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碩士學位論文

A Study on English Teaching
Strategy through the Analysis of
Lexical and Grammatical Structures
in K-pop

濟州大學校 教育大學院

英語教育專攻

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2017年 8月

A Study on English Teaching Strategy through the Analysis of Lexical and Grammatical Structures in K-pop

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이 論文을 教育學 碩士學位 論文으로 提出함

2017 年 6月

趙昇範의 教育學 碩士學位 論文을 認准함

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2017年 8月



<ABSTRACT>

A Study on English Teaching Strategy through the Analysis of Lexical and Grammatical structures in K-pop

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The current study aims to investigate K-pop in Korea. Pop song has been used and studied in English education in various ways. Recently, however, as the frequency of using English in K-pop rises, it is considered that K-pop can substitute for the English educational role of Pop song. Considering that the main consumers of K-pop are Korean teenagers who are able to access to K-pop more easily than other age groups, it is expected that K-pop can be effective for English education in terms of motivation and cultural aspects.

This study collected 300 K-pop songs which ranked top to 100th in Melon Chart between 2014 and 2016. Among 300 songs, 212 K-pop songs in which English words and sentences appeared are analyzed. The total number of English words used in K-pop was 1,059 and the number of English sentences was 729. The current study compared them with the basic vocabulary list and the grammar forms suggested in 2015 Revised National English Curriculum (hereafter 2015 RNEC).

As a result, 66.4% K-pop words corresponded with the basic vocabulary list

※ A thesis submitted to the Committee of the Graduate School of Education, Jeju National University in partial fulfillment of the requirements for the degree of Master of Education in August, 2017.

of 2015 RNEC. That is, two thirds of English words in K-pop can be used in English education. Besides, as K-pop has derived and inflected forms of words in its lyrics, which are not suggested in 2015 RNEC, there is another advantage in using K-pop that students can learn various morphological knowledge through K-pop. Among 40 grammar parts of 2015 RNEC, 24 grammar parts were found in K-pop sentences and those K-pop sentences can be good enough to use in teaching basic English grammar.

In the K-pop words and sentences that did not correspond with 2015 RNEC, colloquial styles, slangs and swear words were found. And some words and sentences were found to be affected by African American Vernacular English (AAVE). Even though they are non-standard language forms that might not be appropriate for teaching English in the EFL class, they can be an educational factor in terms of helping students to widen their linguistic perspective for a better use of English.

The results of the study clearly show that K-pop can be one of the authentic teaching English materials which are considerably appropriate for Korean EFL contexts.

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Chapter 1. Introduction

1.1 Background to the Study

English education in Korea has emphasized students' communicative competence and tried to focus on real-world contexts in English classes. Therefore, various materials along with textbooks have brought in English education to help improve the communicative competence of students and facilitate actual use of English in unrehearsed contexts outside the classroom.

Even though English is a foreign language in Korea, English words and expressions are used and found a lot in our daily lives. Today's globalized world where English is an absolute necessity is one of the reasons we can easily find English words around us.

Moreover, English words and expressions appear very commonly in Korean popular music(henceforth K-pop) and the frequency of using English in K-pop has been increased. There are several studies trying to use English Pop songs in English education in Korea. At the same lines, it is very interesting to use K-pop in teaching English. This is because English lyrics commonly appear in K-pop. Therefore, it is apparent that K-pop is worth studying in the field of English education for several reasons.

Firstly, there are many useful daily English expressions in K-pop. Because the musical lyrics of K-pop are a very colloquial style of the language, and daily English expressions are used a lot in K-pop. We need to analyze the English vocabulary and grammatical structures of the useful expressions used in K-pop for the use of K-pop in English education.

Secondly, English expressions used in K-pop are easy for Korean students to understand because the cultural background of K-pop is based on Korean

contemporary culture. Lots of terms used in K-pop are used in students' conversation and topics of K-pop are also familiar to them. Therefore, if some teachers teach English using K-pop in the cultural context, students can understand it better than when using English pop songs.

Thirdly, K-pop can be a good teaching material to motivate students to learn English. Normally teenage students are enthusiastic about K-pop. If teachers teach English to them by using K-pop, it can help trigger their interests in English. It can also keep a very desirable state of students learning outside of the classroom where they enjoy listening to K-pop by themselves.

Finally, K-pop is easy and convenient for teachers to be able to use directly in English classes. Thanks to the high technology in the classroom, such as a computer, a laser beam projector and a CD player, teachers can easily use K-pop when it is needed. K-pop is also readily accessible to students.

Along with these assumed values in K-pop, English researchers and teachers have studied the use of K-pop in teaching English. However, most of them pay attention to explaining the reasons why English words and expressions appear in K-pop lyrics and explain its effects and functions from sociolinguistic perspectives.

Although there have been several studies which mainly deal with K-pop, they focus on linguistic analysis without English educational perspective. Thus, the aim of the present study is twofold. One is to make a brief linguistic analysis of K-pop and the other is to deal with educational factors of K-pop to help Korean English learners improve their English skills and widen their linguistic perspective as well. For the former, we are going to look at vocabulary and grammatical structures of K-pop lyrics. For the latter, this study provide some insight into the possibility of applying K-pop for English education.

1.2 Organization of the Study

This study is composed of 5 chapters. The first chapter presents the background to the study. Chapter 2 deals with previous research literature related to the analysis of K-pop. Additionally, the definition of K-pop and its popularity are also briefly dealt with in the same chapter. Chapter 3 is concerned with method of the data collection and analysis to see the distinct characteristics of K-pop for English education in the EFL situations of Korea. The results of the study are reported in Chapter 4. The final chapter concludes the study and suggests some implications for the use of K-pop in teaching and learning English.

Chapter 2. Literature Review

In the first section of this chapter, the previous studies on Pop songs are dealt with because Pop songs and K-pop are sharing the same basic context and ideas which both use musical materials. In the next two sections, general studies on K-pop and some previous studies focusing on lyrics of K-pop are overviewed.

2.1 Previous Studies on Pop songs

English teachers and educators have studied Pop songs for English education in Korea. Due to the fact that the lyrics of Pop songs are mostly formed by English words and expressions, it is no wonder almost everyone thinks they can be good materials enough to teach and learn English. As a result, a great deal of research has been done on the use of English Pop songs in teaching and learning English, especially in EFL situations.

There are several recent studies which show the effectiveness of Pop songs in EFL classes of Korea. First, Lee(2010) analyzed 15 Pop songs and suggested some methods for teaching the pronunciation of English in class, such as dictating songs and distinguishing segmental phonemes while listening Pop songs. Jeong(2003) taught 8 middle school students English pronunciation by using Pop songs once a week for total 16 weeks, and she attained the meaningful results in the development of students' pronunciation and their affective domain.

Joo(2003) and Jung(2013) analyzed connected speech in Pop songs to help to enhance students' English pronunciation and listening ability. Especially, Joo(2003) tried to help middle and high school students improve English pronunciation by analyzing liaison phenomena in fifteen American Pop songs.

She believed that the reason why Korean students are having a hard time listening in English is that English has, differently from Korean language, liaison in connected speech. For example, when English speakers pronounce ‘plan it,’ it sounds like ‘planet[plænit],’ not separately as [plæn] [ɪt]. (p.2)

Kim(2007) and Kang(2011) tried to use Pop songs in English grammar class. Kim experimented with 20 middle school students and Kang did with 40 middle school students and they both found that Pop songs were quite useful to improve students’ grammar comprehension. In addition, considering the post-experiment questionnaire, it is believed that the use of Pop songs has positively influenced students’ affective domain as well.

There was a study which tried to find out the relationship between Pop songs and students motivation for learning English. Cho(2004) compared one experimental group taught English using Pop songs and the other group(control group) using only textbook and cassette tapes, and found that the students’ confidence, attitude and interest in English in the experimental group were improved.

Seen above, much of research shows that pop songs are useful in English education in several ways. First of all, there is the positive correlation between using music and learning English. Teachers and researchers use music to prevent students from losing their interest in English learning. They wanted to make their students motivated to learn further and have fun while learning English. In the same vein, Namgung(2012) taught 8 underachieved students in English by using English songs and chants. He obtained a satisfying result that using songs(music) in English class helped improve students’ listening ability and had a positive influence on their affective domain.

Considering the previous studies on Pop songs, we can expect similar positive effects of K-pop on English education for teenage students. Korean teenagers are fanatical about K-pop songs. Teenagers do not have any problems and hesitations with K-pop songs, but rather they are eager to listen

to them and want to have more interests in them. It means we can use K-pop music better and more effectively than when we use English Pop songs in English class, because it seems clear that Korean students are more familiar with K-pop songs than English Pop songs.

There are several reasons for K-pop being more effective than Pop songs in English education of Korea. One of them is that it is easy for students to understand K-pop more than English Pop songs because the cultural background of K-pop is closely related to Korean contemporary culture and teenage culture. For this, Jeon(2009: 96) mentions as follows.

Teenagers express their desires and establish their own culture through a peer group. And these teenagers show enthusiastic attitude toward K-pop in accepting its culture more than other groups and K-pop plays an outlet for the teenagers in our public culture.

As Korean youngsters are already exposed to Korean culture and they are also making their own culture through K-pop, it is easily understandable that K-pop is very familiar to teenage students and can be useful in English education. Therefore, K-pop is expected to be able to help improve students' interest and motivation for learning English.

2.2 K-pop, the New *Hallyu*

According to *Wikipedia*, the definition of K-pop is 'a musical genre originating in South Korea that is characterized by a wide variety of audiovisual elements.'²⁾ K-pop has been very popular not only in Korea but also all around the world. The viewers of Psy's music video for GangnamStyle

2) Wikipedia, <https://en.wikipedia.org/wiki/K-pop>, retrieved on March first, 2017

released in 2012 are over 2.5 billion through the Internet and more and more Korean singers have lots of chances to perform in many other countries. Big Bang, one of the most famous K-pop groups, held world tour concert in 2012 and 2015. And SM Town³⁾ concert was held in Paris in 2011 and it was, indubitably, a huge success.⁴⁾

Since K-pop became popular after riding the *Korean Wave*, *Hallyu*, it is hard to explain K-pop without *Hallyu*. Below is the definition of the *Korean Wave*.

The Korean Wave is the increase in global popularity of South Korean culture since the 1990s. First driven by the spread of K-dramas and K-pop across East, South and Southeast Asia during its initial stages, the Korean Wave evolved from a regional development into a global phenomenon, carried by the Internet and social media and the proliferation of K-pop music videos on YouTube.⁵⁾

Hallyu is, however, not a new term being used these days and it does not sound appropriate to use this term when we mention about K-pop, because it has been over 20 years and the path K-pop has been walking on is a little different from *Hallyu*. While *Hallyu* stayed mostly in Asia like Japan, China and some countries in Southeast Asia, K-pop leaps over the border of Asia and is going to Europe, America and all over the world. Therefore, the new wave led by K-pop is called *the New Hallyu (New Korea Wave)* to distinguish from the old one (Lee, 2012 ; Shin, 2013).

K-pop is at the head of this New Korea Wave, and it looks like the wave is not tranquil for a while. The question that arises is what makes K-pop so

3) SM is one of the biggest music labels in Korea.

4) Before the concert, 7000 tickets of this concert were sold out in 15 minutes. So people who had not purchased the tickets gathered in front of the Louvre Museum and joined a protest to extend the SMTOWN concert.

5) Wikipedia, https://en.wikipedia.org/wiki/Korea_wave, retrieved on March 1st, 2017

popular? Park(2015) saw this phenomenon as the ‘glocalization,’ which is a mixed term of ‘global and local.’ According to him, K-pop is the leading K-culture by hybridization. K-pop has been absorbing lots of different genres of music such as African American music, North European intense electric sound, ornate dance music and so on.(p.96-98)

The new cutting-edge technology is definitely helping the success of K-pop. Everyone on earth can easily access almost every information and music as well, no matter where they live. Usually many people can see music videos on YouTube and through social media like Facebook. Kim(2012: 22) wrote the success factors of K-pop in his book, ‘*People who make K-pop.*’

actually Korean Idols’ fashion has been bringing a lot of interest among the world, and the key to the success of K-pop is the K-pop artists’ performance and the smooth spread of music videos …… in our society where UCC sites are activated well and social media service is growing fast, the K-pop market will be bigger and have much effect on the world.

Limb(2013) argued that the changing market of music industry plays an important role in making K-pop popular as a successful factor in the global competitiveness, and suggested another reason for the K-pop success, mentioning about the relationship between K-pop and new technology.

Diffusion of social network services such as YouTube and Facebook as a window to consume music & music videos worldwide provides a new opportunity for K-pop. …… The collapse of domestic music market makes K-pop develop so called “the 360 degree business model” in which K-pop manages not only music related but also non-music related revenues such as performance, acting, and appearance at advertisement and TV shows generated by its star “idols.” This 360 degree business model enables K-pop to profitably enter even foreign markets where sales of music is very difficult by providing revenues from non-music activities of its star artists. (p.346)

2.3 Lyrics and Code-switching in K-pop

In order to keep pace with global interests in K-pop, Korean music labels and artists adopted English words and sentences in K-pop lyrics. Shim(2017:2) argued that adopting English in K-pop started since 1996 when the *Korea Public Performance Ethics Committee*(KPPEC) abolished the regulation for limiting the quantity of using foreign lyrics in Korean music lyrics.

In terms of its language use, K-pop is characterized by code-switching between Korean and English. Code-switching(CS) is a linguistic phenomena of changing from using one language to using another language when a speaker is in the bilingual or multilingual situation(Kang, Park, Baek, 2014: 365). It is a concept which is similar to 'code-mixing' happening in a bilingual individual. Ronald(1986: 102) mentioned about the reason why CS occurs as follows :

Social and political relationships are too complicated to be resolved by such a simple linguistic choice. At this point we must ask what brings a speaker to *choose* variety X of a language A rather than variety Y, or even language A rather than language B. What might cause a speaker to *switch* from variety X to variety Y or from language A to language B? A number of answers have been suggested, including solidarity with listeners, choice of topic, and perceived social and cultural distance. In other words, the motivation of the speaker is an important consideration in the choice.

