

Міністерство освіти і науки України
Закарпатський угорський інститут ім. Ференца Ракоці II
Кафедра філології

Реєстраційний № _____

Кваліфікаційна робота
ВПЛИВ МУЗИКИ ТА ПІСЕНЬ НА ВИВЧЕННЯ
ІНОЗЕМНОЇ МОВИ

Грешинець Кароліна Юріївна

Студентка 4-го курсу

Освітня програма - «Середня освіта (англійська мова і література)»

Спеціальність - 014 «Середня освіта (англійська мова і література)»

Рівень вищої освіти: бакалавр

Тема затверджена на засіданні кафедри

Протокол № 96 від 02. 10. 2023

Науковий керівник:

Сіладі Василь Васильович

Доктор філософії, доцент

Завідувач кафедри:

Берегсасі Аніко Ференцівна

д-р габілітований, доцент

професор кафедри філології

Робота захищена на оцінку _____, «__» _____ 202_ року

Протокол № _____ / 202_

Міністерство освіти і науки України
Закарпатський угорський інститут ім. Ференца Ракоці II

Кафедра філології

Кваліфікаційна робота
ВПЛИВ МУЗИКИ ТА ПІСЕНЬ НА ВИВЧЕННЯ
ІНОЗЕМНОЇ МОВИ

Рівень вищої освіти: бакалавр

Виконала: студентка IV-го курсу

Грешинець Кароліна Юріївна

освітня програма - Середня освіта (англійська мова і література)

спеціальність - 014 Середня освіта (англійська мова і література)

Науковий керівник: **Сіладі Василь Васильович**

Доктор філософії, доцент

Рецензент: **Густі Ілона Іштванівна**

Кандидат педагогічних наук, доцент

Берегове
2024

**Ministry of Education and Science of Ukraine
Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education**

Department of Philology

Qualifying paper

**MUSIC AND SONGS AND THEIR IMPACT ON LANGUAGE
LEARNING**

Level of higher education: Bachelor's degree

Presented by:

Karolina Gresinyec
a fourth-year student

education programme - Secondary education (English language and literature)

specialty - 014 Secondary education (English language and literature)

Thesis supervisor: **László Szilágyi**

PhD, Associate professor

Second reader: **Ilona Huszti**

Candidate of Pedagogical Sciences, Associate professor

Berehove
2024

TABLE OF CONTENTS

INTRODUCTION	1
PART I	4
THE THEORETICAL OVERVIEW OF THE DEFINITION OF MUSIC AND ITS EFFECTS	4
1.1 The definition of music and its integral part of human existence	4
1.2 Music and its effect on children	6
1.3 The effect of music on language learners with special needs	9
1.4 Music as memory aid	11
1.5 Music and motivation	13
PART II	15
THE RELATIONSHIP BETWEEN MUSIC AND THE PROCESS OF LANGUAGE LEARNING	15
2.2 Music in first or second language acquisition and its process	19
2.3 Using songs and music in the classroom	24
PART III	30
INVESTIGATING THE ROLE OF MUSIC AND SONGS IN ADOLESCENT EDUCATION	30
3.1 The aim of the research	30
3.2 The participants of the research	30
3.3 The process of the research	30
3.4 Research findings	31
3.4.1 Data collection	31
3.4.2 Results and discussion	32
CONCLUSIONS	61
PE3IOME	63
REFERENCES	65
APPENDIX	71

ЗМІСТ

ВСТУП	1
ЧАСТИНА I	4
ТЕОРЕТИЧНИЙ ОГЛЯД ВИЗНАЧЕННЯ МУЗИКИ ТА ЇЇ ВПЛИВУ	4
1.1 Визначення музики та її невід’ємна частина людського існування	4
1.2 Музика та її вплив на дітей	6
1.3 Вплив музики на учнів з особливими потребами	9
1.4 Музика як засіб для запам’ятовування	11
1.5 Музика та мотивація	13
ЧАСТИНА II	15
ВЗАЄМОЗВ’ЯЗОК МІЖ МУЗИКОЮ ТА ПРОЦЕСОМ ВИВЧЕННЯ МОВИ	15
2.2 Музика у вивченні першої або другої мови та її процес	19
2.3 Використання пісень та музики на уроках	24
ЧАСТИНА III	30
ДОСЛІДЖЕННЯ РОЛІ МУЗИКИ ТА ПІСЕНЬ У НАВЧАННІ ПІДЛІТКІВ	30
3.1 Мета дослідження	30
3.2 Учасники дослідження	30
3.3 Процес дослідження	30
3.4 Результати дослідження	31
3.4.1 Збір даних	31
3.4.2 Результати та їх обговорення	32
ВИСНОВКИ	61
РЕЗЮМЕ	63
СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ	65
ДОДАТОК	71

INTRODUCTION

This bachelor thesis delves into a captivating subject: the impact of music and songs on language learning. While this field of study is not entirely new, it remains a fertile ground for exploration, promising exciting roads for innovative language teaching practices.

The study seeks to investigate the multifaceted impact of music and songs on language acquisition, drawing from theoretical frameworks and practical applications. By exploring this, the thesis aims to uncover innovative teaching methodologies that harness the power of music and songs to enhance language learning outcomes.

One key objective of this research is to examine how music and songs can facilitate various aspects of language acquisition, its effects on children and people with special needs, and how it can serve as a memory aid and a tool for motivation.

Educators have long discussed using music and songs as teaching aids in language-learning classrooms. Various research studies have shown that incorporating music and songs into language learning can positively impact students' language acquisition by creating a more engaging and enjoyable learning experience. Music's unique combination of melody, rhythm, and lyrics engages multiple brain areas, enhancing memory retention and cognitive processing.

The object of this paper is the examination of how music and songs influence the process of language learning, in particular, English language learning. This paper will provide an explanation, a review, and a discussion on the influence of music and songs on language learners.

The subject matter of this paper is music and language learning, specifically the impact of music and songs on language learning.

This paper aims to thoroughly investigate the impact of music and songs on language learning, particularly in an English language classroom setting. Through a comprehensive questionnaire, this study gathers invaluable insights from middle and high school learners on their experiences using music and songs to learn English. The study's findings will not only enrich the development of innovative language teaching practices but also provide practical insights into the potential benefits of music and songs in language learning contexts, enhancing overall language learning outcomes.

The first part of the thesis elucidates the definition of music and its multifaceted role in society and focuses on various dimensions of music, emphasizing its diverse applications and implications. It highlights how music facilitates learning, particularly in language development. Further, it sheds light on the therapeutic benefits of music for children with special needs, underscoring its capacity to improve their overall well-being.

The theoretical value of this paper lies in explaining the connections between music, songs and language acquisition. The findings demonstrate that music and songs enhance language skills, including reading, spelling, and literacy.

The second part of the thesis underscores the significance of music as a powerful tool for facilitating language learning. It delves into the utilization of music in EFL and ESL classrooms, highlighting its effectiveness in improving language acquisition. By exploring various strategies and approaches for integrating music into the curriculum, dynamic and interactive learning experiences that cater to the diverse needs of students are shown.

The third part of the thesis includes a research study that delves deeper into the impact of music on language acquisition. Using a Google Forms questionnaire, participants aged between 10 and 17 were surveyed to gather their insights and experiences regarding incorporating music into their curriculum and their perceptions of its efficacy in language learning.

The questionnaire had 27 questions, which were both open-ended and close-ended and they were also in 3 languages: Hungarian, Ukrainian and English. All of the answers were anonymous.

The data collected from the questionnaire responses were analyzed to identify recurring themes, patterns, and insights. Thirty-one people participated in this survey, twenty-two of whom were women and nine of whom were men. By employing quantitative and qualitative analysis techniques, the study aims to derive meaningful conclusions about the role of music in language learning among adolescents. Furthermore, the research explored potential correlations between participants' demographic characteristics, such as age and musical preferences, and their perceptions of music's impact on language acquisition. This nuanced examination allows for a more comprehensive understanding of

how different factors may influence individuals' experiences with music-based language learning.

Most participants agreed on the enhanced enjoyment and motivational factors inherent in learning English through engagement with songs and music, contrasting it with conventional study methods.

The study aimed to represent the thoughts on music usage in middle and high schools and whether it is valid. The research showed that it is indeed a valuable and good study method.

During the research, questions were asked, such as whether song examples helped the participants learn English, their experience and feelings with using music and songs as a tool for language learning in a classroom setting, or whether, given a chance, they would take part in language learning with the help of music. The answers were mostly positive, proving that integrating music into language learning holds considerable promise and appeal to young learners.

The practical value of this thesis is to show how dynamic and engaging it is to teach and learn with the incorporation of music and songs. The paper illustrates how music and songs capture learners' attention, making language exploration more intriguing and interactive. Educators can create a conducive atmosphere that motivates learners to actively participate in linguistic development and exploration with music and songs in language learning activities.

This fascinating topic provides valuable perspectives on the importance of music and songs in language acquisition, a crucial aspect for individuals aspiring to become proficient English teachers. Through an in-depth exploration of this subject matter, the goal was to comprehend how music and songs can be effectively leveraged in language teaching. This research paper is a relevant tool for educators who wish to assimilate music into their English teaching strategies when working with students with diverse linguistic backgrounds and age groups.

There are many ways to understand English better, one of which is through music. Many people think music is just an entertainment art, but it is not only that. Music can also help us do many other things, including learning English. This paper will explain why music can be an alternative medium for learning English.

PART I

THE THEORETICAL OVERVIEW OF THE DEFINITION OF MUSIC AND ITS EFFECTS

The first part of the thesis provides insight into the definition of music and its role and importance in one's life. It delves into its impact on language learning and its therapeutic effects on children with special needs while also discussing how music can serve as a motivational tool and a memory aid in education.

1.1 The definition of music and its integral part of human existence

A song is a poem in motion. Songs in a second language enhance the learning of the target language. Music, as well as musical instruments have served magical or therapeutic purposes in the ancient world (Bancroft 1985: 4). Plato said, “And therefore, I said, Glaucon, musical training is a more potent instrument than any other, because rhythm and harmony find their way into the inward places of the soul, on which they mightily fasten, imparting grace, and making the soul of him who is rightly educated graceful, or of him who is ill-educated ungraceful”. Effective communication is a multifaceted concept, with music playing a crucial role. A Spanish music therapist, whose name is Patxi Del Campo (1997) states that verbal language represents just 15% of the information communicated in oral interactions, while body language conveys 70% of the message. The final 15% is dedicated to intonation, emphasizing the musical qualities of language. (Mora 2000: 147). Mora claims that before being able to articulate words, a child has the ability to mimic the rhythm and melodic patterns of a language, a sentiment commonly shared among those who care for young children. She explains that the musical elements of language, such as intonation, pauses, emphasis, and tone, serve as melodic structures where phonemes, the individual sounds of consonants and vowels, are eventually inserted. (Mora 2000: 149). Considerable progress is being made in the field of brain research, particularly in relation to different regions of the brain. However, in everyday language, educators often refer to the right-brain and left-brain dichotomy to describe a spectrum of activities that are perceived as creative and emotional versus those that are seen as logical and analytical. For instance, Regina Richards argues that there is a connection between the

processing of music and rhythm in the right brain and the processing of verbal information in the left brain (Richards 1993: 109).

Music is an essential part of human existence. The Oxford Advanced Learner’s Dictionary of Current English defines *music* as “Sounds that are arranged in a way that is pleasant or exciting to listen to. People sing music or play it on instruments”. Music, a fundamental aspect of human existence, is not confined to traditional definitions. The Oxford Advanced Learner’s Dictionary of Current English defines *music* as “Sounds that are arranged in a way that is pleasant or exciting to listen to. People sing music or play it on instruments”. However, genres like noise music and *musique concrète* challenge these definitions by incorporating sounds that are not typically regarded as musical, aesthetically pleasing, or harmonious. These genres, with their randomly generated electronic distortion, feedback, static, cacophony, and sounds created through compositional techniques that employ indeterminacy, expand our understanding of what music can be. The concept of music lacks a definitive interpretation. Music holds various significances for different individuals and is distinctive in each individual's existence. For a musician, music embodies their entire being. They consume, inhale, and exist within the realm of music. Music represents their fervor.

Conversely, music serves as a pastime, a leisure activity for others. Music engenders curiosity and provides pleasure. Some find solace in music, utilizing it as a means of relaxation, while others revel in the auditory, melodic, and rhythmic elements that music bestows upon their senses, thoughts, and emotions. Human beings employ music as a medium to express their contemplations and sentiments regarding their inner and social worlds. It is arduous to envision a culture devoid of music. Hence, music can be perceived as the essence of human culture. Within the realm of education, music has gained popularity as a subject in primary and secondary schooling.

Shortly after birth, we are exposed to our initial melodies as our mothers softly sing lullabies to lull us into sleep. During our early years, we acquire nursery rhymes specifically crafted to captivate and enlighten us, aiding in developing the fundamental social and linguistic abilities required for our integration into society.

1.2 Music and its effect on children

Numerous research studies have indicated that music interventions can improve attention. Scholars suggest that music possesses inherent therapeutic qualities that can boost attention abilities. For instance, rhythmic patterns in music can help direct focus, while elements like rhythm, melody, and harmony offer diverse stimuli that aid in attention shifting (Gardiner 2005; Thaut and Gardiner 2014). The recognition of rhythmic, melodic, harmonic, and dynamic structures in music has the potential to impact the direction and structure of our attention flow (Thaut et al. 2008). Attention is a crucial ability for optimal cognitive performance, and as such, it holds significance in the realms of cognitive, social, and communicative growth. Various research studies focusing on premature infants have indicated that variations in attentional difficulties during the early stages of development may predict future cognitive and behavioral capabilities (van de Weijer-Bergsma et al., 2008). Moreover, the academic performance of school-age children is found to have a positive association with their ability to control attention (Muris, 2006; Rueda et al., 2010). The development of attention skills occurs gradually as children interact with their surroundings, starting from infancy (Ruff & Rothbart 2001; Atkinson & Braddick 2012). This development involves exploring the external world and orienting to, shifting between, and sustaining focus on various events, objects, and tasks (van de Weijer-Bergsma et al., 2008). When the progression of these fundamental skills is impeded, it can harm cognitive, social, and communication abilities. Therefore, it is crucial to investigate the potential therapeutic benefits of music intervention in enhancing children's attention.

Limited research has examined the effects of musical interventions on children's attention. For example, Wolfe and Noguchi (2009) conducted a study examining the effects of music on sustained attention in 5-year-old children. They used an attention task that required verbal and motor responses. Children listened to either music or a spoken story, with or without distractions. Results showed that children who listened to the music story with distraction performed significantly better than those who listened to the spoken story without distraction.

Similarly, Morton et al. (1990) studied children aged 10 to 12. They exposed the children to music and silence before involving them in a verbal two-part listening task. Results showed that exposure to music reduced distraction during the direct message task.

In addition, children who listened to music increased their memory capacity for the free narration task.

Several longitudinal studies of children have examined the effects of musical training on non-musical cognitive functions. For example, Schellenberg (2004) observed a significant increase in whole-brain IQ after one year of piano and voice lessons. Barbaroux et al (2019) also studied the impact of an 18-month classical music training program on children from socioeconomically disadvantaged backgrounds and found significant increases in general intelligence, processing speed, concentration and reading accuracy. Linnavalli et al. (2018) found that music schooling had a positive impact on phoneme processing and vocabulary skills over a two-year period, but found no improvement in non-verbal reasoning or inhibitory control. On the other hand, Yang et al. (2014) found that prolonged music training improved musical performance and second language development, but showed no significant changes in first language or math. Similarly, Nan et al. (2018) revealed that six months of piano training improved auditory word discrimination compared to reading training or the control group. However, there were no notable differences in general cognitive measures, such as attention, which improved similarly in all three groups. Despite the mixed results of these studies, they collectively suggest that long-term engagement with music to improve musical skills can have positive effects on non-musical functions, including intellectual abilities.

Children with the privilege of participating in regular music lessons, choir practices, dance classes, or general music education experience numerous advantages. It is heartwarming to observe young children joyfully dancing around and singing along to their beloved tunes with confidence, albeit sometimes off-key. Music serves as a prominent avenue for fostering self-expression and nurturing creativity. Moreover, studies have indicated that a solid musical education allows for singing and dancing and offers additional advantages. For instance, music aids in the development of self-discipline. A child who sets aside time for daily practice tends to adopt similar habits in other areas of study. This results in enhanced organizational skills and imparts the importance of proficiency in a particular field.

Researchers have found that acquiring the ability to read music or play a musical instrument can improve cognitive abilities. Music professionals demonstrate advanced

problem-solving, critical thinking, and analysis. The cognitive processes involved in reading music are closely related to those used in mathematical reasoning. This similarity explains why many skilled musicians also exhibit mathematical prowess.

Participating in music helps students develop the self-confidence they need to thrive academically. Research indicates that individuals involved in music-related activities are less inclined to engage in negative behaviors such as substance abuse. Spending time in a musical environment, such as in the band room, with peers with similar interests dramatically reduces the likelihood of engaging in destructive habits.

Music plays an important role in stimulating various aspects of a child's development and developing the skills necessary for school readiness. This includes intellectual, social-emotional, motor, language and general literacy skills. Through music, children are able to integrate their bodies and minds, creating a holistic approach to learning. Early exposure to music helps children understand the sound and meaning of words, thereby supporting their language development.

Here are some more positive effects of music on children:

- Teaches rhythm which in turn teaches movement
- Encourages coordination
- Can be soothing in anxious or stressful situations
- Builds self-esteem
- Develops right brain but also develops left-brain skills
- Teaches interaction with others
- Increases expression
- Stimulates responses
- Later in the child's life provides social outlets
- Creates a niche for a child to fit into
- Music is something you can enjoy anywhere
- Handicapped children can excel at musical skills
- Can provide an outlet for autistic children
- Stimulates and soothes children with neurologic disorders
- Helps children with Down syndrome

- Can provide a calming effect for ADHD children or children with emotional disorders

1.3 The effect of music on language learners with special needs

Music is a powerful sensory stimulus that can elicit physiological, psychological as well as social responses. Clinical applications of music have been reported to be used deliberately and organized to support the development of children with special needs. While the effects of music intervention on children’s communication, social skills, and emotional growth have been widely documented, therapeutic effects of music on cognition in adults have also been demonstrated, such as episodic memory in patients with dementia and traumatic brain injury and attention in patients who experienced stroke. There is little research on music’s effects on attention and other cognitive functions in children. The mechanisms by which music improves children’s cognitive function remain poorly understood.

