

The Prospects of Karaoke as a Teaching Method in Primary Education

Marija Brkic Bakaric

*University of Rijeka, Department of Informatics, Croatia
mbrkic@uniri.hr*

Karolina Mesic

*University of Rijeka, Department of Informatics, Croatia
karolina.mesic@uniri.hr*

Lucia Nacinovic Prskalo

*University of Rijeka, Department of Informatics, Croatia
lnacinovic@uniri.hr*

ABSTRACT

The introduction and verification of new teaching methods is of utmost importance nowadays since new generations of students evidently grow up and communicate differently from their predecessors. The aim of this work is to inspect the prospects and possibilities of integrating karaoke into the primary school classroom. The paper explores attitudes toward karaoke as a teaching method in relation to gender, age, and musical skills, aiming to identify ideal target group. General student and teacher attitudes toward karaoke are also examined, as well as teacher attitudes with respect to demographic data such as gender and field of education. Based on the findings of the conducted research, the paper proposes strategies which enable efficient integration of karaoke into the classroom by increasing students' motivation and their satisfaction with education.

INTRODUCTION

In general, music affects people differently. However, the genre also plays a role. While certain genres like jazz, blues or classic music tend to relax, some other genres such as rock, pop or electrical music, act as mood cheerers. The aim of this paper is to inspect the prospects and possibilities of integrating music into the primary school classroom by examining general student and teacher attitudes towards karaoke as a teaching method and by identifying ideal target group with respect to gender, age, and musical skills. The focus of the paper is put on the primary school education and is not related to any particular course. Certain teacher demographic data such as gender and field of education are also taken into consideration. As such, the paper systematically examines the general potential of karaoke as a teaching method in the primary school education.

Karaoke as a concept and type of fun originate from Japan. The word is coined from the word *kara* meaning “empty” and *oke* meaning “orchestra” (Gupta, 2006). The process can be described as playing instrumental music on a computer or a DVD player while one or more people read lyrics and sing along. Although every song with lyrics can be used for karaoke, hit songs are most commonly used.

The original aim of karaoke was to entertain and relax. However, karaoke proved to be an excellent tool for teaching children. Since students enjoy engaging in karaoke during their social activities outside the classroom, there is no reason why it should not be incorporated into the classroom. Children never think of karaoke as of their reading assignment or a homework, but as of dancing and singing. There are thousands of songs in different languages on YouTube, which can be used in the classroom over any networked device. However, songs need to be carefully selected to make them fit for the purpose. Associations such as “The Children's Music Network” publish educational songs, which can be used for language acquisition. One of the best known example songs for using karaoke in foreign language teaching is probably “Let it go” from the movie “Frozen”, which talks about hope, goodness, and bravery. Recent studies show that karaoke as a teaching tool has beneficial effects even for grown-up population.

Singing in the classroom has a lingual and cognitive value for language acquisition. Besides acquiring new vocabulary, practicing reading and pronunciation, learning grammar, etc., karaoke can affect social skills in a way that students gradually lose their fear from public performance and gain new friendships by expressing their empathy and encouragement. It helps to develop intercultural and interactive communication skills. Listening becomes more intense and more focused. The related work survey reveals that karaoke is not restricted to language classrooms (Cristofaro, 2011; Erten, 2015; Rasinski, Homan, & Biggs, 2009) but can be applied to Mathematics (Lesser, 2014), Physics (Dickson & Grant, 2003), History (Grossman & Richards, 2016; Grossman

& Simon, 2018), Biology (Grossman & Richards, 2016), Chemistry (Crowther & Davis, 2013), Sociology (Baker, 2012), and Economics (Geerling & Mateer, 2015).

The role that teachers play carries huge responsibility as they have to create a humane environment, or even sing prior to everyone else (Erten, 2015). Teachers should start with simple and slow-rhythm songs and the learning outcomes should be realistic. As an introduction, students can be acquainted with the performer and his or her music genre (Erten, 2015). Students can perform individually, in pairs, or even in groups, which can make karaoke even more fun. For example, one stanza of a poem or one complete poem can be performed by one group and another by some other group. The competitive spirit makes students learn lyrics well and perform better than other groups, and thus acts as a motivation booster. The quality of learning is higher when children sing songs of their favorite performers. Songs can even be chosen by students themselves with the approval from the teacher. The rapidly developing field of media editing software nowadays allows teachers and students to have greater control over the selection of songs for karaoke.

The motivation for the study presented in this paper is the introduction of the course ICT for translators as an elective course for the teaching orientation of the graduate study program in Informatics, with the purpose to get students acquainted with selected tools and services for translators, among which are those for subtitling and making karaoke. The aim of the research is to examine attitudes of primary school students and teachers toward karaoke in the classroom and their relation to gender, age, musical skills, and school subject, and to investigate the presence of karaoke as a teaching method across different subjects in primary schools. The research was conducted in the school year 2018/2019 in four primary schools located in four different towns in Croatia. Based on the research findings, the paper proposes strategies which enable efficient integration of karaoke into the classroom by increasing students' motivation and their satisfaction with education.

