

Portuguese university students' language awareness in multilingual video consumption and production

In recent years, the video format of communication started to provide consumers with technological choices, frequently leading them to multilingual video use. When watching TV shows on Netflix, we can choose shows in different languages and pair them with subtitles. On social media, young people tend to create videos or stories on Instagram, record videos for TikTok, or make YouTube videos in different languages (Chang & Chang, 2019). This can lead them to engage in video practices with a variety of languages and language variations while also involving in language and intercultural learning (Benson, 2015).

Our current project (MultiVid, Multilingual video use for plurilingual education at university level) aims to document and analyse out-of-school, multilingual video practices of the students including watching, producing and commenting on the videos. By multilingual video practices, we mean watching, producing, commenting/chatting/reacting on the videos in more than one language or variation of a language.

Our main goal regarding language awareness (LA from now on) is to analyse if students are attentive and observant of the use of different languages in these video practices. To reach this goal we use a questionnaire (piloted in January 2022) aimed at all students of the University of Aveiro, Portugal. It is divided into 3 main parts: 1. video consumption in different languages, 2. video production in different languages, 3. language learning through video consumption and video production. Regarding LA, specific questions will be discussed, such as: if students are attentive and observant of languages (or language variations) when consuming videos on streaming or social media platforms through different modalities (subtitles, music, video), their knowledge of communities the video creators represent and linguistic and cultural knowledge they obtained from multilingual video practices (an open question).

This study is exploratory, but essential, as it will provide an overview of the students' video use in different languages, making a point of reference for further exploration of the subject and/or exploration of more practical in the classroom use of videos for the development of plurilingual competence and language awareness in the audiovisual media use.

References

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