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Implementing Music in ESL Learning

Integrera Musik i engelsklectionerna.

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Abstract

The aim of this project have been to investigate the different views on using music in the English lessons. For this study three different teachers from three different cities have been interviewed. We chose to interview two 4-6 teachers who both teach English. And one full time music teacher. The purpose of the interviews was to get a perspective on how English teachers work with music. In order to get a broader perspective on the teachers’ views regarding integration between English and music; a music teachers’ perspective was included. The interview questions can be found in the appendices. The results from the interviews show that all three teachers are positive to the thought of integrating music into the English lessons. They were also positive to integrating different subjects in general. They had different approaches and ways of using music, one of the teacher did not use music in her English lessons at all. But all in all they thought that through music the learners could develop their knowledge. Research studies and literature that promote the use of music in the English lessons has also been included. It is shown in the discussion section that the research found and the results collected from the interviews mostly agree with each other. A lot that was mentioned in the interviews was relatable to the literature we collected. As a conclusion for this study it is found to be no harm in using music in the English lessons and we agree on the fact that it should be practiced.

Keywords: English, music, young learners, language development, assessment, motivation.
Preface

It has been requested that the contribution of this essay is presented. We both state that through the writing of this essay both writers have been equally involved in the process. The following parts were completed together:

- Deciding the research questions
- Finding research relevant to our main question
- Structuring the project
- Completing this project

To be extra clear on what was done: all the writing was done with both authors in the same room. No work was done individually.

Our signatures below confirm the authenticity of the statement above

Fatin El-Dawi                      Jehan Harb

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Introduction

One part of becoming a teacher in Malmö University is to complete five different courses called VFU. Each VFU period is approximately four weeks long. During these courses we are divided into different partner schools where we have practical training in becoming teachers.

During our time in our VFU schools, we noticed that the teacher, when teaching the pupils English, used the same book throughout the term without including anything new. The teacher did not include any other form of teaching material, such as music, or movies or anything that could stimulate the pupils and make the lessons more interesting for them. The lessons were very traditional because the teachers used the same book and organized the lessons in the same way. This resulted in the lessons becoming boring for the pupils. This seems to be the case with many of the partner schools of Malmö University, and we believe that working in a traditional way is not positive for the pupils’ learning development. Pupils need variation, and that is something that the curriculum states as well. That is why we believe that including music into the English lessons, pupils will get the variation they need.

By including music into the English lessons we believe that the pupils will get a more playful way of learning the language. As we have seen during out VFU periods, pupils listen to a lot of music in their spare time. So we thought that implementing something close to their everyday lives could make the English subject more interesting to learn. Skolverket (The Swedish Board of Education) emphasizes that our schools have to stimulate the pupils’ creativity and self-confidence (Skolverket 2011 s.11). By implementing a video or a game in the English lessons, it could become more interesting for the pupils.

Nilsson (2011) maintains the positive effects of using two different subjects to develop the pupils’ knowledge. He states that including tasks in the lessons that are close to the pupils’ everyday lives could have a positive effect on their learning, for example, by reading a new book in English or by playing a game where they use the English language. He also writes that subject-integrated teaching does not depend on textbooks and workbooks; other materials could be included (Nilsson, 2011 s.15). This means that the teacher does not always have to use the same structure and the same materials in order to teach their students. Other materials that Nilsson (2011) writes about could be, as mentioned before, games and videos, for example. In other words, the English lessons do not have to be planned around the same textbook and workbook.
Pupils learn a new language not only by reading, listening, speaking and writing; knowledge can be taught through the use of aesthetic teaching methods as well. According to Wiklund (2009), aesthetic teaching methods are songs, music, rhythm, movies, and so on. She claims that aesthetic teaching methods are helpful for the pupils’ learning process. She emphasizes that combining feeling, knowledge and experience can create a clearer concept for the pupils (Wiklund p.20). Dahlbäck (2011) agrees and adds that songs can create a structure for the pupils when it comes to sound, words, sentences and grammar. She also shows that music and language can develop the pupils’ learning process. We can see that the problem when teaching English is that it can often be boring and traditional. However, Nilsson (2011) and Wiklund (2009) maintain that music is a way of changing this. We maintain that if the lessons are meaningful for the pupils, then they will create a whole different learning process. This is something that the curriculum takes up as well. One of the main points in the core content of the teaching curriculum is to include songs and different kinds of situations that are close to the pupils’ everyday lives (Skolverket 2011 s.33). Having only one teaching approach will not be suitable for every pupil. That is why we believe that planning a lesson in different ways, for example by implementing music, will help the pupils learn English more effectively.
The Aim and Research Questions

Our main aim is to investigate how we can use music in the English lessons. We interviewed three teachers, two English teachers and one music teacher to understand their views on how to combine the two subjects. Moreover, we want to use these interviews to see if they are in accordance with the theories about language integrated learning.

Our main questions are as follows:

• Can we combine music with English lessons in order to develop the pupils’ knowledge of English?

• What are the advantages of doing this?

• What are the disadvantages of doing this?

• What factors influence a teachers’ decision to combine English and music?
Theoretical Literature Review

It is essential that the pupils in Sweden learn English as a second language. There are goals in the curriculum that they need to achieve. One of the goals that is set out for the pupils is to understand the English language in different contexts, such as speaking and writing (Skolverket 2011 p.32). In particular, they need to make themselves understood when speaking English. Lastly, they need to adapt different skills when using the English language, for example by reading a text and then explaining the content (Skolverket 2011 p.32). These are just a few examples of what the curriculum asks from the pupils. Overall, English is the biggest spoken language in the world. Thus, in order to connect with the rest of the world, the pupils need to learn English.

The Socio-Cultural Perspective
Our theoretical approach is the socio-cultural perspective. The socio-cultural perspective is formed from the views of Lev Semenovic Vygotsky (1896-1934). Vygotskys’ theory is about children's learning development, and he claims that it is connected to the culture around them (Imesen, 2006, p.50). Vygotsky explains that culture and the society around the pupils play a part in their growing process. Culture is what forms the children and makes them who they are: “From the moment that a child is born he/she joins a social context where language and culture is essential” (2006 p.50). Vygotsky continues and writes that both language and culture are what define children. He further describes that culture and language is connected because pupils express what they feel about culture through the language they use. Additionally, what pupils feel about culture is a way of expressing themselves to the world and showing who they are and what they believe. Based on the culture around a child, Vygotsky describes learning as a social process rather than an individual one. Vygotsky states that language is an essential tool because through language new knowledge is created, because language gives us the opportunity to communicate and share ideas. Vygotsky states that “language is not only a tool for communication but also for the reflecting abilities” (2006 p.50). This is also a statement that the curriculum takes up as well. Skolverket states that “pupils should have the opportunity of experiencing knowledge in different ways and also try and develop different modes of expression and experience feelings and moods” (Skolverket 2011 p.12).
When pupils integrate with each other, new knowledge is created. A lot of Vygotskys’ theories are based on pupils’ interaction with each other. He believes that social interaction between the pupils helps their knowledge in a new language. Skolverket writes that a pupil should “solve problems and transform ideas into actions in a creative way” (Skolverket, 2011, p.15). Beside, this is something every teacher should provide for their students. The school should always strive to encourage learners to develop and show their creativity. Vygotsky states that through culture, which could be art or music, together with social interaction the pupils could develop their knowledge in a language in a creative way. In other words, it could be essential to integrate new creative methods to the lessons such as art and music in order to help pupils develop.

