

Interdisciplinary Insights and Psychology into the Interplay of Linguistics and Ethnomusicology in the 21st Century Education

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Abstract

The synergy between linguistics and ethnomusicology has long been recognized as a fertile ground for interdisciplinary research. In the context of 21st century education, educators need to merge disciplines in order to make students more appealing to industries. Thus, both disciplines need to engage in a variety of studies that highlight the ways in which language and music are intertwined in cultural expression. The aim of this article is to discuss the role of language in music-making, the relationship between linguistic and musical structures, the use of language in music analysis, the issues related to the impact of linguistic diversity on musical expression, and the application of ethnomusicology and linguistics in language and ethnomusicology classrooms. Additionally, this article matches the findings with related theories and highlights the importance of cross-disciplinary collaboration in advancing our understanding of the complex interplay between language and music. This article reviews recent research that explores the relationship between music and linguistics from different perspectives and provides insights into the ways in which these two domains interact with each other. Further input is provided by industrial and subject experts through interviews, and qualitative data is obtained from the comments made. Five major themes are identified, and the discussion is supported using related theories. The framework known as FLEm (Framework for Linguistics and Ethnomusicology) developed from the themes and theories provides a significant contribution to a greater understanding of the cultural and historical aspects of linguistic diversity and ethnomusicology.

Keywords: ethnomusicology, linguistics diversity, interdisciplinary, thematic analysis, 21st century education.

1.0 Introduction

The relationship between interdisciplinary education is addressed by many scholars in recent times. Music and language has been a subject of interest from different fields for many years (Marian & Hayakawa, 2021). In accordance with 21st century education, it is essential to merge both disciplines in the classroom. Ethnomusicologists, who study music as a cultural phenomenon, and linguists, who study language as a system of communication, have long recognized the potential for interdisciplinary research in exploring the relationship between these two domains (Beaster, 2019; Marian & Hayakawa, 2021; Gorbunova, 2019; Guhn et al., 2020; Papi & Hiver, 2020). However, there is a lack of interdisciplinary collaboration between these two fields. Past studies have primarily focused on ethnomusicology and linguistics as a separate entity and there are scarcely

any studies relating these two based on theoretical explanations (Berger & Stone, 2019). Collaborations with experts from other fields could enrich the study.

Maintaining the vitality and viability of linguistics and musical traditions in the face of a rapidly changing global environment remains a prominent issue on the ethnomusicological agenda. However, efforts to address this challenge are not as well-established compared to strategies aimed at safeguarding and promoting endangered languages. Despite ongoing investigations, there is still much work to be done to find effective solutions to preserve the collaborations between linguistics and musical traditions (Grant, 2011).

With these issues in hand, the synergy between linguistics diversity and ethnomusicology is essential in which language and music interact with each other in various cultural contexts (Berger & Stone, 2019). This article reviews recent research that explores this intersection and highlights the contributions that scholars from both disciplines have made to our understanding of this complex relationship.

The research is significant as it sheds light on the connections and intersections between two fields that are often studied independently. By exploring how linguistic diversity influences musical expression, the research can contribute to a greater understanding of the cultural and historical context of music. Additionally, the research highlights the potential applications of these fields in various professional settings such as the music industry, marketing, education, and anthropology, emphasizing the importance of cross-disciplinary collaboration. Overall, this research can lead to a deeper appreciation and understanding of the complexities of music and language, and their relationship with culture and society.

The aim of this study is to discuss the role of language in music-making, the relationship between linguistic and musical structures, the use of language in the analysis of music, the impact of linguistic diversity on musical expression issues faced and the application of linguistics and ethnomusicology in language and ethnomusicology classrooms. Each theme is identified and discussed by relating to theories. The outcome of this study will be a framework to be known as FLEm (Framework for Linguistics and Ethnomusicology).

2.1 Interdisciplinary understanding and 21st century Education

Interdisciplinary understanding is increasingly important in today's globalized world, and it has become a key focus in education. There are some applications for Interdisciplinary understanding in education and 21st century education namely, as in Fig 1 below which shows cultural diversity, language learning, global citizenship, experiential learning and technology.