CS has often been misinterpreted as evidence that bilinguals lack competence in speaking one or both languages(Katja, 2007: 54). However, many researchers have tried to analyze it as a discourse strategy and a speech style. To explain the term code-switching by pointing out the competence of the speaker in both pragmatic and grammatical aspects of the languages involved, Meisel(1994) stated :

Code-switching is the ability to select the language according to the interlocutor, the situational context, the topic of conversation, and so forth, and to change languages within an interactional sequence in accordance with sociolinguistic rules and without violating specific grammatical constraints. (requoted from Katja, 2007: 57)

Shim(2017) focused on the code-switching phenomenon in K-pop lyrics. She analyzed 219 K-pop songs(11,363 lyrical lines) of the albums ranked on from top to 30th in Gaon Chart⁶⁾. She found out that Korean lyrics occupied 38.4% and English lyrics occupied 12.3% of the total lyrical lines. And CS between Korean and English took up remarkably 49.3%. With her research, she asserts that the role of English in K-pop has been changed into a solid medium to convey Korean people's emotion from the one that used to be nothing but a simple and short lyrical repetition in the refrain parts of the songs.

She continued analyzing CS between Korean and English in K-pop songs. Especially she investigated the linguistic characteristics of CS in K-pop with the views of morphology and syntax. Shim(2017: 68-85) offers the functions of Korean/English code-switching in K-pop as follows:

- ① a function of emphasis
- ② a function of intimate behavior
- ③ a function of rhyming words
- ④ a function of developing solidarity
- ⑤ a function of MAW(Most Available Word)

In the view of MAW, code-switching is not seen as an unavoidable circumstance, but a kind of strategy for communication.(Shim, 2017: 82) That is, while a bilingual speaker is communicating with someone using one language, the speaker sometimes use another language on purpose because the speaker

6) Gaon Chart is one of the representing music charts. Visit <http://biz.gaonchart.co.kr/main/section/introduction/main.gaon> for more information.

thinks using a different language is better for the communication situation. Shim(2017) analyzed K-pop applying the view of MAW and asserted K-pop tried to avoid controversy about using lewd lyrics by strategically replacing Korean lewd lyrics with English ones. For example,

나를 살아 있게 만든 너 어서 Taste my heart
본능만의 Try 점점 강해지는 fuse 더욱 세계 끌려들어 가
Sexuality Sexuality
우린 취해 이 감정에 하늘과 땅이 뒤엎켜
스며들고 하나가 된 신세계 절대 지배해
하나로 완전해지게 Sexuality
Sexuality Sexuality (Sexuality / 태민)
(p.84)

By code-switching the part of the lyrics that might bring controversy of lasciviousness, it is seen that the lyrics can have effects of looking classy and appearing sensationally as well(Shim, 2017: 85).

Park(2014), analyzing the lyrics of K-pop, found that the rate of English lyrical lines took up 25.3% and Korean and English code-switching lines took up 16.7%. He mentioned it is a huge difference from lyrics of previous Korean songs and it shows K-pop is being bilingualized(p.165-166). Therefore, it can be said that K-pop songs can be as useful as other educational materials based on music like Pop songs.

Lee(2016) tried to find out the identity of K-pop, the essence of K-pop aesthetics and investigate the historic meaning of K-pop. He analyzed K-pop lyrics in Chapter 3 of his study. According to him, there are several features of K-pop lyrics:

- ① The most general topic of K-pop is about *love*. The ways to deal with the topic, *love*, vary according to the speakers' emotional states and different societies.

- ② The spirit of resistance against the society emerges in K-pop lyrics as obviously as it does in other genres of music, but most of the resistant themes are limited to something about teenagers.
- ③ K-pop lyrics pursue enjoyment and pleasure based on the distinctive cheerfulness and excitement of Korean people. And self-display, which is based on self-love, is also revealed with them.
- ④ The traditional composition method that tends to rhyme is reinforced and the human natural instincts are expressed in creative and figurative ways.
- ⑤ The use of English lyrics code-switched between Korean and other languages accounts for a great part of English lyrics in K-pop.

Yoon(2014) analyzed 711 K-pop songs which were ranked from 1 to 50 in 'Billboard Korea' in 2012. He figured out that total 1,031 English words were used in the songs. He compared them with the words listed in 2009 Revised National English Curriculum(2009 RNEC) to find out if English words in K-pop were worth trying to use in English education. About 72 % of the words in K-pop he had worked on were coincident with the 2009 RNEC words. Even though some words in K-pop did not match with words of the 2009 RNEC words, they were expected good enough to be used in learning English. Those words are *beast, bingo, Christmas, crystal, fantastic, gravity, groove, guy, hero, infinite, mighty, mysterious, naughty, passion, puzzle, sunshine, super, synergy, vitamin, warrior* and so on.

Yoon(2014) conducted surveys targeting students(elementary:391, middle:416) and teachers(elementary:71, middle:70) to show the validity of K-pop in class, and found that 87.3% of the students are interested in using K-pop in English class, and that 82.78% have fun learning English using K-pop.

In addition, 111 teachers (78.72%) out of total 141 teachers turned out to be interested in K-pop. All of the teachers answered positively to the question asking about the practical use of K-pop in English teaching. In regard to the

possible English learning areas of the K-pop's practical use, they responded as follows: causing students' motivation area(39.72%), teaching listening area(22.70%), teaching pronunciation area(16.31%), teaching vocabulary(13.83%) and teaching writing(7.45%). It was also found that most of the students and teachers think that K-pop is more likely to have many possibilities for English teaching and learning and can be used as a kind of material in many different areas of English class.

Noh(2013) studied English expressions in K-pop from the sociolinguistic perspective, and found out five characteristics of Korean popular songs.⁷⁾ They include the followings:

First, the lyrics of K-pop mostly focuses on expressing all kinds of human emotions, unlike other genres of music like poems, opera and classic.

Secondly, poems, opera and classic music focus on the artistic lyrical ways of its expression, while a plain and conventional language is used in K-pop lyrics. In other words, the expressions of language in K-pop songs are something that we use normally in our daily lives.

Thirdly, the K-pop lyrics goes with the current of the times because K-pop is the fruit of the public culture and society of the period. So it is little wonder that the circumstances of the period are involved in K-pop lyrics. He sees the appearance of English expressions in K-pop as one of the trends that are representing today's society and culture.

Fourthly, K-pop lyrics sometimes use dialect for easier pronunciation and clear phonemic hearing. Lastly, in order to enhance musical effect, K-pop lyrics tries to set the rhyme.

He pointed out two factors that cause English expressions to be widely used in K-pop. One is the sociocultural factor and the other is globalization factor.

7) Actually, he does not use the term, K-pop, in his study, *A Study on the English Expressions in the Korean Popular Songs* but the 'Korean popular songs' can be regarded as K-pop in the context and the purpose of his study.

According to his research, there is no repulsion toward English due to early-childhood English education in Korea. And English expressions in K-pop spread more quickly than ever thanks to teenagers who are the largest consumers of K-pop and the most highly accessible group to internet or broadcasting. And the reason for lots of English expressions in K-pop is that monolingual societies are diminishing because of globalization(p.28). Thus, English affects all areas of our society and culture regardless of whether they belong to the public or the intellectual class. He also suggests a very interesting aspect of globalization. With the emphasis on globalization, the use of English is much preferable to Chinese which used to be counted as an intelligible symbol in Korean society. So at some place where it is not necessary to use English, it is likely to look classier to use English words than to use Korean or Chinese words.(p.29)

Furthermore, Noh(2013) presented the functions of English expressions in K-pop lyrics as follows:

- ① a function for emphasis by repetition
- ② a function for rhyming
- ③ a function for developing solidarity

In regard of the functions of English expressions or CS between Korean and English in K-pop lyrics, Park (2015) gives us more details. First, English and Korean code-switching supplements the message of the song by finishing it on purpose with a different language, English. For example(p.117)

다 같이 날아보자 up in the sky

더 높이 갈테니 정신을 붙잡아 (2NE1: 날 따라 해봐요)

Second, in topic-comment structure, the topic of a song is expressed by one language and the comment about the topic is by the other. For example(p.118),

내가 이럴 때마다 남자들 다

They be like damn d damn! (2NE1: 난 바빠)

The topic of the lyrics is '남자들 다'-expressed in Korean- and the comment about the topic is 'They be like damn d damn'-expressed in English.

Third, repetition. In K-pop, some lyrics which repeat semantically the same sentences but expressed in different languages are found.⁸⁾ For example(p.118),

Everybody hands up high

두 손 머리 위로 올려봐 (2NE1 : Don't Stop the Music)

Two sentences above are semantically same but expressed in different languages.

Fourth, K-pop uses CS as the function of interjection which is meaningless in the lyrics such as 'Yeah', 'Wo', 'Oh', etc. For example(p.119),

내가 니 엄마야 Yeah Yeah Yeah

언제까지 날 헛갈리게

내가 제일 편하다는 그런 말은 그만해

아슬아슬한 보기도 딱한

Wo Uh Uh Uh 지금 넌 Da Da Dangerous (에프엑스 : Dangerous)

Fifth, Korean and English code-switching is used to make rhymes. For example(p.119),

One 생각없이 늘 내가 내가 신은 Shoes

Two 내 맘대로 또 자꾸자꾸 하는 Pose

Three 아무렇게나 살짝살짝 바른 Rouge (포미닛: Hot Issue)

Lastly, the hooking effect, repeating exactly same lyrical line or similar lines, makes hearers remember and follow more easily. For example(p.120),

8) According to Noh, the purpose of repetition is to emphasize the lyrics but Park does not mention about the purpose or reason of the repetition function. Rather, his last suggestion, the hooking effect, seems to be similar to Noh's repetition function.

이제 준비해 봐 Who's next? (4minute!)
지금 보여줘 봐 Who's next? (4minute!)
좀더 들려줘 봐 Who's next? (Who's next?)
4minute 4minute Keep runnin' runnin' hey!
이제 준비됐어 Who's next? (4minute!)
지금 보여줄게 Who's next? (4minute!) (포미닛: Who's Next)

Oh(2015) who studied the effect of K-pop on improving students' English listening, reading, and motivation, with two groups, one group using the K-pop songs and the other group using just text book 3 times a week for 20 weeks. She found out even though both the experimental group and the control group showed some signs of improvement in English reading and listening ability, the improved degree of the experimental group was remarkable and meaningful. She also found out using K-pop in English class influenced students' attitude and motivation for learning positively. Therefore, she asserted K-pop can be one kind of materials good enough to be used for improving not only students' English reading and listening ability but also their attitude and motivation.

As we have seen in previous sections, many researches about K-pop were conducted recently. Most of them focused on the code-switching phenomenon in K-pop and tried to explain the lyrics of K-pop with it. This study, however, investigates English words and sentences that can be code-switched in K-pop. In doing so, this study finds out if the English words and sentences are worth trying to use in English classes in Korea.

Chapter 3. Methodology

The main purpose of this Chapter is a general description of the data to be compared and analyzed in this study. The first section will give an overview of the English words and sentences that appear in K-pop, and the next section will look at the basic vocabulary and grammar examples suggested by the 2015 RNEC.

Looking into the English expressions used in K-pop, they emerge as words and sentences in the K-pop lyrics. Let's look at an example below.

하지만 나도 누군가 하고 사랑에
빠져보고 싶어 Baby
잘 들어요 내 Boy
단 한번도 느껴본 적 없는 걸
알게 해주는
사람 기다리고 있는 걸
얼마가 돼도 기다리고 싶어
I just wanna fall in love
어떻게 내가 움직일 수 없게
날 Ooh Ahh Ooh Ahh
하게 만들어줘 (OOH-AHH하게 / TWICE)

It is English words and sentences that teenager students recognize first when they face English lyrics in K-pop. Therefore, this study provides some explanation how English words and sentences are used in K-pop, looking into various functions of English vocabulary and grammatical structures. In doing so, we try to look at how K-pop can be useful for English teaching and learning in Korea.

Yoon(2014) compared words used in K-pop with those listed in 2009 RNEC to find out practical values of K-pop in English education. Likewise, this study

compares K-pop with an authorized data, 2015 RNEC. While Yoon compared only words of K-pop with the 2009 RNEC words, this study goes further to deal with English vocabulary as well as grammatical structures of English expressions in K-pop through the comparison with 2015 RNEC guidelines. The reason why this study brings 2015 RNEC vocabulary list and grammatical sentences is that 2015 RNEC is considered to be applied to teach English in Korea.

Looking at the big picture, this study has two procedures to find out English educational factors of K-pop. First, English words appearing in K-pop are compared to the basic vocabulary list in 2015 RNEC. Through the comparison between K-pop words and 2015 RNEC vocabulary list, this study tries to investigate what characteristics of K-pop can be used in English teaching and learning. It is followed by the analysis of grammatical structure of K-pop English. This is also done with grammatical guidelines designated by 2015 RNEC to find out in what ways K-pop can be adopted in English grammar teaching and learning.

3.1 Data Collection

Data from this study are mainly based on K-pop and 2015 RNEC. In this section, the overall introduction of each datum is given.

1) Words used in K-pop

In order to analyze English lyrics appearing in K-pop, this current study examines 300 K-pop songs ranked from the top to the 100th in 2014-2016 Melon chart. Melon found on the website, www.melon.com, is one of the biggest music websites in Korea. It has been awarded the most reliable digital sound source brand by consumer for seven years in a row.⁹⁾ Its music chart

offers various information about K-pop such as real time, weekly, monthly and yearly ranking as well as periodic music trend and K-pop lyrics.

