Instituto de Literatura y Ciencias del Lenguaje

Facultad de Filosofía y Educación



Enhancing listening comprehension through video captions

An elective course for tenth graders

TRABAJO DE TITULACIÓN

Para optar al título de profesor de Inglés y al grado de licenciado en educación

Estudiante: Daniela Ramírez Orellana

Profesora Guía: Mónica S. Cárdenas-Claros

Primer Semestre 2014

Abstract

Abstract: 2012 SIMCE results showed that public and semi-private schools do not meet national standards of proficiency in listening skills. Hence, there is a clear need to find new tools to help learners to enhance listening comprehension in the classroom. For instance, through the use of computer-based listening.

Accordingly, this study seeks to build students' listening skills with the support of video captions. Video captions will be provided and retrieved over the period of the course to encourage students to develop listening skills and learn new vocabulary.

Keywords: Listening comprehension, video captions, computer-based listening.



Table of Contents

Introduction	3
Theoretical Framework	5
1. L2 listening comprehension	5
1.1 Bottom-up and top down listening processing	6
1.2 Interactive and one-way listening	7
2. Computer-based listening and help options	7
3. Video captions: advantages and disadvantages	8
4. Skill-based syllabus	9
Pedagogical Proposal	11
Course syllabus	11
Syllabus Design:	11
Course description:	11
Course structure:	11
General objective	13
Assesment	14
Rubric	14
SAMPLE LESSONS	15
References	41
Appendix A	44
Appendix B	47
Appendix C	54

Introduction

Advancements in technology have helped to make listening comprehension more accessible for EFL (English as a Foreign Language) learners, particularly with the advent of computer-based listening. Computer-based listening provides tools that allow EFL students to control the speed of speech and ask for online help during exercises. For instance, a learner who struggles in understanding authentic video materials has the advantage of listening to it again using replay buttons, feedback, glossaries, and online dictionaries to look up unknown words or have access to visual support through captions.

Captions are defined by Leveridge and Young (2012) as "redundant text that matches the spoken audio signals in the same language as the audio" (p.1). When videos are enhanced with captions they enable listeners to see what they are hearing, in particular if the speech is beyond their current proficiency level. Well-known advantages of using video captions are the improvement of listening comprehension (Guichon and McLornan 2008; Winke Glass & Sydorenko, 2010), and vocabulary learning (Sydorenko, 2010) since learners are able to relate what they hear with what they see.

Results of the effectiveness of video captions are still controversial (Montero, Van Den Noortgate, & Desmet, 2014). This is mainly because researches have examined different proficiency levels (Leveridge and Young, 2013; Sydorenko, 2010), and have focused their analysis on comprehension tests (Guichon and McLornan, 2008), leaving aside the process. Also, because authors fear students over reliance on captions and then being unable to cope with listening tasks in captions-free environments (Leveridge and Young, 2013).

In the Chilean context, although the use of new technologies has been strongly encouraged for English learning, in public and semi-private schools, the Ministry of Education continues to supply traditional listening tools to teachers primarily in only-audio format (Astudillo, 2013). This only-audio approach fails to expose learners to real-world scenarios and situations. This lack of exposure leaves students with (1) a very narrow understanding of the target language (2) unprepared to communicate outside of the classroom. It is also one of the reasons students give for disillusionment with school (Greg Kearsely, 2000) (as cited in Rost, 2002).

Moreover, the use of audio-only materials in the classroom does not align with the 2013 Bases Curriculares proposal which one of the main objectives is to expose students from 7th to 10th grade to materials that provide realistic contexts through the use of new technologies.

Importantly, the results of the listening component of the SIMCE 2012 test shows that the students reached an average of 49 out of 100 points on this section. Moreover, only the 18% of the students reached levels A2 or B1, according to MINEDUC. The European Framework defines Level A2 s an elementary level and B1 as an intermediate level.

Accordingly, it is clear that there is a need to encourage listening comprehension and train students through new methods that align better to the English program from the MINEDUC.

To fill this gap, this graduation project seeks to train 10th graders from intermediate level of proficiency on how to use video captions as scaffolds and progressively retrieve them for listening comprehension. This scaffolding will be designed to support students more at the start of the learning process, when they need it, and gradually decrease as they gain more familiarity with the language, so that it does not become a crutch on which they rely too heavily, but one that enables them to perform activities as they gain language proficiency.

This graduation project is organized in two parts: The theoretical framework and the pedagogical proposal. The first part analyzes the evolution of listening comprehension and the use of technology as a helpful option to facilitate listeners' comprehension of the spoken language. The second part shows the practical implementation of such a process via models of instruction and presentation of a series of lessons.

Theoretical Framework

This theoretical framework is divided into 4 parts. The first part reviews the evolution of listening comprehension, the use of top-down and bottom-up processes, as well as models of listening comprehension. The second part explores the use of computer-based listening and help options. Then, the review examines the advantages and disadvantages of using video captions. The last part refers to the skill-based syllabus.

1. L2 listening comprehension

As behaviorist perspectives in language teaching evolved to cognitive and constructivist perspectives, L2 listening has also adhered to this change (Chamot, & Walker, 1987; Plass, Chun, Mayer, & Leutner, 1998) (as cited in Jones & Plass, 2002). Specifically, listening comprehension is now considered to be an active rather than a passive skill (Lynch, 2009).

Prior to the perception of listening as an active skill, listening was often neglected or poorly taught. It was believed that learners should acquire a language through imitation and practice. Therefore, this traditional approach to listening was only focused on the product (Osada, 2004) and activities were limited to passive drill-and practice strategies (Jones & Plass, 2002). An example of this approach is the Audio-lingual method, which promotes oral-aural drills and "trains learners through intensive, structured and graded input to change their hearing habits" (Rost, 2002 p.116).

This behaviorist approach eventually evolved to encourage learners to work with authentic input to construct the target-language system. In this regard, Hymes (1972) (as cited in Rost, 2002) established the idea of communicative competence that emphasizes the understanding of how language is used. Only in the 1970's with the arrival of communicative approaches did listening begin to be taught properly (Field, 2009) and it expanded its status (Osada, 2004). Accordingly, the concept of listening comprehension evolved to an interactive process for instance Hoven (1999) (as cited in Jones & Plass, 2002) argued that the process should also incorporate the interaction with the characteristics of the text, the interlocutor, the task and the process (Jones & Plass, 2002). More recent definitions describe listening as an active and complex receptive skill which consists of psychological and cognitive processes that combines linguistic and non-linguistic knowledge (Vandergrift, 2010). In this sense, listening is sensitive

to internal and external factors such as the presentation of aural materials and students' cognitive skills, both of which may influence students' abilities to understand the aural input (Jones, 2009).

Accordingly, listeners need to interpret the aural message, apply strategies, and interact with the aural text to understand what they hear, and answer to what is said.

In this project listening comprehension is seen as an active and complex receptive skill that can be improved when listeners have access to supportive tools such as captions.

1.1 Bottom-up and top down listening processing

In listening comprehension two cognitive processes are involved: Bottom-up and top down. Bottom up processing occurs when learners process information from the phoneme level to discourse level features (Vandergrift, 2007). After this, a higher step is reached in which more complex units of meaning are combined, shifting from phrases to sentences, and finally to a text. This processing of information starts from the decoding of phonemes at a phoneme-level to a discourse-level.

