

# Portuguese university students' video practices and plurilingual competence

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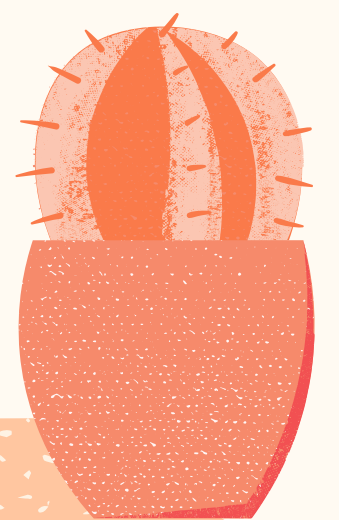
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Didática e Tecnologia na Formação de Formadores



# STRUCTURE OF PRESENTATION

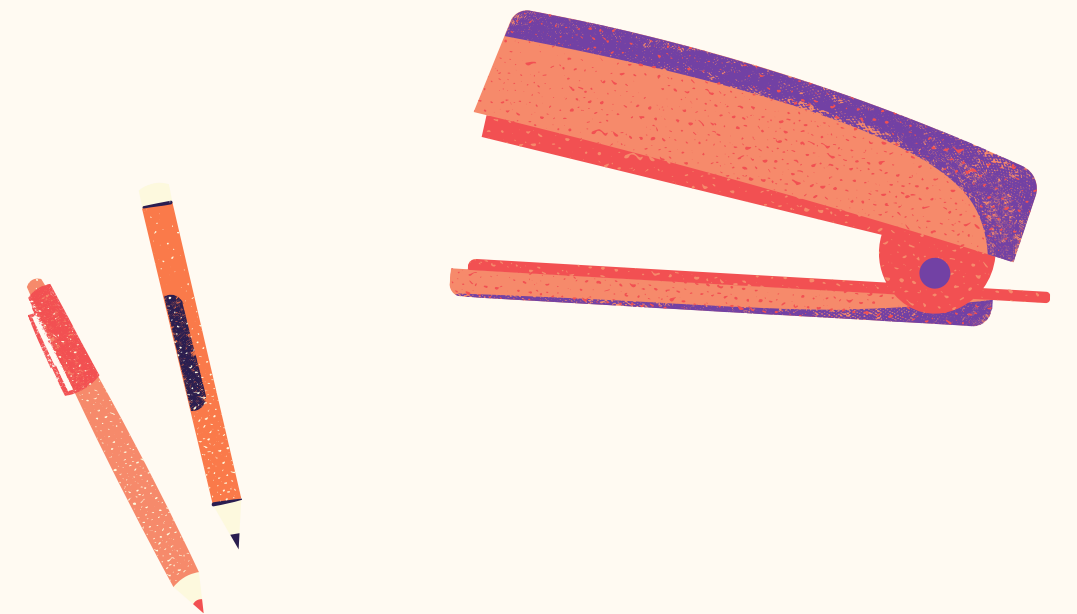
WHY THIS STUDY?

THEORETICAL DISCUSSION

METHODOLOGY

RESULTS

CONCLUSIONS



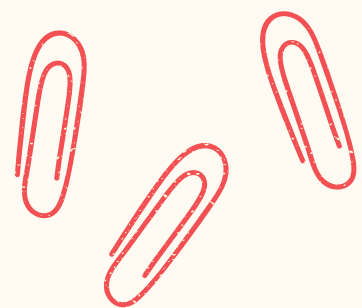


# WHY VIDEOS?

Social media becomes more video-based  
(ex. TikTok)

