



Grup de Recerca en Adquisició de Llengües
Language Acquisition Research Group



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Exploring L2 TV preferences and perceptions: Feeling of learning and viewing mode.

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Literature review on extensive TV series viewing

Positive effects of extensive exposure to L2 media (Webb, 2014; Vanderplank, 2016)

- Vocabulary (Pujadas & Muñoz 2019; Suárez & Gesa, 2019)
- Comprehension (Rodgers & Webb, 2017)
- Pronunciation (Wisniewska & Mora, 2020)
- **Grammar (Pattemore & Muñoz, 2020)**



Perception of learning

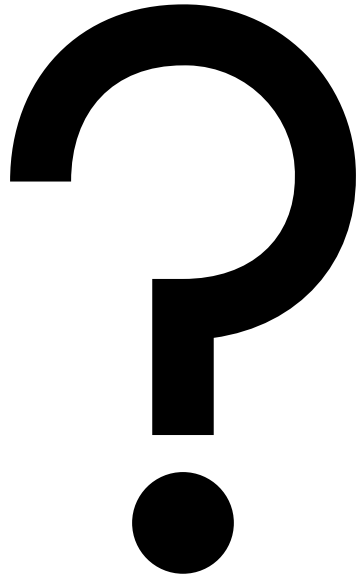
- Captions and subtitles promote language awareness (Hanf, 2014)
- Vocabulary, expressions, spelling, and accents' comprehension (Vanderplank, 1988)
- 78% of participants reported feeling of vocabulary and expressions learning from watching in L2 outside of the classroom (Kusyk & Sockett, 2012)
- No feeling of vocabulary learning from a short intervention (Sydorenko, 2010)
- Feeling of vocabulary learning from an extensive intervention (Pujadas, 2019)



Attitudes and captions choice

- Most of the participants believed they needed captions for better content and listening comprehension (Montero-Perez et al., 2013)
- The majority of the participants watch with L1 subtitles (59%) followed by L2 captions (28%) (Sockett & Kusyk, 2012)
- Vanderplank (2019) participants tended to use captions more at the start of the viewing intervention
- Feeling of learning does not correspond to actual learning (Pujadas, 2019)





Research questions

a. Perception of learning:

RQ1: What is students' perception of learning from extensive classroom exposure to L2 TV series?

RQ2: Is this feeling of learning related to viewing modes?

b. Preferred viewing mode:

RQ3: To what extent does students' experience with the different viewing modes affect preferred viewing mode?

RQ4: Is this viewing mode change related to in-class viewing mode?



Methodology



4 intact non-Linguistics university classes N = 136

Catalan/Spanish bilinguals

A1 - C2 Proficiency (Mean=B2)

17 - 32 years old (Mean=19)

Viewing mode:

- With captions (71)
- Without captions (27)
- With **Enhanced Captions** (38) (Pattemore & Muñoz, under review)



Participants



- 10 episodes of authentic L2 TV series (227 minutes total)
- Oxford Placement Test (OPT) (Allan, 2004)
- Out-of-school exposure to L2 media questionnaire
- Grammar pre-/ posttest (see Pattemore & Muñoz, 2020)
- Follow-up questionnaire

Have you watched films and/or TV series with subtitles in the last 7 days? If yes, specify the language of subtitles.

With Catalan / Spanish subtitles Without subtitles With English subtitles

With subtitles in other language: _____

Do you feel that you have learnt something from *The Good Place* TV show?

