

Examination of Studies on Music and Voice Education Within the Context of Four Basic Language Skills: A Systematic Compilation Study

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ABSTRACT

The four basic language skills are of great importance for individuals to be able to express themselves. Especially the healthy development of communication skills of an individual whose hearing skills start to develop from the womb will allow them to express themselves more easily in their future lives. It is seen in the literature that there are studies on the development of these skills. Accordingly, the discipline of music, which is an important phenomenon in the language development of individuals, is an education offered to students from an early age. In this research, it is aimed to reveal the appearance of the studies conducted on the phenomenon of music and music and voice education on the four basic language skills of students specified in the 2019 Turkish Course Curriculum. In this regard, the research was continued by examining the studies conducted within the scope of listening/watching, speaking, reading and writing. The systematic compilation method was used in the research. As a result of the research, it was determined that the number of studies conducted in this field is limited, but the quality of the studies was 11 out of 12 based on the criteria developed by Polit and Beck (2009). As a suggestion to researchers, it is recommended that similar studies be included more in the literature and that the phenomenon of music be used with an interdisciplinary understanding in every field of education.

Keywords: four basic language skills, music education, voice education

INTRODUCTION

The four basic language skills consist of listening/watching, speaking, reading and writing skills that individuals acquire over time due to heredity and environmental influences. These skills allow individuals to socialize as well as adapt to life more easily and strengthen their ability to cope with the difficulties they will encounter. Therefore, the development of language skills is a very important phenomenon. In this research, studies conducted in the context of music and voice education were examined and their effects on individuals' four basic language skills were systematically revealed. The four basic language skills and the phenomenon of music are quite related to each other. The Board of Education, Music Lesson 1-8, published in 2006. It is stated that the music education given to students in the 2nd Grade Curriculum develops the following skills:

- Using Turkish both correctly, comprehensibly and effectively,
- Thinking critically,
- Thinking creatively,
- Ability to communicate,
- Problem solving ability
- Conducting research,
- Know how to use information technologies,

- Entrepreneurial ability,
- Musical perception and information,
- Giving importance to personal and social values,
- Being able to acquire Music Literacy,
- Having aesthetic sensitivity.

The art of narrating with sound and rhythm is called music (Şen, 2014). Music is an important language for basic communication between people and is known as a common language (metalanguage) in the world (Çelikkol, 2007). Music, along with language, is one of the systems that are revealed,

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developed and belong to people (Barrett, 1990). It not only contributes to language skills, but also allows individuals to develop their mathematical skills, increase their motivation in class, stimulate their imagination, develop attention and focus, create fun learning environments, accelerate the learning process and reduce anxiety (İşcan & Maden, 2020; Yüce, 2018; Arslan & Adem, Dolean, 2015; 2010; Yalçın, 2002; Kahraman, 2019; Israel, 2013; Lems, 2018; Bokiev & Ismail, 2021; Kara & Aksel, 2013). In order to provide all these contributions, it is necessary to use not only the phenomenon of music in studies, but also to provide music education to individuals. According to Uçan (1997), music education is the process of changing and developing an individual's musical behaviors in the context of their own life in a purposeful manner. Especially when Turkish education is given within the framework of a multidisciplinary understanding with music education, it can contribute to the four basic language skills of individuals. Morley (2001) stated that students' listening comprehension skills improve through musical activities, and that it will make it easier for them to learn the meanings of words and word groups in the text they listen to and to learn the grammatical structure more quickly. In addition, it has been determined that music and songs are also used in individuals' second language learning and that they develop students' multiple intelligences and increase their pronunciation and grammar skills in the language they learn (Bokiev & Ismail, 2021; Demirel, 2011; Wan & Schlaug, 2010). In addition, verbal musical works that can be used in Turkish as a mother tongue education support students' correct and effective use of Turkish, as well as allowing them to develop skills such as being able to pronounce sounds correctly and preventing monotony in their speech (MEB, 2008). Sound, which is a physical event, is a concept that provides a stimulating effect on the brain when transmitted to the ear. In order for sound to exist in an environment, there must be a source, environment, ear and brain mechanisms. Voice can only show its existence thanks to these elements, otherwise, the existence of voice cannot be mentioned (Çevik, 1999). The concept of voice education, which has developed in connection with the field of music education, is a field developed to ensure that individuals can use their voices and sing within the framework of a plan and program, applied with predetermined principles and techniques for desired behaviors (Töreyn, 2008). Voice education is important for the individual to protect their voice health, to eliminate language and speech disorders, and to ensure voice development. (Köse, 2001; Töreyn, 2015). Voice education, which aims to use the voice correctly, beautifully, and effectively (Öztürk & Akgün, 2007), has become an area that attracts attention today, especially in terms of the problems in

its use and the education to be given (Yiğit, 2012).

