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 & Sockets, 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)
Instruments

• 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 I have learnt anything

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

__________________________________________________________________________
__________________________________________________________________________
Procedure

With Captions

OPT, Pre-test, Questionnaire

Treatment (22 min episode twice a week)

Immediate Post-test, Follow-up questionnaire

With Enhanced Captions

Without Captions
RQ1: What is the students’ perception of learning from extensive classroom exposure to L2 TV series?

Feeling of learning all participants

- Vocabulary: 47.79
- Expressions: 61.76
- Grammar: 11.76
- Pronunciation: 13.23
- I don’t know if I’m learning: 19.11
RQ1: What is the students’ perception of learning from extensive classroom exposure to L2 TV series?

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?

Feeling of learning per treatment group

<table>
<thead>
<tr>
<th>Category</th>
<th>Captions group</th>
<th>No captions group</th>
<th>Enhanced captions group</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOCABULARY</td>
<td>45.1</td>
<td>33.33</td>
<td>54.9</td>
</tr>
<tr>
<td>EXPRESSIONS</td>
<td>63.2</td>
<td>54.9</td>
<td>66.7</td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>7</td>
<td>11.1</td>
<td>21.1</td>
</tr>
<tr>
<td>PRONUNCIATION</td>
<td>11.3</td>
<td>18.5</td>
<td>13.2</td>
</tr>
<tr>
<td>NO FEELING</td>
<td>25.4</td>
<td>18.5</td>
<td>7.9</td>
</tr>
</tbody>
</table>
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?

![Bar chart showing viewing mode preference all participants at the beginning and end of the course.](chart.png)
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

<table>
<thead>
<tr>
<th></th>
<th>With L1 Captions</th>
<th>With L2 Captions</th>
<th>Without Captions</th>
<th>With L1 Captions</th>
<th>With L2 Captions</th>
<th>Without Captions</th>
<th>With L1 Captions</th>
<th>With L2 Captions</th>
<th>Without Captions</th>
<th>With L1 Captions</th>
<th>With L2 Captions</th>
<th>Without Captions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>54.7</td>
<td>76.6</td>
<td>*</td>
<td>58.3</td>
<td>70.8</td>
<td>*</td>
<td>58.3</td>
<td>66.7</td>
<td>*</td>
<td>66.7</td>
<td>61.7</td>
<td>*</td>
</tr>
<tr>
<td>End</td>
<td>46.7</td>
<td>31.3</td>
<td>61.7</td>
<td>57.7</td>
<td>50</td>
<td>41.7</td>
<td>50</td>
<td>41.7</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>41.7</td>
</tr>
</tbody>
</table>

Captions Group: No Captions, Enhanced Captions
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
"Optimal conditions for language learning through original version audio-visual input. Input and learner factors"
(PID2019-110594)