



IERL 2022

**2nd International Symposium
on Educational Research**



Learning Vocabulary through Extensive Video Viewing: A Research Experience with Out-of-Classroom Implications

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❑ Vocabulary knowledge essential for

- FL development
- mastering an advanced proficiency level

However,

traditional vocabulary teaching approach (vocabulary lists, L1-L2 translations) → demotivation





❑ **More motivating alternatives to traditional vocabulary teaching practices**

- More contextualized teaching practices
- Clear language learning goals
- Meaningful and closely related to daily activities → extensive TV viewing under different conditions (subtitles in the L1, captions or no captions)

❑ **Positive impact on L2 learning from multimodal exposure**

- Dual Coding Theory (Paivio, 1986, 2007)
- Cognitive Theory of Multimedia Learning (Mayer, 2014)
- Vocabulary research studies (Frumuselu, 2015; Fievez et al., 2020; Hsieh, 2020; Montero-Perez et al., 2014, 2018; Rodgers & Webb, 2020; Suárez & Gesa, 2019; Teng, 2019...)





❑ Reflective learning practice

E-portfolios

Intra-formal language learning (Alm, 2019) → connection with one's daily habits



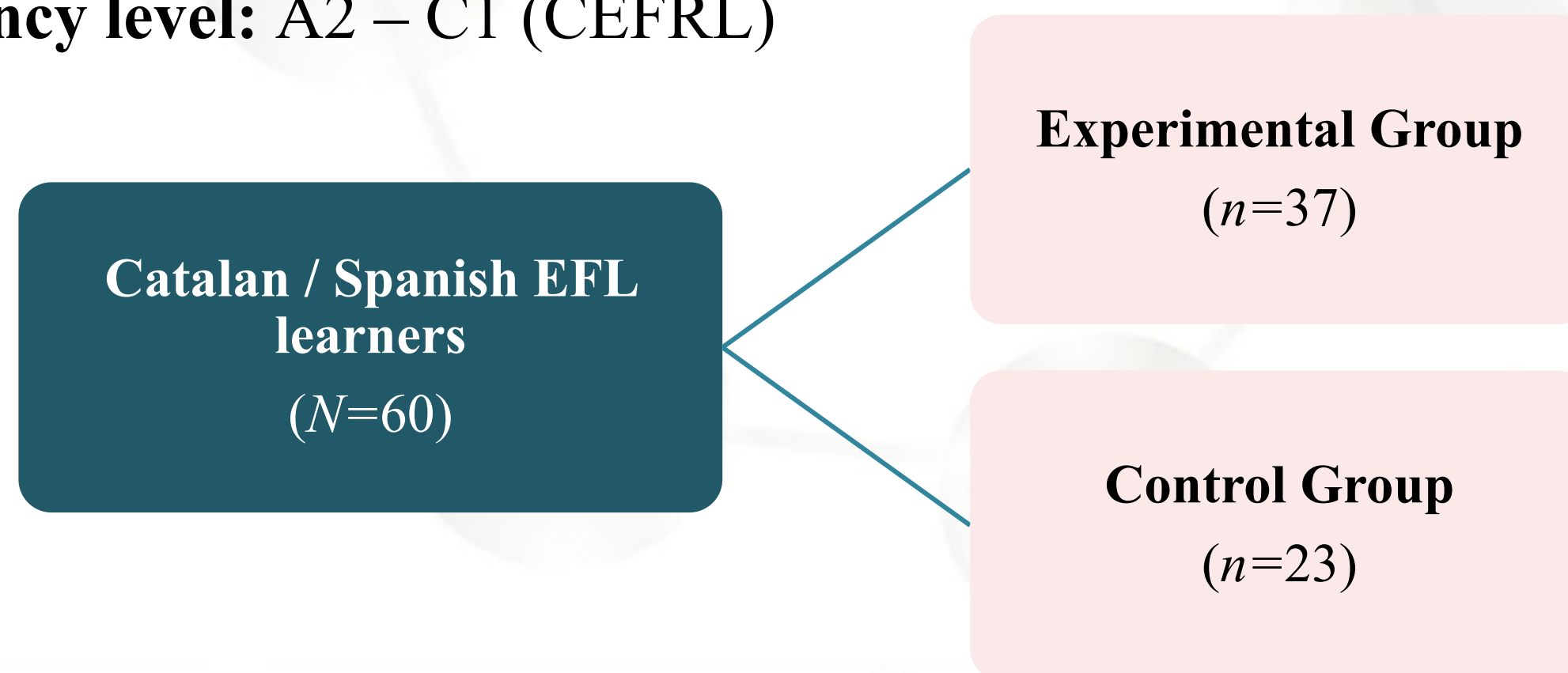
□ Methodology

Subject: ESP in the Media Studies degree (Universitat de Barcelona)