Yes, vocabulary Yes, expressions

Yes, grammar Yes, pronunciation

I do not know if have learnt anything

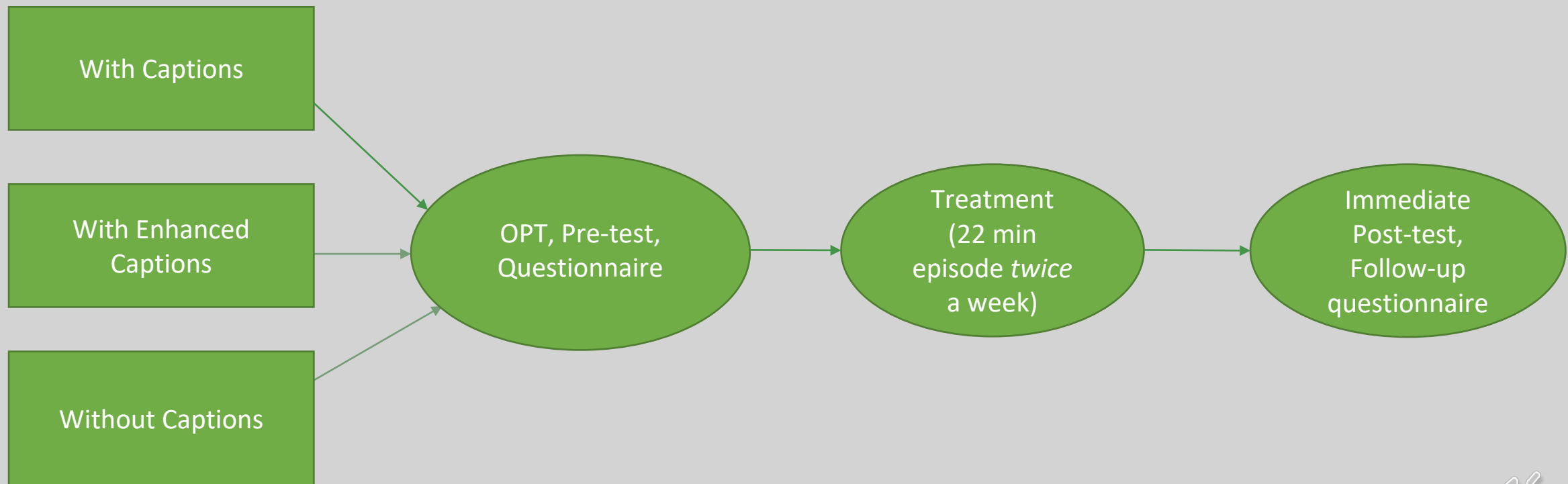
Specify what you have learnt from *The Good Place* (e.g. WHAT new words, expressions, grammar).



