

YEGAH MUSICOLOGY JOURNAL

<https://dergipark.org.tr/en/pub/ymd>

e-ISSN: 2792-0178

Makalenin Türü / Article Type : Araştırma Makalesi/ Research Article
Geliş Tarihi / Date Received : 03.05.2025
Kabul Tarihi / Date Accepted : 23.08.2025
Yayın Tarihi / Date Published : 30.09.2025
DOI : <https://doi.org/10.51576/ymd.1690790>
e-ISSN : 2792-0178

İntihal/Plagiarism: Bu makale, en az iki hakem tarafından incelenmiş ve intihal içermediği teyit edilmiştir. / This article has been reviewed by at least two referees and confirmed to include no plagiarism.

THE IMPACT OF MUSIC ON ENGLISH LANGUAGE LEARNING

KRYEZIU, Drita¹, MALIQI, Flora²

ABSTRACT

This study examines the impact that listening to songs in English by Kosovo students has on learning English. In the study, listening to as many English songs as possible by the students, either in their free time or in the foreign language class is seen as a positive factor that accelerates the learning of the foreign language (English) by the students. The purpose of this study is to see the role of listening to English songs in learning English by students in Kosovo. Therefore, the study confirms the hypothesis that students who listen to English-language music have better English language skills, compared to other students who do not listen to, or listen to very little, English music. The research approach applied in the study is quantitative research approach. The sampling of the study includes students who study in the economic high school in the municipality of Gjilan. The instruments implemented in the study include a questionnaire. The main results and conclusions of the study prove that students who listen to music in English have better speaking and comprehension skills in English, compared to other students who listen to little or no music in

¹ Assist. Prof. Dr., “Kadri Zeka” University, drita_20j@hotmail.com, <https://orcid.org/0000-0002-0459-3451>.

² Dr. Sc., (Write Corresponding Author), “Kadri Zeka” University, flora_maliqi@hotmail.com, <https://orcid.org/0009-0001-0453-0522>.

English. Referring to the results of the study, it is suggested to English teachers to incorporate English songs into their teaching, to improve their speaking and comprehension skills. This suggestion also applies to teachers who teach any foreign language.

Keywords: Foreign language, English, music, ability, impact.

MÜZİĞİN İNGİLİZCE DİL ÖĞRENİMİNE ETKİSİ

ÖZ

Bu çalışma Kosovalı öğrencilerin İngilizce şarkı dinlemesinin İngilizce dinlemelerinin İngilizceyi öğrenme üzerindeki etkisini incelemektedir. Çalışmada, öğrencilerin gerek boş zamanlarında gerekse yabancı dil dersinde mümkün olduğunca çok İngilizce şarkı dinlemeleri, öğrencilerin yabancı dil (İngilizce) öğrenmesini hızlandıran olumlu bir faktör olarak görülmektedir. Bu çalışmanın amacı, Kosova'daki öğrencilerin İngilizce öğrenmesinde İngilizce şarkı dinlemenin rolünü tespit etmektir. Bu nedenle, çalışma, İngilizce müzik dinleyen öğrencilerin, az miktarda İngilizce müzik dinlemeyen veya dinlemeyen diğer öğrencilere kıyasla daha iyi İngilizce dil becerilerine sahip olduğu hipotezini doğrulamaktadır. Bu nedenle, çalışma, İngilizce müzik dinleyen öğrencilerin, daha az müzik dinleyen veya hiç dinlemeyen öğrencilere kıyasla daha iyi bir yabancı dil becerisine sahip oldukları hipotezini doğrulamaktadır.

Araştırmada uygulanan araştırma yaklaşımı nicel araştırma yöntemidir. Araştırmanın örneklemini Gjilan Belediyesi sınırları içinde yer alan ve Ekonomi Lisesi'nde öğrenim gören öğrenciler oluşturmaktadır. Çalışmada uygulanan araçlar bir anket içermektedir. Çalışmanın temel bulguları ve sonuçları, İngilizce müzik dinleyen öğrencilerin, İngilizce müzik dinleyen veya hiç müzik dinlemeyen diğer öğrencilere kıyasla İngilizce'de daha iyi konuşma ve anlama becerilerine sahip olduklarını kanıtlamaktadır. Çalışmanın sonuçlarına atıfta bulunularak, İngilizce öğretmenlerine İngilizce şarkıları uygulamaları, İngilizce konuşma ve anlama konusunda en iyi becerileri geliştirmeleri önerilmektedir. Bu öneri aynı zamanda herhangi bir yabancı dil öğreten öğretmenler için de geçerlidir.

Anahtar Kelimeler: Foreign language, English, music, ability, impact.

INTRODUCTION

The world now resembles a digital village where information moves quickly from one side to the other due to the enormous and relentless advancements in technology and information. Even in our nation, information technology has advanced quickly in recent decades, keeping pace with societal advancements. The language of technology and informatics is used in every industry. Once the private labor market opened, competitive people must acquire the skills and abilities necessary to advance and remain competitive. Since English is now the universal language used in practically every aspect of the job market, proficiency in it has become essential for everyone. Therefore, both Albanians and education policy makers in our nation view the new generation's acquisition of this language as a top priority.

In addition to meeting the expectations of society and the workplace, the foreign language allows the student to communicate and satisfy his social and personal interests. Its goal is to teach and prepare the learner to use this language in a variety of communication contexts. Students gain language proficiency through the use of the foreign language while learning to comprehend, appreciate, and value the cultures and lifestyles of others.

Therefore, having knowledge about foreign languages, the student:

- Is able to comprehend and evaluate a wide range of texts from various disciplines, which allows the student to get a wide range of knowledge.
- The majority of online resources are in foreign languages, which makes it simpler for students to look for things in many fields that interest them.
- Helps to enrich students' lexicon with vocabulary selected from various fields.
- Increases the number of friends and coworkers he has from other nations and cultures.

