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**Target language captioned video for second language listening
comprehension and vocabulary acquisition**

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by

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Report

Presented to the Faculty of the Graduate School of

The University of Texas at Austin

in Partial Fulfillment

of the Requirements

for the Degree of

Master of Arts

The University of Texas at Austin

December 2014

Dedication

This report is dedicated to my Heavenly Father. Everything in my life is His, including this report. I also wish to dedicate this report to my heavenly family, the members of Korean Baptist Church of Austin and Chuncheon Hanmaum Church. It is my earnest hope that the work done in this report may be used to help them spread the gospel of resurrection to the ends of the earth.

Acknowledgements

I sincerely thank God for giving the proof that everyone can believe: the resurrection of Jesus Christ, which is written in history (Acts 17:30-31), and for letting me know that I belong to Him. I also wish to thank my parents for their enduring love and patience with me, Dr. Pulido and Dr. Horwitz for their wisdom and guidance, our pastor's wife Mrs. Kim for giving me the idea to create the English class described in this report, my best friend Yoo-Jin Kim, and everyone without whom the C-Channel English testimonies that inspired this report would not exist: Pastor Sung Ro Kim, Soon Tae Hong, the KBCA and Hanmaum Church dubbing and translation teams, all of the dubbing actors and actresses, the people at C-Channel, everyone who has ever prepared or will prepare to record for C-Channel, and the Navajo and Hopi people of Arizona, who gave us the urgent need to start dubbing these testimonies in the first place.

Abstract

**Target language captioned video for second language listening
comprehension and vocabulary acquisition**

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The University of Texas at Austin, 2014

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This report surveys existing literature in order to determine how best to implement target language captioned video in a classroom of a particular context: a Korean church in the U.S. whose members desire to improve their English language ability for the purpose of sharing the gospel of resurrection in English. In order to gain insight into the benefits and limitations of target language captioned video on second language listening comprehension and vocabulary acquisition and thus how to use the learning tool optimally, literature is reviewed regarding word knowledge, processing strategies, and reported gains or effects of the use of captioned video. Then, incorporating the information gleaned from the literature, two sample lesson plans are presented utilizing the C-Channel English testimony videos as the primary tool for instruction.

Table of Contents

1. Introduction.....	1
1.1 Background Information	1
1.2 Preview of the Report	2
1.3 Theoretical Basis.....	3
2. Literature Review.....	6
2.1 Word Knowledge	6
2.2 Processing Strategies in Listening with Caption Use	9
2.3 Benefits of Captions on Listening Comprehension	13
2.4 Word Knowledge Acquisition Gains	16
2.5 An Alternative to Captioned Video Use	22
3. Discussion	24
3.1 Insights from the Literature	24
3.2 Summary of Findings.....	25
3.3 Limitations Found in the Literature	26
4. Learning English with C-Channel: Lessons Incorporating Captioned Video ..	29
4.1 Teaching Context	29
4.2 Lesson A - “Yeonrae Yang: I Was a Husband Beater!”	29
4.3 Lesson B – “Kyung-Hwa Shin: A Cancer Patient Lives a Heavenly Life”	34
5. Teaching Implications & Conclusion	37

Appendix A – Key Words Poster Content for “Yeonrae Yang: I Was a Husband Beater!”	38
Appendix B – Quotes from “Yeonrae Yang: I Was a Husband Beater!” for the Quote-Match Activity	39
Appendix C – Key Words Content for “Kyung-Hwa Shin: A Cancer Patient Lives a Heavenly Life”	40
References	41

1. Introduction

In this section, the plan for instruction which inspired this investigation is introduced and then followed by a preview of the report and a look at the theoretical basis for implementing a lesson plan involving captioned video.

1.1 Background Information

This year I was asked to consider designing a class for a unique group of students at my church: Korean recent immigrants and international students who want to improve their English for the purpose of sharing the gospel with their English-speaking friends. This sudden interest arose when our church began to hear more about the historical evidence for the resurrection and thus began to realize the significance of the event. The message that started this revival is being proclaimed with great fervor by a church in Chuncheon, South Korea, but until recently this particular message was only being preached in the Korean language. This led to a huge project: the translation, dubbing, and captioning of the C-Channel testimonies – the Chuncheon church’s 200+ nationally broadcasted testimony videos. Each video features a member of Chuncheon Hanmaum Church. In each video, the church member tells his or her story about overcoming life’s problems through the gospel. Since my students have all viewed most of the Korean versions of the C-Channel testimonies within the past year and have great interest in them, I have decided to implement the English dubbed and captioned versions of these testimony videos as one tool for my instruction, which will begin in the spring of 2015.

The goal is that, through the use of these videos, my students will master the vocabulary knowledge necessary to share the gospel, will become familiar with a broad range of vocabulary and topics about life from all walks, and will eventually feel comfortable expressing themselves in meaningful discussions in English.

1.2 Preview of the Report

The objective of this report is to explore second language acquisition research in order to gain insight about the effectiveness of using L2 captioned videos for the purpose of increasing word knowledge and listening comprehension so that I may make informed decisions about how best to use this tool in my classroom context. This investigation and application are also meant to be of assistance to other educators desiring to use captioned video in their own contexts. First, the theoretical basis for using target language-captioned video is discussed, particularly in the way captioned video are to be used in the context introduced above. Of specific relevance are the following questions, which are addressed in the literature review section:

1. What does it mean to know a word?
2. What processing strategies are employed when watching L2 captioned video?
3. What are the effects of using L2 captioned video on listening comprehension?
4. To what extent do L2 captioned videos improve word recognition?
5. What suggestions for instruction arise based on the conclusive evidence?

After a review of the literature, a discussion of the findings and limitations is presented and then applied to an instructional plan with concluding teaching implications.