Gibbons (2009) refers to Vygotskys’ theories. She states that in order to develop the language with others, social context must be created (2009 p.13). The real challenge for the teacher is to create different ways of teaching language, because one way is not suitable for every pupil. Vygotsky claims:

One way to increase the production of egocentric speech is to complicate a task in such a way that the child cannot make direct use of tools for its solution. When faced with such a challenge, the children’s emotional use of language increase as well as their efforts to achieve a less automatic, more intelligent solution. (1978 p.27)

A teacher should always strive to create tasks that can challenge the pupils. For example, a teacher could encourage their pupils by telling them to translate the lyrics of a song without using Google translate. This could help the pupils find new ways to solve the task. Their attempt to translate the lyric can improve by working together, for example. Of course, the teacher needs to be there for support, but in the end the pupils need to achieve the goal on their own. A very famous quote by Vygotsky is “What a child can do with assistance today she will be able to do by herself tomorrow” (1896-1934 p.87).

Children are affected by the culture and language around them, and everyday situations that are close to the pupils also have an impact on them. Vygotsky claims that pupils create feelings and thoughts from the reality around them. A way of creating feelings and thoughts is through music and art (Imsen 2006 p.9). As using music to teach a language could have a positive effect on the pupils learning process.
Gibbons (2009), who is an advocate for the social-cultural theories of Vygotsky, states that teachers with aesthetic subjects need to improve their knowledge in language developments. Moreover, English teachers need to improve their knowledge in the aesthetic subjects. What Gibbons (2009) means by this is that teachers will be more confident if they knew more about other subjects as well as their own. By being well prepared in other subjects the teacher could challenge the pupils more and organize lessons that are more subject integrated. This also gives pupils a better opportunity to achieve a fuller understanding (2009 p.13), in other words, by working subject integrated.

**Subject Integrated**

Subject integrated learning is when the teacher combines two different subject such as music and English into their lessons. One example is by singing an English song in the music lessons. This way they learn how to pronounce the words in English as they sing it together.

One advocate for subject integrated learning is Jan Nilsson (2011). He mentions several positive outcomes of integrating two different subjects. For example, he believes that subject integration could help pupils see the world as a whole. He describes subject integrated learning as a process wherein “different subjects are implemented to a whole, where more than one skill can be used, for example writing and speaking” (2011 p.15). Furthermore, he maintains that subject integrated learning is also connected to the children’s everyday lives and interests. The positive effect of working with subject integration is that you do not need any traditional textbooks or workbooks. He states that a teacher can use other materials in order to help pupils’ knowledge development, for example by implementing music and lyrics to a song. He explains subject integrated learning as a free process where the teachers have control of the material they use. Subject integrated learning has positive effects on the pupils’ learning process and the way they work. Nilsson (2011) states a few of these. He claims that it creates a *coherent knowledge* for the pupils which means that they will find a connection between the subjects and will not have so many stops along the way (2011, p.29). In other words, they will see a connection between the subjects. He describes a traditional lesson as working in the same way and separating each subject from other subjects. He gives the example of pupils first having mathematics and then something different in the Swedish lesson. This division will not help the pupils really deepen their knowledge in the tasks they do. But if the pupils have subject integrated lessons they will continue on the same “thread” when coming back after the break. They will also remember the tasks more if they see them
as a part of the whole learning process. For example, if a teacher plans a lesson in which the pupils are going to learn a song written in English and then includes what the meaning behind the lyrics is. Then the pupils will gain knowledge of the song and the specific event behind it. They will get a fuller view.

Children today listen to a lot of music in their spare time, and working in a subject integrated way could benefit the pupils’ knowledge. They will get a fuller understanding of what they listen to. They could find a common interest with another person in class and the social environment could improve. Maybe finding out that another classmate has the same favorite song and so on. Having tasks that stimulate the pupils’ communication skills could benefit their knowledge development. As stated before pupils learn in a social context. And by working subject integrated and including tasks were the pupils need to communicate they will learn from each other. The communication between the pupils and the teacher needs to be good as well. The teacher needs to see what progress is made from the tasks that he/she has planned for the pupils.

**Communication**

Bjar and Liberg (2003) argue that people create meaning through communication. According to them, we try to understand each other and we try to make ourselves understood by communication. We create meaning through different contents that we talk about. We do not just create meaning by speaking; it also appears through writing, songs, music, movies and dance. Bjar and Liberg (2003) state the following: “the way you express yourselves, you develop different forms of knowledge depending on the current area used (such as music, songs etc.)” (2003 p.18). In other words, people develop their knowledge when, for example, sharing common experiences in different situations. Furthermore, Bjar and Liberg (2003) argue that different ways of expressing ourselves can be integrated. For example, the things I think about, I can explain in a song; and the things I read about, I can retell in a story. We can connect music and song into lessons where pupils speak. They can speak about the meaning of the song or the grammar in the lyrics: “One expression links the other … Expressions and linguistic-contexts have a relatable connection to each other” (Bjar and Liberg 2003 p.19).

Another thing that Bjar and Liberg (2003) write about is the ability to reflect. In order for pupils to develop their knowledge, they need to reflect upon their previous experiences. That is why it is important to create a linking education for the pupils. What we mean by linking education is that the things that are being taught to the pupils are connected to each other.
This creates more meaningful lessons for the pupils. If you show pupils that English is connected to music and other subjects, they will see the world as whole and not in different pieces. Bjar and Liberg (2003) empathize that a teacher should begin with the pupils’ knowledge. The pupils’ earlier experiences should be taken into account when planning a lesson: “The question should be how teachers can use pupils’ earlier experiences and knowledge in order to help them develop even further” (2003 p.23).

**Curriculum**

All through the curriculum, it is stated that working subject integrated and including aesthetic learning methods is important for the pupils learning process. In the “Fundamental values and tasks of the school” part of the curriculum, it is written that “Drama, rhythm, dance, music and creativity in art, writing and design should all form part of the school’s activity. Creative ability is a part of what the pupils should acquire” (Skolverket 2011 p.12). All pupils have the right to an education where aesthetic teaching processes are included. As Skolverket (2011) states, pupils have the right to explore different areas that are aesthetic. The school should provide this to the pupils because, as stated pupils, have the rights to create something of their own. The schools also have the responsibility to provide “different working methods and forms” (Skolverket p.17). As mentioned before, teachers should include tasks that promote pupils’ different abilities. By integrating music into the English lessons new methods and forms are created in order for pupils to develop their knowledge.

