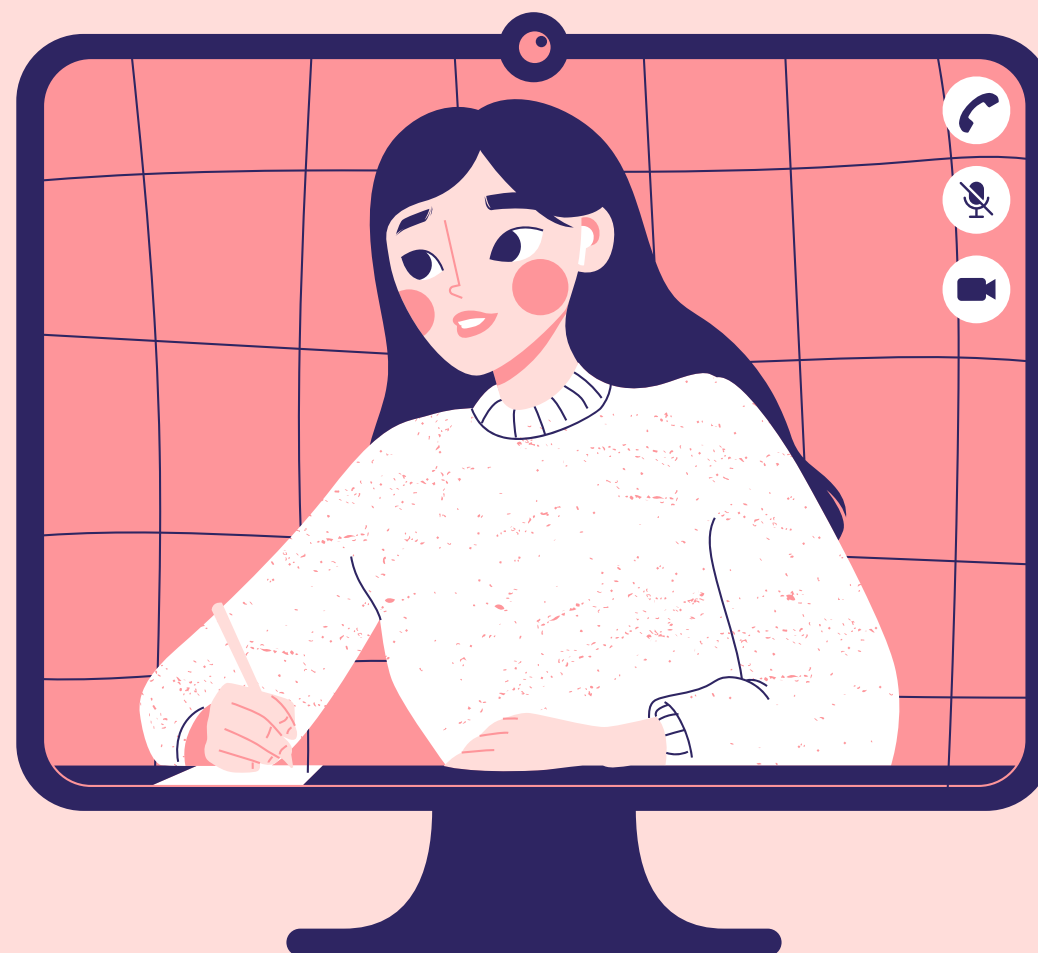


# Portuguese university students' language awareness in multilingual video consumption

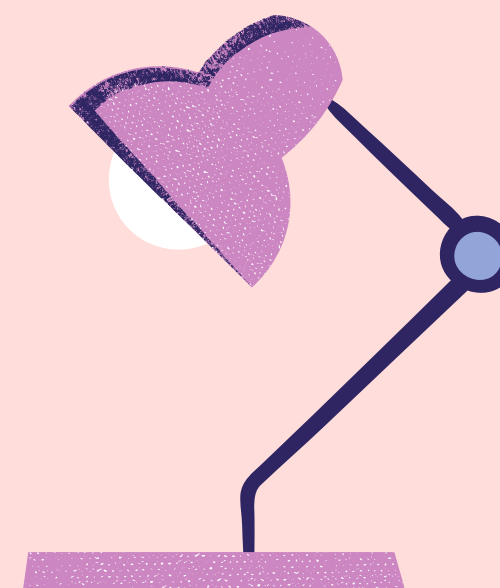
**Liudmila Shafirova**

liudmila.shafirova@ua.pt




**Helena Araújo e Sá**

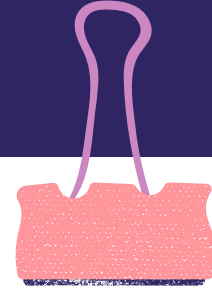
helenasa@ua.pt



**FCT**  
Fundação  
para a Ciência  
e a Tecnologia

 **dep**  
universidade de aveiro  
departamento de educação e psicologia

**cidtff**  
centro de investigação  
Didática e Tecnologia na Formação de Formadores



