Captioned Videos on Vocabulary Learning

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Resumen

La incorporación de las tecnologías de la información y la comunicación en la sociedad y concretamente en los centros educativos está transformando las relaciones y las formas tradicionales de enseñanza del Inglés como lengua extranjera, el objetivo de esta investigación es desarrollar una propuesta pedagógica apoyada en el uso de closed captioned videos para mejorar la adquisición de vocabulario de los estudiantes puesto que el componente visual se encuentra muy presente en la sociedad moderna, podemos observar la multitud de vídeos educativos que se encuentran alojados en YouTube. Una buena práctica educativa es incorporar en nuestros vídeos (cartoons, películas, vídeo didácticos…) con closed captions para que los estudiantes en el proceso de adquisición de una lengua extranjera puedan acceder y adquirir una variedad de vocabulario en diferentes contextos de una manera activa y participativo dentro del proceso de enseñanza-aprendizaje, considerando la baja frecuencia de casos en que los estudiantes están expuestos a una lengua extranjera fuera del aula. El presente trabajo resalta la importancia de crear subtítulos para la comunidad en la adquisición del inglés como lengua extranjera y propone una propuesta didáctica para su consecución.

Key words: Tecnologías de la información y la comunicación, Vocabulario, Video, Closed captions, Accesibilidad, Estudiante como centro del proceso, Propuesta didáctica

Abstract

The introduction of information and communication technologies in society and particularly in schools is transforming the relationships and traditional forms of teaching English as a foreign language, the objective of this research is to develop a didactical proposal based on the use of closed captioned videos to enhance vocabulary students due to the visual component is very present in this modern society, we can observe the multiple educational videos that are hosted on YouTube.

A good educational practice is to embed in our videos (cartoons, movies, didactic videos ...) with closed captions so that, in the process of acquiring a foreign language, students can access and acquire a variety of vocabulary in different contexts in an active way and participatory within the teaching and learning process, considering the low frequency of instances that learners are exposed to target language outside the classroom. This paper highlights the importance of creating closed captions for the community in foreign language acquisition and proposes a didactic proposal for its achievement.

Key Words: Information and communication technology, Vocabulary, Video, Closed captions, Accessibility, Learner-centered, Didactical proposal

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Captioned Videos on Vocabulary Learning

Over the years, there has been a growing emphasis on teaching English as a tool for communication, and latest technology (computer and video materials), specifically has played a crucial role in facilitating authentic communication. The acquisition of a second or foreign language is arguably one of the most cognitively challenging undertakings a person may experience in his or her lifetime.

Recently, in the process of learning English as a foreign language, many language instructors, material designers, and scholars have been interested in investigating the effectiveness of a variety of strategies and methods that can be employed in the EFL classes to facilitate the learners' mastery of language skills and to enhance conditions for learning; one of them are English captioned videos as a powerful pedagogical strategy to help improve vocabulary learning in an EFL setting.

Danan (2004) claimed that the target words into a context will be a good way of facilitating vocabulary acquisition if captioned videos are considered good sources of comprehensible input at any stage of language acquisition. In addition, if captions are provided, viewers will be highly motivated to understand what is shown and said on television. Moreover, if most of the population moving from the computer to the TV and/or DVD and vice versa on an everyday basis, the visual component will be highly powerful living in this modern society.

Finally, captioned videos will make a suitable environment for learning considering the low frequency of instances that learners are exposed to target language outside the classroom. This research attempts to investigate the influence of English captioned videos in terms of aiding vocabulary learning.

Objective

To enhance Vocabulary Learning through English captioned videos.

Justification

Over the last few years, the interest of using English captioned videos for language learners in the classroom has grown since they have been assumed to be a useful tool in enhancing vocabulary learning. Moreover, if multimedia is used in the L2 classroom, it will support the cognitive processes by enhancing the comprehensibility of the spoken and visual input. Krashen (1985) points out if students are exposed to target language in real communicative environments, they will acquire unconsciously an ample input.

