

## ABSTRACT

**Salsabila, Intan Putri Shafira. (2026). Teachers' Beliefs and Students' Perceptions in Using Song-Based Approaches in English for Young Learners.**

This study explores teachers' beliefs and students' perceptions regarding the use of song-based approaches in teaching English for Young Learners (EYL) in a Thai elementary school context, where English is taught as a foreign language. The study aims to investigate how the teacher perceives the pedagogical value of songs, how song-based activities are implemented in classroom practice, and how students respond to these instructional strategies.

A qualitative descriptive approach was employed. Data were collected through questionnaires administered to one fifth-grade English teacher and twenty-one students. The data were analyzed descriptively to identify patterns related to the teacher's beliefs, instructional practices, and students' perceptions of learning English through songs.

The findings indicate that the teacher holds strong positive beliefs about the instructional benefits of song-based approaches. Songs are not viewed merely as entertainment but as purposeful teaching tools that support vocabulary acquisition, listening skills, pronunciation practice, grammar learning, and students' confidence in speaking English. Songs are frequently used as warm-up activities and are often combined with gestures, movements, and interactive tasks to enhance engagement. Students' responses largely align with the teacher's beliefs, showing that songs make learning more enjoyable, reduce anxiety, increase participation, and help them remember new words more effectively. Song selection is influenced by students' age, language proficiency, lesson objectives, classroom management considerations, and time limitations.

The study concludes that song-based approaches serve as meaningful and engaging pedagogical tools in EYL classrooms within an EFL context.

**Keywords:** *teachers' beliefs; students' perceptions; song-based approaches; English for Young Learners; EFL context*