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Caribbean Studies Project
HUMN 3099

Student name: Phoebe Nelson
Student ID no.: 816021677
Degree Program: BA Musical Arts (Special)
Supervisor: Mr. Khion De Las

Title of Thesis:

Integrating music in the teaching of various subject areas, to enhance learning at secondary schools.

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ABSTRACT

This paper investigates the potential of integrating music into the curriculum of other subjects in secondary school of the fourth, fifth and sixth form level. Drawing on research on cognitive development of teenagers and young adults, music education and various learning theories. It showcases that education can be seen as a powerful tool for promoting engagement amongst students, improving memory and cognitive processing. The paper presents a case for a more creative and fun way to teach academic content through the use of music rather than the traditional style of learning and/ or teaching in an effective way. It further discusses practical for teachers to effectively incorporate into their instruction and assesses potential challenges and resistances to change that may arise in implementing this approach of teaching.

Key words: Music Integration, Secondary School, Secondary Education, cognitive development.

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INTRODUCTION

Education plays a vital role in the progress of one's civilization as it can determine the job opportunities a person can receive, how well a person communicates with others or even aid in creating a more modern society. With such an important role in a society, a proper curriculum should be built in order for the information to be properly relayed to students so that these benefits along with many more can be reaped. According to Jerome Bruner and American Psychologist, to fulfil the objective of effectively sharing information of various subjects, the curriculum should be structured and covered well.

Every year, secondary school students of the Caribbean must prepare to write both the CSEC examination to give them opportunities to get jobs or even further their education at any University of their choice. This can only be done if they pass these examinations. As the years go by, a large sum of students fails these exams which can be seen as late as 2023 where only 67.7% of the student population passed their examinations (Ghouralal par. 3). The remaining students are then unable to get the opportunities they can have easily. When it comes to teaching the material in Trinidad and Tobago, educators typically take the traditional style of teaching where they may just write the notes on the board and explain what is there. The learning styles of the students are not taken into consideration which can be responsible for the high failure rate. Integrating music into the teaching of various subjects in secondary schools, can have an impact on the learning of students.

In conducting this study, secondary school students of the fourth, fifth and sixth form in Trinidad and Tobago were focused on. This sample population was chosen due to it being easily accessible and this sample population is also closer to writing their CSEC examinations. Although there were a few studies done on music integration in other countries, this study

intends to continue this research to help students of Trinidad and Tobago. With this small sample, researchers from other Caribbean can continue this research so more information can gain to improve learning for students.

The aim of this study is to determine the impact integrating music can have on the learning of secondary at the fourth, fifth and sixth level level. This work intends to:

1. Evaluate the differences between traditional learning and learning with music.
2. Examine how music can impact the students' learning.
3. Assess the effects of integrating music into lessons.
4. Propose ways for educators to learn how to utilize music into the classroom.

This study utilises both primary and secondary sources. The primary sources included the questionnaires handed to students while the secondary sources included books, articles and journals. The instrument used to gather the data was an online questionnaire to make it easily accessible to the students and it is also safer for the environment. Its objective was to determine how often music is integrated into their lessons and their opinion on having music integrated into their lessons. The questionnaire consisted of eleven (11) questions that were given to forty-five participants of the fourth, fifth and sixth form. Which consisted of both long and short answer questions.

Chapter one, consists of the Literature Review which gives a detailed analysis of literary works related to the topic of music integration. Chapter two consists of the presentation of the data collected through the use of a questionnaire that was given to students of the fourth, fifth

and sixth form. Chapter 3 also consists of the in depth analysis of the data presented in Chapter two and Chapter 4 provides recommendations to teachers on how to effectively use music integration.

CHAPTER ONE: Literature Review

Academic Success may be referred to as the achievement of various educational goals that allows persons to develop a deep understanding of any particular subject matter while also allowing them to have personal and intellectual growth while learning in an academic setting (EuroSchool par. 2). In order for academic success to be achieved, educators must learn to develop lessons that are not only engaging, but can also allow students to have a deep understanding of any subject they are studying. To do this, teachers must have some understanding of the theories of learning. One such theory is Howard Gardner's theory of Multiple Intelligences that consists of nine intelligences one of which is the musical intelligence that allows students to learn through the use of music.

Throughout the years, there have been many discourses amongst educators and researchers about the utilization of music into the school curriculum. With these discourses, there have been a few projects that were developed that made use of music integration. These projects included the iMuSciCA project in Europe and the Musical Math programme in Jamaica. In the creation of these programmes, there has been some form of academic success from participating students.

The term Music Integration may be defined as the “purposeful merging of musical learning and academic content” (Blogger par. 3). With the merging of music within academic content, music can play an important role in the school curriculum. According to Abril and Gaub (2008) music can play a crucial role in education as it promotes cognitive, emotional and social development amongst students. With music having such an effect on a person's mind, it can then

be seen as beneficial when it comes to students who are adolescents and young adults as it can aid them in fully understanding the material they receive. Moreover, music can also engage learners emotionally fostering creativity, self-expression and self-confidence (Hickey).

The engagement of music can be linked to a person's cognitive development with the improvement of their memory and attention. One study done by E. Glen Schellberg takes a critical look at the idea that music can have a significant impact on a person's cognitive development. In the study, the researcher discovered activities like sight reading or playing an instrument can stimulate neural pathways that is associated with cognitive processing. With music having this effect on a person's cognition, it can be seen as a way in which information learned can be easily retained. According to a study done by Jennifer A. Bugos, the engagement of music can foster the improvement of a person's memory, executive function and attention. Although the study conducted was done on an older group of people, the information gathered can be applied to those who are younger in age. With music having such an impact, its use in other subjects to enhance their material can be seen as useful.