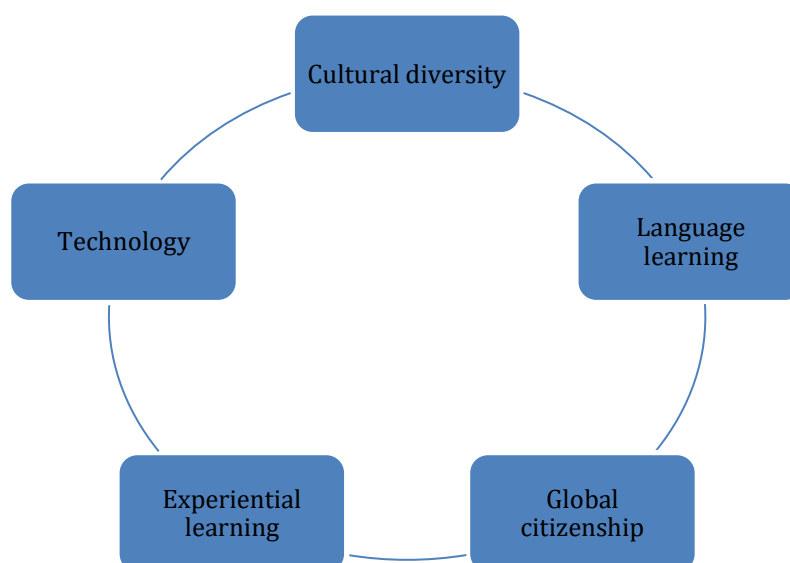


Fig 1: Interdisciplinary understanding and 21st century education

Firstly, it promotes cultural diversity. A recent study by Arsal (2019) examined the impact of incorporating diverse perspectives into the curriculum of a multicultural education course. They found that students who received this curriculum reported greater cross-cultural understanding and appreciation for diversity compared to those who did not. Secondly, it promotes language learning. A review article by Makhmudov (2023) explored the benefits of multilingualism for cross-cultural understanding. The author discussed how learning multiple languages can enhance empathy, perspective-taking, and intercultural communication skills.

Next, in regard to global citizenship. A study by Kopish et al., (2019) investigated the effectiveness of a global citizenship education program in promoting cross-cultural understanding and empathy among high school students. They found that the program had a positive impact on students' attitudes towards diversity and intercultural communication. Followed by experiential learning. A recent article by Swartz et al., (2020) discussed the use of virtual exchange programs as a means of promoting cross-cultural understanding and intercultural competence among university students. They found that virtual exchange programs can be an effective alternative to traditional study abroad programs. Finally, is the application of technology. A study by Pitarch et al., (2020) examined the use of tele-collaboration, or online collaboration between students from different cultures, in promoting cross-cultural understanding and intercultural communication skills. They found that tele-collaboration can enhance students' intercultural competence and improve their attitudes towards cultural diversity. Overall, these studies and articles highlight the importance of cross-cultural understanding in education and demonstrate various applications of this concept in 21st century education.

2.2 Why interdisciplinary merging between linguistics and ethnomusicology?

Ethnomusicology is the study of music from a cultural and social perspective, examining the role of music in human societies and the ways in which music reflects and shapes cultural identities. In recent years, there has been growing interest in applying the principles of ethnomusicology in language classrooms, with the aim of enhancing language learning outcomes and promoting intercultural competence (Wong, 2019; Beaster, 2019; Marian & Hayakawa, 2021; Gorbunova, 2019; Guhn et.al., 2020; Papi & Hiver, 2020). Linguistics is the scientific study of language and its structure, including its syntax, morphology, phonetics, semantics, and pragmatics. It seeks to understand how languages are structured, how they are used to communicate, how they evolve over time, and how they are acquired by individuals. Linguists examine the sounds, words, and grammar of languages, as well as their historical origins, regional variations, and social contexts. They also explore the relationship between language and other aspects of human cognition, such as memory, perception, and reasoning (Schaefer, (2021).

Both language and musical traditions rely on learning and teaching for their sustainability. The absence of intergenerational transmission leads to the decline and eventual disappearance of cultural heritage. Although there are fundamental similarities between the transmission of language and music, there are also significant differences. Music education proposes a model that views the music learning process through three continua: the analytic or holistic continuum, the written or aural continuum, and the tangible or intangible continuum (Grant, 2011). Similar to music, language learning can be approached analytically or intuitively, and it also has tangible and intangible aspects. Language learning can focus on accuracy or fluency, and may emphasize reading and writing or listening and speaking.

One area of research that has received attention in recent years is the role of language in music-making. Scholars have investigated how language is used in the creation, performance, and transmission of music in different cultural contexts. For example, Herremans (2021) analyzed the use of language in the teaching of traditional Irish music, highlighting the ways in which language is used to convey musical concepts and techniques. Similarly, Kivland & Wiggins (2020) explored the role of language in the creation of songs in the Ojibwe language of North America, showing how language influences the composition of music.

