

**Engelbert Thaler: Musikvideoclips im  
Englischunterricht. Phänomenologie, Legitimität,  
Didaktik und Methodik eines neuen Mediums.  
[Music videos in the English-as-a-foreign-language  
classroom. An inquiry into whether and how to use  
the new medium.] Dissertation, München  
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Music videos, i.e. the three-minute visuals accompanying current rock and pop songs, have become a dominant part of youth culture all over the world. In spite of their popularity with teenagers, they do not play and role in the English-as-a-Foreign-Language (EFL) classroom. – This study seeks to investigate the potential of music videos in the context of teaching English as a foreign language. It addresses three questions: (1) What is a music video? (2) Should music videos be used in the EFL classroom? (3) If the answer to (2) is (partly) yes, how can they best be used there? – To answer these three questions, the dissertation evaluates the relevant literature, examining theoretical studies as well as empirical research. A survey conducted by the author is also part of the thesis. The discussion of teaching methodology is influenced by the author's practical experience as a teacher.

The thesis consists of two parts. The first, the theoretical part, analyses the terminology, history, economic background, form, content, and addressees of music videos; it also discusses the criticism directed at the music video as a cultural product. The second part deals with didactic and methodological aspects: motivation, teaching goals, selection of videos, approaches to teaching, exercises, producing a video in class. A comprehensive summary, which tries to answer the three questions posed in the introduction, concludes the study. The appendix comprises tables, diagrams, surveys, worksheets, and practical hints.

As far as teaching aspects are concerned, the main results of the study (in simplified form) are:

- An answer to the question whether to use music videos in the EFL classroom has to consider (among others) aesthetic, formal, pedagogical, legal, organizational, and methodological aspects. A major criterion should be efficiency.
- Both teachers and students may select the videos.
- A teacher trying to find the right video may be guided by the ten criteria outlined in the book.
- Generally speaking, there are seven approaches to presenting music videos in class: *lyrics first*, *sound first*, *picture first*, *picture off*, *sound off*, *no lyrics*, *all-codes approach*.
- The teacher can choose among a variety of exercises used before, during and after the presentation of the video.
- A music video offers four levels which can be exploited in class: lyrics, sound, visual images, context.
- Working with a music video can help to promote (in varying degrees) many teaching goals: reading, writing, listening, speaking, phonetics, vocabulary, grammar, pragmatics, literature, text analysis, cultural studies and intercultural learning, media pedagogy, interdisciplinary teaching.