Thus, if Captioned videos are implemented in a foreign language learning setting on facilitating vocabulary acquisition, they will be an important tool to make education more accessible due to rich and authentic comprehensible input, considering the low frequency of instances that learners are exposed to target language outside the classroom. In this respect, if captioned videos from American TV programs are widely implemented in a foreign language learning setting due to rich and authentic comprehensible input, they will affect positively the ability for foreign language acquisition of children and adolescents among others.

To sum up, if students are exposed to a rich and authentic comprehensible input of a real-life context in an innovative way and their overall attitude is highly motivated towards learning, captioned videos will be a less time-consuming activity for teachers and a rich experience for students.

Theoretical Framework

Related Research. Many research studies have been carried out with ESL students evidencing the effects of English captions have on different issues in the process of learning a foreign language. Such studies have been focused on improving word acquisition, word recognition and facilitating listening comprehension when viewing closed captioned videos.

Garza (1991) carried out verbatim captioning with adult ESL learners and adult Russian language learners to explore the language learning benefits of merging spoken and printed text in one medium. He chose (2-4 minutes), verbatim, captioned segments from actual Russian and American TV programs which provided a kind of visual glossary for difficult vocabulary. When, over time, he tested students' ability to use specific vocabulary from the segments in retelling of their content, he highlighted significant increases in comprehension of the segments, as well as a recall of the language used in them. Moreover, if authentic captioned segments from American TV programs are used in a foreign language learning setting, they will facilitate students' vocabulary acquisition, considering the low frequency of instances that learners are exposed to target language outside the classroom.

In addition, Neuman & Koskinen (1992) advocated the use of captions as sources of comprehensible input and explored the differences in vocabulary acquisition among Southeast Asian 7[Th] and 8th grade bilingual students exposed to science materials in English presented in a variety of forms. Those who were shown captioned video had better results in vocabulary recognition and acquisition exercises, and they also found that captioning was more beneficial to vocabulary recognition and acquisition than traditional television watching, or reading while listening.

On the other hand, relevant to this study is the work of Markham, Peter, and McCarthy (2001), who examined the effects of Spanish captions, English captions, or no captioning on the L2 comprehension of students in a university-level intermediate Spanish as a foreign language course. Of the 213 participants in this study, three groups were created, each of which viewed the same DVD (digital versatile disc) passage (seven minutes) with Spanish, English, or no captioning present respectively, presenting information concerning preparation for the Apollo 13 NASA space exploration mission. In addition, after viewing the passage, participants were asked to provide a written summary of it and also complete a 10-question multiple-choice quiz. Results revealed that English captioning was a significant aid to students' comprehension; students in the English captioning group performed at a considerably higher level than either the Spanish or no captioned groups. Additionally, students in the Spanish captioning group performed higher than those with no captions at all, illustrating that there is some pedagogical value in captioned video in the L2 classroom.

Besides, Rees (1993) carried out a study at the International Language Institute of Massachusetts. He used CCTV news program and situation comedies for Chinese and Japanese students of ESL. According to this study, if Chinese and Japanese students of ESL watch CCTV news program and situation comedies, they will increase their vocabulary, improve their listening comprehension, and accumulate the American culture using the printed-out script of programs previously seen in class and transcribed by Rees for the classroom and homework reading.

In addition, based on experimental studies on this topic, Huang and Eskey's (2000) investigated the effects of closed-captioned TV (CCTV) on the listening comprehension of intermediate English as second language (ESL) students. Thirty students with intermediate levels of ESL proficiency participated in this study. They noted that listening comprehension of ESL

students and their general comprehension and vocabulary development were positively enhanced by using English captions on TV.

Finally, Ellsworth (1992), a teacher at the Benjamin Franklin Institute in the Mexican State of Yucatan, reported that an in-class study of closed-subtitled programs motivated the learners to use their second language with greater ease and confidence. In this study, students were assigned into three modes of presentation containing (1) captions, (2) non-captions, and (3) audio only. Then grammar, vocabulary consisting of idioms and slang, and U.S. cultural expectations were built into his lesson plans. In addition, he claimed that if subtitled videos are used in the classroom, they will help insecure people in their second language to use it, interact with it, and expand it.

