

Summer 8-15-2015

Using American pop songs in EFL classrooms

MIHEA OH
moh2@usfca.edu

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University of San Francisco

Using American pop songs in EFL classrooms

A Field Project Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English as a Second Language

by
Mihea Oh
May 2015

Using American pop songs in EFL classrooms

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

TEACHING ENGLISH AS A SECOND LANGUAGE

by

Mihea Oh

May 2015

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project (or thesis) has been accepted in partial fulfillment of the requirements for the degree.

Approved:

Instructor/Chairperson

Date

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Acknowledgement

I would like to express my gratitude to all my classmates who have accompanied with me for the entire academic program. I am grateful that you have helped me in every challenging moment that I had. I know that I could not have finished my master's project without your help.

Dr. Popal, your lectures have helped me to be a professional teacher in the TESOL field. I learned a lot about TESOL theories and methods from you. During the summer class in 2015, you gave a lot of thoughts and advice for me to finish my project. I really appreciate your effort and support.

It has also been my pleasure working with Dr. Dixon. Your encouragement and support made me make progress on my field project. Taking Methodology of Educational Research class has prepared me well to do my project.

Next, Rita Moran, an ESL instructor at the City College of San Francisco, where I volunteered as a TA, made suggestions to me not only my study but also on my future life plan. Thanks a lot for your consideration and being a role model that I want to be in the future.

Lastly, I thank for my family members who always stand by me. Although studying abroad was not easy for me, I could overcome my hardship with your encouragements and prayers. I feel like I am a lucky girl to have such a great family. I would like to dedicate this project to my family.

CHAPTER I INTRODUCTION

Statement of the Problem

Purpose of the Project

Theoretical Framework

Significance of the Project

Limitations of the Project

Definitions of Terms

CHAPTER I INTRODUCTION

Statement of the Problem

Second language acquisition is not an easy task. For adults, it takes longer when they learn a second language, and they would feel more stressful than young children. According to the Critical period hypothesis research by Eric Lenneberg, there is an ideal time to learn language, which is around the age of puberty. Because of this, specialized skills and resources are urgently needed for adult language learners who have passed critical period for language acquisition. Considering the social context of Korea and its globalized status, the importance of having the ability of speaking English as a foreign language is increasing. However, Korean education doesn't offer effective communicative curriculum for students in class. In fact, many students in Korea feel afraid of having a conversation with foreigners in English when they meet them in the street. Kim (2013) stated "Although they had studied English for many years in Korea, a majority of their English curriculum in school and in afterschool programs was preparation for the grammar and reading-based college entrance exam." This is due to the fact that they are focused on grammar oriented teaching. Grammar-based curriculum doesn't fulfill what students want in real life. Therefore, the development of good curriculum by using unique methods is essential for language acquisition.

Griffiee (2007) stated that although everyone knows that songs are beneficial, people don't know why using songs are influential. In language teaching, using songs in EFL classrooms can be a valuable tool for two reasons. Firstly, it can make the students comfortable and build Students' interest. Gardner (1985) considers motivation as a goal directed and defines it as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward

learning the language” (p. 10). Freeman and Holden (1986) also argued that using authentic materials can be a useful way to boost the learners’ motivation since they are more intriguing compared to other artificial materials. Using songs in ESL/EFL classes can make English language lessons fun and creative. In addition, both teachers and students will succeed in achieving their goal and students will have less stress learning second languages.

Another reason why Music is a powerful tool as a teaching resource in the class is because music lowers students’ affective filter and enables them to understand oral input. Swaminathan & Gopinath (2013) state,

“Like language, musical system are also sometimes thought of as communicative tools. Given the perceptual and functional similarities, and overlap in the cognitive resources required for processing music and language is plausible (P.164)

Another similarity of language and music is that both are having acoustic parameter such as pitch and duration. Parker (2000) maintains that understanding of nonnative speakers’ speech can be differentiated through “quasi-musical, prosody features, and intonation. Since languages, especially for speaking parts in English, have intonation and stress, these musical aspects (pitch and duration) can positively affect the process of learning English as a second language.

Incorporating music training and second language acquisition is a helpful way to teach English to second language learners. Swaminathan and Gopinath (2013) stated that if music and language share something the same regions in the brain, students who have extra training and

hone cognitive resources will exhibit improved language skill. Using pop-music as a tool in curriculum can be fruitful way in terms of teaching English.

Purpose of the Project

The purpose of this project is to identify practical activities to teach English through music to intermediate university students in EFL classes in South Korea. This curriculum will combine musical training and second language acquisition. Specifically, this field project provides a variety of music curriculum with utilizing American pop-songs, which can motivate language learners to learn English and retain vocabulary and improve their pronunciation. Specifically, students will correct their pronunciation while they are listening and singing pop-songs, and learn lots of vocabulary because of the melody and rhythm of the songs they hear and practice. Teachers who are not expert at teaching music will use music based lesson plan in the ESL classrooms easily while they are using this curriculum.

Theoretical Framework

This field project is based on two frameworks: (1) Desuggestopedia, (2) Effective filter hypotheses, and (3) MI(Multiple Intelligence).

The first theory that supports this project is Desuggestopedia. Desuggestopedia is a method to reduce stress when students learn English through integration of fine arts such as music, art , and drama. According to the Larsen-Freeman, D., & Anderson, M. (2013), communication occurs in “two planes”. The first one is conscious plane and another one is subconscious plane. The ESL learners pay attention to the language on the conscious plane while implicit on the subconscious plane is that music makes learning easier and pleasant. In

addition to that, Freeman, D., & Anderson, M. (2013) stress that making a bright and cheerful learning environment is important to conduct class. Positive suggestion can be also powerful techniques, which can appeal to students' both consciously and subconsciously.

The second theory that supports this project is Affective filter hypotheses. According to the Krashen(1988), the main content of this theory is about condition of low anxiety that enables student to understand language input. In this context, we should consider affective filter. Motivation, self-esteem, and anxiety are the significant elements that impact the level of affective filter. Second language can be acquired easily when the learners are surrounded by the environment in which most successful absorption of language learning is carried out. In ESL classroom, it is possible that the degree of students' acquisition can be differentiated according to the atmosphere of the classroom which can arise from teacher's attitude and teaching methods (Krashen,1988).

This project has an aim to provide effective learning environment through music resources by reducing negative feeling. Student will get away from boring classroom and have some positive energy to boost motivation on language acquisition during learning activities because music is a power to make more fun atmosphere in the classrooms.

The last theory that supports this project is MI (Multiple Intelligence) proposed by Howard Gardner. Gardner (1983) claims that human beings are capable of eight typical multiple intelligences and that individuals' respective profiles of intellectual strengths and weakness can vary because of both genetic and experiential reasons. The following eight multiple intelligence are explained by Gardner (1983).

1. linguistic intelligence – The capacity to use linguistic functions effectively.
2. logical intelligence-mathematical-The capacity to use numbers effectively.
3. musical intelligence- involves perceiving and discriminating musical notes. This ability is related to auditory functions that perceive the pitch and tone of music.
4. spatial intelligence-The ability to perceive the visual -spatial world accurately.
5. bodily intelligence -kinesthetic-expertise using one's whole body to express ideas and feelings.
6. naturalists intelligence - Expertise in the recognition and classification of numerous species of an individual's environment.
7. interpersonal intelligence - The ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of others.
8. intrapersonal intelligence - Self- knowledge and the ability to act adaptively on the basis of that knowledge.

This project has a close relationship with the MI theory. As students can learn English grammar, pronunciation, and even cultures from the sounds and lyrics of American pop songs, linguistic intelligence, music intelligence, and interpersonal intelligence are required. However, teachers can activate various types of modalities in addition to the required set of intelligences to enhance this curriculum.

In relation to the TESOL area, the implication of MI is meaningful in the education field. Students with different profiles not only help each other to perform better, but also compensate each other's weaknesses and strengths. In their book, *Orchestrating multiple intelligences*,

Moran, S., Kornhaber, M., & Gardner, H. (2006) state that “the greatest potential of a multiple intelligences approach to education grows from the concept of a profile intelligences. Each learner’s intelligence profile consists of a combination of relative strengths and weaknesses among the different intelligences” (p.188).

