

**MUSIC VIDEOS AND WRITING PROCESS IN ENGLISH AS SELF-CONCEPT
EXPLORATION AND EXPRESSION STRATEGIES FOR A2 ADOLESCENT
LEARNERS AT A PUBLIC SCHOOL**

LILIANA CAROLINA ROSAS TAFUR

THESIS DIRECTOR

NATALIA PÉREZ PEDRAZA

**UNIVERSIDAD PEDAGÓGICA NACIONAL
FACULTAD DE HUMANIDADES
DEPARTAMENTO DE LENGUAS
MAESTRIA EN LA ENSEÑANZA DE LENGUAS EXTRANJERAS
ANÁLISIS Y PROGRAMACIÓN DE LA COMUNICACIÓN DIDÁCTICA
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A thesis submitted as a requirement to obtain the degree of Magister in

Foreign Language Teaching

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Note of acceptance

Natalia Pérez Pedraza
Thesis Director


Juror

Juror

Derechos de Autor

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| 2. Descripción |
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| <p>Tesis de Maestría en Enseñanza de Lenguas Extranjeras que presenta un estudio de tipo cualitativo y con enfoque en investigación acción, llevado a cabo en el marco de un programa de Maestría de la Universidad Pedagógica Nacional en Bogotá, Colombia. La investigación tiene como objetivo general determinar la forma en que el uso de los videos musicales y el desarrollo de un proceso de escritura apoyan la exploración y expresión del autoconcepto en adolescentes de nivel A2 en un colegio público de Bogotá. Para ello, se propone describir las estrategias de enseñanza y</p> |

aprendizaje implementadas para apoyar el uso efectivo de los videos musicales y el proceso de escritura como estrategia de exploración y expresión del autoconcepto y finalmente, analizar el efecto del uso de dichas estrategias en los procesos de exploración y expresión del autoconcepto en la escritura de los aprendices adolescentes.

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4. Contenidos

El siguiente proyecto de investigación se divide en seis capítulos:

En el capítulo 1, se presenta una introducción a este estudio y el planteamiento del problema.

Posteriormente, la pregunta de investigación junto a los objetivos, general y específicos son abordados y finalmente, el capítulo presenta la justificación de la investigación.

En el capítulo 2, en primer lugar, se presenta un resumen de las investigaciones previas realizadas a nivel internacional, nacional y local, relacionadas con el presente trabajo. En segundo lugar, el marco teórico que fundamenta el estudio, empezando por los procesos de escritura en el aprendizaje de una lengua extranjera, seguido por la teoría en relación con los materiales multimodales auténticos y los procesos de lectoescritura; y finalmente, el soporte teórico respecto a los procesos de exploración del autoconcepto durante la adolescencia.

En el capítulo 3, el marco metodológico de la investigación es planteado, definiendo el paradigma en el que se enmarca, sociocrítico, su tipo cualitativo y enfoque de investigación acción. Así mismo, describe el contexto y los participantes del estudio; un grupo de treinta y tres aprendices adolescentes de nivel básico de lengua en una institución educativa pública y un docente investigador, como observador participante. Finalmente, los instrumentos y procedimientos implementados en la recolección de datos son presentados.

En el capítulo 4 se presenta el diseño instruccional, la propuesta pedagógica, de la presente investigación acción. Una propuesta didáctica que implica el desarrollo de dos fases; la exploratoria, donde los videos musicales permiten el desarrollo de la etapa de descubrimiento previa al proceso de escritura y la fase de expresión, donde se plantea el desarrollo de un proceso de escritura conformado a su vez por diferentes etapas.

En el capítulo 5 se presenta el procedimiento ejecutado en el análisis de datos de este estudio cualitativo, bajo una tendencia de análisis interpretativa/descriptiva, las categorías resultantes de dicho proceso y los hallazgos de la investigación.

En el capítulo 6 las conclusiones de este estudio son presentadas, junto con sus implicaciones pedagógicas en el campo de la educación, de la didáctica de la enseñanza de lenguas extranjeras, para la población participante y el investigador. Finalmente, las limitaciones de la investigación son descritas y sugerencias respecto a futuras investigaciones son presentadas.

5. Metodología

Esta investigación ubicada en el paradigma sociocrítico, de tipo cualitativo y enfoque de investigación acción, supuso el desarrollo de ciclos de planeación, actuación, observación y reflexión. Previo al establecimiento del problema se diseñaron e implementaron instrumentos de diagnóstico que permitieron su delimitación y posterior diseño. Durante la implementación de la intervención pedagógica, se realizó la recolección de los datos a través de instrumentos previamente diseñados y validados: diarios de campo y artefactos de los participantes. El posterior proceso de análisis de los datos obtenidos permitió determinar los hallazgos de la investigación.

6. Conclusiones

La investigación determinó que los videos musicales proveen un rico input visual y lingüístico, así como contenido significativo que permite al docente desarrollar actividades que apoyan no solo la comprensión del contenido sino la reflexión de los estudiantes acerca de éste. La selección de los videos musicales con claras líneas de historia y el diseño de actividades a desarrollar previo, durante y después de su observación, fomentan el desarrollo cognitivo y afectivo de los estudiantes, gatillando la respuesta emocional de los aprendices y permitiendo la creación de vínculos entre éstos y sus experiencias personales, promoviendo la exploración del autoconcepto, bajo un enfoque centrado en el estudiante.

Adicionalmente, para que los aprendices expresen efectivamente sus reflexiones acerca de su autoconcepto en inglés, el docente debe asumir un rol de apoyo a lo largo del desarrollo del proceso de escritura posterior a la observación de los videos musicales. Aquí, la selección de los temas, tareas y la provisión de realimentación están orientados a promover el descubrimiento de la lengua por parte de los aprendices, fortaleciendo el énfasis en el logro de la intención comunicativa mientras se fortalece la creatividad y el desarrollo de habilidades de trabajo colaborativo.

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| Elaborado por: | Rosas Tafur, Liliana Carolina |
| Revisado por: | Pérez Pedraza, Natalia Angélica |

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Abstract

This qualitative research was developed under an action-research approach with a group of 33 A2 adolescent English language learners with ages between 14 and 18 years old, at a Colombian public institution. The problem identified concerning the inefficacy of the current materials and teaching strategies implemented to support the effective expression of the learners by writing in English, resulted in the development of this study aimed at determining the way teaching strategies including the use of music videos and writing process in English support the self-concept exploration and expression in A2 adolescent learners at a public school in Bogotá.

To do so, a pedagogical intervention was designed and implemented where music videos under a multimodal literacy approach and a writing process were used in the exploration and subsequent expression of the learners' self-concept. Data were gathered by means of field notes and the students' artifacts and the findings showed the potential of music videos as triggers of the learners' self-concept exploration, which effective expression relied on the development of a writing process that helped learners succeed in the discovery of the language and achievement of the communicative intention. The teaching strategies implemented enabled the development of the learners' affective and cognitive domains under a student-centered approach to teaching a foreign language.

Key Words: Multimodal Authentic Materials, Self-concept, Writing Skill, Writing process, Adolescent Learners.

I dedicate this thesis to my beloved parents who raised me in a home full of love and taught me to be strong, to my husband and my daughter for the family time sacrificed, for all their love, priceless support and patience. And of course, to the biggest love of my life; my dear Lord, thank you for always being there for me.

To German, Martha, John, and Sara

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Finally, I want to thank my students for their participation in this study; thanks for sharing this experience with me.

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List of Abbreviations

CEF: Common European Framework

EFL: English as a foreign language

PEI: Proyecto Educativo Institucional

IED: Institución Educativa Distrital

CHAPTER 1

Introduction

The following study is aimed at contributing to the field of foreign language teaching by means of exploring the potential use of music videos, through multimodal literacy process, to meet the needs of its participants, a group of adolescent English language learners at a public institution located in a vulnerable area of the city of Bogota. Needs, that, as conceived in this study, are not limited to the foreign language learning as participants are not only viewed as learners but, as human beings. Hence, this action research constitutes an attempt to contribute to the transformation of the traditional teaching practices, presenting an alternative approach to the foreign language teaching and learning processes through the didactic use of music videos and a writing process to support the teenage learners' exploration and expression of their self-concept, so that, English turns from an end into a means to their personal development; this implies a different conception of the learning process, the use of the materials, the teaching and learning strategies and the teacher and learner's roles.

In this first chapter, the arguments supporting the statement of the problem, that encouraged the conduction of this study are explored. Besides, the research question, the objectives set and the rationale behind them are stated. The second chapter, presents the theory supporting the development of this project and a review of the research previously carried out in this concern. Additionally, in the third and fourth chapters, the research methodology implemented in the development of this research and the instructional design are presented. Finally, in chapters five and six, the procedures for the data analysis, the findings and

conclusions of this work are discussed together with its pedagogical implications, limitations and some aspects to be explored in further research.

Statement of the Problem

Colombian curricular standards for foreign language teaching set that students in the last couple years of secondary school should hold the equivalent to a B1 English proficiency level according to CEF standards. However, large groups, limited access to resources, a delayed start in English learning at secondary school and a reduced number of English lessons per week, make it challenging for teachers as well as for students to meet such goal. In addition, the context of the school, setting of this research, characterized by deep socio-economic limitations as their family incomes are very low family and social issues such as drugs abuse, gangs and violence, impacts the learners' view of English language learning importance and challenges teachers to develop teaching strategies that turn foreign language learning into a meaningful one.

This study was carried out with a group of thirty-three A2 adolescent learners whose ages range between 14 and 18 years old (see Appendix 1 for consent letter forms). The reflection upon the need for efficient ways to engage as well as provide them with opportunities to foster their communicative skills while attending their affective needs, led to the implementation of a diagnostic instrument; a survey regarding the learners' perceptions of the English language teaching and learning process in relation to its objectives, didactics and skills (See Appendix 2), along with the students' artifacts resulting from a writing task; a short article for a school magazine about the importance of environmental care. Both instruments were analyzed in order to state the problem to address, as a result, the three main following foci emerged: The writing

skill, the use of the materials and the need for a student-centered approach to the foreign language learning.

To start, in regard to the writing skill, the analysis of the students' artifacts, the writing sample, it was evidenced that the learners lacked an effective use of linguistic devices , which limited their possibilities to express effectively their ideas. Besides, in the second diagnostic instrument, the survey, despite the fact that writing tasks may give them a wider range of opportunities and resources (e.g. the use of dictionaries, the teacher support) to communicate their ideas in a less stressful and more confidential way, the learners expressed their perception in regard to the development of writing tasks as being more challenging than other tasks where other language skills were involved. They also, self-assessed their current writing skill level in English, assigning the lowest scores to their abilities in relation to organization of ideas and the structuring of the text; describing them as the most difficult aspects in writing unlike syntax related aspects like vocabulary use or sentence construction.

The previous evidence suggested the need to assess and transform the current teaching and learning practices , so that they can succeed in their attempts to communicate effectively. This implies the necessity to reconsider the materials selection criteria, the types of texts, topics and tasks as well as the development of teaching strategies that effectively support the enhancement of the adolescent learners' writing skill in English, allowing them to express their ideas and recognize in writing a valuable means of communication and self-expression.

In this respect, communicating through writing, demands from the writer the ability to present ideas in an accessible way to the audience by using different linguistic devices. In this

concern, the Colombian Ministry of Education in alignment with the Common European Framework set as a writing skill competence indicator in the foreign language teaching curriculum standards for B1 level, the intended level for the participants in the study; to value writing as means for the expression of the learners' thoughts, ideas, interests, preferences, choices and knowledge about themselves and their surrounding world, as can be read in the following excerpt: "valoro la escritura como un medio de expresión de mis ideas y pensamientos, quién soy y qué sé del mundo" (Curricular standards for foreign language teaching, Ministerio de Educación Nacional, 2006, p.27)

In the particular case of adolescent learners at basic foreign language levels, like the participants in this study, who hold an A2 language level, writing presents some advantages over the development of other productive skills like speaking. In the first place, since writing does not imply instant communication, students have opportunities to correct and adjust the messages they intend to communicate; for instance, they may support on the use of dictionaries or ask for their peers and teacher's feedback. In the second place, because writing reduces the impact of emotional factors like shyness, anxiety or fear more commonly present when speaking in front of an audience, making learners more likely to take risks in the language class (Ely, 1986), necessary risks in the language learning process.

Regarding the teaching of writing, Harmer (2004) distinguishes two main approaches to it: the writing for learning, where writing supports the reinforcement, preparation or development of a task involving the enhancement of another language skill and the writing for writing, aimed specifically to the development of writing skills that enable learners to communicate real messages in an appropriate manner. Although both approaches will be addressed in this research,

the focus will be on the development of the second one, since it is through the creation of some written texts that the learners will be able to express their findings in regard to their self-conception. To achieve this, the role of the teacher is to design engaging writing tasks and implement teaching and learning strategies that draw the students' attention to the writing conventions while supporting the overcoming of their difficulties, providing feedback beyond the simple grammar correction and implementing assessment processes that really contribute to their overall learning process and writing skill enhancement.

A second focus in the statement of the problem, resulting from the analysis of the diagnostic instruments, is related to the use of the materials and the didactics involved in their use in the English class. In this concern, when learners were asked about the activities developed in class that they enjoyed the most and that they would like to develop more frequently, they expressed their preference for watching videos; music videos mainly, although some of them also mentioned series and cartoons. Besides, when asked about the positive and negative aspects of the use of such materials in the English class, they described them as amusing, engaging and useful to learn idiomatic expressions, increase their vocabulary and improve their pronunciation and listening skill. Concerning the negative aspects in their use, most of the learners claimed not having any negative aspect to highlight and only a few of them mentioned having difficulties with the oral comprehension. Additionally, most of the students admitted that despite the fact they did not invest any extra time at home for independent practice, they were acquainted with the use of multimodal authentic materials like music videos in English in outside school contexts, even though their use was limited to entertainment purposes.

The previous data, gathered in the diagnostic survey, shed some light concerning the activities and materials preferred by adolescent learners and the skills currently fostered by using multimodal authentic materials in the EFL classroom. Making evident that despite the fact they are very engaging, and easily available to learners even in outside school contexts, the potential in the use of this type of materials has been underestimated, limited to the development of listening skills, pronunciation and vocabulary increase, underrating its value to support the development of productive skills like writing, potential that this study is aimed at determining.

In regard to the effective material selection, Crawford (2002) established the following criteria: They must present functional language in a context, realistic and authentic language models, promote purposeful use of language, include an audio-visual component, foster the learner autonomy, cater for individual and contextual differences and engage learners affectively and cognitively. Additionally, authentic materials, defined by Nunan (1989) as “any material which has been produced for purpose other than language teaching.” (p.54) are argued by Widdowson (1990) as indispensable due to the rich input they provide which enables learners to cope with real communicative situations in inside or outside school contexts.

Nevertheless, their usefulness in a EFL classroom relies on the methodologies implemented by the teacher to support their use; that is, the teaching practices determine their effectiveness in the enhancement of different language skills and provide opportunities for developing different cognitive, affective and formative domains. In this concern, Morley (1981) asserts that videos provide background information and proper stimuli for subsequent reading, writing and speaking activities and should be means to an end rather than ends in themselves.

Finally, regarding the third emerging focus from the diagnostic instruments related to the lack of a student-centered approach to learning. In the diagnostic survey, when asked about the importance of the English language learning, the students remarked the necessity of becoming English language speakers due to the globalization process so that they could access better job and study opportunities that help them, and their families overcome their economic limitations and improve their life quality in terms of money income and also, since they acknowledged English as a lingua franca that in the future might help them communicate with people around the world. Hence, it was possible to conclude how they conceived English as a goal to achieve, useful in the future, rather than an opportunity in their present to communicate with people around them and express their thoughts and feelings. Additionally, the learners' writing samples showed a tendency to focus on the grammar aspects rather than the content itself, turning into the addition of isolated sentences that responded to given schemas, lacking the learners' voice.

Therefore, it was evident how the current materials, methodologies, types of texts, themes and tasks proposed by the teacher to develop written texts in English were failing to connect to the students' needs and interests so that the English language learning turned into a meaningful knowledge for learners, fostering their ownership of the language and setting them at the center of the process.

Hence, as a result of the reflection upon the needs of the A2 adolescent learners and in an attempt to turn English into a means rather than an end in the learning process, it is necessary to transform the teaching and learning practices under a student-centered approach that enable the learners' ownership of the foreign language. Therefore, I decided to develop a study addressed towards the exploration and expression of the learners' self-concept, which might be particularly

useful and appealing to learners at the adolescence life stage. Thus, in this research, the EFL classroom will be transformed into a setting where the learners can explore and express their findings in regard to their self-concept while enhancing their English language writing skills.

In this respect, the self-concept exploration is a main aspect to consider in human development during teenage as asserted by Krauskopf (2011), who describes adolescence as the life stage when intellectual, sexual, moral and social development together with identity construction take place. Additionally, according to Erikson (1968), during adolescence, adolescents search for a sense of self and personal identity, through an intense exploration of personal values, beliefs and goals and they also “have a strong need to be listened and share their stories, feelings, fears, needs and goals”. (Chavous, 2006) cited in (Maftoon, Sarem, & Hamidi, 2012). In this sense, addressing the affective needs of the adolescent learners in regard to the exploration and expression of their self-concept may foster their ownership of the foreign language since as they own the language to express themselves, they can develop their proficiency level. As asserted by Widdowson (1994): “you are proficient in a language to the extent that you possess it, make it your own, bend it to your will, assert yourself through it rather than simply submit to the dictates of its form” (p.384).

To sum up, the implementation of the diagnostic instruments suggested the need to develop a research aimed at contributing to the transformation of the current teaching strategies so that they truly support the learner’s writing skill enhancement under a student-centered approach; contextualizing and making the writing experience a meaningful one where students can express themselves and develop their language proficiency by exploring and expressing their self-concept in writing.

Therefore, the purpose of the present study is to contribute to the field of foreign language didactics by presenting an alternative way to foster writing skills in English by using music videos as multimodal authentic materials together with the implementation of different teaching and learning strategies that support the effective exploration and expression of the adolescent learners' self-concept. In this light, the following research question and objectives were set:

Research Question

How do teaching strategies including the use of music videos and a writing process in English support the self-concept exploration and expression in A2 adolescent learners at a public school in Bogotá?

General Objective

To determine the way teaching strategies including the use of music videos and a writing process in English support the self-concept exploration and expression in A2 adolescent learners at a public school in Bogotá.

Specific Objectives

1. To describe the teaching strategies implemented to support the effective use of music videos and writing process as self-concept exploration and expression strategies in teenagers' writing in English.

2. To analyze the pedagogical effect of the teaching strategies that support the effective use of music videos and writing process in the self-concept exploration and expression in teenage learners' writing in English.

Rationale of the Study

This study belongs to the research line in pedagogy and didactics of the languages from the Masters' program in Foreign Language Teaching at Universidad Pedagógica Nacional. It contributes to the field of foreign language didactics as it is addressed towards determining the way music videos as multimodal authentic materials can be used as a self-concept exploration and expression strategy in adolescents' writing in English. Therefore, it presents a proposal where music videos are used through multimodal literacy processes for the enhancement of skills like writing, unlike, listening, pronunciation or vocabulary increase, usually addressed by the use of this type of materials. Additionally, a major emphasis will be put into the importance of the reflection upon the content of the videos, beyond its simple comprehension, in order to meet the learners' interest and needs.

Besides, this study may contribute to the EFL teaching and learning field by describing the teaching and learning strategies that effectively support the use of the music videos in the adolescent learners' exploration and expression of their self-concept. Such materials and strategies must be carefully selected, designed and implemented, bearing in mind the features of the population in this research: beginner adolescent learners who are still in the process of developing their English language skills and might feel limited by their proficiency level to

express themselves, also, considering their particular emotional and cognitive development stage.

Furthermore, this project is aimed at enhancing the writing skill of its participants, helping them cope with the standards set by Colombian Ministry of Education in relation to the B1 language proficiency level they must achieve to be able to express their ideas, thoughts and knowledge about themselves and their surrounding world. .

Furthermore, this research is intended to contribute to the personal growth of the participants, beyond the foreign language learning, supported in fields such as psychology to understand the learners' needs and bearing in mind the cognitive and affective development that takes place in adolescence. It is also aimed at contributing to the transformation of the foreign language teaching and learning process traditional practices, as the learners and their thoughts, feelings and experiences are considered as important as the fostering of a particular disciplinary knowledge. Thus, when participants develop their ownership of the foreign language as a means to self-expression, different cognitive, axiological and affective domains can be addressed under a student-centered approach.

Additionally, the conduction of this research is particularly important in its setting context, as fostering the learners' exploration and expression of their self-concept represents an opportunity for the participants to reflect upon their own value, their possibilities in society and their power to transform it. It translates in a possibility to empower themselves in the learning process and meet their affective needs, resulting, in part, from the particular context, characterized by a low socio-economic level, violence, safety issues, drugs abuse and family

issues. In this sense, English language becomes meaningful as it turns into a means through which the learners can express themselves while developing their English language writing proficiency.

Finally, as a teacher-researcher, the development of this research, involves the assessment, reflection upon and transformation of my own teaching practices. It constitutes a first attempt to address a more holistic view of English teaching by attending to the needs of the foreign language learner but also the human being. A very challenging task as it implies a different conception of education and the foreign language teaching and learning process; facing and overcoming such challenge may certainly contribute to my professional development and personal growth.

CHAPTER 2

Literature Review and Theoretical Framework

The following chapter gives an account on the previously carried research out concerning the use of materials and the development of literacy process to address the different needs of foreign language learners. It also presents the theoretical foundations supporting this research under three main constructs: The writing skill in foreign language, multimodal authentic materials and multimodal literacy process and self-concept in adolescence.

Recent Studies

Different local and international research has been carried out to explain the impact of the use of different multimodal authentic materials and music in the EFL learning process for the enhancement of different language skills, some others have studied their use in a more student-centered approach to learning where English turns from a goal into the means through which learners develop other important areas in their formative process like critical thinking, cross-curricular awareness and identity. Nevertheless, there is little evidence of the conduction of studies that integrate the use of music videos as a self-concept exploration strategy in the writing of Colombian adolescent learners. Therefore, this research intends to contribute to the understanding of the impact of such unexplored strategy in the enhancement of writing skill in secondary students.

This is an overview of some research studies developed from 2008 to 2017 that have illustrated the use of authentic materials in the development of different language skills in foreign language. Some of them at international level, like the one conducted by Bahrani & Sim

(2012) with sixty Malaysian basic language level learners. They determined the effectiveness of the exposition of EFL learners to three different types of authentic materials: such as news, cartoons and movies. The results showed that the use of the multimodal audiovisual authentic materials; movies and cartoons supported a higher performance of the learners, proving to be a valuable source of input as they present good story lines and provide a bigger amount and higher quality of input, when properly selected, bearing in mind the students' English language level.

