



**Informal foreign language learning
through subscription video streaming**

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Framework – Language Learning in the Digital Wilds

- “informal language learning that takes place in digital spaces, communities, and networks that are independent of formal instructional contexts” (Sauro & Zourou, 2017, p. 186)
 - Self-directed
 - Involves a social or recreational activity
 - Language learning is a byproduct, not the goal of the activity

Literature Review – Qualitative

- Vazquez-Calvo (2020) found that an online community of gamers incidentally learned more about L2 English through L2-L1 translation and interaction amongst members
- Results from Alm (2015) show that L2 students feel Facebook is a less stressful environment for L2 learning, although it was viewed as not very useful for language learning purposes
- Harting (2021) conducted a similar study as Alm (2015) involving L2 Japanese and German students with results indicating that most participants viewed the social network as an appropriate tool to enhance L2 learning
- Wrigglesworth and Harvor (2017) found that L2 English students in S. Korea used their smartphones to participate in a variety of L2 activities (communicating, accessing information, listening/viewing/reading English material)

Literature Review – Quantitative

- Sundqvist (2019) examined the relationship between playing video games and L2 English vocabulary and found there was a positive correlation between time played and L2 vocabulary knowledge
- De Wilde and Eyckmans (2017) found that time spent gaming in English was a significant predictor of English proficiency
- Lee (2019) investigated the relationship between the quantity and diversity of Korean L2 English students' informal digital practices in English and multiple English outcomes and variables
 - Quantity of digital practices was positively correlated with L2 confidence and enjoyment
 - Diversity of digital practices was strongly associated with speaking and vocabulary test scores

Literature Review – Video Streaming

- Wang and Chen (2019) investigated Taiwanese university students' use of YouTube for informal L2 English learning
 - Top three reasons for watching L2 English YouTubers: learning resource, enhanced motivation, increased access to cultural knowledge
 - More flexible and interesting method of learning English
 - Watching English YouTubers was not an effective way to enhance English ability according to the participants

Research Questions

1. What are Japanese university students' practices of subscription video streaming services for informal foreign language learning?
2. What are Japanese university students' perceptions towards using subscription video streaming services for informal foreign language learning?

Methodology – Participants (N = 256)