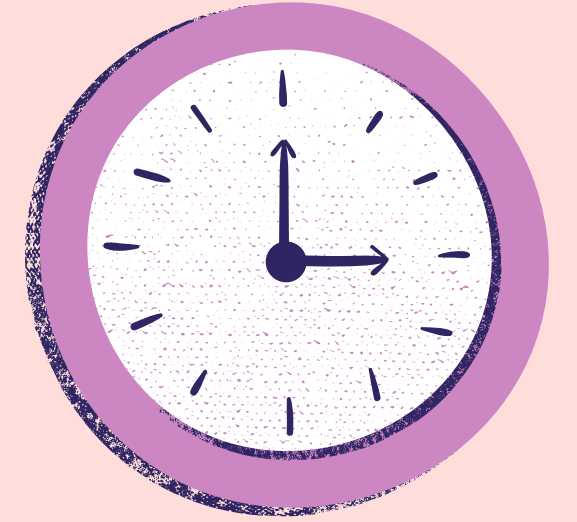
# Why online videos?

The video format of communication started to provide consumers with technological choices, frequently leading them to multilingual video use.



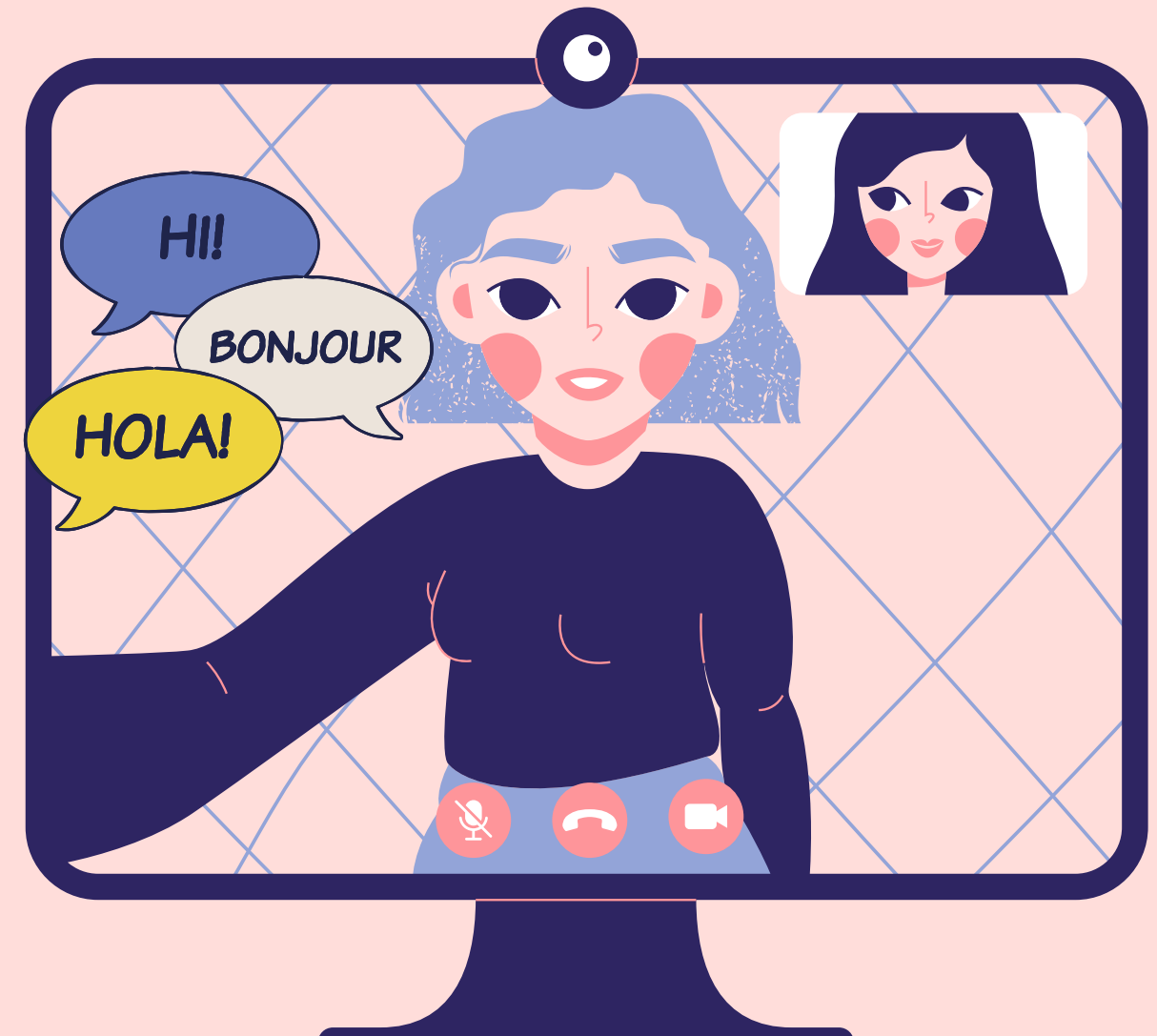
Netflix or HBO not only offer subtitles instead of voice dubbing, but also provide shows from countries all over the world, frequently producing multilingual shows (Navarro & Monclús, 2021) or investing in the production of shows in different languages.