One thing that we noticed on our VFU is that music is a big part of pupils’ lives, especially songs that are in the English speaking language. During school breaks, the pupils often discussed different songs and artists, and it was observed that a lot of pupils have a personal interest in music. It is a big part of their lives. Some pupils might not understand the concept of the lyrics, but it still has a big impact on their lives outside school. As Skolverket emphasizes, the lessons should include “subject areas that are familiar to pupils” (Skolverket p.33). Skolverket also writes that pupils need to develop knowledge in areas where English is used. It is one of the core contents in the English curriculum.

Because English songs play a big part of pupils’ lives, we believe that they need to understand the concept of the lyrics. Children should be given the skills to understand what the lyrics are about, then they can reflect and judge if they agree with the lyrics or not. We believe that it is essential to understand the songs and the music that pupils listen to. Skolverket writes that a teacher should provide “Strategies to understand key words and context in spoken language
and texts, for example, by adapting listening and reading to the form and content of communication” (Skolverket, 2011, p. 33).

**Active Learning Process**

“Learning is an active process. All parents and teachers who have observed children in learning situations can testify just how actively they are involved when they are interested” (Pinter 2006 p.5). This is how Anna-Maria Pinter (2006) introduces active learning. She writes how pupils that are motivated learn more, and when teachers include different methods in the pupils’ lessons, they will have a variety. Skolverket also emphasizes the importance of subject integrated learning: “Teaching in different areas is coordinated such that pupils are provided with opportunities to understand larger domains of knowledge as a whole” (Skolverket p.20). This indicates that every school has a responsibility to provide pupils with information that is connected to subject integrated learning. In order for pupils to understand our world as a whole, it is essential to integrate different subjects to provide knowledge. If the pupils see a clear connection between subjects, this will support their ability to understand each subject. By including songs and music into the English lessons, they get a new playful way of learning the English language. However, not all pupils appreciate songs and music in their lessons. Pinter writes that some pupils enjoy writing and coloring more. She states that pupils are different and that they have different needs in order to learn. Pinter (2006) refers to an American psychologist named Howard Garner (1983). Garner (1983) suggests that “intelligence has no unitary character, rather, it manifested itself in many different ways in different children” (Pinter 2006 p. 13). The different types of intelligences could be linguistic, mathematical or musical. What he means by this is that some children are interested in mathematics while others prefer to sing or play an instrument. This suggests that using different types of classroom activities can develop the pupils learning process. Garner (1983) suggests, “teachers who are aware of these different frameworks can ensure a more meaningful education to the children by combining one or several of these intelligences” (Pinter 2006 p. 13). It is important to provide a variety in the pupils’ language learning. And also teaching language in a fun and interesting way. This is important because children are different from adults, as a teacher we need to get them interested and motivated. That is when the learning happens. And by including music in the English lessons they will get a different way of working, and this might be suitable for some pupils.
Young Learners and Language Learning

Pinter (2006) writes how adults learn language differently than children. She states that adults can rely on different recourses in comparison to young children. Adults have the ability to compare different languages, which children cannot yet do. For example, adults already know a language to a greater extent than children, and this means that it is easier for adults to compare the grammar in a new language because they already know the grammar of their own. Adults have a more abstract way of thinking. Children, on the other hand, might not be so sure of the grammar in their mother tongue, and this makes it harder for them to learn it in a new language. That is why Pinter suggests that the teacher starts from the pupils’ knowledge when teaching. A teacher should keep in mind that children do not learn as adults and that they might not understand some things in the same way. That is why integrating music could be affective for young learners. They will learn by rhythm and sound rather than by comparing their first language to their second. Pinter continues and writes that children learn quicker than adults because of their ability to feel sound and rhythm in the language better (2006 p.29). Pupils learn more by copying and hearing how certain words and phrases sound. This can be useful when music is integrated; the children then hear different words and copy them. It is shown to have a positive effect to integrate different senses when teaching pupils a new language. That is why we believe it is good to use music and rhythm in the teaching process. This gives the young language learners an opportunity to use their voices and hearing in order to learn a new language.

English in the Early Stages

The earlier you start teaching pupils English, the better they get. Gun Lundberg (2011) states that there are several positive outcomes in teaching English at an early age, one where the pupils in the school years 1-6 are interested in learning about the culture and the new language. In the core content, it is written that “songs, sagas and poems” (Skolverket p.33) should be included to the pupils’ lessons. This is something Lundberg writes about. Lundberg further states that pupils appreciate songs, rhythm and music when learning a new language (p.27). Lundberg refers to a research study named ELLiE: this study followed 1200 pupils from third grade to fifth grade. In the results of this study, it is shown that the pupils feel sad about the fact that the English subject has changed. They claim that it is not as fun as it used to be in the third grade. Lundberg further writes that the reason the pupils feel like English is not as fun is because they stopped having English music, songs, games and films integrated into the lessons in the fourth grade: “The transition from the third grade to the fourth could
become hard for a lot of pupils, this because workbooks and textbooks take over the lessons” (Lundberg 2011 p.128). Planning the lessons after the pupils’ interests is a positive effect for their language development.

Karyn Sandström (2011) writes how using songs can be helpful when learning a language. She refers to her younger self when she used songs in order to learn the French nouns. Still today, several years later she still remembers them all thanks to using songs when learning. She states, “that most people have an easy time remembering words when the words are couched in songs” (2011 p.79). She continues and states that pupils have a close connection to songs because they often like to play with words. As some of us probably have seen, some children have the ability to memories a whole song from their favorite movie. So Sandström (2011) argues that it should be an easy decision to include songs. She recommends that a teacher uses books as tools for singing. She writes that a teacher can use a well-known book and sing it together with the pupils, for example, the book We’re Going on a Bear Hunt. The teacher could start off with reading it with the pupils and then singing it together. A tip that she gives is using the Internet to get inspiration on how to sing the song in class (2011 p.82). As she continues, Sandström (2011) mentions different songs that could be used as well. She does not only promote using books as singing material, but she also states that there are a lot of songs available for teaching pupils. She suggests using songs and lyrics that are close to the pupils: a song that they can relate to and feel interested in. All in all, Sandström (2011) states that songs, rhythm and music are effective tools when teaching young learners a new language. She writes that she is convinced that songs, music and chants are good for teaching English as a second language (p.9).

Ulla Wiklund (2009) writes about pupils’ learning process. She describes the importance of using music and other aesthetic teaching processes so that the pupils can express their learning progress in the most creative way. With aesthetic teaching processes, Wiklund (2009) means music, songs, dancing and other forms such as coloring, media and drama. She writes that one should be “open to the fact that our reality has different meaning depending on how people sees and reflects upon it” ( Wiklund 2009 p.21). As teachers, we must help pupils develop their abilities to reflect on life situations. Wiklund states that this is something we as teachers could do by integrating aesthetic teaching processes such as music and songs into our lessons (p.21). Furthermore, Wiklund (2009) emphasizes those aesthetic teaching processes such as music improves the pupils’ knowledge development. This because they get the opportunity to link feelings, experiences and knowledge in order to analyze information (2009
p.29). Wiklund (2009) states that music gives pupils the chance to create meaning of a new language in their own way. Skolverket emphasizes that “views, feelings and experiences” (Skolverket p.33) should be a part of the pupils’ education. Music integrated in the English lessons could create variation and meaning for the pupils (2009 p.29).

