

TV shows and movies, when dubbed and subtitled in multiple languages, offer a unique and untapped multilingual language learning opportunity. This thesis explores the use of audiovisual input (AVI) for learning multiple languages in parallel from two angles: first, a multilingual study tool which breaks down audiovisual input with multiple language audio tracks and matching subtitle files, into an interactive, multilingual text; and second, an experiment measuring the effectiveness of learning two new languages at once from the same audiovisual input.

The study tool presents the dialogue of subtitled videos in multiple languages in parallel. Learners can listen to specific subtitles, look up words and translate phrases, create multimedia flashcards to learn vocabulary, and export condensed audio files that can interleave spoken dialogues in different languages for multilingual listening practice.

The experiment employed three novel techniques: previewing a target video in learners' L1; repeating a video to learn two languages at once; dividing a video into short segments that repeat in multiple languages. 35 participants watched a short kid's TV show episode in English (the participants' first language), and two new languages, Dutch and Italian. Two viewing methods – watching the whole episode through in each language versus watching in short segments – both led to significant vocabulary gains, measured by form recognition and meaning recall, when compared to a control group.