1.3 Theoretical Basis

The instructional plan proposed in this report employs aspects of Krashen's Input Hypothesis, which emphasizes that language is acquired when input is comprehensible, that is, challenging but not too high above the acquirer's level. The question is whether captions make videos more comprehensible to listeners. This is addressed in the literature review. The Input Hypothesis also stresses the importance of lowering the affective filter (Krashen, 1992, p. 409). If students have positive attitudes about the addition of captions, particularly if they feel less overwhelmed and anxious because of them, then the captions would have assisted in creating conditions conducive to comprehension and acquisition.

The lesson plan also favors the Communicative Language Teaching (CLT) approach, which is also in line with the Input Hypothesis. This is because listening and comprehending are essential in order for language learners to communicate. The lesson plan should create the conditions for learners to acquire meaning and improve accuracy in context. Although the C-Channel videos were originally created in the Korean language (the learners' L1), they were translated, captioned and (most were also) dubbed by native speakers of English with native speakers of English in mind as an audience. Therefore, they satisfy the "authentic" requirement necessary in a communicative approach. (The instructor has the duty of using discernment about which videos contain English that sounds too far from native and thus could be confusing for the students.) Also, because the testimonies are real life stories and the message is particularly relevant

and interesting to the learners, the video material is also considered “meaningful,” another necessary component of communicative language teaching (Omaggio Hadley, 2001, p.117). Pre- and post- activities that include communication and sharing of ideas to promote communicative competence through negotiation of meaning are also encouraged.

Since the students in the proposed teaching context are all originally from Korea, where English print is common and English is commonly taught in schools, English print will be familiar and therefore appropriate for use in this context. And since the testimony videos are at least somewhat familiar to the students, knowledge of some or most of the content can be of assistance to them in terms of meaning support. As Carrell (1983) noted, “The process of comprehending a text is an interactive one between the listener or reader’s background knowledge of content and structure, and the text itself” (p. 82). At the same time, since there have been more than 200 videos coming out in the past year, the students are likely to remember the general subject matter but not much of the anecdotal details. The background knowledge they do possess, though, is capable of adding to the material’s comprehensibility.

Krashen (1996) also advocated “narrow listening,” which includes the practice of listening to a particular source of input repeatedly or listening to many sources that are similar in topic (p. 97). Some suggestions Krashen gave are listening to different discussions or explanations dealing with the same topic and having some background knowledge about the topic or content in the L1. Krashen recommended interviewing several native speakers with the same question, but the purpose behind narrow listening

can be applied to the use of captioned video, particularly in the teaching context discussed in this report, where students would already have some background knowledge and may be able to listen to the text multiple times (p.98). A few of the studies reviewed in this paper encourage instructors to allow multiple listenings.

There are many obvious reasons for the now widespread use of video media (with or without captions). Gruba (1997) highlighted a few. He asserted that video media is more appropriate for classroom instruction and assessment because it allows for control over the input and therefore reliability (as opposed to the variability of live readings by instructors), it is convenient because it can be reproduced, stored, archived and distributed, and it is cost-effective (although this last factor depends on the context and circumstances). Gruba maintained that there is merit in using media. However, there are many challenging questions that arise from the use of video media. For example, he questioned how the type of input affects assessment. Will the presence of video (and for the purposes of this paper, captions) change the way we evaluate comprehension and word knowledge? And to what extent are students actually interacting with the video media (and captions)?

2. Literature Review

Within the literature review, relevant research is reviewed regarding the foundational question of what it means to know a word. Processing strategies involved when watching captioned video are also covered in relation to listening. Next, the effects of captioned video on listening comprehension and word knowledge acquisition are addressed, and, finally, an alternative to captioned video is introduced, which can be used instead of or in addition to captioned video as a tool to enhance the learning experience of a listening session.

2.1 Word Knowledge

In order to answer these questions, it is first necessary to understand what it means to know a word. Grabe (2009) listed the components of word knowledge as: orthography, morphology, parts of speech, pronunciation, meanings, collocations, meaning associations, specific or technical uses, and register. He mentioned, though, that learning a word is not a one-time event, but rather, from the time that L1 or L2 learners first learn a new word, they “continue to add information to [their] mental lexical entries throughout their lives” through multiple encounters with the word (p. 267). In order for these encounters to be effective and lead to incidental vocabulary learning, general comprehension of the text in which they occur is necessary.

Nation (as cited in Schmitt, 1998), described word knowledge in eight categories:

1. The spoken form of a word;
2. The written form of the word;

3. The grammatical behavior of the word;
4. The collocational behavior of the word;
5. The frequency of the word;
6. The stylistic register constraints of the word;
7. The conceptual meaning of the word;
8. The associations the word has with other related words. (p. 285)

Read (2004) discussed essential topics in vocabulary acquisition. First, he considered the differences between incidental and intentional vocabulary learning. He argued that intentional vocabulary learning, including such practices as repetitive word rehearsals and automatic word recognition training, should be implemented in the classroom in combination with incidental vocabulary learning. Read also accepted the proposal of three factors by Hulstijn & Laufer (as cited in Read, 2004) for word acquisition in the classroom: a need for learners to strive to acquire word knowledge, the task of having to search for the meaning or form of a word, and an evaluation of the usefulness of the information obtained through the search. Read cited Hu and Nation, who contended that students need to know about 98 percent of words in a written text, and Adolphs and Schmitt (both cited in Read, 2004), who recommended that students strive to know at least 3,000 words in order to engage in conversational situations.

Concerning assessment of vocabulary knowledge, he highlighted the differences between breadth (estimating quantity of known words) and depth (checking for a deeper understanding of fewer words). Consideration of breadth versus depth allows educators to

be clear about what they mean when they say they want to improve or assess word knowledge.

Schmitt (1998) conducted a longitudinal case study to track the acquisition of 11 words among three adult advanced-level learners in the UK over the span of a year. The 11 words were general academic vocabulary chosen from the University Word List (Xue & Nation, as cited in Schmitt, 1998). Participants were also introduced to the vocabulary orally. Schmitt measured spelling, associations, grammatical information, and meaning via face-to-face interviews that included some writing.

Schmitt noted that there are various ways in which researchers try to understand the process in which word knowledge is acquired. One is Paribakht & Wesche's Vocabulary Knowledge Scale, which is outlined in its five stages:

Stage 1: The word is not familiar at all.