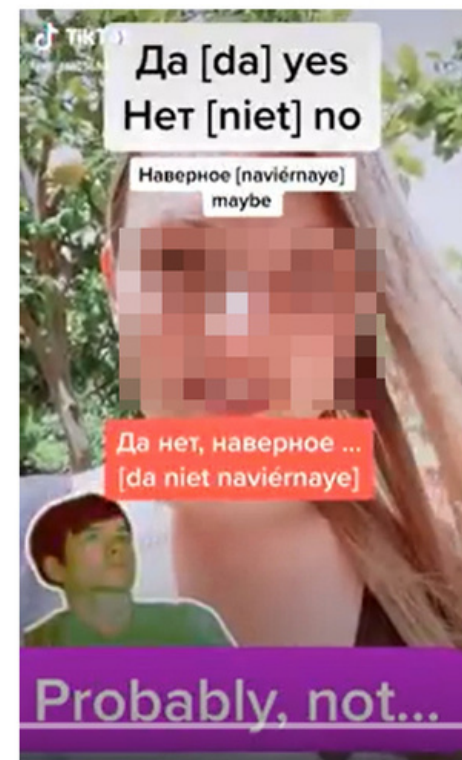
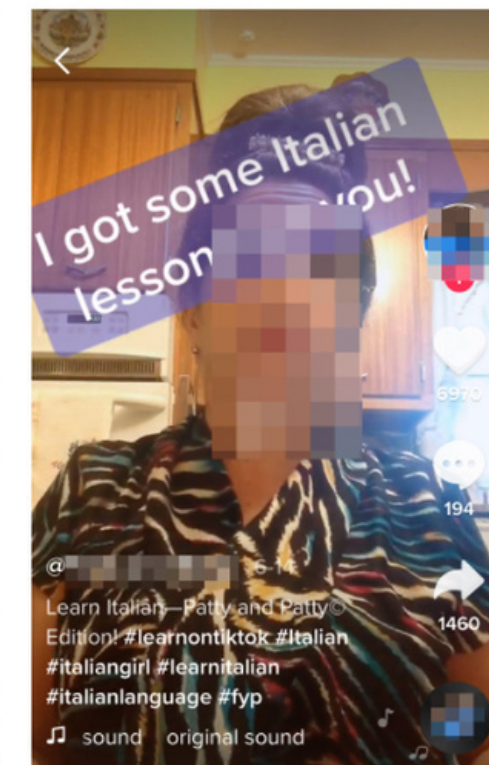
Multilingual video use on the social media  
(Tankosić & Dovchin, 2021)

Netflix offers subtitles and produce multilingual  
shows (Navarro & Monclús, 2021)



## No habla español? How Netflix could transform the way we learn languages

**Amid concern over the fall in pupils studying foreign languages, a new online tool has turned the streaming service into a classroom**



# MOTIVATION FOR THIS STUDY

## **Monolingual bias in computer-assisted language learning (CALL)**

"A deficit in considering the full range of pre-existing languages of a learner, of languages used in a setting, or of (plurilingual) skills in the design of and the research on CALL."

(Buendgens-Kosten, 2020)

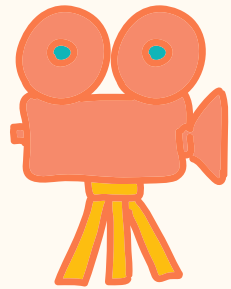
## **Lack of quantitative studies in digital wilds**

"Having noted that most of the studies have employed a mixed-methods or qualitative design, conducting more quantitative research, particularly using experimental and quasi-experimental studies, is recommended. "

(Soyoof et al, 2021)

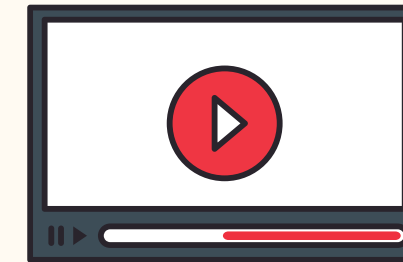


# Monolingual bias in the use of videos in language education



## Main research of CALL

Montero Perez et al (2014)  
Perez & Rodgers (2019)  
Rodgers & Webb (2017)



Common European  
Framework of  
Reference (2018) on  
video use

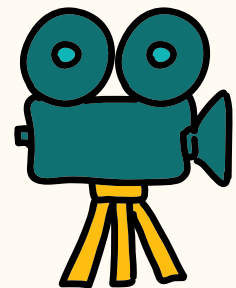
"Native-like"  
speech

Vocabulary or audiovisual comprehension  
development in the target language when  
showing videos in the classroom

