Sit back and relax!
Learning vocabulary through watching TV

Elke Peters

Sit back and relax!

▲ They'll be there for you ... Joey and Chandler from Friends. Photograph: Getty Images

Research group Language, Education, & Society

KU LEUVEN

The way that you learnt how to speak English

https://www.bbc.com/sport/av/football/49264085

Research group Language, Education, & Society

KU LEUVEN

Popular culture, especially "F

entertainment.

"The basics you can learn in a

interviewed in Spanish, along

"But to speak the language, t

on the street or from televisio

Flores said he cannot rememb

"Friends," but it was sometim

the United States, perhaps wh

and far from home. Although

English then, he was too unsu

grew more comfortable, he so

bought the DVD's for all 10 se

1994 to 2004, so he could watc

Now he is surely baseball's biggest "F

visited the studio in Burbank, Calif. w

and has chosen the show's theme son

public-address system when it's his tu

games.
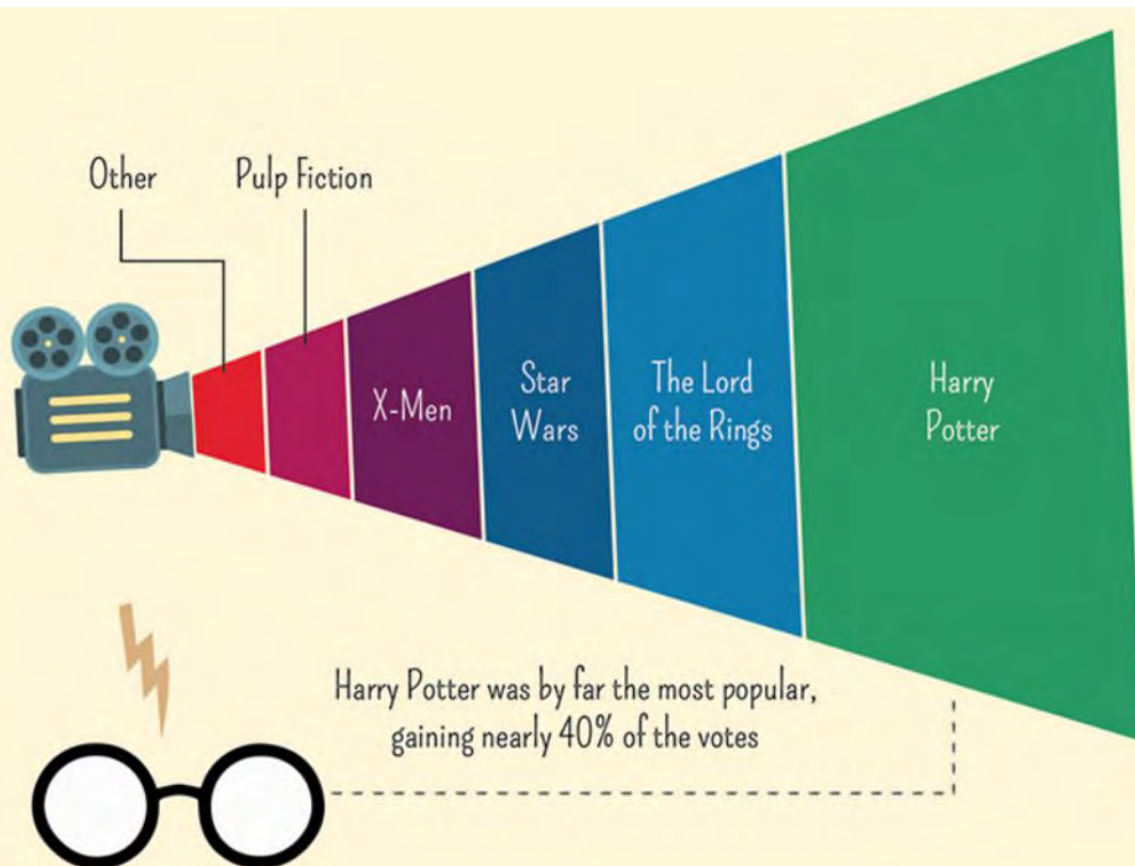
nt in Baltimore, has only lived in the U.S. for

e out assignments on his own since his high

rogram organized by an advocacy group for

s some assistance, but his parents are not in

. our studies, but it is very difficult for them

said. "They can maybe understand it

ead something, they don't understand it

h Spanish subtitles to improve his English.

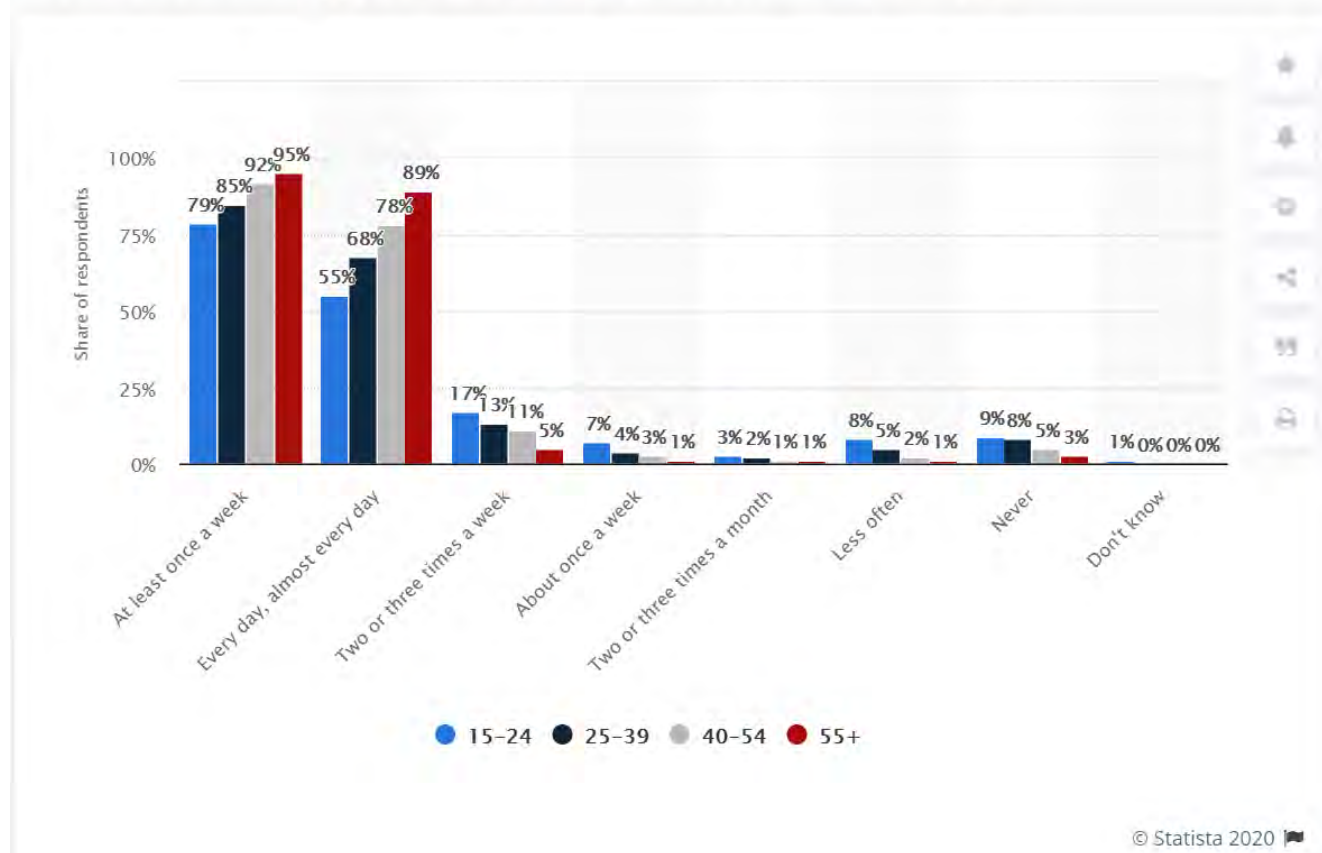ls with English, he helps his younger brother

gnments.

