

## **The Influence of Music in Teaching and Learning English as a Foreign Language**

## **The Influence of Music in Teaching and Learning English as a Foreign Language**

Diana Alejandra Carranza Moreno

Francy Nathaly Poveda Sánchez

Maria Camila Ramirez Camacho

Natalia Nidreth Sánchez Alzate

Margarita Lucelly Estrada Restrepo

Advisor

Universidad El Bosque, School of Education Undergraduate Program in Bilingual Education

Bogota, 2023

## **Acknowledgment**

First of all, I thank God, my parents, and my sister who have always given me their unconditional support to be able to achieve all my personal and academic goals. They are the ones who, with their love, have always encouraged me to pursue my goals and never abandon them in the face of adversity. Secondly, to my tutor Margarita Estrada since without her and her virtues, her patience, and perseverance this work would not have been achieved so easily. Her advice was always useful when the ideas to write what I have achieved today did not come out of my mind. She was an important part of this story with her professional contributions that characterized it. Finally, I would like to thank several teachers who participated during my degree, all of them for transmitting to me the necessary knowledge to be able to be here today. Without them, concepts would be just words.

Nathaly Poveda

With all my heart, I want thanks to my lord who is my creator, because for his promise I am studying this career to his service and he has made all possible, to my parents because God used them to support me in everything, to me because I have believed in myself, to my classmates to give me the confident and opportunity to make this amazing research, to all the people that were near to me and contributed, and clearly to you that are reading us I appreciate it so much and I wish the reading being satisfactory for you. All glory and honor to God!

Diana Carranza

I am immensely grateful to my family for their unwavering support, especially to my mother and my sister for their words of encouragement, also my father for providing me with the tools to carry out this project, and to Julian for his love and motivation that helped me stand up and continue. Also, I would like to extend my heartfelt thanks to all my teachers for their dedication and passion, which have been a constant source of inspiration, motivating me to continually strive for improvement.

Natalia Sanchez

First of all I want to thank my parents for giving me the opportunity and support to study this career and my uncle Oscar who I know from heaven has always been with me and all this is thanks to him and finally my brother for always giving me motivation to not give up.

Camila Ramirez

### **Abstract**

Our research arises with the purpose of innovation and updating through the influence of music in the teaching and learning of English as a foreign language. To carry out this research we have adopted the method of systematic literature review, where we carry out thorough summaries of the articles we select as an integral part of our research project to validate different perspectives through a large number of references supporting a specific topic. Consequently, we found four specific concepts that will guide us during our investigation, which are: The relationship between suggestions and music as an accelerator of learning the English language as a foreign language, the role of music as an innovative tool in the classroom, the influence of ethnomusicology in respect to culture and how the benefits of music generate activations in the brain, making students willing to learn in a motivated way. In accordance with the above, this project seeks to promote motivational processes in students. To achieve this purpose, this document is the result of different searches in various databases that will help us cover the use and importance of the implementation of music in the subject of English.

*Keywords: Music, suggestopedia, songs, students, teachers, education, ethnomusicology, motivation.*

### **Resumen**

Nuestra investigación surge como un propósito de innovación y actualización a través de la influencia de la música en la enseñanza y el aprendizaje del inglés como lengua extranjera, para llevar a cabo esta investigación hemos adoptado el método de revisión sistemática de la literatura, en donde realizamos minuciosos resúmenes de los artículos que seleccionamos como parte integral de nuestro proyecto de investigación para validar las diferentes perspectivas a través de una gran cantidad de referencias que respaldan un tema específico. Por consiguiente, encontramos cuatro conceptos específicos que nos guiaron durante nuestra indagación, los cuales son: La relación entre

suggestopedia y la música como acelerador del aprendizaje del idioma inglés como una lengua extranjera, el papel de la música como herramienta innovadora en el aula de clase, la influencia de la etnomusicología en lo que respecta a lo cultural y cómo los beneficios de la música generan activaciones en el cerebro haciendo que los estudiantes estén dispuestos a aprender de forma motivada. De acuerdo con lo anterior, este proyecto busca promover procesos motivacionales en los estudiantes. Para lograr tal propósito, este documento es el resultado de diferentes búsquedas en múltiples bases de datos que nos ayudaron a abarcar el uso y la importancia de la implementación de la música en la asignatura de inglés.

*Palabras clave: Música, suggestopedia, canciones, estudiantes, docentes, educación, habilidades, etnomusicología, estrategia.*

## **Table of Content**

Acknowledgment	3
Abstract	5
Resumen	5
Chapter I. Introduction	9
1.1 Context of the Problem	10
1.2 Research Question:	12
1.2.1 Research Objective	12
1.2.2 Specific Objectives	12
1.2.3 Justification	12
Chapter II. Theoretical Framework	13
2.1 The Relationship between Suggestopedia and Music as an Accelerator of Learning	14
2.2 Music as a Facilitator in Learning the English Language	15
2.2.1 The Influence of Ethnomusicology and Learning English as a Foreign Language	18
2.2.2 Benefits that Music Brings in Contexts EFL	20
Chapter III. Literature Review	21
Chapter IV. Research Design	24
4.1 Qualitative and Quantitative Research Design	25
4.1.1 Literature Review Method	25
4.1.2 Data Collection Method	26
4.2.3 Results and Discussion	27
Chapter V. Research Contribution	29
5.1 Further research	30
References	31
Appendix A. Synthesis Matrix (Annex 1)	35
Appendix A. Synthesis Matrix (Annex 2)	52

## Chapter I. Introduction

Through the evolution of human beings, it has been shown that music and language are intertwined with each other, according to Brown (2001) music and speech are specific and universal skills that are fostered in people, that is, singing and speaking develop simultaneously and both have a natural medium that is auditory vocal. Therefore, using music as a strategy to learn and teach English as a Foreign Language (EFL) will bring positive results in students, as stated by Fonseca and Toscano (2012) songs allow language students to activate their brains and work on oral language characteristics necessary for English learning.

Furthermore, the links between the use of music as a pedagogical tool and the learning of vocabulary through music in a foreign language have demonstrated the benefits it generates in the human brain through the suggestopedia (Maleki, 2005) Some examples of those benefits that assist learning are how teachers can engage the learners as well as keep them excited for learning.

The methodologies used for the teaching of foreign languages have evolved over the years with music and, within them, the resources and tools that can promote motivation in the classroom have become increasingly important, as concluded by Castro (2003) music is one of the most effective, motivating, and inexhaustible teaching resources. Furthermore, using music as a pedagogical tool brings with it the teaching-learning process that arises the interaction between teachers and students where teachers try to facilitate the knowledge and contents to students according to their age, capabilities, skills, and living conditions.

According to the National Development Plan (2014-2018) called *Todos por un nuevo país*, the Ministry of National Education proposes the goal of establishing the Colombian national bilingualism plan, whose main objective is to ensure that students communicate significantly better in English and can access better job and professional opportunities to provide the best bilingual education by the year 2025. In addition, when speaking about the implementation of *Colombia Bilingüe*, Sánchez and Obando (2008) argue that its success depends on factors that are not related to policies or standards, but to learning conditions, academic requirements, and necessary academic



procedures for effective learning of a new language. Hence, this supports the purpose of studying a bit further the impact that different strategies may have on the teaching and learning of EFL.

Moreover, the incorporation of songs in the classroom promotes the ability of oral comprehension since music is a powerful resource that allows articulating the cognitive component in learning. The neuroscientist Koelsch (2005) stated the following: "The human brain processes music and language with cognitive mechanisms that overlap". Thus, music and speech are intimately connected from the earliest years of life, musical elements pave the way to language skills with children's associations between sound patterns, meanings, and music with direct learning of English as a foreign language.

Although the implementation of music in the teaching of English, however, within our experience as students in all academic training we see how music creates motivation in each student. According to Torres (2019) studies carried out in educational establishments in the city of Bogotá, indicate that music is part of the daily life of many students who learn the English language. Through the functionalities offered by the Internet, young people have more possibilities to access the songs of their favorite singers and listen to them through their electronic devices. Songs will become a source of authentic material and through them can develop activities, applying strategies that allow a better understanding of the language and improve learning abilities.

For this reason, the following work is executed to inquire about the results that have been found with the application of the use of songs for the teaching and learning of EFL and also the importance that this strategy should be included so that students can develop different skills such as speaking, listening, grammar, reading and writing. This research aims to provide a significant vision to the field of foreign language teaching and to improve the quality of bilingual education in Colombia and in similar contexts.

## 1.1 Context of the Problem

As students of Bachelor's degree in bilingualism with emphasis on English language teaching at Universidad El Bosque, we consider that during our pre-service teaching and in the development of our first pre-service we were able to experience the first time teaching of the English language as a foreign language through different methods learned in the theoretical classes that were carried out at the university. However, when carrying out the first practice we visualized the lack of motivation in the students to learn the English language, we began to carry out an outline of strategies that would help us to have an excellent teaching practice, which is why as a final result we opted for the music since in our second practice we were able to notice that music is a factor that generates an impact on the motivation of students when learning EFL, at the same time creating a bond between teacher-student in the classroom.

In terms of putting the aforementioned into practice and seeing the effect on our students, we saw the need to investigate more about the impact of music on the teaching and learning of English as a foreign language. For this reason, we suggest addressing the suggestopedia that, although it is clear, it is an old method that, according to our experience as students and pre-service teachers, is very useful since with its implementation in classes, it is possible to motivate, energize, perfect didactics and achieve higher levels of learning in students.

We recognized music as a powerful learning tool that has the ability to capture attention, retain information, and make the process of learning a language more engaging. For these reasons, we decided to incorporate this strategy into our lessons as pre-service teachers, closely observing the students' strong affinity for the implementation of songs during different moments of the class. This discovery prompted us to investigate the effectiveness of this learning approach and its impact.

Consequently, we realized the need to conduct a comprehensive search for previous research related to the use of music as a tool for teaching and learning English as EFL. To address the topic, we decided to initiate a systematic review that in the words of Gonzalez et al. (2011) "Systematic

reviews constitute an essential tool for synthesizing available scientific information, increasing the validity of conclusions from individual studies, and identifying areas of uncertainty that require further investigation" (p.688) This systematic review not only responds to our concern but also lays the groundwork for future projects, including the development of a thesis that we plan to carry out to generate an impact on educational practice.

## **1.2 Research Question:**

To focus on the purpose of the study, the research question must be formulated which is: How does music have an influence on the teaching and learning of English as a Foreign Language for students?

### **1.2.1 Research Objective**

To analyze how music impacts the teaching of a foreign language to students.

### **1.2.2 Specific Objectives**

To demonstrate how music influences student's motivation in learning English as a foreign language.

To improve the linguistic skills such as speaking, grammar, listening, reading, and writing in the EFL students through the integration of music.