Considering most consumers of K-pop music are Korean teenagers and they must be the major power to determine the chart, it is not too much to say that K-pop songs from 1th to 100th were heard more by teenagers than other songs.

Among those 300 songs, 212 songs(70.7%) have English words or expressions in the lyrics. This figure is in line with other studies, Shim(2017, 61.6%), Yoon(2014, 69.35%). This study focuses on the 212 songs that can be said to be representative of today's music trend. In doing so, this study is to provide some insightful understanding of English lyrics in K-pop and furthermore make some contributions to English educational aspects in Korea. The following table 1 shows a summary of K-pop song for the current study.

Table 1. The genre of K-pop for the study

	genre	songs	percent
1	Dance	76	35.8 %
2	Rap / Hip-hop	61	28.8 %
3	Ballad	31	14.6 %
4	R&B / Soul	27	12.7 %
5	Folk	8	3.8 %
6	Rock	5	2.4 %
7	Electronica	4	1.9 %
	total	212	100 %

The lyrics of 300 K-pop songs are collected from Melon website. Among them, 88 K-pop songs do not have English lyrics in them, so they are excluded in analysis process. All of the words used in 212 K-pop songs are collected, counted and compared with the counterpart of 2015 RNEC. And all of the

9) from the news article of Maeil, <http://www.m-i.kr/news/articleView.html?idxno=283969>

sentences that we can see the grammatical structures used in K-pop are collected and compared with the counterpart of 2015 RNEC.

The numbers of K-pop songs that have English words are 70(2014), 75(2015), 67(2016) out of top 100 of each year. And the numbers of the English words used in K-pop songs are 493(2014), 683(2015) and 481(2016). Table 2 below shows the English word frequency in 2014-2016 top 100 K-pop songs.

Table 2. Word frequency in 2014-2016 K-pop 100 ranking songs

	2014	2015	2016	total (2014-2016)
1	you (181)	you (343)	you (248)	you (772)
2	love (137)	me (252)	I (193)	me (492)
3	my (122)	dumb (219)	me (142)	I (473)
4	I (103)	I (177)	my (87)	baby (313)
5	me (98)	baby (149)	up (86)	oh (303)
6	baby (97)	it (105)	on (80)	my (294)
7	eh (90)	a (103)	like (76)	love (286)
8	oh (82)	love (93)	a (69)	dumb (219)
9	I'm (76)	yeah (92)	baby (67)	it (214)
10	body (74)	don't (91)	oh (66)	I'm (207)

From the table above, we can see the personal pronouns such as *you*, *I*, *me*, and *it* are used a lot in K-pop songs during 2014-2016. And the word, *love*, which is one of the most common topics of the K-pop songs and *baby* which is a word lovers use to call the other partners are seen in the table. And the exclamation words such as *eh* and *oh* are seen as well.

2) Sentences used in K-pop

Not only English words but also English sentences are becoming a big part of K-pop songs. Among 212 K-pop songs that this study focuses on, 175 songs have English sentences in their lyrics which can be analyzed as grammatical

structures. Among the 175 K-pop songs, 729 sentences are collected.

The example sentences of 2015 RNEC grammar do not include a colloquial style, slang, vulgarity and short daily useful expressions but sentences used in K-pop include them. Therefore, this study divides the 729 sentences into two groups. One is the sentence type that shows the possibility of using K-pop to teach and learn 2015 RNEC grammar examples through the comparison and analysis with 2015 RNEC. The other is the sentence type which has the distinctive characteristics of English sentences in K-pop apart from English education.

3.2 2015 Revised National English Curriculum

National Curriculum of Korea provides some guidelines for English education since the establishment of Korea government. Vocabulary control is to help rudimentary learners low their burden of learning the target language. Table 3 below shows the process of changing controlled vocabulary according to the National Curriculum.

Table 3. Controlled vocabulary according to National English Curriculum(Kim, 2017:12-13)

Period of National Curriculum	Number of vocabulary	Grade
1st (1954~1963)	around 1,500	middle 1,2,3
2nd (1963~1974)	1050~1450	middle 1,2,3
3rd (1974~1981)	1050~1200 (basic words : 766)	middle 1,2,3
4th (1981~1988)	around 1050 (basic words : 730)	middle 1,2,3
5th (1988~1992)	around 1050 (basic words : 735)	middle 1,2,3
6th (1992~1997)	around 1550 (basic words : 995)	elementary3~6:around 500 middle1,2,3 :around 1050
7th (1997~2006)	around 1700 (basic words : 2067)	elementary3~6:around 450 middle1,2,3:around 1250
2007 RNEC (2006~2009)	around 1790 (basic words : 2315)	elementary3~6:around 500 middle1,2,3:around 1290
2008 RNEC (2009~2010)	around 1810 (basic words : 2315)	elementary3~6:around 520 middle1,2,3:around 1290
2009 RNEC (2010~2016)	around 1750 (basic words : 2988)	elementary3~6:around 500 middle1,2,3:around 1250
2015 RNEC (2016~now)	around 1750 (basic words : 3000)	elementary3~6:around 500 middle1,2,3:around 1250

The 2015 RNEC gives fundamental guidelines about basic words(p.154-156). Below is an outline of the guidance. Section 1 and 2 are omitted.

3. An only citation form is presented in the basic word list. But some derived words are presented due to the high frequency of their use.

<examples of inflective or derivative forms>

write(writes, wrote, written, writing)

be(am, are, is, was, were, been, being)
have(has, had, having)
book(books, booked, booking)
foot(feet)
leaf(leaves)
tall(taller, tallest)
they(their, them, theirs, themselves)
teach(teaches, taught, teaching, teacher)
tour(tourist)
soft(softly, softness)
happy(happily, happiness, unhappy)

4. Even though the same word is used as different parts of speech, it is considered as one word.

back [adv, n, v]
bat [n, v]
change [n, v]
close [adj, adv, v]
flat [adj, n]
head [n, v]
kind [adj, n]
present [n, v]

5. Proper nouns(name of person, place and country etc.), cardinal(ordinal) number, romanize Korean words, alphabet, month, days of week, seasons, appellation, money, weights and measures are not considered as new vocabulary. (exception: hundred, thousand, million - they are used in different meanings)

Seoul, Jeju
two, three, four
first, second, fourth

January, February, March
Monday, Tuesday, Sunday
Spring, Summer, Autumn, Winter
Mr., Ms., Ma'am
pound, gram, liter
dollar, cent, euro
meter, yard, mile

6. These 200 words below that are used very commonly in our daily life are not considered as new vocabulary. Among them, 50 words are available for each grade.

alarm, album, alcohol, amateur, ambulance, apartment, arch, bacon, badminton, bag, banana, belt, bench, biscuit, bonus, box, bus, butter, cabinet, cake, calcium, camera, camp, campaign, campus, card, carol, carpet, catalogue, center, champion, channel, chart, cheese, chicken, chocolate, click, coat, coffee, comic, computer, course, court, crayon, cream, cup, data, diamond, diet, disc, doughnut, drama, dress, drill, drum, echo, elevator, elite, energy, essay, event, fashion, feminist, fence, festival, fiction, film, fork, gallery, game, gas, golf, gown, graph, guard, guitar, gum, hamburger, harmony, highlight, hint, hormone, hotel, image, interior, internet, interview, issue, jacket, jam, jazz, juice, jump, kangaroo, kiss, kiwi, laser, league, lemon, lobby, magic, manual, marathon, market, mask, medal, media, melon, member, menu, message, model, motor, mystery, news, notebook, okay, opera, orange, oven, page, panda, parade, partner, party, pen, percent, piano, pie, pilot, pipe, pizza, plastic, plug, program, project, quiz, radio, recreation, rehearsal, ribbon, robot, rocket, rugby, salad, sample, sandwich, sauce, scarf, scenario, schedule, section, seminar, service, set, shirt, skate, sketch, ski, snack, soup, spaghetti, sponsor, sport, spray, spy, staff, star, steak, stereo, studio, style, sweater, tank, taxi, team, technique, technology, television, tennis, tent, terror, ticket, toast, tomato, topic, towel, track, truck, vaccine, veil, video, villa, violin, virus, vision, waiter, website, wine, yacht

7. The total number of words presented in the basic word list is 3,000. Words marked with one asterisk(*) are 800 and recommended to teach in elementary course. Words marked with two asterisks(**) are 400 and recommended to teach in a specialized course I .

The 2015 RNEC suggests 'Language Forms needed for communication' (p.189-198). This current study sees these language forms as 'language grammar forms' designated by 2015 RNEC. Even though the 2015 RNEC does not use the common term, 'grammar,' looking into the sections or parts that are divided by 2015 RNEC, it is appropriate enough to say it is showing 'grammar' needed to teach and learn in school. Therefore, this study tries to compare grammatical structures which are able to be seen in K-pop with grammar forms of 2015 RNEC.

The 2015 RNEC grammar forms consist of 40 parts. Each part has its own example sentences, 3 at minimum and 37 at maximum, each of the example sentences is marked kindly to identify at what level it can be quite useful to teach. Below is the table simplified by this study for the 2015 RNEC grammar to explain what kind of grammar is related to the each part.¹⁰⁾

10) This study needs to make 2015 RNEC grammar examples labelled by the researcher of this current study by using grammatical terms for the convenience of classifying K-pop lyrics. In other words, there is a possibility to disturb the origin purpose of 2015 RNEC grammar examples.

Table 4. Simplified version given in 2015 RNEC for this study

1	nouns	2	determiner
3	articles	4	pronoun
5	indefinite pronoun	6	impersonal subject (it)
7	tense system (present, past, future)	8	progressive aspect
9	perfect tense	10	five clause structures
11	adverb (enough, too)	12	comparative phrases (as adjective/adverb as)
13	comparatives	14	superlatives
15	bare infinitives	16	infinitives
17	infinitives (adverbial)	18	gerund
19	clause types	20	negative forms of clause
21	interrogatives	22	(in)direct speech
23	interrogative content clauses	24	conditional clause
25	subjunctive mood	26	auxiliary verb
27	coordinating conjunction	28	subordinating conjunction
29	sentence adverb (however, therefore, on the other hand)	30	relative clauses
31	present/past participle adjective	32	participle clauses
33	participle clauses	34	ellipsis
35	inversion	36	dummy subject (there)
37	emphasis	38	dummy subject (it)
39	apposition	40	passive constructions

Chapter 4. Results and Discussion

4.1 Vocabulary in K-pop

The numbers of the words used in the 212 K-pop songs are 493(2014), 683(2015) and 481(2016). If the same words are excepted, the total number of English words between 2014 and 2016 is 1057.¹¹⁾ And in order to compare these words to the basic vocabulary designated by 2015 RNEC, the words need to be reduced to a minimum. Because the basic vocabulary of 2015 RNEC specifies only the citation forms and doesn't include the words that indicate proper nouns like names of person, place and country, ordinal/cardinal numbers, month, weekday, season, appellation and so on. Besides, it specifies 200 words separately that are not included in the list because those words are used commonly in our daily lives as this study mentions in Chapter 3.

Considering all of the RNEC's guidelines, the number of the English words in 2014-2016 top 100 K-pop songs has decreased from 1057 to 834. Table 5 shows the general description of words used in K-pop and its comparison with the 2015 RNEC vocabulary list.

11) In this study, it is considered that students need to learn the derived and inflected forms of words, so each derivative form of words is divided into different words in this current study. For example, baby and babies are considered different words because when students face them, they may look different unless they have morphological knowledge base. And in the same context, informal forms of words such as 'u' , 'errday' are considered different from the original meaning words, 'you' , 'everyday.'

Table 5. Comparison K-pop words with 2015 RNEC vocabulary list

K-pop words excluded by RNEC guidelines	223
K-pop words accordant with RNEC	554
K-pop words discordant with RNEC	280
	834
	1057

Two hundred twenty three words are excluded due to 2015 RNEC vocabulary guidelines from total 1057 English words in K-pop songs ranked top 100 during 2014-2016. The 834 English words are compared with 2015 RNEC basic vocabulary and among the 834 words, 554 words(66.4%) correspond to 2015 RNEC vocabulary list. That is, 66.4% words are ones that are able to tell about the possibility of using K-pop in English vocabulary teaching/learning and 33.6% discordant words are the others that tell about the own unique traits of K-pop English words.

In this chapter, the excluded words by RNEC guidelines are analyzed first and the words corresponding to 2015 RNEC basic vocabulary list are dealt with next. Then, lastly, this study focuses on the rest of words that are not excluded by RNEC guidelines and do not agree with the RNEC words, either.

4.1.1 K-pop Words Excluded by 2015 RNEC Guidelines

The total number of words in the selected K-pop songs is 1057. After following the RNEC guidelines, the number was reduced to 834. Before analyzing the words further, it needs to be clear that this study considers that the derivative and inflectional forms of words are classified differently from the original forms. For example, one of the morphemic contractions, *we' ll* is

considered as an another word apart from the origin forms, *we* and *will*. This is because students are not able to divide them into two different word groups without the formal morphological knowledge of them. However, 2015 RNEC basic vocabulary presents only the citation form of words.

Even though 223 words are excluded because of the 2015 RNEC guidelines, the excluded words are useful to teach and learn English vocabulary. Because they show morphological diversities English words have. For example, in the K-pop words excluded by 2015 RNEC guidelines, we can see the progression form of 'do' , *doing*, negative contraction form, *don't*, the past form, *did*, and past participle form, *done*. Likewise, teachers can use these words in K-pop songs to teach students some of morphological diversities.