Stage 2: The word is familiar but the meaning is not known.

Stage 3: A correct synonym or translation is given.

Stage 4: The word is used with semantic appropriateness in a sentence.

Stage 5: The word is used with semantic appropriateness and grammatical accuracy in a sentence. (Paribakht & Wesche as cited in Schmitt, 1998, p. 284)

The subjects in Schmitt's study had the most difficult time with understanding word nuances and derivational word forms. Meaning knowledge improved by 20% over the course of a year; however, meaning senses did not change significantly. Schmitt reasons that meaning sense gains over the span of one year are "probably to be expected,

as acquiring a large number of meaning senses quickly and easily might be too auspicious to hope for, at least in L2 learning (p. 300).”

One may question whether this kind of study, which used a word list handed out to participants, is relevant to word knowledge acquisition in a context that employs captioned video use. However, Schmitt also mentioned that two out of the three participants did not study the word list that was given. He reasons, “Thus they must have gained any additional exposure in a naturally- occurring context. On the other hand, [the other participant] reported explicitly looking up the words in a dictionary and studying them to a minimal extent (p. 295).”

2.2 Processing Strategies in Listening with Caption Use

As Renandya and Farrell (2011) put it, “For EFL learners, a text spoken at normal speed, or even at a slow speed, is usually perceived as being very or even too fast by beginning language learners” (p. 53). They also pointed out that speech does not always sound how it appears orthographically. They gave the example of the phrase, “What is up?” which is often articulated as “Sup?” in certain contexts. And Garza (1991) also gave the example of “Did you eat?” being pronounced as “Dju eat?” which is perhaps more relevant to the discussion of the benefit of using captioned video. (“Sup” will never be captioned as “What is up?” because “sup” has become an accepted truncation that has made its way into mainstream use). For cases like “Dju eat?” captions can help learners establish the connection between the varied pronunciations and the orthographic form of the word. Renandya and Farrell also pointed out that, unlike with reading where the reader has some control over the processing of the input, with listening, “if we miss what

has just been said, there is usually no going back to it” (p....) This is because, for listening, real time processing is required.

Taylor (2005) looked at benefits to comprehension in participants among beginning students with varying amounts of previous study. The goal was to determine if captioned video could be used to benefit comprehension of beginning students. Participants consisted of 85 beginning second-semester Spanish students at the university level with anywhere between a few months to five years of previous study. The video used in the study was included in the first-year textbook, and the topic was about foods from Latin America and Spain. It is unclear to what extent, if at all, the video corresponds to the material the students had already been learning. Two groups watched the video – one with captions and one without. Then, participants were given a written test, which consisted of a free recall section, an English multiple-choice section, and a blank section in which participants were urged to describe their use of strategies. The study found no differences in comprehension between the students who watched the video with captions and those who did not. However, in the captioning group the students who had 3+ years of previous study significantly outscored the first-year students while in the no captions group there was no difference between the students’ scores regardless of years of study. Through the participants’ self-reporting, it was determined that significantly more of the beginning students found the captions “distracting or confusing” and could not attend to all three channels (sound, image, captions) simultaneously. According to this study, a proficiency threshold does appear to exist at which learners can begin to benefit from the addition of captioning. However, despite this, Taylor reported that many of the students

expressed that they found the captions “very helpful.” While a few students reported not paying any attention to the sound, the majority of them reported that they “at least attempted to listen” (p. 426).

This study confirmed that “captioning might not be as effective for enhancing beginning learners’ comprehension as it is for more experienced learners”. Taylor also concluded that beginning students have difficulty processing video, sound and text at the same time, but also “that they are capable of improving their ability to do so after only about 2 years of language study” and that more exposure to captioned video would enable students’ processing capacity to also improve (p. 426). Taylor suggested that instructors be aware of the limitations of using captioned video with beginning students but also consider how the positive attitudes that the participants in this study had towards captioned video may help lower students’ affective filter while watching L2 videos. It also appears that the consistent use of captioned video will help learners become accustomed to reaping its benefits through strategy use.

Winke et al. (2013) studied the effects of captioned video use during listening tasks. Participants (150 total) were students from Arabic (29), Chinese (13), Spanish (67) and Russian (41) university-level classrooms. Proficiency level varied between 2nd and 4th year of study. Videos were short documentaries on the topic of animals. A test of prior vocabulary knowledge was administered in order to develop a list of unknown words. Then, both a written and an aural vocabulary test were administered. Regardless of proficiency level, this study found captions to result in better performance on vocabulary tests, “especially when videos were shown twice, once with captions and once without”

(p. 81). The researchers conducted interviews and concluded that participants used captions to help pay attention, aid processing, support existing knowledge, and analyze or “unpack” speech. L2 listeners often have a hard time understanding where word boundaries exist in speech of normal speed, so captions can help learners see what they are hearing in a more precise way and also intake longer measures of speech in chunks. The researchers suggested that this might help learners remember and later use speech patterns seen and heard in the captioned video. Some interviewees admitted that the captions were somewhat of a “crutch,” but the researchers did not perceive this to be necessarily negative, especially given that this study promotes the practice of watching videos multiple times, at least once with and once without captions. The researchers also concluded that an increase in the amount of input via multiple channels leads to “increased depth of processing” (p. 79).

Danan (2004) summarized previous findings on captioning and subtitling and proposed the use of learner strategies for optimizing the benefits of captioned video. According to Thompson and Rubin (as cited in Danan, 2004), listening comprehension increases when students are taught specific cognitive and metacognitive strategies. In other words, “opportunities for listening” alone do not maximize comprehension gains. Cognitive strategies include “prediction based on visual clues or background knowledge; reliance on... familiar words and cognates; and... jotting down unknown words and looking them up.” Metacognitive strategies include planning “how to watch a section (how many replays and at what pace...),” “deciding on what to listen for and how much is needed for basic comprehension; ... self assessing comprehension, identifying

difficulties, judging strategy effectiveness, and choosing strategies in a flexible manner” (p. 74). Danan suggested these strategies be taught to students, especially for those who are not accustomed to seeing captions or subtitles.