### **1.2.3 Justification**

First of all, it is relevant to take into account how music has been used as a learning medium for English language acquisition and learning as a tool that breaks out of the mold of traditional methods since teachers and educational researchers alike have welcomed the inclusion of music in the curriculum to teach topics in the classroom. To gauge how significant it has been, it is worth mentioning that "the use of music and songs in the English language classroom is not new. As early as Bartle (1962), Richards (1969) or Jolly (1975), scholars have advocated the use of music in a

language acquisition context both for its linguistic benefits and for the motivational interest it generates in language learners” (Engh, 2013, p.113).

Secondly, we contemplate that music is indispensable to implement as a tool of teaching, for which we are going to reach which studies have been related and we consider it pertinent to use in our literature review, one reason to choose that is that throughout the degree, we have had the opportunity to learn about subjects that provided literary knowledge, including research methodology, as a tool to us, we were able to acquire information about how to carry out methodological research through articles and learn to recognize the structure of each of them and also, synthesize the information that we establish. Besides, thinking about our degree project, we wanted to put our knowledge into practice, and through our experience how teachers, for this reason, we focused on a broad topic such as “The influence of music on the teaching EFL” We wanted to immerse in research and manage to filter the most significant as well as, that support us synthesize the information, for this reason, we chose literature review as an excellent opportunity for the success of our proposed research.

Finally, in terms of social relevance, this research aims to update and analyze the process of teaching and learning English as an EFL in students through music. For that, our literature review also plays an important role in the justification of our study and the research question since everything we examine it will allow the reader to identify and have a broader view of our problem.

## **Chapter II. Theoretical Framework**

The purpose of this chapter is to theoretically approach the investigation through the exploration and support of the foundations on which we are grounding ourselves, such as the implementation of suggestopedia, songs as a means of facilitating the teaching of English, and the influence of ethnomusicology in EFL. With this in mind, it is possible to understand that the interrelationships of the concepts previously could potentiate the influence of music in the learning of the English language as a foreign language and how it is connected to EFL.

## **2.1 The Relationship between Suggestopedia and Music as an Accelerator of Learning**

First, suggestopedia is a method of teaching a foreign language in which students learn quickly by making them feel relaxed, interested, and positive (Hornby, 2005). Likewise, suggestopedia performs a relaxed concentration that facilitates the intake and retention of large amounts of material at all ages. According to Lozanov (2005, as cited in García, 2018). Suggestopedia is crucial since it uses suggestion as a teaching method to make the students feel comfortable learning, eliminating all kinds of negative feelings towards the class. For this reason, incorporating this approach into our educational practice is of paramount importance, as it aims to elucidate for educators the salient role that motivation plays in facilitating effective EFL acquisition within the classroom.

Second, to acknowledge the investigation about the influence of music in English learning as a foreign language EFL, students' psychological barriers must be minimized and the mental power of the students must be maximized (Larzen, 2001). Students have commonly set a limit on their abilities because sometimes due to their age or a common example "it is too late to start learning a second language" Having these limitations makes the learning process difficult for them, that is why suggestopedia arises to be able to motivate students from the creation of favorable environments that allow increasing the ability to retain information and promote a positive expectation in the students. For example, the suggestopedia offers many opportunities in terms of a relaxed environment, and personal interests and immerse themselves safely and calms in the classroom, with that the learning process is quick and easy for them, because they feel autonomy and self-determination such as musical genres, according to Hansen (2011) it is a therapeutic method the new goal of teaching a foreign language (p.317)

Furthermore, the goal of suggestopedia is to accelerate the process of language learning and it has been shown to be effective and improve the retention of information. Suggestopedia can be used for a variety of subjects and can be particularly helpful for language learning and memorization. It

encourages students to engage with the material in a relaxed and positive state of mind, which can lead to improved comprehension and retention.

Also, the relationship between the teacher and the students in suggestopedic instruction is like parents and children. Hence, the teaching-learning process is "learner-centered". One of the fundamental principles of the method is enhancing the students' feelings of relaxation and confidence as we mentioned before through the use of music in the classrooms.

Ultimately, the author Lozanov states, however, that increased memory power is not an isolated skill but is a result of "positive, comprehensive stimulation of personality (Lozanov 1978: 253) Consequently, the suggestopedia method is essential for learning for EFL, since by calming students through music, it also helps them to memorize, and learning a language requires memorization.

## **2.2 Music as a Facilitator in Learning the English Language**

With the new technological advances, it is necessary to implement pedagogical tools that innovate the learning of English, such as the implementation of music in classes. According to Fonseca and Toscano (2012) the inclusion of sound elements becomes an instrument to learn foreign languages because it effectively develops pronunciation, grammatical structures, and elementary skills, this happens because it has an advantage which is that the song can be remembered with great ease, without a doubt much more than a poem and the students could hardly forget a song since music makes them have emotions and learning, so it remains as a learning facilitator where many times they like it so much that without realizing it they are learning more than with traditional or theoretical classes. As well Fonseca and Toscano (2012):

“Songs activate both parts of the brain because word pronunciation, comprehension, word monitoring, rhythm, and musical interpretation are reserved for the left hemisphere, while melodic expression and timbre cover all 14 parts of the brain. According to the above, it

means that music, when activating your brain, will make you willing to learn in a motivated way” (Toscano and Fuentes, 2011, p. 188)

With the above, The inclusion of sound elements becomes an instrument to learn foreign languages because it effectively develops pronunciation, grammatical structures, and elementary skills, (Thain, 2010; Toscano-Fuentes, 2011; Kraus and Chandrasekaran, 2010). This happens because it has an advantage which is that the song can be remembered with great ease, without a doubt the students could hardly forget a song since music makes them have positive emotions as they learn, so it is a learning facilitator because they like it so much that without realizing it they are learning more than with traditional or theoretical classes. Studies in this line show how, in general terms, the use of songs facilitates memorization (Schellenberg et al., 2007), motivation (Falioni, 1993; Murphey, 1990; Crookes and Schmidt, 1991, Fonseca and García, 2010) the incorporation of instrumental and vocal music in foreign language sessions helps both the development of linguistic levels.

Firstly, using songs in the classroom allows students to break barriers such as one the insecurity that occurs when speaking in another language likewise Cuesta states (2016) "Music focuses students' attention, encourages group unity, involves everyone and allows creative self-expression" (p.3) For this reason, the music, the suggestopedia, and the motivation make the students not ashamed of making mistakes and can learn through dynamics. Also, music would be a facilitator that helps develop the four skills in English such as: reading, writing, speaking, and listening comprehension (Jimenez, 2020).

Furthermore, in agreement with Benenzón’s perspective (1995, p.35) the impact of music on person being can be summarized as follows:

- A. Depending on the rhythm, muscle energy increases or decreases.
- B. Accelerates breathing or alters its regular state.
- C. It produces a marked but variable effect on pulse, blood pressure, and endocrine function.
- D. It lessens the impact of sensory stimuli in different ways.

- E. Tends to reduce or delay fatigue and consequently increases muscle hardening.
- F. Increases voluntary activity, such as typing, and increases the extent of muscle reflexes used in writing or drawing, for example.
- G. It is capable of causing changes in the electrical paths of the organism.
- H. It is capable of stimulating changes in metabolism and in the biosynthesis of various enzymatic processes.

In the same way, the fact of including music allowed the increase in the memorization of the lyrics (Falioni, 1993), especially when the information is significant. In other words, this effect increases the attention of the students and reduces the distraction, leveraging its rhythmic and melodic components to anchor linguistic information within memory. Also, Fonseca (2000) advocates the use of musical melody not only to improve pronunciation but also the entire foreign language learning process in general, which is also supported by Lems (2005) and Millbower (2000). Indeed, EFL students could improve their listening, educational competencies, and memorization skills.

Secondly, talking about the English phonemes can impact EFL learning, according to Garcia et al. (2018). “prolonged exposure to the English phonic system familiarizes students with these sounds, which has an impact on better distinction, classification, and discrimination of phonemes” (p.254) Also, pronouncing correctly is one of the key points when it comes to learning a language, since this way it can communicate effectively. Consequently, numerous studies have shown that including singing in class gradually helps students improve their pronunciation, McCormack et al. (s. f.) state that "songs can effectively help learners' natural pronunciation and if this resource is constantly used in English classes, it allows the errors that students have to perfect" (p.44). To have a clear idea of how to implement the songs in the classes Juan et al. (2016)

Finally, the implementation of music as a strategy in EFL classes allows students to feel motivated and feel that the class has a different tune since it is out of the traditional model. Since children can be motivated by songs as a creative model to them. Moreover, (Juan et al., 2016) “As



Carolyn Graham rightly states: they can be a fun way to channel your needs to move and make noise” (p.3). Hence, EFL students adopt a posture of greater attention by being motivated in English class with songs.

In conclusion, the integration of music as a pedagogical tool in English classes is a beneficial approach for language learners. The use of songs in the classroom helps develop pronunciation, grammatical structures, and elementary skills effectively. Music activates both parts of the brain, allowing students to learn in a motivated way and break barriers such as insecurity, intellectual challenges, and emotional frustrations. The prolonged exposure to the English phonic system through music enhances the distinction, classification, and discrimination of phonemes, which improves pronunciation. Additionally, incorporating music in classes can be a fun and dynamic way to learn, making students feel motivated and engaged. Overall, the use of music in English classes can be a valuable and effective tool for enhancing language learning.

### **2.2.1 The Influence of Ethnomusicology and Learning English as a Foreign Language**

Culture and music in education are the concepts to argue the relationship between ethnomusicology and learning English as a foreign language, as (Rice, 2013) states, Ethnomusicology is the study of why, and how, human beings are musical. Besides, how culture matches with the music and how this creates a relationship between learning English as a Foreign language. Taking into account 'Music as Culture' examines the connections that ethnomusicologists make between music and culture. Indeed, culture, in an ethnomusicological sense, refers to all forms of knowledge, creativity, and human values, and their expression in various activities. Ethnomusicologists believe that humans make music a constitutive element of culture. Thus helping to learn through music in different contexts (Rice, 2013). How can this be connected with learning a foreign language?

In the first instance, according to Vargas (2012) Ethnomusicology is the study of the music of oral tradition, found in areas dominated by high cultures; that is, folk music not only from Europe and America, but from all over the world. With this in mind, we can see that it is mostly about music orally, which is why it plays a fundamental role in the skills of learning the English language as a foreign language since practicing it both aurally and orally, can enhance those two skills.

Besides, to acknowledge the relationship between ethnomusicology and education in the English language, according to Andrade, Ayala and Amador (2018) “Ethnomusicology has been an important bridge in relation to education and learning of the various elements that make up the culture. There is an empirical perception of the effects caused by listening to music in English in the learning of this language” (p.3) This emphasized the transformative potential of music in fostering linguistic competence and cultural appreciation.