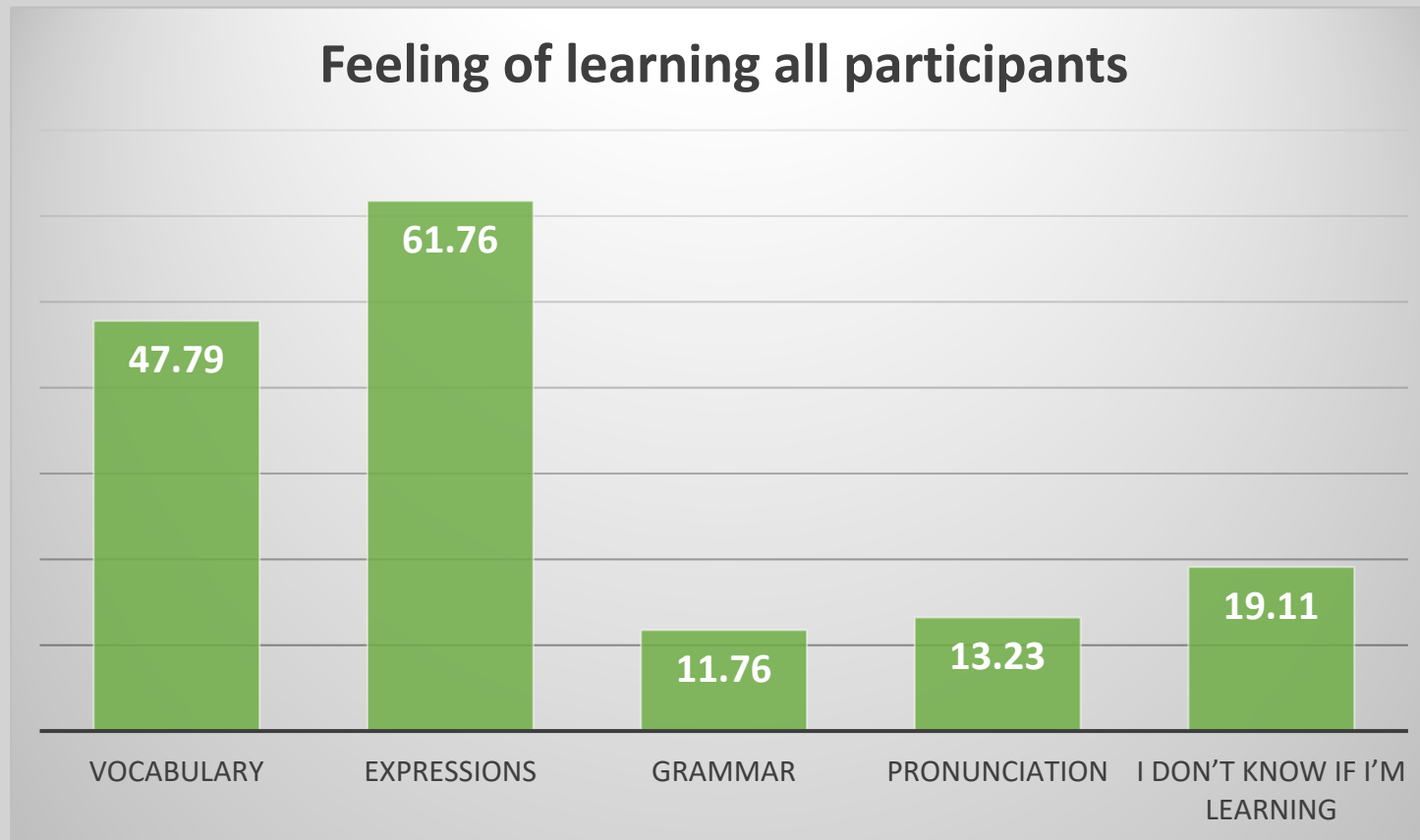
Instruments



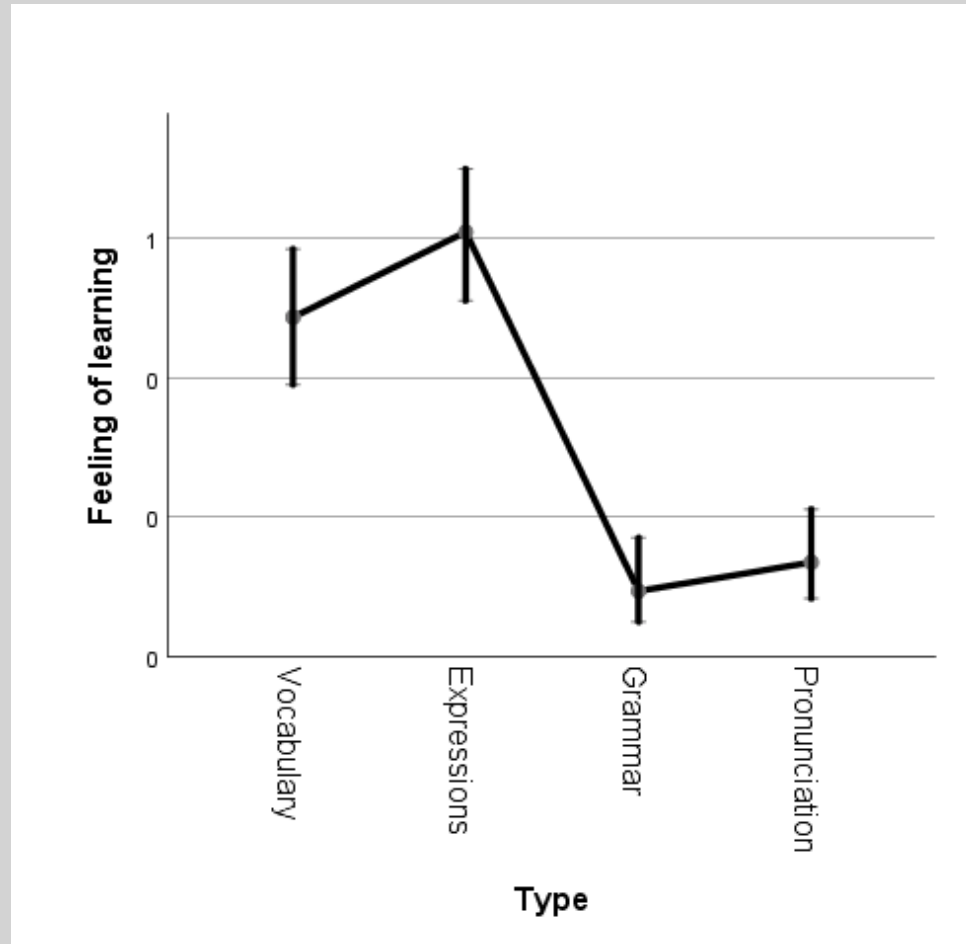
Procedure



RQ1: What is the students' perception of learning from extensive classroom exposure to L2 TV series?