**Summary statement**

Vygotsky states that learning could happen by group work and that pupils learn from each other. This is something that Bjar and Liberg (2003) agrees on, although they state that communication could be created by including music for example. They mean that children could create meaning in so many different ways, not only in the traditional way of writing and speaking, but also through music and songs.

Garner (2006) describes children as *Active learner*, she emphasizes the importance of motivating pupils. She mentions intelligences and she explains that depending on pupils interests they could be more drawn to different tasks. Some children like songs, others like to paint, that is why a variety of tasks should be provided for them.

Gun Lundahl refers to a study called ELLiE. This study showed us a pupils’ perspective on the English lessons in the fourth grade. The results of the study showed that pupils felt unmotivated because they missed the English lessons in the third grade. It was shown that their lessons in the third grade contained more music and fun activities.

To summarize, a lot of the sources in the Theoretical Literature Review advocate that pupils should be motivated in order for them to develop their language abilities. And as mentioned above there is a lot of different ways of motivating pupils. By planning tasks where the teacher includes music for example, new methods and forms are created for the pupils to try.
Method

In this part of the essay, we will present our participants, our interview method and the procedure. Our interview questions can be found in the appendices. Our main goal through this essay has been to do an empirical study. The goals of the interviews were to get a perspective on how teachers in different schools think regarding integrating music and English. We have been in contact with three different schools and we have interviews two 4-6 teachers and one music teacher. We chose to interview a music teacher because we wanted a broader perspective on including music into the English lessons. And the reason we chose two 4-6 teachers and not one is because we wanted to see if there were any similarities in how they worked. That is also the reason we chose two different schools located in different cities. Simply to get a wider view on how to work subject integrated.

Participants

We interviewed three elementary school teachers. One music teacher and two English teachers. We wanted to ask our participants about their way of working with the two subjects English as a second language and music. We wanted the teachers to come from different schools and not to have any relations to one and other. That is why we randomly chose three different schools and we contacted several teachers. We only got three responses and that is how they became our participants.

We completed the interviews over the course of one week. Two of the teachers are teaching 4-6 only and right now they teach two fifth grade classes. The third teacher is a full time music teacher, she does not teach any other subjects than music. To protect the teachers’ identities, we chose to exclude their names in this essay. We chose to call them interviewee 1, interviewee 2 and interviewee 3.

Interviewee 1 is an English and music teacher. Although she has both English and music as her subjects she only teaches in English. The school is located in a small city outside of Malmö. She is a licensed 1-7 teacher but she is currently working with a fifth grade class. She has about 20 pupils in her class.

Interviewee 2 is also an English and music teacher. She as interviewee 1 only teaches in English and not music. She works at a school in Malmö. She has about 25 pupils in her class.
Interviewee 3 is a full time music teacher. She does not teach in any other subjects. She is a licensed 1-7 teacher, and she has worked as a class teacher before. But now she is a subject teacher and only teaches music to pupils in grade 1-6. She works at a school located in Malmö.

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<td>Female</td>
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**The interview method**

There are many different ways of doing an interview. We wanted our interviewees to feel comfortable when answering our questions. Stukát (2005) writes that the result of the research becomes better if the person being interviewed gets space to answer the questions in their own way (p.37). We found doing a qualitative survey would help us understand the teachers’ thoughts and reasons for working or doing as they did. The positive effects of qualitative survey are that you gain a better understanding of the subject area that you are writing about. You encounter other views on your subject and this is important. Alvehus (2013) writes the following about interviews, “Interviews is a method that shows how people think or feel about a certain situation, it also shows the reason behind peoples’ actions” (our translation p.80). This is a reason to why we chose interviews as a method in our work. It helps understand persons’ choices on a deeper level. There are different types of interviews. The structured, the semi-structured and the unstructured, we chose to use the semi-structured. A semi-structured interview is when the interviewee gets a few broad questions to answer. This gives the participants a chance to answer the questions in their own way depending on what their views are. There will not be any yes and no questions but rather questions where the participants have to explain their thoughts in a more detailed way. In other words, the participants have a better opportunity to influence the conversation. The interviewer in this case has to be consistence and active to be able to give some follow up questions to the
participants depending on what they answer. We chose semi-structured interviews because we want the interviewees to tell us their thoughts on integrating English and music. At the same time, we want to have answers on our questions. We want the interviewee to feel like they can answer honestly, we do not want it to become an integration, but an open conversation. We were both present during the interviews. The two 4-6 teachers received the same questions during the interviews. The music teachers’ questions were a little bit different and not as many. Our main focus during this essay was to gain the views of the English teachers and how they work with music. We decided to include some thoughts from a music teacher as well because we wanted to find out if they feel the same regarding subject integrated learning. For further information about the questions look at the appendices. As wished the three teachers asked to be anonymous. We used a recording devise just so we could get a better view on what the teachers answered. We wanted to be as fair as possible and by recording the interviewer it is less likely to miss out on something they said. Before starting the interviews, the teachers got informed about our essay and what our purpose was.

**Procedure**

We contacted the respondents through mail, and they decided when and where we could meet. We gave them the choice to choose if they wanted the interview to be in English or in Swedish. They choose to have the interview in Swedish because they felt more comfortable with the Swedish language. All three teachers wanted to meet us in their classroom and the first two interviews with the fifth grade teachers were about 20-30 minutes. The third interview with the music teacher was about 15 minutes. As mentioned before we chose a semi-structured method when interviewing so this varied the answers that the teachers gave us.

When transcribing the three interviews we divided it between us. As far as we could we tried to include everything word by word. After transcribing each interview, we had a follow up transcription of each other’s work. This mostly to be certain that we were on the same page considering our transcriptions. All interview questions can be found in the appendices. Also as mentioned before, all interviews were done in Swedish. This contributes to us translating all three interviews from Swedish to English.

Before starting the interviews, we used the term *informed consent*, which is a term that we read about in Kvale and Brinkmanns (2009) book. It means that we inform our respondents about our aim in this essay. We also inform them on how their answers will help our study.
and how we are structuring the essay. We mentioned that this interview was not obligatory and that they in any moment could tell us that they did not want to participate. In other words, we told them that they could decide what questions they wanted to answer, we did not want to pressure them in any kind of way. We gave them the opportunity to be anonymous which all three wanted to be. All three teachers agreed on being recorded, they understood that it was for or ears only and that we would not leak it in some way. We started the interview with asking the teachers some questions about their experiences as teachers, age and what education they had. After these “warm-up questions” we asked them a little more broad questions, on integrated learning in general and if they integrate subjects other than English and music. Lastly we asked them more English-music related questions.
Results

The result chapter has been divided into two different sections. As mentioned in the methods, we interview three different teachers: two fifth grade teachers and one full time music teacher. We decided to present the fifth grade teachers answers in one section and one section where the music teachers’ answers are presented. The reason we organized it this way is because it felt natural to have the English teachers in one category and the music teacher in another. We reasoned that it would be easier for the reader to understand each teacher’s thoughts and views. Our four research questions that we have investigated upon are:

• Can we combine music with English lessons in order to develop the pupils’ knowledge of English?