Correspondingly, the relationship between ethnomusicology and the English language can lead to a cultural connection between L1 and L2. In addition, through music, we can identify the different cultures and the ancient traits of each of the letters. Therefore, ethnomusicology is a strategy to learn the language also taking into account the knowledge of the culture from which the English language is being learned.

In addition, by listening to music in English, the sociological perspective of the English-speaking country or countries would also be taken into account. That is why at the same time people learn from their culture, in addition to being a link that supports education by being used as a tool to learn English as a foreign language.

In the second instance, Andrade et al. (2018) Suggest that “exposure to music and/or musical training can be beneficial in improving reading skills and phonological awareness of intonation and pronunciation in a foreign language, as well as improving oral communication skills” with this in mind, this process in EFL learning facilitates learning and improves that it can be practical and fun for EFL learners, and can also improve pronunciation skills when used to communicate effectively verbally and also reading skills since EFL students training these skills.

Additionally, according to Speckman (2004) “music is one of the most efficient instruments for this purpose, for what should be a used instruction tool often in second language classrooms”.

Hence, music is used as an auditory tool of the class and that complies with the lesson plan that the teacher must take into account in the English classes, it can also be into oral, reading, and written skills.

Finally, Taking into account the above, we can see that ethnomusicology is linked to the oral part of music, which is why learning English as a foreign language is facilitated since it can be used as a tool for learning and teaching the language. English undergraduate students listening to music in English as a habit made their level of English improve broadly since listening to it became a habit and improvements were reflected. We think that music can be a great tool to learn a language since it surrounds us in the same culture and language that we would like to learn if we make it a habit it would be daily life and we would like to adopt the language in this case to English as a foreign language since by in general it would be our second language and repeatedly listening to music in English and more if it is satisfactory for personal taste, in a motivating way it would be a support to the moment to learn this language.

### **2.2.2 Benefits that Music Brings in Contexts EFL**

Teaching and learning a second language has some challenges. Mainly because it is difficult to get students to feel happy when it comes to learning a foreign language since this total motivation is needed in the classes because if the methodology does not adapt to their interests (music, games) it is not so easy to learn the language. Therefore, using music as a means to connect the students with the language will help make it fun and meaningful for them, as Medina (2016) states, “The use of music in the classroom will help our students to be successful as language learners." foreign languages” (p.3) The use of songs in English classes can work as a source of language that develops the four skills and additionally grammar, syntax, pronunciation and vocabulary, songs being a very

complete and fun tool for children as mentioned by Davanellos (1999) "Music positively affects language accent, memory, and grammar, as well as mood, enjoyment, and motivation" (p. 6) Music is a form of emotional expression and can connect positively with the language that other types of educational resources fail to reach. One study found that "Music has a powerful relationship with the ability to remember, music provokes emotions more when we are alone, and emotions are more powerful when they are positive than negative" (Llanga & Insuasti, 1984) therefore emotions that cause the music directly influences the learning process.

In accordance with the above, this section will inform how teachers should do to create an optimal class using music as a pedagogical tool, exposing the article "Songs as a pedagogical tool for teaching English in Education" will focus on songs as a tool for learning English and proposes several tips that would help teachers to use songs in their classes. Teachers Cortina and Dahlberg (2004) suggested the following steps to present a song:

- Prepare the students.
- Go through the words, making sure the students understand at least key words.
- Read the song line by line accompanied by the students.
- Sing one line at a time, repeating with the students.
- Add rhythmic accompaniments such as clapping, finger snapping, etc.

Moreover, according to Lynne (2017), "any planning of a song should have three phases: preparation, main activity, and follow-up activity" (p. 15) Therefore each of these has an objective that leads to the acquisition of a second language through a song in a fun way, it is also important to know how to choose the songs depending on each age and objective according to the process of each course.

In conclusion, the use of songs for the learning of a second language is very useful and brings benefits that develop skills for learning a foreign language, additionally, all teachers should use music as a permanent part of their English classes clearly and in an appropriate manner and with a

previous preparation, as suggested above and so teachers can enjoy a song and incidentally stimulate their students through these in a different and fun way.

### **Chapter III. Literature Review**

The present research work is an analysis of the literature on “The influence of music in teaching and learning of EFL” We have made a deep inquiry in this investigation throughout the last three semesters of the research. Firstly, with the knowledge that we have managed to acquire, in terms of the education of a foreign language, as well as knowledge of literature. Secondly, the history of music and how this can make a relationship between EFL teaching-learning and music. Besides, we were able to find databases that agreed and supported us with our thesis, which is the influence of music in learning and teaching a new language, Hence, we were able to discover different databases were ERIC, JSTOR, EBSCO, and Google academic, where we relied to investigate and synthesize this information to structure and update on the results and conclusions that have been established in these articles. In total were fifty articles of which twenty were filters and ten were the ones that endured the most fundamental events that we wanted to carry out.

Based on this, we support this research because we are interested in the impact of music on EFL. Likewise, organize the different points of view of each author and summarize the most significant of each one to complete our research one approach that has explored the impact of music, according to Sun,Y (2023) the suggestion, is a learning technique developed by the Bulgarian psychologist Georgi Lozanov in the 1960s and another author, educator, and psychologist Paul G. Thomas, has investigated suggestopedia as an effective teaching technique and has explored how music can enhance students' ability to learn and retain information. Besides, the author (Hornby, 2005) suggests that suggestopedia performs a relaxed concentration. Additionally, Lozanov (2005) mentioned more about the suggestopedia whose purpose is to feel comfortable learning. Furthermore, (Larzen, 2001) said that suggestopedia arises to be able to motivate students from the creation of favorable environments, Moreover, in agreement with Hansen (2011) said that

suggestopedia is a therapeutic method. These insights contribute to a comprehensive understanding of Suggestopedia's principles and objectives and it is the first category with the information with their points of view of different authors.

For the purpose of better managing the information, keywords were used to obtain better results related to the variables in the research, such as education, music, tools, motivation, teaching and learning. We could find information about music in relation to our second category, which is Music as a facilitator in learning English Language and memorization that we choose to develop in our research and this author's support this concept and inquiry. According to Fonseca and Toscano (2012) they mentioned knowledge about songs in relationship with language students. Also (Maleki, 2005) mentioned the importance of the repetition of sounds to memorize. In agreement with (Ali, 2018) we can learn much more than we think, provided we use our brain power and inner capacities. Also, the author DePorter (2008) suggests that the capacity of the human brain has a great condition to memorize. Castro (2023) also said that music is a motivation to learn and teach resources. Sánchez and Obando (2008) talked about the factors for the effective learning of a new language. Koelsch (2005) stated the relationship process of the human brain and the music with the language. Also, according to Brown (2007) music induces a relaxed mentality in students. As well, Torres (2019) mentioned that music is part of the daily life of many students who learn the English language as a foreign language. Being so, the authors focus on creating a comfortable learning atmosphere, and Larzen underscores its ability to motivate students through the establishment of favorable learning environments. Also, Fonseca and García (2010) mentioned that the inclusion of sound elements becomes an instrument for learning foreign languages. Behind them, we choose Ethnomusicology as another category. According to Vargas (2012) Ethnomusicology is the study of the music of oral tradition. Furthermore, (Rice, 2013) argues that ethnomusicology is the study of why, and how, human beings are musical. Andrade, Ayala & Amador (2018) Also argue about ethnomusicology as a bridge in relation to education and learning a language with the English foreign language (EFL) This study contribute in our research methodology since, we reach to make

a systematization of each category that we wanted implement and inquired. Moreover, Andrade et al. (2018) suggest that musical training can be beneficial in improving reading skills, Medina (2016) talked about the use of music in the classroom. Besides, Lynne (2017) suggested three factors: preparation, main activity, and follow-up activity and finally. According to Sun, Y(2023) mentioned the suggestion as a learning technique. These authors contributed in our last category about the benefict that music has in teaching and learning (EFL). Backed by the aforementioned authors, the research was limited to the years 2015 to 2022, elaborated both in English and in Spanish, and carried out in the continents: America, Europe, and Asia because these continents have a cultural context, music is an intrinsic part of different classrooms sound and rhythm patterns give a particular perspective into individual's opinions of the culture and how the English as a foreign language became part of the differents places around the world.

The inclusion criteria that were taken into account are:

- A total of 50 articles were identified, and 20 were chosen for inclusion.
- The articles were published between 2015 to 2022.
- The articles should be in Spanish and English.
- The research carried out was complete.
- Gray literature which are thesis, reports, and conferences.
- Verified and freely accessible databases.

Taking into account the information obtained previously in the databases, the goal of the research is “The influence of music in the teaching and learning of English as a foreign language” (EFL). With this in mind, at the beginning of the Lit review we found 50 articles in total 5 in ERIC, 2 in Dialnet, 1 in Semantic Scholar, 1 in RUA, 1 in Persee, 1 in JSTOR, 2 in EBSCO, 10 in Google academic as a result 6 SCIELO, 1 in Oxford, 1 in SAGE JOURNALS, and ResearchGate 14 articles in which we made a filter and finally we choose 20 articles. First of all, it was read the resumes of the articles. In this process from the ERIC database, 1 document was selected, later in sciELO, 1 article was selected. Also, we established 1 in Oxford, 1 in EcuRed, 1 article in Sage

Journals, 2 in Dialnet, and 1 in Semantic Scholar. Finally, 12 in ResearchGates, were considered for their level of compatibility with the interests of the present Lit review as a result of 20 articles.

## **Chapter IV. Research Design**

First of all, we would like to highlight that we review 50 articles, then, we analyze, summarize, and choose just 20 articles each one has specific patterns according to the necessities of our Literature review all of them have in common the impact of music in EFL, motivation as a didactic tool, and suggestopedia in teaching and learning process, with that, the purpose of this chapter is to provide the research methodology framework that was carried out in order to collect the data and information that ultimately assisted us in the consolidation of this literature review. Along this line of thought, this chapter describes the research approach, the research design, and how the data was collected, characterized, and sorted.

Secondly, what was sought during this work was the study and analysis of music as a component within the classroom and in the hands of four categories which are: **The relationship between suggestopedia and music as an accelerator of learning, music as a facilitator in learning the English language, The influence of ethnomusicology in the learning of English as a foreign language, and the benefits that music provides in EFL contexts**, the approach that was decided to adopt in this research is mixed Qualitative and quantitative design.