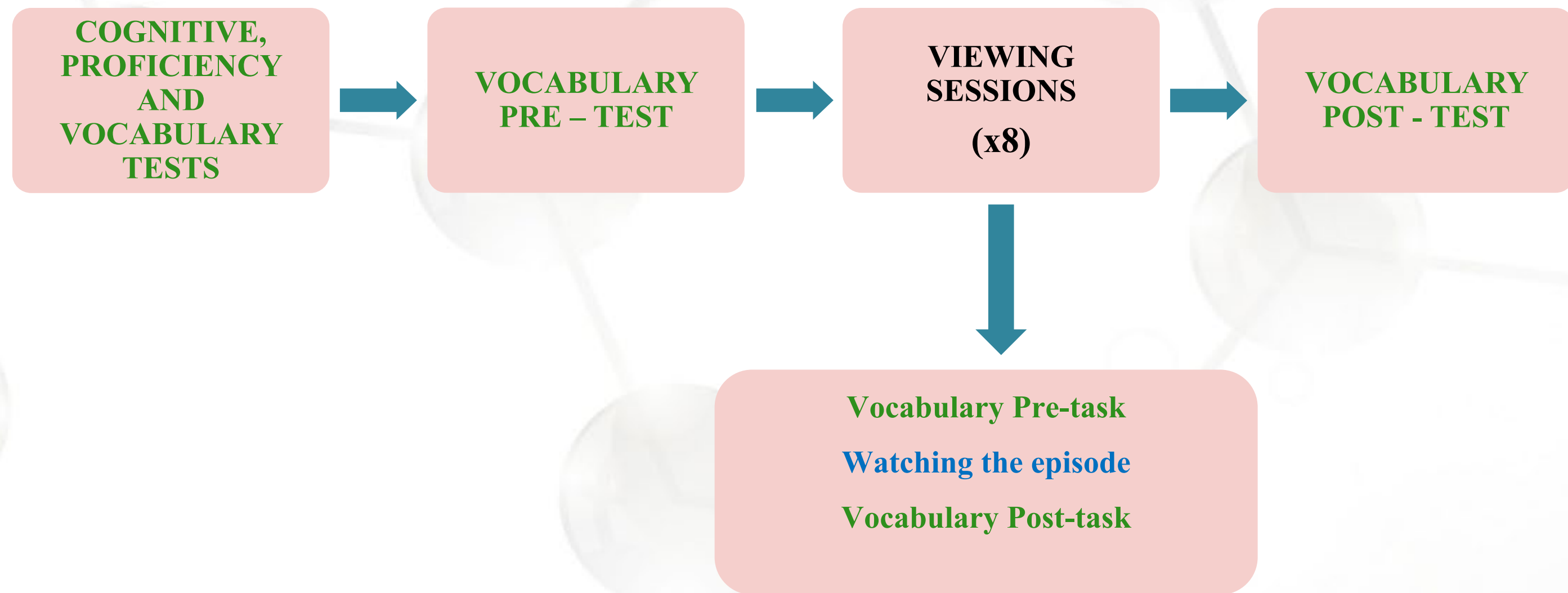
Assessment: project, tasks, and reflections upon both on an e-portfolio

Participants: 60 first-year undergraduates

Proficiency level: A2 – C1 (CEFRL)



□ **Procedure (one academic term)**



Instruments

- *I Love Lucy* (Oppenheimer & Arnaz, 1951)
- **8 episodes** (24 min. 30 sec. each) → **3h 16 min.** of multimodal input
- English audio and English subtitles (captions)
- 95% coverage reached at the **2K** level and 98% at the **5K** level
- 5 TWs / episode → **40 TWs** throughout the term





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Instruments

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☐ Tests

VOCABULARY PRE- and POST-TEST

40 TWs

Beginning / end of the term

Productive knowledge of orthographic form and meaning
recall

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		



Tasks

VOCABULARY PRE - TASK

Pre-teaching of TWs
Focus-on-forms approach
Beginning of each session

VOCABULARY POST - TASK

5 TWs
Form recall and meaning recognition
End of each session

"Lucy Visits Grauman's"

1. Fill in the blanks with the appropriate words; the first letter is already given for you. Use the definitions to help you.

- A) My father tends to use a c_____ to open the door because it is always blocked.
B) If your partner s_____, it is really difficult to sleep with him / her! What a noise!
C) Please, give me a big h_____ of bread. I'm starving and I haven't eaten anything since yesterday.
D) I always like to t_____ i_____ the blankets before I go to bed.
E) The children were playing on the beach with their b_____ and spades.

Definitions

- A) A straight iron bar, usually with a curved end, used for forcing open boxes and moving heavy objects.
B) To breathe noisily through your nose and mouth while you are asleep.
C) A large piece of something that has been cut or broken from a larger piece.
D) To make somebody feel comfortable in bed by pulling the covers up around them.
E) An open container with a handle, used for carrying or holding liquids, sand, etc.