In addition, the relationship between linguistic and musical structures has been focused on. Some scholars have argued that the structures of language and music are intertwined and that musical structures are influenced by

linguistic structures. For example, Patel (2019) proposed that the tonal structure of music is influenced by the tonal structure of language, and that the rhythmic structure of music is influenced by the prosodic structure of language. Similarly, Fitch (2020) argued that the melodic structure of music is influenced by the melodic contours of language.

Next, is the use of language in the analysis of music. Scholars have explored how language can be used to describe and analyze musical structures, and how linguistic concepts can be applied to musical analysis. For example, Schaefer (2021) used linguistic concepts such as phonemes and morphemes to analyze the melodic and rhythmic structures of Brazilian choro music. Similarly, Gerassimenko (2021) used the concept of metaphor in language to analyze the use of metaphor in music.

Finally, scholars have explored the impact of linguistic diversity on musical expression. Linguistic diversity can influence the creation, performance, and reception of music, and can contribute to the development of musical genres and styles. For example, Oehrle and Hasnain (2022) explored the impact of linguistic diversity on the development of the Qawwali music tradition in South Asia, showing how linguistic diversity has contributed to the diversity of styles within this tradition. Similarly, Jain and Gasser (2020) investigated the influence of linguistic diversity on the performance of Indian classical music, highlighting the ways in which language and musical traditions intersect in this context.

2.3 Cross-Disciplinary Collaboration

Overall, past studies demonstrate the importance of cross-disciplinary collaboration in exploring the relationship between language and music. Ethnomusicologists and linguists bring different perspectives and tools to the study of this complex relationship, and collaboration between the two disciplines can lead to new insights and discoveries. As language and music are both complex and multifaceted domains, a cross-disciplinary approach is needed to fully understand their interaction and the role they play in cultural expression.

From the studies above, it can be noticed that the intersection of ethnomusicology and linguistics provides a rich field for interdisciplinary research. Studies have explored different aspects of the relationship between language and music, including the role of language in music-making, the relationship between linguistic and musical structures, the use of language in the analysis of music, and the impact of linguistic diversity on musical expression. These studies highlight the importance of cross-disciplinary collaboration in advancing our understanding of the complex interplay between language and music. As language and music are integral parts of human culture, further research in this area is needed to deepen our understanding of the relationship between these two domains.

3.1 Methodology

To achieve the aim of this article, a review of recent research was conducted to explore the relationship between music and language from different perspectives. The review of the literature was conducted using Google Scholar as a search engine. The keywords used in the search included "language and music" (Patel, 2010), "ethnomusicology and linguistics" (Nettl, 2010), "linguistic structures in music" (Hirshorn, 2016), "musical structures in language" (Loui, 2012), "language in music analysis" (Rehding, 2011), "linguistic diversity in music" (Turino, 2013), "music in language classrooms" (Scheibler, 2021), "cross-disciplinary collaboration in music and language" (Eitan, 2015), and "music and language interaction" (Trainor, 2017). The search was limited to articles published from 2010 to 2023.

After reviewing the literature, interviews were conducted with the one linguistics subject expert (R3) and two Ethnomusicology industrial experts (R1, R2) to obtain qualitative data on the role of language in music-making, the relationship between linguistic and musical structures, the use of language in the analysis of music, the impact of linguistic diversity on musical expression, the issues faced and the professional and cultural settings. The experts were selected based on their experience and expertise in the field of linguistics and music. They

were contacted via email and asked to participate in a semi-structured interview. The interviews were conducted online using Zoom and were recorded for transcription purposes.

The data obtained from the literature review and the interviews were analyzed qualitatively using thematic analysis (Braun & Clarke, 2006). The transcripts of the interviews were transcribed verbatim and coded manually to identify common themes and patterns. The themes were then organized into categories to facilitate the analysis and interpretation of the data. The categories were compared with the findings of the literature review to identify similarities and differences.

Finally, the article discusses the importance of cross-disciplinary collaboration in advancing our understanding of the complex interplay between language and music, followed by its application in language classrooms. The recommendations were made based on the findings of the literature review and the interviews conducted with the experts.

To sum up, this article employed a qualitative approach, including a literature review and interviews with experts, to explore the relationship between linguistics and from different perspectives. The study provides insights into the ways in which these two domains interact with each other and highlights the importance of cross-disciplinary collaboration in advancing our understanding of the complex interplay between language and music.

4.1 Findings and Discussion

The following sections indicate findings from systematic literature review of the related theories, application of ethnomusicology in language classrooms, application of linguistics in ethnomusicology classroom, tools: linguistics and ethnomusicology in the classroom and finally thematic analysis with perspectives.