Numerous studies have explored the effectiveness of music therapy as a therapeutic intervention for children with special needs. In one such study, Lee (2006) conducted a case study with a 5-year-old boy diagnosed with autism spectrum disorder (ASD). The study found that observations of children’s behavior showed better concentration after 20 music therapy sessions. Similarly, Kasuya (2011) conducted a case study with an 8-year-old boy diagnosed with attention deficit hyperactivity disorder (ADHD). This study demonstrated that children’s attentive behavior improved during music therapy sessions, measured through behavioral observations. Furthermore, it was also found that the child’s sustained attention and impulsive behavior on continuous performance tasks improved after 24 music therapy sessions. Robb (2003b) conducted a study to explore the attentive behavior of six preschool children with visual impairments. The findings revealed that the children exhibited significantly higher levels of attentive behavior during music-based sessions than play-based sessions. In a separate study, Knox et al. (2003) observed that a brain-injured adolescent improved alternating attention after participating in a Musical Attention Training Program. This program required the participants to switch their focus between a melodic line and a drum track. Pasiali et al. (2014) investigated the effectiveness of a standardized music therapy technique called Musical Attention Control Training (MACT) on adolescents with varying degrees of neurodevelopmental delays. After eight

group sessions, the results indicated positive improvements in selective attention and attention control.

Similarly, Abrahams and van Dooren (2018) reported positive trends in attention tests for children with certain attention deficits following six weekly MACT sessions. However, they noted that the sample size was small, with just two participants in each experimental and control group, and that attention outcomes varied among individual participants. Even though these studies have provided limited and mixed results regarding the impact of music interventions on children’s attention, nonetheless they suggest that music may have a positive influence. However, it is essential to note that none of the previous studies has examined the effects of music interventions on different types of attention (sustained attention, selective attention, and attention control) in a larger sample of participants.

In the article ‘Making Music Boosts Brain’s Language Skills’, published on February 22nd, 2010, in National Geographic, Victoria Jaggard claims that people with learning and developmental disorders, such as dyslexia, struggle to focus on sounds. For example, such students might have a hard time paying attention to the teacher’s words in a noisy classroom.

Thus, musical experience can serve as a significant remedy for children with dyslexia and other learning disabilities. The British Association for Music Therapy affirms, “Music therapy can help in many clinical situations, particularly where communication is difficult due to illness, injury or disability”. It can cultivate sense of autonomy, as well as clearer sense of self, boost self-esteem and confidence, and encourage teamwork, thereby fostering a sense of community. This, in turn, can reduce the need to use behavior to convey anguish or frustration. Additionally, it facilitates personal and psychological development by supporting the ability to introspect and process complicated feelings and emotions.

Sally Writes in her blog ‘How Learning to Play Music Can Benefit Children with Special Needs’, published on June 19, 2017, on Protected Tomorrows, that music has a positive impact on children with special needs. Music has enhanced various mental aspects for these youngsters regardless of their cognitive abilities. Specifically, children with

limited cognition experience improved self-esteem and relaxation through engaging in musical activities.

Children with language disabilities may enjoy participating in music classes that emphasize vocalization. Individuals diagnosed with ADD or ADHD may find that focusing on the musical elements of a song helps with concentration. Alternatively, this can improve long-term memory retention. In addition, because music is fundamentally composed of sound and rhythmic patterns, music education has the potential to improve intelligence and organizational skills. Importantly, when students with special needs actively participate in the creation and performance of music, they often experience a range of positive outcomes, including increased achievement and improved cognitive function.

1.4 Music as memory aid

Remembering unfamiliar words can be difficult for many students. However, music can alleviate this problem. Wallace (1994) conducted a study comparing near and far retention of vocal passages and learning passages accompanied by music. The results showed that, unlike the voice-only condition, memory was significantly improved when music was included. Conversely, the search process was hindered if the music was too difficult or the melody was not well learned. Research has shown that simple musical rhythms can transform plain text into information efficiently stored and retrieved when needed. Rhythm also provides contextual information, line and syllable length details, segmental conjunctions, and prosodic clues that help to reconstruct the text correctly. Wallace argued that the effectiveness of music in aiding text recall lies in the relationship between musical elements and the text itself. When music and text are combined, melody parts may evoke or reflect corresponding text elements. In terms of recall performance, Wallace found that spoken texts were the least memorable, rhyming texts were the most memorable, and rhythmic texts were the most memorable.

A study by Prickett and Moore (1991) assessed the ability of individuals diagnosed with Alzheimer's disease to remember familiar and novel information presented in the form of songs and spoken words. Studies have shown that patients remember the words to songs much better, regardless of whether the words rhyme or are new. This observation was supported by McElhinney and Annett (1996), who replicated Prickett and Moore's study in a non-Alzheimer population. The results showed that memory performance was

better when the items were presented musically rather than read aloud, suggesting that songs effectively improve memory retrieval.

“Music activates both the left and right brain at the same time, and the activation of both hemispheres can maximize learning and improve memory,” says Dr. Masha Godkin, a professor in the Department of Marriage and Family Sciences at National University. Music profoundly affects our mood, blood pressure, and also our heart rate. “Music has the potential to take a person from the Beta brainwave state to deeper Alpha, and then Theta brainwave states, depending on the music,” she says. Beta waves are high-frequency, low-amplitude brain waves commonly observed in an awakened state. They are involved in conscious and logical thinking and tend to have a stimulating effect. They are measured between 12 and 30 Hz. It is a fast activity that signals attentiveness and alertness. This potential of music to influence brainwave activity offers a promising avenue for enhancing learning and memory.

Having the right amount of beta waves allows people to focus. The prominence of this exact wave causes anxiety, high arousal, an inability to relax, and stress, where its suppression can lead to ADHD, daydreaming, depression, and also poor cognition. Beta waves help with conscious focus, memory, and problem-solving in optimal conditions. Alpha waves, which measure between 8 and 12 Hz, occur when people feel relaxed, and the brain is idle without concentrating on anything. Good healthy alpha production promotes mental resourcefulness, helps in the ability to mentally coordinate, and it also enhances the overall sense of relaxation and fatigue. In this state, people can move quickly and efficiently to accomplish any task. When Alpha predominates, most people feel at ease and calm. Alpha appears to bridge the conscious to the subconscious. These waves create a perfect environment for memory consolidation since our brains can encode and retain information much better when we feel comfortable and calm. The theta brainwave activity has a frequency of 3.5 to 7.5 Hz and is a “slow” activity. It’s connected with creativity, intuition, daydreaming, fantasizing and it is also a repository for memories, emotions and sensations. Theta waves are strong during the internal focus, meditation, prayer, and spiritual awareness. It reflects the state between wakefulness and sleep, and relates to the subconscious mind. During the theta brainwave, the brain is highly receptive to new information, and memories can be encoded and integrated more effectively. This reason

makes the theta waves essential for learning and long-term memory formation. This suggests that by understanding the effects of different types of music on our brainwave activity, we can channel its potential to regulate our mood. The shift and the transition between the brainwaves lead to the belief that music can facilitate a change from conscious, analytical thinking to calmness, creativity, and introspection. Music acts as a catalyst for shifting our brain into states conducive to memory formation and retrieval. This highlights that incorporating music into our daily study routines and educational practices benefits mental health and cognitive enhancement and can serve as a powerful memory aid. Whether through soothing melodies or energizing rhythms, music offers a versatile tool for memory improvement and emotional well-being, enhancing the overall quality of life. This versatility of music empowers individuals to take control of their learning and memory processes.

1.5 Music and motivation

Music inspires and soothes, and musically talented people have an enhanced aptitude for learning foreign languages. This is based on an “advanced ability in perceiving, processing, and closely reproducing accent”. Both music and language are ways humans communicate through sound and gesture. How students are motivated and perform in school has a fundamental impact on their self-concept.

Low self-esteem results from poor academic results, drug problems, violence, pregnancy, criminal behavior, dysfunctional family background, HIV-AIDS, xenophobia and poverty, among many other factors. Research done by Viljoen and Mole confirms that behavior problems can be further attributed to the stresses of second language learning. Learners feel stressed by the increasing demands on them and feel left out of the “mainstream.” Assessment tasks are challenging, and grades earned are depressing.

The educator must recognize the relationship between music, motivation, and learning in education. Being competent in one area and feeling good about one’s performance in this area helps learners cope with weaknesses in other areas. The premise is that if one is good at music, this strength makes up for one’s lack of sports, language, academic or social skills. A joyous musical self-concept thus makes up for a poor academic self-concept. Music, then, is a tool for motivation and learning. Music can be effectively used to achieve non-musical goals. The Tanglewood Declaration of 1968 calls

for music to be placed at the core of the school curriculum, arguing that ‘Music and other fine arts, largely nonverbal in nature, reach close to the social, psychological and physiological roots of man in his search for identity and self-realization’.

For children, music becomes an escape from their obstacles when they struggle to communicate their emotions with others. According to Donald Roberts and Peter Christenson, young individuals frequently utilize music as a source of motivation and a tool for managing their mood and enhancing their emotional states, especially when they experience feelings of loneliness or seek to divert their attention from their troubles. Music can reflect a person’s innermost thoughts and feelings, providing insight into their emotional state at a given moment. Often, individuals can relate to music through its lyrics, as many songs touch upon universal human experiences such as love, pain, joy, loneliness, and happiness.

The capacity of music to motivate stems from its ability to elevate moods and stimulate proactive behavior. By incorporating lively beats and empowering words, music possesses a remarkable potential to instill a strong sense of determination in the hearts of young individuals, urging them to persevere even in the face of challenges. Whether it is a catchy pop melody or a powerful rock anthem, the vitality and fervor conveyed through music can ignite a child’s determination to triumph over obstacles.

The emotional impact of music on children cannot be understated. The ability of music to evoke feelings of empathy and understanding is unparalleled, providing a safe space for young individuals to process their emotions and connect with others on a deeper level. Through music, children can find solace in knowing that their experiences are not uncommon and that there is a sense of universality in the human experience, which can be both comforting and empowering. By immersing themselves in motivational music, children are provided with a powerful source of inspiration and a tool that empowers their pursuit of dreams. These songs, which celebrate qualities like determination, tenacity, and accomplishment, serve as constant reminders of the importance of setting goals and working diligently towards their realization. The impact of music on their psyche instils a profound belief in their potential, empowering them to pursue their dreams with unwavering passion and dedication and to overcome any obstacles that may come their way. Music’s profound impact on young people’s motivation cannot be denied. Music

shapes children’s emotional and psychological well-being, offering them a sense of purpose, belonging, and empowerment. As a timeless and influential art form, music inspires and uplifts young individuals, encouraging them to overcome challenges, embrace diversity, and strive for a brighter future.

PART II

THE RELATIONSHIP BETWEEN MUSIC AND THE PROCESS OF LANGUAGE LEARNING

The second part of the thesis explores the multifaceted role of music and songs in communication and education. It provides information about using music in EFL and ESL classrooms. It highlights its effectiveness in enhancing language learning while presenting various strategies and ideas for successfully integrating songs and music into the curriculum.

2.1 The impact of music on language learning

Gardner (1985) previously suggested using music to improve problem-solving skills, noting that all individuals have some degree of musical intelligence, except against the mind's will. Aside from being a more innovative concept for classroom learning, music composition can also be an effective learning tool. In foreign language education, through a combination of music, teachers bring out students' musical intelligence and interest, and promote the acquisition of language skills.

Overy (1998) conducted a study in which children were exposed to a curriculum that prioritized music instruction over language and mathematics. The results showed that students who received music lessons improved their language and reading skills, and their math scores were not negatively affected compared with students who did not receive additional music lessons and spent more time in these subjects. Recognizing pitch changes in music may improve the ability to decode new words. This suggests a link between language and musical literacy. Early studies by Cooley (1961), Dalton (1952), Hutton (1953), Maze (1967), and Wheeler & Wheeler (1952) showed that even among children facing learning difficulties, a relationship between verbal reading skills and music reading skills existed. Also, the research by Hurwitz, Wolff, Bortnick, and Kokas (1975) revealed a fascinating trend-improvements in reading skills tended to be accelerated in the long term for young children who participated in music programs, hinting at the potential for lasting cognitive benefits.

Frith (1985) proposed a three-stage process through which children typically acquire reading skills. (1) visually identify words; (2) identify the visual components of words (“graphemes”) and the corresponding spoken connections between sounds

(“phonemes”); and finally, (3) word recognition is achieved without going through the initial steps. During the learning process, children “sound out” syllables and words. Frith also believed that music can improve reading development by enhancing the phonological stage. Similarly, Music and Cognitive Achievement (2000) proposes a similar three-stage model of learning to read in a foreign language, emphasizing the critical role of the phonemic stage. In this case, music can help improve pitch discrimination and enhance sound-symbol correspondences specific to the language taught.

Langenscheidt publishers’ “Singlingual Method” uniquely combines foreign language teaching with music. This method uses popular tones to teach useful German phrases from everyday speech, allowing students to create phrases. Kind (1980) developed the Audio-Singual Method, which uses familiar songs to teach the English language. The author believes this approach is practical because familiar tones help learners feel a sense of recognition, reducing the fear often associated with learning a second language. Testing conducted in American and European schools has shown that these methods can help students learn foreign languages faster and with better memory. Anton (1990) proposed the Contemporary Music Approach (CMA), which uses songs as memory stimuli. This approach relates different musical styles and rhythms to grammar lessons because it is believed that the beat of a song helps students remember the associated grammar rules.

Suggestopedia, a theory introduced by Georgi Lozanov in the 1970s, is a powerful approach that harnesses the power of positive suggestion in learning. It creates a safe, positive environment that optimizes learning potential. According to Lozanov (2005), Suggestopedia is an instructional approach that employs the power of suggestions to enhance the teaching and learning experience. The central idea behind Suggestopedia is to create an environment that fosters enjoyment and pleasure for students. Originally designed for foreign language instruction, Suggestopedia is often claimed as a method that can accelerate language acquisition by approximately three times compared to traditional methods. Lozanov (1978) outlines four key stages in the Suggestopedia method, each designed to maximize learning outcomes.

The first stage of the Suggestopedia method is the presentation stage, where students are guided to adopt a positive mindset, recognizing that learning is easy and enjoyable. During this stage, the teacher ensures that the classroom environment is

comfortable and lively, aiming to create an atmosphere conducive to learning. The second stage is the concert session, which is divided into two parts: active and passive. In the active concert, the teacher reads a text aloud, and the students repeat after them. Following this, in the passive concert, the teacher plays baroque music in the background while the students attentively read the text again. The third stage is the elaboration stage, where the teacher informs the students that they will engage in activities such as creating a film or playing games after the concert session. Lastly, the practice stage involves games, puzzles, and other interactive activities to reinforce the students' understanding. The activities employed in the Suggestopedia method are designed to be enjoyable for the students, to foster their enjoyment of learning English. By implementing the Suggestopedia method in the classroom, teachers hope to cultivate a positive and enjoyable learning experience for their students. Though this method may sound completely eccentric – and not many schools will tolerate listening to music for every lesson – Suggestopedia reminds us of the importance of relaxation in the learning process.

The role of music in learning can be described in terms of enhancement of social harmony, motivation force, and tool for learning:

- Enhancement of social harmony: One of the most critical factors for achieving teaching and learning effectiveness is social harmony among learners. In a classroom, children often sing together to celebrate birthdays, play games, and appreciate the feeling of togetherness. For instance, singing a class anthem before the day can foster a sense of unity and belonging among students.

- Motivation force: Music motivates, soothes, and relaxes the mind and body. It enables learners to be free from pressure and stress, creating a conducive environment for learning.

- Tool for learning: Music is deliberately used to teach language, society and culture. For instance, learning a foreign language through songs can make the process more enjoyable and effective. Songs also encode cultural meanings, inspiration, and worldviews. In other words, songs tell thousands of human stories, providing a rich source of cultural understanding and appreciation.

Songs performed by native English speakers are recognized for their educational value in enhancing speaking and listening skills. The process typically involves students

listening to the song while reading the lyrics, a method that enhances comprehension and vocabulary acquisition. Following this, students collaborate in small groups to transcribe the song's lyrics after several listening sessions. The teacher facilitates the display of the song's lyrics on the board, incorporating student contributions. In terms of speaking practice, students sing along with the recorded song. This approach is efficient for beginners in English classes as it aids in their immersion in the target language, potentially minimizing initial language and cultural challenges. Songs also inspire give-and-take exchanges. They encourage people to socialize, but they are also academically significant. When singing or writing songs, words are internalized and incorporated. When words are accompanied by music, they become valuable and can be integrated into students' lives.

Joining words and music creates a continuous flow from expression to communication. People find it beneficial to listen to songs while reading the lyrics simultaneously. This interactive practice lets us expand our vocabulary by encountering interesting words from various songs. Initially, when listening to a song, its meaning may not be fully comprehended, but displaying the lyrics helps understand. Songs, with their interactive nature, facilitate exchanges, fostering social engagement while also holding educational significance. Through singing or composing songs, individuals internalize and assimilate words. Combining words with music enhances their value and relevance to students' lives. Fusing lyrics and melodies facilitates a seamless transition from personal expression to effective communication.

Song-writing, singing, creating rhythm, and reciting lyrics in the context of an English class allows students to:

- Learn new words and broaden their knowledge of grammatical structures.
- Learn popular English-language songs, which can serve as a means to enrich cultural knowledge.
- Learn the history of English-speaking countries through folkloric traditions (dances, sounds, authors).
- Achieve the phonetic intonation of speech more easily.
- Use sound structures previously used in music class (musical language).
- Investigate sounds and work to apply them to a given grammatical structure.
- Enrich their vocabulary.

- Have an encouraging experience.

2.2 Music in first or second language acquisition and its process

Various scholars in the field of language research, such as Fiske (1993), Heller & Campbell (1981), Sloboda (1985), and Swain (1986), have come to a consensus on the existence of a symbiotic relationship between the fundamental principles governing language and music processing at a higher cognitive level. It was hypothesized that infants acquire their mother tongue using principles that help them make sense of auditory input, thus suggesting a similar approach to second language acquisition. Because music is also available through auditory perception, participation in musical activities has been proposed to facilitate learning first and second languages. In a study conducted by Lowe (1995) of second-grade students learning French abroad, the inclusion of a music program was examined to determine its impact on music and second language acquisition. The results were nothing short of encouraging. They showed that the group receiving additional music lessons outperformed the control group in terms of assessments of music, oral grammar, and reading comprehension. These findings underscore the potential of music to significantly enhance learning outcomes in foreign language acquisition.

