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The Influence of Music Videos in Second Language Listening Development: A Study of the Undergraduate Students of Dhaka City

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The Influence of Music Videos in Second Language Listening Development: A Study of the Undergraduate Students of Dhaka City.

Farah Ulfat Mohinee and Progga Saha

Abstract

Listening is considered today a key factor in the language acquisition process. It includes interpersonal and interpretive patterns of communication. Visual support along with listening allows learners, especially non-native speakers to predict the meaning & pronunciation from the context. According to the context of Bangladesh, there is a rare opportunity for practicing as well as assessing the listening skills of English in the NCTB curriculum and so students suffer in note-taking, communicating, and giving presentations at the university level. The prime concentration of this paper is how watching music videos outside the classroom can enhance the development of the listening skills of Undergraduate students of Dhaka city. The questionnaire was distributed among 166 undergraduate students from 16 different public & private Universities in Dhaka. Observations, questionnaires, and video materials will find that the level of comprehension of the listening skills varies from one student to the other even if they belong to the same learning community because each learner uses different learning strategies of listening such as skimming, scanning, prediction, etc. The present study is attempting to provide some researched information about how some visual factors such as lip reading, body language, gesture, and posture can help in understanding the sounds, accents, pronunciation, context, stress, and intonation while impacting the enhancement of English listening skills.

Keywords: listening skill, second language, listening strategy, visual cues, music video.

Introduction:

English is used in Bangladesh as a second language of communication, creating impacts on the educational, cultural, recreational, and vocational platforms. To master a language, it is essential to have expertise in the four requisite skills such as reading, writing, listening, and speaking. English is no exception. Therefore, listening skill plays a vital role in getting a grip on the English language. According to Rost (2011), listening is a fluid interpretive mechanisms in which listeners balance what they hear with what they already know. For university students, English skill is mostly required to understand class lectures, follow the instructions of faculties, participate in group discussions, take class notes, communicate with faculties, attend presentations, and so on. Speaking and listening skills are not often emphasized in texts, and teachers rarely do so in the classroom. (Hamouda, 2013)

When students attempt to learn the meaning of new words or phrases in context, they frequently become bored by listening to a narrative or dialogue again. On the other hand, the rhythm and melody of a song can make repeat listening feel less tedious. (Purcell 1992)

The most popular video-sharing website, YouTube, founded in 2005, is one online media channel that offers exposure to many foreign languages through music videos. The accents of songs and visual cues like gestures, postures, facial expressions and lip reading might help in improving listening skills. This study focused on finding out the impact of watching English music videos in the case of enhancing English listening skills.

❖ Aims & Objectives:

This research is aimed to meet certain objectives-

- To find out the impact of English music videos on listening skills among the undergraduate students of Dhaka city.
- To find out the influence of visual cues to boost listening skills among them.

❖ **Statement of Purpose**

In this era of advanced digitalization, almost everyone possesses digital handy devices such as smartphones, tabs, laptops etc. Therefore, English music videos are easily accessible through YouTube, Facebook, Spotify and other platforms. In Bangladesh, students get attached to English at the primary level though skills get stronger in secondary or higher secondary level of education but lack of practice initiates weakness in listening as well as understanding English properly which tends to failure in proper communication at the university level.

In these circumstances, English music videos can be a great help to boost English listening skills. This study wanted to find out the impact of English music videos on accelerating the improvement of listening skills of the English language.

Literature Review

❖ **International studies on listening skills:**

Kretsai Woottipong (2014) worked on the teaching styles of listening skills among university students with the help of Audio-visual materials. He stated from the findings that students have a positive orientation towards audio-visual techniques & it helped them to enhance their listening ability. Eicha Afriyuninda & Lulu Oktaviani (2021) showed a descriptive statistical analysis where they presented the percentage from the statements of the questionnaire. Here, an important

finding is that 25.5% of students strongly agreed & 63.7% of the respondents Agreed on the fact that English songs are effective to improve their listening skills. No student disagreed or strongly disagreed.