• What are the advantages of doing this?

• What are the disadvantages of doing this?

• What factors influence a teachers’ decision to combine English and music?

**The Fifth Grade Teachers, Interviewee 1 and 2**

After our interviews, we noticed that some of the teachers’ answers were alike, so we decided to write them in different categories. We have a category about subject integrated learning. This category will take up the teachers’ views on subject integrated learning in general. We have examined what they think about implementing two different subjects in order to develop pupils’ knowledge.

The second category will focus on implementing music into the English lessons and this is where we will examine our second research question. The third category will take up the role that music has with English lessons. And in this section we have studied our second research question as well.

The fourth category is about communication and if it is affected when implementing music. And finally, the last category is about the challenges that could be faced when implementing music in the English lessons. And this is where we have examined our two final research questions.
**Working with Integrated Subjects**

We started our interviews by asking a question to both teachers about subject integrated learning in general. We asked if they had any contact with other teachers, such as music teachers or art teachers. We wanted to know if they communicated with other teachers outside their subject in order to get a fuller view of the pupils’ abilities and knowledge, in other words, if they worked subject integrated with other teachers.

Both Interviewee 1 and 2 thought that they did not work as subject integrated as they would have liked to. Interviewee 1 worked in a project with the music teacher in her school last year. They combined the music lessons and the English lessons because of a show that the pupils were going to perform with the music teacher. She states that it was fun and meaningful for the pupils, but, of course, it would have been even better if they had worked for a longer period. When we asked Interviewee 1 why she did not continue for a longer period, she stated that “This day came to an end and also we had other things in our schedule that we needed to continue with”.

Like her counterpart, Interviewee 2 had positive opinions regarding working in a subject integrated way as well as. However, she claimed that it was hard to work this way because the pupils have different teachers for different subjects. She states that “It would be easier if I myself for example teach my pupils all the subjects. Then it would be easier to work in a subject integrated way” (Interviewee 2, our translation).

We then continued our interviews with quoting from the syllabus. We quoted that “According to the syllabus, pupils should have the opportunity of experiencing knowledge in different ways. They should also be encouraged to try out and develop different modes of expression and experience feelings and moods. Drama, rhythm, dance, music and creativity in art, writing and design should all form part of the school’s activity” (Skolverket 2011 p.12). We then asked both interviewees if they thought that they include aesthetic methods in their English lessons. Interviewee 2 stated that she does not use any aesthetic methods in her lessons right now. She claims that it was much easier to include music, drama and songs when she was teaching younger children in grade one. When we asked interviewee 2 a follow up question on why she thought it was harder to implement aesthetic methods in a fifth grade classroom she answered:
Because in a first grade classroom, the pupils are more open to the idea of implementing aesthetic methods. But I find older pupils not having that same interest. They are much younger in the first grade, so maybe that has an impact on their interests. (Interviewee 2, our translation)

Interviewee 1 told us about an aesthetic approach that she has used in her class. She is very positive to using subject integrated learning in her lessons. She explained how she last year integrated drama into her English lessons. She gave her pupils different plays such as *Snow White* and *Little Red Riding Hood*. Then she let her pupils design their own paper characters from the fairy tales, and finally they had a big presentation. She states that it was fun and that she could see how her pupils enjoyed it. We then asked her if she had any difficulties, she stated that it was quite time consuming. However, she continued and said that everything is about the planning beforehand: “As long as you are well prepared everything can be solved” (Interviewee 1, our translation).

**Implementing Music in the English Lessons**

Next we asked them what their thoughts were about integrating just music into the English lesson. With the previous question, we wanted to know what their thoughts were regarding subject integrated learning as a whole. Now, we wanted to know what they thought about specifically implementing music into the English lessons.

Interviewer 1 stated that she thinks it is a brilliant way of working. She says that you can do a lot: “I mean you can do so much with lyrics from an English song for example” (Interviewee 1, our translation). She claims that you can work with words, grammar, pronunciation and much more in a song. One example she gave was that you can give the pupils a task to find the nouns in a song text: something she puts a lot of effort to is understanding the text. For example, when she implemented song lyrics to her lesson, one of her essential goals was to help the pupils understand the text: “I believe it is important for them to understand the meaning behind the lyrics in order for them to reflect if they really agree with the message of the song or not” (Interviewee 1, our translation). She continued and told us that a lot of her pupils got surprised over the meaning behind their favorite song. This made them think and reflect if they really liked the message behind it. She said that it was a very educative task for the pupils.

Interviewee 2 stated that it is not a bad thing to integrate music into English lessons, although she has never done it with her fifth grade students. She is not negative to the thought of using
music in her English lessons; she has just not done it yet. As mentioned before, she
emphasizes that it would be easier to implement aesthetic methods to pupils in the younger
ages. When we then asked her if she had any idea of what you could do when implementing
music, she answered the following:

Maybe including the songs they listen to, maybe have a lesson where they
translate a song. I guess you can assess their pronunciation in English. If you
include a lesson where they translate a song text, then their pronunciation can be
assessed. (Interviewee 2, our translation)

We then asked both teachers if they thought there could be some area in the English subject
that could be easier to implement music in, for example when working with grammar or texts.
They both answer that it should be all the same. They do not find any areas easier than others;
they both said similar things on this question. Interviewee 1 states: “As a teacher you will
probably feel like some tasks are harder to complete with your pupils, but that could depend
on a lot of different reasons”.

**The Role of English in the Music Lessons**

We asked the teachers to reflect around the role of music in the English language. They did
not have to give examples, but just tell us what role they believe music has. Interviewee 1 and
2 both agree and claimed that it has a very important role in the English language just because
pupils often listen to English music in their free time. Interviewee 1 also adds that it is
important to keep in mind that not every child likes music and this might not make it
interesting when implementing music into the English lessons. She states that “All children
are not the same, as far as I know a lot of my pupils listen to English music but I cannot
assume that everyone would appreciate me implementing it into their lessons”.

**Communication**

We continued with a question about communication. We wanted to know if they think that
using music in the English lessons could improve the pupils’ communication skills.
Interviewee 1 claimed that it all depends on the pupils’ interests and if they find the tasks fun.
She states that it could improve the communication between them, but it all depends on the
pupils. She believes that pupils are different, and one way is not suitable for every student.
The music teacher had done a program, and the pupils got together and were really engaged to sing and practice the songs in order to give a good performance: “That day all my pupils got together and performed several songs in English together, so I mean of course it can increase their ability to communicate and work together as a group” (Interviewee 1, our translation). Interviewee 2 stated that just because you implement music it does not mean that you inspire the pupils. She claims that a text from a book, or a picture, could inspire a child. It all depends on their personal interests. She doubts that just because a teacher implements music it increases the communication between the children.

