

Effects of Music on Second Language Acquisition

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Abstract

This study was to determine the effects of music on second language acquisition. The respondents of the survey are second-year Information Technology students. The researcher used a mixed descriptive research design. A consent form was sent to the participants of the study. The researcher converted the adopted survey questionnaire to a Google Form for online interaction with the target respondents. Findings of the study show that 75% of the participants gained vocabulary words from R&B music, 56% of the participants gained vocabulary from Pop music., and 3% of the participants gained language from Indi music. This indicates that the vocabulary widening can be aided by listening to music since the above data showed that 20 out of 36 respondents learned vocabulary words from the music. The data revealed positive responses from the participants that the R&B genre is most relevant in enhancing vocabulary for the students. Meanwhile, data showed that very few had answered correctly using Pop, Jazz, American Rap/Hip-Hop/Rock, or Classical music, and very few responded to Indie music vocabulary.

Keywords: music, added vocabulary, second language acquisition

Introduction

It is specified that music influences the individual as an external force, not directly but indirectly, through internal effects. Music successfully fosters social harmony, encourages social interactions, and instills a sense of responsibility in learners. Music is a great language kit that, in just a few rhymes, bundles history, vocabulary, listening, grammar, and a host of other components of language.

Moreover, as pointed out in the study by (Or Kan Soh, 2020) (and Medina, 1993), popular songs can assess a broad range of useful vocabulary items. Using favorite songs by learners to teach vocabulary offers infinite options for revision. This is important for storing information in long-term memory.

College students can be told that almost everyone enjoys music and songs that can be used as a medium to help their language, not just to lift their mood. The first exposure to English for many people from all over the world is through everyday song lyrics. According to (Moradi & Zamanian 2014), soft music is used as a piece of music. Background music has shown promising results as music stimulates and affects the learning of English words by the learner. It also suggests that students had good behavior while listening to soft music during understanding and memorizing phrases.

Meanwhile, most studies have shown that music is one of the most effective learning resources to boost language learning, based on previous studies and literature on using themes after second language acquisition. According to (Augustine, 2015), using music and movement impacts the learning of reading skills. Furthermore, the advantages and benefits seen in studies by

students from secondary and higher institutions, such as knowing the language and culture that students learn through songs, are far more appealing to them (Arevalo, 2010). Since Hanno's expedition, many circumstances have arisen in which music was used to communicate. This form of communication stimulates the sense of hearing by a sound produced by an instrument specifically designed for this purpose. Thus, universal recognition of the messages conveyed had become possible.

Objectives of the Study

The study's general objective is to determine the effectiveness of music in second language acquisition. The specific objectives of the study are the following: (1) To determine what kind of genre must listen to; (2) To determine the extent of the respondent's vocabulary of the music; (3) To measure the effectiveness of music in their second language acquisition; (4) Propose measure to enhanced vocabularies through music.

The researcher interviewed the students to determine how music affects their vocabulary in acquiring a second language to reach these different objectives. Also, the researcher provided nine items questionnaires that tested the respondents in response to the music they had heard.

RELATED THEORIES

They situated Cognition Theory. Brown et al. (1989) believe that people's knowledge is constructed within and linked to the activity, context, and culture in which it was learned. Learning is social and not isolated, as people know while interacting through shared activities and language, as they discuss, share knowledge, and problem-solve during these tasks. In addition, students will learn quicker, and learning will stay longer in their minds if they share their knowledge and ideas. With this, activities will be attained and will surely succeed.

Taxonomy of Learning Domain. Since Bloom (1956), There have been three domains of educational activities. Cognitive or mental skills (knowledge), Affective or growth in feeling or emotional areas (attitude), and psychomotor: manual or physical skills (skills). Domains can be thought of as categories. Trainers often refer to these three categories as KSA (Knowledge, Skills, and Attitudes).

According to Harry (2010), Positivism belongs to epistemology which can be specified as a philosophy of knowing. In contrast, a methodology is an approach to learning as philosophy positivism adheres to the view that only "factual" knowledge is gained through observation (the senses), including measurement, and is trustworthy. This states that every learner learns best through observation. In addition, in positivist studies, the role of the researcher is limited to data collection and interpretation through an objective approach, and the research findings are usually observable and quantifiable.

The researcher used 36 participants by the simple random sampling method in statistics. Also, the researcher chose college students aged 20-36 years old for the convenience of sampling that involves the sample being drawn from that part of the population close to hand. According to Kotter-Griih et al. (2009), reporting a younger subjective age is associated with many health and well-being benefits.

