

## Acquisition of Language through Song Lyrics

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### Language Acquisition, Language Learning and Comprehensible Input

The language acquisition is common among every individual. The child started to learn the language from six months. The mother speaks to the child in the mode of rhyme like music. Even the mother use to sing a song (lullaby) to stop the child crying. So, every individual heard the rhythm from six months of their age. But we didn't use the music as a tool to learn the language. Sacricoban and Metin found that songs can able to develop the four skills LSRW in the English language. Even some authors also found that song give enjoyment, relaxation and it also helps to develops skills in the language.

If a child learns ESL it transfers all the information through their mother tongue (L1) in their mind for the better understanding. In "comprehensible input hypothesis" Krashen tries to explain how the child learns the second language. This hypothesis appraisals that if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i+1'. The child learning of second language acquisition occurs in the sub-conscious part of the mind.

Comprehensible input happens only when the child understands the language in their native language (L1). The child does not start to learn the second language if it is not interesting to them so If a teacher teaches the language with the help of music then it paves a way to learn the language in an interesting manner. In "Second Language Acquisition" Krashen says that teaching of grammar results in language acquisition (and proficiency) is when the students are interested to learn the subject and the target language (L2) is used as a medium of instruction.

There are four skills to develops the English language ( Listening, Speaking, Reading, Writing).Where in this four skills the music is used to develops the language using listening, speaking and reading skills.

### Listening

Listening is a significant part of learning the language through music. When the students try to learn the language through the music, they have to listen to them. When they listen to the music it shows where the students are interested in learning the language. The Value of Understanding the Lyrics helps to know:

1. Vocabulary.
2. Pronunciation.
3. Grammar.
4. Correct Collocation.

### **Reading**

Reading is the essential part of learning the language. The students may read the song to know the structures of the language. If students are attracted by the song they started to sing. Reading strategies vary from person to person. Research in reading (Harste, Woodward, & Burke, 1984; Y. Goodman, 1980, 1996, 2003; Y. Goodman & Flurkey, 1996) has revealed that the learners' mental representation of reading and literacy develops through the use of language and transaction with connected discourse. Gardiner (1987, cited in Kietzien, 1991: 69) states that "a reading strategy is an action (or series of actions) that is employed in order to construct meaning". In Olshavsky's view reading strategies are "purposeful means of comprehending the author's message" (Olshavsk, 1997).

Stephen Krashen argues, "The case for narrow reading is based on the idea that the acquisition of both structure and vocabulary comes from many exposures in a comprehensible context, that is, we acquire new structures and words when we understand messages, many messages, that they encode. Narrow reading facilitates this process in several ways" (Language magazine 3(5):17-19, (2004)). When the comprehensible input is given the students may learn the grammatical structures and language.

### **Speaking**

When the students learn the language through music, they can able to develop our language effectively. In songs, students see,

1. Sentence Structures
2. Pronunciation
3. Vocabulary usage
4. Grammar formation

### **Learning Through Songs**

When the students learn all these in a song, they won't forget the formation and structure of language. It because students always sing a song if they like it. So, there is proper pronunciation of Vocabulary and structure formation also learn from them.

## **THE STUDY**

### **Participants**

The subjects were 13 English medium and 13 Tamil medium students of grade 6 from Government Higher Secondary School, Mandayur, Pudukottai, Tamil Nadu, India. Subjects were all ESL learners. In this English medium students, their medium of instructions is in English so they can able to learn them easily. In Tamil medium students, their medium of

instructions is in Tamil so they feel hard to learn the language. They did not know that they can acquire grammar incidentally while experiencing language through songs.

**Procedure**

To assess the use of verb, “has”& “have” was used for the study, for the Experimental group. Ten questions were given to check the grammar using songs. The experimenters supervised a pretest of 10 questions from the song which all are related to the simple present tense. Then the usage of “have” & “has” was explained to the experimental group. This process lasted approximately for 60 minutes. The next day both groups were allowed to sing a new song composed by the experimenters. This treatment process lasted approximately for 60 minutes. The posttest was administered with the same questions.

Next, the comparison group was taken for the test. Again same procedure was followed for the comparison group. The experimenters explains the usage of grammar to them. Then they have supervised a pretest and posttest of the same set of ten questions.

