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*REVIEWING THE ROLE OF MUSIC TO PROMOTE MEANINGFUL LEARNING IN EFL CHILDREN

*EULICES CÓRDOBA ZÚÑIGA¹ - CARLOS ANDRES ALVARADO VALLEJO²
NELSON EDUARDO NARVÁEZ HOYOS³ - ESTEBAN MAYORGA MUÑOZ⁴*

Resumen

Este documento examina el papel de la música para promover Aprendizaje Significativo (AS) en el Lenguaje Extranjero Inglés (LEI) para Niños. Los objetivos son examinar, analizar y especificar el impacto de la música en el proceso de aprendizaje y enseñanza de LEI. Además, este artículo identifica cómo los niños desarrollan AS a través de la música y revisa las actividades significativas de aprendizaje que se pueden ser usadas con la música. El problema es la falta de información condensada sobre el uso de la música en las clases de inglés para promover un aprendizaje significativo. La metodología se basó en una revisión analítica, descriptiva y cualitativa considerando la teoría del AS y artículos relacionados con música en el proceso de aprendizaje y enseñanza de niños de

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¹ PhD. In Education Sciences. Corporación Universitaria Adventista/Universidad de Antioquia. eucorzucho@gmail.com / docente.ecordoba@unac.edu.co / eulcies.cordoba@udea.edu.co

² A bachelor in English as a foreign language teaching from Universidad de la Amazonia. Email: alvarado.vallejo@gmail.com

³ A bachelor in English as a foreign language teaching from Universidad de la Amazonia. Email: nelsonnarvaez396@gmail.com

⁴ Especialista en Educación. Coordinador Lic. en Español e Inglés. Corporación Universitaria Adventista. emayorga@unac.edu.co / lic.espanoleingles@unac.edu.co. Número de Orcid: 0000-0002-7598-9023

LEI. Para reunir los documentos, se utilizaron navegadores académicos y la información se evaluó teniendo en cuenta los siguientes criterios; relevancia, alcance, credibilidad, objetividad y precisión. Después, fue creado un cuadro para seleccionar la información más esencial de cada estudio. Los hallazgos indicaron que la música en el campo de la enseñanza abarca tres tendencias. El papel de la música en la enseñanza de LEI, la música como herramienta de motivación y la música para aumentar las competencias interculturales. Para concluir, la música mejora las competencias lingüísticas en los niños, la música aumenta la autoestima e introduce a los aprendices en un entorno intercultural.

Palabras clave

Aprendizaje-significativo (AS), música, enseñanza del inglés, motivación, competencia intercultural.

Abstract

This paper examines the role of music to promote Meaningful Learning (ML) in Children's English Foreign Language (EFL). The aims are to examine, analyze and specify the impact of music in the EFL learning and teaching process. In addition, this article identifies how children develop ML through music and review significant learning activities that can be used using music. The problem is the lack of condensed information about the use of music in English classes to promote meaningful learning. The methodology was based on an analytic, descriptive and qualitative review regarding the Meaningful learning theory and, articles related to music in EFL children learning and teaching process. To gather the documents, academic browsers were used and, the information was evaluated considering the followings criteria; relevance, scope, credibility, objectivity, and, accuracy. After, a chart was created to select the essential information from each study. The findings indicated that the use of music in the teaching and learning field encompasses three tendencies. Music's role in EFL teaching, music as a motivator tool and music to increase the intercultural competences. To conclude, music enhances linguistic competences in children, music increases self-esteem and introduces learners in an intercultural environment.

Key Word

Meaningful-learning (ML), music, EFL teaching, motivation, and intercultural competences.

INTRODUCCIÓN

This paper examines the role of music to promote meaningful learning in EFL children. Music is one of the most symbolic creations of humanity. According to Rosova (2007) states that music is used to influence human beings' body and brain. Also, Davies (as cited in Perez, 2010) says that "in most cases, music can be used in the language learning field. Young children seem to be naturally "wired" for sound and rhythm" (p.152). Kuśnierek (2016) considers that "music is a valuable means to introduce to foreign language practice. Such sort of entertainment as music may be appropriated for students learning process" (p.31). In addition, Mora (2000) argues "the musicality of speech has an effect not only on the pronunciation skills of EFL students but also on their entire language acquisition process" (p.1). To close, music is a successful tool to be used in different ways in the EFL teaching and learning process but teachers need to design proper music activities.

