

Effective Use of Songs in the EFL Classroom



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Why songs in the EFL classroom?

- They are valuable pedagogical tools.
- They can help improve learners' listening and pronunciation skills.
- They can be useful in the teaching of vocabulary and sentence structures.
- They can reflect culture.
- They can be used as language tasks.
- They can be adapted to suit a particular theme.
- They can increase students' overall enjoyment of learning a foreign language.

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Songs as pedagogical tools:

- Songs are flexible.
- Songs can be used for a variety of purposes.
- Songs can develop speaking, listening, reading and writing skills.
- Songs can reinforce vocabulary and structures as well as concepts.



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Songs to develop listening skills:

- Songs are less monotonous than repeated dialogues.
- Songs expose children to a variety of melodies and rhythms.
- Songs work on children's short and long-term memories.



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Songs to develop Speaking skills:

- Songs can teach rhythm and stress.
- Songs contextualize chunks of language and vocabulary and familiarize children with them.
- Songs help retell.



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Songs for vocabulary practice:

- They are usually based around a theme or topic that can provide the context for vocabulary learning.
- Frequent repetition in songs fosters vocabulary acquisition.
- The song and the lyrics need to be selected carefully to complement the target vocabulary. A difficulty for teachers is finding and selecting songs that are suitable both in terms of vocabulary and topic or theme.

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Sentence structures and sentence patterns

- Many children's songs have a simple sentence structure or sentence pattern that can become set in the mind of the learner.
- Songs could be used to reinforce questions taught in the classroom.



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Songs to teach culture:

- Songs can also give learners the opportunity to acquire a better understanding of the culture of the target language.
- Songs reflect culture.
- Young learners can be given the opportunity to learn about seasonal or historical events in the target language through songs.



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Songs for enjoyment:

- Using songs in the young learner classroom is that they are enjoyable.
- Most children enjoy singing and usually respond well to using songs in the classroom.
- Songs can bring variety to the everyday classroom routine.
- Songs stimulate interest and attention, which can help maintain classroom motivation, thereby helping learners to reach higher levels of achievement.
- Songs can help to create a relaxed and informal atmosphere that makes the classroom a nonthreatening environment. They lower anxiety.

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Most importantly...

- Students often think of songs as entertainment rather than study and therefore find learning English through songs fun and enjoyable.

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“What you didn’t know you could do with Songs in the English Classroom”

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Songsheets

- Contain visuals to remind students of lyrics. Initiation of the reading process. A picture to be related to a word.

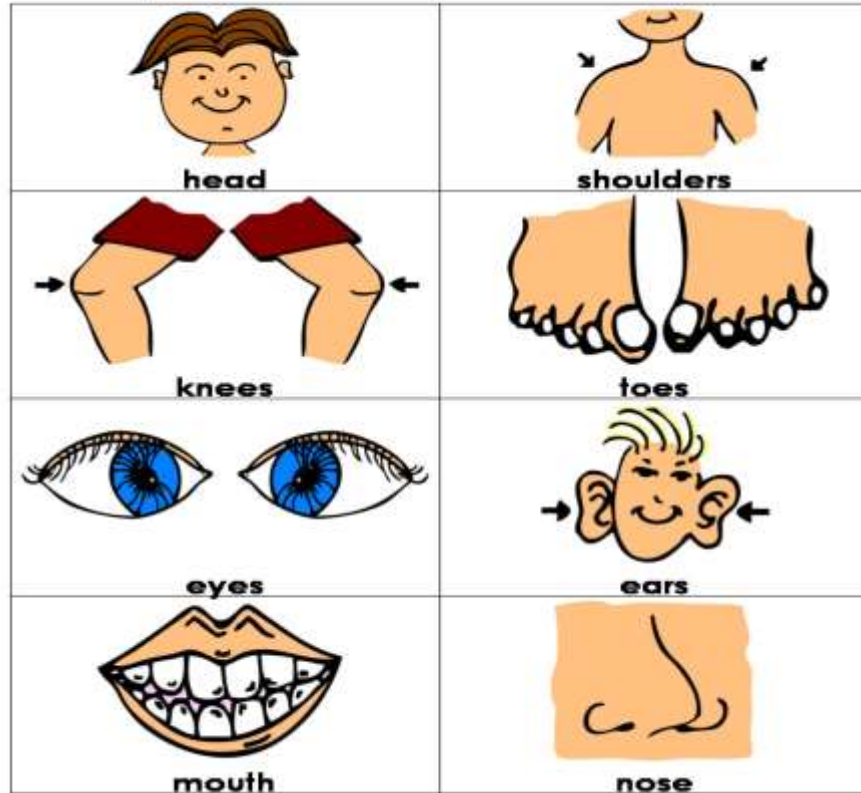
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Songsheets: Examples

