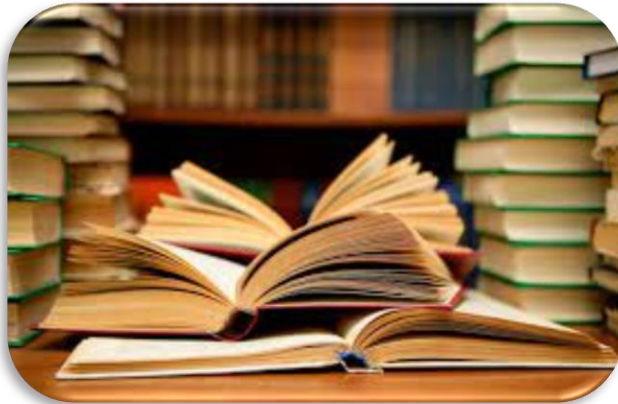


Research Paper



Effect of Music in Grammar Teaching on EFL Students' Motivation and Achievement

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ABSTRACT

The purpose of this study is to find out, what is the role of music involved in the process of teaching grammar, on high school girl students' grammatical knowledge in Parvin high school in Orzuieh. To fulfill this aim, a process has been followed through utilizing music as a treatment device for the intended English class at Parvin high school in Orzuieh. The traditional method of teaching grammar was pursued at the beginning of the semester later on teaching grammar was inaugurated by involving music in the course of teaching to find out if the researcher came up with the same outcomes in these two teaching methods or not. The results of the study indicated a significant difference in students' grammatical knowledge, moving from the pre-test phase to the post-test after involvement of music in teaching grammar. This study will suggest that music and song can contribute to effective language learning by enriching the classroom environment, and presenting teaching materials through music can be fruitful and rewarding.

Keywords: Grammar, Motivation, Music

تأثیر موسیقی در آموزش گرامر بر انگیزه و پیشرفت زبان آموزان ایرانی

در روش‌های سنتی تدریس، زمانی که دانش‌آموزان در حال یادگیری زبان انگلیسی بودند، دانش‌آموزان تشویق می‌شدند که بر روی کتاب‌های درسی تمرکز کنند که لزوماً به ایجاد انگیزه برای فرایند یادگیری کمکی نمی‌کرد. امروزه سایر تکنیک‌های یادگیری مانند تماشا یا گوش دادن به اخبار انگلیسی، تماشای فیلم‌های «موسیقی» یا گوش دادن به آهنگ‌های انگلیسی، برای کمک به دانش‌آموزان برای آشنایی بیشتر با زبان استفاده می‌شود (ترویلینگر، 2010). هدف از این پژوهش بررسی نقش موسیقی در فرایند آموزش دستور زبان بر دانش گرامری دانش‌آموزان دختر دبیرستان پروین ارزونیه است. برای تحقق این هدف، فرآیندی با استفاده از موسیقی به عنوان وسیله درمانی برای کلاس زبان انگلیسی مورد نظر در دبیرستان پروین ارزونیه دنبال شده است. روش سنتی آموزش دستور زبان در ابتدای ترم دنبال شد و بعداً با آموزش دستور زبان شروع شد و با درگیر کردن موسیقی در دوره آموزشی شروع شد تا مشخص شود آیا محقق در این دو روش آموزشی به نتایج یکسانی رسیده است یا خیر. نتایج پژوهش حاکی از تفاوت معنادار دانش گرامری دانش‌آموزان، حرکت از مرحله پیش‌آزمون به پس‌آزمون پس از مشارکت موسیقی در آموزش گرامر بود. این پژوهش نشان می‌دهد که موسیقی و آهنگ می‌تواند با غنی‌سازی محیط کلاس به یادگیری مؤثر زبان کمک کنند و ارائه مطالب آموزشی از طریق موسیقی می‌تواند مثر و مفید باشد.

