Integrating longitudinal audio-visual research into a regular course

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CALICO workshop - January 2021

POTENTIALLY INTRUSIVE & OBTRUSIVE

- 10 sessions
- 25 mins each episode
- Warm-up / follow-up / series vs serial
- Pre-tests, proficiency tests, aptitude tests, questionnaires, activites pre- / during / post-episode + post-tests
- To be subtracted from regular F2F class time
- **Control group**

'Integrate' – key word

- Media Studies
- From day 1
- University context → research and teaching innovation (besides teaching)
- Academic flexibility as long as it fits the official teaching plan
- All the materials published **here**

Data de publicació	Títol	Autor(s)
2018	'The Good Place' - "Someone Like Me as a Member" S0109	Suárez, Maria del Mar
2018	'The Good Place' - "Tahani Al Jamil" S0103	Suárez, Maria del Mar
2018	'The Good Place' - "Most Improved Player" S0108	Suárez, Maria del Mar
2018	'The Good Place' - "The Eternal Shriek" S0107	Suárez, Maria del Mar

Official teaching plan

In-class activities (language-focused)	30%
Tasks in teams	35%
E-portfolio	35%

Official teaching plan

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~~Tasks in teams~~	~~35%~~
E-portfolio	35%

30% (less than 1 point in total) for just doing the tasks (+ online option – EdPuzzle if class missed)

Almost all along the portfolio, in most activities, following the reflective nature of this tool

Class day 1 & 2

- **Oxford Placement Test**
- **Questionnaire on viewing habits**
- **Questionnaire on learning styles**

- **Writing and speaking class activities on language learning motivation, needs, current skills, personality and learning history**

In English   Suomeksi

kaleidoscope

Every **language learner** is a unique blend of personal characteristics and background factors which affects the experience of learning.

The characteristics and background factors are not stable, but like the pattern in a **KALEIDOSCOPE** they change with time and context.

Have you ever thought about yourself as a language learner? How do you feel about your skills? What do you need languages for? Do you really want to learn more? How does your personality affect the way you learn? What kind of experiences of learning languages have you had so far?

Reflecting on these questions will help you to plan and decide how you want to proceed with your language studies.**KALEIDOSCOPE** is here to help you with this reflection. On the following pages, you will see and hear students talking about themselves.

We also hope that you will spend a few minutes telling us what you think about **KALEIDOSCOPE**. On your Profile page there is a space for you to write your comments.

Please come and join in the Kaleidoscope dialogue!

The changing colours in our **Kaleidoscope figure** represent the changing factors that affect language learning. Clicking on the words below will take you on a journey of personal discovery. You will learn more about language learning itself, and you will be able to create your own **Kaleidoscope Profile**.

NEEDS
CURRENT SKILLS
MOTIVATION
PERSONALITY
LEARNING HISTORY

Introduction to the portfolio

- My linguistic snapshot (writing)

- My relation with English so far (metaphorical image + caption)

- Me as an audiovisual communicator (video)

And so the learning journey starts!

Linguistic snapshot: instructions

○ In this task you are to upload a composition in a Word document (**NO PDF or .pages, please**!!!) about yourself as a language learner.

○ After completing the **entry tests** (grammar, listening, dictation and 10-min composition) and browsing the <u>Kaleidoscope</u> for inspiration, write a 300/350-word essay including the following points. You SHOULD NOT answer each question below separately. Instead, write an **essay** with **PARAGRAPHS** where you include the information below. You can organize your essay however you like.

• Your **relationship** with the English language:

- • in your daily life

- • in the past

- • in the future (do you see yourself using it in your daily life, at work, how?

- • in formal (class) and informal contexts -->get inspo from 'My daily use of English' survey

- • is this relationship positive or negative?

Linguistic snapshot: instructions

- Your relationship with **subtitles** --> use survey done in class and 'My daily use of English and subtitles' survey for inspo:

  - do you think watching series and movies in English can help improve your English level? Why? In what skills (reading, listening comprehension, writing, speaking, grammar, vocabulary, spelling, pronunciation...)?

  - in your opinion, what is more helpful, watching audiovisual materials with or without subtitles?

  - which language do you choose for subtitles, your mother tongue or English?

  - what is your experience with subtitles: When did you start using them? Have you changed your habits throughout the years?

- Your present **strengths and weaknesses** in English, in writing (first day composition), spelling (dictation), speaking, listening (OPT Listening), reading, grammar (OPT Grammar), vocabulary (X-Lex / Y-Lex), aptitude tests for learning languages (LLAMA), pronunciation (yes/no test results and reading list) --> use your scores in the placement tests and corrections in the first-class composition to support your opinion

Linguistic snapshot: instructions

- **Motivation** (positive, negative, intrinsic, extrinsic, integrative, instrumental...) --> in-class speaking activity

- **What** you need English **for now and in the future** and how to manage with your present strengths and weaknesses

- **Learning style(s):** what do you do to learn/practise a language, what kind of activities do you prefer (role plays, reading, book exercises, videos...)? --> use the Kaleidoscope + results on the 'learning styles' survey and materials presented in class

- **Turning point** in language learning experience: Is there a moment or an event that marked a significant change in your English abilities (a trip, a teacher, a friend...)?

Portfolio view 1 sample

HOME   WHAT IS MY RELATIONSHIP WITH ENGLISH?   ENGLISH IN ONE PICTURE

MY RELATIONSHIP WITH ENGLISH

My relationship with the English language in my daily life is continuous even though I didn't have a close relationship with the English language in the past, I wasn't interested in English because I liked French. I see myself learning more English in the future and even using it for work or because I will be traveling. In informal contexts, I rare use English because I don't have any English friends. The relationship that I have with English is positive, at least for me, because it's good to learn new things every day even if I think that they're hard or that I can't do them well.