In the literature, there are studies that include the phenomenon of music and the effects of music and voice training on the four basic language skills of individuals. However, it has been determined that the number of quantitative studies conducted in this field in our country is quite limited. Accordingly, the aim of the study was determined to examine the effects of the phenomenon of music and music and voice training on the four basic language skills specified in the 2019 Turkish Curriculum. Therefore, the study sought to answer the question, "What are the effects of studies on the phenomenon of music and voice training with music on listening/watching, speaking, reading and writing skills?"

METHOD

In this study, the findings were reached by using the systematic review method. This method involves synthesizing and summarizing research results within the same subject (Gökdemir & Dolgun, 2020). In addition, according to Newman and Gough (2020), this method has nine dimensions when used within the framework of educational research. These dimensions are as follows:

1. The research question is created.
2. The conceptual framework is determined.
3. Selection criteria are presented.
4. Search strategies are developed.
5. Studies are selected based on the selection criteria.
6. Coding studies are conducted.
7. The quality of the work is measured.
8. The findings of the studies conducted to answer the research question are analyzed.
9. Findings are reported.

A number of criteria are needed to evaluate the quality of the studies. In this regard, the studies included in the research were evaluated and analyzed with the criteria developed by Polit and Beck (2009). In these criteria, studies that met the criteria were evaluated with 1 point, and those that did not meet the criteria were evaluated with 0 points. The criteria in question are as follows:

1. Are the aims and questions of the study appropriate?
2. Are there appropriate answers to the research questions?
3. Are the concepts in the research understandable?
4. Are the sample characteristics well explained?
5. Is the quantity of the sample provided appropriate?
6. Are the tools and methods used in the study appropriate?

7. Are the tools used in the study both valid and reliable?
8. Are the findings clearly and appropriately characterized?
9. Are the important results obtained included in the discussion section?
10. Are the discussion and findings compatible?
11. Are the results presented in summary form?
12. Are limitations explained?

DATA COLLECTION TOOLS AND PROCESS

In this study, the literature was reviewed in the context of the research question “How effective are the studies on music and voice education in the context of listening/watching, speaking, reading and writing?” and 1061 studies were accessed. After this process, the scope of the studies to be included in the study was narrowed down within the framework of certain criteria by obtaining expert opinions. The selection criteria for the studies in question are as follows:

- The studies should cover the four basic language skills included in the 2019 Turkish Course Curriculum within the scope of music and voice education.
- The studies must be of domestic origin.
- The studies must have been published between January 2006 and August 2024.
- The studies must be among the studies whose full text can be accessed.
- The publication language of the studies must be English or Turkish.

The studies in question were searched in ULAKBİM, Dergipark, YÖK Thesis Center, Tr Index and Google Scholar electronic databases by entering the keywords “music education, music and reading, Turkish education and music education, reading education and music, speaking education and music, writing education and music, listening education and music, viewing education and music, voice education, music education, music and reading, Turkish education and music education, reading education and music, speaking education and music, writing education and music, listening education and music, viewing education and music, voice training”. The titles, abstracts and other sections of the studies reached were examined independently. Out of a total of 1042 studies analyzed within the scope of the study, only 14 met the specified criteria. Following these findings, the quality of the relevant studies was evaluated and the results obtained were

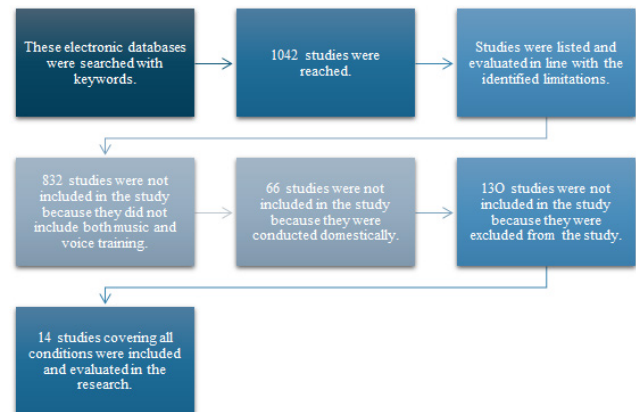


Fig. 1: Process steps of the research

reported at the end of the process. The stages of the research are presented in Figure 1:

ANALYSIS OF DATA

Descriptive content analysis method was used to analyze the data. The data obtained during the research process were interpreted and analyzed in detail. In addition, the quality of the studies was evaluated and these evaluations are presented in the findings section. The findings were interpreted with a qualitative approach.