Also, Sankey, Birch & Gardiner (2010) conducted a study in an Australian university whose main purpose was to establish the relationship between the way in which content is presented to language learners and their learning outcomes. To do so, sixty undergraduate participants with different learning styles were exposed to different audiovisual material that provided authentic language input: news, cartoons, and films. Concluding their usefulness beyond entertaining purposes as pedagogically valuable authentic sources of language input for language learning; being cartoons and films the ones which more significantly impacted language proficiency enhancement and the learners' motivation. Finally, this study suggested the importance of a cautious selection of the type of audiovisual materials to use, according to the learners' level.

In this line, Mekheimer (2011) carried out a study in Saudi Arabia with sixty-four college students of EFL where it was analyzed their overall language proficiency level obtained when exposed to only text books in contrast to the use of text books accompanied by the use of authentic videos. Significant differences were found between experimental and control participants, concluding the effectiveness of the use of videos in the integral development of skills due to the motivational factors associated with video-based teaching as well as schema-

activating video images. Additionally, video-viewing experiences generated more student-teacher, student-student discussions and prompted students to write, using varied vocabulary, which suggested how videos might be used as a source to develop different language skills besides listening. Finally, this research addressed the importance of the teaching strategies where the use of videos is embedded in order to be effective, being the guided practice and the development of follow-up discussions, crucial for the success of videos as effective instructional media. To do so, all the visuals and images used in the videos should be context visuals that provided adequate information about scenes and themes for previewing and post-viewing discussions and interactions.

Another study conducted by Ismaili (2013) showed similar results when sixty intermediate level participants were exposed to movies in the EFL classroom, revealing positive effects on developing students' listening and speaking skill, since movies catch the students' attention, present language in a more natural way than found in course-books and even more, movies offer visual context aids which enable the students' understanding and improvement of their learning skills. This research concluded the importance of the careful selection of pedagogically appropriate movies and the role of the teaching strategies implemented to support their effective use in the EFL classroom.

The previous studies evidence the effect of the use of videos as authentic materials in the EFL learning-teaching process. Nevertheless, they are not specifically addressed to analyze the impact of music videos in the foreign language learning which suggests the need to develop research on that field. In this concern, in despite of the lack of research on the use of music videos, there is some research on the use of music in the EFL classroom carried out to local

level. For instance, Duarte, Tinjacá & Carrero (2012) developed a research aimed at exploring different alternatives for exploiting the potential of songs in the English class and examining the students' oral production when taking part in activities that involve the use of songs in English, finding an effect in learners' pronunciation, vocabulary increase and the students' motivation.

Also, Morales (2008) concluded that the authenticity, availability and combination of linguistic and extra-linguistic elements to convey meaning, are valuable features in songs in English. Thus, his research emphasized the possibilities offered by songs' lyrics besides the development of listening skills since the understanding of their content involved the reading comprehension and subsequent discussion on the topics presented in the lyrics. Fostering speaking and writing practice by expressing and understanding opinions and reflections about the contents of the songs, vocabulary and pronunciation were enhanced as well. This research also argues the importance of the teaching strategies that meet the learners' language levels and needs and suggests the use of additional materials like videos to contextualize the contents of the songs and to catch the students' attention.

In the same line of thought, (Beasley & Yuangshan, 2008) developed a study aimed at analyzing the effects of listening repetition, likeability and song understandability when music videos are included in a web-site where Taiwanese EFL learners developed culturally related activities followed by vocabulary and American lifestyle literacy tests in order to identify the impact of the videos' use on the language skill enhancement as well as the cultural awareness rising of the participants. The results suggest the correlation among song likeability, motivation and achievement, and advices on the importance of the selection of the songs, bearing in mind

the learners' language level, the quality of their themes which should also include a cultural component.

Another research involving literacy process; multimodal literacy processes, was carried out by Jimenez (2012) who implemented a qualitative study, aimed at describing and exploring the representations of social identity of adolescent learners of English as a foreign language by analyzing their posts on a virtual community on Facebook and the results obtained, evidenced how learners shaped their identities from their self-concept, their own perception of themselves, and through the interaction with the others, while using English to express their ideas.

Additionally, the research carried out by Laverde, Salazar & Soler (2015) supports the use of authentic materials, video clips to develop critical thinking skills through writing in students with A1 language proficiency level, at different ages and school levels; third, sixth and eleventh grades at three different Colombian schools. The results obtained, shed light on the positive effect of lessons based on a task approach and the use of movies video clips in the enhancement of the lexicon and the development of critical thinking skills of superior order. Furthermore, the extrinsic motivation supported by the use of this type of authentic material, was identified as a meaningful aspect that benefits the writing process of the learners.

Similarly, the study carried out by Roncancio (2017) was aimed at the use of multimodal literacies with a group of A1 proficiency level tenth graders in a public school and included contrasting tasks through the use of videos, cartoons, presentations, TV series and websites that combined written and audio-visual resources to increase the learners' cross-cultural awareness. The results showed the enhancement of self-identity, and the respectful view of other cultures supported by authentic multimodal materials use, as language learning implicitly integrates

cross-cultural components better conveyed when supported by paralinguistic elements, present in this type of materials.

Additionally, a study conducted by (Kelsen, 2009) revealed the perceptions of a group of Taiwanese university students, regarding the effect of the use of authentic materials; videos on you tube, as a supplement to regular class materials. To do so, surveys were implemented before and after the use of different types of videos, including music videos, related to the topics and vocabulary in the text book, during the English lessons. The results of this research concluded that learners found the use of videos from you tube as very interesting, relevant, beneficial and motivating, which suggests their usefulness in the enhancement of the learning outcomes and the setting of a positive classroom environment.

A very pertinent study to consider in the development of this research is the conducted by Palacios & Chapetón (2014), since, as intended in this research, music is used for a purpose different to entertainment or uniquely addressed to the enhancement of foreign languages skills. This study proposed the use of English songs as a socially-situated literacy practice under a critical pedagogy perspective and concluded the importance of providing learners with opportunities to experience different dimensions of literacy, in this case, the comprehension of the lyrics of the songs´ content, beyond the linguistic aspects of the foreign language, to encourage the meaningful participation and interest in the learning of English. The results indicated that the use of songs as a socially-situated literacy practice in the EFL class fostered the learners´ active and more critical participation, triggering meaningful connections to real life issues and impacting their relationships with peers by turning music into an opportunity for sharing ideas and feelings in a comfortable, respectful, and friendly atmosphere.

Under this humanistic approach, a study addressed towards self-concept exploration was carried out by Bashir (2010) with a multicultural group of 25 foreign language adolescent learners. This study was developed under a student-centered approach where the cultural background, experiences and native language were considered valuable in the process of learning a foreign language as learners improved their self-concept, impacting their motivation and academic achievement. This study highlighted the importance of the role of the teachers in the development of learning strategies, considering the students interest and needs by working on topics that are relevant to their lives. It concluded the need for school policies to support the learners' overcoming of race, gender and social class barriers.

Theoretical Framework

B1 language level competence, as set in Colombian foreign language curricular standards, aims at fostering the speakers' ability to write different types of texts, demonstrating a good domain of punctuation, spelling, syntax, coherence and cohesion, being able to express effectively their thoughts, ideas, interests, preferences, choices and knowledge about themselves and their surrounding world. (Curricular standards for foreign language teaching, Ministerio de Educación Nacional, 2006). In order to contribute to the achievement of such goal and in an attempt to consider the interests and needs of the population of this study and fostering their empowerment in the use of a foreign language to express themselves, while enhancing their English writing level, this research is aimed at determining the effect of the use of music videos as a self-concept exploration strategy in adolescents' writing. Hence, the theory supporting this project will address the following constructs: Writing skill in foreign language learning, authentic materials and multimodal literacy and self-concept in adolescence.

Writing Skill in Foreign Language Learning

Ur (1999) defines writing as a means to communicate “fixed and stable, so the reading can be done at whatever time, speed and level of thoroughness the individual reader wishes” (p. 159). Besides, the written word prevails in time and cannot support on the paralinguistic elements oral communication relies on to deliver the message. Thus, the importance of using the linguistic and pragmatic devices necessary to communicate effectively and avoid misunderstandings as there is no space for clarifications.

In this regard, Nunan (1989) supports the use of some sentence and beyond the sentence level elements necessary to communicate successfully through writing: The former ones include; the content control, format, syntax, vocabulary, punctuation and spelling; while the latter ones are related to the construction of coherent and cohesive paragraphs and text through the integration of structures and information; conveying the intended meaning, organizing the text into paragraphs as well as a whole, while relating previous and new information, commenting, polishing and checking the initial efforts and bearing in mind the selection of the appropriate style depending on the audience.

The participants in this study command some of the elements of the grammatical system related to word and sentence construction but lack the content organization to paragraph and complete text level to express their thoughts, feelings and opinions successfully. Here is where music videos as a strategy might provide the necessary input in the exploration of the self-concept, a motive for learners to feel encouraged and committed to use the necessary devices to

succeed in the delivery of the message, that is, to be able to express their ideas and feelings resulting from such exploration, supported on a writing process.

Some of the benefits of writing skill development over other language skills are supported by theorists like Harmer (2006), who argues how our mental processes involved in writing, differ deeply from our approach in oral communication and asserts the usefulness of writing skill in the development of other language skills, since writing fosters the learner's focus on an accurate use of the language leading to the overall development of language level resulting from problem solving and an effective process.

In this concern, unlike oral communication in which forms are not as important as the communication itself, writing allows learners to think for long about the correctness of the language forms they will use to communicate successfully, in a very conscious way, as they select every word and grammar structure to use, bearing in mind their audience. In this research, writing skill is aimed at becoming a means of expression of the learners' self-concept exploration; the affective process involved in such goal, benefits from the possibility to rethink and restructure the speech and the individual reflective processes that writing unlike speaking involves.

In the teaching and learning process of writing, two different approaches have emerged: the product and the process approach. According to Nunan (1989) "the first one focuses on the result of the act of composition whereas the second one focuses as much on the means whereby the text was created as on the final product itself" (p.36) He also clarifies writers do not follow a linear process but start with a vague, general idea which is refined, developed and transformed

through writing and re-writing. In this regard, Harmer (2006) suggests the following stages involved in the writing process: planning, where general ideas are set together with the type of text and register to be used, bearing in mind the purpose, audience, content and sequence of the structure; the drafting, where the writer attempts to produce a first version of the text likely to be edited later; the editing stage, where the writer revises the form as well as the content of the text to make sure it is understandable, at this stage the comments and suggestions of other readers are important to finish the process with the development of the final version. The different stages in the writing process are presented in figure 1:



Figure 1. Writing Process Wheel (Harmer, 2006, p. 6)

This research adopts this writing process as it presents a view on the learning process involved in the construction of written speech from a more student-centered view and a formative assessment perspective. In this sense, “The process approach to writing is especially valuable for English learners because it allows them to write from their own experience...as a result, there are numerous opportunities for supporting both clear self-expression and correctness in the final product” (Boyle & Peregoy, 2001, p. 211). By working on what students have to say, vertical power relationships are minimized among teacher and student, as the teacher becomes a

mediator in a process where the students and their own experiences, thoughts and feelings play a major role in the learning process. Additionally, the way evaluation is conceived in process approach is coherent with the aims of this research which focus not only on the linguistic component of the final text but the whole process of exploration and expression of the self-concept carried out by the adolescent learners.

In process approach, the teacher's role is redefined "from the giver of information and the hunter of errors to the teacher as facilitator" (Maxwell & Meiser, 1997, p.125). In this concern, the assessment of writing has been traditionally reduced to the detection and correction of errors in the students' final product; this is demotivating for learners, who receive a feedback plenty of corrections as well as for teachers, who realize their students make the same mistakes repeatedly. Hence, a real attempt to improve the writing skill, demands the change in the conception of the teacher as the only keeper of the knowledge, whose work is limited to the provision of feedback, and the role of the learners as the passive agent who sticks together elements of the language to please the teacher's requests. In this approach, as suggested by Maxwell & Meiser (1997), the teacher turns into a facilitator by selecting the tasks, topics, materials and teaching strategies that better support learners in their writing process while learners work on strategies that allow them to express their ideas effectively.

Regarding the tasks selected by the teacher, Ur (1999) highlights the importance of inviting learners to express freely on their own words once clearly stated the writing purpose as well as the audience. Therefore, tasks must be selected according to the teaching objectives but ignoring the learners' context, needs and interests, there is a risk to demotivate their learning, frustrate them in their attempts to improve their skills and not to obtain improvements in the long

term, even once the teaching strategies to support the writing skill development have been modified. In this regard, tasks must not only encourage students to join linguistic elements but to express their voice so that the task transforms from a requirement to fulfill into an opportunity to benefit from.

Moreover, the topics selected to work on, when addressing writing skill, are as important as the tasks selected as they must be meaningful and engage learners. As, argued by Ur (1999) “Writing is potentially satisfying. If you are writing on a topic about which you feel you have something worthwhile or interesting to say, the process of writing can be absorbable and enjoyable... It is therefore worth investing thought in the selection of topics and tasks that motivate learners to write” (p.169). Hence, some of the shortcomings in writing skill development in school contexts are related to the selection of the tasks as they respond mainly to a fixed curriculum demand or to the teacher’s personal interests, without considering the learners’ features or interests.

Music videos might be particularly useful at the pre-writing stage, more specifically at the discovery stage, previous to the planning one, as referred to by Maxwell & Meiser (1997), who describe it as the most important step in writing process; as discovery activities may support the learners’ discovery of their previous knowledge and what they want to express, key for the written text to be interesting, honest and lively. He suggests the use of videos, discussions and readings as some of the activities to develop at this stage and remarks their importance since “without discovering activities, writers tend to develop papers that lack their own voice. The writing also lacks depth and details to make the writing interesting. The papers look more like writing done to fill a regular assignment” (p.115). Also, Richards & Renandya (2002) have

suggested the importance of the selection of the materials like videos, software, and books to present topics that stimulate writing. Hence, videos are useful resources to include at the discovery stage of the writing process as they are multimodal, visually attractive, motivating, provide in context and rich input and help learners reflect and discover what they want to express, setting the basis for the subsequent parts of the writing process.

In relation to the motivational factors in writing, (Harmer, 2006) asserts that “If students find the activity amusing and engaging it will help to build in them a positive attitude to writing (a skill often viewed with less enthusiasm than say, speaking)” (p. 40). Thus, the selection of genres and tasks play a key role in fostering of positive attitudes towards writing, together with the implementation of teaching strategies that help learners overcome their difficulties.

In relation to the exploration and expression of the self-concept in writing, Maxwell & Meiser (1997) affirm that “as students realize how writing is an aid to self-expression and learning, they become more understanding of how reasonable and practical the skills are and become more willing to use them” (p. 152). Students need to see a real use of the language so that they make honest attempts to use it and invest on it. The expression of self-concept in writing, gives adolescents a meaningful reason to use the foreign language as a means to develop their ownership of it. Boyle & Peregoy (2001) also refer to the opportunity that writing represents in adolescents’ expression: “All students bring rich personal experiences into the classroom. If they are given the opportunity to voice these experiences orally and in writing, you will find that they will always have valid topics to write about and plenty to say” (p. 211). Adolescent learners certainly have much to say but there are not many spaces for them to express it, neither at home, nor at school. Hence, this research is intended to transform the EFL

classroom into a setting where learners can express freely their findings in relation to their self-concept in writing.

Finally, “When we try to put our thoughts into words we have to work out what those thoughts are. This, in turn, makes us reflect on what has happened, what we think or how we feel” (Harmer, 2006, p. 126). When writing tasks involve the reflection on our own experiences, feelings and thoughts, it demands from the writer to get in touch with such emotions and ideas, involving the development of higher order mental skills and triggering emotional skills like self-awareness. Besides, the reflection on the way adolescents perceive themselves will not only give them a reason to improve their English language level but also will support their human development.

Multimodal Authentic Materials and Literacy Process

Crawford (2002) asserts the need for the selection of materials for the EFL learning that meet the teacher and learners’ beliefs, expectations as well as their context; and states some principles they have to accomplish: In the first place, language must be presented in a functional and contextualized form so that the language encountered on it, is meaningful. In the second place, materials must present a purposeful use of language, promoting the understanding of the meaning of the texts as a whole instead of only focusing on the form. As a third aspect, materials must develop reading as well as writing skills, supported in the development of different literacies. In the fourth place, classroom materials should include an audio-visual component that foster a learning environment rich in linguistic, both verbal and non-verbal aspects, like intonation, gesture, mime, facial expression and body posture to convey meaning.

Furthermore, according to Crawford (2002), materials should foster learner's autonomy to cope with new communicative situations in an independent way by developing skills and strategies, useful with other texts in different contexts. In addition, they need to be flexible enough to meet individual and contextual differences as the different backgrounds, experiences and learning styles of the learners and their experiences impact the learning process. Besides, materials must engage learners affectively and cognitively as well, since the integration of new knowledge into their previous one only takes place when the language is used spontaneously in a communicative situation where learners can express freely, enhancing a genuine interest. Finally, the language presented in the materials should be realistic and authentic, advocating for the understanding of language as a social practice. Crawford (2002) promotes the use of authentic materials over the traditional textbooks with artificial language and highlights their high quality to impact learner's motivation.

Additionally, in regard to authentic materials. Nunan (1989) defined them as "any material which has been produced for purpose other than language teaching" (p. 54) and Widdowson (1990) emphasized their importance due to the rich language input they provide to learners, which enables them to cope with real interaction in inside and outside school contexts. Hence, in a non-English speaking country like ours and in the context of this project, where the possibilities to access face to face immersion experiences in the target language are very limited; authentic materials are a valuable source of input. With the increase of new technologies and globalization process, language learners can easily access authentic materials, like videos, through media. Particularly, television and internet are great source of authentic multimodal materials, useful to develop their foreign language competence.

Regarding videos, Dale (1969) suggests that the use of audiovisual aids helps face the individual differences in learners resulting in experiences much more effective than passive experiences like reading a printed based text; giving students basis for conceptual thinking, leading to long term learning, increasing the development of vocabulary, stimulating and motivating them. In this sense, the perceptions and emotions triggered by watching a video are different for every individual, but in all cases, they are more attractive to learners than other activities since they involve the use of different perception channels.

Concerning their use, Stemplenski (as cited in Richards & Renandya, 2002) pointed out the fact that learners view them as an entertainment source mainly, missing the opportunity to develop useful skills from viewing experiences outside the classroom, and asserts the need for teachers “to get students to focus their eyes, ears, and minds on the video in ways that will increase both comprehension and recall and add to the satisfaction they gain from viewing” (p. 365). To do so, she claims that the effectiveness of video in foreign language learning, relies on the video-based lesson design done by teachers, affecting how valuable and meaningful it is for the learners, making sure that the sequence meets the class goals, with a short length that assures the learners’ active view, taking advantage of the visual and audio text, providing opportunities for repeated viewing, and including pre, while and post viewing activities.

Finally, she asserts that videos “provide background information and proper stimuli for subsequent reading, writing, speaking and listening activities” (Stempleski, 1992, p.26). Thus, besides stimuli, videos as multimodal materials, provide the learners with images and some linguistic and paralinguistic elements that may help them in the reading and understanding of

such authentic materials and the development of new texts, written texts, which leads us to the exploration of multimodal literacy.

Multimodal literacy is defined by Walsh (2010) as the “meaning-making that occurs through the reading, viewing, understanding, responding to and producing and interacting with multimedia and digital texts” (p. 213). She also explains how in such process; image, sound, words and movement, converge simultaneously to convey meaning in a cohesive and synchronous way. Such literacy process in multimodal materials, like videos, differs from the process in printed-based texts where only linguistic elements are present, materials that are commonly used in traditional approaches to teaching.

Therefore, their introduction suggests an attempt to transform such traditional practices which implies the reflection on the possibilities they offer and the necessary transformation of the teaching practice that their use requires, since it is the pedagogical strategies where materials are embedded and not materials by themselves which may impact the teaching-learning process.

In this concern, Mills (2009) asserts that the expansion of mass media, multimedia and the internet demand the development of hybrid literacies and new pedagogies and argues that “a key emphasis of multiliteracies is the need for literacy curricula to incorporate a widening range of digital text types with their associated boundaries of generic structure that are less visible than those of time-honored, written forms” (p. 105).

This suggests that despite the predominant use of printed texts in the literacy process as a valuable source of input for learners, it is necessary to update and broaden the type of materials used in line with the emerging of new technologies and media and new sources of different types

of multimodal texts, like YOU TUBE, through which it is possible to access varied multimodal materials including music videos, particularly enjoyed by adolescents. In this regard, “We need to consider the relationship between the literacies taught at school and the literacies practiced in other contexts” (Mills, 2010, p. 38) since traditional literacy practices at schools may differ from the interests and experiences of the learners in outside-school contexts which may impact positively their engagement and their English learning process.

Self-concept Exploration in Adolescence

As asserted by Gecas (1982), self-concept study has been approached from the psychological and the sociological view as well. The latter focuses on self-concept development in relation to social interaction while the former focuses on the consequences of self-conceptions in relation to behavior. In this study, both conceptions will be borne in mind. However, the definition adopted will be the one set by psychologist Rogers (1959), who states that “The term self or self-concept is more likely to be used when we are talking of the person's view of himself” (p. 200). He also asserts that an individual's self-concept is constituted by the self-image, that is, the perception we have of ourselves, which might or might not correspond to what others perceive about us; the self-worth, related to how valuable we consider ourselves, and the ideal-self, the desirable image of us that we strive to achieve.

In this regard Shavelson, Hubner & Stanton (1976) suggest that the perception you have of yourself is formed through your experience and interpretation of your environment and evaluations by significant others, which lead to the construction of a descriptive self-concept as well as evaluative, for instance, when a person describes his/her abilities, He/she is also self-

assessing his/her level of achievement in different areas. In this regard, an important feature of self-concept is its hierarchical nature which is contextually bounded. That is, that differs from role to role in a person's life, e.g. As a student or as a friend, and even, in different aspects of the same area, like the performance as students in different subjects. This does not imply lacking a general view of oneself but that such self-conceptions may differ across differing functioning domains of our life, influencing our behavior in such areas (Pajares and Schunk, 2001).

Thus, the exploration of the learners' self-concept supports their reflection on who they are, their value and the individuals they want to become in several areas and roles starting from their experiences and interaction with people surrounding them. The student-centered approach implied by the expression of such reflection through writing is definitely a meaningful one which may impact the learners' attitude and performance in the foreign language learning process.

Self-concept exploration takes place throughout a person's life. However, adolescence has been regarded by authors like Erikson as one of the main stages in human life for self-concept development. According to Erikson (1968), during adolescence, from about 12 to 18 years, adolescents search for a sense of self and personal identity, through an intense exploration of personal values, beliefs and goals, and adolescence is the time when identity issues are more prominent and more crucial to development (Arnett, 2014, p. 160). In this regard, school experiences play a major role in the exploration of self-concept as adolescents share a big amount of their lives at school, with their peers and teachers at school, in some cases, even more than they do with their parents at home.