Consequently, this review article is done because there is a lack of condensed information about the use of music in English classes to promote meaningful learning. Accordingly, there is not enough designed material for teachers to implement in their classrooms. According to Pérez and Leganes (2012) find that the use of music in EFL classes has been minimal due to the English language teachers did not have musical knowledge or experiences to develop music activities in their EFL teaching process. Therefore, this paper offers some practical strategies to English language educators who could find a variety of strategies to implement music activities in classrooms, and a theoretical framework related to the meaningful learning theory to show the academic community the positive and the possible negative effects that music has in the EFL teaching and learning process.

Likewise, this article gathers and reviews academic information related to the role of music to facilitate the EFL teaching process. Secondly, to motivate learners toward the leaning and thirdly, to increase the multicultural competence since this paper demonstrates how appropriate use of music helps learners to achieve a higher cognitive level. For the above, the idea of examining the role of music to promote ML in EFL children came

from the necessity to increase the use of different music activities in classes. In this order of ideas, the paper examines, analyzes and specifies the impact of music in the EFL learning and teaching process. In addition, this article identifies how children develop ML through music and review significant learning activities that can be used using music.

The methodology for collecting and reviewing the academic information was carried out on the internet, the browsers used to look for the information related to the treated topic were Scholar Google, Redalyc, Dialnet, Scielo and others. Then, the information was evaluated considering the followings criteria; relevance, scope, credibility, objectivity, and, accuracy. After, a chart was created to select the most essential information. From this research technique, the results showed that the use of music in EFL classes supported teachers and learners in this field because music facilitates the EFL teaching process, music has the power to motivate learners toward new learning and music introduces learners in a multicultural environment. Finally, this Literature review attempts to respond to the following question; What relevant roles has music had in the EFL teaching and learning process to promote meaningful learning?

THEORETICAL FRAMEWORK

In the current world, being a language teacher is a hard challenge which requires professional efforts to find some useful pedagogical tools to promote higher meaningful learning levels in learners. Hence, this article evidences a theory and relevant information related to the role of music to promote meaningful learning in EFL children.

Meaningful Learning

Meaningful learning refers to the knowledge learned or acquired over some time and that knowledge remains in the learner's brain for a long-time offering learner the ability to solve problems. According to Mayer (2002) "meaningful learning occurs when students build the knowledge and cognitive processes are needed for successful problem-solving" (p.2). To this respect, Ausubel (1968) states that meaningful learning happened when students connected the new information in a non-arbitrary and non-verbatim way with the

previous knowledge. Likewise, Dewey, Bruner, and Ausubel (as cited in Getha, Beery, and O'Brien, 2014) find that "learner's underlying knowledge and previous experiences influence in learner's interpretation of new experiences and subsequent learning" (p.495). From those positions, learners should follow some processes to achieve a permanent knowledge such as analyze the new information, then build a new knowledge and finally integrate the new knowledge with the previous one.

Meaningful learning has been involved in the educational environment to become teachers in mediators between knowledge and learners. Mayer and Wittrock (1996) argue that the two important educational goals to achieve meaningful learning are to promote retention and transfer in learners. These two authors define retention as the capacity to remember material in the same way it was presented during instruction, and transfer is defined as the ability to use the knowledge in real situations such as solving new problems, questions, or facilitating the learning of new topics. However, Bransford, Brown, and Cocking, Lambert and McCombs (as cited in Mayer, 2002) add that "the instruction goes beyond the simple presentation of factual knowledge and that assessment tasks require more of students than simply recalling or recognizing factual knowledge" (p.2). Factual knowledge is when a person justifiably affirms something. For those appreciations, Meaningful learning in educational context should be explored from different areas to produce significant retention and transfer in EFL children learning process.

