated to the theoretical framework in which the panorama of learning a foreign language is discussed. The meaning of the concept *acquisition and learning a foreign language* is described according to Martín Peris (2008b) for a current perspective, and also according to the ideas of Krashen and Terrel (1983 *apud* Martín Peris 2008b), which although are not contemporary, are still relevant today.

The first section starts with a summary of methods for teaching a foreign language and its evolution. We learn about the shift when linguists focus their styles of instruction to the communicative approach, which focuses on preparing the learner for real communication. Additionally, the Common European Framework of Reference for Languages, which established levels of language proficiency throughout Europe, provided the sector with educational means for reflection about teaching in order to meet the needs of the student.

In the second section, we review the history and evolution of Spanish as a foreign language, emphasizing its current situation in the world and, especially, in Poland. As of 2021, it is estimated that the number of Spanish-language students in Poland is around 214,000. Regarding the John Paul II Catholic University of Lublin, it was discovered that Spanish language arrived in the 1980s and, since 2017, has its own department called *Hispanistyka*. There, students are able to study not only the language, but the geopolitical situation of Spain and Latin America along with the literature of both areas and their histories.

The third section offers an overview of the teaching and learning of the lexicon from the beginning of the 20th century to the present. Referring to authors such as De Bot, Paribakht y Wesche (1997), Cook (1991), Read (2000), Pellicer-Sánchez y Schmitt (2010), Bogaards (2001) Aitchison (2012), among others, we learn the process of lexical knowledge and how it is stored in our minds. After analyzing all of them, we reached a

clear conclusion: the fluctuation in the lexicon of the L2 is undeniable and reinforcing the associations, whatever they may be, is a key point to developing their knowledge. This led us to the conclusion of the importance of teaching semantic relationships in the class-room. In the last subsection, we analyzed a current proposal on the teaching-learning of the lexicon in ELE.

The second chapter is devoted to the topic at hand and is divided into two sub-headings. In the first subheading, the parameters are explained and data is analyzed. In the second subheading, we discuss different forms of subtitling.

Within the first subheading, the needs of Polish ELE students in the 21st Century are presented. We analyze the results of an experiment with 148 volunteers. Their needs were analyzed according to different parameters: institution where they study, birth year and level of Spanish. The data is as follows: (1) students do not dedicate enough time to their self-learning, (2) the most used technique outside the classroom is consuming audi-ovisual content, (3) the most used tools to learn are YouTube, Netflix and Quizlet, (4) most consider vocabulary as the skill that can be practiced most easily through tools or apps, (5) most of them use some technological tool to support their learning, (6) Students require native teachers and (7) most of the participants value the help of a teacher during their learning. Additionally, we also refer to audiovisual material as an important didactic tool in the ELE class, which did not begin to be used until the 1980s and is currently on the rise due to streaming platforms. Finally, the two most used platforms were discussed: Netflix and HBO.

In the second subsection, we present the types of subtitling and we compile the most relevant studies on language learning and subtitling. Beginning with the Vanderplank study of 1988 and ending with the Dizon and Thanyawatpokin study of 2021, we learn in those studies aimed at analyzing lexical acquisition that, in general, they seem to be in line: bimodal subtitles seem to be the most effective (Bird and Williams, 2002; Birulés and Soto, 2016; Frumuselu *et al*., 2015; López Martínez, 2020b; Montero Pérez *et al*., 2014; Sydorenko, 2010; Vanderplank, 1988; Zarei, 2009).

Chapter three deals with the research methodology. We start with the three hy-potheses and the research questions. Then, we present the tool we used in our study, Lan-guage Learning with Netflix, which allows for double subtitling. With the use of Lan-guage Learning with Netflix's instructions, one can see an improvement in linguistic ac-quisition based on the repetition of scenes. We then discuss the group of participants, the context in which the experiment was carried out, the tools that have been used for the investigation are listed and the reason for choosing the material is defended. Then, the

entire procedure is described, which was divided into 4 phases: (1) planning of the design process and implementation of an evaluation device, for which Downing's twelve steps were taken as a reference; (2) internal and external validation of the questionnaires; (3) revising and editing the questionnaires; and (4) execution of the experimental part: pre-viewed questionnaire, viewing and post-viewing questionnaires.

The fourth, and last chapter before the conclusion, is dedicated to the analysis of the results. Chapter four is subdivided into three sections, where the three starting hypotheses are detailed and the results obtained from the study are discussed. The three hypotheses were verified and confirmed in light of the research findings. Hypothesis 1 showed that all the participants, regardless of the group, would show an improvement in the post-viewing questionnaires compared to the pre-viewing one. In other words, they improved their knowledge of the target lexicon after viewing the questionnaires. Hypothesis 2 stated that the active viewing group obtained better results than the passive viewing group in the post-viewing questionnaire 1. That is, the use of the manual (based on the repetition of scenes with subtitles in both languages) enhanced the recognition of the target lexicon and its meaning. The third and last hypothesis was also confirmed. Once again, the active viewing group showed better results than the passive viewing group in the post-viewing questionnaire 2, where the objective was the use of the target lexical units in context.

Also, we discuss additional findings from the data we collected such as their linguistic profile and their performance in the questionnaires. We highlight, in particular, two interesting findings. The first refers to the fact that viewing provides greater support to those informants who undergo the test with an A2 level, since they show greater progress than those who start from a slightly higher level (A2+); the second, also related to the level of the participants, states that although the groups started from very different levels, the viewing made them reach a very similar goal point in terms of lexical recognition.

In chapter number 5, specifically in the subsection 5.1, attention is directed to the presentation of the conclusions obtained after having analyzed the results. Finally, in the second subsection, we finish the work by detailing the future research that could be extracted from our research. Among them, the most notable would be to expand the sample of informants to be able to make groups to which to assign a type of subtitling and, thus, find out if double subtitling offers a greater gain in lexical learning than other types of subtitles.