4.1.1 Theories

When embarking into the journey of collaborating diversity and interdisciplinary and cross-cultural understanding, it is essential to know the related theories. The existing theories will be the guidance for creating something new. There are several theoretical frameworks that underpin the application of ethnomusicology in language classrooms. The following discuss these frameworks from linguistics and ethnomusicology perspectives. Fig 2 below shows the related theories supporting this interdisciplinary study.

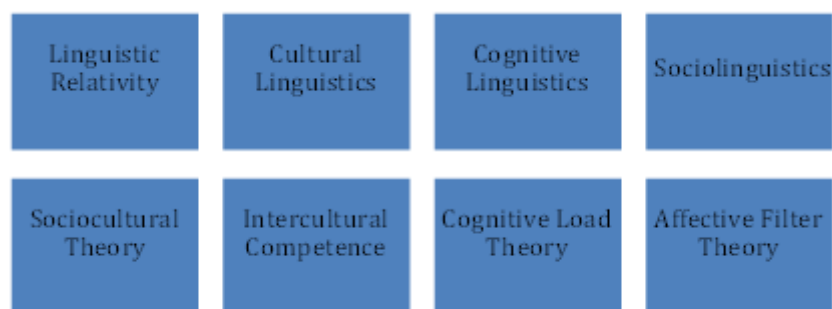


Figure 2. Related theories supporting this interdisciplinary study

Linguistic Relativity: This theory posits that language shapes the way we think and perceive the world around us. In the context of ethnomusicology, linguistic relativity suggests that the language we use to talk about music can influence the way we perceive and understand music. A study by Killick & Posner (2020) examines the relationship between language and musical cognition, suggesting that linguistic relativity can help to explain how language shapes our understanding of musical structure and meaning.

Cultural Linguistics: This framework explores the relationship between language and culture, and how language reflects and shapes cultural practices and values. In the context of ethnomusicology, cultural linguistics can help

to illuminate the cultural meanings and practices associated with music, as well as to explore the ways in which language is used to talk about music. A study by Chen (2021) examines the use of metaphor in Chinese musical discourse, highlighting the ways in which metaphorical language is used to convey cultural meanings and values.

Cognitive Linguistics: This theory posits that language is a cognitive system that reflects the way we think and experience the world. In the context of ethnomusicology, cognitive linguistics can be used to explore the relationship between language, music, and cognition. A study by Louhivuori & Eerola (2019) examines the use of embodied metaphors in musical discourse, suggesting that these metaphors reflect the way we experience and understand music at a bodily level.

Sociolinguistics: This framework explores the relationship between language and society, and how language is used to construct social identities and relationships. In the context of ethnomusicology, sociolinguistics can be used to explore the ways in which music is used to construct social identities and relationships, as well as to examine the role of music in intercultural communication. A study by Kramsch (2020) examines the use of music in language classrooms, suggesting that music can be used to create a shared emotional and cultural space for language learning.

Overall, these theoretical frameworks provide a basis for exploring the intersection of ethnomusicology and linguistics, helping to shed light on the complex relationship between music and language, as well as to explore the role of music in language learning and intercultural communication. In addition to the theories mentioned above, the following are more theories relating to education and ethnomusicology.

Sociocultural Theory: This theory posits that language learning is a social and cultural activity, and that learners acquire language through interactions with others and by participating in meaningful activities. Ethnomusicology can be used to promote language learning within this framework by providing learners with opportunities to engage with the culture and social practices of the target language. A study by Abe (2020) applied sociocultural theory to the use of Japanese songs in a Japanese language classroom, finding that the songs helped learners to develop their language skills and to connect with Japanese culture.

Intercultural Competence: This framework emphasizes the importance of developing learners' ability to communicate effectively and appropriately in intercultural contexts. Ethnomusicology can be used to promote intercultural competence by providing learners with exposure to the music and culture of the target language, and by helping them to develop an understanding of the cultural practices and values associated with that music. A study by Nordin & Bremner (2019) examined the use of Malaysian folk songs in an English language classroom, finding that the songs helped learners to develop intercultural competence and to appreciate the diversity of cultures represented in the classroom.

Cognitive Load Theory: This theory suggests that learners have limited working memory capacity, and that they may struggle to process and retain new information if they are presented with too much at once. Ethnomusicology can be used to reduce cognitive load in language classrooms by providing learners with engaging and meaningful activities that promote language learning while minimizing the cognitive demands of the task. A study by Díaz-Maggioli & Oviedo (2021) examined the use of Mexican folk music in a Spanish language classroom, finding that the music provided a low-cognitive-load way to develop language skills and cultural understanding.