# MultiVid, Multilingual video use for plurilingual education at university level



## Multilingual video practices

By multilingual video practices, we mean watching, producing, commenting/chatting/reacting on the videos in more than one language or variation of a language.



# Theoretical underpinnings

## Language awareness

Explicit knowledge about **language** and conscious perception and sensitivity in **language learning**, language teaching and **language use** (Garrett & James, 2000, p. 330)

## Plurilingual education

Includes the use of different linguistic repertoires (including language varieties and dialects) in culturally diverse contexts with **an awareness and appreciation of its richness** (Piccardo, 2018).

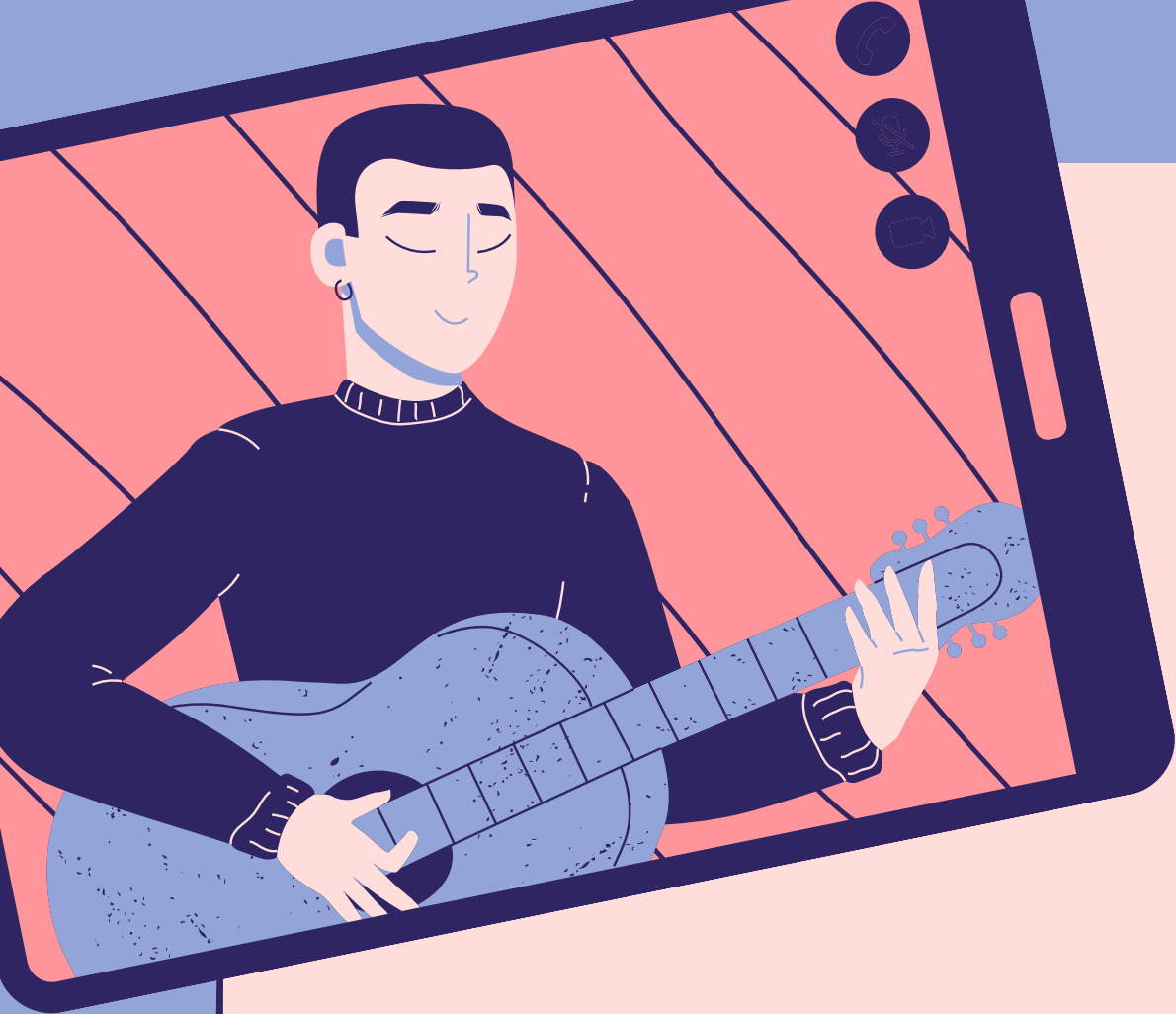
## Multimodality

Multimodal communication is embedded into linguistic and cultural diversity, in which a variety of modes includes different languages or language varieties enriching the language learning process (Garcia & Kleifgen, 2019).

# Theoretical underpinnings

## Previous studies

- Studies on foreign language acquisition show that out-of-school language practices, including watching TV, help learning foreign languages, especially English (De Wilde et al, 2019).
- Case studies on informal language learning indicate that young people develop specific plurilingual strategies to learn languages during video practices, especially in communities of practice (Shafirova & Cassany, 2017; Zhang and Cassany, 2016)



# Research Questions

- (1) In what platforms and in what languages do students watch videos?**
- (2) How do students understand the videos in languages other than their mother tongue/s?**
- (3) Are students aware of what languages they use when watching videos?**
- (4) To what extent do students think that they learn a foreign language while watching videos?**



# Methodology

- The questionnaire issued in February–March 2022;
- 17 PhD students from the University of Aveiro, faculty of Education and Psychology, piloted the questionnaire on 28th of January, 2022
- N–212 responses from all university students of University of Aveiro
- The questionnaire was analyzed with descriptive statistics of SPSS

# Participants

Gender			How old are you?		
	N	%		N	%
<b>Female</b>	149	70.3%	18 to 23	93	43.9%
<b>Male</b>	61	28.8%	24 to 35	75	35.4%
<b>Prefer not to answer</b>	2	0.9%	Over 36	44	20.8%

Indicate your mother tongue(s)		
	N	Percent
<b>Portuguese</b>	191	92.7%
<b>Spanish</b>	8	3.9%
<b>English</b>	5	2.4%
<b>Persian</b>	4	1.9%
<b>Chinese</b>	2	1.0%
<b>French</b>	1	0.5%
<b>Russian</b>	1	0.5%
<b>Total</b>	212	102.9%*



