



## Style sheet - ENG

**Symposium title: Original version television and language learning: latest research and future challenges**

**Coordinator 1: Ferran Gesa**, Department of Modern Languages and Literatures and English Studies, Universitat de Barcelona, Spain.

**Coordinator 2: Anastasia Pattemore**, Department of Modern Languages and Literatures and English Studies, Universitat de Barcelona, Spain.

**Symposium format (one choice - delete the others):**

- Multimodal symposium

**Symposium mode (one choice - delete the others):**

- Hybrid

**Sub-themes (multiple choices - delete the others):**

- ☐ LANGUAGE & TECHNOLOGY: media, tools, digital humanities, Natural Language Processing (NLP)
- ☐ LANGUAGE TEACHING AND LEARNING: teacher education, curricula and education, classrooms, instruction, task-based learning, EAP, study abroad, (virtual) exchanges, materials and methods
- ☐ LEARNER CHARACTERISTICS: autonomy, strategies, young, old, non-instructed, individual factors or differences, emotion

### Short abstract

Original version television (OVT) has been a topic under investigation for some decades. This is not surprising given that it is one of the most popular foreign / second language extramural activities nowadays. However, this area of second language acquisition is relatively unexplored and there are many questions that still deserve further research. This symposium on language learning from OVT aims to discuss recent findings on the topic and set the future agenda in the field. Presentations are welcomed about different topics linked to OVT including, but not limited to, what viewing conditions lead to more learning (e.g., effects of viewing time-distribution, television genres), with special attention to the effects of different subtitling techniques. We also welcome studies on the latest findings about to what extent various areas of language learning (e.g., grammar, literacy, pragmatics, vocabulary) are affected by OVT, and how they are affected. In addition, papers investigating internal (e.g., language aptitude, working memory) and external (e.g., amount and type of exposure) individual differences and their effects on language learning through OVT are specially encouraged. Moreover, contributions on learning foreign / second languages other than English are of particular interest too.



## Argument

Achieving a high command of a foreign language might be a daunting experience, especially if input is limited to formal teaching for a few hours per week. Under these circumstances, some learners may seek alternative input sources to meet their learning goals (Muñoz, 2008). One of these sources can certainly be original version television (OVT), considered to be one of the most popular extramural activities nowadays (De Wilde et al., 2020). Moreover, OVT, whether subtitled or not, is claimed to be a good ally of language learning (Webb, 2015) as it can contribute to developing different areas: vocabulary (Gesa & Miralpeix, 2022), pronunciation (Wisniewska & Mora, 2020), grammar (Pattemore & Muñoz, 2020), and formulaic language (Puimège & Peters, 2020), among others.

Given the limited available research on the field, and the many areas that still deserve further research, this symposium aims to discuss recent findings concerning the role of OVT in language learning. Presentations are welcomed about different topics linked to OVT including, but not limited to, what viewing conditions lead to more learning (e.g., effects of viewing time-distribution, television genres), with special attention to the effects of different subtitling techniques. We also welcome studies on the latest findings about to what extent various areas of language learning (e.g., grammar, literacy, pragmatics, vocabulary) are affected by OVT, and how they are affected. In addition, papers investigating internal (e.g., language aptitude, working memory) and external (e.g., amount and type of exposure) individual differences and their effects on language learning through OVT are specially encouraged. Moreover, contributions on learning foreign / second languages other than English are of particular interest too.

We believe this symposium will be an excellent opportunity not only to discuss the latest research on OVT, but also to address the many challenges and opportunities that this type of investigation has to offer, and to advance the future agenda.

## References

- De Wilde, V., Brysbaert, M., & Eyckmans, J. (2020). 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.
- Gesa, F., & Miralpeix, I. (2022). Effects of watching subtitled TV series on foreign language vocabulary learning: does learners' proficiency level matter? In C. Lütge (Ed.), *Foreign Language Learning in the Digital Age. Theory and Pedagogy for Developing Literacies* (pp. 159-173). Routledge.
- Muñoz, C. (2008). Symmetries and asymmetries of age effects in naturalistic and instructed L2 learning. *Applied Linguistics*, 29(4), 578-596.



Pattemore, A., & Muñoz, C. (2020). Learning L2 constructions from captioned audio-visual exposure: The effect of learner-related factors. *System*, 93.

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.

Webb, S. (2015). Extensive viewing: Language learning through watching television. In D. Nunan, & J. C. Richards (Eds.), *Language learning beyond the classroom* (pp. 159-168). Routledge.

Wisniewska, N., & Mora, J. C. (2020). Can captioned video benefit second language pronunciation? *Studies in Second Language Acquisition*, 42(3), 599-624.