Theory of second language acquisition (SLA). Second language acquisition theory has been an important aspect on this research. Saville-Troike (2006) claimed that second language does not only refer to the second language the child learns, but to any language that is learnt after the child has acquired a first language; moreover, he claimed that there are two kinds of presentation, informal and formal, L2 learning, informal learning is carried out in naturalistic contexts and formal learning is what is learned in class.

In addition, five hypotheses have been proposed by Krashen (1982). The first three, the acquisition-learning distinction, the monitor hypotheses, and the natural order hypotheses. The fourth hypothesis, the input hypothesis is an important aspect of language; thus, also of second language learning, and it might be relevant on this research because it attempts to answer the crucial theoretical question of how we acquire the language. The fifth hypothesis, the affective filter hypothesis, related to the relationship between attitudes, motivation and success in the process of second language acquisition.

In addition to this, if captions/subtitles are incorporated in a foreign language setting, they will play an important role in lowering the affective filter, which psychologically affects one's learning as students are highly motivated and it is easier for them to get meaning from foreign language films and videos.

Theories of learning and use of closed captions. According to Zanón (2012), the learning opportunities of Closed Captions not only are based on empirical research but also on three theories of learning:

Cognitive theory of multimedia learning. Mayer's (2001) cognitive theory of multimedia learning, as illustrated in Figure 1, indicates that information presented to a learner's eyes and ears is stored temporarily in the working memory as two coherent mental representations, and prior/background knowledge, which includes linguistic knowledge and content knowledge, is then integrated with the two sensory modalities to arrive at a full interpretation of the information supplied by a multimedia presentation.
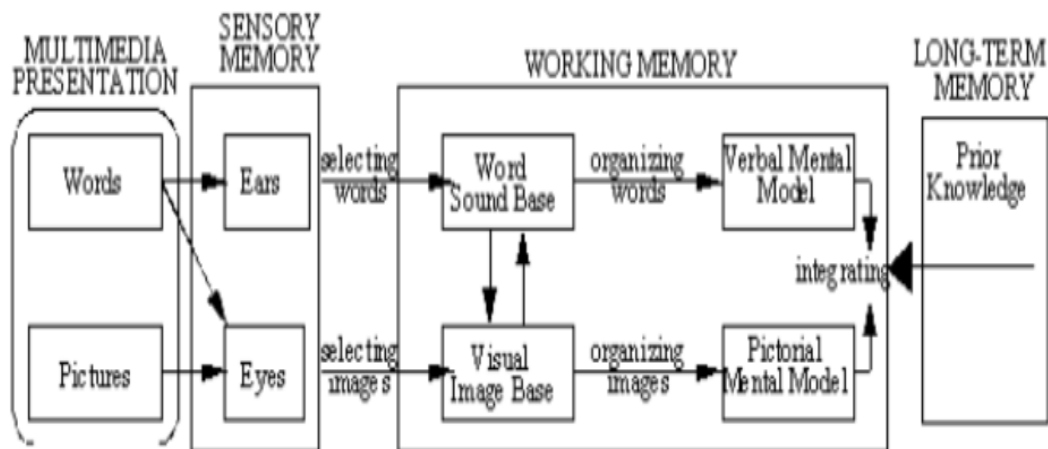

Figure 1. Visual Representation of the Cognitive Theory of Multimedia Learning.

Moreover, Mayer (2001) explains that if learners seem to be behaviorally inactive, well-designed multimedia instructional messages will promote active cognitive processing in students. The content and context of the viewing are fundamental elements for engaging students as active learners.

Finally, using the cognitive theory of multimedia learning, Guillory (1998) investigated the effects of different captioning methods on students' comprehension of a digital video. In addition to the audio narration, students were provided with redundant verbal information in the form of either keyword captions or full-text captions. The students' comprehension was as good as when the video was presented aurally with keyword captions or when it was presented with full-text captions. The finding implies that the visual image in the video, together with the small amount of text in the visual channel, is sufficient to achieve full comprehension of the information coming through the auditory channel.