In Language Arts, music can be used as a tool to aid in enhancing the writing of students (Robertson par. 9). This statement made by Robertson was supported by providing giving the example of an activity she carried out with her students where they had to write the adjectives that came to mind when a piece of music is played (par. 10). Robertson also states that music can also be used as a tool for memorization where she provided an example of another teacher who also uses music in her classroom (par.10). Although Robertson did provide real examples that utilized music in the classroom, she didn't provide any research that backs her claims. However, in a study done by McIntosh and Fidler where they determined that composing lyrics and

expressing emotions through music fosters language development and self-expression. This in turn, can enrich the language arts skills of students.

In continuation, integrating music into Mathematics, can enhance the students' understanding of the material being taught. The intrinsic connection between music and mathematics can provide opportunities for reinforcing mathematical concepts that are typically difficult to understand. In a study done by Song A. An, Daniel A. Tillman, Rachel Boren and Junjun Wang, they conducted research on “music-themed activities as a context for offering students the opportunity to learn mathematics in a challenging yet enjoyable learning environment”. In the research they conducted, they were able to determine that students who learnt Mathematics with the use of musical activities were able to have a deeper understanding of the material, compared to those who used the traditional style of learning. With this, activities such as rhythm analysis and musical composition, students develop an understanding of mathematical principles such as patterns, ratios, and proportions.

In addition, the integration of music into different sciences using musical activities to gain a better understanding of the material. In an experiment conducted by Caroline Molyneux, she was able to determine that incorporating music into her lesson made it easier for her students to remember the content they were taught. In her experiment, she learned that just reading the content did not have a desirable impact on the students' learning (Molyneux par. 3). In the writer's experiment, she was able to witness the excitement of the students as adding music to the lesson did make the classes more enjoyable. This is due to the fact that music can affect the mood of listeners. According to Jaakko Erkkilä and Suvi Saarikallio, music provides students with a means of self-exploration and emotional regulation.

This chapter reviewed the various literature found on the topic of music integration. It was found that with the use of the music in a lesson student were able to have a better understanding of the material being taught. The following chapter will present the findings obtained from research conducted through the use of questionnaires as well as the results that correlate with each question.

CHAPTER TWO: Presentation of Data

This chapter consists of the results attained by using questionnaires that were distributed to students of the fourth, fifth and sixth level. The responses gathered were anonymous where forty-five (45) questionnaires were distributed. All participants were willing to participate, and consent from parents were given for students who were under the age of eighteen (18).

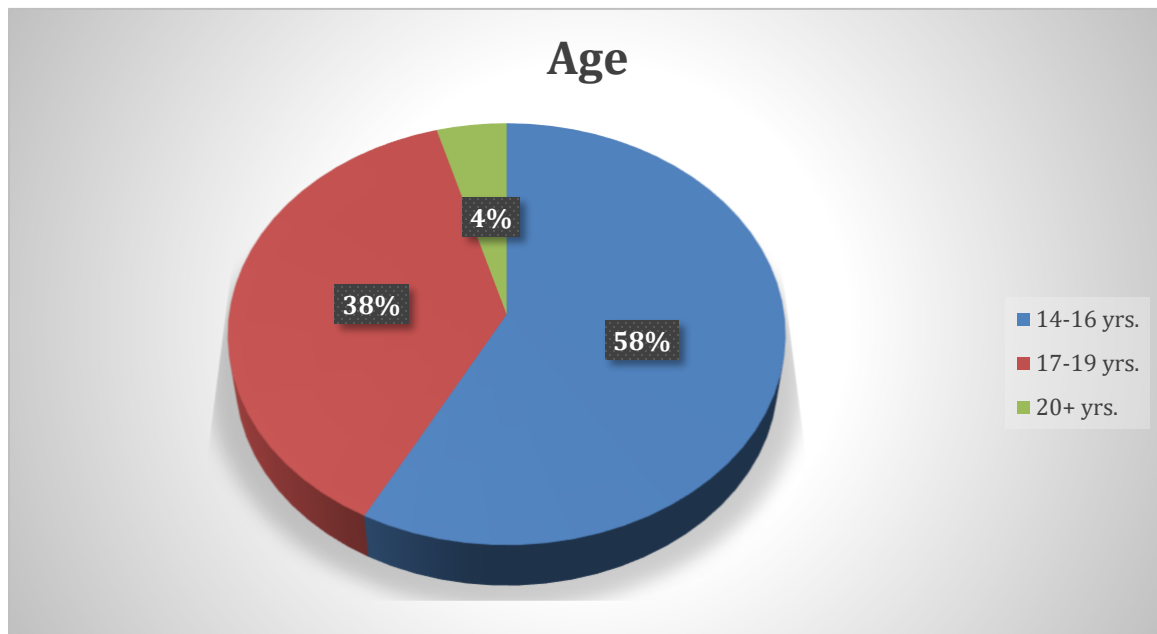


Fig. 1. Pie Chart displaying the ages of participants.

Fig. 1. Shows that of the 45 participants, 58% were between the ages of 14- 16, 38% were between the ages 17- 19 while only 4% of responders were 20 years and above. From the data shown, it can be said that the participants' ages ranged from teens to young adults.