Head, Shoulders, Knees and Toes



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The Rainbow Song

red

and

yellow

and

pink

and

green

purple

and

orange

and

blue

*I can sing
a rainbow,*

*Sing a
rainbow,*

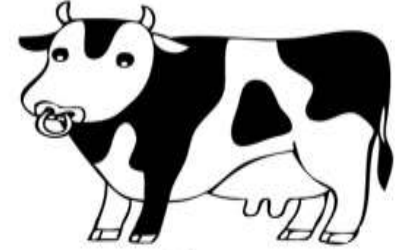


*Sing
a rainbow,
too.*

Old Macdonald's Farm



Dog
"Bow-wow"



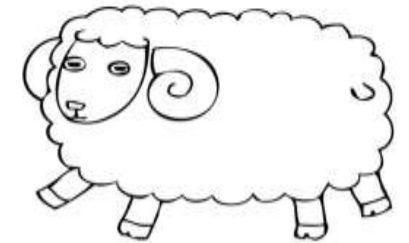
Cow
"Moo-moo"



Old Macdonald had a
farm
E-I-E-I-O
And on that farm
he had a ...



Duck
"Quack-quack"



Sheep
"Baa-baa"

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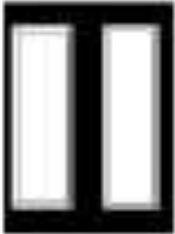
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The wheels on the bus go...

Circle and draw a line to match up the words in the song.



The wheels go _____



The doors go _____

turn, turn, turn
round and round
shh, shh, shh
wee, wee, wee
open and shut
up and down



The people go _____

The mother goes _____



The baby goes _____



The driver goes _____

Row, Row, Row Your Boat

Row, row, row your boat
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream.



Five Little Monkeys Jumping on the Bed



Five little monkeys
Jumping on the bed.
One fell off
And bumped his head.
Mama called the doctor
And the doctor said,
"No more monkeys
Jumping on the bed!"



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Five Green and Speckled Frogs

Five green and speckled frogs
Sat on a speckled log
Eating a most delicious treat!
Yum! Yum!

One jumped into the pool
Where it was nice and cool
Now there are four green
speckled frogs.

(Continue until there are no
green and speckled frogs on
the log.)



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Communication



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Communication

Telling

Paraphrasing

Retelling

Explaining

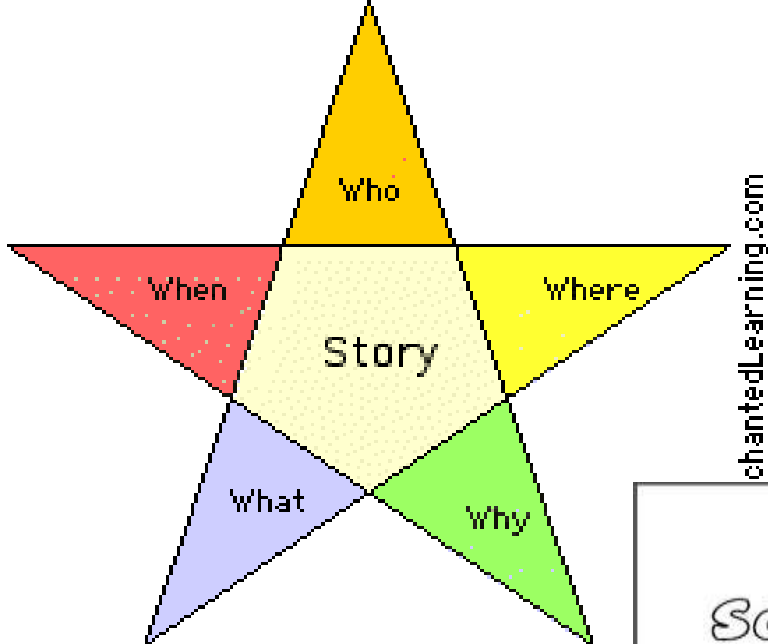
Asking

Describing

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Summarizing!