Affective Filter Theory: This theory posits that learners' emotional states can affect their ability to learn a new language. Ethnomusicology can be used to reduce the affective filter in language classrooms by providing learners with music that is engaging, enjoyable, and culturally relevant. A study by Djafarova & Sharifzadeh (2020) examined the use of Azerbaijani music in an English language classroom, finding that the music helped to reduce learners' anxiety and to create a positive emotional environment for language learning.

Overall, these theoretical frameworks provide a solid foundation for the application of ethnomusicology in language classrooms, helping to promote language learning outcomes while also fostering intercultural understanding and appreciation.

4.1.2 Application of ethnomusicology in language classrooms

This section explores some of the ways in which ethnomusicology can be applied in language classrooms, drawing on recent research in the field.

4.2.2.1 The Role of Music in Language Learning

Music has long been recognized as a powerful tool for language learning, with studies showing that it can enhance vocabulary acquisition, improve pronunciation and intonation, and promote cultural understanding. Ethnomusicology can enhance the use of music in language classrooms by providing a framework for understanding the cultural and social contexts in which music is produced and consumed. This can help learners to develop a deeper appreciation of the music they are studying, as well as to gain insight into the cultural practices and values associated with the music.

4.2.2.2 Using Music as a Window into Culture

One of the key ways in which ethnomusicology can be applied in language classrooms is by using music as a window into culture. By studying the music of a particular culture, learners can gain insight into the history, values, and social practices of that culture. For example, a study by Wong (2019) examined the use of Taiwanese folk songs in a Mandarin Chinese language classroom, finding that the songs provided a rich source of cultural knowledge and helped to promote intercultural understanding among learners.

4.2.2.3 Exploring Linguistic and Musical Structures

Another way in which ethnomusicology can be applied in language classrooms is by exploring the linguistic and musical structures of the music being studied. This can help learners to develop a deeper understanding of the language they are studying, as well as to appreciate the complexity and beauty of the music itself. A study by Greenberg & Harris (2021) examined the use of Russian choral music in a Russian language classroom, finding that the music provided a rich source of linguistic and cultural information, and helped learners to develop their language skills in a meaningful and engaging way.

4.2.2.4 Fostering Intercultural Competence

Finally, ethnomusicology can be used to foster intercultural competence in language learners. By studying the music of other cultures, learners can gain insight into different cultural practices and perspectives, and develop a greater appreciation for cultural diversity. A study by Hafez and O'Connor (2022) examined the use of Arabic music in an English language classroom, finding that the music helped to promote intercultural competence and to enhance learners' understanding of the cultural practices and values associated with the music.

4.2.3 Application of Linguistics in Ethnomusicology classroom

One key benefit of incorporating linguistic analysis into ethnomusicology classes is the ability to deepen students' understanding of musical structures and cultural practices. As noted by Turino (2008), "musical meaning is always culturally embedded, and linguistic analysis can help illuminate the connections between music and its cultural context" (p. 35). By examining the use of language in music, students can gain insights into the ways in which cultural values and beliefs are expressed through musical practices. Additionally, linguistic analysis can provide students with a framework for analyzing musical structures and understanding how they relate to cultural practices, as noted by Lefkowitz (2009).

Furthermore, the application of linguistic analysis can also help students develop critical thinking skills and engage with issues of power and representation. As noted by Porcello (1998), "the study of language and discourse is central to understanding the ways in which music and culture are produced, mediated, and

contested" (p. 78). By examining the ways in which language use shapes musical practices and cultural meanings, students can gain a deeper understanding of the social and political contexts in which music is produced and consumed.

Finally, incorporating linguistic analysis into ethnomusicology classes can also provide students with practical skills that are valuable in a range of professional settings. As noted by Toynbee (2010), "the ability to analyze and interpret language use is a valuable skill in fields such as music production, journalism, and advertising" (p. 236). By developing these skills in the context of ethnomusicology classes, students can gain a competitive edge in a range of careers.

One approach to integrating linguistics into ethnomusicology pedagogy is to focus on the language of music. In their article "Language of Music: The Analytic Approach in Ethnomusicology," Wachsmann and Nettheim (1971) argue that the language of music can be analyzed using linguistic methods, such as the study of syntax and semantics. This approach can help students to understand the structure and function of musical elements, such as melody, rhythm, and harmony.

Another way of integrating linguistics into ethnomusicology pedagogy is through the study of language as it relates to cultural context. In their article "Ethnomusicology and Linguistics: A Study of Structural Parallels," Hagen and Nettl (1968) argue that the study of language can provide insights into the cultural context of music. By examining the linguistic structures of a particular culture, students can gain a better understanding of the cultural practices and beliefs that inform the music.

