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The role of music training in learning L2

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The role of music training in learning L2

Master's thesis

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Abstract:

Does music training play a role in learning English as a second language? The aim of this thesis is to show whether students attending a music school find learning English easier than students from a regular elementary school.

Many studies show a connection between music and language, with music playing a big role in learning a language, because students are more relaxed, their anxiety levels are lower, and they enjoy the learning process. The term “musicolinguistics” is used to connect music to language, as it means that terms from language science are adapted to the musicological framework.

The sample of this study consisted of 61 students, grades 7 and 8, who filled out a questionnaire based on the Likert scale. The results of the study show that there is no statistically relevant difference between music school students and regular elementary school students in how they perceive their English knowledge. Further research is needed in order to determine whether these findings are truly reliable.

Keywords*:* musicolinguistics, L2, music training, differences

1. Introduction

Music and language have been connected and compared for centuries. The reason behind this is that both systems share certain features such as sound, intonation and melody. They can also be expressed by written representations, whether letters or notes. They evoke certain psychological responses in listeners (especially emotions). According to Antović (2005), both need to conform to certain internal rules in order for the listeners to fully understand them, because if that were not the case, constructs such as “language” or “music” would not exist at all. Music is also found to play a role in influencing linguistic abilities in children. If we should focus on music alone, it has been widely used for years now to enhance second language acquisition. When children learn through singing songs, they see it as an enjoyable experience (generally), their confidence level rises, they are thus relaxed, the anxiety of acquiring a second language is lessened and they are ultimately exposed to “authentic” examples of the second language. Music is usually used as a sort of a stimulant, to help students on their way in acquiring a second language. It is used as an extralinguistic support for learning, because meaning is conveyed through song and emotions the song stirs in the students. In a study by Huy Lê (1999) it is claimed that personality, emotion and self-esteem are powerful affective factors in human learning, and music is hence used to soothe the mind, to teach language, society and culture. As stated by Weatherford Stansell (2005), music and language help each other in the process of learning human expression, and interconnections between the musical and linguistic areas enable music to assist in learning vocabulary and phrases, which tasks are governed by the linguistic intelligence. As far as musical training is concerned, Moreno et al. (2009) state in the Oxford journal Cerebral Cortex that music training has also shown to influence spatio-temporal abilities, speech prosody, verbal memory, second language phonological proficiency and general

intelligence. Among other things, their studies show how children with four years of musical training detected small pitch variations in speech better than nonmusicians, which points to positive transfer between music and speech perception.

However, when comparing music to language, we must consider certain problems that arise between the two. It is widely known that language carries meaning; there is no meaning without language and vice versa. Is it so with music? Historically, it has been argued that music carries no meaning, and formalists argue that music should be studied on the basis of its internal structural relationships, with no reference to the external world. This approach remains very influential with musicians and theorists such as Bernstein (1976), Focht (1980) or Dempster (1998). Whether we see music as an internal construct, an external one, or having both properties and conveying a certain form of meaning, we have to consider the following: if music then carries any meaning, does it have a grammar system? Comparing music to language, some argue that music too has properties definable as grammatical. Antović (2005) states that language has strict rules that need to be learned, practiced and maintained, which is relevant to the concept of music, in particular if we focus on the strictness of musical notes, playing them repetitively in order to master and maintain them. When talking about a grammar system in music, one cannot fail to mention the term musicolinguistics. Musicolinguistics is, according to Antović (2005, p. 247) "a branch of cognitive science which attempts to describe music perception phenomena by means of linguistic methodology." What that actually means is that terms from language science are adapted to the musicological framework. Thus the grammar of music is somewhat equivalent to language grammar – Antović (2005) claims that it is not only a set of unconscious tasks that the mind resorts to in order to comprehend a series of sounds acceptable for musical intuition,

but it also uses the appropriate symbols to describe the mental processes occurring during native-idiom music perception.