In terms of learners' ability to achieve ML, Novak (2002) says that young children's brain was accommodated to achieve a meaningful learning but the overwhelming emphasis on rote memorization and verbatim recall of answers predominate in public schools. This contribution means that, the age of learners has influence in the meaningful learning process and teachers' methods have an influence as well. When teachers want to base their activities to promote meaningful learning classes is required that those teachers plan their tasks activities in three stages. According to Gürlen (2012) the first stage is to exam the goals of the classes. The second is to determine the topics, which will be work in classes and the last stage is to select meaningful examples and activities. Besides, Mayer (2002) states that "when meaningful learning is the goal, remembering becomes a means to an end, rather than the end itself" (p.228). As a conclusion, meaningful lear-

ning has a positive impact in English teaching and learning process if ML is implemented through significant resources such as authentic materials.

Music

Music is one of the most symbolic creations of humanity which has had transcendence worldwide. According to Rosova (2007) the word music came from the Greek *mousikê* and that word was used to refer any of the arts or sciences governed by Muses in ancient Greece. Later, in Rome, art *musica*-embraced poetry as well as instrument oriented. Currently, the Cambridge dictionary (2017) defines music as a pattern of sounds made by musical instruments and voices, intended to give pleasure to people listening to it. Similarly, the Oxford dictionary (2017) defines music as a vocal or instrumental sound. Because of those definitions and the Rosova appreciation, the word music has been used from many years ago and music is divided in instrumental music and vocal music, which both can be considered as a combination of sounds and words organized coherently through the elements of rhythm, melody, and harmony to catch the listener's attention.

On the other hand, music has been studied from the sociology field understanding the word sociology as the science that studies the social behavior of people in a society. To this respect, music is considered as an object of study from sociology field. According to Hormigos (2012) music was understood as a social activity. Moreover, Supicic (1988) categorizes music in three different ways in the society. Firstly, music is conditioned by society. Secondly, the music reflects the social conditions and thirdly, music is the expression of society. From those points, music is a representation of a society. However, music can become a barrier for a society in terms of dialogue. Etzkorn (1982) considers that music creates social barriers between people who have a special interest in just one music style due to they leave to interact with others who have a different music style. To conclude, music has shown the society background since many years ago.

The Role of Music in EFL Teaching Process

In the EFL teaching field, the word music is divided into two parts. The first part is instrumental music which refers to the sounds, melodies, and rhythms made by instruments and the second part is vocal music which refers to songs. Instrumental and vocal

music are considered two authentic materials in EFL children teaching process to achieve a successful class. For the above, Zogota (2011) finds that the use of instrumental music during a test in the classroom was useful because learners were relaxed and more comfortable to answer the questions. Moreover, Reina (2010) concludes that vocal music was the most suitable type of authentic material to develop listening comprehension. Also, he found that songs motivate learners because vocal music presents learners the new vocabulary and expressions in context facilitating the learning interestingly and effectively. From those perceptions, instrumental and vocal music are two resources which facilitate the EFL teaching process.

However, music in the teaching process has beneficial and detrimental effects on certain learners. Huckabee (2013) says that learners who visually used music could acquire advantages from it, but others could distract. Likewise, music as background noise can be a distracter to certain learning styles, but it can be very beneficial to others. Also, the same study speculates positive impact when it comes to improving learners reading fluency through music. Additionally, Lee and Lin (2015) recommend music as an effective tool in a foreign language classroom (FLC) because most of the children enjoyed music and that condition increased their interest in learning a new language in a very engaging way. Thus, if children feel comfortable and their motivation is on the top, the EFL teaching-learning process is meaningful to them. Finally, Yusuf, Asyik, Qismullah, and Rusdi (as cited in Parlakian and Lerner, 2010; Yuliana, 2004) say that “music experiences support and promote growth in the various developmental domains of children’s early learning, including literacy and language learning” (p.117). To conclude, the most of previous authors evidence that the use of music in English classes entails more benefits than detrimental effects on learners.

In addition to the above, music has brought other excellent benefits for learners, for instance, Levitin (as cited in Juste, 2014) says that music made that children’s brain learn more quickly and in a significant way. Horn (2009) states that a good music activity made that children were concentrated and used the visual, auditory, and spontaneously touch senses to follow what they were listening because one of the greatest challenges that teachers have to face in EFL teaching is to maintain the children’s interest through

activities involving all children in classes. Additionally, Castro and Navarro (2014) argue that the use of music games in classes provides that “children take more seriously and devote more time to, which makes them the best strategy to use in the learning process with elementary school children” (p.13). Added to that, Sevik (2012) says that music is an essential teaching tool to create a safe and natural classroom atmosphere and therefore may prove to help overcome feelings of shyness and hesitation on the part of the learners. As a conclusion, music promotes and facilitates tools for a good class but teachers should design meaningful music activities to achieve a higher quality of learning.

