

Ethnomusicology as a pedagogical tool and its effect on language learning and curriculum design

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Abstract

Music hath the charm to sooth the savage breast , to soften rocks or bend a knotted oak. In modern uses ethno is a prefix used to refer to ethnic groups, cultures or peoples. It combines method from musicology and anthropology. In ethnomusicology music is broadly categorized into three types : folk music, art music and popular music. Folk music is the music of the soil, art music is traditional music and popular music has strong lyrics and words that a large number of people enjoy. In 21st century specially after covid period students are losing interest to go to school. So drop out rate in the school are increasing day by day. Many government schools are going to be closed for lacking of students and many parents are also losing interest to send their children to government school for lacking of proper education, pedagogy, curriculum design and proper teaching. So dropout rates are increasing day by day. For returning back to the mainstream of the study the pedagogy have to be changed and innovation have to be included. For innovative pedagogy ethnomusicology can be used as a pedagogical language tool for language learning. Researcher conducted a critical instance case study of reflection of ethnomusicology on language learning and curriculum design based on personal experience of a teacher which provides action planning for further development in future. So the teacher applied a new method for learning language. Active and receptive ethnomusic therapy was applied in language learning. For warming up the class teacher started the class with beat and rhythm activities and for introducing the class some tagore songs were played like the sun is smiling in the laps of the clouds, the winner season is calling you all, etc in order to introduce with the nature. By describing the story of folk songs like on the Makar Sankranti the young man is playing the drum, Flame tree flower and Red Silk Cotton flower on fire today in spring students can enhance their comprehension. By song based activities multiple senses of students can be engaged and they can enhance their memory by singing. Music games like the game of ending letters(Antaksari), fill in the blanks of lyrics can be included in the curriculum. By integrating technology like animated video help to deeper understanding and by AI power music tool student can improve language learning. At last after repeatedly practicing the song the pronunciation problem remains the same because of regional language effects.

Key Words:- Ethnomusicology, Pedagogical language tool, Language learning and Curriculum design, Critical instance case study, Active and Receptive ethnomusic therapy

Introduction

Music is a universal language that transcends the boundaries and unites people through the shared experience of sound. It's a melodious sound that soothes the mind and body is termed as music. Music is a collective activity which has harmonious benefits on language learning. Musicians always sink in the wine of music , they taste and breathe through music. Communication of birds have different songs and melodies for their own world. Listening to music is helpful to stimulate cognitive functioning. Ethnomusicology is the combination of two discipline, musicology (the study of music) and ethnology (the comparative study of different culture). In an initial stage ethnomusicology focused on non western music but over time it elongated to study the music from all cultural context including western culture. Ethnomusicology is the study of music which surrounds folk, art, and popular song. Ethnomusicology can be valuable pedagogical tool for language [learning](#). By exploring music from different culture students can gain insight into cultural nuances, language pattern and communication style ultimately enriching their language learning experience. By integrating

ETHNIMUSICOLOGICAL approaches into language education, instructor can create a more enriching and engaging learning experience for students.

Statement of the problem

This is the study on ethnomusicology as a pedagogical tool and its effect on language learning.

Objectives

1. To study the effect of different types of songs for language learning in the class
2. To study the effect of musical games in language curriculum

Research Questions

Objective 1

1. How popular songs are used for warming up the class?
2. What types of songs have to be chosen for introduction of the class and why?
3. How folk songs are used to enhance comprehension?
4. How lyrics analysis can be helpful to structure the sentence?
5. What types of music can be integrated into the language curriculum and why?
6. Whether singing and mimicking if used in the curriculum will be helpful for students focussing on proper pronunciation?

Objective 2

1. How song based activities can be integrated into language curriculum?
2. How musical games can be integrated into language curriculum?
3. How technology can be used for interactive music based language learning?
4. How AI power tool helps in music based exercise and can be helpful in language learning?
5. How music training can be helpful for long term memory?
6. Whether singing and mimicking if used in the curriculum design will be helpful for students focusing on proper pronunciation?

Operational Definition of the variables:-

Ethnomusicology is the study of music which helps to understand the rich and varied roles of music in shaping and reflecting human culture.

Pedagogical Language Tools are designed to enhance language learning such as AI chatbots, interactive software etc

Language Learning involves acquiring the ability to perceive, understand and use a language for communication.

Curriculum Design is the process of educational content, activities and assessment to achieve specific learning goals

Active Ethnomusic Therapy is the therapy where students also actively participate in musical activities by singing, instrument playing etc. It helps to develop communicative skills, motor cognition and communicative function.