It is clear that music and language are connected in one way or another, but does music training, i.e. specific instruction in the art of music and instruments, play a role when learning a second language? Do students of music schools find it easier to learn a second language because they are used to certain forms and rules, do they have a more trained ear when it comes to intonation, melody, or rhythm of a language? This thesis is intended to investigate exactly that – are there any differences between students who do not attend a music school and those who do, when learning English as a second language is concerned.

2. Previous Studies

There is a number of studies that have focused on the connection between music and language in terms how music is used to facilitate the learning process. More specifically, how it evokes certain brain processes that are similar to those evoked by language, how it is used to enhance reading skills, rote memorization and verbal memory.

In her research, Medina (2002) examined how music is used to enhance second language acquisition. Her findings suggest that music is an enjoyable experience and that students'' confidence levels rise, they are relaxed and their inhibitions about acquiring a second language are lessened. Her research also suggests that music helps in rote memorization, and she also mentions studies that show a connection between music and verbal learning.

A study by Moreno et al (2008), which deals with musical training and whether it influences linguistic abilities in children, reports that musical expertise has a big influence on the human brain, and that a musician's brain is therefore a good model of brain plasticity. They

mention that music training has been shown to have an influence on spatio-temporal abilities, speech prosody, verbal memory, and general intelligence. The authors reason that if pitch is an important acoustic parameter for both music and speech perception, increased efficiency in pitch processing due to musical expertise should improve pitch perception in speech. Their results are in line with this hypothesis – children with 4 years of musical training detected small pitch variations in speech better than non-musicians.

However, to the author's knowledge, there have not been studies that examined a connection between music school and regular elementary school students, the connection being their perception of their English knowledge and the difference in their beliefs in how they learn English as a second language.

3. The Study

3.1. Research Aims and Hypotheses

The aim of this study was to investigate whether music training has any role in learning English as a second language, based on the beliefs of the subjects participating in the study. The starting hypothesis was that music school students find it easier to learn English than their elementary school counterparts. Therefore, the research questions were:

a) Are there any differences in how the two groups of students perceive their own language learning?

b) How the two groups of students perceive their language skills?

3.2. Description and Selection of Subjects

Subjects participating in this study were 61 students from grade 7 and grade 8. One group consisted of 31 students who were enrolled in the Dragojla Jarnević Elementary School during the 2013-14 academic year. The other group consisted of 30 students enrolled in the Karlovac Music School (*Glazbena škola Karlovac*) during the same academic year (see Table 1 below). The subjects from the music school were selected randomly, i.e. they volunteered to participate. The selection was also based on their music experience and English grades, and all their grades were either very good (4) or excellent (5). The grades were also the basis of the selection of elementary school students. Only very good and excellent elementary school students were chosen to participate in the study, so as to have comparable groups of students.

Table 1 Type of education and Number of Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Music School	30	49.2	49.2	49.2
	Elementary School	31	50.8	50.8	100.0
	Total	61	100.0	100.0	

Concerning the gender of the subjects, there were more female than male students; from the total of 61 students, 26 (42.6%) were male, and 35 (57.4%) female.

Table 2 Gender of the Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Males	26	42.6	42.6	42.6
	Females	35	57.4	57.4	100.0
	Total	61	100.0	100.0	

As already mentioned, the participants in the study were students from grades 7 and 8. 12 (19.7%) of them were age 13, 42 (68.9%) of them were age 14, 6 (9.8%) were age 15 and

only one students (1.6%) was 16 at the time. Before they could take part in the study, their parents were asked to sign a consent form, allowing their children to take part.

Table 3 Age of Participants

Age	Frequency	Percent
13	12	19.7
14	42	68.9
15	6	9.8
16	1	1.6
Total	61	100.0

3.3. Instrument

The instrument was a questionnaire, devised by the investigator for the purpose of this thesis (see Appendix A).

The questionnaire consisted of three parts, each part relating to a different language skill. The first part was related to listening, the second to reading and the third to speaking. Each part had 10 items, so there were 30 items overall.

The questionnaire consisted of the Likert scale questions, where the subjects were presented with overall 30 claims (10 for each skill), for which they had to circle a number between 1 and 5 that best corresponded to their beliefs: 1 being the highest and meaning "completely refers to me" (*u potpunosti se odnosi na mene*) and 5 being the lowest, meaning "does not refer to me at all" (*uopće se ne odnosi na mene*).