In competency-based learning, student learning is viewed as a priority of interdisciplinary integration in the Albanian educational curriculum. Additionally, the teaching of English is viewed as being connected with several academic disciplines, both inside and outside of the "Languages and Communication" field, including the arts, where students benefit from this relationship;

- The capacity to use various artistic productions to express oneself.
- The capacity to comprehend, examines, and assesses various song texts.

- The capacity to communicate both orally and in writing with clarity and accuracy.

Many studies reveal that music has its magic to influence the spiritual world of the listener as is considered the "art of expression through sounds, feelings and thoughts of people" or "arrangement and combination of tones". These sounds are arranged in such a way as to have an effect pleasing to the ear and to create a palpable and intelligible impression... these impressions have the power to affect the hidden parts of the soul and the sensitive areas. (Gardner, 2003: 141). When one thinks of music the first thing that comes to our mind is enjoyment. Its amusing role permeates many human endeavors, both individually and collectively.

In addition, Halpern (1999:1) states that few of the several elements that affect learning are as extensive - or poorly understood - as sound and music.

More and more, for the positive effects that music has in improving the spiritual state of the listener, researchers are seeing the connection of music with other areas of learning, including language.

Koelsch also hypothesizes that "the human brain, especially at an early age, does not treat language and music as strictly separate domains, but rather treats language as a special case of music"

Koelsch (2011: 16). Despite being distinct kinds of communication, language and music are processed in the same part of the brain via the same method, according to Maess and Koelsch (2001).

Additionally, Kao and Oxford (2014:116) describe how language and music have been "holding hands" for ages, stating that "music inspires language, and language enlivens the music". Hence, the idea that music may be fundamental to the majority of spoken foreign language learning environments stems from the fact that music has been a social activity throughout human history.

Engl (2013:14) cites several research that describe the beneficial educational effects of music, including the development of "a cohesive community," social harmony, and a safe environment for language use, community, which many educators consciously work to create for their students in the classroom. In order to make it as effective as possible, instructors should pay attention to the musical materials that they provide their students with, just as Harwood (1998), claims that *'context influences how children learn music (problem-solving techniques and tactics) as well as the musical material they acquire (repertory selection, stylistic conventions)'*.

In this regard, Fuentes, (2012) also found in her research that language and music have a lot in common:

- In the area where they spread, both share the vocal-auditory message.

- These are innate abilities that all people possess.
- They can express themselves verbally, gesturally, or in writing.
- In youngsters, both naturally develop simultaneously.
- Both use predetermined structures and linguistic rules to create tunes or phrases. (Fuentes, 2011).

Fuentes, (2011), in a study conducted with sixth-grade Spanish students, came to the conclusion that music enhances English language acquisition, making it a good idea to link music education approach with English language methodology.

Many scholars have examined the impact of music on learning a foreign language. In addition to providing a unique approach to raise students' knowledge of another culture, music in the classroom can also be used to improve communication skills in foreign language classes (J.W.Failoni, 1993). Music can be a powerful motivator in the classroom.

The use of music in the classroom is also justified by Gardner's educational theory of multiple intelligences, which implies that person's intelligence in music can be used to achieve skills in non-musical areas, such as learning foreign languages.

The role of music is also highlighted by MA & Zheng (2024) with the focus on cultural and educational impact of music dissemination such as preserving traditional music and introducing Western music, which indirectly contributes to cultural learning and awareness. Furthermore, they investigate the history of the Pathé Company, a significant record label in early 20th-century China. Their goal was to comprehend the ways in which Pathé influenced Chinese cultural life and the record industry through its musical productions. It demonstrates how music was a potent cultural force that shaped contemporary identity, bridged traditions, and ingrained foreign influences into Chinese society through Pathé's recordings and Shun Pao's coverage. Therefore, the researchers come to the conclusion that Pathé's importance stems from both its commercial success and its cultural function, as it changed the way music was distributed in China, brought in new musical languages, and promoted an East-West fusion that had a long-lasting impact on the history of Chinese music.

Purpose and Importance

This study aims to investigate the correlation between listening to music in English language in by young people and the development of their ability to understand and speak English. Specifically,

it looks into the pedagogical function of music and songs in English language learning, determining if language skills are developed by listening to English songs.

Population and Sample

The student population, where the study was conducted, is composed of 581 students, who study at the high school "Marin Barleti" in Gjilan, Kosovo. 218 are women and 363 are men. 175 students or 31% of the population participated in the study, of these, 70 female and 105 male. The sample of students who were surveyed included all three years of the students' studies. The sampling was purposefully selected, so that the study included students of different learning levels on the subject of English, regardless of their level of achievement of learning outcomes in different subjects.

Limitations

The research was intentionally crafted to examine the connection between the independent variable, listening to music in English and the dependent variable the enhancement of English speaking and comprehension abilities. One limitation of this study is its limited sample size, which may restrict the generalizability of the findings to a broader population. Since only a limited number of participants were involved, the findings may not truly reflect the experiences and results of all learners in comparable educational situations.

Another limitation is the study's single regional focus. The research was conducted within one specific geographic area or educational institution, which may reflect particular cultural, linguistic, or institutional characteristics. As a result, the results may not be relevant to students from various regions, schools, or nations, where educational methods, language exposure, or cultural perspectives on music and learning may vary considerably.

Furthermore, the research heavily depends on self-reported information gathered through structured surveys. Although self-reporting offers valuable insights into participants' perceptions, attitudes, and experiences, it is inherently subjective and may suffer from biases such as overreporting, underreporting, or the inclination to give socially acceptable responses. The lack of additional data collection methods like objective language assessments, classroom observations, or interviews restricts the depth and reliability of the findings. Utilizing various data sources could have provided a more comprehensive and nuanced perspective on how listening to music in English affects language skills.