RELATED WORK

The learning, which occurs within karaoke, can be seen as free of the constraints of the more institutionalized and restrained setting (Payal, 2010). A live narrative through a karaoke experience, which is presented in Payal (2010) serves as a metaphor for schooling. A 'good' educational experience lies neither in the conditions of the environment nor the individual alone. There are a lot of factors, such as the innate attributes of the student, the student-teacher ratio, the facilities of the classroom, the teaching method, and textbooks. The paper serves as a reminder of the range of learning and teaching that can manifest itself within the educational environment. Prospects and principles for the effective use of karaoke for pedagogical purposes are discussed in Erten (2015).

Karaoke is mostly used in foreign language classes. Although the list of activities related to using music, songs, and lyrics in English Language Teaching (ELT) classes is considerable, a limited attention has been paid to increasingly popular singing activity karaoke (Erten, 2015). The importance of songs as one of the tools to transfer culture is emphasized in Keskin (2011) and exemplified with activities on the case of Turkish as a foreign language.

The survey on the related work shows that karaoke is not restricted to foreign language classes and that it can be quite successfully applied in other subjects as well. A karaoke-related strategy demonstrated in Dickson and Grant (2003) is related to Physics. Students are asked to produce an alternative set of lyrics to a particular song or to any other song provided that the lyrics cover the phenomenon under consideration. In such a way Physics is embedded in the presentation, but also in the preparation of a set of lyrics.

Strategies of teaching which use karaoke as a tool to enhance reading fluency and motivation are presented in Gupta (2006). Although children, when asked specifically, do not necessarily express interest in music, given the opportunity they can display impressive reading skills using karaoke as a unique motivating tool. However, it is important to familiarize children with the lyrics, to make them all sing together, and to give them preview of the lyrics. The authors in Rasinski et al. (2009) also describe different approaches to fluency instruction and single-out karaoke as one of the authentic approaches. Specifically, they describe poetry reading as an exercise for improving reading fluency but admit that singing lyrics to a song is a nearly ideal form of reading for exercising fluency. Same-language-subtitling (SLS) activities in a special education reading class supplemented with cloze worksheets are presented in McCall (2008). They are similar to karaoke as the subtitled text changes color in exact rhythm to the lyrics (or the dialogue) in such a manner that even a non-literate viewer can visually track the words as they are performed and echo sing-alongs. Students can even engage in creating their own content. The author shows that SLS activities help raising reading levels and support reading growth.

As given in Cristofaro (2011), there is an abundance of reasons for integrating karaoke in language teaching. Some of them are vocabulary acquisition, pronunciation practice, learning of language patterns, and boosting

motivation. For example, a cloze exercise accompanied by a song is the most familiar way of learning foreign vocabulary. Students first fill out short gaps and then gradually fill out bigger gaps. Eventually, the teacher can let students listen verse by verse with no text provided and with small pauses in-between as a replacement for a dictation (Erten, 2015). Moreover, as noted by Keskin (2011), songs are one of the tools to transfer culture. Due to an increasing number of immigrants in Europe, Cristofaro (2011) emphasizes the importance of new didactic and methodological answers.

Although many examples of the use of Mathematics lyrics in the educational environment involve primary school Mathematics, Lesser (2014) sees potential in college level Mathematics.

Using karaoke as a social and academic transition strategy to enhance first-year university experience is presented, and responses of students enrolled in Youth and Society, a first-year foundation course for undergraduate Sociology students, are analyzed in Baker (2012). The teaching evaluation questionnaire filled at the end of the semester extended with karaoke-related questions reveals that over half of the students who completed the questionnaire report that karaoke made their learning environment less threatening, and that karaoke reduced their anxiety and encouraged interaction. Geerling and Mateer (2015) present an activity designed to motivate students, and thus encourage students to take more advanced courses, and increase retention rates in the field of Economics. They let students apply for karaoke and emphasize that the probability of finding a volunteer singer is higher in bigger groups.

A sing-along exercise created and described in Crowther and Davis (2013) is supposed to be applied in college-level Biochemistry courses but can be adapted for less advanced classes. Students' perceptions and reactions to the active learning Karaoke Video project in two undergraduate and graduate classes of Natural History of Georgia and Fish Ecology are evaluated in Grossman and Richards (2016). Students report significantly more positive responses to questions about the project and there are no differences in positive responses between students of different study years. Student perceptions of the inquiry-based, karaoke video exercise in six university classes in The Natural Environment of Athens and Georgia and Vertebrate Biodiversity and Conservation ranging from first year to graduate level are evaluated in a subsequent study (Grossman & Simon, 2018). Students' majors turn out to have no impact on their responses.

It is often advocated that karaoke suits only students with high musical interest or skills. The evaluation of a six-week summer course enrolled by high school students of the last two grades presented in Crowther and Davis (2013) shows that there is no difference regarding enjoyment and helpfulness of the exercise between high musical interest and low musical interest groups or between high STEM interest and low STEM interest groups. Moreover, evidence suggests that a musical intervention may be engaging even for those who are not musically inclined, and, at the same time, that music may not always increase engagement among those who are generally disinterested in STEM. Grossman and Richards (2016) use ANOVA to confirm the hypothesis that students with different musical level do not answer questions with different frequencies. However, in a subsequent study student musical experience proves to have a significant effect on the number of positive responses according to the Kruskal-Wallis test (Grossman & Simon, 2018).

