

AW MA2 In-Class Writing Session

TEXT 1 (SUMMARISE)

METHOD

Participants

Conversations from 15 dyads of Spanish L2 learners were recorded and qualitatively analyzed to find an answer to this study's research questions. One intact class of third semester Spanish, enrolled in a large public university in Southern California, participated in this investigation. Based on a pretreatment background questionnaire, learners were determined to have taken an average of almost two Spanish college classes, ranging from one to four classes.

Procedure

Participants met in a language lab as part of their regular class syllabus, and they were randomly assigned to one of the following three interaction groups: video-conferencing (VidCMC), audio-conferencing (AudCMC), and face-to-face (FTF). They were assigned to a numbered computer station where they listened to a recording explaining the procedure for this lab session; each computer station was also labeled with the names of the group they belonged to (VidCMC, AudCMC, FTF). Once they finished listening to the recording, they read and signed the participant consent form. Immediately after, the researcher checked that participants understood the procedure and answered any questions learners had at that point. Given that Skype was widely used in Spanish classes at the host institution, participants only had questions about the task and how to record their conversation. After all questions were answered and assessment tasks administered, participants signed into Skype and called their assigned partners. Dyads for the FTF control group were seated together and computer microphones were used to record their conversations. The groups of VidCMC and AudCMC dyads were seated far apart from each other in the computer lab and used headsets to carry out their conversations. The lab was set up so that learners could not easily see each other's screens or talk with one another. Specifically, each computer station was equipped with a privacy guard on either side of the station. This guard was removed for FTF dyads and their chairs were set to face each other. Once all the CMC dyads had established and tested their Skype connection, they were instructed to begin the task. Time was limited to 20 minutes; this time was set based on the previous piloting of the task with an intact class of third semester Spanish where most dyads finished within this time frame. Participants then completed the post-task assessment tasks.

TEXT 2 (PARAPHRASE)

The purpose of this study is to investigate L2 learners' use of captions² while watching videos in a foreign language. Audiovisual materials enhanced with captions are powerful pedagogical tools that are believed to help improve L2 listening and reading comprehension skills (Borras & Lafayette, 1994; Danan, 2004; Garza, 1991; Markham & Peter, 2003). Captions facilitate language learning by helping learners visualize what they hear, especially if the input is slightly beyond their linguistic ability (Danan, 2004). Captions may also serve to increase language comprehension by facilitating additional cognitive processes, such as greater depth of spoken-word processing (Bird & Williams, 2002).

Captioned video is increasingly used in foreign language classes, most likely because of the recent accessibility of authentic videos (e.g., via DVD, [YouTube](#), [ViewPoint](#)) which, if not already captioned, can be easily captioned by teachers and curriculum developers using software such as Adobe Premier, iMovie, or ViewPoint. Many universities, overwhelmed by increased interest in foreign language learning (Welles, 2004), are turning to online foreign language course offerings, normally by implementing hybrid or blended-instruction courses, in which part of the instruction is in the classroom and part is conducted independently online (Blake, 2005; Chenoweth & Murday, 2003; Chenoweth, Ushida, & Murday, 2006; Sanders, 2005; Scida & Saury, 2006). Such classes incorporate more online and automated content, which often includes captioned videos. It is especially true for language programs such as Arabic and Chinese, mostly because it is difficult to find enough qualified instructors (Dahbi, 2004; Freedman, 2004), and because videos are a good resource for presenting native speaker voices.