© APNews

Other   Pulp Fiction

X-Men   Star Wars   The Lord of the Rings   Harry Potter

Harry Potter was by far the most popular, gaining nearly 40% of the votes

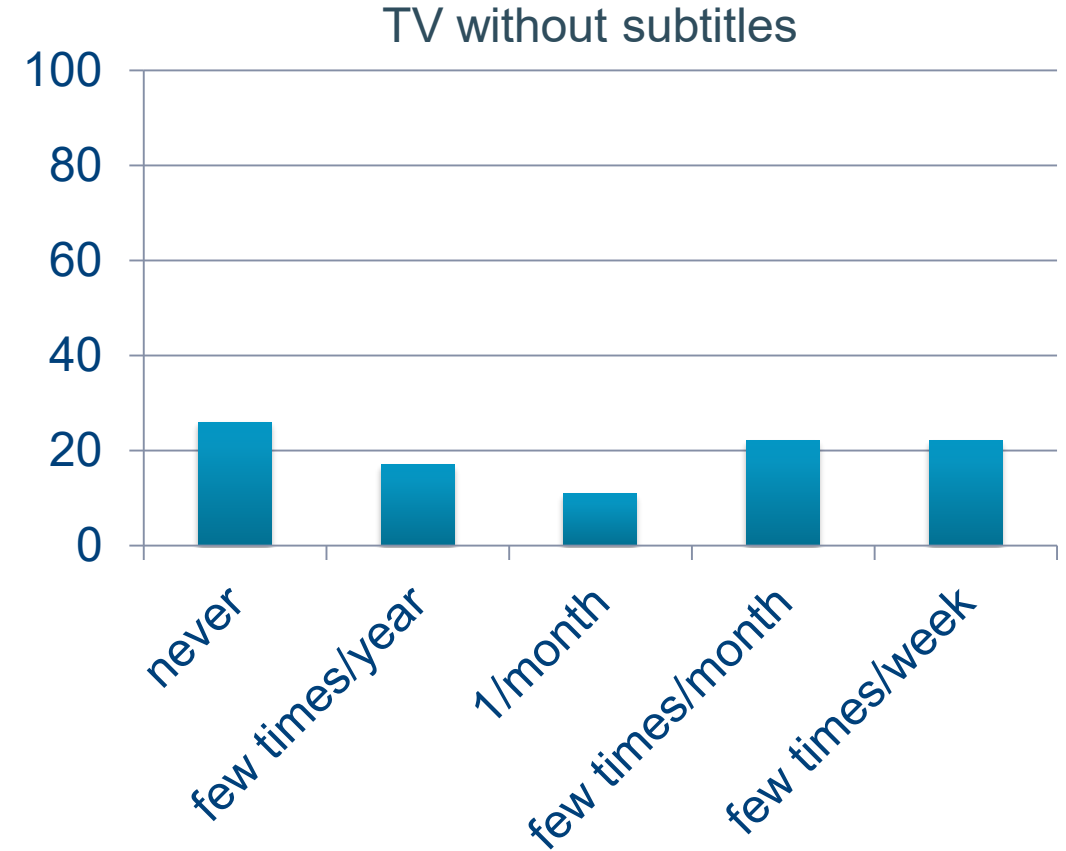Learn English with TV Series: Friends

FRIENDS

TV viewing behavior

How often do you watch television on a TV set?

Average time spent watching television daily in European countries in 2016 and 2017