For Krauskopf (2011), adolescence is the life stage when intellectual, sexual, moral and social development together with identity construction take place. Such development results from a new cognitive development process as argued by Arnett (2014): “moving into adolescence results in new capacities for self-reflection...the ability for abstract thinking that develops in adolescence includes asking abstracts questions about one’s self” (p.147). Thus, the transformation from traditional teacher-centered practices into a student-centered approach to learning, demands the understanding of the psychological process learners are coming through in order to truly address their needs, explore their capacities and support their difficulties.

It is also important to consider how problematic such reflection on their own selves can be; “their perception of their capacities and characteristics and how this fit into the opportunities available to them in their society” (Arnett, 2014, p. 147). In this regard, the experiences of the learners, their family, school and neighborhood context, may affect the students’ sense of themselves, the way they perceive who they are, their value in the society and their expectations for the future. Therefore, Murray (2011) highlights the need for what he calls a “personal-in-context relational view” of motivation where teachers focus on real persons, rather than on learners as theoretical abstractions, that is “a focus on the agency of the individual person as a thinking, feeling, human being, with an identity, a personality, a unique history and background” (p,6).

O’mara, Marsh, Craven & Debus (2006) argue that the proliferation of research in self-concept enhancement relies on its important contributions to educational field, including psychological, behavioral, and social outcomes related to academic achievement, approaches to learning and the healthy development of personal, emotional and social skills among others. In

this concern, Pajares and Schunk (2001) also remark the relation among a person's self-concept and some of the difficulties he or she experience along his or her life since the beliefs you hold about yourself and your place in the world you live, impact aspects such as motivation and commitment. An idea shared by authors like Bandura (1986) who stated that "educational practices should be gauged not only by the skills and knowledge they impart for present use but also by what they do to [students'] beliefs about their capabilities, which affects how they approach the future" (p.417).

Finally, Murray (2011) suggests that bringing to the class the students' transportable identities "can stimulate much higher level of personal involvement, effort and investment from them than traditional teacher-student talk, where students are invariably positioned as language learners who are merely practicing or demonstrating knowledge of the language, rather than expressing their identities and speaking as themselves through the language" (p. 16-17). Therefore, intrinsic motivation of students might be fostered and with it their commitment to improve their foreign language skills as they find it meaningful, which may impact their agency and investment in their English language learning process.

CHAPTER 3

Methodology

This chapter deals with the methodological framework to conduct this study, its research paradigm; socio-critical, its type; qualitative, and the approach; action research. Then, it presents a description of the setting and the participants in the research. Subsequently, the instruments and the procedures used to collect the data are described.

Research Design

This research is framed under critical theory paradigm since “in critical inquiry the goal is to critique and challenge, to transform and empower” (Merriam & Tisdell, 2015, p.10) and this project is aimed at the understanding of writing skill development under a humanistic and student-centered approach that views foreign language as a means by which students develop and express their thoughts and ideas regarding their self-concept. To do so, in the first place, the study analyses the shortcomings of current traditional teaching strategies and materials implemented in writing skill development and in the second place, it presents a proposal addressed to the overcoming of such limitations.

In this regard, Gil (2011) asserts that in the socio-critical approach the main interest is the knowledge aimed to question and transform prevailing forms in society and to propose alternatives for its change and improvement to ease the creation of proper conditions for the human and social development of the subjects involved. Thus, this project intends to address an approach to foreign language learning and teaching process where the learner’s perceptions, needs and interests are considered fundamental in the development of teaching strategies that

support not only the participants' improvement of their writing skill level but also, contribute to their affective development as human beings while transforming prevailing horizontal relationships among teachers and students, as the knowledge of the language, possessed by the teacher, is as important as the knowledge of students; their ideas, experiences, lives, projects and feelings. Additionally, critical theory involves the development of "Critical reflections on the structural and particular conditions that limit the development of a fair, equitable and worthy social order" (Gil, 2011, p. 32).

In this respect, the diagnostic instrument implemented, a survey, included the participants' perception concerning the importance of English learning, and its analysis evidenced that it is not viewed as important but necessary to improve their life quality in the future and overcome the difficult socio-economic conditions of their context by accessing better job and study opportunities. However, this project attempts to transform that limited view as learners empower themselves in the use of the foreign language, own it and use it as a means to have a voice, so that, English learning turns from a need into an opportunity to express themselves and benefit in the present from the emerging reflections in regard to their self-conception.

The type of research is qualitative; since the study is addressed to the analysis of the way the use of music videos supports the exploration and expression of self-concept in adolescent learners' writing and such psychology related phenomena cannot be understood or expressed through numbers. Therefore, it uses different methods including interviews and observations to describe the observed aspects and meet credibility, transferability and confirmability criteria (Cerda, 2011, P.117). Besides, according to Nunan (1992) and adapted from (Cook and

Reichardt, 1979); in the first place, qualitative studies are concerned with the understanding of human behavior from the actors' own frame of reference, in this case, the learners' view on their own writing skill and self-conception. In the second place, the implementation is carried out under naturalistic uncontrolled observation where the teacher-researcher is very close to the data through an "insider" perspective and under a grounded discovery and process-oriented view where the researcher plans, implements, observes and analyzes the results of the intervention focusing on the writing process rather than only the final product.

A third characteristic of qualitative research is the conception of a dynamic reality in an ungeneralizable and specific context, that is, the particular setting and participant population in this study; as also asserted by Patton (1985) who describes qualitative research as an effort to understand situations in their uniqueness as part of a particular context and the interactions there, attempting not to predict the future but to understand the nature of the setting. In addition to some of the previous features, Merriam & Tisdell (2015) highlight the inductive nature of this type of research where researchers gather data to build concepts or hypothesis through an emergent and flexible design, responsive to the changes presented.

Finally, qualitative studies understand social reality through the eyes of the study subjects, the perception they have of their own context (Bonilla and Rodriguez, 1995, p.40). In this research, the diagnostic instrument, a survey, enabled the statement of the problematic situation to address from the perspective of the participants in the study as they expressed their conceptions regarding the importance of learning a foreign language, their perceptions on the methodologies and materials used in the teaching-learning process and self-assessed their own language skills level, particularly writing. Such information gathered from listening to the

learners' voice together with a writing sample, became the main source for the research design and continued providing valuable data throughout the implementation of the project since, as argued by Denzin and Lincoln (1994) participants' voice is highly valued as the research findings may favor their understanding about themselves or the research topic.

The study approach is action research since its goal is to address a specific problem in a practiced-based setting (Herr and Anderson, 2014). In this respect, Elliot (2015) highlights the need for teachers to recognize research as a process inherent to teaching that provides them with opportunities to transform their teaching practice; by challenging their previously known answers. Hence, action research constitutes "a call for a more self-reflexive mode of teaching in which traditional understandings of situations are called into question and new understandings evolved as a basis for practice of virtue in teaching." (Elliot, 2015, p.21). In this concern, Latorre (2003) stresses the role of teacher researchers as teachers able to reflect upon their own practice and adapt themselves to the changing situations of the classroom and the social context; reflexive, critic and innovative. He also asserts that the only way to overcome the existing gap among theory and practice is the reformulation of the theory by reflecting on the practice.

In this respect, Wallace (1998) highlighted action research in EFL teaching as "very problem-focused in its approach and very practical in its intended outcomes" (p.15). He also stressed the way the reflection upon the teachers' own practice results in professional development as it implies the identification of problem areas and the attempt to tackle them by collecting and analyzing data in a systematic way.

Regarding this reflection on the role of the teacher as teacher researcher, this study implies the self-critic assessment, reflection and transformation of the teaching and learning practices in an attempt to contribute to the solution of the problem stated: the poor use of discourse devices, insufficient to reach the B1 English proficiency level set by Colombian Ministry of education for the selected population, as well as the lack of a voice in the adolescent learners' writing resulting from ineffective teaching methodologies and materials that meet the affective needs and interests of the population; teenagers from a public school.

Thus, the scope of this action research includes the identification of the potential of the material, music videos, the description of the teaching strategies implemented to support their effective use and the analysis of their effect in the exploration and expression of the self-concept in teenage learner's writing. To do so, a cyclical process of planning, acting, observing and reflecting will be carried out as set by Kemmis and McTaggart (1988) who described the cyclical nature of action research where each stage is linked to the previous one and cycles are repeated until it results in change. Hence, the pedagogical intervention designed in this action research cycle implied the planning and implementation of three cycles, that is, three didactic units, each one preceded by a careful observation and followed by the reflection on the results obtained so that necessary adjustments were included.

It is also important to highlight the potential for empowerment and the inclusion of a greater variety of voices in educational policy and social change that action research represents (Anderson & Herr, 2007). Therefore, in this project, the researcher and participants' roles are equally important; while the former makes a reflective but deliberate and systematic process including a spiral cycle of planning, acting, observing, and reflecting (Kuhne & Quigley, 1997)

the latter provide valuable information prior, during and after the intervention, apart from being active participants in the implementation, whose artifacts will also provide rich data, as asserted by Stringer (2013) for whom study subjects' active participation fosters feelings of ownership that motivate them to invest their time and energy in the activities they are engaged in. Finally, Stringer describes action research as a possibility to enhance the social and emotional lives of all people who participate, thus, this study is intended to contribute to the participants; teacher as well as students, growth and improvement of their teaching-learning process.

Setting

The population in this study is made up by tenth graders from a public school in the south of Bogotá. The urban area where the school is located is compound by neighborhoods characterized by difficult socio-economic conditions resulting in varied social issues including insecurity, violence, drug traffic and use. Such outside school aspects characteristic from the surrounding community, affect the dynamics inside it, as school staff; teachers, coordinators and the psychologist, struggle to control traffic in the school and to support students with health and security issues. In addition, some students deal with difficult family relationships and emotional problems that are addressed by the only psychologist assigned to work with the secondary school population, four hundred and fifty students in average.

The school is constituted by two branches, the main one is very distant from the one where this research takes place, in a totally different school and neighborhood context; since the first one does not deal with the same security issues, the socio-economic condition of the surrounding community differs from the setting of this research, and it counts with better

facilities and richer available resources. This second branch, where the study is carried out, has a small facility where around a thousand students from the surrounding neighborhoods attend classes, offering pre-school, elementary and high school levels in the morning and afternoon hours.

The institutional educative project of the school is aimed at the convey of knowledge for talents development with a projection to the community (PEI, IED El Porvenir, 2016) and offers an academic emphasis curriculum with some extended lessons to students from tenth and eleventh grades with subjects aimed at the learners' formation in the cultural affairs field as the school takes part in a program to validate some credits in case students enroll in a public university after finishing high school. The space as well as the resources are limited; it has two small computer rooms with limited internet access and does not offer either library nor language laboratory or green areas for sports practice; also, four TV's and two video beams are provided by the school for working with the entire population.

Participants

A characterization instrument, a survey, was implemented to have a better insight into the population of this research (See Appendix 3). The participant group in this study was formed by thirty-three tenth grade students, fifteen boys and eighteen girls whose ages ranged from 14 to 18 years old, at a public school in Bogotá. Besides the difficult context, most students have a good rapport with their teachers and classmates, try to improve their life quality by studying and plan to attend a public university or get a job to be able to continue their university studies. Most of them live with only one of their parents or with other relatives, their grandparents in most cases, and the time shared in family is scarce as parents must work to support the family economy. In

this regard, for the purposes of this study it is important to highlight that even though families do not receive high incomes, most students access technological devices and services like tv's, computers, mobile phones, internet and cable tv.

Despite the responsibility and extra work demanded by the extended lessons in the afternoon schedule, which represents major changes in their routines and the time devoted to the common core subjects, sharing family time or any leisure time, students spend their free time mainly in sports related activities like playing soccer, basketball, volleyball or skating, they also enjoy doing stunts, singing, dancing, reading, cooking and sleeping and they are keen on some technology related activities such as watching T.V, playing video games and watching videos on line. Regarding the last one, most students frequently watch online videos, mainly musical videos but also movies and TV series; such musical videos include music in English, being the most listened musical genders: rap, reggae, electronic, pop and rock respectively.

Finally, regarding their previous experiences with English learning; even though, a small percentage of students, report having started to take English lessons at language institutes for the last six months or using online applications such as Duolingo to improve their foreign language level, most students have not had any previous experience or access any English learning setting other than school. Hence, their formation in a foreign language is limited to their classes at school, lessons that start by sixth grade as the school does not count with specialized English teachers for elementary levels. Additionally, the hours assigned for the foreign language learning at school are limited to two hours and a half per week, which together with the size of groups, forty in average, and the limited resources; affect their possibilities to meet the expectation from state policies in regard to their English language competence. In this concern, their overall

English language level is A2 and their writing skill requires improvement since students find it very difficult to organize their ideas in texts as required by Colombian ministry of education standards.

Researcher's role

In this study the role of the researcher implied her participant observation; in this concern, Merriam & Tisdell (2015) state that “the participant observer sees things firsthand and uses his or her own knowledge and expertise in interpreting what is observed”. In this regard, the researcher as teacher of the participants in the study possessed a better insight on the learners which allowed her to have a better understanding of their responses to the implementation of the project, information that might not be gathered by an outside researcher. Particularly as the issue addressed in this research concerning the learners' self-concept implied the development of a friendly environment where learners felt confident to explore and express their reflections; thoughts and feelings. Additionally as a teacher -researcher, the conduction of this action research, implied the constant development of the cycle of reflecting, acting, planning and observing so that the transformation of the teaching practices really contributed to the addressing of the problem stated in this research.

Data Collection: Instruments and procedures

The instruments selected on this research enabled the design, implementation and subsequent analysis of the gathered data after the pedagogical intervention, aimed at analyzing the way the use of music videos and writing process supported the self-concept exploration and expression of adolescent learners. To do so, this study will describe the teaching strategies that supported their use and will analyze their effect in the exploration and expression of the participants' self-

conception. The techniques selected were the interview, the observation and the artifacts whereas the instruments selected were: A semi structured interview, field notes and a documentary matrix with the students' artifacts.

Semi-structured Interview

In the first place, the interview was selected since action research involves the active participation of the participants in the construction of the project to develop and, as asserted by Patton (as cited in Merriam & Tisdell, 2015) "the purpose of interviewing, then, is to allow us to enter into the other person's perspective" (p.426), so that, students may contribute by expressing their experiences, thoughts and opinions to the design of the pedagogical intervention; feelings and ways to interpret the world that might not be easily observed by the researcher (Merriam & Tisdell, 2015) but that constitute valuable data for answering to the research question. Additionally, in the setting of this research, the teacher-student relationship between the researcher and the research subjects enabled the collection of data under a more familiar and relaxed environment (Walker, 1997).

This semi structured interview (See Appendix 4) was made up by fourteen questions to be implemented with two focus groups from five students each one. Regarding interviews, they allow to gather data that are constructed through interactions which are different to the ones obtained through individual interviews (Hennink, as cited Merriam & Tisdell, 2015) or, as in this study, the previously implemented individual diagnostic and characterization surveys.

Since the previous implementation of such diagnostic and characterization instruments together with the careful observation of the participants' response to the use of different

multimodal authentic materials, music videos showed to be the most available, watched and engaging for students, the implementation of this semi-structured interview previous to the design of the pedagogical intervention, allowed to confirm their pre-selection by stating the learners' preference for music videos over any other type of printed-based materials and other type of videos.

The interview enabled the gathering of first-hand information in regard to their opinions and experiences with the use of music videos in the English lessons as well as gather their suggestions concerning the teaching strategies to implement for their effective use, which constituted a valuable contribution in this action research approach for the design of the pedagogical intervention. The semi structured interview consisted of 14 questions, the questions were divided into three categories made up by different question types according to Patton's classification (as cited in Merriam & Tisdell, 2015).

In the first category, questions number 1 to 3 had an experiential component, containing experience and behavior questions; the second one, questions number 4 to 6 had a propositional component, including opinion and values questions, the third group, questions 7 to 10 were reflective, constituted by experience and behavior, opinion and values and knowledge questions; and finally, an emotional component, from questions 11 to 14 that included feeling and sensory questions. After interviews took place, tape recordings were used to transcribe the data collected which provided useful information for the initial design of the pedagogical intervention.

Field Notes

The second technique selected to collect data was the observation; defined by Yuni & Urbano (2014) as “a data collection technique consisting in the inspection and study of things as they happen in the reality (natural or social) through the use of the senses” (p. 40) and its instrument; field notes, since, as suggested by Merriam and Tisdell (2015): “observational data represent a firsthand encounter with the phenomenon of interest”. Hence, they become a rich source to confirm and broaden the information gather and the understanding of the analyzed event. Another aspect to consider when selecting this instrument was the fact that in this study the researcher became a participant observer as she designed and carried out the pedagogical intervention while paying careful attention and describing in a detailed way the participants’ setting, interactions, attitudes and actions in the classroom during two class sessions every week; such field notes were fundamental for data collection as set by (Schensul & LeCompte (as cited in Merriam & Tisdell, 2015).

In this concern, as asserted by Walker (1997) considering that the teacher played the role of researcher, observation facilitated the collection of data without interfering with the teaching practice. Another reason to consider observation as a technique in this research was that the teacher was a participant observer and for the subsequent interpretation of such observations, the teacher researcher “uses her own knowledge and expertise in interpreting what is observed” (Merriam & Tisdell, 2015, p. 139) and has a better understanding of the setting and the participants.

Every relevant information was systematized in an initially semi-structured format (See Appendix 5). It is important to state that the observations took place throughout the pedagogical

implementation and provided valuable data, useful in the analysis process. This instrument was selected since self-concept exploration involves the expression of feelings, thoughts and beliefs that might not be revealed by the study subjects by implementing another instrument, as “people may not feel free to talk about or may not want to discuss all topics...participants are not able or willing to discuss the topic under study” (Merriam & Tisdell, 2015, p. 139).

Students’ artifacts

The third technique was the documentary review of the student’s artifacts, their final writing samples, where it was possible to observe the participants production in terms of writing skill development in regard to their self-concept, as well as their answers to the activities suggested at the exploration phase of the intervention. Concerning the final writing productions, a documentary matrix (See Appendix 6) was designed including both aspects; the writing skill related aspects and the ones in relation to the expression of their self-conception. Regarding personal documents, Merriam & Tisdell (2015) highlight their usefulness in qualitative research as they provide data regarding people’s attitudes, beliefs and view of the world, meaningful data for understanding the participants and the setting as well.

The artifacts collected for this study were constituted by twenty writing samples; six descriptive texts with their profiles, seven narrative texts about superhero stories and seven descriptive/ argumentative texts with a letter from their future self. Additionally, 15 students’ artifacts of the activities designed and implemented at the exploration phase of the intervention. These students’ compositions were meant to enable the learners’ expression of the conception they have about themselves in relation to their self-image, self-worth and ideal self; such information might not be easily gathered by using another technique where the researcher played

a more intrusive role. Besides, these documents were easy to access and provided much information regarding the individual differences of the subjects as well as enabled the identification of common patterns that led to “furnish descriptive information, verify emerging hypotheses, advance new categories and hypotheses” (Merriam & Tisdell, 2015, p.182). The analysis carried out with the designed matrix allowed to identify different categories that supported the findings and led to the answering of the question and the meeting of the objectives set in this research.

CHAPTER 4

The pedagogical intervention designed in the frame of this action research is described as follows:

Instructional Design

Following the steps in the action research cycle, every planning and implementation of the three cycles that constitute this pedagogical intervention was preceded by a careful observation and followed by the reflection upon the results obtained so that necessary adjustments could be done. In order to design the intervention, bearing in mind the participants' voice, the first instrument designed, validated and implemented was a semi-structured interview to two groups enabled the selection of the material, music videos, and the design of the teaching strategies to implement, which included the design of complementary material.

Since this project is aimed at determining the way the use of music videos support the exploration and expression of self-concept in teenage learners' writing, the pedagogical intervention proposes the use of music videos at a first phase of exploration and at a second phase with the development of a writing process supporting the expression of the learners' reflections resulting from the former one. To do so, three lesson plans (See Appendix 7 for a sample) were designed, containing three different didactic units (See appendix 8 for a sample), designed to be implemented at three different cycles of this action research.

Table 1. *Lesson Plans and Didactic Units of the Research's Cycles*

| Cycle # | Cycle 1 | Cycle 2 | Cycle 3 |
|-------------|-------------------------|-------------------------|-------------------------|
| Lesson plan | Lesson planning cycle 1 | Lesson planning cycle 2 | Lesson planning cycle 3 |

| | | | |
|---------------------|---|---|--|
| Didactic Unit title | One and only (my physical appearance and personality) | A human, a hero (my abilities and fears) | A life to live (my experiences and goals) |
| Writing Task | Descriptive text: My profile | Narrative text: A superhero story | Descriptive/argumentative text: A letter from my future self |

It is important to mention that the implementation of this pedagogical intervention implied a change in the traditional teaching methodology of the school, setting of this research, whose curricular design emphasizes grammar topics and is organized to increase in complexity from lower to advanced levels. Even though the following proposal bears in mind some specific linguistic objectives, it is not focused on a grammar approach but addressed towards the development of communicative competence beyond the knowledge of the language itself. In this regard, due to the basic English level of the learners some linguistic input was provided by the teacher along the different stages of the pedagogical intervention, but the learners were the ones who made their own choices of the elements they used to convey meaning and express their ideas, which may result more challenging but meaningful and closer to the development of real communicative competence.

Lesson Planning

For the implementation of this research, it was necessary the selection of six different music videos, the design of three different didactic units that included activities for the different stages at the first phase, the self-concepts' exploration phase, and the second phase, the expression one. Besides, it was necessary the design of three different lesson plans were such didactic units were embedded and enabled the development of the teaching practice. Every lesson plan was structured as shown in Table 2:

Table 2. *Structure of the Lesson Plans for Every Cycle in the Pedagogical Intervention*

| |
|---------------------------------------|
| 1. Warm Up |
| 2. DISCOVERY STAGE PART 1 |
| 2.1.1. Pre-watching the video |
| 2.1.2. While-watching the video |
| 2.1.3. Post-watching the video |
| 3. Topic Presentation |
| 4. Guided Practice |
| 5. DISCOVERY STAGE PART 2 |
| 5.1.1. Pre-watching the video |
| 5.1.2. While-watching the video |
| 5.1.3. Post-watching the video |
| 6. Topic Presentation |
| 7. Guided Practice |
| 8. Independent Practice |
| 9. PROCESS APPROACH TO WRITING |
| 9.1. Planning |
| 9.2. Drafting |
| 9.3. Writing |
| 9.4. Re-writing |
| 10. Closure |

However, it is important to mention, that despite the previous structure was followed during the three cycles, that is, the three units and lesson plans of the pedagogical intervention, the development of the action research processes of planning, acting, observing and reflecting, implied some changes in the activities carried out and adjustments in the time devoted to each one. For instance, the warm up in the first cycle took longer than expected and the inclusion of a

very large amount of vocabulary resulted to be time consuming and overwhelming for students, which suggested the need for modification in the second cycle of the intervention where the warm up activity and vocabulary introduced were carefully selected to overcome the previous difficulties.