In light of these constraints, it can be inferred that although the study offers useful initial insights into the impact of music on English language development, the results should be viewed carefully and cannot be assumed to be universally applicable across various populations or environments. Future studies ought to involve larger and more diverse participant groups, encompass multiple geographic regions, and incorporate objective measurement techniques to enhance the reliability and applicability of the findings.

METHODOLOGY

This study aims to research the correlation between listening to music in English language by young people and the development of their ability to understand and speak English.

In order to research the existence of this relationship between these variables, three research questions were raised;

1. *Does listening to songs in English affect the development of the ability to understand and speak English as a second language in students?*
2. *Do students who listen to English-language music have better English language skills?*
3. *Does listening to music enrich students' English vocabulary?*

To answer the research question of the study, we hypothesized that:

H1. *Students who listen to music in English have better speaking and understanding skills in English.*

As in any scientific study, in addition to the main hypothesis, the null hypothesis is also raised, which in our study is:

H0. *There is no relationship between listening to music in English by students and their abilities in speaking and understanding in English.*

The research approach implemented in the study aims to answer the research questions and alternative hypotheses presented, about which the study is built. In order to realize these goals of this study, the quantitative research methodology was selected, using a questionnaire as a quantitative research method.

Study variables

Since the research hypothesis has two important components, which create a dependency relationship between them, the variables of the study are treated in a dependency relationship. So, the variables in this study are:

Independent variable: Listening to music in English language

Dependent variable: English speaking and understanding skills

Data collection techniques

In this study student's questionnaire was used for collecting the data including questions to see whether music has impact on English Language learning.

METHOD

In order to conduct this research study and collect data a quantitative method was used, which took place in the high school "Marin Barleti", in Gjilan, Kosovo.

Ethics Committee Permission

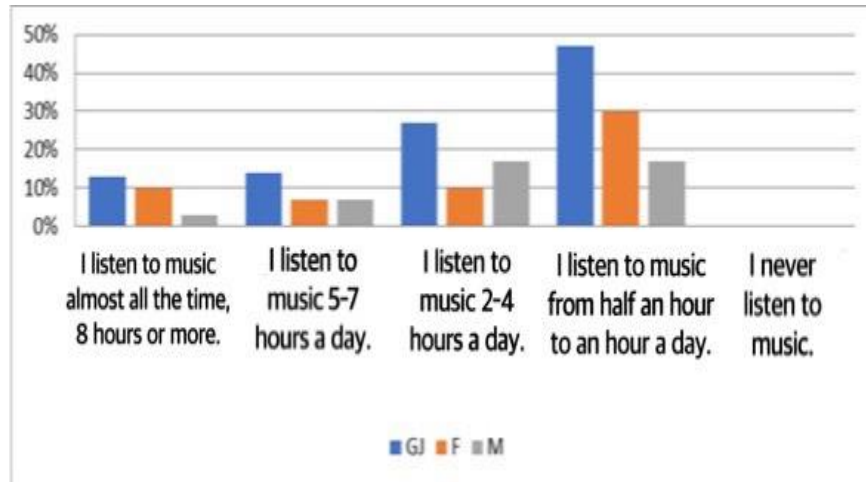
This research; It was approved by the Ethics Committee of the Rectorate of Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University on 05.02.2025 with decision number 9998743.

FINDINGS AND DISCUSSION

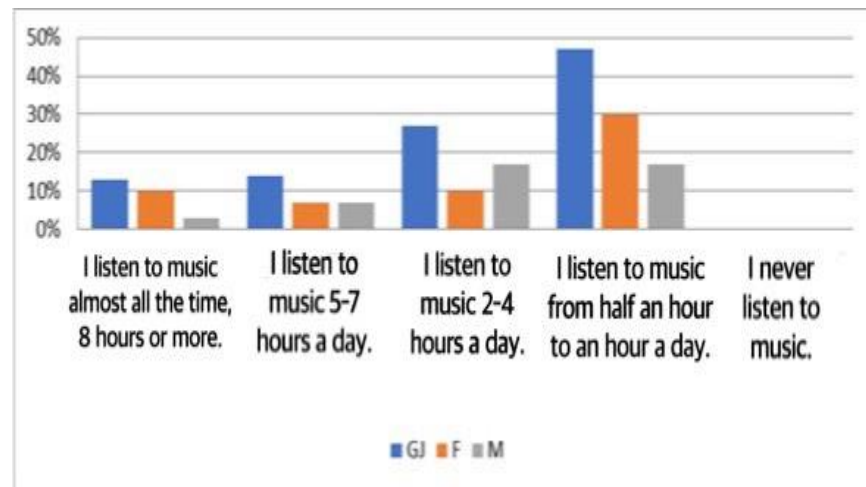
In this part of the study, the results found through the students' survey are addressed to see the connection between listening to music in English, by the students, in improving their skills in English language.

In this part, the research question raised at the beginning of the paper is answered, as well as the main hypothesis "Students who listen to music in English, have better speaking and comprehension skills in English" is tested. Also, the truth or not of the null hypothesis will be tested. Below is reflected the descriptive analysis of the data obtained from the students taken in the study.

Graphs No. 1 and No. 2 reflect the time young people spend listening to music during a day and during a week.



Graph 1. The time students spend listening to music during a day and during a week.