On the other hand, music is an important mediator to improve the language skills. According to Pérez and Leganés (2012) through Music, learners could enhance vocabulary, pronunciation, intonation, accent, and grammar and at the same time, they stimulated meaningful and constructive learning. Also, Batluk (2015) states that the vocabulary acquisition was the main skill achieved through music and the second one is the listening skill. But also, there are other perceptions about music as learning and teaching material that helps children to improve their cognitive skills. According to Wolff (2004) states that the use of music generates a rise in academic reading levels, improves perceptual-motor capacity, helps creative thought and encourages increased participation in the classroom. With all of this in mind, music is a popular material to encourage the linguistic competences.

Finally, the main purpose of using music in a classroom is to improve the listening skills. However, music promotes pronunciation, reading, and vocabulary skills as well. For instance, Sevik (2012) says that for young learners at the beginning level. Action songs have a positive impact on a foreign language teaching and learning, because children physically respond by performing movements about, they heard enhancing their listening, vocabulary and pronunciation skills. But develop action songs in a classroom Davies and Pearse (2000) argue that is recommendable to prepare children for what they will hear. Hence, the implication of music in a classroom is to promote the listening skills through the use of songs.

Music as a Motivational tool in EFL Learning

Nowadays, the use of music is considered as a motivational tool for students and at the same time it facilitates the acquisition of new knowledge because music has the power to overcome negative thoughts and improve the Cognitive ability. Rafiee, Kassaian and Dastjerdi state that “music eradicates possible negative affective factors such as lack of self-confidence, of motivation, the existence of anxiety and stressful environment” (p.103). Besides, Castro (2014) says that music increased learners’ cognitive level and learners increase self-confidence at the same time which is important in the EFL learning. Kuśnierek (2016) declares that “listening to music in English is highly motivating for students and songs are easily accessible for all learners” (p.1). Besides, Gobbi (2001) considers that music was necessary for classes to make the learning easier, faster and well pleasing. The ideas discussed before, evidenced that music can abolish the lack of learners’ motivation toward the EFL learning and music becomes a means for a faster, easier and effective learning.

Also, music has been used in different ways not only to be reproduced in the classroom and create a fun class but also to help children to be more creative and at the same time to improve their concentration to acquire the information easier. Castellano and Garzon (2015) say that all vocal music is written with a purpose and their content is planned to attract the public’s attention, this helps children to motivate, relax, and improve their creativity and concentration. Moreover, with the use of music, the teacher can create a very productive moment and at the same time fun for all, because the child feels a useful part of his class, participating and communicating with the others in the foreign language.

Music to Increase the Intercultural Competences

Taking into account the sociology field, music increases the intercultural competences because music offers the opportunity to identify ideologies, the behaviors, thinking and the possible economic status of a society. To this respect, Paquette and Rieg (2008) assume that music could enhance learners’ cultural awareness. Through culturally diverse music, children learn about other people’s lives. Even though, to achieve a multicultural classroom with the use of music, teachers must be careful with the music material designed for this purpose. Following this idea, teachers should consider the most popular

music listened to by learners to familiarize and contextualize all learners in the cultural background. According to Woodside (as cited in Perez, 2014) music is the identity of a society. Consequently, a multicultural classroom requires to understand and respect the cultural differences that exist in different places of the world.

According to Cross (2001) “music within the humanities appears to be cultural rather than natural; music is viewed as constituted of practices, concepts, and perceptions that are grounded in particular social interactions and constructions” (p.29). However, the use of music within a society or in a classroom does not mean that music increases the social interaction due to positive and negative results are evidenced when music is focused to promote a multicultural environment. Petrus (2012) says that “music has a social function because it can foster bonds between people and can convey values. Still, sometimes it is challenging to use music and other popular culture elements because they can convey false identities and reinforce stereotypes” (p.127). Hence, to avoid false identities or bad stereotypes, the use of other materials such as pictures, videos, and texts are needed to clarify learners’ doubts.

