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Enhancing ESL Learning Through Music: Boosting Engagement and Language Proficiency

Prof. Dr. Lali Tavadze

Batumi Shota Rustaveli State University, Georgia

Abstract

This paper explores the cognitive, linguistic, and emotional benefits of integrating music into language learning and deals with the ways songs can be used in ESL classrooms to motivate students to learn English and enhance their involvement. Integrating songs in teaching/learning process can result in killing two birds with one stone as songs enhance learners' skills in **listening** (by exposing learners to natural rhythm, intonation, and diverse accents), **speaking** (by introducing colloquial language, idioms, and phrasal verbs, which students may not encounter in traditional textbooks), **reading** (by improving comprehension and facilitating the identification of words and phrases in real-life contexts) and **writing** (by encouraging creative expression, with opportunities for writing). Songs can be used in various ways based on teachers' goals taking students' needs into consideration. They can be used as language tasks, focusing on a particular material and can be adapted and tailored to specific teaching objectives, to suit the specific purpose a teacher might wish to teach. Through this creative approach students acquire new vocabulary, grammar structures, master pronunciation, stress patterns, intonation. Songs provide a relaxing break for both students and teachers, turning routine classroom activities into enjoyable, fun experiences. Emotional engagement through music enhances motivation, reduces learning anxiety and strengthens the emotional connection to language, making the learning experience more memorable.

Keywords: listening, motivation, activities, teaching tool, specific purpose