As Lesser (2014) suggests, a good strategy to improve effectiveness is to ask students on their favorite artists at the beginning of the class. The author does not use karaoke in particular but enumerates different ways of integrating lyrics into a lesson. Erten (2015) also emphasizes the importance of using popular songs for creating a positive impact or, as an alternative, employing activities that familiarize students with the song. In order to relieve the stress related to public performance, the lights can be dimmed, students do not have to sing if they feel uncomfortable, or recorded voice can be played along with the soundtrack (Erten, 2015).

A great potential that karaoke has as a teaching method is also reflected by the recently published research by Murad, Wang, Turnbull, and Wang (2018), which presents a multi-language karaoke application called SLIONS: Singing and Listening to Improve Our Natural Speaking. Its key feature is the integration of automatic speech recognition (ASR), which provides students with personalized feedback based on their singing pronunciation. The qualitative feedback from the students suggests that SLIONS makes speaking and signing in a foreign language both fun and motivating. The elements of gamification are incorporated by earning points upon successful completion of each exercise. The introduction of video games or even wider gamification concept into teaching less interesting or harder-to-learn content areas can have a positive impact on intrinsic motivation in the process of learning since students generally like to spend their time playing (Juric, Bakaric, & Matetic, 2018).

The work presented in this paper is most similar to the one in Grossman and Richards (2016) and explores general student and teacher attitudes toward karaoke and their relation to certain demographic factors such as

gender, age, musical skills, and field of education.

EXPERIMENTAL STUDY

Since the aim of the research is to investigate the presence of karaoke as a teaching method and examine attitudes of students and their teachers toward karaoke, particularly with regard to selected demographic data, altogether six research questions were posed and divided into two sets.

The first set of questions (1-4) is related to students. The first three questions concern demographic data and inspect whether ideal target group is gender and age-sensitive, and whether musical skills play a role in forming attitudes toward karaoke as a teaching method. The fourth research question inspects general student attitudes toward karaoke.

Since teachers play a major role in the proper implementation of karaoke as a teaching method, the study also explores whether demographic data such as gender and formal education, which is reflected through the school subject, influence attitudes toward karaoke (questions 5-6).

With respect to the listed research questions, the following null hypotheses are examined:

- There is no association between student gender and willingness to use karaoke (hypothesis 1).
- There is no association between student age and willingness to use karaoke (hypothesis 2).
- There is no difference between student musical ability and response to karaoke because positive responses do not differ significantly among the three levels of musical ability (hypothesis 3).
- There is no difference between positive and negative student responses to karaoke-related questions (hypothesis 4).
- There is no difference between positive teacher responses to karaoke-related questions with respect to gender (hypothesis 5).
- There is no difference between positive teacher responses to karaoke-related questions with respect to school subject (positive responses do not differ significantly among the five subjects) (hypothesis 6).

The research questions are examined by two versions of an anonymous questionnaire administered to four primary schools located in four different towns in the Republic of Croatia. The study was conducted in the school year 2018/2019. The survey was open from the end of May to the end of June 2019 and thus included three weeks prior to summer holidays and one week of summer holidays.

The questionnaire designed for students was filled out by 192 students between ten and fifteen years of age and attending fifth to eighth grade of one of the four primary schools in the Republic of Croatia. The questionnaire consists of thirteen questions dealing with the basic demographic data and perceptions of the karaoke. The first four questions relate to general data (gender, age, school grade, favorite subject). In the fifth question students have to self-evaluate their musical level on a five-point scale (advanced: write and perform songs, very good: sing and memorize songs, average: listen to music and can sing a few songs, weak: do not sing or memorize songs, non-existent). The classification of answers into positive and negative responses, as well as the musical level grading system is taken over from Grossman and Richards (2016) to facilitate comparison. In the next section students choose the level of agreement with a set of karaoke related statements on a five-point Likert scale. In the last section they answer couple of questions related to their real-life experience with karaoke in the classroom and optionally state their opinion in an open-ended question.

The teacher questionnaire consists of nine questions and was filled out by 88 teachers of different subjects. The first three questions are related to gender, school subjects and whether they use karaoke within their classes. In case of a negative answer to the karaoke-related question, the respondent is instructed to skip the questions up to question number six, which inspects the level of teacher agreement with a set of karaoke-related statements on a five-point Likert scale.

For ease of interpretation and statistical analyses, we classify answers of “I strongly agree” and “I agree” as positive responses and “I strongly disagree” and “I disagree” as negative responses, except in the two negatively framed questions where the opposite is applied, i.e. negative responses to questions framed in the negative (e.g. “Karaoke in class deconcentrate.”) are considered positive. This is done in line with Grossman and Richards (2016).