Table 1. University and department of participants

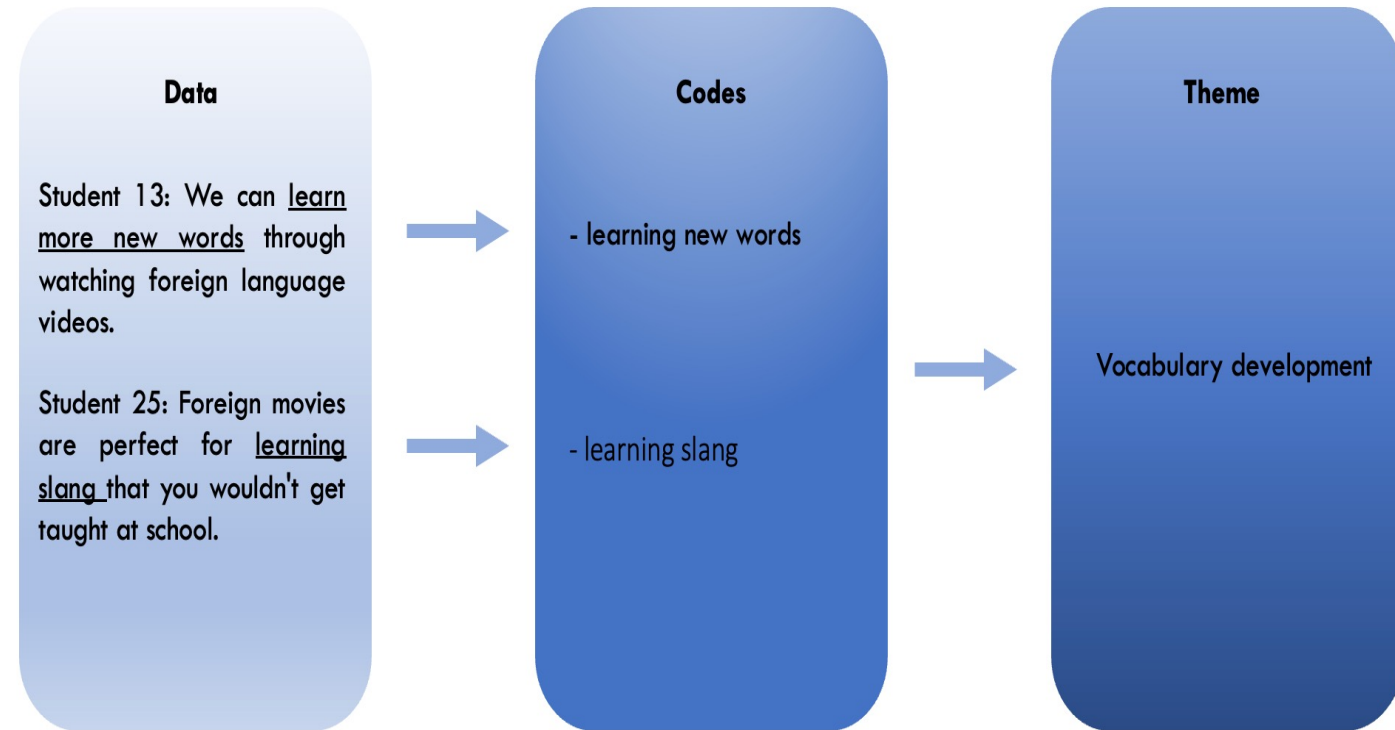
University & department	Number of participants surveyed (percentage)
University A: Foreign Studies Department	124 (48.4%)
University B: Economics and Gastronomy Management Departments	78 (30.5%)
University C: English Department	38 (14.8%)
University D: International Languages and Cultures Department	16 (6.3%)

Methodology – Research Instruments

1. Online survey: (1) demographic information; (2) general practices towards subscription video streaming services (SVSSs); (3) practices and opinions towards using SVSSs for FL learning
 - Multiple-choice, Likert (4-point scale), open-ended question
 - Likert-scale items: Cronbach's $\alpha=0.98$
2. Semi-structured interviews (n=12)