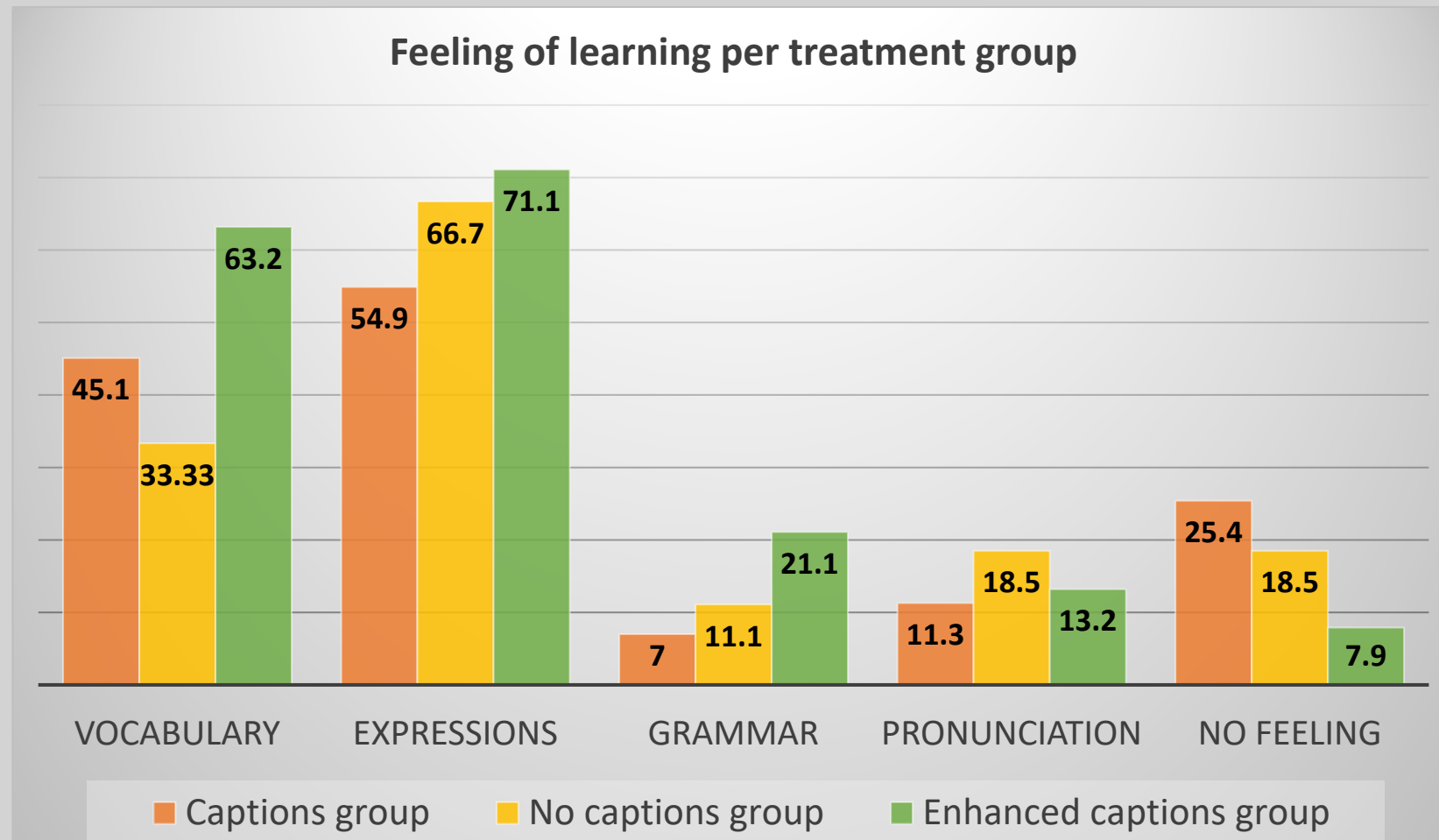
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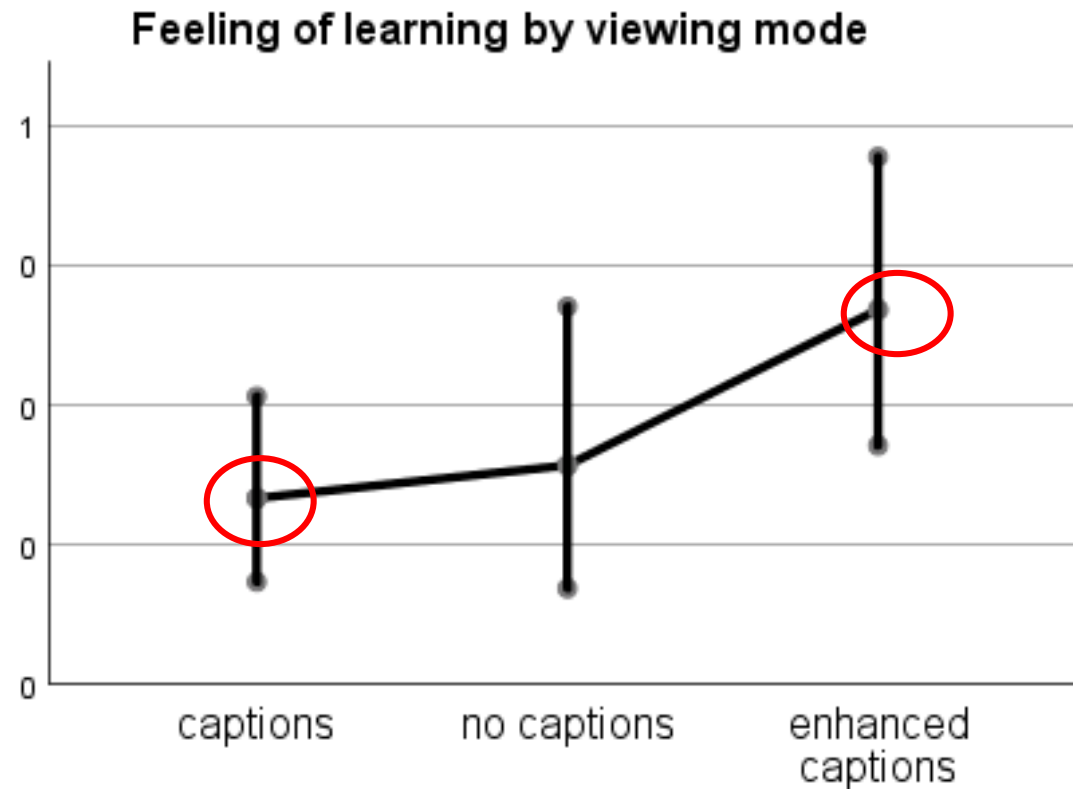
Expressions – Vocabulary	$p = .028$
Expressions – Grammar	$p < .001$ *
Expressions – Pronunciation	$p < .001$ *
Vocabulary – Grammar	$p < .001$ *
Vocabulary – Pronunciation	$p < .001$ *
Grammar – Pronunciation	$p = .690$



