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ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE:

“THE USE OF MUSIC VIDEOS TO IMPROVE THE LISTENING SKILL AMONG NINTH YEAR STUDENTS AT “HERNAN GALLARDO MOSCOSO” HIGH SCHOOL, ACADEMIC PERIOD 2013-2014”

Thesis required for obtaining the Bachelor's Degree in Sciences of Education, English Language Major

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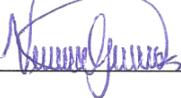
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Verónica Gabriela Sánchez Montaña declares to be the author of the present research work and exim to the Universidad Nacional de Loja and their politic staff of possible legal actions for the content of this.

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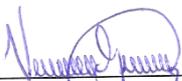
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GRATEFULNESS

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THE AUTHOR

DEDICATION

I want to thank the most important person, God who with his infinite goodness and love allowed me to achieve this goal.

This thesis is dedicated to my mother for being the rock in my life, for all her efforts that made it possible to achieve professional success. Also I want to thank three people who are no longer with me but are always present in my heart as they have been my inspiration to never give up: My grandmother (Marianita), my aunt (Idaura) and my father(Segundo) .

Verònica Gabriela

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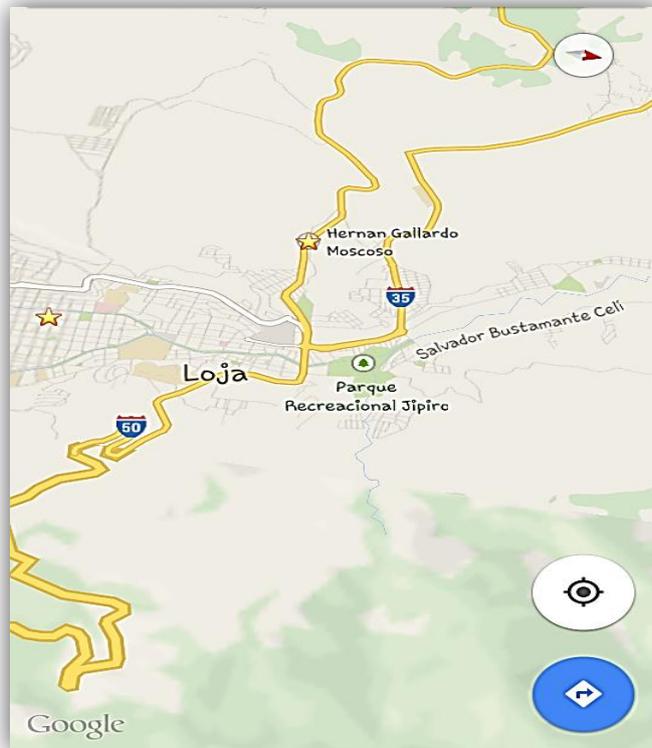
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GEOGRAPHIC MAP AND SKETCHES



Fuente: www.google.com.ec/webhp#q=mapa+del+canton+loja

SKETCHES



Fuente: www.google.com/maps/place/Hernan+Gallardo+Moscoso

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a. TITLE

“THE USE OF MUSIC VIDEOS TO IMPROVE THE LISTENING SKILL AMONG NINTH YEAR STUDENTS AT “HERNAN GALLARDO MOSCOSO” HIGH SCHOOL, ACADEMIC PERIOD 2013-2014”

b. RESUMEN

Esta investigación acción descriptiva se realizó en el colegio "Hernán Gallardo Moscoso", con 33 alumnos de noveno año. Siete sesiones fueron realizadas con el objetivo de mejorar la destreza de escuchar usando videos musicales. Dos pruebas y dos cuestionarios fueron realizados por el investigador, para medir el progreso de los estudiantes y la percepción sobre el uso de vídeos musicales. Hojas de observación fueron además utilizadas en cada sesión para ver el progreso de los estudiantes. Los resultados de la prueba final revelaron un leve progreso en la destreza de escuchar usando videos musicales, aunque las respuestas recibidas de los cuestionarios demostraron un notable cambio de percepción hacia el uso de videos musicales en el mejoramiento de la destreza de escuchar en los estudiantes. En base a estos resultados, se puede concluir que el cambio en la percepción de los estudiantes fue significativo, aunque sus puntuaciones aumentaron ligeramente.

ABSTRACT

This descriptive action research was done at “Hernan Gallardo Moscoso” high school with 33 ninth year students. Seven sessions were carried with the goal to improve listening skill using music videos. Two researcher’s - made tests and questionnaires were used to measure the students’ progress and perception of the music videos use. Observation sheets were also used every session to see the students’ growth. The results of the post test revealed slight progress in the listening skill using music videos although the answers received from the questionnaires demonstrated a noticeable change of perception toward the use of music videos in the improvement of students listening skill. Based on these results, it might be concluded that the change in the students’ perception was significant although their scores were slightly increased.

c. INTRODUCTION

This descriptive study was focused on the use of music videos to improve listening skills of teenagers from thirteen to fourteen years old in “Hernan Gallardo Moscoso” public high school. These students received English classes five times a week without the support of resources and activities that motivate and facilitate the learning of listening skills. For that reason, the study dealt with the use of music videos as a strategy to help students to improve listening skill through the question: How does the use of music videos improve listening skills among ninth year students at "Hernan Gallardo Moscoso" high school, academic period 2013 -2014?

This research had remarkable relevance for university, the students and the researcher. This kind of research is really appropriate for education due to the fact that its main purpose is to help teachers as well researchers to solve their teaching problems. In addition it allows teachers to learn about their teaching at the same time they improve their teaching process. Action research is not only helpful for the researcher but for the students since this try to find solutions to the different problems that students had in the learning process.

In order to develop this research work the main goal stated was to improve listening skills through the use of music videos among ninth year students at “Hernan Gallardo Moscoso” high school. To reach this goal the

researcher investigated the theoretical references about listening skill and music videos. Then, the researcher diagnosed the issues those limited the listening skill learning. After, she designed an intervention plan about the use of music videos to improve the students' listening skills. Next, the researcher applied the intervention plan as part the classroom activities in order to solve the limitations of listening skills. Finally, she reflected upon the effect that the music videos had on the ninth year students.

This written report has been organized in five sections: literature review section presents theory of Music Videos and Listening Skill. Most of the listening skill literature is based on information given by Essberger(1997), Buck(2001), T.Joe (2005), Case(2008), Thao(2003), Burt(1999), Bello(1999), and contributions of works of similar researches such as: Lizcano, Camacho and Gonzales(2012), Sexton(2013), Chahil(2013), Mayorga(2012), Peachey(2002) and Castro Villada(2009). The materials and methods section (methodology) describe the design of the intervention, the methods that helped to do this study.

In the results section is detailed the findings of the results. These findings are presented in tables and figures with the corresponding logical analysis. In this connection the results of pre and post tests and questionnaires showed a little growth of the students' listening skills using music videos. Further, in the results of the Pearson Correlation coefficient

the researcher noticed that the intervention had enhanced this skill. The other section is the discussion that shows the major findings of the research is based on the results and relevant information. In the last section are the conclusion and recommendations that showed that music videos were an effective strategy reduces the difficulties that the students had in order to improve their listening skill. Finally, it is presented the suggestions that the researcher was able to do based on the conclusions drawn.

The current study worked with a sample of 33 ninth year students (eighth grade, middle school) in an urban marginal high school. The action research work counted upon of 7 lessons. It had pre and post tests, pre and post questionnaires and observation checklist. The intervention was planned based on the students' cognitive process to enhance their knowledge associated with the use of music videos. The seven lessons were reinforced with activities that enable students to master, understand and identify the different accents among the speakers.

During this intervention the researcher faced some limitations and weaknesses. Some limitations were; first, a big sample size, second, a small size of the classroom and finally the time spent for each activity. All of these limitations affected the process of each lesson and obviously it was reflected in the final results. Regardless the use of music videos as a

strategy to improve listening skills had positively impacted the students' learning process. Further, it showed the importance of implementing this innovative strategy in English classes.

d. LITERATURE REVIEW

What is listening?

According to Essberger (1997), "Listening" is receiving language through the ears. Also, listening involves identifying the sounds of speech and processing them into words and sentences. For this reason when we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us. Definitely listening in any language requires focus and attention, because it is a skill that some people need to work at harder than others. In conclusion, when students have difficulty concentrating they are typically poor listeners.

At the same time listening not only helps you understand what people are saying to you, it helps you to speak clearly to other people, helps you learn how to pronounce words properly, how to use intonation, and where to place stress in words and sentences.

Another way Buck (2001) defines listening is a process which has a great deal of complexity because of both the linguistic and non- linguistic aspects involved while learning the spoken language. In addition this language skill is also stated by Duzer (1997) as a crucial element in the foreign language users' performance. It is a challenging process due to

aspects involved while listening as well as the factors that distinguish the interlocutor, the recipient, the content of the message, and any kind of visual support. Besides these aspects, the use of collocations and contractions are the same as the familiarity of the content and the listener ability to interpret visual aids also affect comprehension.

In addition SkillsYouNeed (2011) in the article “Listening Skills” remarks that listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages.

In this connection in 2014 they affirm that listening is the absorption of the meanings of words and sentences by the brain. Listening leads to the understanding of facts and ideas. But listening takes attention, or sticking to the task at hand in spite of distractions. It requires concentration, which is the focusing of your thoughts upon one particular problem. A person who incorporates listening with concentration is actively listening. Active listening is a method of responding to another that encourages communication

Importance of Listening

Castro Villada, (2009) affirms that, throughout all our lives one of the most important skills in relevance to learning any language including our own mother tongue is listening. When it comes to language as a skills, listening itself is the process of understanding and comprehension of the spoken language. In consequence, the listening skill refers not only to the ability to comprehend sounds and different accents but also the context and the language employed to perform the speech act.

The author Castro Villada, (2009) also mention that it is important for foreign language learners to be exposed to listening material such as music videos so that they are able to identify different kinds of accents and cultural aspects of countries. English is the official language such as idiomatic expressions and slangs, which provide the language learners an effective model of language use for them. Learners play an active role in the speaking scenarios while interacting with other people in real life situations using the vocabulary and expressions proper of the target language.

According to him there are four basic keys such as: pay attention, show that you are listening, provide feedback and defer judgment; to change the way we listen. These can help ensure that you are listening to the other

people and that the other people know that you're listening to what they say.

Pay attention: It refers to looking at the speaker directly, putting aside distracting, avoiding being distracted by environmental factors, and “Listening” to the speaker’s body language.

Show that you are listening: According this use your own body language and gestures to convey your attention, smile and use other facial expressions, note your posture and make sure it is open and encourages the speaker to continue with small verbal comments like “yes “and “uh huh”.

Provide feedback: Our personal filters, assumptions, judgments and beliefs may distort what we are hearing, as a listener; your role is to understand what is being said also this may require you to reflect what is being said and ask questions.

Defer judgment: To interrupt is a waste of time, it frustrates the speaker and limits full understanding of the message, allowing the speaker to finish and do not interrupt with counter - arguments.

Techniques of Listening

It is important to mention that there are some techniques to develop the listening skill. Two important techniques mentioned by T. Joe (2005) are called "**intensive listening**" and "**extensive listening**".

Intensive Listening

According to Widyastuti (2013) intensive listening is a listening teaching method that often used in the class (inside). This method is easier than the extensive one. In here, they only have to listen to one sound, so they can directly focus on the listening session without being confused with the other sound.

In a similar manner, Joe (2005) mentions that students usually learn this technique in the classroom. The teacher plays a cassette or says a sentence and the students must try to understand 100% of what they hear. After listening, students can repeat what they heard, either speaking out loud or speaking quietly to themselves. The problem with "*intensive listening*" is that it takes a lot of time just to learn a few sentences. It can also be very boring if you do too much at one time.

Extensive Listening

On the other hand is Extensive Listening. In this case Widyastuti (2013), defines extensive listening as a listening teaching method that often used outside of classes. Students need to learn real life listening. Real life listening is when you listen to someone speaking with the real condition, it mean the condition is crowded maybe, so they must concentrate more to listen what the speaker say.

To mention another definition, I want to mention T. Joe (2005). He says that you do not have to understand 100%. You only have to try to understand more than you did at the beginning. So, if you understand 20% the first time, and then understand 25% after listening a few times, then you have succeeded. Or if you understand 90% at the beginning, then 93% after studying is good. Students sometimes feel uncomfortable if they don't understand 100%, but this kind of listening is very valuable. "*Extensive listening*" is not only more interesting than "*intensive listening*", but it gives you the opportunity to hear so many different voices, so many different styles. It also helps you get used to the natural speed of spoken English. As you listen to more and more videos and songs, you will see that the most important words and sentence structures come up again and again. On the negative side, students who do only "extensive listening" sometimes get lazy when they speak and make too many mistakes. That is why students must do BOTH "intensive listening" and "extensive listening".

According T. Joe mentions some tips to help you when you listen:

- Find something you enjoy, and just enjoy!
- If you are using a DVD or CD, use the subtitles to help you see which words or sounds are difficult for you.
- After you have advanced a bit, turn the subtitles off (or cover them) to really test your listening ability.
- When something seems very fast to you, just focus on the rhythm of English, and then worry about the individual sounds later.

Types of Listening

According to National Library of Wales (2011) in its article “Types of Listening” mentions that there are two main types of listening (General and Specific Listening) and they are divided into sub-types.

General Listening Types:

Discriminative listening; it develops at a very early age – perhaps even before birth, in the womb. This is the most basic form of listening and does not involve the understanding of the meaning of words or phrases but merely the different sounds that are produced.

In the same manner discriminative listening develops through childhood and into adulthood. As we grow older and develop and gain more life experience, our ability to distinguish between different sounds is improved. Not only can we recognize different voices, but we also develop the ability to recognize subtle differences in the way that sounds are made – this is fundamental to ultimately understanding what these sounds mean. Differences include many subtleties, recognizing foreign languages, distinguishing between regional accents and clues to the emotions and feelings of the speaker.

Comprehensive Listening; involves understanding the message that is being communicated. Like discriminative listening, comprehensive listening is fundamental to all listening sub-types. In order to be able use comprehensive listening and therefore gain understanding the listener first needs appropriate vocabulary and language skills. Using overly complicated language or technical jargon, therefore, can be a barrier to comprehensive listening. Also comprehensive listening is further complicated by the fact that two different people listening to the same thing may understand the message in two different ways.

This problem can be multiplied in a group setting, like a classroom or business meeting where numerous different meanings can be derived from what has been said. Also it is complimented by sub-messages from

non-verbal communication, such as the tone of voice, gestures and other body language. For these reasons these non-verbal signals can greatly aid communication and comprehension but can also confuse and potentially lead to misunderstanding.

Specific Listening Types

Informational Listening or Listening to Learn; whenever you listen to learn something, you are engaged in informational listening. This is true in many day-to-day situations, in education and at work, when you listen to the news, watch a documentary, when a friend tells you a recipe or when you are talked-through a technical problem with a computer – there are many other examples of informational listening too.

Although all types of listening are ‘active’ they require concentration and a conscious effort to understand. Informational listening is less active than many of the other types of listening. When we’re listening to learn or be instructed we are taking in new information and facts, we are not criticizing or analyzing.

Critical Listening or Listening to Evaluate and Analyze: Refers to when we can be engaged in critical listening when the goal is to evaluate or scrutinize what is being said. Critical listening is a much more active behavior than informational listening and usually involves some sort of

problem solving or decision making. Critical listening is similar to critical reading; both involve analysis of the information being received and alignment with what we already know or believe.

Whereas informational listening may be mostly concerned with receiving facts or new information critical listening is about analyzing opinion and making a judgment. It is often important, when listening critically, to have an open-mind and not be biased by stereotypes or preconceived ideas. By doing this you will become a better listener and broaden your knowledge and perception of other people and your relationships.

Therapeutic or Empathic listening or listening to Understand Feeling and Emotion; involves attempting to understand the feelings and emotions of the speaker to put you into the speaker's shoes and share their thoughts. Empathy is a way of deeply connecting with another person and therapeutic or empathic listening can be particularly challenging. Empathy is not the same as sympathy, it involves more than being compassionate or feeling sorry for somebody else it involves a deeper connection on a realization and understanding of another person's point of view.

Likewise National Library of Wales, 2011 mentions other listening types that we engage in.

Appreciative Listening; is listening for enjoyment, for example: listening to music, especially as a way to relax.

Rapport Listening: Refers to when you are trying to build rapport with others we can engage in a type of listening that encourages the other person to trust and like us. A salesman, for example, may make an effort to listen carefully to what you are saying as a way to promote trust and potentially make a sale. This type of listening is common in situations of negotiation.

Selective Listening; it is a more negative type of listening; it implies that the listener is one way or another biased to what they are hearing. Bias can be based on preconceived ideas or emotionally difficult communications. Selective listening is a sign of failing communication you cannot hope to understand if you have filtered out some of the message and may reinforce or strengthen your bias for future communications.

Purposes of Listening

Authors such as : Lizcano, Camacho , Gonzales (2012) mention different purposes for listening.

Listening for gist; it refers to the general idea of what is being said, as well as who is speaking to whom and why, and how successful they are in communicate their point.

Listening for specific information; for this we don't need to understand everything, we only hear a very specific part.

Listening in detail; in this we cannot afford to ignore anything because we don't know what kind of information we need.

Inferential listening; this type of listening we do when we wish to know listening how the speaker feels. It may involve inferring.

Listening Sources

Also they explain some recourses of listening: teacher talk, Student talk, Guest speakers, Textbook recordings, TV, videos, DVD, Radio, Songs, and Internet.

The Process of Listening:

Is important to know the process of listening in orden to get good results and teach effectively. For this reason the authors Lizcano, Camacho, and

Gonzales (2012), Berezyanskaya (2013), Wei, and iMac explain the following process for listening.

PRE-LISTENING; in this step we help students prepare for what they are going to hear (which will give them a greater chance of success in any task).