Research group Language, Education, & Society

KU LEUVEN

TV viewing behavior

TV with subtitles

100
80
60
40
20
0

never — few times/year — 1/month — few times/month — few times/week

TV without subtitles

100
80
60
40
20
0

never — few times/year — 1/month — few times/month — few times/week

KU LEUVEN

Books

Magazines, newspapers

KU LEUVEN
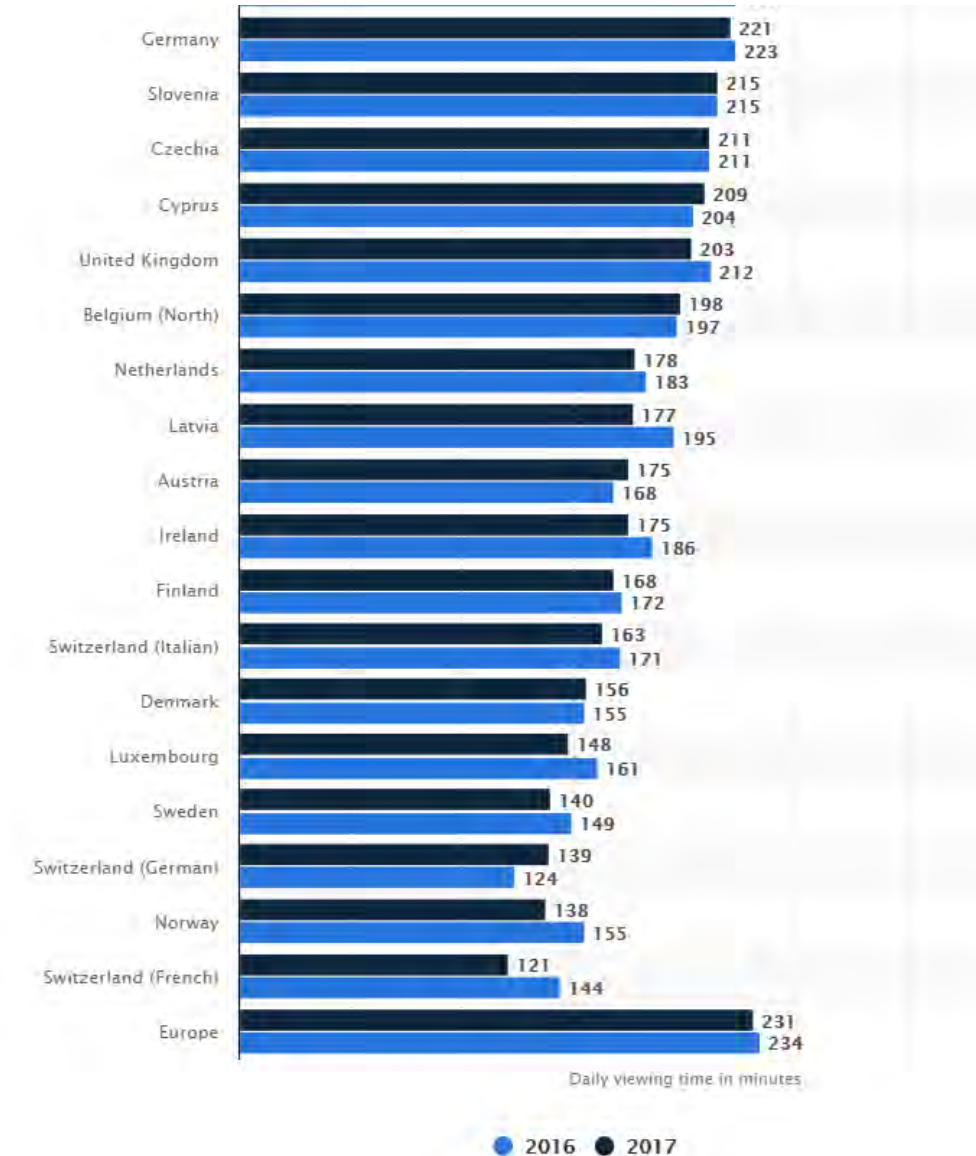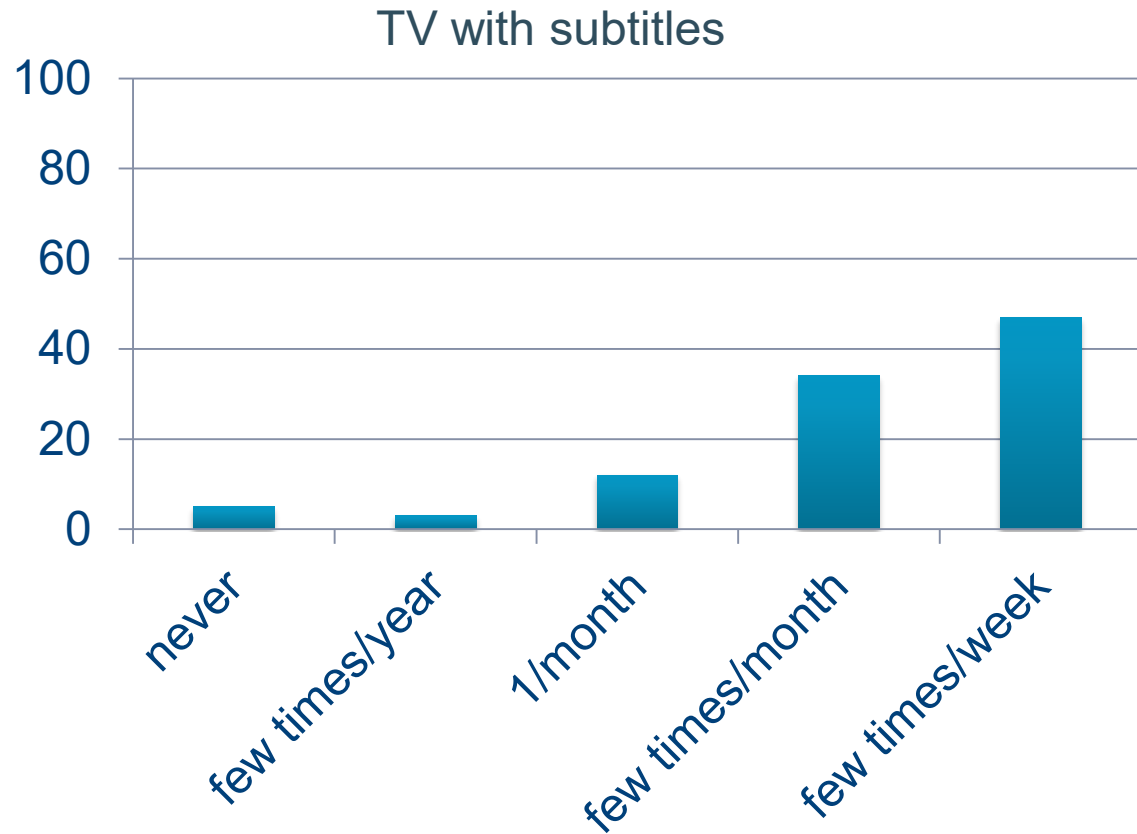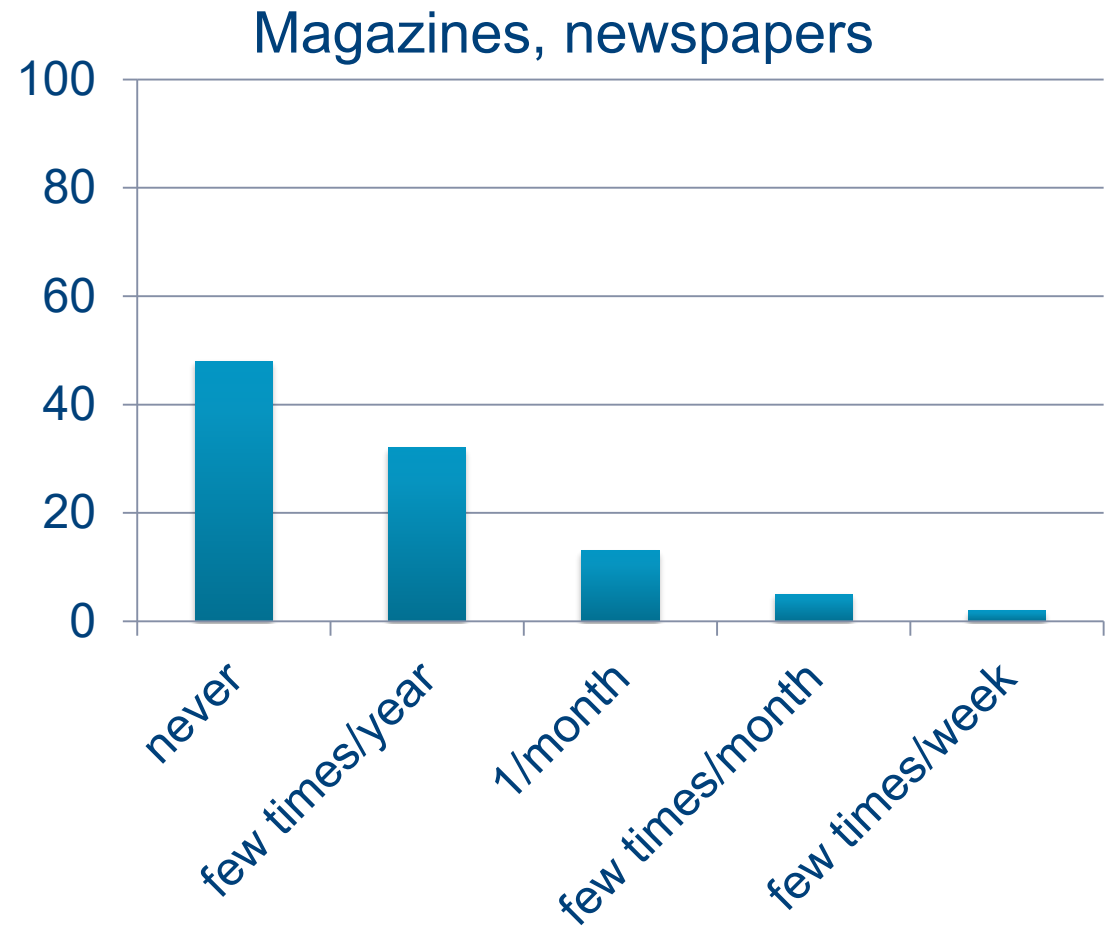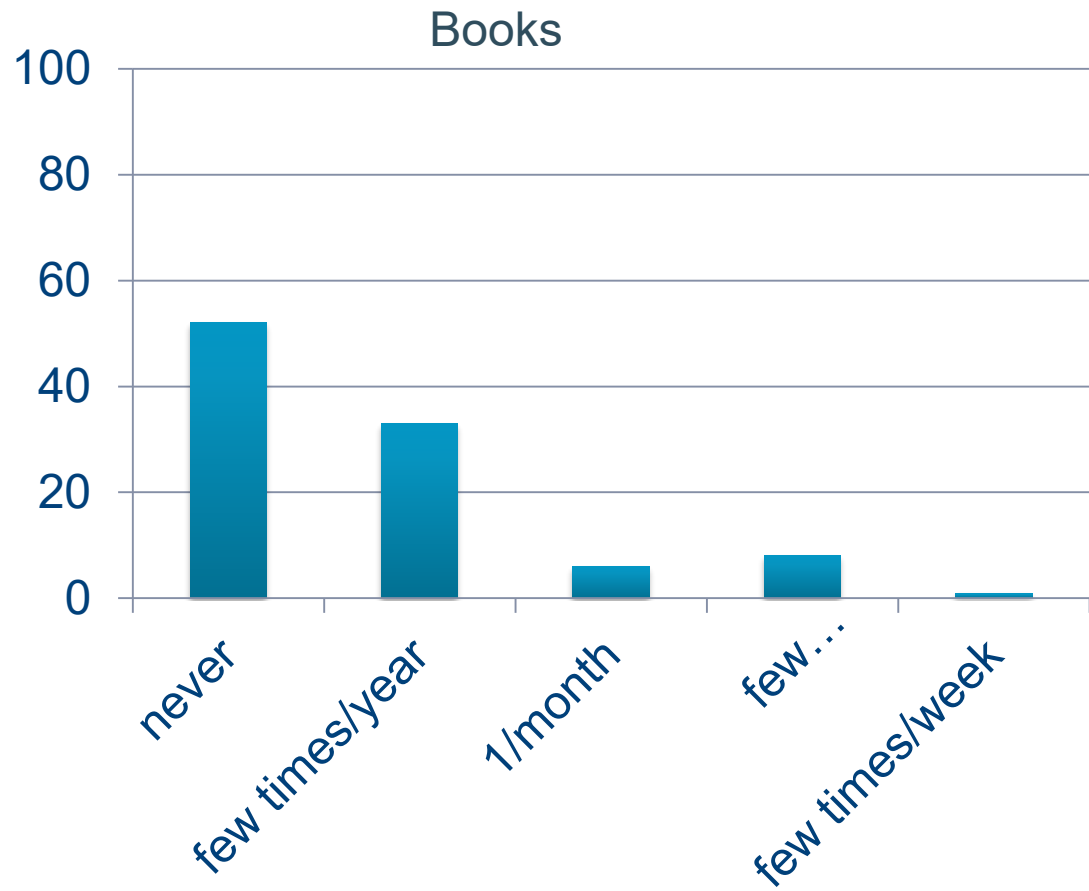
Research into vocabulary acquisition