Based on the Cronbach's Alpha coefficient of reliability, each part of the questionnaire has an acceptable internal consistency, as shown in table 4.

Table 4 Reliability of the Questionnaire

Listening Reliability Statistics

Cronbach's Alpha	N of Items
.683	10

Speaking Reliability Statistics

Cronbach's Alpha	N of Items
.701	10

Reading Reliability Statistics

Cronbach's Alpha	N of Items
.704	10

3.4. Procedure

The sample consisted of 61 students in total: 31 of them in the elementary school group (elementary school students from grades 7 and 8) and 30 of them in the music school group (elementary school students from grades 7 and 8 who go to music school). Before the questionnaire was devised, an oral interview had been carried out with a focus group, i.e. students from the music school, to give the investigator a clearer view on the matter and a better perspective when devising the questionnaire.

Before the questionnaire could be administered, the teachers from the elementary school and music school, respectively, handed out consent forms to the students, so their parents could fill them out, agreeing that their children can take part in this thesis research. After the consent forms had been filled out and returned to the investigator, the questionnaire was administered. The English teacher from the elementary school chose 31 of her more proficient students, whereas the music teacher from the music school chose the students from her class, and the students from the other class volunteered, creating a total of 30 music school students. Students

from both groups were chosen based on their grades and music experience (music school students).

When the questionnaire was administered, the students had 30 items in front of them, items referring to the skills of listening, reading and speaking. Each skill consisted of 10 items and the students had to circle a number between 1-5 that best corresponded to their beliefs. All 61 students answered to the same items.

After the questionnaire had been administered, data had to be collected in order to see the results of the questionnaire. The investigator collected the data from the questionnaire, and with the help of a statistician the results were processed and analyzed.

4. Results

In order to get a clearer perspective on whether musicians find learning English easier than nonmusicians, the data collected was analyzed according to type of education; firstly, all three skills in question were analyzed separately. When analyzing listening in both types of education, the results show that elementary school students have a slightly higher self-perception when listening is in question, than their music school counterparts. More specifically, there is no statistically relevant difference when Means are compared (M=1.94; M=2.22). When analyzing the results for speaking and reading, they also showed statistically insignificant differences. The analysis of the data received for the speaking part showed that elementary school students believed that they had a slightly better knowledge than their music school counterparts, even though this is not a statistically relevant difference for this investigation. In other words, if we compare the music school students (M=2.13), and their elementary school counterparts (M=2.31) this statistically irrelevant difference becomes clear. The difference in the reading part between

music school and elementary school students is somewhat similar, as in the speaking part. Comparing their Means, one can conclude that music school students (M=2.11) and elementary school students (M=2.30) show no statistically relevant difference in their beliefs. The type of education was then analyzed in total, in order to see whether there were any differences in testing them individually and in total. In total, the difference between music school students (M=2.06) and their elementary school counterparts (M=2.28) proved also to be statistically irrelevant. The gender of the students was also taken into account when analyzing the data. Studies show that female students show generally higher learner beliefs than male students, and this variable was tested to see whether it had any influence on the research in questions. The results for differences in gender were in line with those according to the type of education.