Pre-listening involves:

- ✓ Checking answers
- ✓ Going into detail by looking at both top-down features (e.g. setting of the passage or information about the speakers) and bottom-up features (e.g. individual words or phrases)
- ✓ Looking at what students found problematic.

In addition they explain some activities that we can do in pre-listening activities.

Text and word: during the pre-listening stage learners demonstrate their objects to the class and tell few words about in what situations people usually use them. And then they discuss how all these regalia relate to the text.

Opinions, ideas and facts; finally there is an information gap that needs to be filled or an opinion gap or pre-set questions, or perhaps the students have asked questions based on things they would hope to hear.

WHILE- LISTENING: in this stage students interact with the text to improve their listening skills.

In the same way there are activities to do while listening, such as:

Listening for gist; they are asked some basic questions (What? – Why? – Who?). They listen for the main idea.

Listening for detail; in this activity they practice selective listening: an ability to ignore most of what we hear and focus only on what is relevant. Among such type of activities I want to point out writing down some specific information (dates, numbers, etc.) and spotting the difference (learners look at a picture and listen to its description and spot any differences).

Inferring; we make deductions by going beyond what is actually stated for this purpose the teacher can pause the recording from time to time and asks students what they think will come next and why. It can be quite a distracting activity though.

Dictation; it forces students to be active during and after the task, works well for mixed-ability and large classes, provides access to interesting texts, it is a multiskilled activity and great way to focus the attention of over-animated students or day dreamers at the back of the class.

Listen and do useful; is good for mixed-ability classes as most activities don't require an oral response. Plus, the (TPR) commands tend to be very short (requiring the listener to pay attention to just a few words).

POST- LISTENING

In this step we build and expand on what students have learned in the lesson (which includes integrating other language skills and personalizing content). For Foreign Language Teaching Methods (2010), post-listening activity represents a follow up to the listening activity and aims to utilize the knowledge gained from listening for the development of other skills such as speaking or writing. If we have listened to a TV program presenting a certain point of view regarding health care, for example, we can ask the students to do some research and identify some opposing views to present them in class. Alternatively, we may want to engage the students in a discussion of the merits of the views that were expressed in the listening segment.

Why is listening difficult?

It is so important to know why listening is difficult. For this reason some authors such as Lizcano, Camacho , Gonzales (2012) explain different difficulties that are present in listening for example: characteristics of the message, characteristics of delivery, characteristics of the listener, and characteristics of the environment.

Why do some students find listening difficult?

Compared with the first statement the author Case (2008), informs some aspects of listening that the students find difficult such as: they are trying to understand every word, they get left behind trying to work out what a previous word meant, they just don't know the most important words, they have problems with different accents, they lack listening stamina they get tired, they are distracted by background noise, they can't cope with not having images, they can't tell the difference between the different voices.

Why is listening good?

Essberger (1997) on the contrary explains the advantages of listening, for instance; when we are listening, we are reviewing a lot of English usage

such as vocabulary, grammatical structures, intonation, accent and our own interpretation. We can learn new words and expressions by hearing them frequently. Besides the English revision, general knowledge from news, features, or even advertising spots is certainly beneficial for regular listeners. We can imitate what we hear and apply it with great confidence. Listening can be a good "hobby" while we do other things such as cooking, ironing, exercising, relaxing etc. In other words, we have no wasted time at all. Definitely listening is also a great way to train our attention.

What is a music video?

According to Benray95 (2011) in the article "Purpose, Styles and Conventions of Music Videos" a music video is like a short film integrating imagery and song, produced to promote a song and the artist. Music videos first came up during the 1980s. Music videos are made to promote a song or album as well as the artist in an appealing and interesting way, in order to make as many sales as possible. Most music videos tell a story or deliver a message, to embrace the audience and grab their attention, making them more interested in the song or album persuading them to buy it. Music videos are a good way for directors and film makers to express their creativity and passion. Music videos use a wide range of techniques and styles in order to promote their video such as animation, time-lapse and many more.

In another case Sexton (2013) defines a music videos as a videotape performance of a recorded popular song, usually accompanied by dancing and visual images interpreting the lyrics. On the other hand Altopowder (2007) in his publication affirms that a music video is expected to have certain conventions in it that identifies it as a music video. They are usually made to be visually memorable to make people want to view it repeatedly. A music video typically features the artist and is fundamentally a way of promoting the artist through music channels and the internet.

Music Videos feature six main conventions:

The author Altopowder (2007) mentioned in his concept the meaning of listening, the other author Mills (2011) explains some important features of music videos.

- **Genre characteristics:** This is when certain music video shows the same characteristic depending on the type of music.
- **Visuals and Lyrics:** This means that the lyrics within in the song are normally depicted within the music video.
- **Music and Visuals:** The relationship between music and visuals is where to video is effected by the style and tempo of the music.
- **The demands of the recording label.** The recording label will normally need lots of close ups of the artist they are trying to promote.

- **Voyeurism:** There is frequency reference to notion of looking this is where throughout the music video everything is angled towards the artist by normally drawing their eyes, in pop music this is normally done through the costumes that they wear which can be eye catching mainly because of the sexual appeal.
- **Intertextual Reference:** This where a music video shows images from other media products such as films or music videos and TV programs.

Music Videos Genres

In this connection some authors such as: Chahil (2013), Sexton (2013), and Benray95 (2011) mention some types of music video.

“Animation” music video

For Chahil (2013), an animated video is a video that stars animated figures. Such a video is made with the use of CAD (Computer Aided Design). This type of music videos is mostly used in animated movies. Also, some singers make animated videos to express their thoughts and better illustrate their lyrics. For example, in the video Daft (2009), we can see Daft Punk uses an animated style which tells a story and illustrates the song. This video contains scenes from the 2003 released Japanese anime film “Interstellar 5555: The 5tory of the 5ecret 5tar 5ystem.”

"Homage" music video

The same author defines a homage video as a video that shows or demonstrates respect and dedication to someone or something. Also this video is a homage video as it is seen as a tribute. It is basically a tribute towards the artist, his legend and his music from the past. For example in 2Pac (2001) shows a tribute to Tupac Shakur, this song was released ten years after his death. It features an actor playing the part of Tupac. It is basically a tribute to the artist as his legend and his music is from the past. The video and song is acknowledging his death.

"Narrative" music video

Also the author defines a narrative music video as a video that consists of a story line relating to the lyrics or the genre of the music video known as a narrative based video. It keeps the audience engaged in the video. This type of video is often used for songs that are featured in movies, with scenes from the movie cut into the video. The video will include actors that will tell the story to the audience, but props and locations and mystery in scene also help to tell the story and have to match the codes and conventions of the genre too. A good example is in the music video Monkeys (2008). This video is a narrative that goes with the song. The story is about young homeless women. Then a man comes along and tries

to help her out. This man is nice to her to start with then changes into an evil man 'When the sun goes down'.

"As Live" music video

The author Sexton (2013) explains that it is a video where the artist is performing the song which is filmed in front of a live audience. The video features clips of all performers, including the band and the front men singing, the video also shows clips of the audience. We know the song is performed and recorded live so the sound of the song is different than the album version as it doesn't contain editing as shown by Passenger (2012). In the video we can see that the artist's performing the song which is filmed in front of a live audience. The video features clips of all performers, including the band and the front men singing, the video also shows clips of the audience. We know the song is performed and recorded live as the sound of the song is different than the album version so it is no edited.

"Parody" music video

According Benray95 (2011), parody is a spoof, in current usage, is an imitative work created to mock, comment on, or an original work, its subject, author, style, or some other target, by means of humorous, satiric or ironic imitation. Parody music videos aren't the most popular way

in which an artist chooses to promote his or her music, however, it is becoming more and more popular and is usually very popular amongst the audience. For example (Yankovic,2009) this video is a parody of the song 'Ridin Dirty' by Chamillionaire. The music video fits this too and is a parody. The lyrics are changed and the video is similar but with complete contrasts.

"Surreal" music video

For this type the author Chahil (2013) explain that a video is surreal because it is using a dreamlike style to create the video. Most things that happen or most things that we see in this video are not real, such as in a video from the group Nirvana, (2009) we can see the color of the sky and the plot of the video. The video begins and ends with the band in a hospital setting watching an old man being administered medication through an IV drip. The majority of the video takes place in a surreal outdoor setting that incorporates imagery from the film, "The Wizard of Oz". During the song's first verse, the old man from the hospital climbs onto a crow-ridden Christian cross.

"Impressionist" music video

The video of "Dani California" by Red Hot Chili Peppers is impressionist as throughout the music video, all members of the band are dressing up

as different artists from over the years such as, The Beatles, Prince and Kiss. The video ends with the band starring as themselves on the stage. The video is a quasi-chronology of the evolution of rock music; the band performs the song on a stage, but in a variety of outfits representing important figures and movements in the history of rock.

Importance of videos in the classroom

According to Canning-Wilson (2000) video materials enhance listening comprehension since learners are able to derive meaning from what they are watching and hearing thanks to the comprehensible input provided by the environment in which the video takes place. A study made by Thao (2003) suggests that people prefer and respond more positively to the visual stimuli than to only listening without having the visual support. By contrast, today's learning process is portrayed by the fact of being informed and entertained at the same time through a series of complementary, and understandable sounds to our own senses.

In order to talk about the help we can get from any video material in reference to teaching listening skills in a foreign language, it is imperative to talk about the listening process and more importantly about listening comprehension. During the process of learning a foreign language, unknown acoustic input (referring to sounds or phonemes that are strange

to the listener and therefore difficult to comprehend), lack of attention, colloquial language, understanding intonations and stress, among others can hinder the learning process. Linguistic information, redundancy (as a learning process), automatic processing, and motivation can speed up the learning process.

Advantages of using music videos

In the same way, Burt (1999) mentions that there are a number of good reasons to use videos in classrooms with teenagers. Video combines visual and audio stimuli, is accessible to those who have not yet learned to read and write well, and provides context for learning the English language. Video has the added benefit of providing real language and cultural information.

As a consequence two authors present their reason for the use of videos in English class:

“Video can be controlled (stopped, paused, repeated), and it can be presented to a group of students, to individuals, or for self-study. It allows learners to see facial expressions and body language at the same time as they hear the stress, intonation, and rhythm of the language” (Bello, 1999).

“Videos can be stimulating to teenager learners. Many videos are based on stories, which are enjoyed by almost everyone and particularly favored in some cultures. Videos that use the conventions of entertainment television (plot, character, development, and resolution) may catch the attention of learners who do not yet read” (Johnston,1999).

Reasons for teaching English through music videos

Similarly for other authors there are several reasons for teaching English through music videos. She mentions using music videos for second language purposes is a great educational resource in second language teaching for six reasons: they help decrease anxiety and reduce the affective filter, it is a technique to acquire and memorize vocabulary, improve speaking and pronunciation, improve reading comprehension, contain grammar and syntax (authentic language), they are a connecting link with the culture of the second language.

Also music videos is very important in learning a second language because it covers not only linguistic but also psycholinguistic and sociolinguistics benefits. Linguistic because the lyrics provide grammar and syntax. The songs allow students to acquire and memorize vocabulary without the need to memorize words but the music videos are a means by which the unconscious repetition of words in English can be beneficial.

Then learning does not become stressful, the classroom environment is balance and create a kind of harmonious learning for both teacher and students (Mayorga, 2012).

Features of music videos that seem to make the difference in the learners' perception of the development of their listening skill

On the other hand Castro Villada (2009) states that listening is considered by EFL learners as one of the most difficult skills to develop in language learning. In that sense, the material employed to work on this language skill needs to be well selected. Because music videos are part of the popular culture of a group of people, and are not designed for EFL teaching material, they may contain expressions, collocations, and vocabulary that are used by native speakers in everyday life scenarios, but that may not be common in a foreign language scenario. Music videos may contain culturally-irrelevant material that may make it difficult for EFL learners to derive meaning from them, a challenge that becomes bigger if the listening material does not have visual support that enables learners to come up with the general message of the song.

Although music videos are generally welcome as part of language classes by teachers and students, teachers have to exercise caution in the selection of music videos for teaching English as a foreign language. Evidence of the difficulty for foreign language learners to convey meaning

from the listening material in some of the music videos selected for this study, was the participants' reported trouble to identify the vocabulary contained in the music videos presented in each video session, although most of the vocabulary was introduced in the pre-listening activities.

In contrast for Burt (1999), the difficulty to understand the listening material reported by the participants of this study coincides with the idea that caution should be taken while using video as a language learning tool because authentic audio materials move at a pace difficult for a native speaker to follow.

On the contrary, Peachey (2002) explains that when we listen in our everyday lives we hear language its natural environment, and that environment gives us a large amount of information about the linguistic content we are likely to hear. Since learners from this study are not in an English speaking environment outside the classroom, they had difficulties understanding some of the expressions contained in the music videos presented in their classes.

The relationship between video images, song lyrics, and participants' listening comprehension

Is important to recognize the relationship between video images, song lyrics, and participants' listening comprehension, two authors mention that

the implementation music videos in a foreign language classroom is complex and sometimes frustrating for the participants. The level of the language of the music video was difficult, due to the multiple idioms and expressions present in the lyrics, as well as the instances of non-standard English contained in the songs. So, although I was careful to select videos which contained images related to the lyrics to help students understand the language of the song, this connection between video and song was not always possible.

“As a result, I presented some videos with images that helped the students understand, and others that did not support their understanding as much. For the videos which images were somewhat unrelated to the lyrics, the unknown language seemed to have a higher impact on the students’ lack of understanding of the lyrics. And for the videos that were more related to the lyrics, the language level seemed to be more manageable” (Castro Villada, 2009; Mayorga, 2012).

e. MATERIALS AND METHODS

This section methods and materials include the methodology of this research work. The section is developed considering: design, context, participants, methods, techniques and instruments, materials and procedures.

DESIGN

The spiral model of action research proposed by Kemmis and McTaggart (2000) was followed in this study. Action research is a general name for research done by undergraduate and postgraduate students. Action research has the potential to make a substantial impact on the process of teaching and learning. Thus, it is a methodological technique that connects research to practice. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning and so forth. That is why action research was applied to this study. It has assisted the researcher of this thesis to follow the first cycle of the Kemmis and McTaggart's spiral. This process facilitated her reflections of her teaching and improved her students' situation.

CONTEXT

“Hernan Gallardo Moscoso” public high school was selected as the place for the present research work, and it is the school where the researcher is currently teaching and observing as a part of her teaching practicum. Therefore, she has insight into the spectrum of English teaching within the school. “Hernan Gallardo Moscoso” high school is located in the Belen neighborhood and it is organized according to Ecuadorian School System requirements for a basic education school. Students attending this urban public high school live in a social environment that characterizes developing communities in Latin American countries such as Ecuador.

PARTICIPANTS

The ninth year of basic education school is made up of 35 students (12 women and 23 men), their ages range from 13 to 14 years old. Students have five periods of English Class per week (Monday, Thursday, and Friday). They use English Book Level 2 of the Ministry of Education of Ecuador; also they have a note-book and a folder to keep their homework. The sample of size of the group was further reduced from 35 students to 33 students.

METHODS

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This study aimed to describe the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research:

The *Scientific method* assisted the study of the use of music videos applied in the development of listening skill. It helped in the observations done before and during the intervention, and it also assisted during the anticipation of the possible solution. This particular method helped support data collection in order to make relevant predictions and further analysis.

The *Descriptive method* enabled the researcher to describe the different stages of the study and the kind of resources used. It served to explain and analyze the object of the investigation.

The *analytic-synthetic method* was used to analyze the obtained results through two questionnaires, two tests and check list. It was adopted also to interpret the data, develop the logical analysis and draw conclusions.

The *statistic method* made possible the quantitative statistical analysis of data derived from the two test and two questionnaires as well as the qualitative text analysis of the data received from the observations.

TECHNIQUES AND INSTRUMENTS

- Pre and post Questionnaires (annex1, page 139- 144)
 - Two researcher's-made tests (pre and post) (annex 1, page 145-146)
 - Observation check list (annex1, page 148)
-
- A researcher's questionnaire was given to the ninth year students at "Hernan Gallardo Moscoso" Public High School. It was given at the beginning and at the end of the intervention. This questionnaire was composed of nine multiple choice questions referring to the use of music videos.
 - A researcher's-made test was given to the ninth year students to determine their knowledge about the Listening skill. This was applied at the beginning and at the end of the intervention. It was composed of three questions, in which the students had to recognize and understand the lyrics of the music video and finally students wrote what the music video is about in their own words.
 - Observation check lists were used by the researcher to record the students' advances during the intervention. These were composed by ninth activities that were recorded in the checklist each day of the intervention.

MATERIALS

This research work was accomplished with the help of three main resources. The Human resources that participated during the different stages were the target population, the cooperating English school teacher, the thesis advisor and the researcher. In this research the target population was the ninth year students of basic education of “Hernan Gallardo Moscoso” high school. The cooperating teacher helped provide general information about these target students and the thesis advisor supervised the development of the stages of the study. The researcher worked enthusiastically in order to learn from the various human resources and also played an active role in this research work.

A personal computer, internet, removable memory stick, and multimedia were some of the technological resources used. Office supplies such as handouts, flashcards, videos, speakers, textbooks and bibliography were important material components as well.

PROCEDURE

The study started with the observations of the English classes of the ninth year students in order to identify the issues the students were facing. Observation sheets (annex 1, page 138) were filled out to record the

activities and work the students did in the classes. The analysis of observations helped to form the problem statement and create a possible solution, in order to support the questions raised during the observations a theoretical framework was developed.

An intervention plan (Annex 1, page127) organized in 7 lessons, was designed with the help of the literature framework about listening skill and music videos. Then, the intervention plan was applied in April, 2014. The researcher concluded the interventions with a week of posttest data collection, using the same instruments as the pretest. During this stage quantitative and qualitative data were collected using the instruments mentioned above.