Dual-coding theory. Dual-coding theory is the foundation for later multimedia learning and multimedia language learning theories proposed by Paivio (1971), as illustrated in Figure 2, it connects imagery (mental images or pictures) with language (oral or written), seeking to explain how the processing of these forms of information facilitates comprehension.
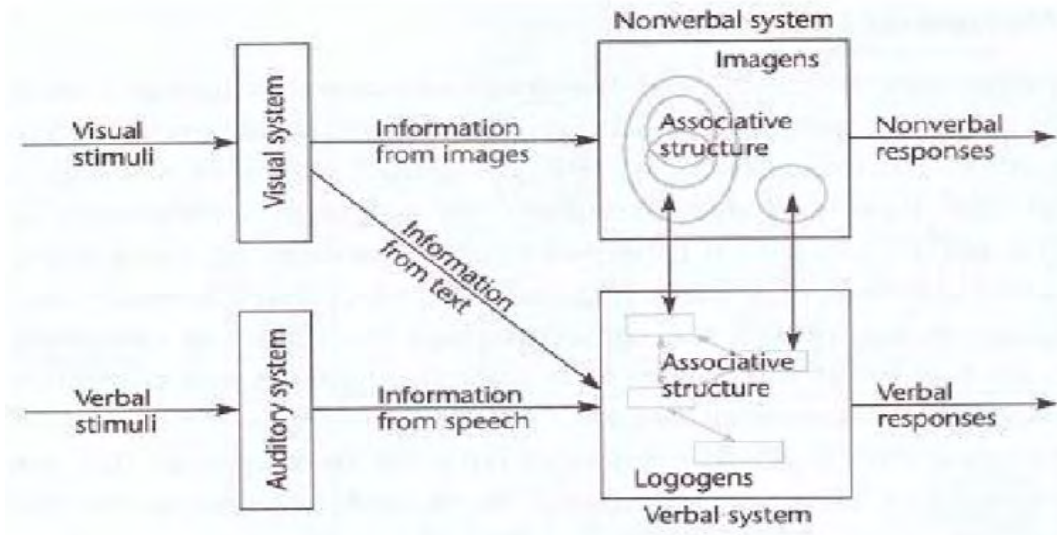
Figure 2. The Architecture of Paivio's Dual-Coding Theory.

According to this, if verbal information such as words and symbols and nonverbal information such as pictures or objects are presented simultaneously rather than separately, memory and cognition will take place facilitating comprehension; therefore, recently the use of multimedia has been advocated as a means of providing both types of input so learners will learn and retain the information better and easier.

Moreover, Paivio proposed the dual-coding theory which suggests that if pictures are added to the message, viewers will remember the message easily due to the number of cues associated with it.

In that sense the results of past research seem to sustain the aspect that the use of captions triggers multi-sensory processing, interacting with audio, video and print components. Thus, the comprehension for viewers will enhance if captioned videos show pictures and words in an auditory and visual form simultaneously.

Information processing theory. One of the more influential cognitive theories used in instructional design is the Information Processing Theory. It focuses on how the human memory system acquires, transforms, compacts, elaborates, encodes, retrieves, and uses information.

Information Processing Theory approaches learning primarily through the study of memory. The memory system is divided into three main storage structures: sensory registers, Short-Term Memory (STM), and Long-Term Memory (LTM). The first stage of processing is registering stimuli in the sensory memory system. Individuals receive information from the environment through a sensory receptor; ears, eyes, nose, mouth or sense of touch. The information is a sensation as it enters the body. The sensory registers (one for each sense) briefly hold raw information until the stimulus pattern is recognized or lost. The sensation that is not discarded is transformed into a message and sent to working memory. The message is sent when the individuals are paying attention to a stimulus or if the message activates a known pattern.