According to Lozanov (1978), learners have difficulty acquiring English as a second language because they fear making mistakes. This fear increases the learner's heart rate and blood pressure and creates a mental barrier known as an emotional filter. This filter prevents fear-induced language acquisition by blocking the reception of input. To overcome these obstacles, Suggestopedia aims to promote a faster learning process by reducing emotional filters and improving learners' cognitive abilities. Suggestopedia helps learners achieve "superlearning" by effectively communicating and using the target language. The *superlearning* approach allows individuals to acquire knowledge and skills quickly and easily using the power of suggestion and/or autosuggestion, which is guided into a mentally and physically relaxed state.

Music in the language learning environment is limitlessly beneficial to second language learners. As a means of access to the target language, music benefits almost every aspect of communication for the second language learner, including impacts in each language area: reading, writing, speaking, and listening. Though music has a widespread positive impact on language acquisition, the most significant effect of music on second

language acquisition involves recall and memory. Music profoundly impacts memory due to its catchy, repetitive nature. As a pedagogical tool, music can help students learn more information most effectively across all academic disciplines. Evidence from a study conducted by Dr. Tim Murphey, a professor of English at Kanda University of International Studies, suggests that music successfully aids in linguistic recall due to the similarities between songs and typical conversations held in the target language. Linguistic patterns present in songs can be applied to spoken language. The repetitive nature of songs makes them practical tools for learning pronunciation and supralinguistic features of the target language. Through lyrics, students are exposed to proper grammar, vocabulary, and sentence structure memorably. In addition to the benefits of music on linguistic memory, music positively influences the understanding of pronunciation, vocabulary, sentence structure, and fluency. Pronunciation and phonology are the easiest and most widely targeted skills music enhances in the second language learning classroom. Song lyrics are repetitive and accessible, making them excellent tools for exposing second-language learners to proper word articulation. Slower speech rates and frequently elongated syllables provide second language learners exposure to sounds at the word level. Listening to songs in the target language is an excellent way for students to access the pronunciation and meaning of terms while also aiding in familiarization with popular slang terms and colloquial phrases used frequently within the target language.

Students can develop a rich vocabulary by listening to music associated with the target language. Songs about practically every topic possible exist in popular culture, thus allowing music to be a flexible, relevant method to learn words. Results from a study conducted by Dr. Suzanne Medina, an expert in English as a Second Language (ESL) methodology, revealed that second-grade English language learners exposed to vocabulary using supplementary music learned more words than those not exposed to music. This study reinforces the idea that music effectively aids students in teaching words and their associated meanings in the target language. Sentence structure is also taught through songs because by listening to songs, students are exposed to the proper order in which words should be placed to adhere to the syntactic principles of the target language.

Second language fluency is significantly enhanced through the incorporation of music into the learning curriculum. Learning environments reinforced by music enhance

second language learner fluency through exposure to the target language's sounds, rhythms, and stress patterns. These paralinguistic aspects of speech can influence the language learner's pronunciation skills and their ability to acquire the target language in general.

Music profoundly benefits the technical aspects of language learning, but its personal effects on the individual learner are equally remarkable. Due to the natural human ability to establish emotional connections to works of art, music has the potential to inspire students to learn the language. The pleasurable, comfortable environment created by subjection to music in the language learning environment can also motivate students to work hard to acquire their target language while encouraging confidence.

A language learner's ability to connect a piece of music to a relevant aspect of his or her life helps promote learning and memorization of information faster. When students form emotional connections to a piece of music, its significance causes them to be more likely to devote the song and its features to memory. Every piece of music can provoke listeners' emotions, and each listener perceives songs differently. For example, a song eliciting pleasant emotions in one listener may cause another to feel intense sadness. As a means of individualized artistic expression, music is often described as a language of feeling.

Due to the emotional implications of music, it can also serve as a source of inspiration for students struggling to find the will to learn the language. A study conducted by Dr Hilda Israel, a professor in the Department of Applied Language Studies at Nelson Mandela University, found that second language learners of English were inspired by music to learn more about linguistic and cultural aspects of the target language. Generally accessible to all, music can expose listeners to aspects of its culture of origin. In other words, if a song piques the interest of a second language learner, he or she is more likely to seek information about the song's culture of origin. The amount of effort a second language learner puts forth to grasp concepts of his or her target language due to exposure to music relates to the affective or emotional state of the learner. Motivation to learn is a crucial determining factor in how much the student is willing to invest in acquiring their target language, and this investment is often increased when music is included in the language-learning process.

Confidence is another significant value instilled in the second language learner when music is utilized in the language learning environment. Reinforced by Krashen's affective filter hypothesis, confidence is vital throughout acquiring a second language. A second language learner must feel sure of themselves to participate in classroom activities and interact with material. Dr. Hilda Israel also found in the previously referenced study that music enhances a student's level of achievement in language learning and improves general self-esteem. Music provides positive reinforcement to students due to its inclusiveness and accessibility to individuals of all cultures.

In addition to the individual benefits experienced by the language learner, music can also positively impact peer and community relations. Singing, which is to music as speaking is to language, is a collective activity that creates a cooperative learning environment and contributes to unity. Students can bond with their classmates through the trust established between individuals when engaged in musical activities. This has a favorable impact on students' personal and social lives and their academic pursuits. When students feel uncomfortable with their peers in an educational setting, learning cannot occur because student focus is shifted from academic content to personal security. To a second language learner, music creates a setting through which he or she can make friends and share cultural values. Students can introduce their native cultures to classmates through music, thus fostering greater student awareness of diverse cultures.

The manner in which teachers integrate music into their curriculum is essential to the incorporation of music into the foreign language classroom. As a natural cognitive influence, teachers often select music as a classroom tool because it stimulates both hemispheres of the brain. The brain's left hemisphere is primarily responsible for language learning, and the right hemisphere is primarily for music and creativity. When both brain hemispheres are utilized, linguistic acquisition can occur to the most effective capacity. Research has shown that only 4% of second language learners who attempt language acquisition through a left-brain dominant approach that utilizes rote memorization and drills advance to fluency in the target language. This data is significant in illustrating that both brain hemispheres must be triggered in some way for language learning to be most successful.

Though music can be a fantastic enhancement to learning in and of itself, using multiple stimuli to expose students to content is even more effective. When songs are reinforced by illustrations, reading material, photographs, and gestures, the possibility to quickly devote linguistic aspects of the target language to memory is vastly increased. When multiple types of visual and auditory stimuli are presented to students, multiple brain areas are stimulated simultaneously. Since each student in a classroom possesses a different learning style, presenting various stimuli to reinforce material is crucial in making content accessible to all students. Another brilliant way to reinforce linguistic content through music in the foreign language classroom is through kinesthetic activities such as clapping to rhythm, gestures, or even dancing to music. Through physical and mental engagement with the material, students' focus and retention of classroom content are amplified. One of the most critical aspects of the incorporation of music into the foreign language classroom is creativity. If teachers encourage their students to be creative and inventive in their approach to language learning, student comprehension of the second language will be strengthened.

When choosing songs to incorporate into a language learning curriculum, teachers should remember that popular music often works best due to its broad appeal and frequent commercial play. The more students hear a song, its linguistic elements are reinforced and committed to memory. Popular songs include words that every speaker of a specific language needs to know to achieve fluency, thus making these songs a great tool for exposing students to necessary vocabulary terms. Often conversation-like and occurring at nearly half the speed of conversational speech, popular songs are great tools for aiding students as they progress toward target language fluency through modelling the structure of conversations in a less rapid manner. Popular songs are versatile and exist in such vast quantities that they can be chosen to accommodate any language learner's interests or current level of understanding. This allows teachers to choose songs that reinforce and slightly stretch the student's current language abilities, per Krashen's input hypothesis.

Music's universal relevance causes it to be a tremendous asset in a classroom composed of diverse individuals not only because of its alignment with the linguistic curriculum but also because it encourages conversations between classmates about the material. Students can converse with one another about classroom content and the personal

and cultural significance of a particular piece of music. Second language learners in diverse classrooms that utilize music as a tool for instruction can share the music of their homeland with others, thus facilitating a heightened source of tension relief. A fun, relatively easy way to encourage participation in students, music is an enjoyable way of immersing oneself into the target language and culture. Musical incorporation into the language learning classroom results in what Dr. Hilda Israel (2013) describes as a “learner-friendly environment with a positive vibe.” The welcoming, exciting essence of a language learning environment filled with music results in students noticing the practical effects of incorporating music into the second language learning process.

2.3 Using songs and music in the classroom

Many coursebooks nowadays include songs that focus on grammatical or functional items; these may have been selected because of their content or specially written and recorded for English students. Songs can be used in many of the same ways that the teacher might use an ordinary speech recording. Interesting lyrics and vocals’ clarity help make a song into appropriate classroom material.

Scrivener along with Harmer suggests some ideas for using songs in class:

- Choosing the song

It is recommended to inquire about students’ musical preferences. When teaching young students, songs featuring repetitive verses can be effectively utilized, helping in comprehension. Conversely, for advanced language learners, delving into songs with intricate language structures and themes can be beneficial.

- Warm-up

Music can serve as an effective lead-in to a lesson, allowing for the introduction of new concepts or preparing students for the upcoming material. For instance, the ‘Earth Song’ by Michael Jackson can be utilized to initiate a discussion on environmental issues, encouraging students to reflect on their concerns regarding the environment. (Silver, Marc-2013) Furthermore, debates, discussions, and role-plays can be structured around this theme, fostering a deeper understanding and engagement with the topic at hand. In such cases, a song featuring a chorus that is easily repeated proves to be particularly beneficial, as it helps in reinforcing key ideas and facilitating active participation among students.

- Changing the mood

Music has the ability to influence the emotions of individuals. For example, after engaging in a physical activity, soothing music can help students relax. On the other hand, when students have been sitting for an extended period or after a meal, playing lively music can be beneficial.

- Gapped text

The teacher provides the students with song lyrics in which specific words are intentionally omitted. The students are required to attentively listen to the song and complete the missing words. This method is commonly referred to as the traditional approach to incorporating songs in the classroom. It has become so prevalent that it is considered somewhat of a cliché in English Language Teaching (ELT). To enhance the effectiveness of this task, it can be modified by utilizing the gaps as a pre-listening activity, allowing students to make predictions about the words that are missing.

- Song jumble

The teacher divides the lyrics into individual lines, which are then analyzed by students in small groups to determine the correct order. Once prepared, they listen to the song and compare their arrangement with the original lyrics.

- Matching pictures

This task requires the submission of twenty images that are relevant to the song and organizing them in the order they appear in the song when listened to.

- Dictation

The teacher leads the class in reciting either the chorus or the entire song, followed by a comparison with the recording.

- Picture dictation

The teacher selects a representative image depicting an event from the song. They verbally provide details about this image, one line at a time, to the students, who then draw their interpretation. For example, ‘The sun is shining in the sky, there are many people on the street, there is a dark cloud looming overhead, it is beginning to rain,’ and so forth. By the end of this activity, key vocabulary and expressions from the song will have been introduced, making it easier for the students to comprehend the lyrics.

- Listen and discuss

The teacher instructs the students to listen to the entire song once or twice or to a shorter section. Following this, they engage in discussions, regarding the events, reactions, interpretations, predictions etc. Handouts containing the printed lyrics may also be distributed.

- Sing along

The aim is to acquire the melody and master the rhythm to the extent that one can sing along with the original recording. This task can be demanding and requires some careful preparation work, in terms of stress and rhythm practice. It is advisable to initially focus on spoken sentences rather than sung ones and incorporate individual, mouthed, and choral exercises to enhance proficiency.

- Guess the title

Before to listening to the song, students can be presented with a series of images that are relevant to the song, singer, or band. These images serve as a stimulus for the students to make educated guesses about the content of the song. The ability to predict is a valuable skill that can be applied to various areas of learning. Predicting involves more than simply making a random guess; it requires utilizing existing knowledge and applying it to a new context. (Patel, A. D. 2008) When learners engage in prediction, they establish a connection between what they already know and what they have yet to learn. This process compels learners to rely on visual or lexical cues to construct meaning. For example, in preparation for listening to Sting’s “Englishman in New York,” students can be shown images of iconic landmarks such as the Big Ben and Statue of Liberty. By analyzing these pictures, students can make predictions about the song’s title and content.

- Creative writing

Writing serves as a highly stimulating tool for the majority of individuals, evoking profound emotions. An exemplary song that exemplifies this is Louis Armstrong’s ‘What a wonderful world’. By encouraging students to close their eyes and envision a glorious or a successful day in their lives, they can tap into their imagination. After listening to the song, they can then depict their mental imagery through sketches, subsequently sharing them with a partner who can interpret the meaning behind the artwork. This exercise fosters open discussions, storytelling, and other forms of expression, enabling students to delve into personal experiences. Additionally, the teacher can utilize this opportunity to teach

vocabulary and grammatical structures that describe emotions and experiences. Following this, a writing task can be assigned, culminating in a gallery-walk where classmates can read and appreciate the diverse range of experiences shared within the class.

- Write the next verse

Once a song has been thoroughly analyzed, a productive activity can be dividing the learners into smaller groups and instructing them to compose an additional verse that seamlessly aligns with the original song's style. The newly crafted verse can then be assessed by peers, leading to a subsequent discussion. Alternatively, the entire class can collaborate to create their unique song. These engaging exercises can be implemented with learners of various age groups, both young and adult learners. By encouraging creativity and fostering a sense of teamwork, these activities not only enhance learners' writing and speaking abilities but also cultivate their imaginative thinking and cooperative skills.

- Interview the music band

After hearing a song, an effective activity could involve students engaging in a role play scenario where they interview the band or singer. Beginners in the language can start by watching an interview to understand the format and types of questions. Afterwards, they can create their own questions for the interview with the band or singer. More advanced learners can be prompted to brainstorm both simple and complex interview questions. Following this, students can act out the dialogues in groups. This exercise enhances listening, speaking, and writing abilities, all within a single task.

- Translation

Numerous teachers hold a firm stance against the utilization of L1 or vernacular language within educational settings. Nevertheless, there are frequently advantages to incorporating songs in the regional language within the classroom. Learners have the opportunity to translate a song from the regional language into English. The familiarity of the original song's language helps in facilitating comprehension of the content. Such activities are not only highly enjoyable but also foster creativity among students.

- A reward

Numerous English as a Second Language (ESL) students find pleasure in listening to music. This activity can quickly alter the atmosphere and serves as an efficient way to capture students' attention. Moreover, it can lift the spirits of the learners. Hence, a

productive lesson or a class with high levels of participation may conclude with the students being treated to their preferred musical selection.

- Illustrate the song

It is crucial to explore diverse methods of involving learners in articulating their thoughts and viewpoints. One innovative approach to captivate learners is by encouraging them to visually represent their understanding of a song. Subsequently, learners can articulate their emotions and interpretations of their artwork. Following peer feedback, this can be further enhanced by conducting a presentation in front of the class, showcasing their illustrations. This activity encompasses multiple skills and fosters learner engagement, encouraging them to actively reflect on their perspectives.

- For teaching grammar

Music can be a valuable tool in the instruction of grammatical structures, since our brains are naturally inclined to process information and new language when it is presented rhythmically. By analyzing the lyrics of a song and discussing its context, students can then focus on specific examples of a particular grammar structure. For example, when teaching the present perfect continuous tense, the song ‘In the Shadows’ by The Rasmus can be utilized. A worksheet can be distributed, with the omission of past participles and main verbs in the lines that pertain to the target language. The context provided by the song further helps in establishing the usage and meaning of the present perfect continuous tense. In the case of teaching adjectives, it is ideal to select songs that contain a plethora of them, such as Kelly Clarkson’s ‘Stronger’. This song not only serves as an effective tool for teaching adjectives, but also for explaining comparisons of adjectives to students. Another excellent song for teaching adjectives is Lenka’s ‘Everything at once’. This song is particularly beneficial for teaching a wide range of adjectives, as well as for introducing the pattern “as...as”.

- For teaching vocabulary

Music can be utilized as a highly effective tool for instructing lexical items. Expanding students’ understanding of various genres can prove to be particularly advantageous in broadening their knowledge base concerning music. One effective technique involves playing soft music while students generate a list of adjectives that come to mind. These words can then be shared with their peers for feedback and comparison.

Advanced learners can engage in discussions regarding the meanings and usage of these words within the given context. Additionally, exposing learners to different genres such as reggae, blues, and rock can evoke diverse emotions, perspectives, and opinions, thereby enhancing their comprehension of music, language, and culture.

Music on its own, especially classical, can also be useful in the classroom:

- To set the mood at the start of the lesson;
- To give something to talk about with students at the start of the lessons (especially useful with a class you don't know);
- As background music while students work on “dull” (monotonous) exercises;
- As background music to set the scene while students do a particular task (e.g., ‘space’ music during a discussion on life on other planets; fast, exciting music during a competition, etc.);
- Simply for pleasure or as a break between activities;
- To help students relax;
- For ‘imagining’: students close their eyes and visualize images from their own imagination or from your words or someone else’s (this is a good way to personalize topics – ‘Think back to a time when you...’);
- To create anonymity in small or quiet classes;
- To close down, conclude, round off the lesson – to say goodbye with.

It is essential to consider the preferences of the students when implementing any of these suggestions. For instance, some students may dislike listening to music while working, so it would not be wise to force it upon them. As with the majority of the suggestions mentioned above, it is crucial to seek the input of the students and follow their lead.

PART III

INVESTIGATING THE ROLE OF MUSIC AND SONGS IN ADOLESCENT EDUCATION

The third part of the thesis explores research centered around the viewpoints, ideas, and encounters of adolescents aged 10 to 17 regarding the use of music and songs in the classroom, particularly for English language acquisition. The primary objective of this research is to examine how young learners interpret and engage with music within the academic environment, offering hope for its positive influence on language acquisition.

3.1 The aim of the research

This research aims to investigate the impact of music and songs on language learning, specifically focusing on their impact on young individuals. This study aims to advance language education practices and provide educators with evidence-based insights to enhance their teaching methodologies.

3.2 The participants of the research

The study encompassed a diverse group of middle and high school learners, aged 10 to 17, with a majority of 71 % women and 29 % men. The participants, primarily Hungarian and Ukrainian speakers, are learning English as a foreign language. A total of 31 students, all of whom remained anonymous, completed the questionnaire.