4.1. Discussion

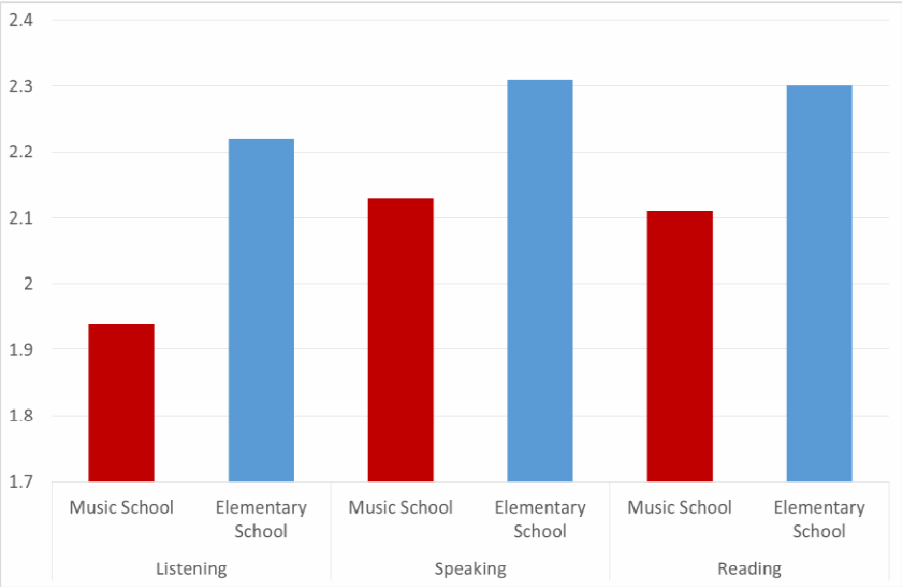
According to the statistical analysis of the data collected, there is no difference between students that attend a music school and the ones that do not, in terms of how they perceive their learning of English. Both groups of students show very similar perception of their knowledge of English, the differences are statistically irrelevant.

Table 5 Difference in Perception of English According to Type of School

	Type of education	N	Mean	Std. Deviation	t-test	p
Listening	Music School	30	1.94	.521	-1.757	.084
	Elementary School	31	2.22	.691		
Speaking	Music School	30	2.13	.691	-1.076	.287
	Elementary School	31	2.31	.637		
Reading	Music School	30	2.11	.579	-1.094	.278
	Elementary School	31	2.30	.741		

If we take into account the type of school compared, there is no statistically significant difference between music school students and elementary school students in the three skills

tested. There is no significant difference between students that attend music school and those that attend regular elementary schools. When analyzing the results in listening, the average beliefs reported by students in music school (M=1.94) and those in elementary school (M=2.22) show that music school students have a slightly higher self-perception of listening than their elementary school counterparts. However, this seemingly clear difference is not statistically relevant for this study (t=-1.757; p=.084). Comparing their beliefs related to the speaking skill, the difference is also insignificant (t=-1.076; p=.287). More specifically, students from music school (M=2.13) and their elementary school counterparts (M=2.31) share similar beliefs regarding their speaking skills. The statistical results show that both groups of students share similar beliefs regarding the listening and speaking skill, and if their perception of reading is taken into account, one comes to the same results. When comparing the student's perception of reading, elementary school students (M=2.30) and their music school counterparts (M=2.11) share similar views, even though music school students have seemingly higher scores. However, the difference is statistically irrelevant for this study (t=-1.094; p=.278).



Graph 1 Difference in the Perception of English Knowledge According to Type of School

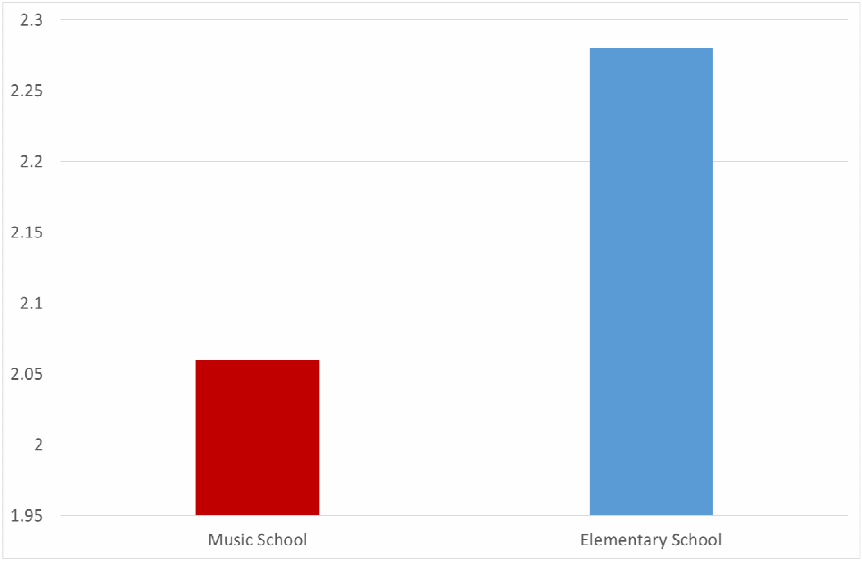
It is clear from this graph that the differences are insignificant. As already mentioned, the questionnaire consisted of the Likert scale questions with numbers from 1-5. Graph 1 shows the differences in terms of Means for each skill tested. It does not show the actual scale from 1-5, but an overall result in order to receive a clearer picture. Elementary school students did have higher average scores in each skill tested, but it is clear from the graph that the difference is quite marginal. In other words, it cannot be claimed that elementary school students are of a belief they learn English easier than music school students, or that music school students find they have difficulties when learning English. The results show that both groups of students are on equal ground in their beliefs when learning English is concerned, and that they are shoulder to shoulder in all three skills in question.