واژگان کلیدی: موسیقی، گرامر، انگیزه، زبان آموزان ایرانی

INTRODUCTION

The use of music and songs in foreign language classes improves educational diversity and contributes to effective learning, involving pronunciation, oral comprehension, fluency, memorization of vocabulary and grammatical structures which is the main concern of the present study, as well as cultural awareness. Regarding the individual differences among students, it can be viewed as an opportunity for language teachers rather than a threat. Research on learning styles and on "multiple intelligences" (Gardner 1983) also indicates that introducing variety in the foreign language classroom is a sound teaching strategy. This study suggests that music and song can contribute to effective language learning by enriching the classroom environment and presenting teaching materials through music can be fruitful and rewarding. The use of music for foreign language learning is suggested for a host of overlapping psycho-affective, linguistic, cognitive, social, cultural and pedagogical reasons. As some researchers stated, music is fun for students and makes a relaxed and enjoyable atmosphere in the classroom. At the same time, music has the power to influence our emotions and so involves the students. From a linguistic viewpoint, songs are useful for pronunciation practice (especially prosody), listening comprehension, vocabulary learning (especially idioms) and grammar review. Cognitively, in Murphey's (1992) view, music sticks in our heads which plays a role in our short-and long-term memory. Some researchers have mentioned ways of using instrumental music or sound sequences in the classroom. The fact that music is generally evocative rather than referential allows for open-ended interpretations in which the learner can use his or her imagination. Ostojic (1987, p. 51) described a successful and enjoyable experience in which secondary-school students in Sarejevo wrote simple poems or short prose pieces in English while listening to classical music. Maley and Duff (1979) invited the students to make up stories based on sound sequences that might be compared to miniature pieces of music concrete.

Considering the individual differences among students, it can be viewed as an opportunity for language teachers rather than a threat. Research on learning styles and on "multiple intelligences" (Gardner 1983) also shows that introducing variety in the foreign language classroom is a sound teaching strategy. The main question that always engages researcher's mind is how change can be induced in the process of teaching and learning in a way to make it a pleasant, efficient and innovative process to provoke motivation and desire for better and permanent learning in students and teaching as well. The problem that researcher mainly deals with, is whether teaching grammar through music will be prolific or not and how to apply this instrument in the course of teaching in the way that do not break the school rules and school administrators accept it. Teaching through entertainment is a new method mainly pursued by teachers in different parts of world, whereas in Iran educational system there is a high resistance and reluctance toward allowing these innovations to enter in. The new challenge that the teachers have been involved in, is why they should completely obey and restrict by curriculum which is designed for teaching language without any specified place for entering new teaching devices and art into their classrooms.

In most of foreign countries the utility of music in teaching language is examined and its efficiency is approved through their attained results. In Iran there exist limited studies regarding applying music as teaching medium, and meeting individual differences of students is not investigated critically, so there is a need to open up new trends in teaching methods and utilize the recent research results that are suggested by researchers all over the world and examine their theories in our classrooms. The use of music and song in the English language-learning classroom is not new. While many teachers intuitively feel that music is beneficial in teaching English language, there is sometimes a lack of the theoretical underpinnings that support such a choice. Since in Iran, bowl of research in this area is nearly empty in comparing with other countries, the reason of this emptiness can be searched and attributed to our culture and also limitation of teachers' freedom in experiencing new tools and Medias in their teaching process. The researcher of the present study aimed to examine the impact of music on teaching Grammar for high



school girl students. Also, she tried to analyze the effect of music preference on learning English grammar. Moreover, the researcher analyzed the impact of music on EFL learners' motivation, enjoyment and confidence in their EFL achievement. Regarding the objectives, the following research questions were postulated:

1. *What is the role of Music in Grammar Teaching?*
2. *What is the impact of music preference on learning English grammar?*
3. *What is the impact of music on EFL learners' motivation, enjoyment and confidence in their EFL achievement?*

Significance of the Study

Considering the entrance of art and culture as an aiding device in education and also in revitalizing educational environments, the results of this study can be a sign for proving the advantages of using music in facilitating course of teaching to the authorities of educational system and also school managers. The research findings will convince and persuade school managers and supervisors to help teachers in providing facilities and instruments to be employed in classrooms to implement recent technologies of education in the way students utilize them. Due to the lack of precise research regarding the use of music as a medium of teaching and vacant place of it in teaching classrooms, this study will enjoy a high level of novelty and innovation.