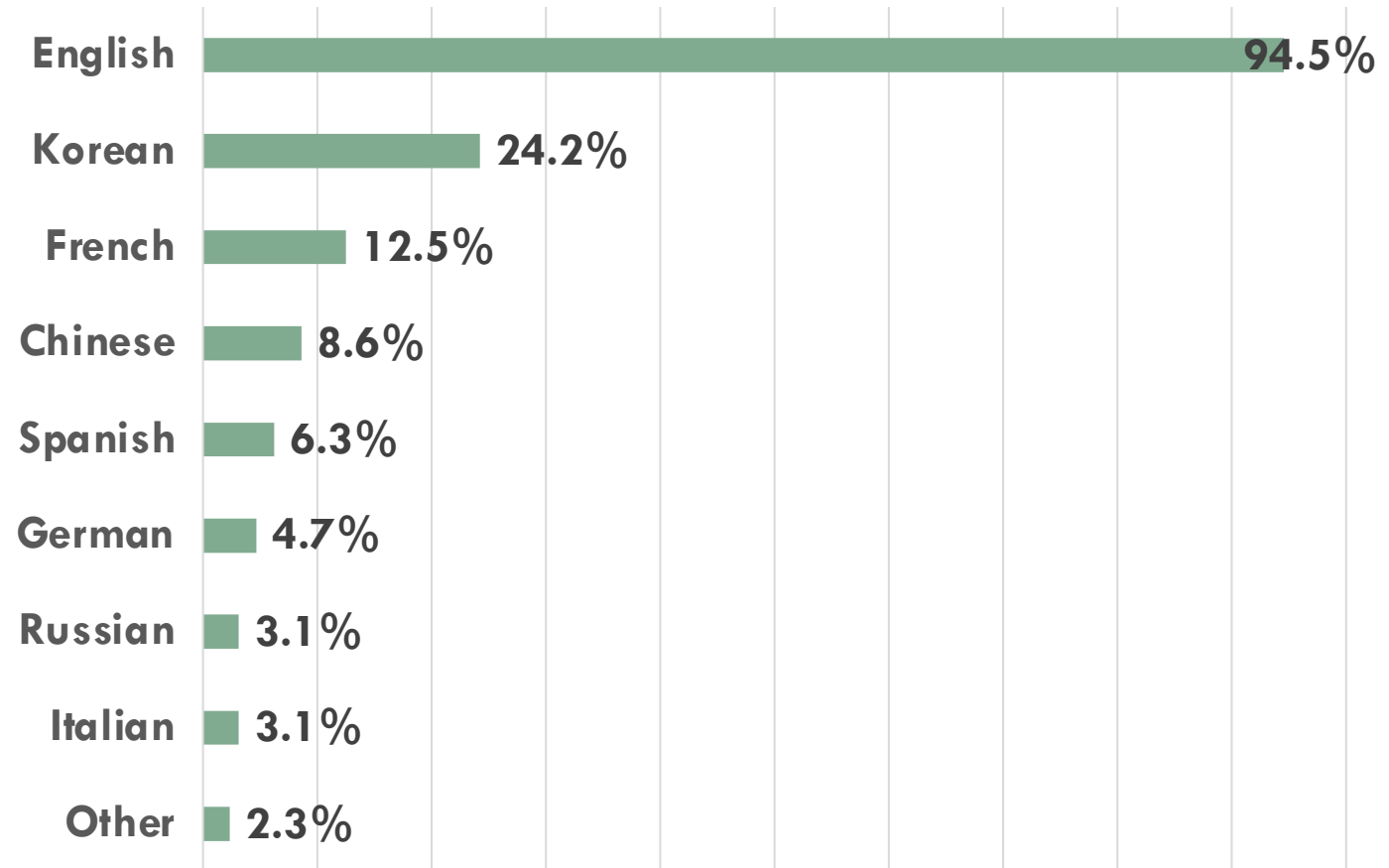
Methodology – Data Analysis

- Likert-scale items: Mean, standard deviation, % agreement value
- Qualitative Data: Analyzed using content analysis with Atlas.ti along with an independent coder