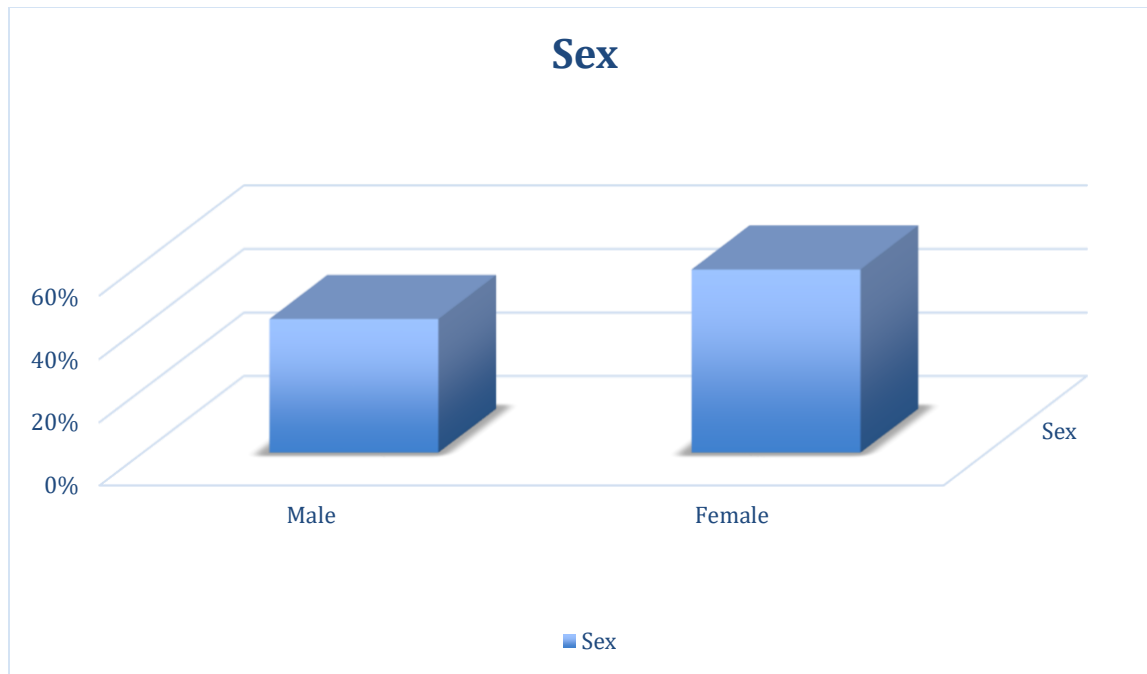


Fig. 2. Bar Graph displaying the sex of participants.

The figure shown above showcases the sex of the forty- five (45) participants that participated in the survey. Out of the forty- five participants, approximately 42% were male while the remaining 58% were female.

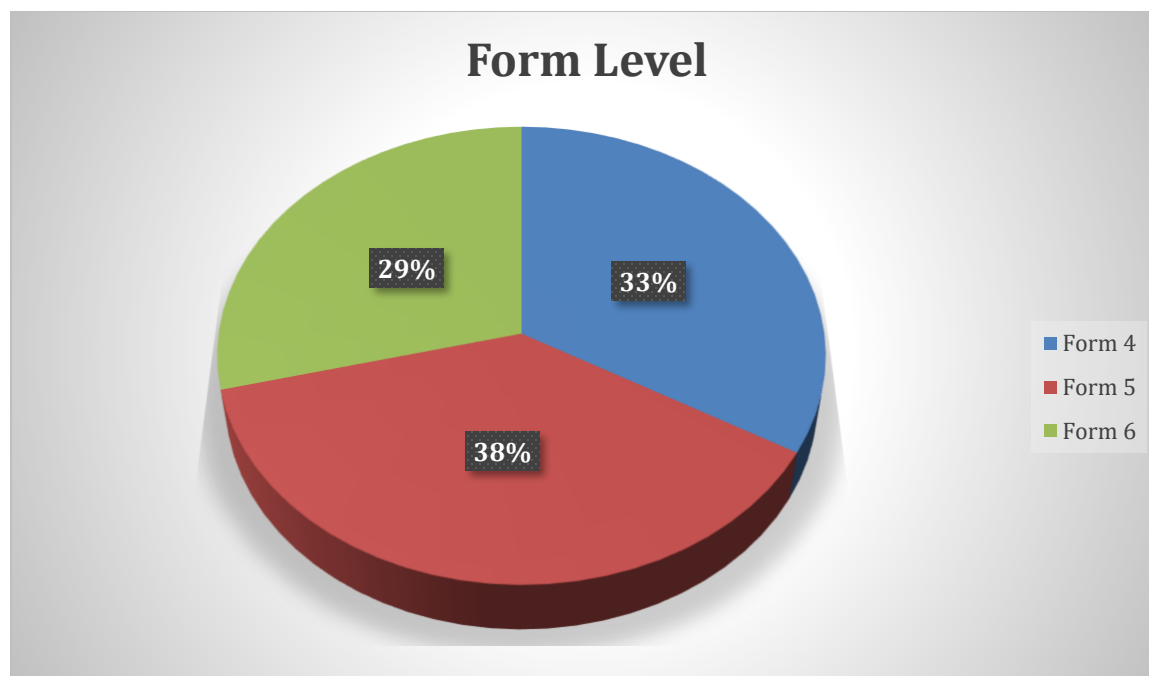


Fig. 3. Pie Chart showing the participants' form level.