# Plurilingual perspective on video practices



Plurilingual competence - dynamic integration of languages for the development of plurilingual repertoires (Council of Europe, 2018)



Video making in the classroom: developing plurilingual repertoires, linguistic and semiotic creativity and language and intercultural awareness (de los Ríos, 2018; Muñoz-Basols, 2019; Ivković, 2020)



Informal learning studies: translanguaging and transsemiotic creativity, intercultural learning and vocabulary development (Benson, 2015; Vazquez-Calvo et al 2022; Zhang & Vazquez-Calvo, 2022)

# Multimodal resources as scaffolding resources



For audiovisual comprehension (Shafirova & Cassany, 2017; Zhang & Cassany, 2019)



For storytelling and expression (Banzato & Coin, 2019)



For translanguaging and use of different languages (Muñoz-Basols, 2019; Benson, 2015; Vazquez-Calvo et al 2022)



# Research questions and object of the study

MultiVid, Multilingual video use  
for plurilingual education at  
university level



1. In what platforms and in what languages do students watch/produce videos?
2. What multimodal resources do they use for video comprehension and production?
3. To what extent do students think that they develop linguistic and cultural repertoires while watching/producing videos?



# METHODOLOGY



The questionnaire issued in February-March 2022

N-212 responses from all university students of  
University of Aveiro

Four interviews with the students and two weeks of  
ethnographic observations of their social media accounts

Analysis: descriptive statistics in SPSS, content  
analysis



# PARTICIPANTS

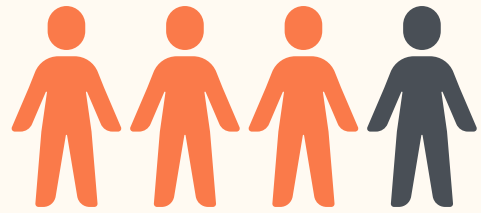
Gender			How old are you?		
	N	%		N	%
Female	149	70.3%	18 to 23	93	43.9%
Male	61	28.8%	24 to 35	75	35.4%
Prefer not to answer	2	0.9%	Over 36	44	20.8%

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





# PARTICIPANTS



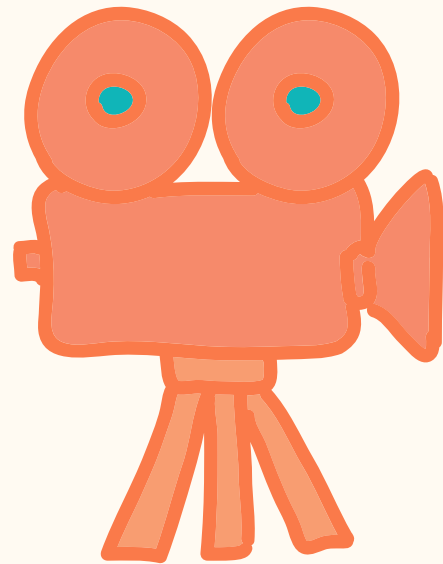
- Four participants for closer observations and interviews with three women and one male;



- Bachelor, Master and PhD students represented of areas Education and Languages;



- Mainly use of Instagram: Instagram stories and reels



RESULTS

# Platforms and languages students use to

## watch videos

- English is the most popular language of use (between 97.9% and 82.9% on different platforms) with Portuguese being 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 on Netflix.
- Almost no minority languages, creole more used on Instagram (4.5%)

## produce videos

- Only 23% of the students make videos online.
- The most popular social media platforms are YouTube and Instagram.
- The vast majority of the participants make videos in Portuguese (91.3%), though more than a half of the participants also use English (56.5%) Spanish (8.7%) and French (8.7%).
- The variety of the languages during the video production is significantly lower comparing with video viewing.