The hypotheses on the non-existence of the relationship between age and gender on one hand and willingness to use karaoke on the other hand are examined by means of the chi-square test of independence. The hypothesis that there is no difference between student musical ability and positive response to karaoke is evaluated by

means of the non-parametric Kruskal-Wallis test. The hypothesis that there is no difference between positive and negative student responses to karaoke-related questions is evaluated by means of the parametric t-test. The two hypotheses which question the relationships between teacher demographics on one hand and positive attitude toward karaoke on the other hand are examined by means of the Kruskal-Wallis test.

RESULTS AND DISCUSSION

Student questionnaire results

Gender distribution in the filled-out student questionnaires is given in Figure 1.

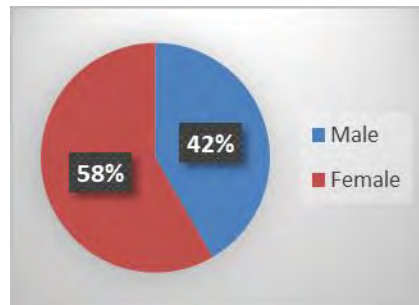


Figure 1. Gender distribution in the student sample

The study group is composed of fourth to eight grade students. The most represented age is twelve (Figure 2).

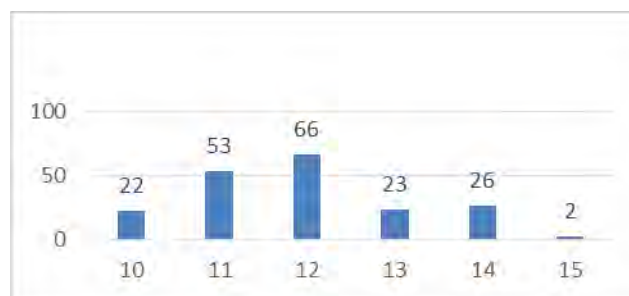


Figure 2. Age distribution in the student sample

The first hypothesis is that **there is no association between student gender and willingness to use karaoke** and it is examined by means of the chi-square test of independence. The hypothesis is rejected since the obtained chi-square value is extremely statistically significant ($\chi^2=12.695$, d.f.=1, $p<0.01$).

The second hypothesis is that the willingness to use karaoke occurs equally frequent for all age categories. Since there are only two students who are of age fifteen, the variable value fifteen is merged with the value of fourteen (Figure 3). According to the chi-square test results, the null hypothesis is rejected, i.e. the willingness to use karaoke does not occur equally frequent ($\chi^2=16.931$, d.f.=4, $p<0.01$). In other words, **age is related to the willingness to use karaoke**.

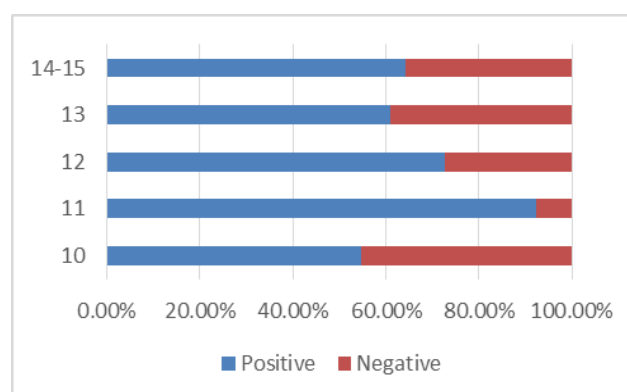


Figure 3. Student sample general attitudes toward karaoke in class displayed by age

As far as favorite subject is concerned, the students could choose between Croatian Language, Mathematics, Foreign Language, Nature and Society / Biology, History, or list their own choice under the category Other. Mathematics and Foreign Language are chosen by 16% of the students each, followed by Physical Education (13%), Croatian Language (12%), Nature and Society / Biology (10%), and History (9%) (Figure 4).

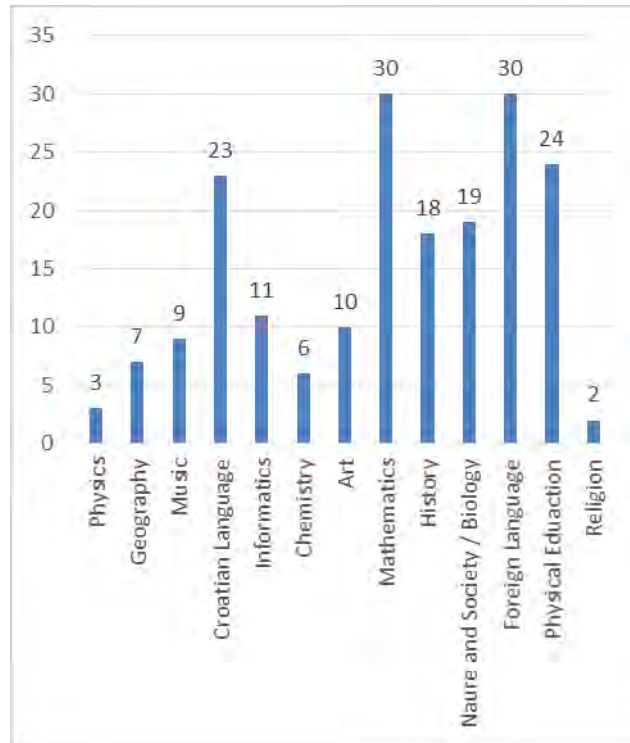


Figure 4. Favorite subjects in the student sample

Students were also asked to self-assess their musical level on a five-point scale with elaborate explanations of the scale provided to them in brackets. A total of 20% of students report low musical skills (non-existent or they do not sing nor memorize songs), while 33% report average musical skills and find themselves in the category *Average* or *Very good* (Figure 5).

