Language Learning Enriched by Songs Through Comprehensible Input

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Introduction

Vocabulary is usually defined as the stock of words used by a person, class or in a profession. Every individual uses several different vocabularies all having much in common, yet each distinctly different. The most vital of these are often selected as hearing vocabulary, spoken vocabulary, reading vocabulary and written vocabulary. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas.

Vocabulary acquisition is the process of learning new words. An adequate vocabulary is necessary for academic success. Acquiring wider and deeper vocabulary knowledge is paramount in the pursuit of becoming a proficient foreign language speaker. It can be argued that lack of vocabulary knowledge often has a more severe impact on clarity and fluency of spoken and written language than insufficient grammatical knowledge or poor pronunciation.

"Vocabulary is related to reading speed by comparing native speakers of English with Second Language as a foreign language (EFL) students"(Shaw and McMillion (2008,141)

Songs have the effect of creating positive emotions; they affect students' predisposition toward language learning, that is to say, their cognition. As the emotional human beings we are, any stimulus is firstly evaluated by our amygdala, an almond-shape set of neurons in charge of emotions and emotional behaviour and therefore motivation, located deep in the brain's medial temporal lobe. Musical elements trigger positive emotions, motivation, verbal memory, social bonding or even self-regulation, all of which are needed for the development of good language skills. For our readers, we hope that we have managed to make the values and cognitive benefits that songs can offer for any age group more visible, enhancing learning both inside and outside the language classroom.

The hypothesis states that students acquire language and vocabulary learning through songs. When students understand language, acquisition happens and receives comprehensible input while reading and listening. If the input is well within the competence of a learner, then they will acquire all measures of lingual competence including grammar, vocabulary, syntax, and spelling subconsciously. In otherwords, if the current level of a learner is (i), then the input should be (i+1). More precisely, the input should contain some aspects of language which the learner has not acquired but is developing mentally ready to acquire. The level (i) of the input, that is, previously acquired language competence will help the learner to move to the next level (i+1). "Comprehensible input is one of the most important sources for meeting new vocabulary and even though not in a full form, the input hypothesis still is considered to have bearing" (Nation, 2007, 4).

Use of songs can facilitate learning by reducing stress in the classroom. The degree of receptivity to comprehensible input depends on the state of the affective filter. This refers to the emotional state of the learner at the time of exposure to the language input. Music can

develop human senses with retrieving knowledge and reducing stress. Hence, motivation and interest in language can be increased. In ELT, music can be an essential step for listening and learning (Wolf 199247). While listening, songs disperse the feeling of monotony created by the ritualistic process of typical lesson and offer variety in the classroom. They provide motivating subjects (social, political, sentimental, etc) which can feed plenty of speaking and writing activity. At the same time, they capture and maintain the learner's interest in listening particularly if they are structured on the pre- while, and post-listening framework (Kotadaki 2002). Students in general love music and songs as part of classroom activities, silent or shy students can be encouraged to speak in front of their peers through music. The teacher can draw the attention of his/her students to certain discussion point by using music in their teaching experience.

Methods

In this research, researcher plans to teach vocabulary through songs. Using songs in teaching vocabulary brings many positive gains for both learners and teachers.

> When an L2 learner and ample amount ofcomprehensible input come together, acquisition takesplace, proportional to the comprehensibility andpleasurably of input and inversely proportional to thestress in the environment. How? Well, we don't know thedetails of how, just like we don't know the details of howgravitation takes place. No one has blamed Newton fornot putting forward a theory; his theory has proved to bevalid across a wide variety of circumstances. Similarly Krashen's theory emphasizing the importance of CI in SLA has also been supported by many studies showing the effectiveness of input-based methodologies. (Ponniah, R. J, 2011)

This research aims to find answer to the following question

Research Question:

1. Will the students recall vocabulary than the post-test; one month after teaching has taken

    place? (Delayed Post-Test)

Participants

   The researcher collected data from 5th standard students of Government High School,

Somarasapettai, Trichy. The researcher has planned an hour to spent twenty days with the

Tamil medium students to teach vocabulary through songs. The researcher conducted a pre-

test of 20 words from the songs to know the students' mentality and their vocabulary level.