RQ2: Is the students' perception of learning from extensive classroom exposure to L2 TV series related to viewing modes?



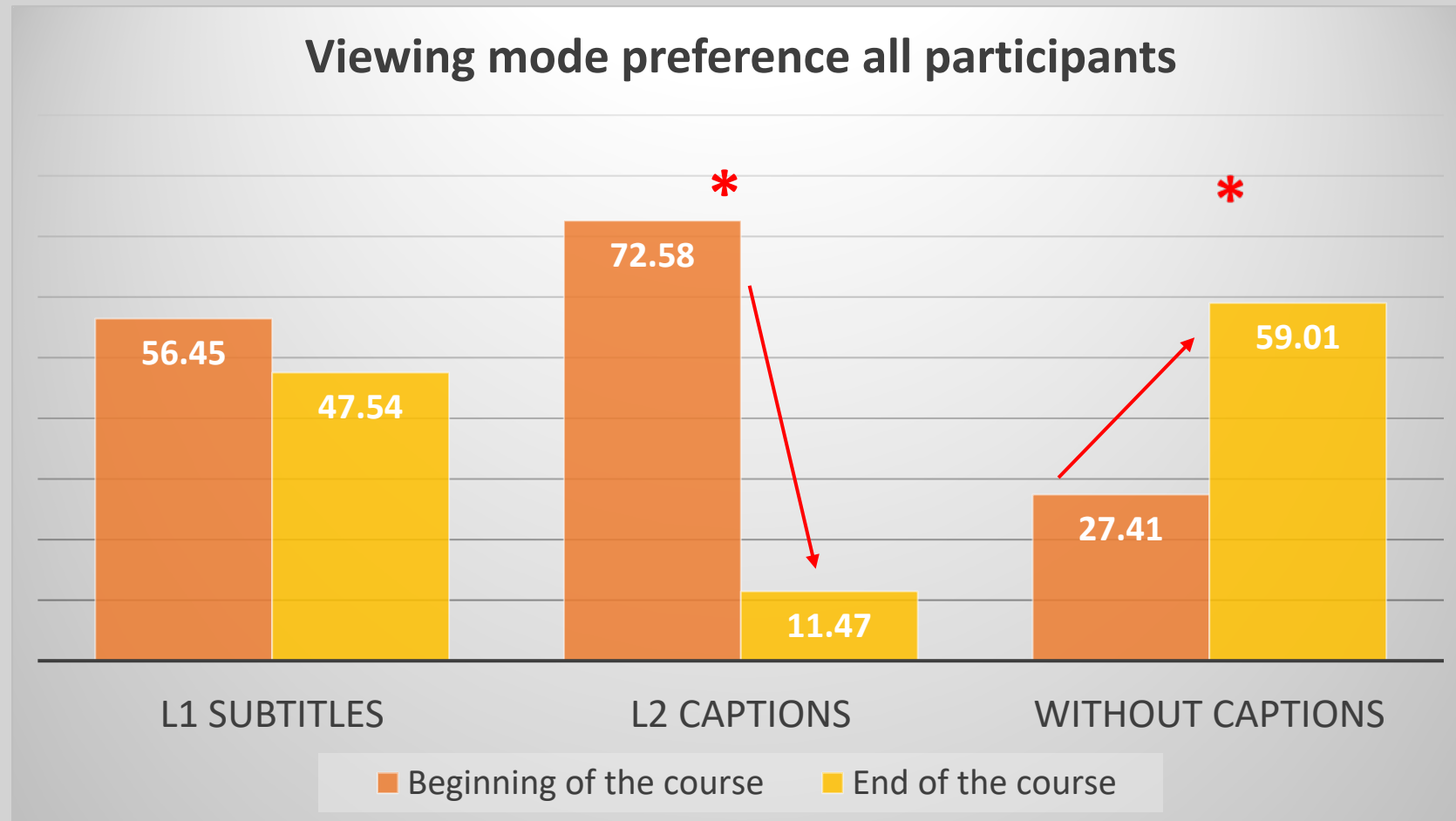
RQ2: Is the students' perception of learning from extensive classroom exposure to L2 TV series related to viewing modes?



Enhanced captions had a stronger feeling of learning than Captions ($p = .016$)