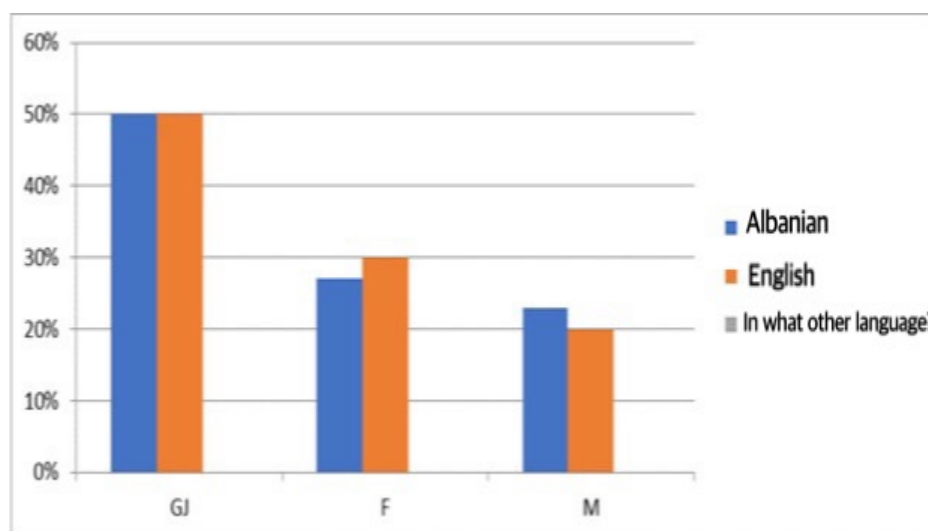


Graph 2. The time students spend listening to music during a day and during a week.

To the question "How much music do you listen to per week?", 87% of students claim that they listen to music every day and 10% of students listen to music every day of the week. 47% of students claim that during the day they listen to music for up to one hour a day and 27% of students claim that they listen to music for up to 2-4 hours a day. This shows that music occupies a significant place in the lives of young people, taking a part of their free time, as the results of E. Dragoti's study (2005: 147) highlighted earlier that in the communication of teenagers, 47% of teenagers watch television or listen to music in their free time.

It is important that music, in addition to fulfilling the desires of young people for artistic tastes, educating them with cultural values, also has educational values in terms of developing the cognitive skills of the language in which the music is served.

The following graph reflects the results found during the research in relation to the question "In which language do you listen to music the most?".



Graph 3. The language students listen to music the most.

For the young people surveyed, the graph shows that there is no dominance in terms of favorite music in terms of Albanian or English. 50% of the students affirm that they listen to songs in Albanian language, but 50% of the students affirm that they listen to songs in English. None of the student specifies that he/she listens to more songs in another language, besides songs in Albanian and English. The survey shows that females who listen to songs in English dominate 3% more than the rest of them who listen to songs in Albanian, while males who listen to songs in Albanian dominate 3% more than the rest of them who listen to songs in English.

A halving of the students' tastes in selecting the language of their favorite songs is a clear evidence of the extent of English in the everyday communication of young people, while Albanian is the mother tongue of our young people and it is certainly in the tastes and selections of theirs.

It is important for anyone who listens to music in any language to understand the meaning of the lyrics, the message that the song conveys to the listener, in addition to the emotionality that the sounds of the song give.

In order to see the effect that English songs have on the surveyed listeners, in relation to the acquisition of English as a foreign language. One component that should be considered is whether the young people try to grasp the meaning of the song lyrics. or they just listen to these songs based on the music, the rhythm.

Therefore, in relation to the question "Do you pay attention to the meaning of the lyrics when you listen to music in English?", 77% of respondents affirm that they often pay attention to the meaning of the lyrics of the songs they listen to. It is noticed that the majority of the respondents who try to understand the message that the songs convey, trying to understand the lyrics of the songs, are women, compared to men. Thus, 53% of females often pay attention to the meaning of English song lyrics, compared to only 3% of females who claim that they sometimes pay attention to the meaning of song lyrics. 23% of males say they often pay attention to the meaning of song lyrics, while 20% of males say they sometimes pay attention to the meaning of song lyrics.

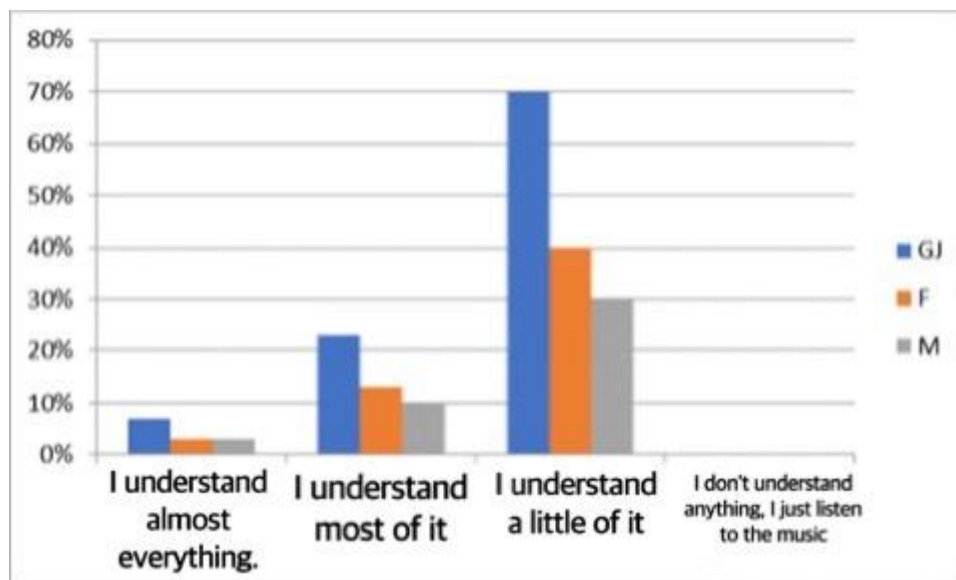
What is worth mentioning and at the same time evaluated as positive in the learning of the English language by young people is the fact that none of the students claims that he does not pay attention to the meaning of the lyrics of the songs he listens to.

