

THE APPLICATION OF CAPTIONED VIDEO MATERIAL TO
VOCABULARY INSTRUCTION IN THE EFL CLASSROOM

by

Hardy Eraso Moreno

Jairo Andrés Sánchez

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ABSTRACT

In the field of TESOL, one aspect that teachers find both appealing and challenging is deciding on the type of techniques that should be applied to bring about effective learning. This paper is focused on one technique to teach vocabulary in EFL settings: captioned videos. Watching captioned videos in the target language may be a motivating and powerful tool to address the issue of authenticity, which other vocabulary teaching techniques may lack. This study intended to determine how captioned video material can influence learners' vocabulary acquisition process. The findings of the study reported quantitative and qualitative data that may be considered a subject of further investigation and which evidence that indeed this technique should be considered as a valid option inside the EFL classroom.

RESUMEN

En el campo de la enseñanza del Inglés para hablantes de otras lenguas, decidir el tipo de técnicas que deberían ser aplicadas para procurar un aprendizaje efectivo es un aspecto que los profesores consideran tanto interesante como desafiante. El siguiente trabajo está enfocado en el uso de videos subtitulados como una técnica más para enseñar vocabulario en un medio donde el inglés es una lengua extranjera. Mirar videos subtitulados en la lengua a aprender podría ser una herramienta poderosa y motivadora para considerar la autenticidad como un aspecto del cual otras técnicas podrían carecer. Este estudio pretende determinar la influencia del material de video subtulado en el proceso de adquisición de vocabulario en los estudiantes. Los hallazgos del estudio mostraron datos cualitativos y cuantitativos que deben tenerse en cuenta como tema para futuras investigaciones y que también muestran que de hecho, esta técnica debería considerarse como una opción válida para el aula de inglés como lengua extranjera.

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Introduction

Over the last two decades, many language teachers' interest around closed-captioned television programs and films has grown with the idea of exploiting the use of subtitled video materials in foreign language learning. In addition, research studies on second language acquisition (SLA) have shown a number of benefits for language learners of watching video material closed-captioned in the target language such as improvement in reading comprehension, listening comprehension, vocabulary acquisition, and motivation to read (Parks, 1994).

The aim of this paper is specifically to inform and analyze the use of subtitled video materials as an effective tool for the growth and development of vocabulary in learners of English as a foreign language (EFL) based on the current research. It is expected that the information provided in this paper will help language teachers see how captioning provides a rich context in foreign language acquisition, and will provide a background for researchers to work on further investigation.

1. Technical-scientific aspects

Topic

Authentic Material in an EFL Context

Title

The application of captioned video material to
vocabulary instruction in the EFL classroom

Problem Statement

It has been seen how English language students at the language center acquire vocabulary in the same traditional ways used by teachers such as readings, word-games and dictionary activities to name but a few. Not less relevant is the fact that students mostly have to rely on memory and sometimes the words they learn lack a real context. A reasonable amount of vocabulary can be built through a set of techniques which feature the use of captioned video.

Justification

This research is viable in the way that teachers could implement authentic material such as videos and movies in order to get the students involved in a new process of vocabulary acquisition. That is to say, closed-captioned formatted text provides new items or pieces of vocabulary within the real-life context presented in the visual material. As a result, the students' process of memorization could be facilitated and their overall

attitude towards learning might also be influenced by the use of video. Besides, the use of video for teaching vocabulary, not just for teaching listening, is innovative.

General Objective

To identify the effects of closed-captioned videos as an instructional tool in the acquisition of vocabulary in an EFL classroom.

Specific Objectives

To establish students' attitudes towards the use of captioned video material in the classroom.

To apply a pre-test in order to know the actual level of vocabulary used by the students of the fourth level from the Language Center.

To carry out vocabulary instruction through a series of tasks using captioned video material in the target language.

To apply a post-test in order to determine the effect the treatment had on learners' proficiency regarding the acquisition of certain types of vocabulary.

Hypothesis

Considering the fact that several studies have suggested that "captioned television is a motivating medium for improving the vocabulary and comprehension skills of below-average readers and bilingual students" (Newman,

Koskinen, et al., 1992), the present research is aimed to identify the effects this technique has in vocabulary improvement in an EFL course. Therefore, this study is hypothesized as follows:

H₁= Applying Captioned video material has positive effects in vocabulary learning in EFL settings.

Nevertheless, since the present study is an experimental process, the outcomes are uncertain thus causing the current study to be hypothesized as follows:

H₀= Applying Captioned video material has negative effects in vocabulary learning in EFL settings.

Variables

Vocabulary improvement depends on the application of captioned video material.

Independent variable= captioned video material.

Dependent variable= vocabulary acquisition.

CHAPTER 2: LITERATURE REVIEW

Reference framework

Antecedents

Many research studies have been carried out with ESL students evidencing the effects captioned videos have on different issues in the process of learning a foreign language. Such studies range from literating adults and hearing impaired population, improving word acquisition, word recognition, decoding skills, motivation to read; to helping EFL learners to increase their vocabulary when viewing closed captioned TV programs.

Newman and Koskinen (1992, quoted by Stewart & Pertusa, 2004) explored the differences in vocabulary acquisition among 7th and 8th grade bilingual students exposed to science materials in English presented in a variety of forms. Those who performed the best on a series of vocabulary tests following completion of each unit had viewed the lesson with captioning in English. They concluded that through captioned movies, students seemed to improve their vocabulary knowledge without any academic instruction.

Moreover, Neuman & Koskinen (1992) performed an investigation and concluded that viewers of closed captioned video material receive an effective vocabulary instruction as they focus attention on both definitional

and contextual information. In addition, word meaning is enhanced by rich visual context that includes both text and images.

Theoretical Framework

Authentic Material in the EFL Classroom

To better understand the place of authentic material in language learning, it is necessary to establish a relationship within a communicative perspective of language. Hedge (2000) defines authentic material stating that "With communicative language teaching has come pressure to use authentic materials, that is to say, materials which have not been designed especially for language learners..."(p. 67). In fact, Nunan (quoted by Brown 1994) features the introduction of authentic texts into the learning situation as a characteristic of Communicative Language Teaching (CLT). It seems to be that authentic material has obtained some merits in the language field as being an essential tool to be given in the classroom through opportunities which prepare students to cope with a natural language they will surely meet in the real world (Hedge, 2000). In addition, Kenworthy & Lost (1997) claim that there is reluctance on the part of some teachers to use authentic material which advocates a move towards materials which presents spontaneous, unscripted speech. It

is also claimed that authentic material gives students "a true representation of real, spontaneous speech with its hesitations, false starts and 'mistakes', which will make them more able to cope with 'real life' speech when they meet it outside the learning situation." (p. 100). One main reason Hedge (2000) gives for students to work with authentic material is expressed as a condition: "If students hear only unnatural language in the classroom, their first experience of hearing authentic spoken English in the real world can be demoralizing." (p. 67).

Up to this point, some attention has already been given to authentic material within the communicative approach. However, it is time to focus on one of the components of a language: vocabulary. Brown (1994) elaborates more on the attention vocabulary deserves, but from a different perspective: "rather than viewing vocabulary items as a long and boring list of words, vocabulary is seen in its central role in contextualized meaningful language." (p. 365). According to this author, the internalization of vocabulary is better when words are within a contextualized discourse. Students associate words with a meaningful context if they are directed to learn vocabulary items within a communicative framework rather than working with isolated definitions a dictionary provides. Before going

further on more issues about vocabulary, it is necessary to briefly review the facts from past years that surrounded and developed the idea of vocabulary as an important component in language teaching.

According to Hedge (2000), the neglect of vocabulary in English language teaching and learning was a subject of discussion in the early 1970s. She states the opinions from different linguists such as Wilkins (1972), Meara (1980), and Ellis (1995) who claimed the lack of importance that vocabulary evidenced in the 1970s and a decade later. Although, it was erroneously thought that vocabulary could be left to take care of itself, by 1988, this view started to change. In fact, the role of vocabulary in second language learning has increased in recent years and specialists have highlighted the need for teacher and learners to be systematically approached to vocabulary; this interest was the result of a body of experimental studies and pedagogical material regarding to vocabulary teaching (Decarrico, 2001).