"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) _____ | 4) _____ |
| a) Pala | a) Enchufar |
| b) Palanca | b) Arrojar |
| c) Taberna | c) Cubrir |
| d) Guardián | d) Estallar |
| e) Arrugar | e) Extraño |
| f) No lo sé | f) No lo sé |
| 2) _____ | 5) _____ |
| a) Traición | a) Negar |
| b) Implorar | b) Gracioso |
| c) Roncar | c) Placa |
| d) Resonar | d) Trozo |
| e) Pasear | e) Bebido |
| f) No lo sé | f) No lo sé |
| 3) _____ | |
| a) Masivo | |
| b) Oportunidad | |
| c) Envase | |
| d) Cubo | |
| e) Bolsillo | |
| f) No lo sé | |

□ Chronological overview of the test- and research -related activities reflected upon in the e-portfolio

Type of activity	Beginning of term	Mid-term	End of term
In-class activities	<ul style="list-style-type: none"> ● Proficiency test (Oxford Placement Test – OPT–) ● Vocabulary size test (X_Lex and Y_Lex) ● Aptitude test (LLAMA) ● In-class activities related to motivation, formal and informal EFL learning habits, learning styles and strategies, and learning preferences (based on the Kaleidoscope website - Kjisik & Karlsson, 2004). 	<ul style="list-style-type: none"> ● Vocabulary pre-test ● Vocabulary pre- and post-tasks (control group, at the beginning and at the end of the session; experimental group, prior to and after viewing the corresponding episode). ● Activities related to the contents of the TV episode (only EG) ● Questionnaire on TV viewing habits for EFL purposes (see Muñoz, 2020) ● Vocabulary post-test 	<ul style="list-style-type: none"> ● Teacher debriefed on the results obtained by both groups in class depending on the viewing conditions. ● Teacher provided the keys to all the TWs in the activities and explained linguistic difficulties.
e-portfolio	Linguistic snapshot wrapping up all the information obtained from the in-class activities to date.	Composition reflecting on the experience of watching a TV series in class (experimental group), on how learning might be influenced by the right extramural exposure to TV series and other sources of input (both experimental and control groups) and on comedy as a TV genre.	Conclusion of the course, including a section on their own learning from a subtitled TV series (experimental group). Students were also asked about their most liked activities during the course.



□ Linguistic snapshot (first essay guidelines)

After completing the **entry tests** (grammar, listening, dictation and 10-min composition) and browsing the **Kaleidoscope** 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?
- 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
- **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...)?





❑ *I Love Lucy* experience (second essay guidelines)

Write a 300-word essay, with paragraphs, where you will develop the following points:

- Which kinds of TV series you usually watch (your favorite genre, favorite TV series), how often, why...

Focusing on comedies/humor and, specifically on *I Love Lucy*, a sitcom:

- Are you keen or not on comedy as a genre? What do you prefer: sitcoms, sketch comedy, stand-up comedy, parody, satire, screwball comedy, political comedy, black comedy, scatological humor, comedy of manners, romantic comedy... (source for sub-genre definitions)

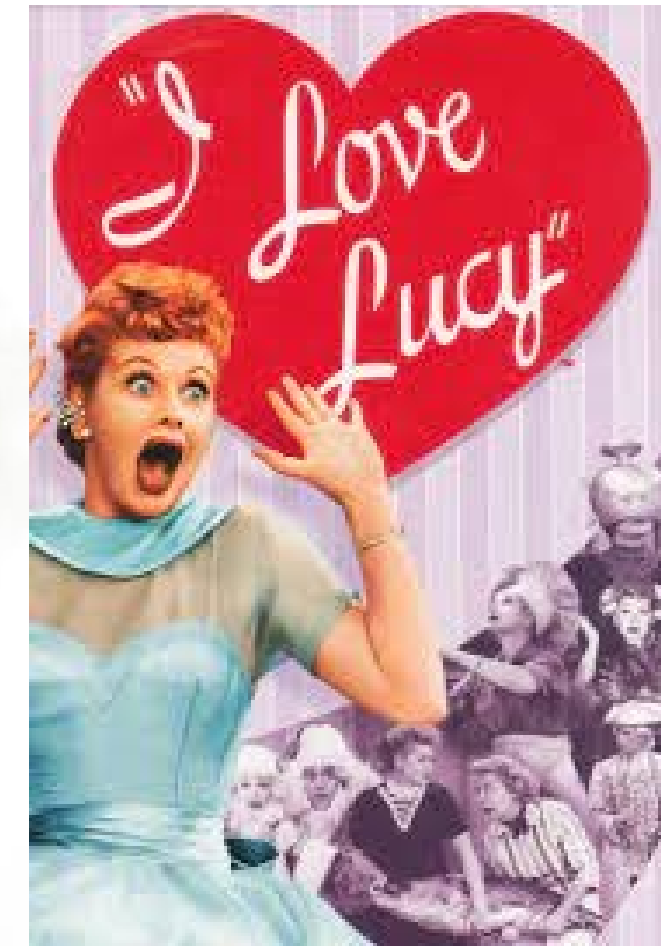
- Considering that *ILL* ran from 1951 to 1960, what factors make it "different" from current sitcoms?