Similar to Taylor’s study, Danan emphasized the important role that captions play in lowering the affective filter of students who might otherwise feel overwhelmed when watching a foreign language video. Thus, students can “allow input ‘in’ instead of blocking it (Krashen as cited in Danan, 2004).

2.3 Benefits of Captions on Listening Comprehension

Garza’s (1991) study compared comprehension of authentic target language video with captions and without captions. To evaluate generalizability, Garza tested both Russian FL and ESL university-level classrooms, with a control group and an experimental group in each and with various video genres employed. There were 40 students of Russian from 3rd or 4th year classes, all with English as their L1. There were 70 ESL students of high-intermediate/low-advanced proficiency level according to their scores on a TEFL standardized test. Five authentic video segments were chosen for each language from different genres: dramatic feature film, light comedy feature film, news/documentary, animated feature, and music video for a total of between sixteen and eighteen minutes. Video materials were deemed “authentic” and “appropriate” (in terms of language, complexity, interest and salience) by two teachers of ESL and Russian and two native speakers of English and Russian (p. 241). Content-based comprehension tests were given in the target language in written form. The procedure included an “initial viewing” of the video in order to “acquaint students with the look and subject of the

video segments before asking them to focus on a specific task” (p. 243). This study confirmed the hypothesis that the addition of captions would increase comprehension significantly for both the ESL and Russian language learners across genres. Although the increase was generalizable, Garza found that the ESL group did significantly better than the Russian group, and he attributed this to the normally greater amount of input ESL learners have on a daily basis compared to Russian FL learners.

Diao et al. (2007) argued that use of captions was detrimental to listening comprehension. They based this on their claim that findings from previous studies which report that captions are beneficial contradict cognitive load literature and that it could be because such studies only tested the participants’ performance on comprehension tests of videos they watched with or without captions and thus could have been actually testing learners’ reading comprehension rather than their listening comprehension. However, the majority of the studies reviewed in this paper use comprehension tests given orally or written in the L1. It is also unclear to what extent participants in previous studies read the captions because the majority of them (with the exception of Taylor’s study) did not collect a questionnaire asking participants about what took place during the viewing session, nor did they track eye-movement. Nevertheless, in attempt to account for such limitations this study tested groups who listened to materials with or without captions or a full text script and then later tested all groups after they heard audio only. The listening materials and captions were designed by the researchers. It is unclear whether it was a video with moving images or only text appearing on a screen, and it is unclear if the speakers on the materials were native English speakers or if the material was authentic.

Participants were 159 university-level EFL students in China who all had seven years of English study experience. Testing materials included written free recall and multiple-choice questions and a “subjective mental load ratings” test, which was delivered via a “9-point Likert scale (1, extremely easy; 9, extremely difficult)” (p. 243). Diao et al. claimed that the group with captions performed better on the first phase but worse on the second phase (audio only). They attributed this to “an unnecessary cognitive load that interferes with learning” which “encourage[s] additional reading and result[s] in detrimental effects on construction and automation of relevant listening comprehension schemas” (p.251). However, it is problematic that Diao et al. could come to this conclusion about listening comprehension when the participants were tested on *listening* comprehension via written multiple choice questions – in other words, they were required to read. The Likert scale measurement also seemed not to be fairly testing subjective mental load because it is natural for language learners who are only listening to a text to feel that they got the gist and thus feel satisfied because they do not know what they are missing out on. However, when language learners are presented with captions, they suddenly become aware of how much of the text they cannot yet comprehend.

Markham (2003) compared the effects of English subtitles, Spanish captions and video with no captions on Spanish FL students’ comprehension at the university level. Participants consisted of 213 intermediate students, and the video material was a seven-minute Spanish language segment on the topic of preparation for the Apollo 13 NASA mission. Participants then were given a 20-item Spanish language multiple-choice listening comprehension test. This test contained vocabulary and sentence structures

taken directly from the video material. The type of item tasks was designed to be similar to the listening sections of standardized tests such as the Test of English as a Foreign Language (TOEFL) and the Test of English for International Communication (TOEIC). Markham's studies are among the few that measured comprehension with a listening test rather than a test that relies solely on reading. The group that watched the video with English captions outperformed the other groups on the test, followed by the group with the Spanish captions. The group with no captions performed significantly worse than the others. This study is important because it showed that the use of L2 captions or L1 subtitles do help improve listening comprehension, and Markham was able to make this claim because comprehension was measured via a listening test. Although the group that watched the video with the L1 subtitles performed the best, this study shows that L2 captions also improve listening comprehension. Therefore, Markham suggested that, with L2 videos that are especially challenging, instructors could first expose students to the video with L1 subtitles, then later with L2 captions, and lastly with no captions at all, if those options are available.

2.4 Word Knowledge Acquisition Gains

Neuman and Koskinen (1992) based their study on Krashen's theory that a second language is acquired through "comprehensible input." They were interested in exploring whether captioned video could function as comprehensible input in promoting the acquisition of science-related knowledge and incidental word learning for language minority students. Participants were 129 bilingual middle school students (primarily Southeast Asian, but also Hispanic) in the United States. Proficiency levels varied

extensively but were high on average. The texts were from a children's science program created for 8- to 12-year-old native speakers. Prior knowledge was accounted for with a pretest on scientific conceptual knowledge. This study occurred over a nine-week period. A new video/text was presented each week and two weekly tests were given at the end of the week. The first test involved circling the word participants recognized, and the second test was a writing test with a prompt created to elicit recall of the video/text. At the end of each three-week period, a sentence anomaly test was given to determine if students now understood the vocabulary in context. The study compared four groups: those who 1) watched captioned video, 2) watched video without captions, 3) listened to a text and read it along simultaneously, and 4) read only a textbook. The group who watched the captioned video performed better than the other groups in vocabulary and information recall, suggesting that the use of "different modalities appeared to enhance incidental word learning from context rather than overwhelming students' attentional capacity (p. 104)."