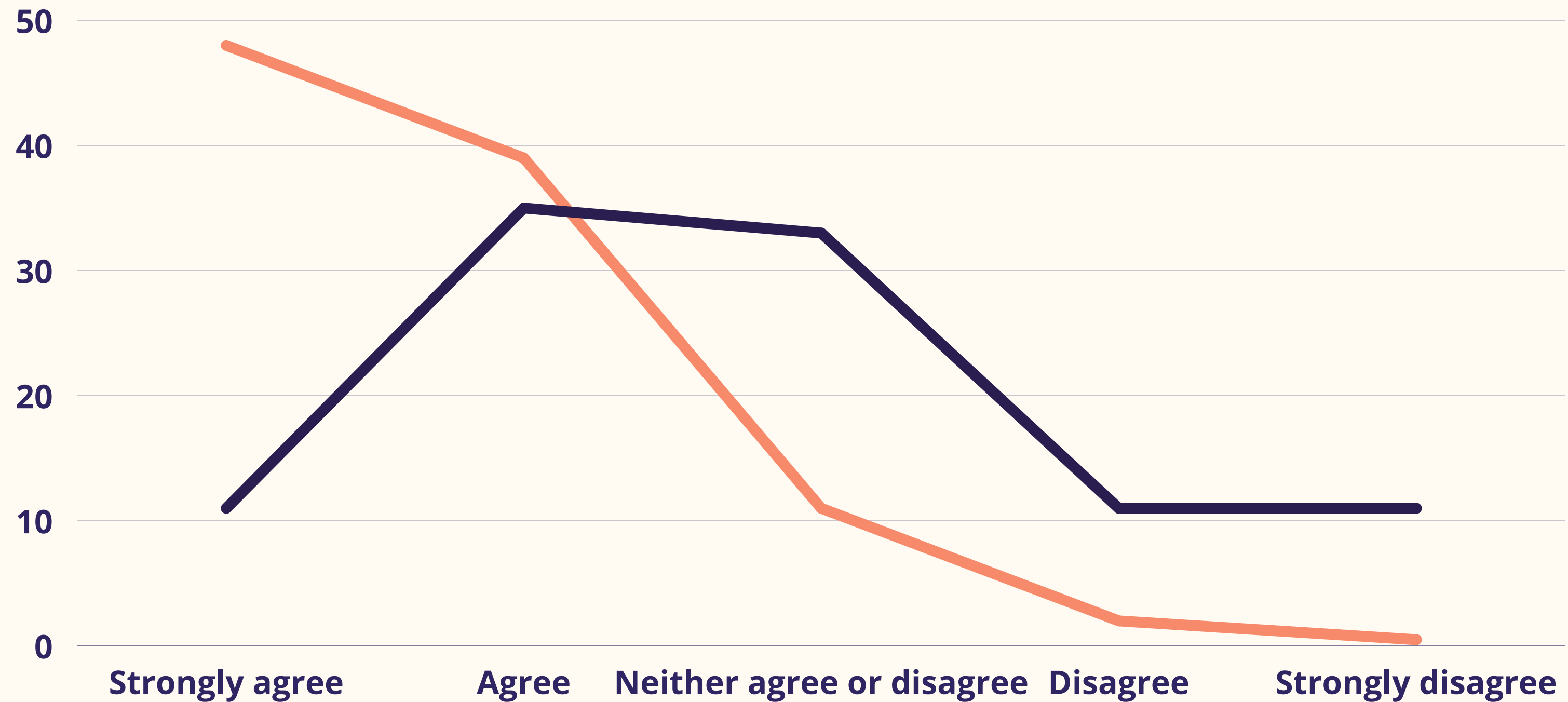
# How do students understand the videos in languages other than their mother tongue/s?



# What do you do after or during watching the videos and in which languages?

I read the comments/live chat		I write comments on YouTube, Instagram or TikTok	I participate in an online chat
Languages	Percent	Percent	Percent
English	94.4%	89.3%	88.2%
Portuguese	76.6%	42.9%	76.5%
Spanish	34.6%	3.6%	10.2%
French	15%	0	10.2%
Italian	10.3%	0	6.1%