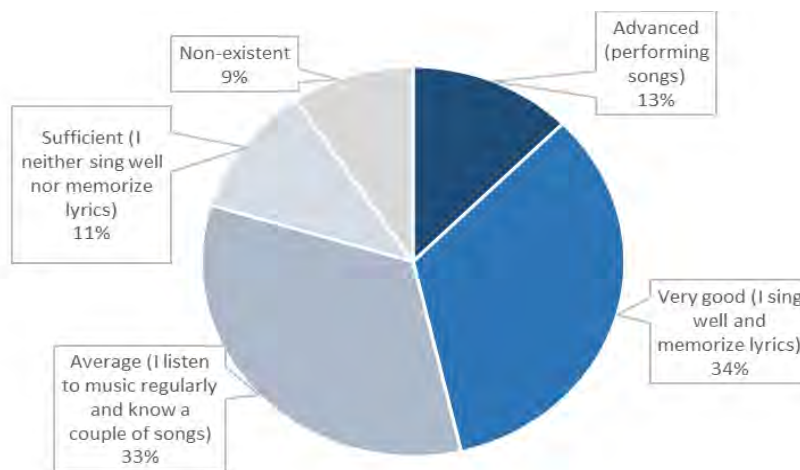


Figure 5. Self-assessment of musical skills in the student sample

The third hypothesis that **there is no difference between student musical ability** (H stands for high, A for average, L for low) **and response to karaoke** (Table 1) is evaluated with the Kruskal-Wallis test as an alternative to a parametric one-way ANOVA due to variance heterogeneity. Positive responses differ significantly among the three levels of musical ability. The null hypothesis is rejected. The H statistics of 17.81 has a probability of occurrence by chance alone of less than 0.01 if there is no significant difference between the groups.

Table 1: Distribution of positive and negative answers with respect to musical ability

	Positive			Negative		
	H	A	L	H	A	L
I would like to use karaoke in class.	78	45	18	11	19	21
Karaoke makes classes more fun.	79	48	21	4	9	9
Karaoke in class enhances learning and deepens understanding.	75	45	18	5	7	9
Karaoke in class relieves from stress.	70	40	18	5	9	11
Karaoke in class increases motivation.	73	40	16	6	9	9
Karaoke in class deconcentrates.	69	34	15	0	9	4
Karaoke preps take too much time.	64	38	21	5	5	1

The level of agreement with the next two statements is measured on a five-point Likert scale. The choices range from *Strongly agree* to *Strongly disagree*, and include a mid-point *Neither agree nor disagree*, for those who are neutral on the subject matter. According to the first such statement, only 57 students perform karaoke in their free time (students who agree or strongly agree), 38 students are neutral, while 97 students disagree. Furthermore, 65 students use karaoke for foreign language learning, 44 of them opt for a neutral answer, while 83 students do not use it for foreign language learning. Students find that karaoke can help them learn new vocabulary (109 students), practice pronunciation (94 students), practice reading (71 students) and learn grammar (55 students). They also give their own answers, among the pre-defined ones, and find that they can learn or improve their singing skills, have fun, cheer up, learn foreign language in general, practice rhythm and intonation. Only couple of them find that singing cannot make them learn anything useful. Eleven percent of students report using karaoke in the classroom. They report doing a cloze exercise while listening to a song. After checking the answers, they all engage in group singing. Seventy-three percent of students report that they would love to use karaoke in the classroom. Since they enjoy listening to music, they find it would be fun to sing, learn, and write lyrics of different songs. It would positively affect their motivation, expand their vocabulary, and help them in pronunciation. The stress associated with learning would be relieved and they would be more relaxed. Those who vote against karaoke give arguments such as discomfort caused by singing in front of public and singing in general, and find karaoke demotivating.

Some students suggest preparing for a lesson by having to learn lyrics at home in order to avoid discomfort caused by not knowing the lyrics and then to engage in group singing. Students report that they would like to learn about foreign performers and to sing their songs, e.g. Ariana Grande, Bruno Mars, One Direction, Abba, Queen, Nena, Imagine Dragons, Katy Perry, Adele, Celine Dion, Nneka, and Eminem. They also list couple of domestic performers. They opt for foreign language courses as the best candidates for karaoke, and Croatian Language, Music, and Religion as somewhat less suited. Only couple of students mention Mathematics, Physical Education, and History in this respect.

The last question consists of six statements, which are evaluated on a five-point Likert opinion-related scale. It is evident that the level of agreement with all six statements speaks in favor of karaoke. All four positively framed statements have agreement over 67%, either strong or weak, while both statements framed negatively have the level of disagreement over 64% (Figure 6).