Significant of the Project

This project explores American pop songs to make a music –based curriculum to teach English. Since there aren’t many experts who know both music and language acquisition knowledge in SLA field, ESL teachers have a difficulty in making ESL lesson plan by incorporating music. Therefore, music based lesson plans are barely used in ESL classrooms. Specifically, many researchers who studied music and language show that these two elements are related to each other. In Korea, parents invest a lot of money in private English education institutes, which are called *Hakwon*. Student’s educational achievement in learning English is not what the parents expect. On the contrary, sometimes, attending *Hakwon* results in negative consequences such as losing the learners’ motivation to learn English. This project can be a way to solve these problems, and will raise the learners’ motivation for learning English. Ultimately, this will improve their English proficiency in all areas from listening to speaking skills. In addition, exposure to English pop songs sung by native English speakers can be a solution to fix pronunciation errors that most Korean people have. Therefore, this project will be a meaningful to teach ESL learners effectively with unique sources and will lead to making guidelines in the music TESOL area.

Limitation of the project

Although music-based curriculum has many advantages in teaching English in EFL classrooms, there are several limitations.

The first limitation is that students can acquire the wrong grammar and inappropriate words from American pop songs because lots of American pop songs contain slangs or inappropriate words. This is the reason why teachers should select the songs carefully to teach the right grammar points.

Another limitation is that not every student likes learning English through music. For those people who love music and who have musical background, this teaching method could be beneficial. However, using music- based instruction could reduce the students' interest in learning languages for those people who dislike music.

Lastly, teachers cannot teach decontextualized English because lyrics in music present language holistically.

Definition of Terms

Desuggestopedia: Desuggestopedia is a teaching method developed by the Bulgarian Psychotherapist, Georgi Lozanov. It is usually used in foreign language learning as a teaching method. Also, the desuggestopedia teaching method was developed to reduce the learners' negative feelings so that they can overcome the barrier to learning a language (Larsen-Freeman, D, 2000)

Affective filter: In *Techniques and Principles in Language Teaching*, Larsen-Freeman (2000) defines that affective filter is a metaphorical filter that is induced by a student's negative emotional feelings, which lower the student's ability to understand the language spoken to them (Castagnaro, P. J. 2006).

Critical period: Lenneberg (1967) hypothesized that there is a critical period people can acquire their first languages, which is normally from early infancy to puberty (Lenneberg, 1967).

ESL: It is an acronym for English as a Second Language and represent teaching English to those whose native language is not English but reside in an English-speaking country (Longman Dictionary of Language Teaching & Applied Linguistics, 2010).

EFL: It is a generic term for English learned as a foreign language in a country or context in which English is not commonly used as a language of education or government (Douglas, 2000).

Multiple Intelligence (MI): proposed by Gardner, he chose eight criteria for a behavior to be considered an intelligence: musical–rhythmic, visual–spatial, verbal–linguistic, logical–mathematical, bodily–kinesthetic, interpersonal, intrapersonal, and naturalistic. (Gardner, 2011).

CHAPTER II REVIEW OF THE LITERATURE

Introduction

Review of the Literature

Summary

CHAPTER II REVIEW OF THE LITERATURE

Introduction

There is no room for doubt that innovative teaching methods and materials should be developed in the TESOL field since learning a foreign language requires a lot of energy and efforts. In Korea, it seems that getting a good grade in English is not enough to show the job seekers' English skills. Recently, Korean companies require communicative language skills beyond the English language test scores. Korean universities began to offer English conversation courses and let students take such classes as required classes for graduation (Jeon, J. 2010). Therefore, students' motivation to go to famous private language institution has been growing to get a good score on tests, especially on TOEIC speaking test. Even if students have a good score on the speaking test and have an experience going abroad, they still have difficulties having an English conversation with native speakers of English.

Due to enormous benefits of music in relation to second language acquisition, the relationship between musical ability and language acquisition has been investigated by many researchers in the past. However, in real EFL classrooms, music-based English teaching has been implemented very little. This is due to the fact that many English teachers do not know how music can be used as a teaching material. Griffie, D. T. (1990) points out: "These two factors, the large number and variety of recorded songs that are available on the market today and our feelings toward them, are of concern to teachers working with songs. How can teachers work with specific techniques without appearing to recommend the songs they have selected to illustrate those techniques? From the point of view of the teacher evaluating a

technique, the song being used to illustrate the technique may be unknown and uncongenial” (p. 43).

The purpose of this literature review is to illuminate the effectiveness of using music in EFL classrooms and investigate a correlation between language learning and music expertise. It is divided into three sections: i) Influence of using music on language acquisition; Motivation & Anxiety, ii) Musical expertise & language learning, and musical training

Influence of Using Music on Language Acquisition: Motivation and Anxiety

The success of second language acquisition is related to various factors, such as affective factors, emotion, self-esteem, anxiety, and motivation. Affective filter hypothesis as proposed by Krashen (1982) is related to anxiety and motivation in foreign language acquisition. Krashen (1982) states that the principal factors of success in second language acquisition are related to the student's emotional state. Therefore, the teacher's ability to deal with the students' emotional status is crucial to make a better learning environment in EFL classrooms.

Anxiety can be the main issue for ESL students and it hinders learning second language. Brown (2007) pointed out that anxiety in second language acquisition is “Intricately intertwined with self-esteem, self-efficacy, inhibition, and risk taking, the construct of anxiety plays a major affective role in second language acquisition (Brown, p161). Another researcher, Arnold (2000, P.59) states that language anxiety “ranks high among factors influencing language learning, regardless of whether the setting is informal (learning language on the streets) or formal (in the classroom)”. This is because EFL students

have never experienced to learn the target languages before. In Korea, most students have high level of anxiety as well. According to Lim (2002), Korean students have an anxiety of making mistakes when making utterance in English. In other words, since Korean EFL learners have been taught with grammar oriented methods, they want to speak perfect English sentences without errors. However, this makes students to be anxious if they fail to speak in perfect sentences, so the students rather lose their chance to speak and practice English. Therefore, it is clear by alleviating students' anxiety level, they will speak freely and fluently.

Motivation is another affective factor that can influence the learners' effort to learn languages. Ryan, R. M. and Deci, E. L. (2000) stated that intrinsic motivation is defined as motivation from inherent satisfactions rather than from external rewards whereas extrinsic motivation is defined as motivation to attain separable consequences such as personal goal. It is important to distinguish the kind of motivation that students have for ESL teachers to learn English. Brown (2005) gives several suggestions for making intrinsically motivating activities in the classrooms:

1. Does the activity appeal to the genuine interests of your students? Is it relevant to their lives?
2. Do you present the activity in a positive, enthusiastic manner?
3. Are students clearly aware of the purpose of the activity?
4. Do students have some choice in choosing some aspects of the activity and /or determining how they go about fulfilling the goal of the activity?
5. Does it encourage students to discover for themselves certain principles or rules ?

6. Does it encourage students in some way to develop or use effective strategies of learning and communication?
7. Does it contribute –at least to some extent- to students’ ultimate autonomy and independence?
8. Does it foster cooperative negotiation with other students in the class? Is it a truly interactive activity?
9. Does the activity present a “reasonable challenge”?
10. Do students receive sufficient feedback on their performance?

Based on these suggestions, it is certainly easy to see that students can be motivated to learning if they feel at ease and comfortable in the classrooms, which can be influenced by teaching method and environment of the classrooms as well as from the interaction between teachers and students .

In order to lower the students’ anxiety and boost their motivation, finding an applicable teaching method should be proposed. According to Schinke-Llano & Vicars (1993), “in order for learning to occur, the learner needs to be in a state of anxiety-free relaxation.”(p. 325). This implies that there should be a special tool to make the learners’ in a state of anxiety-free relaxation to acquire new languages. This is related to the teaching method, which is called Desuggestopia or suggestopedia and it suggests that music can be a way to avoid negative feeling like anxiety in ESL classrooms because students feel more comfortable and enjoyable when they are learning English with music.

Hence, it is obvious that utilizing music in ESL classroom can be an invaluable as a tool to lower their stress in learning English. Music based lesson plans make it easier for the students to understand the language because students feel less stressful. For example, when the author was working as a TA at YMCA in ESL class, she taught the students a new English song every Tuesday and Thursday, giving an explanation of the song's lyrics and teaching musical rhythm in addition to phonics. At the very first class, the response of students on music-based English teaching was not quite different from the one of students on regular teaching class in ESL classrooms. However, student's interest and participation in learning English has grown for three month as time goes by. It seems that music has a power to involve the students in the learning activity more actively. Consequently, the effect of music on the students' emotion status cannot be ignored in language learning to make comfortable environment in ESL classrooms.