LITRATURE REVIEW

The Role of Music in Teaching Grammar

The use of music and song in educational setting is not new. While many language teachers believe that music is beneficial in teaching English language, there is sometimes a lack of the theoretical underpinnings which support such a choice. Since in Iran, bowl of research in this area is nearly empty in comparing with other countries, the reason of this emptiness can be searched and attributed to the Iranian culture and also limitation of teachers' freedom in experiencing new tools and Medias in their teaching process. There are some examples in the literature to discuss the strong relationship between music and language that are substantiated by research in the fields of anthropology, cognitive science, sociolinguistics, psycholinguistics, First Language Acquisition (FLA) and Second Language Acquisition (SLA). Music had been used with the Audio lingual Method in language teaching classrooms to decrease the tiredness and boredom that could take place from repetitive drills from the 1950s to the 1970s (Kanel, 2000) and then, the use of classical instrumental music was applied with the goal to create a relaxed state of mind which makes the brain receptive to inputs and activates the subconscious in Suggestopedia methodology (Lozanov, 1978; see also Bancroft, 1978). However, it may not have been until Communicative Language Teaching (CLT) and Task Based Learning (TBL) approaches became more pervasive that there was a sudden requirement for the use of songs in the language-learning classroom (Griffiee, 2010).

Empirical SLA Studies

There is ample empirical evidence to suggest that applying music and song improves learners' success in second language acquisition, that are discussed in three categories as "Recall and Memory", "The Din/Involuntary Mental Rehearsal" and "Language Specific Skills". Medina (1990, p. 18) mentioned "the conclusions for the use of music in the second language classroom are clear. Since music can be as a vehicle for second language acquisition as stories, then songs should not be treated as extra-curricular entities". Recall and memory empirical research comparing conventional pedagogical methods with



those that use music and song has produced positive results in the area of vocabulary recall. For example, Medina (1990) evaluated the impact of vocabulary acquisition with the use of music and story illustrations, and Schunk (1999) investigated the effectiveness of signing when coupled with singing on receptive vocabulary skills. According to the research applying music to help verbal phrase recall, Fonseca Mora (2000) claimed that songs have a positive effect on the learners' language acquisition and that lexical patterns saved in long-term musical memory can be retrieved with ease at a later date for mental rehearsal, memorization or during oral interaction.

Wilcox (1995) mentioned the pronunciation of target vocabulary in adult students by using music cues to aid prosodic memory that is confirmed by research into vocabulary recall attached to visual or auditory cues (Brown & Perry, 1991), and research into music-dependent memory using musical cues with special target vocabulary (Balch et al., 1992). Brutton, et al., (1985) examined oral proficiency using musical ability and memory in English language students and concluded that innate musical abilities and verbal memory may have accounted for score variances. Pop songs are useful for not only discrete lexical vocabulary item recall, but also for longer utterances and formulaic phrases. For instance, Wray and Perkins (2000) mentioned that most speech is the repetition and variation of memorized formulas and that these formulaic lexical phrases are flexible and therefore allow for many repetitions. Distinctive intonation, rhythmic and stress patterns can accompany each formulaic unit incorporating the multiple formulaic lexical phrases found in songs, making it easier for the student to remember and apply. Using rhythm and rhyme to help auditory recall has also been studied, and the multimodal combination of rhythm, melody and rhyme along with linguistic prosody appears to lead to greater retention (Graham, 1992; Palmer & Kelly, 1992). This has been used to language learning in a study of rhyming ability of preschool children as a phonological skill (Bryant et al., 1990) and applied to English verse (Kelly & Rubin, 1988), where connections are suggested between children's verse and acquisition of prosodic rules.

Khorasgani (2016) explored the use songs and music in teaching English as a foreign language (EFL) to Iranian young learners. This quasi-experimental research was based on a pretest posttest control group design. For the purposes of this study, 80 young EFL learners were divided into two groups. After the teaching, the same vocabulary post-test was administered to the groups. The data analysis through the statistical test of t-test indicated that the use of songs in class had a significantly positive effect on vocabulary performance of young EFL learners. The positive effects of songs are result of their role in making a very relaxed atmosphere and decreasing anxiety. Through making use of songs learner feel free and since songs are enjoyable there is no such a burden on memory in the process of learning. Results show that songs and music enhance motivation and learners' academic results in English vocabulary.