In top down processing listeners rely on background and context (Vandergrift, 2007). Hence, if exposed to aural input learners will use their previous knowledge such as "topic, genre, culture and other schema knowledge stored in long-term memory" (Vandergrift, 2007) (p.193).

Rost (2002) argues that both processes are strongly connected since we need to decode what we are hearing and use context to assign meaning to an utterance. Nonetheless, the extent to which each process is used depends on the listener's language proficiency, and the objective and setting of the events (Vandergrift, 2007). In this work, both approaches will be integrated since the use of video captions supports both processes simultaneously. Especially when working with intermediate level learners who often have difficulty with sentence structure and deducing meaning solely from context (Leveridge & Yang, 2013).

1.2 Interactive and one-way listening

Researchers have proposed two different models of listening: (1) Interactive listening and (2) one-way listening. (1) Interactive listening involves collaborative conversation among learners and native or non-native speakers (Roost, 2002). In this model, interlocutors share the same context and communicative goal, they can clarify meaning and ask their interlocutor to slow down or repeat what was said (Vandergrift & Goh, 2012). (2) One way listening is merely transactional, which means that there is no intervention from the speakers to clarify what is being said. In both types of listening, listeners use bottom-up and top-down processes (Vandergrift & Goh, 2012).

This project is based on one-way comprehension since listeners interact with the aural stimuli as listeners, but not as interlocutors.

2. Computer-based listening and help options

Lynch (2009) notes that new technology has gradually complemented the resources listeners rely on in listening comprehension environments. For instance, the audio complements the text by adding the speakers' voices. Then, with the inclusion of video listeners are provided with extra linguistic features such as body language and facial expressions for additional context. The computer offers listeners control over the speed of speech, so students can learn at their own pace and different help options such as subtitled and captioned materials. This field is studied in CALL (computer assisted language learning), particularly in computer-based L2 listening.

In computer-based L2 listening studies, researchers have investigated how to make appropriate use of authentic materials by providing help options (Grgurović & Hegelheimer, 2007). Help options in CALL are defined as "embedded application resources that assist learners in performing computing operations and/or support language learning" (Cardenas-Claros & Gruba, 2009) (p.69)

Some examples of help options in CALL are visible words, visual annotations, cultural notes, monolingual and bilingual dictionaries, still images, grammar explanations, subtitles, transcripts, video/audio control features and closed captioning (Cardenas-Claros & Gruba, 2009).

3. Video captions: advantages and disadvantages.

Captions are defined as text that is in the same language as the audio (Leveridge & Yang, 2013). The first extensive study in video captions was conducted by Price in 1983; his findings showed that captioning enhanced listening comprehension without taking into consideration background, social and linguistic variables. Since Price's pioneering work, the video caption approach has attracted both supporters and detractors, and as such remains rather controversial.

Regarding the disadvantages of video captions, one major complaint is the idea that the use of images, text and aural stimuli interferes with listening comprehension, which is called the redundancy principle (Sweller, 2005) (as cited in Sydorenko, 2010). As students attempt to pay attention to three modalities, they experience cognitive overload (Winke, Gass & Sydorenko, 2010). This means that they are easily distracted and comprehension is hindered. Another often mentioned disadvantage is the students' eventual over-reliance on captions. Leveridge and Young (2013) found that learners rely on captions at different levels. Learners with lower levels of proficiency can benefit greatly; especially intermediate students, while advance learners can be distracted by this tool (Leveridge and Young, 2013).

On the other hand, a key advantage of using video captions is the improvement of listening comprehension. Different studies such as the ones by McLornan (2008) and Winke et al. (2012) agree with Price's work, and they support the use of captions enhance listening comprehension (as cited in Montero, Perez & Desmet, 2014). These studies use both a control group (video only) and a group with captioned videos. Listeners with access to captioned material obtained higher scores in comprehension tests.

More recent studies on EFL learners such as the one by Başaran & Köse (2013) and Ghasemboland and Nafissi (2011) have also suggested that English learners improved listening comprehension through these means. Another advantage of video captions is that they help to improve vocabulary. Sydorenko (2010) found that after watching the videos new meanings of words were learned, this is because learners are able to relate what they hear with what they see and certain lexical items can be isolated for more attention (Winke et al.,2010). The bimodal input, listening and reading, supports the acquisition of new vocabulary since learners can connect the new words to their spoken and written representations (Hayati & Mohmedi, 2011).

Currently there have been no published studies in Chile on the effectiveness of video captions. Nonetheless, a study carried out by Farías, Oblinovic, Orrego and Gregersen (2014) concluded that students who were exposed to multimedia materials (text, images and audio) were not affected by the redundancy principle; on the contrary, they had improved retention of vocabulary items.

Additionally, the use of video texts increases students' motivation (Başaran & Köse (2013) and reduces anxiety as students are given immediate confirmation of what they hear. It also allows listeners to recognize extra linguistic features, such as stress patterns, gestures, and facial expressions that further convey the original message, simplifying and contextualizing the input even more. Both of these elements of video captions support the comprehensible input theory established by Krashen (1985) who states that only when students receive a sufficient amount of comprehensible input, will they be able to acquire a second language.

The objective of exposing students to comprehensible input is also included in Bases Curriculares, which makes video captions an excellent pedagogical tool to help students comprehend the spoken language.

4. Skill-based syllabus

Due to the complexity of the activities, and the expected outcome to be achieved by the students; this workshop is focused on a skill-based syllabus. Rahimpour (2010) refers to the skill-based syllabus as one that focuses the content of the language teaching as "a collection of specific abilities that may play a role in using the language" (p. 1662).

Classrooms based on skill-based syllabus focused on teaching a specific skill, which can be one or more of the four traditional language skills (i.e., speaking, reading, writing and listening). In this syllabus, traditional language skills which may be considered as macro skills are sub-divided into micro skills or sub-skills (Jordan, 1997).

Enhancing listening comprehension skills is the organizing principle for the syllabus of this workshop; therefore, students must develop different micro skills to understand the aural input. In this regard, students are exposed to authentic videos supported by captions; however, the use of captions is gradually reduced through the units. This reduction helps learners to develop different micro skills. For instance, to identify specific and general information, to predict information, to distinguish between literal and implied meanings, to identify the

context, to integrate previous vocabulary, to organize information, to process speech at different rates, to detect keyword and to summarize information.

The syllabus of the elective course for this project is based on a skill-based approach since it is focused on one of the specific language skill, which is listening comprehension.

Pedagogical Proposal

Course syllabus

Name of the course: Practicing listening comprehension with the help of video captions.

Type: Elective course

Target: 10th grade students

Duration: 20 sessions, 90 minute per session (30 hours)

Teacher: Daniela Ramírez Orellana Email address: dnlrmrz7@gmail.com

Syllabus Design:

This elective workshop is based on a skill-based syllabus since students have to develop specific micro skills to comprehend the target language.