4.1.2 K-pop Words Corresponding to 2015 RNEC

Among the reduced 834 words, 554 words correspond to the RNEC basic vocabulary list. It is 66.4% of the English words used in selected K-pop songs.¹²⁾ Interesting enough, two thirds of English words used in K-pop songs correspond with the 2015 RNEC word list. As we can see the word list in appendix A, these words are very basic and necessary words that students need to know to improve their English vocabulary. Especially among the total corresponding 554 words, 357 words are in accord with the words for elementary students designated by 2015 RNEC.

This result is very similar to the one conducted by Yoon(2014), which shows that 715 words(69.35%) correspond with 2009 RNEC basic word list. In his study,

12) Since 2015 RNEC words are offered in the manner of only the original forms of the basic words, if there are not the original forms of the RNEC words in the list of K-pop English words, they are not included. However, if there are the derivative forms of those missing words, this study considers them to be same words. Some words put in brackets are meant the original basic words presented by 2015 RNEC, and the derivative forms placed next to the brackets are the ones appearing in selected K-pop songs. See appendix A.

425 words are in accord with the words for elementary students designated by 2009 RNEC.¹³⁾

As for the words for elementary students, about two thirds of the corresponding words are for elementary students in both studies. That is, English words used in K-pop songs are encouraged to be taught in elementary school and they are familiar to students. Therefore, it is not difficult for them to listen. That's why K-pop songs in English class can be more effective in the elementary schools. If some words are taught in elementary classrooms by using K-pop songs, it could help the students learn the English words more interestingly. This point seems to correspond to the goal of teaching English to elementary students. Below is the passage that introduces the character of elementary school English in 2015 RNEC.

English for Elementary school is the subject that can develop students' ability to understand and express basic English which are usually used in daily life and its focuses on developing communicative ability by using verbal language. ... Which means, to develop students creativity and proper personality in the spare time coming from reducing the burden for studying, the English curriculum should be constructed with some contents that can help students learn English in fun ways.¹⁴⁾

As we see above, 2015 RNEC describes what the elementary English should be like. It should be taught in fun ways. Interestingly, when comparing this passage with the one that introduces the goal of elementary school English in 2009 RNEC, we see the underlined sentence is a newly added part for some reason. In 2015 RNEC, it is emphasized that English teaching in the classroom should be fun and taught in various ways to make students not lose their

13) He brought 2009 RNEC word list as a comparison target. 2015 RNEC was released one year after his study.

14) 2015 Revised National English Curriculum p. 4, the underlined part is attributed to the current study.

interest in learning English due to the short span of children's attention. K-pop can be one of the various ways to encourage children to get interested in English because it is music. Nam(2002: 6) argued that by using music in English education, students can become interested in English learning and become familiar with English sound. Therefore, using K-pop for learning English vocabulary can be a useful way for elementary students.

4.1.3 K-pop Words not Corresponding to 2015 RNEC

Words not corresponding to 2015 RNEC are the ones that can tell about the unique traits of English words used in K-pop. This study indicates 4 characteristics of English words in K-pop.

1) Use of exclamation words

First of all, exclamation words like *ay(aye)*, *baam*, *eh*, *ooh*, *ye(yeh)*, *yo*¹⁵⁾ etc. are found a lot in the K-pop songs. The reason why the exclamation words without specific meanings are used so many times in K-pop songs is that contemporary Koreans use those English exclamations very commonly. Such trend is not an exception to English lyrics in K-pop.

Shim(2017: 68) explains this as one of the emphasizing functions of code-switching in K-pop. According to her, by repeating short and meaningless interjections, K-pop songs help listeners to remember and sing along the songs more easily. And *wow*, *yeah*, *oh*, *hey* are the most frequent interjections in Shim's analysis. Noh(2013: 45) sees English exclamation words in K-pop as a function of building a rapport between young people. Noh explains that this is because young people feel like they have a rapport by using these exclamation

15) 'yo' is classified into three categories in this study. One is for an exclamation 'yo,' another is for 'you,' and the other is for 'your.' And the last two are related to African American vernacular English(AAVE).

words as they do when they wear same clothes. Below is an example of using exclamation words in K-pop songs this study focuses on.

Is that true yes Okey dokey yo
Is that true yes Okey dokey yo
정말로 yes Okey dokey yo
(Okey Dokey / MINO, 지코)

2) Colloquial style of English

Colloquial style of English is seldom taught in English class in Korea. They are considered nonstandard language forms. Looking at English words used in K-pop songs, we can easily find out that they are in a very colloquial style. This may well be accepted to be sure because musical lyrics are definitely like speaking rather than writing. Colloquial style of the language is allowed to be informal and be produced very freely in how to express or convey its meaning. For example:

Be a man a real man
gotta see u love me like a real man
(Cheer up / Twice)

내가 할 수 있는
모든 걸 다 해 널 지킨다고
I wanna
Hold you tight
(Good luck / 비스트)

I don't giva thing about ur
출생 연도와 이름
(연결고리#힙합 / BOBBY)

'*gotta*' is a colloquial style of phrase, '*have got to.*' It is used now very commonly even in our daily English conversation but it is still barely seen in the school text books. '*u*' means '*you*' and '*ur*' means '*your.*' And nowadays they are also easily seen in the text messages and advertisements or signs on the streets. '*giva*' is a colloquial style of '*give a.*'

And what is more interesting is using '*u*' and '*ur*' in K-pop lyrics. In fact, there is no significant difference between '*u*' and '*you*' / '*ur*' and '*your*' when they are heard. Park(2015: 102) mentions about this very briefly in his study. He argues that this is because K-pop lyrics is also written language. K-pop lyrics is to be heard by some people who need them in many various ways but it is also written language like poems when we see it on the cover of the CD or especially online these days. Therefore, K-pop seems to be able to show its own informality differentiated from other genres of songs and cultural production by using alphabetic colloquial styles of English on purpose.

3) Influence of African American Vernacular English(AAVE)

While students in EFL class scarcely come in contact with this kind of colloquial style of English, we can find one reason why many of colloquial words appear in K-pop songs from the bias of K-pop music genre. Looking at the music genre of K-pop songs in chapter 3 again, we can see Dance and Rap/Hip-hop music songs take up over half of the whole of K-pop songs(64.4%). Both music genres use rap lyrics a lot as various means like conveying a message, emphasizing, rhyming and so on.

Rap music was started in Bronx and African American residential districts in 1970s and spread to the center of youth culture in the 1980s and 1990s(Kim, 2000:348). And now it became a huge world trend for young people to show their feeling and opinions with their unreserved behavior. In the same manner, the popularity of Hip-hop is nothing new in Korean. Considering how Hip-hop music became so popular in Korea, Kim(2008:17) argues that there was an

interesting event in Korean Hip-hop music history. That is Korean American singers who were very familiar with U.S Hip-hop and AAVE culture started to enter K-pop music industry after 2000. They influenced K-pop in many ways especially on Rap and Hip-hop genre which were a little hard for local musicians in Korea to perform at that time due to English pronunciation or some issues coming from unfamiliar black culture.

Hip-hop and rap music are considered as the exclusive property of African American. And the lyrics of Hip-hop is almost the same as the African American vernacular English(AAVE) used in their daily lives. Hip-hop and rap musicians of K-pop are using AAVE in their lyrics. There is a very good example to prove this fact. While this study mentions that K-pop lyrics is also written language above, there is another kind of word that wants to be visualized by listeners. Below is a part of the lyrics in ‘사이먼 도미닉’ by 사이먼 도미닉.

2008 앨범 한 장 없었어도
underground kingz
섭외 1순위에
우릴 매번 올려놨지

Kim(2000: 355-364) summarizes the traits of AAVE, one of the phonetic traits of AAVE is that [s] is pronounced as [z]. As we see above, that ‘kings’ is realized as ‘kingz’ proves Hip-hop music in K-pop is affected by AAVE. Therefore, this can be a good example that can show the fact that K-pop lyrics purposely, somehow, pursues AAVE style like showing its differentiated informality.

Another obvious phenomenon that K-pop English words¹⁶⁾ are affected by

16) Those words are mostly referred to *Urban Dictionary*. It is a kind of social media dictionary that English native speakers living in U.S define the meaning of newly created words and post them online. Visit for more information <http://www.urbandictionary.com>

AAVE is omitting 'g', the last letter of progressive forms of verb or some words that have 'ing' word finally. This is one of the specific phonetic traits of AAVE. When African Americans pronounce ing/[ŋ], it is usually heard like [n]. Below are the examples of the English words used in K-pop that can show this trait.

comin, darlin, fallin, feelin, goin, killin, livin, modelin, movin, packin, playin, runnin, sayin, stylin, talkin, tryin, walkin

I'm tryin to love ya (Born Hater / 에픽하이)

저 여잔 화색이 돌아 Fallin (폼행제로 / 블랙비 바스타즈)

다 엉망진창 livin like 뻘이 (볼타오르네 / 방탄소년단)

Stop playin (니가 알던 내가 아냐 / 사이먼 도미닉, 원, 지투, 비와이)

The contracted forms of words or phrases are also common traits of AAVE. The following words are used in K-pop songs as contracted word forms of AAVE.

ain't(am not, isn't, aren't, don't, dosen't), **c'mon**(come on), **cuz**(cause/because), **da**(the), **errboy**(everyboy), **errday**(everyday), **e'ybody**(everybody), **gimme**(give me), **gon**(gonna/going), **gotta**(have got to), **imma**(I am going to), **leggo/lego**(let's go), **kinda**(kind of), **ma**(my), **needa**(need to), **S'up**(what's up), **tryna**(try to), **turnt**(turned), **wanna**(want to), **wassup**(what's up), **whadsyaname**(what's your name)

I ain't no easy. (OOH-AHH하게 / 트와이스)

Cuz 난 최초가 된 놈 (Forever / BewhY)

난 별 때만 기다려 errday (Okey Dokey / MINO, 지코)

Imma make her super star, man (Puss / 지민,아이언)

I just wanna make you love me (LOVE ME RIGHT / EXO)

And K-pop tends to adopt slang words that can be seen in U.S. Hip-hop music without any hesitation. Those words are slang words that are never used in EFL class and rarely used in daily conversation, either.

aight(alright), **guap**(a considerable amount of money), **holla**(casual greeting or call someone), **yello**(hello/hi), **diss**(disrespect), **dude**(friend), **frontin**(pretent/act like someone), **balla**(someone who is good at sports), **deadpresident**(money/paper current cash), **shawty**(your girl/sexy female), **homeboi**(friend), **hunnit/hunnit**(100/hundred)

Aight Get rich or die 살아서 나가자 (JACKPOT / 블락비)

If you didn't know now you know Homeboi leggo (연결고리#힙합 / BOBBY)

What I need man a big balla Bossman Dude is shot calla

(My Type / 제시, 치타, 강남)

Imma make it work Yeah Shawty (LOVE ME RIGHT / EXO)

I want some deadpresident (Okey Dokey / MINO, 지코)

And if compared with the chorus part of 'Wadsyname' by Nelly¹⁷⁾ below, there are some similarities between K-pop lyrics and U.S. Hip-hop music.

Ey shawty, shawty, shawty wadsyaname is,

Wadsyaname is,

Wadsyaname is

I said now shawty, shawty, shawty, whatcha yo sign,

Ey whatcha yo sign,

Ey whatcha yo sign,

Ey,

...

Go n do yo dance,

Go do yo dance,

Go do yo dance, (Wadsyname / Nelly)

17) He is one of popular rapper in U.S. and he won Grammy Awards in 2003 and 2004.

4) Use of vulgarity(Swear words)

Not stopping imitating just AAVE words in its lyrics, K-pop goes further and reaches a deeper tolerance to accept vulgarities. Vulgarities are used a lot in U.S. Hip-hop and rap lyrics. In this study, some of vulgarity forms are easily noticed in the K-pop songs more often than expected.

damn, fuck, fuckin, mofucka, mo'fucker, motherfuckers, shit

Idol rappers mo'fucker god damn (거북선 / Ja Mezz, Andup, MINO)

I won't give a shit (Okey Dokey / MINO, 지코)

One reason for so many English vulgarities in the K-pop songs is that K-pop musicians consider the emotional part of Korean listeners. It is apparent for K-pop Hip-hop musicians to try to imitate and use the exact same terms without any censorship. But there seems to be a kind of unspoken agreement that if there is a need to use vulgarities, it is better to be expressed in English. Han(2010:496) suggests that one function of using English words in K-pop is replacing some sexual expressions with English lyrics to pass the censorship conducted by the authority. Because some vulgarities expressed in English are less shocking to listeners whose first language is not English. For example, in the song 'Born Hater' (by 에픽 하이) most of vulgarities are written in English, only few Korean vulgarities which are relatively weak such as '닥치시지' (shut up), '찐따' (a loser) are used.

The other reason is to give a stronger impressionistic feeling to the audience by using English vulgarities. Let's see an example:

여긴 권위가 제일 절대적인
인간의 편의를 위한 종이가 보스인
대한민국 민주공화국
아니 어쩌면 끝나지 않았어 왕국

but I on give a fuck like the

상수 형

(독기 / 아이언)

'I on give a fuck' means *'I don't give a fuck'*. (*on* is the AAVE colloquial style of *don't*) And needless to say, IDGAF(I don't give a fuck) is a very U.S. Hip-hop style expression and a well-known term among Hip-hop musicians. And it is one of the most important attitudes or spirits of Hip-hop(Kim, 2014: 192). So it seems that the musician wants to boast about having the spirit by using this expression in the lyrics on purpose.

4.2 Grammatical Structures in K-pop

In section 4.1, this current study compared English words used in K-pop and analyzed them with 2015 RNEC basic vocabulary list. This section focuses on the English sentences used in K-pop in order to analyze grammatical structures of K-pop.