3.3 The process of the research

The only component of the research was a Google Forms questionnaire. A questionnaire is a set of printed or written questions with a choice of answers devised for a survey or statistical study. In this case, the questions were in an online form.

The questionnaire had 27 questions, including multiple-choice, close-ended, and open-ended questions. This variety ensured that a comprehensive range of responses were captured from the participants. Each question was in three languages: English, Hungarian, and Ukrainian, ensuring inclusivity and accessibility across the participants' linguistic spectrum. The research included questions related to the participants' demographics, musical preferences, thoughts on using music while studying and also feelings, perspectives and opinions about the impact of music and songs on language learning. The

questionnaire was completed in the second academic year, specifically from January until May 2024.

3.4 Research findings

3.4.1 Data collection

The questionnaire study provides data obtained from thirty-one participants. Of the 31 participants, the answers to the first question show that 22 were female (71%), and nine were male (29%).

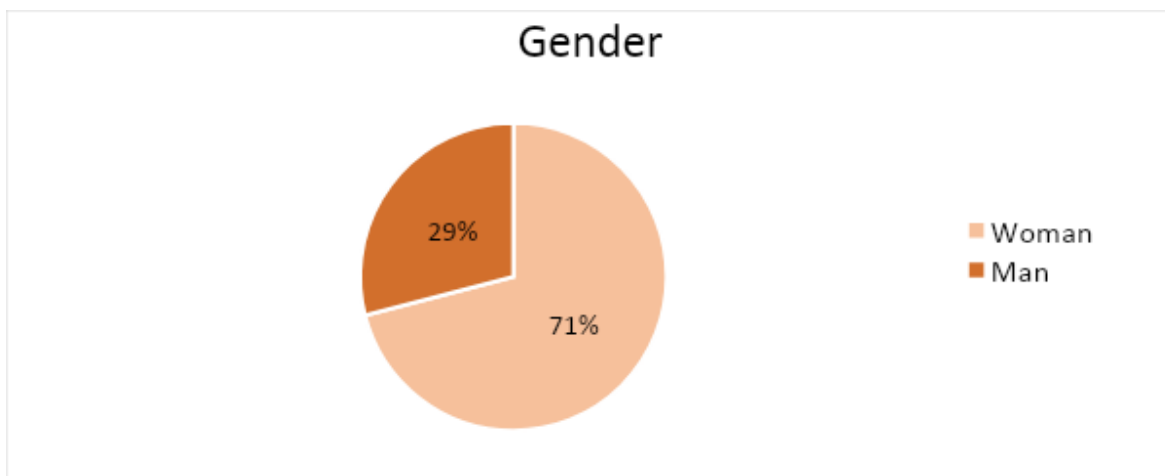


Figure 1. The participant's gender

The second question required the learners to indicate their age range. Nineteen participants indicated that they belonged to the age bracket of 16-17, constituting the majority with a percentage of 61.3%. Five respondents fell within the age range of 14-15, representing 16.1%. Two individuals each selected the age ranges of 15-16 and 13-14, comprising 6.5% of the respondents each. Lastly, a solitary participant each identified with the age groups of 12-13, 11-12, and 10-11, contributing 3.2% to the overall distribution.

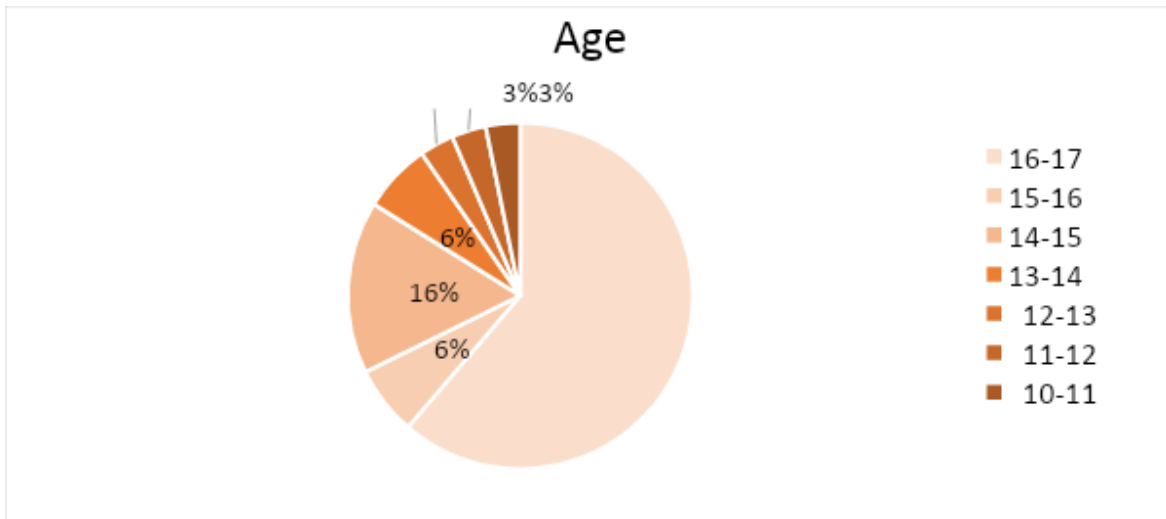


Figure 2. This data provides information about the participant’s age

3.4.2 Results and discussion

The third question inquired about the participants’ music genre preferences. The question had a set of options to choose from, encompassing various genres such as pop, rock, jazz, popular music, classical music and an open-ended category labelled “other”. It allowed participants to specify any additional music genres they preferred that were not listed.

The survey findings unveiled a wide range of musical preferences among the participants. It is worth noting that the genre that stood out as the most favored was “pop,” which was selected by 20 individuals (64,5%). Following closely behind was the genre of “rap,” which garnered the preference of 14 participants (45,2%). Additionally, “popular music” caught the interest of 13 respondents (41,9%). “Rock”, “classical music” and “jazz” were also notable choices, with 11 (35,5%) and 7 (22,6%) individuals opting for these genres. The open-ended question in the survey provided further insight into the musical tastes of the learners. The responses revealed diverse genres embraced by the participants, including K-pop, retro, indie, phonk, sad, R&B, j-pop, reggae, beatbox, hip-hop, and trap. This variety highlights the richness and diversity of musical preferences within the cohort, showcasing the wide range of musical styles that resonate with different individuals.

YouGov Global Profiles data provides insights into demographic, psychographic, attitudinal, and behavioral consumer metrics through over 1,000 questions across 47 major

markets. - The findings indicate that pop music is the predominant genre in most countries, closely followed by rock.

Spotify is a digital music, podcast, and video service that gives access to millions of songs and other content from creators worldwide. On August 10th, 2023, *Spotify Newsroom* reported that in 2023, nearly a quarter of all streams on Spotify globally were hip-hop/rap music. It further notes that Hip-hop/Rap is one of the most-listened-to genres globally on Spotify, and more than 400 million users worldwide have streamed rap music in 2023 in just eight months. This aligns closely with the findings of the survey, which similarly identified hip-hop as a prevalent musical preference among respondents.

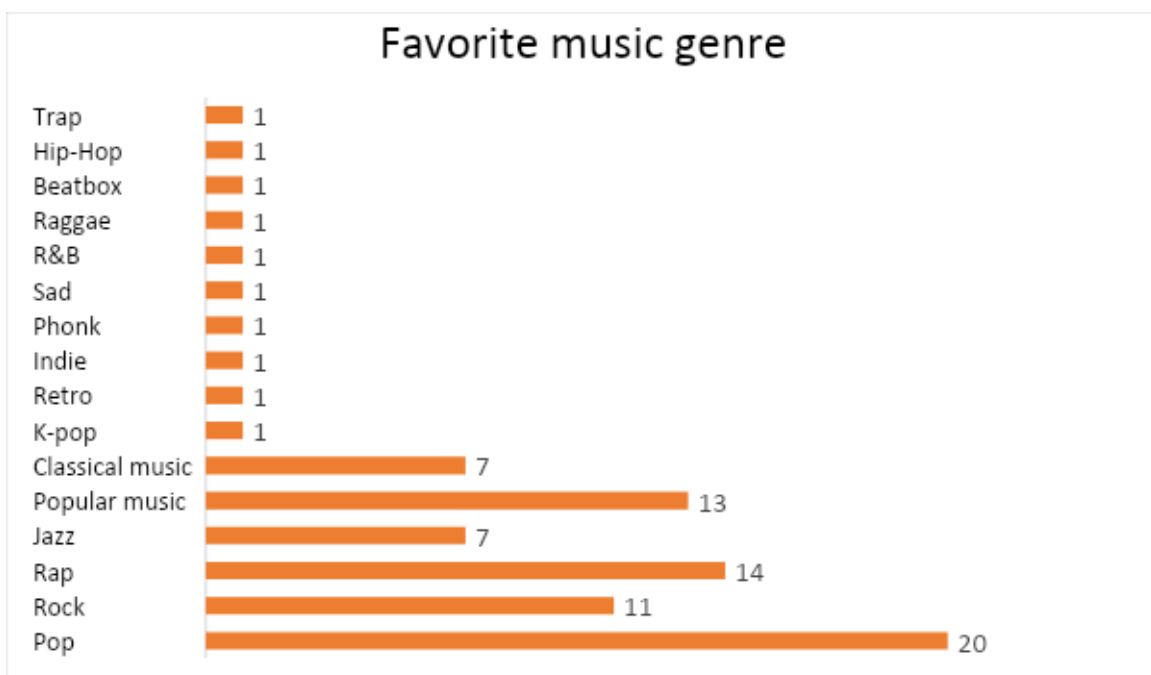


Figure 3. This data provides information about the participants' favorite music genre

The fourth question asked about the participants' enjoyment of songs and music in English. The data collected from the survey indicates a strong preference for English-language music among the participants, with almost all respondents (96,8 showing a positive inclination towards this form of artistic expression. A single dissenting opinion, while present, does not detract from the overall positive sentiment towards English-language music. The survey findings, therefore, provide a reassuring and confident outlook on the appeal and significance of English-language music.

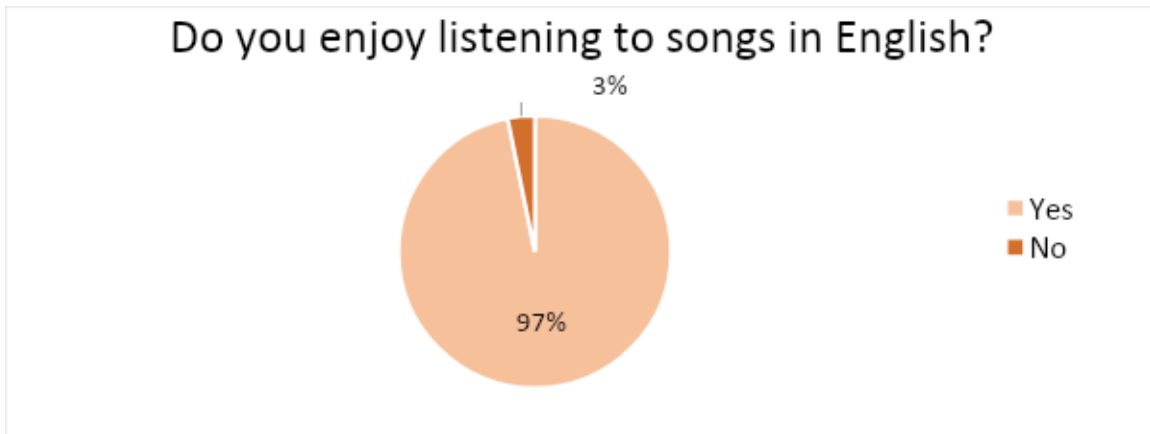


Figure 4. This data provides information about whether the participants enjoy listening to music or not

The fifth question asked the participants how often they listen to music in English. Among the 31 participants, a significant majority of 23 individuals (74,2%) were found to be avid listeners of English music, incorporating it into their daily routines. This finding not only suggests a strong inclination towards English-language music but also underscores the high level of comfort and familiarity with the linguistic content, making it a noteworthy aspect of the research. In addition to the majority, a smaller group of 5 respondents (16,1%) revealed that they engage with English music weekly, demonstrating a less frequent but regular exposure to the language through music. In contrast, 2 participants (6,5%) mentioned listening to English songs periodically, choosing the option of “every once in a while.” This variation in listening habits underscores the diverse ways individuals interact with English music, ranging from daily immersion to sporadic engagement based on personal preferences and schedules. Interestingly, only one respondent (3,2%) reported never listening to English music, indicating a distinct minority within the surveyed group. This outlier underscores the rarity of non-English music listeners, with most participants showing a consistent interest in and engagement with the language through musical sources.

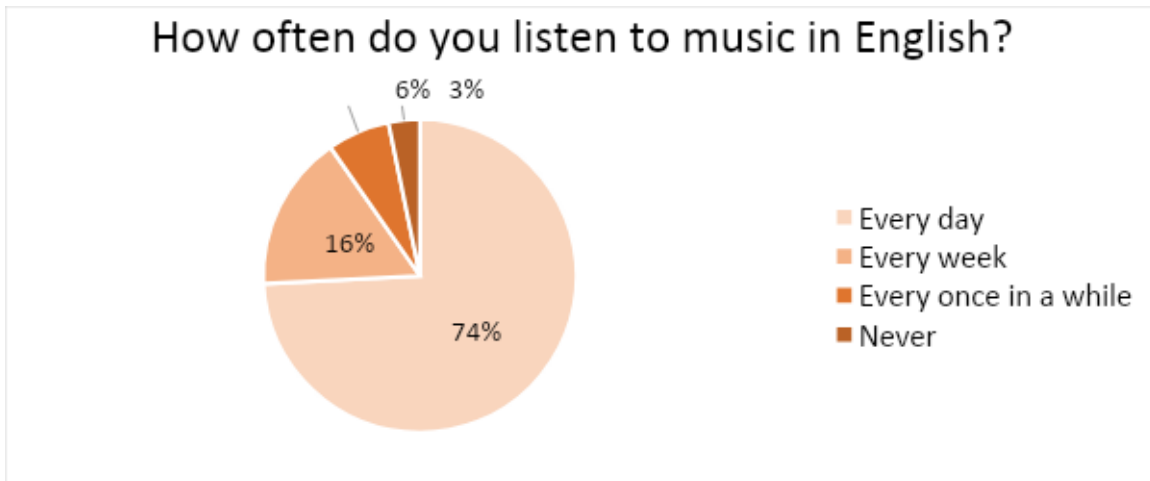


Figure 5. This data provides information about the frequency of English music consumption among the participants

The sixth question inquired whether the participants had tried to learn English through songs. The collected responses shed light on this aspect, with 24 individuals (77,4%) confirming that they had attempted to learn English through songs. On the other hand, seven respondents (22,6%) stated that they had yet to pursue this particular language-learning method. The popularity of learning English through songs can be attributed to its effectiveness, enjoyment, contextual relevance, and the unique cultural enrichment opportunities it provides.

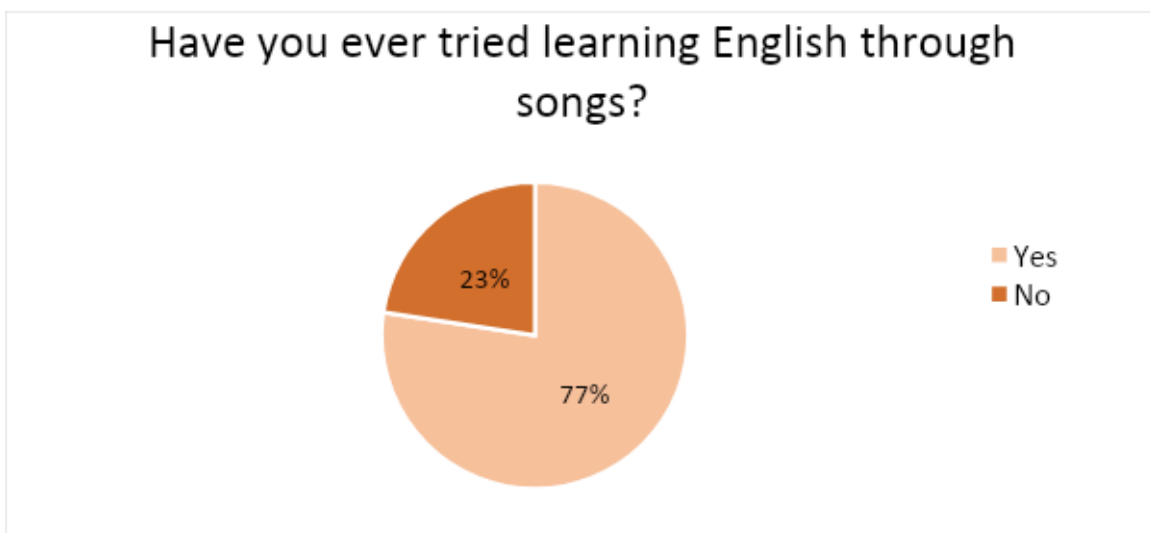


Figure 6. This data provides information about whether the participants have attempted to learn English through songs.

The seventh question, which is intricately linked to the preceding one, delves into the outcomes of participants' attempts to learn the English language through songs. Among the respondents, 14 individuals (46,7%) reported achieving success in this endeavor, while 13 (43,3%) expressed uncertainty about their success level, opting for the response “maybe.” In contrast, 3 participants (10%) indicated they did not consider their efforts successful.

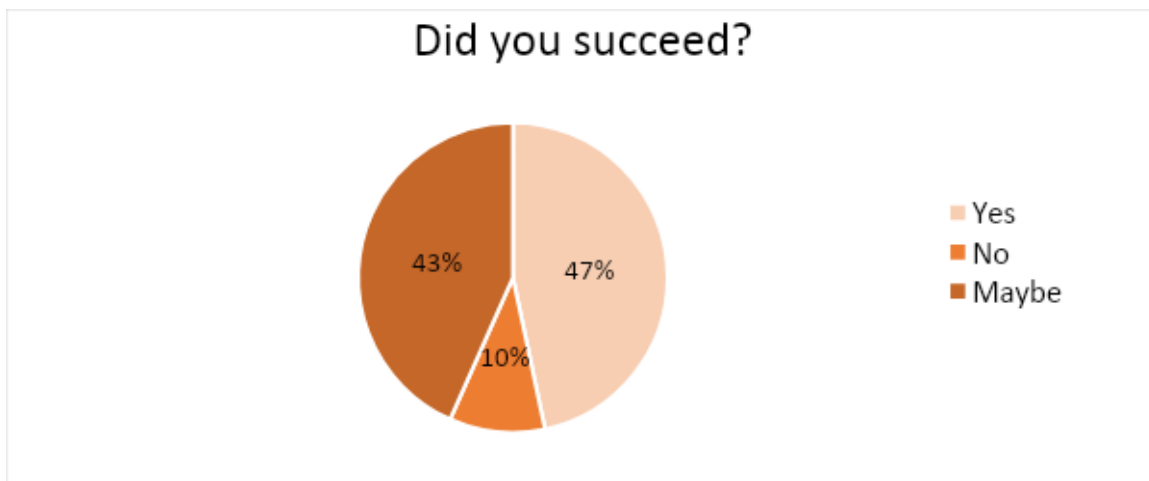


Figure 7. This data provides information about whether the participants succeeded in learning English through songs.