KU LEUVEN
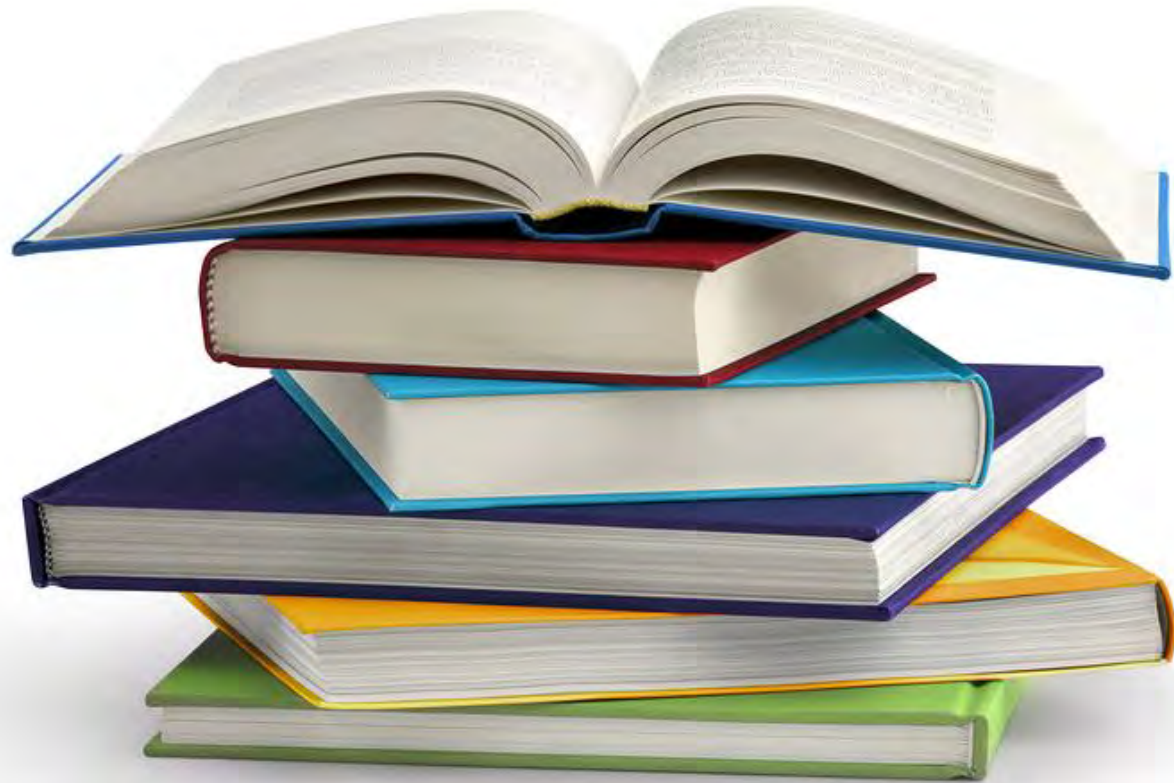
Growing interest in audiovisual input
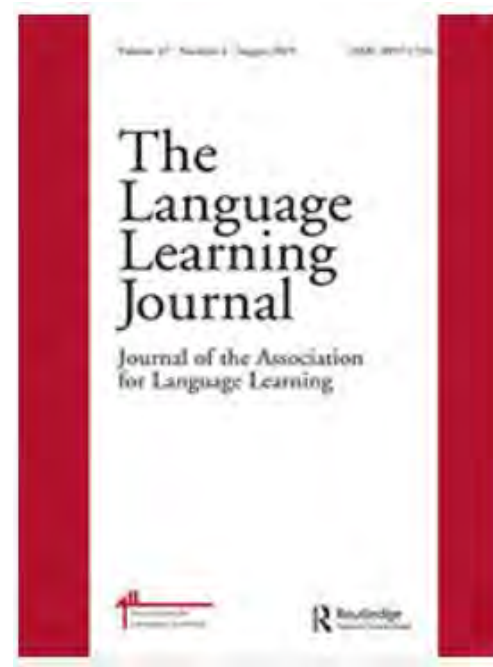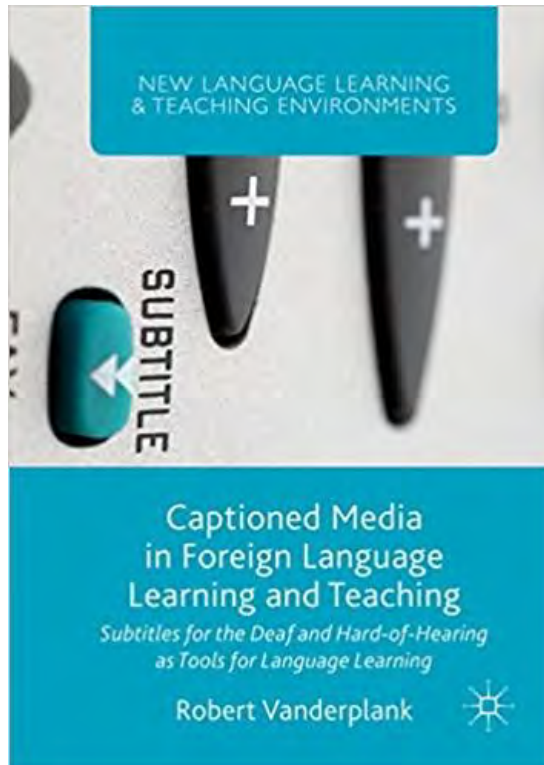
Research group Language, Education, & Society KU LEUVEN

Audiovisual input and vocabulary learning

Marion Durbahn	Maribel Montero Perez	Eva Puimège	Michael Rodgers	Stuart Webb

1. Characteristics of audiovisual input
2. Vocabulary learning from audiovisual input
   - Single words
   - Formulaic language
3. On-screen text

KU LEUVEN

1. Characteristics of audiovisual input

KU LEUVEN

Written input >< Audiovisual input

KU LEUVEN
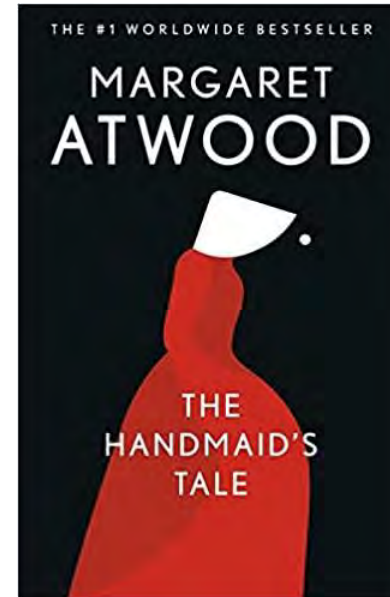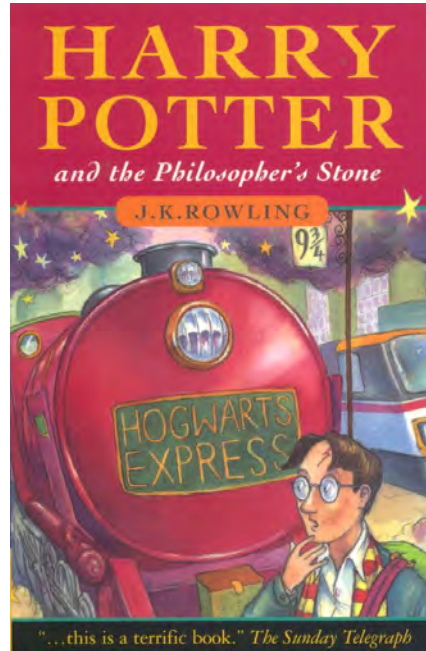
Written input >< Audiovisual input: Harry Potter

