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# Research Innovator

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Editor-In-Chief  
Prof. K.N. Shelke

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A detailed still-life composition featuring a quill pen as the central element. The quill is positioned diagonally, with its tip resting on a scroll of aged parchment. The scroll is secured with a red wax seal and a red ribbon. In the background, a lit candle in a brass holder casts a warm glow. In the foreground, a glass inkwell with a quill inside sits on a wooden surface, alongside a red wax seal and a small wooden object. The overall scene evokes a sense of traditional scholarship and research.

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**A Peer-Reviewed Refereed and Indexed  
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**Volume II Issue V: October – 2015**

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With this aim Research Innovator, Multidisciplinary International Research Journal (RIMIRJ) welcomes research articles from the areas like Literatures in English, Hindi and Marathi, literary translations in English from different languages of the world, arts, education, social sciences, cultural studies, pure and applied Sciences, and trade and commerce. The space will also be provided for book reviews, interviews, commentaries, poems and short fiction.

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**Acquiring Listening and Speaking Skills through Songs in CLT Classrooms****Abdul Rasack P.***PhD Research Scholar, Dept. of English, Annamalai University, Annamalainagar (T.N.) India***Dr. S. Karthik Kumar***Assistant Professor, Dept. of English, Annamalai University, Annamalainagar (T.N.) India***Abstract**

Everyone hears songs in their day to day life and almost all enjoy hearing songs. So, learning listening and speaking skills through songs will be much more effective than the other methods. It is an entertaining way of learning and the learners will take particular interest in learning English through the lyrics. In this way learners come to learn many aesthetic as well as common words and sentences. Linguistic modes like grammar, words, phrases, idioms, slangs, diction, tone, accent and sentence structures can be acquired through songs. Lyrics influence the minds of the learners and consequently they come to learn the composition and come to terms with the various expressions. Songs make use of the contextual vocabulary and contextual speaking structures. Sometimes the songs present informal and slang terms, especially in country songs, and through these informal and slang terms the learner can easily master the language.

**Key Words:** listening, speaking, songs

Everyone hears songs in their day to day life and almost all enjoy hearing songs. So, learning listening and speaking skills through songs will be much more effective than the other methods. It is an entertaining way of learning and the learners will take particular interest in learning English through the lyrics. In this way learners come to learn many aesthetic as well as common words and sentences. Linguistic modes like grammar, words, phrases, idioms, slangs, diction, tone, accent and sentence structures can be acquired through songs. Lyrics influence the minds of the learners and consequently they come to learn the composition and come to terms with the various expressions. Songs make use of the contextual vocabulary and contextual speaking structures. Sometimes the songs present informal and slang terms, especially in country songs, and through

these informal and slang terms the learner can easily master the language.

Learning through songs is contrasted with learning through books, since the former way is comparatively easier. A song is normally of little length and sung within three or four minutes and consequently a hearer can easily master the language of the songs without much effort and consumption of much time. Songs help to understand the cultural background and trend of a society in which the songs are in vogue. In this way a variety of knowledge about the cultural stand of the society can be shared. Imbibing of culture, mannerism, trend of the time are all part of the songs. But at the same time selection of songs for teaching language is a hard task. The teacher should have a pre-understanding of the theme, language and the presentation mode of the selected song. The teacher should be careful about the choice of songs. Songs with rough themes and

derogatory language cannot be presented in the class. The particular accent used in the songs should also be intelligible to the hearers when they hear it.

The beginners can be given songs with subtitles for the better understanding of the lyrics. Country songs of Kenny Rogers, Westlife, Backstreet boys are interesting materials which can be selected for giving listening practice. After hearing a song the teacher can give the learners several communicative tasks. The activities like the discussion on the theme of the song, learning about the characters, vocabulary, pronunciation and accent can be done. The learners can be psychologically influenced through songs, and, as a result, the learners will take more interest in musical language than the language through prose. Today, there exist several treatment trends such as music therapy in treating the various psychological problems of human beings. Songs, therefore, are all the more good in imparting listening and speaking skills in Communicative Language Teaching classrooms. Songs directly stimulate the brain and consequently the language sensibility works in the learners, and they will come to learn the ideas with this stimulation.