Fig. 3. Shows that of the forty-five (45) participants, 33% were in the fourth form level, 38% were in the fifth form level and 29% were in the sixth form level.

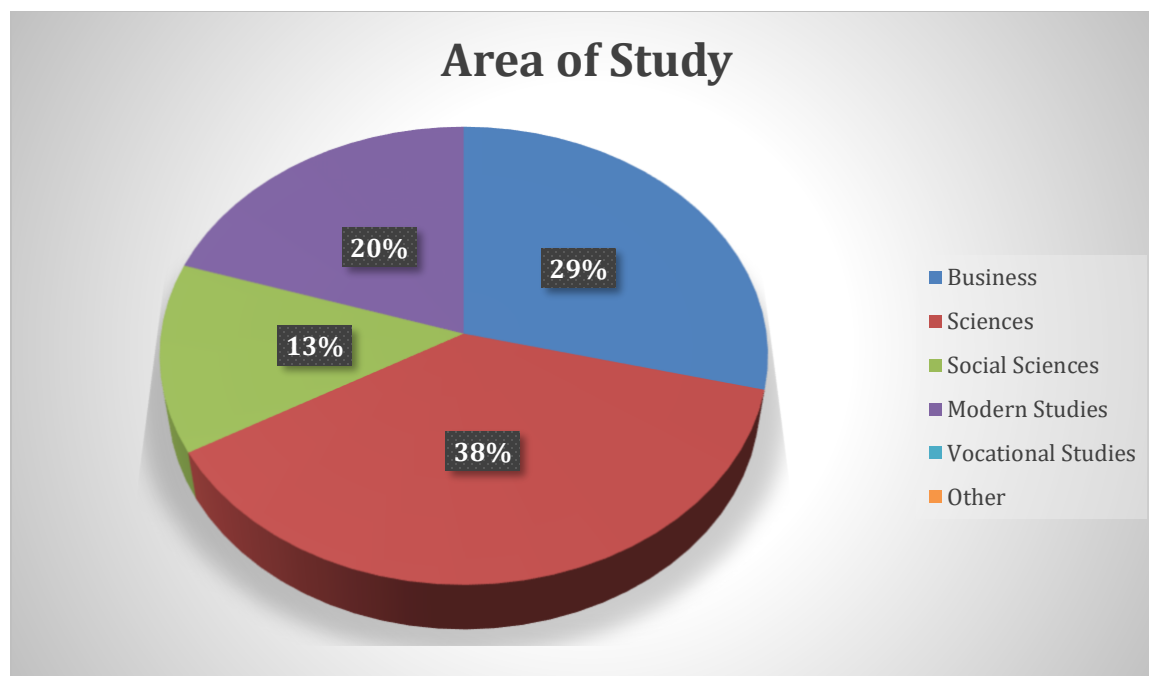


Fig. 4. Pie Chart displaying the participants' area of study.

In the figure shown above, it showcases that of the forty- five participants, 29% of participants currently studies Business, 38% studies Sciences, 13% studies Social Sciences, 20% studies Modern Studies and no students in this survey are currently doing Vocational Studies of any other subject areas.

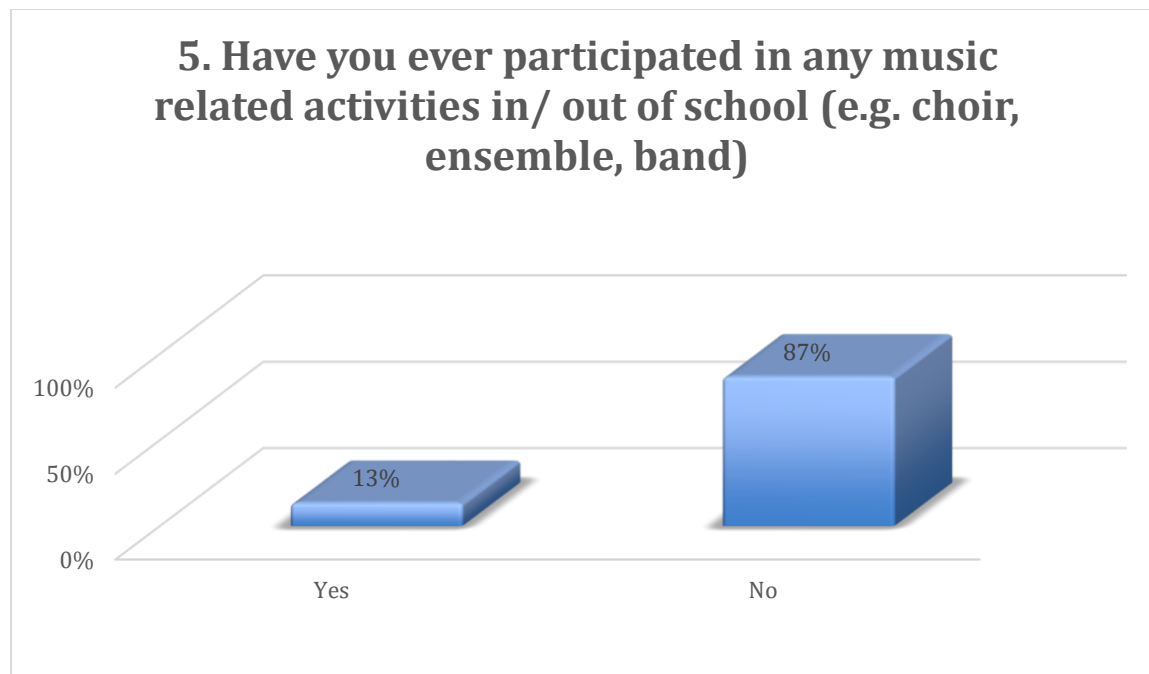


Fig. 5. Bar Chart displaying if participants ever participated in any music related activities.