Name _____

Somebody
Who is the main character?

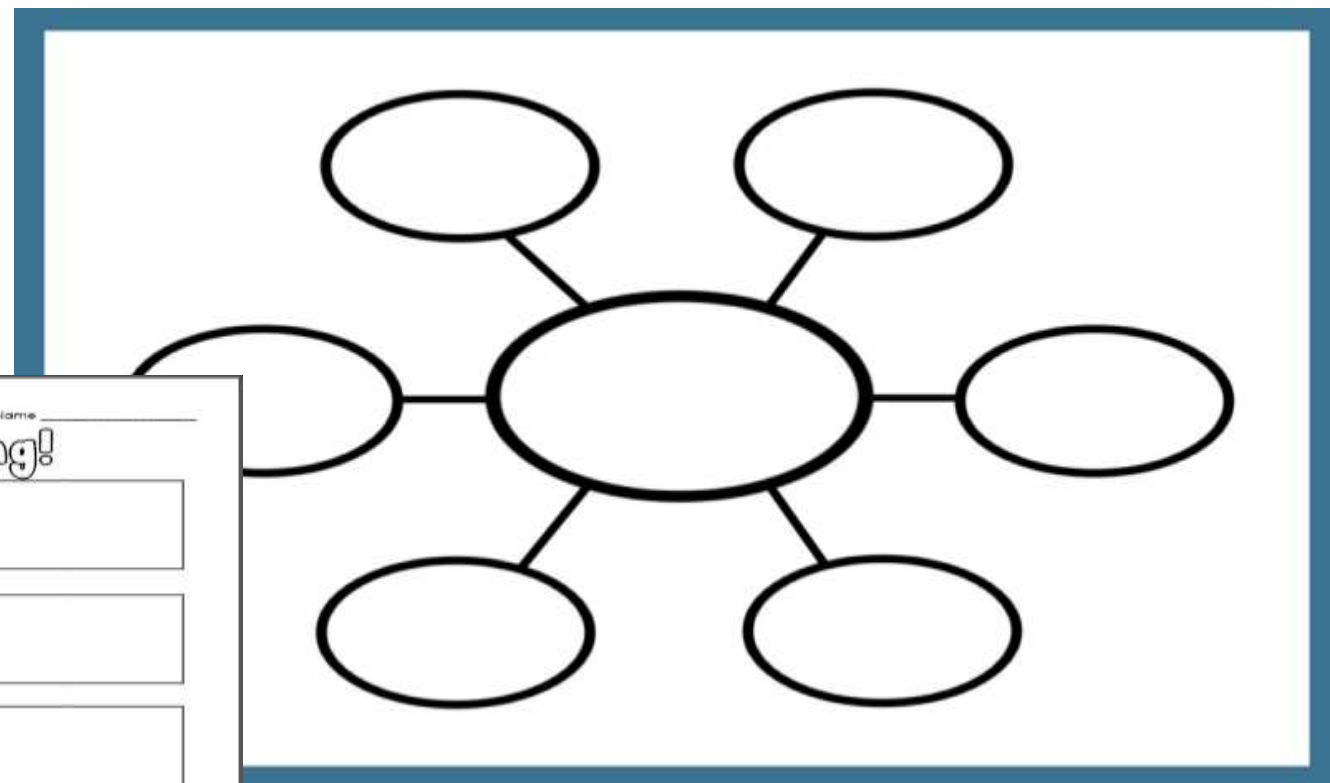
Wanted
What did the character want?

But
What was the problem?

So
How did they solve the problem?

Then
What was the resolution to the story?