When the overall perception of English knowledge based on the type of education is analyzed, results are the same. There is no significant difference between elementary school students and music school students, as was the case when the three skills were analyzed separately. The perception of students' average knowledge in music school is 2.06, whereas the elementary school students' perception of their average knowledge is 2.28 (t=-1.522; p=.133), as shown in Table 6.

Table 6 Difference in Total English Knowledge Perception According to Type of School

	Type of education	N	Mean	Std. Deviation	t-test	p
Total	Music School	30	2.06	.509	-1.522	.133
	Elementary School	31	2.28	.592		

The statistically irrelevant difference in question here is also visible in Graph 2, where the perception of average knowledge of both groups of students is shown. For better understanding, as was the case with Graph 1, only the averages are shown, and not the entire Likert scale.



Graph 2 Difference in Total English Knowledge Perception According to Type of School

Our focus now shifts towards the differences in the perception of English knowledge according to gender and type of school.

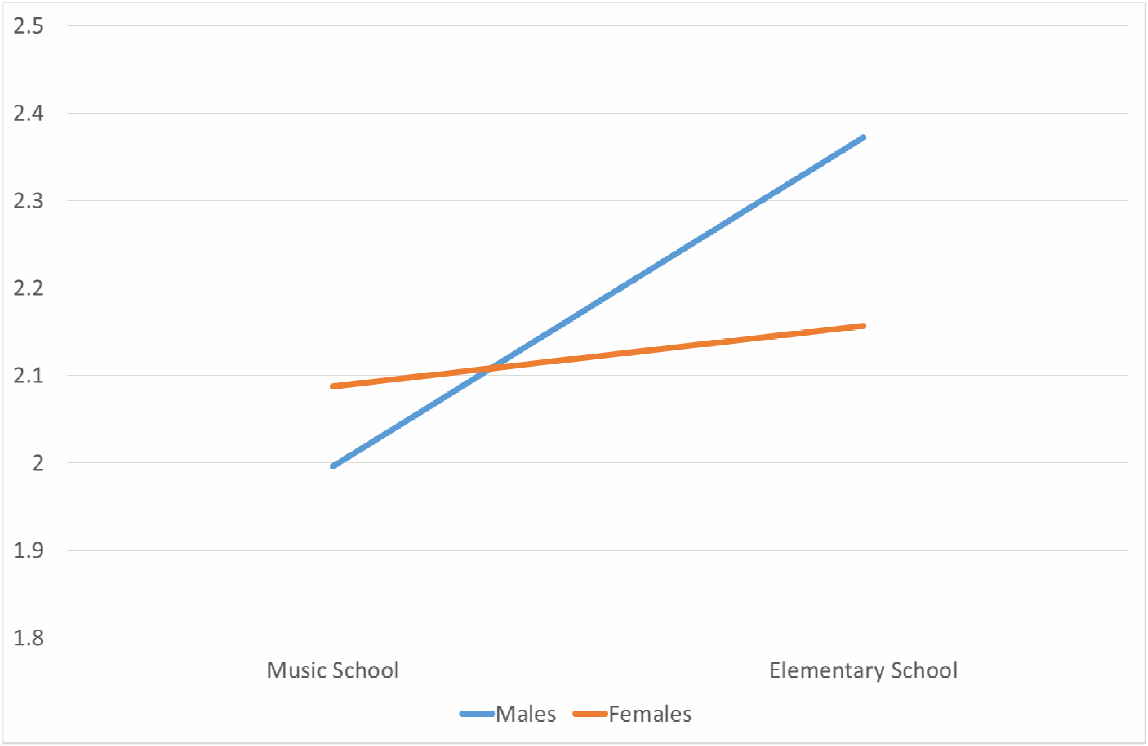
Table 7 English Knowledge Perception Results According to Type of School and Gender