### **4.1 Qualitative and Quantitative Research Design**

That is why a brief explanation will be given of what qualitative and quantitative research is and how it applies to our research. Qualitative research; It is a type of research whose purpose is to provide greater understanding, meanings, and subjective interpretation that man gives to his beliefs, motivations, and cultural activities, through different investigative designs, whether through ethnography, phenomenology, action research, life stories and grounded theory (Behar, 2008). In this case, since the object of study is music and its benefits within the classroom (instead of



measuring data), it would be classified as Qualitative Research. Second, Quantitative data is the value of data in the form of counts or numbers where each data set has a unique numerical value. Creswell (2014) defines quantitative research as: an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true. Hence the use of our Matrix chart that clearly names the search for the 50 articles that, when filtered, resulted in 20 articles that suited our objective in this project. First, this study uses the evaluative case study design (qualitative). Which takes students of different ages as a case study, analyzing the phenomenon that can lead to learning a second language through music taking into account the motivation in each student. Second, we also use quantitative design through the Matrix chart where we filter searches for our research.

#### **4.1.1 Literature Review Method**

Likewise, the nature of this work is to study how suggestopedia is a learning facilitator within the classroom. It was decided to adopt a Systematic Literature Review method which focuses on validating different perspectives through large amounts of references that support a specific topic. In the case of this work, 50 sources were reviewed to build the basis for the perspective of this document, and the relevant research studies were selected focusing on the following aspects: the year of publication, the purpose of the study, the topics addressed, the sample size and the country where the study was conducted. Following the search strategy and inclusion criteria established in the databases consulted, 20 experimental articles published between 2015 and 2022, in English and Spanish, were chosen. At the same time, to organize and build the primary basis of this work, it was necessary to categorize and organize all the sources found during the research.

#### **4.1.2 Data Collection Method**

For this study, we used a Synthesis Matrix. According to Evans (2005), the synthesis matrix is a table that allows the researcher to classify and order the different arguments presented on a topic.

Once the appropriate sources were selected, they were added to the Synthesis Matrix; Within it, information is broken down such as the type of study, subject, purpose of the study, degree to which the people who carried out the study belonged, and the country since this was intended to categorize the most appropriate studies for our research. The proposal of music as a strategy for learning a foreign language involved scanning many investigations that supported ours and that had the necessary effectiveness.

Also, including music as a strategy in the classroom will generate greater comfort and confidence in students when learning English as a foreign language, also this literature review proposes the use of music as an effective strategy to promote the second language. Through this methodology, we were able to carry out a systematic review of the literature, which helped us consolidate different hypotheses about the state of the art regarding how music is a contributor to foreign language teaching.

First, the relationship between suggestopedia and music as an accelerator of learning, in this part we describe that as a method of teaching a foreign language in which students learn quickly by being made to feel relaxed, interested, and positive in their classes feeling comfortable. Second, music as a facilitator in learning the English language, in that part we just clarify how music can be a very useful tool in the classroom to accelerate and create consistent learning; through the Literature review, there are studies that show that students' learning and grades improve with music.

Later, the influence of ethnomusicology in the learning of English as a foreign language, according to Speckman (2004), music is one of the most efficient instruments for this purpose, so it should be a frequently used instructional tool in second language classrooms. Furthermore, ethnomusicology has been of great importance in relation to education and learning of the various elements that make up culture. There is an empirical perception of the effects of listening to music in English on the learning of this language.

Finally, regarding the benefits that music provides in EFL contexts, we think that songs are frequently used by teachers in EFL to help students acquire a second language. Through music,

foreign language learners learn new vocabulary and grammar, they also improve their spelling, reading, writing, speaking, and listening.

### 4.2.3 Results and Discussion

Accordingly with the inquiry about music and its strategies for EFL teaching-learning, fifty articles were taken into account look [Annex 1](#) and twenty articles were included in this systematic review that follow all the criteria mentioned above. Therefore, the 20 research papers shown in [Annex 2](#) were organized. Therefore, it can be seen that the articles taken into account are mostly in English. Likewise, Researchgate Was the database that offered the most relevant information on this topic, Dialnet as follows.

Firstly, Carvajal (2022) mentions that music is proposed as a didactic strategy to strengthen the ability to speak in English. Both students and teachers find music attractive due to its interactive and audiovisual character. According to field research, students showed a greater willingness and motivation to use music as a tool for learning English. In addition, it highlights that music allows the integration of conventional learning strategies with the emotional and personal part of each student, which helps them to create their own experiences and take ownership of learning while practicing English.

In the case of Torras-Vila's (2021) research, she states that through her research process, incorporating music into EFL classrooms offers numerous advantages. Students seem to develop other skills that help them to acquire L2 more easily through music, which contributes positively to the acquisition of vocabulary, structures, and pronunciation. Additionally, music can help reduce anxiety in the language classroom by focusing on music aspects or meaning.

Similarly, Garcia and Rubio's (2016) research highlights the importance of using song as a didactic resource for teaching a foreign language to young children. Songs not only capture the children's enthusiasm but also provide them with a cultural perspective of the country. They also add that songs are not only valuable for language learning, but can also serve to improve vocabulary

in specific contexts. It is recommended to choose songs with limited vocabulary and language appropriate for the classroom, as well as repetitive rhythms and themes related to the student's experiences.

In Saber's (2016) research suggests that music instruction can improve reading skills; results showed that the experimental group, who were exposed to songs and rhythms obtained higher test scores compared to the control group who were not exposed to songs. In addition, a relationship between musical aptitude and the process of learning a second language was identified, suggesting a highly beneficial synergy between music and language acquisition. These results underline the relevance of music in the context of learning a language. Another important aspect he mentions is that suggestopedia is a language teaching method that uses music to relax the student and create an environment conducive to learning whereby this approach stimulates both the left and right hemispheres of the brain to optimize learning.

The research that was selected maintains that the incorporation of music in EFL education and learning on the one hand is a pedagogical strategy that can significantly enrich the students' experience. Furthermore, the diversity of genres allows students to explore a wide range of artistic styles and expressions, enriching their understanding of the culture and music in the language they are learning. Adapting music to the level and age of the students ensures that the activities are appropriate for their cognitive and linguistic development, which promotes effective learning. According to the above, this literary review contributes greatly to the teaching of English as a foreign language, thus adapting to different teaching strategies.

In conclusion, in terms of comparison and contrast between our different categories it could be that the use of music in both Suggestopedia and as a facilitator in learning English shares a fundamental goal: the creation of a positive and dynamic learning atmosphere. This approach,

integral to English as a foreign language (EFL) instruction, harnesses the power of music to foster motivation, relaxation, and an overall positive learning experience.

Ethnomusicology's influence and the benefits of incorporating music in EFL contexts emphasize the cultural and motivational dimensions inherent in language learning through musical engagement. Ethnomusicology enriches language skills by placing language acquisition within its cultural context, exposing learners to linguistic nuances embedded in music. This aligns with the broader discussion on music in EFL contexts, where music serves as a versatile pedagogical tool, supporting language skill development and tapping into emotions and memory.

A central theme across these topics is the recognition of cognitive engagement through auditory stimuli. Whether in the structured environment of Suggestopedia or the broader integration of music in language learning, there is a shared acknowledgment of music's role in enhancing cognitive processes, highlighting its significance as a powerful tool in language education.

## **Chapter V. Research Contribution**

The objective of this research was to describe and demonstrate the impact and importance of music in the teaching of a second language. Knowing this, we verified some patterns: suggestopedia, ethnomusicology, motivation, benefits that music provides in the context of English as a foreign language, and music as a facilitator of learning processes. Furthermore, we found 50 articles and we finally chose 20 of them; filtering them through the text document and in a Matrix chart and making a detailed summary of each one of them in order to expand the vision of them and be able to select them cautiously. The purpose of this chapter is to present the conclusions we reached according to all the sketches made to understand the effect that music has in the classroom on the teaching of a second language.

First of all, we consider that suggestopedia is a method that includes music and relaxing students to promote and accelerate the learning of English as a foreign language. Additionally, EFL students

have better concentration in classes, comfortable learning, retention of information, understanding, and feeling better about themselves. Nevertheless, we know that Suggestopedia is an old term because it is from 1970, meanwhile is a specific tool for teaching and learning EFL, and suggests students' motivation and concentration in the EFL classes.

Secondly, we have ethnomusicology as the study of musical foundations, to investigate deeply music and its culture, as well as how culture coincides with music, and how this creates a relationship between learning English as a foreign language and a habit that supports progress in teaching and learning. English as a foreign language. Consequently, by having an approach to musical culture, students can improve their English as foreign language skills mostly in oral and pronunciation, as a constant habit of listening to music from different English cultures can improve these skills.

Thirdly, the influence of music on the teaching-learning of English as a foreign language. Not only is music as a facilitator of learning processes a pedagogical tool implemented in the classroom that facilitates memorization with the use of songs because both parts of the brain activate and generate memorization, develop English skills and motivation, but also, how Students have the possibility of breaking barriers such as the insecurity that arises when speaking in another language.

Finally, according to our research question, it is important to clarify that with our research we have the answer and results giving affirmation about the influence that music has in the teaching and learning of English as a foreign language, and by knowing the benefits that music can bring to the progress of teaching and learning EFL, being a way to implement music in the classroom as a didactic and useful strategy for both students and teachers since it is out of the traditional model because it is a fun and guaranteed way to teach-learn English as a foreign language, thanks to this research we as future EFL teachers, know have the effectiveness of implement music in our future classes.

## 5.1 Further research

Based on the literature review we developed, further research possibilities could include investigating the effectiveness of music in teaching and learning EFL from different types of viewpoints. For example, Suggestopedia as a method for teaching and learning English as a foreign language, ethnomusicology delving into the habit of English culture and how it works in learning and teaching a foreign language, motivating teachers and students towards English as a foreign language, the benefits that music brings in teaching and learning a foreign language. Additionally, future studies could examine the role of music in improving other language skills such as speaking, listening, reading, and writing. Another potential area for future research could be to investigate the use of music in the teaching and learning of foreign languages other than English.