The syllabus of the course is informed by a need analysis conducted on 10th grade students in a subsidized school. The results of the needs analysis showed three main aspects:

1. Students need to be trained to listen to authentic materials

2. Students need support to comprehend the target language

3. Students main interests are related to music, cartoons, movies and TV series.

Course description:

This is a 30 hour elective workshop designed for 10th grade students with a pre-intermediate or intermediate level of English. This workshop exposes students to authentic videos related to teenager's topics. The students' learning is aided by the support of captions, whose use is gradually reduced through the units. In this sense, students are able to develop habits and skills that will help them build vocabulary to eventually comprehend videos without any support.

Course structure:

Based on the needs analysis, the topics for the course are those that are the most interesting to teenagers, such as music, cartoons, TV series and movies. Different topics related to teenagers are tackled throughout the units that are divided into 4:

11

Unit 1 concentrates on messages for teenagers in music. Different songs with messages of love, charisma, rebellion are provided in five lessons. Comprehension is supported with full captions to help learners to understand the songs' messages and build their vocabulary.

Unit 2 presents Teenage family relationships in cartoons. Students are supported with partial captions at the level of the sentence to work with activities to mainly identify context and general ideas.

Unit 3 talks about stereotypes in teenage movies. Comprehension is supported with keywords to simplify the task. Students' are asked on recognizing specific information and integrating previous knowledge. In this unit students have to record their own video caption.

Unit 4 describes problems and issues common to teenagers in TV series such as bullying, maladjustment, alcohol, drugs abuse, and pregnancy. At this point students view videos with no captions, and must rely on the skills they developed to understand the material and complete the activities.

General objective

At the end of this workshop students will be able to comprehend authentic video materials on teenager topics in entertainment without any support.

Units	Objectives Students will be able to
Unit 1 Music in my teens!	 Recognize speaker use of language(formal, informal) with the support of full captions Predict the speaker's message and meaning with the support of full captions
Unit 2 Family life in cartoons.	 Identify the context with the support of full captions Recognize the main ideas with the support of partial captions Rank order the main events with the support of partial captions
Unit 3 Teen stereotypes in movies	 Recognize specific information with the support of key word captions Compare literal and implied meaning of message with the support of keyword captions Integrate previous knowledge to construct meaning with the support of keyword captions
Unit 4 Teen issues in TV. Series	Summarize the main ideas and supporting details without any support

Assesment

Final grades will be based on the following percentages:

Group work points 10%:	Three activities in groups of four will be scored. Each of the activities has a maximum of 5 points. For a total possible 15 points for all three. With 10 points students get a 7.
Quizzes 60%:	Students will have to take 3 listening comprehension quizzes in unit 4. The three quizzes will be graded and averaged to get a final grade.

Reaction video 30%: The students will have to prepare a reaction video using partial

captions. They are expected to show the video in front of the class and ask their classmates two specific questions related to

the video. Check the rubric.

Rubric

Criteria	Excellent	Very good	Satisfactory	Needs improvement
	Content is clearly presented	Content is mostly well presented	Content is poorly presented	Content is not understandable
Content	Ideas are supported throughout the video	Ideas are mostly supported throughout the video	Ideas are somewhat supported throughout the video	Ideas are not supported throughout the video
Use of the captions	Captions correctly match the audio	Captions mostly match the audio	Captions somewhat match the audio	Captions do not match the audio
Means of	The quality of the audio is impeccable	The quality of the audio is reasonably clear.	The quality of the audio is pretty low and it cannot be completely	The quality of the audio is too low to be understood
delivery	Visual support is strongly related to the audio	Visual support is mostly related to the audio	understood Visual support is poorly related to the audio	Visual support is not related to the audio
Team work	Tasks have been perfectly distributed within the group	Tasks have been reasonably well distributed within the group	Tasks have been Poorly distributed within the group (1 person did not any work)	Tasks have not been equally distributed. (Only 2 people did all the work)

SAMPLE LESSONS

The following sample lessons correspond to unit 1, 2, 3 and 4. In the first three units, students work with videos supported with captions. The use of captions are gradually reduced through the units until unit 4, where students are expected to understand the videos without any support. At the end of each of the lessons in unit 4 students have to take listening comprehension quizzes.

❖ The teacher will control the speed of the videos as needed.

MUSIC IN MY TEENS!

Unit 1

Lesson 1: Music knows how it feels to be a teenager!

Objectives: To identify the speaker use of the language with the support of full captions

To identify a song's message with the support of full captions

Pre-listening

1

Read the article and discuss with a partner the questions under the text:

Taken and adapted from http://www.livestrong.com/article/515082-how-does-music-affect-teenagers-emotions/



How does music affect teenagers' emotions?

For teenagers, music frequently provides a means of identifying or labeling certain emotions. In music with lyrics, teenagers may identify with expressed emotions of happiness and sadness, or with sociological or political themes. For teenagers struggling with issues surrounding adolescence, loneliness or depression, identifying these emotions in music can be extremely helpful. When teenagers use music as a mood-modifier it can be used to reinforce or perpetuate negative emotions as well as positive emotions.



- 1. Does the text reflect your relationship with music? Why?
- 2. Have you ever listened to a special song to overcome a difficult situation?
- ❖ 3. Do you think that positive or negative messages in songs can influence teenagers' emotions? Why?



Context: Firework is a song by Katy Perry, an American singer, songwriter and actress.

You just gotta ignite the light and let it shine

Look at the captions of the video. Put an X or a V if they represent a positive or a negative message.

Example:

8 your heart will blow



1 feel so paper min

² feel already buried deep

3 ignite, the light, and let it shine

4 there's a spark in you

5 Come on, let your colors burst

feel like a waste of space

7 feel like a plastic bag

8 After a hurricane comes a rainbow

9 all the doors are closed

While-listening

Experts' song zone!



3

INSTRUCTIONS:

Work in a group of four and choose one of the following roles to complete the table below:



The message expert: Identify the singer's message.

The captioner: Select the captions.

The vocabulary detector: Write down new words or expressions.

The language register: Detect if the speaker's use of the language is formal or informal.

While the teacher plays the video with captions, you have to complete the chart according to the role given.

SONG'S MESSAGE Write the message of the song	IS THE MESSAGE POSITIVE OR NEGATIVE? Write 3 captions to support your answer.	NEW WORDS Write the new words.	USE OF THE LANGUAGE Is the use of the language formal or informal?
	You can check the captions in exercise 2.		informal? Write 3 examples to support your answer:



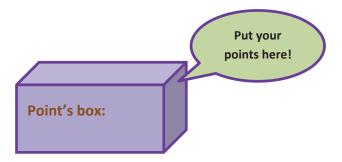
3.1 As a group watch the video with captions to check your answers.



- > Discuss your answers.
- > Organize your ideas.
- > Use a dictionary to find the meaning of the new words.
- 3.2 Discuss your answers with the rest of the groups and teacher.
 - > Choose one member of your group to present your answers
 - > Include at least two of the new words in the discussion



You will be given points for participation!





Stop teacher!





INSTRUCTIONS: The teacher will play the video with captions again. Each of the groups will have a stop bottom.

Push the stop bottom each time you listen to the phrases or words that best fits with the description in the cards.