Watching TV series with subtitles in English, if you're a beginner, improves your English level because subtitles can help to link the dialogue to the words of the subtitles. Subtitles also help with listening, writing and even grammar. I prefer watching series with English subtitles because when I started using them I didn't know too much, but now I've learned a great deal of vocabulary.

I think that I have intrinsic motivation1 because I have liked learning languages since I was a child. I think that we, all the humans, need English because it is an essential language that we have to learn if we want to travel around the world, so we can communicate with the local people.

Grammar is something that has always been difficult for me, but when I'm writing, it's not difficult. I think that my strengths are reading and listening, maybe because I read in English very often and I listen to music in English.

When I'm learning a language, because I learn better with visual and auditive things2, I like to start a new series with the language that I'm learning. Also, I like to watch videos in English. I do so, for instance, so while I'm having breakfast.

Unfortunately, I don't remember having a turning point that made me realize that I had to learn English, because, If If I'm learning English is because I like learning new languages so I can travel around the world.
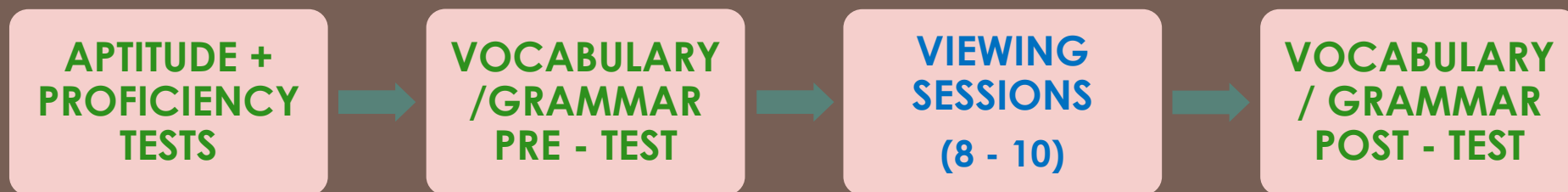
1 Information about the type of motivation extracted from http://www.ulah.fi/virtu/kaleidoskooppi/motivation2.php?data=motivation&link=1&file=004.txt [online]

2 Information about the way I learn extracted from https://docs.google.com/spreadsheets/d/1JEP2hUsI7-sipoT7OL8BZeiwBA0q8DM8h5m5C5w1m8/edit#gid=284473708

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Procedure (one academic term)

APTITUDE + PROFICIENCY TESTS → VOCABULARY /GRAMMAR PRE - TEST → VIEWING SESSIONS (8 - 10) → VOCABULARY / GRAMMAR POST - TEST

Pre-viewing presentation or activity

Vocabulary/Grammar Pre-task

Watching the episode

Vocabulary/ Grammar Post-task

Post-viewing presentation or activity

■ Experimental Group(s)

■ Experimental and Control Groups

Pre-tests: vocab

1. A continuación escucharás veinte palabras. Escríbelas en inglés y tradúcelas al castellano o catalán. Si de alguna palabra conoces más de un significado, escríbelo. Escucharás cada palabra un total de dos veces.

Palabras

	Inglés	Castellano - Catalán
1		
2		
3		
4		
5		

"Lucy Visits Grauman's"

1. Escucharás cinco palabras en inglés. Cada palabra se va a repetir dos veces. Di qué significan estas palabras (opción a, b, c...). Si no sabes qué quiere decir alguna palabra, elige la opción (f) 'No lo sé'.

1) _____

a) Pala
b) Palanca
c) Taberna
d) Guardián
e) Arrugar
f) No lo sé

2) _____

a) Traición
b) Implorar
c) Roncar
d) Resonar
e) Pasear
f) No lo sé

3) _____

a) Masivo
b) Oportunidad
c) Envase
d) Cubo
e) Bolsillo
f) No lo sé

4) _____

a) Enchufar
b) Arropar
c) Cubrir
d) Estallar
e) Extraño
f) No lo sé

5) _____

a) Negar
b) Gracioso
c) Placa
d) Trozo
e) Bebido
f) No lo sé

Pre-test: grammar

the-gap. ³ Complete the gap with a correct form of a word in brackets.

Appendix B. Examples of test items from the pretest and immediate/delayed posttests

I. Sentence transformation exercise:

Complete each sentence with **two to five words**, including the word in **bold**

1. "We can help you with finding a flat," said my friends.
HELP My friends said _____
with finding a flat.
2. I hate it when people ask me what my job is because I am unemployed.
FOR I hate it when people ask me what _____because I am unemployed.