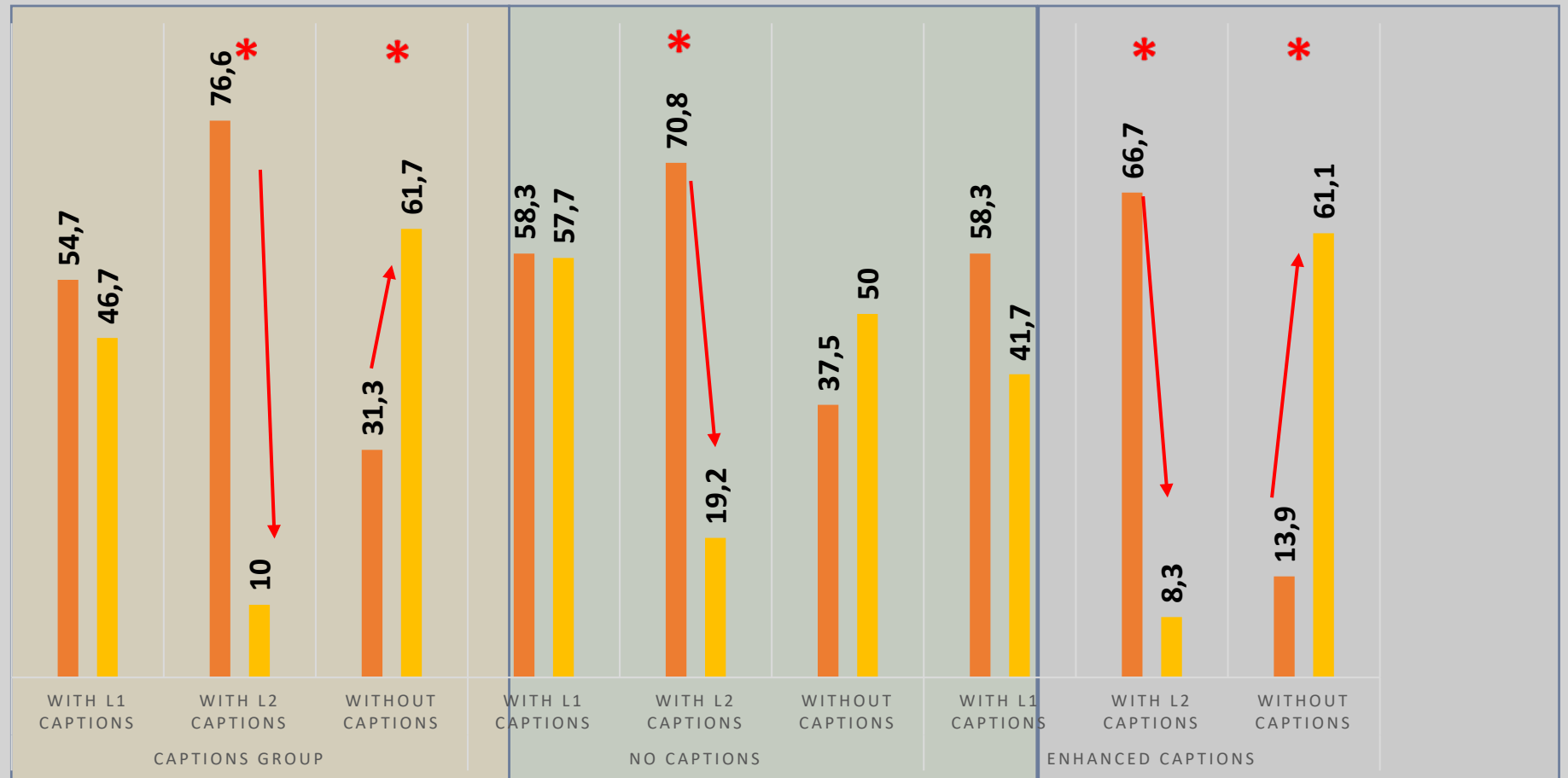
RQ3: To what extent does students' experience with the different viewing modes affect preferred viewing mode?



RQ4: Is this viewing mode change related to in-class viewing mode?

Percentage of participants who watched using different viewing modes in the previous week

beginning
end



Discussion 1: Perceptions of learning

- Expressions and vocabulary: salient *per se* (and so, more noticeable)
- Expressions and vocabulary: effect of enhanced captions
- Expressions = out-of-class exposure viewing habits (Kusyk & Sockett, 2012; Vanderplank, 2019)
- Grammar upper proficiency not challenging (Pattemore & Muñoz, 2020)
- Grammar and pronunciation not perceived as learnt because not tackled explicitly (Sydorenko, 2010)
- Pronunciation: not enough tokens to notice
- Enhanced captions group: they feel they learn more → noticing



Discussion 2: Preferred viewing mode

- Significant drop in viewing with L2 captions and increase in viewing without captions
- B1-B2 / C1-C2 preferred L2 captions → after 5 weeks → without captions confident
- Those who preferred L1 subtitles keep the same option → not confident enough / lower proficiency / they realize that with L2 captions is too difficult, challenging (intervention – affective filter), regularly being exposed, uncomfortable
- Captions and enhanced captions group → without captions: bothering them, they felt they didn't need them as time went by (Vanderplank, 2019)
- Non-captions → decrease in L2 captions, they get used to the new situation



- Extended exposure to L2 viewing led to positive feeling of learning → positive experience
- Enhanced captions group → higher feeling of learning
- Expressions and vocabulary are perceived to be learned the most → emphasis in other language areas or explicit instruction (Sydorenko, 2010)
- It is easier to notice vocabulary and expressions (multi-word collocations) than underlying abstract constructions (rules)
- There is a switch from L2 captions to without captions → learner confidence might have been fostered

Further research:

- Different results mediated by proficiency levels
- Use of watching strategies should be looked into

Conclusions & further research



"Optimal conditions for language learning through original version audio-visual input. Input and learner factors "
(PID2019-110594)

Thank you!

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