In the case study of the Balinese Gamelan course, Kim (2019) used linguistic analysis to help students understand the complex relationship between language and music in Balinese culture. Specifically, Kim focused on the use of vocables, or non-lexical syllables, in Balinese music. By analyzing the use of vocables in different pieces of music, Kim was able to demonstrate how they functioned as a form of musical language, conveying meaning and emotion.

Overall, the integration of linguistics into ethnomusicology pedagogy can help students to develop a deeper understanding of the cultural and linguistic contexts of music. By studying the language of music and its relationship to cultural context, students can gain a more nuanced understanding of the music they are studying. The case study of the Balinese Gamelan course demonstrates how linguistic analysis can be used to enhance the teaching of ethnomusicology, and suggests that further research in this area is warranted. In conclusion, the incorporation of linguistic analysis into ethnomusicology classes has the potential to deepen students' understanding of musical structures and cultural practices, develop critical thinking skills, and provide practical skills that are valuable in a range of professional settings. As such, it is a valuable area of study that should be explored further in both research and pedagogical contexts.

4.2.4 Tools: linguistics and ethnomusicology in the classroom

Incorporating linguistics and ethnomusicology in classrooms can be an effective way to promote language learning outcomes and intercultural understanding. Here are some recent citations for suggestions of tools used to apply it in the classroom.

Song-based language teaching: Using songs as a teaching tool can help learners to develop their language skills while also providing exposure to the culture and music of the target language. A study by Bremner & Nordin (2019) suggests that using folk songs from the target culture can be particularly effective, as these songs often contain language that is culturally specific and rich in meaning.

Multimodal learning: Incorporating different modalities, such as music, video, and images, can help learners to engage with the target language in multiple ways. A study by Rossiter & Derakhshan (2019) suggests that using

multimedia materials, such as music videos, can be an effective way to engage learners and promote language learning outcomes.

Collaborative learning: Encouraging learners to work together in small groups can help to promote language learning outcomes while also fostering intercultural understanding. A study by Jackson and Hawkes (2019) suggests that incorporating collaborative learning activities, such as group discussions and project work, can be an effective way to incorporate ethnomusicology in language classrooms.

Authentic materials: Using authentic materials, such as music videos and recordings of live performances, can help learners to develop their listening and comprehension skills while also providing exposure to the culture and music of the target language. A study by De Fina & Georgakopoulou (2019) suggests that using authentic materials can be particularly effective in promoting intercultural understanding and appreciation.

Reflective learning: Encouraging learners to reflect on their learning experiences can help to promote metacognitive awareness and to support language learning outcomes. A study by Kramersch and Thornbury (2020) suggests that incorporating reflective activities, such as journal writing and group discussions, can be an effective way to incorporate ethnomusicology in language classrooms.

Overall, these suggestions offer practical ways to incorporate ethnomusicology in language classrooms, helping to promote language learning outcomes while also fostering intercultural understanding and appreciation.

4.2.5 Thematic Analysis

Following are themes derived from comments provided by the industrial experts.

Theme 1 : Language in music education

Respondent 1 said, "The ability to communicate effectively through language is crucial for aspiring composers" (R1). Respondent 2 further added, "Without a system of language-based notation, it would be challenging to communicate musical ideas" (R2). Respondent 3 added that, "Music students need to develop their language skills to effectively communicate their musical ideas" (R3).

The comments above relate to one theory that supports the importance of language in music education is the linguistic relativity theory, also known as the Sapir-Whorf hypothesis. This theory posits that the structure of a language affects the way people perceive and think about the world. In music education, this theory suggests that language-based notation systems like sheet music shape the way students understand and interpret musical concepts. This is further supported by research such as the study "The Effects of Musical Notation on Music Learning" by Eric W. Rasmussen, which found that "the use of musical notation in music learning facilitates the development of a musical language, which can enhance a student's ability to think critically and creatively about music."

Another theory that supports the importance of language in music education is the theory of embodied cognition. This theory suggests that cognitive processes are grounded in the body and are shaped by sensory and motor experiences. In the context of music education, this theory suggests that language skills are essential for musical expression because they allow students to articulate and communicate their musical ideas effectively. This is supported by research such as the study "The Role of Language in Music: A Developmental Perspective" by Miriam S. Lense and Laurel J. Trainor, which found that "language skills are related to musical skills and that the development of both skills is intertwined."

Theme 2: Linguistic and musical structures

Respondent 1 said that, "analyzing the ways in which language and music can interact and influence one another gives music school students a deeper and more holistic understanding of the concepts they learn in their classes" (R1). Respondent 2 further agreed saying that, "exploring music can offer significant knowledge about human

cognition, and linguistics can enhance our comprehension of the mechanisms behind the perception and processing of musical structures." (R2).