Question eight delves into participants' perspectives concerning the influence of songs on the enjoyment of learning the English language. Out of the total respondents, 18 individuals (58,1%) confirmed that songs play a significant role in enhancing the pleasure derived from language acquisition. This majority, whose belief in the beneficial impact of music on the overall learning process is prevalent, provides a reassuring stance on the effectiveness of songs in language learning. On the other hand, 8 participants (25,8%) expressed indecision by selecting the option “maybe,” revealing a sense of uncertainty or conflicting emotions regarding the effectiveness of songs in contributing to enjoyment. Moreover, a smaller group of 5 respondents (16,1%) stated that they do not perceive songs as a means to make learning English more enjoyable. This viewpoint represents a minority perspective that challenges the widely held belief in the efficacy of music as a tool for facilitating language acquisition. However, the majority still wins in this case.

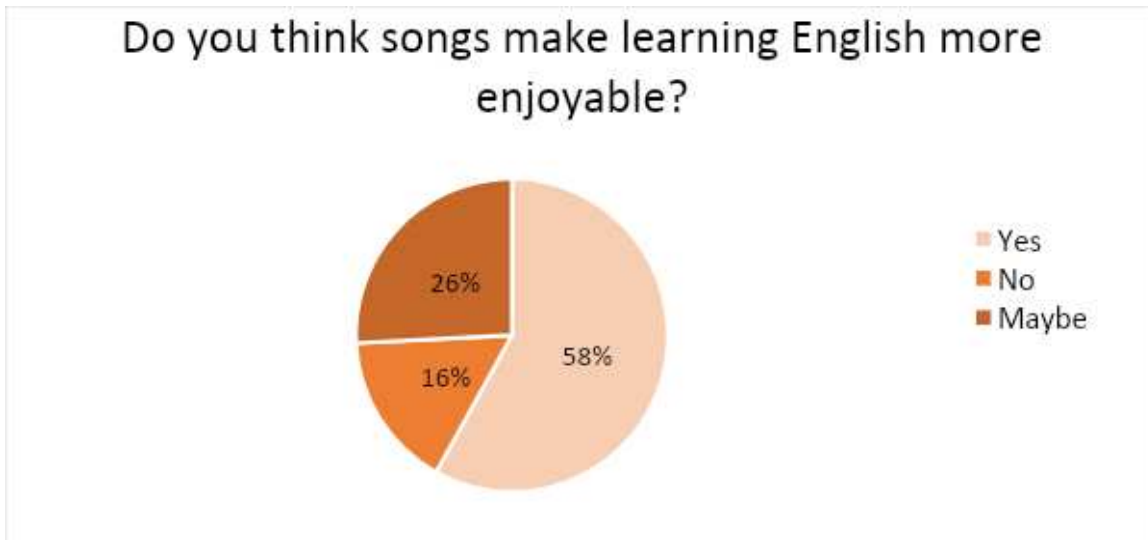


Figure 8. The data provides information about participants' perceptions regarding the enjoyment-enhancing effects of songs on learning English.

In relation to the preceding question, the ninth question specifically targets respondents who have expressed a positive inclination towards songs that contribute to the enjoyment of learning English. These individuals are encouraged to elaborate on the reasons behind their stance. It is worth noting that while participation in this section is optional, a noteworthy number of 19 respondents willingly provided their insights. Hence, their responses offer valuable qualitative data that sheds light on the underlying factors that influence their belief in the efficacy of songs for enhancing the enjoyment of English learning.

The responses were provided in various languages but have been translated into English for the purpose of the study. The responses encompass a diverse array of perspectives and insights:

1. "Because many new words can be learned!"
2. "Because you can learn not only the vocabulary meaning but the meaning in sentences of the words, phrases."
3. "I think it's nice to listen to the song when you've already learned English and understand all the language puns without a translator."
4. "For certain topics, it is easier for children to remember words etc. through songs."
5. "I don't know."
6. "Cuz it is way more enjoyable than the other way."

7. “If you have an intermediate level of English, the music in this language is quite enjoyable, and if you don’t understand something, you go to the translator.”
8. “Because listening to music is good.”
9. “Yes, because I’m learning while doing what I love.”
10. “Because it helps you understand how to use different terms.”
11. “So it doesn’t feel like learning English in class.”
12. “Musical delight.”
13. “Because it is much more liberating than learning from paper.”
14. “The music calms me down and I remember the words much sooner.”
15. “Because when you sing, you are in the mood and encouraged to learn it.”
16. “This cannot be explained.”
17. “Because songs are fun and they make learning English feel like playing a game.”
18. “Songs make learning English more fun because they are fun to listen to and help me hear how words are really used; it is cool to understand song words.”
19. “I don’t know.”

The effectiveness of songs in facilitating vocabulary acquisition and comprehension of word usage within sentences was acknowledged by multiple participants (Responses 1, 2, 4, 10, 18). Many respondents emphasized the enjoyment factor associated with learning through songs, stating that it enhances the learning process compared to traditional methods (Responses 6, 8, 9, 11, 12, 14, 15, 17). In contrast to conventional classroom settings, some participants highlighted that songs offer a more immersive and liberating learning experience (Responses 11, 12, 13). A few respondents specifically mentioned the calming effect of music, which aids in memory retention and fosters a conducive environment for learning (Responses 13, 14, 15). The fun and playful nature of learning English through songs was also emphasized by several participants, who compared it to engaging in a game-like activity (Responses 16, 17, 18). However, a couple of respondents expressed uncertainty or difficulty in articulating their reasons for enjoying the process of learning English through songs (Responses 5, 19).

The following percentages represent the distribution of responses among the different reasons provided by the participants:

The enjoyment factor of learning through songs compared to traditional methods: 8 responses out of 19 total responses, which is $\approx 42.1\%$

Effectiveness of songs in aiding vocabulary acquisition and understanding word usage within sentences: 5 responses out of 19 total responses, which is $\approx 26.3\%$

Songs provide an immersive and liberating learning experience compared to traditional classroom settings: 3 responses out of 19 total responses, which is $\approx 15.8\%$

The calming effect of music aiding in memory retention and encouraging learning: 3 responses out of 19 total responses, which is $\approx 15.8\%$

The fun and playful aspect of learning English through songs, likening it to playing a game: 3 out of 19 total responses, which is $\approx 15.8\%$

Uncertainty or inability to articulate reasons for enjoying learning English through songs: 2 responses out of 19 total responses, which is $\approx 10.5\%$

Several research studies have demonstrated the benefits of integrating songs into language learning. These studies have shown that incorporating songs can positively impact vocabulary retention and comprehension. For instance, a study conducted with elementary Iranian EFL learners found that song and non-song instructions had a statistically significant and positive effect on vocabulary learning. Interestingly, female learners benefited more from the song method. Furthermore, research on adult ESL students in China revealed that using songs in language learning can lead to differential English language achievement. The study found that varying the use of songs resulted in varying levels of success in vocabulary acquisition and language usage. Specifically, subjects exposed to more music achieved higher scores in these areas.

The enjoyment factor of learning through songs, compared to traditional methods, is also well-documented. Many learners find learning through songs more engaging and enjoyable than traditional classroom methods. This enjoyment can lead to increased motivation and participation in language learning activities. Importantly, research has consistently shown that using songs in language learning can enhance students' attitudes towards learning and significantly improve their overall language proficiency.

In addition, the liberating nature of songs allows students to explore language creatively and expressively, free from the constraints of traditional teaching methods.

Educators can cultivate a more holistic and practical learning environment that caters to diverse learning styles by incorporating music into language learning.

By harnessing music’s calming effects, learners can engage more effectively with the material being presented, leading to enhanced memory consolidation and retention. The music’s emotional connection can stimulate deeper cognitive processing, producing more substantial language learning outcomes.

Making the learning process resemble a game-like activity makes students more likely to retain information and develop their language skills effectively. This innovative approach to language learning highlights the importance of incorporating fun and interactive elements into the educational experience to enhance student engagement and success.

The findings to only the ninth question underscore the value of incorporating songs into language teaching practices to enhance vocabulary acquisition, understanding of word usage, and overall language proficiency.

The tenth question aimed to determine how participants utilize song lyrics to understand English vocabulary and expressions. Out of the 31 respondents, a significant majority of 24 individuals (77,4%) confirmed that they use song lyrics for this purpose, showing a common preference for employing music as language comprehension. On the other hand, 7 participants (22,6%) stated that they do not utilize song lyrics this way.

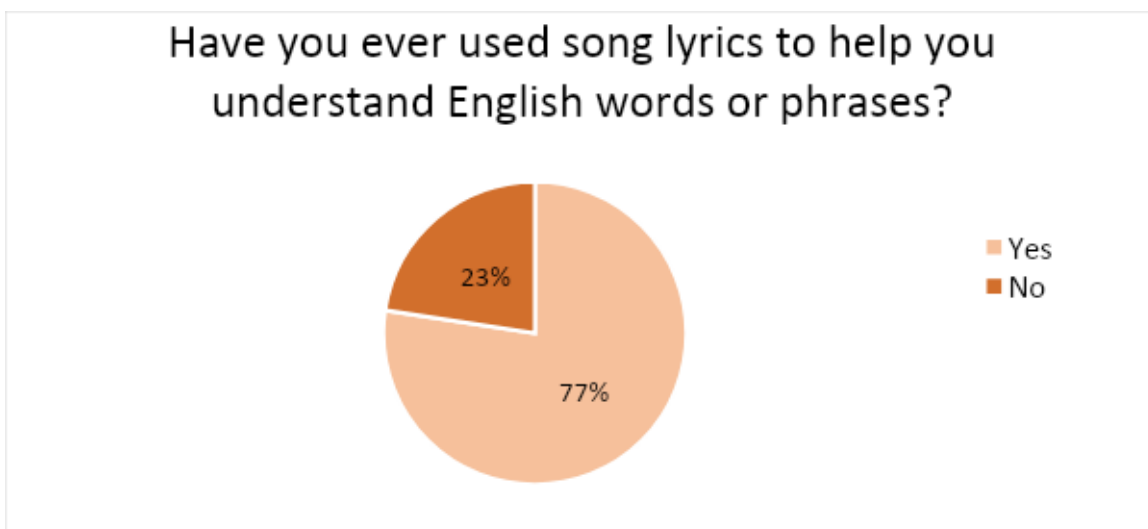


Figure 9. This data provides information about whether participants have employed song lyrics as a resource to aid in understanding English words or phrases

In response to the eleventh question regarding the language skills believed to be most improved by songs, participants could select multiple choices. Among the respondents, 27 (87,1%) identified listening skills as predominantly enhanced by songs, while 23 participants (74,2%) attributed significant improvement to speaking abilities. Nine respondents (29%) perceived songs as beneficial for enhancing reading skills, while 5 (16,1%) identified writing skills as positively impacted by song engagement. So, as stated before, and as we can see from the findings, songs performed by native English speakers are recognized for their educational value, primarily in enhancing speaking and listening skills.

By engaging with songs, learners can identify and reproduce sounds with greater accuracy, leading to improved pronunciation and fluency. The rhythmic structure and melodic elements in songs contribute to this process by helping learners in recognizing and reproducing phonological patterns more effectively. Thus, learners can achieve greater phonological accuracy, which is essential for successful spoken English communication. Songs can also naturally highlight intonation and stress patterns in language, facilitating a deeper understanding of the nuances of spoken English. Through exposure to songs, learners become more attuned to the natural intonation used in authentic communication, enabling them to communicate more authentically and expressively.

Additionally, songs often incorporate repetitive phrases and vocabulary, greatly helping vocabulary acquisition and internalization. By repeatedly encountering specific phrases and vocabulary items within the context of a song, learners can reinforce their understanding and retention of these linguistic elements. This expanded vocabulary enhances learners' speaking abilities and contributes to overall language fluency.

Songs are also valuable for improving listening comprehension skills because they create a context-rich environment for learners. By immersing students in authentic language usage scenarios, songs help people become accustomed to various linguistic contexts and communication styles. This exposure to real-world English enhances listening comprehension and helps adapt learners to different accents and speech patterns, ultimately improving their ability to understand spoken language. Besides providing a context-rich environment, songs also help learners sharpen their auditory discrimination skills. The melodic patterns present in songs assist individuals in recognizing and distinguishing

different sounds and words, enhancing their ability to comprehend spoken language accurately. This heightened sensitivity to sound variations plays a crucial role in improving listening accuracy and overall comprehension as learners become more adept at deciphering the subtle distinctions of the language. Also, songs offer learners a glimpse into the cultural shades and colloquial language of the target language. By encapsulating cultural elements within their lyrics, songs provide valuable insights into the cultural context of the studied language. This exposure to cultural nuances enriches learners' understanding of the language and helps them develop a deeper appreciation for the cultural aspects embedded within the language.

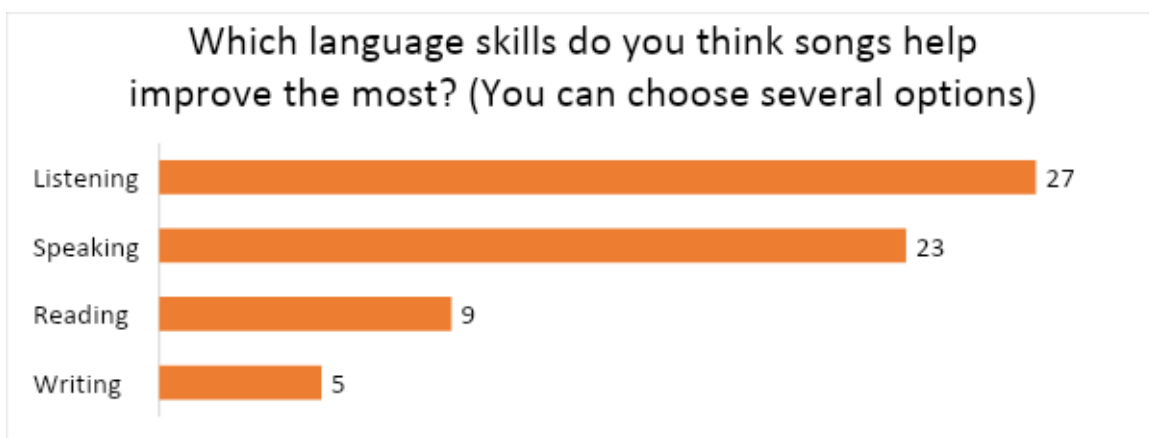


Figure 10. This data provides information about the participants' perceptions regarding the language skills most effectively enhanced by songs.

Question 12 was an open-ended question which inquired whether the participants could recall a specific song that benefited in remembering English words or phrases. All 31 participants responded to this question, although not everyone offered an example of a song. The responses were provided in various languages but have been translated into English for the purpose of the study. The answers were the following:

“Shape of You” by Ed Sheeran: Mentioned by two participants.

“Love Again” by Dua Lipa: Mentioned by one participant.

“Fack” by Eminem: Mentioned by one participant.

“Kiss Me” by Katy Perry: Mentioned by one participant.

“Believer” by Imagine Dragons: Mentioned by one participant.

“Blursday” by Salem Ilese (unreleased): Mentioned by one participant.

“Old Town Road” by Lil Nas X: Mentioned by one participant.

“Righteous” by Mo Beats: Mentioned by one participant.

“Running Up the Hill” by Kate Bush: Mentioned by one participant.

“Garden” by SZA: Mentioned by one participant.

“I Just Called to Say I Love You” by Stevie Wonder: Mentioned by one participant.

“Love Story” by Taylor Swift: Mentioned by one participant.

“I Hate Everything About You” by Three Days Grace: Mentioned by one participant.

“We Don't Need Another Hero” by Tina Turner: Mentioned by one participant.

“Fluorescent” by Arctic Monkeys: Mentioned by one participant.

“I Wish You Love” by Laufey: Mentioned by one participant.

“The Code” by Nemo: Mentioned by one participant.

“Smells Like Teen Spirit” by Nirvana: Mentioned by one participant.

“The Boy is Mine” by Ariana Grande: Mentioned by one participant.

Two people mentioned Ed Sheeran’s “Shape of You,” which says that this specific song has a broad appeal or a memorable characteristic that helps people retain its lyrics or phrases. For example, in a language-learning setting, this song could be used to teach vocabulary related to relationships or physical descriptions, as these themes are prevalent in the song’s lyrics.

While some individuals referred to well-known and widely popular songs like “Shape of You” by Ed Sheeran, “Believer” by Imagine Dragons, “Smells Like Teen Spirit” by Nirvana and “Old Town Road” by Lil Nas X, others chose to mention more obscure or niche tracks such as “Blursday” by Salem Ilese (which has not been officially released) and “The Code” by Nemo. This differentiation indicates that people can derive linguistic benefits from both mainstream and niche music. For example, mainstream music may provide a wealth of vocabulary and idiomatic expressions, while niche music could offer a unique cultural perspective, both of which are valuable in language acquisition.

Individuals’ personal associations with particular songs play a significant role in determining their choice. This is particularly evident in the case of emotionally charged songs like “Love Again” by Dua Lipa, “Love Story” by Taylor Swift and “the boy is mine” by Ariana Grande, which can evoke strong emotional reactions. As a result, these songs can be highly effective tools in language learning, leaving a lasting impression on learners.

One participant mentioned a song without lyrics, which adds an exciting dimension to the discussion. While traditional methods often focus on songs with lyrical content, using an instrumental track, challenges the notion that only words can facilitate language acquisition. By immersing oneself in the instrumental composition, learners may benefit from musical elements such as melody, rhythm, and emotional depth, enhancing the overall language learning experience. This unconventional approach underscores the versatility of music as a tool for language learners, showcasing the potential for instrumental tracks to offer a different yet effective means of linguistic development.