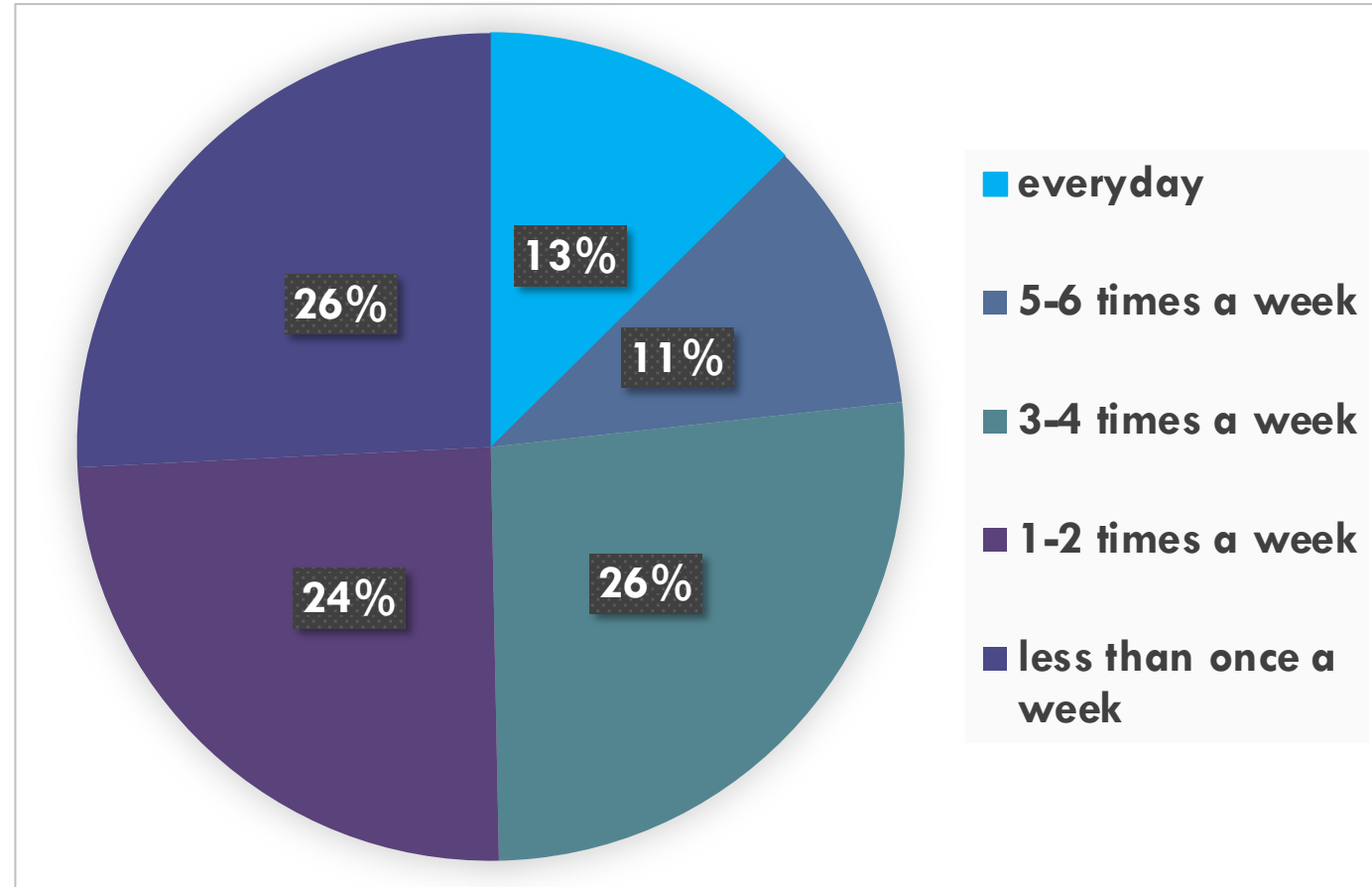
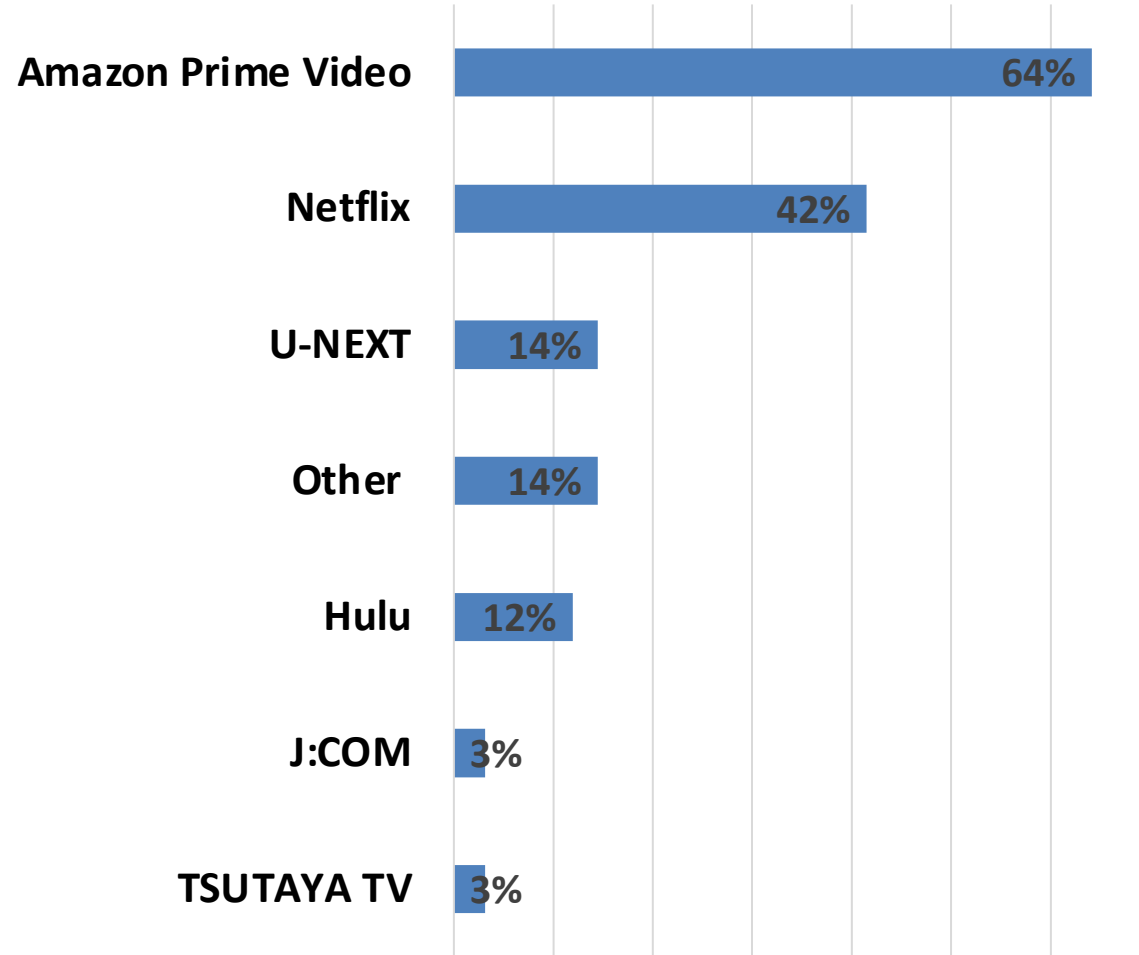