Also basing their work on Krashen's Input Hypothesis, Huang and Eskey (1999) conducted a study of the effects of captioned video on both listening comprehension and vocabulary acquisition. Participants included 30 intermediate-level ESL students, and video material was taken from episodes of a television series intended for use in the ESL classroom. Both the control group and the experimental group watched the video twice, with or without captions. The listening test was modeled after the listening comprehension section of the TOEFL and contained 16 multiple-choice questions. It measured both general comprehension and word/phrase recognition, but it was not clearly

stated in what way word recognition was tested. The captioned video group scored significantly better on this test than the group with no captions. The researchers also administered a questionnaire, which revealed that participants in the captioned group felt that captions helped them understand more, improve their vocabulary and listening skills, and enjoy learning English. Captioned video could thus be said to lower students' affective filter and increase their motivation to learn.

In an earlier study, Markham (1999) looked at the effects of captioned video on listening word recognition and whether those effects were influenced by the extent to which the visual images corresponded with the audio content. To investigate this, Markham selected two video segments. The first video, a segment about whales, had a high audio/video correlation while the other video, an interview discussion between two people about the civil rights movement in the United States, did not have a high audio/video correlation. One hundred and eighteen university-level ESL students from advanced-level classrooms participated. Before viewing, participants reported having very little prior knowledge on the topics of marine biology or the civil rights movement in U.S. history. After viewing each video with or without captions, participants were given a multiple choice listening-only test of 50 items. The study's findings revealed that the use of captions resulted in improved ability to recognize words on the listening test after having been exposed to them through the captioned video. Despite the low audio/video correlation, participants had better performance on the test about the civil rights movement video than they did on the one about the whales. Markham explained that this is because the tests measure word recognition, not general comprehension. To

take this even further, one could also imagine that it is because the civil rights video had little visual content to take the viewers' attention away from the captions.

Stewart and Pertusa (2004) examined the gains language learners experience when watching captioned films in the target language in comparison to those they achieved when watching subtitled films in the first language. They questioned the place of L1 subtitled films in the language learning curriculum, making the conventional claim that L1 subtitled films allow students to ignore the target language altogether while relying solely on the L1 subtitles. Rather, they claimed that watching films with target language captions is a better option, since it “provides visual reinforcement of what students are hearing” (p.438). Seven intermediate-level Spanish classes (95 students total) participated. No mention was made of their age, but the adult content of the (authentic) feature films they watched suggests that the classes more than likely consisted of only adults. Four classes (53 students) viewed 2 films with Spanish captions, while 3 classes (42 students) viewed the same films with subtitles in English (the L1). Classes viewed each film over three class periods due to class time constraints. Before each viewing, everyone was given a multiple choice vocabulary pretest, which was the same as the posttest they would take after the viewing. The tests were in Spanish and are assumed to be in written form because no mention was made otherwise. The researchers used their own discretion in choosing appropriate vocabulary items to assess. After taking the pretest, the classes then viewed that day's film segment and then took the posttest. The pre and posttests were then compared to measure the extent of improvement after watching the films. The results showed only slight differences between the vocabulary

gains made by students who watched the films with the target language captions and those who watched the subtitled films.

Of particular relevance was the researchers' admission of the study's limitations: namely, that because the participants completed the posttest after the viewing, rather than during it, the posttest may have been actually testing memory rather than comprehension. Garza's (1991) study was cited by Stewart & Pertusa as an example of how to ensure that researchers are testing comprehension rather than memory.

Bird & Williams' (2002) study was more concerned not with comprehension but with what students learn through "bimodal" presentation of information (audio paired with captions). This was based on Garza's (as cited in Bird & Williams, 2002) claim that after the use of captions, learners "will not likely miss the aural cue of a captioned expression the next time he/she encounters it," among other similar claims from multiple studies. Participants included 16 native English speakers and 16 nonnative English speakers, and all were adults. Native and nonnative English speakers were recruited as participants in order to compare and thus try to give a better picture of the learning that occurred among the nonnative speakers. The researchers found that recognition memory for spoken words was better when words were presented with both audio and text than when they were presented with only audio or text. The results of this study may seem to arrive at conclusions similar to other studies. However, Bird & Williams assigned participants to three groups - one that would listen with captions, one that would listen without captions, and a third group that was given only text to read - and then tested participants on vocabulary retention as other studies did. Participants were then tested on

whether they knew words from a list (yes or no question). But this was only the first phase in the experiment. Like Diao et al.'s study, in the second phase the participants were presented with an audio-only text, which included words to be tested. This time half of the words were new and half were already presented in the first phase (and thus considered familiar). Participants were then asked to indicate by pressing a button whether the word had appeared in the first phase. Recognition response times were then recorded in order to determine if bimodal presentation of the words could have led to improvement in word recognition.

Thus, this study yielded similar results as previous studies, but the conclusion was arrived at through alternative, and perhaps arguably more extensive, means of investigation. Although the study failed to include an aural-based test, the tests consisted of identification tasks rather than tasks that rely too heavily on reading. It can then be said that this study strengthens the claims made about the benefits of captioned video for second language learning and even gives more insight as to the connection that exists in the minds of learners between the orthographic and phonological representations of words. The benefits of this connection can perhaps aid listening comprehension by creating a strong link for learners between the written word and the spoken word, thus allowing listeners to comprehend the words after repeated exposure to both sound and written text. Diao et al.'s study, on the other hand, appeared to ignore the benefits of creating such a connection through repeated exposure to both sound and text.