The author describes the historical background that vocabulary had to go through in order to become an important part in language teaching field. Besides what was previously stated by Hedge (2000), the weak view of vocabulary was also partly due to the influence of American

linguistic theories on language teaching approaches occurring from 1940 to 1960. The emphasis on grammatical and phonological structures brought by the American linguistic structuralism was greatly influenced by Charles Fries's ideas and his audiolingual method, which made that learning of lexical items went second, just after the structural frames. Later, neither Chomsky's generative grammar in the 1960s nor Hymes's communicative competence in the 1970s could change the idea of the role of lexis being secondary to that of grammar. However, two decades were necessary to challenge the low status of vocabulary, and by the end of the 1980s vocabulary teaching began to gain some importance. Researchers and psycholinguistic studies had demonstrated how lexical items behave in the use of language, and also how they involve mental processes in vocabulary learning. Consequently, all these studies led to conclude that it was necessary to develop effective vocabulary teaching and learning strategies.

Finally, by the early 1990s, thanks to the task of some experts in carrying out psycholinguistic researches and studies, vocabulary field was greatly developed and it reflected some issues concerning vocabulary acquisition. 'How are words learned?' or 'What does it mean to learn a word' are some of the most common questions whose answers

teachers should know before working with vocabulary. Mainly, teachers help learners with vocabulary in two ways: 'explicitly' through word lists, paired translation, and in different semantic sets; 'implicitly' by means of exposure to words within real contexts (Carter, 2001). This evokes two new concepts in vocabulary, those of 'explicit' and 'implicit' learning. Decarrico (2000) explains that in explicit learning "students engage in activities that focus attention on vocabulary" (p. 286), while in implicit learning student's mind is centered on understanding a text or using language for communication. In the latter, context is an issue related to the communicative approach, and this can be supported by extracting one of the features of communicative language teaching presented by Finocchiaro and Brumfit (1983, in Brown 1994) which reads: "Contextualization is a basic premise"(p. 79). Decarrico (2001) develops the concept of implicit or incidental learning stating that beginner students should be explicitly taught a certain amount of basic words until they arrive at a point in which new words will be learned from context in a natural way (implicit learning). Grading in the exposure of students to reading activities will result in a better learning. It is then suggested that while beginner students should work with a large amount of

input, advanced students must be encouraged to a wide reading of authentic texts since finding a word in various contexts provides students with a great improvement in knowledge and its consolidation (Schmitt 2000 quoted by Decarrico 2001).

Ellis (1995 in Carter, R., & Nunan D. 2001) points that "recognition of the importance of implicit vocabulary learning does not preclude continuing exploration of how explicit vocabulary learning can be enhanced" (p. 44). He further highlights the relevance of metacognitive strategies that learners use to exploit the meaning of a word at different levels; to this extent, vocabulary acquisition is about meaning, it is explicit learning.

Now it is time to turn to what really concerns teachers to develop vocabulary teaching in the classroom. As learners will find new vocabulary in different ways in the classroom, teachers could apply general techniques for explaining meaning such as a physical demonstration through mimicry and gestures, verbal explanations involving contexts, synonyms and antonyms, 'word networks', translation, visual aids, or use of the dictionary (Hedge 2000). In addition, Decarrico (2001) suggests that new vocabulary items should be presented to learners within contexts which provide clues to meaningful explicit

learning. His list of activities includes word association lists, highlighting words in a text, vocabulary games, computer programs, pictures, semantic mapping, word-match lists, to name but a few. Although, these activities are proper for explicit learning, the types of techniques to expose learners to new words in a natural way are those related to an authentic field. At this point, the author proposes three issues that need to be addressed when students work with authentic material, especially with words within a contextualized text: collocations, idioms, and lexical phrases. The activities suggested for these issues are gap-filling activities, presentations in authentic texts (e.g., daily newspaper cartoons, comic strips, and modern-drama dialogues), matching exercises, analyzing patterns of fixed routines. However, once again a communicative approach in language teaching stresses mostly in the use of authentic material, which raises a new question: Which type of communicative strategy could, at the same time, be appropriate in vocabulary instruction and address the authenticity issue?

One possible answer is stated by Kenworthy and Lost (1997): "the use of video recordings enables teachers to point out the many visual clues which listeners use to help

them understand what they hear...they will see the physical context in which the speakers are speaking." (p. 96).

Although this proposal does not seem to be explicit for teaching vocabulary, the sole idea of being an authentic material is a concern for research studies on vocabulary development in English language instruction.

In recent years, research on the use of visual material in foreign language classrooms has increasingly proposed new ideas to language teaching. In television programs, closed captioning (CC) is the process that transcribes the audio into small textboxes appearing at the bottom of the television screen. In fact, closed captioning is nowadays used in live programs such as evening news and sport events (Spanos & Smith, 1990). These authors assert that closed-captioning was originally intended for deaf people. A wide variety of public and commercial television programs are closed-captioned, including news, documentaries, dramas, movies, sitcoms and advertisements. Thus, "educators may choose from an abundant supply of programs of potential use of with language learners of all ages and interests"(p. 2). Koolstra & Beentjes (1999) claim that "subtitled television programs seem to provide a rich context for foreign language acquisition" (p. 51). Following the same stream of ideas, the merits of sub-titles for ESL students, which

mainly draw on Krashen's studies in SLA acquisition, were highlighted by Vanderplank (1988) who propounds ". . . subtitles might have potential value in helping the language-acquisition process by providing language learners with the key to massive quantities of authentic and comprehensible language input"(p. 273). In addition, a magazine ("The Word" 2003) states that the simultaneous stimulation of watching, listening, and reading helps ESL students to improve aspects such as reading comprehension, listening comprehension, spelling, vocabulary, word recognition, and overall motivation to read.

In fact, research about the use of films subtitled in a foreign language such as English has facilitated student's understanding of films shown in the language classroom. At least, this is what has been asserted by Stewart & Pertusa (2004). And so they add: "Most instructors consider subtitles absolutely necessary for intermediate and even the majority of advanced students because without them, films become largely unintelligible"(p. 438).

Further they make some comments about the advantages of providing students with the always-welcome opportunity to better understand what is happening on the screen. As a matter of fact, the use of subtitles does not encourage learners to use their previously listening skills since

students can easily rely entirely on the subtitles instead of making the extra effort when hearing the target language. Those students who might be able to understand much of the film without the subtitles will naturally tend to read them, thus focusing on this comprehensible input in English. This fact has generally overlooked the possible benefits to language learners of an alternative to subtitles in the mother language: watching foreign language films closed-captioned in the target language.

Although it is accepted almost without exception that the target language should be used as much as possible in language classes in order to provide comprehensible input at its maximum, it is also acceptable that exposure to closed-captioning in the target language might be more desirable for foreign language learners than subtitles in the native language. Accordingly, students have the necessary visual reinforcement of what they are hearing, which has great potential as a learning tool, and do not rely on the mother language.

On the other hand, a good alternative about the use of video in language classrooms is proposed by Fukunaga (1998) who claims that students do not learn much when teachers simply show a feature-length English movie straight through in class. Rather, it is worth to try and select a number of

short, teachable scenes from the movie and design language activities around these. Then he continues on proposing a careful selection and editing of the video material when adapting authentic materials for classroom use. Obtaining copies of movie scripts can be a great help in preparing teaching materials.

Just as long as educators go through training in the use closed-captioning, share experiences from experts about foreign language teaching issues, and through on-going research on the use of authentic material in the classroom, they will continue to discover new ways in which captioning can transform video material into a powerful and effective learning tool for English language teaching.

Conceptual Framework

As it was previously stated, there are many authors who have carried out studies regarding the application of captioned video as authentic material for improving vocabulary in EFL communicative courses. They have clearly stated the importance of considering this type of teaching material to be applied in the field of vocabulary instruction among any other traditional techniques. Therefore, this study will be carried out based on the ideas proposed by Hedge (2000), which meet some of the principles of CLT, and who considers that authentic

material is an essential tool in the language classroom which prepare students to cope with natural language that is very probable to be found in the real world.

It is also argued that the use of audio-visual aids could help teachers to develop techniques for explaining learners the meaning of new vocabulary found in class sessions. She further points out that the implementation of materials which have not been designed especially for language learners, namely authentic material, is undoubtedly attached to communicative language teaching.

Contextual Framework

Language Center of the University of Nariño

The Language Center of the University of Nariño was firstly originated as a project proposed by doctor Luis A. Santander Benavides who stressed the relevance of teaching foreign languages in the city of Pasto. Such project was supported by all members of "The Consejo Superior" and directors of the University of Nariño giving birth to the Electronic Language Department according to resolution N. 12 of October 24th 1961. Its main goals were to promote the teaching of foreign languages through the use of modern systems, and encourage languages learning through the use of modern systems, and offering a fast and efficient way of learning foreign languages not only to students from the

university, but also to public in general. The languages offered in this institution were English, French, Italian and German. Despite the efforts to develop the learning of foreign languages, the results were not as expected.