Musical expertise & language learning

People who have musical expertise can improve ESL learners' pronunciation through listening skill since they can detect sound well and music can be a cue to remember word or language. According to Jihoon Lee and Matthew(2012), "learners who were exposed to the target vocabulary through a melody whose structure reflected the ascending major scale music without the element of pitch in terms of allocating their attention."(2012)The researchers did an experiment, which included three groups. The first group learned vocabulary with ascending diatonic scale major. The second group was instructed with a little amount of range of pitch hierarchy. The last group learned vocabulary with rhythmic speaking without pitch. The result was that the first group who was instructed with ascending diatonic scale major outperformed other groups. Based on the result, Jihoon and Matthew's observation was impressive to me because melody especially ascending major scale include

different notes, which can stimulate students' memory learning of vocabulary. Musicians have the ability of switching notes on their own based on their hearing ability so that the hearing of music can be a cue to fix their pronunciation. Chobert, J (2013) tested French non-musicians and musicians in both metric tasks and semantic tasks to see perception of duration cues. The result of this test was that musicians outperformed non-musicians based on error percentages. The researcher tested another experiment, which included 50 Japanese adults who were L2 learners. They were tested to measure the relationship between musical and L2 learners' capacity: phonology perception, pronunciation, syntax and lexical knowledge. The result of this experiment was that participant who had musical ability could pronounce better than non-musicians. In his second experiment, we can see relationship between musical expertise and the sound of pronunciation, especially R and L sounds. Unfortunately, these two pronunciations feature as common problem for L2 learners. Then, ESL teachers can think about how can fix our pronunciation through listening skills. What is the relationship between two factors? As the prominent philosopher, Besso (2007) puts it, "Musical ear may also be of use to detect small pitch changes in speech." Basically, Besso (2007) is mentioning that students who have a decent ear to discern different pitch in music are superior to student who lacked auditory ability to catch differences in note when it comes to find minor pitch changes in speech. It is pivotal for ESL learners to improve their second language proficiency because they can catch differences in language quickly than others. Moreover, Salcedo, C. S. (2010) notes that, "When music and text are encoded together, some components of the melody will cue or echo the parallel component of the text.". In his experiment, the first group was a music group, the second group was a text group, and the third group was a control group. The music group sang loudly the songs. The second group read aloud. The result of this test showed us that when music and text are expressed together, some elements of the melody will cue the participants to remember the text. In making this

comment, Claudia urges us to learn a second language vocabulary through music because music functions as memory helper with distinctive note, which is a cue to remember language. It is true for people because sometimes people remember lyrics of the song during sing a song without thinking, meaning that a specific note reminds us to remember a specific word. Therefore, in our classroom, using musical source is important to enhance ESL learners' process of learning second language. Isaacs, T., & Trofimovich, P. (2010) also tested an interesting experiment was tested to look at sensitive ears for musicians. There are two groups in this experiment: 30 people in music major, 30 people in non-music major. The result shows us that the first group of people judged the accentedness of people negatively than second group. In another article “How talker identity related to language processing” published by Creel, S. C., & Bregman, M. R. (2011), they experimented various bird's song, they detected that birds like song bird can have special ability to sing a song varying pitches has special auditory system which allow listeners to acquire information. Based on this result, the author said that “music ability affect their social evaluation of L2 pronunciation”. Given this result, what is the meaning of having sensitive ear for you? In author's opinion, having sensitive ears will give us to the ability to catch pronunciation of the target language that we want to learn. For example, when we look at singers in Asia area, such as Korean singers, they can pretty well mimic the sound of music another country's song. They can also mimic the lyrics of music in foreign songs. Although most of them aren't trained well about second language, they simulate the second language's sound well when they are singing. As a result, auditory ability is connected to people who have an music ability to pull vocal tract, which will positively affect L2 learners' second language acquisition. In fact, the author has keen hearing ability that was a talent since birth. Thanks to my talent of hearing, I could not only detect note and music sound but also catch sound around me including speech. Catching the sound around me was helpful when I was studying English from the beginning until now so

that I could improve my English proficiency quickly than other ESL people. Based on the reason that I mentioned above, I am sure that having a sensitive ear to detect musical sound is advantageous for ESL student.

Musical training

Do you think musical training can help ESL learners in a real class? We can use music skill to improve ESL learners' learning. Writing in journal commentary, Speh, A. J. and Ahramjian, S. D. (2010) stated about methodologies for second language acquisition. The researchers mention that "Three components comprise the natural approach, and all of them relate to both musical and linguistic learning: 1) providing students with comprehensible input-contextualized examples of the target language (or music); 2) reducing student anxiety; 3) creating opportunities to communicate." Alice J's point is that "natural approach" is essential for a good learning environment. Ultimately, Speh, A. J. and Ahramjian, S. D. (2010) complain, musical activities can benefit ESL student in many ways. Their view makes refined my thinking. Now I think if we teach music skills with language, it helps students not only their with language proficiency but also emotional problem in the class and my job will be make easy as an instructor. There is an experiment to support this argue in another article. Elizabeth L (2008) tested two groups of participants—non-musicians, vocalist—in vocal production to figure out number of non-predicted peak. The vocalist group was trained at least five years in vocal training. The participants were asked to sing and speak two familiar children's songs without background music, and their voice was recorded in the recording booth. The result was that the frequency ratio peaked in the song sample and showed more noticeable outcomes in increased peak to-trough amplitude and decreased peak-to-trough width even though the harmonic structure of speech and song were alike. This experiment also showed that non-predicted peaks function as a yardstick of how much energy present at

frequency ratios not according with those of the 12-tone scale. The result showed that the number of non-predicted peaks declined when musical ability developed. This experiment shows us musical training gives us a lot of advantages in terms of participant experiences of music ability. Therefore, training L2 learners with music can be a key to success in second language learning. The environment of classroom has to be changed with our effort. We should consider how we can music resource use in our real classroom, how we can make easier to teach them through improving their music skills.

Summary

Through this research, the new way for second language acquisition was investigated through incorporating with brain functions, listening ability, and remembrance through vocal tract activities like a singing. I am sure that music teaching gives us a new way to develop musical tasks to improve second language acquisition with encouragement students with more enthusiasm. This is due to the fact that this musical activity will make it easier for L2 learners to learn second language fast.

Granted, there are strengths and weaknesses in this literature. Improving music ability might be a good way for fixing pronunciation. With sensitive hearing ability, people can detect specific error training vocal tract activity. Many Asia countries' teaching style is narrow method for L2 learners, which is teacher centered learning environment. In this situation, researching about vocal tract activity with music can be an extinguishable find for task-based teaching to change teaching style. On the other hand, there are two weaknesses of this research. Even though learning how to pull vocal tract to sing a song will help L2 learners to improve their language proficiency, it is more helpful to improve their utterance,

not to improve their writing and grammar learning. Also, the task for learning how to vocal tract to sing a song takes a lot of time, meaning that there is a time consuming problem.

For further research, we should think about what was missing in this research. Like I said before, a certain specific program should be developed from the result of the experiment. This research gives us how to adjust this method to our classroom. Furthermore, we need experiments the relationship between vocal tract movement and its impact on L2 learners when they are sing through observation of this movement. Hence, the sound of movement in vocal tract is considered and I will research this subject more profoundly in my future article. To find they have an ability to pull vocal cord, I will make an experiment to prove how vocal cord move when students are singing. Also, with Seth Riggs' phonation method for training students, I will prove how effective this training for student. From the result of training, new specific program should be found considering balancing with teaching music skill and language learning. The importance of having musical ability cannot be underestimated in order to improve language proficiency. Still, there are a lot of works to do for me to research about this topic so that I will struggle for research to help ESL learners.

CHAPTER III

THE PROJECT AND ITS DEVELOPMENT

Description of the Project

Development of the Project

The Project

CHAPTER III THE PROJECT AND ITS DEVELOPMENT

Description of the Project

This curriculum is divided into four units and each consists of language contents and music. Overall, this curriculum focuses on pronunciation, and vocabulary to help students feel more confident in their speaking abilities. The main goal of this curriculum is to help students pronounce English correctly and to enjoy their learning experiences. Firstly, each unit starts with an introduction of an English pop song and its artists, as well as some helpful pictures. The students will listen to songs and read lyrics. Second, there will be a discussion of the song, its context, as well as the pronunciation of difficult sounds. After listening to the songs, there will be an assignment that will involve filling in the blanks. Next, students will work on memorizing definitions of unfamiliar words. Each song will have at least four words that students are required to learn.