In the figure shown above, it shows that of the forty- five participants, 13% of participants responded yes to participating in any music related activities while the remaining 87% have not.

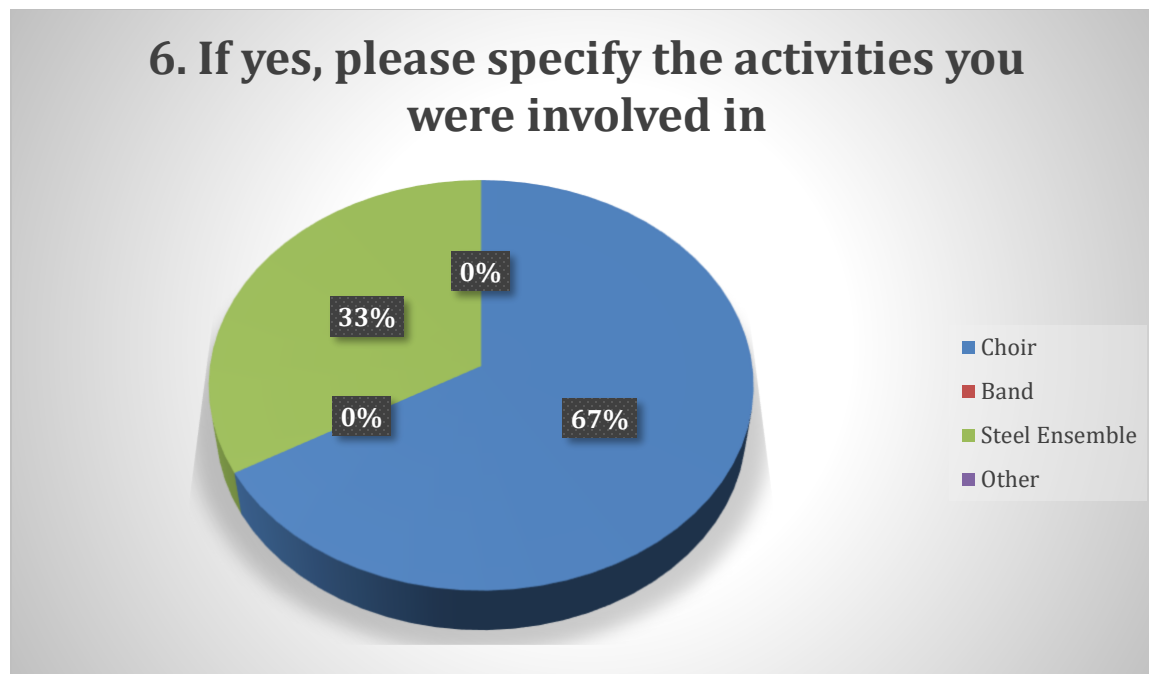


Fig 6. Pie Chart displaying the activities the participants were involved in.

Fig. 6. Showcases that of the 6 participants that responded yes to the previous question, 33% of the participants have participated in a steel ensemble and the remaining 67% participated in the choir.

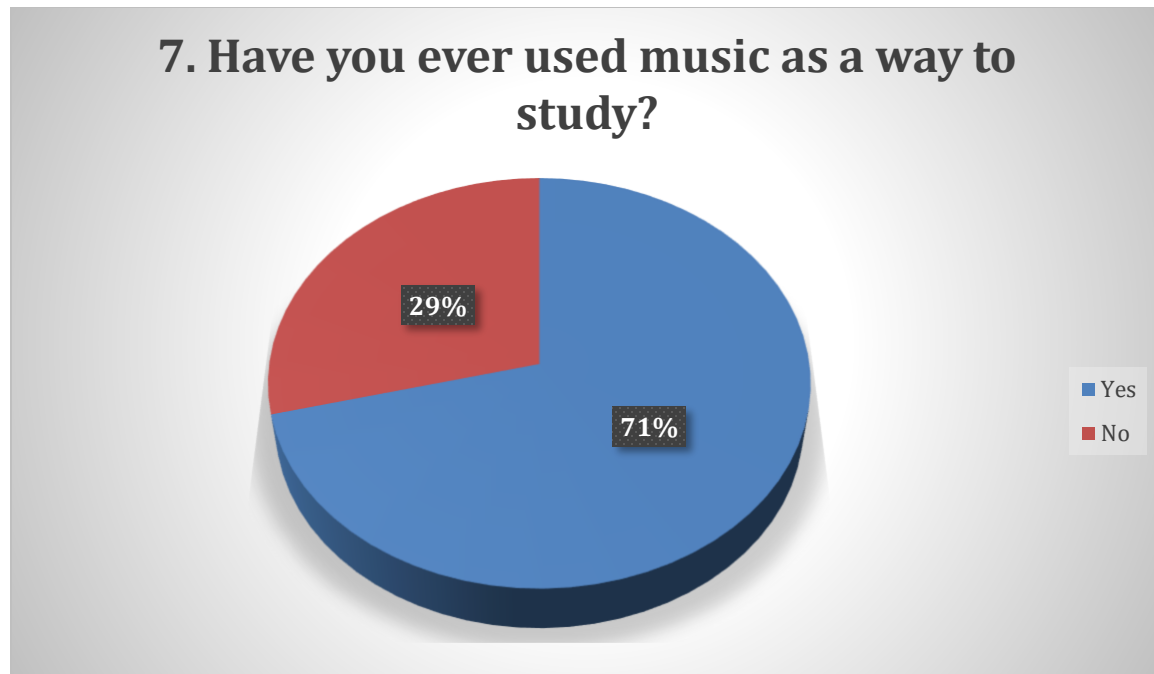


Fig. 7. Pie Chart showing if students ever used music as a way to study.