The teacher will stop the video each time you press the bottom. Complete the cards if you get the correct answer.

Take opportunity of an advantage

Feeling weak

Feeling lost

Express yourself

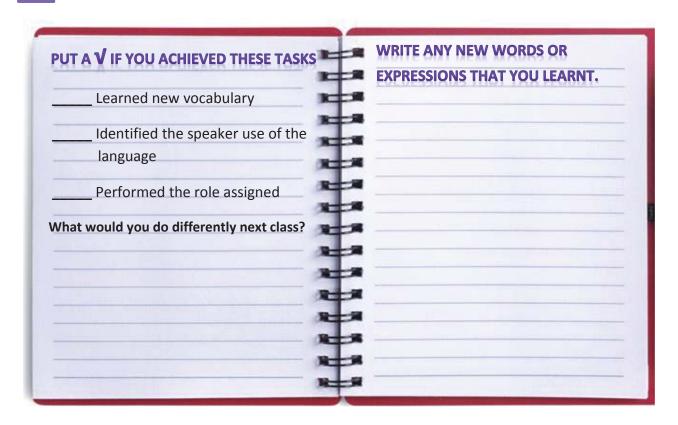
Post-listening

5

Remember words or expressions that indicate the speaker's register. Write them down.

FORMAL	INFORMAL

- Watch the video without audio. Try to remember the melody and sing with your classmates.
- 7 Reflect



Family life in Cartoons

Unit 2

Lesson 2: We are all different

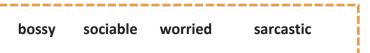
Objectives: To identify the context with the support of partial captions

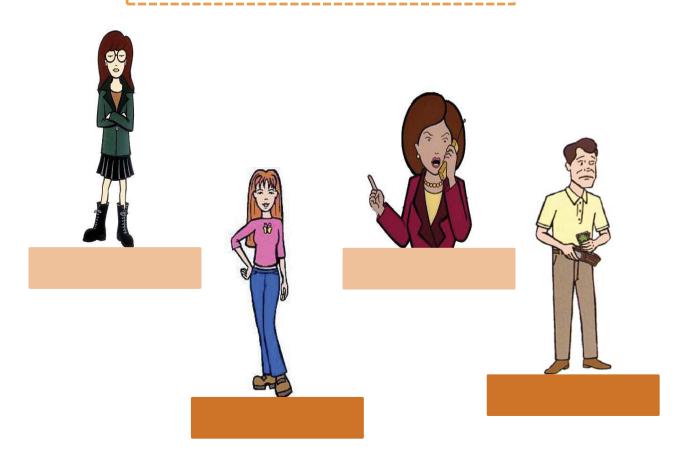
PRE-LISTENING

Let's guess!

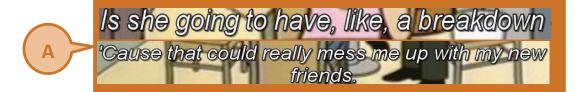
Choose the adjective that best describes each character of this family.

Work with a partner!





2 Look at the captions and guess what the characters are saying.



- is this the sort of thing my assistant can conferences will this require any parent-teacher handle?
- I don't have low self-esteem. I have low esteem for everyone else.
- the first day at a new school is bound to be difficult.











Daria is an American animated television series from MTV.

2.1 Watch the video with partial captions and check your guesses.



WHILE-LISTENING

Everyone has a role!



INSTRUCTIONS: The teacher will play the video again. You will be divided into groups of four. Each of you will choose a role and complete a role card while you listen to the video without captions.

ROLES:

Organizer: Put the events in the correct order.

Idea catcher: Identify the main ideas to select the best option on the card.

Context detector: Identify the context according to the caption.

Monitor: Take notes in your notebook while you listen. After listening lead a discussion to

check the answers of the group.

You will be given points for each correct answer.

Put the events in the correct order. Daria explains that she doesn't have a low self-esteem. The father talks about being in a new place. Daria's sister worries about being rejected by her new friends. Daria's mother talks about Daria's self-esteem. Daria's sister is accepted by some students.

Match the caption with the context.

Context



Hi! You're cool. What's your name?

It seems she has low self-esteem.

- a. The whole family is having dinner. Daria's mother is informed that her daughter has a problem.
 - b. Daria, her father and sister are in the car. Her father is giving them some pieces of advice.
 - c. Daria's father parks in front of the school. Her sister is welcomed by some students.

Select the best option.

Idea catcher

- 1. What is Daria's father trying to say when they are in the car?
- a. He is saying that being new in a new town can be difficult.
- b. He is saying that students in high school are friendly.
- c. He is saying that students in high school are not friendly.
- 2. How is Daria's sister's attitude towards Daria?
- a. She cares about Daria and cheers her up.
- b. She doesn't care about Daria since she considers her silly.
- c. She doesn't care about Daria since she considers her unpopular.
- 3. How is Daria's attitude towards her family?
- a. Worried
- b. Indifferent
- c. Selfish

Follow the steps.

Monitor

- 1. Ask your partners to share their answers.
- 2. Ask them to support their answers.
- 3. Ask them to discuss each other's answers.
- 4. At the end make sure that you all agree with the answers.



4

Watch the video with partial captions and check your answers with the rest of the groups.

How many correct answers do you have?

Point's box:



POST-LISTENING

5

Define the following words or expressions. Use a dictionary if necessary.

- Flunk a test:
- Period of adjustment:
- Mess up:
- **4** To handle:
- **♣** Self-esteem:
- Move to a new place:
- Parent-teacher conference:



Scene captioners



6

INSTRUCTIONS: Use the images to create a new scene. Write captions for each one of them.

Use your roles from exercise 4:

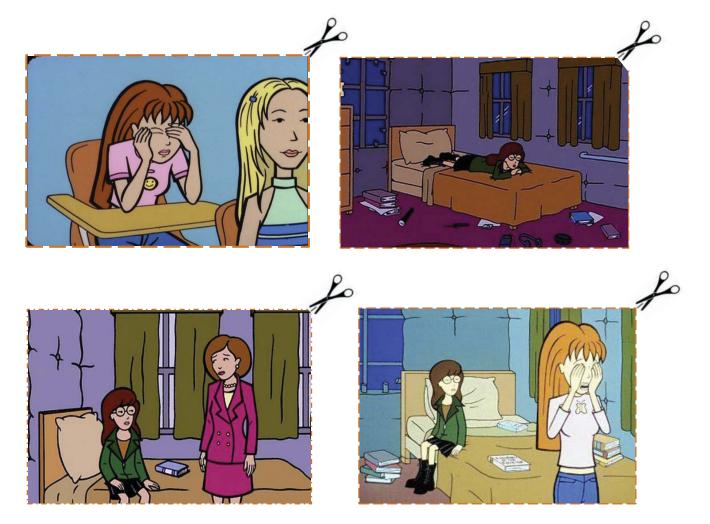
Organizer: Make sure the events are in the right order. **Context detector:** Make sure the context is consistent.

Idea catcher: Be sure that ideas are clear.

Monitor: Be prepared to describe your scenes for next class. Use your creativity!

Include at least 3 words from exercise 6.

Cut the pictures.