One theory that supports the relationship between linguistic and musical structures is the cognitive theory of metaphor. This theory suggests that metaphorical language is central to the way people think and understand the world, and that musical structures can be understood as metaphorical extensions of linguistic structures. In music education, this theory suggests that understanding the similarities between linguistic and musical structures can deepen students' understanding of both music and language. This is supported by research such as the study "Linguistic and musical structures in the phrase boundary of Japanese songs" by Takayuki Arai and Hidetoshi Shimodaira, which found that "the phrase boundary of Japanese songs exhibits similar linguistic and musical structures."

Another theory that supports the relationship between linguistic and musical structures is the theory of cross-modal processing. This theory suggests that the brain integrates information from different sensory modalities, such as vision, audition, and touch, to create a holistic perception of the world. In the context of music education, this theory suggests that the brain integrates linguistic and musical information to create a more complete understanding of musical concepts. This is supported by research such as the study "Cross-modal processing in music: a cognitive neuroscience perspective" by Robert J. Zatorre, which found that "musical processing engages a broad network of brain areas involved in perception, action, emotion, and cognition, and that these areas interact with each other and with other sensory modalities to create a complex and dynamic musical experience."

Theme 3: Linguistic diversity in musical expression

Respondent 1 said that, "linguistic diversity has a significant impact on musical expression" (R1). This is further elaborated by respondent 2 who said that, "different languages have unique sounds and structures that influence the melody, rhythm, and style of music" (R2). Asserting to the points by respondent 3 who said that, "lyric and vocal techniques that are unique to a particular language can give music a deeper emotional resonance and cultural significance"(R3).

One theory that supports the role of linguistic diversity in musical expression is the theory of cultural evolution. This theory suggests that cultural practices, such as music, evolve over time through a process of variation, selection, and transmission. In the context of music education, this theory suggests that linguistic diversity can enrich musical expression by providing a wider range of musical styles and techniques. This is supported by research such as the study "Diversity in Music Education: A Comparative Study of Pedagogy, Identity, and Inter-culturalism in the United States and Brazil" by Christina L. Fuhrmann and Ana Lúcia Frega, which found that "the diversity of music education practices and cultural expressions can enhance students' cultural competence and promote intercultural dialogue."

Another theory that supports the role of linguistic diversity in musical expression is the theory of linguistic relativity. This theory suggests that language shapes our perception of reality and influences our thought processes. In the context of music education, this theory suggests that linguistic diversity can lead to different musical perspectives and ways of understanding music. This is supported by research such as the study "Language, Music, and the Brain: A Resource-Sharing Framework" by Aniruddh D. Patel, which suggests that the neural networks involved in processing music and language are intertwined, and that the musical structures of different languages can influence the way we perceive and process music. Thus, linguistic diversity in musical expression can lead to a richer and more nuanced understanding of music.

Theme 4: Multiple languages in music education

Even though there are benefits to this merging, however the respondents had some points of the challenges. Respondent 1 said that, "It can be especially difficult to compose or compose lyrics in a language that is not the primary language they are familiar with"(R1). Respondent 3 agreed to it and supported in terms of teaching

saying that, "teachers must also be able to effectively communicate instructions in different languages"(R3). Finally, respondent 2 said that, "when teaching music, there is a need for the faculty to be well-versed in all the languages the school is teaching"(R2).

Based on the comments made, one relevant theory identified is the "Multilingual Turn" theory. According to this theory, the use of multiple languages in educational contexts is no longer seen as a problem or a hindrance to learning, but rather as an asset. Educators are encouraged to embrace linguistic diversity and to see it as an opportunity to enhance the learning experience of students. This theory emphasizes the importance of creating a multilingual and multicultural learning environment that values linguistic and cultural diversity. In music education, this means that teachers should be trained to effectively communicate with students in multiple languages and to create a classroom environment that is inclusive and respectful of linguistic diversity.

Another theory that is relevant to this theme is the "translanguaging" theory. Translanguaging refers to the use of multiple languages in communication, and it is based on the idea that people are not restricted to using only one language at a time. In music education, this means that teachers and students can use different languages to communicate musical concepts and ideas, and that different languages can be used to create a richer and more diverse musical experience.

Theme 5: Cultural understanding and sensitivity in professional settings

There are a few themes which emerged under theme 5.

i) The importance of understanding cultural and historical context in music industry

Respondent 1 said that, "An understanding of ethnomusicology helps professionals in the music industry comprehend the cultural and historical context of the music they are working with, making informed decisions about how to present the music" (R1). This concept is also agreed by respondent 2 who said that, "music producers, sound designers, and music supervisors dealing with diverse cultural influences will benefit from it"(R2).