Based on the figure shown above, it can be said that out of the forty- five (45) participants, 71% used music to help them study while the remaining 29% do not.

8. Have you ever experienced music being utilised in the classroom with other subjects?

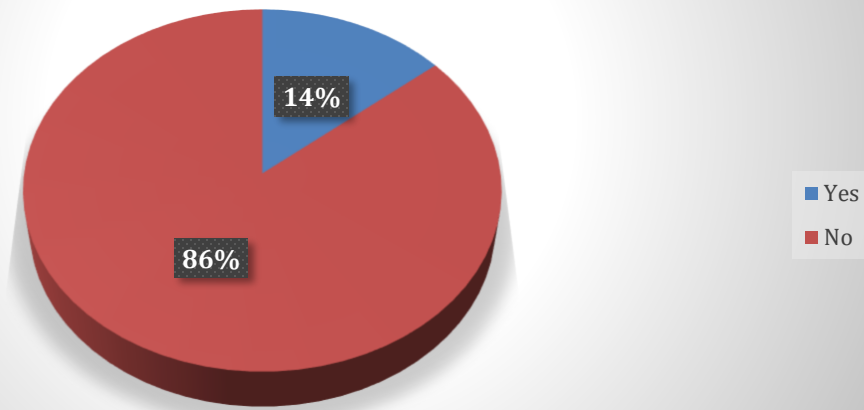


Fig. 8. Pie Chart showing whether participants have experienced music being used in any subjects they are studying.

Based on the figure shown above, it can be said that out of the forty- five participants, 86% of students have not experienced music being utilised in the classroom while the remaining 14 % have.

9. Have you ever experienced music being utilised in the subjects you are studying?

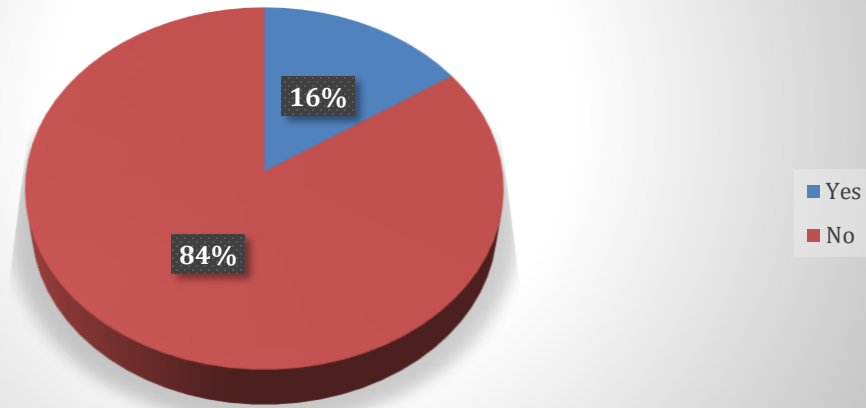


Fig. 9. Pie Chart showing whether participants have experienced music being used in any subjects they are studying.

Fig. 9. displays that of the forty- five students, only 16% of the students have experienced music being utilised in the classroom while the remaining 84% have not.

10. Do you think intergrating music in other subjects can enhance your learning?

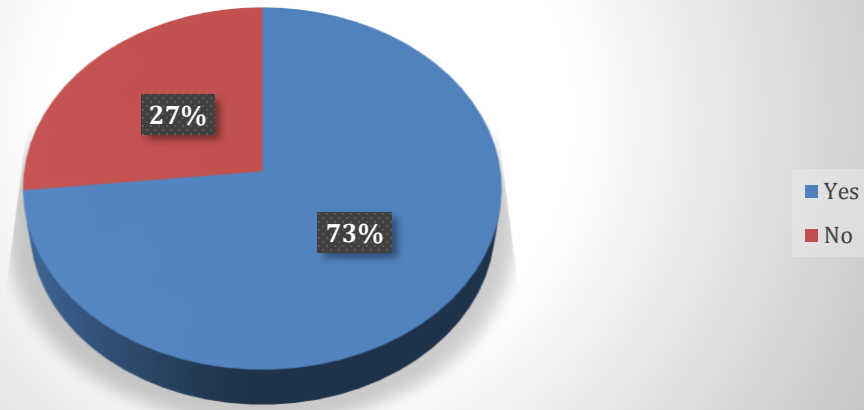


Fig. 10. Pie Chart displaying if participants believe that integrating music in other subjects can enhance their learning.

In the figure shown above, 73% of students believe that integrating music into the classroom can help in enhancing their learning while the remaining 27% do not believe that integrating music into the classroom can help enhance their learning.