It was also necessary to adjust the time devoted to the writing process, considering the type of text, as they increased in complexity from descriptive to narrative and argumentative, becoming more challenging and demanding more time in their construction. Another necessary modification was the initial attempt in cycle 1 to work on every linguistic aspect (e.g. vocabulary, slang, grammar forms, contracted forms, etc.) of the lyrics of the music videos' songs, since, as authentic materials, they contain a lot of linguistic elements that require too much time to be addressed and deviated the teaching practice from the objective of using music videos as a means rather than ends in themselves.

To have a better insight on the lesson plans designed, a general overview of the aspects included in one of them, the lesson plan for the cycle number 3, is presented as follows:

In lesson plan for cycle 3, it was initially stated the date, teacher, course, the title, which was a life to live (my experiences and goals), the linguistic components involved: vocabulary and linguistic devices to express ideas about future experiences (varied grammar tenses, adjectives, nouns, qualifiers, adverbs, addition and contrast linking words) and the two objectives set for every lesson; one, addressed towards the exploration of a particular self-concept component and the other, oriented to the foreign language writing skill enhancement. In this light, the objectives set for the third cycle of the intervention were: to explore and express successfully the findings in regard to the ideal-self and to describe and provide arguments in

regard to the expectations about the future by writing texts where different linguistic devices are used to present ideas in a coherent and cohesive way.

A warm up activity enabled the introduction of the topic about experiences, preparing the learners for the exploration phase with the observation of the music video No. 1; *the nights* by Avicii. This music video, belonged to the electronic music genre and its story line describes how a young man, remembers his father's teachings about the importance of making the right choices to live a memorable life. This music video present images of the boy enjoying different activities; some of them as simple as spending time with his family or playing a video game and some others, more exciting, like traveling the world or practicing extreme sports; different experiences that the boy has lived along his life, following his father's advice of enjoying life. These are the lyrics of the music video's lyrics:

THE NIGHTS by Avicii

*When I was sixteen my father said
You can do anything you want with your life
You decide what you want and work hard to get it.
That's when I decided when I died
I would be remembered for the life I lived,
not for the money I made*

Hey, once upon a younger year
When all our shadows disappeared
The animals inside came out to play
Hey, when face to face with all our fears
Learned our lessons through the tears
Made memories we knew would never fade

*One day my father—he told me,
Son, don't let it slip away"*
He took me in his arms, I heard him say,
"When you get older
Your wild life will live for younger days
Think of me if ever you're afraid."

He said, "One day you'll leave this world behind

So live a life you will remember."
My father told me when I was just a child
These are the nights that never die
My father told me

When thunder clouds start pouring down
Light a fire they can't put out
Carve your name into those shining stars
He said, "Go venture far beyond the shores.
Don't forsake this life of yours.
I'll guide you home no matter where you are."

One day my father—he told me,
"Son, don't let it slip away."
When I was just a kid I heard him say...

[Excerpt from the music video *The Nights* by Avicii]

The pre, while and post watching activities of this first video involved: recognizing the fact that our experiences in life are very important to who we are while teacher and students told the class about some of them. They also paid careful attention to the experiences the guy on the video had had, ticked them in the didactic unit's worksheet and added 5 experiences more, shown on the video and not listed before. Besides, they focused on the lyrics of the video, organizing and completing them by using eight sentences given, sharing their comprehension of the lyrics, particularly the underlined sentences, as they contained the main message of the video regarding the topic of the cycle: "When I die, I want to be remembered for the life I lived, not the money I made" and "One day you'll leave this world behind so live a life you will remember" by answering to the questions: what do they mean? and do you agree with such message? why? Here, the subsequent guided practice encouraged the learners to describe the experiences they had and had not had so far and create a bucket list with the experiences they wanted to live before dying.

Concerning the music video No. 2, it belonged to the rap music genre; *lose yourself* by *Eminem*. The inclusion of this music genre in the intervention despite how challenging it might result for beginner learners, responded to the respect for the opinion stated by the learners in the instrument 1, the semi-structured interview. However, the selection of this particular music video is justified in the paralinguistic elements provided by its story line which context is very related to the learners' one, making it very meaningful to them.

The video narrates the story of a young man whose dream is to become a great rapper but faces different difficulties in his life as family issues since his mother is an alcoholic and his step-father and him have a troubled relationship, he has a little daughter he barely sees as he also has an unhealthy relationship with his daughter's mother. He lives in a dangerous neighborhood surrounded by gangs, violence and with deep socio-economic issues and his only opportunity to achieve his dream and change his life, is to practice and improve his rapping level to win a competition.

In this case, since the lyrics of the music video were very extensive, including a large amount of new and varied vocabulary difficult to address in the available time and with beginner learners, the students' attention was drawn mainly to the paralinguistic elements of the video, the images, some key vocabulary and some specific lines in the lyrics. This is an excerpt from the music video's lyrics.

LOSE YOURSELF by Eminem

Look

If you had
One shot
Or one opportunity
To seize everything you ever wanted
In one moment
Would you capture it?
Or just let it slip?

Yo
His palms are sweaty, knees weak, arms are heavy
There's vomit on his sweater already, mom's spaghetti
He's nervous, but on the surface he looks calm and ready
To drop bombs, but he keeps on forgettin'

What he wrote down, the whole crowd goes so loud
He opens his mouth, but the words won't come out
He's chokin', how, everybody's jokin' now
The clocks run out, times up, over, blaow!
Snap back to reality, oh there goes gravity
Oh, there goes Rabbit, he choked
He's so mad, but he won't give up that easy? No...

You better lose yourself in the music, the moment
You own it, you better never let it go
You only get one shot, do not miss your chance to blow
This opportunity comes once in a lifetime you better

You can do anything you set your mind to, man...

[Excerpt from the lyrics of the music video *Lose Yourself* by Eminem]

The pre, while and post watching activities of this second video involved: the reflection upon a goal the learners had ever set for themselves and how they reached it. Besides, watch the video and pay attention to the images and the lyrics to figure out what the dream of the guy was, this video included the English subtitles. Then, the learners answered to the following questions about the music video: what was the man on the video's dream? What obstacles did he face? (mention 3) and what did he do to overcome them and reach his goal? In this case, the subsequent guided practice encouraged the learners to express about their future goals and dreams and the way they might achieve them.

In the pre, while and post watching of both videos of the self-concept exploration phase, the activities were meant to foster the learners reading and comprehension of the images as well as the lyrics, encouraging the setting of links with their own experiences and the reflection, discussion and expression of ideas resulting from the analysis of the content of the music videos' lyrics. (See Appendix 9 for reading the lyrics of the music videos used in cycles 1 and 2 of the intervention) Additionally, a topic presentation took place after every video's before, while and post watching activity, where the teacher recalled previously worked topics like the use of the modal verb will to express ideas about future plans and presented new language forms the learners might use to express in regard to the theme addressed in the cycle; such as: The modal verb would, the use of gerund and infinitive forms in expressions like: want to, expect to, hope to, dream of doing something, to think about doing something. Also, some independent practice was suggested for further practice of the linguistic input provided by the music videos, at home.

Subsequently, the learners were asked in the second phase, the self-concept expression phase, to write a text compound by a descriptive and an argumentative component; a letter from their future self. Learners should imagine themselves in the future, 20 years from now, writing a letter for themselves in the present. Hence, they could display their creativity while expressing about their ideal self. To do so, they should include the topics, linguistic and self-concept components approached along the three cycles of the intervention since they had to describe the way their physical appearance, personality, abilities, fears would have changed by then and how they would have fulfilled many of the goals and experiences they expected to achieve and live. Additionally, they were asked to write a short argumentative text, reflecting on the ideas included in the letter and supporting with arguments the reason for their choices.

In this regard, the development of a writing process at this expression of the self-concept phase, the development of the stages: planning, drafting, writing and re-writing were determining in the successfully completion of the writing task.

Finally, in the closure activity of this lesson plan, considering this was also the closure of the pedagogical intervention, learners were encouraged to develop an artistic representation of who they are (e.g. photo, drawing, video, sculpture) and present it while talking about themselves for three minutes, including all the topics developed along the three cycles of the pedagogical intervention.

Three cycles, three didactic units

This study implied the careful selection of the materials; the music videos and the design of three didactic units, including the discovery stage that supported the learners' self-concept exploration, and the writing process, including the planning, drafting, writing and re writing of the text that evidenced the learners' expression of their self-concept.

Three different cycles of the intervention were carried out by implementing the three didactic units designed: *One and only* (my physical appearance and personality); *a human, a hero* (my abilities and fears) and *a life to live* (my experiences and goals); every cycle was constituted by two phases: The self-concept exploration and the self-concept expression.

In the first phase of every cycle, the phase of exploration of the self-concept started at the discovery stage where two different music videos were used, belonging to the music genre suggested by the participants in the semi structured interview: Pop, rock, rap and electronic music; they were carefully chosen by the researcher, ensuring they met the criteria necessary to reach the linguistic and affective objectives for every cycle and bearing in mind the self-concept

components proposed by Rogers (1959); the first one, self-image, the second one, self-worth and the third one, the ideal self.

The second phase was aimed at the expression of the self-concept through the development of four more stages: planning, drafting, writing and rewriting, part of the process writing (Harmer, 2006), of different types of texts: In the first cycle, a descriptive one, *My profile*; in the second one, a narrative text, *a superhero story* and in the third one, a task including narrative and argumentative elements; *a letter from your future self*. The following table, table 3, shows the phases of this research's pedagogical intervention, the different stages that constituted them and there is a subsequent explanation of their development:

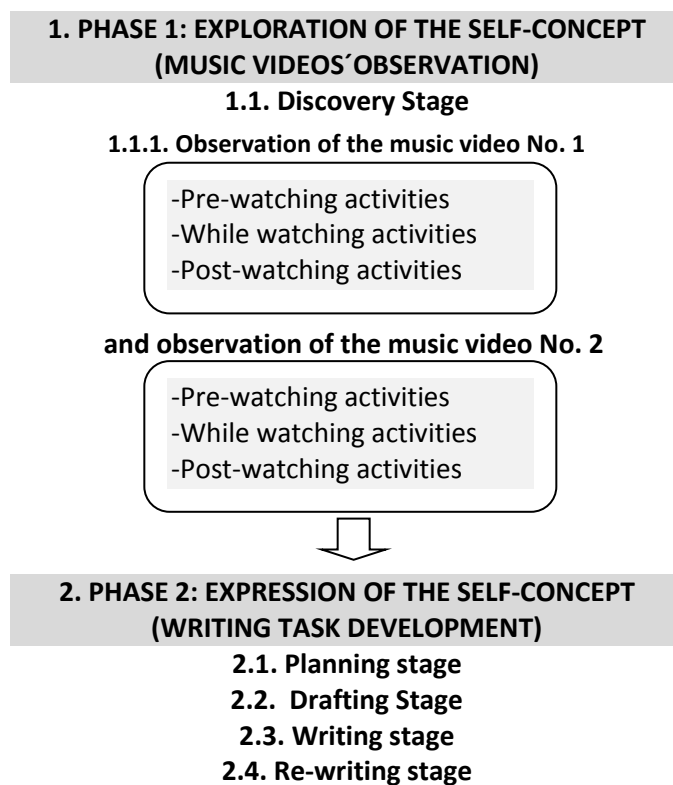


Figure 2. Phases in the Exploration and Expression of the Self-concept

The following table, table 3, shows the fact sheets with the distinctive elements of every of the three cycles in the pedagogical intervention:

Table 3. *Fact Sheets of the Distinctive Elements of the Intervention's Cycles*

CYCLE 1 OF THE INTERVENTION

Cycle title: One and Only

Self-concept exploration component: Self-image

Linguistic component: My physical appearance and personality

Music videos observed at the Self-concept exploration phase: *Beautiful* by Christina Aguilera (pop) and *Chain to the rhythm* (pop) by Katy Perry.

Writing task developed at the self-concept expression stage: Descriptive text "My Profile"

CYCLE 2 OF THE INTERVENTION

Cycle title: A human, a hero

Self-concept exploration component: Self-worth

Linguistic component: My fears and abilities

Music videos used at the self-concept exploration phase: *Save the world* (electronic) by Swedish house mafia and *Enter Sandman* by Metallica (rock)

Writing task proposed at the self-concept expression stage: Narrative text "A superhero story"

CYCLE 3 OF THE INTERVENTION

Cycle title: A life to live

Self-concept exploration component: Ideal self

Linguistic component: My experiences and goals

Music videos used at the Self-concept exploration phase: *The nights* (electronic) by Avicii and *Lose yourself* by Eminem (rap)

Writing task proposed at the self-concept expression stage: Descriptive/argumentative text "A letter from my future self"

Self-concept Exploration phase

Discovery Stage

At the discovery stage the music videos played a major role since they were aimed at promoting the adolescent learners' reflection on the topic of the unit, that is, the exploration of the different components of self-concept: self-image, in the first cycle, self-worth, in the second one and the ideal self, in the third one; providing stimulus for the subsequent writing. The selection of the

videos required bearing in mind several aspects: their appropriateness and attractiveness for the adolescent participants, the richness of their visual and linguistic input as well as their content, the inclusion of the different genres proposed by the learners and that the content of the video enabled to address the self-concept and linguistic components aimed at in the cycle.

Observation of the music videos No. 1 and No. 2

Two videos were selected for every cycle, each one corresponding to one of the self-concept and linguistic components of the intervention cycle. The videos selected for the three cycles of the interventions were: For the first cycle, entitled: “One and only” where the themes addressed were the physical appearance and personality features, the videos selected belonged to the pop genre: *Beautiful* by Christina Aguilera and *Chained to the rhythm* by Katy Perry. For the second cycle, entitled; “A human, a hero” in which the themes addressed were the learners’ abilities and fears, the videos selected belonged to the electronic and rock genres: *Save the world* by Swedish House Mafia and *Enter Sandman* by Metallica, and in the third cycle, entitled: “A life to live” where the adolescents’ life experiences and future goals were addressed, the videos selected to work on, belonged to the electronic and rap genres; *The nights* by Avicii and *Lose yourself* by Eminem.

The two music videos part of every cycle were watched by students in two different sessions and different pre-watching, while-watching and post-watching activities were carried out by them. These activities were aimed at supporting the students’ identification of the visual and linguistic input provided by the video and the subsequent reflection on the contents of both the visual elements as well as the lyrics’ content, that is, the linguistic and paralinguistic

elements provided by music videos as authentic materials in multimodal literacy processes. As shown by the field notes of the sessions, the music videos were very engaging for adolescents and impacted their motivation, attention and agency at the discovery stage. Although some linking words and vocabulary from the music videos' lyrics were used by the learners in the subsequent activities proposed in the cycle, the exercises at the discovery stage were mainly addressed to focus the learners' attention on the content of the videos and the meaning of the lyrics as a whole since due to time constraints and because it was not the intention of this project, not much emphasis was put into the grammar of the lyrics, just the necessary to enable the effective comprehension of the material.

Music videos proved to be the most attractive materials for adolescent learners as stated by the participants themselves in the initial diagnostic and characterization surveys as well as in the semi structured interview previous to the pedagogical intervention design. Music videos as multimodal authentic materials convey meaning by presenting different linguistic and paralinguistic elements that support the students' comprehension while meeting the different needs and interest of learners with different learning styles. The pre, while and post watching activities were key to encourage the learner's comprehension of the content, the reflective analysis of such content and the establishment of links among the topics addressed on the videos and themselves, their feelings, thoughts and experiences since the effective development of such processes enabled the learner's exploration of their self-concept, exploration expressed by the learners in the following phase; the self-concept expression.

Self-concept expression phase

Once learners had explored their self-concept by means of the music videos watching and the development of the pre-while and post watching activities, it was time to start the writing process where learners expressed the reflections resulting from the previous phase. To do so, the writing activities were chosen as they enabled the observation of the learners' expression of their self-concept by using the linguistic components of the intervention: Physical appearance and personality description, abilities and fears and experiences and goals; as well as the self-concept components: Self-image, self-worth and ideal self. They were also thought to foster the learners' development of different thinking skills by writing different types of texts: Descriptive, narrative and argumentative. Additionally, the writing tasks included in this pedagogical intervention were intended to meet the learners' interests so they were not aimed at developing academic writing but a creative one where learners could include meaningful content and display their creativity.

Planning Stage

A different worksheet in this didactic unit was designed for the development of the subsequent writing process. The planning stage consisted of a brainstorming of the general aspects to include in the text. For instance, in the first writing task, a descriptive text, students decided on the main topics to include in the writing of their profiles; basic information, physical appearance, personality, hobbies, family, etc. In the second one, writing a narrative text, students included the superhero's physical appearance, fears, abilities among others; and in the third text, a letter from their future selves, they decided to include the physical appearance, family situation, the experiences lived or their professional life. This part of the process enabled the learners to select

and order the general lines of their texts focusing on the elements selected and elaborating on them. The teacher's role was to guide them and suggest the incorporation of the elements previously worked at the discovery stage so that students put into practice what they had previously learnt and include aspects emerging from their reflection on their self-concept exploration in their expression in writing.

At this stage, learners started picturing the general idea of the text by setting the form features of the type of text, the intention as well as the audience; with such aspects in mind, the learners started picturing a general idea of the main elements that would shape the text, helping them focus and follow a clear line to the development of the text which contributed to the achievement of the communicative intention. As it was the first time the learners developed a similar writing process, they needed some explicit teaching and initial support. Therefore, the group construction of models helped them understand the process and develop it in an autonomous way from then on.

Drafting Stage

At this stage, the students developed a tree diagram where the topics already selected at the planning stage were included and broadened with the inclusion of new sub-items, a more detailed description of the ideas and structuring of the order in which such ideas would be developed in the text, which eased the subsequent stage; the writing process where the learners linked the ideas written at this stage, to transform them from isolated words and sentences into paragraphs and texts, moving from the use of sentence level elements related to syntax, to beyond the sentence elements, providing coherence and cohesion to their texts.

The drafting stage fostered the learner's capacity to organize the ideas previously set in the planning stage in the order they would be included in the text, classify the words or sentences that represent the ideas to include in the general lines already drawn and establish preliminary relationships among them, so to make sure there would be clarity in the text once such ideas were transformed into texts. When the learners accomplished successfully the development of the drafting stage, they increased their possibilities to meet the communicative intention of their texts as they only had to elaborate on such ideas, previously set and organized.

Writing Stage

After having planned and drafted the general and specific ideas to develop in the text, students started elaborating on such ideas at this stage. As previously explained, the learners developed three different writing tasks; a descriptive, a narrative and a descriptive/argumentative text. The only modification in the worksheets designed for the development of such texts was made to the one of the second cycle, where the narrative text was written, as it was considered necessary to delimitate the beginning, middle and end of the story to give the learners a better support in this particular type of text that might result motivating but challenging for the learners as they could include as many realistic or fictitious detail in their stories but they would need to use different linguistic devices to make such stories comprehensible for the reader.

It was very beneficial for students to have previously decided on the items to include and the order to include them, since their texts were better organized as learners wrote them following the order and ideas previously outlined. Here, students' efficient use of the punctuation and the linking words was necessary to transform isolated sentences into paragraphs. Throughout

the pedagogical implementation, some linking words were worked from the video's lyrics, some others were included in the pre, while and post watching the music video activities at the discovery stage and some were explicitly taught by the teacher as students needed to use them. The expression of self-concept through writing in English not only promoted the learners' individual reflection in his own self-conception but also, fostered the reflection on the language devices necessary to express such reflection effectively, devices that differed from learner to learner as some of them made use of simpler or more complex structures to express their ideas as long as they accomplished the communicative intention of the task.

Re-writing stage

At this stage, the students had finished the writing of their texts, developing the ideas outlined at the previous stages of the writing process; planning and drafting and it was time for the provision of some feedback that supported the editing and re-writing of the final texts. Due to the group size and time constraints, it was necessary to design some strategies that allowed its effective and timely provision. Thus, the teacher set with the group some editing symbols to be used at the re-writing stage. At this stage, the teacher collected and read the students' written productions, writing some symbols so that the learners could identify and correct by themselves the texts.

Table 4, presents a list with the editing symbols agreed upon:

Table 4. *Editing symbols Used at the Self-concept's Expression Phase*

| Symbol | Meaning |
|--------|----------------|
| SW | Spanish word |
| CL | Capital letter |
| ← | Change order |
| WW | Wrong word |
| / | Omit |

| | |
|----|------------------------|
| SV | Subject verb agreement |
| SP | Spelling |
| WT | Wrong tense |

The use of editing symbols supported the increase in their autonomy as they relied less on the teacher's individual feedback and improved their ability to identify and correct by themselves, most of the times, and in some cases with the help of their classmates. Pair work was another strategy set to overcome the time and class size related constraints but also to foster a student-centered approach to learning where the learners played a more active role, not only correcting their own works but supporting the feedback provision to their classmates. Once corrected the mistakes, the texts were re-written and some of them were willing to read their final version of the texts. Concerning the assessment of the writing task, the teacher did not just focus on the final result or the product of the proposed task, but the writing process developed throughout different stages by the learners and the communicative intention achievement.

CHAPTER 5

Data Analysis and Findings

This chapter describes the procedures carried out for the analysis of the gathered data and the emerging categories of such process. Then, it presents the findings of this study in light of the voice of the participants and researcher as well as the supporting theory.

Procedures for Data Analysis

Valles (2000) suggests the importance of considering the data analysis a process that starts with the setting of the problem instead of an isolated part of the research and highlights the development of the analysis in qualitative research as “a very personal activity, composed by interpretative and creative processes difficult to make explicit” (p. 341). In this concern, Burgess, Pole, Evans & Priestley (1994) also claim that the data analysis cannot be separated from other phases in the project; the formulation of the question, the selected setting and data gathered. Therefore, the present analysis of the data will be carried out bearing in mind the original question of this study, addressed to answer the way the use of music videos may support self-concept exploration and expression in adolescent learner’s writing.

The data analysis of this qualitative study will be carried out under a descriptive/interpretive analysis tendency, part of the interpretational analysis type proposed by Tesch (1990). This type of analysis as asserted by Valles (2000) consists on the identification, categorization of the elements found in the instruments (topics, meanings, contents) and the subsequent exploration of the existing links among them.