FINDINGS

When the research findings were examined, various studies on the four basic language skills of reading, writing, listening/watching and speaking were found in the context of music and voice education. In the research, a total of 14 studies on the subject were found between January 2006 and August 2024. These studies were grouped according to language skills and presented under different headings for each skill. These titles were structured to evaluate the effects of music and voice education on each language skill.

Studies on Music and Voice Education within the Scope of Listening/Watching and Speaking Skills

In a study conducted by Arslanhan (2020), 315 volunteer students participated. The listening skill scores of students who received music education were higher than those of students who did not receive music education. Considering the criteria developed by Polit and Beck (2009), the study was evaluated as 10 points.

Ergun (2023) examined the metacognitive listening awareness of Turkish as a foreign language learners through musical activities. At the end of the study in which musical

activities were used in the experimental group, it was concluded that these activities positively affected students' metacognitive listening awareness. Considering the criteria developed by Polit and Beck (2009), the study was evaluated as 11 points.

In another study conducted by Birkent (2023), the effects of music education for specific purposes on speech and language therapy were investigated. In this study conducted with 20 students, it was determined that music education provided positive effects in the therapy of voice disorders of students. This study was evaluated with 11 points according to Polit and Beck (2009) criteria.

In the study conducted by Köşreli and Gürhan (2019), voice training practices were applied to prospective classroom teachers and the effect of these practices on speaking skills was examined. Pre-service teachers were subjected to various voice training activities and evaluated with pretest-posttest scores. The results showed that voice training practices improved pre-service teachers' speaking skills. According to Polit and Beck (2009) criteria, this study received 11 points.

Aycan (2012) conducted an applied study with 3rd grade students studying in the Turkish Language Teaching Department in his study on the correction of accent errors of students' Turkish speaking education by voice training methods. In the study where the pretest-posttest model was used, the performance of the students regarding their speaking skills before and after the voice training was examined. At the end of the study, it was determined that the voice training applications provided positive effects in correcting the students' speaking skills. The applied study was evaluated as 12 points considering the criteria developed by Polit and Beck (2009).

A study conducted by Gürhan (2014) examined the effect of voice training on the speaking skills of politicians. In the study where the experimental method was used, studies were conducted on the participants regarding voice training. It was determined that there was an improvement in the speaking skills of the participants before and after the application. In short, voice training created positive effects on the participants' speaking skills. The applied study was evaluated as 11 points considering the criteria developed by Polit and Beck (2009).

Yıldız (2022) examined the effect of music-based activities on the speaking skills of primary school 2nd grade students in an action research study. The study, which was carried out with distance education, continued for 10 weeks. As a result of the research, it was determined that music-based activities improved the speaking skills of the students. The implemented study was evaluated as 10 points considering the criteria developed by Polit and Beck (2009).

Studies on Music and Voice Education within the Scope of Reading and Writing Skills

In a study conducted by Avcı and Altunbaş Yavuz (2023), music education was given to students with reading difficulties and the effects of this education on reading skills were investigated. In the study using the action research method, students were subjected to a 6-week music education program. At the end of the study, it was determined that music education improved students' reading skills. According to Polit and Beck (2009) criteria, this study received 11 points.

In another study conducted by Öztosun Çaydere and Bulut Alır (2017), the effects of music use in primary reading education were examined. The study included first grade primary school students and teachers. The results showed that music-supported basal reading instruction positively affected students' "consonant sound/letter recognition" and "syllable formation" skills. In addition, it was determined that music can be a supportive element in primary reading. This study was evaluated with 12 points according to Polit and Beck (2009) criteria.

In the study conducted by Gündüz (2019), the effect of musical materials on primary reading was investigated. In the 8-week study, observation technique was used and two students aged 12 and 13 participated in the study. The intellectual disability of the students was 50%. As a result of the study, it was concluded that musical materials were effective in primary reading. This study scored 11 points according to Polit and Beck (2009) criteria.