Book

K-level	Tokens	%	Cumul. %
1K	67480	86.41	86.41
2K	3766	4.82	91.24
3K	1025	131	92.55
4K	1130	145	94.00
5K	978	1,25	95,25
6K	501	0.64	95.89
7K	239	0.31	96.20
8K	325	0.42	96.61
9K	216	0.22	96.89

Movie

K-level	Tokens	%	Cumul. %
1K	8,670	91.9	91.9
2K	365	3.8	95.7
3K	104	1.1	96.8
4K	54	0.6	97.4
5K	70	0.7	98.1
6K	29	0.3	98.4
7K	34	0.4	98.8
8K	33	0.3	99.1
9K	34	0.4	99.5

KU LEUVEN

Written input >< Audiovisual input: The Handmaid's Tale

Book
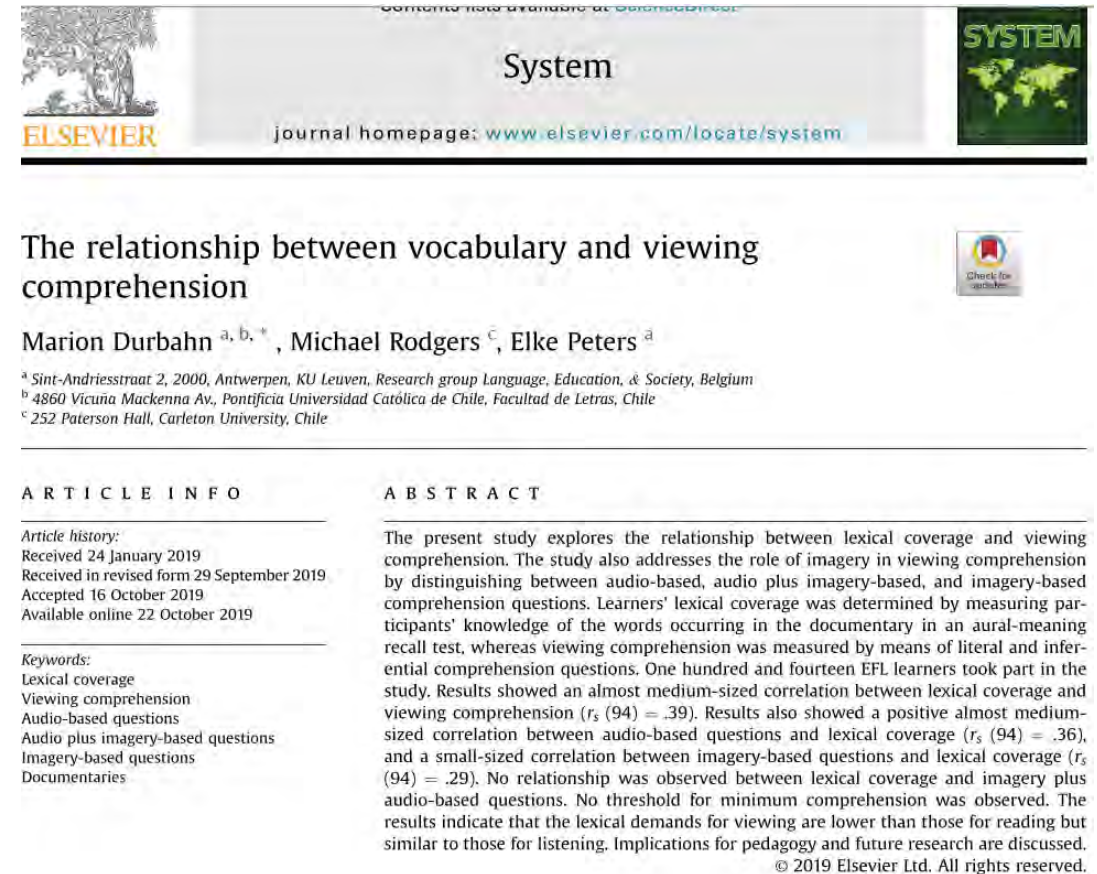
K-level	Tokens	%	Cumul. %
1K	87814	87.18	87.18
2K	5140	5.19	92.37
3K	1987	2.02	94.39
4K	1425	1.45	95.84
5K	967	0.98	96.82
6K	674	0.69	97.51
7K	399	0.41	97.91
8K	339	0.35	98.26
9K	260	0.26	98.52

TV-show

K-level	Tokens	%	Cumul. %
1K	24551	90.58	90.58
2K	1097	4.05	94.63
3K	372	1.37	96.00
4K	215	0.79	96.79
5K	113	0.42	97.21
6K	97	0.36	97.57
7K	60	0.22	97.79
8K	81	0.30	98.09
9K	37	0.14	98.23

KU LEUVEN

Written input >< Audiovisual input: Lexical coverage

- Study (*n*=114; EFL learners; L1=Spanish)
  - Documentary
  - Comprehension questions
  - Vocabulary test
- Vocabulary knowledge - comprehension
  - Positive correlation (*r* = .39)
- Vocabulary demands for TV = **lower**
  - +/- 90% lexical coverage
    - >< 95-98% coverage for reading
- Imagery

System

journal homepage: www.elsevier.com/locate/system

The relationship between vocabulary and viewing comprehension

Marion Durbahn [a, b, *], Michael Rodgers [c], Elke Peters [a]

[a] Sint-Andriesstraat 2, 2000, Antwerpen, KU Leuven, Research group Language, Education, & Society, Belgium
[b] 4860 Vicuña Mackenna Av., Pontificia Universidad Católica de Chile, Facultad de Letras, Chile
[c] 252 Paterson Hall, Carleton University, Chile

ARTICLE INFO

Article history:
Received 24 January 2019
Received in revised form 29 September 2019
Accepted 16 October 2019
Available online 22 October 2019

Keywords:
Lexical coverage
Viewing comprehension
Audio-based questions
Audio plus imagery-based questions
Imagery-based questions
Documentaries

ABSTRACT

The present study explores the relationship between lexical coverage and viewing comprehension. The study also addresses the role of imagery in viewing comprehension by distinguishing between audio-based, audio plus imagery-based, and imagery-based comprehension questions. Learners' lexical coverage was determined by measuring participants' knowledge of the words occurring in the documentary in an aural-meaning recall test, whereas viewing comprehension was measured by means of literal and inferential comprehension questions. One hundred and fourteen EFL learners took part in the study. Results showed an almost medium-sized correlation between lexical coverage and viewing comprehension (r_s (94) = .39). Results also showed a positive almost medium-sized correlation between audio-based questions and lexical coverage (r_s (94) = .36), and a small-sized correlation between imagery-based questions and lexical coverage (r_s (94) = .29). No relationship was observed between lexical coverage and imagery plus audio-based questions. No threshold for minimum comprehension was observed. The results indicate that the lexical demands for viewing are lower than those for reading but similar to those for listening. Implications for pedagogy and future research are discussed.

© 2019 Elsevier Ltd. All rights reserved.

KU LEUVEN

Written input >< Audiovisual input: Lexical coverage

K-level	Tokens	%	Cumul. %
1K	8,670	91.9	91.9
2K	365	3.8	95.7
3K	104	1.1	96.8
4K	54	0.6	97.4
5K	70	0.7	98.1
6K	29	0.3	98.4
7K	34	0.4	98.8
8K	33	0.3	99.1
9K	34	0.4	99.5

KU LEUVEN

2. Learning vocabulary from audiovisual input

KU LEUVEN

Learning single words from audiovisual input

Pretest

- Exp 1 (*n*=63):
  - Form recognition & meaning recall
- Exp. 2 (*n*=62):
  - Meaning recognition

Treatment

- Experimental group
  - 1h - episode
  - *Masters of Money* (Keynes)
- Control group
  - No input

Posttest

- Exp.1:
  - Form recognition & meaning recall
- Exp.2:
  - Meaning recognition

Peters & Webb (2018)