The findings regarding the 12 participants who did not specify a song serve as a reminder of the multifaceted relationship between music and language acquisition. While some people may find music a powerful, helpful device, others may not experience the same level of impact. Understanding and acknowledging this diversity in responses to music can inform more tailored and practical approaches to utilizing music in language learning settings.

The thirteenth question asked about the participants' viewpoints concerning the effectiveness of using songs to grasp grammar regulations in the English language. Out of 31 individuals who partook in the survey, the feedback received was divergent. Specifically, seven respondents acknowledged the value of songs in aiding the comprehension of grammar rules, while 8 participants harbored doubts, asserting that songs do not serve as a beneficial method for this purpose. The majority opinion, which 16 respondents shared, leaned towards uncertainty. Such a division in the participants' answers indicates diverse perspectives regarding the usefulness of songs in grammar instruction. Notably, many individuals expressed a sense of ambivalence or hesitation when forming a definitive stance on the topic.

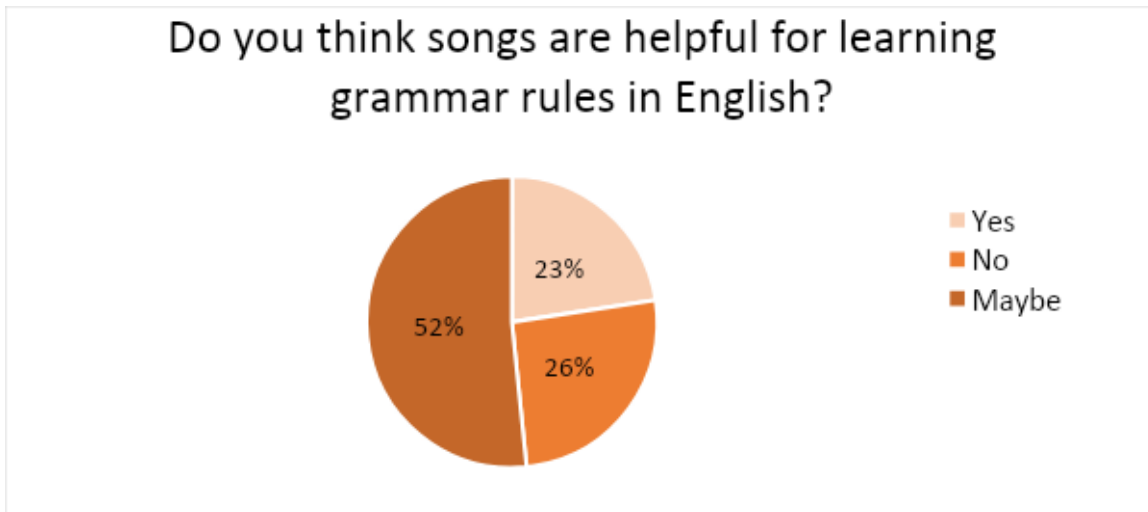


Figure 11. This data provides information about the participants' perspectives regarding the effectiveness of songs in aiding the learning of grammar rules in English.

Question fourteen encouraged respondents to elaborate on their responses to the prior question about the value of utilizing songs to grasp English grammar principles. The responses were provided in various languages but have been translated into English for the purpose of the study. Eighteen participants offered explanations for their viewpoints:

1. "Because of the great songwriting."
2. "Maybe it can help, but not for all the people"
3. "I don't think so, because, for example, I've never had an experience where a song has helped me with grammar."
4. "No, because in many songs the singers don't necessarily follow the rules of grammar."
5. "I don't know."
6. "Because there most likely the singer will talk about themselves or about other people and there, we learn grammar."
7. "If you hear something you doubt, you check it."
8. "Easy to understand."
9. "They use slang."
10. "Because they help to remember grammatical similes easier."
11. "Because even native speakers do not always follow grammatical rules. I'm not even talking about songs, where the main thing is to rhyme."

12. “There’s a lot of slang in the songs, which is not always appealing or acceptable in a language exam, for example.”
13. “It helps to pronounce it better.”
14. “Well, simple classical ones, in my opinion, can’t teach you grammar, only maybe some.”
15. “I don’t know.”
16. “Because they make learning grammar more fun and easier to remember.”
17. They don’t always follow the rules.”
18. “I don’t know.”

Among the positive views, responses 1, 10, and 16 highlight the advantages of songs in this context. These participants emphasize exceptional songwriting, ease of understanding, and enhancing the learning experience. They believe that songs can be practical for acquiring grammar skills, making the process more enjoyable and accessible. On the other hand, several participants express mixed views or uncertainty regarding the effectiveness of songs for learning grammar. Responses 2, 5, 6, 7, 8, 9, 12, 15, and 18 reflect this perspective. Some individuals doubt the efficacy of songs, while others acknowledge the variability in their effectiveness. Additionally, a few participants a lack of knowledge on the topic. These responses suggest that opinions on the usefulness of songs for grammar learning are not unanimous and may vary among individuals. In stark contrast to the positive views, responses 3, 4, 11, and 17 express strong negative opinions about the effectiveness of songs for learning grammar. These participants cite reasons such as personal experiences where songs did not contribute to grammar learning, deviations from grammatical rules within songs, and the presence of slang. They argue that these factors may undermine the effectiveness of songs as a method for acquiring grammar skills, potentially hindering learning. While most responses focus on the effectiveness of songs for grammar learning, responses 13 and 14 highlight the benefits of songs in other language aspects. These participants emphasize the advantages of songs for improving pronunciation and aiding in memorization. Although these responses do not specifically address grammar learning, they suggest that songs can still play a valuable role in language acquisition by targeting other linguistic skills.

The following percentages represent the distribution of responses among the different reasons provided by the participants:

Positive views on songwriting quality: 3 responses out of 18 total responses, which is 16.7%

Mixed views and uncertainty: 9 responses out of 18 total responses, which is 50%

Negative views on song effectiveness: 4 responses out of 18 total responses, which is 22.2%

Focus on pronunciation and memorization: 2 responses out of 18 total responses, which is 11.1%

As the findings show, uncertainty and mixed and negative views outweigh the positives, primarily because of slang and improper grammar in many songs, specifically modern ones. Vera Busse, Chantal Hennies, Gunter Kreutz and Ingo Roden, in their article “Learning grammar through singing? An intervention with EFL primary school learners”, published in 2020 mentions that the lyrics found in English pop music showcase a diverse range of non-standard grammatical structures, including the presence of multiple negations, the utilization of “ain’t” as an auxiliary verb, and various other non-standard linguistic features that are typically discouraged in formal English language instruction. They also delve into the issue of incorrect grammar found in music lyrics, highlighting deviations from standard language norms typically discouraged in educational settings because such deviations can generate confusion and strengthen the incorrect usage of language among learners. Therefore, the mixed feelings of the participants are entirely valid and understandable.

The 15th question asked, “How do you feel when you listen to a song with lyrics you do not understand?” All 31 people answered, but not all reactions provided comprehensive insights. The responses were provided in various languages but have been translated into English for the purpose of the study. The answers were the following:

1. “I would like to understand the translation.”
2. .
3. .
4. .
5. “It really depends on the rhythm of the melody, not the lyrics.”

6. “The music is still good.”
7. “Confused.”
8. “Confused and curious.”
9. “Strangely.”
10. “Strangely.”
11. “That I am stupid.”
12. “I feel good.”
13. “In this case I usually translate the text.”
14. “It happens really rarely but when i do not understand then I have this urge to understand it sooner.”
15. “Neutral.”
16. “Strangely.”
17. “Confusion.”
18. “Depending on what kind of music is playing.”
19. “Frustrated.”
20. “It happens when i put on a K-pop song, but I can feel and sometimes tell, what the song is about from the vibe of the song.”
21. “Sometimes it annoys me because I can’t get deeper into the song, but sometimes unfamiliar words can also spark curiosity and I try to guess the meaning of the word from further lines.”
22. “Unintelligibility and desire to understand and translate.”
23. “Nothing.”
24. “Nothing special.”
25. “Nothing at all. If I’m really interested in what the song is about, I’ll quickly look up the translation and listen to the rest of the lyrics.”
26. .
27. “Shame.”
28. “Thoughtfulness”
29. “Disappointment.”
30. “Perplexity.”
31. “Calmness and thoughtfulness.

Responses 1 and 13 express a desire to understand the translation of the song lyrics. Response 5 suggests that the emotional response depends more on the melody's rhythm than the lyrics. Responses 6, 12, and 25 indicate a positive or neutral feeling towards the music, regardless of the understanding of the lyrics. Responses 7, 8, 17, 20, and 29 express confusion or curiosity when encountering unfamiliar lyrics. Responses 10, 15, 23, and 24 suggest a neutral or lack of strong emotion when listening to unfamiliar lyrics. Responses 14, 22, and 26 describe attempts to translate or understand the lyrics. Response 21 expresses a mix of annoyance and curiosity towards unfamiliar lyrics. Responses 28, 30, and 31 indicate more profound thoughtfulness or perplexity when confronted with unknown lyrics. Responses 18, 19, and 27 express disappointment, frustration, or shame at not understanding the lyrics. Several participants did not respond or left a blank space (represented by dots), which may indicate a lack of engagement with the question or a refusal to express their feelings.

The following percentages represent the distribution of responses among the different feelings provided by the participants:

Desire for translation: 2 responses out of 31 total responses, which is 6.5%.

Dependence on melody: 1 response out of 31 total responses, which is 3.2%.

Appreciation of music: 3 responses out of 31 total responses, which is 9.7%.

Confusion and curiosity: 5 responses out of 31 total responses, which is 16.1%.

Neutral or no strong emotion: 4 responses out of 31 total responses, which is 12.9%.

Attempt to translate or understand: 3 responses out of 31 total responses, which is 9.7%.

Curiosity and annoyance: 1 response out of 31 total responses, which is 3.2%.

Further analysis: 3 responses out of 31 total responses, which is 9.7%.

Disappointment and shame: 3 responses out of 31 total responses, which is 9.7%.

No response: 5 responses out of 31 total responses, which is 16.1%.

The analysis revealed that most respondents experienced confusion and curiosity when faced with song lyrics they did not comprehend. This indicates a standard view among the participants of encountering linguistic content that is unfamiliar to them, resulting in a sense of perplexity or interest. Moreover, while a significant portion of the

participants displayed a neutral or lack of strong emotional response, showcasing a diverse range of reactions to unfamiliar lyrics, a minority group demonstrated an active approach by expressing a desire for translation or attempting to decipher the lyrics themselves.

The 16th question inquired whether participants had sought to enhance their understanding of song meanings by looking up the lyrics, offering a binary choice between “yes” or “no.” Out of the 31 respondents, a significant majority of 27 individuals (87,1%) affirmed that they had pursued this course of action, while the remaining four (12,9) indicated that they had not. This data underscores participants’ tendency to actively seek additional comprehension of song lyrics to deepen their understanding of the music they engage with.

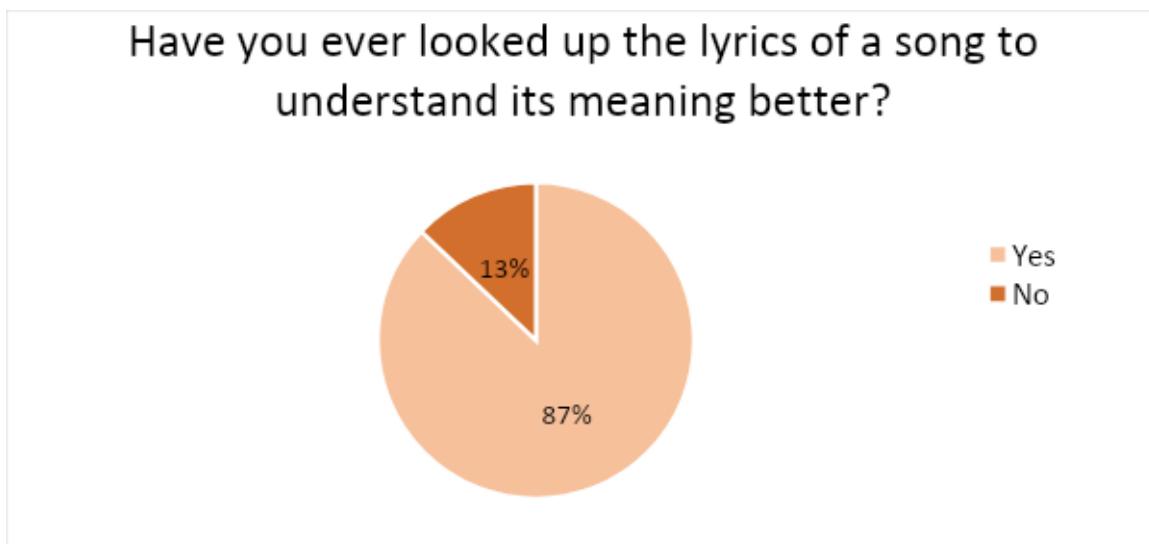


Figure 12. This data provides information about whether participants have ever looked up the lyrics of a song to understand its meaning better.

The seventeenth question inquired about the participants’ perspectives on whether listening to songs can positively impact their English pronunciation. The survey provided three possible responses: yes, no, or maybe. Out of the 31 respondents, a significant majority of 24 individuals (77,4%) expressed their belief in the potential of song listening to enhance their pronunciation. In contrast, seven respondents (22,6%) remained uncertain by selecting the “maybe” option, while none of the participants disagreed by choosing “no.” This data highlights the prevailing belief among the participants regarding the potential effectiveness of incorporating songs into pronunciation improvement, with a notable minority adopting a cautious or ambivalent stance on the matter.

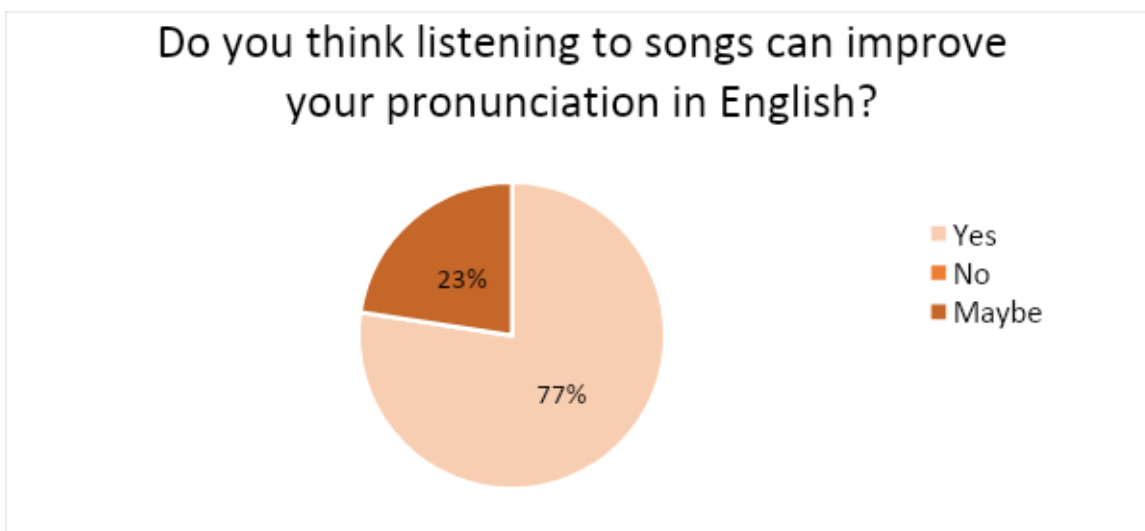


Figure 13. This data provides information about participants’ perspectives on whether listening to songs can enhance their pronunciation in English.

Following the investigation into the potential impact of listening to music on enhancing English pronunciation, the 18th question aimed to uncover the motive behind the participants’ responses, enabling them to offer comprehensive and open-ended explanations. Among the 31 individuals who participated in the survey, a majority of 20 respondents expressed their willingness to share their insights on this subject matter. The responses were provided in various languages but have been translated into English for the purpose of the study. The answers were the following:

1. “Because in the music I hear the pronunciation.”
2. “Because when you listen to songs, you copy how the singers say words, which can help you say them better too.”
3. “Because you hear how to pronounce the word and you copy it.”
4. “I think it is important.”
5. “Because I hear the pronunciation.”
6. “Because you hear how native English speakers pronounce it correctly”
7. “Because you hear how to pronounce the words correctly and you can even practice while singing.”
8. “Because I try to imitate the singer’s pronunciation.”
9. “Because you can repeat after the performer.”
10. “I don’t know, I didn’t think of that”

11. “You listen to the pronunciation, and know how each word is pronounced.”
12. “Helps me hear how words supposed to sound.”
13. “You can hear how you should pronounce the phrases.”
14. “Because you listen and repeat.”
15. “You understand how to pronounce it correctly and how native speakers say it.”
16. “Because I can hear how a word is pronounced.”
17. “Because, for example, I will repeat words and I will want to pronounce them well and this is how I learn to pronounce them.”
18. “Because certain words are pronounced correctly.”
19. “We try to imitate the pronunciation of the performer.”
20. “The more you listen to how a word is pronounced, the faster you can memorize it.”

A number of responses highlight the auditory aspect of learning, such as 1, 3, 5, 6, 7, 11, 12, 13, 14, 15, 16, 17, and 19. These responses emphasize the importance of listening to songs to acquire correct pronunciation and replicate it accurately. The participants in this study view songs as valuable resources that enable them to model pronunciation effectively by relying on their auditory perception. Responses 7, 8, 9, 13, 14, 17, and 19 collectively emphasize the pivotal role of repetition and practice in pronunciation enhancement through song listening. By immersing themselves in songs and actively singing along, individuals can effectively refine their pronunciation skills within a contextual framework. This approach enables individuals to be familiar with diverse pronunciation patterns, thereby contributing to a noticeable improvement in pronunciation proficiency over time. The only response that indicates uncertainty or a lack of prior consideration regarding the potential influence of song listening on pronunciation improvement is the 10th one. This response highlights thoughtful introspection and a receptive attitude toward reevaluating the role of songs in language acquisition.