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Visible Thinking Routines

Prior Knowledge
Feelings
Experience
Beliefs
Assumptions
Knowledge
Culture



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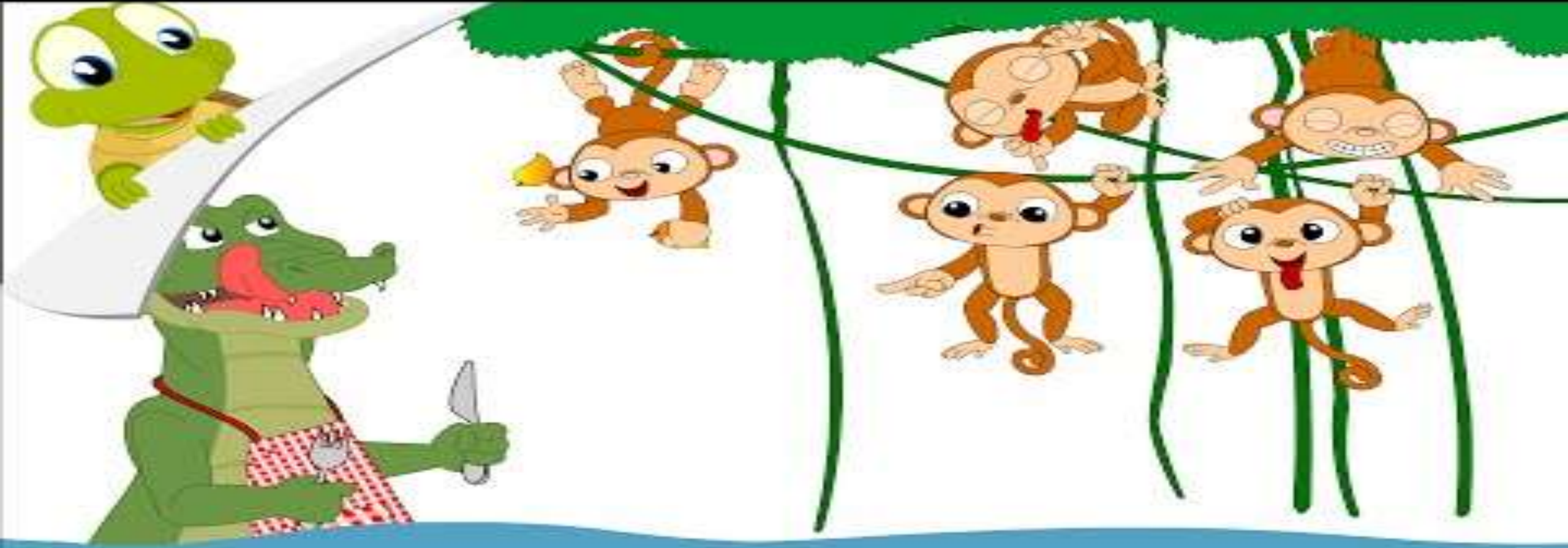
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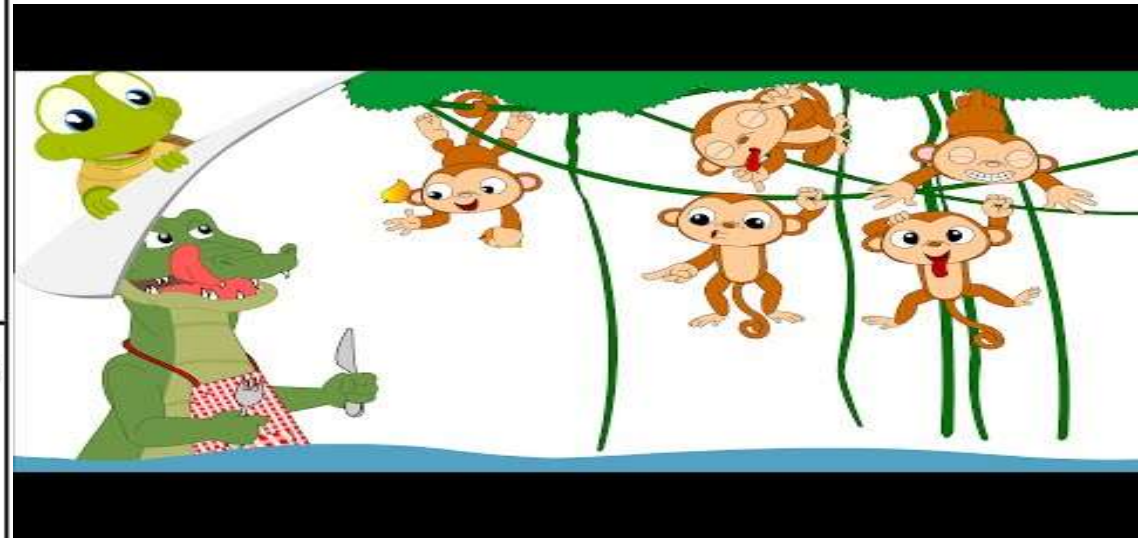
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Story Mapping