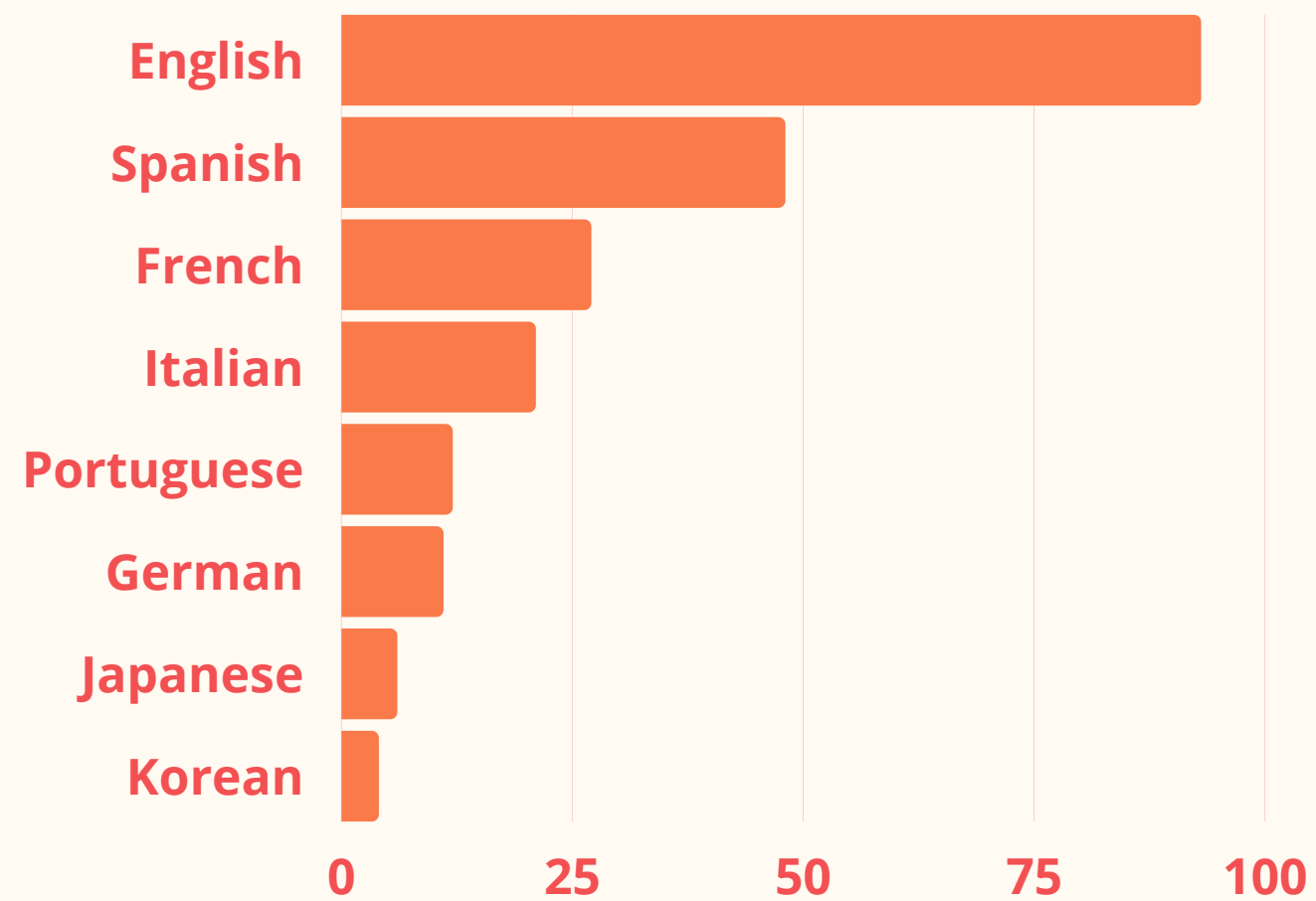
To what extent do you agree with the statements "Watching or producing videos in an/other language/s helped me learning this (these) language/s"?