The pictures will help English language learners who might feel embarrassed and/or hesitant to pronounce English words. They can identify mouth shapes and use them in order to improve their pronunciation. Also, students can engage in practicing pronunciation, using the given vocabulary words, and repeating sentences taken out from songs. The music, the proper pronunciation of words, vocabulary and definitions, and words used in sentences are all included in a CD. In addition to that, further resources are on the back of the curriculum.

Development of the Project

My working experience influenced me to choose American pop songs as teaching materials. I was working at a private institution as a voice coach for 4 years in Korea and my

students who wanted to sing well were typically not interested in studying English.

Sometimes, they chose an American pop song to practice and I taught them how to improve their music skills, but not their English. However, I found that their English pronunciation improved naturally. From that experience, I have considered using music resources, such as American pop songs, to offer students an easier way to improve their English. Furthermore, I figured out my English speaking improved faster as well. In my childhood, I used to like American pop songs and Disney songs, which helped me to have more motivation to learn English. After I moved to San Francisco in 2013, I had an opportunity to teach American pop songs at City College of San Francisco where I was working as a Teaching Assistant. From that experience, my motivation to develop music- based curriculum became stronger. Now, I am on the last stretch to become a teacher. As a teacher, I want to provide future ESL learning with an effective and fun strategy in improving their English. Therefore, this curriculum will help students to become more engaged and be more interested in focusing on studying English. If students use this curriculum, I believe they will have more progress in their studies.

The Project

(Please see subsequent pages for the contents of the project.)

The background of the slide features a warm, gradient background transitioning from light orange at the top to pale yellow and then to light blue at the bottom. Overlaid on this are several faint, stylized musical notes and a large, flowing white line that resembles a musical staff or a wave, creating a musical and artistic theme.

Using American pop songs in EFL classrooms: A Handbook For EFL Teacher

Created by Mihea Oh

Curriculum Outline

	Title	Listening	Speaking	Grammar
UNIT 1	Sugar Maroon5	Listen to the song; Fill in the blank and answer top-down, and bottom up question	Talk about different kind of tastes;	Modals verb: should
UNIT 2	True colors Cyndi Lauper	Listen to the song; Fill in the blank and answer top-down, and bottom up question	Talk about my favorite colors and reasons;	Present and past participle
UNIT 3	chasing pavement Adele	Listen to the song; Fill in the blank and answer top-down, and bottom up question	Talk about goal in my life;	Conditionals: Verb Tense in "If" Clauses
UNIT 4	Childhood Michael Jackson	Listen to the song; Fill in the blank and answer top-down, and bottom up question	Talk about my childhood;	Present perfect

UNIT 1



LOVE



SHARE



CARE

SUGAR-MAROON5



MAROON 5

Created by Mihea Oh 2015. Images from Google Images.

Lesson 1

Contents objective

- Students will be able to discuss love and how it feels like.
- Students will be able to talk about the story in the music video with peers.
- Students will be able to understand America style's song and rhythm.

Language objective

- Students will be able to guess the meaning of the new words while they are listening to music.
- Students will be able to use 'when' and 'where' to make complex of sentences.
- Students will be able to check their listening comprehension after listening while they answer true and false questions.

Anticipated difficulties/solutions

- Students might have problem with understanding complex sentences at the very first class. Teacher can deal with this difficulty by giving a variety of exercises and examples to make them understand complex sentences.

Homework

- Give students a sheet of lyrics and ask them to listen to the song and repeat the song 5 times at home.

Learning activity and procedure

I. 🔄 Pre-listening activity

1. Warm-up: Divide student into several groups and show pictures from the music video. Then, let them think about what is the song is going to be about. Students will compare their opinions with other group.

In your group, guess what this song is going to be about.

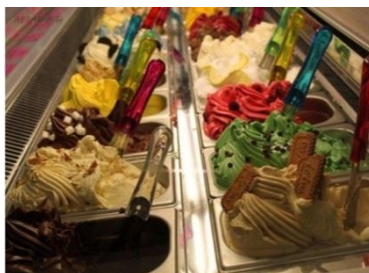


I think that this song is about

My friends think that this song is about

2. **Vocabulary:** Teach the meaning of the following words.

Sweetness [swi:tnəs]



Sympathy [sɪmpəθi]



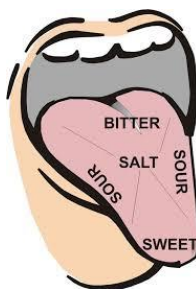
Loving [lʌvɪŋ]



Begging [béɪŋ]



Taste [teɪst]



Dictionary

Sweetness is one of the five basic tastes and is universally regarded as a pleasurable experience.

Sympathy is understanding between people; common feeling

Loving is feeling or showing love; warmly affectionate; fond:

Begging is to ask for as a gift, as charity, or as a favor:

Taste is perceive of flavor of

3. Focused Question: Ask the students to find the answers for the focused questions while they listen to the song.

1. What does he need now from her?

Answer: _____

2. How does he feel when he is without his love?

Answer: _____

3. What words did he use as metaphor to express his love?

Answer: _____

4. Discuss question

1. What is your favorite taste?

Answer: _____


2. How do you think about love?

Answer: _____

3. Do you like sweetness?

Answer: _____



- II .  While listening: Play the MP3 file and ask the students to listen to song carefully



- III .  Post listening activities

1. Ask the focused questions.

Students answer those focused questions.

1. What does he need now from her?

Answer: _____

2. How does he feel when he is without his love?

Answer: _____

3. What words did he use as metaphor to express his love?

Answer: _____

2. True/false question.

Read the sentences below and circle T for Truth and F for False statement.

T F 1. A guy feels happy when his love is away.

T F 2. He thinks love tastes like sugar.

T F 3. He doesn't need love.

T F 4. He decided to leave her since he feels insecure.

T F 5. He thinks he has many reasons in his life for living, and love is just one of the reasons.

3. Fill in the blank.

Listen to the song and fill in the blank that you hear. After that, let's sing together.

Sugar

I'm hurting baby, I'm broken down
I need your____, _____.
I need it now
When I'm without you
I'm something weak
You got me _____, _____.
I'm on my knees
I don't wanna be needing your love
I just wanna be deep in your love
And it's killing me when you're away
Ooh baby, cause a bullet don't care where you are
I just wanna be there where you are
And I gotta get one little _____.
Sugar
Yes please
Won't you come and put it down on me
Oh right here, cause I need
Little love and little _____.
Yeah you show me good loving
Make it alright
Need a little a _____ in my life

4. Vocabulary exercise

Complete each sentences with the correct answer from the box.

Sweetness

Sympathy

Loving

Taste

Begging

1. _____ is a property of sugar.
2. Why do people persist in _____ for money in the street?
3. A bond of _____ developed between members of the group.
4. What every child needs is _____ care and attention.
5. Mothers never stop _____ their children
6. The beggar was not hungry, but he kept _____ for food
7. Many people like the _____ and smell of coffee.
8. She added a little more sugar for _____.
9. It left a nasty _____ in my mouth.
10. We feel _____ for poor people.

IV. Grammar exercise

Explains what independent dependent clause is and how to make clause of time and place (where, when). After that, do the following exercises.

Complex of sentences

Clause of time and place– **when, where**

Independent clause	Dependent clause
I just wanna be there	where you are

Dependent clause	Independent clause
When I'm without you	I'm something weak

Exercise 1. Complete the following sentence. Use when or where in your sentence.

1. _____ I was in kindergarten, my sister and I fought a lot.
2. This is the place _____ we saw a rat.
3. I don't know _____ it happened.
4. I told my father _____ I was working.
5. I am sorry I didn't let you know _____ we are.
6. It doesn't matter _____ you come from.
7. When I say something, people listen.
8. I was shocked _____ I heard the news.

Exercise 2. If the sentence below are wrong, correct the mistake.

1. My father went to Paris where I was a baby.

2. It was two years ago where we met.

3. It doesn't matter who I stay.

4. Is there any place what I sleep?

5. Why don't you leave me alone when I am reading a book?

6. This is the house when my sister was born.

Exercise 3. Complete the dialogues by changing Speaker A's questions to noun clauses.

Example

A: When is Dina's birthday?

B: I don't know when Dina's birthday is.

A: Where is the place that you want to go?

B: I don't know _____

A: When is the release date for iPhone 7?