## References

- Andrade, C., Ayala, J., & Amador, G. (2018). Influence of music in English in the teaching of a second language in the Universidad Técnica del Norte.
- . Arleo, A. (2000). Music, Song and Foreign Language Teaching. *Cahiers de l'APLIUT*, 19(4), 5-19. From [https://www.persee.fr/doc/AsPDF/apliu\\_0248-9430\\_2000\\_num\\_19\\_4\\_3005.pdf](https://www.persee.fr/doc/AsPDF/apliu_0248-9430_2000_num_19_4_3005.pdf)
- Aguirre, D., Bustinza, D., & Garvich, M. (2016) Influence of Songs in Primary School Students' Motivation for Learning English in Lima, Peru. *English Language Teaching*. From <https://ccsenet.org/journal/index.php/elt/article/view/56562>
- Bancroft, W. J. (1978). The Lozanov Method and Its American Adaptations. *The Modern Language Journal*, 62 (4), 167–175. From <https://www-jstor-org.ezproxy.unbosque.edu.co/stable/324351>
- Bancroft, W. J. (1999). *Suggestopedia and Language*. Routledge. From <https://eds-p-ebshost-com.ezproxy.unbosque.edu.co/eds/ebookviewer/ebook/bmxlYmtfXzEzNDQ1MF9fQU41?sid=538d9f0c-c907-4d83-a5df-61b5eb6466fb@redis&vid=2&hid=/&format=EB>
- Bellés-Calvera, L. (2018). Teaching music in English: A content-based instruction model in secondary education. *LACLIL*, 11(1), 109-139. DOI: 10.5294/laclil.2018.11.1.6
- Campbell, P. S. (2003). Ethnomusicology and Music Education: Crossroads for knowing music, education, and culture. *Research Studies in Music Education*, 21(1), 16–30. From <https://journals.sagepub.com/doi/10.1177/1321103X030210010201>
- Carvajal, C. L. (2022). Music as an English learning strategy in the speaking ability of first grade students at the Mina Vieja Rural Educational Center in the municipality of Yarumal. From <https://repository.unad.edu.co/handle/10596/48921>
- Castellanos, L., & Garzón, M. (2013). El uso de canciones en inglés para favorecer el desarrollo de habilidades de comprensión.
- Cifuentes, M. C. (2006). Songs in the English class: a strategy to encourage tenth graders' oral production. *Profile*, 7(1), 47–57. From [http://www.scielo.org.co/scielo.php?script=sci\\_arttext&pid=S1657-07902006000100004](http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902006000100004)



- Cortés-Rozo, E. J., Suárez-Vergara, D. A., & Castañeda-Trujillo, J. E. (2019). Exploring Students' Context Representations by Using Songs in English With a Social Content. *Profile: Issues in Teachers' Professional Development*, 21(2), 129–141. From <https://doi.org/10.15446/profile.v21n2.77731>
- De Castro, M. E. (2014). The Use of Music for Teaching of English. *The Liphub*.
- Del Prado, J. (2006). Word and Music.
- Duarte Romero, M., Tinjacá Bernal, L. M., & Carrero Olivares, M. (2012). Using Songs to Encourage Sixth Graders to Develop English Speaking Skills. *Profile: Issues in Teachers' Professional Development*, 14(1), 11-28.
- Fernández, A., & Fonseca, B. (2019). EFL Learners' Speaking Proficiency and Its Connection to Emotional Understanding, Willingness to Communicate, and Musical Experience.
- García, I., & Juan, A. (2016). Las canciones como herramientas pedagógicas para la enseñanza del inglés en la Educación Primaria.
- Helen, D. (2016). Can Music Help with Learning a Language? From <https://helendoron.com/english/2016/08/21/>
- Hernández González, R., & Barreiro Pérez, L. M. (2020). The use of songs in English language teaching at the Technological University of Havana. *Pedagogical Reference*, 8(2), 363-378. Published online December 21, 2021.
- Ivanova, G., & Dimova-Severinova, D. (2021). The Role of Happiness in Applying Suggestopedia and Fostering the Language Learning Process. *Journal of Social Studies Education Research*, 12(4), 365–383. From <https://www.jsser.org/index.php/jsser>
- Johnsson, M. (2020, 7 de febrero). The Impact of Music Activities on Foreign Language, English Learning for Young Children. EcuRed virtual encyclopedia, 'History of music' (2021).
- Khaghaninejad, M. S., & Fahandejsaadi, R. (s.f.). *Music and Language Learning*. Shiraz University From [https://www.researchgate.net/profile/Mohammad-Khaghaninejad/publication/307014316\\_Music\\_and\\_Language\\_Learning/links/57c1554008ae2f5eb333f042/Music-and-Language-Learning.pdf](https://www.researchgate.net/profile/Mohammad-Khaghaninejad/publication/307014316_Music_and_Language_Learning/links/57c1554008ae2f5eb333f042/Music-and-Language-Learning.pdf)

- López Vélez, J. C., & Villafuerte Holguin, J. S. (2021). Educational Innovation into English as a Foreign Language Practices for Early Children: Neuroeducation and the Total Physical Response Method. *Education Quarterly Reviews*, 4(3), 377–389. From <https://eric.ed.gov/?id=EJ1319141>
- Marion, M. (2021). *Use of music as both a teaching method and therapy*. Masaryk University. From [https://is.muni.cz/th/fsnvx/Radek\\_Doskocil\\_441261\\_Use\\_of\\_music\\_as\\_both\\_a\\_teaching\\_method\\_and\\_therapy.pdf](https://is.muni.cz/th/fsnvx/Radek_Doskocil_441261_Use_of_music_as_both_a_teaching_method_and_therapy.pdf)
- Millington, N. (2011). Using Songs Effectively to Teach English to Young Learners. *Language Education in Asia*, 2, 134-141. From [https://leia.org/LEiA/LEiA%20VOLUMES/Download/LEiA\\_V2\\_I1\\_2011/LEiA\\_V2I1A11\\_Millington.pdf](https://leia.org/LEiA/LEiA%20VOLUMES/Download/LEiA_V2_I1_2011/LEiA_V2I1A11_Millington.pdf)
- McPherson, G., & Welch, G. (2018). *Music Learning and Teaching in Infancy, Childhood, and Adolescence: An Oxford Handbook of Music Education, Volume 2*. Oxford University Press. From <https://edspebscohostcom.ezproxy.unbosque.edu.co/eds/ebookviewer/ebook/bmxlYmtfXzI2NjE5NDVfX0FO0?sid=a09411ca-d1bd-4acd-9958-2f58b5e54f7b@redis&vid=2&hid=/&format=EB>
- Moradi, M. (2014). On Effect of Soft Music on Learning English Language Vocabulary. *TPSL*, 4(2), 341-348.
- Nadera, B. (2015). Promoting Student Motivation in EFL Classroom: Through Extended Music Education.
- Newman, T. (2022). *The History and Overview of Ethnomusicology*.
- Palacios, N. (2014). Students' responses to the use of songs in the EFL classroom at a public school in Bogotá: A critical approach. *Dialnet*. From <https://dialnet.unirioja.es/servlet/articulo?codigo=4945885>
- Pérez Niño, D. F. (2010). The Role of Music in Young Learners' Oral Production in English. Universidad Nacional de Colombia, sede Bogotá. From [http://www.scielo.org.co/scielo.php?script=sci\\_arttext&pid=S1657-07902010000100010](http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902010000100010)
- Piri, S. (2019). The Role of Music in Second Language Learning. From [https://www.researchgate.net/publication/336680938\\_The\\_Role\\_of\\_Music\\_in\\_Second\\_Language\\_Learning](https://www.researchgate.net/publication/336680938_The_Role_of_Music_in_Second_Language_Learning)

- Quast, U. (1999). The Effect of Music on Acquiring Vocabulary with Technically Gifted Students. From <https://journals-sagepub-com.ezproxy.unbosque.edu.co/doi/pdf/10.1177/026142949901400103>
- Richards, J., & Rodgers, T. (2001). Suggestopedia. En *Approaches and Methods in Language Teaching* (pp. 100-107). Cambridge: Cambridge University Press. From <https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/suggestopedia/BB0A6AEA27E23BA6F7084ACB293989D6#access-block>
- Rice, T. (2013). *ETHNOMUSICOLOGY: A Very Short Introduction*. Hugo Ribeiro – Compositor, Guitarrista e Etnomusicólogo. From [https://hugoribeiro.com.br/area-restrita/Rice-Ethnomusicology-A\\_very\\_short\\_introduction.pdf](https://hugoribeiro.com.br/area-restrita/Rice-Ethnomusicology-A_very_short_introduction.pdf)
- Torras-Vila, B. (2021). Music as a tool for foreign language learning in Early Childhood Education and Primary Education. Proposing innovative CLIL Music teaching approaches. *CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education*, 4(1), 35-47. From [https://ddd.uab.cat/pub/clil/clil\\_a2021v4n1/clil\\_a2021v4n1p35.pdf](https://ddd.uab.cat/pub/clil/clil_a2021v4n1/clil_a2021v4n1p35.pdf)
- Toscano-Fuentes, C. M., & Fonseca-Mora, M. C. (2012). Music as a facilitating tool of learning English as a foreign Language. Universidad de Huelva. Departamento de Filología Inglesa. Pabellón, 11 Alto, 39. Avda. Tres de Marzo, s/n. 21071 Huelva. From <https://revistas.usal.es/tres/index.php/1130-3743/article/view/10361/10800>
- Yüse, E. (2018). Investigation into the Relationship between EFL Learners' Foreign Music Listening Habits and Foreign Language Classroom Anxiety.
- Yuliana, Y. (2003). Teaching English to Young Learners Through Songs. *Kata: A Biannual Publication on the Study of Language and Literature*, 5.
- Žnidaršič, J. (2020). *Interdisciplinary Perspectives in Music Education*. Nova. From <https://edspebscohostcom.ezproxy.unbosque.edu.co/eds/ebookviewer/ebook/bmxlYmtfXzI0NTg0NDJfX0FO0?sid=63790896-0a8f-41f2-9932-316e45bbbbba@redis&vid=1&format=EB>

### Appendix A. Synthesis Matrix (Annex 1)

- Evidence of 50 articles

STUDY	YEAR	STUDY PURPOSE	SAMPLE SIZE	COUNTRY
Carvajal, C. L. Music as an English learning strategy in the speaking ability of first grade students at the Mina Vieja Rural Educational Center in the municipality of Yarumal <a href="https://repository.unad.edu.co/handle/10596/48921">https://repository.unad.edu.co/handle/10596/48921</a>	2022	Investigating how music can be a strategy to facilitate the learning of English with the purpose that students are interested in the language and also guarantee excellent results.	first graders	Colombia
Ph.D. Shiraz University Rahim Fahandejsaadi, Ph.D. Music and Language Learning Mohammad Saber Khaghaninejad, Shiraz University <a href="https://www.researchgate.net/profile/Mohammad-Khaghaninejad/publication/307014316_Music_and_Language_Learning/links/57c1554008">https://www.researchgate.net/profile/Mohammad-Khaghaninejad/publication/307014316_Music_and_Language_Learning/links/57c1554008</a>	2016	The research focuses on understanding the developmental processes of all aspects of language (i.e., syntax, semantics, morphology, phonology, pragmatics and discourse) across multiple learner populations, especially in bilingual and second/foreign		Iran