Language and art have been complementary throughout the ages. In many cases, art is a means of conveying different kinds of concrete and abstract ideas. Maess and Koelsh (2001) concluded that, although language and music are other forms of communication, they are other forms of communication. They are processed with the exact mechanism in the same area of the

brain. As Ayotte suggested, "music and language have the same auditory, perceptive and cognitive mechanisms that impose a structure on the auditory information received by the senses."

Mora (2000) has argued that the first thing we learn about language is its musicality. Wilcox (1996) also confirmed that the songs comprise vast musical literature as each country has pieces that generations have handed down to add rhythm and pace to the band. The work effort. Some of these are rowing songs, marching songs, and harvesting songs."

According to Mora (2000), linguistic musicality provides a rich environment for sound learning by enhancing fluency through imitation and developing awareness of sounds, rhythms, stresses, and intonations, and that 'the musicality of speech has an impact not only on the pronunciation skills of EFL students but also on their entire language acquisition process' (Mora, 2000).

There are several theoretical and physiological support for integrating music into language teaching. Numerous studies have confirmed the role of music as an effective tool for developing vocabulary memory. And many other linguistic components, such as grammar, pronunciation, etc. For example, Hazel-Obarow (2004) studied music's short-term and long-term effects on vocabulary acquisition by younger English learners. The results showed that the inclusion of music is a significant incentive for students to learn the language.

According to Grobler (1990: 13), learners develop through music due to their sensual awareness through experimentation, good selection, and sound interpretation. With active singing, the learner discovers, by the way and spontaneously, the language structures and vocabulary that lead to conversation situations.

Furthermore, according to the National Curriculum Statement of the Department of Education (C2005), listening is one of the learning outcomes for home language learners and the first additional language learner. It states that the learner will be able to listen to information and enjoyment. At the foundation stage, the arts and culture should be integrated into all three learning programs – Numeracy, Literacy, and Life Skills.

Meanwhile, several English teachers and researchers have tried to identify strategies and techniques for teaching and learning English vocabulary because they know the importance of learning vocabulary, which is the basis for learning vocabulary in other language skills, including speech, listening, writing, and reading. According to (Alemi and Tayebi, 2011), If students do not know grammar, they can still communicate ineffectively; if students do not learn the vocabulary, they cannot share (Wilkin, 1972). Teaching English vocabulary helps Thai students speak English to others. Inadequate vocabulary is one of the most severe problems in learning English. Without vocabulary learning, students are restricted to developing language and general learning skills. (Bualuang.C, Sinprajakphol. S, and Chanphrom, K, 2012).

Prescott (2005) points out that music is an essential element of education. It helps students learn and learn and helps students increase their scores. Several studies have shown that music has a positive effect in the classroom. Songs can be used as effective vocabulary teaching materials, such as song words, the dictation of songs, the use of gap-filling, clot or correction songs, the integration of songs into project work, and pronunciation practice stress, and intonation. Students are singing songs; lessons are taught in a fun atmosphere, positively affecting language learning.

These theories imply that retention is the ability to recall or recognize what has been studied or experienced. Retention could be referred to as memory. Memory is the persistence of the learning process over time. The model of human memory is a process of information that involves encoding, storing, and retrieving data. Some types of data can be encoded automatically, while others require information including meaning, imagery, organization, and effort. Much of what we

feel we can fail to notice or process without effort. Memory can be improved by using strategies such as spaced practice, active rehearsal, encoding well-organized, meaningful associations, mnemonic devices, self-testing, and trial.

Increased understanding of the cognitive processing of music and language can influence how language instructors use music in their classrooms. Bonnel, Faita, Peretz, and Besson (2001) wanted to determine whether there was evidence for independence. The brain process of music and language. They note that, although melodies and words are first heard simultaneously, the question remains whether the brain continues to process them together. Bonnel et al. set out to divide the participant's attention between melodies and lyrics based on the brain's internal processing. The dual-task paradigm.

Furthermore, Wallace's first experiment (1994) was designed to show that music can help recall. The music and texts were taken from two ballads, "Sailing" and "Dressed." The two excerpts were three lines long and contained 80-85 words. Subjects consisted of sixty-four undergraduates from the Introductory Psychology Class. Subjects listened to one of the two ballads, either spoken or sung, five times and recalled its text after the first, second, and fifth repetitions.

In another study in the 1970s, Bulgarian psychotherapist Georgi Lozanov pioneered the actual use of music to enhance language acquisition. Lozanov has developed Suggestopedia, which uses baroque background music to improve language acquisition holistically. In his doctoral dissertation, Quast (1999) explored the effects of suggested learning on students with technical talents.