II. Complete the gap with a correct form of a given word:
Complete the sentences using a form of the words in brackets

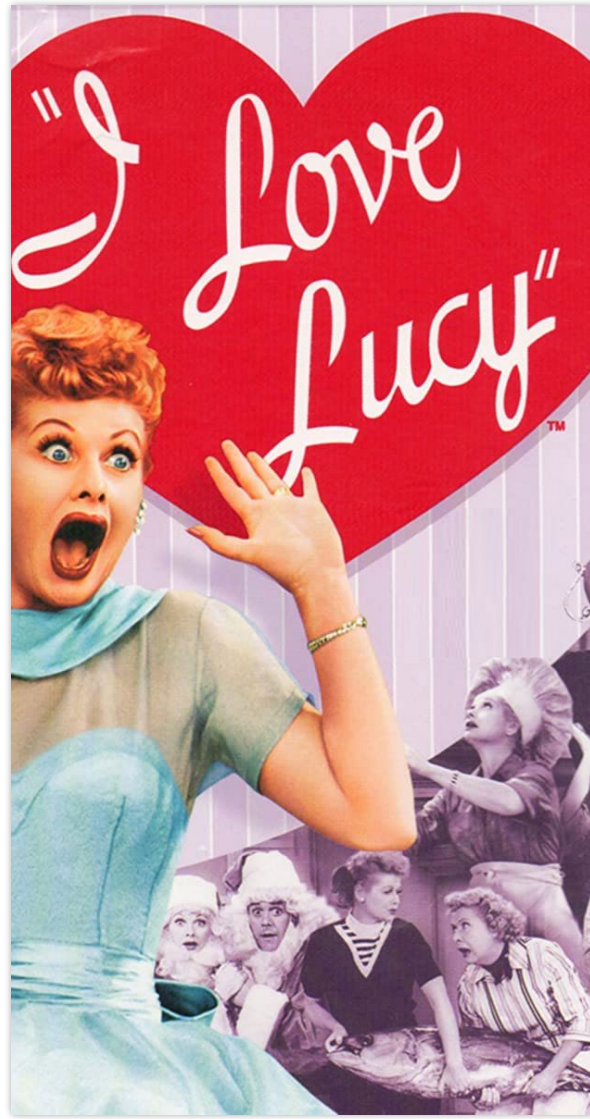3. The fisherman has sold about 500_____(shrimp) this morning.
4. _____ (cold) it got, _____ (many) clothes they had to put on to keep warm.

III. Fill-the-gap exercise:

Complete the gaps with the appropriate word:

5. Let's go to the theater,_____we?

6. You can't trust her, she always _____her promises.

I Love Lucy - Warm-up & pre-viewing activities

- Contextualizing them: *ILL* – 60s and the Golden Age of Hollywood
- Language-focused: pre-teaching
- Serial: what happened in the previous episode? What do you think will happen next?

I Love Lucy – while-viewing questions

"Lucy Visits Grauman's"

1. Escoge la respuesta correcta (A, B o C).

Fred es muy fan de una actriz. ¿Cuál?

A) Ava Gardner.
B) Katharine Hepburn.
C) Audrey Hepburn.

¿Qué recuerdo de Lana Turner guarda Lucy?

A) Una foto firmada.
B) Una manzana con su firma.
C) La marca de su pintalabios.

Clichés

'Which car do the spies usually ride in?

'Spies? Yeah.'

'This wouldn't by any chance be the Orient Express, would it?'

Other clichés?

Airplanes

Alcohol

Aliens

Animals

Answering Machines

Asteroids

Conversation

Clothing

Crime

Death

Dining

Elevators

Environment

Locks

Medical Men

Middle Ages

Minorities

Money

Monsters

Motorcycles

Shopping

Signals

Skydiving

Smoking

Space & Vacuum

Spaceships

Sports

Post-viewing activities

Topics – vocab related to the cinema

- Role of women: dishwater blonde vs frowsy redhead
- Characters
- Cameo
- Guest star
- Film a scene / si:n/
- Make an appearance
- Appear in a movie
- Movie star
- Starstruck
- Real acting retake

Ever been starstruck?

Have you ever met a celebrity/someone you admire? If so...

- When/where/how was that? How did you feel?

If you haven't...

- Who would you like to meet?
- What would you say to them?
- How do you think you would feel?

And now, be honest...

Would you like to become a celebrity yourself?

Post-viewing activities

Previewing activities

- American culture
- Vocabulary & informal style
- Previous episode recap

Post-viewing activity

II. <u>A content comprehension activity:</u>

A content comprehension multiple-choice activity aimed to check that the participants understood the general content of the recently watched episode, and did not contain any examples of the target constructions.
<u>Choose the correct answer to the questions about the episode that you have just watched.</u>

1. How has Jianyu managed to stay undiscovered so far?
   a. He is very smart
   b. Tahani has been helping him
   c. He hasn't spoken a word

2. What is the name of the restaurant recently opened in The Good Place?
   a. The Good Plates
   b. Angel Cakes
   c. The Food Place

3. Why does Eleanor get no food in the restaurant?
   a. She is on a diet
   b. She is on a hunger strike
   c. She was on a hunger strike in the past

4. Why doesn't Eleanor want Jason Mendoza to be himself?
   a. She doesn't like his music
   b. She thinks she will be in trouble
   c. She thinks it will hurt Tahani's feelings

Pre- or post- viewing activities

Work on:
- Abbreviations
- Slang
- Wordplay
- …

Abbr.	
BRB	
IDK	
MIA	
ASAP	
OMG	
DM / PM	
BTW	
NYOB	
TTYL	
DIY	

Abbr.	
AWOL	
LOL	
NP	
Gf/bf	
Bf	
L8r	
TBC	
TBA	
IMO	
aka	
PR	

Silly Billy, sillybilly

Sillybilly

A person, who acts in **a special** way and is **not afraid** to do so. Usually a small, cute, person who is very happy and can make you laugh **whenever** they want to. Also some one who is very fun to be around and acts in the silliest way possible.