Video literacy was given importance by Claudia Isabel Castro Villada (2009). The findings in this study show that the improvement of listening skills is possible through music videos if it is mediated by teachers' instructions, assessments, and material design.

Sitti Hadijah & Shalawati (2016) did a study on first year students of the English Department of the Islamic University of Riau.

They found that the students face complications in basic listening comprehension tests in note-taking activities about vocabulary in context(36%), numbers (29%), and word spelling (35%). They stated that lack of practice, limitation of listening aid, limited vocabulary, inexperienced teachers, and limited classroom facilities are the main factors behind these complications.

Bloomfield et al. (2010) stated that pronunciation is the biggest obstacle in listening as the spoken language is far different from the written language. So, the recognition of words in oral speech creates difficulties among students. Yagang (1994) recognized four problems in comprehending listening including the message, the speaker, the listener, and the physical environment. Medium plays an important role here.

❖ **National studies on listening skills:**

Md. Kawser Ahmed (2021) concentrated on the pedagogical support of teachers in the classroom in his paper. According to him, students show less positive attitudes towards listening skills

among the four skills as it is difficult to recognize the native pronunciation, phonological aspects & variations of accent.

Maniruzzaman (2002) stated that Listening skill is the toughest to achieve for the foreign language learners like Bangladeshis. The classroom settings do not provide good facilities, but he hasn't shown a proper solution to it.

Alam and Sinha (2009) opined that Bangladeshi secondary & higher secondary institutions do not focus on listening skills. As a result, students failed to catch the native context at the beginning of the tertiary level. They stated that at the varsity level, a good number of classes are conducted in English medium which strictly affects students' note-taking ability.

Jahan and Jahan (2008) showed from their findings that at the varsity level, only 14% of students came from an English medium background. Others face huge difficulties in the native context of listening.

Methodology

This section of the paper includes the detailed method that was followed while conducting the research along with data collection procedure and analysis techniques. This section also possesses some collected data presentation through pie charts.

❖ Research Method

In this research, a quantitative method is applied to deal with numerical data while analyzing. The quantitative method is used to test theories based on statistical evidence. Cohen et al.(2006) defined quantitative research as the evaluation of problems by testing theories with variables, measured with numbers as well as statistical procedural analysis to determine the validity of predictive generalization.

❖ **Research Question**

This paper is aimed to observe the ratio of improvement in English listening skills of university-level students of Dhaka city with the help of English music videos. The prime questions whose answers were searched throughout the whole research are:

- What relationship exists between music videos and English language learners' listening comprehension?
- What opinions do the students have about using music videos as a listening exercise?

❖ **Participant Inclusion Criteria**

According to the context of Bangladesh, there are rare opportunities to practice and assess listening skills before the tertiary level of study and so university students were considered as participants. Dhaka was chosen as the area of study as students of various universities of this city come from very diverse geographical, social, economic as well as cultural backgrounds so that data from various types of students could be collected. 166 participants from various public and private universities participated in this research.

❖ **Data Collection Design**

To conduct this quantitative study, a survey questionnaire was circulated in various universities, departments, student-oriented clubs, and residential halls of Dhaka to collect the data on a larger scale. Circulation was monitored to obtain proper data. The survey questionnaire contained a total of 15 questions. Among them, 11 questions were designed to get opinions using the Likert scale.

❖ **Ethical Considerations**

The research had been done following certain ethical issues. The anonymity and confidentiality of the participants were preserved during data collection and analysis. The data is used for research purposes only. This research work respects participants' opinions, write up, and perspectives. Data collection was conducted in such a way that no participant gets offended. This study is not meant to demean anyone's English language skills or personality.

❖ **Data Analysis Technique**

In this quantitative study, data were analyzed with numerical quantity expression, more specifically through numbers and percentages of variables along with their interconnectivity to each other. To deal with such huge data, the chi-square test is used to show the relation between improvements of English listening skills with the help of visual cues contained in English music videos along with the numerical percentages to represent other data.