Setting		Characters
Theme		
Problem		Solution

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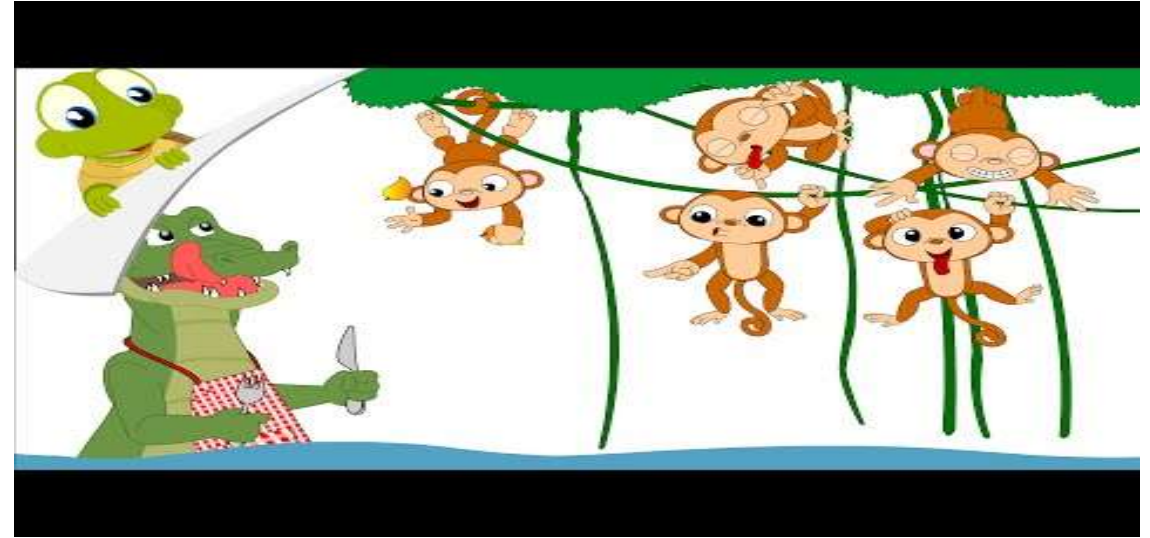
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See, Think, Wonder



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Name: _____ Date: _____

Summarize

Who?



What?



Why?



Where?

