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Enhancing Language Skills in Primary Students through Integrated Music and Art Learning

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ABSTRACT

It has been discovered that art-integrated learning and musical training significantly affect brain function. The results are quite useful when developing educational solutions for kids. Learning to play an instrument and delivering art-integrated education enhance how the brain interprets spoken language. This paper explores the positive effects of art-integrated learning and musical training on language proficiency development.

Keywords: Art-Integrated Learning, Music, English, Classroom, Students.

INTRODUCTION

The brain of an individual is pliable throughout childhood and maturity. It has been discovered that music training and art-integrated learning significantly affect brain function and may have ramifications for language development. These implications are quite useful for creating educational strategies for kids. Additionally, it can be used subtly to keep the brain healthy as people age. Learning to play an instrument enhances the way the human brain interprets spoken language (Fagan, 2015). The results support initiatives to include music in elementary school curricula on pace with reading, arithmetic, and art-integrated learning. To investigate the benefits of musical instruction, the current study has chosen English as an appropriate medium. An effort has also been made to examine the method of art-integrated learning and the use of dance and theatre as a means of teaching and evaluating English language acquisition. Additionally, the advantages of incorporating music into classroom instruction have been examined through its influence on the growth of reading abilities and how teachers can incorporate music into their lessons.

IMPLEMENTATION OF ENGLISH IN CLASSROOM INSTRUCTION

English is one of the most commonly spoken and identifiable languages in the world today, in addition to being the primary language in many countries. English is frequently taught to students in India as a major or as a core/required subject. English literature and the English language are the two main categories into which the study of the English language is separated in school curricula. English is taught as a language at the elementary level, while English literature in a variety of forms, including prose, poetry, and drama, is taught at the secondary level. Studying English as a language and this structure as it relates to English literature broadens vocabulary while also offering instances of how it will be used in future plays, poetry, and prose.

CLASSROOM REFORMATION THROUGH ART-INTEGRATED LEARNING

Classrooms are being reshaped by AIL in ways that are beyond comprehension. When we talk about art-integrated learning, we mean including dance, music, and theatre in the teaching and evaluation process. A new language can be taught quite successfully with AIL. Teachers gain a lot from AIL and evaluation procedures since they provide them a chance to abandon more conventional approaches. We refer to oral and paper-pencil-based teaching and assessment techniques as traditional approaches. Facilitators can create more thorough assessment models with the aid of the transition from conventional techniques to art-based evaluation.

These techniques will not only aid in evaluating students' comprehension of the material but also their socio-emotional growth. This is one of the main goals of teaching a language since it exposes students to the culture and society that have historically supported the language's evolution in addition to introducing them to new grammatical rules.

POSITIVE ASPECTS OF ART INTEGRATED LEARNING

The teaching and learning process can be completely transformed with effective arts integration. The advantages it offers to the community of educators and students can be summed up as follows:

The method ignites the students' passion and provides them with the artistic freedom to express themselves in the language they are studying. It eliminates the constraints of learning through either answering grammar-based questions on paper and pencil or participating in an oral exercise designed to evaluate speaking abilities. Through a medium they would not typically use in the classroom, the students have the chance to experiment with their learning. This promotes cognitive development in addition to helping people acquire the language more quickly and effectively (S. Gari, 2018).

Teachers can learn more about their pupils' passion for learning a new language thanks to this method. This is due to the fact that using this method allows teachers to create more engaging classes that test students' cognitive and intentional involvement. Additionally, it gives teachers a chance to encourage their students' creativity.

INTEGRATED LEARNING THROUGH DANCE AND THEATRE

Integrating dance and drama in teaching and evaluating the learning of the English language can be done by bringing everyday life situations into the classroom. Such methodology would require both willingness and enthusiasm on the part of the teacher and the students.

THE ADVANTAGES OF INCORPORATING THEATRE AND DANCE INTO ENGLISH LANGUAGE INSTRUCTION

The following succinctly describes the many advantages of incorporating dance and theatre into English language instruction:

- Students' attention is drawn to drama and dance. Because drama and dance involve students in a real experience, they become more engaged and attentive during the courses. 50% of the instructional objectives can be readily met by the teacher when the students are actively participating.
- Students who are not paying attention can be successfully motivated through drama-based instruction and assessment.
- Drama fosters public speaking abilities, which are crucial for language acquisition. Additionally, it enhances the students' memory.

Additionally, it fosters a feeling of community in the classroom by giving students a chance to communicate with one another in the new language through brief acts that demonstrate what they have learned.

Furthermore, the ordinary classroom setting is transformed into a very inclusive and exciting space through the integration of dance and theatre. Students' cognitive and intellectual abilities are enhanced when this method is applied effectively. Additionally, it helps children grow emotionally and boosts their confidence.

When learning a new language, all of the aforementioned advantages work incredibly well. Dance and theatre-integrated learning not only develops related skills but also speeds up, improves, and entertains the process of learning a new language in situations where traditional methods are unable to elicit these abilities and such an increased level of student involvement.