Regarding the question "When you are listening to music in English without looking at the lyrics, approximately how well do you understand the lyrics?", through Graph No. 5, it is found that only 7% of the respondents affirm that they understand almost everything; 23% claim that they understand a lot of song lyrics and 70% of respondents claim that they understand a little of the content of English song lyrics. What is noticeable in the statements of the respondents is the fact that all the students manage to at least understand the songs in English to some extent, while the alternative "I don't understand anything, I just listen to the music" has not been mentioned by anyone. The answers given to this question are correlated with the answers given by the students to the question "Do you pay attention to the meaning of the lyrics when you listen to music in English?".

What is worth mentioning and at the same time evaluated as positive in the learning of the English language by young people is the fact that none of the students claims that he does not pay attention to the meaning of the lyrics of the songs he listens to.

Regarding the question "When you are listening to music in English without looking at the lyrics, approximately how well do you understand the lyrics?", through Graph No. 4, it is found that only 7% of the respondents affirm that they understand almost everything; 23% claim that they understand a lot of song lyrics and 70% of respondents claim that they understand a little of the content of English song lyrics. What is noticeable in the statements of the respondents is the fact that all the students manage to at least understand the songs in English to some extent, while the alternative "I don't understand anything, I just listen to the music" has not been mentioned by

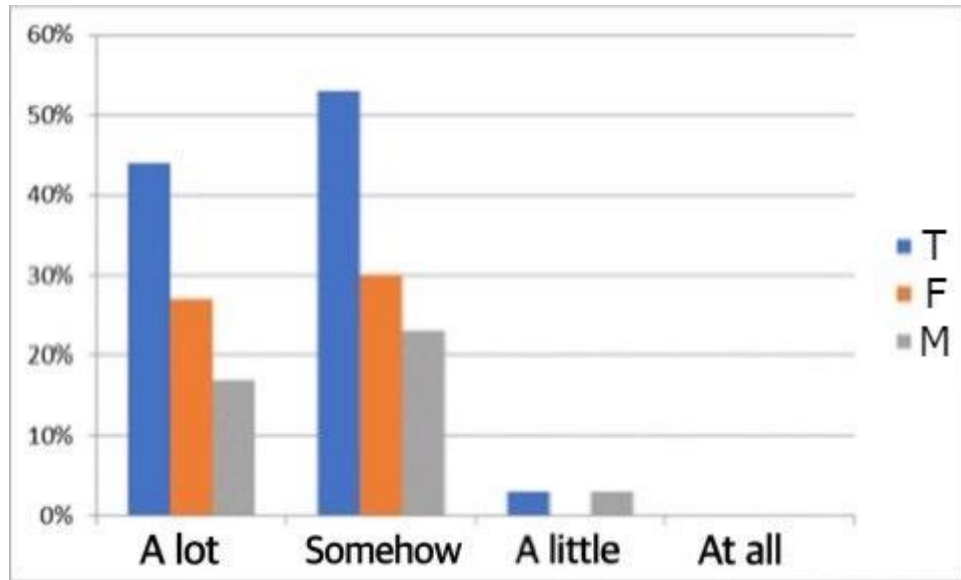
anyone. The answers given to this question are correlated with the answers given by the students to the question "Do you pay attention to the meaning of the lyrics when you listen to music in English?".



Graph 4. Listening to music without paying attention to the meaning of the lyrics.

Regarding the question: "Do you think that listening to songs in English has improved the ability to understand English language?", through the following graph (Graph no. 5), it is concluded that students see listening to songs in English as an important factor in improving the ability of understanding English language.

Thus, 53% of respondents claim that listening to English songs has somewhat improved their English language comprehension ability and 44% claim that listening to English songs has greatly improved their English language comprehension ability. Only 3% of males claim that listening to English songs has slightly improved their English language comprehension. Despite 70% of respondents claiming that they have little understanding of the content of English song lyrics, even for this low percentage of understanding, the majority of respondents (97%) claim that listening to English songs has improved their comprehension ability on English language.



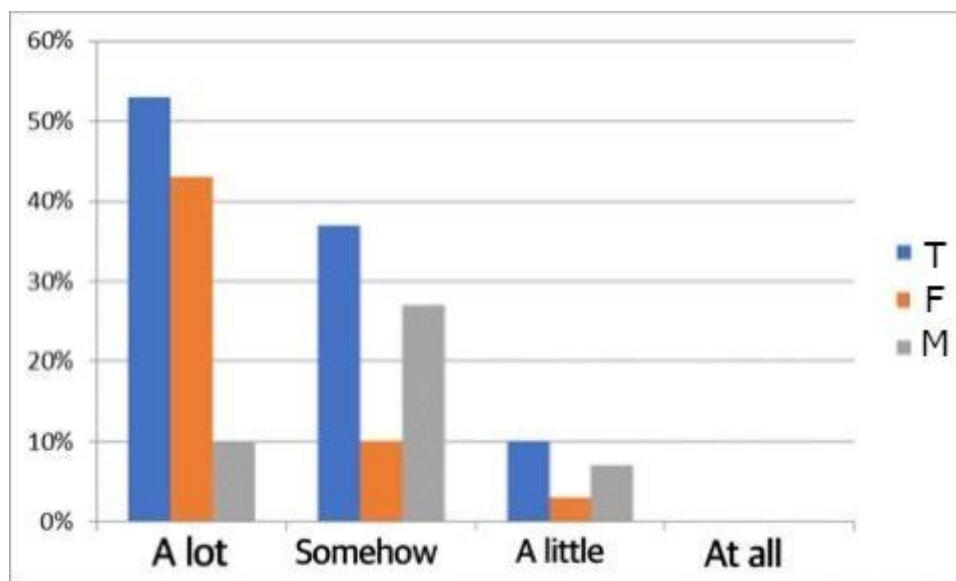
Graph 5. Listening to songs in English improves the ability to understand English language.