7 REFLECTION

Write words or expressions that you learnt.	Check your progress. Put a $\sqrt{\text{if you}}$
New words	Identified the scenes' context
	Recognized main ideas
	Completed your role

TEEN STEREOTYPES IN MOVIES

Unit 3

Lesson 4: Smart stereotypes in Hollywood

Objectives: Recognize specific information and vocabulary with the support of keyword captions.

PRE-LISTENING

1

Watch the video without audio and look at the keyword captions. Write down the keywords with the corresponding synonym.



Stereotype: an often unfair and untrue belief that many people have about all people or things

Key word captions	synonyms
	clamsy
	out of style
	educated
derogatory	depreciative
	Ugliness
	intelligent
	thin

Select two words from your lists that may give you a clue about the topic of the video. Write them on the whiteboard and tell your classmates what you think the video is about.

While-listening



Context: This is a short documentary that critics the portrayal of smart people in Hollywood movies and TV.



- Watch the video with keyword captions and audio. Check your guesses with the rest of your classmates and teacher.
- 3.1 Watch the video again and use three words or expressions to describe these people.





3.2 What is the difference between the terms geek and nerd?

3.3 Check the answers with your classmates and teacher.





Stop, wrong word!

4

INSTRUCTIONS:

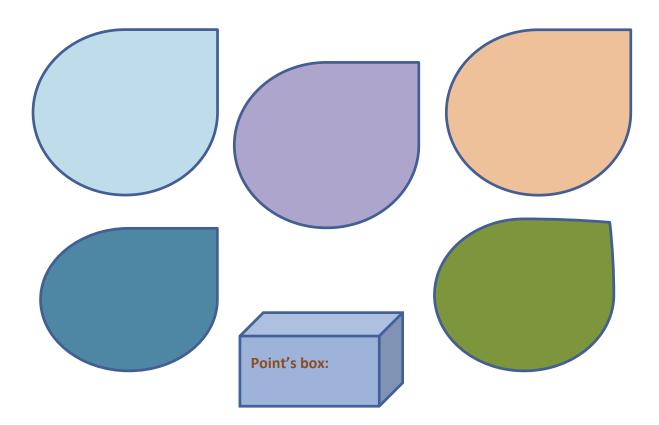
Watch the video again, but this time the keyword captions are not correctly spelled.

Work in groups of four. Push the stop bottom each time you find a mistake and say "stop, wrong word!"

Once the teacher stops write on the board the correct word. You will be scored for each correct answer.



If your answers are correct write them down on the drops.



Post-listening

5

Write down a brief definition for the following words.

Geek:

Nerd:

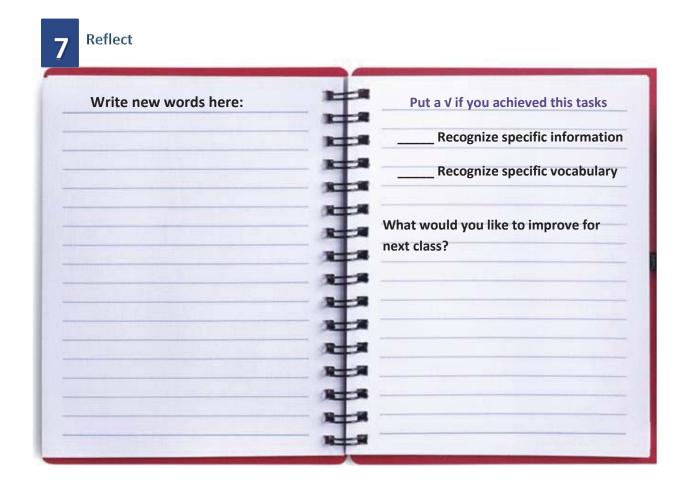
Derogatory:

6

In your groups discuss the following questions:



- Does Hollywood show accurate portrayals of smart people? Why?
- Can this kind of message influence teenagers' perceptions about being smart?
- Are the words geek and nerd derogatory terms? Why?



TEEN STEREOTYPES IN MOVIES

Unit 3

Lesson 5: Popular stereotypes in Hollywood

Objectives: Recognize specific information with the support of keyword captions.

Pre-listening



Look at the pictures and label them with the concept below that best apply.

- Popular - good student - negative

-Superficial - Intelligent - outgoing

- Rebel _____-antisocial __-depressive









Discuss your answers with a partner.



Consider the following questions to guide the discussion:

- a. Do you think that the people in the pictures represent stereotypes?
- b. Do you know any movie in which teenagers are stereotyped?

While-listening



Mean Girls is an American teen Comedy film.



3

Watch the video with keyword captions. Complete the chart.

Names: write down the names of the	Words or expressions: Write down any
characters	word or expression related to the
	characters.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
••	
8.	

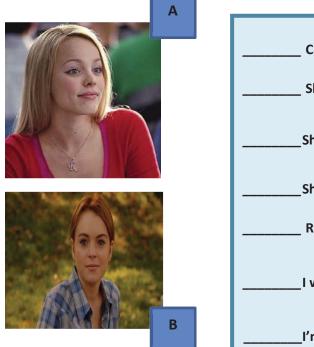
4

Watch the video again with keywords to compare your answers.





Watch the video without captions and match the description with the people.



_____ Cady Heron
_____ She knows everything about everyone
_____ She is from Africa
_____ She is the Queen Bee
_____ Regina George
_____ I was homeschooled
_____ I'm sixteen

5.1 Check your answers with a partner.

6 Write down how these groups of people are labeled in the cafeteria.









6.1 Can you identify any derogatory term/s? Which one/s?

POST-LISTENING

7 Explain these expressions. Do they have an implicit or explicit meaning?

New meat coming through

The school's central nervous system

The plastics

g Group work:

INSTRUCTIONS: In groups of four. Choose any of the topics from units 1,2, or 3 and create a video response. In a video response you have to give your opinion or comments about a topic.

Create your own captions for the video using keywords

Use vocabulary related to the unit, your video should be concise and last no longer than 5 minutes.

You can use this webpage to create videos with captions: http://clipflair.net/. Once you get access to the Webpage click on Studio. There you will have to download the program. The program will open in a new window; there you will have access to the tools for video captioning.



TEEN ISSUES IN TV. SERIES

Unita

Lesson 1: School Bullying

Objectives: Integrate previous vocabulary without support

Summarize information

Pre-listening



Highlight any <u>derogatory</u> term that you find in the box.

a partner!

Work with

loser creative sociable geek funny freak



1.1 Who do you think can be labeled with these terms? Put a t next to each person.







Work with a partner!

1.2 Can you identify any stereotype? Why? Discuss with your partner





Reorganize the sentences to guess what the characters are saying.

- 1- with scientific a why explanation for Why such don't you come loser come up? are you
 - 2- off Libby lay him!
 - 3- freak just It's defend like just like to a geek









Sabrina the Teenage Witch is an American sitcom ocused on Sabrina Spellman.

While-listening

Scene cards.



INSTRUCTIONS:

In groups of 4, choose a scene per student and describe briefly what is happening while you listen to the video. Once you have the information, share it with the rest of your group and discuss your answers.