Once the implementation of the pedagogical intervention proposed in this action research was completed, a first reading was done to the data gathered with the instruments previously designed, validated, implemented and systematized: a semi- structured interview, field notes and a documentary matrix of the students' artifacts. This first reading was done in relation to the general objective of the research which consisted on determining the way teaching strategies including the use of music videos and a writing process in English support the self-concept exploration and expression in A2 adolescent learners at a public institution in Bogotá and the specific objectives. They were aimed at the description of the teaching strategies implemented to support the effective use of music videos and writing process as a self-concept exploration and expression strategies in A2 teenagers' writing in English and finally, the analysis of the pedagogical effect of the teaching strategies that support the effective use of music videos and a writing process in the self-concept exploration and expression of A2 adolescent learners.

The reading and re reading of the data enabled the identification of some recurrent patterns in relation to the events, meanings or contents present in the instruments that were previously codified as can be seen in table 5.

Table 5. *Instruments' Coding.*

| INSTRUMENT | CODE |
|---|-------|
| Semi structured interview to focus group No. 1 | SIF01 |
| Semi structured interview to focus group No. 2 | SIF02 |
| Field notes cycle 1 | FN01 |
| Field notes cycle 2 | FN02 |
| Field notes cycle 3 | FN03 |
| Student artifact No. 1 (Descriptive text: My profile) | SA01 |
| Student artifact No. 2 (Descriptive text: My profile) | SA02 |
| Student artifact No. 3 (Descriptive text: My profile) | SA03 |
| Student artifact No. 4 (Descriptive text: My profile) | SA04 |
| Student artifact No. 5 (Descriptive text: My profile) | SA05 |
| Student artifact No. 6 (Descriptive text: My profile) | SA06 |
| Student artifact No. 7 (Descriptive text: My profile) | SA07 |

| | |
|---|------|
| Student artifact No. 8 (Narrative text: a superhero story) | SA08 |
| Student artifact No. 9 (Narrative text: a superhero story) | SA09 |
| Student artifact No. 10 (Narrative text: a superhero story) | SA10 |
| Student artifact No. 11 (Narrative text: a superhero story) | SA11 |
| Student artifact No. 12 (Narrative text: a superhero story) | SA12 |

| INSTRUMENT | CODE |
|--|------|
| Student artifact No. 13 (Narrative text: a superhero story) | SA13 |
| Student artifact No. 14 (Narrative text: a superhero story) | SA14 |
| Student artifact No. 15 (Descriptive/argumentative text: a letter from your future self) | SA15 |
| Student artifact No. 16 (Descriptive/argumentative text: a letter from your future self) | SA16 |
| Student artifact No. 17 (Descriptive/argumentative text: a letter from your future self) | SA17 |
| Student artifact No. 18 (Descriptive/argumentative text: a letter from your future self) | SA18 |
| Student artifact No. 19 (Descriptive/argumentative text: a letter from your future self) | SA19 |
| Student artifact No. 20 (Descriptive/argumentative text: a letter from your future self) | SA20 |
| Student artifact No. 21 Didactic Unit | SA21 |
| Student artifact No. 22 Didactic Unit | SA22 |
| Student artifact No. 23 Didactic Unit | SA23 |
| Student artifact No. 24 Didactic Unit | SA24 |
| Student artifact No. 25 Didactic Unit | SA25 |
| Student artifact No. 26 Didactic Unit | SA26 |
| Student artifact No. 27 Didactic Unit | SA27 |
| Student artifact No. 28 Didactic Unit | SA28 |
| Student artifact No. 29 Didactic Unit | SA29 |
| Student artifact No. 30 Didactic Unit | SA30 |
| Student artifact No. 31 Didactic Unit | SA31 |
| Student artifact No. 32 Didactic Unit | SA32 |
| Student artifact No. 33 Didactic Unit | SA33 |
| Student artifact No. 34 Didactic Unit | SA34 |
| Student artifact No. 35 Didactic Unit | SA35 |

Such patterns were underlined with different colors and new colors were added when new patterns emerged:

Table 6. *Color Coding Labels' Example*

| COLOR | CATEGORY |
|--------|---|
| Blue | Strategies set by the teacher |
| Yellow | Strategies set by the learners |
| Pink | Self-concept exploration |
| Green | Critical awareness |
| Red | Social construction of the self-concept |
| Purple | Input provided by the materials |

The same process was carried out with all the information in the instruments and the different colors were labeled with a name that allowed the researcher to establish a preliminary list of categories as can be seen in the following excerpts from the field notes (FN) and the students’ artifacts (SA)

“To review the last class topic, the teacher presented her own description of her physical appearance, emphasizing the use of am/have which was an error detected in some of the students’ answers. Then, the students started correcting and completing their previous classwork. Some students are describing their personality using the simplest grammar structures; however, some of them included intensifiers and combined different adjectives in the same sentence. The students drew their portraits and decided on a nickname; some of them mentioned they wanted to use a nickname given by their friends or family members, some of them use the one they have for their personal websites and some made them up based on their abilities and physical appearance” [Excerpt from FN01]

Here is another example of the emerging preliminary category *Social construction of the self-concept*, evident in this excerpt from SA06.

“But I like my eyes since people say they are pretty, besides, I have big ears and big fingers, but what I do not like about me is I am very presumptuous and for that why people do not like me”. [Excerpt from SA06]

Bearing in mind the previous analysis, table 7 shows an initial list of categories set:

Table 7. *Preliminary List of Categories No. 1*

| GENERAL OBJECTIVE | PRELIMINARY CATEGORIES |
|--|--|
| -To determine the way teaching strategies including the use of music videos and writing process support self-concept exploration and expression strategies in A2 adolescent learners at a public school in Bogotá. | <ol style="list-style-type: none"> 1. Teaching strategies proposed by the teacher 2. Learner’s response to the teaching and learning strategies 3. Music videos provide and affective approach to writing 6. Students’ response to the use of music videos in the EFL classroom 4. Collaborative Work 5. Autonomous learning 6. Student-centered teaching strategies 7. Self-concept exploration as a result of individual reflection 8. Self-concept exploration as a result of social construction 9. Critical awareness rising 10. Multimodal literacy process involved in the use of music videos 1. Communicative intention achievement 2. Writing process development |

| GENERAL OBJECTIVE | PRELIMINARY CATEGORIES |
|-------------------|-------------------------------------|
| | 3. Self-concept exploration process |
| | 4. Self-image expression |
| | 5 Self-worth expression |
| | 6. Ideal self expression |

It was necessary to compare once more the categories set with the evidence in the data, to determine whether they would be kept as an isolated category or whether they were a subcategory of another category, to do so, numbers were assigned to the different chunks of data that supported the category, for instance:

Table 8. *Initial Categories Filtering Process Example*

| Category | Data evidence | Instrument code |
|-----------------------------------|--|-----------------|
| 3.3.3. Empathy feelings fostering | The teacher asked them to answer to the question about what the message of the song was, how the people on the video felt, and many students used the words, discriminated, sad and hurt which shows they understood the video’s theme and felt empathy. | FN01 |

The process of comparing and contrasting the data and the preliminary categories, resulted in the creation of a second list where the initial categories were kept, added or reorganized as subcategories of other categories and they were assigned a number as shown in table 9:

Table 9. *Preliminary List of Categories No. 2*

| GENERAL OBJECTIVE | PRELIMINARY CATEGORIES AND SUBCATEGORIES |
|--|--|
| -To determine the way teaching strategies including the use of music videos and writing process support self-concept exploration and expression strategies in A2 adolescent learners at a public school in Bogotá. | 1.1 Teaching Strategies set by the teacher <ul style="list-style-type: none"> 1.1.1. Music videos effective selection 1.1.2. Complementary material design 1.1.3. Student-centered approach to learning 1.1.4. Knowledge recycling 1.1.5. Learner-teacher horizontal relationship |

| GENERAL OBJECTIVE | PRELIMINARY CATEGORIES AND SUBCATEGORIES |
|-------------------|---|
| | <ul style="list-style-type: none"> 1.1.6. Thinking skills development 1.1.7. Scaffolding process 1.1.8. Differentiated learning outcomes 1.1.9. Feedback provision by the teacher 1.1.10. Pragmatic competence development 1.1.11. Collaborative work 1.1.12. Focus on the content 1.1.13. Implicit teaching of language forms 1.1.14. Explicit teaching of language forms 1.1.15. Problem solving 1.1.16. Creativity fostering 1.1.17. Critical awareness enhancement 1.1.18. Teacher's supportive role 1.1.19. Explicit teaching of the writing process 1.1.20. Coping with the variety and complexity of language forms |
| | <ul style="list-style-type: none"> 11.2 Learning strategies set by the learners <ul style="list-style-type: none"> 1.2.1. Self-correction 1.2.2. Collaborative work 1.2.3. Autonomous learning 1.2.4. Ask for the teacher's support |
| | <ul style="list-style-type: none"> 2.1. Learners' response to the teaching and learning strategies <ul style="list-style-type: none"> 2.1.1. Agency 2.1.2. Engagement 2.1.3. Active participation 2.1.4. Attentiveness 2.1.5. Use of previous knowledge 2.1.6. Learner's confidence 2.1.7. Music videos and emotions 2.1.8. Investment 2.1.9. Creativity and realism 2.1.10. Reflexive process development 2.2. Self-concept exploration <ul style="list-style-type: none"> 2.2.1. Self-image exploration 2.2.2. Self-worth exploration 2.2.3. Ideal self exploration 2.2.4. Social construction of the self-concept 2.3. Multimodal literacy process <ul style="list-style-type: none"> 2.3.1. Learners' comprehension 2.3.2. Learners' meaning transformation 2.4. Music videos and emotions |

| GENERAL OBJECTIVE | PRELIMINARY CATEGORIES AND SUBCATEGORIES |
|-------------------|---|
| | <ul style="list-style-type: none"> 2.4.1. Emotional answer triggered by music videos content 2.4.2. Students relate the videos' content to their personal experiences 2.4.3. Empathy feelings |
| | <ul style="list-style-type: none"> 2.5. Music videos in outside school contexts <ul style="list-style-type: none"> 2.5.1. Autonomous learning fostering 2.5.2. Learner's acquaintance to the material |
| | <ul style="list-style-type: none"> 2.6. Self-concept expression <ul style="list-style-type: none"> 2.6.1. Self-image expression 2.6.2. Self-worth expression 2.6.3. Ideal self expression 2.6.4. Social construction of the self-concept evident in writing |
| | <ul style="list-style-type: none"> 2.7. Writing process <ul style="list-style-type: none"> 2.7.1. Conveying the intended meaning 2.7.2. Linguistic elements' use 2.7.3. Attention to the text genre's features |

Subsequently, as this list of categories still showed a very broad view of the data, a careful reading of these categories in relation to the research objectives, enabled the establishment of links among them and their regrouping into six final refined big categories and their corresponding subcategories as shown in the figure below, table 10:

Table 10. *Final List of Categories and Subcategories*

| RESEARCH QUESTION | MAIN OBJECTIVE | SPECIFIC OBJECTIVES | FINAL CATEGORIES AND SUBCATEGORIES | EVIDENCE CODE |
|--|---|---|--|---------------|
| How do teaching strategies including the use of music videos and a | To determine the way teaching strategies including the use of music | 1. To describe the teaching strategies implemented to support the effective use of music videos | 1. Music videos as triggers of the learners' self-concept exploration 1.1 Comprehension of the music video's | |

| | | | | |
|---|---|--|--|--|
| <p>writing process in English support the self-concept exploration and expression in A2 adolescent learners at a public school in Bogotá?</p> | <p>videos and a writing process in English support the self-concept exploration and expression in A2 adolescent learners at a public institution in Bogotá.</p> | <p>and writing process as self-concept exploration and expression strategies in teenagers' writing in English. 2. To analyze the pedagogical effect of the teaching strategies that support the effective use of music videos and writing process in the self-concept exploration and expression in teenage learners' writing in English</p> | <p>content 1.2 Reflection on the content of the music videos 1.3 Emotional answer triggered by the music video's content. 1.4 The exploration of the different self-concept components 2. Writing Process and self-concept expression: The learners' voice 2.1. The learners express themselves creatively 2.2. The supportive role of a writing process development 2.3. Learners' efforts to communicate effectively 2.4. Expression of the different self-concept components</p> | <p>FN01 FN02 FNO3 SA21 SA31 SA22 SA32 SA23 SA33 SA24 SA34 SA25 SA35 SA26 SA27 SA28 SA29 SA30</p> |
|---|---|--|--|--|

Findings

There is a constant search for the best teaching materials and strategies to support effective foreign language learning processes, and the particular features of the learners and the learning setting, determine the specific needs to address when selecting and using them. Thus, this research was aimed at determining the way teaching strategies including the use of music videos and a writing process supported the self-concept exploration and expression of a group of 33

teenage learners in a public school located in a vulnerable area of the city of Bogotá. It was addressed towards the meeting of the learners' affective and foreign language learning needs by means of the use of music videos and a writing process as teaching strategies that support the self-concept exploration and expression of the participants. After a rigorous analysis of the data obtained and bearing in mind the objectives established and the research question set for this study; the two main categories and the findings that resulted from their analysis are entitled: Music videos and Self-concept exploration: An affective approach to foreign language learning and writing process and self-concept expression: The learners' voice.

Music videos and self-concept exploration: An affective approach to foreign language learning

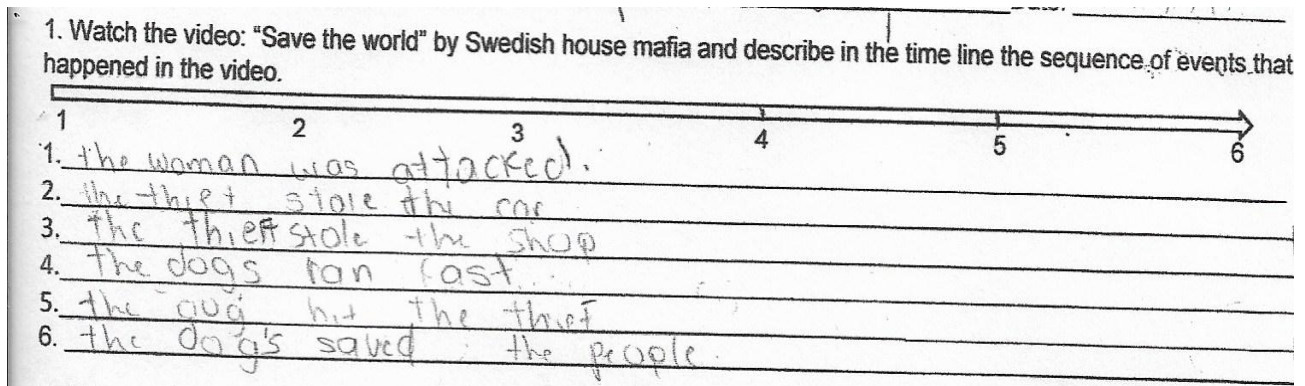
The input provided by music videos in comparison to the offered by printed-based texts like the lyrics of the songs is richer since learners can support on their linguistic but also paralinguistic elements to develop an effective reading comprehension process which enables the learners' reaction to the content of the videos through writing. This is supported by Walsh (2010) who described multimodal literacy process as the "meaning-making that occurs through the reading, viewing, understanding, responding to, producing and interacting with multimedia and digital texts"

Comprehension of the music videos' content

Properly selected videos, that is, videos with clear story lines and rich content, present different pedagogical possibilities. However, to make it possible, it is necessary to draw the learner's attention to the diverse components of the video, like the visual one:

“She told them, the song was about someone saving the world, being a hero, she gave them the worksheets to work individually, and asked them to pay attention to who the heroes of the story were and what sequence of events may summarize the story of the video, she showed them the time line drawn in the worksheet and explained them they should summarize six events in the order they happened on the video”

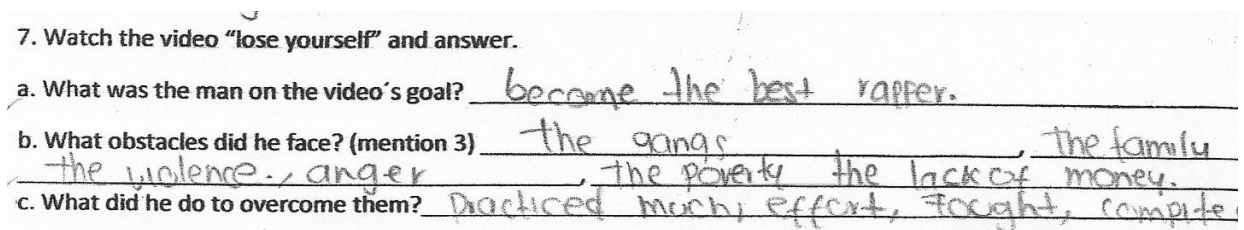
[Excerpt from FN02]



[Excerpt from SA21]

Also, as shown by the following excerpt:

“They agreed that the boy on the video wanted to become the best rapper. Then, the teacher asked them what difficulties he had faced to achieve such goal and the students mentioned some key words: Gangs, family problems, violence, competition and poverty. This evidence they inferred the problems by looking at the images like two rival groups fighting, the guy struggling with her alcoholic mom, the family issues resulting from the lack of money and the violence in the neighborhood” [Excerpt from FN03]



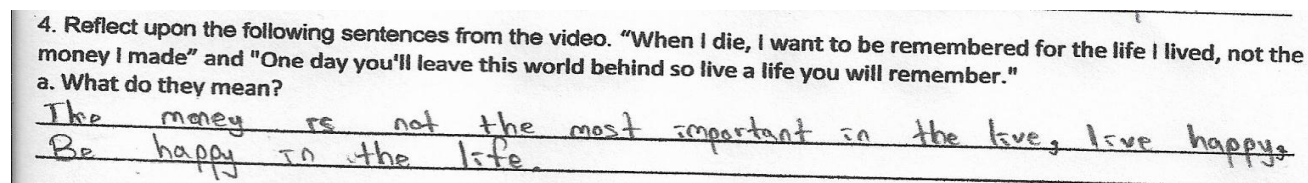
[Excerpt from SA25]

Additionally, the activities implemented before, while and after watching the video, must enable to check the understanding of the other components offered by music videos, like the linguistic one, included in the lyrics.

“students wrote on their worksheets what the message of the video was. They reflected on the importance of enjoying life although some expressed that money was also important to do it, this, in relationship to the sentence on the music video's lyrics related to be remembered for the life we lived and not the money we made, this created

some debate among students who said money was not either everything in life as people had money sometimes, but they were not happy”

[Excerpt from FN03]



[Excerpt from SA22]

The previous data suggests that music videos as multimodal authentic materials, meet the criteria for effective material selection set by Crawford (2002): They present functional language in a context, realistic and authentic language models, promote purposeful use of language, include an audio-visual component, foster the learner autonomy, cater for individual and contextual differences and engage learners affectively and cognitively. However, the positive pedagogical impact of music videos in the EFL classroom relies on the careful selection of the material as well as in the effective design of before, during and after the observation activities as they are crucial to support the learner's comprehension and subsequent reflection on the content.

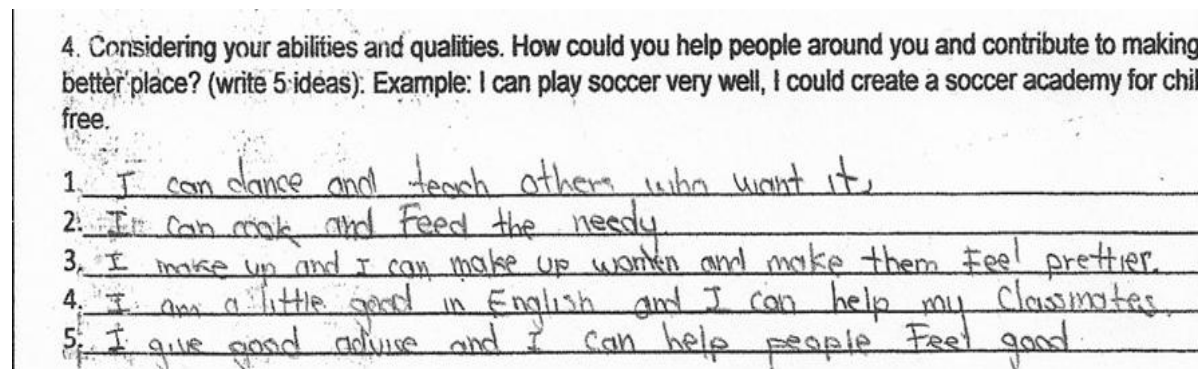
In this concern, authors like Mills (2009) have asserted that the expansion of mass media, multimedia and the internet, demand the development of hybrid literacies and new pedagogies that support its effective use. Furthermore, Stemplenski (as cited in Richards & Renandya, 2002) pointed out the necessity for teachers "to get students to focus their eyes, ears, and minds on the video in ways that will increase both comprehension and recall and add to the satisfaction they gain from viewing" (P. 365). That is, that learners stop viewing music videos only as entertainment sources and start taking advantage of the input offered by them in the development of literacy process.

Reflection on the content of the music videos

There was a careful selection of the music videos and design of the activities to develop during the exploration phase of the intervention. The first interest of the teacher is to support the learners' comprehension of the content of the music videos. However, there is a subsequent interest in fostering the reflection on the content of the material while addressing the affective needs of the learner, viewing him/her as a human being and not just like a foreign language learner as can be read in the following excerpts:

“she asked students to think about the way their abilities could contribute to save the world by helping people around them, she gave them the example: I can play soccer very well, so, I could create a soccer academy for children to train for free. She also explained them their contributions didn't have to make a drastic change as I can make a difference by helping a person. For example, I am good at math, so I could teach my classmates”

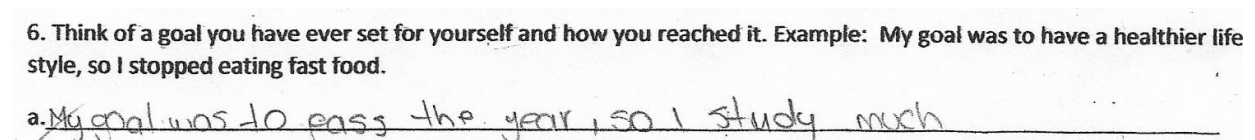
[Excerpt from FN02]



[Excerpt from SA26]

“Then, they were asked to think about a goal they have had in life and how they achieved it. The teacher read the example: I wanted to have a healthier life style, so, I stopped eating fast food. Some students said they had never set goals for their lives. The teacher explained them that we all have short term goals like when they are committed to pass the school year, catch up in a subject or improve at a sport. The students understand clearly the activity proposed. Once, she explained it to the class, they felt more confident and started writing about simple goals like stop being bad tempered or winning a videogame”

[Excerpt from FN03]



[Excerpt from SA23]

The previous excerpts evidence activities carried out after the observation of the music videos and they are more focused on the reflection subsequent to the comprehension of the content of the videos. The activities proposed were linked to a language learning objective but still focused on the learner and his/her thoughts and experiences as the center of the learning process. This corresponds to the claim of Murray (2011) in regard to the importance of bringing to the class the students' identities to increase their personal involvement level, effort and investment; unlike traditional teacher-student talk where students are invariably positioned as language learners of the language who demonstrate their language knowledge; instead of human beings who express themselves through language. Additionally, music videos provide stimuli for subsequent writing through which learners can express their understanding, opinions and feelings in regard to the contents of the videos, which represent a wider approach to the use of music videos in the EFL classroom, beyond listening, vocabulary or pronunciation enhancement, the most commonly aims addressed with this type of material, as can be evidenced in the following excerpt:

“she asked them whether they had the same fears of the nightmare on the video and what was the scariest one for them. Then, the teacher explained them that our nowadays fears are not similar to the ones we had in our childhood and encouraged them to write about them” [Excerpt from FN02]

6. Watch the video “Enter sandman” by Metallica and from the fears below, circle the ones shown on the video:

ghosts / drowning / bats / snakes / mice / monster under the bed / failure / loneliness / heights

7. Answer the following questions: a. What was the video about? The video about the fears

b. From the fears presented on the video, what was the scariest for you? the heights and drowning

[Excerpt from SA24] This corresponds to the statement of Morley (1981) in relation to how videos provide background information and proper stimuli for subsequent reading, writing, speaking and listening activities and should be means to an end rather than ends in themselves.