An important element in language communication, whether in mother tongue or in a foreign language, is the enrichment of one's own vocabulary with new words and expressions. But how much has music influenced the fulfillment of this basic language criterion in relation to English as a foreign language in our students?

To answer this question, it is enough to analyze the data collected during the survey and reflected in the following graph (Graph No. 6).

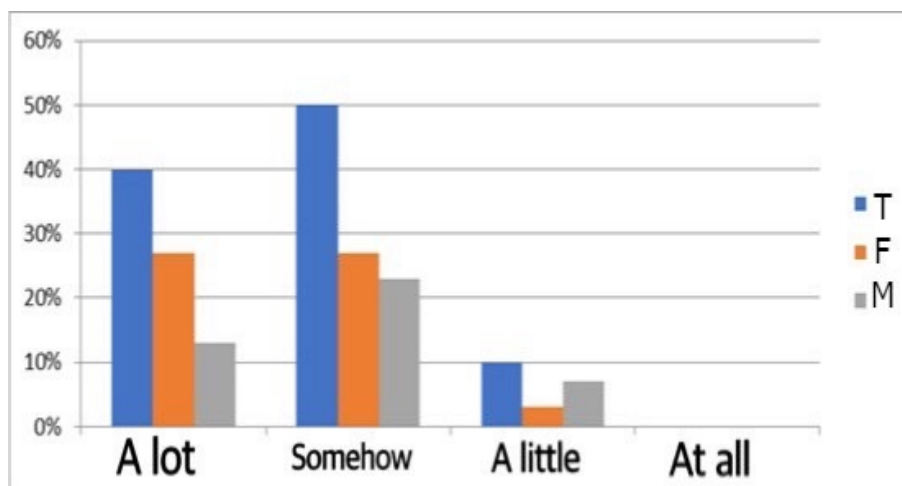
More than half the respondents claim that listening to English songs has greatly influenced the enrichment of their English vocabulary. Regarding this statement, females dominate compared to males. Thus, 43% of females claim that listening to songs in English has greatly influenced the enrichment of their English vocabulary, compared to 10% of males who claim this.

Correlated with this statement is the other statement that only 3% of females claim that listening to songs in English has had a little effect on enriching their English vocabulary, compared to 7% of males who claim the same, even though males are in a smaller percentage in sampling.



Graph 6. Listening to English songs influences the enrichment of your English vocabulary.

An important element in the linguistic communicative ability of a foreign language is the correct linguistic pronunciation. One of the research questions of the study, included in the questionnaire, had to do with the fact that listening to songs in English has influenced the improvement of the ability to pronounce English correctly in students.



Graph 7. Listening to songs in English influences the improvement of the ability to pronounce the English language correctly.

Through Graph No. 7, it can be seen that 50% of students claim that on average listening to music in English has favored students in developing the ability to speak correctly English language. Regarding this statement, there is no gender difference among the respondents.

40% of the respondents claim that listening to English songs has greatly improved their English pronunciation skills and only 10% claim that listening to English songs has slightly improved their English pronunciation skills.

So, based on the descriptive and correlational analysis of the data obtained in the research, we emphasize that the hypothesis raised at the beginning of the study has been proven and the null hypothesis is rejected.

CONCLUSION

From the results of this empirical study, it was found that music in English has a positive effect on the acquisition of English language skills, as a foreign language, for Albanian students.

From field research, through surveys, it was found that:

- All students devote a good part of their free time to listening to music, in both languages, in Albanian and English.

- Most of the students (almost 80%) pay attention to the meaning of the lyrics of English songs as they listen to them.

- Most of the students (70%) barely manage to grasp the meaning of the lyrics of the songs in English, despite a small part of them who manage to understand almost all the lyrics of the songs.

- The majority of students claim that listening to songs in English has enriched their own vocabulary in English, as well as improved their skills in understanding and pronunciation in English.

As a result, teaching English with extensive music or song usage can be quite successful. Increasing the frequency of song usage in the curriculum is an easy way to do this. The study's conclusions can assist ESL/EFL teachers in adjusting their methods of instruction to optimize the level and effectiveness of their students' learning. More use of music in L2 classrooms makes English instructors, teacher trainers, authors of course books and curriculum designers more conscious of how music and songs influence the caliber of their lessons, course books, and curricular choices.

Recommendations

Taking into consideration the findings obtained through research about the indisputable role that music plays in the mental state of young people in English learning, I recommend that English language teachers prioritize the introduction of music into English class, during the process of

teaching, as a stimulating and motivating element of learning English as a second language for students. Moreover, language instructors should become aware about the pedagogical uses of music in language classrooms as well as how music influences language learners' attitudes and actions. Additionally, music therapists must contribute to the educational goals of their students. While bringing a music therapist into the classroom is uncommon, there are a few very successful teaching strategies that do. The musical skills of a therapist may open up new possibilities for incorporating music into language instruction.

Acknowledgments

Acknowledgments to all collaborators who contributed to the realization of this study. Acknowledgment to the high school students of the municipality of Gjilan, in Kosovo, participating in this study. Thanks also to the heads of the educational institutions of the economic high school that enabled us to carry out the questionnaire.