- How would you qualify the humor used in *I Love Lucy*? Provide examples to justify your answer.

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

- What's your favorite TV comedy and how does it compare to *I Love Lucy*? How are they similar/different?

- Did watching *ILL* in English make it difficult for you, you think, to grasp the jokes or puns, or was it convenient? Why? Would you rather have watched it in your L1/with subtitles in English/with subtitles in your L1...?





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❑ *I Love Lucy* experience (second essay guidelines)

- 1) What is your experience with subtitles (When did you start using them? Have you changed your habits throughout the years?)
- 2) Do you think watching series and movies in English can help improve your English level? Why? In what skills (reading, listening, writing, speaking, grammar, vocabulary, spelling, pronunciation...)? What is more helpful, watching with or without subtitles?
- 3) You have seen several episodes of *I Love Lucy* this term. How was the experience? Would you change it in any way? Would you like to continue doing this activity in class?





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□ E-portfolio conclusion

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 *I Love Lucy*-, 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.



□ Results: vocabulary learning

Vocabulary relative gains throughout the term

Lexical aspect	EG	CG
TW form	$t(37) = -10.233, p = 0.000$	$Z = -4.204, p = 0.000$
TW meaning	$Z = -5.309, p = 0.000$	$Z = -4.204, p = 0.000$

Vocabulary relative EG vs CG

Lexical aspect	EG vs CG
TW form	$t(59) = 0.489, p = 0.627$
TW meaning	$U = 358, z = -1.176, p = 0.239$



□ Results: EG students' reflections

22 out of 33 students (66%) considered watching a TV series in class the best activity in the whole course.

Why?

- a) 19 out of 22 (86.3%): because they had learned vocabulary from both the TV series and the activities revolving around the episodes
- b) 15 out of 22 (68.2%): because it was very entertaining
- c) 2 out of 22 (9%): because they had had the chance to focus on the Golden Age of cinema in Hollywood





□ Students' quotes

If I had to name my most favourite activity during the course, I'd say that watching I Love Lucy was the best. Ludic reasons aside, it was a good way to learn new words and to know when it's appropriate to use them. Also I liked the episodes, so it's a win-win situation. (Student 1, experimental group)

The activity that I liked in this course was watching the show I Love Lucy because I was learning new vocabulary at the same time I was enjoying the TV show. (Student 5, experimental group)

Without any doubt the activity that I liked the most was watching I Love Lucy! It was funny but at the same time so useful: new vocabulary, new set phrases, listening to the American, and discovering new knowledge. For example, I didn't know who John Wayne was till I watched I Love Lucy! (Student 7, experimental group)



❑ **Integration of watching TV series in English (FL) in their daily life**

- 8 out of 22 (36%) said watching *I Love Lucy* in class made them realize they could also watch subtitled TV series at home
- 5 out of 22 (22.7%) affirmed they had changed their viewing habits by opting for captions instead of L1 subtitles thanks to this experiment
- One student felt watching a TV series was not a passive activity at all, but something that he could actually do on a daily basis for EFL learning





❑ Implications of these findings

- Reflecting on their own language learning experience was new to the students
- Students mentioned their willingness to change their viewing habits
- This activity as a starting point for more out-of-class OV TV viewing
- The activities related to episodes seen as meaningful and related to their subject curriculum
- Fun, enjoyment

BUT

A clear learning goal is needed (vocabulary in this case) as otherwise, extensive TV viewing in class might be regarded as a waste of time.



▣ Pedagogical implications

- In EFL learners from different proficiencies, authentic videos can promote **vocabulary learning**.
- Videos need to be accompanied by a set of focused and active learning **tasks** (~~unguided viewing~~).
- Need to **adapt the materials** to learners' proficiency level: if challenging, they may draw on their language aptitude.
- **Six principles** so as to use videos in the EFL classroom (Webb, 2015):
 - 1) Language learning benefits must be clear to everyone involved
 - 2) Learners should be at the appropriate level
 - 3) Listening comprehension needs to be supported
 - 4) Precise comprehension should be a goal, not a requirement
 - 5) Classroom-based viewing as a guide for out-of-class viewing
 - 6) L2 video viewing should be fostered as much as possible

Thank you



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