2.5 An Alternative to Captioned Video Use

Li (2014) proposed that an interactive advance-organizer be used as an alternative to the “sensory overload” learners may experience when confronted with images, sound, and text all at the same time (p. 17). Li tested this with 95 university-level intermediate learners of English (as determined by their TOEIC scores). An advance-organizer group, a captioned video group, a captioned video and advance-organizer group, and a control group were tested. The video used in the study was an episode of the American popular sitcom show, *Everybody Loves Raymond*. The advance-organizer contained images taken directly from the episode, which corresponded with quotes from the episode presented out of order on the left side, along with their audio clip. Participants from the two groups that used the advance-organizer were instructed to attempt to match the images with the quotes by guessing and inferencing. After attempting to match them, participants were alerted by the program of whether they were correct or incorrect. Then, after watching the video, participants took a multiple-choice comprehension test in the L1 (Mandarin). All three experimental groups performed better on the multiple-choice test than the control group, but there was not much difference between the three. Li also examined the amount of time the participants turned on the optional caption function (from among the captioned group and the captioned plus advance-organizer group) and determined that the use of the advance-organizer resulted in less recorded caption use. Li claimed that the advance-organizers “facilitated participant listening comprehension and reduced participant dependence on L2 caption-reading input by 50% for initial comprehension”

(p. 17). A posttest questionnaire also determined that participants held positive attitudes towards their experience using the advance-organizer.

3. Discussion

Drawing conclusions from the literature reviewed above, important insights about vocabulary acquisition and listening/viewing-related processing strategies are highlighted in this section. Then, a summary of findings and limitations is presented.

3.1 Insights from the Literature

Based on the research reported above, it is crucial that educators know what vocabulary acquisition entails in order to promote it with captioned video use. As Grabe (2009) and Schmitt (1998) pointed out, a word does not become *known* after one encounter, and even if a word is recognizable to learners, they may not be familiar with how it is used appropriately in a sentence. Read (2004) asserted that intentional vocabulary instruction is helpful and can support incidental vocabulary acquisition and that learners should feel a need to acquire knowledge of a word and be able to search for the meaning on their own. At the same time, because incidental vocabulary learning enriches the depth of knowledge of a word, it is of extreme importance and should not be neglected. In this line of thought, when listening comprehension is enhanced, learners may be able to acquire more new vocabulary and expand the depth of their knowledge of words that are already somewhat familiar.

The articles on processing strategies reveal that captions can be helpful for comprehension and vocabulary acquisition because they help learners understand word boundaries and they allow learners to see the orthographic form of a word or phrase and

match that with what they are hearing (Renandya & Farrell, 2011; Winke et al., 2013). This encourages learners to go beyond identifying the words they are hearing so that they can try to understand the meaning of the sentence or phrase as a whole. And while some researchers found reason to believe that learners have a hard time attending to multiple modes of input (Diao et al., 2007; Taylor, 2005), multiple studies have found positive attitudes associated with the use of captioned video in the classroom (Danan, 2004; Huang & Eskey, 1999; Taylor, 2005; Winke et al., 2013). This indicates that, despite any processing difficulties, learners may experience the benefits of a low affective filter. If students believe that the captions are helpful, they are less likely to feel overwhelmed. But if anyone (Diao et al., 2007) has any doubts about captioned video's ability to enhance listening comprehension specifically, there is still the option of using narrow listening-type techniques. Winke et al. (2013) advocated allowing for multiple viewings with and without captions. Danan (2004) also encouraged instruction on strategy use such as predicting, guessing, notating, planning, and self-monitoring.

3.2 Summary of Findings

Four studies found captioned video to be significantly beneficial for improving listening comprehension (Garza, 1991; Huang & Eskey, 1999; Li, 2014; Markham, 2003). On the other hand, one study (Taylor, 2005) found no significant differences in listening comprehension between learners who used captions and those who used no captions and one study (Diao et al. 2007) found listening comprehension to be hindered when captions were used. The latter, though, had a serious limitation in that participants were tested on listening comprehension with a written multiple-choice test. Li (2014)

found that both captioned video and advance-organizers increased comprehension, but that among those in the group that had both the advance-organizer and the option of using captions, there was less voluntary caption use.

Five studies found that word knowledge improved as a result of caption use (Bird & Williams, 2002; Huang & Eskey, 1999; Markham, 1999; Neuman & Koskinen, 1992; Winke et al., 2013) and one study (Stuart & Pertusa, 2004) found only a slight difference in vocabulary gains between the learners who used captions and those who did not. There were no studies reviewed in this paper that found vocabulary acquisition to be hindered by captioned video use.

3.3 Limitations Found in the Literature

One of the most important limitations present in some of the studies was the input mode through which the post-test was administered. Some of the studies that tested listening comprehension used a multiple-choice test that involved reading in the L2 rather than listening. Thus, the test may have been inadvertently testing reading. One study's test (Li, 2014) involved reading in the L1, which forced participants to either translate what they understood or try to make a connection between their knowledge in the L2 and their knowledge in the L1. This is problematic because it adds another factor that may interfere and thus affect the results of the study.

Stuart & Pertusa (2004) pointed out a limitation in their study. They believe that, because the comprehension portion of the post-test was given after the viewing, they may have been testing memory rather than comprehension. This means that, because comprehension was not tested immediately, some of the information that was

comprehended at the time of viewing may have been simply forgotten. Had they given the test during the viewing, as Garza (1991) did, their results may have been more accurate. It is important to point out that other studies may have had similar limitations yet failed to notice and acknowledge them.

Another limitation was the lack of eye-movement tracking. The studies make claims about captioned use without being sure to what extent participants were looking at the captions. One study (Li, 2014) gave participants the option of turning off the captions and then calculated the amount of time captions were on the screen. However, this still does not indicate to what extent participants looked at the captions when they had the caption function turned on.

Diao et al. (2007) attempted to measure subjective mental load, but may have done so unfairly. This is because the researchers used a Likert scale questionnaire asking participants to rate the difficulty level of the task – that is, listening with captions or without captions. However, it is natural that when language learners only listen to a text they may be able to feel like they understood the gist of the text, but when they look at the written text, they become acutely more aware of how much information they missed.

Those conducting future research in this area should keep these limitations in mind in order to conduct more accurate studies. Educators who are considering using captioned video to increase word knowledge through listening comprehension can apply what is learned from these limitations in order to use captioned video more effectively in the classroom, particularly where assessment is concerned. Educators can also be aware

of the fact that there may be a variation among learners regarding how much captions are used during viewing.