REFERENCES

- Dragoti, E. (2005). Adoleshenti.
- Eng, D. (2013). Why use music in English language learning? A survey of the literature. *English Language Teaching*, 6(2), 113–127. <https://doi.org/10.5539/elt.v6n2p113>
- Failoni, J. W. (1993). Music as a means to enhance cultural awareness and literacy in the foreign language classroom.
- Fuentes, C. (2011). La música como herramienta facilitadora del aprendizaje del inglés como lengua extranjera.
- Gardner, H. (2003). Dimensionet e mendjes. Instituti i Studimeve Pedagogjike.
- Halpern, S. (1999). Sound education: Creating the optimal learning environment.
- Harwood, E. (1998). Go on girl: Improvisation in African American girls' singing games. In B. Nettl (Ed.), *In the course of performance: Studies in improvisation*. Chicago: University of Chicago Press.
- Kao, T. A., & Oxford, R. L. (2014). Learning language through music: A strategy for building inspiration and motivation. *System*, 43, 114–120. <https://doi.org/10.1016/j.system.2014.01.001>
- Koelsch, S. (2011). Towards a neural basis of processing musical semantics. *Physics of Life Reviews*.

Kurrikula bërthamë. (2016). Programi Gjuha e huaj e parë, klasa XI. Instituti i Zhvillimit të Arsimit.

Levitin, D. J. (2008). El cerebro y la música.

Ma, J., & Zheng, L. (2024). A study of the music history of the Pathé Company in the *Shun Pao*. *Rast Musicology Journal*, 12(3), 331–350. <https://doi.org/10.12975/rastmd.20241234>.

Maess, B., & Koelsch, S. (2001). Musical syntax is processed in Broca's area: An MEG study. *Nature Neuroscience*, 4(5), 540–545. <https://doi.org/10.1038/87502>.

GENİŞLETİLMİŞ ÖZET

GİRİŞ

Günümüzde yabancı dil öğrenimi, yalnızca sınıf içi etkinliklerle sınırlı kalmamakta; bireylerin sınıf dışında, gündelik yaşamlarında karşılaştıkları çeşitli dil girdileriyle zenginleşmektedir. Teknolojinin ve küreselleşmenin etkisiyle bireyler, hedef dile çok daha fazla ve çeşitli yollarla maruz kalabilmekte; bu da öğrenme sürecini doğrudan etkilemektedir. Bu bağlamda, medya araçları, dijital platformlar, sosyal medya içerikleri ve özellikle müzik, bireylerin dile olan maruziyetini artıran başlıca unsurlar arasında yer almaktadır. Müzik hem eğlenceli hem de motive edici yapısıyla özellikle genç bireyler için dikkat çekici bir araç olarak öne çıkmaktadır. Günümüz gençliği, teknolojik cihazlar sayesinde müziğe kolay erişim sağlayabilmekte, favori sanatçılarını ve şarkılarını tekrar tekrar dinleyerek farkında olmadan dile maruz kalmaktadır.

Özellikle İngilizce müzik, dünya genelinde en yaygın şekilde dinlenen müzik türlerinden biri olarak bilinmektedir. Bu durum, İngilizceyi ikinci ya da yabancı dil olarak öğrenen bireylerin, hedef dile otantik ve doğal bağlamda maruz kalmalarını sağlamaktadır. Dilsel girdinin sıklığı ve niteliği, bireyin dil öğrenme sürecinde büyük önem taşımaktadır. İngilizce şarkıların içerdiği gündelik konuşma kalıpları, deyimler, argo ifadeler, kültürel referanslar ve telaffuz örnekleri, öğrencilerin sınıf ortamında genellikle erişemediği dil unsurlarını öğrenmelerine olanak tanımaktadır. Bu nedenle müzik, sadece pasif bir dinleme etkinliği değil, aynı zamanda öğrencinin dil becerilerini geliştiren bir öğrenme stratejisi olarak değerlendirilmelidir.

Bu çalışmanın temel amacı, Kosova'daki bir devlet lisesinde öğrenim gören öğrencilerin İngilizce müzik dinleme alışkanlıklarının, İngilizce konuşma ve anlama becerileri üzerindeki etkilerini araştırmaktır. Çalışmada, öğrencilerin müziği hangi sıklıkta, ne tür içeriklerle ve nasıl bir amaçla dinledikleri analiz edilmiş; bu süreçte müziğin öğrenciler üzerinde oluşturduğu dilsel ve bilişsel etkiler irdelenmiştir. Aynı zamanda öğrencilerin müzik aracılığıyla İngilizceye ne şekilde maruz

kaldıkları, öğrenme sürecinde hangi stratejileri benimsedikleri ve karşılaştıkları güçlükler de derinlemesine ele alınmıştır. Elde edilen bulguların hem dil öğretmenlerine hem de müfredat geliştiricilere ışık tutacak nitelikte olması hedeflenmektedir.

Dil öğretiminde iletişimsel yaklaşımların ön plana çıktığı günümüzde, otantik materyallerin kullanımı büyük bir önem taşımaktadır. Otantik materyaller, öğrencilere gerçek yaşamdan alınmış, doğal dil kullanımı sunan içeriklerdir. Müzik, bu tür materyallerin başında gelmektedir. Şarkı sözleri hem dil bilgisel yapılar hem de kültürel öğeler açısından zengin örnekler sunarak öğrencilerin dil farkındalıklarını geliştirmektedir. Ayrıca müzik, duygusal bağ kurulabilen bir araç olduğundan dolayı öğrenme sürecinde motivasyon artırıcı bir unsur olarak da değerlendirilmektedir. Öğrenciler, sevdikleri şarkılara karşı daha fazla ilgi göstererek, öğrenmeye karşı olumlu tutum geliştirmekte ve bu da öğrenmenin kalıcılığını artırmaktadır.

Sonuç olarak, bu araştırma, müzik aracılığıyla gerçekleşen öğrenme deneyimlerinin öğrencilerin dilsel gelişimlerine ne tür katkılar sunduğunu belirlemeyi amaçlamaktadır. Literatürde İngilizce müzik dinleme alışkanlıklarının öğrenci başarısına etkisi üzerine yapılan çalışmaların sınırlı olması, bu araştırmanın önemini artırmaktadır. Çalışmanın sonuçlarının hem uygulayıcılara hem de akademik çevrelere katkı sunacağı öngörülmektedir.