B: I don't know _____

A: When did they visit San Francisco?

B: I don't know _____

A: Where is the place that he used to live?

B: I don't know _____

A: Where were you yesterday morning?

B: I don't know _____

Exercise 4.

Write about your weekend below. You have to use when, where, what to describe your weekend.

UNIT 2



LOVE



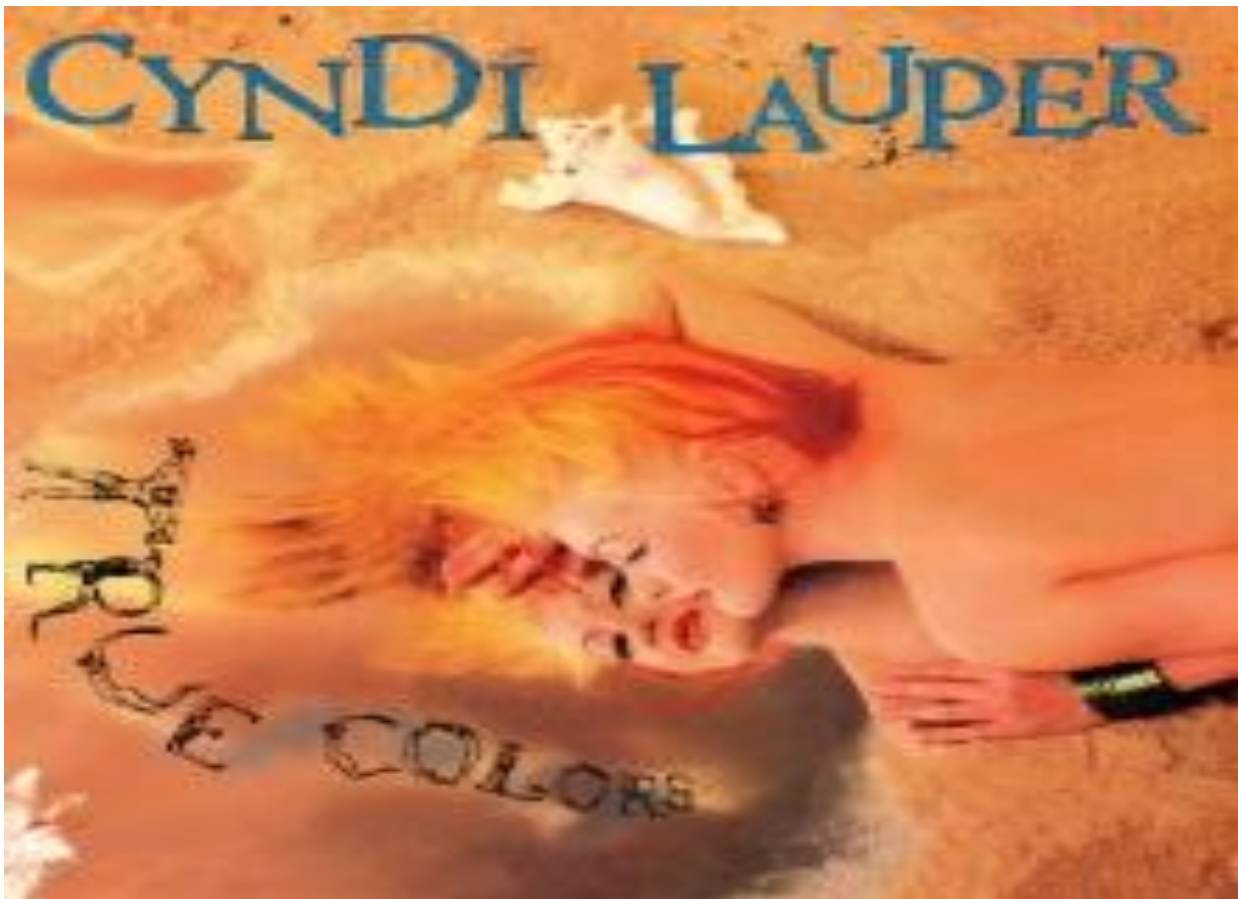
SHARE



CARE

True colors

Cyndi Lauper



Created by Mihea Oh 2015. Images from Google Images.

Lesson 2

Contents objective

- Students will be able to discuss colors and the relationship of color preference to their personality.
- Students will be able to talk about the story in the music video with peers.
- Students will be able to understand American style's song and rhythm.

Language objective

- Students will be able to guess the meaning of vocabulary while they are listening to the songs.
- Students will be able to use 'imperative mood' in a sentence.
- Students will be able to check their listening comprehension after listening while they answer true and false questions.

Anticipated difficulties/solutions

- Students might have problems with understanding of the Bingo activity's procedure / comprehension check
- Students might have problems with using imperative mood when they do grammar exercises/ Peer correction

Homework

- Give students a sheet of lyrics and ask them to listen to the song and repeat the song 5 times at home.

Learning activity and procedure

I. 🎧 Pre-listening activity

1. Warm-up: Teacher divides students into several groups and let them discuss colors, and state what colors reflect their personality in relation to your personality.

🎧 Tell me about yourself and discuss your colors.

Appearance	Personality
1.	1.
2.	2.
3.	3.



What color am I? Why?

2. **Vocabulary:** Teach the meaning of the following words.

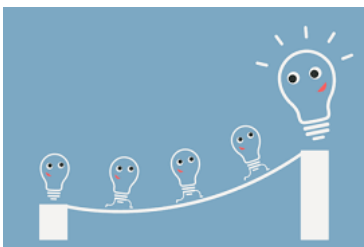
Courage ['kəriɪ]



Call [kɔ:l]



Realize ['ri:əlaɪz]



Last [læst]



Lose [lu:z]



Dictionary

Courage is the ability and willingness to confront fear, pain, danger, uncertainty or intimidation.

Call is a telephone conversation.

Realize means understand something clearly.

Last means most recently, latest, last so far.

Lose means be deprived of or cease to have or retain

3. Focused Question: Ask the students to find the answers for the focused questions while they listen to the song.

1. From the singer's perspective, what kinds of eyes do discouraged people have?

Answer: _____

2. B. How does the singer think of true colors?

Answer: _____

3. What is the reason why the singer in the song like his/her love?

Answer: _____

4. Discuss question



1. What is your favorite color?


Answer: _____

2. When do you feel happy and smile on your face?

Answer: _____



Created by Mihea Oh 2015. Images from Google Images.

- II .  While listening: Play the MP3 file and ask the students to listen to song carefully



- III .  Post listening activities

1. Ask the focused questions.

Students answer those focused questions.

1. From the singer's perspective, what kinds of eyes do discouraged people have?

Answer: _____

2. B. How does the singer think of true colors?

Answer: _____

3. What is the reason why the singer in the song like his/her love?

Answer: _____

2. True/false question.

Read the sentences below and circle T for Truth and F for False statement.

T F 1. The singer wants to encourage people who are discouraged .

T F 2. The singer in this song thinks that everyone has their own color shining through.

T F 3. The singer in this song thinks that darkness inside people makes them to be happy.

T F 5. The singer says that don't be afraid to let the true colors show.

3. Fill in the blank.

Listen to the song and fill in the blank that you hear. After that, let's sing together.

True colors

You with the sad eyes

Don't be discouraged

Oh I _____.

It's hard to take _____.

In a world full of people

You can _____sight of it all

And the darkness inside you

Can make you feel so small

But I see your true colors

Shining through

I see your true colors

And I'll see your true colors

Shining through

I see your true colors

And that's why I love you

And that's why I love you

So don't be afraid to let them show

Your true colors

True colors are beautiful,

Like a rainbow

Show me a smile then,

Don't be unhappy, can't remember

When I _____ saw you laughing

If this world makes you crazy

And you've taken all you can bear

You _____me up

Because you know I'll be there

4. Vocabulary exercise

Complete each sentences with the correct answer from the box.

	Courage	Realize
Last	Call	Lose

1. I didn't _____ you were listening.
2. _____ helped him to win the game.
3. What was the phone _____ about?
4. This is the _____ time I'm taking a class in this University.
5. I don't want to _____ you again
6. I didn't _____ how much I loved you.
7. Using diet pills is not a safe way to _____ weight
8. Susan studied really hard _____ night.
9. I have to tell that when my friends _____ me.
10. Your _____ will lead to victory.

IV. Grammar exercise

Explains what imperative mood is and how to form imperative mood in the sentence. After that, do the following exercises.