The theory of cultural evolution supports the importance of understanding cultural and historical context in music industry. Cultural practices, such as music, evolve over time through a process of variation, selection, and transmission. In the context of music education, this theory suggests that an understanding of the cultural and historical context of music enriches musical expression by providing a wider range of musical styles and techniques. (Fuhrmann & Frega, 2015).

ii) The value of understanding language structure and function in professional settings

Respondent 1 said that, "understanding the structure and function of language is valuable in several professional settings, such as marketing and advertising"(R1). Further agreeing to it, was respondent 2 who said that, "knowing how different groups of people use and interpret language is essential in creating effective communication strategies"(R2). From education perspective, respondent 3 also relates to the point by saying that, "in education, an understanding of linguistics can help develop better teaching strategies that consider the students' language and cultural backgrounds" (R3).

The theory of linguistic relativity supports the value of understanding language structure and function in professional settings. This theory suggests that language affects how we think, perceive, and experience the world around us. Therefore, an understanding of language structure and function can help create effective communication strategies that consider the linguistic and cultural diversity of the audience. (Whorf, 1956).

iii) The role of ethnomusicology and linguistics in fostering cross-cultural understanding and developing sensitive policies and programs

Respondent 1 said that, "ethnomusicology and linguistics can be useful in anthropology, cultural studies, and international relations. Professionals in these fields are tasked with understanding the cultural practices, beliefs, and traditions of different communities" (R1). Further elaborating on this point was Respondent 2 who said that, "with ethnomusicology and linguistics, cross-cultural understanding is fostered, leading to the development of policies and programs that are sensitive and appropriate to different cultural contexts"(R2).

The theory of intercultural competence supports the role of ethnomusicology and linguistics in fostering cross-cultural understanding and developing sensitive policies and programs. This theory suggests that individuals who possess intercultural competence can interact effectively and appropriately with people from different cultural backgrounds. By understanding cultural practices through the lens of ethnomusicology and linguistics, professionals can develop the intercultural competence necessary to work effectively in cross-cultural settings. (Deardorff, 2009).

In summary, the five main themes have been identified based on the industrial experts' point of view (the importance of language in music education, the relationship between linguistic and musical structures, linguistic diversity in musical expression, challenges of multiple languages in music education and the significance of cultural understanding and sensitivity in professional settings). Each of the themes are supported by related theories from scholarly sources such as Google Scholar, Scopus, and Web of Science. These theories help to explain why language is such an important aspect of music education and how educators can navigate the challenges of linguistic diversity in the classroom.

5.1 Conclusion

In conclusion, linguistics and ethnomusicology has the potential to enhance music and language learning outcomes by providing FLEm (Framework for Linguistics and Ethnomusicology) as shown in Fig 3 below.

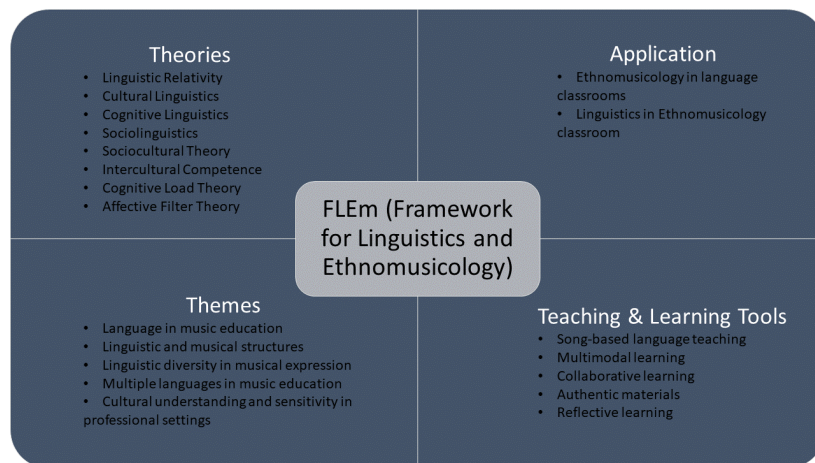


Fig 3. Proposed FLEm (Framework for Linguistics and Ethnomusicology)

FLEm is a framework for understanding the language structures, cultural and social contexts in which music is produced and consumed. By using music as a window into culture, exploring linguistic and musical structures, and fostering intercultural competence, language and music teachers can help learners to develop a deeper appreciation of the language they are studying, as well as to gain insight into the cultural practices and values associated with that language.

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