Emotional answer triggered by the music videos' content

The emotional answer of the learners to the different linguistic and paralinguistic elements in music videos, the reflections on the content and its association to their personal experiences, enable the learners' exploration of the way they represent themselves in the different components of their self-concept and evidence the way such representations are influenced by people surrounding them.

The following excerpt evidences how the linguistic and paralinguistic elements in music videos can impact learners, triggering feelings of sadness, anger, happiness or empathy.

"They watched the video "beautiful" by Christina Aguilera. Watching the video caught all students' attention as they were very attentive to what happened on it, some of them commented on how they did not know that artist and that the song sounded very well and the singers' voice was beautiful. Some of them were very moved by the images on the video and a couple of students were crying, when the video finished most students clapped, it seems that they really liked it. There were also some other reactions to the video; some students laughed at a boy who looked very weak and tried to do some weightlifting on the video, a couple students got mad at realizing how a girl was bullied by a group of classmates for being considered fat and ugly and commented on how mean they were. The teacher asked them to answer to the question about what the message of the song was, how the people on the video felt, and many students used the words; discriminated, sad and hurt which shows they understood the video's theme and felt empathy" [Excerpt from FN01]

3. After watching the video "beautiful": Identify and write down 5 examples of people in the video that are discriminated for not being considered "beautiful" by society beauty standards. What do they look like?

a. The boy was weak

b. The girl was skinny

c. The man was discriminated because of his sexual identity

d. The girl was discriminated because of she was chubby

e. The boy was discriminated because of his punker appearance.

4. In pairs. Listen and complete the lyrics.

5. Then, answer: A. How did people in the video feel? They felt sad, scared, insecure and anxious.

B. What is the message of the song? We are beautiful - We don't discriminate.

[Excerpt from SA26]

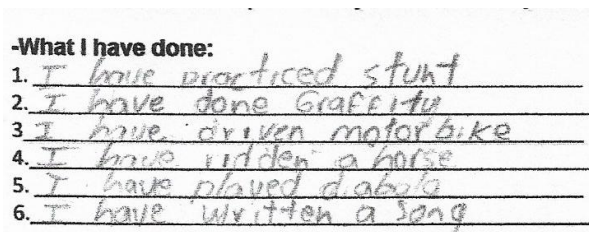
The emotional answer of the learners to the content of the music videos evidenced how learners link such content to their own experiences and opinions; the reflection resulting from

such linking was subsequently expressed by learners in writing. Thus, the emotional impact caused by the material used, in this case, music videos, provided the necessary input to support the expression of the learners through writing. In this concern, Maxwell & Meiser (1997) suggest that the input provided by materials and activities at a discovery stage, previous to writing is the most important step in writing process since they facilitate the learners' discovery of their previous knowledge and what they want to express, key for an interesting, honest and lively writing. Also, Harmer (2006) argues that writing implies the reflection on our experiences, thoughts and feelings since "When we try to put our thoughts into words we have to work out what those thoughts are. This, in turn, makes us reflect on what has happened what we think or how we feel" (Harmer, 2006, p. 126).

Regarding the necessary reflection on our experiences when expressing through writing, watching music videos supported the learners' recall of them as can be read in the following excerpts:

"It is really engaging for all of them to watch the video and particularly eye-catching as it shows many experiences adolescents find much fun, do or would like to do, related to sharing time with family and friends, some extreme sports like bungee jumping, beautiful places the guy has been to and some experiences the teenagers of this particular population relate to as they practice them in their free time like playing video games, drawing graffiti, trying skateboarding and stunt biking." [Excerpt from FN03]

The following excerpt shows how the learners express about their own experiences after watching the ones showed on the video



A photograph of a handwritten list on lined paper. The list is titled '-What I have done:' and contains six numbered items, each written on a separate line. The handwriting is in cursive and somewhat informal.

1. I have practiced stunt
2. I have done graffiti
3. I have driven motorbike
4. I have ridden a horse
5. I have played diabolo
6. I have written a song

[Excerpt from SA28]

Music videos need to be carefully selected so that they address the learner's interests and become meaningful as they can be related by them to their previous knowledge; their context and

experiences lived. In this regard, music videos showed to fulfill the criteria suggested by Crawford (2002) when selecting material for EFL learning: They must meet the teacher and learners' beliefs, expectations as well as their context and need to be flexible enough to meet individual and contextual differences as the different backgrounds, experiences and learning styles of the learners and their experiences, impact the learning process.

The exploration of the different self-concept components

The following excerpts show the students' reflection done at the discovery stage or as stated in this study; the exploration of the self-concept phase, during the pre, while and post-watching the music videos activities:

Self-image

"They were able to recognize in themselves their positive qualities but also their defects regarding personality so some of them described themselves as selfish or shallow. Regarding the physical appearance, most of them seem to have a very positive self-image although some of them described themselves as ugly." [Excerpt from FN01]

2. Choose five adjectives from the chart to describe yourself: vain
handsome , patient , selfish , tall

[Excerpt from SA29]

7. I tend to be organized because I do not like the mess
 8. I'm pretty funny because I like to see people happy
 9. I would say that I am confident because I love myself

[Excerpt from SA25]

Self-worth

"Most of them wrote about their abilities related to school subjects, arts and sports." [Excerpt from FN01]

"The teacher asked a student about what he feared, and he said he had written it but that he didn't want to talk about it and looked uncomfortable with the question, this student in particular, projects himself as a very self-confident person, however, when reading his answers, it was possible to read he feared failure. On the other hand, many students were more open to share their fears which are in many cases related to their family, they fear disappointing or losing them." [Excerpt from FNO2]

3. Write down about 5 abilities you have and 5 you don't have.

| Abilities I have | Abilities I don't have |
|------------------------------------|---------------------------------------|
| 1. I'm able to sing in English | 1. I can't fly |
| 2. I know how to run very fast | 2. I don't know how to play guitar |
| 3. I can play soccer very good | 3. I don't know how to play the drums |
| 4. I can play basketball very good | 4. I'm not good at play tennis |
| 5. I'm good to draw | 5. I can't play rugby |

[Excerpt from SA24]

| When I was a child |
|--|
| 1. I feared the monsters |
| 2. I was afraid of the darkness |
| 3. I feared failure |
| 4. I feared the flip-flop |
| 5. I couldn't stand the horror movies. |

| And now |
|------------------------------|
| 1. I fear the demons |
| 2. I'm afraid of insects. |
| 3. I'm scared of drowning |
| 4. I couldn't stand failure |
| 5. I fear the horror movies. |

[Excerpt from SA27]

Ideal Self

“Most of them describe a future where they achieve the goals they had set on previous exercises and lived the experiences they had not lived so far like traveling or becoming professional.” [Excerpt from FN03]

“Most of them describe a future life where they have overcome their economic limitations. A recurrent idea is the fact that they include their family in their future which suggests the important role of family in their lives.” [Excerpt from FN03]

8. Write down about some goals and dreams you have for future and what you may do to reach them.

| GOALS AND DREAMS | ACTION PLAN |
|--|------------------------------|
| 1. I expect to win the year at school | I will go to study |
| 2. I want to have a xbox one | I have to save money |
| 3. I dream of having a house | I will work very hard |
| 4. I wish to have a job with several positions for my family | We must save money |
| 5. I wish to have a good life | I will do what I like |
| 6. I hope to a nice family | I will be a good man |
| 7. I want to please GOD | I'm going to do what he says |
| 8. I hope to finish high school | I will much study |
| 9. I dream of study in the university | I will strive |
| 10. I will make my dreams come true | I will fight to get them |

[Excerpt from SA28]

The different activities at this first stage of the intervention, the self-concept exploration; before, while and after watching the video activities, encouraged the learners to think about the perception they have of themselves, who they are, how valuable they are and their possibilities for future. Aspects that contributed to their affective development particularly as adolescents. Since, as asserted by Krauskopf (2011), adolescence is the life stage when intellectual, sexual, moral and social development together with identity construction, take place. Opinion shared by Arnett (2014), who argued that the cognitive development that implies adolescence, results in new capacities for self-reflection and the rising of abstract questions about one's self. Additionally, it is possible to observe how learners built their self-conception in regard to their different roles; as learners, as members of a particular ethnic group or as family members, as explained by Pajares and Schunk (2001) in regard to the hierarchical nature of self-concept, that is, the way it is contextually bounded and differs from role to role in the life of a person. Concerning their self-worth and ideal self; how valuable they perceive themselves in the present and their possibilities for future, it can be observed in the data, how problematic for adolescents, even more in the particular setting of this study. As pointed out by Arnett (2014), it is difficult for teenagers to identify and relate their capacities and characteristics with the opportunities available for them in the society.

Thus, it can be concluded how music videos properly selected and before, while and post watching activities, effectively designed and implemented, support the adolescent learners' exploration of their self-concept. This contributes to the field of education where the teaching and learning paradigms are in constant evaluation and pedagogy supports on disciplines like psychology to understand the learners' needs and features, in this case adolescents, to address

them and achieve the goal of contributing to their development as human beings. Moreover, this finding contributes to the field of the foreign language teaching as it makes a case for using music videos as a rich source of content to develop important cognitive and affective domains while supporting the foreign language learning enhancement.

Writing Process and Self-concept expression: The learners' voice

The teaching and learning strategies involved in the expression of the adolescent learners' findings in relation to their self-concept exploration, imply the development of a writing process addressed under a communicative competence approach while encouraging creativity and supporting the learners' individual learning processes by developing a writing process, which includes an effective feedback provision.

The learners express themselves creatively

The writing tasks proposed at the end of every cycle were thought to encourage the learners' creativity, a higher-order thinking skill according to the taxonomy of Bloom adapted by (Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich & Wittrock, 2001), as can be evidenced in the following excerpts.

“The teacher then, explained them they would start working on a creative text where they would narrate a superhero story, a story about themselves as superheroes. She encouraged them to be creative. The students seemed very enthusiastic about this task and asked whether they could write a “crazy” story. The teacher told them not to limit their creativity as they accomplished the proposed task” [Excerpt from FN02]

“The teacher wrote the beginning of the letter and told them to include an initial greeting. Dear... and dated the letter: Japan, 2038. Students asked why Japan and she told them that it was possible to be anywhere in the future, writing the letter. Therefore, they could be as creative as they wanted to be” [Excerpt from FN03]

Barcelona, Spain, 2038

Dear [REDACTED]

I hope you are doing well, i am very fine, my life is good, i have many things like a ferrari a big house and also i buy a house for our parents, and i achieve all this because now, i work playing in the best soccer team of the world, the F.C Barcelona, in this work i met my wife, and with her, we have two children, and i love with crazy. But the best of my life are my awesome experiences, since, i do many things, i tried parachute, we won the world cup, also, finally we met our idol Lionel Andres Messi, also, we met the avengers actors and i got all this thanks to my parents, so i decided buy a house for them, and to finish, now, i have a big house with sea sight, yea, we have a great live for our hard work, so take care.

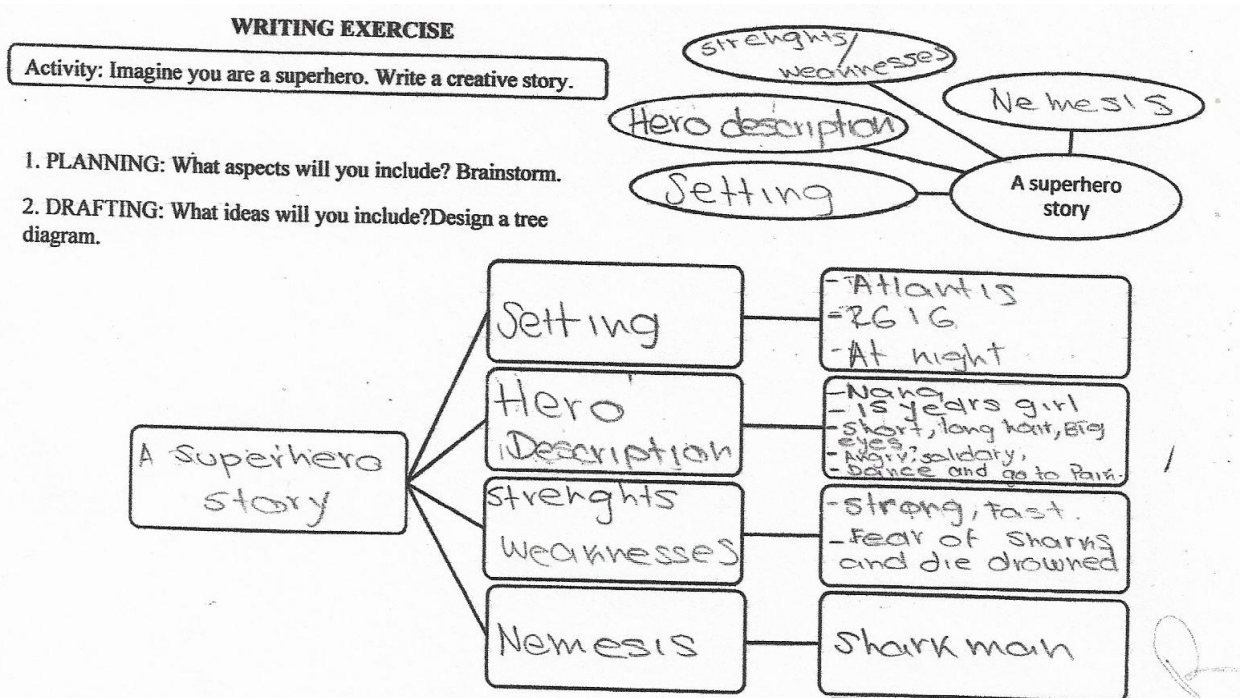
with love.

[Excerpt from SA18]

In this concern, as the writing task proposed, met the learners' interest, engaged them and allowed them to include realistic as well as fictional details, the learners felt more motivated to write. Hence, even those learners who were usually reluctant to write in English in more academic formats, due to their language level constraints, felt more confident and committed in the development of the task since the opportunity to express their creative ideas was worth the effort. This finding is supported under the assertion of Harmer (2006) in relation to the fact that "If students find the activity amusing and engaging it will help to build in them a positive attitude to writing (a skill often viewed with less enthusiasm than say, speaking)" (p. 40).

The supportive role of a writing process development

For learners to succeed in the expression of their thoughts and feelings, the explicit teaching of the writing process was necessary and useful, since the students were not acquainted with the use of an organized planning system when developing writing tasks. The development of this writing process helped learners delimit the ideas to include in their texts, bearing in mind the intention, audience and the general aspects to include as well as their organization. This can be seen in the following excerpt that shows the planning and drafting process carried out before developing the writing stage in the writing process:



[Excerpt from SA14]

The initial brainstorming enabled the learner to delimitate the information to include in the text whose order and details were developed during the drafting stage. The following excerpt shows how the learner included the ideas previously set and organized in the final text:

4. REWRITING: After re-reading and receiving your classmates and teacher's feedback, prepare your final text.

Attack in Atlantis

In a very cold night of the year 2616 there was a superhero her name is Nana, she has 15 years old, she is short and has long hair and big eyes, she is angry but very solidary, in her free time dances and works in the park, she is very strong and fast, But in the night her work is save the world, In a Night Nana was walking hear the sea and heard a noise rare, she felt fear because at night had they sharks in the sea, Nana fear of die drowned, when she got closer to very scared, But the sharkman approached her and fought Nana threw against a wall, he died and she sold him in a seafood, Nana saved the world and the next day everything would be or fine.

[Excerpt from SA14]

Such effectiveness of the process approach in writing and the importance of its teaching has been supported by authors like Ur (1999), who highlighted the need for inviting learners to express freely once stated the writing purpose as well as the audience clearly, and Nunan (1989), who stressed the fact that writers do not follow a linear process but start with a vague, general idea which is refined, developed and transformed through writing and re-writing.

Additionally, the setting of effective feedback provision strategies, is key in the development of writing processes as can be observed as follows:

“The teacher gives them back their texts and writes on the board the activities to develop today: In the first place, students will check the teacher's feedback with the editing symbols, she explained them all the meanings and gave them a sheet of paper with the chart so that they could look at it at any time while correcting their texts” [Excerpt from FN01]

“The teacher also asked them to correct their texts, working in pairs so that they could also support on their classmate's feedback” [Excerpt from FN03]

“Then, the teacher wrote on the board, general observations of common mistakes she observed and the aspects they need to consider they must use the appropriate linking word for contrasting and linking ideas as some students are using them indistinctly affecting the accomplishment of the communicative intention. . So, it was necessary to give them several examples until they understood the correct use” [Excerpt from FN02]

WRITING: Start your composition. Use linking words and punctuation marks to connect and organize your ideas.

This is me

My name is [redacted], I am 15 years old and I am Colombian. I am ^{was} born in Bogota, I live in Bosa, I am female. I live with my mom, sister and nephew. My physical appearance is: I am brunette and medium height. Also, I have brown eyes and short hair, besides I am rude and strong and beautiful. Additionally, I am young and straight. My personality is: I am honest and friendly besides I am confident and introvert. I am impatient, hardworking, sensitive, loving, nervous. My likes: I like the volleyball and soccer, besides I listen to music, Reggae and salsa, usually listen reggaeton. My food favorite is Hamburger and Salchipapas, besides the chicken rice and chicken.

4. REWRITING: After re-reading and receiving your classmates and teacher's feedback, prepare your final text.

This is me

My name is [redacted], I am 15 years old and I am Colombian. I was born in Bogota, I live in Bosa, I am female. I live with my mom, sister and nephew, concerning my physical appearance is I am brunette and medium-height. Also, I have brown eyes and short hair besides I am rude and strong and beautiful. Additionally, I am young and have straight hair. Regarding my personality: I am honest and friendly besides I am confident and introvert. I am impatient, hardworking, sensitive, loving, nervous. Concerning my likes, I like the volleyball and soccer besides I listen to Reggae music and salsa and usually listen to Reggaeton music. My favorite food is Hamburger and Salchipapas, besides the chicken rice and chicken. Concerning my future goals, I think study Photography or train volleyball. I would like to travel to Jamaica to meet the Rastafarians.

[Excerpt from SA06]

The data above showed some of the strategies implemented to provide feedback under the particular features of the setting of this research; a large group of students and some time

constraints. Hence, it was necessary to agree with the learners upon a specific set of symbols to provide them feedback; the pair work was also effective as learners supported each other's writing process and finally, the identification of reiterated patterns of errors so that they could be addressed by means of giving the group general comments and recommendations. Such group and pair work feedback provision strategies are recommended by Ingram & King (2002) when working with large groups to ensure the learners' interaction throughout the development of the task which benefits the writing process.

Collaborative work played a major role in the phase of expression of the self-concept through the development of a writing process. Particularly but not exclusively at the re writing stage, when learners had already taken their time to plan and draft their ideas and required some feedback. Here, it is important the fact that they are developing a writing task they actually feel motivated to develop as it is meaningful to them and allows them to express their feelings and ideas, which impacts their intrinsic motivation to find a reader for their texts and become their classmates' readers. In this regard, Harmer (2006) suggested how valuable at the editing stage, the comments and suggestions of other readers are in the development of the final version, when writers reflect and revise the form as well as the content of the text to make sure it is comprehensible.

This finding in regard to the teaching and learning strategies developed to support the adolescents' self-concept expression, contributes to the field of foreign language learning/teaching as it presents pedagogical strategies to foster the learners' communicative competence in writing in a foreign language. Their effectiveness relies on a communicative approach emphasis where learners discover the language forms by attempting to convey meaning

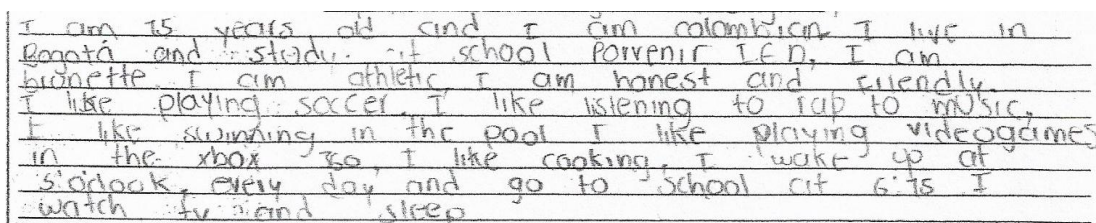
and express effectively his/her thoughts and feelings, using the language devices already possessed by them and new ones, acquired with the support of their classmates and teacher. To achieve it, the teacher's role is to guide them in the process by setting some strategies in relation to the development of a writing process, the provision of feedback and the fostering of collaborative work.

Learners' efforts to communicate effectively

The learners' interest for expressing their thoughts and ideas resulting from the exploration of their self-concept, supports the development of a writing process where learners use different language devices to convey meaning and succeed in their communicative intention (See Appendix 10 for some artifacts' samples).