4. Learning English with C-Channel: Lessons Incorporating Captioned Video

A detailed account of two plans for instruction involving captioned video is presented in this section in the instructional context mentioned in the introduction. The purpose of these lessons is to give students listening practice that is challenging but supported and which will aid in vocabulary acquisition while helping students transition into orally productive follow-up activities.

4.1 Teaching Context

The teaching context is a class developed for a Korean church in the U.S. whose members desire to improve their English language ability for the purpose of sharing the message of the resurrection in English. The class size is small, with no more than ten students. The students in the class are likely to be Koreans in their 30s and 40s, primarily female homemakers but not excluding some male professionals. It is anticipated that most students are graduate school-educated in either South Korea or the United States. The amount of time they have lived in the United States is likely to vary, but most of the students are expected to be taking the class because, despite the amount of time they have lived in the States, they have not had enough opportunities to interact with native speakers of English and thus do not feel confident in communicating.

4.2 Lesson A - “Yeonrae Yang: I Was a Husband Beater!”

(Total lesson time 90 minutes)

This lesson will use the video titled, “Yeonrae Yang: I was a Husband Beater!” from the Hanmaum Church C-Channel series. It is one of the most memorable stories and contains many entertaining anecdotes, so students are likely to remember at least a few key events from the testimony, despite having watched it (in Korean) almost one year before.

The lesson will begin with the instructor presenting a poster board with a “memory verse” and a list of key words and their Korean translations. The purpose of the memory verse is to introduce an important Bible verse that will appear in the testimony so that the students will be familiar with it. They can also try to memorize it later on their own time if they so choose. The instructor will then read each key word in English and allow the students a chance to each pronounce the word and ask questions if they do not understand the meaning of a word. This will provide for some intentional vocabulary learning as well as activation of background knowledge, since the words will likely bring to mind some of the contents of the testimony.

Then, the lesson will continue with a pre-viewing activity. Li’s strategy of using an advance-organizer with quotes and images from the video worked well for a sitcom. However, these testimony videos only show one person speaking from a podium along with the audience members in the studio. Li also used quotes because the advance-organizer was used in place of, rather than along with, target-language captions. Therefore, for this lesson, rather than handing out a ready-made advance-organizer to students with quotes that they will later read while viewing, the instructor will lead a discussion through which the students will work together to construct their own advance-

organizer. The instructor will prepare a chalkboard or dry-erase board and up to nine printed or drawn images that correspond to key events in the testimony (which will be kept hidden from the students). Then, the instructor will prompt the students by saying, “Let’s think of some important events in Yeonrae’s life that you remember.” As a group, they will likely think of at least six events, if not more. The chalkboard will be used to make a timeline of Yeonrae’s life story. When students think of a particular event, then in its generally timeline-appropriate place, the instructor will tape the corresponding image to the chalkboard or draw an image if necessary, for the sake of being flexible. Titles for Yeonrae Yang’s story may look like this:

- 1) Hating men/Being mean to men,
- 2) Meeting her husband,
- 3) Life as a missionary,
- 4) Running away from the mission field,
- 5) Hating her husband,
- 6) Going to Hanmaum Church retreat,
- 7) Facing the problem with her faith,
- 8) Believing in Jesus,
- 9) Loving her husband.

It is important not to be too stringent with the order of the timeline, and it is not necessary to include everything. It is best to think of this activity as having a similar function as that of a brainstorming activity. Each time students point out a key event and an image is taped or drawn on the timeline, the class will try to recall a detail or two

about the event and write the information down under the taped image on the board. Students will be instructed not to write full sentences, but rather key words or phrases. The merit of this kind of pre-viewing activity is to engage students so as to encourage them to activate background knowledge and reap the benefits of the advance-organizer by having them construct it themselves. They can also begin to use the key words introduced on the poster board, which will aid their comprehension when watching the video.

Next, the class will watch half of the 22-minute dubbed and captioned video on a large monitor or projected onto a classroom-size screen.

After watching each video segment, the instructor will “moderate” the panel Q&A-style interview. The instructor will ask the “panel” questions such as the following:

1) Why did Yeonrae run away from her life as a missionary?

Possible answer: Because she was afraid to die from SARS.

2) What was the irony about that?

Possible answer: She said she was ready to be a martyr but then she was afraid of death.

3) What was the command in the Bible that Yeonrae hated? How did she respond to it?

Possible answer: Wives, submit to your husbands. She wanted to cut that verse out of the Bible and throw it in the trash!

This activity encourages students to think about what they heard and transition to oral production. It also provides an opportunity for negotiation of meaning. If a student has trouble communicating what he or she remembers or interpreted from the video, the instructor can help with scaffolding. The students are also permitted to consult each other. This process will then be repeated with the second half of the video.

After watching both segments of the video, the instructor will read a quote from the testimony (such as, “*But I saw in the faces of these church members what I didn’t have – assurance and passion*”). The instructor will then call on students to decide where in the timeline the quote belongs. Other students or the instructor may help if needed. When the students decide where the quote belongs (#7 *Facing the problem with her faith*), the instructor will reveal a piece of paper containing the quote and tape it to the board on the timeline (chalkboard). The instructor will then read the quote again and then the students will repeat it. This can continue with a few more quotes. The purpose of this activity is to provide more listening comprehension practice with the same text and to take advantage of the benefits of oral repetition practice.

If at any time during the post-viewing activities students inquire about the meaning of a relevant word, the instructor will add the word to the vocabulary poster board with its Korean translation for the class to see.

For the final activity, the class will rewatch a short segment of the video (12:57-13:37) in which Yeonrae Yang discusses the pastor’s presentation of the “Three Circles” at the retreat. The students will then break up into pairs again for a task-based oral production activity. In this activity, students will practice giving a “Three Circles” presentation of their own with help from a partner. (The “Three Circles” is a simple and visual way to tell the gospel, and, since the revival in our church, the “Three Circles” presentation is very dear to everyone’s hearts.) The students will be accustomed to sharing it in Korean and therefore will feel familiar with the content that they are

presenting. Students will then have the chance to give their own “Three Circles” oral presentation individually during the next class meeting.