# Results



# In what platforms and in what languages do students watch videos?

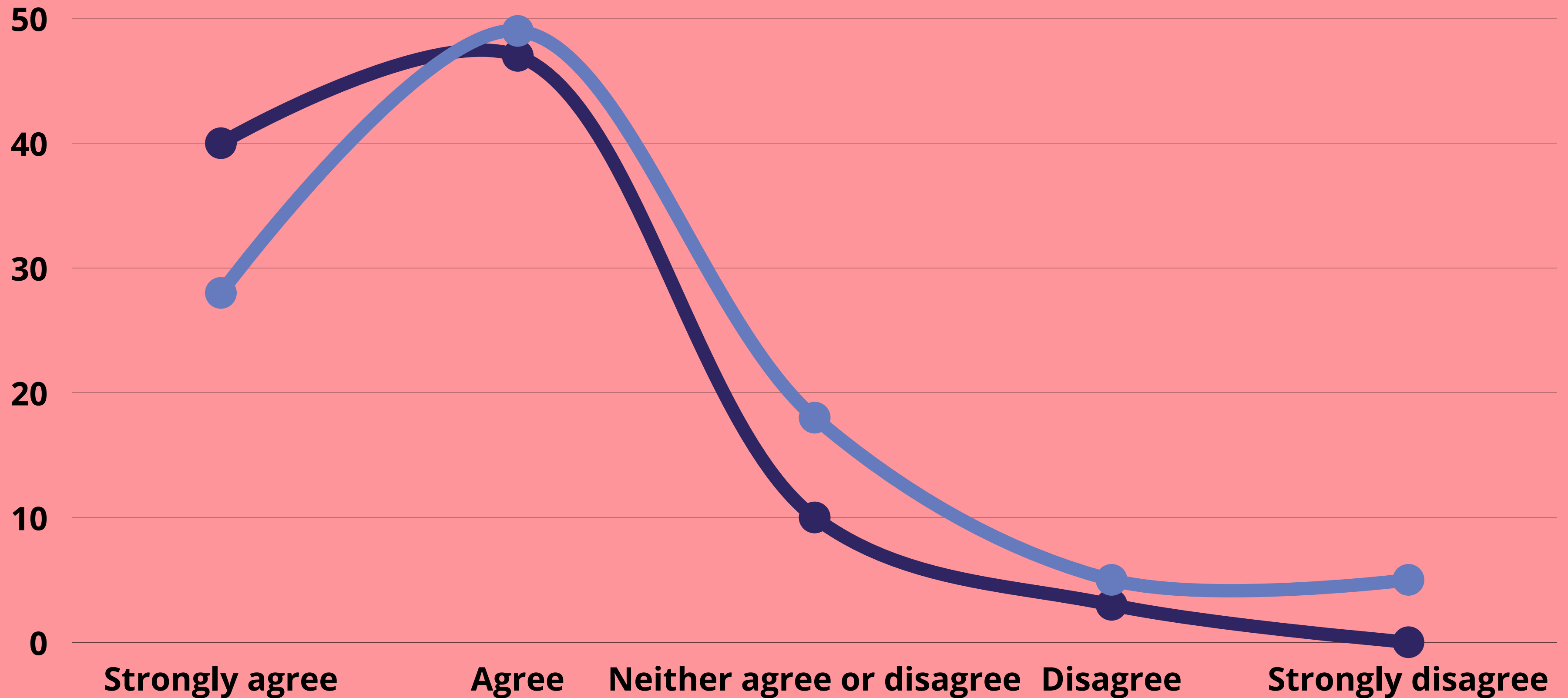
- Almost all participants (between 97.9% and 82.9% on different platforms) use English when watching videos online, being the most commonly used with Portuguese the second.
- The third most widely used language is Spanish with 51.9% on Netflix/HBO, 37.1% on Instagram,
- The least popular romance language, Italian, has no significant difference from Korean and Japanese.



