The Effects of Using Advance Organizers and Captions to Introduce Video in the Foreign Language Classroom

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ABSTRACT Foreign language teachers and students now have access to more video materials than ever before. This article explored two video instructional strategies, advance organizers and captions in the target language, to make the viewing experience profitable. After reviewing the relative effectiveness of various types of advance organizer and the advantages and disadvantages of using captioned video materials, a set of classroom procedures that combines advance organizers and captions to teach English as a foreign language is proposed.
The two types of advance organizers used were photos from the foreign language videos to be shown and key words or sentences from the same video. Bacon (1989) summarized findings of studies that found the learner’s ability to understand listening materials depended not simply on being able to discern sounds and syllables, but more importantly on being able to derive meaning from a larger context. Bacon therefore argued that, in order to prepare students for listening in the real world, the teacher must provide even elementary students with “language that is intelligible, informative. Thus, studies using different groups and languages may yield different results than those found in the literature. As Omaggio (1979) points out, to find varied results, researchers would need to ask whether or not the same findings would hold true in different languages. Another limitation on video studies deals with the long-term effects of using video in the classroom. It can be argued that video instruction should be discouraged because there is scant empirical proof to verify comprehension. If video is to be used in the classroom to improve listening comprehension, it should be shown in segments and not as a whole. Herron, C. “An investigation of the effectiveness of using an advance organizer to introduce video in the foreign language classroom.” The effects of using video text supported with advance organizers and captions on Chinese college students’ listening comprehension: An empirical study. Foreign Language Annals 32.3, 295–308. Chung, J.-M. (2002). The effects of using two advance organizers with video texts for the teaching of listening in English. Foreign Language Annals 35.2, 231–241. Cooper, R., Lavery, M. & Rinvulucri, M. (1991). The effects of closed-captioned television on the listening comprehension of intermediate English as a foreign language (ESL) students. Journal of Educational Technology Systems 28.1, 75–96. Koolstra, C. M. & Beentjes, J. W. J. (1999).