Using music videos with subtitles as a source of enhanced input

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Presentation overview

1. Theoretical background
2. Lesson design
3. Possible activities
4. Possible forms of evaluation
5. Possible songs
Getting started

The first image that comes to mind when talking about second/foreign language teaching is usually....
Getting started

Paper-based

Electronic

Audiovisual

Crawford, 2002
Getting started

How about music videos?
Principles for language teaching materials

Good language teaching materials...

- Are based on sound theoretical learning principles;
- Arouse and maintain learners’ interests and attention;
- Meet learners’ needs and backgrounds;
- Provide examples of language use;
- Provide meaningful activities;
- Include an audio-visual component;
- Provide opportunities for authentic language use.

Richards, 1990, p.15
Crawford, 2002, p. 84-87
Theoretical framework

Input

Apperceived Input

Comprehended Input

Intake

Integration

Output

Noticing

Gass, 1997
Lee & VanPattern, 2003
Smith, 1993
Lesson design

- Preparation
- Exposure
- Evaluation
- Pre-task
- Speaking activities
- Noticing
- Focus-on-form
Preparation

Choose the target form or expression

Find the music or music video

Download the music video from youtube

Add lyrics to the music video files

Highlight the target form or expression
Lesson design

1. Preparation
2. Exposure
3. Pre-task
4. Noticing
5. Speaking activities
6. Focus-on-form
7. Evaluation

Focus on form
Noticing
Speaking activities
Pre-task
Exposure
Preparation
Evaluation
Pre task
아이유: 금요일에 만나요

_______엔 야마 바쁘지 않을까
_______도 성급해 보이지 안 그래
_______은 뭔가 어쩌쿵한 느낌
_______은 그냥 내가 왜지 싫어
우 이번주 ________
우 ________에 시간 어때요
Lesson design

- Preparation
- Exposure
- Evaluation
- Pre-task
- Speaking activities
- Focus-on-form
- Noticing
Noticing
Lesson design

- Preparation
- Exposure
- Pre-task
- Focus-on-form
- Noticing
- Speaking activities
- Evaluation

Focus on form

Noticing

Speaking activities

Evaluation

Preparation

Exposure

Pre-task
Possible activities

1. Vocabulary bingo
Possible activities

2. Summarize the story
Possible activities

3. Role play

Reporter:

Witness 1:

Friend 1:

Friend 2:

Witness 2:
Lesson design

- Preparation
- Exposure
- Pre-task
- Focus-on-form
- Noticing
- Speaking activities
- Evaluation
Possible forms of homework / evaluation

1. Short composition
2. Understanding the lyrics
3. Fill-in-the blanks worksheet
4. Making their own music video
Possible forms of homework / evaluation

Assignment 1

1. Vocabulary

Write down the meaning of the following words on the right.

(1) 이슬비 : Meaning __________________

(2) 고민 : Meaning __________________

(3) 채광 : Meaning __________________

(4) 시집 : Meaning __________________

(5) 못됨 : Meaning __________________

(6) 삶재하다 : Meaning __________________

(7) 인연 : Meaning __________________

2. Fill in the blanks with the words you hear.

이슬비가 내린는 ______은 _______ 고대의 _______

은 종일 난 _______ 하면서 무엇을 한다 _______ 했죠

난 가짜온 _______에 들어서 _______ 시간에 내 빛 담았죠

그 다음엔 근처 _______으로 가서 깨진 창문 한 손업 _______

내리온는 _______ 앞으로 그대에게 가는 길 너무 _______

풍 속에는 _______ 한 손의 _______ 그림 위에 같은 내 _______

그대를 만날 전 한없이 잔다 드림 _______

내 맘 알아주는 그대가 있기에 이 ______이 난 _______
## Possible songs

<table>
<thead>
<tr>
<th>Target form</th>
<th>Singer</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>뭐예요?</td>
<td>포미닛</td>
<td>이름이 뭐예요?</td>
</tr>
<tr>
<td>뭐해?</td>
<td>포미닛</td>
<td>오늘 뭐해?</td>
</tr>
<tr>
<td>요일</td>
<td>아이유</td>
<td>금요일에 만나요</td>
</tr>
<tr>
<td>겫,</td>
<td>스윗소로우</td>
<td>좋겠다</td>
</tr>
<tr>
<td>소망</td>
<td>O project</td>
<td>여자 친구가 생겼으면 좋겠다</td>
</tr>
<tr>
<td>가능</td>
<td>커피소년</td>
<td>장가갈 수 있을까?</td>
</tr>
<tr>
<td>You know (잡아요)</td>
<td>윤건, 이문세</td>
<td>난 아직 모르잖아요</td>
</tr>
<tr>
<td>Repetition of action/status</td>
<td>다비치 써니힐</td>
<td>헤어졌다 만났다 들었다 났다</td>
</tr>
<tr>
<td>생일</td>
<td>권진원</td>
<td>생일 축하합니다</td>
</tr>
<tr>
<td></td>
<td>커피소년</td>
<td></td>
</tr>
</tbody>
</table>


Questions

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