After collecting the data it was tabulated and translated into tables. Means for each test section were calculated to have a better overall view of performance of the class in each test $r = \frac{\sum x}{n}$.

The Pearson Correlation coefficient $r = \left[\frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}} \right]$ was used to find out the relationship between the learning outcomes before and after the intervention plan. It is one of the best means for evaluating the strength of a relationship between pre and posttests (x and y). Both variables were expressed in terms of quantitative scores and the statistical

analysis was used to determine whether there was a significant change in achievement from the base line data to the posttest results.

Observation data was also obtained by periodical monitoring of the evaluation of language skills by means of a researcher-designed checklist.

The discussion of the outcomes was completed with the triangulation of the findings and the literature that supports this study. The conclusions were drawn considering the initial inquiries. Finally, the thesis was written and disseminated.

f. RESULTS

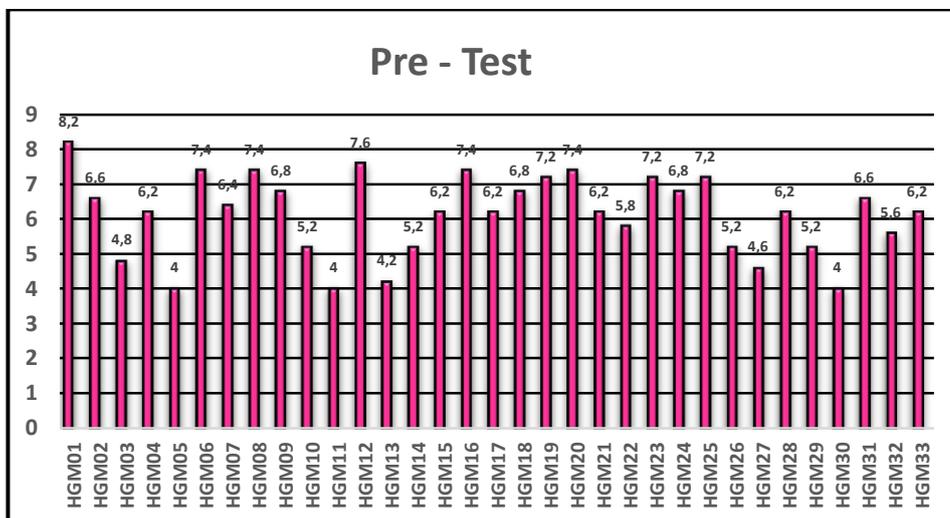
Pre- Test Results

a. Table 1

STUDENT'S CODE	Q. 1 /3	Q. 2 /3	Q. 3 /4	TOTAL /10
HGM01	2,4	1,8	2	6,2
HGM02	1,8	2,4	1	5,2
HGM03	2,4	1,8	1	5,2
HGM04	1,8	3	2	6,8
HGM05	1,2	2,4	1	4,6
HGM06	0,6	2,4	2	5
HGM07	2,4	1,8	2	6,2
HGM08	2,4	1,8	2	6,2
HGM09	2,4	2,4	2	6,8
HGM10	1,8	3	1	5,8
HGM11	2,4	1,8	2	6,2
HGM12	2,4	1,2	2	5,6
HGM13	1,8	2,4	1	5,2
HGM14	0,6	1,8	2	4,4
HGM15	1,2	2,4	2	5,6
HGM16	2,4	1,2	2	5,6
HGM17	2,4	3	2	7,4
HGM18	1,2	1,8	2	5
HGM19	3	2,4	2	7,4
HGM20	2,4	2,4	1	5,8
HGM21	1,8	2,4	2	6,2
HGM22	2,4	1,8	1	5,2
HGM23	1,8	2,4	2	6,2
HGM24	1,8	2,4	0	4,2
HGM25	2,4	2,4	2	6,8
HGM26	1,2	1,8	2	5
HGM27	1,2	1,8	1	4
HGM28	3	1,2	1	5,2
HGM29	1,8	2,4	2	6,2
HGM30	0,6	1,8	2	4,4
HGM31	1,8	2,4	2	6,2
HGM32	2,4	1,8	2	6,2
HGM33	1,8	3	1	5,8
MEAN	1,91	2,15	1,64	5,69

Note: Q=question, H.G.M= "Hernan Gallardo Moscoso" -School name. (Annex 4)

b. Figure 1



Source: Pre test applied to 9th year students

Elaborated: Researcher

c. Logical Analysis

According to table 1, data shows that the majority of students got grades below 8. Students had low performance in questions one and three which means are 1, 91 and 1, 64. They had difficult in associating the word heard and the meaning, comprehending the sense of the lyrics heard, and understanding the context of the songbut also the context and the language applied, for these reasons they could not complete the exercises. It could be noted that students did not understand the song. It must be concluded that the students did not understand what they had to do in the test. Further they did not understand the vocabulary used in the song. The researcher can conclude that the main problems the students had are: they didn't pay attention on the content of the music videos, they

had different difficulties when they perform the listening activities, they used only the English book, and they spend little time to the activities of listening skill.

The author Case(2008) states that some aspects of listening that the students find difficult such as: they are trying to understand every word, they get left behind trying to work out what a previous word meant, they just don't know the most important words, they have problems with different accents, they lack listening stamina they get tired, they are distracted by background noise, they can't cope with not having images, they can't tell the difference between the different voices.

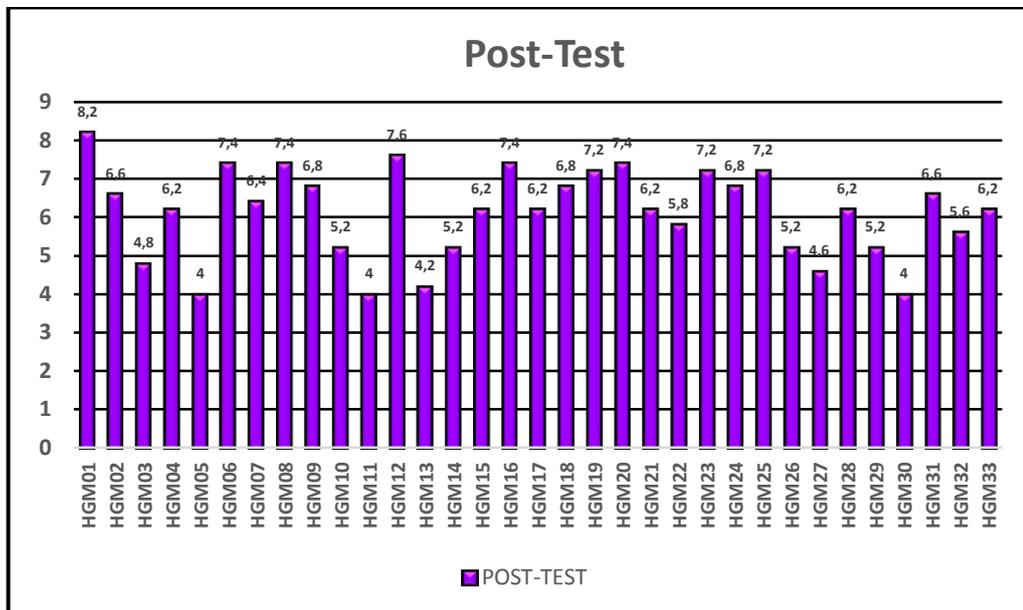
Post Test Results

a. Table 2

STUDENT'S CODE	Q.1 /3	Q.2 /3	Q.3 /4	TOTAL /10
HGM01	1,8	2,4	4	8,2
HGM02	1,8	1,8	3	6,6
HGM03	2,4	2,4	0	4,8
HGM04	2,4	1,8	2	6,2
HGM05	1,8	1,2	1	4
HGM06	2,4	3	2	7,4
HGM07	2,4	3	1	6,4
HGM08	3	2,4	2	7,4
HGM09	1,8	3	2	6,8
HGM10	1,8	2,4	1	5,2
HGM11	1,2	1,8	1	4
HGM12	1,8	1,8	4	7,6
HGM13	1,8	2,4	0	4,2
HGM14	3	1,2	1	5,2
HGM15	1,2	3	2	6,2
HGM16	3	2,4	2	7,4
HGM17	2,4	1,8	2	6,2
HGM18	2,4	2,4	2	6,8
HGM19	1,8	2,4	3	7,2
HGM20	3	2,4	2	7,4
HGM21	1,8	2,4	2	6,2
HGM22	2,4	2,4	1	5,8
HGM23	2,4	1,8	3	7,2
HGM24	2,4	2,4	2	6,8
HGM25	2,4	1,8	3	7,2
HGM26	1,8	2,4	1	5,2
HGM27	1,8	1,8	1	4,6
HGM28	2,4	1,8	2	6,2
HGM29	2,4	1,8	1	5,2
HGM30	1,8	1,2	1	4
HGM31	2,4	1,2	3	6,6
HGM32	1,8	1,8	2	5,6
HGM33	2,4	1,8	2	6,2
MEAN	2,38	2,33	1,85	6,12

Note: Q=question, H.G.M=Hernan Gallardo Moscoso (School name)

b. Figure 2



Source: Post test applied to 9th year students
Elaborated: Researcher

c. Logical Analysis

The results in table 2 reveal that while twenty six of the thirty three. Students improve slightly their performance eight students did not. The data also shows that in question one students had a better improvement than in question three comparing the results in pre-test. It indicates that there still remains difficulties in understanding the message and identifying oral words. In short, the students need to be exposed to work with activities where they can concentrate in what that they are listening and familiarize themselves with appropriate vocabulary. National Library of Wales, 2011 affirm that the use of comprehensive listening and therefore gain understanding the listener first needs appropriate vocabulary and language skills.

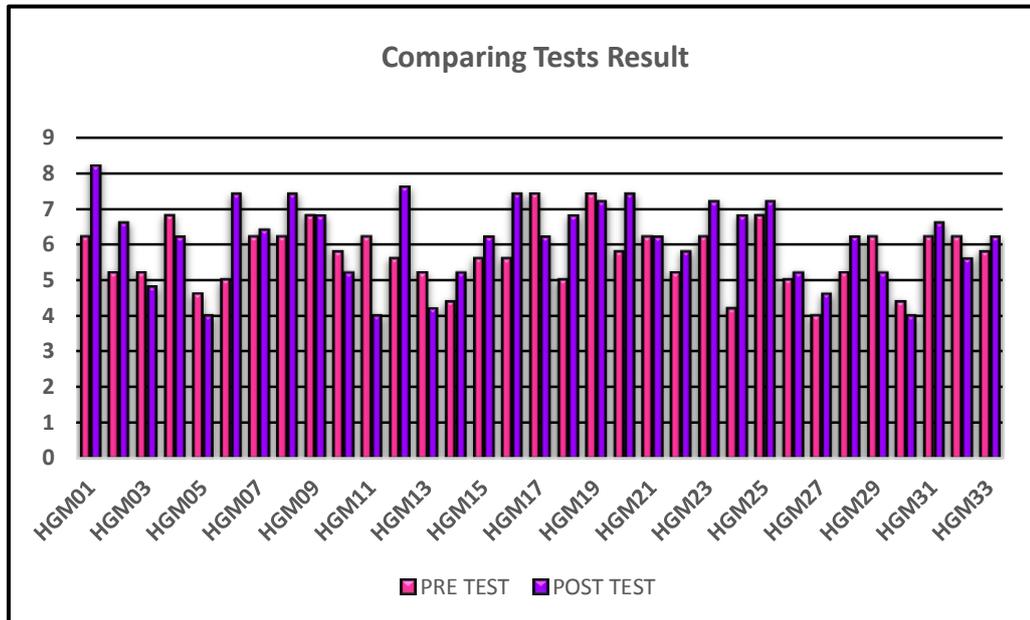
Comparing Test Results

a. Table 3

STUDENTS' CODE	PRE-TEST X	POST-TEST Y	XY	X ²	Y ²
HGM01	6,2	8,2	50,84	38,44	76,24
HGM02	5,2	6,6	34,32	27,04	43,56
HGM03	5,2	4,8	24,96	27,04	23,04
HGM04	6,8	6,2	42,16	46,24	38,44
HGM05	4,6	4	18,4	21,16	16
HGM06	5	7,4	37	25	54,76
HGM07	6,2	6,4	39,68	38,44	40,96
HGM08	6,2	7,4	45,88	38,44	54,76
HGM09	6,8	6,8	46,24	46,24	46,24
HGM10	5,8	5,2	30,16	33,64	27,04
HGM11	6,2	4	24,8	38,44	16
HGM12	5,6	7,6	42,58	31,36	57,76
HGM13	5,2	4,2	21,84	27,04	17,64
HGM14	4,4	5,2	22,88	19,36	27,04
HGM15	5,6	6,2	34,72	31,36	38,44
HGM16	5,6	7,4	41,44	31,36	54,76
HGM17	7,4	6,2	45,88	54,76	38,44
HGM18	5	6,8	34	25	46,24
HGM19	7,4	7,2	53,28	54,76	57,76
HGM20	5,8	7,4	42,92	33,64	54,76
HGM21	6,2	6,2	38,44	38,44	38,44
HGM22	5,2	5,8	30,16	27,04	33,64
HGM23	6,2	7,2	44,64	38,44	51,84
HGM24	4,2	6,8	28,56	17,64	46,24
HGM25	6,8	7,2	48,96	46,24	57,76
HGM26	5	5,2	26	25	27,04
HGM27	4	4,6	18,4	16	21,16
HGM28	5,2	6,2	32,24	27,04	38,44
HGM29	6,2	5,2	32,24	38,44	27,04
HGM30	4,4	4	17,6	19,36	16
HGM31	6,2	6,6	40,92	38,44	43,56
HGM32	6,2	5,6	34,72	38,44	31,36
HGM33	5,8	6,2	35,96	33,64	38,44
Σ	Σx 187,8	Σy 202	Σxy 1162,82	Σx^2 1092,92	Σy^2 1300,8
					4

Note: H.G.M=Hernan Gallardo Moscoso (School name)

b. figure 3



Source: Comparing Test Results applied to 9th year students
 Elaborated: Researcher

The Pearson Correlation Coefficient:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

$$r = \frac{33(1162,82) - (187,8)(202)}{\sqrt{[33(1092,92) - (187,8)^2][33(1300,84) - (202)^2]}}$$

$$r = \frac{38373,06 - 37935,6}{\sqrt{(36066,36 - 35268,84)(42927,72 - 40804)}}$$

$$r = \frac{437,46}{\sqrt{1693709,174}}$$

$$r = \frac{437,46}{1301,425823}$$

$$r = 0,3 //$$

c. Logical Analysis

The data in table 3 shows the information gathered from the pre and post tests. The majority of students performed their listening skill and few students had difficulties and did not increase their scores. The pretest indicated that students struggled to associate the word heard with the meaning, comprehending the sense of the lyrics heard, and understanding the context of the song. On the other hand students in the post test had difficulties associating the word heard with the meaning and understanding the context of the song. The facts suggest that students have more practice with a variety of activities that involve listening, and spent more time in them; it is important to mention that the results are not significant. On the other hand to evaluate the strength a relationship between the variable (pre (x) and post (y) tests) was used the r the Person Correlation Coefficient.

The researcher could state that the use of music videos evidently improved the students' listening skill. It is indicated by the Correlation obtained (0.3) that revealed there was a low positive correlation.

Comparison of students` perception of the use of music videos to improve listening skill

QUESTIONNAIRES

Question: What kind of teaching materials are used in the English class for listening activities?

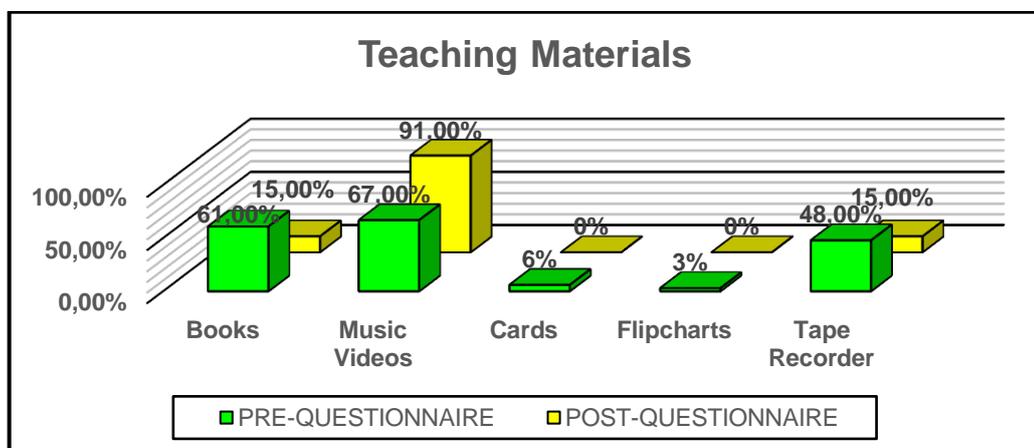
Title: Teaching Materials

a. Table 4

SOURCE	PRE-Q		POST-Q	
	F	%	f	%
Books	20	61	5	15
Music Videos	22	67	30	91
Cards	2	6	0	0
Flipcharts	1	3	0	0
Tape Recorder	16	48	5	15

Note. Pre-q= pre questionnaire; Post-q = post questionnaire

b. Figure 4



Fuente: Questionnaire applied to 9th year students

Elaborated: Researcher

C. Logical Analysis

The majority of students answered in the first question of the pre-questionnaire that they used their English book followed by music videos, and a minimum percentage maintain that they used the tape recorder to do the listening activities. On the other hand, in the post-questionnaire, it could be noticed, that use of music videos were more used and in a low percentage the use of the English book, in the same way the use of the tape recorder is minimal in the learning process. The researcher could conclude that the implementation of music videos in the English classes was important to develop the listening activities.

Question: Which of these activities do you do in the English class?