Imperative mood

When do we use Imperative mood?

How do we form imperative mood?

Affirmative	Subject (omitt)	Base verb
	(You)	Stop talking!

Negative	Do+not	Base verb
	Don't	Watch TV Be afraid

Exercise 1. Find imperative moods in the song lyrics and highlight it with your pen.

Don't be discouraged
Oh I realize
It's hard to take courage
In a world full of people
You can lose sight of it all
And the darkness inside you
Can make you feel so small

Show me a smile then,
Don't be unhappy, can't
remember
When I last saw you laughing
If this world makes you crazy
And you've taken all you can bear
You call me up

Exercise 2. Look at the sentence below and find the right form at in parentheses

1. How can I lose my weight? Don't (eat/ eating/ to eat)
2. My father is sleeping. Be (quiet/ quieting/quiet)
3. I think I made a huge mistake. Don't (saying/say/to say) that, it's not your fault.
4. Can you tell me where the church is? (going/go/to go) straight and turn left at the post office.
5. I cannot stand this hot weather. (taking/take/to take) a cold shower.

Exercise 3. Turn the positive imperatives into negative imperative, and negative imperative into positive imperatives.

1. Don't turn off the light.

2. Find any towels in the room.

3. Don't look at the board.

4. Go to Downtown to see a movie with him.

Exercise 4. Imperative Bingo game.

Play imperative bingo with peer. Must make 4 horizontal, diagonal OR vertical lines to get a BINGO.

Don't be afraid to let them show	Don't say it again	Be quiet and watch TV	Bring it back
Don't be late	Share your secret	Don't leave me	Be happy
Clean up your room	Don't be discourage	Don't be unhappy	Be strong no matter what will happen
Don't worry	Sit down here	Show me a smile	Give me your hands

UNIT 3



LOVE



SHARE



CARE

CHASING PAVEMENT -ADELE-



Lesson 3

Contents objective

- Students will be able to discuss their goal in life and which job they want to have in the future.
- Students will be able to infer the meaning of ‘chasing pavements’ in the song.

Language objective

- Students will be able to guess the meaning of vocabulary while they are listening to music.
- Students will be able to use ‘modal auxiliaries’ in a sentence.
- Students will be able to check their listening comprehension after listening while they answer true and false questions.

Anticipated difficulties/solutions

- Students might have problems with speaking in English when they play a role in role play games. Giving examples.
- Students might have problems with using modal auxiliaries when they answer grammar exercises. Peer correction

Homework

- Giving students a sheet of lyrics and ask them to listen to the song and repeat the song 5 times at home.

Learning activity and procedure

I. 🔄 Pre-listening activity

1. Warm-up: Tell me about your dream of what you want to be in the future and why.



My dream is...

Students will engage in THINK-PAIR-SHARE. Students will discuss and infer the meaning of the lyrics shown below. Then, they will connect to their own personal experiences, when they were hesitant and contemplated whether to chase their dreams or not.

Should I give up or should I just keep chasing pavements
Even if it leads nowhere?
Or would it be a waste even if I knew my place
should I leave it there?

2. **Vocabulary:** Teach the meaning of the following words.

Give up [ɡɪvʌp]



Think [θɪŋk]



Waste [weɪst]



Pavement [peɪvmənt]



Chase [tʃeɪs]

Dictionary

Give up is to stop or quit

Think is to ponder, to go over in one's head

Waste is the action or progress of wasting; extravagant consumption or ineffectual use.

Pavement is paved exterior surface, as with a road or sidewalk

Chase means pursue in order to catch

3. Focused Question: Ask the students to find the answers for the focused questions while they listen to the song.

Let's talk in pairs about the question below.

1. What are two ways that she is hesitating?

Answer: _____

2. What should she do if she would end up with her love?

Answer: _____

3. Did she make up her mind to keep chasing her love in the end?


Answer: _____

4. Discuss question

1. Did you have any moment that you want to give up?

2. What is your life goal?



- II .  While listening: Play the MP3 file and ask the students to listen to song carefully



- III .  Post listening activities

1. Ask the focused questions.

Students answer those focused question

1. What are two ways that she is hesitating?

Answer: _____

2. What is the thing she need to do if she would end up with her love?

Answer: _____

3. Did she make up her mind to keep chasing her love in the end?

Answer: _____

2. True/false question

Read the sentences below and circle T for Truth and F for False statement.

T F 1. She is hesitating whether she should keep chasing pavements or not.

T F 2. She made up her mind that she doesn't need to think it over if she is wrong and right.

T F 3. She thinks chasing pavements is waste of time.

T F 4. She is falling in love with someone.

T F 5. Chasing pavements mean chasing a boy whom a girl loves.

3. Fill in the blank.

Listen to the song and fill in the blank that you hear. After that,
let's sing together

Chasing Pavement

I've made up my mind, don't need to
_____ it over

If I'm wrong I am right, don't need to
look no further

This ain't lust, I know this is love

But if I tell the world, I'll never say
enough

'Cause it was not said to you
And that's exactly what I need to do
if I'd end up with you

Should I give up or should I just keep
chasing _____.

Even if it leads nowhere?

Or would it be a waste even if I knew
my place

Should I leave it there?

Should I _____ or should I just keep
chasing pavements

Even if it leads nowhere?

I build myself up and fly around in
circles

Wait then as my heart drops and my
back begins to tingle

Finally could this be it?

Should I give up or should I just keep
chasing pavements

Even if it leads nowhere?

Or would it be a _____ even if I knew
my place

Should I leave it there?

Should I give up or should I just keep
_____ pavements

Even if it leads nowhere?

4. Vocabulary exercise

Complete each sentences with the correct answer from the box.

Give up

Pavement

Waste

Chase

Think

1. Tommy is driving on concrete _____.
2. I don't _____ that's a great idea.
3. Don't _____ your dream.
4. Going to schools is a _____ of time.
5. Watching TV is a _____ of time.
6. The guy who _____ me was a policeman
7. You had to _____ the butterfly
8. I'll never be able to _____ drinking.
9. Try not to _____ so much
10. He had slipped on an icy _____.

IV. Grammar exercise

Explains what Modal auxiliaries (Should, will/would) is and how to form imperative mood in the sentence. After that, do the following exercises.

Modal auxiliaries (Should, will/would)

When do we use Modal Auxiliary Verbs?

How do we form Modal Auxiliary Verbs?

Subject	Modal Auxiliary Verb	Base verb
You	Should	stop when the traffic light turn red.
She	Will/would	do it if she really wants to do.
They	Have to	go to the police office.

Exercise 1. Find Modal Auxiliary Verbs in the song lyrics and highlight it with your pen.

Should I give up or should I just keep chasing pavements
Even if it leads nowhere?
Or would it be a waste even if I knew my place
Should I leave it there?
Should I give up or should I just keep chasing pavements
Even if it leads nowhere?

Exercise 2. Do the exercise on modal auxiliary verbs and circle on the correct answer.

1. People _____ know how to deal with anger. (should, will, would)
2. I should finish this work by tomorrow morning (should, will, would)
3. _____ you like to join us? (should, will, would)
4. He _____ be home in two weeks. (should, will, would)
5. How many times _____ I feed the cat? (should, will, would)
6. I didn't think it _____ ever happen to me. (should, will, would)

Exercise 3. Add to where necessary. If there is no need to in the sentence, write x.

1. Adriana should _____ stay up all night for the exam.
2. It would _____ be a last time.
3. I have _____ go to the hospital in the morning.
4. It should _____ be there as I expected.
5. Would you like me _____ bring any food to the party?
6. She had _____ wear a nice costume at that night.

Exercise 4. Role Play

This activity require each group to role play and thinks of what 3 different characteristics will say unique situation to show obligation, and possibility.

The situation might be:

"Richard and his friends, Steven and Cindy, got 3 free flight tickets from a special event. Richard wants to make a plan to go to abroad for a trip with his friends. However, Steven wants a domestic trip. Negotiate with fiends where and when they are going to go."

Steven – he is judgmental and always claims his own thought to others.



Example.

You should listen to me when I talk to you.

Richard- He is super positive person. He always look at the bright future and say what will happen in the future.



Example.

The problem that you mentioned would be solved soon. I will fix it!

Cindy-She is completely neutral about problems.



Example.

Let's calm down guys. Richard, your thought is reasonable. How about Steven? Do you have any other thought?