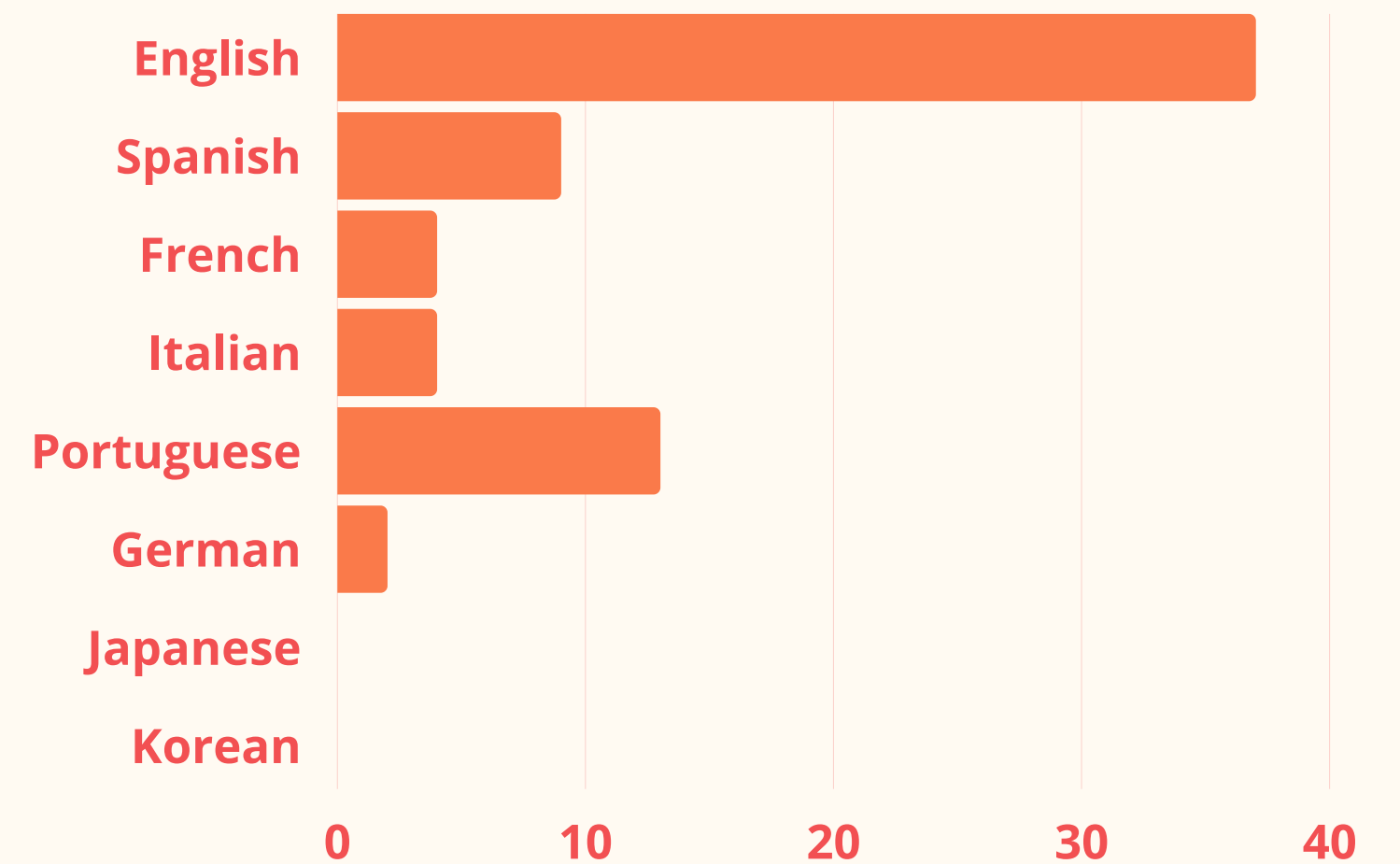


# Languages improved by

## watching videos



## producing videos



# How have you improved your language and cultural skills

## While watching videos

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.