Results – RQ1: Streaming Practices

- Approximately 61% used SVSSs
- A majority (82%) viewed FL content
- 57% viewed in 1 FL, 31% viewed in 2 FLs, 11% viewed in 3+ FLs



Results – RQ1: Streaming Practices



Results – RQ2: Opinions (Likert Data)

Statement	Agree	Strongly agree	M	SD
I can improve my foreign language listening skills through SVSSs.	58.59%	26.56%	3.02	0.84
I can improve my foreign language reading skills through SVSSs.	50.78%	8.59%	2.58	0.79
I can learn new words in a foreign language through SVSSs.	58.59%	24.22%	2.99	0.81
I can improve my foreign language ability through SVSSs.	67.19%	16.41%	2.92	0.75
I can learn about foreign cultures through SVSSs.	56.25%	26.56%	3.02	0.81
Using SVSSs makes learning a foreign language more interesting.	57.03%	31.25%	3.13	0.78
Using SVSSs makes learning a foreign language easier.	60.94%	16.41%	2.88	0.75
Using SVSSs motivates me to study a foreign language.	62.50%	25.00%	3.08	0.72

Results – RQ2: Opinions (Written Data)

Theme	Number of survey participants who commented (percentage)	Example quotations
Vocabulary development	19 (14.8%)	Foreign movies are perfect for learning slang that you wouldn't get taught at school.
Listening development	16 (12.5%)	My listening skill became really good level for TOEIC.
Enjoyment	13 (10.1%)	It's hard to get tired of it because I can enjoy watching.
Foreign cultures	7 (5.4%)	I think I can learn about interesting foreign cultures with streaming services.
Cost	6 (4.6%)	I think the disadvantage of using subscription video streaming services is it costs money. If I use YouTube, it doesn't cost anything.
Motivation	4 (3.1%)	The advantage of using these services is watching video sites will motivate you to learn a foreign language.
Improper vocabulary	4 (3.1%)	Disadvantage is possibly to get bad slang words.
Time	4 (3.1%)	Disadvantage is that it takes a lot of time.