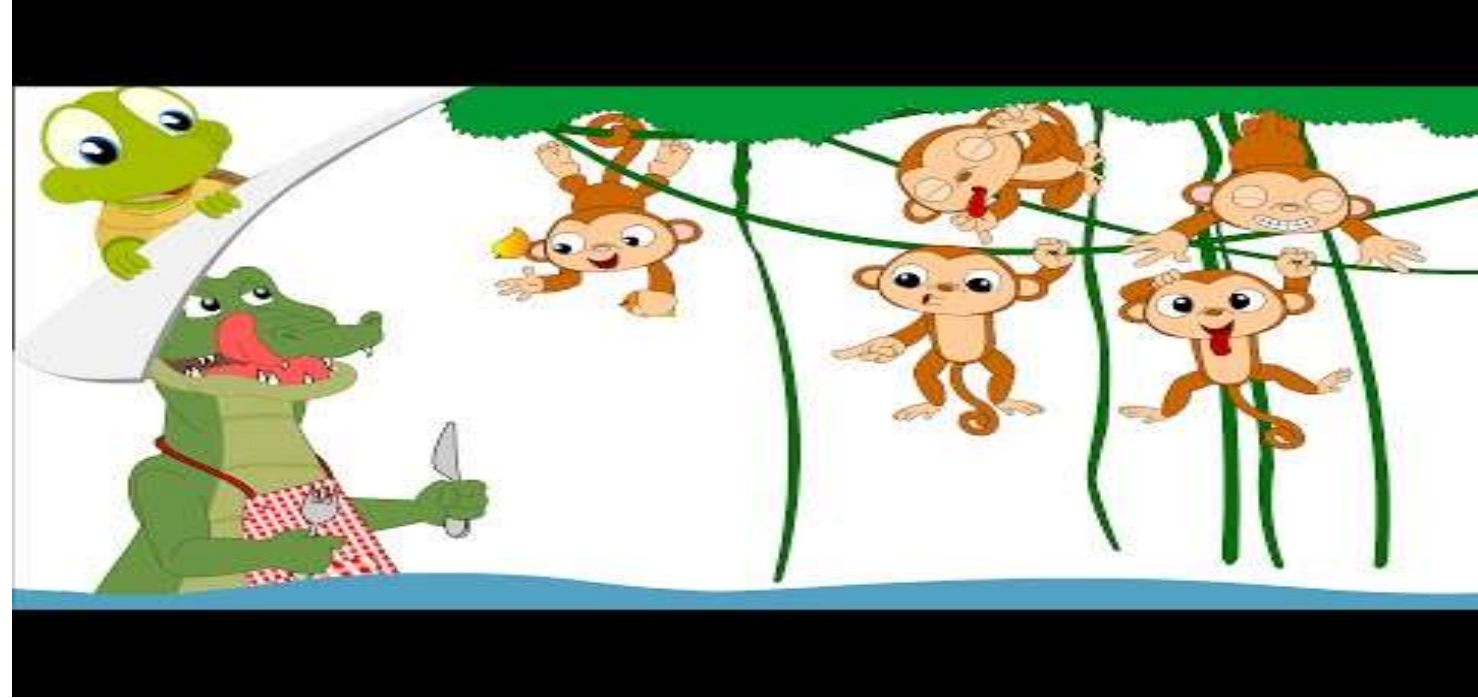


When?



Summary

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Name _____

Summarizing!

Somebody

Who is the main character?

Wanted

What did the character want?

But

What was the problem?

So

How did they solve the problem?

Then

What was the resolution to the story?

*A Story of
TEACHERS*



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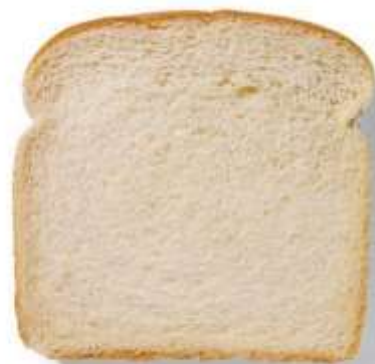
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crunch



squeeze



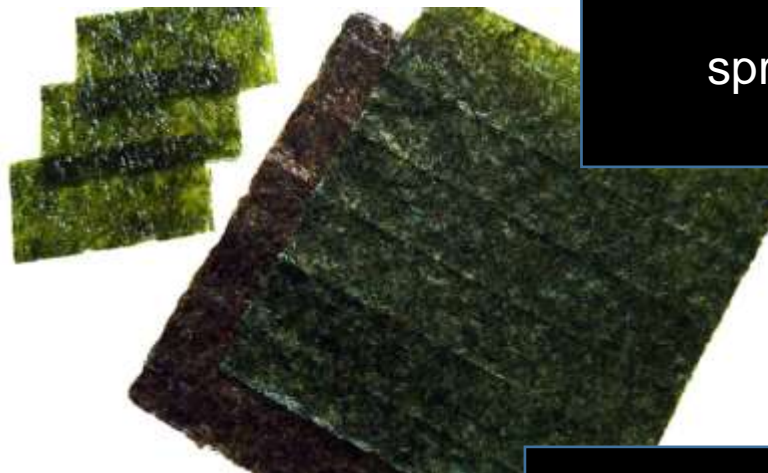
spread

Eat!

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spread



dip



lay



roll

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Five Little Reindeer



Five little reindeer prancing on the roof
One fell down and bumped its' hoof.
Santa called the doctor and the doctor said,
"Put that reindeer right to bed!"
Four....
Three....
Two....
One....