<a href="#">ae2f5eb333f042/Music-and-Language-Learning.pdf</a>		<p>language learners throughout the lifespan. In the areas of music development and processing</p>		
<p>Torras-Vila, B. Music as a tool for foreign language learning in Early Childhood Education and Primary Education. Proposing innovative CLIL Music teaching approaches. CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education, 4 (1), 35-47. <a href="https://10.5565/rev/clil.60">https://10.5565/rev/clil.60</a></p>	<p>2021</p>	<p>Developed and implement CLIL Music approaches that integrate foreign languages and music.</p>	<p>In early Childhood education and primary education</p>	<p>Spain</p>
<p>The Role of Music in Young Learners' Oral Production in English Daniel Fernando Pérez Niño Universidad Nacional de Colombia, sede Bogotá <a href="http://www.scielo.org.co/pdf/prf/v12n1/v12n1a10.pdf">http://www.scielo.org.co/pdf/prf/v12n1/v12n1a10.pdf</a></p>	<p>2010</p>	<p>shows how young learners who study English in this program can develop their oral production by making and listening to music. The study took place in the first semester of 2009 and followed the qualitative and descriptive approaches to classroom research. The author describes how young learners view music as a ludic tool</p>	<p>young people</p>	<p>Colombia</p>

		that will improve their oral performance and how the activities applied by a music teacher help to reinforce the language topics studied in other English classes.		
De Castro, M. E. The use of music for teaching English. The Liphub. <a href="https://is.muni.cz/th/rei36/diploma_thesis_1.pdf">https://is.muni.cz/th/rei36/diploma_thesis_1.pdf</a>	2007	Innovate language teaching through the lip hub as part of a musical strategy where all students feel motivated to learn in class	Primary school	Spain
The effectiveness of using songs and music to foster motivation and language development in the young English L2 classroom <a href="file:///C:/Users/yespov/Downloads/the-effect-of-using-songs-on-young-learners-and-their-motivation-for-learning-english2016111.pdf">file:///C:/Users/yespov/Downloads/the-effect-of-using-songs-on-young-learners-and-their-motivation-for-learning-english2016111.pdf</a>	2016	Teachers could take advantage of this and use music and songs as an effective motivator to foster second language development.	Primary school education year 4-6	
Andrade, C. Ayala, J, & Amador, G. (2018). Influence of music in English in the teaching of a second language in the Universidad técnica del Norte. [Archivo PDF]. <a href="file:///C:/Users/yespov/Downloads/INF%20LUENCIADELAM%20SICAENINGLSEN%20LAENSEANZADE">file:///C:/Users/yespov/Downloads/INF LUENCIADELAM SICAENINGLSEN LAENSEANZADE</a>	2018	To identify if the students of Universidad Técnica del Norte who study bachelor's degree in English, have the habit of listening to music in English, and to show how this habit has a great influence on reaching a high level of the English language.	Student's University	Ecuador

<a href="#">UNSEGUNDOIDI OMA.pdf</a>				
Ethnomusicology and the Music Industries: An Overview <a href="https://www.tandfonline.com/doi/abs/10.1080/17411912.2010.489279">https://www.tandfonline.com/doi/abs/10.1080/17411912.2010.489279</a>	2010	Relationship between ethnomusicology and the music industries, particularly record companies, over the course of the twentieth and twenty-first centuries.	Everybody	United State
Rice, T. (2013). ETHNOMUSICOLOGY A VERY SHORT INTRODUCTION. Hugo Ribeiro – Compositor, Guitarrista e Etnomusicólogo. <a href="https://hugoribeiro.com.br/area-restrita/Rice-Ethnomusicology-A_very_short_introduction.pdf">https://hugoribeiro.com.br/area-restrita/Rice-Ethnomusicology-A_very_short_introduction.pdf</a>	1970	To share the definition of ethnomusicology, and to reach how ethnomusicology influences in teaching and learning through music and all that music consists	Children, young people and adults	South Africa
The Influence of Music and Educational Songs on EFL Students' Achievement from Their Teachers' Perspective in Jenin Region <a href="https://files.eric.ed.gov/fulltext/EJ1310659.pdf">https://files.eric.ed.gov/fulltext/EJ1310659.pdf</a>	2021	To explore the influence of music and educational songs of English as a foreign language (EFL) students' achievement from the perspective of teachers in the Jenin Region in Palestine. With that, to prove that English has become one of the languages spoken and written all over the world.	University students	Palestine

Nadera, B Promoting Student Motivation in EFL Classroom: Through Extended Music Education <a href="https://pdf.sciencedirectassets.com/">https://pdf.sciencedirectassets.com/</a>	2015	Teacher reach motivate students EFL inside and outside the classroom of English class through implementation of music	Children	Algeria
Del Prado, J. (2006) Word and music	Relationship between language and music	Join the study of words with the study of music to teach those who wish to learn the art of interpreting texts	Teachers and students	Spain
The Impact of Music Activities on Foreign Language, English Learning for Young Children <a href="file:///C:/Users/yespov/Downloads/JETENPaper2015-2.pdf">file:///C:/Users/yespov/Downloads/JETENPaper2015-2.pdf</a>	2015	to examine the impact of music activities on foreign language,	Children	
EcuRed virtual encyclopedia, 'History of music' (2021) <a href="https://plato.stanford.edu/entries/hist-westphilmusic-since-1800/">https://plato.stanford.edu/entries/hist-westphilmusic-since-1800/</a>	2021	Research on the origin of music and its development from the search for communication during the beginnings of humanity to the present day	Children, young people and adults	Cuba
Yüse, E. (2018) Investigation into the Relationship between EFL Learners' Foreign Music Listening Habits and Foreign Language Classroom Anxiety <a href="file:///C:/Users/yespov/Downloads/An_investigation_into_th">file:///C:/Users/yespov/Downloads/An_investigation_into_th</a>	2018	Investigate when students EFL have and habit to listening music before their EFL classes can be an effective way for overcoming anxiety	Higher education	Turkey



<a href="#">e_Relationship_bet_ween_EFL.pdf</a>				
Fernández & Fonseca. EFL Learners' Speaking Proficiency and Its Connection to Emotional Understanding, Willingness to Communicate and Musical Experience <a href="https://journals.sagepub.com/doi/epub/10.1177/1362168819891868">https://journals.sagepub.com/doi/epub/10.1177/1362168819891868</a>	2019	Music can influence speaking skill to students (EFL) connected with emotional understanding to communicate in EFL classes	Adolescents	Spain
Cifuentes M.C. Songs in the English class: a strategy to encourage tenth graders' oral production. <i>Profile</i> , 7, 47–57 <a href="http://www.scielo.org.co/pdf/prf/n7/n7a04.pdf">http://www.scielo.org.co/pdf/prf/n7/n7a04.pdf</a>	2006	Use songs in English classes to implement the oral skill in students (EFL)	Children, adolescents and adults	Colombia
Bellés-Calvera, L. Teaching music in English: A content-based instruction model in secondary education. <i>LACLIL</i> , 11(1), 109-139. DOI: 10.5294/laclil.2018.11.1.6 <a href="https://laclil.unisabana.edu.co/index.php/LACLIL/article/view/8942/pdf">https://laclil.unisabana.edu.co/index.php/LACLIL/article/view/8942/pdf</a>	2018	Teach a didactic unit of music using this approach in the subject of English and the objective is to determine how students value their music classes in English and check the suitability of a subject such as music being taught in English	Primary school	Spain
Piri, Somaye. (2019). The Role of Music in Second Language Learning.	2019	Educational trainers are more unaware of incorporating music which is an	University students	Iran

<a href="https://www.researchgate.net/publication/336680938_The_Role_of_Music_in_Second_Language_Learning">https://www.researchgate.net/publication/336680938_The_Role_of_Music_in_Second_Language_Learning</a>		excellent strategy for EFL students.		
<p>Garcia, I. &amp; Juan, A. Las canciones como herramientas pedagógicas para la enseñanza del inglés en la Educación Primaria.</p> <p><a href="https://www.revistaelectronicalenguaje.com/wp-content/uploads/2016/10/Vol-03-07-Daniel-Juan-Rubio_Isabel-Maria-Garcia-Conessa.pdf">https://www.revistaelectronicalenguaje.com/wp-content/uploads/2016/10/Vol-03-07-Daniel-Juan-Rubio_Isabel-Maria-Garcia-Conessa.pdf</a></p>	2016	explain reasons why music is a proven teaching tool that promotes language retention and production in young children.	Primary school	Spain
<p>Castellanos, L. &amp; Garzón, M. El uso de canciones en inglés para favorecer el desarrollo de habilidades de comprensión.</p> <p><a href="https://repository.unilivre.edu.co/bitstream/handle/10901/7898/CastellanosEspitiaLuisaFernanada2013.pdf?sequence=1&amp;isAllowed=y">https://repository.unilivre.edu.co/bitstream/handle/10901/7898/CastellanosEspitiaLuisaFernanada2013.pdf?sequence=1&amp;isAllowed=y</a></p>	2013	try to educate students through the use of songs in English as a didactic teaching method to improve understanding, pronunciation and writing of the English language.	eighth and ninth-grade students	Colombia
<p>Richards, J., &amp; Rodgers, T. (2001). Suggestopedia. In Approaches and Methods in Language Teaching (Cambridge Language Teaching Library, pp. 100-107). Cambridge: Cambridge</p>	2001	Lozanov describes as a “science ... concerned with the systematic study of the nonrational and/or nonconscious influences” that human beings are constantly responding to (Stevick 1976: 42).	All ages	Cambridge University

<p>University Press. doi:10.1017/CBO9780511667305.011, retrivered from: <a href="https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/suggestopedia/BB0A6AEA27E23BA6F7084ACB293989D6#access-block">https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/suggestopedia/BB0A6AEA27E23BA6F7084ACB293989D6#access-block</a></p>				
<p>Marion, M. (2021). Use of music as both a teaching method and therapy. Masaryk University. Retrieved from: <a href="https://is.muni.cz/th/fsnvx/Radek_Dosko_cil_441261_Use_of_music_as_both_a_teaching_method_and_therapy.pdf">https://is.muni.cz/th/fsnvx/Radek_Dosko_cil_441261_Use_of_music_as_both_a_teaching_method_and_therapy.pdf</a></p>	2021	<p>Music therapy, find out reliable sources proving the effectiveness of using music in English lessons supported by some interesting ideas of how music can be used in both educational and therapeutic way and also offer the teachers with a number of interesting activities that can be used to accomplish their goals.</p>	All ages	Czech Republic
<p>Arleo Andy. Music, Song and Foreign Language Teaching. In: Cahiers de l'APLIUT, volume 19, numéro 4, 2000. Arts et langue de spécialité. pp. 5-19. Retrieved from: <a href="https://www.persee.fr/doc/AsPDF/apliu_0248-9430_2000_num_19_4_3005.pdf">https://www.persee.fr/doc/AsPDF/apliu_0248-9430_2000_num_19_4_3005.pdf</a></p>	2000	<p>This article first discusses the similarities and differences between music and language</p>	All ages	
<p>Torras-Vila, B. (2021). Music as a tool for foreign</p>	2021	<p>The use of songs in EFL classrooms, whether through</p>	Primary education	Catalunia