**Challenges**

Finally, we asked both teachers if there could be any negative outcomes or challenges in using music in the English lessons. They both thought a while before answering. They both answered that they do not see any negative consequences. They both agreed on the fact that the pupils’ interests might play a part. But other than that, they do not see any negative outcomes coming from implementing music. Interviewee 1 ends the interview with:

> It is all about how you present it, I often talk to my students about tasks in schools, some might not be that fun, but that does not mean that it is not important. I mean I try to make the lessons as fun as possible, but we are all different, something I might think is fun, and my pupils might disagree on. It all depends on the approach and the interest. (Interviewee 1, our translation)

Interviewee 2 ended the interview with:

> There might be a kid that absolutely does not like music, but I mean you cannot always plan lessons that are suitable for everyone. You can try but there will always be a kid that will not like the tasks. You can always talk to them and compromise. Today we are working with music, tomorrow we will do something else (Interviewee 2, our translation).

**The Music Teacher, Interviewee 3**

This section shows the views of the music teacher and the way she works. As with the previous section, we decided to divide the interviews to different categories. We have a category about subject integrated learning. In this section we wanted to get the music teachers’ perspective on how to integrate music and English. This is relatable to our first research question.
The second category will focus on the role of English in the music lessons. This section will investigate our second research question. Positive outcomes of the English role in the music lessons will be presented.

Finally, the last category is about the challenges that could be faced when implementing English in the music lessons. And this section will examine the third and fourth research question we had during this study.

**A Music Teacher’s Prospective on Working Subject Integrated**

We began the interview by asking a question related subject integrated learning. We asked interviewee 3 what her thoughts were regarding music and its connection to other subjects. She answered that the syllabus in music has a section that says that pupils should be able to reflect upon texts. This is something that can be connected to both English and Swedish. When she works with different texts, in Swedish and English, she puts a lot of effort into understanding the meaning behind the text. She states that this is a way of working subject integrated, because she implements a song to the lesson and then she lets the pupils reflect upon it: “The older the pupils are the more English texts I use in my lessons” (Interviewee 3, our translation). She also integrates history to her lessons. For example, she organized a show that she called FN-day. During this day, she made a schedule where the pupils performed different song in English that where related to world peace. She stated that in order to give the audience an aesthetic expression, the pupils needed to understand the meaning behind the lyrics they sang. Otherwise, the audience would not understand the concept. So she worked a lot with her pupils and tried to give them an understanding of the songs. For example, one of the songs was “Heal the World” by Michael Jackson, and the task for this song was: *why did he write it?* She wanted her pupils to reflect the choice of his words in the song: “I did not only implement English in these lessons but history as well. There was a war during that time and that is the reason Michael decided to write the song, in which the pupils learned that day” (Interviewee 3, our translation). She states that for her, integrating other subjects into her lessons is essential: “Music is such a wide subject, to me it only seems fair to include as much of the other subjects as possible. I mean it just happens naturally” (Interviewee 3, our translation).

**The Role of English in the Music Lessons**

We continued and asked her what role she thought English had to her music lessons. She stated that it was the most important and the most used subject in her lessons: “It is essential.
A lot of my lessons depend on songs where they use the English language” (Interviewee 3, our translation). When we asked for further examples other than song texts, she said:

Most of all I use English in the song lyrics I choose. Then there are the videos I show them. Sometimes it is fun for them to actually see the person singing the songs. So songs, movies and videos, that is pretty much it (Interviewee 3, our translation).

**Challenges**

We finished the interview by asking her if she thought there were any limitations to using English in her music lessons. We wanted to know if she had any challenges or bad experiences when using English. She quietly stated that she absolutely did not think there could be any negative outcomes with using English:

The beauty with using English is that there are no limitations. I could implement English songs to a first grader class and they would still be able to sing the songs. There are so many opportunities, and it does not matter if it is a first grade class or a sixth, they will be able to be a part of it. During this day I talked about earlier, the FN-day. I had pupils of age 6 singing songs in English, sure it was no complicated text, but it was still in English (Interviewee 3, our translation).

She continued and said that music connected the children. They need to work together in order for it to sound good. She believes that there are only positive things that can come out of using English in the music lessons. She finishes the interview by saying that they do not only gain knowledge in the music subject but in the English subject as well, but they just do not know it. When we asked her to clarify what she meant, she stated that all the subjects are connected and that just because you have music right now it does not mean that you will not gain new knowledge in English, for example, or history: “The children often think that every subject is for itself, they need to learn that it all is integrated and connected with each other” (Interviewee 3, our translation).
Discussion

We have divided our discussion into the same categories as the results. This will make it easier for the reader to understand our thoughts regarding each category. We will connect our results with the theories and literature examined. As a reminder here is our research questions that we have been working with during this essay:

- Can we combine music with English lessons in order to develop the pupils’ knowledge of English?

We will discuss this question under the sections Working with Integrated Subjects and Implementing music in the English lessons.

- What are the advantages of doing this?

This will be presented under The role of English/music and Communication.

- What are the disadvantages of doing this?

- What factors influence a teachers’ decision to combine English and music?

These last two questions will be discussed under Challenges.

Working with Integrated Subjects

We noticed that our three teachers where positive to the thought of subject integrated learning, although they disagreed about the appropriate age approach for its inclusion in the syllabus. Both 4-6 teachers had similar views on working subject integrated. Interviewee 1 did a small project with the music teacher in October 2015: she would have wanted to continue this cooperation, but the show came to an end. Interviewee 2 stated that she thought that it could be time consuming to work with other teachers. She stated that if she had all the subjects with her pupils, she would organize more subject integrated lessons. This way she would teach all the lessons and she would not need to cooperate with other teachers. So Interviewee 2 had a positive attitude towards subject integrated learning, but she claimed that it would be easier to do it on her own. According to Nilsson (2011), implementing different subjects and skills to lessons is a positive thing. Nilsson (2011) does not mention that subject integrated learning has to happen when working with other teachers. He emphasizes that the important thing is to show a greater whole and a connection between subjects. Gibbons
(2009) on the other hand emphasizes the importance of cooperating with other teachers. She claims that in order for pupils to get a fuller understanding of their lessons teachers need to improve their knowledge in other subjects and not just their own. She claims that in doing so teachers will be more confident in teaching subject integrated teaching. We agree with this theory. The more you as a teacher know the more risks you can take with planning the lessons. We believe that if a teacher is confident in what she or he is teaching they will have a greater impact on the students’ learning development.

Working with subject integration can help pupils see connections between the different subjects (Nilsson 2011 p.29). The pupils could gain knowledge in many different areas when working subject integrated. This is something interviewee 3 talked about. She claimed that she often implemented subjects such as English and history to her music lessons. She stated that this was a great way of teaching music. An example was when she included a song written by Michael Jackson. During a time of war Jackson wrote a song related to world peace. She saw this as an opportunity to include some history into her music lessons. This gave outcomes such as, the pupils learned the song in English, and they got some background to why it was written. According to Nilsson (2011), the pupils will remember the tasks more if they see a connection. In this case, the events before the song were written. This is something that Skolverket emphasizes as well. “Teaching in different areas is coordinated such that pupils are provided with opportunities to understand larger domains of knowledge as a whole” (Skolverket p.20). This can be provided by working subject integrated.