Type of education	Gender	Mean	Std. Deviation	N
Music School	Males	2.00	.541	9
	Females	2.09	.503	21
	Total	2.06	.507	30
Elementary School	Males	2.37	.581	17
	Females	2.16	.606	14
	Total	2.28	.593	31
Total	Males	2.24	.585	26
	Females	2.12	.539	35
	Total	2.17	.558	61

First of all, it has to be taken into account that more female students took part in the study than male students. The total sample consisted of 61 students, and 35 were female students, whereas 26 were male students. From the 30 students attending a music school, 21 were female and only 9 were male. From the 30 students attending a regular elementary school, 14 of them were female, and 17 were male, which also means a different gender pattern than the one in the

music school. The data show no statistically relevant difference in the perception of knowledge between male participants attending music school (M=2.00) and their female counterparts (M=2.09).

Elementary school students showed a slightly different perception of their level of knowledge among themselves; female students scored slightly better (M=2.16) than their male counterparts (M=2.37). If the two school totals are compared, there is also no statistically significant difference. When looking at the total of female and male students participating in the study (not based on the school they attend), one can also conclude that there is no significantly relevant difference between the two genders (See Graph 3).



Graph 3 English Knowledge Perception Results According to Type of School and Gender

It is clear from Graph 3 that there is no significant difference in the perception of English knowledge by gender (F= .174; p= .678). Male (M=2.24) and female students (M=2.12) have a similar perception of their level of knowledge. There is no significant interaction effect of

gender and type of school on the perception of English knowledge (F=1.054; p=.309). As was the case with the former graphs, only the overall scores are shown, not the entire Likert scale.

4.2. Limitations of the Study

Several limitations to this study have to be mentioned. In this investigation, the elementary and the music school groups were compared based on a questionnaire testing the perception of their knowledge at that specific time. Therefore, the test results are as shown above. If one is to get clearer results, a longitudinal study should be conducted. Also, the subjects participating in this study were representative only of the population from which they were sampled, generalizations to students of other age groups, socioeconomic backgrounds and geographical areas cannot be made. Seeing as how the subjects of the investigation were answering the questionnaire based on their own self-evaluation, one faces a potential problem in the validity of their claims. The problem here might be that the subjects might have overestimated their knowledge, or even underestimated it. Finally, the sample size may not have been large enough to study the constructs of this investigation.

4.3. Implications

Music per se is viewed as a good method in teaching a second language, because children learn through songs and authentic materials. Music training can play a role when learning a second language, since children adhere to norms specific for music, which could be then transferred to learning a language. For example, if a child knows the constructs of musical notation, it could transfer that notion to the notion of language, i.e. grammar of a language, since both constructs are similar in their need for specific rules. Children can also rely on their feeling

for rhythm and intonation, which they acquired in a music school, and transfer it to speaking a language, making clear-cut distinction in posing a question, making a statement or having appropriate pauses in speech.

The findings of this study could assuage the anxiety of children not attending a music school when learning a second language. They could see that it does not really matter if you attend a music school in terms of your ability to learn a second language; what matters is the quality of instruction provided by the teacher and other factors.

Finally, a big limitation for this study was a lack of literature on the matter. There is a number of works dealing with the topic of music and language in general, but they lack a view concentrating on the question at hand – does music training have any influence on learning a second language.