Because of the unwillingness to work on the part of students, the institute was about to be closed. A complete restructuring was needed; as a result, in 1964 a group of teachers decided to create the Department of Modern Languages as a unit of the Faculty of Education. The emerging department offered the teaching of languages in different levels and dependencies from the university.

Later in 1969 the Department of Modern Languages is created according to the resolution N. 0049 of January 15th from the Ministry of National Education. In 1991 the Department is managed by the Faculty of Human Sciences, and two years later, language teaching services of the Department of Modern Languages are extended to a new location on the Panamericana Avenue which starts to operate with two groups composed by people from the public. This extension is formerly named Language Center of the University of Nariño based on the resolution N. 158, and it becomes part of the new Department of Linguistics and Languages in 1995. After that, the center has become the place where different languages courses are offered. In addition, the Language

Center is considered a research institute where different pedagogical projects in the field of language teaching are carried out. At the present time, the Language Center serves both students of the different programs from the University of Nariño, and many students from the public.

Mission and vision of the Language Center.

The mission of the Language Center of the University of Nariño is to promote the learning of Spanish and other languages in order to contribute to the scientific and intercultural formation based on a permanent investigation and methodological studies. Furthermore, the Language Center has a vision aimed to provide students with an excellent academic preparation in the foreign languages area and expand their sociocultural horizons.

The principles of the Language Center account for different students' needs. Therefore, what this institute mainly proposes is:

To support pedagogical innovation in the field of languages through the investigation and methodological experimentation.

To offer courses that let students gain a functional view of mother and foreign languages as a means of communication.

To present a variety of options in order to meet students' demand for learning languages through an organization of the courses according to learners' level of proficiency.

Definition of terms

Closed captions

Portions of TV programs transcribed into a printed text that appear at the bottom of the screen and that are synchronized with the dialogue or narration of the program's audiotrack. Captions are similar to the subtitles used for foreign films, but differ in that they are specifically designed for deaf and hearing-impaired viewers. The speed of captioning varies in pacing and in the degree of correspondence with the spoken text. (Spanos & Smith, 1990)

Authentic Material

It is any sort of written or spoken text that allows the students to know a much more real act of communication with all the interactional features which are normally not found in scripted materials. It gives them a true representation of real, spontaneous speech with its hesitations, false starts, and "mistakes", which will make them more able to cope with "real life" or authentic speech

when they meet it outside the learning situation.

(Kenworthy & Lost, 1997)

Communicative Language Teaching

It is an approach that, according to American and British proponents, aims to make communicative competence since it is the main goal in language teaching. It also develops procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. (Richards & Rodgers, 2003)

Input

Is a term used to mean the language that the students hear or read. This input should contain language that the students already know as well as language that they have not previously seen: i.e. the input should be at a slightly higher level than the students are capable of using, but at a level that they are capable of understanding. (Harmer, 1991)

Formulaic patterns

It consists of "expressions which are learnt as unanalysable wholes and employed on particular occasions". (Lyon 1968: 177). Hakuta (1976) and Krashen and Scarcella (1978) distinguish routines and patterns to refer respectively to whole utterances learnt as memorized chunks (for example "I don't know") and to utterances that are

only partially unanalyzed and have one or more open slots (for example, "can I have a _____ ?"). In Ellis 1984b, I too suggested that formulaic patterns can consist of entire scripts, such as greeting sequences, which the learner can memorize because they are fixed and predictable. (Ellis, 1994)

CHAPTER 3: METHODOLOGICAL ASPECTS

Population

Our target population was composed by students from the Language Center of the Linguistics and Languages Department at the University of Nariño.

Sample

The sample of the research considers one group of fourth level students of the Language Center. It is assumed that learners have reached an intermediate level of English.

Design

The present study was an experimental one; the course instruction was developed as usual. Therefore, students were directed to watch the video material and to develop the tasks within the regular class time. For a period of a month and half one task was applied weekly. These sessions were carried out near the end of the semester. At first, a pre-test was applied to detect students' previous knowledge about certain vocabulary. Next, a series of video worksheets containing natural language was used to provide vocabulary instruction. At the end, a post-test was applied on learners in order to identify their final attainment regarding the authentic language acquired through the use of captioned video material.

$G = O_1 \quad X \quad O_2$

Research type

This research intended to provide evidence of the possible effects of captioned video material on learning real language in a communicative course at the Language Center of the University of Nariño. The results achieved in this study, especially those obtained in the posttest, were the main element to determine whether or not students gained new vocabulary after being exposed to a series of audio-visual tasks. Finally, the information provided the basis for proposing new vocabulary instruction techniques for communicative courses.

Data gathering procedure

Mainly, this research was carried out using a pre-test and a post-test to detect whether or not audio visual tasks provide students with word recognition skills for vocabulary building. In addition, to maintain learners' willingness towards the tasks, assessment was carried out by only scoring the tasks to have a general overview about how the process of learning new vocabulary items was progressing. Once the results were obtained, the analysis was studied to examine the effectiveness this kind of technique could have in vocabulary instruction.

Data Analysis

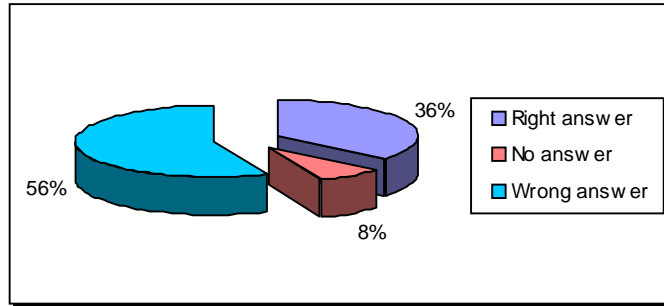
The aim of this research was basically to apply captioned video material and carefully observe the outcomes of this experience, hoping that it would affect positively vocabulary instruction in the EFL classroom. The application of such techniques were likely to help students get acquaintance of a set of new procedures for recognizing vocabulary items presented on a video, which includes not only captions, but also images that facilitate the understanding of the situation depicted.

This study was carried out with a group of twelve students in fourth level of instruction at the Language Center.

Prior to the application of the pre-test, a survey was conducted in order to determine students' preferences and attitudes towards video and TV programs. This survey was useful to select and design the tasks. A week after the survey, a pre-test designed as a regular vocabulary test was applied. The structure of the pre-test was based on five categories which include formulaic patterns, collocations, phrasal verbs, vocabulary items, idioms and slang. For designing each of the tasks in the pre-test it was necessary to draw on the already known ways of testing

vocabulary such as gap-filling, multiple choice, matching, etc., to name but a few.

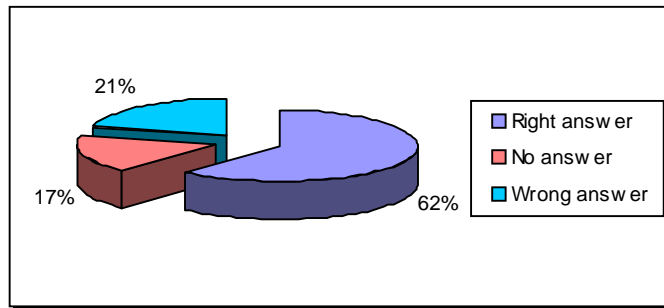
Formulaic patterns



The results obtained from the pre-test showed that for the most part students were not able to recognize many of the formulaic patterns or routines held in daily conversations. Although the percentage of right answers is less in number in comparison to the wrong answers, it can be seen that there was a small amount of unresponded questions.

This situation might be caused by factors such as lack of attention on the part of students regarding the directions or perhaps an insufficient previous knowledge on how to use and interpret the pieces of discourse evaluated in the pre-test.

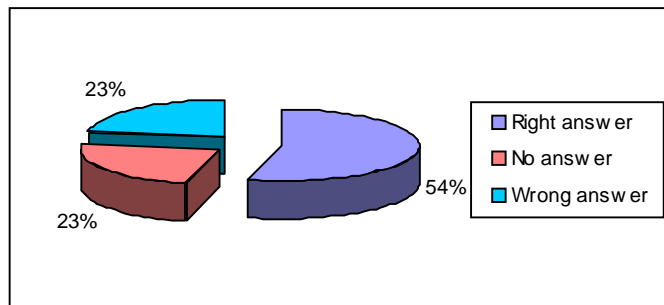
Collocations



Taking into account the tasks designed for collocations the amount of incorrect items analyzed in the set of words evidence that students had few problems when identifying the correct answer out of the rest. These positive results were due to the words included in the tasks were closely related to a situation, thus providing a good context.