After the pre-test, the researcher teach vocabulary through songs. After twenty days of

treatment they were asked to write the post-test to check students of vocabulary level. After

one month of treatment, researcher conducted delayed Post-test to check student's vocabulary

recall status.

Table 1

**Difference between Pre-Test and Delayed Post-Test Participants of Tamil Medium
Students Vocabulary Enhancement through Songs**

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Post-test	11.55	20	3.546	.793
Delayed Post-test	15.00	20	5.420	.950

 Table1.1

Paired Samples Correlations			
	N	Correlation	Sig.
Post-test &Delayed Post-test	20	.967	.000

Table1.3

Paired Samples Test		
	df	Statistical Inference
Post-test &Delayed Post-test	18	P<0.000 **Highly Significant**

The paired sample 't' statistical test analysis table demonstrates that there is high level of statistically significant difference between Post-test & Delayed Post-test of Tamil medium students. The Post-test mean score (11.55) in the measure Vocabulary level, after one month, the researcher conducted delayed Post-test, the mean score (15.00). It has notable improvement than the Post-test.

This statistical analysis table evidently reveals that the participants of Tamil medium students had high level vocabulary enhancement and could recall vocabulary. It is understood that learning through songs has Comprehensible Input. This exposure had made them to memorise and recall vocabulary for a long term. It had highly significant impact in recalling vocabulary and enhancement of Tamil Medium Students.

Fig: 1 **Comparison of Pre-test and Post-test Mean Value**
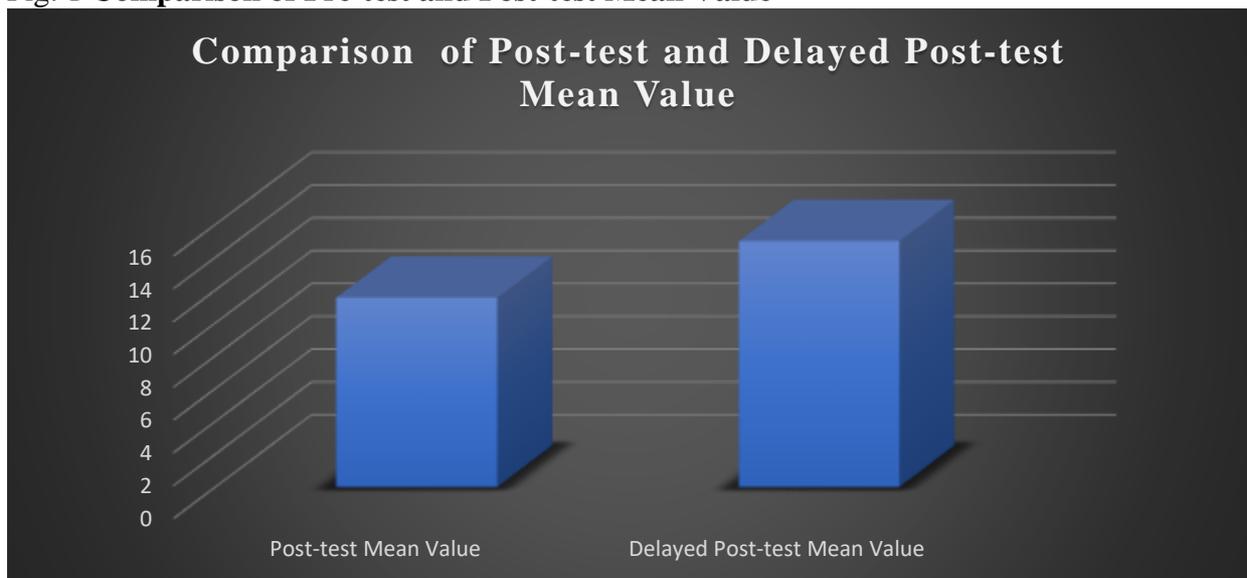
Conclusion

The study concludes that students can learn and recall vocabulary through songs, when learners receive comprehensible input in the form of reading and listening. Students, learning via songs leads to the acquisition of all aspects of word meaning, including the grammatical aspects of the language. The students who learned the words will remember it long term from the memory.

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