As stated before, the repetitive nature of songs serves as a valuable resource for language learners to improve their pronunciation and grasp the supralinguistic features, which are the aspects of language that go beyond individual words and include intonation, stress, and rhythm, of the target language. By engaging with song lyrics, students can be

immersed in correct grammar, vocabulary, and sentence structure in a way that is both engaging and memorable. Moreover, music has been shown to have a positive impact on linguistic memory, aiding in the retention of pronunciation, vocabulary, sentence structure, and overall fluency in the target language. Pronunciation and phonology, crucial aspects of language learning, can be effectively enhanced through the unique learning opportunities that music provides in the classroom. Song lyrics, with their repetitive and accessible nature, offer second language learners a fascinating chance to practice proper word articulation. The slower pace of speech and elongated syllables in songs allow students to focus on individual sounds at the word level, fostering their overall pronunciation skills. Listening to songs in the target language not only helps students refine their pronunciation but also aids in their understanding of vocabulary and colloquial expressions. By exposing learners to popular slang terms and phrases commonly used in the target language, music serves as a practical tool for familiarizing students with the nuances of everyday communication. Overall, incorporating music into language learning can greatly benefit students by enhancing their pronunciation, vocabulary, and overall language proficiency, providing a solid foundation for their language journey. The proof for these claims can be seen from the answers of the participants.

The nineteenth question sought to determine if there were particular musicians or musical groups whose music was considered advantageous for language acquisition by the participants. Among the thirty-one individuals surveyed, twenty-four (77,4%) responded negatively, stating that they did not have any specific artists or bands in mind. Conversely, seven respondents (22,6%) acknowledged the positive impact of certain artists or bands on language learning.

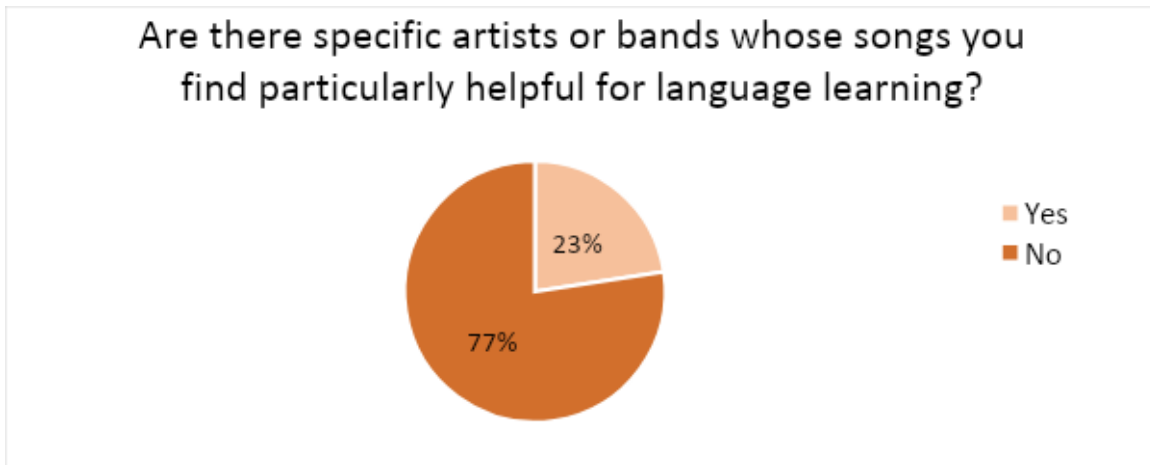


Figure 14. This data provides information about participants’ perspectives regarding the helpfulness of specific artists or bands’ songs for language learning.

The 20th question in the survey aimed to ascertain the names of specific artists or bands whose songs were considered particularly advantageous for language learning by the participants. Out of the 31 individuals who took part in the survey, nine respondents chose to provide their insights and opinions on this matter, offering open-ended responses:

1. “Dua Lipa”
2. “Calum Scott”
3. “Lil Peep”
4. “There is no such singer or band.”
5. “Taylor Swift, Lana del Rey, Olivia Rodrigo”
6. “Lana del Rey”
7. “Lorde”
8. “No one.”
9. “No one.”

Participants shared their experiences with specific artists or bands that they found beneficial for language learning, including Dua Lipa, Calum Scott, Lil Peep, Lana del Rey, Taylor Swift, Olivia Rodrigo, and Lorde. However, a number of respondents indicated they did not have any particular artists or bands in mind for language learning. The responses also included repetitions, indicating that certain artists have a broader appeal or recognition among participants and also worldwide. While some participants listed multiple artists or

bands, others stated ‘no one’ or ‘there is no such singer or band,’ further highlighting the varied preferences or experiences with regard to utilizing songs for language learning.

The 21st question asked whether participants find specific songs helpful for language learning in general. Among the 31 respondents, the majority, 22 indicated they did not have specific songs in mind, while nine respondents answered affirmatively, suggesting that certain songs benefit language acquisition beyond learning just individual words and phrases.

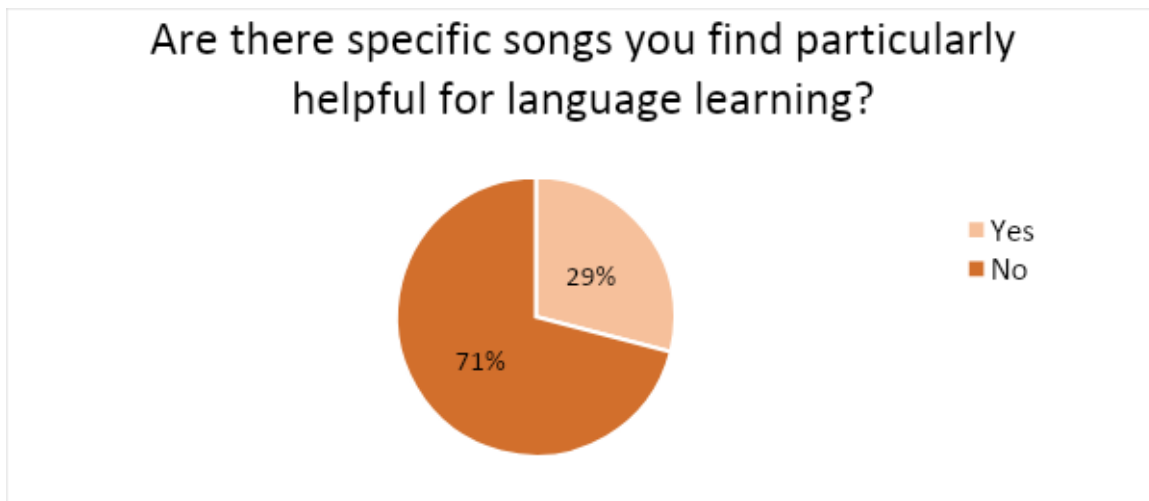


Figure 15. This data provides information about participants’ perspectives regarding the helpfulness of specific songs for language learning.

The 22nd question focused on pinpointing certain songs that the survey participants considered advantageous for learning a new language. Out of the nine respondents who indicated a positive response to the previous question, four took the time to offer their thoughts on this specific open-ended question.

1. “Believer by Imagine Dragons”
2. “Songs from lil peep”
3. “Songs with slower melodies”
4. “Someone Like You” by Adele and “Counting Stars” by OneRepublic. They have slower tempos, which helps me catch the words better.”

As can be seen from the results, specific individuals prefer particular songs or artists, whereas others prioritize more general factors like tempo and melody when selecting music for language learning. The mention of specific song titles like “Believer” by Imagine Dragons and songs by Lil Peep implies that certain musical pieces resonate

with learners and are especially advantageous for language acquisition. Furthermore, the inclination towards songs with slower melodies demonstrates an understanding of the influence of musical elements on language learning, as slower tempos can aid in word recognition and comprehension.

The twenty-third question aimed to confirm whether individuals had used music as a resource for acquiring a new language while in a traditional educational setting. Among the thirty-one survey participants, ten (32,3%) responded positively, confirming that they had utilized songs for language learning within a classroom context. On the other hand, twenty-one (67,7%) respondents responded negatively, indicating they had not incorporated music into their language learning practices during classroom instruction, suggesting a potential area for improvement and exploration. As mentioned in the first part of the thesis, music has become a popular subject in primary and secondary education. However, these answers show that this is mainly just in theory, or the most probable answer is that it is not widespread in this area.

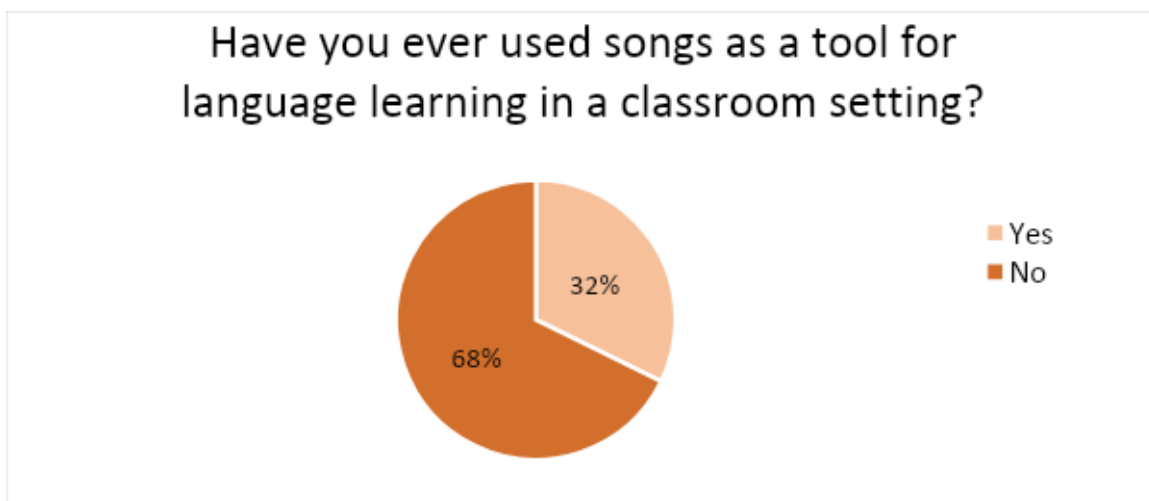


Figure 16. This data provides information about participants’ experiences with utilizing songs as a tool for language learning within a classroom setting.

The purpose of the 24th question was to estimate the level of interest among participants regarding language learning activities that incorporate music and songs. Among the 31 respondents, 17 (54,8%) demonstrated a favorable attitude towards these activities by responding with a “yes.” Similarly, ten respondents (32,3%) displayed a potential interest in such activities by choosing the option “maybe.” In contrast, 4 participants (12,9%) expressed a disinterest in participating in language learning activities

involving music and songs by selecting “no.” Considering these results, the participants have a significant level of interest and openness towards language learning activities that incorporate music and songs. The relatively low number of respondents who expressed disinterest suggests a generally positive receptiveness to this teaching method, indicating its perceived effectiveness or attraction among learners.

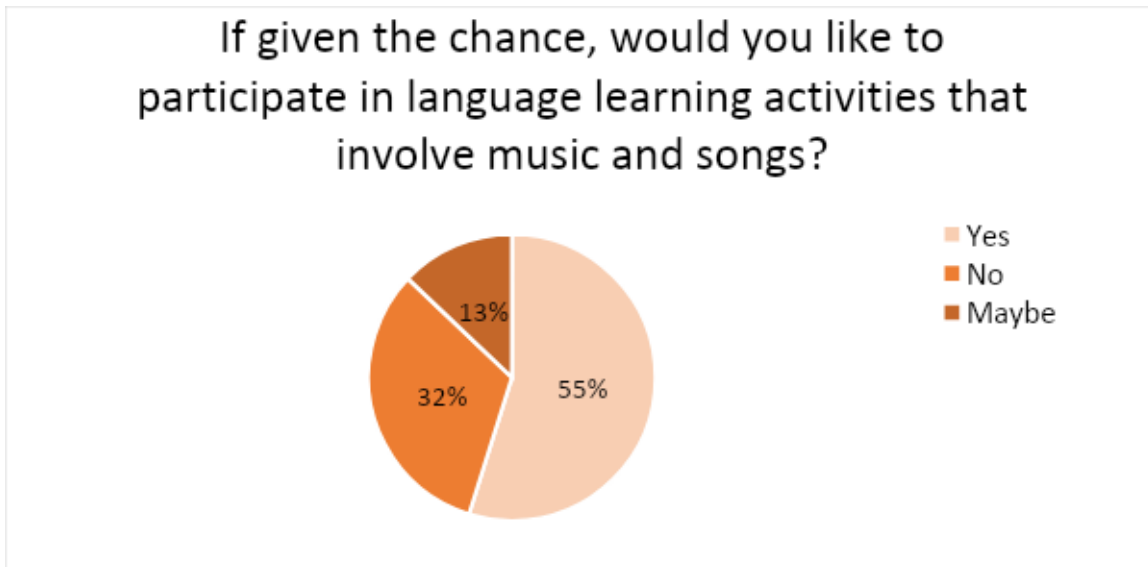


Figure 17. This data provides information about participants’ attitudes towards participating in language learning activities incorporating music and songs.

As a continuation of the previous question, the 25th question sought to delve into the underlying reasons why individuals express interest in engaging with language learning activities that incorporate music and songs. The responses were provided in various languages but have been translated into English for the purpose of the study. Twelve respondents decided to share their thoughts and motivations through open-ended responses.

1. “Because a lot of people like to listen to music.”
2. “I can tell that it would be so interesting and interactive.”
3. “Why not?”
4. “I love music.”
5. “Why not?”
6. “Because it is a good idea.”
7. “More enjoyable than the simple lesson.”
8. “Because I think it's easier to learn if the material is not just visual.”

9. “It’s more exciting.”
10. “It will develop my memory; I will learn new words and learn how to pronounce them.”
11. “It is more enjoyable.”
12. “It’s very fun.”

Responses 1 and 4 express a general love for music, suggesting that participants are inclined to engage in activities involving music due to their enjoyment of the medium. Responses 2, 6, 7, 8, 9, 10, 11, and 12 emphasize music-based learning activities’ interactive and engaging nature. Participants perceive such activities as more interesting, enjoyable, and exciting than traditional learning methods. This enthusiasm is further underscored by responses 3 and 5, which reflect an open-minded attitude towards trying out new learning methods. Participants are willing to participate without specific reasons other than curiosity or openness to new experiences. Response number 10 highlights the perceived effectiveness of music-based learning activities in developing memory, learning new words, and improving pronunciation. They believe that such activities can enhance their language learning skills. These responses indicate a positive attitude towards music-based language learning activities, driven by factors such as personal enjoyment of music, perceived interactivity and engagement, openness to new experiences, and the belief in the effectiveness of such activities for language learning.

The 26th question regarding the impact of listening to English songs on one’s confidence in English skills resulted in a diverse range of answers from the questionnaire participants. Among the total number of respondents, 15 (48,4%) reported increased confidence, while 11 (35,5%) were undecided and chose “maybe”. In contrast, a small minority of 5 respondents (16,1%) stated that they don’t feel more confident in their English abilities after listening to English songs, opting for the response “no”. According to the findings, most participants expressed increased confidence in their English abilities after incorporating English songs into their learning routine. The results indicate that engaging with music in the English language has a positive influence on their language proficiency and self-assurance. As mentioned earlier, in the first part of the thesis, music therapy can foster a sense of independence and a more defined self-identity, thereby enhancing self-esteem and confidence. Besides, the enjoyable and relaxed atmosphere

created by exposure to music in the language learning context can serve as a motivating factor for students to exert effort in acquiring their desired language, ultimately bolstering their confidence levels.

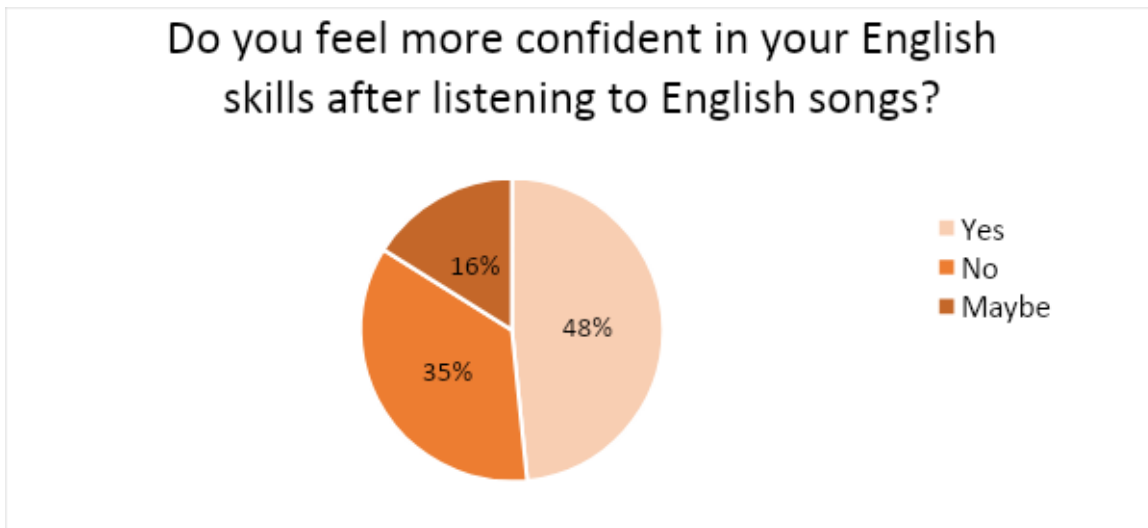


Figure 18. This data provides information about the participants' confidence levels in their English skills after listening to English songs.

The final, 27th question of this research was, "In your opinion, what role do songs play in making language learning more fun and engaging?" Twenty-three individuals shared their thoughts on the topic, highlighting how songs play a significant role in enhancing the overall appeal and effectiveness of language acquisition processes. The responses were provided in various languages but have been translated into English for the purpose of the study. The answers were the following:

1. "Songs play an important role in learning a foreign language, and make learning a foreign language easier without complications!"
2. "If you know and understand your favorite song's lyric, then yet you learned something."
3. "Can increase motivation. Music has the ability to evoke emotions and create a positive atmosphere, which can make learning more enjoyable and motivate you to put in more effort. Captivating songs can encourage people to listen to them over and over again, leading to greater exposure to the language."

4. “In my opinion, it has a big role to play, because music can make you happy in many cases, and it can also contribute to experiential learning.”
5. “Songs are closer to the students than grammar. Everyone loves music.”
6. “Helps to make learning more interesting, creative and enjoyable.”
7. “I think it helps to pronounce the word better and you will boost your hearing skills.”
8. “A considerable role.”
9. “Songs make learning more fun.”
10. “It is not to say that English songs do not improve your language skills, but to learn English, it is better to look at the lyrics while listening to the song.”
11. “It will be easier to remember the meaning of the word if you have something to associate it with.”
12. “I think so that today’s slang should be easier to learn.”
13. “The role is to develop memory, to make the lesson less boring.”
14. “An important role.”
15. “Songs make language learning more fun because they don’t make the lesson boring.”
16. “They play an important role.”
17. “Makes you loosen up.”
18. “An important role.”
19. “It is a pleasant and easy way to perceive information, and it is also effective.”
20. “Songs often have new words and expressions that can be learned without the process of cramming.”
21. They give you the opportunity to learn a language in a fun format without any extra effort.”
22. “Songs make learning a new language fun because they help me remember words easily with catchy tunes, singing along also helps me practice pronunciation and learn new words without it feeling like homework.”
23. “It’s cool because you learn new words when listening to music without noticing.”