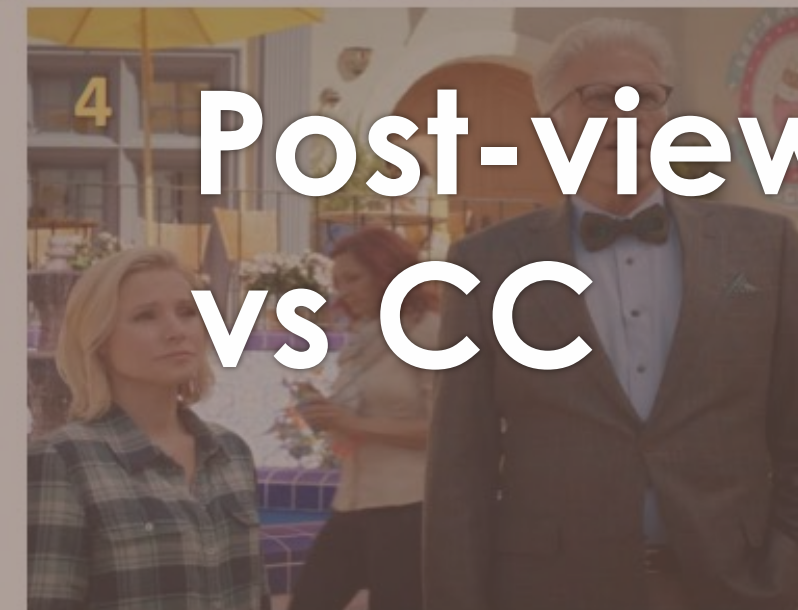*Why **are you** **so cute**, you **sillybilly**.*

Betwixt

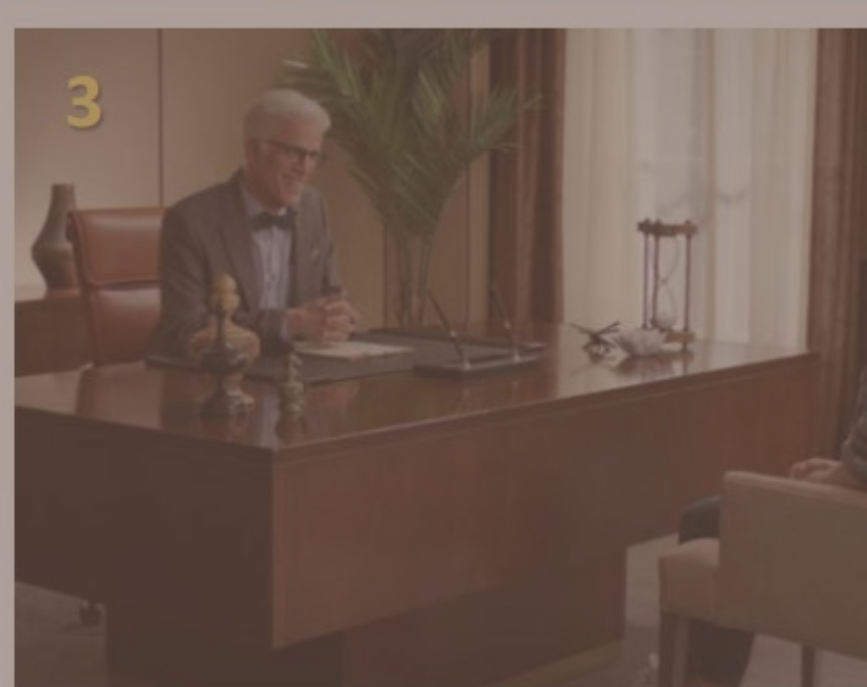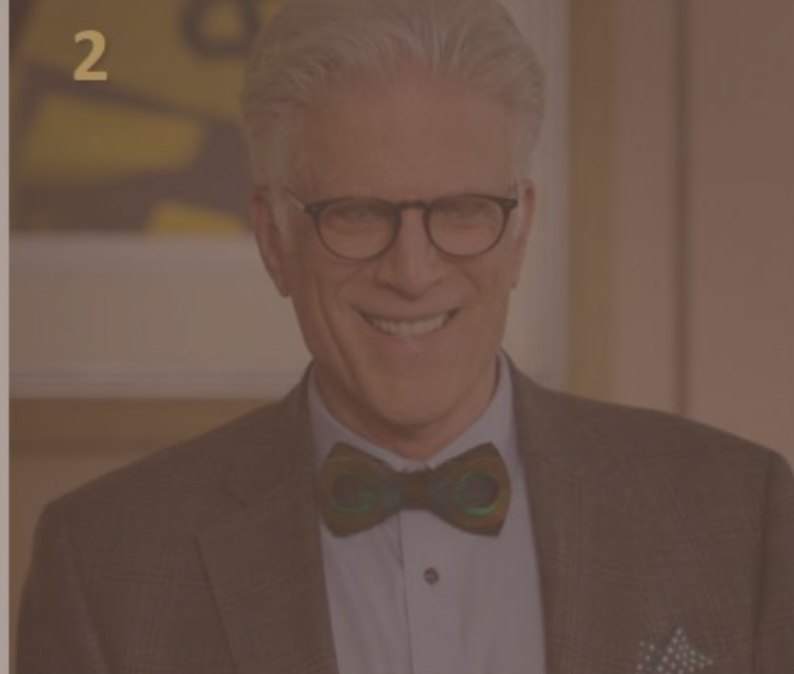Literary form of 'between'

Post-viewing activity

What makes The Good Place a good place?
How/With which means is it portrayed?

- Audiovisual devices
- Material elements
- Dialog / wording
- Any of those that you consider humorous?