❖ **Data Presentation**

Data is collected through Google Forms and analyzed with Microsoft Excel for identifying the numerical quantities and possibilities. The found data had been shown in this research as lists, pie charts, tables as well as graph bars. Representation of the collected data from the questionnaire of the survey is presented in this section.

1. Students from 16 different public & private universities of all the faculties (Arts, Social Science, and Science & Businesses Studies) participated in this research. All of the participants had a basic foundation of the English language as they all followed the national curriculum of Bangladesh (NCTB) before getting admitted into these varsities while studying at primary and secondary levels of education.

2. From the collected data, percentages of students watching frequent music videos are presented in the following pie chart.

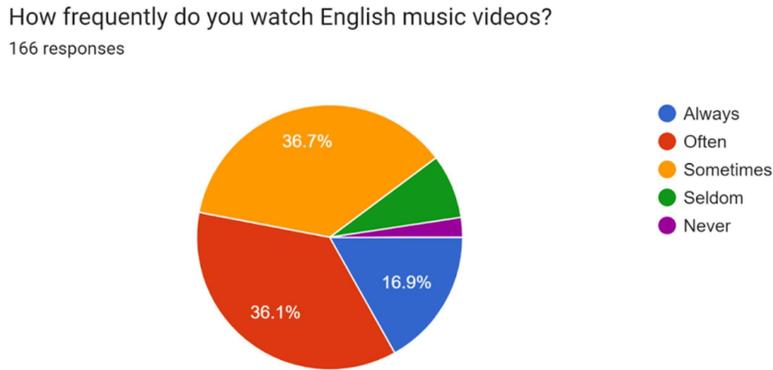


Figure - 2.7.1

3. The next pie chart shows how much the students are satisfied with their own English Language skills

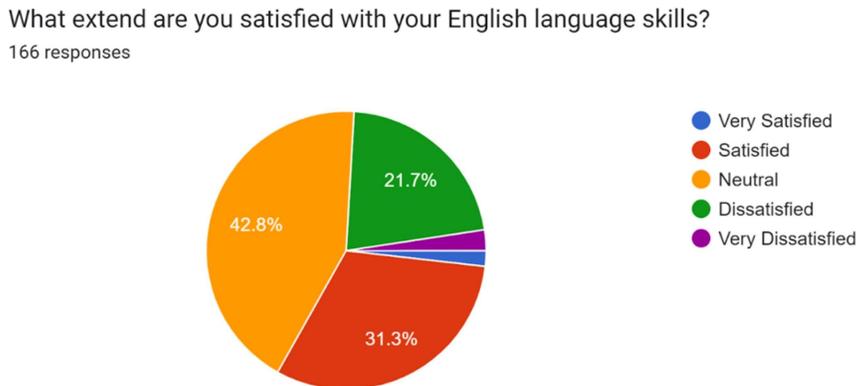


Figure - 2.7.2

4. The Participants stated how often they watch English music videos consciously for the betterment of English Listening skills. The following pie chart illustrates this in detail.

Provide your opinion on the statement according to you - "I watch English music videos consciously to develop your English language skills?"

166 responses

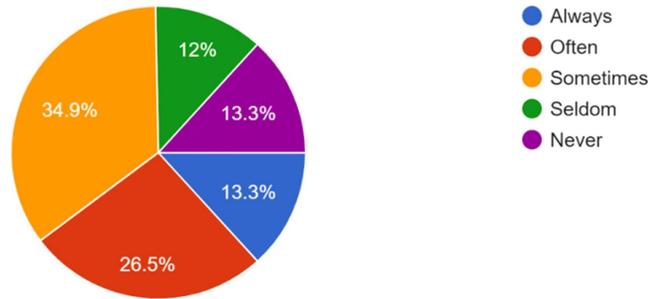


Figure - 2.7.3

5. The following chart defines the amount of using lyrical videos while listening to songs.

Provide your opinion on the statement according to you - "I use lyrical video while listening songs?"

