A Study on Elementary School Students’ Perceptions of Learning English Through Pop Songs

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This study explores elementary school students’ perceptions of English pop songs in regular English classes at a Korean elementary school. Seven 6th graders participated in the study and they were divided into three groups based on their English proficiency level. Data were collected from their interviews, written logs, and group discussions for a qualitative analysis. The results indicate that low level learners associate pop songs with the auditory factor only, while intermediate and high level learners associate the songs with both auditory and visual factors. It is also found that each individual learner exhibits his or her own music preference in selecting pop songs for learning. In addition, the socialization effect, which evokes the sense of unity, is found among the English learners who attended the pop song lessons. Finally, the study presents the results that learning pop songs contributes to self-directed learning of English. Pedagogical implications on using pop songs for a teaching material are discussed.

Through the use of songs English pronunciation, vocabulary and grammar can be effectively taught. According to Cameron there are three stages of a song as a task for elementary level students. While listening to songs students hear the language used so that they can both imitate the pronunciation and also subconsciously acquire some of its sounds and patterns. During the process of listening to songs, students subconsciously acquire some of English sounds and patterns. The task of learning the correct use of stress and rhythm becomes simpler because students are lead by the rhythm of a song. There are a few activities which students at elementary level can do with a song to practice pronunciation. Teaching vocabulary through songs is not a new matter in TESL but it has always been actual and widely acknowledged by teachers and their students. Nowadays songs are available and its supply is inexhaustible. Songs are important and invaluable tools in developing students’ abilities in listening, reading, writing and speaking. Songs alone are not able to teach anyone how to communicate in a foreign language but they can motivate and provoke, inspire and encourage students to communicate and practice their language skills. The original songs in English hold the three indispensable keys to learning English through music the fun way: 1) The songs themselves are upbeat, melodic, and catchy, and appeal to people of all ages Video Listening song-based lessons and exercises for kids and English language learners, by popular artists such as Lady Gaga, Madonna, Amy Winehouse, Kylie, Justin Bieber, Katy Perry, Take That, Abba and The Beatles. Part of a free series of lessons to practice English grammar and listening skills through listening to songs. Browse our site for hundreds more free online quizzes, activities and lesson materials for English language students at all levels.