Public Abstract

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Title:IN-SERVICE ELEMENTARY ESOL TEACHERS PERSPECTIVES, USAGE, AND DIFFICULTIES OF TEACHING ENGLISH THROUGH MUSIC

Due to the increasing numbers of English Language Learners (ELLs) in the U.S., additional ways of teaching English to non-native speakers need to be discovered. This study was designed to investigate teachers of English for Speakers of Other Languages' (ESOL) perspectives on using music, the methods they use to incorporate music, and their difficulties teaching English through music. The participants were 108 Missouri in-service elementary ESOL teachers, who responded to an online survey. The results indicated that a majority of teachers perceived a positive effect of music on students' learning, and felt comfortable singing and teaching songs to their students. However, they reported a generally low use of music to teach English. The lack of time in the class schedule was the main reason reported that prevented these teachers from using music. These ESOL teachers used music the most when teaching vocabulary. Singing songs was their most popular music activity, and children's songs were the most commonly used genre. Songs that include repetition were the most frequently chosen criteria for the teachers' song selections, and having students echo line-by-line was the most frequently used music teaching method. The majority of these teachers found music materials and resources through the Internet. The researcher concluded that it is essential for ESOL teacher preparation programs to provide music teaching methods, music integration techniques, and appropriate music materials for ESOL teachers.