166 responses

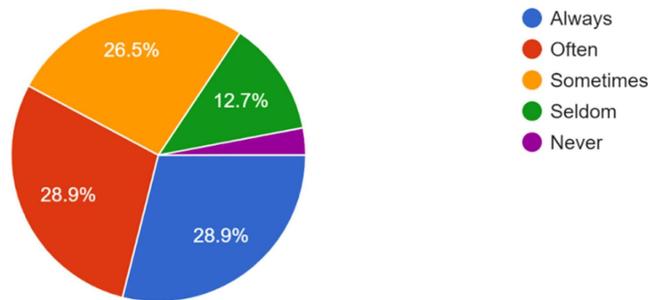


Figure - 2.7.4

6. Participants' opinions about improving English listening skills through watching English music videos are presented through percentages here according to their perspectives.

Provide your opinion on the statement according to you - "I think watching English music videos improve my listening skill."

166 responses

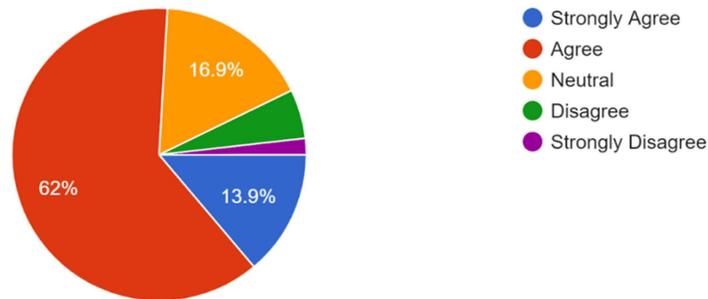


Figure - 2.7.5

7. Listening to English music can help to gather new vocabulary for regular use. This idea was agreed and disagreed as well by the participants. The following chart portrays the numerical entities of this notion.

Can new vocabularies be learned while watching English music videos?

166 responses

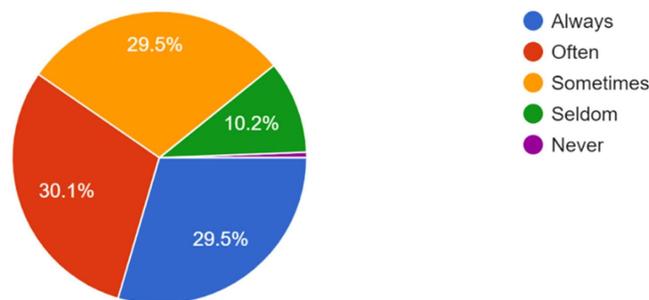


Figure - 2.7.6

8. The questionnaire was designed to understand the improvement of English listening skills through music videos. Data represents the rate of understanding English vocabulary after watching the music videos only once. The collected data shows-

To what magnitude you can understand the words of a song for listening it for the first time?
166 responses

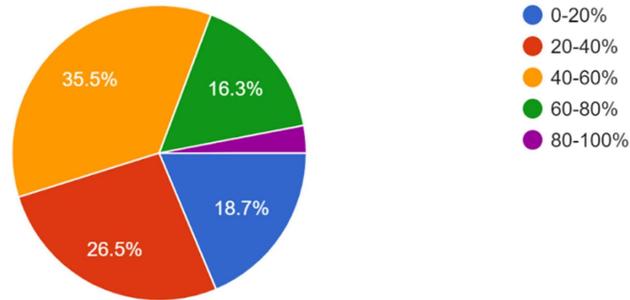


Figure - 2.7.7

9. Collected data denotes the improvement in listening skills as the next chart shows the ability to understand English words after watching any English music videos twice.