KU LEUVEN
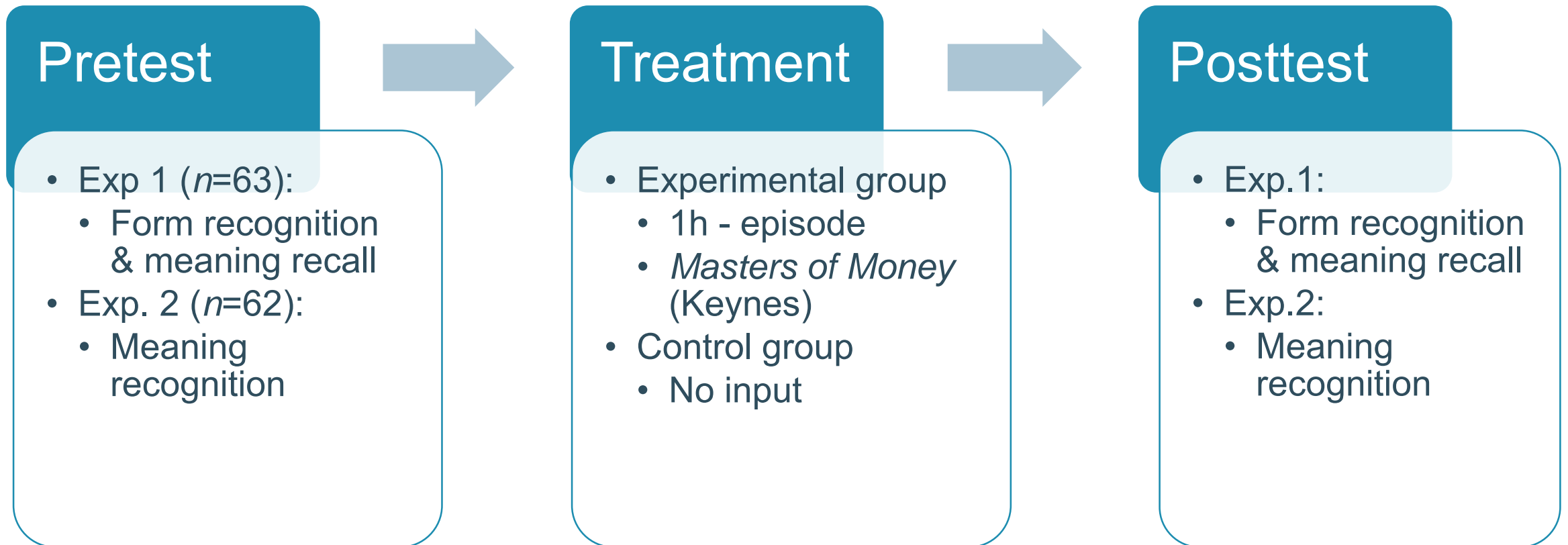
Learning single words from audiovisual input

		Absolute gains	**Relative gains**
Meaning recall	Experimental group	3.97 (3.31)	8% (7)
	Control group	1.56 (1.45)	3% (3)
Meaning recognition	Experimental group	3.97(2.25)	14% (13)
	Control group	1.68 (2.25)	6% (9)

Peters & Webb (2018)

KU LEUVEN

Learning single words from audiovisual input

- Vocabulary gains at two word knowledge levels

- Other learning gains:
  - Pronunciation (*debtor*)
  - Use (*bubble*)
  - Other lexical items:
    - *accelerate growth, Keynesianism, recession, prosperity, equilibrium*
  - Content: Keynes, economic crisis, debt crisis, animal spirits, ...

Peters & Webb (2018)

KU LEUVEN

Learning single words from audiovisual input

Documentaries (Rodgers, 2018)

- Congruency between speech and imagery
- Repetition of lexical items
  - 1K
    - *Economy* (46), *economies* (17), *economic* (30), *economics* (9), *future* (8), *government* (28), *governments* (9), *growth* (9), *German* (7), *Germans* (4), *Germany* (12)
  - 2K
    - *Animal* (8), *to beggar* (5), *borrow(-ed,-ing)* (14), *confidence* (9), *confident* (2), *crowd(s)* (6), *debt(s)* (14), *debtor* (4), *depression* (12), *plant* (6), *recession* (5), *Treasury* (6), *weak(er)* (10)
  - 3K
    - *Boom(s)* (4), *boost(s)* (3), *crash(-es,-ed)* (7), *global* (12)
  - 4-8K
    - *Prosper* (2), *prosperity* (2), *slump(s)* (5), *wealth(y)* (3), *capitalism* (7), *treaty* (6), *legacy* (3)

KU LEUVEN

Learning single words from audiovisual input

Documentaries (Rodgers, 2018)

- Congruency between speech and imagery

- Repetition of lexical items
  - 1K
    - *Economy* (46), *economies* (17), *economic* (30), *economics* (9), *future* (8), *government* (28), *governments* (9), *growth* (9), *German* (7), *Germans* (4), *Germany* (12)
  - 2K
    - *Animal* (8), *to beggar* (5), *borrow(-ed,-ing)* (14), *confidence* (9), *confident* (2), *crowd(s)* (6), *debt(s)* (14), *debtor* (4), *depression* (12), *plant* (6), *recession* (5), *Treasury* (6), *weak(er)* (10)
  - 3K
    - *Boom(s)* (4), *boost(s)* (3), *crash(-es,-ed)* (7), *global* (12)
  - 4-8K
    - *Prosper* (2), *prosperity* (2), *slump(s)* (5), *wealth(y)* (3), *capitalism* (7), *treaty* (6), *legacy* (3)

KU LEUVEN

Learning single words from audiovisual input

Her **cubs** gaze out at their bright new world for the very first time.

After months of confinement underground, she **toboggans** down the slope, perhaps to clean her fur, perhaps for sheer joy.

Peters, 2019

Research group Language, Education, & Society

KU LEUVEN

Learning MWU from audiovisual input

- Multiword units
  - Comprehension (Kremmel et al., 2017)
  - Writing (Granger & Bestgen, 2014)
  - Speaking and fluency (Boers et al., 2006; Kyle & Crossley, 2015; Saito, 2020; Wood, 2009)
  - Important feature of proficiency (Laufer & Waldman, 2011)
  - Challenging (Boers, 2020; Laufer & Waldman, 2011)
- Not enough time to teach all MWUs explicitly

"Internet television offers a good representation of formulaic sequences in everyday speech."

(Lin, 2014, p.170)

KU LEUVEN

Learning MWUs from audiovisual input

Pretest ➡ **Treatment** ➡ **Delayed posttest**

- *n*=42
- Form recall te
- (grammar activi
- Meaning reca
  - 56 target ite
    distractors

pass over into
private parts
pushing up daisies
sexual depravity
sheer coincidence
shift the blame
spark off
spend a penny
spread the word
steady pace
supernatural powers
take into account
take umbrage
tap into
tell off
turning point
unleash a torrent of
well versed in
white lie
win a right

FRY'S PLANET WORD

Uses and abuses.
Questionnaire

- Form recall test
- (grammar activities)
- Meaning recall test
  - 56 target items +
    9 distractors

Puimège & Peters (2020)

Learning MWUs from audiovisual input

	Pretest	Posttest
Form recall	21.67 (6.14)	31.07 (6.59)
Meaning recall	35.95 (6.48)	42.83 (5.72)

- **Gains of 9.40** in the form recall test (3 → 16)
- **Gains of 6.88** in the meaning recall test (0 → 18)
- Incremental nature of vocabulary learning:
  - Knowledge of meaning -> knowledge of form

Puimège & Peters (2020)

