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## **EFFECT OF RAP SONGS ON TEXT RECALL AND VOCABULARY EXPANSION IN SECOND LANGUAGE ACQUISITION**

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### **Abstract:**

This study investigated the effect of music on text recall and involuntary mental rehearsal (din) with students from the Arts and Science, Commerce and B.Com Corporate departments of Loyola college and Anna Adarsh College for Women in Chennai, Tamilnadu. For the text recall variable, a diagnostic assay was administered at the top of every song treatment to work out total words recalled. Students from one in every of the music teams detected the melody of the song whereas testing. For the din variable, students were asked to report on the number of this phenomenon experienced. It was hypothesized that students United Nations agency created lyrical raps would (1) acquire and (2) retain a larger variety of word definitions than students United Nations agency were exposed to novel words throughout instruction involving rote memorization alone. Suggestions for future research include extending the current study to a larger sample of students in a traditional public school setting to increase the generalizability of results.

**Keywords:** effect, songs, vocabulary, second, language, acquisition

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### **1.1 Introduction:**

Research on the employment of songs as a pedagogic tool within the second language classroom has assumed larger importance additional currently than ever before. Viewing the use of songs in the classroom critically, when we talk about the homogenization of education in India students from the villages and cities, children or teenagers with special talents or without talent are subject to the government education system. There is still too little music-making in many classrooms. Reasons for this vary according to context but are concentrated around lack of teacher confidence, poor spaces and/or resources, teaching strategies over-weighted to verbal and written analysis. There was a concern that the Higher Education sector lacks a consistent philosophy and understanding of the purpose of music education, which in turn leads to a lack of clarity for teachers and senior leaders about the role, value and the position of music in schools, colleges, Universities and about curriculum and pedagogical choices.

"As a community, we have some responsibility for these ourselves...."

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the world and ways of understanding.”(Paul Hamlyn Foundation,2014).

The researcher, therefore, decides to study the effect of rap songs on text recall and the occurrence of the din in the second language classroom. The introduction of rap/hip-hop within the room could aid within the retention of texts while producing a mental repetition that may stimulate language acquisition. The present analysis formulates the employment of hip-hop/rap songs that might have sturdy implications within the university room, and the results could persuade administrators of the value of using such songs within the second language room and laboratories. The addition of using songs in lesson planning on a regular basis could have a long-term influence on language learners' performance.

Many learners come from home environments where being read to are not part of their early literacy experience. Yet, the analysis tells the US that young kids United Nations agency area unit browses to before formal schooling area unit ushered into Associate in the Nursing understanding of the relationships between oral and written communication that is critical to literacy acquisition. Literacy is Associate in Nursing extension of tongue learning and faculty acquisition experiences should be engineered around the language of the kid and draw upon the experiences of scholars Access to culturally relevant literature enhances

reading and writing skills. provides students with opportunities to engage in culturally and historically authentic texts about their own experiences, and presents authentic, globe things that alter students to use the information they possess, transfer their information to analogous things, or produce new information and understandings.

### **1.2 Contrastive Analysis Techniques:**

Using literature, poetry, songs, plays, student elicited sentences or prepared story scripts which incorporate examples of specific Situational Acquired English (SAE) and Acquired Accelerated Learning (AAL) or SAE and Contextual English (CE) form contrasts. Contextual Contrastive Analysis the coed reads or is told a story that's heavily embedded with the target type (standard English) and is then needed to inform the story.

### **3 Culturally Responsive Instruction:**

The produced model asks academics to produce culturally responsive instruction for his or her students. Culturally responsive (or relevant) teaching has been delineated as "a pedagogy that empowers students intellectually, socially, showing emotion, and politically by using cultural referents to impart knowledge, skills, and attitudes" (Ladson-Billings, 1994, p. 382). What does this mean? It means academics create standards-based content and curricula accessible to students and teachers in an exceedingly approach that students will perceive. To do this, academics should incorporate relatable aspects of students' daily lives into the info. Such acquainted

aspects embody language (which could embody jargon or slang), previous information, and extracurricular interests such as music and sports. Once students feel snug with however an instructor talks and discuss educational material, they'll feel snug enough to focus and check out to be told the content.

Too often, academics purchase the misguided concept that students of various races got to be educated otherwise, and that they waste a massive quantity of effort within the method. Another result's that academics typically seem to pretend by merely attempting too arduous to impress students of various backgrounds. The key purpose here is that we do not want special pedagogics or info for college kids supported race. I teach the complete category in an exceedingly approach that every one of my students will relate to and perceive, using aspects of their cultures with which I am comfortable. I don't need to stray too removed from my temperature and consequently seem to pretend to the scholars I am attempting to have interaction. For example, I prefer to include hip hop music into my lessons as a result of several of my students relates to the present kind of music and I am also comfortable with it.

Hip hop is some things my students (and several students) relate to and perceive. You don't get to be African Yankee, Latino, or from any specific cultural background to pay attention to a selected kind of music or sort of a specific musician. When I teach complicated grammatical concepts, I tend to make analogies to cars, animals, sports, or other

topics that will pique student interest. I try and capture their attention and realize interests that are common to as several youngsters as potential. I don't teach by race. I teach their collective culture. I realize what appeals to most of my students—that I'm conjointly snug using—and then exploit these commonalities. Any teacher can do this. Any teacher of any race or gender has one thing in common with or will realize one thing that relates to most of his or her students. Remember, though: Put it in their language, but do not come off as fake. Because culture conjointly influences however and what kids learn, educators will use culture to enhance self-image and accomplishment.