<p>language learning in Early Childhood Education and Primary Education. Proposing innovative CLIL Music teaching approaches. CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education, 4(1), 35-47. Retrieved from <a href="https://ddd.uab.cat/pub/clil/clil_a2021v4n1/clil_a2021v4n1p35.pdf">https://ddd.uab.cat/pub/clil/clil_a2021v4n1/clil_a2021v4n1p35.pdf</a></p>		<p>singing or listening to songs with lyrics, is a widely popular resource among foreign language teachers.</p>		
<p>Helen,D. (2016). Can Music Help with Learning a Language? Retrieved from: <a href="https://helendoron.com/english/2016/08/21/">https://helendoron.com/english/2016/08/21/</a></p>	2016	<p>Music plays a very important part in learning our native language and additional languages.</p>	All ages	Colombia
<p>Moradi,M. On Effect of Soft Music on Learning English Language Vocabulary Retrieved from: <a href="10.4304/tpls.4.2.341-348">10.4304/tpls.4.2.341-348</a></p>	2014	<p>The purpose of this article was the implement the use of soft music in classes of English, and that students can memorize vocabulary in a real-life situation.</p>	Adolescents	Finland
<p>W. Jane Bancroft. (1999). Suggestopedia and Language. Routledge. Retrieved from: <a href="https://eds-p-ebcoh">https://eds-p-ebcoh</a></p>	1999	<p>Acquisition deals with the theories behind Suggestology and Suggestopedia,</p>	Elementary school	Colombia

<a href="http://ost-com.ezproxy.unbosque.edu.co/eds/ebookviewer/ebook/bmxlYmtfXzEzNDQ1MF9fQU41?sid=538d9f0c-c907-4d83-a5df-61b5eb6466fb@redis&amp;vid=2&amp;hid=/&amp;format=EB">ost-com.ezproxy.unbosque.edu.co/eds/ebookviewer/ebook/bmxlYmtfXzEzNDQ1MF9fQU41?sid=538d9f0c-c907-4d83-a5df-61b5eb6466fb@redis&amp;vid=2&amp;hid=/&amp;format=EB</a>				
<p>AGUIRRE, D.; BUSTINZA, D.; GARVICH, M. Influence of Songs in Primary School Students' Motivation for Learning English in Lima, Peru. English Language Teaching, Retrieved from: <a href="https://files.eric.ed.gov/fulltext/EJ1095591.pdf">https://files.eric.ed.gov/fulltext/EJ1095591.pdf</a></p>	2016	<p><b>Music</b> and songs while learning a new <b>language</b> can be of great benefit to students in aspects such as grammar, pronunciation and vocabulary</p>	Elementary education	Peru
<p>Ivanova, G., &amp; Dimova-Severinova, D. (2021). The Role of Happiness in Applying Suggestopedia and Fostering the Language Learning Process. Journal of Social Studies Education Research, 12(4), 365–383. Retrieved from: <a href="https://www.jsser.org/index.php/jsser">https://www.jsser.org/index.php/jsser</a></p>	2021	<p>Many studies have shown that using music and songs while learning a new language can be of great benefit to students in aspects such as grammar, pronunciation, and vocabulary. However, the use of songs in class as motivation to learn English is a subject that has not been explored thoroughly</p>	Elementary school	
<p>Jerneja Žnidaršič. Interdisciplinary Perspectives in Music Education. Nova, 2020. Retrieved from:</p>	2020	<p>Understanding basic terminology is critical for identifying and implementing the appropriate form,</p>	Elementary school	

<a href="https://eds-p-ebSCOhost-com.ezproxy.unbosque.edu.co/eds/ebookviewer/ebook/bmxLYmtfXzI0NTg0NDJfX0FO0?sid=63790896-0a8f-41f2-9932-316e45bbbbba@redis&amp;vid=1&amp;format=EB">https://eds-p-ebSCOhost-com.ezproxy.unbosque.edu.co/eds/ebookviewer/ebook/bmxLYmtfXzI0NTg0NDJfX0FO0?sid=63790896-0a8f-41f2-9932-316e45bbbbba@redis&amp;vid=1&amp;format=EB</a>		strategy or approach in interdisciplinary settings.		
<p>Quast, U. (1999). The Effect of Music on Acquiring Vocabulary with Technically Gifted Students. Retrieved from: <a href="https://journals-sagepub-com.ezproxy.unbosque.edu.co/doi/pdf/10.1177/026142949901400103">https://journals-sagepub-com.ezproxy.unbosque.edu.co/doi/pdf/10.1177/026142949901400103</a></p>	1999	Suggestopedia is an effective way of teaching foreign languages to students of technical subjects.	Elementary school	
<p>Bancroft, W. J. (1978). The Lozanov Method and Its American Adaptations. The Modern Language Journal, 62(4), 167–175. Retrieved from: <a href="https://www-jstor-org.ezproxy.unbosque.edu.co/stable/324351">https://www-jstor-org.ezproxy.unbosque.edu.co/stable/324351</a></p>	1978	Based on the motivation of each student through Lozano v method and the suggestopedia.	Elementary school	
<p>Gary McPherson, &amp; Graham Welch. Music Learning and Teaching in Infancy, Childhood, and Adolescence : An Oxford Handbook of Music Education, Volume 2. Oxford University Press. Retrieved from: <a href="https://eds-p-ebSCOhost-com.ezproxy.unbosque.edu.co/eds/ebookviewer/ebook/bmxLYmtfXzI0NTg0NDJfX0FO0?sid=63790896-0a8f-41f2-9932-316e45bbbbba@redis&amp;vid=1&amp;format=EB">https://eds-p-ebSCOhost-com.ezproxy.unbosque.edu.co/eds/ebookviewer/ebook/bmxLYmtfXzI0NTg0NDJfX0FO0?sid=63790896-0a8f-41f2-9932-316e45bbbbba@redis&amp;vid=1&amp;format=EB</a></p>	2018	Music Learning and Teaching in Infancy, Childhood, and Adolescence is one of five paperback books derived from the foundational two-volume Oxford Handbook of Music Education. Designed for music teachers, students, and scholars of	All ages	England

<a href="http://ost-com.ezproxy.unbosque.edu.co/eds/ebookviewer/ebook/mx1YmtfXzI2NjE5NDVfX0FO0?sid=a09411ca-d1bd-4acd-9958-2f58b5e54f7b@redis&amp;vid=2&amp;hid=/&amp;format=EB">ost-com.ezproxy.unbosque.edu.co/eds/ebookviewer/ebook/mx1YmtfXzI2NjE5NDVfX0FO0?sid=a09411ca-d1bd-4acd-9958-2f58b5e54f7b@redis&amp;vid=2&amp;hid=/&amp;format=EB</a>		<p>music education, as well as educational administrators and policymakers, the second book in this set explores a broad array of key issues, concepts, and debates related to music learning and teaching in three phases of a child's development.</p>		
<p>López Vélez, J. C., &amp; Villafuerte Holguin, J. S. . Educational Innovation into English as a Foreign Language Practices for Early Children: Neuroeducation and the Total Physical Response Method. <i>Education Quarterly Reviews</i>, 4(3), 377–389. Retrieved from: <a href="https://eric.ed.gov/?id=EJ1319141">https://eric.ed.gov/?id=EJ1319141</a></p>	2021	<p>English as a foreign language of early children through the articulation of Neuroeducation and the Total Physical Response methodology with music.</p>	All ages	South Sulawesi
<p>Millington, Neil.. Using Songs Effectively to Teach English to Young Learners. <i>Language Education in Asia</i>. <a href="https://leia.org/LEiA/LEiA%20VOLUME/Download/LEiA_V2_I1_2011/LEiA_V2I1A11_Millington.pdf">https://leia.org/LEiA/LEiA%20VOLUME/Download/LEiA_V2_I1_2011/LEiA_V2I1A11_Millington.pdf</a></p>	2011	<p>To explore the use of songs as pedagogical tools in language education for young learners.</p>	Children	Japan
<p>Yuliana, Yuliana. TEACHING</p>	2003	<p>To investigate the utilization of songs</p>	children	Indonesian

<p>ENGLISH TO YOUNG LEARNERS THROUGH SONGS. Kata : a Biannual Publication on the Study of Language and Literature. 5.</p>		<p>as an educational tool for instructing English</p>		
<p>Cortés-Rozo, E. J., Suárez-Vergara, D. A. and Castañeda-Trujillo, J. E. . Exploring Students' Context Representations by Using Songs in English With a Social Content. Profile: Issues in Teachers' Professional Development, 21(2), 129–141. <a href="https://doi.org/10.15446/profile.v21n2.7731">https://doi.org/10.15446/profile.v21n2.7731</a></p>	<p>2019</p>	<p>To analyze a group of students' self-representations by connecting their own experiences and contexts with English songs</p>	<p>Children between 11 and 13 years old</p>	<p>Colombia</p>
<p>Duarte Romero, Mónica, Tinjacá Bernal, Luz Mery, &amp; Carrero Olivares, Marilú. Using Songs to Encourage Sixth Graders to Develop English Speaking Skills. Profile Issues in Teachers' Professional Development, 14(1), 11-28. from <a href="http://www.scielo.org.co/scielo.php?scri">http://www.scielo.org.co/scielo.php?scri</a></p>	<p>2012</p>	<p>To investigate how using songs in English language learning enhances speaking skills</p>	<p>For students from two sixth-grade</p>	<p>Colombia</p>



<a href="http://scielo.sld.cu/scielo.php?script=sci_arttext&amp;pid=S1657-07902012000100002&amp;lng=en&amp;tlng=en">pt=sci_arttext&amp;pid=S1657-07902012000100002&amp;lng=en&amp;tlng=en.</a>				
Hernández González, R., & Barreiro Pérez, L. M. The use of songs in English language teaching at the Technological University of Havana. Pedagogical Reference, 8(2), 363-378. Epub December 21, 2021. Retrieved October 11, 2023, from <a href="http://scielo.sld.cu/scielo.php?script=sci_arttext&amp;pid=S2308-30422020000200363&amp;lng=es&amp;tlng=es">http://scielo.sld.cu/scielo.php?script=sci_arttext&amp;pid=S2308-30422020000200363&amp;lng=es&amp;tlng=es</a>	2020	To explore the use of songs as a pedagogical tool in English language teaching. It focuses on listening skill.	Universitarie s students	Cuba
Palacios, N.. Students' responses to the use of songs in the EFL classroom at a public school in Bogotá: A critical approach. Dialnet. <a href="https://dialnet.unirioja.es/servlet/articulo?codigo=4945885">https://dialnet.unirioja.es/servlet/articulo?codigo=4945885</a>	2014	Its goal is to understand how socially themed songs could engage students, facilitate language learning, and promote critical thinking and reflection	Adolescents between 15 and 19 years	Colombia

Using Popular Culture to Promote Learning in EFL Classrooms: A Case Study (2014) <a href="https://www.researchgate.net/publicat">https://www.researchgate.net/publicat</a>	2014	To investigate how popular culture products support in Teaching-learning EFL.	Adolescents and adults	Taiwan
--	------	---	------------------------	--------