The method of teaching English language skills through songs is something new. Just as poetry is taught to learn language, songs also can be used to teach English effectively. In both the methods the effect goes the same, since both convey the sense of beauty through beautiful language. This can be a practice in the modern classrooms. It can be taken as an innovative method for the new learners of language. Listening to Hip hop music or Rap music is not an easy task for foreign students because the singers use fast and complicated rhythm, and words are spoken

fast, instead of singing. A parade of cultural and slang words is ostentatiously present in Rap music, that gains latter day worldwide attention. For the complete absorption of such linguistic and cultural behaviour American youth practices, one requires to get acquainted with the Rap music. Almost all Rap singers like Eminem and Lil Wayne use non standard version of English and also taboo words in their songs to communicate their ideas. This English is not intelligible for foreign students, but once they are able to figure out Eminem, no English accent will be tough for them. Listening will be compelling if the learner chooses the songs of Kenny Rogers, Westlife or Backstreet boys. Kenny Rogers *Lucille* and Westlife's *Seasons in the Sun* are good materials for listening practices in college levels. Not all the students will be interested in learning listening skills by watching news, interviews or documentaries. So it is good to practice it with what they are fond of.

In the present system of education, listening skill has not been given the due emphasis. Rather, it is nowhere included in the curriculum of language acquisition. The outcome of such an omission is that the language learners fail to excel in listening skill, and thereby in speaking also, though the other two skills are satisfactorily earned. Teaching English through songs helps students to improve their listening skills as well.

Through songs one can learn the figures of speech like metaphors, similes, and other aesthetic expressions. Songs are present everywhere, across language and cultures. They are timeless and connect us with the history and the present world around us. Songs can create innumerable communicative aspects. After listening to songs teacher can ask students to give

feedback of the same. Discussion on the characters and theme can be done after it. The teacher can also conduct debates on the topic of the song.

Songs are capable of creating a real life situation in classrooms. They are aiming at the meaning of the language rather than the form of language. It is therefore recommended for the classrooms of Communicative Language Teaching. According to the theories of communicative approach second language should be taught through a series of classroom activities. Hearing songs will naturally lead to communicative activities.

According to A.L Kohli, "the four basic language skills should receive due attention. No skill should be neglected at any cost of others". In India, speaking and listening skills are not given much importance. Informal speaking style is unfamiliar to almost all the teachers and the students. Almost all the learners of English in India pronounce English words with mother tongue influence. So, this method can be one of the solutions to sort out these issues.

Even though there are so many approaches and methods to teach English, no method or approach makes them think about it. So, adopting songs are the best method to improve the standard of students. Songs not only teach them English but also helps to think in line of humanistic ways. This method marks particular importance since verse has got much vogue in the present scenario. Songs are available everywhere and every time. People of all walks of life enjoy taking interest in songs through different media available to man at any time.

Songs can be used to develop all language skills. When a learner hears a song, he naturally reads the lyrics and he can understand the meanings and spellings. In this way writing and reading skills can be improved. Since the learners in India are second language learners of English, the students should be given chance to sing songs when the song is being played in the classroom. Through this exercise the pronunciation and accent can also be improved. After making the learners listen to the songs the teacher has to create so many communicative activities as possible. Each and every song played in the classroom may be whatsapped to the students or given in pen drive so that they can hear them outside the classroom also. This paves way for listening practice for students outside the classroom surroundings.

In India English is mainly taught through Grammar Translation Method. CLT is not adopted in many classrooms even today. This brings the students backward of speaking effectively. The exact words and phrases for day to day communication is a mirage for Indian students. For example, when a person meets a person and wonders about their meeting has gone a long time gap, the grammatical and formal reference for it is "it is very long time since we have met." But it can be contracted for communication like, "long time no see." These kinds of words and phrases are not particularly studied and communicated. Through songs such informal references may be brought into usage. So, learning through song is important to the learners who study English as a second language. This kind of teaching must be recommended and encouraged among the teachers.



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