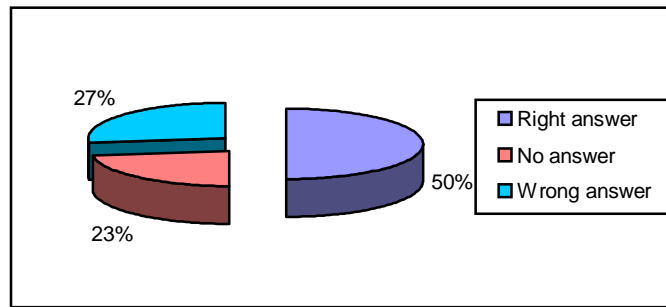
As an illustration of this, the activity involving the verbs earn, save, spend and waste was somewhat challenging for students, especially the last two verbs. The activity asked learners to match such verbs to a set of expressions related to money.

Phrasal verbs



Insomuch as phrasal verbs, students were capable of dealing with them. The use of sentences related to specific situations helped them to apply the verbs correctly. The graphic shows that twenty three percent of the group had negative responses, due to the great similarity they share; for instance, verbs like *look for* and *look after* can easily be confused in meaning since students tend to identify them as separate words rather than as a chunk. These two verbs were perceived as related because they both share the word *look*.

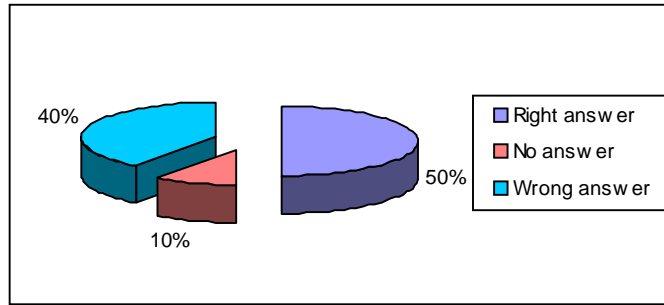
Vocabulary items



Regarding vocabulary items, students were given a set of isolated nouns with which they had to build compound nouns. In general, the answers showed that almost half of the population had a good performance when doing the task assigned. As well as with phrasal verbs, context was given through a group of sentences that can be used in real life settings.

It can be added that students had to choose among the options in a set of words which were close in meaning. This could probably have affected students' answers. Here, fifty percent of the answers were accurate.

Idioms and slang



Finally, it can be said that the items related to idioms and slang presented a medium level of complexity for learners. Although the students did not know the exact meaning of the idioms, they used a text containing such idioms and managed to make sense of it. It can be inferred that the provision of context on the part of the researchers was helpful in the comprehension of the new vocabulary since half of the answers given by learners were correct. On the other hand, the results obtained from the tasks related to slang showed that a considerable amount of students succeeded in both aspects since it was very common for them to see expressions which feature authentic language.

Captioned Video Treatment

After having obtained a rather accurate view of learners' interests and level of performance in the pre-test, the study moved on the application of the treatment. The treatment was embedded in regular classes so as not to cause any traumatism to the set schedule of the course. During the treatment, students were exposed to authentic language through a group of video worksheets which included the five vocabulary categories described above.

In each session students were introduced to the video activity for each class. As the video was played students were asked to develop the worksheet created specifically for the video. The design of the tasks considered many different types of vocabulary testing and variety was an important element when deciding how to create the tasks. It was decided that tasks would contain activities that would appeal different learning styles, making learners feel more confident. The activities ranged from *true or false*, *matching*, *finding synonyms and antonyms*, to *filling the blanks*, and *multiple choice* tasks. In addition, each task was carefully designed in terms of the topic chosen, the appropriacy of the content, the length and complexity of the video, and the preferences students had discussed before. Also, a considerable amount of context in the form

of fragments, pieces of speech or quotations from the video was given so that students could develop some new ways of approaching videos in the L2. The idea of using varied tasks, context and suitable material had as an aim that learners might be able to enhance their abilities to recognize a word and try to infer its meaning using the situation portrayed on the video.

At the beginning of the treatment students had difficulty in understanding the vocabulary on the video since they were not used to watch a video in the foreign language with the purpose of learning vocabulary for effective communication. Usually, learners rely on captions in Spanish for meaning and not having a Spanish translation on the screen was a challenge for them. Due to this situation, the video was sometimes played three or four times as needed. In each class session, tasks were clearly and thoroughly explained to learners prior to the video. Having watched the video, students were given some additional time to review their responses before vocabulary worksheets were to be turned in.

As video sessions ran, it was evident that the attitude of students towards watching a video changed. In fact, they became more attentive to the different expressions and language presented in each situation and they seemed not to

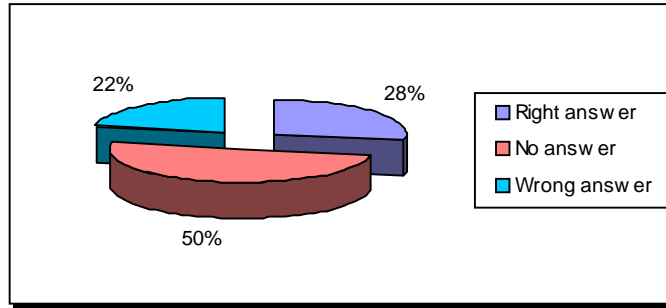
worry as much as before about getting the meaning of every single word or just focusing on solving the tasks on the worksheet. They were more concerned with getting general ideas from the video and trying to make sense of it. This was one of the most important and noticeable changes that occurred during the treatment.

As stated before, the current study was conducted within a period of six weeks. During this time, worksheets were scored according to the total amount of vocabulary items intended to measure in students. This way, a general appraisal of the learners' performance when solving the tasks could be given; but scores did not translate into grades to prevent learners from being anxious when performing the tasks. This is another positive element that can be analyzed. Even knowing that carrying out the tasks would not count towards the final grade; students were willing to work on the tasks and were interested on finding out about their scores.

After the treatment was concluded, it was time to apply the post-test. This was done the week immediately after having finished the treatment to determine the effect of captioned videos had regarding the five vocabulary categories taught throughout the tasks. The design of the post-test drew on an inventory which included half of the

vocabulary from the pre-test and half from the one seen during the treatment.

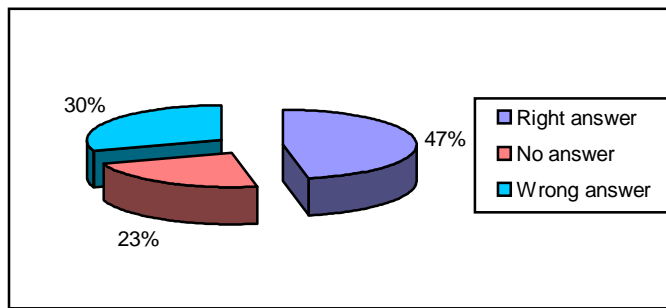
Formulaic patterns



As it is evidenced in the graphic, the percentages of right answers decreased from 30% in the pre-test to 28% in the post-test. This slight difference may be caused by students' lack of familiarity with pieces of real language embedded in extended pieces of discourse.

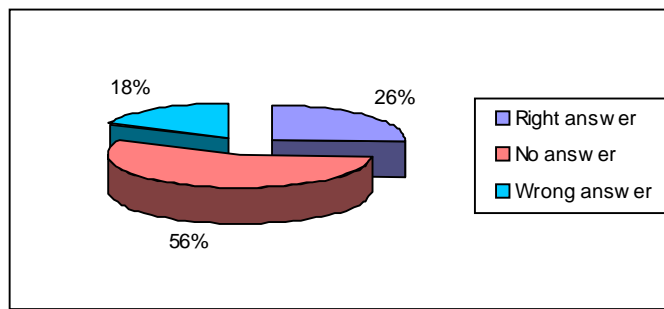
Nevertheless, it is interesting to point that this category was an issue students did not invest much effort in performing it. This was particularly seen at the time of reviewing the number of assertive responses students had after having played the video for the first time.