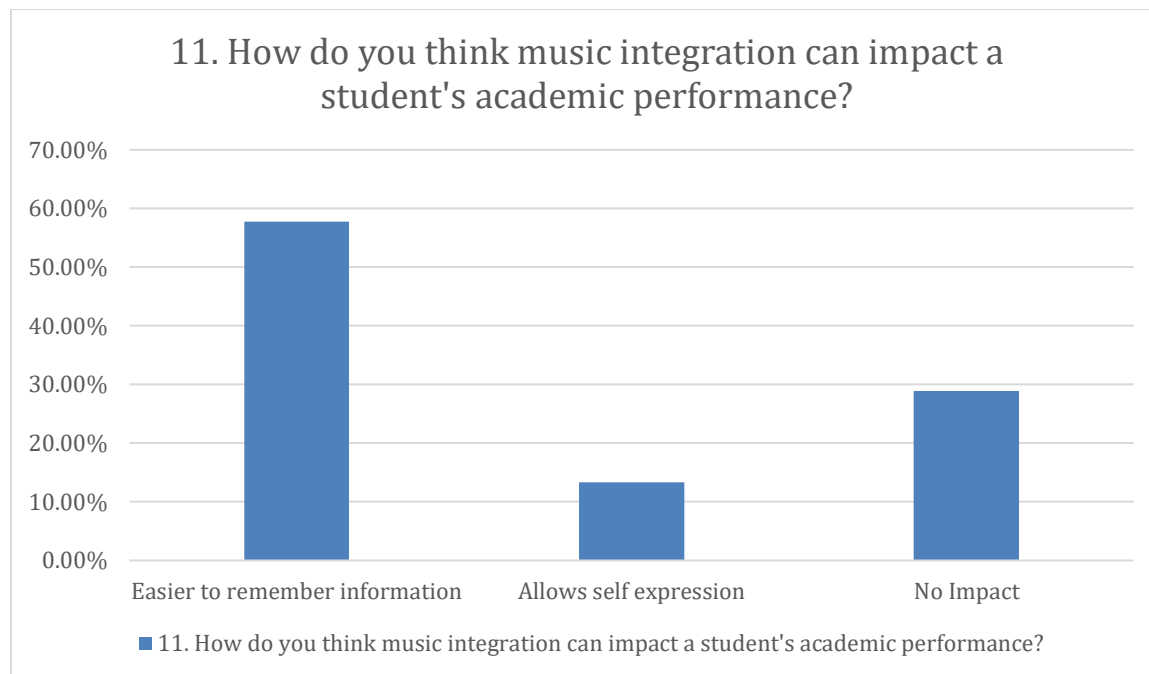


Fig. 10. Bar Graph showing how participants think music can impact a student's academic performance.

Fig. 10 showcases the responses of forty-five (45) respondents to how they think music integration can impact a student's academic performance. It showed that 57.78% of responders believe that it can make information easier to remember, 13.33% believed that it can impact a student's academic performance and the remaining 28.89% believed that there would be no impact at all.

CHAPTER THREE: Analysis of Data and Discussion

In the previous chapter, the findings of this study were highlighted through the summary of the data collected. However, in this chapter, the researcher will discuss the results gathered in the field on music integration being used in the classroom. Furthermore, *Maestro for a moment: A conceptual framework for music integration in Grade R* authored by Mignon van Vreden was utilized as guide to design the questionnaire on music integration in the classroom.

The demographic portion of the survey aimed to determine the age ranges of the participants which can be discerned that the majority was within the range of an adolescent which ranges from 11- 19 yrs. of age. This was sought out to help determine if the ages of participants would impact how they viewed music integration and its effectiveness. From the information gathered from the questionnaire, it was determined that the ages did not have any impact on the results gathered. Respondents were also asked to share their form level and their area of study. It was found that most participants were from the form five level, while the minority was in the form six level. This was expected since there are typically less students who apply to continue their studies in form six (6). When it comes to their area of study, majority of students were part of the Business and Sciences classes with sciences holding the majority between the two. In terms of the minority, Vocational Studies had the least number of respondents.

In this study, participants were asked if they ever taken part in any musical activities like singing in the choir or playing in a steel ensemble. Of the forty- five (45) respondents, only 6 had any past musical experiences. It was also those same six respondents who has tried to study while using music as a way to remember topics they need to learn. When it comes to the remaining thirty- nine (39) respondents, twenty- six (26) of those respondents used music to play

on the background but did not use it as a tool to help remembering their course materials. This could be due to the fact that it may not have been something they thought that could have been done. This was confirmed when some stated that it really was not something that they thought about. With this, it can probably be deduced that their music did not share with them different ways in which music can be used. When it came to the remaining thirteen (13), they stated that they have used music study in the past, but it just never worked for them. This could be due to the fact that it can possibly be a distraction for them, or it just is not the most suitable style for them to learn. In Walter Burke Barbe's Theory of Learning Modalities, he theorised that people possess different ways of learning whether it be visually (seeing), auditory (hearing), reading and/ or writing (textual preferences) or kinesthetic (experience) (Broadbent par. 7). From this, it can be deduced that thirteen (13) respondents are not auditory learners and would likely require a different style of learning for studying.

