

ABSTRACT

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Name: Fu Hongjun

Thesis Title: Students' Perceptions and Preferences on the Use of English Songs in Vocabulary Learning: A Case of Music Major Students at Shanghai Conservatory of Music in Shanghai, China

Thesis Advisor: Asst. Prof. Dr. Linchong Chorrojprasert

Songs are considered a universal language because no matter what language they may be, they connote emotion because of their rhythm and melodies. This study investigated Music Major Students' perceptions and preferences for using English songs in vocabulary learning. Two research objectives were used as foundations: 1) to investigate the Music Major Students' perceptions of the use of songs for English vocabulary learning; and 2) to explore Music Major Students' preferences for using English songs for practical vocabulary learning. The data was collected qualitatively using a questionnaire survey. These were analyzed using descriptive analysis. All the findings were presented in a table to show the different findings. The findings indicated that Music Major Students' perception of using songs for English vocabulary learning is HIGH. The indication is that most music major students think positively about using English songs to develop their vocabulary knowledge. They also implied that they have HIGH preferences for using English Songs as they think English songs

can help them to learn English vocabulary effectively. This means that English songs help learners acquire and learn English efficiently because of memory recall. They let them engage in the activity they love the most, listening to music.