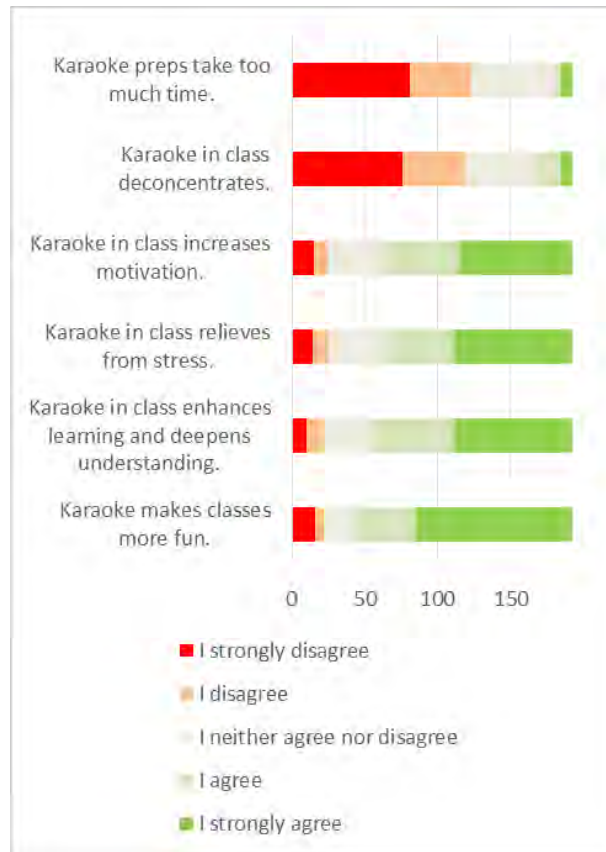


Figure 6. The level of student agreement with karaoke related statements

The t-test is used to evaluate the hypothesis that students report significantly more positive responses to karaoke-related questions (Table 2). Overall, positive students’ responses to karaoke are significantly more common than negative ($t=43.59$, $d.f.=10$, $p<0.01$).

Table 2: Student perceptions of karaoke

Statement	Strongly agree	Agree	Disagree	Strongly disagree
... makes classes more fun.	62.94%	24.12%	3.53%	9.41%
... enhances learning and deepens understanding.	50.94%	35.85%	6.92%	6.29%
... relieves from stress.	52.94%	30.72%	7.19%	9.15%
... increases motivation.	50.33%	33.99%	5.88%	9.80%
...deconcentrates.	4.96%	11.35%	29.79%	53.90%
... preps take too much time.	5.22%	2.99%	31.34%	60.45%

Teacher questionnaire results

Female respondents prevail in the questionnaires filled out by teachers (Figure 7). The highest number of teachers in the sample teaches English, followed by lower elementary teaching, Mathematics, Croatian Language, and Informatics (Figure 8).

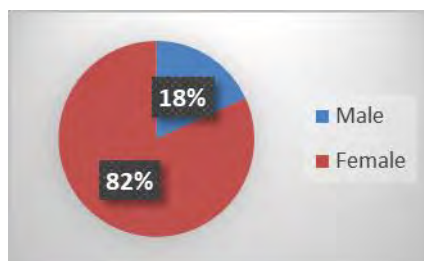


Figure 7. Gender distribution in the teacher sample

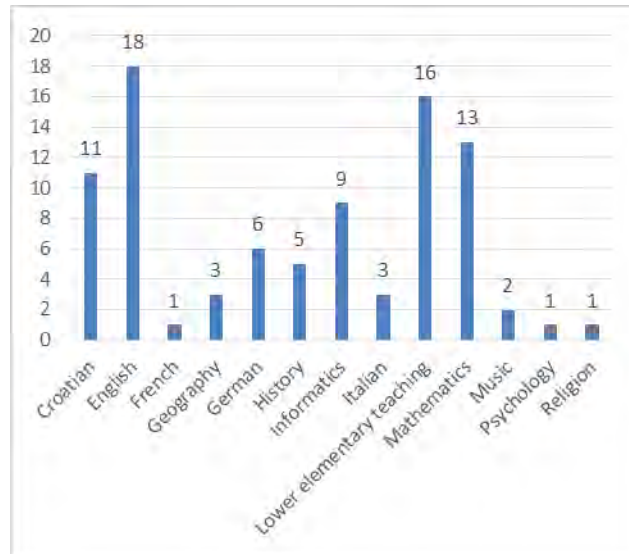


Figure 8. Subject distribution in the teacher sample

In the open-ended question soliciting opinion on the influence of karaoke on students, many teachers (64) report a positive influence on motivation and cooperation. Some answers also highlight that karaoke represents an interesting way of learning foreign languages. The answers also point out that karaoke helps students overcome their fear of public performance, facilitates creativity, increases self-confidence, and brings students closer to each other. The answers with counter-arguments (11) find karaoke childish and embarrassing, which opens up space for mocking. A total of 13 respondents do not show any preference.

The last question consists of the same six statements, which are present in the questionnaire designed for students. Teachers give their five-point Likert opinion-related evaluation (Figure 9). It is once again evident that the level of agreement with five statements speaks in favor of karaoke. The only statement in which the answers are somewhat evenly distributed is the one related to the time required to prepare a karaoke activity.