STM holds information in its recognized form instead of its raw sensory form (e.g., visual—icon, auditory—echo, textual—alphabet). It is critical that the learner concentrates to the information at this stage and further stages in order for information to move on to the next. An important characteristic of STM, for our purpose, is that both visual information and phonemic coding are the important modalities of learning, especially learning a language.   Information that we do remember for a short amount of time goes into long-term memory. Long-term memory has an unlimited capacity to store knowledge. This is the most essential part of the Information Processing Theory. Elaboration and distributed practice are the two processes that move information into long-term memory. Thus, by using captioned video during instruction can help the students to encode information.

To sum up, if captioned videos expose learners to the L2 both aurally and visually, they will help them develop listening comprehension skills and acquire new vocabulary.

Learning styles and strategies in SLA. Language learning styles and strategies are among the important factors that help determine how – and how well – it is learned a second or foreign language by our students; it is the way we perceive and process things the best.

A second language is studied in a real context where abundant input exists in that language and it is put into practice by people in daily interaction. A foreign language is a language studied inside the classroom where the input in that language is limited and it is not the main vehicle for communication. Learning styles are the general approaches – for example, global or analytic, auditory or visual – that students use in acquiring a new language or in learning any other subject. Moreover, these are different methods of learning or understanding new information, the way a person takes in, understands, expresses and remembers information.

There are four relevant learning styles: Visual, Auditory, Read/Write, and Kinesthetic. Cognitive learning focuses on three different styles of learning. These are visual, auditory and kinesthetic (or VAK). According to Sarasin (1999), VAK learning styles referred to human observation channels: visual, hearing and feeling. It suggested visual learners can learn effectively when they see the materials; auditory learners like to hear the material; and kinesthetic learners do best when doing an activity.

According to Reid (1998), learning styles are internally-based characteristics that are used by learners to understand new information and discover how to learn best. Learners prefer to boost their confidence and consequently their performance. In addition, Reid argued that learning styles are internal skills that were acquired unconsciously, but learning strategies are external skills that can be learned consciously. Learning strategies are adopted by individuals to improve and develop their level of comprehension. On the other hand, a learning style is an internal characteristic developed in people since childhood.

Finally, Lincoln and Rademacher (2006) discuss learning styles of ESL students on the premise that "every human favor one or more senses for learning" and explain learning styles categorized into sensory modalities such as:

Visual learning styles. The visual memory records that which comes to us through the eye, or, in other words, it is the avenue which helps you to remember all that you see. According to Oxford (1996), visual learners use strategies including reading alone, watching movies and interacting with screens – all of which should be aided by the use of captions with video.

Auditory learning styles. Lincoln and Rademacher (2006) noted that aural learners learn best by listening to stories, lecture, audiotapes or films.

TV, DVD films and captioned videos as comprehensible input. From the beginning, TV, film and videos as audio-visual materials have been seen by Second Language Acquisition (SLA) researchers as excellent potential sources of comprehensible input since they are made for native speakers, so in that sense they provide authentic language input.

First, TV has been seen by SLA researchers to be a good source of listening material. Gillespie (1981) stated that it holds advantages because it is more like listening in the real world since it contains a visual context; therefore, facial close-ups allow the nonverbal element of communication (including context, kinesics, and culture) to aid interpretation of the message. Krashen (1985) noted that "the Input Hypothesis makes the plausible prediction that television can be helpful if it is comprehensible"

Second, DVD films have been seen as a useful tool when teaching vocabulary and are generally highly appropriate for teaching cultural aspects. Thus, they provide the learners with real-life language input, which may be difficult to receive otherwise in a non-English-speaking environment.

According to this, Yuksel and Tanriverdi (2009) emphasized the usefulness of English captions when watching a movie, since if captions are presented, they will help the learner to incorporate a word into a context. Moreover, films can help to learn for instance vocabulary around a certain theme.

Finally, captioned videos have been viewed as an important pedagogical tool because if they bring more native voices into the learning environment, they will help learners integrate written and aural information, which supports language acquisition.