At the end of the class, as always, students will have the opportunity to jot down the key words and memory verse or take a photo of the poster board.

In the following class meeting, students will have approximately five minutes each in which to give their previously-assigned “Three Circles” presentation. During each presentation, the instructor may choose to give recasts or ask for clarification.

4.3 Lesson B – “Kyung-Hwa Shin: A Cancer Patient Lives a Heavenly Life”

(Total lesson time 90 minutes)

The instructor will give students a handout with the “memory verse” and a few key words along with their Korean or English definitions. As with the previous lesson, this will allow for activation of background knowledge and intentional vocabulary learning.

The viewing will utilize a narrow listening-type technique. The video will be divided into three sections. First, the class will watch the video section and be encouraged to individually jot down any unknown or unfamiliar words that impeded their understanding. Then, in pairs, students will be able to talk about their understanding of what they heard as well as confirming the meaning of the unfamiliar words they wrote down. The pairs are allowed to use smartphone apps to search for the meaning of a word. If the partners both feel that there is something they do not understand, they can ask the instructor. Then the class will watch this section of the video again, and these steps will be repeated with the two other sections, such that each section will be viewed twice and

discussed within pairs between viewings. Through the problem-solving pair work that takes place between viewings, students will have the opportunity to naturally develop strategies for supporting their listening comprehension.

Then, the class will watch the video once more – this time straight through. However, this time, a poster board will be placed in front of the lower portion of the screen to block the captions. This time, students are expected to be able to listen to the video and understand what is said better than they did the first time.

To date, there have been three testimonies about people who have had cancer: one who survived, one who passed away, and one who is currently undergoing treatment. As a post-viewing activity after watching Kyung-Hwa Shin’s testimony, the instructor will lead a class discussion asking students to think of (and write on the board) similarities and differences between Kyung-Hwa Shin’s mother’s story and the other two cancer testimonies that they have previously watched (in the L1). A short time will be spent thinking and talking about the differences between the life stories presented in the three testimonies, but then the instructor can take this opportunity to ask deeper questions, such as, “What do you think is the main realization or the heart (중심) of this testimony?,” and “What do you think is the main realization or the heart of Jeong-Eun Cheon and Kyungtae Lee’s testimony confessions? What *distinguishes* them?” These kinds of questions will take students beyond translation of existing knowledge and into critical thinking and expression using the L2. This is because, while students know the gospel being proclaimed in these testimonies very well and may be somewhat familiar with the events that occurred in the lives of the videos’ subjects, they may not have thought about

what is the difference in the angle of each person's confession of faith. In this activity, students will have the opportunity to practice using some of the key words. There will also be opportunities for negotiation of meaning.

The class homework assignment will be to watch "Jeong-Eun Cheon: Cancer is God's Gift to Me" at home in English, with captions or with captions covered. Multiple viewings are not discouraged. Students will then record a short summary on their computers or smartphones about the testimony. The idea is to tell the summary as you would tell a friend about something you watched. Not only will this activity give them more listening practice, but it will allow them to practice using the key words they have been learning while talking about familiar topics. After making this recording, the students will email the file to the instructor, and then they are permitted to watch Jeong-Eun Cheon's testimony in Korean to check their own comprehension. The recording file will be sent to the instructor for formative assessment purposes. The instructor will then plan accordingly for the next lesson.

5. Teaching Implications & Conclusion

As with any CLT-associated instruction, it is important to choose material that is relevant to students' interests so as to keep the activities meaning-focused. In this case, specific lessons were developed for Christian students at a church who want to share the gospel and who already have great interest in the C-Channel testimonies, which they watched in their L1.

Additionally, in a lesson involving target language-captioned video, intentional vocabulary instruction can play an important role in increasing comprehension. And, in turn, better comprehension leads to faster and deeper vocabulary acquisition. Listening comprehension can be challenging, but the addition of captions and advance-organizers has been shown to help make listening input more comprehensible and lead to vocabulary gains. Dividing input into more manageable chunks and exercising narrow listening techniques can also make listening practice time more effective and fruitful. Task-based and critical thinking activities also motivate students to put what they have comprehended to use, thus pushing their current language abilities into new territory.

Appendix A

Key words poster content for “Yeonrae Yang: I Was a Husband Beater!”

Memory Verse: Romans 10:9

That if you confess with your mouth, "Jesus is Lord," and believe in your heart that God raised him from the dead, you will be saved.

Key Words:

To argue/ fight	싸우다
To drive (someone) crazy	...를 미치게 하다
Obedience	복종
Missionary	선교사
Dangerous	위험하다
Martyr	순교자
As written in the Bible	말씀대로
To confirm	확인 하다
Assurance	확신
To repent	회개 하다

Appendix B

Quotes from “Yeonrae Yang: I Was a Husband Beater!” for the quote-match activity

- 1) “I thought, ‘Well, he’s got good taste in women. But does he know what he’s getting into?’”
- 2) “Actually, the fifteen-cent difference was really nothing. But I was ready to tear my husband to pieces over those fifteen cents.”
- 3) “On our way to board the last plane, my youngest developed a fever. People with fever were not allowed on the plane.”
- 4) “‘The old man will die for sure.’ That was my great hope.”
- 5) “But I saw in the faces of these church members what I didn’t have – assurance and passion.”
- 6) “Though it was proven through Jesus’ resurrection that He is God, I had still been the lord of my own life.”

Appendix C

Key words content for “Kyung-Hwa Shin: A Cancer Patient Lives a Heavenly Life”

Memory Verse: John 11:25

Jesus said to her, "I am the resurrection and the life. He who believes in me will live, even though he dies”

Key Words:

Center/ heart (of something)	중심
Historical figure	실존 인물
Prophecies	예언
Testimony	간증
Witness	증인
Proof	증거
To defeat death	사망을 이기다
To attend worship service	예배를 드리다
Chemotherapy	화학요법 치료
Side effects	부작용
To pass away	돌아가시다

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