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Vocabulary

Concepts

Structures

Retelling

Visual Literacy

Culture

Literacy

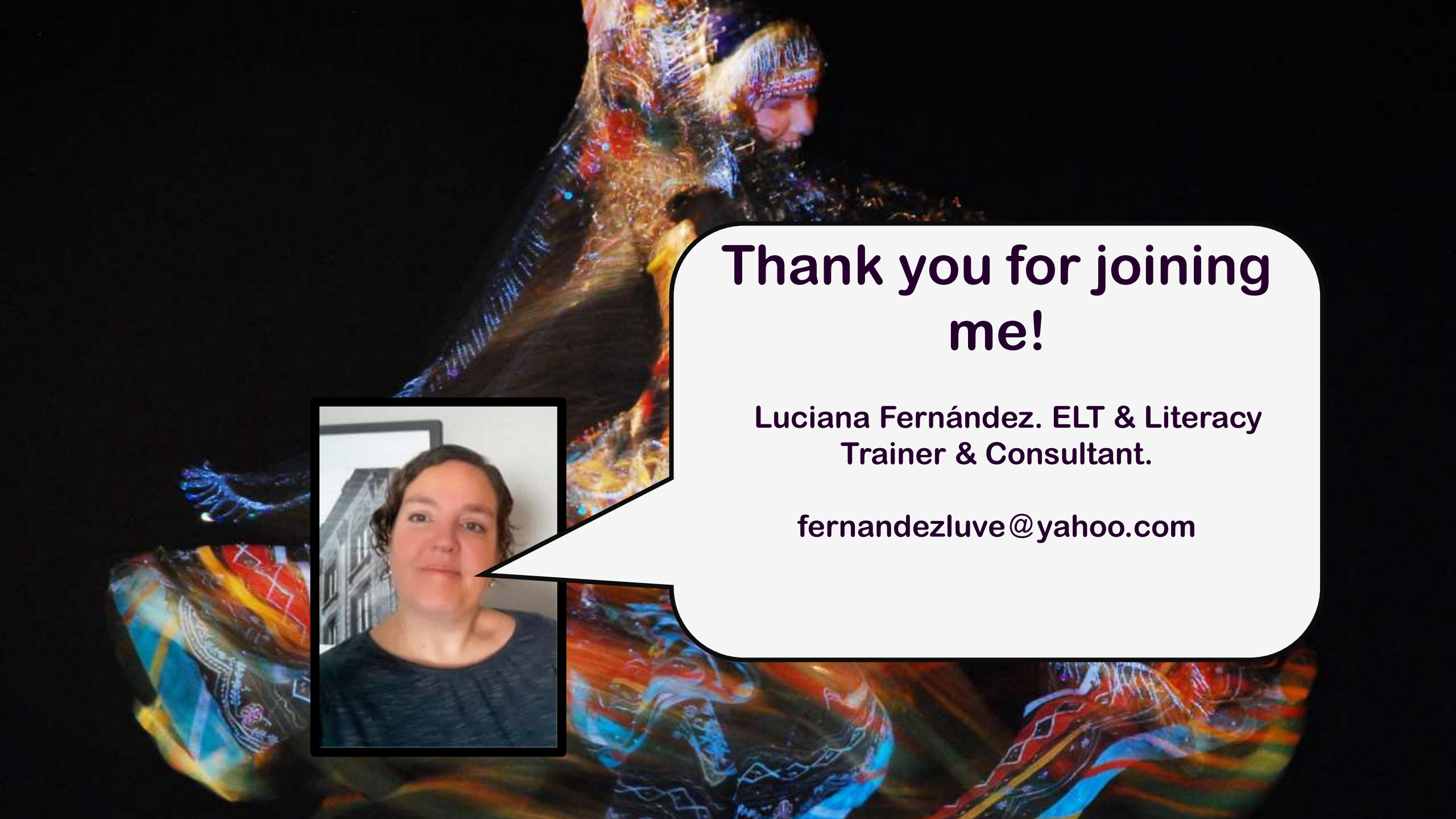
Values

Comprehension

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**Thank you for joining
me!**

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