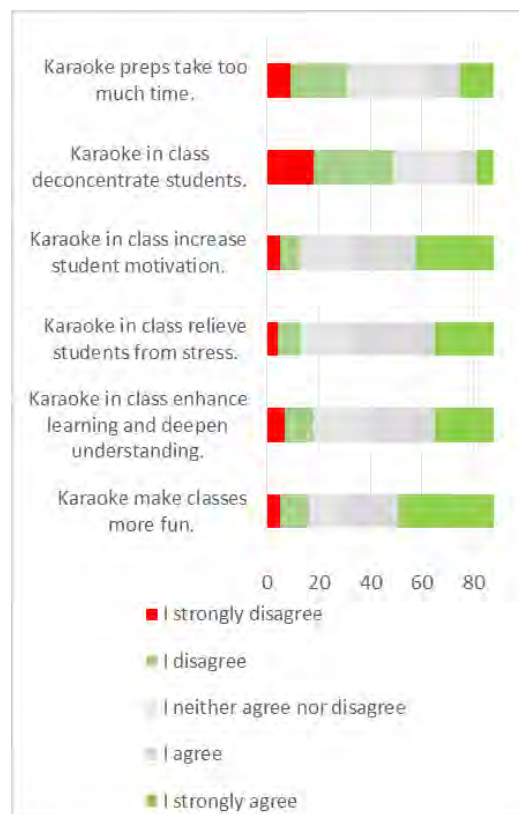


Figure 9. The level of teacher agreement with karaoke related statements

The hypothesis that there is no difference between gender and response to karaoke is evaluated with the Kruskal-Wallis test. **Positive responses differ significantly with respect to gender.** The null hypothesis is rejected since the H statistics of 8.31 has a probability of occurrence by chance alone of less than 0.01 if there is no significant difference between the groups.

In testing the last hypothesis only the most represented subjects are considered – Croatian Language, Mathematics, Informatics, and lower elementary teaching, while all foreign languages are grouped into one category. The response from one teacher who teaches both English and Croatian Language is disregarded. The hypothesis that there is no difference between school subject and response to karaoke is evaluated with the Kruskal-Wallis test. **Positive responses differ significantly among the school subjects.** The null hypothesis is rejected (test statistics $H=22.0269$, $d.f.=4$, the result is significant at $p<0.01$). Interestingly, out of all Informatics teachers there is only one positive response detected in relation to the time needed for preparations. This is probably because they are well aware that some extra time is needed in order to prepare a lesson including karaoke, as well as for meeting all the technical requirements.

Three-quarters of teachers do not use karaoke in their subjects. In the remaining quarter (22 teachers) are lower elementary teachers, and teachers of foreign languages and Music. Karaoke is mostly used in lower elementary teaching (Figure 10). The total sums up to over 22 because some teachers, who teach at more than one school level, possibly use karaoke in two or even three levels.

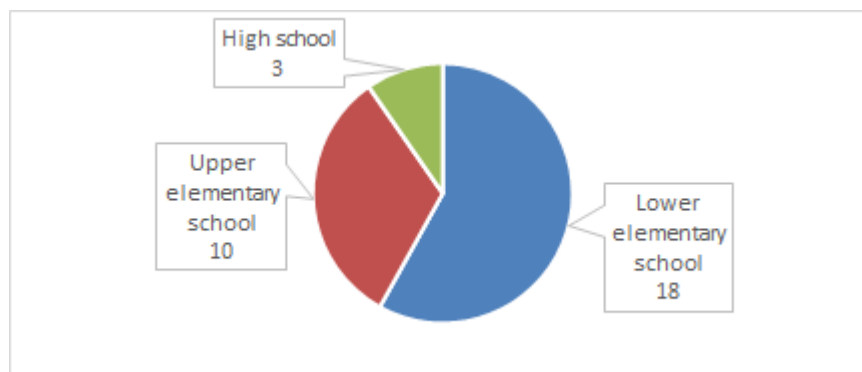


Figure 10. Karaoke usage per school levels

The teachers, who use karaoke, find that karaoke can help students learn new vocabulary (19 teachers), practice pronunciation (18 teachers), practice reading (14 teachers), and learn grammar (9 teachers). They also give their own answers, among the pre-defined ones, and find that karaoke helps students develop their singing technique (2 teachers) and good hearing (2 teachers). The rank of the chosen pre-defined options is the same as the one in the questionnaire filled out by students. Most of the teachers use karaoke in the final part of their class (77%), some of them in the middle part of the class (18%), and only one teacher uses karaoke in the introductory part of the class. The highest number of teachers report using nursery rhymes in foreign languages, songs recommended in school books, or foreign or domestic songs which students are familiar with and which are appropriate for their age.

DISCUSSION

The related work presented earlier in the paper is mostly concerned with specific subjects or courses, and with karaoke-related strategies tailored for these specific settings. They often present concrete subject-specific examples of exercises. A subset of the papers presented involves post-evaluation via questionnaires. Unlike the related work presented, the focus of this paper is put on the primary school education and is not related to any particular course. The pre-evaluation is devised in such a way to systematically examine the potential of karaoke as a teaching method in the primary school classroom. In order to identify ideal target group and in order to account for both student and teacher roles within the educational setting, certain demographic data such as age, musical skills, education, and gender are singled out and thoroughly examined through a questionnaire.