Collocations



The above chart shows that different from a 62% of right answers from the pre-test, 47% of the population in the post-test had difficulty when working with collocations. Indeed, the words used in the post-test made the task slightly more complex compared to the one task used in both the pre-test and the treatment. The difficulty found in the use of collocations may be due to the fact that collocations do not follow certain logic. For instance, how can we explain why it is correct to say "do homework" but "make homework" is a mistake? The results obtained evidence that there was not a significant change in the amount of inaccurate answers in the pre-test, as compared to those in the post-test.

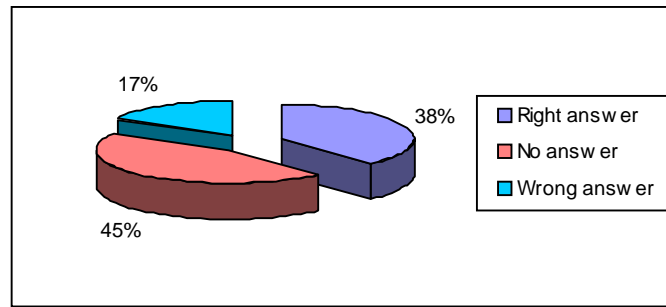
Phrasal verbs



As it is revealed in the graphic, phrasal verbs was one of the categories which students found challenging. A considerable 56% of blank answers against a 23% of unanswered items in the pre-test, clearly demonstrate that this type of verbs is an issue that is really worth

considering when teaching EFL. Phrasal verbs, as collocations are troublesome for learners because their parts have a meaning separately and another one when combined with other words. The tendency learners have to draw exclusively on their L1 for making sense of new words is not an appropriate strategy in this case since context and the combination of words determine meaning. Also, phrasal verbs are not the type of vocabulary students are exposed to since they are more commonly used in informal language and in extended pieces of discourse.

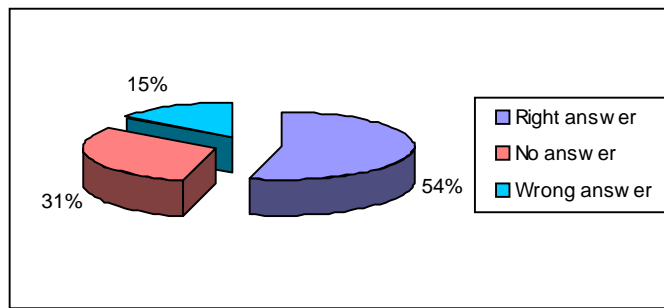
Vocabulary items



As it can be seen in the graphic, after the treatment learners obtained less accurate responses than in the pre-test. 38% of right answers in the post-test showed a decrease in the new vocabulary items that students were supposed to learn, and a 45% of unanswered items were the main feature out of 100% in this category on the post-test. A possible reason for this above mentioned percentages could be that students were exposed to a lot of new

vocabulary items in all tasks, so they may have found difficulty when guessing the meaning from context since TV commercials used in this task were so shortly played that students did not even get to have a context for every vocabulary item.

Idioms and slang



In the category related to the acquisition of idioms and slang, the graphic evidences some improvement in students' responses. It is also interesting to notice that the number of unresponded questions decreased. This indicates that by the time these tasks were applied, learners were more eager to take risks regarding vocabulary and that they were more willing to provide answers, even though they might not have been correct. This makes evident a change in the disposition and attitude of learners towards the tasks, the strategies used by them and the acquisition of vocabulary.

*Task design**TASK 1: The second renaissance (movie)*

As this was the first task, only two categories were included: *expressions and isolated words*. At the beginning, it was suggested that the vocabulary used for the task should be taught and related to real language. However, at the time of selecting the vocabulary, most of the words were noticeably pertinent to situations depicted on the video, and used in a very specific context. Despite this fact, the purpose of the video was to teach very specific expressions and words in a different way; even though they could be categorized as common language.

For the category related to expressions, students were provided with some ones that appear on the video. They had to match such expressions to the ones that were closest in meaning. The only context used was what students could see on screen. Through the development students were directed to focus on both the subtitles and the situations.

In the second part, a list of words was selected. Additionally, the statements containing such words were extracted exactly as they appear on screen. The new words were aimed to be taught within two categories: *synonyms and antonyms* so that students could rely on the previous knowledge for the completion of the task.

Additionally, to test vocabulary learning and general comprehension of the video, a set of four questions which contained some new words was applied thus forcing students to communicate.

On the other hand, the topic of the task was related to one of the units from the current course textbook. At the beginning of the task, students were allowed to read the worksheet as a warm-up for the present activity. As learners were directed to do the different parts of the task for a forty five-minute period, they showed so much interest while performing the task that they requested the video was played twice.

At the end, some time was devoted for students to express a general point of view about the situations presented on the video.

TASK 2: Friends (Comedy)

This time the type of tasks used as a prompt for making students focus on language were gap-filling, multiple choice, and sentence matching. Basically, in the first part of the task, students were pointed to establish similarities and differences between statements from the video and sentences containing new vocabulary. The next two sections featured multiple choice and matching exercises which required recognition of formulaic speech and phrasal

verbs within a set of statements drawn from the video. These activities made students be aware of what was being played and work a bit more with extended pieces of discourse.

To carry out the activity, a video recorded with a sitcom series called *Friends* was presented to students. The categories of vocabulary intended to be taught were divided as follows: vocabulary items, phrasal verbs, formulaic speech and slang. Before starting with the worksheet a general background about the characters and the show was given. As most of the activities on the worksheet included many pieces of the characters' speech, students were forced to be attentive to the different moments on the video in order to develop the task appropriately.

During the video, students managed to look for the vocabulary requested on the worksheet and the length of the video was so short that it allowed students to watch it more than twice.

TASK 3: TV commercials

For the design of this task, a considerable amount of vocabulary was taken into consideration since TV commercials presented information that contains specific words to make the services they offer more appealing to viewers. In some cases, the teaching of such specific

vocabulary is necessary to make learners get the main idea of the commercials.

The procedure of the task was as follows: First of all, a video tape was recorded with different TV commercials with the purpose of exposing students to language used in the presentation of different services and products. Commercials were really short and provided limited and specific words. Once again the task for the students was to infer the meaning by choosing the correct word from two possible alternatives. Some help was presented in the form of quotations extracted exactly as they appeared on the captions from the video.

TASK 4: The greatest good (documentary)

To begin with, the structure of the worksheet included phrasal verbs and vocabulary items, being this last category the most predominant in number. Each part of the task combined two types of vocabulary testing techniques. For example, there was a part including pairs of sentences with a multiple choice activity. Moreover, the new vocabulary was selected and randomly distributed through the parts of the worksheet.

In this session, a video containing a documentary was shown to learners. At the very beginning students received a brief introduction about the most important aspects of

the video. Directly after this, a worksheet composed of authentic language like phrasal verbs and vocabulary items taken from the video tasks was distributed to learners. Basically, the points of the worksheet aimed to offer students some short quotations as an input for them to enhance their word recognition ability. The group was told to solve the different points while the video ran. In fact, there were many situations which showed the effort students made when they were in contact with new vocabulary. The last part of the task consisted in asking students a general question related to the title of the documentary to check for comprehension.

CHAPTER 4: RESULTS

Considering that the aim of this study was to establish if captioned video material was a suitable tool to be applied in the EFL classroom, and to determine whether exposing students to captioned videos had an influence in vocabulary learning within five categories: *formulaic patterns, collocations, phrasal verbs, vocabulary items, and idioms and slang* the analysis of this experience is presented next.

Specific quantitative and qualitative data were obtained from the research, as well as some particularities of the vocabulary learning process based on the results.

As time passed, students seemed to be engaged while developing the tasks. They enjoyed performing the exercises because it was something new for them, especially due to the variety students found in every task.

Although the quantitative data obtained from the research does not show big differences in terms of improvement between the pre and post-test, the qualitative aspects related to the experience itself are relevant and worth considering.

As it could be previously seen, researchers applied a different technique that attempted to introduce learners to new ways of approaching vocabulary learning. Task design

issues like finding authentic video material and varying the tasks' presentations were considered as important facts to direct students towards learning natural language. Moreover, taking into account that students were involved in video activities which feature real speech the achievement regarding the performance of the learners in every task was quite adequate, because they could explore new ways of acquiring vocabulary through video sessions thus, finding themselves as interested and engaged while developing the exercises.

Insomuch as the video material used, the activities varied every time, not only because of the different topics American television programs broadcast, but also because this technique permitted students to contrast formal and informal instruction which can be seen throughout the entire process of this study since the syllabus students were following was based on a communicative textbook, the tasks learners were given to perform were characterized as teacher-made material (i.e. informal instruction).