CLASSROOM INSTRUCTION THAT INCORPORATES MUSIC

The curriculum must be taught by teachers in a way that complies with the common state requirements. Usually, the teaching process becomes uninspired for both the teacher and the pupils to meet these standards. The teaching process can become more responsive and efficient with the help of art-integrated learning. Applying or incorporating an art-related activity into one's teaching style is always conceivable. A better lesson plan is produced as a result of the process becoming more motivating. Poetry, tale, rhythm, or song could serve as a source of inspiration.

USING MUSIC AND RHYTHM AS AN INSPIRING AND USEFUL TEACHING TOOL

Learning the English alphabet in primary school is one example of this, to which practically everyone must have been exposed. In our early years, teachers would teach us poems, alphabets, and multiplication tables while accompanied by a rhythm or melody. For years, educators have been incorporating these lessons into melodies and rhythms. By making the instruction more interesting, this approach has shown to be highly successful in helping the students retain important knowledge. Students memorize a variety of mathematical formulas and chemical equations even in middle and senior school by associating the reading of the formulas or equations with a rhythmic parallel.

Popular songs have always had a relationship with educators since both the teachers and the songs' subjects relate to experiences and daily living. The majority of young people still have a strong interest in music and other cultural expressions that may not be appropriate for the conventional teaching methods used in the classroom. Songs and rhythm can therefore be used to create an extremely inspiring and useful teaching tool.

The instrumental sounds or vocal patterns can be blended to provide a sort of representation of emotion that is gratifying to the soul. As they cope with the challenge of learning a new language, this helps the students relax.

Music should be incorporated into lessons and routines from the very beginning as part of the classroom. Both manual and technological methods can be used for this. In addition to improving language proficiency, the use of music-integrated learning in English instruction will give students a cultural understanding of the lives of native English speakers. Students' motivation will undoubtedly rise with further use and experience with this music integration process as they witness their newly acquired language finding deeper expression in songs.

RELATIONSHIP TO MUSIC: A KEY FACTOR IN THE GROWTH OF READING ABILITIES

It has been demonstrated that exposure to music has a significant role in the development of reading abilities. Here are a few instances to back this up (S. Natalie, 2012).

- Music helps pupils to identify patterns and sequences; students who have a higher sense of rhythm are probably better readers. Early musical exposure helps children's memory, creativity, and coordination.
- Children who are exposed to music at a young age also benefit from increased social interaction and self-esteem.

Singing games encourage socialization in kids.

Music promotes higher-order thinking and facilitates the brain's cognitive development.

THREE MUSICAL DOMAINS

Song, dance, and theatre are the three domains in which music can be considered as an educational aid. Teachers can use any of these approaches and include them in their lesson plans and evaluation procedures. According to various study viewpoints and on varying degrees, language and musical proficiency appear to be related. The findings indicate strong connections between language and music-related abilities, particularly when comparable mechanisms are at play (Cohrdes, 2016).

Conventional teaching techniques only allowed for one-way communication. But as time has gone on, it has evolved into a two-way exchange, and society as a whole has become a significant player in this process.

ENGLISH LANGUAGE LESSONS USING THREE MUSICAL GENRES

Here, we examine how the three facets of music—dance, theatre, and song—can be used to improve English language instruction.

- When teaching poems, use gestures and actions to capture the students' interest. Asking the pupils to mimic the same thing can also help them let go of their inhibitions.
- Students have a deeper understanding of poetry when they sing it along with melodies and rhythms. In this way, it is also more aesthetically beautiful and simpler to memorize.
- The use of exclamations that highlight the intensity and core of a story is crucial when narrating it. Singing also relies on emphasizing specific phrases and expressions.
- A key and crucial component of singing is voice modulation. We learn how to manage our voice and smooth out its flow through singing. The number of students who pay attention during a class can be directly determined by the tone and modulation of the teacher's voice when singing. Pitch and loudness variations give the communication more drama and hold the students' attention.
- Students' comprehension is greatly impacted when stories and poems are dramatized by having them portray different characters. Such an exercise enhances students' comprehension of the lecture as well as their vocabulary and the deeper meanings of words, phrasal verbs, and idioms.
- Using audio-visual methods, such as showing pupils videos of rhymes, allows for even more integration. They may also appear in dramas or films that are based on the book or narrative they are studying for class credit.

MUSIC AS A BRIDGE-BUILDING TOOL

Music has the power to create and heal. Numerous studies have indicated that children's language skills are improved by intense musical training. However, not every youngster has access to this kind of training. Since the beginning of time, people have expressed themselves via songs. Music has a tremendous effect on our minds and personality. Both teachers and students can benefit greatly from the use of the aforementioned techniques in English language instruction. The findings, which are based on several behavioral outcome measures, consistently demonstrate that music playschool improves kids' language abilities. Research reveals that music playschool attendance improved the language and phoneme processing abilities of children aged between 5 to 6. Therefore, musical proficiency can enhance language proficiency (T. Linnavalli, 2018).

CONCLUSION

When studying a new language, music in the classroom helps foster a laid-back atmosphere where pupils can study without restraints. It also promotes cognitive growth and a feeling of mutual respect. Students are inspired to express themselves more effectively through music-integrated learning. When learning a new language, this can be quite helpful. Incorporating art into instruction will enhance students' reading, writing, speaking, and listening skills while also enabling them to express themselves more intricately and creatively.

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