Post-viewing activity: Subtitles vs CC

The Good Place and the comedic event
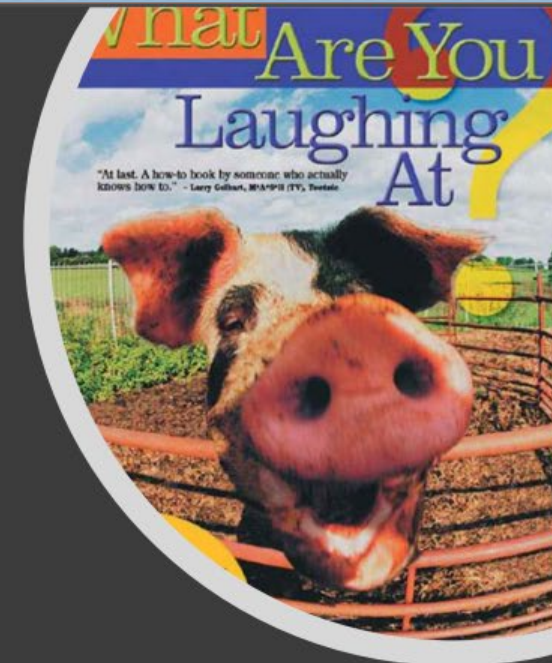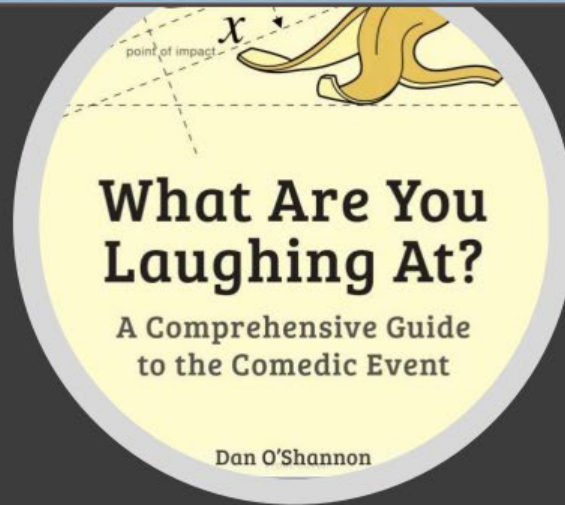

STEVE KAPLAN

THE HIDDEN TOOLS OF COMEDY

THE SERIOUS BUSINESS OF BEING FUNNY

What Are You Laughing At?

A Comprehensive Guide to the Comedic Event

Dan O'Shannon

What Are You Laughing At?

The Comedic Event & Humor through *The Good Place*

Comedy theory from the Media studies and Humor studies perspective

The Myths of Comedy

"Comedy comes in threes."

"Comedy is exaggeration."

"Comedy is mechanical."

"Comedy is about feeling superior to other people. "

"You have to be born funny."

"If you try to explain the joke, you'll kill it."

"Comedy is making fun of other people."

"Comedy is only about timing."

"Comedy is easy."

Here are 7 word-pictures. There's no backstory to them. Read them carefully and discuss:

1. Man slipping on a banana peel.
2. Man wearing a top hat slipping on a banana peel.
3. Man slipping on a banana peel after kicking a dog.
4. Man slipping on a banana peel after losing his job.
5. Blind man slipping on a banana peel.
6. Blind man's dog slipping on a banana peel.
7. Man slipping on a banana peel, and dying.

Which of these statements is:

- the funniest?
- the least funny?
- the most comic?
- the least comic?

Funny vs. Comic

You can make a baby laugh dangling keys, pulling out your tongue, but is it comedy?

The comic equation

- Comedy is:
  - About an ordinary guy or gal: a mess, a less than perfect person
  - Struggling against insurmountable odds: whatever your struggle, you know it ain't easy
  - Without many of the required skills and tools with which to win
  - Yet never giving up hope!

And from here on... another journey started, applying the theory to all the characters and some selected scenes in *TGP*.

Post-viewing activities

Mechanisms of humor according to the GTVH

Language
- Linguistic devices. How humor is constructed.

Narrative strategy
- Genre, kinds of humor (riddles, teases, story jokes…)

Target
- The butt of the joke (not in all humor episodes)

Situation
- Context, settings, characters

Logical Mechanism
- Solving the incongruity (referential, phonological…)

Script Opposition
- Shared by the community, abstract, rely on personal experience, change over time.

The Logical Mechanism is the resolution of the Script Opposition

Humorous / comic excerpts were selected. Students explained them in their own words and rated them in terms of funny and comic (humor studies)

Three scenarios

Contrived intentional humor

- A character's production of an utterance and communication of a meaning with a view to amuse → Dr House teasing Cuddy and Foreman at times.

Contrived unintentional humor

- Funny characters *per se* (silly, inept) → Joe from *Friends*, Baldrick from *Blackadder*