Definition of closed captions. Captioned Media Programme (2006) defined "Captioning as the process of converting the audio content of a television broadcast, webcast, film, video, CD-ROM, DVD, live event, and other productions into text and displaying the text on a screen or monitor. Captions not only display words as the textual equivalent of spoken dialogue or narration, but they also include speaker identification, sound effects, and music description".

According to this description, closed captions are a textual representation of what is being spoken in a television program, movie, or educational video and they can also provide descriptions of background sounds such as music or rain. Besides, The National Center for Technology Innovation and Center for Implementing Technology in Education (2010) argues that "For students who are learning English (or another language), captioned and subtitled media can also have benefits. Captioned movies have been to be more effective at improving overall listening comprehension than non-captioned movies.

Effects of closed captions in the learning process. Research has yet to provide evidence of the effects of captions in learning. Closed captioned programming was first used in March 1980 for the hearing impaired by the National Captioning Institute. Soon education and literacy specialists recognized the potential of exploiting captioned televisions in language classes.

In addition, Koolstra & Beentjes (1999) reported that Dutch students in Grades 4 and 6 watching an English television program with Dutch subtitles performed better in vocabulary acquisition and recognition of English words than those watching the same English program

without subtitles, and watching a Dutch television program. Moreover, Blosser (1988) found a positive relationship between television and reading comprehension scores for Hispanic students, albeit for those children with some English proficiency.

For instance, Rice and Woodsmall (1988) discussed that children learn words from their first language when watching animated films with voice-over narration. Such learning can be further improved when the films are subtitled and when voice is accompanied by orthographic information.

In addition, Schilperoord, Groot, & Son (2005) noted that in countries like the Netherlands, where about 20% of all programs on Dutch public and commercial television are foreign, learners are provided with opportunities to learn foreign languages, especially since the 1980, when the teletext was introduced. Similarly, Koolstra and Beentjes (1999) highlighted that in small language communities, if a considerable number of television programs are subtitled, they will create the possibility of vocabulary acquisition not only in one's first language but also in foreign languages.

However, there are a certain group of opponents of subtitles argue against them on several grounds and who state that captions are the reason of creating certain feelings on students. Zanón (2006) argued that if subtitles promote disturbance and laziness, they will be considered as a nuisance by many viewers. There is also a conviction that subtitles create a degree of dependence on the written text.

Danan (2004) detected that if teachers tend to be openly hostile to the use of subtitles, language learners will often have feelings of guilt or annoyance when first exposed to subtitles. This is because subtitles are accused of encouraging learners to rely on the written text, and fostering a form of laziness bordering on cheating. Bird & Williams (2002) stated that it remains unclear whether subtitles lead to better or worse listening comprehension. They stated that

although some studies suggest that subtitles have some beneficial effects, if they help a better retention of phrases and vocabulary through good reading, they will not improve listening comprehension.

Reese (1984) noted that subtitles either impede or have no effect on learning from news stories. He also noted that the reason may be the limitations of single channel processing, according to which humans can attend to only one channel at a time. Finally, King (2002) reported the following advantages of watching films without subtitles:

1. To help students develop a high tolerance of ambiguity

2. To enhance listening strategies such as guessing meaning from context, etc.

3. To promote active viewing and listening for key words and main ideas

4. To encourage learners to make use of authentic materials on their own

5. To give learners a sense of accomplishment and self-assurance

In a nutshell, based on what I stated before it is important to conclude that English closed captions will allow professors to change the traditional way of classroom instruction by practicing new forms of teaching if they become a tool for learners to expand vocabulary, improve listening comprehension, increase knowledge of culture, and stimulate class discussions or Captions will be a form of fostering laziness and disturbance if they encourage learners to rely on the written text.

Didactic Proposal

Title: The Effects of English Captioned videos on Vocabulary Learning

Level: Fifth grade

Length: 8 weeks

Materials

Video projector. A video projector along with a laptop and VLC player will be used to play the movie clips in this study during each session in the classroom, if they enable to incorporate the captions into motion picture and to modify the speed rate.