This current study analyzed 212 K-pop songs with English lyrics. Among 212 K-pop songs, 175 songs with English sentences in their lyrics and 729 English sentences were collected. In order to compare English sentences in K-pop lyrics with 2015 RNEC grammar examples, 531 sentences were arranged. These 531 sentences are in one important part that can compare with 2015 RNEC grammar and the rest of sentences(198) are in the other part that can show some distinct characteristics.¹⁸⁾

4.2.1 Comparative Analysis of Grammatical Structure in K-pop and RNEC

Grammatical structures in the 2015 RNEC have total 40 parts which have their own examples. The total number of the examples is 350. By comparison with the 2015 RNEC, this study found out that the K-pop songs can cover 24 parts of RNEC grammar.

Following tables(6-24) below showed both 2015 RNEC examples and K-pop English sentences that might correspond with each other. Among a few or many English sentences in K-pop corresponding to 2015 RNEC examples, only one sentence was put in each of the tables. And some punctuation marks were added in K-pop sentences purposely in order to better understand the

18) In counting the number of sentences, the same pattern of repeated sentences are counted only once. Some English sentences in K-pop are repeated several times mainly due to the musical reasons.

similarities and differences between 2015 grammar examples and K-pop. The 2015 RNEC grammar examples which K-pop English lyrics could not cover are not put in the tables. The grammatical terms and explanations were mostly based on ‘*A Student’s Introduction to English Grammar*’ (Rodney Huddleston and Geoffrey K. Pullum, Cambridge, 2005).

1) Determiner

Out of 13 examples of the determiner part in 2015 RNEC grammar, 7 examples are covered by K-pop sentences. Common determinatives like *most, every, each, a few/few* don’t appear in K-pop songs this study works on, but the rest of them can be taught and learned by using the sentences in K-pop songs.

Table 6. Determiner in 2015 RNEC and K-pop

2015 RNEC	K-pop
The store is closed.	I’m the crazy girl around here like gossip girl. (‘미쳐’/4minute)
This book is very interesting.	This song is about you. (‘니가 모르게’/로꼬)
That dog is smart.	Where did you get that body from. (‘Daddy’/싸이)
These/Those books are really large.	All these rapper kids trying to use my name to get fame (‘슈퍼스타’/키썸, San E, 레이나)
We didn’t buy much/any food.	There won’t be any reason to hide. (‘Apple’/가인)
I need a little more time to think.	I need more power. (‘Forever’/비와이)
All children love baby animals.	All my ladies, hands up in the air. (‘Oasis’/Crush)

The demonstrative pronouns such as *this* and *that* are normally affected

by nouns. The choice of *this* vs. *these*(or *that* vs. *those*) goes with the statue of nouns which it modifies. Sentences in K-pop songs are formed very well with the grammatical rule. For example, 'this' is used with 'song' while 'these' with 'kids.' And 'all' is also followed by plural noun, 'ladies' in the same context.

In addition, there is a grammar rule that *any* is normally used instead of *some* in a negative sentence. This rule is well-formed in K-pop in which negative sentences appear with 'any.' This kind of example is good to be used in English class.

2) Article

The indefinite articles are found 190 times(a: 189 times, an: 1 time) and definite article(the) is found 137 times. This amount should be considered enough for K-pop to be used in English class.

Table 7. Article in 2015 RNEC and K-pop

2015 RNEC	K-pop
A lion is brave.	I'm a boy but you're a girl. ('Boys and Girls' / 지코)
The lion is brave.	Love is the way. ('Monster'/EXO)
Lions are brave.	

However, not all English sentences in K-pop are good to be used for teaching English articles. There is a basic grammatical rule that indefinite articles(a/an) are attached in front of singular forms of countable nouns in English. Some English sentences in K-pop do not follow this basic grammatical rule. For example,

I' m sorry you make me so crazy
you know you do

모두 날 두려워해
 so I' m untouchable man
 (Monster / EXO)

The underlined sentence should be like *I'm an untouchable man* according to English grammar. Park(2015: 110) argues this is because of Korean interference in English sentences. Interference is a negative transfer which occurs when previous performance disrupts or inhibits the performance of a second task (Brown, 2014: 95). That is, Korean grammar in which indefinite articles are not appearing before nouns interferes some English sentences in K-pop.

3) Pronoun

Table 8. Pronoun in 2015 RNEC and K-pop

2015 RNEC	K-pop
Which do you like better, this or that ?	This is your dream. ('Born hater'/에픽하이) You know that . ('미쳐'/4minute)
These are apples, and those are tomatoes.	All these rapper kids trying to use my name to get fame. ('슈퍼스타'/키썸, San E, 태완)
I like your glasses. What about mine ?	She's mine . ('Oasis'/Crush)
We are very glad to hear from him.	Anyway we 're playing hard to get lucky. ('Jackpot'/블락비)
He will help her .	Just don't call her . ('Me You'/San E)
They 're really delicious.	They need plastic surgery. ('The Time Goes On'/비와이)
She is a teacher, and he 's a scientist.	Oh she wants me. ('중독'/EXO-K)
John likes math, but Susan doesn't like it .	I want it . ('꿈처럼'/벤)
You should be proud of yourself .	I apologize to myself . ('Day Day'/비와이)

In the 2015 RNEC, 12 examples are introduced to show the use of pronouns. Among these, 9 cases are found in K-pop. Different kinds of pronouns appear in English lyrics of K-pop songs. The second person pronoun *you* appears most

frequently(1,011 times) and the first person pronoun *I* appears 692 times and the accusative form of the first person pronoun, *me* appears 492 times in the K-pop songs. In addition, colloquial pronouns such as *u*, *yo*, *ma* frequently appear in K-pop. It is understandable that the frequent appearance is related to musical rhythm in K-pop.

4) Impersonal subject (it)

Table 9. Impersonal subject(it) in 2015 RNEC and K-pop

2015 RNEC	K-pop
It's cold outside.	It's getting getting so hot in here. (‘Good-night Kiss’/전효성)

While 2015 RNEC suggests 5 examples of impersonal subject, *it*, English sentences in K-pop songs do not offer various forms of impersonal subject. In 2015 RNEC examples, 4 practical usages of impersonal subject(weather, day, time, distance) but only one sentence is found in K-pop songs.

5) Tense system

Table 10. Tense system in 2015 RNEC and K-pop

2015 RNEC	K-pop
He walks to school every day.	Oh she hurts me. (‘중독’/EXO-K)
We (usually) meet after lunch.	We love summer. (‘Party’/소녀시대)
We played soccer yesterday.	I started from the bottom. (‘연결고리#힙합’/Bobby)
I will visit America next year.	I will always be there. (‘I’m in love’/에일리)

The 2015 RNEC grammar presents 5 example sentences that contain 3 tense(present, past, future) of English grammar. And K-pop English sentences

cover partly all. In 2015 RNEC examples, there are 2 ways to express future tense, one is *will* and the other is *is going to*. Interestingly, the reason for the absence of the latter one in the table 10 is that all of the future tenses are expressed in AAVE style, *gonna*. For example,

뭐 어찌겠어
 그래 다 내 탓이네
 몇 년째 똑같대도
 I'm gonna be a man
 (맘 편히 / 사이먼 도미닉, 그레이, 원)

내가 느낀 고통은 다
 더 높이 날아오를 날을 위한
 준비일 뿐 Butterfly
 Everybody's gonna see it soon
 (I / 태연)

6) Progressive aspect

Table 11. Progressive aspect in 2015 RNEC and K-pop

2015 RNEC	K-pop
He is sleeping now.	I'm waiting for you now. (‘우주를 건너’/백예린)
I'm thinking about the problem.	But I'm really thinking that we shouldn't. (‘Apple’/가인)

Present progressive and past progressive forms are found in K-pop English sentences. However, the 2015 RNEC suggests 4 more examples, which are the future progressive(*will be coming*) and the progressive of 3 state of being verbs(*thinking, being, hoping*). In this progressive tense form, K-pop English sentences can be used only for the most used basic progressive, present and past.

7) Five clause structures

Table 12. Five clause structures in 2015 RNEC and K-pop

2015 RNEC	K-pop
The baby cried .	I cry . ('우산' / 운하)
She stayed in bed .	It is in your nature . (('Born Hater'/에픽하이))
He is a math teacher .	I am a good boy . (('Good Boy'/ 지디x태양))
You look happy today.	I feel nice . You look nice . ('Daddy'/싸이)
I like gimbap .	I like that . ('I like that' / 씨스타)
He gave me a present .	I can give you the world . (('And July'/헤이즈))
They elected him president .	You can call me monster . ('Monster'/EXO)

The 2015 RNEC presents 8 example sentences for students to learn five canonical clause structures, and as we see above most of them can be covered by English sentences of K-pop. It is very interesting that K-pop has all of the five clause structures which some students in EFL have a hard time learning.

8) Comparative

Table 13. Comparative in 2015 RNEC and K-pop

2015 RNEC	K-pop
Mary is taller than I/me	You are taller than I am . (('야 하고 싶어'/지민))
They've got more/less money than they need.	I need more power . ('Forever'/비와이)

The 2015 RNEC grammar lists six various examples for comparatives. But only two of them are found in K-pop English sentences. The other patterns are about *more/less*(put in front of non-inflectional comparatives), *much*(emphasizing

comparatives) and *prefer*.

The 2015 RNEC grammar deals with the comparison of equality(as-as) before the plain comparative. But any forms of the comparison of equality are not found in English sentences of K-pop and any superlatives are not found either.

9) Bare infinitives

Table 14. Bare infinitives in 2015 RNEC and K-pop

2015 RNEC	K-pop
I made him carry the box.	Boy, you make me scream . (‘Dumb Dumb’/Red Velvet)
You shouldn’t let him go there again.	Don’t let me cry . (‘다시 너를’/매드클라운,김나영)
I heard the children sing/singing .	Hear me say! (‘맨정신’/Big Bang)

The 2015 RNEC suggests several causative verbs and verbs of perception which can cause bare infinitives or participle adjectives to appear on the position for the predicative complements. Among them, three verbs are found in the K-pop songs.

10) Infinitives

Table 15. Infinitives in 2015 RNEC and K-pop

2015 RNEC	K-pop
He wanted to go home .	I want to tell you something. (‘한여름밤의 꿈’/San E, 레이나)
I have a book to read .	There won’t be any reason to hide . (‘Apple’/가인)
He came to see me .	But strong girl, you know you were born to fly . (‘I’/태연)
Dan wanted Betty to behave herself .	I want you to give it to me . (‘몸매’/박재범)

In infinitives part, the 2015 RNEC grammar suggests 17 example

sentences. And all of them are marked as grammars for middle and high school students. Among the infinitive forms in 2015 RNEC grammar, the four types of infinitives are widely used in K-pop.

11) Gerund

Table 16. Gerund in 2015 RNEC and K-pop

2015 RNEC	K-pop
We enjoy swimming in the pool .	I can't stop loving you . (‘Can't Stop’/CNBLUE)
I'm interested in watching horror movies .	I'm sick of being alone . (‘Something’/걸스데이)

The 2015 RNEC grammar shows 11 example sentences in this part and only two of them can be covered by English sentences of K-pop. But in consideration of 7 sentences out of 11 are common English phrases by using gerund rather than grammar part¹⁹⁾, the sentences in K-pop are considered useful ones for teaching basic concept of gerund in English education.

12) Clause types

Table 17. Clause types part in 2015 RNEC and K-pop

2015 RNEC	K-pop
John and Mary are good friends.	You are so beautiful. (‘유레카’/지코)
Does Anne work out on weekends?	Do you love me like I love you. (‘우아해’/Crush)
Open your book.	Say my name louder. (‘Call me babe’/EXO)
Let's go to Brian's birthday party.	Let's make some noise. (‘오빠차’/인크레더블, Tablo, 지누션)
What a player!	What a day! (‘공허해’/Winner)

19) *go fishing, feel like sleeping, cannot help doing, no use crying, it goes without saying, worth living*

The 2015 RNEC grammar presents 5 kinds of clause types(or sentence types) and 8 example sentences related to them. English sentences of K-pop basically cover the 5 kinds of clause types - declarative(affirmative), interrogative, imperative, first person imperatives(let's), exclamatory sentence. It means K-pop shows various types of sentences and can be used for teaching basic clause types in English.

13) Negative forms of clause

Table 18. Negative forms of clause in 2015 RNEC and K-pop

2015 RNEC	K-pop
I am not tired.	I feel like I' m not here anymore. (‘와리가리’/혁오)
I don't like snakes.	I don't really feel bad. (‘슈퍼스타’/키썸, San E, 태완)
You can't swim here.	Now, we can't go back. (‘착해빠졌어’/소유, 매드클라운)
Tom won't be at the meeting tomorrow.	I won't let you down. (‘View’/샤이니)
Few/No people understand what he's saying.	No one can stop her. (‘중독’/EXO-K)

2015 RNEC suggests seven verbal negations by using the negative form such as *not* with verbs and other negative forms such as *few*, *no*, *hardly* and so on. While 5 example sentences out of 7 can be found in the English sentences of K-pop, inflectional verb forms, *isn't*, *haven't* are never found in the K-pop songs. Most of negative forms in K-pop are abbreviated. Therefore, it is also good for teachers to teach negative abbreviated forms by using K-pop.

14) Interrogatives

Table 19. Interrogatives in 2015 RNEC and K-pop

2015 RNEC	K-pop
Are you ready?	Are you with me? (‘Dali, Van, Picasso’/빈지노)
Is it raining?	Is that true? (‘Okey Dokey’/MINO, 지코)
Do you like oranges?	Girl, do you want it? (‘Body Language’/San E)
Don’t you like apples?	Don’t you understand body language? (‘Body Language’/San E)
Can you write a letter in English?	Can you see me now? (‘겁’/MINO)
Where can we take the bus?	Where did you get that body from? (‘Daddy’/싸이)
Why did you leave early?	Why can’t you understand me? (‘Give Love’/악동뮤지션)
How do you spell your name?	How do you like me now? (‘Daddy’/싸이)

The 2015 RNEC shows many example sentences (total 34 sentences) in this part of the grammar. The basic interrogatives by subject-auxiliary inversion are found in the K-pop English sentences. And so-called ‘wh-questions’ are found as well. However, interrogative tags (tag question) are interestingly never found in the English sentences of the K-pop songs.