Contrived unintended humor

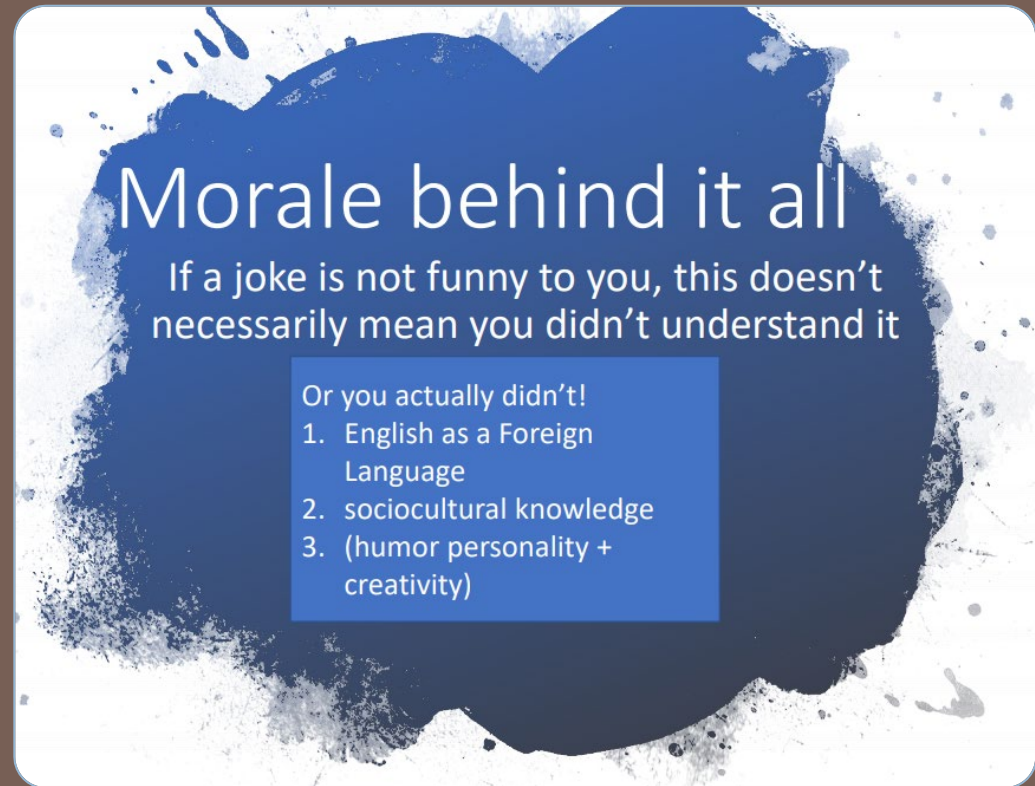- What the character says has no humorous intention yet it makes you laugh. And so, those characters themselves become the butt of the joke.

Jokes adressees

Metareflection starts again…

- Portfolio View 2 composition

Morale behind it all

If a joke is not funny to you, this doesn't necessarily mean you didn't understand it

Or you actually didn't!
1. English as a Foreign Language
2. sociocultural knowledge
3. (humor personality + creativity)

Types of humor – SHQ + characters in TGP

SHQ by © Rod A. Martin, Ph.D., 2003 → do for oneself

Apply to characters

Types of humor: characters' personality & interpretation

Affiliative Humor: tendency to share humor with others, tell jokes and funny stories, amuse others, make others laugh, enjoy laughing along with others

Self-Enhancing Humor: tendency to maintain a humorous outlook on life even when not with others, use humor in coping with stress, cheer oneself up with humor

Aggressive Humor: tendency to use humor to disparage/denigrate, put down, or manipulate others; use of ridicule, offensive humor; compulsive expression of humor even when inappropriate

Self-Defeating Humor: tendency to amuse others at one's own expense, self-disparaging humor; laughing along with others when being ridiculed or put down; using humor to hide one's true feelings from self and others

Source

Martin, R. A., Puhlik-Doris, P., Larsen, G., Gray, J., & Weir, K. (2003). Individual differences in uses of humor and their relation to psychological well-being: Development of the Humor Styles Questionnaire. *Journal of Research in Personality, 37,* 48-75.

What's the natural writing activity that stems from all this?

Any thoughts?

Script writing – in-class task for credits

Episode scene-writing competition!

The producers of *The Good Place* are looking for new ideas!

How is Tahani going to keep Eleanor in The Good Place? What is her plan? Write a conversation between the main characters describing what they are going to say to each other and what they are going to do to save Eleanor.

Write between 200-220 words. Try to **use as many phrases as you can** from what you **heard/read/learnt** while you were watching *The Good Place* show.

Write the first conversation of the next episode using the background story given.

You have 20 minutes to complete the task.

INT. MICHAEL'S OFFICE AT THE GOOD PLACE - ....(TIME?).................

Tahani, Chidi, Jason, and both Eleanors break into Michael's office without knocking and interrupt his conversation with Janet. Tahani impatiently sits on the chair and starts explaining her plan. Everyone is listening to her and discusses her plan when she finishes.

Any potential follow-ups?

Share your views!

Reflective task on portfolio - View 2
My experience with TV series, comedies & *The Good Place*

After having watched 10 episodes of the fantasy-comedy TV series *The Good Place*, now is the time to reflect on the experience.

Write an essay, with paragraphs, where you will develop the following points:

- How was the experience of watching a TV series in class?
  You watched this TV show with captions. Would you have preferred to watch it with subtitles (in your mother tongue) or without them instead? Why?

- Did you expect to learn anything from watching the TV show? If so, what: grammar? vocabulary? pronunciation? fixed expressions? American/cultural knowledge?

- You have the results of the two grammar pre-tests and of the two grammar post-tests: How do you feel about them? Have you learned what you expected, more, less...? What do you think made you (not) learn? Why?

- You also have the results of the pronunciation perception pre-test and post-test. Is there a large difference in them? Have you learned what you expected, more, less...? Why do you think this is so?

Reflective task on portfolio - View 2
My experience with TV series, comedies & *The Good Place*

- Considering that *The Good Place* is a combo between fantasy and comedy, what factors make it "different" from any regular comedy show?

- How would you qualify the humor used in *The Good Place*? Provide examples to justify your answer.