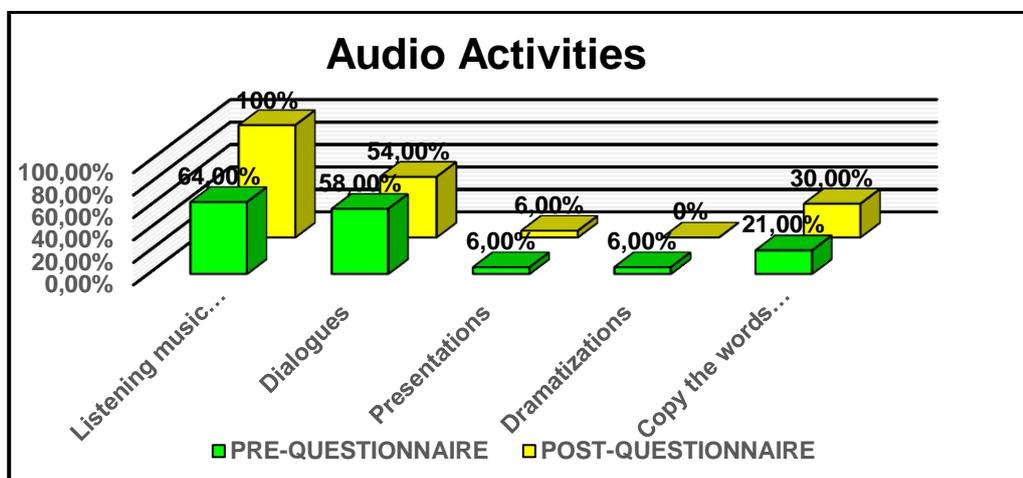
Title: Audio Activities

a. Table 5

ACTIVITIES	PRE-Q		POST-Q	
	f	%	f	%
Listening music video	21	64	33	100
Dialogues	19	58	18	54
Presentations	2	6	2	6
Dramatizations	2	6	0	0
Copy the words from board	7	21	10	30

Note. Pre-q= pre questionnaire; Post-q = post questionnaire

b. Figure 5



Fuente: Questionnaire applied to 9th year students

Elaborated: Researcher

c. Logical Analysis

As we can see in the table 5, the students in the pre and post questionnaire indicated that they watched music videos in their English classes. Consequently with low percentage they used some activities such as: dialogues and dramatizations. As a result, the researcher realizes that students have been using the music videos in their English classes. They have been exposed to this kind of activity.

Question: How are your English classes when you use music videos?

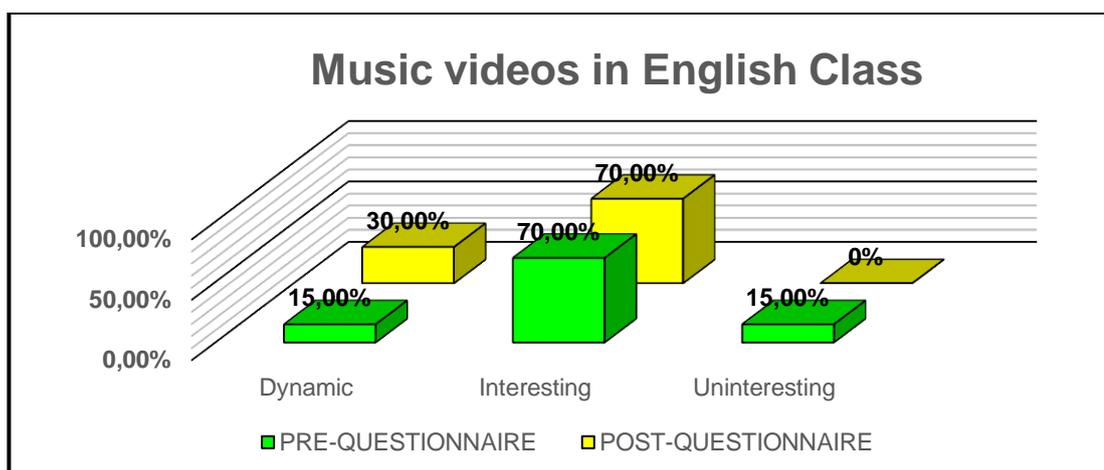
Title: Use of music videos in English Class

a. Table 6

VARIABLE	PRE-Q		POST-Q	
	f	%	f	%
Dynamic	7	15	10	30
Interesting	23	70	23	70
Un interesting	3	15	0	0

Note. Pre-q= pre questionnaire; Post-q = post questionnaire

b. Figure 6



Fuente: Questionnaire applied to 9th year students

Elaborated: Researcher

c. Logical Analysis

According to table 6 the majority of the students indicated in the pre questionnaire that the use of music videos in English class is interesting and dynamic, but small percentage of students indicated that their classes were uninteresting. Furthermore, as we can see that in the post questionnaire this changed incredibly, the students manifested that the use of music videos is interesting. The researcher noticed that along with this intervention, the students thought the activities which include music videos were interesting. This is supported by Thao (2003) who suggests that people prefer and respond positively to the visual stimuli over only listening without having the visual support.

Question: How much time do you spend in listening activities in English class?

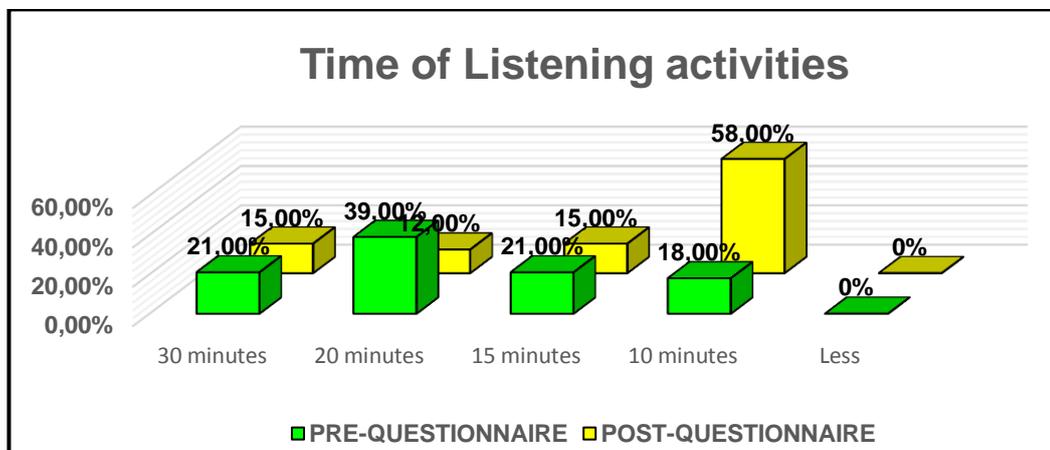
Title: Time of Listening Activities

a. Table: 7

MINUTES	PRE-Q		POST-Q	
	f	%	f	%
30 minutes	7	21	5	15
20 minutes	13	39	4	12
15 minutes	7	21	5	15
10 minutes	6	18	19	58
Less	0	0	0	0

Note. Pre-q= pre questionnaire; Post-q = post questionnaire

b. Figure 7



Fuente: Questionnaire applied to 9th year students

Elaborated: Researcher

c. Logical Analysis

Regarding table 7, in the pre questionnaire students answered that they spent a period of 20 minutes on listening activities. On the other hand we could notice that in the post-questionnaire this percentage decreased considerably. In this case, the students answered that they spent 10 minutes on listening activities. This was due to some factors, such as: the poor availability of the teacher and the short period of time that she provided to the researcher for her intervention. These reasons influenced a lot the development of the activities planned by the researcher.

Question: How often do you do these activities in an English class to practice the listening skill?

Title: Practice of Audio Activities

a. Tables 8 and 9

PRE-Q					
		E.D/A.E.D	O.W-/TW	O/T.P.C	N-/A.N
Activities		f	f	f	f
Listening	music	1	7	7	1
	video				
Dialogues		7	12	3	3
Presentations		2	3	7	8
Dramatizations		2	5	5	10
Copy words from	board	10	12	1	3

Note. Pre-q= pre questionnaire; **E.D/A.E.D**= every day or almost every day;

O.W/TW= Once or Twice a week; **O/T.P.C**= Once or Twice per class;

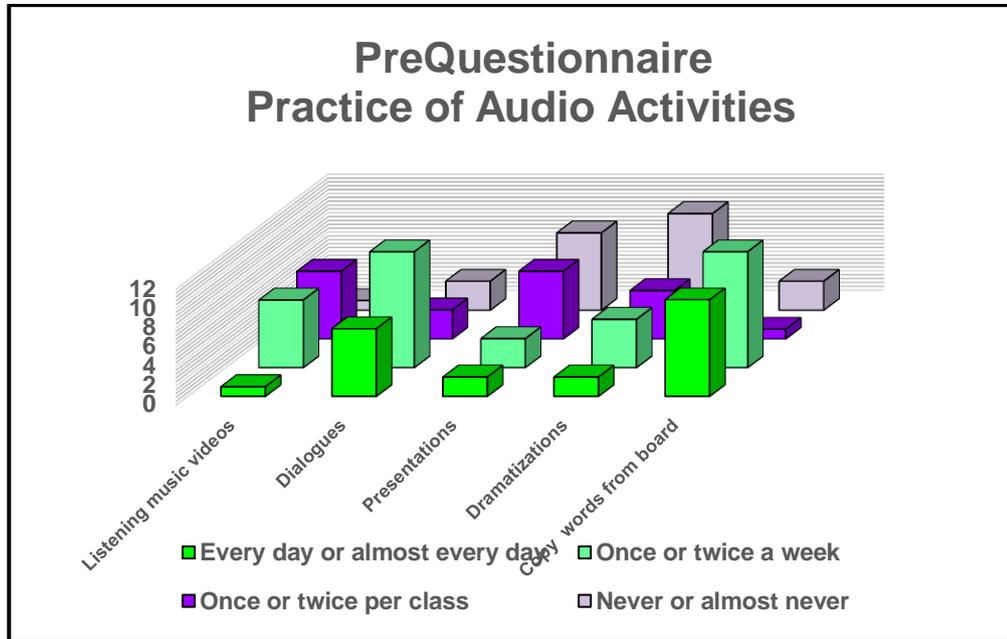
N/A.N= Never or almost never

POST-Q					
		E.D/A.E.D	O.W-/TW	O/T.P.C	N-/A.N
Activities		f	f	f	f
Listening	music	7	10	0	4
	video				
Dialogues		12	11	4	2
Presentations		3	5	4	17
Dramatizations		0	6	11	12
Copy words from	board	10	10	6	5

Note. Post-q = post questionnaire; **E.D/A.E.D**= every day or almost every day;

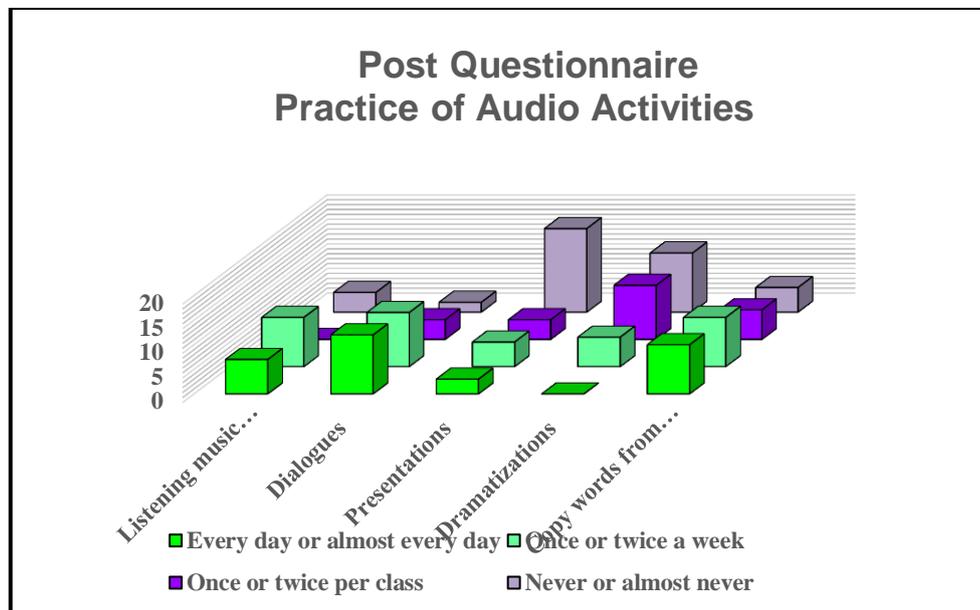
O.W/TW= Once or Twice a week; **O/T.P.C**= Once or Twice per class; **N/A.N**= Never or almost never

b. Figures 8 and 9



Fuente: Questionnaire applied to 9th year students

Elaborated: Researcher



Fuente: Questionnaire applied to 9th year students

Elaborated: Researcher

c. Logical Analysis

The survey results show that most of the students performed dialogues and the copying of words from the board to practice listening skill. They mentioned that they practice these once or twice a week. However, when the post-test was given the students manifested that they performed every day some activities using dialogues. Further, they used music videos once or twice a week in their English classes. The researcher could realize that when the intervention was applied, the 9th year students had the chance to use music videos frequently to perform their listening activities, despite the same daily activities.

Question: What kind of music video do you like?

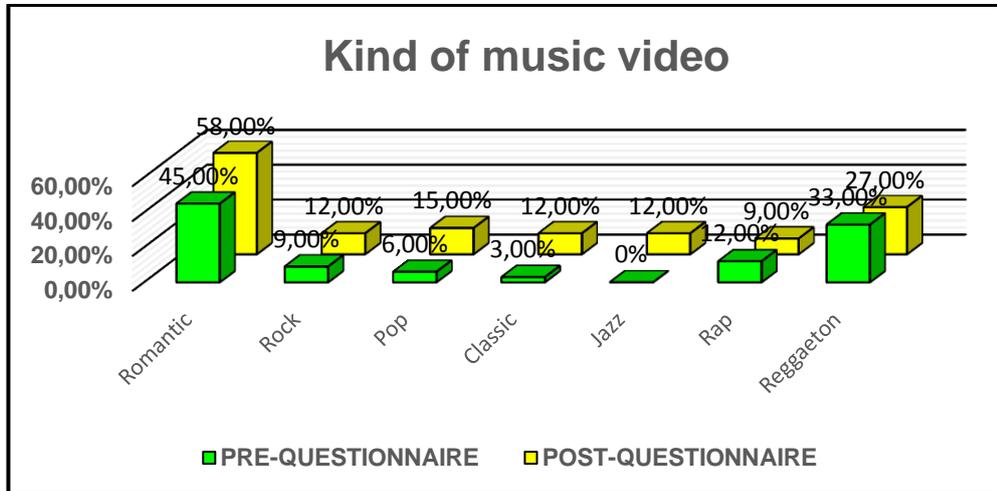
Title: Kind of Music Video

a. Table 10

KIND OF MUSIC VIDEO	PRE-Q		POST-Q	
	f	%	f	%
Romantic	15	45	19	58
Rock	3	9	4	12
Pop	2	6	5	15
Classic	1	3	4	12
Jazz	0	0	4	12
Rap	4	12	3	9
Reggaeton	11	33	9	27

Note. Pre-q= pre questionnaire; Post-q = post questionnaire

b. Figure 10



Fuente: Questionnaire applied to 9th year students
Elaborated: Researcher

c. Logical Analysis

The data obtained in table 10 shows that students preferred to listen to Romantic music, in the post and post questionnaires. In the same way they selected Reggaeton, as their favorites. The same happened in both pre and post-questionnaire. On the other hand, they select in minimum proportion they selected Classic and Rap. The researcher considered it for application of different activities planned.

Question: Do you pay attention on the content of the music videos?

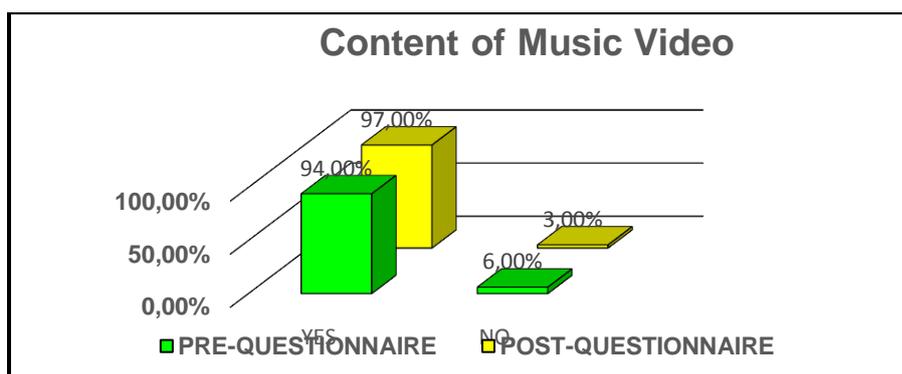
Title: Content of Music Video

a. Table 11

VARIABLE	PRE-Q		POST-Q	
	f	%	f	%
Yes	31	94	33	97
No	2	6	0	3

Note. Pre-q= pre questionnaire; Post-q = post questionnaire

b. Figure 11



Fuente: Questionnaire applied to 9th year students

Elaborated: Researcher

c. Logical Analysis

According to the obtained results in the pre questionnaire in this question more than half of the students said that they paid attention to the content of the songs that they heard. A minimum number indicated that they are not interested to know the content of the song. In the post questionnaire there was a change in the students' opinion, because the

researcher suggested to students that it was necessary to pay attention to the contents of the song to complete the activities.

Question: How do you feel when you perform the listening activity?