UNIT 4



LOVE



SHARE



CARE

CHILDHOOD -MICHAEL JACKSON -



Created by Mihea Oh 2015. Images from Google Images.

Lesson 4

Contents objective

- Students will be able to talk about childhood memories with classmates.

Language objective

- Students will be able to guess the meaning of some targeted vocabulary which will be written on the board.
- Students will be able to use 'present perfect' in sentences.

Anticipated difficulties/solutions

- Students might have problems with understanding of the procedure "World itinerary game". Comprehension check.
- Students might be confused to distinguish between past tense and present perfect tense.

Homework

- Give students a sheet of lyrics and ask them to listen to the song and repeat the song 5 times at home.

Learning activity and procedure

I. 🔄 Pre-listening activity

1. Warm-up: Students are expected to work in pairs and share their childhood memories with each other. What is your good memory?



My childhood was

2. Vocabulary: Teach the meaning of the following words.

Childhood [tʃaɪld.hʊd]



Fate [feɪt]



Conquest [kənˈkwɛst]



Wonder [wəndər]



Throne [ˈθrɒn]

Dictionary

Childhood is the age span ranging from birth to adolescence.

Fate is predetermined state.

Conquest means that a territory that has been gained by the use of subjugation and military force.

Wonder means desire or be curious to know something

Throne is a ceremonial chair for a sovereign.

3. Focused Question: Ask the students to find the answers for these focused questions while they listen to the song.

1. What is the singer looking for?

2. What is the reason that no one understands him?

3. What did he ask people to do before judging him?




4. Discuss question

1. When is the happiest time in your life?

2. Please share a couple of your childhood memories with your classmates.



- II .  While listening: Play the MP3 file and ask the students to listen to song carefully



- III .  Post listening activities

1. Ask the focused questions.

Students answer those focused questions.

1. What is the singer looking for?

2. What is the reason that no one understand him?

3. What did he ask people to do before judging him?

2. True/false question.

Read the sentences below and circle T for Truth and F for False statement.

T F 1. Most people understand him even though the singer acts like a child .

T F 2. The singer is searching for his childhood memories.

T F 3. People judged the singer because of his actions.

T F 4. He envisioned his future life.

3. Fill in the blank.

Childhood

Have you seen my _____?
 I'm searching for the world that I
 come from
 'Cause I've been looking around
 In the lost and found of my heart...
 No one understands me
 They view it as such strange
 eccentricities...
 'Cause I keep kidding around
 Like a child, but pardon me...

People say I'm not okay
 'Cause I love such elementary
 things...
 It's been my _____ to compensate,
 for the Childhood
 I've never known...

Have you seen my Childhood?
 I'm searching for that _____ in my
 youth
 Like pirates and adventurous dreams,
 Of _____ and kings on the _____.

Before you judge me, try hard to love
 me,
 Look within your heart then ask,
 Have you seen my Childhood?

People say I'm strange that way
 'Cause I love such elementary things,
 It's been my fate to compensate,
 for the Childhood I've never known...

Have you seen my Childhood?
 I'm searching for that wonder in my
 youth
 Like fantastical stories to share
 The dreams I would dare, watch me
 fly...

Before you judge me, try hard to love
 me.
 The painful youth I've had
 Have you seen my Childhood....

4. Vocabulary exercise

Complete each sentences with the correct answer from the box.

Childhood

Fate

Conquest

Wonder

Throne

1. I spent my _____ days in Korea.
2. You were strong enough to change your _____.
3. He dreamed of the _____ of the area.
4. Do you ever _____ what is in the box?
5. People sometimes look back to their _____ days.
6. We do not know his _____.
7. At the time of the Spanish _____, the Inca Empire was the largest state in the world.
8. A king sits on the _____ with dignity.
9. Do not _____ who I am.
10. The legs of the _____ were decorated with birds.

IV. Grammar exercise

Present perfect.

When do we use Present Perfect tense?

How do we form Present perfect tense?

Subject	have/has + past participle (verb+ed)
He	has left.
I	has seen the paper.

Exercise 1. Find the forms of Present Perfect in the song lyrics and highlight it with your pen.

Have you seen my Childhood?
 I'm searching for wonder in my youth
 Like fantastical stories to share
 The dreams I would dare, watch me fly...

Before you judge me, try hard to love me.
 The painful youth I've had

Have you seen my Childhood...

Exercise 2.write the past participles.

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
1.Want	Wanted	
2.Visit	Visited	
3.See	Saw	
4.Invite	Invited	
5.Complete	Completed	
6.Do	Did	
7.Receive	Received	
8.Cut	Cut	
9.Order	Ordered	
10.Patch	Patched	
11.Hang	Hung	
12.Give	Gave	
13.Speak	Spoke	
14.Tell	Told	

Exercise 3. Complete the dialogues with the words in parentheses.

1. A: (you, eat, ever) _____ a kangaroo?

B: No, I _____. I (see, never) _____ a kangaroo.

2. A: (you, ever, visit) _____ the War Memorial of Korea.

B: Yes, I _____. I (visit) _____ about a year ago.

3. A: (Vera, ever, had) _____ a happy moment in her life?

B: Yes, She _____. She (have) _____ with her family.

4. A: (Sam, ever, watch) _____ the sunrise?

B: No, he _____. He (watch, never) _____ the sunrise because he always get up late.

Exercise 4. World itinerary game.

I'm in the world, find me!

Firstly, work in teams by pairs of two in each team. Second, each team should choose two places- one should be the place you have traveled before and one should be where you are now. Then, each team ask the question such as "have you been to....?" and answer with "Yes, I have, No, I haven't/never been to _____" by taking turns. If you can guess the place the place of other teams, then raise your hand and call out your team name. After you get called on to speak up, then you can respond by saying, "You are now in _____." Each team is given only 3 chances to say the places of other teams.



Team A: Have you ever been to _____?

Team B: Yes, I have. or No, I haven't been there for entire my life.

"You are now in _____."

Source: <http://edition.tefl.net/ideas/grammar/fun-present-perfect-activities/>. Images from

Google Images.

Appendix

Sugar

I'm hurting baby, I'm broken down
 I need your loving, loving
 I need it now
 When I'm without you
 I'm something weak
 You got me begging, begging
 I'm on my knees
 I don't wanna be needing your love
 I just wanna be deep in your love
 And it's killing me when you're away
 Ooh baby, cause a bullet don't care where
 you are
 I just wanna be there where you are
 And I gotta get one little taste
 Sugar
 Yes please
 Won't you come and put it down on me
 Oh right here, cause I need
 Little love and little sympathy
 Yeah you show me good loving
 Make it alright
 Need a little a sweetness in my life

 Babe, my broken pieces, you pick them up

 Don't leave me hanging, hanging come give
 me some

 When I'm without you, I'm so insecure

 You are the one thing, one thing I'm living
 for

 I don't wanna be needing your love

 I just wanna be deep in your love

 And it's killing me when you're away

 Ooh baby, cause a bullet don't care where
 you are

-Maroon 5-

I just wanna be there where you are

 And I gotta get one little taste

 Sugar
 Yes please
 Won't you come and put it down on me
 Oh right here, cause I need
 Little love and little sympathy
 Yeah you show me good loving
 Make it alright
 Need a little a sweetness in my life
 Sugar
 Yes please
 Won't you come and put it down on me

 Yeah I want that red velvet
 I want that sugar sweet
 Don't let nobody touch it
 Unless that somebody is me
 I gotta be a man
 There ain't no other way
 Cause girl you're hotter than southern
 california bae
 I don't wanna play no games
 I don't gotta be afraid
 Don't give all that shy sh-t
 No make up on That's my

 Sugar Yes please
 Won't you come and put it down on me
 Oh right here, cause I need
 Little love and little sympathy
 Yeah you show me good loving
 Make it alright
 Need a little a sweetness in my life

 Sugar

Yes please
Won't you come and put it down on me
Sugar
Yes please
Won't you come and put it down on me
Oh right here, cause I need
Little love and little sympathy

Yeah you show me good loving
Make it alright
Need a little a sweetness in my life
Sugar
Yes please
Won't you come and put it down on me
Down on me, down on me





True colors –Cyndi Lauper-

You with the sad eyes
 Don't be discouraged
 Oh I realize
 It's hard to take courage
 In a world full of people
 You can lose sight of it all
 And the darkness inside you
 Can make you feel so small

 But I see your true colors
 Shining through

And I'll see your true colors
 Shining through
 I see your true colors
 And that's why I love you

I see your true colors
 And that's why I love you
 So don't be afraid to let them show
 Your true colors
 True colors are beautiful,
 Like a rainbow

 Show me a smile then,
 Don't be unhappy, can't remember
 When I last saw you laughing
 If this world makes you crazy
 And you've taken all you can bear
 You call me up
 Because you know I'll be there

Chasing Pavement

-Adele-

I've made up my mind, don't need to think it over
If I'm wrong I am right, don't need to look no further
This ain't lust, I know this is love

But if I tell the world, I'll never say enough
'Cause it was not said to you
And that's exactly what I need to do if I'd end up with you

Should I give up or should I just keep chasing pavements
Even if it leads nowhere?
Or would it be a waste even if I knew my place
Should I leave it there?
Should I give up or should I just keep chasing pavements
Even if it leads nowhere?