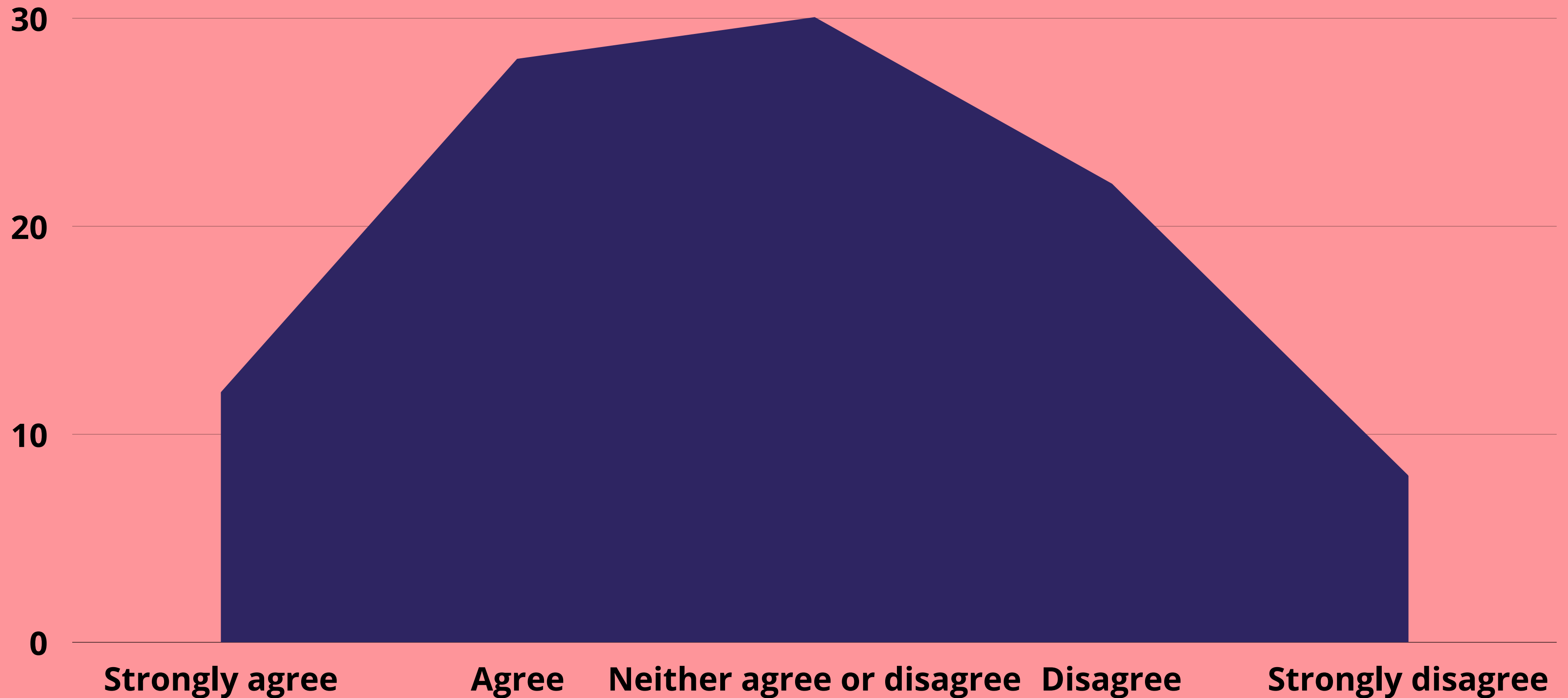
# How do students understand the videos in languages other than their mother tongue/s?



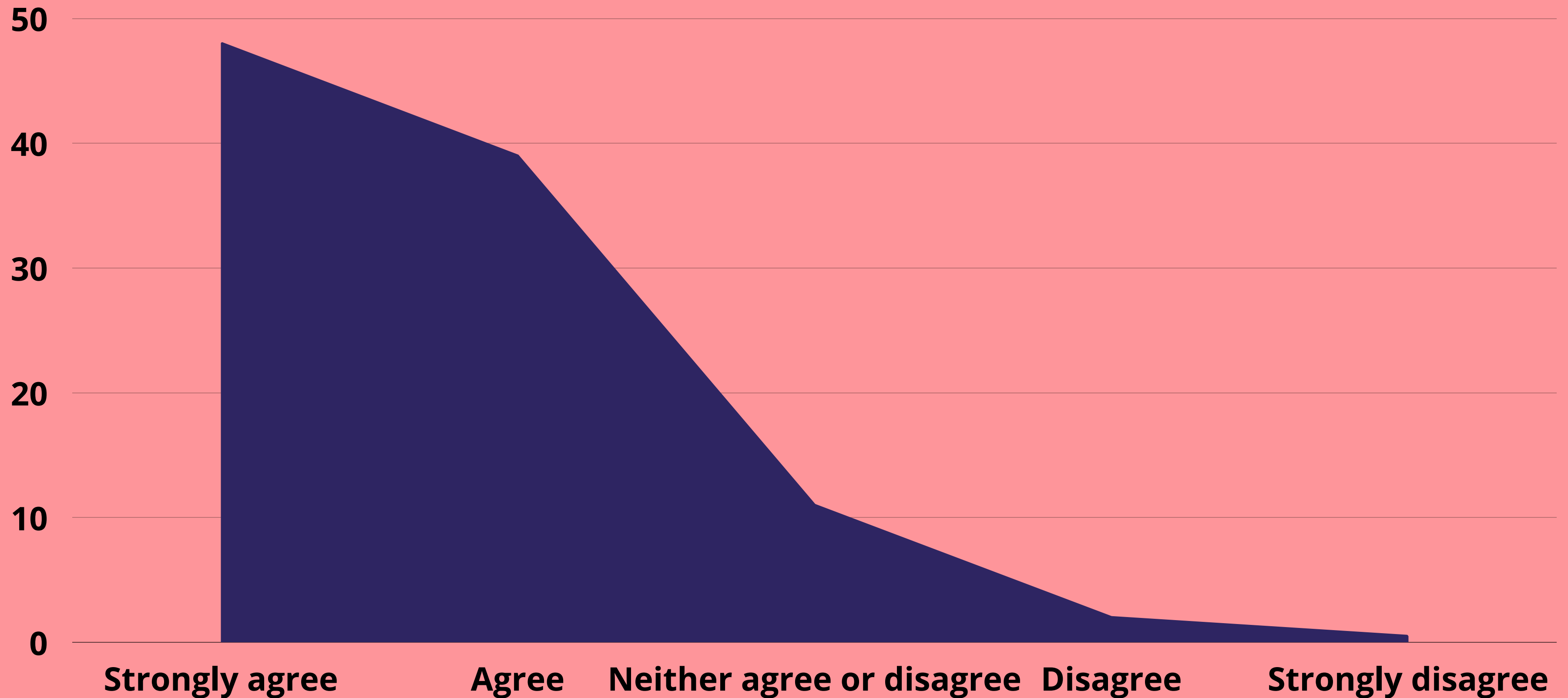
To what extent do you agree with the statements “I pay attention to the languages/varieties of languages on **TV shows** and **social media**”?