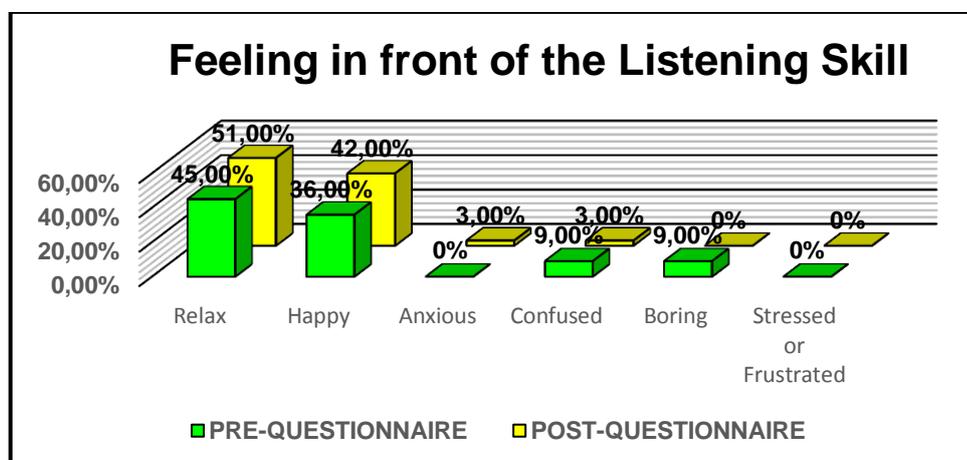
Title: Feeling in front of the Listening Activity

a. Table 12

VARIABLE	PRE-Q		POST-Q	
	f	%	f	%
Relaxed	15	45	17	51
Happy	12	36	14	42
Anxious	0	0	1	3
Confused	3	9	1	3
Boring	3	9	0	0
Stressed or Frustrated	0	0	0	0

Note. Pre-q= pre questionnaire; Post-q = post questionnaire

b. Figure 12



Fuente: Questionnaire applied to 9th year students

Elaborated: Researcher

c. Logical Analysis

The results of this question clearly show that most of the students, in the pre questionnaire and in the post questionnaire felt relaxed. Further, another important percentage of students answered that they felt happy in the pretest and in the post test during these lessons, which was a very satisfying result. This shows that students enjoyed the intervention.

Question: Which of these aspects are difficult for you while you watch a music video?

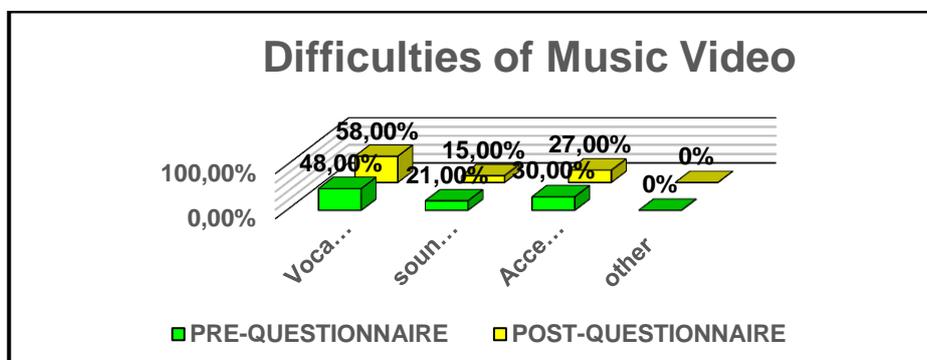
Title: Difficulties of Music Video

a. Table 13

VARIABLE	PRE-Q		POST-QUESTIONNAIRE	
	f	%	f	%
Vocabulary	16	48	19	58
Sound quality	7	21	5	15
Accent of the word	10	30	9	27
Other	0	0	0	0

Note. Pre-q= pre questionnaire; Post-q = post questionnaire

b. Figure 13



Fuente: Questionnaire applied to 9th year students

Elaborated: Researcher

c. Logical Analysis

Table 13 shows that the students in the pre questionnaire had difficulties in vocabulary and in decoding the accent of the speaker with .A minimum percentage of the interviewees maintained that they present difficulties with the sound quality, when they are listening a music video. When the Post-Questionnaire was given the students were still having difficulties in vocabulary; but in the case of accent on the word there was a decreasing. The researcher concluded that the students' difficulties in vocabulary were persistent. However, in the case of accent this condition hopefully changed. The students had an improvement in decoding the accent of the speaker.

g. DISCUSSION

The use of music videos to improve the listening skill was a strategy proposed in this action research work which had a significant impact on students' learning. This impact is shown in the findings obtained by the post questionnaire and the observation check list which reveal the positive impact that this strategy caused on students about music videos. It is also demonstrated in the findings presented by the pre and post test which indicated the relevant change that students got in improve their listening skill after the intervention.

The findings of this action research work carried out with ninth year students, showed that music videos improve their listening skill. This change could be appreciated the increment slightly significant students' scores from the pre – test mean (5, 69), and the post test mean (6, 12). Therefore, on the basis of the findings obtained, the researcher could state that teaching listening skill through music videos, since they are very useful tools, in which students gained a lot of satisfaction and confidence in every class. The data from the pre test indicated that students struggled associating the word heard and the meaning, comprehending the sense of the lyrics heard, and understanding the context of the song. In the post test, the data showed a slight increase in students' performance related to the association of the word heard with the meaning and understanding of

the context of the song. In short, the students need to be exposed to work with more activities where they could concentrate on what they listen to and familiarize with appropriate vocabulary. The Person Correlation coefficient was 0.3 which confirmed a low positive correlation. It is supported by National Library of Wales (2011) affirm, comprehensive listening involves understanding of the message that is communicated after the vocabulary learned becomes a part of the listener. Consequently, by using music videos during the intervention caused that at the end of the intervention the students were able to develop the post test without difficulty, and demonstrated their ability to identify the accent of words and understand them in context.

The efficiency of the use of music videos to improve listening skill is also show in the perception of students between the pre and post questionnaires. In the pre questionnaire the findings revealed that the majority of the population (61%), mentioned that use English book and music videos (67%) for listening activities, also they mentioned that their English class was uninteresting and dynamic (15%). It is demonstrated on the tables four and six. It is evidently that the teacher did not use these instruments were not used properly and following a teaching learning process and did not motivate students since only used English book to teaching listening skill as a result the students felt bored and confused, it is appreciated on the table twelve. Similarly students had problems in

accents of the words (30%) and sound quality (21%), it is appreciate on the table thirteen. However, in the data gathered by the post questionnaire the students 'perception toward working appropriately with music videos change, they affirmed use music videos (91%) for listening activities since the English classes was more dynamics (30%) and interesting (70%) with the application of this strategy and therefore they reduced some difficulties such as: accents of the words (27%) and sound quality (15%). As a result, it could be appreciated the slight change that students got at the end of intervention.

In addition, the researcher used an observation check list as a useful instrument to notice perception and progress of the students during all the process. At the beginning of the intervention, the students were excited and collaborated even despite they already worked with this strategy. A variety of activities were applied using three songs with the purpose that the students familiarize, master, and sharpen the skill. In the group activities a satisfactory result was achieved but with the individually activities the collaboration and performance were not satisfactory. At the middle of the intervention student's collaboration changed. They were not willing all activities, because they desired to hear a different song for each lesson. At the end of the intervention students did not have the same enthusiasm and willingness as they had before. They had a grade of difficulty to develop and concentration in each activities for instant they

gave different excuses to not complete the tasks. Despite these difficulties they complete the activities and the results were acceptable.

This action research study had strengths and limitations. One of this study's` strengths was the collaboration of the authorities of the high school to enable the researcher to carry out this work. Another strength was the support from the staff of the institution. The obvious limitations of this study were a big sample size (33) and the small size of the classroom. These limitations affected the completion of the activities and control of the individually students' progress. Another limitation was the time that was given by English teacher to teach each lesson (10 to 15 minutes) instead of 45 minutes that was agreed before. This weakness affected meaningfully the process of each lesson and obviously it was reflected in the finally results.

The use of music videos as strategy to improve listening skills had impacted positively the students' learning process. Further, it showed the importance of implementing this innovative strategy in English classes. For these reasons, the researcher implemented a diversity of activities, as a consequence the students did not use the English book during this intervention. They had the opportunity to choose their favorite kind of music video to work with. As a result they were motivated to complete the activities and the class was dynamic. It is important to mention that they

pay more attention in the content of the song and related to it. This helped a lot because they learned vocabulary too. In the same way, this action research especially helped the researcher, because it is what she found difficult when she started to study English. Therefore, the researcher focused on this skill that could see the low level that 9th year students had. She wanted to help improve listening comprehension, also with the use of this strategy bring her lot of information as a future teacher, because the researcher is able to apply it on, and achieve better learning outcomes of her students.

In conclusion, this kind of research work gave the researcher a great opportunity to sharpen her teaching skill, it permitted to the researcher to gain experience as a teacher. In addition a solution was proposed to solve the problem that students were facing in they looked at the English language as the worst the subjects due the lack of appropriate strategies and the used the use of traditional materials that engage the learning of it. Furthermore, it helped the researcher to be more aware about the importance that the use of different strategies plays in the teaching learning process. In brief, the researcher conclude saying that the action research is a great opportunity to go inside the problems and look for the most reasonable solutions and of this way learn by the experience in order to become a more effective English teacher.

h. CONCLUSIONS

After done the corresponding analysis of the relevant information obtained by instruments applied to the population of this action research work, the researcher maintained the following conclusions:

- The issues that limited the listening skill learning of ninth year students were the lack of interest to engage students` attention, also they get bored and frustrated doing listening activities. Also the lack of exposure that students had to improve listening skill with a strategy that enable the learning of it and the lack of interest to attend the English class due that listening skill was taught without appropriate strategies that enable them to participate in the learning listening skill process. As a result, the data given by the preliminary test revealed that students had several difficulties with vocabulary, sound quality and accent of the words, also the context and the language employed, did not understand the song. Meanwhile, with respect to the findings received in the pre questionnaire the overall majority stated that listening skill was introduced using only English book and tape recorder, for that reason they perceived it as boring.
- A designed an intervention plan of seven lessons was addressed to face the issues the students had in the preformed the listening skill. The lessons were planned based on the students `cognitive to build up their

knowledge. Each lesson was prepared considering this approach, helped with the use of music videos as a strategy to improve students' listening skill. Additionally, all the intervention lessons were prepared with the purpose to enable students to master identify, understanding the accents and familiarize with context of the music video.

- Three kinds of music videos were applied to improve listening skill in the intervention with ninth year students. At the beginning of the intervention, the researcher used an informative music video in order for students to practice selective listening using the technique "listening for detail". Then, the researcher used an interpretative music video, students had to organize and recognize the order of the lyrics also they had to master new vocabulary. Finally, researcher used a surreal music video, students were developing listening skills and identifying the accents. It is value emphasizing that three music videos were well received for students and as a consequence they enjoyed, and looked relaxed while they were listening to them.
- The use of music videos as part of the classroom activities reduced the students' limitations meaningfully. It was demonstrated in the students' collaboration to participate in each lesson and the progress they reached performing each one of the tasks. The change of the scores from the pre test (5, 7), post test (6, 1), and the information received by

post questionnaires are the most relevant evidence that demonstrates the positive impact that music videos had in improve the listening skill.

- To sum, the action research presented dealt with the influence that the music videos might have on the improvement of listening skills. The findings acquired by this action research supported the researcher`s belief that the use of music videos is effective to improve listening skill and to increment the students `achievement. In addition, the researcher noticed that employing music videos in the classroom is very helpful to in increase the students `motivation due to the fact that music videos work as a useful tool to foster the learning of it, so students can feel more enthusiastic, comfortable and cooperative.

i. RECOMMENDATIONS

After draw the conclusions stated above, the researcher is able to make the following suggestions.

- A recommendation for future teachers is the implementation of music videos to teach listening skill in their classes since it was demonstrated that they are great tool to improve listening skill. Thus, teachers would facilitate to students improve listening skill through an agreeable technique in order to help them to overcome the difficulties they face, at the same time, students would have the opportunity to participate in classes. Teachers also ought to include music videos that they contain vocabulary according to the level of each student and appropriate sound for a better compression in classroom activities, because this way they raise student`s motivation, prevent student`s boredom and create a pleasant classroom environment.
- Teachers should incorporate music videos in their lesson plans to improve the listening skill since music videos help learns to identify and understand words. In addition, teachers should find out activities that maintain students focus in the content with the purpose to help learners to master identify, understanding the accents and familiarize with context of the music video. Finally and no less important the researcher ought to relate the activity with the unit or lesson that students are

studying at that moment in order they become more enthusiastic, and thus, achieve a better comprehension.

- Teachers should apply music videos in their English classes but being careful of choosing the most suitable music videos according to the age and level that students have. Teachers need to find out what kind of music videos preferences of students are, and choose music videos that teenager are interested in and familiar with, because the students need to feel comfortable at the moment they are listening, in this way is easier to develop each activity. In addition teacher had to spend the necessary time to set each class learning outcome objectives and make sure students get it. Finally, teacher need to teach a limit the words that students will learn in each class with the purpose they do not become confuse.
- English teachers should help students to reduce the learners 'limitations by reviewing the improvement the listening skill learned through some activities such as: Watch the music video and select the correct option, organizing the song stanzas. In a group work putting in order the mixed strips of the song. Completing the spaces with the correct word, Understanding the song and delete extra words, Work in pairs classifying the vocabulary according to the categories, Listen and march the sentences. With the use of these activities, teachers foster

the students 'participation; and they are more involved in each classes. In addition through them students improve their proficiency and overcome their difficulties.

- It is recommended that English teacher should be aware about the importance that different strategies play in the learning process. Music videos are an excellent mean for teaching listening skill. Therefore, teacher ought to use music videos to improve listening skill not only to raise their academic performance, but also help students to be highly interested in identify and understand the accent of the words through funny and interesting music videos in order they have a memorable learning experience about the listening activities in their English classes. As a result, students are focused in the classes and also they are aware about the importance of learning a foreign language.

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k. ANNEX



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME:

“THE USE OF MUSIC VIDEOS TO IMPROVE THE LISTENING SKILL AMONG NINTH YEAR STUDENTS AT “HERNAN GALLARDO MOSCOSO” HIGH SCHOOL, ACADEMIC PERIOD 2013-2014”

Thesis Project required for obtaining the Bachelor's Degree in Sciences of Education, English Language Major

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**LOJA- ECUADOR
2014**

a. THEME

“THE USE OF MUSIC VIDEOS TO IMPROVE THE LISTENING SKILL AMONG NINTH YEAR STUDENTS AT “HERNAN GALLARDO MOSCOSO” HIGH SCHOOL, ACADEMIC PERIOD 2013-2014”

b. PROBLEM

1. BACKGROUND

The Public High School “Hernan Gallardo Moscoso” is located in the Belen neighborhood of Sucre Paris; it is on Isidro Ayora avenue and Barqui Cimeto, street about 1.5 km from the center of the city. This is a marginal urban educational institution and the students that attend to this center belong to a pretty low economic level.

The high school opened its doors to serve the community of lojanos on November 27 in 1989. It has a population of 220 students and staffs of nine teachers, two of them are English teachers. All the teachers have BA certificates in education and some of them have master degrees.

The institution mission is to provide its students with a suitable and inclusive school environment that promotes humanistic education based on ethical , moral and civic values, according to the development of science and technology to offer high critical thinking, that enable students to solve personal, family and social problems and to face the challenges of life.

2. CURRENT SITUATION OF THE RESEARCH PROBLEM

The ninth year of basic education school is made up of 35 students, 12 women and 23 men, (they are 13-14 years old). Students have 5 hours of English Class in a week (Monday, Thursday, and Friday). They have pre-intermediate English level; the English class is tutoring with a certified English teacher.

The listening activities in English classes are developing in this way:

There are pre-listening and listening activities that have lack of interest to engage student's attention. They get bored and frustrated doing the activity. There is lack of interest, attention and participation in the listening activities; the track of the listening activity is played once and it is not enough to students to understand the context of the dialogue or any other conversation. This also affects to do the activities related with the dialogue. And other reason is that the audio of tape recorder used is not neat. Due to all of these factors the listening skill are worked inappropriately to help the students develop their listening skill.

All of these factors made the researcher think about the possibility of integrating music videos of their favorite singers to engage their attention and improve their listening skill.

3. RESEARCH PROBLEM

How does the use of music videos improve listening skill among ninth year at "Hernan Gallardo Moscoso" high school, academic period 2013 - 2014?

4. DELIMITATION OF THE RESEARCH

a) TIMING:

This action research will be done in the academic year 2013-2014.

b) SITE:

The project will be done at "Hernan Gallardo Moscoso" High School.

c) PARTICIPANTS:

The researcher: Verónica Gabriela Sánchez Montaña

Students of ninth year students at "Hernan Gallardo Moscoso" high school

d) SUBPROBLEMS:

- ✓ What kind of theoretical references about listening skill and music videos are effective to help 9th year students of “Hernan Gallardo Moscoso” high school, academic period 2013-2014?

- ✓ What are the issues that limit the listening skill among 9th year students of “Hernan Gallardo Moscoso” high school, academic period 2013-2014?

- ✓ What are the important phases of the intervention plan that address the current issues of the listening skill among 9th year students of “Hernan Gallardo Moscoso” high school, academic period 2013-2014?

- ✓ Which music videos are implemented to improve the listening skill among 9th year students of “Hernan Gallardo Moscoso” high school, academic period 2013-2014?

- ✓ How do music videos as part of the classroom activities reduce the limitation of the listening skill among 9th year students of “Hernan Gallardo Moscoso” high school, academic period 2013-2014?

c. JUSTIFICATION

Contemporary education aims to help develop the skills of students and one of the most important is to learn to communicate using the English language. The knowledge of this language is very advantageous to be one of the most recognized worldwide, but unfortunately most people have serious difficulties when trying to master it. They are not very familiar with language because they have not had a chance to hear it. When the researcher did community practices at Hernan Gallardo Moscoso high school, she notices that students of 9th year have difficulties with listening skills. Therefore the researcher plans to carry out an action research based on the use of music videos to improve the students' listening skills. This study will help the researcher gain experience teaching listening and will also help her to accomplish the requirements to obtain the bachelor's degree in English language specialization.

The use of music videos in the English class is useful for students as mentions Burt (1999) "video combines visual and audio stimulus, is accessible to those who have not yet learned to read and write well, and provides context for learning English language learners": This project is planned to use music videos in order to improve listening skills, because of the stimulus and the language learning context they bring to the class.