- Along this course, you filled out several surveys related to your sense of humor: 1) your approach to humor in everyday life (Sense of Humor Survey /168 - Enjoyment of Humor, Kind of Laughter, Verbal Humor, Finding Humor in Everyday LIfe, Laughing at Yourself, Humor Under Stress), your personality in relation to humor (affective, social and cognitive dimensions - SHQ-6 revised; and Rod Martin's types of humor - affiliative, self-enhancing, aggressive, self-defeating), and your deal of creativity (which has been found to positively correlate with a better disposition to humor), while rating several excerpts from *TGP* according to how funny you found them. How do you think the type of humor you have and your degree of creativity influence on the way you interpreted those excerpts?

- Who was your favorite character in terms of humor? You might want to get inspiration from the statements you've been rating weekly at the end of the "Humorous excerpts analysis" worksheets and that can be found **here**)
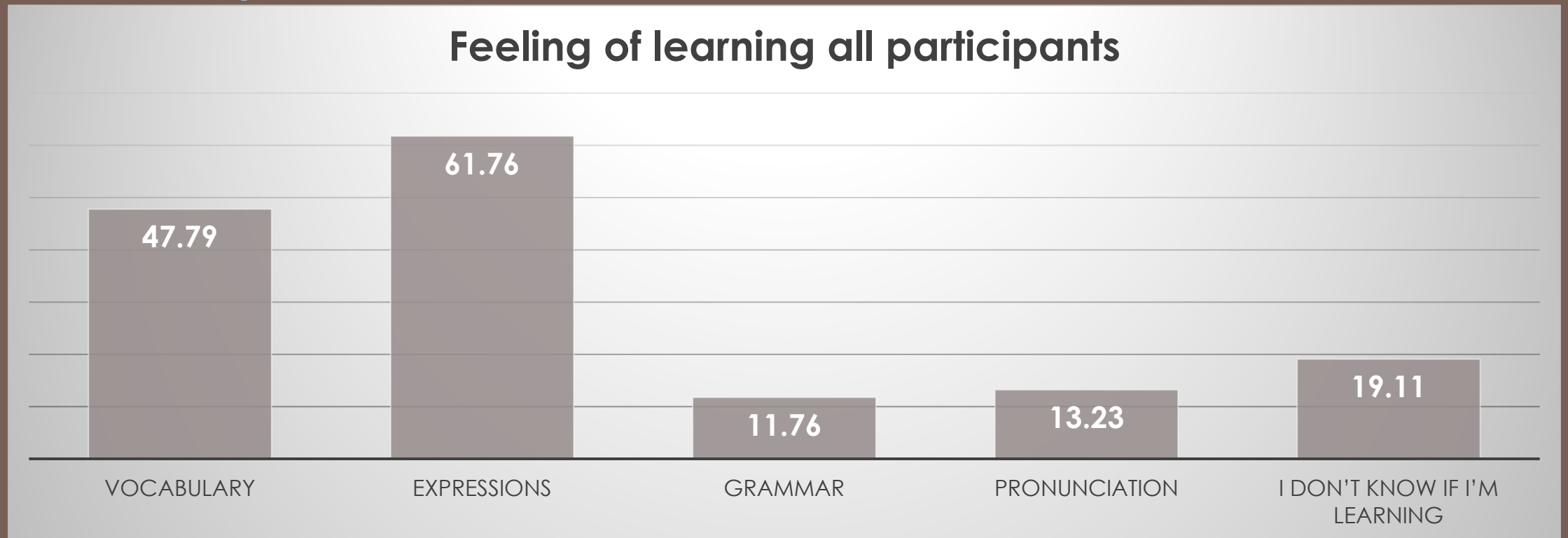
Reflective task on portfolio - View 2