Research group Language, Education, & Society

KU LEUVEN

3. Learning vocabulary from audiovisual input with on-screen text

KU LEUVEN

KU LEUVEN
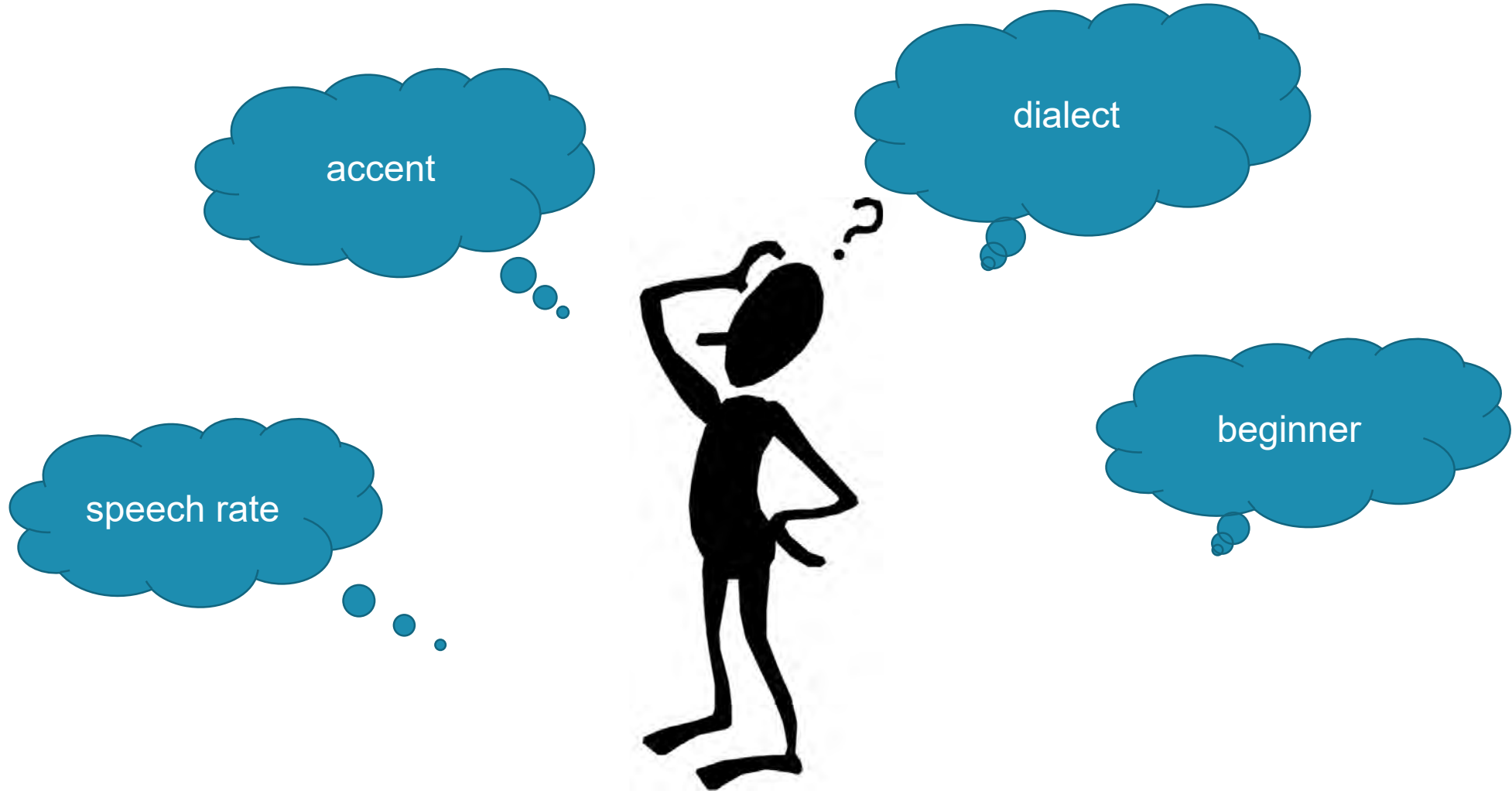
On-screen text

L1 subtitles & captions   **Textually enhanced captions**

On-screen text and single words

Captions n = 36	L1 subtitles n = 41	Control (no subtitles) n = 41
Week 1: VST Pretest (spoken & written)	**Week 1:** VST Pretest (spoken & written)	**Week 1:** VST Pretest (spoken & written)
Week 2: - 2 x **captioned** documentary - Short questionnaire - Posttest (spoken & written)	**Week 2:** - 2 x **subtitled** documentary - Short questionnaire - Posttest (spoken & written)	**Week 2:** - 2 x documentary - Short questionnaire - Posttest (spoken & written)

Peters, 2019

KU LEUVEN
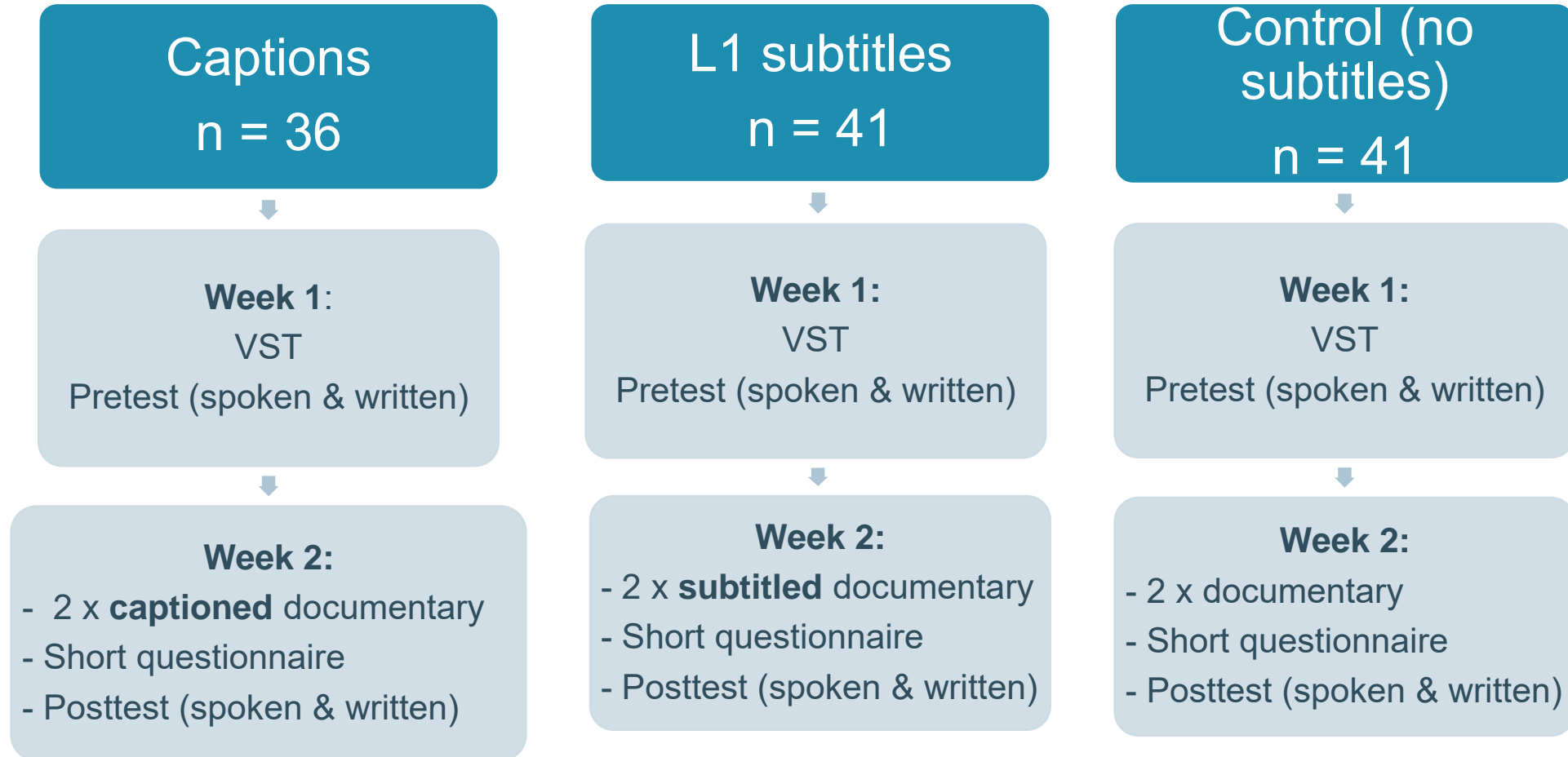
On-screen text and single words

Captions > L1 subtitles = no subtitles

Peters, 2019

KU LEUVEN

On-screen text and MWUs

- Single MWUs not frequent

- Not always salient

-> typographic enhancement

- Normal >< enhanced captions
  - Learning of MWUs (form)
  - Processing of MWUs

and <u>foul language</u> that the Turkana use?