Action Research is an inquiry, undertaken with rigor and understanding in order to constantly refine practice; the emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development (Koshy, 2005; p.2). Through this, the researcher can gain experience teaching listening and extend her knowledge about this skill. Also it will benefit both the students and the teacher, since in this way the teacher will use this textbook better, and students will be more interested for developing the listening activities.

This research is a requirement to obtain the bachelor's degree in science of education, English language specialization at Universidad Nacional de Loja. It helps also the researcher to get the accreditation in social research design course. Furthermore, the researcher has the abilities to perform this research; because she has knowledge that will help students to improve their listening skills, and has the support of the authorities at "Gallardo Hernan Moscoso" high school, especially each of the students in the ninth year.

To conclude, listening is a difficult skill to master, but with the help of some strategies, as in this case the uses of music videos in English classes, students will be able to improve or master this skill. Additionally, this project will serve to assist the investigator to improve her teaching skills and gain experience with action research.

d. OBJECTIVES

GENERAL

To improve the listening skill through the use of music videos among ninth year students of Basic Education at “Hernan Gallardo Moscoso” high school , academic period 2013-2014.

SPECIFICS

- ✓ To investigate the theoretical references about the listening skill and the use of music videos to help students on 9th year at “Hernan Gallardo Moscoso” high school, academic period 2013-2014.

- ✓ To diagnose the issues that limit the listening skill learning among 9th year students at “Hernan Gallardo Moscoso” high school, academic period 2013-2014.

- ✓ To design an intervention plan about the use of musical videos to improve the students’ listening skill among 9th year students at “Hernan Gallardo Moscoso” high school, academic period 2013-2014.

- ✓ To apply the intervention plan as part of the classroom activities in order to solve the limitations on listening skill among 9th year students

at “Hernan Gallardo Moscoso” high school, academic period 2013-2014.

- ✓ To reflect upon the effect that the music videos had on 9th grade students’ listening at “Hernan Gallardo Moscoso” high school, academic period 2013-2014.

e. THEORETICAL FRAMEWORK

1. Generalities:

To carry out this investigation, the researcher considers a number of theories that are useful for the application of the project and for framing its solution. The researcher believes it to be relevant to investigate and apply the following theories.

1.1. What is listening?

Essberger(1997), states"Listening" is receiving language through the ears. Also listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us... Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. Students who have difficulty concentrating are typically poor listeners.

Listening not only helps you understand what people are saying to you. Also it helps you to speak clearly to other people, helps you learn how to pronounce words properly, how to use intonation, and where to place stress in words and sentences.

According to Buck (2001) listening is a process which has a great deal of complexity because of both the linguistic and non- linguistic aspects involved while learning the spoken language. This language skill is also stated by Duzer (1997) as a crucial element in the foreign language users' performance. It is a challenging process due to aspects involved while listening as well as the factors that distinguish the interlocutor, the recipient, the content of the message, and any kind of visual support. Besides these aspects, the use of collocations and contractions the same as the familiarity of the content and the listener ability to interpret the visual aids also affect the comprehension. In consequence, the listening skill refers not only to the ability to comprehend sounds and different accents but also the context and the language employed to perform the speech act.

SkillsYouNeed (2011) in the article "Listening Skills" remarks that listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages.

In 2014 they affirm that listening is the absorption of the meanings of words and sentences by the brain. Listening leads to the understanding of

facts and ideas. But listening takes attention, or sticking to the task at hand in spite of distractions. It requires concentration, which is the focusing of your thoughts upon one particular problem. A person who incorporates listening with concentration is actively listening. Active listening is a method of responding to another that encourages communication

1.2. Importance of Listening

Villada(2009) affirms that, through out all our lives one of the most important skills in relevance to learning any language including our own mother tongue is listening, when it comes to language and as a skill; listening itself is the process of understanding and comprehension of the spoken language...In consequence, the listening skill refers not only to the ability to comprehend sounds and different accents but also the context and the language employed to perform the speech act.

The author also mention that it is important for foreign language learners to be exposed to listening material such as music videos so that they are able to identify different kinds of accents and cultural aspects of countries where English is the official language such as idiomatic expressions and slangs, which provide the language learners an effective model of language use for them to play an active role in the speaking scenarios

while interacting with other people in real life situations using the vocabulary and expressions proper of the target language.

According to him there are five basic keys to change the way we listen. These can help ensure that you are listening to the other people and that the other people know that you're listening to what they say.

Pay attention: It refers; Look at the speaker directly, put aside distracting thoughts don't mentally prepare are brutal, avoid being distracted by environmental factors, and "Listen" to the speaker's body language.

Show that you are listening according this use your own body language and gestures to convey your attention, smile and use other facial expressions, note your posture and make sure it is open and encourages the speaker to continue with small verbal comments like yes and uh huh.

Provide feedback: Our personal filters, assumptions, judgments and beliefs may distort what we are hearing, as a listener; your role is to understand what is being said also this may require you to reflect what is being said and ask questions.

Defer judgment: Interrupt is a waste of time, it frustrates the speaker and limits full understanding of the message, allow the speaker to finish and do not interrupt with counter - arguments.

1.3 Techniques of Listening

Joe (2005) mentions two techniques of listening the first is called "**intensive listening**" and the other is called "**extensive listening**".

1.3.1 Intensive Listening

According to Widyastuti (2013) intensive listening is a listening teaching method that often used in the class (inside). This method is easier than the extensive one. In here, they only have to listen to one sound, so they can directly focus on the listening session without being confused with the other sound.

For Joe (2005) students usually learn this technique in the classroom. The teacher plays a cassette or says a sentence and the students must try to understand 100% of what they hear. After listening, student can repeat what they heard, either speaking out loud or speaking quietly to themselves... The problem with "*intensive listening*" is that it takes a lot of time just to learn a few sentences. It can also be very boring if you do too much at one time.

1.3.2 Extensive Listening

Widyastuti (2013) defines extensive listening is a listening teaching method that often used outside of classes. Student need to learn real life

listening. Real life listening is when you listen to someone speaking with the real condition, I mean the condition is crowded maybe, so they must concentrate more to listen what the speaker say.

ForJoe(2005) says that you do not have to understand 100%. You only have to try to understand more than you did at the beginning. So, if you understand 20% the first time, and then understand 25% after listening a few times, then you have succeeded. Or if you understand 90% at the beginning, then 93% after studying is good. Students sometimes feel uncomfortable if they don't understand 100%, but this kind of listening is very valuable. "*Extensive listening*" is not only more interesting than "*intensive listening*", but it gives you the opportunity to hear so many different voices, so many different styles. It also helps you get used to the natural speed of spoken English. As you listen to more and more videos and songs, you will see that the most important words and sentence structures come up again and again. On the negative side, students who do only "extensive listening" sometimes get lazy when they speak and make too many mistakes. That is why students must do BOTH "intensive listening" and "extensive listening".

According him mentions some tips to help you when you listen:

- ✓ Find something you enjoy, and just enjoy!

- ✓ If you are using a DVD or VCD, use the subtitles to help you see which words or sounds are difficult for you.

- ✓ After you have advanced a bit, turn the subtitles off (or cover them) to really test your listening ability.

- ✓ When something seems very fast to you, just focus on the rhythm of English, and then worry about the individual sounds later.

1.4 Types of Listening

1.4.1 General Listening Types:

Wales (2011-2014) in their article “Types of Listening” mentions that there are two main types of listening - the foundations of all listening sub-types are:

1.4.1.1 Discriminative listening is first developed at a very early age – perhaps even before birth, in the womb. This is the most basic form of listening and does not involve the understanding of the meaning of words or phrases but merely the different sounds that are produced.

Discriminative listening develops through childhood and into adulthood. As we grow older and develop and gain more life experience, our ability to

distinguish between different sounds is improved. Not only can we recognize different voices, but we also develop the ability to recognize subtle differences in the way that sounds are made – this is fundamental to ultimately understanding what these sounds mean. Differences include many subtleties, recognizing foreign languages, distinguishing between regional accents and clues to the emotions and feelings of the speaker.

1.4.1.2 Comprehensive Listening involves understanding the message that is being communicated. Like discriminative listening, comprehensive listening is fundamental to all listening sub-types. In order to be able use comprehensive listening and therefore gain understanding the listener first needs appropriate vocabulary and language skills. Using overly complicated language or technical jargon, therefore, can be a barrier to comprehensive listening. Comprehensive listening is further complicated by the fact that two different people listening to the same thing may understand the message in two different ways. This problem can be multiplied in a group setting, like a classroom or business meeting where numerous different meanings can be derived from what has been said. Also it is complimented by sub-messages from non-verbal communication, such as the tone of voice, gestures and other body language. These non-verbal signals can greatly aid communication and comprehension but can also confuse and potentially lead to misunderstanding.

1.4.2 Specific Listening Types

Also Wales(2011-2014) describes two specific listening types:

1.4.2.1 Informational Listening (Listening to Learn): Whenever you listen to learn something, you are engaged in informational listening. This is true in many day-to-day situations, in education and at work, when you listen to the news, watches a documentary, when a friend tells you a recipe or when you are talked-through a technical problem with a computer – there are many other examples of informational listening too. Although all types of listening are ‘active’ they require concentration and a conscious effort to understand. Informational listening is less active than many of the other types of listening. When we’re listening to learn or be instructed we are taking in new information and facts, we are not criticizing or analyzing...

Critical Listening (Listening to Evaluate and Analyze): We can be said to be engaged in critical listening when the goal is to evaluate or scrutinize what is being said. Critical listening is a much more active behavior than informational listening and usually involves some sort of problem solving or decision making. Critical listening is similar to critical reading; both involve analysis of the information being received and alignment with what we already know or believe. Whereas informational listening may be

mostly concerned with receiving facts or new information - critical listening is about analyzing opinion and making a judgment. It is often important, when listening critically, to have an open-mind and not be biased by stereotypes or preconceived ideas. By doing this you will become a better listener and broaden your knowledge and perception of other people and your relationships.

1.4.2.3 Therapeutic or Empathic Listening(Listening to Understand Feeling and Emotion): Empathic listening involves attempting to understand the feelings and emotions of the speaker – to put you into the speaker’s shoes and share their thoughts. Empathy is a way of deeply connecting with another person and therapeutic or empathic listening can be particularly challenging. Empathy is not the same as sympathy, it involves more than being compassionate or feeling sorry for somebody else – it involves a deeper connection – a realization and understanding of another person’s point of view.

1.4.3 Other Listening Types

Also he mentions other types of listening that we engage in.

Appreciative Listening: appreciative listening is listening for enjoyment.

A good example is listening to music, especially as a way to relax.

Rapport Listening: When trying to build rapport with others we can engage in a type of listening that encourages the other person to trust and like us. A salesman, for example, may make an effort to listen carefully to what you are saying as a way to promote trust and potentially make a sale. This type of listening is common in situations of negotiation.

Selective Listening: This is a more negative type of listening; it implies that the listener is somehow biased to what they are hearing. Bias can be based on preconceived ideas or emotionally difficult communications. Selective listening is a sign of failing communication – you cannot hope to understand if you have filtered out some of the message and may reinforce or strengthen your bias for future communications.

1.5 Purposes of Listening

According to Lizcano, Camacho, and Gonzales (2012) there are different purposes for listening.

Listening for gist; this refers to the general idea of what is being said, as well as who is speaking to whom and why, and how successful they are in communicating their point.

Listening for specific information; when we don't need to understand everything, only we hear a very specific part.

Listening in detail; when we cannot afford to ignore anything because we don't know what kind of information we need.

Inferential listening; the type of listening we do when we wish to know how the speaker feels. It may involve inferring.

1.6 Listening Sources

Also they explain about some sources of listening: teacher talk, Student talk, Guest speakers, Textbook recordings, TV, videos, DVD, radio, Songs, Internet.

1.7 The Process of Listening:

According to Lizcano, Camacho, Gonzales (2012), Berezyanskaya, (2013) and Wei, they mention the following process:

1.7.1 PRE-LISTENING: help students prepare for what they are going to hear (which will give them a greater chance of success in any task).

Pre-listening involves:

- ✓ Checking answers

- ✓ Going into detail by looking at both top-down features (e.g. setting of the passage or information about the speakers) and bottom-up features (e.g. individual words or phrases)
- ✓ Looking at what students found problematic (i.e. do troubleshooting).

1.7.1.1 Text and word: during the pre-listening stage learners demonstrate their objects to the class and tell few words about in what situations people usually use them. And then they discuss how all these regalia relate to the text.

1.7.1.2 Opinions, ideas and facts; finally there is an information gap that needs to be filled or an opinion gap or pre-set questions, or perhaps the students have asked questions based on things they would hope to hear.

1.7.2 WHILE- LISTENING: Students interact with the text to improve their listening skills.

1.7.2.1. Listening for gist: they are asked some basic questions.

Listening for the main idea. : What? – Why? – Who?

1.7.2.2. Listening for detail: they practice selective listening: an ability to ignore most of what we hear and focus only on what is relevant.

Among such type of activities I want to point out writing down some specific information (dates, numbers, etc.) and spotting the difference (learners look at a picture and listen to its description and spot any differences).

1.7.2.3. Inferring: Which we make deductions by going beyond what is actually stated For this purpose the teacher can pause the recording from time to time and asks students what they think will come next and why. It can be quite a distracting activity though.

1.7.2.4 Dictation: Forces students to be active during and after the task, works well for mixed-ability and large classes, provides access to interesting texts, it is a multiskilled activity and great way to focus the attention of over-animated students or daydreamers at the back of the class.

1.7.2.5 Listen and do: useful: good for mixed-ability classes as most activities don't require an oral response – plus the (TPR) commands tend to be very short (requiring the listener to pay attention to just a few words).

1.7.3. POST- LISTENING

Build and expand on what students have learned in the lesson (which includes integrating other language skills and personalizing content).

Austin (2010) a post-listening activity represents a follow up to the listening activity and aims to utilize the knowledge gained from listening for the development of other skills such as speaking or writing. If we have listened to a TV program presenting a certain point of view regarding health care, for example, we can ask the students to do some research and identify some opposing views to present them in class. Alternatively, we may want to engage the students in a discussion of the merits of the views that were expressed in the listening segment.

1.8. Why listening is difficult?

According Lizcano, Camacho , Gonzales(2012)mentions different difficulties such as: characteristics of the message, characteristics of delivery, characteristics of the listener, and characteristics of the environment.

1.9. Why some students find listening difficult?

In other way Case(2008)asserts that there are other difficulties to listening like: they are trying to understand every word, they get left behind trying to work out what a previous word meant, they just don't know the most important words, they have problems with different accents, they lack listening stamina/ they get tired, they are distracted by background noise,

they can't cope with not having images, they can't tell the difference between the different voices.

1.10. Why is listening good?

According to Essberger (1997) when listening, we are reviewing a lot of English usage such as vocabulary, grammatical structures, intonation, accent and our own interpretation. We can learn new words and expressions by hearing them frequently. Besides the English revision, general knowledge from news, features, or even advertising spots is certainly beneficial for regular listeners. We can imitate what we hear and apply it with great confidence. Listening can be a good "hobby" while we do other things such as cooking, ironing, exercising, relaxing etc. In other words, we have no wasted time at all. Listening is also a great way to train our attention.

2. What is music video?

According to Benray95, 2011 in the article "Purpose, styles and conventions of music videos" a music video is a short film integrating imagery and song, produced to promote a song and the artist. Music videos first came up during the 1980s. Music videos are made to promote a song or album as well as the artist in an appealing and interesting way,

in order to make as many sales as possible. Most music videos tell a story or deliver a message, to embrace the audience and grab their attention, making them more interested in the song or album persuading them to buy it. Music videos are a good way for directors and film makers to express their creativity and passion. Music videos use a wide range of techniques and styles in order to promote their video such as animation and time-lapse and many more.

For Altopowder (2007) in his publication affirms that music video is expected to have certain conventions in it that identifies it as a music video. They are usually made to be visually memorable to make people want to view it repeatedly. A music video typically features the artist and is fundamentally a way of promoting the artist through music channels and the internet.

Sexton(2013)defines a music videos: a videotaped performance of a recorded popular song, usually accompanied by dancing and visual images interpreting the lyrics.

2.1 Music Videos feature six main conventions:

Mills(2011) states features of music video

- **Genre characteristics:** This is when certain music video shows the same characteristic depending on the type of music.
- **Visuals and Lyrics:** This means that the lyrics within in the song are normally depicted within the music video.
- **Music and Visuals:** The relationship between music and visuals is where to video is effected by the style and tempo of the music.
- **The demands of the recording label.** The recording label will normally need lots of close ups of the artist they are trying to promote.
- **Voyeurism:** There is frequency reference to notion of looking this is where throughout the music video everything is angled towards the artist by normally drawing their eyes, in pop music this is normally done through the costumes that they wear which can be eye catching mainly because of the sexual appeal.
- **Intertextual Reference:** This where a music video shows images from other media products such as films or music videos and TV programs.

2.2 Music Videos Genres

2.2.1 "Animation" music video

For Chahil(2013) an animated video is a video that has animated figures starring. Such a video is made up with the use of CAD (Computer aided design). This type of music videos is mostly used in the animated movies. Also, some singers make animated videos to express their thoughts and illustrate their lyrics better, for example: (Daft, 2009).

2.2.2 "Homage" music video

Chahil(2013)define a homage video when shows or demonstration of respect and dedication to someone or something, also this video is a homage video as it is seen as a tribute. It is basically a tribute towards the artist as his legend and his music is from the past, for example (2Pac, 2001).

2.2.3 "Narrative" music video

Chahil(2013)states the narrative music video is a video that consist a story line relating to the lyrics or the genre of the music video is known as a narrative based video. It keeps the audience engaged in the video. This

type of video is often used for songs that feature in movies, with scenes from the movie cut into the video. The video will include actors that will tell the story to the audience, but props and locations and mise en scene also help tell the story and have to match the codes and conventions of the genre too, for example (Sheeran, 2011).