Methods of the Study

The researcher used a mixed descriptive research design. The combination of data for meaningful interpretation was included in the mixed-method analysis. The findings of the quantitative analysis were consistent with the results of the qualitative studies.

To gather essential information on the role of music in second language acquisition over 20-36 years old, the researcher used mixed and descriptive methods made up of vocabulary questionnaires and interview questions.

The respondents were asked to give their personal information about their unique background, including age and sex. The researcher decided to use Convenience sampling, the type of non-probability sampling that involves the sample being taken from that part of the nearby population. The vocabulary questionnaires were taken one time to determine the effectiveness of music on the respondents.

The interview questions determined the effectiveness of music, particularly English music, among second language acquisition respondents. The responses to the interview questions were transcribed into Google forms and used as examples to support the researcher's analysis.

Participants of the Study

The study was conducted at National University Baliwag. The participants were 36 college students AY 2021-2022 from ages 20-to 25. The researcher uses convenience sampling because participants are selected primarily because they are "convenient" data sources for the researcher. Each variable in the population has a known nonzero chance of being selected using a random selection method in probability sampling.

III. Results and Discussion

The following discussions analyze and interpret data gathered among 36 college students aged 20-36 who heard music. The researcher will prepare a letter of request to perform the analysis and properly note it by the dean of the school campus. A consent form was sent to the participants of the study. The researcher converted the adopted survey questionnaire to a Google Form for online interaction with the target respondents. The online survey was sent to the target respondents using the Facebook Messenger application so they can easily access the document once they were connected to the internet.

The study by Ieva Zeromskaite (2014) stated that many studies have recently been conducted on the impact of musical practices on non-musical domains. Although the benefits of music for native language skills are well established, the effect on the second language (L2) skills has yet to be thoroughly investigated. This review looks at studies that claim music has a transfer effect on L2 phonological and reading abilities. It examines (1) the degree of transfer to specific L2 skills, the essence of necessary music training, the impact of native language on musicality and L2, and the role of working memory in the transfer effect through a review of the research literature.

Moreover, the studies in literature and language (2018) in the educational research, learning a language, especially a foreign language, has received little attention. Music can strengthen the language learning environment because it effectively reduces pressure and stress. In this respect, the current research investigated the relative efficacy of using songs (lyrics and music) to help with vocabulary acquisition. The findings of this research, which used an experimental approach, showed that different degrees of song usage resulted in varying levels of English language achievement. The subjects who had the most exposure to music performed better.

Section 1 - Personal Background of the College Students

This section describes the personal background of the College Students in terms of their sex and age.

Table 1 shows the frequency and percentage of their backgrounds like sex and age. It was shown that more females participated in the study than males.

Table 1. Distribution of respondents in terms of Personal Demographics

Demographic Profile of the Respondents

Variable	Frequency	Percent
1. Sex		
Male	14	39
Female	22	61
Total	36	100
2. Age		
	Frequency	Percent
25 – 34	21	58.33
20 - 24	15	41.67
Total	36	100
Mean	26.38	
Standard Deviation	3.75	

Section 2 - Refers to the questions addressing what genre of music is more effective among students aged 20-36 in acquiring the second language.

Table 2. Frequency and Percentage of which genre of music can enhance vocabulary.

What Genre of Music can Enhance Vocabularies?	Participants	
	Frequency	Percentage
Pop	20	56
Jazz	12	33
Grime	2	6
R&B	27	75
Rock	15	42
American RP/Hip-Hop	8	22
Indie	1	3
Classical	17	47
Country	7	19

Total Weighted Mean 11.33

Table 2 represents the genre of music that can enhance vocabulary. Table 2 revealed that 75% of the participants gained vocabulary words from R&B music, 56% of the participants gained language from Pop music., and 3% of the participants gained language from Indi music. This indicates that the vocabulary widening can be aided by listening to music since the above data showed that 20 out of 36 respondents learned vocabulary words from the music. The data revealed positive responses from the participants that the R&B genre is most relevant in enhancing vocabulary for the students. Meanwhile, data showed that very few had answered correctly using Pop, Jazz, American Rap/Hip-Hop/Rock, or Classical music, and very few responded to Indie music vocabulary.

In contrast, the study cited by Andrews and Herzog (2018) suggests that data from older respondents tend to provide a somewhat less precise indication of the attitude, behaviors, or other characteristics being measured than do data from younger respondents. Still, that relationship among survey measures will not necessarily be weaker.