**Results**

The table shows the mean value of two groups

**Statistics**

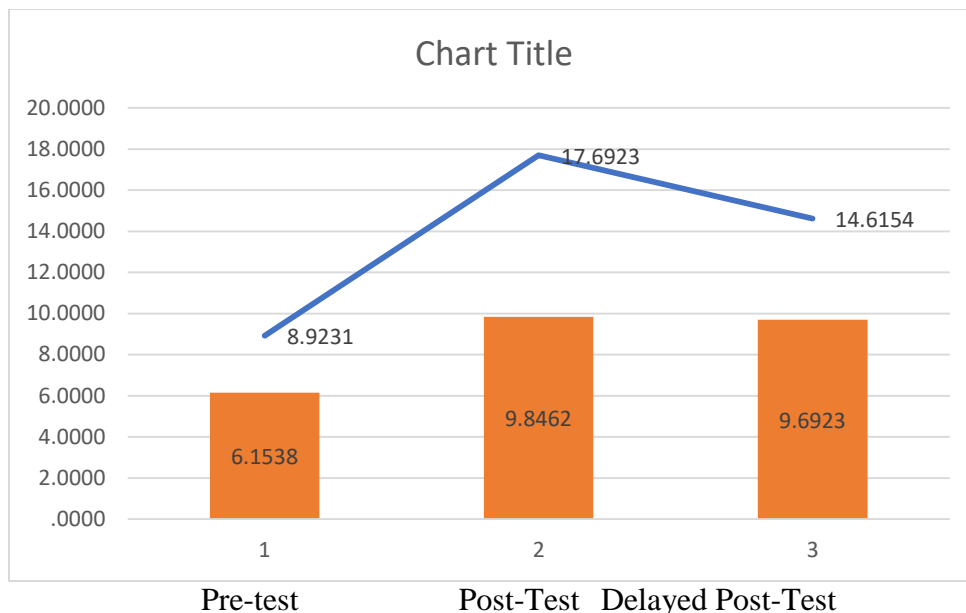
		pre	Post	Delayed post	pre2	post2	delaypost2
N	Valid	13	13	13	13	13	13
	Missing	0	0	0	0	0	0
Mean		8.9231	17.6923	14.6154	6.1538	9.8462	9.6923

English Medium

Tamil Medium

Number of English medium students 13; Tamil medium students 13.

- - English Medium
- - Tamil Medium



## Discussion

The songs help the students to understand the structure and formation of the grammar used in the songs. The students enjoyed in singing the songs. The students did not know that they are learning grammar unknowingly. Their focused on to know the formation of structures.

Weikart (1998) says that it is the beat which helps English learners to develop “a sense of inner timing and allows children to speak or read in whole sentences instead of just one word at a time” (p. B-1). These factors enable learners to relate and to understand song lyrics (Lems, 2005). The study confirms that learning grammar through songs more effective than the classroom teaching.

The English medium students have performed relatively well in posttest but they not performed well in delay posttest. They can not be able to retain their memories due to lack of approach towards the learning. The students think that they know the language already due to their medium of instructions was fully in English. Whereas Tamil medium students they performed equally in both posttest and delayed posttest. They have interest in learning the language. They sang the given song repeatedly, so they can able to performed test very effectively.

## Conclusion

Through this study, the information is learnt that the teaching of grammar through songs which helps the students to learn the language more effectively than the normal course of learning in the classroom. Listen to the music to mute the reality and learn the language beyond than others.

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## Appendix

### Grammar Song for *Have* and *Has*

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On Monday morning  
He has a task  
On Tuesday morning  
I have a test  
On Wednesday morning  
She has a tea  
On Thursday morning  
We have a work  
On Friday morning  
They all have fun

O Monday evening  
He has a cake  
On Tuesday evening  
You have water  
On Wednesday evening  
She has a work  
On Thursday evening  
They all have atreat  
On Friday evening  
We all have fun

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Name:

Date:

Std:

10x2=20

**Delay Post-Test**

**Write the correct Simple Present form of the word.**

1. I \_\_\_\_\_ a test.  
a) Have b) Has c) Is d) Having
2. He \_\_\_\_\_ a task.  
a) Have b) Has c) Is d) Having
3. She \_\_\_\_\_ a tea.  
a) Have b) Has c) Is d) Having
4. we \_\_\_\_\_ a work.  
a) Have b) Has c) Is d) Having
5. You \_\_\_\_\_ a water.  
a) Have b) Has c) Is d) Having
6. They \_\_\_\_\_ a treat.  
a) Have b) Has c) Is d) Having
7. We all \_\_\_\_\_ a fun.  
a) Have b) Has c) Is d) Having
8. She \_\_\_\_\_ a work.  
a) Have b) Has c) Is d) Having

9.He \_\_\_\_\_ a cake.

a) Have b) Has c) Is d) Having

10.They all \_\_\_\_\_ a food.

a) Have b) Has c) Is d) Having

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