Some participants emphasized the facilitative nature of songs, highlighting their ability to simplify the learning process and improve comprehension without overwhelming complexity (Responses 1, 2, 4). Others focused on the motivational aspect, noting that music can evoke emotions, create positive environments, and encourage repeated language exposure, fostering tremendous enthusiasm and commitment to learning (Response 3). Moreover, the inherent appeal of music was emphasized, with participants expressing that songs make learning more enjoyable, engaging, and creative compared to traditional methods (Responses 5, 6, 9, 13, 15). Incorporating songs into language learning was also seen as beneficial for improving pronunciation and auditory skills (Responses 7, 11, 22). Additionally, respondents recognized the role of songs in introducing new vocabulary and expressions in a natural and non-intimidating way (Responses 10, 20, 23). Overall, most responses indicate a consensus regarding the positive impact of songs in enhancing the enjoyment and engagement of language learning endeavors.

Upon a thorough examination of the data collected from respondents across various inquiries pertaining to integrating songs in language learning, several vital insights come to light. Primarily, most participants have shown a strong preference for utilizing songs as a beneficial tool for acquiring language skills, mentioning advantages such as improved vocabulary retention, enhanced pronunciation abilities, and heightened motivation. This prevailing view highlights the widespread acknowledgement of the effectiveness of incorporating music into language instruction. Moreover, the participants have emphasized the diverse benefits of incorporating songs in language learning environments. These advantages include the capacity of songs to make learning more enjoyable, interactive, and memorable, thereby creating a positive learning atmosphere. Also, songs were recognized as valuable resources for enhancing listening comprehension, promoting cultural immersion, and providing linguistically rich contextual information. However, it is crucial to recognize challenges, particularly concerning slang and grammatical errors in song lyrics. While some participants have expressed reservations about the potential negative consequences of such linguistic deviations, others have viewed them as opportunities for exposure to authentic language usage and cultural subtleties.

In conclusion, the outcomes of this research confirm the importance of songs as a valuable asset in language education, offering educators and learners a dynamic and

efficient method for improving language proficiency. Despite potential obstacles, the overwhelmingly positive feedback underscores the enduring appeal and effectiveness of integrating music into language learning curricula.

CONCLUSIONS

The research findings and theoretical foundations strongly support the incorporation of music into language learning curricula. They present compelling evidence for the significant benefits of music, which are diverse and encompass various aspects such as motivation, self-esteem, pronunciation, vocabulary acquisition, and overall language proficiency. This comprehensive impact of music on language acquisition instills confidence in curriculum developers about its effectiveness.

The study conducted with middle and high school students, primarily Hungarian and Ukrainian speakers learning English as a foreign language, revealed that students overwhelmingly enjoyed and preferred English-language music. This preference indicates that music effectively engages learners and creates a positive learning environment. Importantly, the research underscored the role of music in instilling confidence, a crucial aspect of language learning. This finding reassures language learning professionals about the holistic benefits of incorporating music into their teaching methods.

The theoretical research supports the concept that music and language share fundamental principles and cognitive processing at a higher level. Infants acquire their native language by relying on auditory information, which suggests that a similar approach can be taken for second language acquisition. Since music is also acquired through the auditory sense, engaging in musical activities is proposed to facilitate learning first and second languages. Additionally, the emotional impact of music can serve as a source of inspiration for students who struggle to find motivation in language learning. By exposing learners to aspects of the culture associated with the music, music can generate curiosity and encourage second language learners to seek out information about the culture behind the songs. This increased effort and investment in acquiring the target language is often amplified when music is incorporated into the learning process.

Words' value and significance are greatly amplified when combined with music, particularly in students' lives. The harmonious blend of lyrics and melodies allows for a seamless transition from personal expression to effective communication. Engaging in activities such as songwriting, singing, creating rhythm, and reciting lyrics within the context of a language class not only enables students to acquire new vocabulary but also

expands their understanding of grammatical structures and improves their ability to pronounce words accurately.

In light of extensive research and theoretical foundations, incorporating music and songs into language learning curricula is a highly effective strategy to motivate students, facilitate language acquisition, and foster a positive attitude towards learning. By harnessing music's emotional and cognitive benefits, educators can optimize the language learning experience and empower students to attain higher levels of proficiency and self-realization in their language studies.

РЕЗЮМЕ

Результати досліджень і теоретичні основи переконливо свідчать на користь включення музики в навчальні програми з вивчення мов. Вони надають переконливі докази значних переваг музики, які є різноманітними і охоплюють різні аспекти, такі як мотивація, самооцінка, вимова, збагачення словникового запасу та загальне володіння мовою. Такий всебічний вплив музики на вивчення мови має вселяє впевненість у розробників навчальних програм щодо їхньої ефективності.

Дослідження, проведене серед учнів середніх і старших класів, переважно угорськомовних та україномовних, які вивчають англійську мову як іноземну, показало, що переважна більшість учнів насолоджуються і надають перевагу англомовній музиці. Така перевага свідчить про те, що музика ефективно залучає учнів і створює позитивне навчальне середовище. Важливо, що дослідження підкреслило роль музики у формуванні впевненості, що є ключовим аспектом у вивченні мови. Цей висновок запевняє професіоналів, які вивчають іноземні мови, у цілісній користі включення музики в їхні методи викладання.

Теоретичні дослідження підтримують концепцію, що музика і мова мають спільні фундаментальні принципи та когнітивну обробку на вищому рівні. Немовлята опановують рідну мову, покладаючись на слухову інформацію, що дозволяє припустити, що подібний підхід може бути застосований і для вивчення другої мови. Оскільки музика також сприймається через слух, пропонується залучення до музичної діяльності для полегшення вивчення першої та другої мов. Крім того, емоційний вплив музики може слугувати джерелом натхнення для учнів, яким важко знайти мотивацію у вивченні мови. Знайомлячи учнів з аспектами культури, пов'язаними з музикою, музика може викликати цікавість і заохочувати тих, хто вивчає другу мову, шукати інформацію про культуру, яка стоїть за піснями. Ці додаткові зусилля та інвестиції у вивчення мови, яку вивчають, часто посилюються, коли музику включають у навчальний процес.

Цінність і значення слів значно зростає, коли вони поєднуються з музикою, особливо в житті студентів. Гармонійне поєднання текстів і мелодій забезпечує плавний перехід від особистого самовираження до ефективної комунікації. Залучення до таких видів діяльності, як написання пісень, спів, створення ритму та

декламування текстів у контексті мовного уроку, не лише дозволяє учням засвоїти новий словниковий запас, але й розширює їхнє розуміння граматичних структур та покращує їхню здатність точно вимовляти слова.

Зважаючи на численні дослідження та теоретичні засади, включення музики та пісень у навчальні програми з вивчення іноземних мов є високоефективною стратегією для мотивації студентів, полегшення засвоєння мови та формування позитивного ставлення до навчання. Використовуючи емоційні та когнітивні переваги музики, викладачі можуть оптимізувати процес вивчення мови та надати студентам можливість досягти вищих рівнів володіння мовою та самореалізації у вивченні мови.

REFERENCES

- Al-Obaydi, L. H., Tawafak, R. M., Pikhart, M., Bin-Hady, W. R. A., Yüce, E., & Nashruddin, N. (2022). Music as a Motivational Factor in Second Language Acquisition: Cross-cultural Insights from Iraq, Turkey, Oman, Yemen, and Indonesia. Research Square (Research Square).
<https://doi.org/10.21203/rs.3.rs-1814886/v1>
- Amirullah, A. (2018). PROCEEDINGS OF THE 65TH TEFLIN INTERNATIONAL CONFERENCE, UNIVERSITAS NEGERI MAKASSAR, INDONESIA, VOL. 65. NO. 1.
<https://core.ac.uk/download/232129957.pdf>
- Balachandran Vadive, Nawroz Ramadan, Khalil Debarati, Roy Mathuranjali M (2021). Using Music for Developing Language Skills in the English Language Classroom
<file:///C:/Users/user/Downloads/7394-Article%20Text-13431-1-10-20210526.pdf>
- Benzos and the Brain Wave Panic Button Disconnect (2022).
<https://indigonaturals.net/blogs/news/benzos-and-the-brain-wave-panic-button-disconnect>
- Brainwave Frequencies: What Are They? NHA Blog.
<https://nhahealth.com/brainwave-frequencies-what-are-they/>
- Brandt A., Gebrian M., Slevc L. R. (2012) Music and Early Language Acquisition.
<https://www.frontiersin.org/articles/10.3389/fpsyg.2012.00327/full>
- Busse, V., Hennies, C., Kreutz, G., & Roden, I. (2021). Learning grammar through singing? An intervention with EFL primary school learners. Learning and Instruction.
<https://doi.org/10.1016/j.learninstruc.2020.101372>
- Can Music Help You Study and Focus? National University.
<https://www.nu.edu/blog/can-music-help-you-study-and-focus/>
- Cherry K., (2023). What Are Alpha Brain Waves?
<https://www.verywellmind.com/what-are-alpha-brain-waves-5113721>

- Claudia S. Salcedo (2010). The Effects of Songs in the Foreign Language Classroom on Text Recall, Delayed Text Recall and Involuntary Mental Rehearsal
<file:///C:/Users/user/Downloads/ciadmin,+Journal+manager,+126-491-1-CE.pdf>
- Definition of music (2024). *Wikipedia*
https://en.wikipedia.org/wiki/Definition_of_music
- Definition of music, *EPFL Graph Search*.
<https://graphsearch.epfl.ch/en/concept/8249>
- Dorothy G. Singer, Jerome L. Singer, *SAGE*, (2001). Handbook of Children and the Media
- Epelde M., Bernal J., Gallardo-Vigil M., Rodriguez A. (2012). Music in the Teaching and Learning of English
<https://www.coursehero.com/file/161702223/4MusicintheteachingandlearnignofEnglish-2012pdf/>
- Ferreri L., Aucouturier J-J., Muthalib M., Bigand E., Bugaiska A., (2013). Music improves verbal memory encoding while decreasing prefrontal cortex activity: An fNIRS study.
<https://doi.org/10.3389/fnhum.2013.00779>
- Hornby, A.S. (2005). Oxford Advanced Learner's Dictionary of Current English. 7th ed. Oxford, OUP
- How Learning to Play Music Can Benefit Children With Special Needs
PROTECTED TOMORROWS.
<https://protectedtomorrows.com/blog/2017/06/19/how-learning-to-play-music-can-benefit-children-with-special-needs/>
- Israel, H. (2013). Language Learning Enhanced by Music and Song. Literacy Information and Computer Education Journal.
<https://doi.org/10.20533/licej.2040.2589.2013.0180>
- Jaggard V. (2010). Making Music Boosts Brain's Language Skills
<https://www.nationalgeographic.com/culture/article/100220-music-brains-language-stroke-dyslexia>
- James Scrivener (1994). Learning Teaching: The Essential Guide to English Language Teaching Macmillan ELT; Third Edition

- Jeremy Harmer (2012). Essential Teacher Knowledge: Core Concepts in English Language Teaching Always learning Longman Handbooks for Language Teaching Series: Pearson Longman
- Kasuya-Ueba Y., Zhao S., Toichi M., (2020). The Effect of Music Intervention on Attention in Children: Experimental Evidence. <https://www.frontiersin.org/articles/10.3389/fnins.2020.00757/full>
- Kocaman, O., & Titrek, O. (2016). The Effects of Songs on Foreign Language Vocabulary Acquisition. https://www.researchgate.net/publication/322988693_The_Effects_of_Songs_on_Foreign_Language_Vocabulary_Acquisition
- Li, X., & Brand, M. (2009). Effectiveness of Music on Vocabulary Acquisition, Language Usage, and Meaning for Mainland Chinese ESL Learners. Contributions to Music Education. <https://eric.ed.gov/?id=EJ864263>
- Mashayekh M., Hashemi M., (2011) The Impact/s of Music on Language Learners' Performance <https://doi.org/10.1016/j.sbspro.2011.10.424>
- Mora, C.F. (2000). Foreign language acquisition and melody singing.
- Nearly a Quarter of All Streams on Spotify Are Hip-Hop. Spotify's Global Editors Reflect on the Genre's Growth — Spotify. <https://newsroom.spotify.com/2023-08-10/hip-hop-50-murals-new-york-atlanta-miami-los-angeles/>
- Olojede, A. A. (2020). Psychotherapeutic Effect of Using Songs and Music for the Promotion of Basic Education Among Adult Learners: An Analysis. <https://doi.org/10.19044/esj.2020.v16n31p210>
- Özkaya, A. (2011). A New Approach For The Epilepsy Diagnosis And For The Localization Of Epleptogenic Brain Regions. <https://core.ac.uk/download/62730180.pdf>
- Pavia N., (2023). The Effects of Song Use on Vocabulary Learning: Studies of Distribution of Practice, Modes of Input, Retrieval, and the Input-Output-Input

Sequence of Exposure. *Electronic Thesis and Dissertation Repository*.
<https://ir.lib.uwo.ca/etd/9510/>

- Plato (1998). THE REPUBLIC (Translated by Benjamin Jowett)
- Rakiyah, S. (2020). Analysis The Communication Skills of Children 2 Years Old Through Playing and Singing.
<https://doi.org/10.30829/komunikologi.v4i1.7238>
- Ratovohery, S., Baudouin, A., Gachet, A., Palisson, J., & Narme, P. (2018). Is music a memory booster in normal aging? The influence of emotion. *Memory*.
<https://doi.org/10.1080/09658211.2018.1475571>
- Salcedo, C. S. (2010). The Effects Of Songs In The Foreign Language Classroom On Text Recall, Delayed Text Recall And Involuntary Mental Rehearsal.
<https://doi.org/10.19030/tlc.v7i6.126>
- Savan A., (1999). The Effect of Background Music on Learning
[https://www.researchgate.net/publication/226501200_The_Effect_of_Background_Music_on_Learning#:~:text=Savan%20\(1999\)%20found%20that%20the,as%20a%20lowered%20heart%20rate](https://www.researchgate.net/publication/226501200_The_Effect_of_Background_Music_on_Learning#:~:text=Savan%20(1999)%20found%20that%20the,as%20a%20lowered%20heart%20rate)
- Shelby Grimm (2020). Language Learning from the Developmental and Neurocognitive Perspective: An examination of the Impact of Music on Second Language Acquisition
<https://digitalcommons.murraystate.edu/cgi/viewcontent.cgi?article=1061&context=honorstheses#:~:text=In%20addition%20to%20the%20benefits,the%20second%20language%20learning%20classroom>
- Shotts, A. (2018). Music Therapy Techniques for Memory Stabilization in Diverse Dementias.
<https://core.ac.uk/download/213462310.pdf>
- Simon L., (2024) What are the most popular music genres around the world?
<https://business.yougov.com/content/48874-what-are-the-most-popular-music-genres-around-the-world>
- Some Alternative EFL Methods And Approaches You Should Know About, (2017). *The TEFL Academy*.

<https://www.theteflacademy.com/blog/some-alternative-efl-methods-and-approaches-you-should-know-about/>

- Spathis E. (2021). Using Music in Middle and High School World Language Classes Edutopia.

<https://www.edutopia.org/article/using-music-world-language-classes/>

- Suzanne L. Medina (1993). The Effect of Music on Second Language Vocabulary Acquisition

https://www.academia.edu/36283905/The_Effect_of_Music_on_Second_Language_Vocabulary_Acquisition

- The Science of Brainwaves - the Language of the Brain, NeuroHealth Associates.

<https://nhahealth.com/brainwaves-the-language/>

- Theta Meditation: Accessing the brain power, MyYogaTeacher

https://www.myyogateacher.com/group_classes/theta-meditation-accessing-the-brain-power

- Trammell, B. L. (2012). Jenks Public Schools Vocal Music Department: A 100 Year History.

<https://core.ac.uk/download/215294374.pdf>

- Vadivel, B. et al. (2021). Using Music for Developing Language Skills in the English Language Classroom. Turkish Journal of Computer and Mathematics Education <https://www.turcomat.org/index.php/turkbilmat/article/view/7394>

- Brinia V., Petala K., Kontea A. (2021). The art of learning the Greek language by adult refugees and immigrants

https://www.researchgate.net/publication/351470669_The_art_of_learning_the_Greek_language_by_adult_refugees_and_immigrants

- Werner V., (2020) Lyrics and language awareness.

<https://fis.uni-bamberg.de/entities/publication/100ac063-aaae-4343-ac31-7225a8e06527>

- What is Music Therapy? British Association for Music Therapy

<https://www.bamt.org/music-therapy/what-is-music-therapy>

- Woody, R. H. (2020). Music education students' intrinsic and extrinsic motivation: A quantitative analysis of personal narratives. *Psychology of Music*.
<https://doi.org/10.1177/0305735620944224>
- Zuhri, M. D. (2020). The Influence of Children Song on Memorizing Vocabulary to Young Learner as Foreign Language of Fifth Grade of SDN Tanjung I Pademawu Pamekasan.
<https://doi.org/10.53712/ellite.v2i1.749>

APPENDIX

- https://docs.google.com/forms/d/e/1FAIpQLSfwNcacm7QzP6G80HPIXGoxBJyelLE0NfGP35EMe0fnqBcCIw/viewform?usp=sf_link

Звіт про перевірку схожості тексту Oxsico

Назва документа:

Gresinyec Karolina.docx

Ким подано:

Еніке Надь-Коложварі

Дата перевірки:

2024-05-22 02:18:13

Дата звіту:

2024-05-22 19:06:38

Ким перевірено:

I + U + DB + P + DOI

Кількість сторінок:

77

Кількість слів:

22448

Схожість 14%	Збіг: 50 джерела	Вилучено: 0 джерела
Інтернет: 15 джерела	DOI: 0 джерела	База даних: 0 джерела
Перефразовування 2%	Кількість: 33 джерела	Перефразовано: 705 слова
Цитування 13%	Цитування: 143	Всього використано слів: 4074
Включення 1%	Кількість: 14 включення	Всього використано слів: 344
Питання 0%	Замінені символи: 0	Інший сценарій: 1 слова