

ABSTRACT

This research study documents the observed and reported experiences of a seventh grade English teacher and her class of twenty-three students when using music to enhance learning in the English classroom. All participants in the study received English instruction from the author in the regular classroom setting. The study explores introducing grammar, writing and poetry with musical enhancement. It focuses on student motivation, behavior, interest and participation in a subject area that is often the least enjoyed by middle school students. The author used song lyrics to introduce grammar concepts in lieu of a textbook. Students listened to a wide genre of music to trigger emotional responses for writing creatively and discovered the correlation between poetry and song lyrics. The study took what the students know and enjoy, specifically music, and used it to build a connection to grammar, writing and poetry. The teacher researcher found that when using music, there was an increase in student interest, enthusiasm, and participation and also an improvement in classroom behavior and focus; however, there was not a significant increase in test scores.