Cartoon clips. Short cartoon video clips from the American animated TV series "*Regular Show*" and "*We Bare Bears***"** from cartoon network retrieved from YouTube will be used as treatments in this proposal. The language of the clips is English and they also will be shown with English captions. If the videos are short, the time of the videos will vary from two minutes and three minutes. These video segments will be chosen and recorded with Bandicam, which is a lightweight screen recorder for windows that can capture anything on your PC screen as high-quality video (www.bandicam.com), if they offer different real-life scenarios in which pupils could acquire a number of words in an innovative way.

 Finally, if the captioned segments are manually transcribed, they will turn into a karaoke style highlighting the key words on videos with Aegisub which is a free, cross-platform open source tool for creating and modifying subtitles (www.aegisub.org).

Instruments. The students will be administered one task in pen-and-paper format. The task will be a multiple choice cloze test on vocabulary.

Multiple choice cloze test on vocabulary. The multiple-choice cloze test on vocabulary, with items focusing on nouns; each item will be composed of a sentence in the English transcript with a gap, accompanied by three possible solutions for the gap.

Games. Games will be used through worksheets with probing questions related to the closed-captioned video clips in order to build up their previous knowledge and use their new knowledge in a situation separate from the activity in which they learned it.

Justification

The didactic proposal will aim at students in their fifth year of Primary Education from the Marco Fidel Suarez High School if students are not in contact with the English language to enhance the students' skills which have gained throughout the upper grades as well as develop them even further in preparation for secondary school. In addition, this syllabus will aid us in planning and directing the use of English captions on vocabulary learning in our pupils as an innovative tool to acquire a foreign language if it is used to change the same traditional ways used by teachers such as readings, word-games and dictionary activities, but also to get students involved in a real-life context presented in the visual material.

Moreover, Spanish students are not generally considered good at learning English, specially, when we refer to vocabulary learning because pupils won't be in contact with the English language if all the things that surround them are in Spanish: television, films, TV, soup operas, series, etc.

In this respect, short cartoon captioned segments will make study more interesting and contribute greatly to the improvement of student vocabulary learning if students are immersed aurally and orally into a real-life context. Moreover, if cartoon captioned segments are highly accepted by children during the learning process, they will facilitate vocabulary learning, and can

be quite rewarding in a foreign language learning context, considering the low frequency of learner exposure to the target language outside.

To sum up, if cartoon captioned segments are very important tools in vocabulary learning into a real English setting. They will be the main focus of the present syllabus to help learners to be exposed into a real-life context in an innovative way avoiding the traditional way of paper-based instruction.

Objectives

General Objective

To develop vocabulary learning through the use of captioned segments from cartoons.

Specific Objective

To understand words and phrases in varied verbal interactions in different contexts.

To expand their vocabulary in context using captioned segments from cartoons.

To demonstrate understanding of some closed-captioned video clips through role-plays.

Methodology

If this didactic proposal is planned to last four weeks, it will be divided in the following didactic sequence.

	Process		Activities / Strategies	Didactic Resources	Weeks
Pre-Activity It goes before watching the cartoon captioned segments whose aim is to help students in the process of understanding the use of the present to be.	**Beginning**	**Motivation**	• The teacher greets their students.	• Mimics • Pencil • Teacher's Voice • Board • Marker • Paper	1
			• The students write their names in a piece of paper and stick on their desk.		
			Facilitator Device • The students watch cartoon captioned segments about greeting someone with full captions and without captions from the animated show "*we bare bears*"		
		Previous Knowledge	• The students look at some occupations and professions on the board and say which they are. • The students guess the topic.	• Mimics • Teacher's Voice • Board • Marker • Flashcards	2