#### **1.4 Music as a Memory Aid:**

Music is a good memory aid for the room. "Many folks typically keep in mind rhyme, rhythm or melody higher than standard speech" (Falioni, 1993, p.98). "How many remember how a simple rhythm helped recall the spelling of 'Mississippi'?" (Schmidt, 1976, p. 96)

William R.Klemm, PhD in memory medic in his article titled 'Music Training Helps Learning & Memory'(July 31, 2010) is of the opinion that Music training also helps improve certain memory capabilities outside of music.

#### **1.5 Music Helps Memory of Language:**

According to Krashen (1983), the din is associate degree involuntary rehearsal of language that happens mentally and "is a symbol that language acquisition is taking place" (p.173). Musical din could be a common and well

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according development. However, there are few studies that have connected musical din with linguistic din. Salcedo (2010) did a study that investigated the results of songs being value-added to instruction in the foreign language. He tested ninety-four male and female students ranging between the ages of 17-43, with a mean age of 23. They attended starting level Spanish categories at associate degree Yankee University.

### **2.1 Learning Words through Listening To Hip-Hop:**

Paul Chesley, Visiting Professor, Department of Linguistics, University of Alberta, believes that a speaker's vocabulary grows dramatically during adolescence and young adulthood. During these stages, numerous media forms are used for socialization functions. Perhaps it's not stunning that, given enough visual and context of use, speakers seem to accumulate vocabulary from looking movies or tv shows. As hip-hop music has evolved to be fully mainstream; many adolescents and young adults are regularly exposed to it. In being attentive to constant songs additional, listeners have the benefit of continual learning, enabling them to better process details. Viewing, that may facilitate vocabulary acquisition by giving visual context accompanying unclear lyrics whenever listeners want to watch.

"Hip-hop may be a terribly powerful academic tool; it is very exciting," says Toni Blackman, the U.S. Department of State's hip-hop cultural envoy (yes, that is a true title) since 2001. "Teaching has to change. When academics

have to be compelled to vie with technology and media for students' attention, you have got to induce your game tight if you wish to succeed."

### **2.2 Hip-Hop Instruction as an effective pedagogy to enhance Vocabulary:**

As students progress from the first year of study and particularly before they reach the third year, the extent of their vocabulary influences the degree to which they will become literate by academic standards (National Reading Panel, 2000). Vocabulary is typically one component of standardized reading measures, which in turn are currently used to determine proficiency in areas of literacy, such as reading (Fang, 2004). Students' verbal subtest scores on standardized measures of intelligence (i.e., WISC-IV) are strongly predictive of academic achievement in mainstream educational classrooms ( $r=.7$  to  $.8$ ) (Seon-Young, Olszewski-Kubilius, & Peternel, 2010). Further, scores on vocabulary subtests are also highly predictive of student's composite Verbal IQ Scores (Seon-Young, Olszewski-Kubilius, & Peternel, 2010). These findings suggest that vocabulary knowledge significantly affects learning across academic subjects. Vocabulary exists in a minimum of two forms: oral and written. It is used to convey information (in the case of expressive vocabulary, or expressive language) and to interpret information (as in receptive vocabulary, or receptive language). Oral vocabulary is the earliest to develop, with conservative estimates of pre-literate children's vocabularies in the area of 6,000 words (Chall, 1987). The ability to create

and interpret the written word comes to the forefront with the advent of formal schooling, when academic skills are introduced and reinforced.

Beyond academics, the degree to which students develop healthy social-emotional functioning can also be linked to their vocabulary skills. Recent research indicates that students with poor vocabularies may be associated with poor social skills and be vulnerable to interpersonal difficulties. When students who have no previous exposure to a word are expected to memorise a teacher-provided definition, they are deprived of opportunities to make connections between its definition and personal cultural referents (Miller & Veatch, 2010) and their chances of sustaining long-term retention of its definition are decreased significantly (Nagy, Herman, & Anderson, 1985).

### **2.3 Song Selection Criteria for Future Studies:**

The choice of songs used in the foreign language classroom should contain simple text strings that are strongly linked to the musical characteristics. Nadine O'Reilly, 2011 suggests that the act of writing raps can add value to vocabulary instruction with the 21st-century learners

in a tertiary setting. Rapping suggests active manipulation of learning material (i.e., reading words, practising the raps, performing raps for others), which in turn suggests multiple forms of exposure to the material, including a kinesthetic component. Research generally supports that multiple forms of exposure enhance learning (Francis, Rivera, Lesaux, Kieffer, &

Rivera, 2006). Therefore, rap songs are well suited to the task of instruction in the classroom environment.

### **Conclusion:**

Based on the research done the researcher reiterates that rap songs are not presented here as a panacea, replacing all other methods as the only viable teaching tool. As such, melody and song may not only be entertaining but also may provide numerous benefits to students.

### **References:**

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