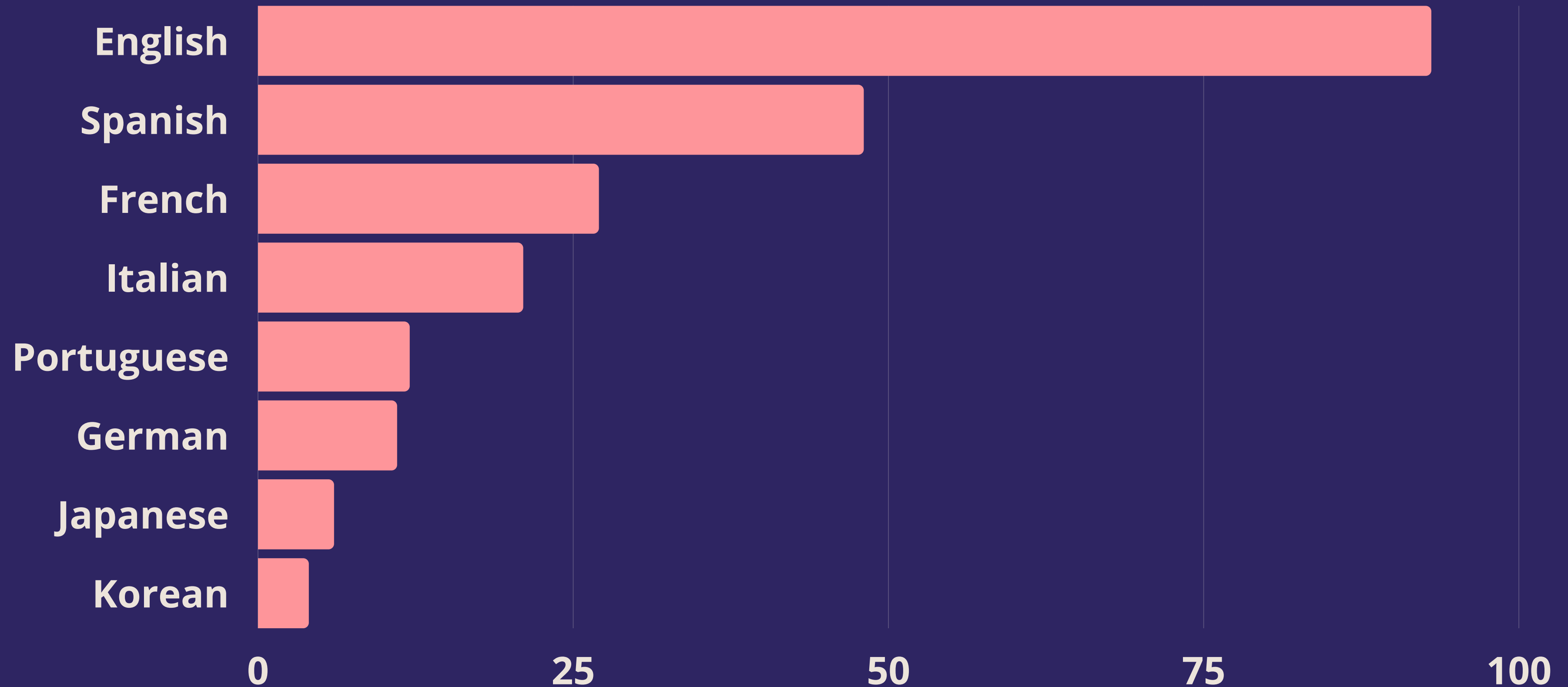
# To what extent do you agree with the statements “I like to watch videos in languages that I don’t know”?