I build myself up and fly around in circles
Wait then as my heart drops and my back begins to tingle
Finally could this be it?

Should I give up or should I just keep chasing pavements
Even if it leads nowhere?
Or would it be a waste even if I knew my place
Should I leave it there?
Should I give up or should I just keep chasing pavements
Even if it leads nowhere?

Childhood -Michael Jackson-

Of conquest and kings on the throne...

Have you seen my Childhood?

I'm searching for the world that I come
from

'Cause I've been looking around

In the lost and found of my heart...

No one understands me

They view it as such strange eccentricities...

'Cause I keep kidding around

Like a child, but pardon me...

People say I'm not okay

'Cause I love such elementary things...

It's been my fate to compensate,

for the Childhood

I've never known...

Have you seen my Childhood?

I'm searching for that wonder in my youth

Like pirates and adventurous dreams,

Before you judge me, try hard to love me,

Look within your heart then ask,

Have you seen my Childhood?

People say I'm strange that way

'Cause I love such elementary things,

It's been my fate to compensate,

for the Childhood I've never known...

Have you seen my Childhood?

I'm searching for that wonder in my youth

Like fantastical stories to share

The dreams I would dare, watch me fly...

Before you judge me, try hard to love me.

The painful youth I've had

Have you seen my Childhood....

Answer key

Unit1

Focused Question

1. He needs love from the one that he loves.
2. He is weak when he is without his love.
3. He uses sugar sweet and red velvet to express his love.

True/false question

1. F 2.T 3.F 4.F 5.F

Fill in the blank

1. loving, loving
2. begging, begging
3. taste
4. sympathy
5. sweetness

Vocabulary exercise

1. sweetness
2. begging
3. sympathy
4. loving
5. loving
6. begging
7. taste
8. sweetness

- 9. taste
- 10. sympathy

Grammar exercise

Exercise 1

- 1. when
- 2. where
- 3. when
- 4. where
- 5. where
- 6. where
- 7. when
- 8. when

Exercise 2

- 1. My father went to Paris when I was a baby.
- 2. It was two years ago when we met.
- 3. It doesn't matter where I stay.
- 4. Is there any place where I sleep?
- 5. Right sentence
- 6. This is the house where my sister was born.

Exercise 3

- 1. Where you want to go.
- 2. When the release date for iPhone is.
- 3. When I visited San Francisco.
- 4. Where he used to live
- 5. Where I was yesterday morning.

Unit2

Focused Question

1. The discouraged people have sad eyes.
2. The singer in the song thinks true colors are shining.
3. Because the singer sees true colors shining through.

True/false question

1. T
2. T
3. F
4. T

Fill in the blank

1. realize
2. courage
3. lose
4. last
5. call

Vocabulary exercise

1. realize
2. courage
3. call
4. last
5. lose
6. realize
7. lose
8. last
9. call

10.courage

Grammar exercise

Exercise 1

Don't be discouraged

Oh I realize

It's hard to take courage

In a world full of people

You can lose sight of it all

And the darkness inside you

Can make you feel so small

Show me a smile then,

Don't be unhappy, can't
remember

When I last saw you laughing

If this world makes you crazy

And you've taken all you can bear

You call me up

Exercise 2

1. eat
2. quiet
3. say
4. go
5. take

Exercise 3

1. Turn off the light.
2. Find any towels in the room.
3. Look at the board.
4. Don't go to Downtown to see a movie with him.

Unit3

Focused Question

1. One is that she keeps chasing her love. Another one is that she gives up her love.
2. She said if I tell the world, I'll never say enough because it was not said to you
3. We don't know the answer.

True/false question

1. T 2. T 3. F 4. T 5. T

Fill in the blank

1. think
2. pavements
3. give up
4. waste
5. chasing

Vocabulary exercise

1. pavement
2. think
3. give up
4. waste
5. waste
6. chased
7. chase
8. give up
9. think
10. pavement

Grammar exercise

Exercise 1

Should I give up or should I just keep chasing pavements
 Even if it leads nowhere?
 Or would it be a waste even if I knew my place
 Should I leave it there?
 Should I give up or should I just keep chasing pavements
 Even if it leads nowhere?

Exercise 2

1. should
2. should
3. would
4. will
5. should

6. would

Exercise 3

1. x
2. x
3. to
4. x
5. to
6. to

Unit4

Focused Question

1. He is searching for his childhood.
2. Because people view it as strange eccentricities.
3. He said before judge me, try hard to love me.

True/false question

1. F 2. T 3. T 4. F

Fill in the blank

1. childhood
2. fate
3. wonder
4. conquest

5. throne

Vocabulary exercise

1. childhood
2. fate
3. conquest
4. wonder
5. childhood
6. fate
7. conquest
8. throne
9. wonder
10. throne

Grammar exercise

Exercise 1

Have you seen my Childhood?

I'm searching for wonder in my youth
Like fantastical stories to share
The dreams I would dare, watch me fly...

Before you judge me, try hard to love me.
The painful youth I've had

Have you seen my Childhood...

Exercise 2

1. wanted
2. visited

3. seen
4. invited
5. completed
6. done
7. received
8. cut
9. ordered
10. patched
11. hung/hang
12. given
13. spoken
14. told

Exercise 3

1. Have you ever eaten, haven't, have never seen
2. Have you ever visited, have, have been there
3. Has Vera ever had, hasn't, has had a happy moment
4. Has Sam ever watched, hasn't, never has watched

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Recommendations

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Having English language ability and a good grade on an English test, such as TOEIC and TOFLE, makes a candidate to be competitive in the job market in Korea. According to Min (2012, Sep 6), Specialized Korea Research Institute for Vocational and Educational Training (KRIVET) has surveyed 3,110 college students in Korea. 51% of the students who were surveyed answered that they attended private English institutions to improve their English language skills so that they can get a well-paying job. However, even though English learners yearn to improve their English language proficiency, it is hard to find decent English education programs to enhance one's competence in English.

This field project aims to provide music-based curriculum using American pop songs as materials to improve students' language ability by providing fun activities. The curriculum is designed to assist students to increase their vocabulary, grammar, and spoken language skills. The author is sure that if people in Korea can come across a useful curriculum, they can improve their language ability without going abroad. Also, it was created with the students in mind. It boosts the English learners' interest and motivation by using American pop songs in a fun and enjoyable manner. The author expects that students can exchange and share their thoughts in English with others confidently. With this curriculum, they will feel competent in engaging in English conversations with people around the world. The author

hopes that this curriculum will be a catalyst to revamp the education system in Korea towards catering English learners' interests.

Recommendations

The author suggests three ways to use this curriculum more effectively. First, playing/singing the target song several times in the classroom is advised so that ESL students are repeatedly exposed to the forms, syntax, lexical items, segmentals, and suprasegmentals features or English language included in the song. The repetition of the song promotes long-term memory and enhances students' their pronunciation skills.

Secondly, teachers can use 'Animoto' which is a cloud- based video maker to teach a song more effectively. The fascinating part of this application is that teachers can insert any animation or song lyrics as a background with the background music of the target song, which is more exciting to watch than Power Point slides. Also, this application can be used as an assessment tool. Using this application allows students to easily make a 30- seconds video of what they learn in the classroom. After students make their own music videos, they might review the uploaded video and share their thoughts with each other.

Lastly, this curriculum can be used in a variety of ways for teaching English. Teachers can expand this curriculum to teaching pronunciation and stress by developing the curriculum. In addition to that, TPR (Total Physical Response) features can be used when students are singing. This method will allow students to lower their stress levels while they are learning a

foreign language. It can lead to encouraging them to reach levels beyond their own language proficiency.

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