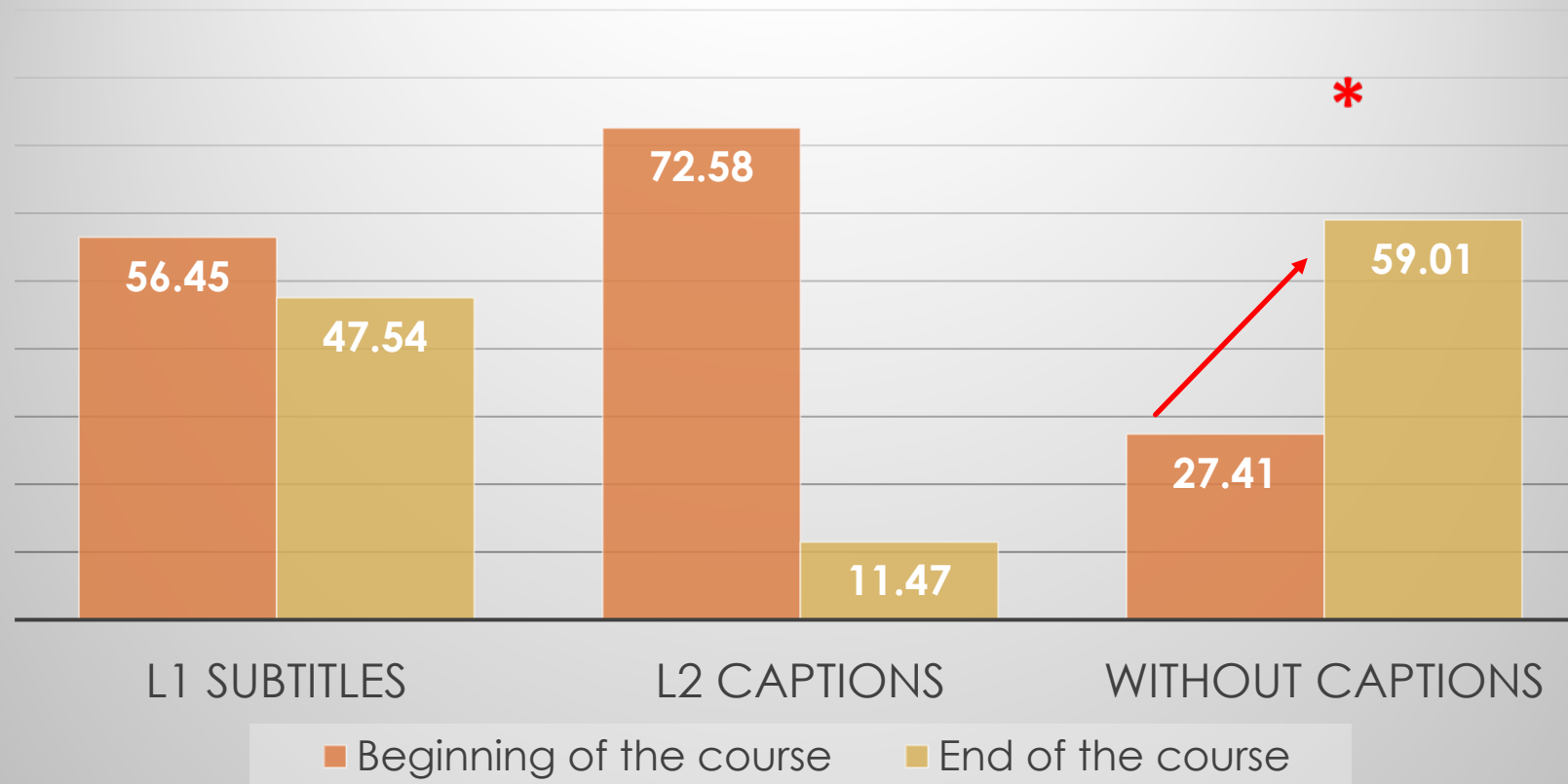## My experience with TV series, comedies & *The Good Place*

- Going back to the types of humor presented in class (affiliative, self-enhancing, aggressive, self-defeating), which character impersonates each of them?

- Which characters did you like the most and the least, in relation to humor?

- Which was your favorite episode in terms of humor? Any scene in particular that you would like to highlight? Why this one in particular?

- Did watching *The Good Place* in English and having the subtitles in English make it difficult for you, you think, to grasp the jokes or puns, or was it convenient? Why? Would you have preferred to watch it with subtitles in your L1?

- If you missed some joke, what do you think caused it?

- You also wrote a short scene for *TGP* that should contain some humorous bits. Was it difficult/easy to create such a scene for you? If so/if not, why do you think this is so?

- You analyzed quite a few humorous excerpts from the series. How do you feel about this? Was it helpful when it came to writing your own scene?

Students' feeling of learning

Feeling of learning all participants

47.79	61.76	11.76	13.23	19.11
VOCABULARY	EXPRESSIONS	GRAMMAR	PRONUNCIATION	I DON'T KNOW IF I'M LEARNING

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

Viewing mode preference all participants

	L1 SUBTITLES	L2 CAPTIONS	WITHOUT CAPTIONS
Beginning of the course	56.45	72.58	27.41
End of the course	47.54	11.47	59.01 *

EuroCALL online gathering 2020

Some conclusive remarks

- 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 colocations) 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

How did the teacher deliver?

- I always provided them with the scores (not the right answers except comprehension) and almost immediate feedback

- Missing students → Replaying the episode in class the following day + EdPuzzle or similar platforms

- Credits for just doing the viewing-related research activities

- At the end of the term, the results of the post-tests, the keys to the tests, and the rationale behind the experiment was explained, including test elaboration, distractors and preliminary research conclusions.

Lay beliefs vs metalinguistic and metacognitive awareness

Final reflection in the portfolio: Conclusion

CLOSING THE CIRCLE

Write a text with paragraphs or **record yourself** answering the following questions. Since this assignment will be posted on your portfolio as a text block or as a blog entry, start thinking of it in multimodal terms (hyperlinks, images, different font types, colors, layout, etc.).

- Report on your overall learning process and outcomes during this course.

- Do you think that you have improved in any of the language skills in English in relation to your initial objectives? If so, indicate which ones and how.

- Have any of your reflections (e.g. linguistic snapshot, the metaphorical images, viewing habits and learning through TV series, humor through *The Good Place*, Booktuber video peer-evaluation) helped you to take some action to change your learning experience(s) or habits?

- During the PW, you received several types of feedback (from your teacher, from your classmates, from the other group partners). Did you or your group take some action after receiving the feedback on your PW from your teacher (first presentation – comments on Google Drive), your own classmates (SWOT presentation) and from the other group (sections 3, 4, 5.1-5.2)? How? What's your opinion about this procedure?

- How would you describe your experience with the electronic portfolio and dealing with multimodality?

- How would you describe both your own BookTuber experience and the feedback received from it?

- What is your…:
  - best contribution in this subject?
  - worst contribution in this subject?
  - most personal contribution in this subject?

- Mention the activities that you liked and did not like doing during the course and give reasons. Alternatively, state any course task that you would have liked to do.

- Give yourself a grade. Be objective and critical with yourself and your work.

- In hindsight, give a piece of advice to yourself or the partners that have taken this course.

TV series + activities