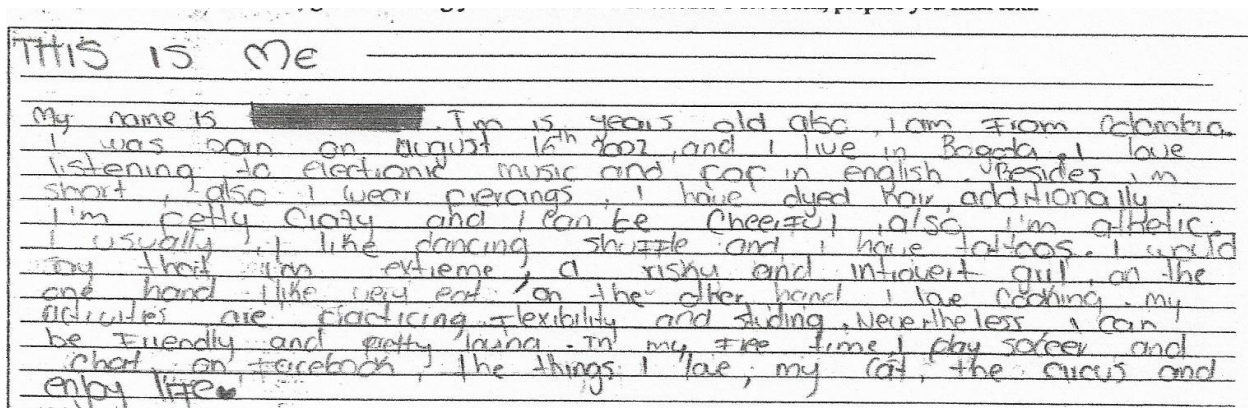
The following excerpts evidence the learners' use of different linguistic elements as they attempt to express effectively:

"The students started correcting and completing their previous classwork. Some students are describing their personality using the simplest grammar structures, however, some of them included intensifiers and combined different adjectives in the same sentence, they are also using varied vocabulary." [Excerpt from FN01]



I am 15 years old and I am colombian. I live in Bogotá and study at school Porvenir I.E.D. I am brunette. I am athletic I am honest and friendly. I like playing soccer. I like listening to rap to music. I like swimming in the pool I like playing videogames in the xbox 360. I like cooking. I wake up at 5:00am every day and go to school at 6:15 I watch tv and sleep.

[Excerpt from SA02]



[Excerpt from SA03]

The data evidenced a writing process carried out under a communicative approach, eliciting the functional use of the language rather than focusing only on grammar. Hence, the writing tasks proposed to support the learners' expression of their self-concept enabling the learners' achievement of the goal at different levels or by different means, as long as they expressed effectively. Thus, the complexity and range of linguistic elements used by the students to convey meaning, varied from learner to learner. This corresponds to the statement of Widdowson (1994), who argues "you are proficient in a language to the extent that you possess it, make it your own, bend it to your will, assert yourself through it rather than simply submit to the dictates of its form" (p.384)

Expression of the different self-concept components

The process writing implemented in the expression phase of the pedagogical intervention, supported the writing of coherent and cohesive texts where learners could effectively express in regard to the different component of their self-concept, these are some excerpts of their artifacts:

Self-image

“Regarding my physical appearance in general; I am kind of tall, I have black hair. I am young and usually I have short hair. Besides I have big nose and big ears and I have brown eyes. Concerning my personality: I can be very responsible, and I am pretty hard working because I don’t like be lazy, additionally I am kind of friendly and I am very polite. My defect; I tend to be impatient because I don’t like to wait”.

[Excerpt from SA01]

“My name is Orlando*. I am 16 years old and I am from Colombia. I was born on march 15th 2002 and I live in Bogotá. My gender is male, however I don’t define my sexual orientation yet; I Love listening to sad music. But I also listen to rock and electro music; Besides I really like drawing comics, but I want to do realistic draws, one of the drawers that I like is “Mr. Phillip” he draws so good; additionally I like watching movies, one of my favorite movies is “a clockwork orange” and other of my favorite animation movies is “big hero 6” despite of I like thriller movies I hate (with all my soul) the blood and horror movies, I’m so sensitive with the blood...”

[Excerpt from SA05]

Self-worth

“There was a boy who dreamt big, one day he dreams that he was a superhero the boy was very poor and he lives in the country with his parents, but it didn’t stop him from being a dreamer. The super hero alias “the solution” also he was very tall and strong, he had a black hair also he had brown eyes. The superhero was very friendly, very lovely and he was very helpful. But the superhero had many weaknesses because he was a human being...” [Excerpt from SA08]

“Once upon a time a girl who was not happy because her classmates discriminated her and laughed at her. She used to walk in the afternoon in the park suddenly she felt and hit her head very hard since that day she got the power to control everything with his mind having the power she decides to become in superhero She created a suit a day she saw that her classmates mocked another girl and decided to change the situation and use her power with these girls making them see, feel what the girl felt when they laughed at her using their fear of loneliness and rejection, the girls learned to not to discriminate...” [Excerpt from SA11]

“My story begins in a little town, I lived with my parents, I was a boy who liked the art, and for that, I liked to draw. Sometime later, my parents noticed this like, they buy a notebook and a pencil to be able to draw, this ability impressed my friends. A day, I slept, then come here a stranger man, and he told me that for my talent, he gave me a magic ink for draw and that the draw makes real, from then on, I become in a superhero. A little years later, I was a man who fought the crime with the name “minato”, I was a slim man, with white skin, I was always flying on a bird drawing...” [Excerpt from SA13]

Ideal Self

Gabriela*,

You are a girl with the hair very long, you are slimer, you will still have your eyelashes as before, you are perfectly imperfect. Now you lead a healthier life and exercise. You are still very bad tempered, you are very helpful, also you got a house very big, you got to travel to a lot of countries. You fulfilled the dream of enter to the university, you have a lot cute cats and they are very affectionate. You live with your best friends in Spain very happy. You can play soccer very well and you feel very content you still fear heights and loser an important person of your life. You have finished studying medicine and now you work as a doctor at the hospital. You met important and beautiful people in the other country, you met a very handsome boy and you go out with him but I will not tell you anything else.

With much love for you.

Argumentative Text:

In my opinion I think I will be a professional, because it's important for me to study and I want to be a very intelligent woman. I imagine myself very pretty in the future because I want to be thin and have a healthy life. For me the English is very important because I want to travel in many countries and I think it is important to know a lot. I consider that I deserve a nice big house because I want a lot of cats so I imagine a cute boyfriend I want to my. [Excerpt from SA16]

“Santa Marta-Colombia, 2038

Dear Francisco*, 20 years later: I hope you are doing well. I have not changed with respect to my physical appearance simply I am very tall.

Regarding my personality now I am a very happy man. Also I am more serious, I am more happy now.

In the future I have a nice family and I have an undertaking in Italy, because I traveled to Italy also when I was in Italy, I visited the “Pisa tower” and I visited to Silvia Baldoni.

Now I know to play piano, also, now I can whistle but I can not play guitar.

Regarding my experiences, I bungee jumped, now I can speak English, additionally I jumped in parachute and now I can drive car. Finally, now I have a house where I live with my family in Santa Marta.

I hope you keep doing great.

Att: (signature)

Argumentative text: I imagined myself; more happy, a little taller, I imagined with a family and a house. Living in Santa Marta Colombia, since, it is one of my dreams. Besides, I imagined that I was able to accomplish many of my goals such as finishing the year and enter to university, because with this could fulfill some of my dreams as: Visit Italy, jump on parachutes, bungee jump, visit the park “Tairona” and the jungle Amazona, so I get to know my country better. Finally, I imagined all this because for me, It's important and it is part of my life project, besides, fulfill my dreams and goals they make me very happy.” [Excerpt from SA15]

“Chile, March 1, 2039.

Dear Mateo*!

I know that you are not so fine, but this letter will make you feel good...I really want to tell you where I am, yes, Santiago !Chile!, he, he, I feel so good, because I just came from Italy, our cousin, Juan is alive and he is so better, more healthful...I have to say that I am not so happy with my body, you know, I am not sure about my sexuality, but don't worry, that's ok, you will find it.

I have my violet hair, just like Missa! and I had an accident, so I lost our left arm, but it's fine, the technology helps...thats it !oh! I forgot, Happy birthday! today you are 37 !ha! ...I'm thinking that you want to know about us, so, I'll tell you, it's not the same, I'm so positive and happy, and we changed our life. Our book, was very good, our draws, thats a revolution, people love them!

The family are so proud, because we could do all that we want; My friend Nicole are living with me, and we look like a couple, but only we are friends; Miles lives in Argentina and lives with Andy. Our classmates actors are not so friendly. However, now I can do parkour...well, I could do parkour, he he, also I know how to play the violin, but very bad, I broke also I don't fear spiders, I have them like pets, and I have to take a lot of care, well...thats it, in this time it happend a lot of things and I can't say it all in only one letter. I will write you again, take care my child. with self-love,

Mateo*

Argumentative text: In my opinion, I want live in Chile because I love the tall shape from there, also I have a Chilean friend I want to meet her in person; I think that I will do a lot of things that in this moment I can't do and

give me fear and when I'll do that, maybe I'll have an accident and lose my arm... for me it's important to make my draws and write the things that I think..." [Excerpt from SA20]

(*The participants' name was changed to protect their identity)

The previous data evidenced how the learners displayed different levels of language proficiency by using varied discursive and linguistic elements at the sentence and beyond the sentence level for expressing their ideas. Even though some of them present minor spelling problems and occasional incorrect word choices, sentences have an overall good syntax. Since this research adopted a process writing approach in the assessment of the writing tasks, the development of the different stages of the process from the planning and drafting to the writing and re-writing was borne in mind.

Also, it was highly valued the learners' success in expressing their ideas, attending to the expression of their self-concept in the areas of self-concept, self-worth and ideal self. It could be observed how learners included progressively the ideas resulting from the activities developed at the exploratory phase with the videos. Such communicative intention was successfully fulfilled by all of the participants once completed the writing process cycle. In this concern, the learners' intention was to express, as asserted by Rogers (1959), the perception they have of themselves, how valuable they consider themselves and the desirable image of them that they strive to achieve. To do so, they used what Nunan (1989) called; in sentence and beyond the sentence level elements, necessary to communicate successfully through writing: The former ones including the content control, format, syntax, vocabulary, punctuation and spelling; while the latter ones integrate structures and information. The learners conveyed the intended meaning by organizing the text into paragraphs and as a whole, relating previous and new information,

commenting, polishing and checking the initial effort. To do so, they followed the writing process suggested by Harmer (2006): planning, drafting, writing and rewriting. This confirms what Boyle and Peregoy (2001) asserted in regard to the value of the process approach to writing for English learners as “it allows them to write from their own experience...as a result, there are numerous opportunities for supporting both clear self-expression and correctness in the final product” (p. 211).

This finding contributes to the field of foreign language learning and teaching since it evidences the way the selection of materials, topics and tasks, impacts the learners’ response to writing in terms of their interest and together with it, their efforts to succeed in communicating their ideas. Such attempts to make themselves understood and be able to express their thoughts and feelings, enable their own discovery of the language forms supporting their overall communicative competence development.

CHAPTER 6

Conclusions and Implications

Conclusions

The conclusions resulting from this research, in regard to the general objective set which consisted in determining the way teaching strategies including the use of music videos and a writing process in English support the self-concept exploration and expression in A2 adolescent learners at a public institution in Bogotá:

In relation to the first objective of this study, addressed towards the description of the teaching and learning strategies implemented to support the effective use of music videos and writing process as a self-concept exploration and expression strategies in teenagers writing in English. On the one hand, we can conclude that music videos support the effective exploration of the learners self-concept when they are properly selected, that is, that they provide rich visual, linguistic input as well as meaningful content; and when the teacher develops activities that support not only the learners' comprehension but the reflection on the content of such material, supporting the cognitive, and affective development of the adolescent learners, fostering their creative and critical thinking and presenting a student-centered view of language learning that contributes to the transformation of the traditional teacher-centered practices.

On the other hand, in order that the reflections resulting from the learner's exploration of their self-concept can be effectively expressed by learners through writing, it is necessary that teachers assume a supportive role through the development of a process writing. Furthermore, a careful selection of the topics, tasks and an effective feedback provision must be aimed at encouraging the learners' discovery of the language since enhancing the emphasis on the

communicative intention achievement helps learners succeed in the expression of their feelings and thoughts while displaying their creativity and fostering their collaborative work skills.

Regarding the second specific objective of this research, which consisted in analyzing the pedagogical effect of the strategies that support the use of music videos and writing process in the self-concept exploration and expression for A2 adolescent learners. In the first place, it is important to highlight the role played by music videos in the exploration of the self-concept as they triggered the learners' emotional response to their content, enabling the creation of links among them and their personal experiences, becoming meaningful and supporting the learners' exploration of the different components of their self-concept; self-image, self-worth and ideal self. In the second place, the efforts made by the learners as a result of their desire to express effectively their findings in regard to their self-concept, supported on the development of a writing process that resulted in a more varied and effective use of different linguistic and discursive devices to succeed in their communicative intention and express their ideas and feelings concerning their self-conception.

In regard to the research line in pedagogy and didactics of the languages, this study allowed to determine the way music videos as multimodal authentic materials support the processes of exploration and expression of the self-concept in beginner English adolescent learners' writing by developing multimodal literacy process where the input provided by this type of material and the reflection upon its content, fostered the enhancement of the writing skill of the learners while meeting their interests, language learning and affective needs.

Besides, this research described a set of teaching and learning strategies that supported the effective use of music videos in processes of exploration and subsequent expression of the

self-concept through writing. Setting the need for the development of a student-centered approach in foreign language teaching and learning, where the materials selected, and the strategies designed and implemented, consider the needs and features of the participants. In the case of this study: beginner adolescent learners whose language proficiency, cognitive and emotional development influenced their use of English in the expression of their ideas and feelings.

In this concern, the effective expression of the self-concept in writing demanded the transformation of the teaching practices; the materials selection criteria, the topics and tasks proposed, resulting in the encouragement of the learners' creativity and the development of collaborative work skills. To do so, the explicit teaching and implementation of a process writing approach as well as an effective provision of feedback, enabled the learners' achievement of the communicative intention of expressing their findings in regard to their self-concept, coping in this way with the standard proposed by the Colombian Ministry of Education for B1 level proficiency learners: concerning the expression of their ideas, thoughts and knowledge about themselves and their surrounding world by using different language that enabled the effective communication.

It is also possible to conclude how this research contributed to the personal growth of the participants as human beings beyond mere foreign language learners since this research supported on fields such as psychology to understand the learners' needs and bear in mind the cognitive and affective development that takes place in adolescence. In this regard, the EFL classroom became a setting where learners could openly recognize themselves as subjects with qualities, abilities, goals as well insecurities, fears and defects. To do so, they developed their

ownership of the foreign language, growing in motivation and agency as they found in English a means to express what they are not usually encouraged to talk about. They took control of their own learning process, making their own choices, questioning themselves and discovering the devices offered by language to effectively communicate while developing cognitive, axiological and affective domains.

They also grew in the understanding of the people surrounding them, their teacher and classmates and recognized their importance in the construction of their self-concept. Moreover, concerning the contribution of this study to the personal growth of the participants besides their writing skill enhancement, it can be concluded that, as suggested by psychology, the exploration of their self-concept; self-image, self-worth and ideal self, may impact their self-esteem as they recognize how valuable they are and how they can start from their present, to state an action plan and a life project to become the ones they strive to become, and fulfill all the goals and dreams they have set for their future. This is remarkably important and necessary in the setting of this research where the issues of the surrounding environment and some of the learners' experiences that shape their realities, may reinforce a discouraging view of their value, their possibilities in society and their power to transform it. A discouraging view that needs to be transformed.

Finally, we can conclude how this action research, a qualitative study oriented under a socio-critical paradigm, contributed to the transformation of the prevailing teaching practices as it implied listening to the participants' voice and the self-assessment and reflection upon the teacher-researcher's own teaching practices implying a constant planning, acting, observation and reflection that resulted in a change that contributed to the solution of the problem stated. This action research constituted an attempt to overcome the existing gap among theory and

practice, through the transformation of the teacher's role into the one of a teacher-researcher who did a self-critic assessment, reflection and modification of the teaching and learning practices, supported in theory to transform her practice. This study encouraged the development of a more holistic view of English teaching and learning that attended to the needs of the foreign language learners and the human being, which implied the rethinking of a banking view of education and foreign language teaching and learning contributing to the professional development and personal growth of the teacher-researcher.

Pedagogical Implications

This project contributes to the field of the foreign language teaching as it presents an alternative view of the learning and teaching process where language is not the main goal but becomes a means to foster the personal development of the learners; learners viewed as human beings instead of only foreign language students. Once this paradigm has changed, all the dynamics inside the EFL classroom change as well; the materials selection, the topics addressed, and the teaching and learning strategies involved are some of them. In this research, the voice of the participants and meet their interests and needs, played a major role which also changed the power relationships inside the classroom as they relied more on their own capacities and their classmates support and less in the teacher, who also grew in the understanding of her students.

Additionally, the selection of topics and tasks that met the learners' interests and needs, together with the development of a writing process, supported the learners' achievement of the goal set by the curricular standards of the Ministerio de Educación Nacional (2006), concerning the learners' ability to structure texts bearing in mind formal aspects of the language while expressing their ideas and feelings, who they are and what they know about their surrounding

world This implies that regardless of the constraints resulting of some of the national policies in education, language teachers in public institutions can develop processes that enable their students to increase their English language level.

This study also contributed to the field of pedagogy as it promoted the reflection on the need to transform the conception of assessment of the learning process beyond the measurement of the outcomes. In this project, the process was considered as important as the product and since all learners were different, their process and outcomes were different as well. The communicative intention prevailed, and the learners learnt by discovering how to solve the problem of communicating effectively their findings in their self-conception, making decisions on the language devices to use, making use of their previous knowledge and creating new connections. Even though, it might be utopian to consider the total replacement of the traditional school assessment practices, in part, due to institutional and national policies. A partial introduction of alternative assessment practices can make a big change in the teaching and learning processes.

Finally, education cannot be conceived as the simple transmission of disciplinary knowledge. It must be addressed to the personal growth of the participants; teachers and learners who can make a choice for transforming the society. Working on the exploration and expression of the learners' self-concept during adolescence, impacts their development as human beings for life; as they can realize the perception they have on themselves, how valuable they are, and fosters their reflection on the one they want to become, the goals they want to achieve in the future, which affects their choices in the present. The addressing of these affective needs is

important not just in the context of this population but for any adolescent and even any human being, at any context and at any teaching and learning scenery.

Limitations of the Study

One of the limitations presented when conducting this research was mainly related to time constraints as different unexpected school events like celebrations, meetings or the participation of some students in outside school activities, shorten the available time for the development of the proposal and the gathering of the data. Also, it was necessary to modify the research timeline due to modifications in the academic calendar of the school setting of the research, which implied a week of delay in the beginning of the pedagogical intervention.

Besides, being this the first time that the students work on a project that involves the use of different grammar tenses and a lot of new vocabulary unlike the structured curriculum where specific topics were defined to be developed every bimester, it was more challenging and demanded longer time for its development, for instance, the writing of the narrative text, which although was very exciting for students demanded from them a higher language level and time investment. Finally, it may be time consuming the careful selection of the music videos, and the design of the complementary material. However, it was crucial for the successful development of this study.

Further research

In this research, music videos were used to explore self-conception, but they have a great potential in the development of multimodal literacy process to foster the reflection on their content thorough subsequent speaking and writing tasks, which represents wide possibilities to addressed varied issues that contribute to the affective domain development, creativity display

and critical awareness rising in learners, when properly selected and used; possibilities offered by the content of the music videos that have been neglected, as their use has been limited to the enhancement of listening skills.

Besides, teachers working with adolescents may benefit from the use of this type of material, easily available and particularly attractive to them, taking advantage of their use by the development of multimodal literacies that cope with the demands of the current digital era when teachers should not limit themselves to the only use of printed based material for working with digital native learners. Also, their potential to foster autonomous learning practices cannot be ignored and needs to be explored.

This project presents only an attempt to transform the conception of the foreign language teaching and learning process. It is necessary the development of new studies where English language serves as a means to address other areas of human development and different thinking skills. Only by transforming the EFL classroom into a scenery where learners feel free to express their ideas in concern to different domains, can turn the learning of English into a really meaningful knowledge for learners, in a foreign language context like ours.

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Appendices

Appendix 1. Parental and Participant's Consent Letter

Consentimiento Informado

Apreciados acudientes,

Actualmente llevo a cabo una investigación titulada: "Music videos as a self-concept exploration strategy in adolescent learners' writing in English" Dicho proyecto hace parte del trabajo de grado de la Maestría en Enseñanza de Lenguas Extranjeras de la Universidad Pedagógica Nacional y está orientado al mejoramiento de los procesos de aprendizaje del inglés, particularmente de escritura. Por lo anterior, solicito por favor su consentimiento para el desarrollo del trabajo descrito; que implica la recolección de datos por medio de cuestionarios, entrevistas y muestras de trabajos realizados por los estudiantes. De igual forma, aclaro que la participación en esta investigación es voluntaria y que se garantizará a los participantes la absoluta protección de su identidad y estricta confidencialidad con la información que se recolecte.

Agradezco de antemano su valiosa participación en el proyecto.

Atentamente,

Liliana Carolina Rosas Tafur
Docente de Inglés IED El Porvenir

Nombre Estudiante: _____

Autoriza la participación sí ____ No ____

Nombre del Acudiente _____ Firma: _____

Apreciados estudiantes,

Actualmente llevo a cabo una investigación titulada: "Music videos as a self-concept exploration strategy in adolescent learners' writing in English" Dicho proyecto hace parte del trabajo de grado de la Maestría en Enseñanza de Lenguas Extranjeras de la Universidad Pedagógica Nacional y está orientado al mejoramiento de los procesos de aprendizaje del inglés, particularmente de escritura. Por lo anterior, solicito por favor su consentimiento para el desarrollo del trabajo descrito; que implica la recolección de datos por medio de cuestionarios, entrevistas y muestras de trabajos realizados por ustedes. De igual forma, aclaro que la participación en esta investigación es voluntaria y que se garantizará a los participantes la absoluta protección de su identidad y estricta confidencialidad con la información que se recolecte.

Agradezco de antemano su valiosa participación en el proyecto.

Atentamente,

Liliana Carolina Rosas Tafur
Docente de Inglés IED El Porvenir

Acepto Participar Nombre del estudiante: _____

Appendix 2. Diagnostic Survey

ENCUESTA DE DIAGNÓSTICO

La siguiente encuesta busca indagar acerca de tus percepciones sobre el aprendizaje del inglés. Por favor, Responde las siguientes preguntas con total sinceridad.