Rezaei and Ahour (2015) analyzed the effect of listening to English songs on Iranian EFL learners' listening comprehension. The sample of the study consisted of 40 male and female English learners from two classes in an Institute in Marand, Iran. The two classes were randomly assigned into the experimental and control groups. Each session, within 45 minutes, one song was played for and practiced with the learners. Meanwhile, the control group had their usual teacher -fronted class without listening to songs. At the end, both groups were post tested on their listening comprehension using the listening section of another version of PET. The collected data were analyzed using Independent-Samples and Paired-Samples tests. The results revealed a statistically significant improvement in the performance of the experimental group. It is implied that songs are not only an entertaining tool but they can also be used as a pedagogic material in improving learners' listening comprehension.



METHODOLOGY

Participants and Sample

The participants of the study comprised of 18 female students who were graduating in 10th grade of secondary high school in Parvin high school in Orzuieh City. Nearly most of them enjoyed the same rate of English knowledge which attained in their graduation time in governmental schools. This classroom classified as intact classroom because randomization due to limitation of school (administrators, school condition and existed discipline) could not be fulfilled.

Instrumentation

Songs

In this study, the researcher tried to find out to what extent music influences on motivating high school students in learning grammar. In order to attain necessary data, four songs of Sami Yusuf, a fabulous religious singer, were selected and presented for students. The reason for selecting this singer's songs was cultural and religious conservations that researcher should uphold. Each song was selected due to specific, intended grammatical point a long with study aims. Music texts were presented to the students to help them become more familiar with the songs' texts and to relieve students from anxiety about their unfamiliarity with the singer's accent and songs' texts.

Pre and posttest

One-group pretest–posttest design usually involves three steps: (1) administering a pretest measuring the dependent variable that in this study pretest measures students' knowledge regarding intended grammatical areas; (2) applying the experimental treatment (*impact of music on grammar learning*) to the subjects; and (3) administering a posttest, again measuring the dependent variable (grammar achievement). Differences attributed to application of the experimental treatment (using music in grammar teaching) which are then evaluated by comparing the pretest and posttest Scores.

Questionnaire

This study also utilized from survey type of research design. Before setting out the study, the researcher conducted a preliminary questionnaire to evaluate the learners' motivation towards songs and music and after implementing treatment, it again checked change in perception and attitude of students toward grammar and learning through music. The aim of questionnaire was to find out whether the students were interested in music or not and what was their taste in music and the main aim was to choose the most appropriate song that interested all students and also compatible with cultural and religious background of students. In fact, the questionnaire investigated the attitude of students towards the use of songs and music as teaching device and their disposition toward the efficiency of music in the course of learning English grammar. The total reliability of the questionnaire was calculated and reported as 0.76 which is acceptable, and to ensure the validity, it was reviewed by two experts and their comments were used. At last, the results of tests and questionnaires were examined to answer the research questions.

Data Collection and Analysis Method

Since most young learners love listening to songs and singing, it should be simple for teachers to apply music in their teaching. There are countless songs to be found online as teachers can use for teaching. Most second language beginners have little vocabulary, so the main focus needs to be on using the target language through communicating verbally as well as listening rather than through writing or grammar exercises. Young language learners need to experience a new language as a natural exposure and it is extremely important that the teacher uses the target language most of the time during language lessons.



In this study four songs of Sami Yusef with religious themes selected that their themes are compatible with four grammatical points included in English curriculum and it has been attempted to make lessons full of life and excitement. In the beginning of the semester, the grammatical points presented according to curriculum of book and normal and usual trend of teaching approached. Students tested in order to detect their first state of knowledge before involving music in the course of teaching, later on music entered as instructional device with the songs that contain grammatical points that should be thought for students. Again, students tested to see the impact of music on their grammatical achievement. The attained results presented in the following parts with details and related tables and graphs for each type separately.