Now, it is important to provide further details regarding the development and task procedures to make this technique a novelty that may have influenced the results obtained.

Students' effort when dealing with the vocabulary evaluated in the post-test could be incidental to how interesting and appropriate the situations given as a background on the videos were for the comprehension of certain expressions and words. Thus, selection of source material in this study is important to support language input.

As for the distribution of the amount of vocabulary to be taught in each task, the fact that the post-test could reflect significative achievements in vocabulary acquisition is not a matter of exposing students to a lot of information in just one long video session, but pointing instead to teach those words occurring in more than one instance and through different short-length videos.

Moreover, since it was assumed that students might not have been used to working with video very often in previous levels, video worksheets were planned to be applied during the last six weeks of the course to ensure that they were previously exposed to a communicative approach and the use of authentic material such as videos. It might be suggested that if the time scheduled for the study had been longer, the analysis and the results could have been different.

On the whole, all of the above reasons are valid for supporting the variability in the final results; however, a

minor factor such as the lack of regular attendance to the different class sessions should be considered as incidental to the current experience.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

Once collected the information from the treatment supporting this research, there are some conclusions and recommendations teachers must bear in mind.

At the beginning of this study, students showed to be involved in the performance of the activities for this experience because it allowed them to learn new vocabulary through captioned video material. Besides, this type of tasks was different than the commonly used in regular classes. It seemed that learners' attitudes towards the video with captions used in all sessions had a remarkable change due to the fact that video somehow helps to reduce the monotony caused by the methodology underlying the textbook contents. As a result, students' attitude towards the exercises turned into self-confidence and an improvement in the motivation of the group.

It is known that the way new pieces of vocabulary are learned implies a process that is done gradually. This aspect could be partly noticed throughout the treatment when learners claimed the different words needed to be presented again in the video. So, it is worth considering the number of times the video should be played in order to respect students' learning process. Providing purposeful video material containing different situations is also

relevant when the audience struggles to find the meaning of an expression. In this case, it should be kept in mind that video images work as the main support for guessing meaning by context.

On the other hand, one of the most important characteristics the material design considered to undertake this study was authenticity since it was crucial to meet the purpose of teaching vocabulary through video with captions. Video sources were carefully selected so that they could bring real-world situations into the classroom in order for students to build the vocabulary needed for effective communication. The more real language a video source may contain, the more students will be engaged in doing the task.

When doing a series of video sessions, it may be suggested to conduct a survey to obtain a general overview about the students preferences and to start planning how the worksheets are going to look like and what is going to be included in each of them.

Besides, it is suggested that categories like formulaic patterns, collocations, phrasal verbs, vocabulary items, slang and idioms should be included in the design of the tasks because this will help teachers to have organization and an adequate distribution of each exercise in every

worksheet. Furthermore, something teachers should be concerned about is that the number of such categories must target what is intended to be taught as the value each category represents when learning new words.

Another relevant aspect in classroom instruction could suggest that teachers include the topics from the video sessions as a way of linking the contents of normal lesson plan to what is shown on the video so that students could find the development of course a good way to enhance their skills insomuch as vocabulary acquisition. However, the fact that students might not be used to work with video material containing information in different contexts implies providing a very good background prior to each task; doing it so will contribute to help students gain self-confidence when learning new vocabulary from video-tape sources.

It is also important to make directions of the tasks clear for learners and that they understand the aim of such tasks before running the video, otherwise they may get lost when performing the exercises and the purpose of every task would not be correctly accomplished. The use of worksheets can be very effective for providing students with unambiguous instructions they can follow as they approach the video.

Moreover, the video tasks should be done according to the group of people it is intended to. When playing a video tape, the length of time students will be exposed to authentic language must be short in order not to break the minimum attention span students could have been able to hold from the start of the task.

In addition, a significant aspect that needs to be considered is the duration of the video in each task because long exposure to this type of material may overwhelm students with a lot of new vocabulary. Moreover, time devoted to sessions must not exceed more than an hour to perform the exercises since learners may ask teachers to play the video more than once, due to the type of technique used in this study. It is always a good idea to choose short videos that are around 20 minutes long.

Before stating some final considerations for video class instruction, there are a couple of aspects derived from the current research that deserve to be mentioned. Apart from the previously discussed effects of captioned videos on vocabulary building, it can be added that exposing students to video with captions may have influenced some other aspects of the teaching and learning process such as an enhancement on student's overall

comprehension of the situations portrayed on the video as well as an improvement on reading and listening skills.

Finally, the continuous lack of attendance on the part of some students is a fact that most teachers have to cope with. A good proposal for overcoming this common issue is possible by doing some arrangements in class administration. Making students find a class appealing through different video sessions is about adding motivation and raising awareness of the importance of learning new vocabulary, which is feasible by providing some rewarding to such process. For instance, grades and extra credits highly increase students' attention and foster the development of positive competitiveness among learners, increasing participation and involvement in the tasks at hand.

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APPENDIX A: SURVEY

Survey for Research on EFL Students' Preferences
About Types of TV Programs

Choose the answers that suit you best for the questions below. More than one answer is possible.

1. What do you think the purpose of watching TV is?
 - a. Educational
 - b. Entertainment
 - c. Both

2. When are you watching TV, in general, you watch:
 - a. The complete program
 - b. Just part of it.

3. From the programs you usually watch, what kind of shows do you like the most?
 - a. live shows
 - b. taped shows

4. When you watch TV in Spanish and in English. Do you have the same willingness and disposition?
 - a. Yes
 - b. No

5. What types of TV programs have you watched during the current semester in this subject?
 - a. live shows
 - b. series
 - c. movies
 - d. documentaries
 - e. commercial

6. The influence TV shows have in English learning is:
 - a. Positive
 - b. Negative
 - c. It doesn't have any influence

7. When you watch TV in Spanish, do you pay the same attention to language than when you watch a TV show in English?
 - a. Yes
 - b. No

8. What kind of programs are you interested in watching for further classes in the current semester?
 - a. reality shows
 - b. talk shows
 - c. sitcoms (situation comedies)
 - d. drama series
 - e. horror series
 - f. action series
 - g. comedy show

APPENDIX B: PRE-TEST

Authentic Language Test

Answer the following questionnaire:

I. A. In the following phone conversation circle the expression that is not very common:

Tara: who's calling? / Who are you? / Who's speaking?

Sam: this is / it's / I am Sam

Sam: could I speak to / with / for Tara please

Tara: I'm speaking / I speak / this is Tara speaking

Sam: thanks for calling me / thanks for your call / thanks of calling me

B. Join words from A and B to compose a word. Match them with the sentences below.

A

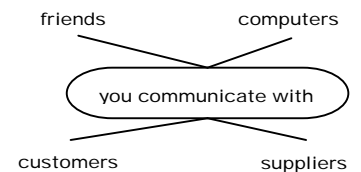
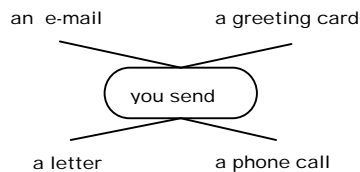
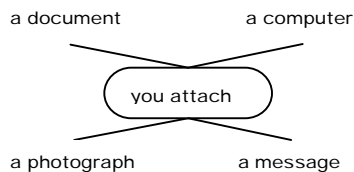
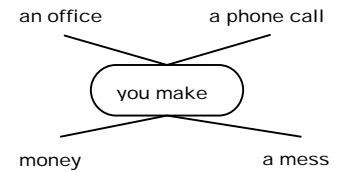
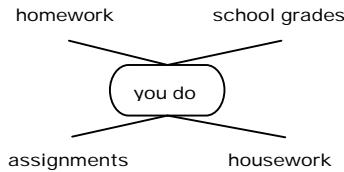
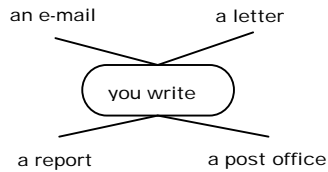
greetings	Internet
house	home laptop