1. ¿Consideras importante el aprendizaje del inglés? Si _____ No _____
¿Por qué? _____

2. ¿Te gusta la clase de inglés? Si _____ No _____ ¿Por qué? _____

3. De las actividades que realizas en clase inglés, ¿Cuáles te gustaría realizar con más frecuencia?

Si hay alguna actividad que no realices en clase inglés y te gustaría realizar; por favor, menciónala:

4. ¿Cuáles actividades son las que menos te agradan? ¿Por qué? _____

5. ¿Qué aspectos positivos y negativos encuentras en el uso de canciones y videos en clase de inglés?
Positivo: _____

Negativo: _____

6. ¿Dedicas algo de tu tiempo en casa al aprendizaje del inglés? Si _____ No _____
¿Por qué? _____
Si lo haces. ¿Cuánto tiempo le dedicas semanalmente? _____

7. ¿Escuchas música en inglés? Si _____ No _____ ¿Qué género(s)? _____

8. ¿Ves en casa alguna caricatura o serie cuyo idioma original es el inglés? Si _____ No _____
¿Cuál(es)? _____

9. Por favor, asigna un puntaje de 1 a 5, siendo 1 el más bajo y 5 el más alto para el nivel que consideras tener en cada una de las siguientes habilidades:
Escucha _____ Escritura _____ Habla _____ Lectura _____

9. ¿Cuál es para ti, el aspecto más difícil de escribir en inglés? Marca con una X
 _____ El vocabulario _____ Construir Oraciones
 _____ Unir las oraciones _____ Hacer comprensible el texto
 _____ Organizar las ideas _____ La puntuación
 Otro. ¿Cuál? _____

¡Muchas gracias por tu participación en esta encuesta!

Appendix 3. Characterization Instrument

CHARACTERIZATION INSTRUMENT

Please answer to the following survey, thanks.

1. Gender:

Male female

2. Age _____

3. Do you live with: a. mom _____ b. dad _____ c. mom and dad _____ d. another relative _____ Who?

4. What problems do you think affect your neighborhood?

- a. Drugs traffic _____
- b. Robbery _____
- c. Gangs _____
- d. Murder _____
- e. All of them _____

5. Do you work? a. Yes _____ b. No _____

6. Have you had any extra English lessons outside school? a. No _____ b. yes _____ how long? _____

7. What do you do in your free time?

8. Do you have:

- a. Computer _____
- b. Television _____
- c. cable tv _____
- d. Internet _____
- e. Mobile phone _____

9. Do you watch videos on line? a. Yes _____ b. no _____

10. What type of videos do you watch?

- a. Tv series _____
- b. movies _____
- c. _____ musical videos
- d. other _____

11. How often do you watch them?

- a. frequently _____
- b. sometimes _____
- c. hardly ever _____
- d. never _____

12. Do you listen to music in English? a. Yes _____ b. No _____

13. What kind of music in English do you listen to?

- a. rap _____
- b. rock _____
- c. pop _____
- d. reggae _____
- e. other _____

14. How do you find writing in English?

- a. Difficult _____
- b. not very difficult _____
- c. easy _____

Appendix 4. Semi-structured interview script

Semi-structured interview

1. ¿Qué recursos o materiales utiliza tu profesora en la clase de inglés?
2. ¿Cuál de esos materiales es más atractivo para ti? ¿por qué?
3. ¿Con qué tipo de material consideras que aprendes más? ¿por qué? ¿qué puedes aprender?
4. ¿Qué material te gustaría utilizar más seguido en clase? ¿por qué?
5. ¿Qué tipo de videos preferirías ver en clase? (escenas de series y/o películas, cuentos, cortos documentales, videos musicales)
6. ¿A qué género musical te gustaría que pertenecieran esos videos musicales?
7. ¿Qué aspectos positivos o ventajas encuentras en el uso de videos musicales en clase de inglés?
8. ¿Qué encuentras más difícil cuando ves un video musical en clase de inglés? (3 aspectos)
9. ¿Has aprendido inglés a través del trabajo con videos musicales en clase? ¿Qué has aprendido?
10. ¿Has aprendido inglés viendo y escuchando videos musicales fuera de la clase? ¿Qué has aprendido?
11. ¿Prefieres solo escuchar las canciones o ver el video mientras escuchas las canciones? ¿por qué?
12. ¿Cómo te sientes cuando ves videos musicales en inglés?
13. ¿Cómo seleccionas los videos musicales en inglés que ves? ¿por el contenido de las letras, las imágenes, el ritmo?
14. ¿Eliges los videos musicales que verás según tu estado de ánimo, lo que piensas, sientes o vives?

-Preguntas 1 a 3: Componente experiencial, constituido por preguntas de tipo experiencia y comportamiento.

-Preguntas 4 a 6: Componente propositivo, constituido por preguntas de tipo opinión y valores.

-Preguntas 7 a 10: Componente reflexivo, constituido por preguntas de tipo experiencia y comportamiento, opinión y valores y conocimiento.

-Preguntas 11 a 14: Componente emocional, constituido por preguntas de tipo sensorial y sentimientos.

Appendix 5. Field notes

FIELD NOTES No. _____

| |
|-------------------------------|
| Teacher researcher: |
| Setting: |
| Participants: |
| Date: |
| Research Focus: |
| Music videos: |
| Objectives: |
| Action research cycle: |
| OBSERVATION |
| |

Appendix 6. Documentary Matrix of the Students' artifacts

| Research Cycle No: | | |
|----------------------------|------------------------|----------------------------------|
| Didactic Unit's Title: | | |
| Writing task: | | |
| Text Genre: | | |
| CODE: | | |
| Student's artifact Excerpt | Writing Skill Evidence | Self-concept Expression evidence |
| | | |

Appendix 7. Lesson Plans’ sample

LESSON PLANNING

PEDAGOGICAL INTERVENTION CYCLE 1

Date: Weeks 1 and 2 from April 2nd to April 13th, 2018.

Teacher: Liliana Carolina Rosas Tafur

Group: Tenth grade

Topic: One and only (My physical appearance and personality description)

Self-concept Component: Self-image.

Linguistic Component: vocabulary and linguistic devices to describe the personality and physical appearance (adjectives, nouns, qualifiers, adverbs, addition and contrast linking words)

Objectives:

-To explore and express successfully the findings in regard to the self-image.

-To write descriptive texts about the own physical appearance and personality through the effective use of varied linguistic devices.

| Stage | Procedure | Time | Material |
|---------------------------|---|------------|-------------------------|
| WARM UP | 1.Students will match some images to the corresponding adjectives. They will separate them into the personality and physical appearance categories and will find some opposites as well. 2. In one minute, students will decide on the five adjectives that best describe themselves and will write them down. | 10 Minutes | Flashcards, worksheet |
| DISCOVERY STAGE PART 1: | | | |
| Pre-watching the video: | 1.Brainstorming on the tittle of the song, the word “beautiful”. -What words come to your mind when listening to this word? | 10 minutes | Board and marker |
| While-watching the video: | 1. Watch the video: “beautiful” by Christina Aguilera. https://www.youtube.com/watch?v=eAfyFTzZDMM . 2. Students will identify and | 5 minutes | Television, Music video |

| Stage | Procedure | Time | Material |
|---------------------------------|---|-------------------------------------|--|
| | <p>write down 5 examples of people in the video that are discriminated for not being considered “beautiful”. What do they look like?</p> <p>3. Now, students will focus on the lyrics of the video. They will listen for a first time and try to complete them without being given the words. Then, they will be given the 10 missing words and they will listen for a second time to locate them properly.</p> | <p>15 minutes</p> <p>15 minutes</p> | <p>Worksheet</p> <p>Video lyrics to fill in the gap.</p> |
| <p>Post-watching the video:</p> | <p>4. Teacher will clarify doubts regarding new vocabulary and students will circle the adjectives in the lyrics.</p> <p>5. Students will answer:</p> <p>a. How did people in the video feel?</p> <p>b. what is the message of the song?</p> | <p>10 minutes</p> | <p>Television, video and worksheet.</p> |
| <p>TOPIC PRESENTATION</p> | <p>1. The teacher will introduce the topic with the question: What do you look like? Then, the teacher will present some adjectives, expressions and qualifiers to describe someone’s physical appearance.</p> | <p>15 minutes</p> | <p>Worksheet</p> |
| <p>GUIDED PRACTICE</p> | <p>1. Students will write 10 sentences to describe their physical appearance. Example: I am very short and slim.</p> | <p>15 minutes</p> | <p>Worksheet</p> |
| <p>DISCOVERY STAGE PART 2:</p> | | | |
| <p>Pre-watching the video:</p> | <p>1. Watch the video: “Chain to the rhythm” by Katy Perry. https://www.youtube.com/watch?v=Um7pMggPnug.</p> <p>Students will watch the images and try to predict what the song is about before reading the lyrics, just by watching the</p> | <p>5 minutes</p> | <p>Board and marker</p> |

| Stage | Procedure | Time | Material |
|-------------------------------|--|------------|------------------|
| | images. | | |
| While- watching | <p>2. Students will number the paragraphs to organize the video's song properly and read the lyrics to understand together with the images, the video's theme.</p> <p>3. Students will look at the people on the video and think of five adjectives that might describe their personality.</p> | 15 minutes | Worksheet |
| Post-watching the video | <p>4. Students will answer to the questions:</p> <p>a. What is the song about?</p> <p>b. What does it criticize?</p> <p>c. Do people in the video show their individuality? Yes/no Why?</p> | 5 minutes | Worksheet |
| TOPIC PRESENTATION | <p>1.The teacher will introduce the topic with the question: How would you describe your personality?</p> <p>Then, she will present some adjectives, expressions and qualifiers; useful for describing someone's personality.</p> | 5 minutes | Worksheet, board |
| GUIDED PRACTICE | <p>1.Students will describe in 10 sentences their personality and why they think so. Example: I would say I am very untidy because my room is a mess.</p> | 15 minutes | Worksheet |
| (PROCESS APPROACH TO WRITING) | | | |
| Planning | <p>1. Students will write a descriptive text, their profile, including their physical appearance and personality. To do so, first, they will plan the title and some key aspects they want to include in the composition, in a semantic map.</p> | 10 minutes | Worksheet |
| Drafting | <p>2. Students will complete a tree</p> | | |

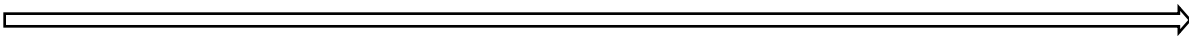
| Stage | Procedure | Time | Material |
|-----------|---|--------------------------|---------------------------------------|
| | diagram with some basic ideas, sentences, including the order in which they will write them in the text. | 30 minutes | A piece of cardboard, pencil, colors. |
| Writing | 3. Students will link their ideas by using different linking words and punctuation. 4. They will re-read their text and concentrate in the form. | 30 minutes 20 minutes | |
| Rewriting | 5. They will re write their text in a cardboard and include a drawing to support it. | 35 minutes | |
| CLOSURE | Some students may volunteer to share their compositions with the class. | 15 minutes | |

Appendix 8. Didactic Units ´sample

CYCLE 2: A human, a hero (abilities and fears)

Student´s name: _____ Date: _____

1. Watch the video: "Save the world" by Swedish house mafia and describe in the time line the sequence of events that happened in the video.



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

2. After watching the video and reading the lyrics, answer: a. Who were the heroes in the video?

b. What abilities did they use to help the people?

3. Write down about 5 abilities you have and 5 you don't have.

| Abilities I have | Abilities I don't have |
|------------------|------------------------|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

4. Considering your abilities and qualities. How could you help people around you and contribute to making the world a better place? (write 5 ideas). Example: I can play soccer very well, I could create a soccer academy for children to train for free.

1. _____

2. _____

3. _____

4. _____

5. _____

5. If you could increase your abilities. What abilities would you like to have? (mention 5)

6. Watch the video "Enter sandman" by Metallica and from the fears below, circle the ones shown on the video:

ghosts / drowning / bats / snakes / mice / monster under the bed/ failure/
loneliness / heights

7. Answer the following questions: a. What was the video about?

b. From the fears presented on the video, what was the scariest for you?

8. Describe 5 things you feared in your **childhood** and 5 things you fear **now**, explain why.

When I was a child

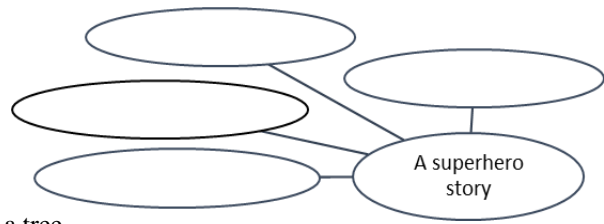
1. _____
2. _____
3. _____
4. _____
5. _____

And now

1. _____
2. _____
3. _____
4. _____
5. _____

WRITING EXERCISE

Activity: Imagine you are a superhero. Write a creative story.



1. PLANNING: What aspects will you include?
Brainstorm.

2. DRAFTING: What ideas will you include? Design a tree

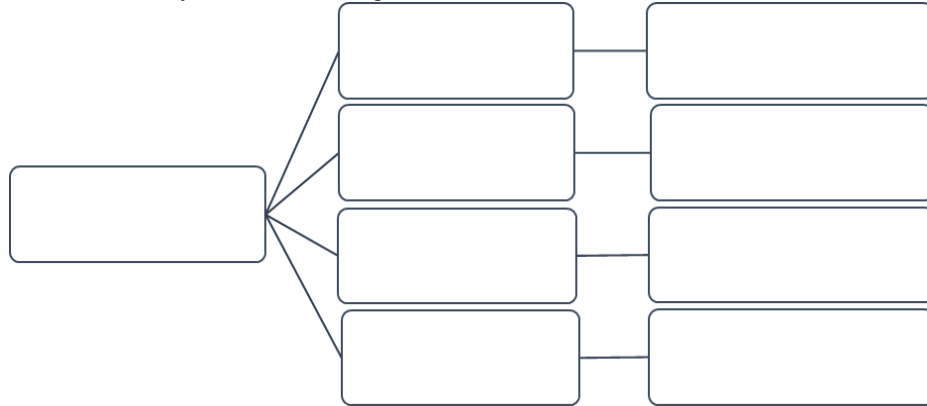


diagram.

3. WRITING: Start your story. Use linking words and punctuation marks to connect and organize your ideas.

| |
|---|
| Title: _____ |
| Beginning: _____ _____ _____ _____ |
| Middle _____ _____ _____ _____ |
| End: _____ _____ _____ _____ |

4. REWRITING: After re-reading and receiving your classmates and teacher's feedback, prepare you final text.

| |
|--|
| _____ _____ _____ _____ _____ _____ |
|--|

Appendix 9. Lyrics of the music videos used in the intervention

Cycle 1:

Beautiful" by Christina Aguilera

Don't look at me
Every day is so wonderful
Then suddenly
It's hard to breathe
Now and then I get insecure
From all the pain
I'm so ashamed

I am beautiful
No matter what they say
Words can't bring me down
I am beautiful
In every single way
Yes words can't bring me down
Oh no
So don't you bring me down today

To all your friends you're delirious
So consumed
In all your doom, ooh
Trying hard to fill the emptiness
The pieces gone
Left the puzzle undone
Ain't that the way it is

You are beautiful
No matter what they say
Words can't bring you down
You are beautiful
In every single way
Yes words can't bring you down

So don't you bring me down today
No matter what we do (no matter what we do)
No matter what we say (no matter what we say)
We're the...
No matter what we do (no matter what we do)
No matter what we say (no matter what we say)
We're the song inside the tune (yeah, oh yeah)
Full of beautiful mistakes
And everywhere we go (and everywhere we go)
The sun will always shine (the sun will always, always, shine)
And tomorrow we might awake
On the other side
Cause we are beautiful
No matter what they say
Yes words won't bring us down
Oh no
We are beautiful
In every single way
Yes words can't bring us down
don't you bring me down today

"Chained to The Rhythm" Katy Perry feat. Skip Marley

Are we crazy?
 Livin' our lives through a lens
 Trapped in our white picket fence
 Like ornaments
 So comfortable, we're livin' in a bubble, bubble
 So comfortable, we cannot see the trouble, trouble
 Aren't you lonely
 Up there in utopia
 Where nothing will ever be enough?
 Happily numb
 So comfortable, we're livin' in a bubble, bubble
 So comfortable, we cannot see the trouble, trouble

Ah, so good
 Your rose-colored glasses on
 And party on (woo)

Chorus: Turn it up, it's your favorite song
 Dance, dance, dance to the distortion
 Turn it up, keep it on repeat
 Stumblin' around like a wasted zombie
 Yeah, we think we're free
 Drink, this one's on me
 We're all chained to the rhythm
 To the rhythm, to the rhythm
 (bis)

Are we tone deaf?
 Keep sweepin' it under the mat
 Thought we could do better than that
 I hope we can
 So comfortable, we're livin' in a bubble, bubble
 So comfortable, we cannot see the trouble, trouble

Aha, so good (so good)
 Your rose-colored glasses on
 And party on (woo)

(chorus)

It is my desire
 Break down the walls to connect, inspire
 Ay, up in your high place, liars
 Time is ticking for the empire
 The truth they feed is feeble
 As so many times before
 The greed over the people
 They stumblin' and fumblin' and we're about to riot
 They woke up, they woke up the lions (woah)

(chorus)

It goes on, and on, and on
 It goes on, and on, and on (turn it up, it goes on and on and on and on)
 It goes on, and on, and on (on and on and on it goes)
 'Cause we're all chained to the rhythm

Cycle 2:

Save the world by Swedish House Mafia

Into the streets, we're coming down
 We never sleep, never get tired
 Through urban fields, and suburban life

Turn the crowd up now, we'll never back down
 Shoot down a skyline, watch it in prime time
 Turn up the love now, listen up now, turn up the love

Who's gonna save the world tonight?
 Who's gonna bring you back to life?
 We're gonna make it, you and I
 We're gonna save the world tonight

We're far from home, it's for the better
 What we dream, it's all that matters
 We're on our way, united

Turn the crowd up now, we'll never back down
 Shoot down a skyline, watch it in prime time
 Turn up the love now, listen up now, turn up the love

Who's gonna save the world tonight?
 Who's gonna bring you back to life?
 We're gonna make it, you and I
 We're gonna save the world tonight

Who's gonna save?
 Who's gonna bring?
 We're gonna make it, you and I
 Who's gonna save?
 Who's gonna bring?
 We're gonna save the world tonight

Enter Sandman by Metallica

Say your prayers little one
 Don't forget, my son
 To include everyone
 Tuck you in, warm within
 Keep you free from sin
 'Till the sandman he comes
 Sleep with one eye open
 Gripping your pillow tight

Exit, light
 Enter, night
 Take my hand
 We're off to never-never land

Somethings wrong, shut the light
 Heavy thoughts tonight
 And they aren't of Snow White
 Dreams of war, dreams of liars
 Dreams of dragon's fire
 And of things that will bite
 Sleep with one eye open
 Gripping your pillow tight

Exit, light
 Enter, night

Take my hand
We're off to never-never land

Now I lay me down to sleep
Now I lay me down to sleep
I pray the Lord my soul to keep
I pray the Lord my soul to keep
If I die before I wake
If I die before I wake
I pray the lord my soul to take
I pray the lord my soul to take

Hush little baby, don't say a word
And never mind that noise you heard
It's just the beasts under your bed
In your closet, in your head

Exit, light
Enter, night
Grain of sand

Exit, light
Enter, night
Take my hand
We're off to never-never land (Bis)

Appendix 10. Students' Artifacts (final texts)

Sample of writing task in cycle 1: (Descriptive text: My profile)

THIS IS ME:

My name is [redacted]. I'm 15 years old, I was born on July 31st 2002 in Florencia (Cageta) I am from Colombia and I live in Bogotá. I like soccer and I like to play it I really like to put on Makeup to get ready I love dancing all kinds of music, I love listening to rap music, electronic and reggae.

I am very bad-tempered but I am always polite, I am responsible although I am a little untidy. Sometimes I tend to be nervous but there are people who give me security like my friends. I am medium height and it is well for me. I have cute eyes because my eyelashes are long however my eyes are a little small.

I am very vain because I like to look nice I am young it is obvious and my skin is brunette.

Finally in my free time I usually sleep because I'm tired or I do not have anything to do. In the week I go to school every day and at home I do homework and I do my chores. This is all about me.

Sample of Writing text in cycle 2 (Narrative text: A superhero story)

THE SAVIOR

My story begins in a little town, I lived with my parents, I was a boy who liked the art, and for that, I liked to draw.

Sometime later, my parents noticed this like, they buy a notebook and a pencil to be able to draw, this ability impressed my friends.

A day, I slept, then come here a stranger man, and he told me that for my talent, he gave me a magic ink for draw and that, the draws makes real, from then on, I became in a superhero.

A little years later, I was a man who fought the crime, with the name, "minato", I was a slim man, with white skin, I was always flying on a bird drawing.

A day, "minato" walking, when a man attacked me, but he had something strange, so that, he had the same powers that I had.

He had the objective of destroy the world, but I was determined to avoid, so, he and me started to fight the fight be hard, he was powerfull, but I had spirit of battle but my enemy was intelligent, so that he decided make a big meteorit I did all I can but nothing worked, then I decided to give my life, and I did, and for that sacrifice, in my city, I was commemorated with the name, "THE SAVIOR"

Samples of Writing task in cycle 3 (Descriptive/argumentative text: A letter from my future self)

Dear [redacted]!

Chile, March 12039

I know that you are not so fine, but this letter will make you feel good... I really want to tell you where I am, yes, Santiago, CHILE; he he, I feel so good, because I just came from Italy, Our cousin, Juan is alive and he is so better, more healthful... I have to say that I'm not so happy with my body, you know, I'm not sure about my sexuality, but don't worry, that's OK, you will find it, I have my violet hair, just like Missa! and I had an accident, so I lost our left arm, but it's fine, the technology helps... that's it; Oh! I forgot, Happy Birthday! today you are 37! ha! (w)/... I'm thinking that you want to know about us, so, I'll tell you, it's not the same, I'm so positive and happy, and we changed our life, Our book, was very good, our draws, that's a revolution, people love them! The family are so proud, because we could do all that we want, My friend Nicole are living with me, and we look like a couple, but only we are friends; Miles lives in 'Argentina' and lives with Andy. Our classmates create a Whatsapp group, and we see us every year. I'm working in a movie, and I love that, but some actors are not so friendly. However, now I can do Parkour... well, I could do Parkour, he he, also I know how to play the violin, but very bad, I broke 2 one also I don't fear spiders, I have them like pets, and I have to take a lot of care, well... that's it, in this time it happened a lot of things and I can't say it all in only one letter, I will write you again, take care my child, with self-love.

In my opinion, I want live in Chile, because I love the talk shape from there, also I have a Chilean friend and I want to meet her in person;

I think that I will do a lot of things that in this moment I can't do and give me fear, and when I'll do that, maybe I'll have an accident and lose my arm... For me it's important to make my draws and write the things that I think...

I imagined myself; more happy, A little taller, I imagined with a family and a house, living in Santa Marta - Colombia, since, it is one of my dreams. Besides, I imagined that I was able to accomplish many of my goals such as finishing the year and enter to university, because with this I could fulfill some of my dreams as: visit Italy, jump on parachutes, bungee jump, visit the park "Tairona" and the jungle Amazons, so I get to know my country better.

Finally I imagined all this because for me, it's important and it is part of my life project, besides, fulfill my dreams and goals they make me very happy