Receptive Ethnomusic Therapy is the therapy where student only listen to music passively either live or recorded. This is used for cognitive enhancement and recalling.

Critical instance case study is the in depth focused examination of a single, unique case to understand rare phenomenon or test a theory.

Delimitation

- 1) Only one school has been chosen and it's the case study of only one teacher
- 2) After repeatedly practicing the song the pronunciation problem remains the same because of regional effect
- 3) this method was applied only for two months and conducted by one teacher only
- 4) It's very time consuming matter

Significance of the study

1. It will help teacher to create innovative pedagogy
2. It will help curriculum designer to create innovative curriculum
3. It will help to design a curriculum for adequate teacher training
4. Teachers and curriculum designers appreciate the global musical diversity

Research Methodology

Type of research :

In this study researcher employed qualitative research design of a primary school. Case study was done. The critical instance case study design based on personal experience was used in this study

Population

In this study a primary school located in Midnapore District was selected was considered as population

Sample

The sample of the study was drawn from the population of the teachers of that primary school of one teacher was selected as sample for study

Data collection tool

Interview schedule with twelve questions was developed on the basis in depth study of the researcher was done in this area

Data analysis and Interpretation:-

Case study# Headmaster of a primary school of Midnapore district who applied active and receptive music therapy in classroom for language teaching. This 58 years old headmaster from Midnapore district applied an innovative pedagogy for engaging students in proper language learning so that students can grow their interest to study and learn with enjoy. He applied active and receptive music therapy. He started the class with some beats and music of popular songs (bulbul pakhi) birds song, o ayre chhute ay(Autumn song) . For warming up the class teacher clapped with every beat and students also who was under active music therapy . After that teacher asked some question about music like Guess the name of the song. Who sang this?etc. Then he started his class with Tagore song like megher kole rod heseche, pous toder dak dieche etc to introduce the students with nature which was also under ethnomusic therapy. By story telling method of folk song like on the Makarsankranti the young man is playing drum, flame tree flower and red silk cotton flower on fire today in spring . Teacher explained every lyric of song in detail for enhancing comprehension. It was under receptive ethnomusic therapy because students only listened song and try to understand in detail. By Lyrics analysis student can study how words are organized, maintains grammar rules and sentence are ordered.

Children and nursery rhymes, folk music can be integrated into the language curriculum for vocabulary retention, pronunciation and intonation.

The teacher suggested some song based activities like to identify words and phrase of song during listening and also to practice pronunciation repeatedly and also suggested to include music game like game of ending letters (Antaksari), fill in the blanks with lyrics. About uses of technology teacher suggested to use animated music video by which students can concentrate properly in learning with fun and enjoy. For removing gap between learning and language teacher recommended for specific training program. Teacher proposed to use AI power music tool like suno, boomy, AIVA etc to create lyrics, generate music and beats and also to make styles and moods. According to teacher by musical training students can strengthen connection between different brain areas which is involved in memory and language. At last teacher admitted that after also repeatedly practicing the song the pronunciation problem remained same because of regional language effect.

Discussion

The present study is very unique because till now no study has been conducted to investigate the effect of Ethnomusicology on language learning and curriculum design. There are so many researchs the impact of music on language learning but no such study the effect of ethnomusicology on warming up the class, introducing lessons, enhancing comprehension and curriculum design. Its a critical instance study of primary school teacher who applied ethnomusic therapy in the classroom. Its a single case study of single teacher. The studies by Mohammad and Siros(2024) laid emphasis on effect of music on academic achievement, creative thinking and self esteem. Ashwin Sharan(2022), Zarifa(2024), Marzieh and Madoud(2011) all are related to finding on impact of music on language development, language learners performance, language learning etc. But those study are not similar with the present study. Mehmet and Ibrahim (2011), Olga and Jerneja (2018), Analise(2018) all laid emphasis on effect of folk song, linguistic variants, language skills and second language learning which is not similar with the present study. There no such study like critical instance case study on language learning. So, present study explore a novel area preciously in indian context.

Conclusion

From the above case study of a primary school teacher it can be inferred that ethnomusicology has positive role in language learning and curriculum design. Positive results have obtained from this study.

Future Direction

1. Government can include music lesson in language curriculum design.
2. School can employ a proper music teacher for learning proper music and language
3. Future research can be focused on effect of different types of song on language instructions, examining cognitive mechanism underlying music's impact on language learning
4. Researchers can investigate how music technology(music apps, digital instrument) helps to enhance language learning

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