15) (In)direct Speech

Table 20. (In)direct Speech in 2015 RNEC and K-pop

2015 RNEC	K-pop
She said, “ I will help you. ”	I said, “ See you tomorrow. ” (‘200%’/악동뮤지션)
He said, “ Do you need a pen? ”	And she said, “ Is that true? ” (‘Okey Dokey’/MINO, 지코)

In this part, the 2015 RNEC offers 12 example sentences related to speech inversion. It shows various forms to change direct speech into indirect speech. In K-pop sentences, those various forms are not found, only a few direct speech sentences are found.

16) Interrogative content clauses

Table 21. Interrogative content clauses in 2015 RNEC and K-pop

2015 RNEC	K-pop
I don't know where he lives .	You know how we do it . ('Oasis'/Crush)
I wonder whose bicycle that is .	Do you know what time it is? ('Party' / 소녀시대)
I think (that) he is a good actor .	I think (that) this is love . ('나 왜이래' / San E)

The 2015 RNEC grammar presents total 6 example sentences in this part. It is sometimes a little hard for students to understand how plain interrogatives are put into the content clauses. Some well-formed sentences good enough to be used in English grammar class are found in K-pop songs. And the last sentences of both 2015 RNEC and K-pop are showing the use of a subordinator, *that*, rather than interrogative content clauses. Putting *that* in parentheses means it can be deleted, this way of using *that* is common in K-pop songs.

17) Auxiliary verb

Table 22. Auxiliary in 2015 RNEC and K-pop

2015 RNEC	K-pop
Can we sit down in here?	Can I call you my baby? (‘봄인가봐’/Eric Nam,웬디)
You should do as he says.	But what should I do? (‘나 왜이래’/San E)
He can’t be working at this time.	Oh baby, it can’t be over like this. (‘200%’/악동뮤지션)
You have to/You’ve got to be joking.	You have yet to witness the God in disguise. (‘니가 알던 내가 아냐’ /사이먼 도미닉,월,지투,비와이)
They’ll fight to the end rather than give up.	Everyday I’ll give you all of my love. (‘How can I love you’/XIA(준수)
That must be my daughter.	It must be love 200 percent. (‘200%’/악동뮤지션)
She can play the violin.	I can do this all night long baby. (‘Love Me Right’/EXO)
Could you show me the way to the nearest post office?	Oh, could you be my real love? (‘Her’/블락비)
I will be able to help you get to the party tonight.	You will always be my girl. (‘여름밤에 우리’/스탠딩에그)
My father won’t give me any money.	There won’t be any reason to hide. (‘Apple’/가인)
Would you like me to open the window?	Would you like to come over to me? (‘우주를 건너’/백예린)
There used to be a lake around here.	We used to be all turned up. (‘너 아님 안돼’/2NE1)

The 2015 RNEC grammar provides as many as 37 example sentences in this part to show the various kinds of modal auxiliaries and the practical usages of them in different clause types. Among those modal auxiliaries, some of them(*may, shall, don't have to, needn't, might, ought to, shouldn't, should have pp, may have pp, must have pp*) are not found in K-pop songs. On the other hand, ‘*had better*’ and ‘*have got to*’ are often found as the

colloquial style of the auxiliaries(*better* and *gotta*). For example,

우린 젊기에 후회 따윈 내일 해
 조금 위험해
 AYE MAN YOU BETTER SLOW IT DOWN
 (We like 2 Party / BigBang)

모든 아픔은 뒤로 해
 여전히 널 기다려 이렇게
 Now you gotta do what you gotta do
 (Come Back Home / 2NE1)

18) Coordinating conjunction

Table 23. Coordinating conjunction in 2015 RNEC and K-pop

2015 RNEC	K-pop
Andy plays the guitar, and his sister plays the piano.	Oh, you are the one and I long for you. (‘사랑범벅’/MC몽)
They are my neighbors, but I don’t know them well.	I’m a boy but you’re a girl. (‘Boys and Girls’/지코)
I may stop by tomorrow or just phone you.	Did you miss me or did you diss me? (‘내가 그리웠니’/MC몽)

To some extent this result is satisfying because the basic concept of coordinating conjunction can be explained by using those K-pop English sentences. The rest of the 2015 example sentences K-pop English sentences cannot cover in this part are correlative conjunctions such as *both...and*, *either...or*, *not only...but also*, *neither...nor*, *not...but*.

19) Subordinating conjunction

Table 24. Subordinating conjunction in 2015 RNEC and K-pop

2015 RNEC	K-pop
When we arrived, she was talking on the phone.	When I wake up in my room, (‘불타오르네’/방탄소년단)
He went to bed because he was sleepy.	(Be)cause we did this when we were child before. (‘와리가리’/혁오)

The 2015 RNEC gives a total of eight examples. Two types of patterns(time and cause) are found in K-pop English sentences. Considering this fact, the availability of K-pop is relatively low in teaching English subordinating conjunctions.

20) Relative clauses

Table 25. Relative clauses in 2015 RNEC and K-pop

2015 RNEC	K-pop
This is the book (that) I bought yesterday .	Girl, you are the one (that) I want . (‘Call Me Babe’/EXO)
Nobody understood what she said about that plan .	Tell me what you want from me . (‘너는 나 나는 너’/지코)
That’s just how he talks , always serious about his work.	You know how we do it . (‘Oasis’/Crush)

The 2015 RNEC exemplifies 13 sentences and all of the relatives are marked on middle and high school level. Middle and high school students are able to understand and use them in English conversation. However K-pop English sentences do not satisfy the purpose of 2015 RNEC. The relatives in K-pop sentences are not various but some relatives which are not found in 2015 RNEC grammar appear in K-pop. Those are very common in daily

conversation, such as *whenever, wherever*.

21) Inversion

Table 26. Inversion in 2015 RNEC and K-pop

2015 RNEC	K-pop
Down came the rain.	So much I miss you. ('I Miss You'/마마무)
Here he comes.	Here we go. ('La song'/비)

The 2015 RNEC suggests total 7 example sentences in this part. In K-pop, the pattern of inversions like second sentence is found most commonly among them. Since these kinds of inversion are very common in our daily life conversation, it is a good way to use inverted sentences in K-pop to teach English inversion.

22) Dummy subject(there)

Table 27. Dummy subject(there) in 2015 RNEC and K-pop

2015 RNEC	K-pop
There are two books on the desk.	There is no other reason. ('겁'/MINO)
There are some rooms available.	There is something going between me (and) you. ('ME YOU'/San E)

Only the existential clauses using *there is* are found in K-pop songs. But as we see the first sentence of K-pop above, students can learn a negative form of existential clause. And the example sentences suggested by 2015 RNEC are all extended existential clauses which contain an additional element. And we can see the second sentence of K-pop implements the useful use of dummy subject, *there*.

23) Dummy subject (it)

Table 28. Dummy subject(it) in 2015 RNEC and K-pop

2015 RNEC	K-pop
It is important to protect our environment.	It's so amazing to be in love. (‘I'm in love’/에일리)

In English, when subordinate clauses are heavier and longer than NPs, there is in general a preference for placing heavy material at the end of the matrix clause, where it's easier to process.²⁰⁾ In this part, 2015 RNEC grammar suggests those 5 extraposition constructions : subject extraposition(4) and internal complement extraposition(1). And only one basic subject extraposition using dummy subject(it) is found once in K-pop songs.

24) Passive construction

Table 29. Passive construction in 2015 RNEC and K-pop

2015 RNEC	K-pop
The building was built in 1980.	But strong girl, you know you were born to fly. (‘I’/태연)
The monkey has been raised by human parents for years.	It will float after every fall and everything that's been taken all. (‘내가 그리웠니’/MC몽)

The 2015 RNEC suggests a total of 10 example sentences, but only 2 passive constructions are found in K-pop songs. By showing various forms of passive constructions, it is likely that 2015 RNEC hopes students will learn and use them in many different ways, but K-pop English sentences do not satisfy

20) Rodney Huddleston and Geoffrey K. Pullum (2005) *A Student's Introduction to English Grammar*, p. 248

its desire. Because 2015 RNEC shows various passive constructions by changing the sentences' tense, but K-pop does not show various forms with different tenses.

4.2.2 More on Grammar in K-pop

In the previous sections, 531 sentences out of 729 English sentences in K-pop were compared with 2015 RNEC. The remaining 198 sentences do not match the 2015 RNEC grammar examples. This is because they include informal daily expressions, colloquial expressions and non-grammatical sentences, not presented by the 2015 RNEC. However, these sentences not only show the distinctive characteristics of K-pop, but also give an implication for English pedagogy.

1) Useful expressions for daily conversation

In K-pop English sentences, some useful daily expressions are found. They are somehow hard to be classified because they do not show specific grammatical features but conversational features.

Table 30. Useful English expressions in K-pop for daily conversation

expression	song / singer
hey what's up beauty?	너 사용법 / 에디킴
Bye Bye sadness Hello my love.	I'm in love / 에일리
Good luck baby Good luck to you.	Good Luck / 비스트
I don't care.	DayDay / BewhY비와이
I feel like a star.	슈퍼스타 / 키썸, San E, 태완
I feel like guap.	사랑은 미친짓 / 17&(박지민, 박예린)
No doubt!	BORN HATER / 에픽 하이
No way!	D (half moon) / DEAN
Shawty I got it.	Monster / EXO

So I understand.	BORN HATER / 에픽 하이
So what?	ME YOU / San E
That's right!	The Time Goes On / 비와이
Then you know what	봄 사랑 벚꽃 말고 / HIGH4, 아이유
Why not?	I / 태연
you're welcome to my day.	DayDay / BewhY비와이
oh my god!	예뻐졌다 / 박보람

2) Colloquial style

K-pop sentences are musical lyrics so it must have colloquial styles and nonstandard factors of the language. It is similar to the colloquial style of vocabulary dealt with in chapter 4.1.3. Below are the example sentences of colloquial style in K-pop songs this study has found.

Table 31. Example sentences of colloquial style in K-pop songs

colloquial style	song / singer
Baby I just <u>wanna</u> spend some time with you.	lonely(없구나) / B1A4
Baby I <u>gotta</u> go.	보통연애 / 박경
<u>Gimme</u> that Ice Cream	Ice Ccream Cake / Red Velvet
<u>Imma</u> make it work Yeah Shawty <u>Imma</u> party till the sun down	Love Me Right / EXO
Oh boy I'm <u>kinda</u> new to this	Me You / San E
I don't stop <u>walkinn</u> <u>tryna</u> keep alive ma dream	The time goes on / 비와이

3) Ungrammatical sentence structure

Colloquial style is nonstandard from a grammatical point of view. There are several reasons why these kinds of ungrammatical structures are formed. Among them, the following are two main reasons: One is interfered by the Korean language and the other by AAVE.

First of all, some of English sentences do not include subject and object which are compulsory elements in English. And some sentences are found without using indefinite articles. According to Park(2015: 110-111), these are because some K-pop lyrical sentences are influenced by the structure of Korean language. He suggests three categories that can prove some K-pop sentences are affected by Korean. One is omissions of subject and object, another is omissions of indefinite articles and the other is Konglish expressions in the lyrics.

Korean is a language that can be understandable with the help of surrounding contexts, even though the subject and object do not appear in a given sentence. And Korean does not have indefinite articles in its grammatical system. So these unique features of Korean can affect the English sentences of K-pop. Below are the examples of the K-pop English sentences influenced by those features. (∅ means absent of a sentence constituent)

∅ thought I told you twice

저리 치워 니 낫짜

(Shut up - 언니쓰)

분명히 느껴져

∅ must be something

뻔한 너의 거짓말

(Something - 걸스데이)

Give ∅ Love(or Give Love to ∅) 사랑이 모자라요

(Give Love - 악동 뮤지션)

똑같지 여잔 다 전부

난 밀렵꾼 너넨 다 여우

bet u(you) never seen arrow like me

(나는 달라 / HI SUHYUN)

Second, some of English sentences are composed with the influence of the AAVE style of English seen in section 4.1.3. Even though they are not good in terms of standard English grammar, they are no problems in daily communication based on the rules of African American English grammar. However, this study is not arguing about whether or not AAVE is good enough to teach in EFL class, but looking into English sentences used in K-pop lyrics and finding out the whole picture of K-pop and its some usable factors in EFL class. So from now on, 7 grammatical structures of AAVE which can be found in K-pop songs are explained in a brief manner. The sentence examples will be presented without the detailed explanation of AAVE grammars. And in this part, the AAVE grammars are explained mostly based on Rickfords' book, *Spoken Soul*(2000: 109-128).

1. negative forms and constructions : ain't

It is one of the most common negative forms in AAVE and can be used the same as *am not, isn't, aren't, don't, hasn't, and haven't* in standard English.

하루에도 몇 번
Up and down
Feels like an elevator
Heal me I'm heartsick
There ain't no cure for my disease
(Good Luck / 비스트)

Let me see
How you gon treat me
I ain't no easy
Better think about it TWICE
(OOH-AHH하게 / TWICE)

2. multiple negation (double negative)

In the examples above, multiple negation is also seen. It is also called double negative, in which negative verbs such as *ain't*, *don't*, *wasn't* are used with a negative noun or pronouns such as *no*, *neither* or *nothing* instead of *any*, *either*, *anything*.

3. omission of *have*

당연히 너넨 모르지

난 쥐도 새도 모르게

I been on that hustle

I been on that grind

(니가 알던 내가 아냐 / 사이먼 도미닉, 원, 지투, 비와이)

been, the past participle of *be*, always follows non modal auxiliary, *have(has)*. Everyone can guess and know there is *have(has)* before *been* even when they hear only *been*. With this point of view, the omission of *have* in AAVE can be regarded as a very efficient way to speak English economically without communication failure.