In continuing, the participants were later asked if they have ever experienced music being used as a tool to teach the course material to students. Based on the respondents' there were an overwhelming number of students who said that teachers have never utilised music as a tool to teach. With such an overwhelming number of participants saying no, it can be deduced that teachers may not have the necessary knowledge on how to use music as a tool for learning or they may not want to use it as a tool as it may require a lot of time and planning to do. This in turn leads to believe that teachers may lack some form of efficiency. The term efficiency may be referred to as "the ratio of useful energy delivered by a dynamic system to the energy supplied" (Efficiency par. 4). If a teacher lacks the efficiency to plan the material necessary, they will not be able to effectively share their content with their students which can have an opposite effect on the student's ability to learn the content.

In addition, participants were asked to if they thought integrating music in other subjects can enhance their learning. Of the forty- five (45) respondents, a majority of thirty- three (33) respondents believed that music can be used as a tool to enhance their learning while the remaining twelve (12) believed that music cannot be used as a tool to enhance learning. When asked to give a reason for their answer, the respondents gave reasons that it would make the class fun, engaging, less boring. With this, it shows that students would like to have a class that does not keep to the traditional style of teaching which is done by having them jotting notes from the board then having it later explained to them. According to an article written by Anouk Baltus, “when students are actively involved in their learning, they are more likely to retain information and be successful”. This can be seen in lessons that uses activities like games to teach their lessons. It allows students to have a more memorable experience when it come to learning the content. Baltus continued to say that “there are many benefits to interactive learning, including improved academic performance, increased engagement, and enhanced social skills”. With these benefits, it can be said that having teachers utilise music as a learning tool can help students retain the information learnt for a longer period of time since it will to a memorable experience.

However, when it comes to the twelve (12) students who said no to give a reason why integrating music in other subjects can enhance their learning, some said that it would be distracting, while others said that they just do not see as a tool for learning. When it comes to seeing music integration as a distraction, it is understandable since not every student learns the same as mentioned earlier with the Theory of learning Modalities. In a case where teacher does encounter students who may find it difficult to learn this way, they will have to use another learning style to cater for their academic need. With the participants who responded that they just do not see music as a tool for learning, probably just views music as a subject or something they

listen to during their past time. This is not exactly shocking as many people do view music this way with some not even viewing Music as a subject. With this, all that can be done is to explain and demonstrate to students the ways in which music can be used and have them come to their own conclusion.

In continuing with the questionnaire, students were asked to how they think integrating music in a subject's curriculum impact a student's academic performance. When it comes to responding to the question, most students stated that it can help in making content easier to remember which in turn would allow them to recall information learnt easier. Other respondents stated that it could possibly allow students to learn how to express themselves, while others thought that it would not have any impact at all. With these responses, it can be said that integrating music into the curriculum of other subjects, can be a plausible way in which teachers can share their academic material. However, they will have to find other methods of teaching as well to cater to the academic need of students.

With the information gathered, teachers must find effective ways truly utilise music integration in the classroom. Some of these strategies include promoting collaboration by doing activities that encourage the use of creativity to encourage teamwork. Another strategy is using music to facilitate discussions through the use of analysis. Teachers can use it to provide a more hands- on style of learning through the use of creativity whether it be by composing lyrics or making melodies to remember content. The integration of music can be used in all facets of education, and should allow teachers to get creative with their lessons whether it be having the students compose something new or the teacher themselves providing lessons through music.

CONCLUSION

In sum of this research paper, the question that was sought to be answered, was how the integration of music can enhance the learning of students in secondary schools of the fourth, fifth and sixth level. In conducting the research, it was found that integrating music into the curriculum of other subjects can have an overwhelmingly positive impact on the student's ability to learn, understand, and retain the information that is shared to them by their teachers. However, although there can be a positive impact on many students, the research gathered has also shown that it cannot have a positive impact on all students, since students may have different learning styles and considerations should be made to cater for their academic needs. With the conclusion of this research, it is hoped that teachers who teach subjects like Mathematics, Language Arts, Science or even History, just to name a few, can utilise music as a tool to make learning fun, engaging and make students feel the want and the need for learning. It is also hoped that research can be continued by others to not only find ways to have teachers utilise music integration, but also finding ways to do it effectively and efficiently for students of varying class levels throughout the Caribbean.

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APPENDIX A

Music Integration to Learning

Good day, my name is Phoebe Nelson and I am a 3rd year undergraduate student at the University of the West Indies, St. Augustine. For my thesis, I have chosen to examine how music integration can impact the learning of students at the Secondary School Level. All data collected is strictly confidential and will not be used for any purpose other than research analysis.

phobedaniel13@gmail.com [Switch account](#)

Not shared

* Indicates required question

Age *

☐ 14-15 yrs.

☐ 15-19 yrs.

☐ 20+ yrs.

☐ Other

Sex *

☐ Male

☐ Female

Form Level *

☐ Form 4

☐ Form 5

☐ Form 6

Area of study

☐ Business

☐ Social Sciences

☐ Modern Studies

☐ Vocational Studies

☐ Other

If you to question 5, please specify which activities you were involved in *

☐ Band

☐ Small Ensemble

☐ Choir

☐ Other

Have you ever used music as a way to study?

☐ Yes

☐ No

Explain how you used music to study

Your answer

Have you ever participated in any music related activities in or out of school (e.g. club, ensemble, band)

☐ Yes

☐ No

Have you ever experienced music being utilized in the subjects you are studying?

☐ Yes

☐ No

Do you think integrating music in other subject can enhance your learning?

☐ Yes

☐ No

I what way do you think integrating music in other subjects can benefit students

Your answer

Do you think that music integration can help in making learning more engaging?

☐ Yes

☐ No

How do you think music integration can impact a student's academic performance?

Your answer

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