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Implementation of Music into various educational establishments

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Annotation: This article discusses the role of music in English language teaching and its effects on students' learning process. The focus is on how music can improve listening comprehension, pronunciation, vocabulary, and students' academic achievement. The article also examines the positive effects of music on creative thinking, motivation, and self-confidence. In addition, it highlights some challenges of using music in the classroom, such as distraction and cultural differences. The study emphasizes the importance of selecting appropriate songs and planning activities according to students' needs and lesson objectives. Overall, the article suggests that music can be an effective tool for teaching English when used carefully and purposefully.
Keywords: Music in English Language Teaching, Listening Comprehension, Language Learning, Creative Thinking, Student Self-Esteem, Classroom Activities.

Music was created not only to help people relax and feel calm, but it can also be used as an effective tool in education and teaching. Since I became interested in this idea, I decided to explore the research of several scholars who studied how music can be integrated into the learning and teaching process. In this article, I conducted my own analysis of their ideas and research. First, after reading Kristen Lems article, I came to this conclusion. For this research, I firstly analyzed the article of Kristen Lems who is researcher from University of National Clearinghouse for ESL literacy education Washington DC who states that listening and pronunciation are improved through songs; students naturally learn the rhythm, stress, and intonation of the English language. It is also mentioned that they hear and learn how words are contracted and linked together in songs, as well as developing their vocabulary, since songs often use frequently and commonly used words. Therefore, students can learn new words or reinforce previously learned ones. As for the main conclusion of the article, using music during the lesson can develop listening, pronunciation, vocabulary, reading, writing, and teamwork skills. Songs make language learning more understandable and interesting for students. I agree with this scholar's opinion because it is stated that students can naturally learn English intonation and connected speech through pronunciation and songs.

After that I came across with another scientist's article, which belongs Denyze Toffoli and Geoffrey Sockett who wrote about assistance of music in learning those are from Universite de Strasbourg, France. In their work, they discusse how music affects lessons. It states that music helps with listening, pronunciation, vocabulary, and understanding English culture. This information is written in sections 1-2 of the article under the heading 'Music as a means to faster language learning'. The most important part is what happened when the authors conducted a study—that is, when music was used in class. This article cites Li Brand's 2009 study where university students were divided into

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3 groups: the 1st group learned English through music, the 2nd group did not use music, and the 3rd group used music for half of the lesson. As a result, the group that studied with music achieved the highest results in vocabulary and language usage. Coming to the main conclusion of this article: music can create an interesting and interactive environment for learning English. When students listen to English songs, follow the lyrics, repeat the song, and try to understand its meaning, they stay in regular contact with English even outside the classroom. It is stated that this can help with vocabulary, listening, pronunciation, and understanding the meaning of the song.

In addition to these findings I came across another study conducted by Meng Chen, Mohammad Mohammadi, and Siros Izadpanah. Their research focuses on the effects of language learning through music on the academic achievement, creative thinking, and self-esteem of English as a Foreign Language (EFL) learners. In this article, the authors explain the benefits of learning English through music and demonstrate the results of their study. Also, in the abstract section of the article, they highlight three positive effects of language learning through music in their research: 1. Academic achievement - a positive effect on students' results; 2. Creative Thinking - a positive effect on developing creative thinking; 3. Self-esteem - a positive effect on students' self-confidence. The authors also state that learning English through music helps students understand grammatical structures, increases motivation and creative thinking, and that musical activities can support students' self-expression, cooperation with others, and self-confidence. Moreover, during the research, listening to songs, singing along, various movements, and games were used with the students. The results, compared using pre- and post-activity questionnaires, are shown in the Results section on page 5 of the article, and the authors compared the results using statistics. Positive outcomes were recorded in the academic results, creative thinking, and self-esteem of the students who participated in the music-related activities. As for the main part of this article, learning a language through music creates an active and engaging learning environment, leading to interactive lessons, and such activities develop students' pronunciation and active participation. Furthermore, if this method is used effectively, high results can be seen in students, and as mentioned above, it can also impact the development of other skills.

There are also some contrast ideas by other researchers, as they consider although music can make lessons more interesting, it is not always a suitable tool for education. One of the main problems is that certain types of music may contradict students' cultural values, religious beliefs, or family traditions. For example, some pop songs might contain words, offensive phrases, or inappropriate messages that are unsuitable for a school environment. As a result, some students may feel uncomfortable or unwilling to participate in class activities. Another problem is that music can distract students from the main goal of the lesson. Instead of paying attention to the teacher's explanations, learning new words, or understanding a complex text, students might focus on the melody, rhythm, or lyrics of the music. This can reduce educational efficiency, especially in situations where deep focus and attention are required from the students. Moreover, not all students learn in the same way. While some students like listening to music, others may dislike it, find it distracting, or be annoyed by it. Therefore, using music in every lesson can create an uncomfortable learning environment for some students. Teachers should remember that the main goal of education is not simply to make lessons interesting, but to help students understand and master knowledge. For these reasons, music should be used selectively and carefully, taking into account the lesson's goal, the students' needs, and cultural differences. However, In my view, music can be a useful tool in teaching English, especially in

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developing students' listening comprehension skills. However, I also acknowledge that music does not always have a positive effect on the learning process. For example, song lyrics can distract students during reading activities or make it difficult to focus on the teacher's explanation. In addition, the lyrics or cultural content of some songs may not be suitable for every class. Nevertheless, I believe these problems do not mean music should be completely excluded from education. Instead, teachers need to learn how to use it correctly. For instance, they can avoid playing background music during complex reading tasks and choose songs that match the lesson objectives. Through this, music can become a useful educational tool rather than a distracting factor.

Based on my views, I would like to propose a teaching method that integrates music with English listening activities. Many students find listening exercises difficult because they struggle to understand different accents, pronunciation, and natural speech. I believe that songs, musical instruments, listening-based games, and group activities can provide additional opportunities to practice these skills in an engaging way. For example, students can listen to a song, identify new words, discuss its meaning, or describe musical sounds in English. I also want to encourage teachers to use music not only for young children but also in classes for high school and university students. At these stages, music can be integrated into listening lessons through carefully planned activities, rather than just playing a song for entertainment. The effectiveness of such an approach should be evaluated through practical lessons and student feedback.

In conclusion, I believe that when used with a clear educational purpose and thoughtfully, music can help in learning English. Although it can sometimes distract students, carefully selecting songs and properly planning activities will help mitigate these problems. My goal is to offer a balanced approach where music complements traditional teaching methods and creates more engaging opportunities for students to develop their listening comprehension skills.

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