4. zero copula (absence of *is* or *are*)

A copula is the same as a linking verb. But not all of the linking verbs can be deleted in AAVE. Only *is* and *are* can be deleted and *am*, *was*, *were* cannot be deleted. And if *is* or *are* comes at the end of a sentence, or *is* is stressed, it can't be deleted.

넌 모른 척 눈을 감는

You ∅ Bad Bad Bad boy. You ∅ so bad

(Mr.Mr. / 소녀시대)

5. invariant *be*

The verb *be* is usually changed its form(inflected) into other forms(*am, is, are, was, were* and so on) depending on the subject which precedes the verb. But this invariant *be*, as its name suggests, does not vary. There are a few different kinds of invariant *be*. One kind results from leaving out *will* or *would* so it produces with future or hypothetical reference. And another and most distinctive kind is the invariant habitual *be*. This habitual *be* describes only an event that is performed regularly or habitually.

I feel nice you look nice
널 보자마자 나 어머니 땡잡았스
Don't think twice
이미 게임 끝났스
U be ma curry I be yo rice
(Daddy / 싸이)

6. *gonna / gon*

gonna and *gon* are AAVE constructions of *am(or is, are) going to*, which are very common expressions in speaking.

이해해 나는 널
그래 지금 얘기해봐 다 모든 걸
들어줄 테니까 oh
everything's gonna be alright
(A Real Man / 스윙스, 에일리)

아무하고 만나 시작하기 싫어
쉽지 않은 여자 그게 나인걸
Let me see
How you gon treat me
(OOH-AHH하게 / 트와이스)

7. absence of preposed auxiliary

In English interrogative sentences, auxiliaries are usually preposed in front of subjects. In AAVE grammar, however, the preposed auxiliaries are omitted.

오늘도 친구들이 왔어

MAN HOW YOU BEEN

WHATS UP

(We Like 2 party / BigBang)

우 밤하늘에 별들이 쏟아져

So what you think about that

that Baby 무슨 생각해

(I Swear / 씨스타)

Put your hands in the air

How y' all feeling out there

We gon' party over here

(Good Boy / GD X TAEYANG)

4.3 Teaching English by using K-pop

As can be seen above, English words and expressions of K-pop are easy and useful for English education. Through the comparison between K-pop and 2015 RNEC, not only words but also grammatical structures can be explained. The words and sentences in the 2015 RNEC and K-pop were found to be quite consistent. However, just as words and grammatical structures are similar to what students learn, it does not necessarily mean that all of K-pop songs are useful for English teaching and learning. We need to consider how teachers can use K-pop in English class and some problems they might have when using K-pop. Therefore, this section will introduce four ways to use K-pop in English

class, and the next section will discuss the expected difficulties in using K-pop.

1. Using K-pop for motivation purpose

Korean students are familiar with K-pop culture and have no objection to it. They already know a lot about K-pop songs and the musical rhythm of K-pop is enough to stimulate students' interest. Therefore, teachers can use K-pop to get students interested in class at the beginning of the lecture. For example, in a situation where teachers need to teach a certain word, *come*. Teachers can use one K-pop song, *Come Back Home (2NE1)*, which is the 14th place on the melon chart in 2014. In the song, the words 'come' appears 47 times. Teachers can get students interested in the certain word by letting them listen to the song before entering the lecture. Below is a part of the song.

너는 왜 you' re gone away

Come Back Home

Can you come back home

차가운 세상 끝에 날 버리지

말고 내 곁으로

Come back home

Can you come back home

Teachers can also use K-pop to motivate grammar instruction. For example, in a situation where teachers need to teach one of the causative verbs, *let*, they use a K-pop song, '다시 너를' (by 매드클라운, 김나영).

아직도 울고 있잖아

Don't let me cry

여기서 기다리잖아

가슴이 지치도록

Don't say goodbye

After stimulating students' interest by listening to the part of the song, teachers can explain the grammar rule and ask students to make their own sentences that fit the grammar rule. During the class, when students lose interest in the class, it is also a good way to let students check the grammar they have learned by listening to the song later.

2. Using K-pop for pronunciation

Teachers have been using Pop songs to teach English pronunciation in the meantime, but now they can also teach English pronunciation by using k-pop. This is because English sentences in K-pop have various English pronunciation rules. For example, when teachers need to teach 'flapping,' they can use the song of *Twice*, *OOH-AHH하계*.

Let me see
How you gon treat me
I ain't no easy
Better think about it TWICE
어떻게 내가 움직일 수 없게
날 Ooh Ahh Ooh Ahh
하계 만들어줘

Flapping is an English pronunciation phenomenon in which the /t/ or /d/ sound is pronounced [ɾ] in a special environment mainly in American English. In the above lyrics, the underlined part is the flapping part. 'about it [əbaʊtɪt]' is pronounced [əbaʊɾɪt].

At first, teachers let students listen and write the flapping part of the K-pop lyrics. Then teachers can show the lyrics and make students aware of differences by comparing what they hear and what they write. After comparing them and a teacher's explanation, students can understand the pronunciation rule better.

3. Using K-pop for guessing the meaning of words

English words and sentences of K-pop appear in conjunction with Korean ones through a code-switching. Although code-switching is a communication strategy, according to the speaker's specific situation, it is very helpful for students to analogize the meanings of words and sentences in terms of English pedagogy. In the context based on the Korean expressions that surround English words or sentences, students can guess the meanings of them. Furthermore, as for the aspect of English expression appearing in K-pop, the same meaning is arranged in English and Korean side by side. It also can help students guess and memorize the English expressions more easily. For examples,

니가 날 싫어해 하는 걸 알아

나는 서운해 그런 날

왜 너는 못 이해해

You don't understand

(Give Love / 악동뮤지션)

너무 빨린 싫어 성의를 더 보여

내가 널 기다려줄게

CHEER UP BABY CHEER UP BABY

좀 더 힘을 내

(Cheer up / Twice)

어느새 빗물이 내 발목에 고이고

참았던 눈물이 내 눈가에 고이고

I cry

(우산 / 윤하)

Before teaching the meanings of the English words and sentences, teachers can have students guess the meanings in the context. This teaching method can allow students to remember the English words and sentences longer with their

meanings.

4. Using K-pop for English rhythm and stress

One of the biggest differences between Korean and English is that Korean is a syllable-timed language and English is a stress-timed language. Therefore, it is important for students to be aware of the difference and to be taught English sentence stress for better communication in English.

Basically, in English sentences, stress falls on content words such as noun, verb, adjective, and adverb, otherwise function words do not stress. Chang(2007) analyzed 6 Pop songs to prove the effectiveness of Pop song on the English rhythm learning. She focused on the stress patterns, the heights of the musical scale and the length of the sound in the Pop songs. Because she believed that words which stress falls on have high musical scale or longer length of sound. She concluded that five out of six Pop songs follow her idea and that the five pop songs can be used for teaching English rhythm. Similarly, K-pop also has English sentences that can be used for teaching the basic concept of English rhythm and stress. For examples,

i beLIEve in DEstiny (너는 나 나는 너 / 지코)

i NEEd more POver (Forever / BEwhy)

I WAnna FOLlow eTERnal LOve n(and) PEAce n(and) MInd (Forever / BEwhy)

i Love you SO MUch (TT / Twice)

i' m YOUNg n(and) WILD. (puzzle, 씨잼, BEwhy)

If listening to the English sentences in K-pop, we can find out that stress falls on the content words. Therefore, teachers can use some English sentences of K-pop to teach English rhythm and stress.

4.4 Limitations on using K-pop

In order to use K-pop better in English education fields, we need to think about some possible problems to using K-pop for English education. First of all, it might be hard for teachers or learners to find proper songs for specific vocabulary. For example, in this current study, the basic word *cry* is actually found 4 times in only one song out of 100-ranking songs in 2014, none in 2015 and only 3 times in 2016. It means it can require teachers to spend more time and endeavor to find proper K-pop songs than using textbooks or other materials.

And not all people are familiar with K-pop because of many different reasons. One of them possibly comes from age gap. Im(2009:22) conducted a survey to find out the preference of using foreign language in K-pop. The result of the survey is that while most of teenagers have a positive attitude toward using foreign language in K-pop, people over 40 do not show positive perception toward the current trend of K-pop.

Another very important issue worth trying to deal with is that English words in K-pop are being affected by AAVE. So there are some words that are quite different from what we teach and learn in English class. Those words are so-called nonstandard English words and it cannot help but arouses a public awareness that it is not appropriate to teach those words in EFL classroom.

However, whether it is standard or not depends on the political agreement of the society and it is not determined by the people who speak the language(Byun, 1994: 30). We cannot underestimate certain languages or dialects or even slang. And these days the boundary between slang and standard is vague so that some slang terms are considered as standard ones. Moon(2016: 245) mentions about slang.

Slang and normal English should not be viewed as complete opposites. Many

slang terms are as widely known and as long lasting as words in the standard vocabulary.

Speaking of AAVE, Park(2003: 9) argues, based on *Linguistic Society of America Resolution on Ebonics*²¹⁾ that AAVE is a language which has a linguistic system, therefore it is wrong to treat AAVE as mutant, lazy, deficient, ungrammatical, broken language. Below is some part of the resolution requested from his study.

(a) The variety known as “Ebonics, African-American Vernacular English”(AAVE), and “Vernacular Black English” and by other names is systematic and rule-governed like all natural speech varieties. ……

The systematic and expressive nature of the grammar and pronunciation patterns of the African-American vernacular has been established by numerous scientific studies over the past thirty years. Characterizations of Ebonic as “slang,” “mutant,” “lazy,” “defective,” “ungrammatical,” or “broken English” are incorrect and demeaning.

And a negative attitude toward slang and AAVE does not fit in with the purpose of the 2015 RNEC. It says not only developing students’ English communicative ability but also understanding other culture and the mutual value between two cultures is important to bring up world citizens.

English curriculum sets an overall goal: developing students’ English communicative ability and has subordinate goals : developing students’ mature civic consciousness so that students can have consideration for other people and help them, developing students’ creative thinking ability closely related to their knowledge competence. And developing students international mindset, basic sense of propriety and cooperation as a world citizen through knowing the value of Korean culture and its mutual value with other cultures based on

21) Ebonics is another name of AAVE and the resolution was released in Chicago, Illinois on January 1st, 1997.

proper understanding foreign cultures.²²⁾

Therefore, teachers and educators need to embrace the diversity of English cultures, styles and ways to produce the language and can use even colloquial style and slang terms in English class without any prejudice. Except the vulgarities in K-pop English lyrics, teachers can use K-pop in teaching English words and grammar in many ways according to its various properties. And it can also help students to improve their English skills with diversified factors such as language, culture and motivation rather than teaching students how to judge English sentences.

22) 2015 Revised National English Curriculum p. 5 - it is translated by the researcher of this current study, so it can slightly be different from the origin purpose of the passage.

Chapter 5. Conclusion and Implications

5.1 Summary

The aim of this current study was to examine English words and sentences in K-pop and find out its educational features that enable teachers to make good use of K-pop in an EFL situation of Korea.

There are some studies related to K-pop. They are not from the English educational perspective but code-switching and sociolinguistic perspective. So this study tried to analyze words and sentences used in K-pop to find out if K-pop can be a teaching/learning material in English education.

This study has classified English words used in K-pop and compared them with 2015 RNEC vocabulary. Surprisingly, 66.4% of K-pop English words correspond with 2015 RNEC vocabulary. 2015 RNEC designates some words for elementary students among its vocabulary list. Moreover, two thirds of the corresponding words in K-pop correspond to the words elementary school students need to learn. That is, English words in K-pop lyrics can be used in English vocabulary teaching.

And even though there are some English words of K-pop that are excluded according to 2015 RNEC vocabulary guidelines, they are still good enough to teach morphological diversities for better English communication.

In consideration of these facts, English words in K-pop seem to be very useful to some students who need basic vocabulary for communication like elementary and middle school students. Young students have very short concentration span, so they are easily distracted by outside interference. Using K-pop for teaching English vocabulary can belong to teacher's various teaching materials so it can be used to facilitate students' motivation in

vocabulary lessons which can be sometimes boring.

And this study tries to investigate the use of K-pop in teaching English grammar by comparing English sentences in K-pop with 2015 RNEC grammar example sentences. 2015 RNEC suggests total 40 parts of English grammar which students need to understand and use for their better communication. Among them, 24 parts of the grammar examples are found in the English sentences in K-pop. Even though the K-pop English sentences do not share exact same grammatic factors with 2015 RNEC, it does not seem to be a far fetched to use K-pop in English grammar class. Because the basic concepts of the 24 grammar parts are expected to be able to teach by using K-pop sentence. Therefore, they can be fully utilized in English grammar teaching as a second material or a supplement teaching material.

5.2 Implications

This study also dealt with some possible obstacles to using K-pop in English vocabulary and grammar teaching. Not all teachers and learners are familiar with K-pop, therefore, it is sometimes hard to find proper English words in K-pop songs. And K-pop English lyrics has various slang words, nonstandard expressions and some words and sentences affected by AAVE so it is easy to consider that K-pop lyrics are ungrammatical and not good enough to be used in English class.

However, based on the purpose of 2015 RNEC and the value of AAVE as a language, these obstacles are also good chances to help students understand other cultures and have a broader view of the language. Therefore, K-pop can be used as one of materials for English education in EFL situation of Korea.

This current study introduces four ways to use K-pop in English class. They

are for students' motivation, pronunciation, guessing the meanings of English expressions and teaching English rhythm.