Results – RQ2: Opinions (Interview Data)

Theme 1: Authenticity

- S1: *I think I can learn daily English, not like a university class English. Not formal English. So it's interesting for me.*
- S2: *We can get a real phrase in movies. In textbook, it's not casual. It's writing phrase in textbook. But in movies we can get casual phrase in our lives so we can get useful phrase when I go overseas. So it is good point for watching movies or using these services.*
- S9: *In video streaming, actors say more naturally and they use not official words. Our teachers they use official words and easy listening and easy understanding. It's not just real talking or speaking I think. However, in videos they talk naturally, so it is good point for us to learn their lifestyles and their talking styles.*

Results – RQ2: Opinions (Interview Data)

Theme 2: Recreation

- S2: *I love watching movies in theatre but in high school I didn't have many money so I couldn't go to theatre often. I have lot of movies I want to see. When I found Amazon Prime, there is a lot of movies. So I chose.*
- S4: *When I was a high school student I didn't like English but I'm interested in foreign movies. I often watch many many foreign movies, so I like English. It changed.*
- S6: *People who watch the movie have an interest in the movie. So it's not like study. It's very nice to not think about grammar.*

Results – RQ2: Opinions (Interview Data)

Theme 3: Convenience

- S3: *I think it is good point because it is easy to see, for example, like on the train and bus.*
- S8: *When I want to watch the foreign movie, I can watch faster than buying DVD.*
- S12: *Using streaming video I can use anywhere when I have smartphone. If I don't stream video I can watch only at home, but I can watch anywhere is good point.*

Results – RQ2: Opinions (Interview Data)

Theme 4: Comprehension Difficulties

- S7: *I think foreign movie we can listen to native English in foreign movie but so fast. Fast speed. I don't understand this English.*
- S10: *Speaking is very fast. So I learn Russian for two years but it is hard to listen clearly.*
- S12: *I try to concentrate on English but medical drama use difficult words, so I can't understand the word. Life drama is easy for me, listening and understanding story.*

Summary

RQ1: What are Japanese university students' practices of subscription video streaming services for informal foreign language learning?

- Among those who use SVSSs, a majority (82%) watch content in a FL
- English was the most common FL (94%), followed by Korean (24%) and French (12%)
- 42% viewed content in 2+ FLs
- Nearly half (49%) use SVSSs at least 3-4 times a week

Watching FL content through subscription video streaming services is commonplace among Japanese university students

- First study to examine this topic

Summary

RQ2: What are Japanese university students' perceptions towards using subscription video streaming services for informal foreign language learning?

- 7/8 Likert-scale items had M values close or equal to agree (3); total % agreement value $\geq 58\%$ for all items
- Vocabulary/listening development and enjoyment were the top themes from written data
- Interview data indicated that SVSSs afforded authenticity and convenience

Japanese university students have mostly positive opinions towards SVSS for informal foreign language learning

- Results support previous research on language learning in the digital wilds (Alm, 2015; Lee, 2019; Vazquez-Calvo, 2020)

Implications

- Teachers should incorporate the social practice of subscription video streaming into their teaching practices
 - E.g., extensive viewing (Rodgers & Webb, 2019), TV show/movie reviews
- Informal learning + Formal learning = *Intraformal learning* (Alm, 2021)
 - Validates students' informal social practices
- Incorporating video streaming makes language learning MORE FUN!!
 - Better alignment between students' interests/practices and the L2 classroom

Limitations & Future Research

Limitations

- Only involved Japanese university students
- Individual skill areas such as L2 listening or vocabulary learning were not comprehensively addressed
- Did not specifically examine how video streaming could be used to make language improvements

Directions for Future Research

- Examine views towards video streaming for informal L2 learning from the perspective of L2 learners from different cultures and educational levels
- Conduct correlational studies similar to Lee (2019) and Sundqvist (2019)
- Utilize a video streaming-based intervention

Thank you for listening!

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