4.4. Future Research

This study is a good basis for further studies dealing with the same issue. Given the limitations of this study, there is a definite need for additional research on this topic. If one is to receive concrete results, several factors need to be taken into account.

Firstly, the sample of future studies needs to be larger than this one. It would be advisable that the sample consisted of a total of 200 students; 100 students attending a music school, and 100 regular elementary school students. This sample would be more likely to show clearer differences and a clearer picture whether or not music training influences second language learning. It would also be advisable if different age groups were represented. For example, if one sample consisted of elementary school students and the other sample consisted of high school students. Of course that the difference in the level of knowledge and knowledge

of the world comes into play here, but it would be interesting to see the possible differences between the two age groups.

Another factor that could be changed is the approach to the study. As already mentioned, it would be interesting to conduct a longitudinal study. For example, one can follow the subjects in the duration of an entire academic year, having a pretest at the beginning of the school year and a posttest at the end of the school year. Then the progress of the children in question can be followed and one can see how their beliefs change over time. This approach, along with the larger sample, could provide the researcher with more insights into certain factors that are likely to affect their perception of learning. One should also focus on the socioeconomic status of the subjects and assume that children attending a music school might have a higher socioeconomic status than their elementary school counterparts.

Finally, future studies and future research would necessarily result in a body of literature, which would help future researchers in similar studies.

5. Conclusion

As already mentioned, the aim of this thesis was to show whether music training plays a role in learning English as a second language, that is in how learners perceive their own learning.

It has already been found that music leads to a more relaxed environment in schools, as it reduces the learner's anxiety and inhibition during the learning process. Students attending a music school may benefit from this study in the way that they are more relaxed when learning English, and they could also use their music training as a basis for better understanding of the language as a system.

Through the analysis presented in this thesis, it is hard to see the connection or the effect that music training has on learning English as a second language. There are small

differences between the two groups, and the differences that have been found are statistically irrelevant.

Further research is needed in order to re-examine our hypothesis.

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Appendix A

Questionnaire Used in this Research

Upitnik o načinu učenja engleskog jezika

Ovaj se upitnik sastoji od niza tvrdnji o načinu učenja engleskog jezika. Odredite koliko sljedeće tvrdnje dobro opisuju vaš način učenja. Zaokružite odgovarajuću brojku prema ovoj legendi:

1=potpuno se odnosi na mene

2=djelomično se odnosi na mene

3=ponekad se odnosi na mene, a ponekad ne

4=većinom se odnosi na mene

5=uopće se ne odnosi na mene

Listening

Lakše upamtim nove riječi ako sam ih čuo/čula nego ako sam ih pročitao/pročitala.	1	2	3	4	5
Lakše razumijem dijalog kada ga čujem nego li kada ga pročitam.	1	2	3	4	5
Slušajući izvornog govornika lako primijetim promjenu intonacije.	1	2	3	4	5
Engleski više naučim slušajući ga.	1	2	3	4	5
Kod učenja engleskog više se oslanjam na sluh nego li na jezična pravila (npr. kod zadataka s ubacivanjem članova više idem po sluhu nego po pravilima ubacivanja članova).	1	2	3	4	5
Pri slušanju lako prepoznajem koje su riječi naglašene, a koje ne.	1	2	3	4	5
Lako primijetim potrebne pauze u govoru (npr. kada govornik stane zbog točke, napravi pauzu zbog zareza, prelazi na novu temu).	1	2	3	4	5
Lako primijetim razlike između britanskog i američkog engleskog.	1	2	3	4	5
Često se sjećam cijelih rečenica izgovorenih na satu.	1	2	3	4	5
Bolje i lakše od drugih ponovim ono što sam čuo/čula.	1	2	3	4	5