Puimège, Montero Perez, & Peters (under review)

Research group Language, Education, & Society
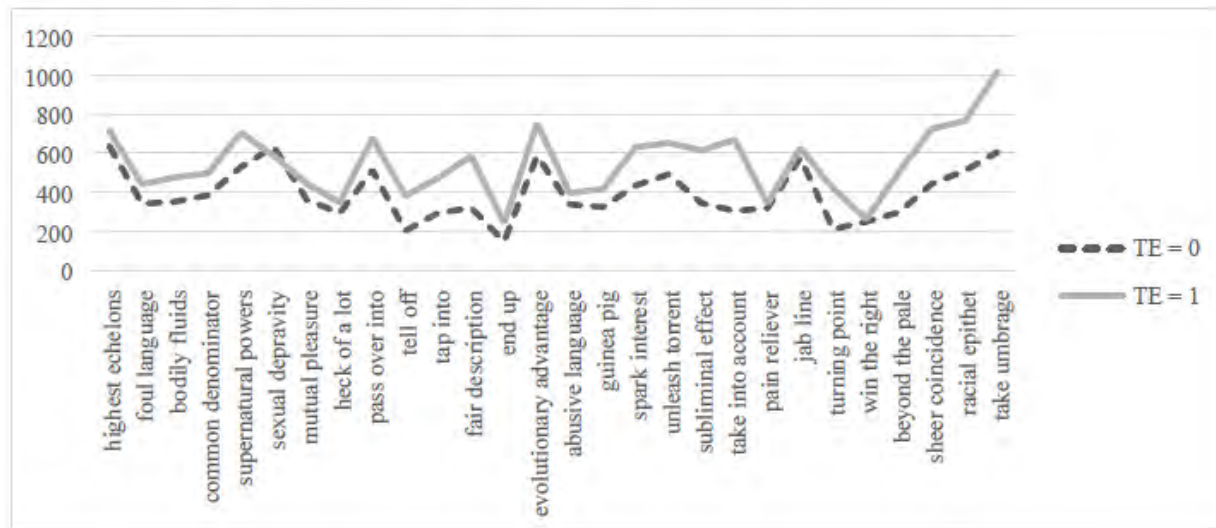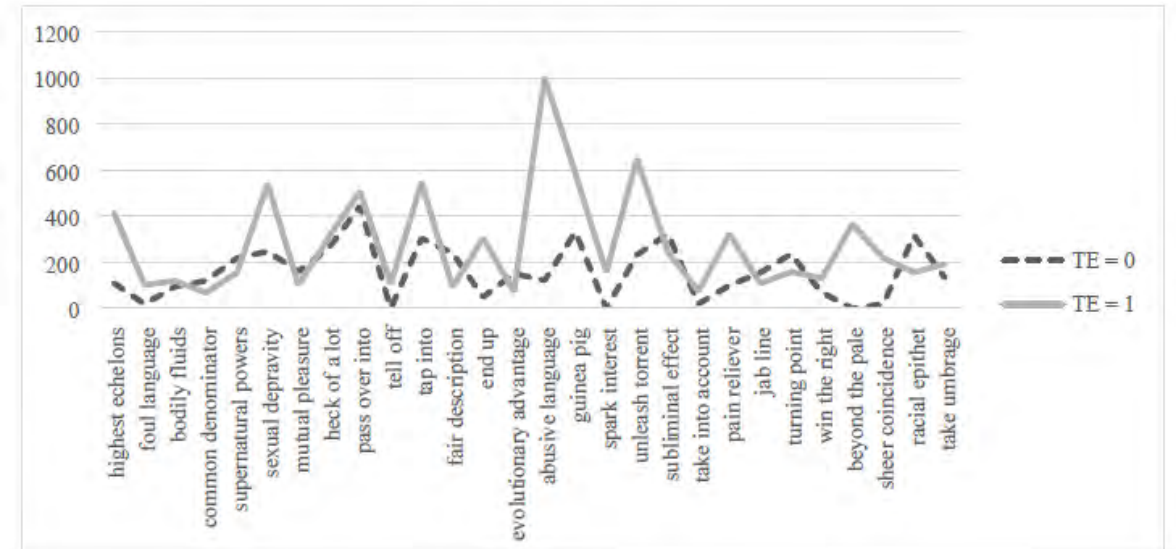
KU LEUVEN

KU LEUVEN

to wash your clothes with.

KU LEUVEN

On-screen text and MWUs

Average First Pass Reading Time per Item in Milliseconds

Average Rereading Time per Item in Milliseconds

KU LEUVEN

On-screen text and MWUs

	Pretest	Posttest	Absolute gains
Unenhanced MWUs (14)	4.58 (1.90)	6.42 (2.28)	1.85 (1.57)
<u>Enhanced MWUs</u> (14)	4.81 (2.26)	6.81 (2.73)	2 (1.33)
All MWUs (28)	9.39 (3.01)	13.23 (3.35)	3.85 (2.05)

KU LEUVEN

Conclusion

KU LEUVEN

KU LEUVEN

KU LEUVEN

Research group Language, Education, & Society

KU LEUVEN

LEXICAL PROFILE

Research group Language, Education, & Society

KU LEUVEN

MOTIVATING

Research group Language, Education, & Society

KU LEUVEN

THE CONVERSATION
Academic rigour, journalistic flair

COVID-19   Arts + Culture   Business + Economy   Cities   Education   Environment + Energy   Health + Medicine   Politics + Society   Science + Technology

Search analysis, research, academics...

Watching foreign-language TV during the coronavirus pandemic can help you learn a new language

June 28, 2020 7.00am BST

Streaming services are carrying more foreign-language content. While people are stuck at home because of the pandemic, why not use the time to improve their language skills? (Shutterstock)

Email
Twitter   28
Facebook   780
LinkedIn
Print

With university classrooms and language schools closed because of the pandemic, language students must find new ways to practise and improve. In recent years, an increasing number of applied linguists have been advocating regular TV viewing to learn English.

Research shows that students are motivated to learn language through watching foreign language television programs. In the world of professional sports, baseball players, ice-hockey players and football managers have also claimed that television was a key resource for their language development.

Surprisingly, television has played a relatively small role in the language learning classroom. Our research has shown that students learn new words and phrases through watching television, and the amount of learning may be similar to what is learned through reading.

Authors

Stuart Webb
Professor of Applied Linguistics, Western University

Elke Peters
Associate professor, Research group Language, Education, & Society, KU Leuven

Partners

THANK YOU

Research group Language, Education, & Society

KU LEUVEN

Selected references

- Durbahn, M., Rodgers, M., & Peters, E. (2020). The relationship between vocabulary and viewing comprehension. *System, 88*, 102166. https://doi.org/10.1016/j.system.2019.102166

- Lin, P. M. S. (2014). Investigating the validity of internet television as a resource for acquiring L2 formulaic sequences. *System, 42*(1), 164–176. https://doi.org/10.1016/j.system.2013.11.010

- Montero Perez, M., Van Den Noortgate, W., & Desmet, P. (2013). Captioned video for L2 listening and vocabulary learning: A meta-analysis. *System, 41*(3), 720–739. https://doi.org/10.1016/j.system.2013.07.013

- Peters, E. (2019). The effect of imagery and on-screen text on foreign language vocabulary learning from audio-visual input. *TESOL Quarterly, 53*(4), 1008–1032. https://doi.org/10.1002/tesq.531

- Peters, E., & Webb, S. (2018). Incidental vocabulary acquisition through viewing L2 television and factors that affect learning. *Studies in Second Language Acquisition, 40*(3), 551–577. https://doi.org/10.1017/S0272263117000407

- Puimège, E., & Peters, E. (2020). Learning formulaic sequences through viewing L2 television and factors that affect learning. *Studies in Second Language Acquisition, 42*(3), 525–549. https://doi.org/10.1017/S027226311900055X

- Rodgers, M. P. H. (2018). The images in television programs and the potential for learning unknown words The relationship between on-screen imagery and vocabulary. *ITL - International Journal of Applied Linguistics, 169*(1), 191–211. https://doi.org/https://doi.org/10.1075/itl.00012.rod

- Vanderplank, R. (2016). *Captioned media in foreign language learning and teaching*. London: Palgrave MacMillan. https://doi.org/10.1057/978-1-137-50045-8

Research group Language, Education, & Society

KU LEUVEN