This study is limited in that first, it is hard to say that the K-pop songs this current study works on can represent all of K-pop songs. The number of K-pop songs of this current study is only 300 and the songs were released from 2014 to 2016. Second, some suggestions of this study may not be practical in real education field since the analysis process is mainly to compare K-pop and 2015 RNEC. This study does not consider any possibilities coming from the gap between 2015 RNEC and actual English education field.

New and varied English teaching materials are needed to meet the changing international conditions and students' needs. In order to develop new and various English teaching materials considering the changing international circumstances, more practical studies need to be conducted about K-pop usage in English education field.

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Appendix A : K-pop Words excluded by 2015 RNEC guidelines

a	acting, action, album, am, anybody, anymore, anywhere, are,	8
b	babies, beats, beautiful, been, being, best, better, bitches, blessed, boring, boys, burned, bus	13
c	cake, can't, carpet, changed, cheers, cheesy, cheeze, chocolate, comes, coming, could,	11
d	dancing, did, didn't, doggy, doing, done, don't, dreaming, driving, drum	10
e	eight, elevator, ending, Eureka, everybody, everyday, everything, everything's, everytime, everywhere, eyes	11
f	falling, fashion, faster, feeling, feels, fell, felt, finest, first, five, four, friends, fucked, fucking, fucks,	15
g	game, getting, girlfriends, girls, goddess, goes, going, gone, got, Grammy,	10
h	harder, harmony, hater, haters, her, higher, him, his, homies, hotter, hurts	11
i	I'll, I'm, iPhone, is, its, it's, I've	7
j	Jehovah, Jesus, July	3
k	kicks, kiss, kisses, knows	4
l	ladies, let's, liar, lighting, lips, listening, looking, loser, lovely, loves, loving, lucky	12
m	madam, maker, makes, mama, manual, me, meant, member, members, mine, Mister, model, mom, mommy, Monday, most, Mr., my, myself	19
n	natural, news, nine	3
o	ok, okay, our	3
p	papa, partner, party, pilot, plastic, playing, popping, pops	8
q		0
r	radio, really, Rocksteady,	3
s	sadness, said, says, seen, senses, service, seven, seventh, sexy, she's, shooting, shouldn't, Simon, singing, six, somebody, someone, something, sponsor, spring, star, stars, starting, stronger, studio, style, styles, summer, Sunday,	29
t	taken, talking, taxi, team, telling, that's, them, these, thinking, thought, three, TOEIC, told, track, turning, TV, twenty, two, types	19

u	understood, unpretty, untouchable, us, used	5
v		0
w	waiting, walking, wanted, wants, was, we'll, were, we're, what's, wine, won't, words, working,	13
x		0
y	you'd, you'll, your, you're, yours	5
z	zero	1
		223

Appendix B : K-pop Words corresponding to 2015 RNEC

a	a, about, accelerator(accelerate), act, affair, afraid, after, again, air, alive, all, alone, already, alright, also, always, amazing(amaze), and, another, any, apologize(apology), apple, around, arrow, artist(art), as, ask, at, attack, away, awesome	31
b	baby, back, bad, bang, be, beach, beast, beat, beauty, because, bed, beer, before, believe, bell, bet, between, big, birthday, bit, bite, black, bless, block, blood, blow, blue, body, bomb, boom, born(bore), boss, bottle, bottom, bounce, boy, brake, brand, brave, break, breathe, bring, brother, but, buyer(buy), by	46
c	call, calm, can, candy, car, care, carry, case, cash, cause, century, chain, challenge, chance, change, chase, check, cheer, child, chill, choice(choose), city, clap, class, clean, closer(close), coach, collaboration(collaborate), come, comfortable(comfort), commercialize(commerce), confused, contact, control, cool, cover, crazy, creeping(creep), crew, crowd, cry, cure, curry	43
d	daddy(dad), damage, dance, dangerous(danger), day, dead, delight, desert, destiny, die, different, dig, dirty, disease, do, doctor, dog, dolphin, double, doubt, down, dream, drink, drive, drop, dumb	26
e	each, easy, end, enemy, equals(equal), even, ever, every, eye	9
f	fact, fall, fame, familiarity(familiar) famous, fans(fan), fantasy(fantastic), far, fast, favorite, fear, featuring(feature), feel, female, filter, finally(final), find, fine, finish, fire, fit, float, flow, fly, follow, food, for, foreign, forever, fresh, friend, from, full, fun	34
g	gentle, get, girl, give, go, god, good, goodbye, gray, group, guess, guns(gun), guy	13

	hair, half, hands(hand), happy, hard, hate, have, he, heal, hear, heart,	
h	heels(heel), hello, help, here, hero, hey, hide, high, highway, hip, history, hit, hold, holy, home, honey, hope, hot, how, hug, huge, hurt	33
i	I, ice, identity, if, ill, in, independent, into, island, it	10
j	just	1
k	keep, key, kick, kids(kid), killing(kill), king, kitchen, knocks(knock), know	9
l	lady, language, last, later(late), leave, let, level, lie, life(live), light, like, line, lion, lip, listen, little, lonely(lone), long, look, loose, lose, louder(loud), love, low, luck, luxury	26
m	main, make, man, mass, master, matter, maybe, mean, microphone, mind, minute, mirror, miss, missile, mistake, mode, moment, money, monkeys(monkey), monster, moon, more(many), morning, mother, move, movie, much, music, must	29
n	nail, name, nature, need, never, new, nice, night, no, nobody, noise, nope, not, nothing, now	15
o	obviously(obvious), of, off, old, on, once, one, only, option, or, other, out, over, own,	14
p	painful(pain), panic, paper, pass, peace, perfect, phenomenon, pick, plan, play, please, plus, pool, pop, power, pray, present, pretty, princess(prince), problem, process, produce, promise, properly(proper), push, put, puzzle	27
q	queen, question	2
r	rain, raise, raw, ready, real, reason, red, relax, remember, representer(represent), rice, rich, rid, ride, right, ring, rise, rock, role, roller(roll), romance(romantic), room, rough, rule, running(run)	25
s	sad, same, save, say, school, scream, seasons(season), secret, see, sense, sexual(sex), shake, shape, she, shine, shoes(shoe), shoot, short, should, show, shut, shy, sick, side, since, sing, sister, sky, slave, slow, smart, smile, smooth, so, softly(soft), sold(sell), soldier, some, song, soon, sorry, soul, sound, speaking(speak), spend, spit, stage, stand, started(start), stay, step, still, stole(steal), stop, story, strawberry, street, strippers(strip), strong, such, sun, super, sure, surgery, swear, sweet, symphony	67
t	take, talk, taller(tall), tape, tasty(taste), tattoo, tell, than, that, the, then, there, they, thin, thing, think, this, thousand, thriller(thrill), tight, till, time, to, together, tomorrow, tonight, too, top, touch, toy, treat, trip, trouble, true, try, turn twice, type	38
u	understand, unfair(fair), universe, until, up, use	6
v	vanish, vehicle's(vehicle), verse, versus, very, victim, view,	7

w	wait, wake, walk, want, wasting(waste), watching(watch), way, we, weather, welcome, well, what, when, where, while, whip, whistle, white, who, whole, why, wild, will, win, wish, with, without, witness, woman, wonder, word, work, world, worry, would, wrong	36
x		0
y	yeah, yes, yesterday, yet, you, young	6
z	zone	1
		554

Appendix C : K-pop Words not corresponding to 2015 RNEC

a	a lot, ace, ah, ahchoo, aight, aint(ain't), airback, ambiguous, ass, ay, aye	11
b	baam, babe, balla, bass, B-boy, beatbox, bitch, blacklist, blo, boo, booty, bossman, boxer, boyfriend, brainwash, bucket, burn, butterfly, bye	19
c	caddie, calla, camouflage, CCTV, CD, ceremonies, champagne, checkmate, cherry, cherryblossom chic, chick chu, c'mon, coaster, comin(coming), common, cosmos, cuz(cause)	19
d	da(the), damn, darlin(darling), darling, deadpresident, dear, decaffein(decaffeinate), dejavu, demo, desperado, deux, disguise, diss(dis), DJ, dude, dummy	16
e	ego, eh, em, errbody(everybody), errday(everyday), eternal, even if, ex, expire, e'ybody(everybody)	10
f	fake, fallin(falling), feelin(feeling), festivity, fetish, finito, flip-flop, freaking, freaky, freestyle, frontin, fuck, fuck'em, fuckin(fucking), Galaxy, gangster, geeks, gimme, girlfriend, goin(going), gonna (going	14
g	to), gon(gone), gossip, gotta, grind, groove, growl, guap	14
h	ha, hallo, hamster, headline, heartsick, hmm, ho, hol(hold), holla, homeboi, hometown, hoo, hood, huh, hunit, hunnit, hustle	17
i	ice cream, ID, idol, im, imma, intoxicated, IP,	7
j	jackpot, jazz	2
k	karma, ketchup, killin, kinda, kingz, KO	6
l	la, leggo, lego, lil, livin, loco, lollipop, lordie, lotto, lovesick, lullaby, luv, lyrical	13
m	ma, make up, masterpiece, mayo, mc, mic, milky way, miniskirt, modelin, mofucka, mo'fucker, motherfuckers, movin, mp3, muse, mustang, mustard, muthafuckin, mwah	19

n	n(and), nah, nasa, needa(need to), ninja, ninjas	6
o	oasis, oh, okey dokey, OMG(oh my god), ooh, oops, opus, overdose, oxygen	9
p	packin(packing), paradise, payday, percent, phone, pillow, pissed, playboy, playin(playing), pow, prime time, puss	12
q		0
r	rap, rapper, rappers, rap stars, remix, rewind, rhyme, runnin(running), runway	9
s	sayin(saying), seatbelt, seduction, shalom, shawty, shit, shot, shotgun, show time, skin ship, slogan, so-so, soda, sparkling, spotlight, stallion, strap, stupid, stylin(styling), suction, sunglass, sunrise, S'up(what's up), superman, superstrar, swag	26
t	talkin(talking), tic toc, tick tock, til, tryin(trying), tryna(try to), turnt	7
u	u(you), uh, uh-huh, um, umm, undercover, underground, unsteady, ur(your)	9
v	vacay(vacation), vanilla, vibe, vibrate, VJ	5
w	waist, walkin(walking), wanna(want to), wassup(what's up), waterfall, whadsyaname(what's your name), whatever, whats(what's), whenever, wherever, whoa, whoo, whoop, woah(whoa), woo, wow	16
x		0
y	ya(you), ya(your), ya'll(you all), y'all(you all), yawning, ye, yeh, yello, yo, yo (you), yo(your), yum, yummy	13
z	zoom	1
		280

<국문초록>

A Study on English Teaching Strategy through the Analysis of Lexical and Grammatical Structure in K-pop.

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指導教授 梁 彰 容

본 연구의 목적은 K-pop에 나오는 영어 단어와 문법적인 구조 분석을 통해 K-pop이 EFL(English as a Foreign Language) 상황에서 한국 학생들의 영어 학습에 어떤 교육학적인 도움을 줄 수 있는가에 관한 탐구이다. 음악을 이용한 언어 학습에는 Pop song과 관련된 학습 전략이 많이 사용되고 연구되어 왔다. 하지만 최근에는 K-pop 역시 영어 가사의 사용 빈도가 높아지면서 그동안 영어 Pop song이 해오던 역할을 K-pop이 대신할 수 있을 것으로 여겨진다. K-pop을 쉽게 접하는 십대가 한국 대중가요의 주 소비자라는 점을 고려했을 때, K-pop은 동기적인 측면과 문화적인 측면에서 영어 교육에 효과적인 것으로 여겨진다.

본 연구에서는 2014년부터 2016년까지 멜론 K-pop 차트 1위부터 100위까지 300개 K-pop 곡에서 영어 단어와 영어 표현을 가지고 있는 212곡을 대상으로 하였다. 212곡에서 사용된 영어 단어는 총 1059개, 문장은 729개이며, 이를 2015년 개정 교육 과정에서 제시하고 있는 영어 기본 어휘목록 및 문법 영역과 비교하였다. 212곡에서 사용된 영어 단어를 비교 분석한 결과, 66.4 %의 K-pop 영어 단어가 2015 개정 교육 과정에서 제시한 기본 어휘와 일치하였다. 이는 본 연구의 2/3 이상의 K-pop 영어 단어가 한국 영어 교육 현장에서 실질적인 영어 교육을 위해 사용 가능하다는 것을 시사한다. 또한 K-pop에서는 2015 개정 교육 과

※ 본 논문은 2017년 8월 제주대학교 교육대학원 위원회에 제출된 교육학 석사학위 논문임.

정의 기본 어휘가 제공하지 않는 다양한 파생어와 축약형들이 나타나고 있다. 이는 K-pop 영어 단어를 통해 학생들이 다양한 형태소에 관한 지식을 습득할 수 있는 이점이 있다.

K-pop의 212곡에서 총 729개의 영어 문장을 2015년 개정 교육 과정의 40개의 문법 영역과 비교한 결과, 24개의 문법 영역이 발견할 수 있었다. 이는 K-pop 문장을 사용하여, 24개의 문법 영역에 한해 기본적인 문법 교육이 가능하다는 것을 의미한다.

그 외 2015 개정 교육 과정과 일치하지 않는 K-pop 단어와 문장에서는 비속어의 사용과 구어체적인 슬랭, 그리고 흑인 영어(AAVE)의 많은 영향을 받은 어휘와 문법구조가 나타났다. 이것들은 영어 교육 현장에 어울리지 않는 비 표준적인 언어 형태이지만, 학생들에게 영어에 대한 넓은 시각을 가지게 할 수 있다는 점에서 K-pop의 또 다른 교육학적인 요소이다.

그러므로 본 연구 결과에 따라, K-pop은 2015 개정 교육 과정에 제시된 기본 어휘 및 문법 영역과 상당히 일치함으로 한국 EFL 영어 교육 상황에 부합하는 학습 자료가 될 수 있다.