<a href="#">ion/270847820_Using_Popular_Culture_to_Promote_Learning_in_EFL_Classrooms_A_Case_Study</a>				
The Impact of Using Music and Songs on Teaching EFL in China by Non-native English Teachers <a href="https://www.hrpub.org/download/20190730/UJER19-19513012.pdf">https://www.hrpub.org/download/20190730/UJER19-19513012.pdf</a>	2019	To investigate how music can impact in teaching EFL	Children of primary school teenagers of Elementary school	China
The Relationship Between Musical Intelligence And Foreign Language Learning: The Case of Iranian Learners of English <a href="https://www.academia.edu/6747353/The_Relationship_Between_Musical_Intelligence_And_Foreign_Language_Learning_The_Case_of_Iranian_Learners_of_English">https://www.academia.edu/6747353/The_Relationship_Between_Musical_Intelligence_And_Foreign_Language_Learning_The_Case_of_Iranian_Learners_of_English</a>	2014	To research musical intelligence and English as a Foreign Language Learning	Children Adolescents Adults	Australia
Music and language <a href="https://music.arts.ucla.edu/dobrian/CD_music_lang.htm">https://music.arts.ucla.edu/dobrian/CD_music_lang.htm</a>	1992	Music and language are related in so many ways that it is necessary	Children Adolescents Adults	California

		to categorize some of those relationships. I will then address each category in turn.		
<p>Music as a facilitating tool of learning English as a foreign language</p> <p><a href="https://www.researchgate.net/publication/286546291_Music_as_a_facilitating_tool_of_learning_English_as_a_foreign_language">https://www.researchgate.net/publication/286546291_Music_as_a_facilitating_tool_of_learning_English_as_a_foreign_language</a></p>	2012	The inclusion of songs and/or sound-musical elements in the teaching of foreign languages (l e) provides benefits in the learning process at linguistic, affective and sociolinguistic levels.	Children Adolescents Adults	Spain
<p>Interaction of linguistic and musical intelligence and its impact on the acquisition of a foreign language</p> <p><a href="https://www.redalyc.org/journal/7041/704173348004/html/">https://www.redalyc.org/journal/7041/704173348004/html/</a></p>	2021	The results obtained demonstrate a positive relationship between music learning and language development, concluding that music students have a natural and inadvertent affinity for learning one or more foreign languages.	Adolescents	Ecuador
<p>Music as a didactic resource in learning English in middle school students</p> <p><a href="https://revistas.usal.es/tres/index.php/1130-3743/article/">https://revistas.usal.es/tres/index.php/1130-3743/article/</a></p>	2012	Music has become an important didactic resource, being a pedagogical strategy that seeks a fast,	Children Adolescents Adults	Ecuador

<a href="#">view/10361/10800</a>		effective and correct understanding in students when studying a foreign language.		
----------------------------------	--	---	--	--

- **Appendix A. Synthesis Matrix (Annex 2)**

<b>STUDY</b>	<b>YEAR</b>	<b>STUDY PURPOSE</b>	<b>SAMPLE SIZE</b>	<b>COUNTRY</b>
Carvajal, L. La música como estrategia de aprendizaje del inglés en la habilidad de speaking de los estudiantes de grado primero del Centro Educativo Rural Mina Vieja del municipio de Yarumal. <b>DIALNET</b>	2022	Investigating how music can be a strategy to facilitate the learning of English with the purpose that students are interested in the language and also guarantee excellent results.	first graders	Colombia

<p>Music and Language Learning</p> <p>Mohammad Saber Khaghaninejad, Ph.D. Shiraz University</p> <p>Rahim Fahandejsaadi, Ph.D. Shiraz University</p> <p><b>RESEARCHGATES</b></p>	2016	<p>The research focuses on understanding the developmental processes of all aspects of language (i.e., syntax, semantics, morphology, phonology, pragmatics, and discourse) across multiple learner populations, especially in bilingual and second/foreign language learners throughout the lifespan. In the areas of music development and processing</p>	Early	Iran
<p>Torras-Vila, B. Music as a tool for foreign language learning in Early Childhood Education and Primary Education. Proposing innovative CLIL Music teaching approaches. CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education, 4 (1), 35-47</p> <p><b>DIALNET</b></p>	2021	<p>Develop and implement CLIL Music approaches that integrate foreign languages and music.</p>	In early childhood education and primary education	Spain

<p>Briceño, C. &amp; Duran, E. Interacción de las inteligencias lingüística y musical y su impacto sobre la adquisición de una lengua extranjera</p> <p><b>RESEARCHGATE</b></p>	2021	The results obtained demonstrate a positive relationship between music learning and language development, concluding that music students have a natural and inadvertent affinity for learning one or more foreign languages.	young people	Ecuador
<p>Hernández González, R., &amp; Barreiro Pérez, L. M. (2020). The use of songs in English language teaching at the Technological University of Havana. <i>Pedagogical Reference</i>, 8(2), 363-378. Epub December 21, 2021. Retrieved October 11, 2023, <b>SCIELO</b></p>	2020	To explore the use of songs as a pedagogical tool in English language teaching. It focuses on listening skill.	University students	Cuba
<p>The effectiveness of using songs and music to foster motivation and language development in the young English L2 classroom</p> <p>Lise Hartmann Sihvola Susan Gafor</p> <p><b>RESEARCHGATE</b></p>	2019	Teachers could take advantage of this and use music and songs as an effective motivator to foster second language development.	Primary school education year 4-6	Sweden
<p>Andrade, C. Ayala. J, &amp; Amador, G. Influence of music in English in the teaching of a second language in the Universidad técnica del Norte. [Archivo PDF].</p>	2018	To identify if the students of Universidad Técnica del Norte who studies for a bachelor's degree in English, have the habit of listening to	Student's University	Ecuador

<b>RESEARCHGATE</b>		music in English, and to how how this habit has a great influence on teaching a high level of English language.		
The Impact of Using Music and Songs on Teaching EFL in China by Non-native English Teachers <b>RESEARCHGATE</b>	2019	To investigate how music can impact Teaching EFL	Children of primary school Teenagers of Elementary school	China
Rice, T. ETHNOMUSICOLOGY A VERY SHORT INTRODUCTION. Hugo Ribeiro – Compositor, Guitarrista e Etnomusicólogo. <b>OXFORD</b>	2013	To share the definition of ethnomusicology, and to reach how ethnomusicology influence teaching and learning through music and all that music consists	Children, young people and adults	South Africa
Nadera, B. Promoting Student Motivation in EFL Classroom: Through Extended Music Education <b>RESEARCHGATE</b>	2015	Teacher reach motivate students EFL inside and outside the classroom of English class through implementation of music	Children	Algeria
López Vélez, J. C., & Villafuerte Holguín, J. S. Educational Innovation into English as a Foreign Language Practices for Early Children: Neuroeducation	2021	English as a foreign language of early children through the articulation of Neuroeducation and the Total Physical	All ages	South Sulawesi

and the Total Physical Response Method. Education Quarterly Reviews, 4(3), 377–389. <b>ERIC</b>		Response methodology with music.		
The Impact of Music Activities on Foreign Language, English Learning for Young Children BY MATS JOHNSON <b>RESEARCHGATE</b>	2020	to examine the impact of music activities on foreign language,	Children	Taiwan
EcuRed virtual encyclopedia, 'History of music' EcuRed virtual encyclopedia, 'History of music' (2021). <b>ECURED</b>	2021	Research on the origin of music and its development from the search for communication during the beginnings of humanity to the present day	Children, young people and adults	Cuba
Yüse, E. Investigation into the Relationship between EFL Learners' Foreign Music Listening Habits and Foreign Language Classroom Anxiety <b>RESEARCHGATE</b>	2018	Investigate when students EFL have and habit to listening music before their EFL classes can be an effective way for overcoming anxiety	Higher education	Turkey



<p>Fernández &amp; Fonseca . EFL learners' Speaking Proficiency and Its Connection to Emotional Understanding, Willingness to Communicate and Musical Experience <b>SAGE JOURNALS</b></p>	2019	<p>Music can influence the speaking skill of students (EFL) connected with emotional understanding to communicate in EFL classes</p>	Adolescents	Spain
<p>Bellés-Calvera, L. Teaching music in English: A content-based instruction model in secondary education. LACLIL, 11(1), 109-139. DOI: 10.5294/laclil.2018.11.1.6 <b>RESEARCHGATE</b></p>	2018	<p>to teach a didactic unit of music using this approach in the subject of English and the objective is to determine how students value their music classes in English and check the suitability of a subject such as music being taught in English</p>	Primary school	Spain
<p>Piri, Somaye. (2019). The Role of Music in Second Language Learning. <b>SEMANTIC SCHOLAR</b></p>	2019	<p>Educational trainers are more unaware in incorporating music which is an excellent strategy for EFL students.</p>	University students	Iran
<p>García, I. &amp; Juan, A. (2016). Las canciones como herramientas pedagógicas para la enseñanza del inglés en la Educación Primaria. <b>RESEARCHGATE</b></p>	2016	<p>explains reasons why music is a proven teaching tool that promotes language retention and production in young children.</p>	Primary school	Spain

Marion, M. (2021). Use of music as both a teaching method and therapy. Masaryk University. Retrieved from: <b>RESEARCHGATE</b>	2021	Music therapy, find reliable sources proving the effectiveness of using music in English lessons supported by some interesting ideas of how music can be used in both educational and therapeutic ways and also offer the teachers a number of interesting activities that can be used to accomplish their goals.	All ages	Czech Republic
---	------	---	----------	----------------

<p>Gary McPherson, &amp; Graham Welch. Music Learning and Teaching in Infancy, Childhood, and Adolescence : An Oxford Handbook of Music Education, Volume 2. Oxford University Press. Retrieved from: <a href="https://eds-p-ebshost-com.ezproxy.unbosque.edu.co/eds/ebookviewer/ebook/bmxlYmtfXz2NjE5NDVfX0FO0?sid=a0941ca-d1bd-4acd-9958-2f58b5e64f7b@redis&amp;vid=2&amp;hid=/&amp;format=EB">https://eds-p-ebshost-com.ezproxy.unbosque.edu.co/eds/ebookviewer/ebook/bmxlYmtfXz2NjE5NDVfX0FO0?sid=a0941ca-d1bd-4acd-9958-2f58b5e64f7b@redis&amp;vid=2&amp;hid=/&amp;format=EB</a></p>	2018	<p>Music Learning and Teaching in Infancy, Childhood, and Adolescence is one of five paperback books derived from the foundational two-volume Oxford Handbook of Music Education. Designed for music teachers, students, and scholars of music education, as well as educational administrators and policymakers, the second book in this set explores a broad array of key issues, concepts, and debates related to music learning and teaching in three phases of a child's development.</p>	All ages	England
---	------	--	----------	---------