Scene in the classroom



Scene at the school locker



Scene at the cafeteria I



3.1 Watch the video again. Check each other's answers.

Scene captioners



Work in group of four. The teacher will give you a set of captions (see appendix C). Organize the captions according to de order in which you hear them in the scene. The teacher will show you first scene 1 (classroom) and scene 2 (school locker). Once you finished ask the teacher to correct the order of the captions.



Post-listening

	•	
5	Write a summary of the video using two words from the captions in exercise 4.	
	- 	

- 6 Discuss with the class the following questions:
 - a. Do you see any representation of bullying in the video? Which scene and why?
 - b. Does stereotypes in television influence on school bullying? Why?
 - 6.1 Be ready to take the comprehension quiz

*	2	
		0
	7	• 8
1	/	į.
4		4
		(18.60)

REFLECT

What did you learn in this Lesson? Share with the class

Bullying: use of force, threat, or coercion to abuse, intimidate, or aggressively impose domination over

References

Astudillo, M. (2013). Strategy training and development of listening comprehension skill through the use of video materials.

Başaran, H. F., & Köse, G. D. (2013). The Effects of Captioning on EFL Learners' Listening Comprehension. *Procedia - Social and Behavioral Sciences*, 70, 702-708.

Cárdenas-Claros, M. & Gruba, P. (2009). Help options in CALL: A systematic review. *CALICO Journal*, 27 (1), 69-90.

Farías, M., Obilinovic, K. & Orrego, R. (2013). Evaluating types and combinations of Multimodal Presentations in the Retention and Transfer of Concrete Vocabulary in EFL learning. *Revista signos*, 21-39.

Field, J. (2008). *Listening in the language classroom*. Cambridge, UK: Cambridge University Press.

Ghasemboland, F., & Nafissi, Z. (2012). The effects of using English captions on Iranian students` learning comprehension. *Procedia-Social and Behavioral Sciences*, 64, 105-112.

Guichon, N. & McLornan, S. (2008). The Effects of Multimodality on L2 Learners: Implications for CALL Resource Design. *System: An International Journal of Educational Technology and Applied Linguistics*, 36(1), 85-93.

Grgurovic, M. & Hegelheimer, V. (2007). Help options and multimedia listening: students' use of subtitles and the transcript. *Language Learning & Technology* 11(1), 45-66.

Hayati, A. & Mohmedi, F. (2010). The effect of films with and without subtitles on listening comprehension of EFL intermediate students. *Int J Instr Media* 37(3) pp. 301 – 313.

Jones, L. C., & Plass, J. L. (2002). Supporting Listening Comprehension and Vocabulary Acquisition in French with Multimedia Annotations. *The Modern Language Journal*, 86(4), 546-561.

Jones, C. L. (2009). Supporting student differences in listening comprehension and vocabulary learning with multimedia annotations. *CALICO Journal*, 26 (2).

Leveridge, A. N., & Yang, J. C. (2013). Testing learner reliance on caption supports in second language listening comprehension multimedia environments. *ReCALL*, 25(02), 199-214.

Lynch, T. (2009). *Teaching second language listening*. Oxford: Oxford University Press.

MINEDUC. (2012) Informe resultados nacionales SIMCE. Santiago, Chile.

MINEDUC. (2013). Inglés. Bases curriculares, Séptimo Básico a Segundo año Medio. Santiago: Ministerio de Educación.

Montero Perez, M., Peters, E., Clarebout, G., Desmet, P. (2014). Effects of captioning on video comprehension and incidental vocabulary learning. *Language Learning & Technology*, 18(1), 118-141.

Montero Perez M., Van Den Noortgate W., Desmet P. 2013. Captioned video for L2 listening and vocabulary learning: A meta-analysis. System. Pergamon Press nr.41, pp. 720-739, ISSN 0346-251X.

Osada, N. (2004). *Listening comprehension research: A brief review of the past thirty years*. Dialogue, 3, 53-66.Rost, M. (2002). Teaching and researching listening. Harlow, England: Longman.

Rahimpour, M. (2010). Current trends on syllabus design in foreign language instruction. Tabriz: Elsevier.

Rost, M. (2002). Teaching and researching listening. Harlow, England: Longman.

Smidt, E. & Hegelheimer, V. (2004). Effects of Online Academic Lectures on ESL Listening Comprehension, Incidental Vocabulary Acquisition, and Strategy Use. *Computer Assisted Language Learning* 17 (5), 525–564.

Sydorenko, T (2010). Modality of input and vocabulary acquisition. *Language Learning & Technology*, 14 (2), 50-73.

Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. *Language Teaching*, 40 (03), 191.

Vandergrift, L. (2011). Second language listening: presage, process, product and pedagogy. In: Hinkel, E. (ed.) Handbook of research in second language teaching and learning. 2nd ed. New York: Routledge. p.455-471.

Vandergrift, L., & Goh, C. C. (2012). *Teaching and learning second language listening: metacognition in action*. New York: Routledge.

Winke, P., Gass, S., & Sydorenko, T. (2010). The effects of captioning videos used for foreign language listening activities. *Language Learning & Technology*, 14(1). 65-86.

Appendix A

Survey sample



Facultad de Educación y Filosofía Instituto de Literatura y Ciencias del Lenguaje Pedagogía en Inglés Trabajo de Titulación

Trabajo de T	Titulación
Nombre:	Curso:
Objetivos:	 Identificar el nivel de inglés de los alumnos. Conocer los métodos que utilizan los alumnos de segundo medio para practicar actividades de listening e clase. Conocer el desempeño de los alumnos al usar video y texto, audio y video para practicar actividades de listening. Identificar si los alumnos utilizan algún tipo de ayuda para ver videos en inglés.
I Respond	le las siguientes preguntas:
1 Género a) Masculino	o B) Femenino
2 ¿Cómo c	consideras tu nivel de inglés?
A) Básico	b) pre-intermedio c) Intermedio d) Avanzado
	a las habilidades para el aprendizaje del inglés de acuerdo a lo que consideras más difícil, (siendo 1 la cada y 5 la más fácil)
	Grammar & Vocabulary Listening Reading Writing
4 Enumera	Speaking a las siguientes modalidades de escucha de acuerdo a la que consideres más y menos efectiva para nabilidad de listening. (Siendo 1 la más efectiva y 4 la menos efectiva)
	a Escuchando sólo material en formato de audio.
	b Viendo videos sin subtítulos.
	c Viendo videos con subtítulos en inglés.
	d Viendo videos con subtítulos en Español.
5 ¿Crees q	que el uso de subtítulos en inglés te ayudaría a comprender mejor un video?
a.) Sí	b) No

II.- Marca con una X la frecuencia con la que realizas las siguientes actividades en clase de inglés.

En clase de inglés	Todas las	Una vez por	2-3 veces	Nunca
	clases	semana	al mes	
1 Escuchamos sólo material en formato de				
audio del libro de inglés.				
2 Escuchamos material de audio desde				
internet. (Ej. Programas de radio online.)				
3 Vemos videos con subtítulos en español.				
4 Vemos videos con subtítulos en inglés.				
5 Vemos videos sin subtítulos.				

III.-Marca con una x la opción que mejor mide tu desempeño en la clase de inglés cuando...