YÖNTEM

Bu araştırma, nitel araştırma desenine dayalı olarak gerçekleştirilmiştir. Çalışmanın katılımcılarını, Kosova’da bir devlet lisesinde öğrenim gören 40 öğrenci oluşturmaktadır. Veri toplama aracı olarak açık uçlu sorulardan oluşan anket formu kullanılmıştır. Anketlerde öğrencilerin İngilizce müzik dinleme sıklıkları, dinledikleri müzik türleri, müziğin İngilizce konuşma ve anlama becerilerine olan etkisine ilişkin algıları, öğrenme sürecine yönelik kişisel stratejileri ve karşılaştıkları zorluklara dair sorular yer almıştır.

Veriler içerik analizi yöntemiyle değerlendirilmiştir. Öğrencilerin yanıtları temalara ayrılmış ve bu temalar üzerinden analiz gerçekleştirilmiştir. Elde edilen verilerden anlamlı sonuçlar çıkarabilmek için öğrencilerin ifadeleri doğrudan alıntılanarak bulgulara yer verilmiştir. Araştırmada etik kurallara riayet edilmiş, öğrenci katılımı gönüllülük esasına dayandırılmıştır.

Etik Kurul İzni

Bu araştırma; Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical Üniversitesi Rektörlüğü Etik Kurulu tarafından 05.02.2025 tarihinde, 9998743 nolu karar sayısı ile onaylanmıştır.

BULGULAR

Yapılan analizler sonucunda, öğrencilerin önemli bir çoğunluğunun İngilizce müzik dinlemeyi günlük yaşamlarının ayrılmaz bir parçası hâline getirdiği tespit edilmiştir. Katılımcıların %85'i İngilizce şarkıları haftada en az birkaç kez dinlediklerini belirtmiştir. Öğrencilerin çoğu, müzik dinleme sayesinde hem kelime hazinelerini geliştirdiklerini hem de doğru telaffuzları fark ederek konuşma becerilerinde ilerleme sağladıklarını ifade etmiştir. Ayrıca şarkılar yoluyla günlük ifadeler, deyimler, argo kullanımlar gibi resmî öğretim sürecinde yer verilmeyen birçok dilsel yapının öğrenildiği belirtilmiştir.

Bir diğer önemli bulgu, müziğin dinleme-anlama becerileri üzerindeki etkisidir. Katılımcıların %72'si, İngilizce şarkı dinledikçe farklı aksanları tanımaya ve daha hızlı konuşmaları anlamaya başladıklarını aktarmıştır. Ayrıca öğrenciler, anlamadıkları kelimeleri araştırma eğiliminde olduklarını ve bu sürecin kendiliğinden bir öğrenme fırsatına dönüştüğünü belirtmişlerdir. Bunun yanında, bazı öğrenciler şarkı sözlerinin hızlı, aksanlı veya arka plan sesleriyle karışık olması nedeniyle anlamada zorlandıklarını ifade etmişlerdir.

Müziğin motivasyon üzerindeki etkisi de dikkat çekici bir bulgudur. Öğrencilerin büyük çoğunluğu, İngilizce müzik dinlemenin ders dışı zamanlarda da dili aktif kullanmalarına olanak sağladığını, bu durumun öğrenmeye olan ilgilerini artırdığını ve İngilizceye karşı olumlu bir tutum geliştirmelerine katkıda bulunduğunu dile getirmiştir. Bazı öğrenciler ise şarkılara eşlik ettiklerini, karaoke yaptıklarını ya da sözleri ezberleyerek telaffuzlarını iyileştirdiklerini ifade etmişlerdir. Bu durum, öğrencilerin müziğe karşı yalnızca pasif dinleyici değil, aktif katılımcı konumunda olduklarını da göstermektedir.

SONUÇ VE ÖNERİLER

Araştırmanın bulguları doğrultusunda, İngilizce müzik dinlemenin öğrencilerin dil öğrenme süreçlerine çok yönlü katkı sağladığı söylenebilir. Müzik, öğrencilerin kelime dağarcığını dağarcıklarını genişletmekte, telaffuzunu telaffuzlarını geliştirmekte, dinleme ve anlama becerilerini attırmakta artırmakta aynı zamanda onları motive etmektedir. Özellikle sınıf dışı ortamlarda da devam eden bu öğrenme süreci, öğrencilerin dile maruz kalma sürelerini uzatmakta ve kalıcı öğrenmeyi desteklemektedir. Ancak, bazı öğrencilerin şarkı sözlerini anlamada yaşadıkları zorluklar göz önüne alındığında, bu materyallerin seçimi dikkatli yapılmalıdır.

Bu doğrultuda öğretmenlerin, öğrencilerin seviyelerine uygun ve dil açısından öğretici olabilecek şarkıları seçerek ders içeriklerine entegre etmeleri önerilmektedir. Ayrıca öğrencilerin pasif dinleme yerine, şarkı sözlerini analiz etmeleri, yeni kelimeleri not almaları ve aktif katılım sağlayacak etkinliklerle öğrenmeyi pekiştirmeleri desteklenmelidir. Bu bağlamda müzik, sadece eğlence aracı değil, aynı zamanda etkili bir dil öğretim materyali olarak değerlendirilmelidir.

Sonuç olarak, bu araştırma, İngilizce müzik dinlemenin öğrencilerin dilsel gelişimlerine olan katkısını açıkça ortaya koymakta; resmi öğretim süreçlerinin yanı sıra, gündelik yaşamda karşılaşılan otantik girdilerin de öğrenme üzerinde güçlü etkiler oluşturduğunu göstermektedir.