METHODOLOGY

This article was based on meaningful learning theory by David Ausubel and more than thirty articles about using music in children’s EFL learning and teaching process were reviewed as well. An analytical, descriptive and qualitative review was selected to develop this paper. Also, the following browsers were taken into account to write this paper. Scholar Google, Redalyc, Scielo, Dialnet, ProQuest, and Eric. According to Navarro, Gonzalez, Bolaños, and Benavent (2011) to gather academic results was necessary to resort to some academic browsers such as Google Scholar, Scielo, Dialnet, Eric, world-wide science, Ebsco Journals, Scopus and, others. Also, the researchers took into consideration some official web pages, articles published in journals which were very useful for the research of information. So, to organize the most relevant information, a chart was elaborated which contains, the author’s name, the title of the article, year, and quote, type of writing, references.

The article helps to identify and select the essential information from each study. Maeda (2008) says that the organization of information allows a complex theme to appear simple and the simplest way to achieve simplicity is through reasoned reduction regarding the title. To evaluate the information, it was considered some question such as: who was the Author? Additionally, has the author written something else? Also, it was important to know what the source purpose was. Where was it published? When was it written? Has it been updated? And finally, it was necessary to check if the article's author had cited other authors and who had cited the article too, to give more credibility to the information. We selected articles which were cited by about 250 people which were used to elaborate this article. Figueroa (2007) says that to evaluate the information is necessary to consider the followings criteria. Relevance, scope, authority - credibility, actuality, objectivity, and accuracy. But also, Abad, Monistrol, Altarribas, and Paredes (as cited in Guirao et al, 2008) say that it is important to take into account some approaches such as the granting of scores through items previously established on the methodology developed in the article. Carry out an analysis of errors or defects that the article may contain, analyzing what extent it affects the validity of the article. These criteria were used to select the best information related to the topic.

FINDINGS

The findings of this review article are divided into four parts. The first is the meaningful learning theory, the second is the role of music in the EFL teaching process, the third is music as a motivational tool and the last one is music to increase the intercultural competences.

Meaningful Learning

The analysis of the theoretical framework suggests that meaningful learning is a teaching method in which learners learn by experience. That experience connects the previous knowledge with the new information. In this regard, Ausubel (1968-1983) explains that ML occurred when learners connected the new information in a non-arbitrary

and non-verbatim way with the previous cognitive structure. The cognitive structure was understood as the integration of ideas or concepts that a student has in a certain field of knowledge. From these appreciations, Moreira (1997) adds that meaningful learning was impossible without learners' predisposition to learn and without significant material. The meaningful learning method helps learners to become more independent because they achieve the ability to interpret, build and integrate the new knowledge from their own daily experiences.

The educational context creates scenarios to encourage meaningful learning instead of rote learning since ML increases the learners' ability to put into practice the knowledge acquired in the real problem. Also, the ML method facilitates that learners increase their knowledge gradually through exploration and assimilation of new experiences offered by the environment. Additionally, the ML method becomes the experience in durable knowledge. This last idea is supported by Gürlen (2012) who declares that meaningful learning provided a permanent knowledge in learners. Hence, rote learning can be considered as a minimal part of the meaningful learning teaching method. In this sense, the use of meaningful learning methods in classes can satisfy the educational challenges in the current world.

In order to be deeper, the meaningful learning method in classes can satisfy the education challenges because the brain of children has the capacity to stimulate significant experiences for a long time. Accordingly, the use of specific questions with specific answers in classrooms has to be avoided because those kinds of experiences just increase the rote learning. To reinforce the benefits offered by the ML method in the education environment, Novak (1998) asserts that knowledge acquired meaningfully is retained longer. Secondly, increases the learning capacity of new content, and finally, the information learned meaningfully can be applied in a wide variety of new problems. In view of those three advantages and the previous ones, the implementation of the meaningful learning method promotes critical thinking because learners acquire the ability to solve problems by themselves which is one of the most important roles of education nowadays.