To what magnitude you can understand the words of a song for listening it for the second time?
166 responses

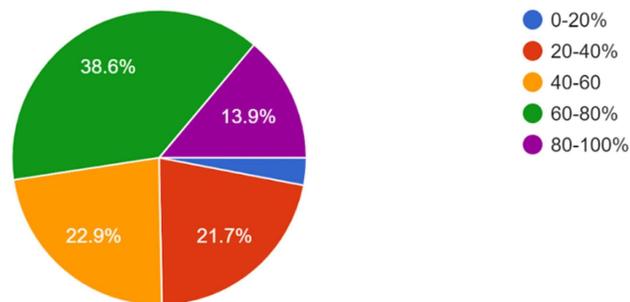


Figure - 2.7.8

10. People who agreed with the statement watching music videos with lyrics instigate better-listening ability, expressed their opinion as follows:

Provide your opinion on the statement according to you - "I think watching music videos with lyrics instigate better listening ability"

166 responses

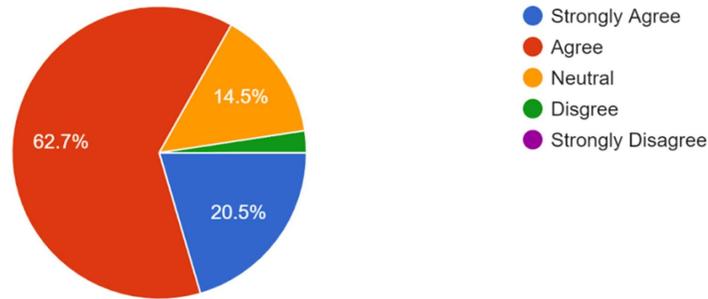


Figure - 2.7.10

11. The collected data determines the students who search for the meaning & usage of the words they do not understand after listening to it for the first time for future use.

Provide your opinion on the statement according to you - "I search for the meaning & usage of the words you do not understand after listening it for the first time for future use?"

166 responses

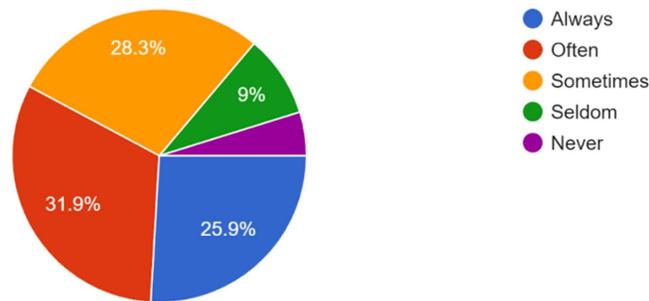


Figure - 2.7.11

12. Data represents the opinion of participants regarding whether listening skill gets aided by visual cues like facial expression, gesture, posture, etc. of a music video or not. The percentages are shown below.

Listening skill gets aided by visual cues like facial expression, gesture, posture etc. of a music video.

166 responses

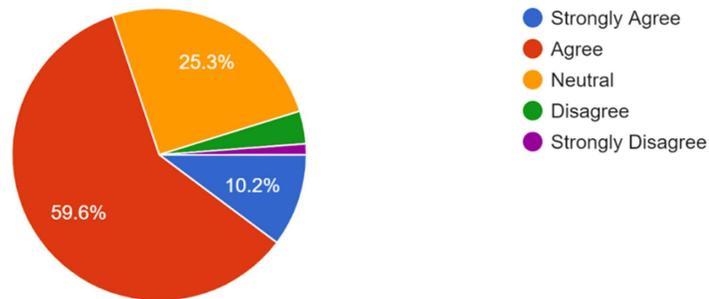


Figure - 2.7.12

13. Lip reading is an important component for understanding a language properly. The data collection survey sought to find out the relation between lip reading and English listening skills improvement. The result was as follows-

"Lip reading from visual has impact on understanding proper pronunciation of English words"