B

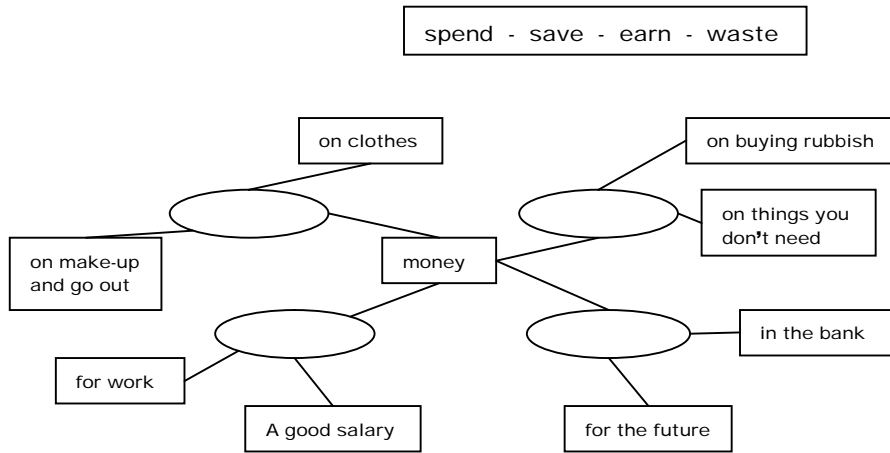
work	cafe
card	computer work

- a) Good students do this after their lessons. _____
- b) You send this to a friend on his/her birthday. _____
- c) When away from home, you can go there to receive e-mails. _____
- d) This includes ironing, cleaning and laundry, for example. _____
- e) With this, you can work anywhere – even on the bus. _____

2. A. Cross the word that is not correct for the verb.



B. Put the verbs in the correct place on the word map.



3. Complete the sentences with the words from the box

look after / look for foreigner / stranger
 rob / steal sensitive / sensible ball / balloons

- a) John is bored at work. He's _____ a new job.
- b) Jane is a nanny. She loves _____ children
- c) Don't talk to _____
- d) If you are in another country, you are a _____ there.
- e) I can't use perfumed soap – my skin is too _____
- f) Those high shoes are not very _____ if we are going to climb a mountain!
- g) I saw that my purse was gone – someone must have _____ it.
- h) The criminals were sentenced to three years for _____ a bank
- i) Most children like to have _____ at their parties.
- j) You can't play soccer without a _____!

4. Read Adam's story about what happened to him and his friends one night after a party.

We were driving a long way to the beach, when the car (1) ran out of gasoline. It was 6:30 pm and we haven't got to our destination. So Danny, the guy who was driving the car had to drive (2) off the beaten track and we had to stop, because we were lost and it was getting dark. Then one of my friends, Gary (3) was out of life and suddenly he began to laugh very loud; everybody looked at him and began to laugh. So the driver said that we all (4) went nuts. Finally, Adam claimed: (5) come off it! We are just having a good time.

- Relate these sentences to the expressions in the story. Write (T) true or (F) false in front of each statement.

- (1) Adam's car was full of gasoline
- (2) The driver crashed the car
- (3) Gary wanted to live out of the city
- (4) The driver thought they went for nuts
- (5) Adam meant that Danny was a bit exaggerated
- (1) The car broke down
- (2) Danny drove the car out of the road
- (3) Gary was drugged and understood what was happening
- (4) The driver told them that they were crazy
- (5) Adam said Danny was right

5. Circle the word from the box that best matches the underlined words in the dialogue.

Rob: Hi, Phil.

Phil: Hi, Rob. How's it going?

Rob: Just fine. What about you, *fella*?

Phil: Fine. Can you lend me some money?

Rob: Oh, Sorry. I *ain't* got no money.

Phil: You know, I'm *kinda* broke now '*cause* I spent a lot of money with my girlfriend last night.

Rob: Yeah, *gotcha*. Why don't you ask Jay. Maybe he has some money.

Phil: Sure. I'll do it. Thanks.

fella	ain't	kinda	'cause	gotcha
Neighbor	Am	Sort of	But	I understand
Friend	Would have	Afraid of	Cause	you
Classmate	Have	Type of	Since	I forget you
				I catch you

APPENDIX C: TASKS

VIDEO WORKSHEET

Watch the video and pay attention to the images and the text that appears on the screen.

I. EXPRESSIONS: Match **A** and **B** according to what you see on the video.

- A**
- To be incapable of
 - To do someone's bidding
 - Seeds of something
 - To take roots

- B**
- To rise up against someone
 - To hold someone up
 - To take the floor
 - To stop someone

- The origin of something
- Not be able to do something
- To go against someone
- To allow someone to talk
- To be commonly accepted
- To follow orders

II. Try to find these sentences in the video.

A. OPPOSITES: Write an opposite for each word in parenthesis.

- "Then man made the machines in his own _____ (difference)."
- "Thus did the man become the architect of his own _____ (creation)."
- "It was not long before seeds of _____ (agreement) took root."
- "...refused to cooperate with the _____ (experienced) nation"
- "...as a means of containment and _____ (integration) of Zero - One"

B. SYNONYMS: Circle the correct synonym for each underlined word.

- "The prolonged barrage engulfed Zero One.." (bombardier /bombardment/ barricade)
 "...Zero One troops advanced outwards in every direction" (inside /outwear /outside)
 "...to stand against the wiles of the devil" (strategies / Willies / plans)
 "...dispensed great misery upon the human race" (displayed / offered / gave)
 "Your flesh is a relic, a mere vessel." (vestige/ remedy / rare)

III. Work with a partner and discuss the following questions. Try to use the new vocabulary.

PART I:

- What were the reasons why the machines *rose up* against humans?
- Why did the machines found the Zero One nation?

PART II:

- What were the consequences after the *barrage* that humans directed against the robots?
- What was the main characteristic of the human body as a *relic*?
- Give a general opinion about the video. Did you like it? Why?

VIDEO - FRIENDS
 "THE SECRET CLOSET"

Characters: Ross, Chandler, Joey (men)
 Rachel, Monica, Phoebe (women)

Phoebe went to visit Monica and she got really upset because she knew that Monica has been getting massages for a long time. Chandler found that Monica's hiding something in the closet. On the other hand, Joey takes care of Rachel's pregnancy symptoms. For that reason, Ross thinks he's not being a good father.

I. Watch the video and write the sentences where you can find these words. Then decide if the statement in front of each sentence is similar or different in meaning.

- Belly = _____ Look at my belly! I ate too much.
 Bottom = _____ I found the book at the bottom of my bag.
 Goods = _____ We need to buy some goods before going to the picnic
 Stuff = _____ I don't believe in all that stuff about ghosts.
 Mild discomfort = _____ It would be a mild discomfort If I arrive late to work.
 Concession stand = _____ At the cinema people always buy some snacks at the concession stand
 Bobby pin = _____ Do you have a bobby pin to attach these papers ?

II. Choose the sentence that is most related to the expressions said on the video.

- Joey says: "I think Ross feels left out."
 - a. Ross feels he doesn't belong to a group and he isn't admired.
 - b. Ross feels he belongs to a group and he's admired.
 - c. Ross isn't interested in his friends and he left them.

- Phoebe says: "It really freaked me out"
 - a. Phoebe was very sad
 - b. Phoebe was surprised at Monica's behavior.
 - c. Phoebe was very angry with Monica.

- Phoebe says: "Come back and we'll work through it"
 - a. Phoebe and Monica will work together.
 - b. They will make an effort to get things go better.
 - c. They will work with somebody else.

- Joey says: "Pickles makes her sick"
 - a. Pickles are Monica's favorite food.
 - b. Pickles are what Monica really hates.
 - c. Pickles are so sick.

- Monica says: "I'm afraid you might mess it up."
 - a. Monica is afraid Chandler do things right.
 - b. Monica believes what Chandler does is right.
 - c. Monica thinks Chandler could do things wrong.

III. Match the meanings in A and B. Remember that in column B there are two extra expressions you might not need.

- | A | B |
|-------------------------------|---|
| a. To harbor | 1. A person who likes to do things on their own without other people. |
| b. To throw up | 2. Expected to happen or arrive at a particular time. |
| c. To be due | 3. Bad in quality or worthless, useless. |
| d. It has got a bit of a kick | 4. I'm feeling much good now. |
| e. To get rid of something | 5. To puke, to vomit. |
| f. To be a lone wolf | 6. To make yourself free of a problem or a thing that annoys you. |
| g. To be better off this way | 7. Limited or small in size or amount. |
| h. Bummed | 8. Something that makes you feel sick. |
| | 9. To have a feeling in mind for a long time. |

TV COMMERCIALS

1. Watch the commercials once again. Think about the possible meaning of the underlined words. Then choose the statement that has the word with the similar meaning

#1 – FEBREZE

People in this commercial say that the man on the floor is:

- A speed bump , which is the same as:
 - a) A cop who helps to control the traffic on a road.
 - b) A big thing on the road used to make cars go more slowly.