2.2.4 "As Live" music video

For Sexton(2013) this video is an as live music video as the video is the artist's performing the song which is filmed in front of a live audience. The video features clips of all performers, including the band and the front men singing, the video also shows clips of the audience. We know the song is performed and recorded live as the sound of the song is different than the album version as it doesn't contain editing, for example (Park, YouTube, 2009).

2.2.5 "Parody" music video

Benray95(2011)explains that parody is a spoof, in current usage, is an imitative work created to mock, comment on, or trivialise an original work, its subject, author, style, or some other target, by means of humorous, satiric or ironic imitation. Parody music videos aren't the most popular way in which an artist chooses to promote his or hers music

however it is becoming more and more popular and is usually very popular amongst the audience,for example.(Bolton, 2011).

2.2.6 "Surreal" music video

For Chahil(2013)the video is surreal because it is using a dream like style to create the video. Most things that happen or most things that we see in this video are not real or will happen, such as the color of the sky and the plot of the video, for example(Nirvana, 2009).

2.2.7 "Impressionist" music video

For Chahil(2013) the video to. "Dani California" by Red Hot Chili Peppers is impressionist as throughout the music video, all members of the band are dressing up as different artists from over the years such as, The Beatles, Prince and Kiss. At the end of the video the video ends with the band starring as themselves on the stage. the video is a quasi-chronology of the evolution of rock music; the band performs the song on a stage, but in a variety of outfits representing important figures and movements in the history of rock,for example(California, 2009).

2.3 Importance of videos in the classroom

Canning-Wilson (2000) affirms that video materials enhance listening comprehension since learners are able to derive meaning from what they

are watching and hearing thanks to the comprehensible input provided by the environment in which the video takes place. A study made by Thao(2003) suggests that people prefer and respond positively to the visual stimuli than to only listening without having the visual support... By contrast, today's leaning process is portrayed by the fact of being informed and entertained at the same time through a series of complementary, and understandable sounds to our own senses.

In order to talk about the help we can get from any video material in reference to teaching the listening skill in a foreign language, it is imperative to talk about the listening process and more importantly about listening comprehension.

During the process of learning a foreign language, unknown acoustic input (referring to sounds or phonemes that are strange to the listener and therefore difficult to comprehend), lack of attention, colloquial language, understanding intonations and stress, among others can hinder the learning process. Linguistic information, redundancy (as a learning process), automatic processing, and motivation can speed up the learning process.

2.4 Advantages of using videos

Burt (1999) mentions that there are a number of good reasons to use video in teenager classrooms. Video combines visual and audio stimuli, is

accessible to those who have not yet learned to read and write well, and provides context for learning. English language learners, video has the added benefit of providing real language and cultural information.

Two authors presents their reason for use videos in the English class:

“Video can be controlled (stopped, paused, repeated), and it can be presented to a group of students, to individuals, or for self-study. It allows learners to see facial expressions and body language at the same time as they hear the stress, intonation, and rhythm of the language” (Bello, New avenues to choosing and using videos. TESOL Matters, 9(4), 20, 1999)

“Videos can be stimulating to teenager learners. Many videos are based on stories, which are enjoyed by almost everyone and particularly favored in some cultures. Videos that use the conventions of entertainment television (plot, character, development, and resolution) may catch the attention of learners who do not yet read.” (Johnston, 1999)

2.5 Reasons for teaching English thought songs

Using Music for Second Language Purposes states that the songs are a great educational resource in second language teaching for six reasons: they help decrease anxiety and reduce the affective filter, it is a technique

to acquire and memorize vocabulary, improve speaking and pronunciation, improve reading comprehension, contain grammar and syntax (authentic language), they are a connecting link with the culture of the second language.

Also music is very important in the learning of a second and covering not only benefits but also linguistic and psycholinguistic sociolinguistics. Language because the lyrics provided syntaxes .The grammar and songs allow students to acquire and memorize vocabulary without the need to memorize words, but the songs are a means by which the unconscious repetition of words in English. Then learning becomes stressful and not balancing the classroom environment and creating a kind of harmonious learning for both the teacher and students.(Mayorga, 2012)

2.6 Features of music videos that seem to make the difference in the learners' perception of the development of their listening skill.

For Villada(2009) listening is considered by EFL learners as one of the most difficult skills to develop in language learning. In that sense, the material employed to work on this language skill needs to be well selected. Because music videos are part of the popular culture of a group of people, and are not designed for EFL teaching material, they may contain expressions/collocations, and vocabulary that are used by native speakers

in everyday life scenarios, but that may not be common in a foreign language scenario. Music videos may contain culturally-irrelevant material that may make it difficult for EFL learners to derive meaning from them, a challenge that becomes bigger if the listening material does not have visual support that enables learners to come up with the general message of the song.

Although music videos are generally welcome as part of language classes by teachers and students, teachers have to exercise caution in the selection of music videos for teaching English as a foreign language.

Evidence of the difficulty

For foreign language learners to convey meaning from the listening material in some of the music videos selected for this study, was the participants' reported trouble to identify the vocabulary contained in the music videos presented in each video session, although most of the vocabulary was introduced in the pre-listening activities.

According Burt(1999) the difficulty to understand the listening material reported by the participants of this study coincides with the idea that caution should be taken while using video as a language learning tool because authentic audio materials move at a pace difficult for a nonnative speaker to follow.

For Peachey(2002) states that when we listen in our everyday lives we hear language within its natural environment, and that environment gives us a large amount of information about the linguistic content we are likely to hear. Since learners from this study are not in an English speaking environment outside the classroom, they had difficulties understanding some of the expressions contained in the music videos presented in their classes.

2.7 The relationship between video images, song lyrics, and participants' listening comprehension

Implementing music videos in a foreign language classroom was complex and sometimes frustrating for the participants. The level of the language of the music video was difficult, due to the multiple idioms and expressions present in the lyrics, as well as the instances of non-standard English contained in the songs. So, although I was careful to select videos which contained images related to the lyrics to help students understand the language of the song, this connection between video and song was not always possible.

“As a result, I presented some videos with images that helped the students understand, and others that did not support their understanding as much. For the videos which images were somewhat unrelated to the lyrics, the

unknown language seemed to have a higher impact on the students' lack of understanding of the lyrics. And for the videos that were more related to the lyrics, the language level seemed to be more manageable" (Castro Villada, 2009; Mayorga, 2012).

f. METHODOLOGY

1. DESIGN OF THE RESEARCH

Action research has become more popular as a mode of research among practitioners. It includes the process of actively participating in a change situation at the same time as conducting research. Action research can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This study is an applied educational work since it is a practical action research that will allow the practitioner to study aspects of practice with the introduction of using musical videos and see the reflections of her intervention.

2. METHODS, TECHNIQUES AND INSTRUMENTS

2.1. METHODS

This study will make a description of a data resulting from the application of an intervention plan. The following general methods will be applied along the descriptive research:

The Scientific method will facilitate the study of the use of music videos applied in the developing of improve the listening skills. It will help in the observations done before and during the intervention. This one will also assist during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and the analysis of it.

The Descriptive method will enable to describe the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

The analytic-synthetic method will be used to analyze the obtained results through the questionnaires. It will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

The *statistic method* will be used to make the quantitative statistical analysis of the data received from the questionnaires and the qualitative text analysis of the data received from the observations.

This work will use the research spiral cycles proposed by Kemmis and McTaggart (2000) since the process is likely to be more fluid, open and responsive. It includes planning, acting and observing, and reflecting suggests.

Action research is an inquiry, undertaken with rigor and understanding in order to constantly refine practice; the emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development (Koshy, 2005; p.2). Action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about how future practice should be.

It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then replanting, and so forth. It offers a valuable opportunity for teachers or practitioners to be involved in the research to collect first-hand information (McNiff, 1993; At web, Kemmis & Weeks, 1998). Action research will be applied in this study because it will enable the practitioner or researcher of this project to follow the steps in the spiral that helped her reflect upon her teaching and improve her students' situation. The researcher intends to see if the plan would work well or if any necessary modification or amendment would be needed to improve her students' language learning.

2. 2. TECHNIQUES AND INSTRUMENTS

Data Collection

Researcher's close observations of students' performance during class and two sets of structured questionnaires will be used to collect data in this study. Quantitative data come from the questionnaires and qualitative data come from the observations. All the data will be triangulated to confirm validity.

Questionnaires

Two sets of face-to-face questionnaires will be used. A questionnaire of multiple choice, and yes/ no questions will be used to collect students' answers about the use of musical videos to improve the listening skill at the beginning, and at the end of the intervention. This will allow the students to provide a wide range of responses. The other questionnaire will be used to collect students' progress in listening skill. All questionnaires will be conducted in class so that researcher gives a clear explanation to students and clarifies all queries raised. In addition, one hundred percent return rate should be ensured.

Tests:

Two sets of face-to-face tests will be used. A test will be used to collect the student's answers about choosing the best option using an animated music video at the beginning, and at the end of the intervention. This will allow the students to provide answers about the level in listening skill. All tests will be conducted in class so that researcher gives a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

Observation

The researcher will carefully observe students' performance during lessons. She will use an observation checklist to record what has happened in class that helps them investigate, analyze and reflect upon their findings when the project comes to an end.

3. PROCEDURES

The action research work process will include the following stages:

The intervention plan will start and end with questionnaires and tests. Two questionnaires and two test will be applied; one at the beginning of the

study to collect data on students' listening skill. A variety of activities will be introduced to improve listening skill using music videos. An Observation check list will be used as instrument to help the researcher to observe students' performance during class.

Finally the second questionnaire and the second test will be applied to check the overall students' progress after the intervention plan. The Students' progress before and after the intervention will be compared and analyze to draw the conclusions about the action research work.

After the intervention the researcher will analyze the data collected. Then, she will draw the conclusions of the intervention. Finally, the report of her intervention will be disseminated among the teachers, the partners and the school.

3. 1. Tabulation

The tabulation of data will be done with the data collected in the two questionnaires and two tests conducted. A logical analysis will be done with the information received.

3.2. Organization

The researcher will organize the work with the information received in all the strategies applied to compare and analyze the impact of the

intervention. A report of the intervention will be disseminated with the findings and ideas among the teachers, the partners and the school.

3.3. Description

The description of the data collected and graphics will be described considering the information pre and post intervention. The description of each questionnaire's and test's data will be completed to facilitate the interpretation of the information shown; and also do the logical analysis of the data received.

4. Population Sample

The participants of this study are a group of 35 native Spanish speakers (12 women and 23 men) who voluntarily accept to be part of the study. Their ages range from 13 to 14 years old. All of them are attending the pre-intermediate English class with a teacher of approximately 37 years old, who is not a participant of this study, but who is a non-participant in the classroom while I was applying the video material.

INTERVENTION PLAN

INTERVENTION: 7 Lessons

General Project Objective: to improve the listening skill with music videos among ninth year students at "Hernan Gallardo Moscoso" high school, academic period 2013-2014.				
	OBJETIVES	ACTIVITIES	PROCEDURES	RESOURCES AND INSTRUMENTS
WEEK ONE(5 hours)	<p style="text-align: center;">To answer a questionnaire.</p> <p style="text-align: center;">To take a test using an animated video (without sound).</p>	<p>-Answering the pre-study questionnaire.</p> <p>-Answering the pre-test</p>	<p style="text-align: center;">TEACHER:</p> <p>-gives a handout with the test and the questionnaire.</p> <p>-explains what the test and questionnaire are about</p> <p>-Shows a video clip</p> <p style="text-align: center;">STUDENT:</p> <p>- answer the test and questionnaire</p> <p>-Teacher and Students discuss about the test and questionnaire taken before.</p>	<p style="text-align: center;">-Pen</p> <p style="text-align: center;">-Pen questionnaire</p> <p style="text-align: center;">-Pre-test</p> <p style="text-align: center;">-video clip (Finding Nemo- Beyond the Sea)</p> <p style="text-align: center;">https://www.youtube.com/watch?v=EchU-2S4SwA</p> <p style="text-align: center;">Laptop with speakers</p> <p style="text-align: center;">Pencil and eraser</p> <p style="text-align: center;">Lyrics</p> <p style="text-align: center;">Projector</p>
	<p style="text-align: center;">To practice selective listening using the technique "listening for detail "and get</p>	<p style="text-align: center;">Lesson 1:</p> <p style="text-align: center;">Using an Informative music video.</p> <p style="text-align: center;">Get specific</p>	<p style="text-align: center;">TEACHER:</p> <p>-presents a video.</p> <p>- gives a handout with the lyrics, and explains the activity.</p>	<p style="text-align: center;">Video clip (Our teachers - My daily routine)</p> <p style="text-align: center;">https://www.youtube.com/watch?v=Kq0CQhCZ2jk</p> <p style="text-align: center;">Laptop with speakers</p> <p style="text-align: center;">Pencil and eraser</p> <p style="text-align: center;">Lyrics</p> <p style="text-align: center;">Projector</p>

	specific information	information and select the correct option.	STUDENTS: - watch and listen to the video clip. - answer how many questions based on the video	
WEEK TWO(5 hours)	To relate each stanzas and learn new vocabulary.	Lesson 2: Using an interpretative music video Organizing the song stanzas.	TEACHER: - gives lyrics of the song. -asks ss recognize the song and underline unfamiliar words. - shows a video. STUDENTS: -familiarize with the new vocabulary -organize the song stanzas and then rewrite the song on the right side of the worksheet given to them.	Video clip (My heart will go on-Céline Dion) http://www.youtube.com/watch?v=WNIPqafd4As Laptop with speakers Pencil and eraser Lyrics Projector
	To identify the order of the song lyrics	Lesson 3: Using an interpretative music video Group Work Putting in order the mixed strips of the song.	TEACHER: - makes groups of three students. -Shows a video clip and ss listen carefully twice. -gives a set of small pieces of paper containing the lyrics cut and mixed up. --gives 4 minutes for put in order all the song.	Video clip (My heart will go on-Céline Dion) http://www.youtube.com/watch?v=WNIPqafd4As Laptop with speakers Pencil and eraser Lyrics Projector

			<p>STUDENTS:</p> <ul style="list-style-type: none"> - Analyze the order of the song and put in order. -The group that finishes first is the winner. 	
	<p>To master with the vocabulary and complete the song in the correct way</p>	<p>Lesson 4:</p> <p>Using an interpretative music video Completing the spaces with the correct word</p>	<p>-TEACHER:</p> <ul style="list-style-type: none"> -remember the vocabulary learned before. - shows a video clip. <p>STUDENTS:</p> <ul style="list-style-type: none"> -understand the task and complete some black spaces with some specific words given in a box in the worksheet. <p>TEACHER:</p> <ul style="list-style-type: none"> - asks ss for options about the listening activities, that they like. 	<p>Video clip (My heart will go on-Céline Dion) http://www.youtube.com/watch?v=WNIPqafd4As</p> <p>Laptop with speakers Pencil and eraser Lyrics Projector</p>
<p>WEEK THREE (5 hours)</p>	<p>To develop the listening skill and identify the accents and stress of the words</p>	<p>Lesson 5 :</p> <p>Using a surreal music video Understanding the song and delete extra words.</p>	<p>TEACHER:</p> <ul style="list-style-type: none"> - gives lyrics to ss. - asks ss about the video -shows a video clip (twice) <p>STUDENTS:</p> <ul style="list-style-type: none"> - familiarize the vocabulary according the lesson that they are studying. -listen and delete extra words 	<p>Video clip (Thriller-Michael Jackson) http://www.youtube.com/watch?v=sOnqjkJTMaA</p> <p>Laptop with speakers Pencil and eraser Lyrics Projector</p>

			which they do not hear.	
	To categorize the vocabulary words according to the topic, using of music video	<p>Lesson 6:</p> <p>Using a surreal music video. Work in pairs. Classifying the vocabulary according to the categories.</p>	<p>TEACHER:</p> <ul style="list-style-type: none"> -shows a video with subtitles. - asks ss to work in pairs. - explains the exercise. -gives headings of each category <p>STUDENTS:</p> <ul style="list-style-type: none"> -watch the video again. -have to classifying the word in the correct categories. - sing a song with your partner Researcher and students talk about the errors and new vocabulary learned. 	<p>Video clip (Thriller-Michael Jackson) http://www.youtube.com/watch?v=sOnqjkJTMaA Laptop with speakers Pencil and eraser Handout Projector</p>
	To recognize the correct order the stanzas.	<p>Lesson 7:</p> <p>Using a surreal music video. Listen and march the sentences.</p>	<p>TEACHER:</p> <ul style="list-style-type: none"> -show a video clip (twice) - gives a handout with the lyrics, and explains the activity. <p>STUDENTS:</p> <ul style="list-style-type: none"> -watch and listen the video and match each sentence in the correct order for to complete the lyrics. 	<p>Video clip (Thriller-Michael Jackson) http://www.youtube.com/watch?v=sOnqjkJTMaA Laptop with speakers Pencil and eraser Handout Projector</p>

<p style="text-align: center;">WEEK FOUR (1 hour)</p>	<p style="text-align: center;">To take the students process in listening activity, after the intervention plan And to evaluate the students 'level in listening skill. Using an animated video (without sound).</p>	<p style="text-align: center;">-Post questionnaire Checking the students outcome</p> <p style="text-align: center;">-Post test Checking the students process in listening skill</p>	<p style="text-align: center;">TEACHER:</p> <ul style="list-style-type: none"> -gives ss a short post-questionnaire. -explains it and asks ss to answer the questions in order to obtain the results about the all process. - after applied the post-questionnaire -gives ss a post-test in order to know and analyze the level. <p style="text-align: center;">STUDENTS:</p> <ul style="list-style-type: none"> -answer the test and questionnaire -Teacher and Students discuss about the test and questionnaire taken before. 	<p style="text-align: center;">- Pen -Pen questionnaire Post- test -video clip (Finding Nemo- Beyond the Sea) https://www.youtube.com/watch?v=EchU-2S4SwA Laptop with speakers Pencil and eraser Projector</p>
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g. TIME LINE

Phases	Activities	2014												2015						
		Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May			
Project	Project Presentation		x																	
	Appointment of Teacher Advisor		x																	
	Project Approval		x																	
	Appointment of Thesis Director		x																	
Intervention / Action	Application of the Instruments		x																	
	Act Observe			x	x	x	x	x	x	x										
Thesis Process	Data Organization and Tabulation					x	x	x	x	x	x									
	Interpreting and Reflecting						x	x	x	x	x									
	Writing up and Reporting							x	x	x	x	x								
	Presenting the Thesis Report									x	x	x								
	Thesis Revision											x	x	x	x	x	x	x		
	Thesis Presentation																	x		
	Thesis Approval																	x		
	Submission of the Folders																	x	x	
	Private Review																		x	
	Corrections																		x	x
	Public Presentation and Incorporation																			x

h. BUDGET AND FINANCING

RESOURCES:

HUMAN

- Researcher
- Students of 9th year and English teacher at "Gallardo Hernan Moscoso" high school.