166 responses

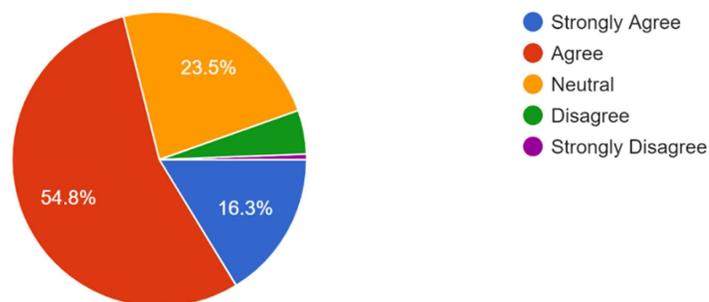


Figure - 2.7.13

Data Analysis, Results & Discussion

According to the data, the rate of self-satisfaction regarding their own English skills varied from person to person. Among the 166 students, 52 students were fairly satisfied with their English language skills and 36 students stated their dissatisfaction. 4 of the students were extremely dissatisfied with their skills and on the other hand, 3 students were very satisfied. It is clear that 16.9% of students always watch English music videos to enjoy the song and 36.7% of students sometimes as well as 36.1% of students often enjoy watching English music videos. Among them only 13.3% of students consciously watch English music videos for improving English language skills, 26.5% are the audience who often enjoys it and 3.9% of them sometimes use English music video hoping to improve their English language skills.

The rest of them don't care about watching them with the purpose of improving their English. Only 3% of students never use lyrical videos to understand English better and 28.9% of students always try to use lyrical videos of songs. Considering the situation of self-concerned students who want to improve their English listening skills, it is seen that they feel better motivated with lyrical videos as they can understand the words while watching. As 62.7% of students agreed that watching music videos with lyrics instigates better listening ability and 20.5% strongly agreed with it. Not a single student disagreed with this statement strongly.

A total of 69.1% of students think new vocabulary can be learned through watching English Music videos. Among them 29.5% believe it occurs always, 30.1% can learn often and the rest thinks about learning new vocabulary sometimes. Learning new vocabulary is possible if one searches for the meaning and usage of the word after listening to it. 25.9% of students always search for meaning and 4.8% never do it. 31.9% of students often search for meaning. On the other hand, 9% of students seldom try to know meanings and usage. The rest of them, sometimes find out the meaning and usage of words.

It is seen that there are 31 students who can understand only 0-20% of English words after listening to the song for the first time. This number decreases to 5 students who understand only 0-20% of English words after listening to it for the second time. Lip reading from visuals also has significance in improving listening skills as 54.8% of students agree with it and 16.3% of students strongly support it.

The Summary of the data is shown here through charts:

Chart-1

Statements, Question of surveys & Opinions of participants	Always	Often	Sometimes	Seldom	Never
How frequently do you watch English music videos?	28	60	61	13	4
Provide your opinion on the statement according to you - "I watch English music videos consciously to develop my English language skills"	22	44	58	20	22
Provide your opinion on the statement according to you - "I use lyrical video while listening to songs?"	48	48	44	21	5
Can new vocabulary be learned while watching English music videos?	49	50	49	17	1
Provide your opinion on the statement according to you - "I search for the meaning & usage of the words you do not understand after listening to it for the first time for future use?"	43	53	47	15	8

Chart-2

Statements, Question of surveys & Opinions of participants	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Provide your opinion on the statement according to you - "I think	23	103	28	9	3

Statements, Question of surveys & Opinions of participants	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
watching English music videos improve my listening skill."					
Provide your opinion on the statement according to you - "I think watching music videos with lyrics instigate better listening ability"	34	104	24	4	0
Listening skill gets aided by visual cues like facial expression, gesture, posture, etc. of a music video.	17	99	42	6	2
"Lip reading from visual has an impact on understanding the proper pronunciation of English words"	27	91	39	8	1

The relation between Improvement of English listening skills and visual cues from an English music video is tested below by the Chi-squared method. To test through the Chi-squared test, two hypotheses are taken.

Null Hypothesis: There is no correlation between English listening skills and watching English music videos.

Alternate Hypothesis: English listening skills and watching English music videos are correlated.

The collected data of students' opinions regarding improvement of English listening skills through English music videos and improvement with being aided by the visual cues like facial expression, gesture, posture, etc. of English music videos are presented here in charts.