The role of music in EFL teaching Field

The findings suggest that teachers should use some tools that break the monotony of the English classes. Music is one technique which takes an absolute prominence in the teaching process due to music provides benefits in the listening, reading, speaking and writing skills. Similarly, Pérez and Leganés (2012); Villalobos (2012) and Asrifan (2009) say that vocal music offers a change from the routine procedures in the classroom. They are invaluable tools to develop students' language skills in listening, speaking, reading and writing and can be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythms, adjectives, adverbs and so on. Additionally, the use of music in the classroom, apart from changing the monotony of the classes also improves the linguistic skills of children which is an advantage for the teacher, since it facilitates the effort to introduce a foreign language.

Teachers should be careful with the chosen songs to work in classes because there are many songs with sexual, violent and rude vocabulary which are inadequate for children. In this respect, Keskin (2011) declares that the content of the songs chosen must be checked by teachers before playing them in the classroom in order to avoid embarrassing elements for learners. Vocal music is a free teaching tool that requires adaptation at the time of being implemented as teaching material. For instance, action songs such as: "head shoulder knees and toes" or "move and freeze" are very useful songs to introduce the new language to children, since it demands discipline and attention to follow the commands that the song requires.

In this order of ideas, the findings establish that the use of music in the English class creates an environment of security and confidence for shy children. This idea is shared with Horn (2009); Sevik (2012); Castro and Navarro (2014) agree that music can be helpful in overcoming feelings of shyness and hesitation on the part of the learners. Music is necessary to achieve children to become active participants because this involves them in a space of concerns. to achieve this, it is required some strategies established by Budden (2008) which are; firstly, to play the music while students are entering the class, it was a nice way for children made silence or to indicate that they were in the classroom and the class begins at end of the song. Secondly, music was used as a time indicator to change

the activity or to engage all learners in the class. Thirdly, this strategy is called feelings that were based on playing different types of songs for a minute and the last strategy is called Musical drawings. Learners had to draw what came to their mind while they were listening to the song. From those types of music activities, teachers can modify, adapt and design more successful music activities.

Taking to account the previous paragraph, the most difficult thing to teach English through vocal music is to know how to choose the correct song in order to become it in a productive and fruitful class. To do this, Simpson (2015) suggests some items that an English language teacher needs to think about to ensure his/her gets the right song and the proper activities. The first one is to examine carefully what he or she wants learners to learn. So, teachers have to identify the language level of the class, and learners' age. The second is to consider the audience and their feelings; furthermore, let them choose the songs that they want to listen to if learners are at an advanced level and finally the accessibility of the song for children. Having these items in mind, teachers have to follow a process which is to create a diagnosis to know the student's level. Then, select the song depending on the level of the classroom, after that, to reproduce songs with more difficult vocabulary to increase the effort of the child. The results will be significant because the child will improve listening comprehension skills and at the same time practice the pronunciation.

On the other hand, there are many music styles that can be used in an English classroom. For instance, Geyer (2001) suggests some of them. The first is called finger play songs: the content of these types of songs can be illustrated by the children's finger movement or through the use of nonverbal expressions. The second is called counting songs: these songs support the learning of numbers and are often connected with using fingers. The third is called spelling songs: they are used to train the sounds of the English alphabet. Fourthly is called role-play songs: these types of songs contextualize the vocabulary and made children love the stories. Fifthly is called songs for special occasions: these songs are about celebrations and the last one is called topic songs: many songs are used to learn a specific vocabulary related to a specific topic. one instance could be, to start the class with a song that involves the movement of children's bodies in order to

enhance their mood and activate their brain to focus on the topic that the teacher wants to develop.

Music as a Motivational tool in EFL Learning

In this part, the findings demonstrate that using music in English classrooms is a useful tool to create an enjoyable class because music motivates children to participate in a comfortable and accurate way. This idea is shared with Castro (2014); Rafiee, Kassaian, and Dastjerdi, (2010) who say that music not only eliminated the lack of confidence but also increased the cognitive level of children. The role of music in this position is to be a motivator tool in English classes since music creates an enjoyable atmosphere in the classroom. Additionally, the use of instrumental music allows participants to interact with others in using the foreign language. Apart from this, the accessibility to music is very easy nowadays. Thanks to technology, it is possible to access different websites such as youtube, Vimeo, and SoundCloud which offer a variety of English music.

