

MUSIC AND MOBILES IN THE ENGLISH LANGUAGE CLASSROOMS



The article “The Role of Music and M-Learning in English: vocabulary gain among Tertiary Students” by Regina Dorairaju, published in *National Research University Higher School of Economics Journal of Language & Education Volume 3, Issue 2, 2017, pp 39–44* describes the advantages of using mobiles in the classroom. In order to deal with successful results the author Regina Dorairaju organizes the research with Malaysian students. In addition she uses the music in the classroom and investigates that it helps to motivate in language learning.

Without a doubt, mobile technology has begun to be obvious in the field of education, as can be seen by the expanding number of publications. This can likewise be demonstrated with the presence of the new term in training – M-learning. In addition, a few sorts of mobile phones are available, for example, wireless laptops, portable MP3 players, personal digital assistants (PDAs), and electronic dictionaries, although smart phones and iPads are the gadgets that have begun to draw specifically consideration from instructors. Additionally, the usage of m-technology for the purpose of teaching gives great opportunities in teaching languages. So the article “The Role of Music and M-Learning in English: vocabulary gain among Tertiary Students” by Regina Dorairaju deals with the importance of using M-technology and music in ESL classrooms by giving the results of needs analysis in the context of Malaysia. In order to achieve the challenge the researcher followed the following steps:

- Needs analysis: here the researcher utilizes quantitative approach, a pre-test and a post-test were utilized to acquire information to dissect whether there was a pick-up in understudies' vocabulary learning after vocabulary lessons utilizing English music and mobile phones were led.

- Literature review: in order to see the objectivity of the result the researcher analyzed the works of Thornton and Houser (2005), Sharples (2006), Laurillard (2007), Kukulska-Hulme (2009) and Feric (2012). So, the analysis showed the integrating mobile technology with music into esl lessons can help to develop learners cultural ability and language skills.

- Data collection: pre- and post- test were collected and analyzed in the research

- Conclusion: This investigation showed that music in mix with mobile innovation can be a compelling and charming instructive apparatus to draw in and persuade ESL students, especially in learning vocabulary. In synopsis, the aftereffects of the pre-test and the post-test appeared to help the contention that ESL students may increment their vocabulary information when they learn vocabulary through music on their cell phones. It was accounted for that the members scored

higher imprints in the post-test after 3 vocabulary lessons utilizing music also, cell phones. The review directed affirmed that members seemed to have an uplifting standpoint on music and M-learning. As a rule, this examination suggests that learning English vocabulary utilizing music in current portable innovation improved tertiary understudies' English vocabulary information. Portable innovations could give more chances to improve English vocabulary learning and go about as an appropriate instrument for learning whenever and anyplace. In this way, teachers should discover inventive approaches to utilize cell phones to instruct the future understudies.

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