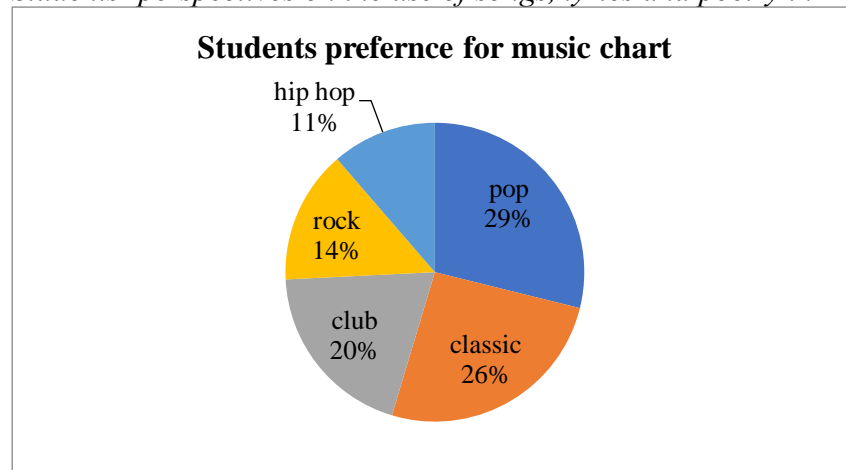
For the first phase of study in order to accomplish data analysis process, at first students' preferences were determined through a general questionnaire regarding music preference and also in the classroom teacher asked some questions about students' taste of music and also how much time they listen to music and what they learn from song texts, then based on over all perception of teacher from their discussion and questionnaire results, decision is taken about selecting type of music. For the second phase of data analysis, the results of pre and posttests compared and analyzed through SPSS software and the related figures and tables are presented to make results more comprehensible. Generally speaking, descriptive analytical method purchased for data analysis.

RESULTS and DISCUSSION

After detecting students' preference about the types of songs with the aid of questionnaire and class discussion and also by conserving religious and cultural requirements, songs selected and played as instructional device in the course of study. Pretest posttest method pursued for gathering needed data. Most of students under study, agreed with using music as an instructional device and they believed that songs, lyrics and poetry should be included more in the teaching and learning process in the class. An overview of their views is illustrated in the following figure in which students' preference for the music genre revealed.

Figure 1

Students' perspectives on the use of songs, lyrics and poetry in English language



As shown in the figure 1, the students mostly opted for pop and classic music. The three dominant genres of music in that question were: pop (29 %), classic (26 %) and club/electronic music (20 %). Only 14 % opted for rock, and 11 % chose hip hop.

The song of "Hear Your Call" for teaching future time

One of the songs titled as *hear your call* covers the first series of grammatical point, future time, under instruction that involved 6 questions of pretest and the same number for posttest. The statistics related to correct answer of students for questions of future time in pretest phase are as follow:

Table 1

Descriptive Statistics of future-pretest

	N	Minimum	Maximum	Mean	Std. Deviation
Score	6	4.00	16.00	8.8333	4.35507
Valid N (listwise)	6				

The song of "The Source" for teaching superlatives

The second song of sami yusef, The Source, which selected for teaching superlative and included 2 tests in pre and posttest for each one. The statistics related to correct answer of students for questions of future time in pretest phase are as follow;

Table 2

Descriptive Statistics of superlatives-pretest

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
score	3	.00	7.00	14.00	4.6667	4.04145
Valid N (listwise)	3					

The song of "The Cave of Hira" for teaching comparatives

The third series of questions that randomly distributed in pretest related to comparatives included 4 questions, compatible in number with posttest. Selected song for instruction is "The Cave of Hira". The statistics related to correct answer of students for questions of comparatives in pretest phase are as follow:

Table 3

Descriptive Statistics of comparatives-pretest

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
score	4	4.00	10.00	28.00	7.000	2.94392
Valid N (listwise)	4					

The song of "Khorasan" for teaching modals

The fourth series of questions that randomly distributed in pretest related to modals that included 2 questions. The same number of questions (2) with the same difficulty selected for posttest. With an overview of students' answers to this series of questions it seems that students have serious problem with this grammatical point. Comparing given tables and statistics will show the rate of change from pre to post test.

Table 4

Descriptive Statistics of modals-pretest

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
score	2	5.00	8.00	13.00	6.5000	2.12132
Valid N (listwise)	2					



The first series of questions that randomly distributed in posttest related to future time that included 6 questions, compatible with number of pretests. In pretest, students showed high proficiency at this grammatical point. The attained results of posttest are as follow:

Table 5*Descriptive Statistics of future-posttest*

	N	Minimum	Maximum	Mean	Std. Deviation
score	6	7.00	16.00	12.0000	3.84708
Valid N (listwise)	6				

The second series of questions that randomly distributed in posttest related to superlative that included 3 questions, compatible in number with pretest. At the following results of posttest presented.

