Informal grammar learning from OV TV series: Captioning mode, watching strategies, and feeling of learning

Anastasia Pattemore
Mª del Mar Suárez
Carme Muñoz
Exploring L2 TV preferences and perceptions: Feeling of learning and viewing mode.

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Mª del Mar Suárez
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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)
• 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. NEW words, expressions, grammar].
______________________________________________________________________________________________
Procedure

- OPT, Pre-test, Questionnaire
- Treatment (22 min episode twice a week)
- Immediate Post-test, Follow-up questionnaire
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

- **VOCABULARY**
  - Captions group: 45.1
  - No captions group: 33.33
  - Enhanced captions group: 63.2

- **EXPRESSIONS**
  - Captions group: 54.9
  - No captions group: 66.7
  - Enhanced captions group: 71.1

- **GRAMMAR**
  - Captions group: 7
  - No captions group: 11.1
  - Enhanced captions group: 21.1

- **PRONUNCIATION**
  - Captions group: 11.3
  - No captions group: 18.5
  - Enhanced captions group: 13.2

- **NO FEELING**
  - Captions group: 25.4
  - No captions group: 18.5
  - Enhanced captions group: 7.9

Legend:
- Orange: Captions group
- Yellow: No captions group
- Green: Enhanced captions group
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

<table>
<thead>
<tr>
<th>Viewing Mode</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>31.3</td>
<td>58.3</td>
<td>70.8</td>
<td>19.2</td>
<td>58.3</td>
<td>41.7</td>
<td>66.7</td>
<td>8.3</td>
<td>13.9</td>
<td>61.1</td>
</tr>
<tr>
<td>END</td>
<td>46.7</td>
<td>10.0</td>
<td>61.7</td>
<td>57.7</td>
<td>50.0</td>
<td>37.5</td>
<td>50.0</td>
<td>41.7</td>
<td>61.1</td>
<td>8.3</td>
<td>13.9</td>
<td>61.1</td>
</tr>
</tbody>
</table>

* Indicates statistically significant differences.
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 \(\rightarrow\) 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)

Anastasia Pattemore anastasia.plotnikova@ub.edu
Mª del Mar Suárez mmsuarez@ub.edu
Carmen Muñoz munoz@ub.edu

Thank you!