The results of the survey suggest that karaoke should be integrated into the classroom very early on since age is related to the willingness to use karaoke. However, contrary to some previous findings, musical skills affect responses as responses differ significantly among the three levels of musical ability. In addition, the association between gender and willingness to use karaoke is extremely statistically significant. Since positive student responses to karaoke are overall significantly more common than negative, this teaching method should not be dismissed. However, steps of precaution need to be made in order to create a positive and motivating

environment. A list of strategies for improving effectiveness includes asking students on their favorite artists at the beginning of the class, using popular songs, dimming the lights, making it a voluntary or a group activity, or even a contest, and playing the recorded voice along with the soundtrack. Moreover, the teacher might serve as an ice breaker and sing prior to anyone else.

Both null-hypotheses related to teachers are also rejected since positive responses differ significantly across both gender and school subjects. Moreover, teachers of Informatics seem to be most aware of how time-consuming the preparations for karaoke can become. Of course, the cost-benefit ratio can be optimized by using the resources which are already available online. A concluding remark on the findings presented in this paper is that some more extrovert cultures might suffer less from fear of public performance and thus adopt this teaching method more enthusiastically.

Karaoke singing can be performed on a computer, a DVD player with karaoke function, or a special karaoke machine. A number of both commercial and freeware karaoke players are available. Karaoke songs are available online both commercially and freely. Karaoke songs can also be found easily on Youtube uploaded in video formats by other users. Since karaoke involves reading lyrics running on the screen and singing them along the melody, karaoke also requires a screen and speakers. A microphone and headphones are desirable for better effect.

In order to flexibly use karaoke in the classroom and to be able to create their own karaoke songs, teachers need to master one of the tools or online services which would enable them to prepare a song for a lesson. URUWorks - Subtitle Workshop XE and Aegisub are both free software tools for subtitling or editing subtitles, which are supported on Windows, Linux, and Mac platforms. Dotsub is an online service, which requires registration prior to usage and offers basic package free of charge. We advise the teachers who use karaoke occasionally to use Dotsub or a similar service because it is the simplest of the three for preparing a teaching lesson. The service can be accessed from any computer connected to the Internet. Tools like Subtitle Workshop and Aegisub are better suited for frequent use. We find the simplicity of Subtitle Workshop user interface ideal for beginners. Aegisub, on the other hand, offers different possibilities, such as changing the position of subtitles or creating styles. However, advanced options for creating and editing subtitles can make its usage a bit cumbersome. Therefore, we suggest Aegisub for those who want to use its full functionality.

CONCLUSION

Over the past, education has been under constant change. The priority of every school is the well-being of their students. Everything has been changing for the benefit of students – teaching methods, teacher-student relationship, and school hour duration. The introduction of new teaching methods is thus inevitable. This is particularly true in the context of the educational systems in which a severe need for a curricular reform has been identified. Interesting and fun, karaoke is part of numerous celebrations. Karaoke is usually done at home, at different gatherings, or in bars. Its primary role is to create fun. However, karaoke can be used in the classroom since it includes reading the text from the screen, performing songs in front of friends or public, and learning new vocabulary. Children are more prone to learn while playing and having fun, which is most pronounced in lower elementary teaching. In general, they rarely think of karaoke as of their reading or homework assignment. Moreover, it has been shown that karaoke as a teaching method has beneficial effects even for grown-ups. Karaoke increases motivation, enhances learning, and deepens understanding. Since many songs contain inappropriate lyrics, selecting songs carefully is of high importance.

The research study presented in this paper shows that there is plenty of space to introduce karaoke as a teaching method in primary schools. Karaoke is mostly present in Music and lower elementary teaching. Based on the results of the questionnaires, it can be concluded that the relationships between student age and gender on one hand, and willingness to use karaoke on the other are statistically significant. Furthermore, positive response to karaoke differs significantly among the three levels of musical ability for the students, and among gender and school subjects for the teachers. Positive student attitudes toward karaoke are significantly more common than negative and show that they themselves believe karaoke can help them in the learning process. The focus they put on foreign language acquisition can be attributed to their intuitive assumptions and experience they have with karaoke. However, karaoke can be successfully implemented in other subject areas as evident from the related work section.

Since public performance, particularly singing, might take people out of their comfort zone, different strategies have been proposed to make the task less frightening, such as using popular songs, asking for volunteers, organizing a competition, etc. Moreover, the introduction of karaoke as a teaching method in the flipped classroom teaching mode might have even greater potential than in the regular classroom.

A major limitation of this research study is the constitution of the sample. Teachers and students who participated in the study are not selected from a larger population on a completely random basis but rather four schools were pre-selected for the participation in the study, though care was taken to include both rural and urban communities to avoid the sample being too homogeneous. Therefore, the results might not generalize to primary school teacher and student populations across the country, and especially the globe, due to cultural variation. Ideally, the study should also present evaluation after the introduction of karaoke as a teaching method, where applicable, however, for practical reasons this is left for our future work.

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