MATERIAL

- Texts
- Handouts (Lyrics)
- Ringed
- Prints
- Music videos
- Pencil/pen
- Markers
- Stapler

TECHNICAL

- Laptop
- Internet

- Projector
- Speakers
- Printer

BUDGET

ITEM	AMOUNT	UNIT VALUE	TOTAL
PROJECT(PRINTS)	118	0.05	5.90
Two copies			
QUESTIONNAIRES	51	0.02	1.02
(prints)			
TESTS	35	0.05	1,75
MOBILIZATION	6	1.00	6.00
(bus)			
INTERNET	60	0.50	30.00
BOARD MARKERS	2	0.75	1.50
RINGED	1	1.50	1.50
PEN	3	0.30	0.90
PENCIL	2	0.35	0.70
TOTAL			49,27

FINANCING

All expenses related to the present research will be assumed entirely by the researcher conducting the investigation.

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ANNEX 2

OBSERVATION SHEET



**UNIVERSIDAD NACIONAL DE LOJA
AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH CAREER**

OBSERVATION SHEET				
OBSERVER:		DATE:		
THINGS TO BE OBSERVED	ACTIVITIES	YES	NO	SOMETIMES
HAVE ALL THE STUDENTS PARTICIPATED IN CLASS?	Activity 1			
	Activity 2			
	Activity 3			
	Activity 4			
WAS THE ACTIVITY APPROPRIATED FOR THE CLASS?	Activity 1			
	Activity 2			
	Activity 3			
	Activity 4			
WERE THE OBJECTIVES OF THE ACTIVITIES ACCOMPLISHED?	Activity 1			
	Activity 2			
	Activity 3			
	Activity 4			
SUGGESTIONS TO THE ACTIVITIES DONE	Activity 1			
	Activity 2			
	Activity 3			
	Activity 4			

ANNEX 3

PRE-POST QUESTIONNAIRE

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN



ENGLISH CARRER

Questionnaire to 9th year students at "Hernan Gallardo Moscoso" high school.

DEAR STUDENTS:

Follow these instructions and answer the questions:

- *Mark with an (x) your answer.*
- *If you decide to change your answer, erase it and make an X in the one is your new answer.*
- *Ask for help if you do not understand or you are not sure how to respond.*

1. What kind of teaching materials are used in the English class for listening activities?

Books ____ music video ____ cards _____ flipcharts ____Tape recorder ____

2. Which of these audio activities do you do in the English class?

Listening music video _____ Dialogues ____ Presentations ____

Dramatizations _____ Copy the words from board _____

3. How often do you do these activities in an English class to

ACTIVITY	Every day or almost every day	Once or twice a week	Once or twice per class	Never or almost never
Listening the music video				
Dialogues				
Presentations				
Dramatizations				
Copy the words from board practice the listening skill?				

4. How are your English classes when you use music videos?

Dynamic: _____

Interesting: _____

Uninteresting: _____

5. How much time do you spend in listening activities in English class?

30minutes _____ 20 minutes _____ 15 minutes _____ 10 minutes _____ Less _____

6. What kind of music video do you like?

Romantic _____ rock _____ pop _____ classic _____ jazz _____ rap _____

reggae ton _____

7. Do you pay attention on the content of the music videos?

Yes _____ No _____

8. How do you feel when you perform the listening activity?

- Relaxed_____
- Happy _____
- Anxious_____
- Confused_____
- Boring_____
- Stressed or Frustrated_____

9. Which of these aspects are difficult for you while you watch a music video?

Vocabulary _____sound quality_____ decoding the accent of the speaker _____other_____

THANKS

ANNEX 4

PRE-POST QUESTIONARIO

THE RESEARCHER KNOWS THE LEVEL THAT STUDENTS HAVE IN ENGLISH. FOR THAT REASON THE QUESTIONNAIRE WAS APPLIED IN SPANISH FOR BETTER UNDERSTANDING.

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN



CARRERA DE INGLÉS

Cuestionario para los estudiantes de 9 año del Colegio “Hernán Gallardo Moscoso”.

QUERIDOS ESTUDIANTES:

Sigan las siguientes instrucciones y contestes las preguntas.

- *Marque con una (x) su respuesta.*
- *Si decide cambiar su respuesta, bórrela y marque una (x) en su nueva respuesta.*
- *Pida ayuda si usted no entiende o no está seguro como contestar.*

1. ¿Qué tipo de material didáctico utiliza en las clases de inglés para las actividades de escuchar?

Libros _____ Videos musicales _____ Tarjetas _____ Papelotes _____
Grabadora _____

2. ¿Cuáles de estas actividades de audio realiza en las clases de inglés?

Escuchar videos musicales ____ Diálogos _____

Presentaciones____ Dramatizaciones ____

Copiar las palabras que escuchas en el pizarrón _____

3. ¿Con qué frecuencia realiza estas actividades en las clases de inglés para practicar la destreza de escuchar?

ACTIVIDAD	Todos los días o casi todos los días	Una o dos veces por semana	Una o dos veces por clase	Nunca o casi nunca
Escuchar videos musicales				
Diálogos				
Presentaciones				
Dramatizaciones				
Copiar las palabras que escuchas en el pizarrón				

4. ¿Cómo son sus clases de inglés cuando se utilizan videos musicales?

Dinámicas: ____

Interesantes: ____

Poco interesantes: ____

5. ¿Qué tiempo dedica a las actividades de escuchar en las clases de inglés?

30 minutos ___ 20 minutos ___ 15 minutos ___ 10 minutos ___ Menos ___

6. ¿Qué tipo de videos musicales le gustan?

Románticos ___ Rock ___ Pop ___ Clásicos ___ Jazz ___ Rap ___
Reggaetón ___

7. ¿Presta atención en el contenido de los videos musicales?

Si ___ No ___

8. ¿Cómo se siente cuando realiza actividades de escuchar?

- Relajado(a) ___
- Feliz _____
- Ansioso(a) _____
- Confundido(a) _____
- Aburrido(a) _____
- Estresado o Frustrado (a) _____

9. ¿Cuáles de estos aspectos son difíciles para usted mientras escucha y ve un video musical?

Vocabulario ___
Calidad del sonido ___
Decodificar el acento del hablante _____
Otro ___

GRACIAS

ANNEX 5

PRE- POST TEST

Name:

Date:

Course:

a) Watch and listen the music video. Circle the correct option to complete the song.



1. Somewhere _____ for me,
 - a. Waiting
 - b. Watching
 - c. Wanting
2. My lover _____ on golden sands
 - a. Sighs
 - b. Stands
 - c. Sights
3. And watches the _____ that go sailing
 - a. Sheets
 - b. Chips
 - c. Ships
4. If I _____ fly like birds on high
 - a. Would
 - b. Should
 - c. Could
5. it's far beyond the _____
 - a. Scarves
 - b. Stars
 - c. Stands

b) Answer the questions according to what you listened.

1. Where does Nemo wait to meet her?

- a. In the sea
- b. Beyond the sea
- c. On the shore

2. Is Nemo really happy, because his mom left him?

- a. Yes
- b. No
- c. He is indifferent

3. What will Nemo would to do when he meets his mom?

- a. Watch the ships that go sailing
- b. Meet her at the shore

c. Kiss her as before

4. Where does Nemo think his mom is?

- a. Beyond the star and the moon
- b. Somewhere in the sea
- c. Somewhere in the earth

5. If he could fly like birds on high, what does he do?

- a. He would like to be near the moon
- b. He want to go straight to her arms
- c. He would like to be near the star

c) Listen to the music video and write what it is about in your own words.

Write what the music video is about:

ANNEX 6

RUBRIC FOR THE ACTIVITY (C) OF THE TEST

POSSIBLE ANSWER	SCORE			
	4	3	2	1
<i>The music video is about/ It is about/ Nemo (boy, fish) wants to find his mother.</i>				
<i>It is about Nemo (fish,) mother is death.</i>				
<i>The music video is about/ It is about/ the people/we don't lose the hope</i>				
<i>He go to sea/the fish go with friends</i>				

ANNEX 7

OBSERVATION CHECK LIST

LISTENING SKILL: OBSERVATION CHECK LIST

STUDENT: _____ **DATE:** _____

OBSERVER: _____ **LESSON:** _____

ACTIVITY	DEGREE OF COMPLETION OR DEVELOPMENT			
	POORLY	FAIRLY	WELL	VERY WELL
Students work in group.				
Students work individual				
Students get specific information				
Students identify the order of the song.				
Students put in order the song				
Students complete the spaces with the correct word.				
Students delete extra words in a song				
Students classify the vocabulary according the categories				
Students understand the song, march the sentences and complete the song.				

NOTES:

ANNEX 8

Lyrics of music videos

PRE / POST TESTS - Intervention Plan

FINDING NEMO- BEYOND THE SEA (Animated music video)



Somewhere beyond the sea,
somewhere, waiting for me,
my lover stands on golden sands
and watches the ships that go sailing.

Somewhere beyond the sea,
she's there, watching for me.
If I could fly like birds on high
then straight to her arms, I'd go sailing.

It's far beyond a star;
it's near beyond the moon.
I know beyond a doubt
my heart will lead me there soon.

We'll meet beyond the shore;
we'll kiss just as before.
Happy we'll be, beyond the sea
and never again I'll go sailing,
some sailing.

(Darin, 2007)

ANNEX 9

FIRST ACTIVITY – Intervention Plan

Abstract of video

OUR TEACHERS - MY DAILY ROUTINE (Informative music video)

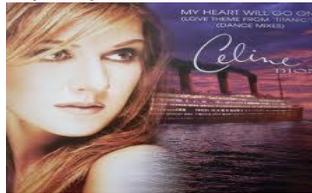


(Teacher, 2010)

ANNEX 10

SECOND, THIRD AND FOURTH ACTIVITIES - Intervention Plan

MY HEART WILL GO ON - CÉLINE DION (Interpretative music video)



Every night in my dreams
I see you, I feel you,
That is how I know you go on

Far across the distance
And spaces between us
You have come to show you go on

Near, far, wherever you are
I believe that the heart does go on
Once more you open the door
And you're here in my heart
And my heart will go on and on(2)

Love can touch us one time
And last for a lifetime
And never let go till we're one
Love was when I loved you
One true time I hold to
In my life we'll always go on

You're here, there's nothing I fear,
And I know that my heart will go on
We'll stay forever this way

You are safe in my heart
and my heart will go on and on

(Dion, 2011)

ANNEX 11

FIFTH, SIXTH AND SEVENTH ACTIVITIES- Intervention plan

MICHAEL JACKSON - THRILLER (Surreal music video)



It's close to midnight and something evil's lurking in the dark
Under the moonlight you see a sight that almost stops your heart
You try to scream but terror takes the sound before you make it
You start to freeze as horror looks you right between the eyes
You're paralyzed

'Cause this is thriller, thriller night
And no one's gonna save you from the beast about to strike
You know it's thriller, thriller night
You're fighting for life inside a killer, thriller tonight

You hear a door slam and realize there's nowhere left to run
You feel the cold hand and wonder if you'll ever see the sun
You close your eyes and hope that this is just imagination
But all the while you hear the creature creepin' up behind
You're out of time

'Cause this is thriller, thriller night
There ain't no second chance against the thing with forty eyes
You know it's thriller, thriller night
You're fighting to survive inside a killer, thriller tonight

Night creatures call
The dead start to walk in their masquerade
There's no escaping' the jaws of the alien this time (they're open wide)
This is the end of your life

They're out to get you, there's demons closing in on every side
They will possess you unless you change the number on your dial
Now is the time for you and I to cuddle close together
All thru the night I'll save you from the terrors on the screen
I'll make you see
That it's a thriller, thriller night
'Cause I can thrill you more than any ghost who would dare to try
Girl, this is thriller, thriller night
So let me hold you tight and share a killer, driller, chiller
Thriller here tonight

Rap:

Darkness falls across the land
The midnight hour is close at hand
Creatures crawl in search of blood
To terrorize yawl's neighborhood
And whosoever shall be found
Without the soul for getting down
Must stand and face the hounds of hell
And rot inside a corpse's shell
The foulest stench is in the air
The funk of forty thousand years
And grizzly ghouls from every tomb
Are closing in to seal your doom
And though you fight to stay alive
Your body starts to shiver
For no mere mortal can resist
The evil of the thriller
(mechanical laughter)

(Jackson, 2009)

ANNEX 12

BEFORE THE INTERVENTION (PRE TEST AND PRE QUESTIONNAIRE)



Photo taken by: Verònica Sànchez (the researcher)



Photo taken by: Verònica Sànchez (the researcher)

DURING THE INTERVENTION



Photo taken by: Verònica Sànchez (the researcher)



Photo taken by: Verònica Sànchez (the researcher)

AFTER THE INTERVENTION (POST TEST AND POST QUESTIONNAIRE)



Photo taken by: Verònica Sànchez (the researcher)



Photo taken by: Verònica Sànchez (the researcher)

Matrix

Theme: “THE USE OF MUSIC VIDEOS TO IMPROVE THE LISTENING SKILL AMONG NINTH YEAR STUDENTS AT “HERNAN GALLARDO MOSCOSO” HIGH SCHOOL, ACADEMIC PERIOD 2013-2014 ”

PROBLEM	OBJECTIVES	THEORETICAL FRAME	METHODOLOGICAL DESIGN (ACTION RESEARCH)	INSTRUMENTS / TECHNIQUES
<p>Research Problem:</p> <p>How does the use of music videos improve listening skill in students of 9th year basic education "Hernan Gallardo Moscoso" high school, academic period 2013-2014.?</p>	<p>General</p> <p>To improve the listening skill with the use of music videos in the students of ninth year of Basic Education at “Hernan Gallardo Moscoso” high school , academic period 2013-2014.</p>	<p>What is listening?</p> <ul style="list-style-type: none"> *Importance of Listening *Techniques of Listening *Types of Listening *Purpose of Listening *Listening Sources *The process of Listening *Why Listening is difficult? *Why listening is good? 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> -Observing the English classes. -Stating the background of problem. -Describing current situation. -Locating and reviewing the literature. -Creating a methodological framework for research. -Preparing an intervention plan. 	<p>Questionnaires</p> <p>Tests</p> <p>Observation Checklists</p>
<p>Sub-problems:</p> <ul style="list-style-type: none"> ✓ What kind of theoretical references about listening skill and music videos are effective to help 	<p>Specifics:</p> <ul style="list-style-type: none"> ✓ To investigate the theoretical references about the listening skill and the use of music videos to help 	<p>What is music video?</p> <ul style="list-style-type: none"> *Music Videos features six main conventions *Music Videos Genres *Importance of Videos in 	<p>Intervention and observation</p> <ul style="list-style-type: none"> -applying, observing and monitoring students' performance according to the intervention plan. 	

<p>9th year students of “Hernan Gallardo Moscoso” high school, academic period 2013-2014?</p> <p>✓ What are the issues that limit the listening skill with 9th year students of “Hernan Gallardo Moscoso” high school, academic period 2013-2014?</p> <p>✓ What are the important phases of the intervention plan that address the current issues of the listening skill with 9th year students of “Hernan Gallardo Moscoso” high school, academic period 2013-2014?</p> <p>✓ Which music videos are implemented to improve the listening skill with 9th year students of “Hernan Gallardo Moscoso” high school, academic period 2013-2014?</p>	<p>students on 9th year at “Hernan Gallardo Moscoso” high school, academic period 2013-2014.</p> <p>✓ To diagnose the issues those limit the listening skill learning among 9th year students at “Hernan Gallardo Moscoso” high school, academic period 2013-2014.</p> <p>✓ To design an intervention plan about the use of musical videos to improve the students’ listening skill among 9th year students at “Hernan Gallardo Moscoso” high school, academic period 2013-2014.</p> <p>✓ To apply the intervention plan as part of the classroom activities in order to solve the limitations on listening skill among 9th year students at “Hernan Gallardo</p>	<p>the classroom</p> <p>*Advantages of Music videos</p> <p>*Reasons for Teaching English thought songs</p> <p>*Features of music Videos that seem to make the difference in the learners’ perception of the development of their listening skill.</p> <p>*The relationship between videos images, song lyrics, and the participants’ listening comprehension.</p>	<p>Presentation of research findings</p> <p>-reflecting, analyzing and answering the proposed inquiries.</p> <p>-organizing the final report</p>	
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<p>✓ How do music videos as part of the classroom activities reduce the limitation of the listening skill with 9th year students of “Hernan Gallardo Moscoso” high school, academic period 2013-2014?</p>	<p>Moscoso” high school, academic period 2013-2014.</p> <p>✓ To reflect upon the effect that the music videos had on 9th grade students’ listening at “Hernan Gallardo Moscoso” high school, academic period 2013-2014.</p>			
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