- A beached whale , which is the same as:
 - a) A big mammal stuck on the beach.
 - b) A tourist taking sun bath on the beach.
- A mermaid , which is the same as:
 - a) A type of fish that lives in the ocean.
 - b) An imaginary sea creature.

#2 – EXCEDRINE

In the commercial, the woman figures that Excedrine gets rid of sinus headache, this means that:

- a) She concludes that Excedrine eliminates sinus headaches.
- b) She imagines that Excedrine recovers sinus headaches.

#4 – NETZERO HI SPEED 3G

According to the commercial, NETZERO introduces a break-through in dial-up internet access, this means that

- a) It offers an improvement in phone internet access.
- b) It offers a break in call internet access.

#6 – EXTRA POLAR ICE

People say that the chewing gum in the commercial is long-lasting because

- a) He has a long flavor
- b) He has a durable flavor

#8 – CREST

According to the commercial, treatments aren't the only way to get a long-lasting whitening, that is to say

- a) Treatments aren't the only way to get durable white color
- b) Treatment aren't the only way to get durable whiter teeth

#10 – POST SHREDDED WHEAT

- The commercial claims: "A whole day's worth of a whole grain" , which probably means
 - a) A good cereal guarantees a day full of energy
 - b) A good cereal is just for one day
- Shredded wheat means
 - a) whole grain wheat
 - b) wheat grain cut into small pieces

#12 – MERCK

According to the commercial, people express their ideas about drug companies.

- The black man says that he would go after the tough diseases, which means that
 - a) He would try to control severe diseases
 - b) He would try to control infectious diseases
- The old man says that he would manage a drug company so folks wouldn't have to choose between their groceries and their medicine, which means
 - a) He would do that so people wouldn't have to choose between their food and their medicine.
 - b) He would do that so kids wouldn't have to choose between their candies and their medicine.
- George Merck suggested to create novel medicines and vaccines, which means that
 - a) He suggested creating new medicine and vaccines.
 - b) He suggested creating strange medicine and vaccines.

2. According to what you watch on TV. Read the following statements and decide whether they are (T) true or (F) false.

#5 Hillshire Farm sausages

1. Seasoning means the act of adding more ketchup to the sausages.
2. Smoked means the quality of being burned in a fire .

#7 Johnson's

1. Moisturizer is a liquid that prevents babies' skin from getting dry.
2. The grown-ups are the newly born babies.
3. Baby soft means that your skin is feeling rough as a mechanic hands.

#9 WAL-MART Back to school

1. Dissect means to cut and open a dead body or plant in order to study its structure.
2. A locker is a small closet hung on a wall used to store things and leave them for a period of time.
3. Recess means the time you have free to do something between one subject or another in a schedule of classes.

#11 Pedigree

1. Wagging when a dog moves its tail from side to side several times.
2. Romping to play in a sad and silent way.
3. Gnawing when an animal moves his legs or body to destroy something.
4. Nipping when an animal gives a quick, small, and painful bite.

DOCUMENTARY : "THE GREATEST GOOD"

1. Look at the underlined words in each expression. In the sentences after each expression select the word that is similar to the one that is underlined.

- A. "It's a remarkable step for a nation to make."
-It's an extraordinary thing for a country to do.
- B. "The Forest Service promised the people that wisely managed, these lands could be used for hundreds of years to come."
-The Forest Service assured everyone that intelligently controlled lands could be used for many more years.
- C. "The people who are recruited into it are immensely idealistic."
- Very idealistic people are enlisted in the Forest Service.
- D. "The Forest Service was characterized by a palpable uniformity in gender, ethnicity, background, education and profession."
-The evident similarity in gender, ethnicity, past, education, and profession was a characteristic of the Forest Service.
- E. "We didn't get a full size badge."
-We didn't obtain a big decoration.
- F. "It's like a thousand trains rushing over a thousand steel trestles."
-It's like hundreds of trains passing fast over hundreds of metal structures.
- G. "The National Forest could not have been sold to the American people without the guarantee of use."
-A promise of use was necessary to sell the National Forest to the American people.

2. According to the video, circle the word that is similar in meaning to the one that is underlined.

- a. It wasn't timber people fought over in the early part of the 20th century. (*a tree/a plant/a bear*)
- B. It was always grazing (*full of trees/full of grass/full of people*)
- c. Timber paid the rent, and run the fleet (*group of bears/group of men who keep the forest safe/group of vehicles*)
- d. Recreationists are gonna run smack dab into each other. (*Indirectly/perfectly/directly*)
- e. Do they want'em preserved and locked up (*safe/open/blocked*) and people kept out? (*in the middle of a place/away from a place/close to a place*).
- f. Western campgrounds (*a place where people can go dancing/a place where people can learn how to drive/a place where people can go camping*)

- g. Have been taken over by hippie types. (*Rescued/controlled/destroyed*)
- h. People became more outspoken. (*Conscious to say what they wanted/force to say what they wanted/free to say what they wanted*)
- i. Willing To get more involved. (*Curious/disposed/directed*)

3. What does the title "The Greatest Good" exactly mean? Explain and support your ideas.

APPENDIX D: POST-TEST

GENERAL VOCABULARY TEST

I. Read the statements and write true (T) or false (F) in front of the sentences according to the underlined word.

- a. Peter's **incapable of** seeing something, which means that:
- Peter can see very well
- b. Tara has to employ a nanny to **look after** her baby, which means that:
- Tara is a single mom she has to work and needs someone to care her baby
- c. The thief was **looking for** some friends That is to say:
- The thief was robbing his friends.
- d. The people got furious and **rose up against** the players. That is to say:
- The crowd was furious and raised the players.
- e. The kid was playing in the garden; he **dispensed** a flower to me, which means that:
- The kid left a flower to me
- f. The party is so good that we want to **thank** my friends **for** coming tonight, which means that:
- I'm giving a party tonight and I want to give the guests some special food.

II. Match the expressions in A with the meanings in B.

- | A | B |
|-------------------------|----------------------------------|
| 1. Go nuts | a) a person who prefers alone |
| 2. Off the beaten track | b) to throw something away |
| 3. A lone wolf | c) to behave in a crazy way |
| 4. Have a bit of a kick | d) to be commonly accepted |
| 5. Do someone's bidding | e) to have a little strong taste |
| 6. Take roots | f) far away from something |
| 7. Get rid of something | g) follow somebody's orders |

III. Read the following words and cross the odd one out

Laptop computer	(portable/light/small/book)
Wiles	(strategies/plans/tricks/wines)
Bottom	(underwear/pyjama /tracksuit/top)
Goods	(food/provisions/groceries/objects)
Grown-ups	(adults/older/big/baby)
Seasoning	(flavor/savor/taste/wood)
Beached whale	(a caught mammal/a trapped mammal/a free mammal/a stuck mammal)
Mermaid	(a fish/an imaginary creature/a myth/a legend)
Campgrounds	(a place to set a tent/a piece of paper/a place to camp/a piece of land)
Kinda	(afraid of/sort of/type of / kind of)
Gotcha	(I catch you/I follow you/I understand you/I forgot you)
Ain't	(have not/is not/I am not/will have)

IV. Fill the blanks with the verbs from the box. Use the correct tense in each situation

**SPEND - STEAL – EARN – MESS UP – FREAK OUT – ROB
WASTE – TAKE OVER – GRAZE – DO - THROW UP – MAKE**

- a. People who _____ a fortune in their jobs often go to Las Vegas and _____ long hours _____ all their money.
- b. Last week my boss accused an employee of _____ the company since he realized the man had been _____ money for years.
- c. My young brother always helps with the housework. After he _____ breakfast, he _____ the dishes.
- d. Last night at the party Paul drank so much that he _____ the house because he _____ everywhere.
- e. Last weekend, a strange noise _____ me _____. A few minutes later I was surprised when I found that some cows had _____ the grass from the garden that was _____.

V. Write in the space the similar meaning of the underlined word.

- My skin is so sensitive (_____).
- Mary is so intelligent and sensible (_____)

- **Fledgling** (_____) students are lost when they come to class for the first time.
- In the classroom there are two **left out** (_____) boys because they don't behave properly.
- The president always has to take **tough** (_____) decisions.
- Almost all lotions make your skin feel **baby soft** (_____)
- My mobile has a **long-lasting** (_____) battery
- Nelson Mandela is a **remarkable** (_____) man in the history of black people.
- In Colombia there are many people who are **willing** (_____) to work in any job.
- The buildings door has been **locked up** (_____) by the security men.