Table of Observed Value (O)

Statements	Listening skill gets aided by visual cues like facial expressions, gesture, postures, etc. of a music video.
------------	--

Watching English music videos improves English listening skills.	Opinions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	Strongly Agree	6	19	2	0	0	27
	Agree	9	69	21	2	0	101
	Neutral	1	9	12	4	0	26
	Disagree	0	2	6	0	1	9
	Strongly Disagree	0	1	1	0	1	3
	Total	16	100	42	6	2	166

Table of Expected Value (E)

Statements	Listening skill gets aided by visual cues like facial expression, gesture, posture, etc. of a music video.					
Watching English music videos improves English listening skills.	Opinions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	Strongly Agree	2.60	16.26	6.83	0.98	0.33
	Agree	9.73	60.84	25.55	3.65	1.22

	Neutral	2.50	15.66	6.58	0.94	0.31
	Disagree	0.87	5.42	2.28	0.38	0.11
	Strongly Disagree	0.29	1.81	0.76	0.11	0.04

Here, the degrees of freedom = (Columns-1)(Rows-1) = (5-1)(5-1) = 16

From the table of percentage points of the Chi-square Distribution, the tabular value of Chi-Square for 0.05 significance level at the degrees of freedom is 26.296.

$$X^2_{(Tabular)} = 26.296$$

$$X^2_{(Calculated)} = \sum(\text{Observed Value (O)} - \text{Expected Value (E)})^2 / \text{Expected Value (E)} = 72.93$$

Therefore, $X^2_{(Calculated)} > X^2_{(Tabular)}$

As Calculated value is greater than the tabular value, according to the Chi-Square method, it can be stated that the null hypothesis is rejected and the alternate hypothesis has been validated. So, our test approves that English music videos are a very significant tool to improve English listening skills & these two are correlated. This data proves the idea that English language learners can be exposed to a diversity of accents through music videos, including Australian, British, American, and Indian. This resource can assist language learners in developing familiarity with diverse English speech patterns and enhancing their comprehension skills while engaging with native speakers, including those with pronounced accents. Moreover, Music videos provide individuals with the opportunity to be acquainted with how native English speakers use the language in an authentic and colloquial manner. Engaging in this practice facilitates the development of familiarity with the cadence, inflection, and articulation of colloquial English. Again, the incorporation of visual elements in music videos serves to offer

contextual information for the accompanying lyrics, facilitating comprehension of the song's intended message among learners, even in instances where a complete understanding of the lyrics may not be attained. Research shows that practicing lyric reading, studying vocabulary, and listening to various songs can help students to become more familiar with popular songs and make them more confident in their ability to listen and understand the world around them. (Brown, 2006). Repeatedly listening to the same music facilitates the acquisition of familiarity with the linguistic components of lyrics, pronunciation, and rhythm. The act of repeating language patterns aids in the internalization of these patterns and enhances one's listening comprehension skills. So, Listening skills are highly influenced by visual cues like lip reading, facial expression, gesture, posture, etc. of English music videos.

Some major findings of this research are:

- Listening skills are highly influenced by visual cues like lip reading, facial expression, gesture, posture etc. of English music videos. (Tested by Chi- Square Method)
- New vocabulary can be learned if anyone further finds out the meanings and usage of words after watching English music videos.
- A conscious approach of watching English music videos with the aim of boosting listening practice can make a greater impact than enjoying videos unconsciously.
- The ratio of understanding English words increases with the rate of rewatching English music videos repeatedly.
- Self-motivated approach to enhance English listening skill functions in a better way. (Based on the analysis of collected data and observation)

Conclusion

This study was conducted among the undergraduate students of the capital of Bangladesh, Dhaka who are only concerned about English for academic purposes. Memorization of vocabulary causes a vague impression among them. The results of the study on 166 students opined, there are positive relationships between the use of English music videos and listening skills.. The research findings suggest that watching music videos on various platforms can help with incidental vocabulary learning, which can be difficult for teachers to do in traditional language lessons. As a result, playing songs in language sessions and in their spare hours seems likely to aid in their vocabulary acquisition in the target language. Since music videos stimulate learners' visual and mental faculties simultaneously, they could be included in English language instruction curricula.

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