Escucho audio	Siempre	Generalmente	A veces	Nunca
1 Puedo comprender el tema general de una grabación.				
2 Puedo identificar información específica.				
3 Puedo deducir el significado de las palabras según el contexto.				
4 Puedo reconocer vocabulario relevante relacionado al tópico.				
5 Puedo aprender nuevo vocabulario.				
6 Puedo responder correctamente la mayoría de las preguntas de comprensión auditiva realizadas por el/la profesor/a.				
7 No puedo comprender con facilidad ya que la falta de apoyo visual dificulta mi comprensión.				
8 Me gusta trabajar con material de audio.				

Veo videos con s	subtítulos en inglés		Siempre	Ge	neralmente	A	veces	Nunca
video.	ender el tema general o	del						
2 Puedo identificar información específica.								
3 Puedo deducir palabras según el	r el significado de las contexto.							
4 Puedo recono relacionado al tóp	cer vocabulario releva pico.	nte						
5 Puedo aprendo	er nuevo vocabulario.							
mayoría de las pr	der correctamente la eguntas de comprensias por el/la profesor/a.							
	nprender con facilidad y texto me distraen.	l ya						
8 Me gusta trab subtítulos.	ajar con videos y							
Veo videos			Siempre	Ge	neralmente	A	veces	Nunca
1 Puedo compre video.	ender el tema general o	del						
2. Puedo identific	car información especí	ífica.						
3 Puedo deducir el significado de las palabras según el contexto.								
4 Puedo reconocer vocabulario relevante relacionado al tópico.								
5 Puedo aprend	er nuevo vocabulario.							
6 Puedo responder correctamente la mayoría de las preguntas de comprensión auditiva realizadas por el/la profesor/a.								
7 No puedo comprender con facilidad ya que las imágenes me distraen.								
8 Me gusta trabajar con videos.								
IV Selecciona los temas que más te gustaría escuchar para practicar actividades de comprensión oral en clase de inglés.								
Deportes	Videojuegos		_ Series de televisión		Arte		Historia	
Moda	Cine		Tecnología		Educación		Cultura	
Música	Redes Sociales]	Dibujos animados		Ciencia		Otro?	

¿Cuál?_

Appendix B

Needs analysis

Participants

This needs analysis was conducted with 28 students chosen randomly from King Edward's school, a subsidized school in Quilpué. The group was made up of sixteen women and twelve men. This group has four hours of English per week and students work primarily the audio materials supplied by the Ministry of Education.

The survey

This survey used for this needs analysis was designed according to the proposal of Dudley-Evans and St. John (1998). The questions were presented in Spanish in order to integrate the different proficiency level of the students and to ensure that the data collected is as accurate as possible. This survey sought to gather information about the materials that the students use to practice listening comprehension in the classroom, as well as the students' attitudes towards these materials and their interests. The survey was divided into four sections:

The first section consists of five questions that inquire information about the students' gender, level of proficiency, their perceived skill level, difficulties and the usefulness of materials to practice listening comprehension.

- The second section is a questionnaire that looks to find out the frequency at which the students use audio, video, subtitles and captions in the classroom.
- > The third section is divided into three subsections that inquire information about the performance of the students using audio materials, videos and video captions.
- ➤ The last section is a checklist in which the students can choose different topics regarding their interests.

Results

The results are divided into four sections and a deeper analysis of each of the questions is described and illustrated with the accompanying figure.

Section 1

Figure 1 ¿Cómo consideras tu nivel de inglés?

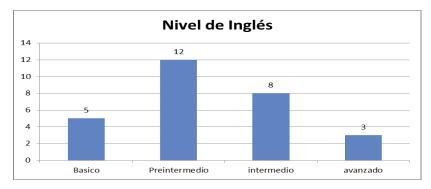


Figure 1 reveals that the proficiency level of the majority of the students ranges from pre-intermediate to an intermediate level. These results align with the level expected by the government of students in that age group and the level of proficiency needed to properly work with video captions.

Figure 2 Enumera las siguientes modalidades de escucha de acuerdo a la que consideres más y menos efectiva para mejorar tu habilidad de listening. (Siendo 1 la más efectiva y 4 la menos efectiva)

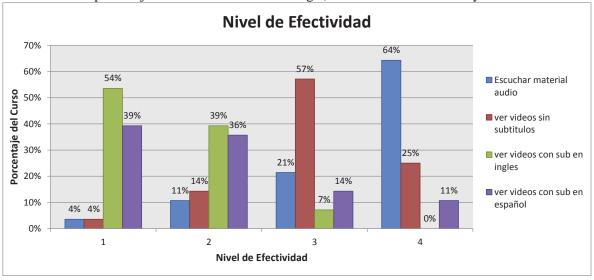


Figure 2 shows the perceptions of the students regarding the level of effectiveness of audio, video and videos enhanced with subtitles and captions. The majority of the students, which corresponds to a 54% considered video captions the most effective tool to enhance listening comprehension followed by 39% for the use of videos with subtitles in Spanish while 64% of the students considered audio the least effective material to improve listening comprehension. It can be inferred from the results that there is a clear need for additional support to make listening activities more effective and comprehensible.

Figure 3



The need for more support is backed up in Figure 3 which shows that the incredibly vast majority of the students, 96%, think that videos enhanced with captions would help them to understand the content of a video, compared to only 4% of students who believed that it would not help them.

Section 2

Figure 4 Marca con una X la frecuencia con la que realizas las siguientes actividades en clase de inglés.

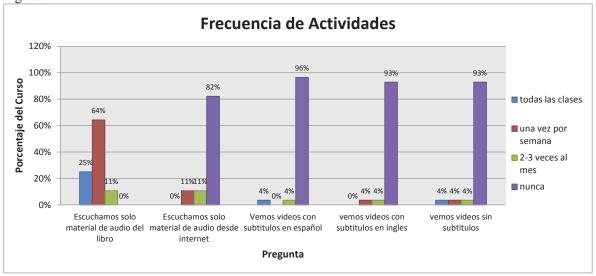
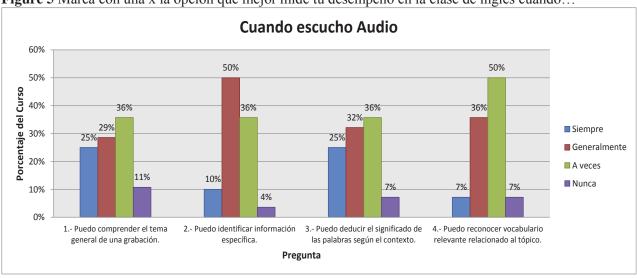


Figure 4 shows the frequency in which the students work with different listening materials. As it can be appreciated regarding the use of authentic materials such as audio from the Internet (radio programs), videos with Spanish subtitles and captions, between 82% and 96% of the students indicated that they almost never use these materials in the classroom. By contrast, audio materials from the class book are used by 64% of the students at least once per week in class; however only 25% claimed to use audio every class. Therefore, the results reveal that the use of materials different from audio are virtually never used in the classroom and listening comprehension exercises are still based on audio materials provided by books.

Section 3

Figure 5 Marca con una x la opción que mejor mide tu desempeño en la clase de inglés cuando...