**To what extent do you agree with the statements “Watching videos in an/other language/s helped me learning this (these) language/s”?**



# What are the languages that videos helped you learn?





# How have you improved your language and cultural skills by watching videos in different languages?

Saber adequar-se a linguagem ao contexto

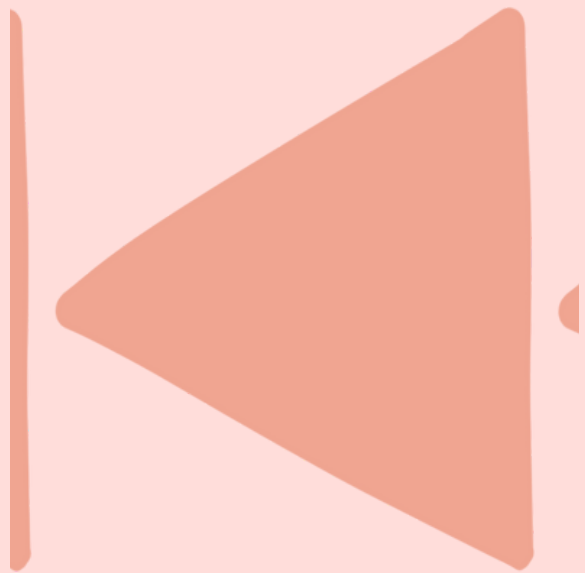
Ver vídeos em Japonês permitiu-me adquirir conhecimento de vários aspetos da cultura asiática

Consigo aprender palavras isoladas em línguas que não conheço (japonês ou alemão, por exemplo), através do uso das legendas em português.

Melhorou o aspecto fonético

Esses vídeos faziam parte de determinados contextos culturais específicos, que mostravam um pouco da cultura do país de onde provinha o Espanhol

# Conclusions



- The results show the language diversity in the new media, in which English, although dominating, is not the only language used by participants;
- There is a slight difference in language awareness between social media videos and TV shows;
- The majority of students notice that they are learning languages by watching videos, including cultural knowledge, comprehension, social context of language in use and vocabulary. They are also aware of what resources help them to learn specific aspects.
- For the language classroom application, ethnographic diaries of media consumption are advised together with promotion of peer-to-peer learning among the students.

**Thank you so much for  
listening!**

Muito obrigada!



**FCT**  
Fundação  
para a Ciência  
e a Tecnologia

 **dep**  
universidade de aveiro  
departamento de educação e psicologia

**cidtff**  
centro de investigação  
Didática e Tecnologia na Formação de Formadores

# References

- De Wilde, V., Brysbaert, M., & Eyckmans, J. (2019). Learning English through out-of-school exposure. Which levels of language proficiency are attained and which types of input are important?. *Bilingualism: Language and Cognition*, 23(1), 171-185.
- García, O., & Kleifgen, J. A. (2019). Translanguaging and literacies. *Reading Research Quarterly*, 55(4), 553-571.
- Garrett, P. & James, C. (2000). "Language awareness". In *Routledge encyclopedia of language teaching and learning*, Edited by: Byram, M. 330-332. London: Routledge.
- Garrett, P. & James, C. (1992). The scope of language awareness. In: James, C. and Garrett, Peter Donald eds. *Language awareness in the classroom, Applied Linguistics and Language Study*, London: Longman, pp. 3-20.
- Piccardo, E. (2018). Plurilingualism: Vision, conceptualization, and practices. *Handbook of research and practice in heritage language education*, 207-225.
- Navarro, C., & Monclús, B. (2021). The curation of European Netflix catalogues on social media: The key role of transnational and local cultural traits. *Critical Studies in Television*, 16(4), 347-374.
- Shafirova, L., & Cassany, D. (2017). Aprendiendo idiomas en línea en el tiempo libre. *Revista de estudios socioeducativos*, 5, 49-62.
- Zhang, L. T., & Cassany, D. (2016). Fansubbing del español al chino: organización, roles y normas en la escritura colaborativa. *BiD*, 37, 1-12.

Let's keep in touch!

**EMAIL**

liudmila.shafirova@ua.pt

**TWITTER**

@Lshafirova