While-Activity	Process	Knowledge building up	Facilitator Device	• The teacher presents the topic "Hello, my name is…. by using captioned segments from the animated show "*we bare bears*". • The teacher presents the topic "Hello, my name is…. by using the same video from the animated show "*we bare bears*" without captions.	• Mimics • Teacher's Voice • Cartoon clips • Video projector • Laptop • VLC software • Paper	3
It takes place while the students are watching the video segments with full captions and without captions. This aim is to maintain the students' interest.		Learning application		• The students stand up and ask to their classmate's personal information. • The students write the information of their partners in a chart.		
Post-Activity It comes after carrying out the activity to evaluate the students' comprehension of the video and the vocabulary learning.	Ending	Evaluation		• The pupils write the names, occupations or professions of the characters from the animated video. • The students ask and give personal information.	**Instruments** • Vocabulary Test • Observation Guide	4

If the whole procedure is divided in four sessions, they will be worked in topics related to the present to be. In addition, if some activities demand more time than others, they will be worked for two weeks, 2 hours a week.

Conclusion

The need for updating and keeping relevant the methodology of teaching in this proposal will grow the interest of using closed captioned videos in an EFL classroom if students are highly motivated to learn in a new and challenging way. In addition, if captioned segments from different American TV cartoons are used as authentic material, students will learn a great amount of vocabulary, considering this factor as an essential part in learning.

Moreover, if this didactical proposal is made as a motivated and entertaining way for little kids, it will show how to use short-captioned videos in a didactic way along with some activities that can be used in the classroom. Moreover, if captions are not used to serve as a guide to develop the communicative competence, they will not be an effective factor fostering the listening comprehension and vocabulary learning.

Thus, this proposal is designed due to students' scores on paper will not reflect entirely their oral acquisition and their ability to use the words orally in meaningful contexts if they are not exposed to a real-life setting. So, the need to exploit students' oral productions in communicative tasks such as role-plays and games will be essential in this proposal if students are able to use previously acquired vocabulary in real-life situations.

Finally, if closed captioned videos are highly accepted by learners during the learning process, they will help learners to be exposed into a real-life context in an innovative way avoiding the traditional way of paper-based instruction.

Recommendations

Once will be carried out this research in an EFL classroom. There are some recommendations teachers must bear in mind.

Firstly, before doing the closed captioned segments, it may be suggested to conduct a survey to obtain a general overview about the students' preferences and to start planning how the captioned videos will be shown.

Secondly, it may be suggested to classify the captioned segments into categories related to grammar taking into account that the length of the video in each task needs to be short because this will help teachers to have an adequate organization and the students will highly motivated to understand what is shown and said on the screen.

Finally, before running the closed captioned videos, it could be suggested that teachers make clear directions of the tasks of using them in the classroom and that the students understand the aim of each task to avoid they may get lost when performing the activities.

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Anexes

	COACH
	CUSTOMER
	REPORTER
	PRIME MINISTER
	DOCTOR
	SURFER

	FARMER
	WAITER
	MOVIE DIRECTOR

Annex 1: Comprehension Test Session 1: "Present to be – Captioned clip"

Instructions: Read the questions 1-4 and make a circle in the correct answer for each question.

1. What does Margaret do for living?

    A. She is a reporter.

    B. She is a waiter.

    C. She is a doctor.

    D. She is a coach.

2. What does Jablonski do for living?

    A. He is a farmer.

    B. He is a doctor.

    C. He is a coach.

    D. He is a reporter.

3. What does Jimmy do for living?

    A. He is a coach

    B. He is a surfer.

    C. He is a waiter.

    D. He is a reporter

4. What does Clark do for living?

    A. He is a surfer.

    B. He is a doctor.

    C. He is a coach.

    D. He is a reporter.

Annex 2: Role-Play Rubric

Name: _____   **Date:** _____

Activity: _____   **Role Played:** _____

Assessment done by: _____

Criteria:	Rating:				
Speech was clear with appropriate use of the transcript.	5	4	3	2	1
Role was played in a convincing, consistent manner.	5	4	3	2	1
Role-play was well prepared and organized.	5	4	3	2	1
Role-play captured and maintained audience interest.	5	4	3	2	1

Additional Criteria:

_____

_____

_____

_____

Comments:

_____

_____

_____

_____