To be deeper, the results evidence that instrumental music not only creates a good classroom atmosphere. When instrumental music is played in classrooms promote self-confidence to overcome academic difficulties. This idea is shared with Zogota (2011) who finds that the use of instrumental music during a test in the classroom was useful because learners were relaxed and more comfortable answering the questions. In other words, instrumental music does not help to enhance linguistic skills, but it is a mediator to facilitate the acquisition and memorization of new information. One of the successful ways to reduce the shyness in learners is using music in pair work or group work because learning a foreign language requires close collaboration and interaction among learners, this type of collaboration results in useful for all or both learners.

On the other hand, the findings show that inappropriate use of instrumental or vocal music in English classes can bring negative impacts on children's motivation because there are some types of music that contain rude words or negative feelings which can affect children's sensitivity. In this order of ideas, Castellano and Garzon (2015) affirm that is important to pay attention to the vocabulary of the songs since it must always focus on the educational development of the learners. Hence, teachers have to be very

careful when they choose a music style. To do this, teachers should take into account the children's level, age, interest, and finally, establish the emotional states which pretend to achieve in children's brain for that lesson.

Music to Increases the Intercultural Competences

In this part, the analysis indicates that the use of different music styles in classrooms helps learners to identify how other people live, what other people eat or drink or how other people feel. In this regard, Tomlinson and Masuhara (as cited in Ho, 2009) argue that a culture can be analyzed directly through visiting the culture or indirectly through films, music or literature. Consequently, teachers can establish discussions in classrooms about values, foods, norms or other habits that the studied culture has. However, the first step to develop discussions is to involve all learners in the process of exploring their own culture and then ask them to choose a different culture and finally ask learners to find some similarities and differences between their own cultures with the new one. This process can overcome cultural barriers in the future due to participants have already acquired the knowledge to share ideas with a person from another culture.

However, having a broad knowledge of the own culture and other cultures does not become students in experts because being an intercultural expert requires motivation and excellent use of the English language skills to establish successful interactions with people from different cultures. This idea is connected with Deardorff and Jones, (2009) who says that "intercultural competence also involves the development of persons' skills and attitudes in successfully interacting with persons of diverse backgrounds" (p15). On the other hand, the findings also show that music can allow learners to create false identities or false stereotypes about other cultures because the technological development has facilitated to publish different types of music which conveys false traditions. With this idea, Boothe and West (2015) say that "during the digital age, an extraordinary collection of music can be downloaded without any restriction" (p.4). Thus, false identities and false stereotypes can impede that a learner tries to interact with an unknown person. To summarize, the use of different music styles does not become learners in intercultural experts, but introduce them in an intercultural environment.

CONCLUSIONS

The findings of this review show that the use of music is a meaningful tool in an EFL classroom to enhance the English language skills, to promote motivation and to introduce learners in an intercultural environment.

Music has been used by teachers and autonomous learners as a means to enhance listening skills. However, the evidence shows that proper use of music in a classroom proves the integration of speaking, reading and writing skills as well. To integrate those skills in a classroom, it is necessary to explore different relaxation music activities, movement music, music repetition, karaoke and discussions about the content of vocal music. In this order of ideas, children will be able to establish short dialogues inside and outside the classroom because they become more independent and more confident in themselves.

The results suggest that the use of music motivates learners toward the learning of a foreign language, in this case, English because music creates an enjoyable classroom atmosphere on which learners' brain stimulates a positive attitude to acquire new knowledge. To this respect, it is possible to say that music becomes learners' inactive participants in a classroom due to music decreases the shyness of learners.

Taking into consideration the last area of this review, it is found that music does not become children in intercultural experts because being an intercultural expert requires the use of many resources such as videos, texts, movies, and social interactions. However, the use of different music styles introduces children in intercultural environments because the music allows them to identify some general aspects of other cultures such as habits, feelings, and particular expressions from each culture. Hence, appropriate music can make a fun and very productive class.

Finally, the analysis shows that music also can generate negative effects in the EFL learning and teaching process because there are many music styles that are not appropriate for a pedagogical environment. Therefore, this research suggests to future

researchers to design meaningful music activities due to teachers do not have enough knowledge to create different and enjoyable activities through the use of music in English classes.

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