Speaking

Težim pravilnom naglašavanju melodije i ritma engleskog jezika.	1	2	3	4	5
Nemam problema pri izgovoru engleskih riječi.	1	2	3	4	5
Težim što pravilnijem engleskom naglasku.	1	2	3	4	5
Automatski se mogu prebaciti na govorenje engleskog.	1	2	3	4	5
U govoru koristim prikladnu intonaciju (npr. kada postavljam pitanja, intonacija mi je povišena).	1	2	3	4	5
Ne zamijetim pogreške koje radim dok govorim engleski (npr. ako upotrijebim krivo glagolsko vrijeme).	1	2	3	4	5
Smeta me loš naglasak engleskog jezika (npr. kada netko govori pa se ne trudi izgovarati riječi da zvuče slično izvornom govorniku).	1	2	3	4	5

Lakše naučim nove riječi ponavljanjem na glas.	1	2	3	4	5
Tečna komunikacija mi je važnija od pravilnog korištenja jezika.	1	2	3	4	5
Bolje govorim engleski od ostalih.	1	2	3	4	5

Reading

Lakše čitam nego li govorim engleski.	1	2	3	4	5
Čitanje engleskih tekstova mi ne predstavlja problem.	1	2	3	4	5
Koristim potrebne stanke u čitanju (npr. kod točke stanem, kod zareza napravim kratku stanku).	1	2	3	4	5
Lako izgovaram riječi dok čitam.	1	2	3	4	5
Lakše upamtim nove riječi ako sam ih pročitao/pročitala nego ako sam ih čuo/čula.	1	2	3	4	5
Pazim na pravilno naglašavanje riječi i rečenica kada čitam tekst na engleskom.	1	2	3	4	5
Trudim se što pravilnije čitati engleske riječi.	1	2	3	4	5
Čitanje engleskih tekstova mi je izvor novog vokabulara.	1	2	3	4	5
Iz konteksta lako zaključim značenje novih riječi koje pročitam.	1	2	3	4	5
Bolje čitam od ostalih.	1	2	3	4	5

Spol **F / M**

Dob **_____**

Polaznik/ca glazbene škole **DA** **NE**

Appendix B

Consent Form

IZJAVA

kojom, ja, roditelj/skrbnik _____ učenika/ce _____

(ime i prezime roditelja/skrbnika) (ime i prezime učenika/ce)

razreda _____ škole _____u _____,

(naziv škole) (mjesto škole)

dajem suglasnost za sudjelovanje mog djeteta/štićenika u istraživanju koje student Vanja Kereković provodi u okviru diplomskog rada „The Role of Music Training in Learning L2“.

Istraživanje u okviru diplomskog rada obuhvaća: ispunjavanje anketnog upitnika.

Istraživanje ne izaziva stres te ispunjavanje upitnika traje najviše 15 minuta, a djeca odgovore na pitanja daju zaokruživajući broj od 1-5 na Likertovoj skali.

Rezultati istraživanja biti će korišteni u obrani diplomskog rada na Filozofskom fakultetu u Zagrebu te se u nijednom pogledu ne povređuje privatnost djeteta.

Datum i mjesto Potpis roditelja/skrbnika

_____ _____

Uloga glazbenog treninga u učenju stranog jezika

Vanja Kereković

Ima li glazbeni trening ulogu u učenju engleskog kao drugog jezika? Namjera ovog diplomskog rada je da pokaže uče li učenici koji idu u glazbenu školu bolje engleski jezik od učenika koji ne idu u glazbenu školu.

Puno istraživanja pokazuje povezanost glazbe i jezika. Glazba je velik dio učenja jezika, jer su učenici opušteniji, manje im je tjeskobno i uživaju više u učenju. Muzikolingvistika je termin koji povezuje glazbu i jezik, a znači da se termini iz znanosti o jeziku primjenjuju u glazbenom okviru.

Uzorak ovog istraživanja sastoji se od 61 učenika iz sedmih i osmih razreda. Oni su ispunili upitnik baziran na Likertovoj skali. Rezultati pokazuju da ne postoji statistički relevantna razlika između učenika glazbene škole i učenika osnovne škole. Potrebno je daljne istraživanje kako bi se utvrdilo jesu li ti rezultati apsolutni.

Ključne riječi: *muzikolingvistika, glazbeni trening, učenje jezika, razlike*