Interviewee 3 continued and emphasized how important reflecting different texts are to her. Whenever she implements a song, whether it is in English or in Swedish, she always gives the pupils the task to reflect upon. She wants her pupils to learn how to understand the meaning behind the texts that they sing. She stated that if you only sing a song without having reflected upon it, the question is how you will then perform it to the audience. According to Bjar and Liberg (2003), pupils develop when they reflect and use their previous experiences. They also claim that pupils develop further when they see the connection between the subjects. Gibbons (2009) is an advocate for the socio-cultural perspective. She refers too many of Vygotskiys’ views on child developments. She states that a child should be challenged in order to develop (2009 p.27). She refers to Vygotskiys’ words:

One way to increase the production of egocentric speech is to complicate a task in such a way that the child cannot make direct use of tools for its solution. When faced with such a challenge, the children’s emotional use of language increase as
well as their efforts to achieve a less automatic, more intelligent solution. (1978 p.27)

Interviewee 3 notices that her pupils feel a challenged when reflecting on a text. This can be positive for their knowledge development. As Vygotsky states, a teacher always needs to create meaning behind their tasks. Also, a teacher needs to challenge their pupils in order for them to develop.

Interviewee 1 and 3 had experience in implementing other subjects to their lessons. As mentioned before, interviewee 3 implemented songs and then some history behind them. Interviewee 1 mentioned that when she implemented drama into her English lessons, she organized different known plays for her pupils, plays such as *Snow White* and *The Red Riding Hood*. Other than it being a little time consuming, she did not see any negative outcomes in this way of working. She is very positive to using songs, drama and movies in her English lessons. According to Nilsson (2011) a teacher does not have to use any teaching materials when working subject integrated. The way that Interviewees 1 and 3 work can be related to Nilsson’s statement regarding teaching materials. They used different teaching methods and still got positive outcomes regarding the pupils learning development. Pinter (2006) describes *active learning* and she claims that children are more engaged and open to new knowledge when they are interested in the tasks. This is something interviewee 1 saw when she implemented drama into her English lessons.

Although interviewee 2 does not have any negative opinions against using esthetic approaches with her fifth grade pupils, she still believes that it is easier to work in a subject integrated way with a class of first grade pupils. She claims that younger pupils appreciate connecting the subjects more than a fifth grade pupil would. She has never really tried working with movies, songs or anything esthetic with her fifth grade class. Lundberg (2011) partially agrees with this statement. She claims that the earlier you start teaching pupils the better. Lundberg (2011) further explains that pupils in the younger age are more interested in learning in a creative way. Lundberg (2011) continues and refers to a study called ELLiE. In this study 1200 pupils, everyone from the third grade got interviewed. In the results of this study, it was shown that a lot of the pupils who were moving from the third grade to the fourth grade were sad. They were sad about the fact that the English subject was not as fun as it used to be (2011 p.27). There were not as many esthetic methods included in their lessons. Without the music, songs and the games, the English lessons became boring and not as exciting. We believe that younger pupils might enjoy a song more than older learners, but this does not mean that the
lessons should not include music. There are different ways of implementing esthetic methods without presenting them in a silly or non-interesting way. As Lundberg (2011) states planning a lesson after the pupils’ interests is a positive way to develop their knowledge.

**Implementing Music in the English Lessons**

In this part of the interview we wanted to investigate further on implementing music into the English lessons. Our previous questions covered subject integrated learning as a whole. This part of the interview only includes the two 4-6 teachers’ views. We did not ask for the music teachers thought in this matter.

Interviewee 1 states that it is a brilliant way of working. She has previous experience in implementing music in her English lessons. She claims that this is a very good way of variating the pupils’ lessons. She gave examples of when she used English song in her English lessons. She gave her pupils the task to find the nouns in the lyrics. This resulted in the pupils working together. Bjar and Liberg (2003) argues that “depending on the way you express yourselves, you develop different forms of knowledge depending on the current area used (such as music, songs etc.)” (our translation 2003 p.18). This is relatable to the nouns-task that the pupils got. When the pupils share common experiences and previous knowledge they will develop. Bjar and Liber (2003) further write that it is a positive thing to integrate different skills. For example, the things a pupil think about; they can speak about. By combining singing to finding nouns in the text the pupils’ different experiences and knowledge is linked (2003 p.19).

Interviewee 2 has never implemented music into her English lessons. She does not believe it is a negative thing. When we ask her of examples on how she would implement music, she says through her pupils’ interests. She believes including her pupils’ interests can have an impact on their knowledge development. According to Bjar and Liberg (2003), a teacher should begin from the pupils’ knowledge when planning a lesson. Their earlier experiences should also be taken into account. “The question should be how teachers can use pupils’ earlier experiences and knowledge in order to help them develop even further” (2003 p.23). We agree with Interviewee 2, planning a lesson should be after the pupils’ interests. Pinter (2006) argues how actively pupils are involved when being interested in something. She describes these as active learners. She promotes the idea that motivating pupils will help them develop their knowledge.
The Role of English/Music

We asked all three teachers what their thought was regarding the role of English/music. The music teacher claimed that she uses English the most when working subject integrated. This because it is a good way to implement song lyrics. Both 4-6 teachers claimed that it was very important. Mainly because their pupils listen to a lot of English songs and movies on their free time. Skolverket emphasizes that “subject areas that are familiar to pupils” (Skolverket p.33) should be included in their lessons. It is also mentioned that songs, sagas and poems should be included as well (2011 p.33). Skolverket (2011) sees music and song as essential tools when teaching pupils. Regardless of their age, esthetic methods should be implemented. Wiklund (2009) describes how important it is to use music in the English lessons. She states that it is a creative and very important way of teaching. She emphasizes that the reason that implementing music in the English lessons is good for the knowledge development is because pupils get the opportunity to link feelings and experiences. Lindberg (2011) agrees with Wiklund (2009). She states that pupils appreciate music as a tool of learning because they appreciate songs and rhythm when learning a new language (p.27).

Unlike adults who learn a new language in a more abstract way, children need different learning tools. Pinter suggests music as a tool. She implements that children does not have the same abilities as adults, they do not already know the grammar structure in a language for example. That is why pupils need creative learning approaches. This could be through music because children feel the sounds and the rhythm in a language in a better way that adults (2006 p.29).