In a study conducted by Yağmur Şahin, Maden, Güleriyüz, Satır, and Aydın (2013), the effect of listening to music on students' writing skills was examined. In the study conducted with 62 participants, the control group was not allowed to listen to music, while the experimental group was allowed to listen to spring-themed Western music and asked to compose a text. At the end of the process, it was determined that the group that listened to music was more successful in writing skills. According to Polit and Beck (2009) criteria, this study was evaluated with 11 points.

In a study conducted by Avcı (2023), the effect of music education on the reading skills of students diagnosed with dyslexia was investigated. The study was conducted with only one student and lasted 6 weeks. As a result of the study, it was determined that music education improved the reading level. This study received 10 points according to Polit and Beck (2009) criteria.

In a study conducted by Şahin (2021), the effects of composed children's songs on the initial reading and writing levels of primary school students were examined. The participants were divided into two groups as experimental

and control groups. The composed children's songs were used in the initial reading and writing teaching in the experimental group. At the end of this study, it was found that the students who were subjected to the application read and wrote more fluently than the students in the control group. The study in question was evaluated as 12 points considering the criteria developed by Polit and Beck (2009).

In another study conducted by Aydemir (2023), the effects of writing activities with and without music on students' writing skills were examined. Musical writing activities were applied in the experimental group, while no application was made in the control group. At the end of the research, it was seen that the writing skills of the students who were applied musical writing activities increased. This study was evaluated with 11 points according to Polit and Beck (2009) criteria.

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

In this study, the effects of music phenomenon and music and voice education on individuals within the scope of the studies conducted within the framework of the four basic language skills specified in the 2019 Turkish Lesson Teaching Program were investigated. For this reason, an answer to the question "What is the outlook of the studies on music phenomenon and music and voice education in the context of listening/watching, speaking, reading and writing?" was sought. The findings of the research were obtained by searching these electronic databases. During the research process, 1042 studies were accessed, but 14 studies became the data of the research because certain criteria were addressed.

When the data obtained throughout the research were associated with the phenomenon of music and music and voice training with the four basic language skills, it was determined that 7 of them were for listening/watching and speaking, and 7 for reading and writing skills. The quality average of the studies was 11. This shows that the studies were carried out in accordance with their purposes and scientific foundations. The studies conducted on the four basic skills revealed that the phenomenon of music positively affects the four basic skills. When the literature is examined, it is seen that there are studies that support the research. In a study conducted by Petrie (2020), it was determined that music education has positive effects on students' listening skills. In another study conducted by Clarke (2003), it was concluded that students' writing skills improved and they produced better products by using music. The results of the studies on speaking skills reached within the scope of the research support each other (Gürhan, 2014; Birkent, 2023; Köşreli &

Gürhan, 2019; Aycan, 2012). In addition, providing qualified voice training is a very important phenomenon within the scope of the development of speaking skills. Because voice training refers to a comprehensive process that includes beautiful speech (Evren, 2013) and good training of the voice is very important for effective speech (Kartal, 2013). For the development of reading skills, Hansen, Bernstord, and Stuber (2007) stated that music can be used in reading activities. Pratiwi (2018) suggested that teachers choose appropriate music for students to help them learn in class environments and support it with various activities.

In summary, music is an indispensable element of education (Türkmen, 2016). The use of music in education is an important factor in attracting students' attention in terms of developing their language skills (Hadi, 2019). The great role of music in learning makes it an indispensable educational material. Accordingly, music can increase motivation in learning and can also be used as a learning tool (Mashayekh & Hashemi, 2011). Vadivel (2021) put forward the following views on language learning with music:

- Music contributes to the development of individuals' language skills.
- Music is an effective tool for teaching language structures.
- Music is effective in classroom management and can be used to improve routines.
- Music increases self-confidence and can change mood.
- Music encourages teamwork.

With this research, the studies conducted within the framework of the phenomenon of music and the four basic language skills of music and voice education were collected, and it was determined that the music element positively affected communication skills in line with the data in question. However, it is noteworthy that there are few studies on this subject in the literature. In particular, a field such as music, which can adapt to every field, needs to be in an interdisciplinary study with other fields. In line with the studies to be conducted in the future, it is seen that there is a need for research to be conducted especially in the context of the four basic skills and music-voice education. It is also recommended that music be used in every field of education.

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