Table 3 Intervention scheme as an offshoot of the study

CHALLENGES	OBJECTIVE	PROCESS	EXPECTED OUTCOME	PERSON/S INVOLVED
Listening problems may be associated with hyperactivity	To identify learners who are poor listeners	play an instrument, and when they want to move with the music	Listening and speaking are two equally important aspects of learning a new language	Teachers and Students
Concentration/giving attention	The learner must be interested in the information	Listening is necessary for language acquisition in the home	The length of time which the learners concentrate will depend partly upon the degree of interest	Teachers and students
The learners must understand what they are listening to	Learners will need to be helped in the initial recognition and discrimination of sounds they are listening	Memory bank for sound characteristics	High and low pitch, long or short or loud volume of music	Teachers and students
Dynamic levels in music listening skills	The sound-loudness and softness and gradual changes from one to the other in music	Musical tone without some degree of volume	Learners begin to experience and conceptualize that a tone has an intensity.	Teachers and students
The music listening skills can eventually enhance the listening skills necessary for language acquisition.	To focus the learner's attention on tempo in music.	Music may be fast, slow, or of a medium tempo.	This will learn to recognize that some music sound better faster or some songs sound better slower.	Teachers and students

Table 3 presents the intervention scheme of an offshoot of the study. The researcher presents the challenges, objectives, processes, expected outcome, and person involved in the intervention to improve students' second language through listening to music. The listening problem, concentration/ attention of the learners, how learners understand what they are listening to, dynamic levels in music listening skills, and the music listening skills can eventually enhance listening skills necessary for language acquisition. These are the challenges that the researcher included in the intervention off scheme in the study.

Grammar language practice is one of the biggest problems in vocabulary, so learners should be exposed to any genre of music that can help them get acquainted with positive English vocabulary. In doing so, teachers should always have an essential role in learning English, not only their knowledge but also for their students, and be a good motivator. Teachers and parents must provide children/students with a cheerful willingness to learn and a commitment to learning.

Interview

Based on the data analysis, two themes were created, such as new words added to the vocabulary while listening to the music and music helping second language acquisition.

New Words Added to the Vocabulary While Listening to the Music

The informants shared the new words added to their vocabulary while listening to the music. Ten informants shared the same answer.

(I01:001) "Since music gives relaxation from what I said from question number 3, it also helps the learning in second language acquisition, it improves our writing skills, first with spelling until we construct phrase or sentence up to 8 paragraphs, second, it improves our comprehension or our understanding the things on what we read, see and hear and last it enhance our communication skills through verbal communication when we communicate with others."

One informant shared that music helps comprehend, remember, and learn new words, sentences, or phrases. (I02:001) "My answer is yes; music helps my second language acquisition; it helps in a way that it is much easier for me to comprehend, remember, and learn new words, sentences, or phrases as well because it is tone, bit, and pattern that makes easier for me to remember."

Music Helps Second Language Acquisition

Nine informants shared the same answer music helps second language acquisition. One informant answered no.

(I07:02) "It helps music retain words and expression much more effectively, especially for me"(I05:02). "Rather than watching movies and series from English native speakers are English speaking countries, music helps me enhance the learning of that target language by listening to music I gain the ability to be aware of language to understand it."

Music Helps Second Language Acquisition

Music is essential to learning a second language—a positive impact on language skills. Adequate hearing is the first step toward listening. Language is known through the ear, and vocabulary and language structure skills are first discovered through listening.

Conclusions

The researcher has drawn on findings from the study that music affects second language acquisition. This has shown in learning through music; vocabulary can be acquired through popular songs.

1. The teacher may consider the students' favorite songs; this will assist them in storing information in their long-term memory. Music can assist students in overcoming their problems with vocabulary retention because it can stick in a man's head, a phenomenon known as the song-stuck-in-my-head phenomenon.
2. Music improves language acquisition, and there is evidence from multiple disciplines to support incorporating music into education.
3. Music aids language acquisition, according to research across disciplines, and students' experiences with music have positively affected them.

Recommendations

Based on the data gathered, the following recommendations were at this moment forwarded: The researcher recommended that students may take into consideration listening to music for it will help them in acquiring a second language, particularly in word recognition, learning language through meaningful interaction with the target language, and improvement of their vocabulary.

1. The researcher should think about using English songs to help students improve their grammar skills. The researcher should investigate using English music to teach students proper pronunciation.
2. While learning a language, music can be a valuable tool for generating new ideas; this can be helped significantly with the students doing their homework.
3. Second language teachers may use music as an instrument and language/lyrics to make learning more fun and calming for students.

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