## While producing videos

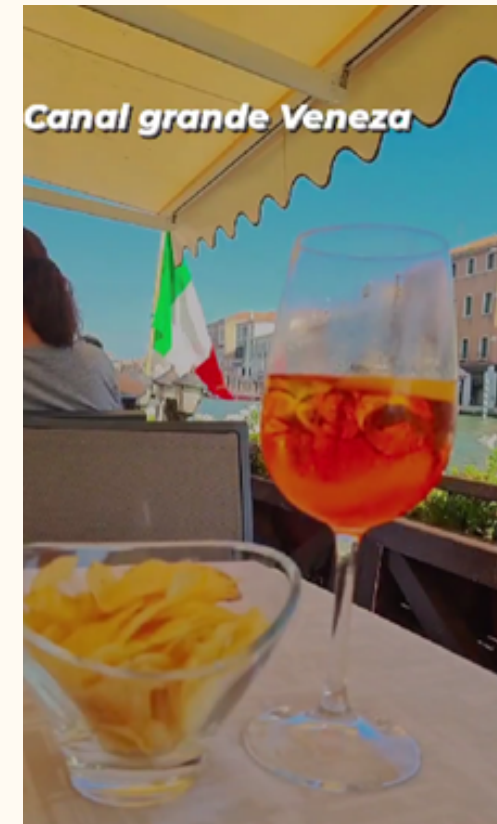
Aprendi vocabulário da língua em questão

Necessidade de explorar e dominar a língua para apresentação cuidada

A pesquisa necessária para produzir a maioria dos meus conteúdos permitiu-me alargar a minha visão à cerca da língua e cultura inglesa, nomeadamente adquirir novo vocabulário informal como slang e vocabulário mais formal como novos conectores frásicos.

What did you learn by  
posting stories/reels on  
Instagram?

Multimodal expression  
through image, text, sound  
and music



*Aprendí mucho a esa cosa de estética de  
tentar ornar la letra con imagen, hacer  
videos, poner varios videos juntos, con la  
música que combine, cosas así me  
empezaron a gustar mucho*

# DISCUSSION

## Multimodal resources as scaffolding resources

Vazquez-Calvo et al (2022),  
Shafirova & Cassany (2017),  
Zhang & Cassany (2019), Zhang  
and Vazquez-Calvo (2021),  
Ruiz et al (2020)

For audiovisual  
comprehension

Shafirova & Cassany (2017);  
Dagenais et al (2016), Muñoz-  
Basols (2019), Lotherington et  
al (2019)

Vocabulary  
learning in  
the context

de los Ríos (2018), Zhang &  
Vazquez-Calvo,(2022); Yeh,  
& Mitric (2023).

For  
storytelling  
and identity  
negotiation

Muñoz-Basols (2019),  
Benson, (2015), Zhang &  
Vazquez-Calvo, (2022)

For  
translanguaging  
and use of  
different  
languages



# DISCUSSION

## Language learning

Perez & Rodgers (2019)

Vocabulary  
learning in  
the context

Fukunaga (2006);  
Zhang & Cassany,  
(2019).

Intercultur  
al learning

Zhang & Cassany  
(2016)

Intercompr  
ehension  
strategies

Vazquez-Calvo et al (2022)

Identity  
negotiation with  
different  
languages and  
multimodal  
resources

de los Ríos (2018)

Use of different  
multimodal  
resources

while watching videos

while producing videos on Instagram

# Bridging activities in the classroom

Data	Tipo de video/Titulo( si hay)Platafor ma	Tempo passa do	Línguas e as suas variedades geográficas utilizadas oralmente	Línguas nas legendas (se houver, porque escolheu istos)	Línguas utilizadas nos comentários	Como compreendeu o vídeo (Leu as legendas? Utilizou os seus conhecimentos das línguas que já conhece? Algo mais?)	Aprendizagem linguística/cultural/outro (Localidade, historia, tradições, se houver)

# CONCLUSIONS

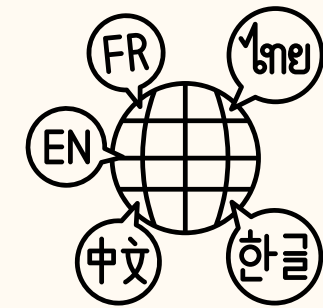
How does this research contribute to the plurilingual CALL?



There is a language diversity in the new media consumption and less so in video production (Blommaert, 2013).



Multimodal resources are scaffolding mechanisms in multilingual contexts both in video consumption and production (Zhang & Vazquez-Calvo, 2022)



Intercomprehension strategies in video visualization and the use of several languages in subtitles/voiceover could be explored in the future



# Dankeschön!

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