Table 6*Descriptive Statistics of Superlatives-Posttest*

	N	Minimum	Maximum	Mean	Std. Deviation
score	3	11.00	14.00	12.3333	1.52753
Valid N (listwise)	3				

The third series of questions that randomly distributed in posttest related to comparatives included 4 questions, compatible in number and difficulty with pretest. Comparing given tables and statistics will show the rate of change from pre to post test.

Table 7*Descriptive Statistics of comparatives-posttest*

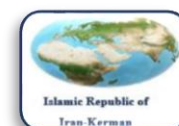
	N	Minimum	Maximum	Mean	Std. Deviation
Score	4	12.00	15.00	13.5000	1.29099
Valid N (listwise)	4				

The fourth series of questions that randomly distributed in posttest related to modals that included 2 questions. The same number of questions (2) with the same difficulty selected for pretest. Related statistics are as follow:

Table 8*Descriptive Statistics of modals-posttest*

	N	Minimum	Maximum	Mean	Std. Deviation
score	2	8.00	15.00	11.5000	4.94975
Valid N (listwise)	2				

At this section the general scores and results of pre and posttest presented, to give better overview regarding change of students' knowledge in intended grammatical points under study, moving from pretest phase to post test.

Table 9*Overall Descriptive Statistics of pre and post test*

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	15	.00	16.00	7.2000	3.72635
posttest	15	7.00	16.00	12.4000	2.87352
Valid N (listwise)	15				

Table 10*Overall Descriptive of pre and post test*

		Statistic	Std. Error
pretest	Mean	7.2000	.96214
95% Confidence Interval for Mean	Lower Bound	5.1364	
	Upper Bound	9.2636	
5% Trimmed Mean		7.1111	
Median		7.0000	
Variance		13.886	
Std. Deviation		3.72635	
Minimum		.00	
Maximum		16.00	
Range		16.00	
Interquartile Range		4.00	
Skewness		.478	.580
Kurtosis		1.506	1.121
posttest	Mean	12.4000	.74194
95% Confidence Interval for Mean	Lower Bound	10.8087	
	Upper Bound	13.9913	
5% Trimmed Mean		12.5000	
Median		13.0000	
Variance		8.257	
Std. Deviation		2.87352	
Minimum		7.00	
Maximum		16.00	
Range		9.00	
Interquartile Range		4.00	
Skewness		-.673	.580
Kurtosis		-.474	1.121

DISCUSSION

After instruction of each intended grammatical point through usual method of teaching which is presentation, practice and production, teaching inaugurated through involving music in its course of instruction. At the beginning it seems that music songs make students perplexed. They were afraid of facing songs that by listening to them, they could not perceive their meaning and instead of attracting them make them demotivated. But later on, when printed text of songs delivered to the students, listening and understanding of songs became more feasible and pleasurable for them. Since acquaintance with songs and their contents provided for students, they seek more collaboration in listening and practicing existing grammar in music texts. After all posttest phase executed and attained results and interpretations demonstrated as below data and tables.

This study showed the benefit of using music as a teaching method over the traditional method among EFL students. Good music can play an important role in the teaching area. First of all, the students/learners like it. Motivating foreign language learners is a constant concern of teachers worldwide, under a broad range of teaching and learning conditions and environments. One aspect virtually any language learner, of any age or profile, likes is music. Learners are usually quick to talk about their favorite music and musical artists. The EFL teacher has a preference for music as do the learners. So whichever one, as the teacher might like, he/she can pass on his/her enthusiasm to the language learners.

One frequent problem of English and other foreign language classes is gaining permission for using music in the classroom. Sometimes it is problematic that in English class students listen to music while its sound disturbs other classes and justifying the reason of using music is hard job for teacher that may lead the teacher to not bear up its trouble in the hope of attaining promising results and benefits of music. Costs and budgets are a sore point in almost every school district, language institute and teaching / learning situation. Music is most often freely available in many genres regardless of where one may be living or teaching. There is also a wide variety of music available. But it also should be mentioned that teacher faced a lot of troubles in selecting music and also music content that be compatible with students' age and also religious and cultural restrictions and boundaries that should be conserved.