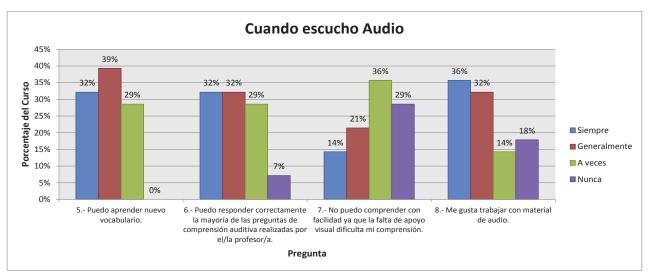


Figure 5 shows the performance of the students when using audio materials in the classroom. It can be concluded that the activities that only use audio are not effective enough to enhance comprehension and vocabulary. For instance, in criteria number 1 47% of the students do not usually have an overall comprehension of the text and 40% of the students cannot consistently identify specific information; therefore, almost half the students regularly struggle to gain even a basic grasp of the topics when using audio materials.

Regarding vocabulary in criteria number 4 and 5, 57% of students often can't recognize words relevant to the topic of the text and 43% of the students cannot deduce the meaning of new vocabulary from the context of the text. 7% of students appear to never learn any vocabulary from audio texts. Furthermore, no more than 55% of students consistently learn vocabulary from audio materials.

Figures 6 and 7

While the surveys represented below were given to a class of 28 students, 10 of the students in the class replied that they did not work with video materials at all. This is represented in figure 6.1 and 7.1. Therefore, figures 6.2 and 7.2 consist of 18 students who did have experience with videos.



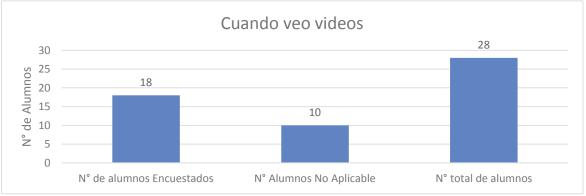
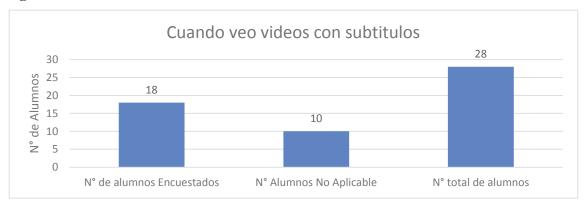


Figure 7.1



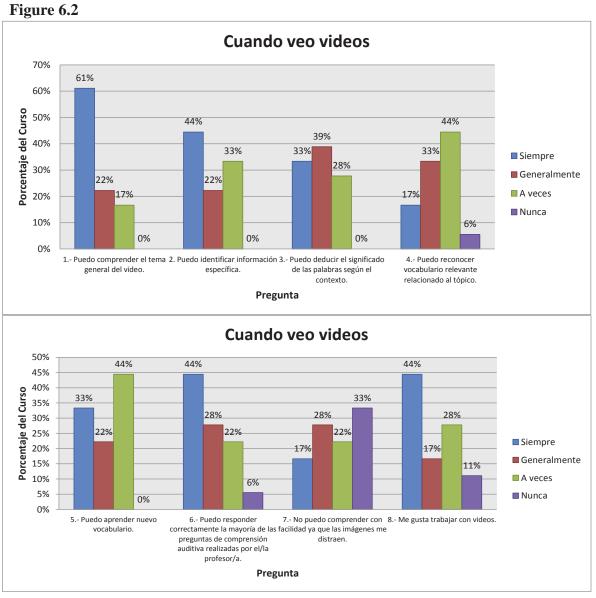
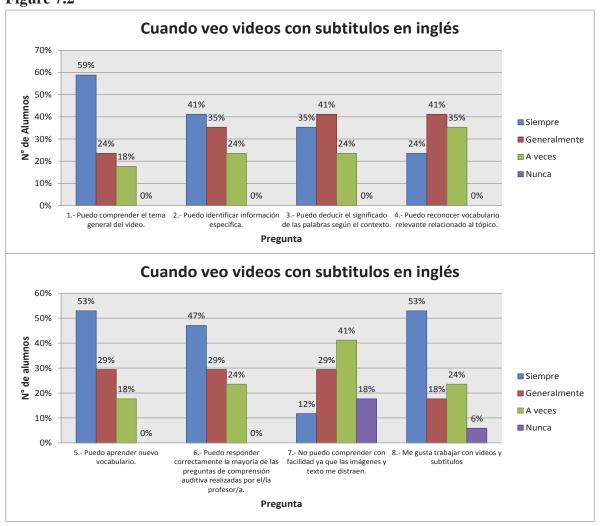


Figure 7.2



From Figures 6 and 7 can be interpreted that visual support and videos enhanced with captions improve listening comprehension, vocabulary recognition and learning. For instance, doing a comparison between the two modalities when learning vocabulary the percentage of the students increased from a 33% to a 53%, as well as the students' comprehension. As it can be seen in criteria number six, the percentage of the students increased from 32% to 44% who feel they can always answer comprehension questions provided by the teacher.

Section 4

Figure 8 Selecciona los temas que más te gustaría escuchar para practicar actividades de comprensión oral en clase de inglés.

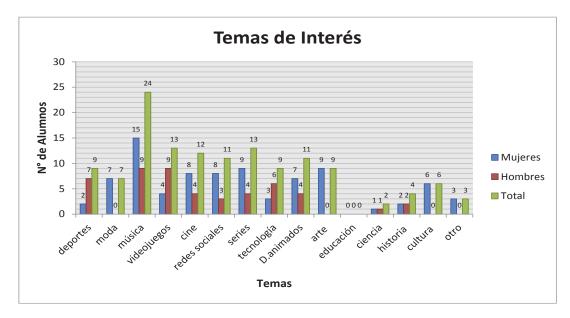


Figure 8 illustrates the students' interests towards different topics to practice listening comprehension in the classroom. The topics that were more selected by men and women were music, video games, cinema, sitcoms, social networks and cartoons. In this regard, the first five topics were selected to design the units for this workshop.

Appendix C



Gordie- We hope you'll all join us. Any questions? Jenny- Well he needs to be more in touch with his audience. No one knows or cares what Galileo did in fifteen eighty-one **Sabrina-** I'm not, I just like science. Does that make me a geek? Libby- Yeah, can we get out a here Libby- You mean national geek week. **Gordie**- We hope you'll all join us. Any questions? Gordie- Sure. Oh, sign up early, win a ham. **Sabrina**- (To Jenny) Poor Gordie, I feel so bad for him. Gordie- Jumping to the end of the millennium, the Science Club will be meeting every day after school to celebrate national science week. **Libby**- Hey Gordie, why don't you come up with a scientific explanation for why you're such a loser? **Sabrina**- He entered the university of Pisa. Jenny- Sabrina, I didn't know you were a geek Jenny- No, I guess not. Sabrina- And, you know, I'm even thinking of going by the Science Club after school. **Jenny**- Because this is high school. If you show passion or enthusiasm for anything you're doomed. You might as well be wearing a big 'Kick Me' sign.