Vygotskiys’ (1896-1934) views is the foundation to the socio-cultural perspective. He connects culture to the language learning. His perspective on culture is songs, music, tradition, religion and much more. He claims that culture is what defines us. We associate culture with music, we believe that culture can be expressed through music. As we can see all three teachers believe music and English are essential to their subjects. For example, as Vygotsky stated culture is what helps a child develop. Culture is all around us and we believe that using music in the English lessons is a way of promoting this. “What pupils feel about culture is a way of expressing themselves to the world and showing who they are and what they believe” (2006 p.50)
**Communication**

According to Vygotky (1896-1934), when pupils integrate with each other their knowledge increase. He further writes that a social interaction can be helpful for their language development as well as their knowledge. By implementing music into the English lessons pupils can get a new creative way of working. Skolverket (2011) states that pupils should get the opportunity to “solve problems and transform ideas into actions in a creative way” (Skolverket 2011 p.15). This can be done by implementing music. We asked our 4-6 teachers if they noticed any difference between the communications between the children when implementing music. If not, we wanted to know if they believed music could help the communications skills between the pupils. Interviewee 1 stated that it depends on the pupils and their interests. A task related to music can inspire them enough to make them communicate more, but it could also be the opposed. She did though refer to the day that her pupils performed a show were they sang several English songs. She stated that her pupils got together beforehand and made a big effort into doing a good performance. She saw that they were really cooperating and she believe the show increased their ability to work as a group. Vygotsky states that through culture, in which it could be music, knowledge can be developed. He states that culture can be a tool to teach pupils language with in a creative way. This is something interviewee 1 noticed when her pupils performed the song.

**Challenges**

The last question we asked all three teachers were, what challenges they thought implementing music and English could create. The two 4-6 teachers did not see any negative outcomes in using music in their English lessons. Interviewee 2 mentioned that it could be a little challenge if the pupils did not like music. This is something she addressed as normal. She stated that all pupils are not the same, and some things they might not appreciate. Even if you as a teacher worked hard to plan a lesson after their interest, it might not be appealing to them. We agree with Interviewee 2. As well as Pinter (2006) emphasizes, she claims that not all pupils are the same. “intelligence has no unitary character, rather, it manifested itself in many different ways in different children” (Pinter 2006 p. 13). This is a rather good sentence because as much as the literature promotes the use of music in the English lessons and as much as we agree, some children will not find it appealing. This is something that needs to be kept in mind as a teacher. Pinter (2009) explains different types of intelligence. Pupils could be more linguistic, mathematical or musical but it is the teachers job to plan a variated education for their pupils. As Pinter states, “Teachers who are aware of these different
frameworks can ensure a more meaningful education to the children by combining one or several of these intelligences” (Pinter 2006 p. 13). This is relatable to both 4-6 teachers’ answers. They indicate that pupils are different. They state that music is a good tool for language learning, but it might not be a good way for every child.
Conclusion

In this part of the essay we will present the conclusion. We will evaluate the results of the interviews and relate it to the research found. We have included the limitation of this study in this section as well. We have also added the suggestions of a future research.

In conclusion, it is important to implement music into the English lessons. All teachers involved in the interviews agreed on this. Skolverket (2011) agrees on this matter as well. They claim that subjects that are familiar to pupils should be included in their lessons. Regardless of music being a familiar subject for children, it is also supposed to be implemented in their lessons. We understand the fact that all pupils are different, and we can relate to the fact that some pupils might not like implementing music in their lessons. However, we still believe it is an important way of working. Skolverket (2011) indicates in the beginning of the curriculum how esthetic methods should be a part of pupils’ education, so our job as teachers is to include this.

Interviewees 1 and 3 had experiences in working with music and English. They had good outcomes of this as well. Interviewee 2 did not have any experience in working with music in her English lessons. At least not with her fifth grade pupils. As mentioned before she believed implementing music in the lessons suits a first grade classroom more. We do understand the thought, but we still believe that music can be implemented in a way so that fifth grade pupils will enjoy it. We have results from the other teachers that implementing music is a good tool to use for pupils in year 4-6 as well. We have both tried implementing music in our English lessons when we were out on our VFUs. We agree that this motivated the pupils. They thought it was fun and new.

Suggestions of a Future Research

As mentioned before we had a lot of ideas regarding what to write about in this essay. But there were limitations regarding the time so we drew the conclusion to exclude a few ideas. One example of an idea to do further research on is to include the pupils’ perspectives. This could be done by interviewing as many pupils as adults and then reflect upon the results. This would open up some new approaches to continuing this research. One approach is to construct different tests in order to investigate if music has a positive impact on the pupils’ knowledge. They do not have to be written tests, they could be constructed in different ways.
Furthermore, it would be interesting to include a broader international perspective. Maybe interview a few teachers in other countries. They might be working in a way that we have never thought of working. So that is something we discussed. The world is big and music has an essential part of our worlds different cultures.

In conclusion we believe that a lot can be done with music. It is a big subject and this opens up several different ways of teaching. We recommend the use of music in the English lessons.

**The limitation of this study**

When we started thinking of the limitation of this essay we came to the conclusion that three interviewees are not a big number of people. Since our work is about the teachers’ views of using music in the English lessons we understand that only having three participants could affect the validity. Although we wanted to include more teachers in our project we understood that it would become a problem time wise. We only had a limited amount of weeks to complete the project and that is why we only could include the views of three teachers. That makes this project a small scale of preliminary study conducted in approximately 12 weeks. We could easily have chosen to only interview two 4-6 teachers, but we chose to include a music teachers’ perspective to give our essay a stronger result. Her answers were relevant to our work.
References


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Appendices

Interview
*English Teachers*

**Background**
- Education?
- How many years have you been working as a teacher?
- Have studied any esthetic course in the university? For example, music or dance?

**Subject integrated learning**
- Do you work in a subject integrated way?
If yes, how?
If no, why?

**Syllabus**
- It is written in the syllabus that “Drama, rhythm, music and creative writing should all form a part in the school’s activity” (2011 p.12). It is also mentioned in the core content that songs should be implemented in the English lessons. What are your thought regarding this?

**Music in the English lessons**
- Tell us what your thoughts are about integrating music into your English lessons?
- Describe different situations in your English lessons where you have used music?
- What role, in your opinion, does music have in the English lessons?
- In what way could music help enhance the pupils’ knowledge in English?
- Do you believe that there are different parts of the English lessons where it is easier to include music? For example, when working with grammar, pronunciation and so on.
- How can integrating music in your English lessons affect your pupils? For example, their language, self-confidence or their commitment toward the English subject?
- Do you believe that using music in your English lessons could improve the pupils’ communication skills?

**Working methods**
- Are there any limits in using music in your English lessons?
- Do you believe that there are any negative outcomes in integrating music and English? If so, what are they?
Interview
Music Teacher

Background
- Education?
- How many years have you been working as a teacher?
- Have studied any esthetic course in the university? For example, music or dance?

Subject integrated learning
- Do you work in a subject integrated way?
If yes, how?
If no, why?

English in the music lessons
- Tell us what your thoughts are about integrating English into your music lessons?
- Describe different situations in your music lessons where you have used English?
- What role, in your opinion, does English have in the music lessons?
- Do you believe that there are different parts of the music lessons where it is easier to include English? For example, when working with lyrics, songs, instruments and so on.

Working methods
- Are there any limits in using English in your music lessons?
- Do you believe that there are any negative outcomes in integrating English and music?
If so, what are they?