CONCLUSION AND IMPLICATIONS

A quick search on the internet for "free music", "music broadcasts" or "online radio stations" will yield dozens if not scores or even hundreds of websites where music can be easily acquired but most of them cannot be played in Iran internet boundaries and downloading of them are sometimes impossible. Researches showed that music can enhance learning. If one is looking for a way to enhance the EFL learners' experience with language acquisition, music is one aspect that is not quickly and easily implemented in Iran and Iranian schools but trying it is not unworkable. Finally, the last but not the least, music motivates and Interests Learners. If one asks the learners what they do in their free time, one of their likely responses will include listening to their favorite kind of music. Hence taking into consideration all these facts, using foreign music at the beginning frightened students, because they are not enough familiar and proficient in listening to foreign music and comprehend their texts easily. As a result, in the beginning of experiencing teaching through music may brought up some unexpected reactions by students that perplex the teacher but later on by giving the music texts and even their translation to students makes them relaxed and they will accept it with more enthusiasm and motivate them in learning through music. After three months, students were examined by post-test. The results obtained from it showed better performance of students after treated by music over the time in comparison to the time they have been thought through using the usual traditional method.

This section gives some implications that researcher believes can be helpful for teachers. Teachers should bear in mind that in the EFL situation, in particular, students do not have much chance to use English outside the class. Yet, lengthy assignments of listening different songs by themselves do not



necessarily mean that students, once exposed to a great deal of a target language will be able to foster automatically the listening ability. In other words, students do not spontaneously apply the skills presented in skill lesson, instruction and activities. The teacher's role is to encourage the development of and use of music incorporated into daily instruction because listening to music involves much more mental effort in the language. Teachers can provide an excellent means of building schema by using various songs in the classrooms. With this procedure, teachers can expect that students will come to learn English not only skillfully, but with pleasure as well. Teachers should know the kind of music relevant to the learners' lives and expose them to songs that are likely to be encountered in their daily life. They should choose songs that meet the students' needs and interests in order to maximize their involvement in learning.

Students should be encouraged to take an active role in a learning situation. Therefore, teachers should be actively involved in using music. With the right preparation and skill building presentation in the classes, they can easily create an atmosphere of encouragement, positive attitude, and sense of commitment. This will finally achieve a direction and momentum, governed by the learners themselves. It is a large step in the promotion of students' independence and autonomy. Besides this method, one can try a more direct approach, by giving the lyrics to the students, explaining the meaning, and listening to the song as many times as he/she thinks it necessary. The teacher should try to get students to sing aloud, even if they just move their lips without using their voice. The tape should be available, in the language classroom, so that students can borrow it and listen after school. Then, a few days or a week later, the teacher can give them a test. The first half of sentences from the song can be given to students to check if they are able to complete the sentences. It's amazing how much students can remember. That's the power of music.

Additionally, since music is proved to be effective for learning a new language, university professors and teachers of English should pay more attention to it. It not only helps the students to learn faster but also removes their psychological barriers, for example, stress and anxiety and facilitates learning as well. The principle pedagogical role behind the use of music is that it improves concentration, brings a sense of community to a group and motivates learning. Music relaxes people who are overwhelmed or stressed in the classroom and makes learning fun, so it helps people absorb material. Another important point concerning the pedagogical role of using music is the quality of exposure to language that learners receive. It brings about rapid growth in language development. It can also increase knowledge of vocabulary by simply getting students to spend time on listening to their favorite music. Using music, motivates learners to listen and hence learn various aspects of a foreign language. It is addressed towards students' need, taste and interests, so as to energize them to listen to music. Moreover, playing English songs as background music and as part of the learning experience can create a nice colorful ambiance to the lessons. Furthermore, the students have gained more vocabulary and phrases and have regularly used them outside the classroom. According to the motivational factor, the use of English songs in the classroom has a great effect on the students' desire to improve their English skills and to interact in the classroom. Comparatively, the motivation derived from the use of English songs in the classroom also enhances their interest in English songs outside of the classroom.

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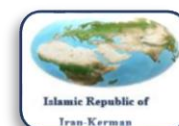
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