A STUDY ON TEACHING SPOKEN ENGLISH THROUGH GRAMMAR SONGS AS A NEW METHOD OF AMERICAN ENGLISH LANGUAGE TEACHING TO NON-NATIVE SPEAKERS

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ABSTRACT

Even though we have many methods of Teaching English as foreign language trying best to impart Spoken English in Afro-Asian countries, but still it is believed that there is no best of teaching Spoken English to Non-native speakers especially in India. Singing grammar songs creatively explores the hidden Linguistic intelligence and Body-kinesthetic intelligence in humans. The need for more learner friendly, playful and creative method of Spoken English teaching is always in demand globally. As such this research paper focus is on the new method of teaching Spoken English through grammar songs as a new method of American English language teaching to Non-native English speakers.

Keywords: Spoken English; Methods of Teaching; American Grammar Songs; Chants

INTRODUCTION

Many people, right from school to university level in rural areas are famous for lack of spoken English skills. Even if few can speak English, but still, such one is not free from MTI –Mother Tongue Influence, improper articulation, fog-horns, filler-words, incorrect intonation, Non-staircase intonation pattern, un-habitual soundings, harsh rhythm, pseudo localized Pronunciation. Speaking English like as if reading and without accents. In order to overcome such defects, this new method of teaching Spoken English through grammar songs has been scientifically tested and put upon this research paper.

OBJECTIVE OF THE STUDY

To prove that teaching Spoken English through grammar songs is a new method of American English Language Teaching, that helps the non-native speakers to habitually acquire spoken English skills with American accent in a easy-fast method without distraction. Additionally, this research study also proves that singing grammar songs explores and activates the hidden Linguistic and body-kinesthetic intelligence in Human beings.

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LIMITATIONS

This method has limitations and can be applied practically in teaching certain areas of spoken English.

DATA ANALYSIS

Team A with 60 School Children of THE KARLAPALEM PUBLIC SCHOOL located at Chintaypalem village, Karlapalem Mandal, Baptla, Guntur District in Technical association with PERFECT EDUCATIONAL SOLUTIONS, an English language Training and Research Center based at Guntur were imparted spoken English training for 40 days using this new method. Team B with 30 students of KRISHNAVENI WOMENS ENGINEERING COLLEGE, Narsaraopet, Guntur district and Team C with 30 students of SRI PADMAVATHI ENGINEERING COLLEGE Kavali, Nellore district of Andhra Pradesh in Technical association with Institution of Soft-skills and English Language Trainers of India were given the same spoken English training using grammar songs as a new method of American English language Teaching to Non-native speakers.

The Following are the Seven Grammar Songs

Song: 1:

SPOKEN ENGLISH SONG

(Composed by Daggubati Vasanth Choudary)

No you can’t speak English well without H-a-b-i-t formation

Try to speak in English

Then you can speak English very well

Try to think in English

Then you can speak English very well

No you can’t speak English well without H-a-b-i-t formation

Try to dream in English

Then you can speak English very well

Try to listen in English

Then you can speak English very well

No you can’t speak English well without H-a-b-i-t formation

Sing grammar songs, loud and clear

Then you can speak English very well

Try to sing English songs

Then you can speak English very well

No you can’t speak English well without H-a-b-i-t formation

Imitate and drill well

Then you can speak English very well

Do not fear to speak English

Then you can speak English very well

No you can’t speak English well without H-a-b-i-t formation

Sing phonics and diphthongs
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Then you can speak English very well
Articulate with mouth exercise
Then you can speak English very well
No you can’t speak English well without H-a-b-i-t formation
Train mouth and ears at a time
Then you can speak English very well
Train brain and Heart at a time
Then you can speak English very well
No you can’t speak English well without H-a-b-i-t formation
Don’t translate into your mother tongue
Then you can speak English very well
Learn to speak with actions
Then you can speak English very well
No you can’t speak English well without H-a-b-i-t formation
Do not use single words
Then you can speak English very well
Use sentences more and more
Then you can speak English very well

Song: 2

FAVORATE COLOR SONG
(Composed by Daggubati Vasanth Choudary)
Favorite, favorite
What is your favorite color?
Blue, blue,
I like blue
Blue is my favorite color
(Sing using replacing color separately with Red, orange, yellow, pink, purple, green,
brown, yellow, golden, white, black etc)

Song: 3

FUTURE TENSE SONG
(Composed by Benjamin Sanam)
If you want to speak for future, use will or shall (2)
If you want to speak for future, say “I will come or I shall come”
If you want to speak for future, use will or shall form
Use you want to speak for future, use going to (2)
If you want to speak for future, say “I am going to come”
If you want to speak for future, use going to form

Song: 4

PRESENT CONTINUOUS TENSE ACTION SONG
(Composed by Benjamin Sanam)

What is she doing?
She is sleeping
What is he doing?
He is sleeping
What are they doing?
They are sleeping
What are they doing?
He is sleeping, she is sleeping

(Sing replacing by replacing verb with Writing, reading, jumping, eating, walking, coming, going, pushing, pulling, washing, listening, speaking etc)

Song: 5

DAILY ROUTINE- PRONOUN SONG
(Composed by Daggubati Vasanth Choudary)

I wake up (3) in the morning
I wash my face (3) in the morning
This is what I do when I wake up in the morning
I brush my teeth (3) in the morning
I take bath (3) in the morning
This is what I do when I wake up in the morning
I comb my hair (3) in the morning
I eat breakfast (3) in the morning
This is what I do when I wake up in the morning
I go to school (3) in the morning
You wake up (3) in the morning
You wash your face (3) in the morning
This is what you do when you wake up in the morning
You brush your teeth (3) in the morning
You take bath (3) in the morning
This is what you do when you wake up in the morning
You comb your hair (3) in the morning
You eat breakfast (3) in the morning
This is what you do when you wake up in the morning
You go to school (3) in the morning
She wakes up (3) in the morning
She washes her face (3) in the morning
This is what she does when she wakes up in the morning
She brushes her teeth (3) in the morning
She takes bath (3) in the morning
This is what she does when she wakes up in the morning
She combs her hair (3) in the morning
She eats breakfast (3) in the morning
This is what she does when she wakes up in the morning
She goes to school (3) in the morning
He wakes up (3) in the morning
He washes his face (3) in the morning
This is what he does when he wakes up in the morning
He brushes his teeth (3) in the morning
He takes bath (3) in the morning
This is what he does when he wakes up in the morning
He combs his hair (3) in the morning
He eats breakfast (3) in the morning
This is what he does when he wakes up in the morning
She goes to school (3) in the morning

Song: 6

AMERICAN OPPOSITES GRAMMAR SONG
(Composed by Tasmin Ambrose)
Big x Small
Tall x Short
These are opposites
Day x Night
Left x Right
These are opposites
Up x Down
Touch the ground
Low x High
Touch the sky
Fast x Slow
Stop x Go
Push x Pull
Empty x Full
Opposites make the world go round, World go round, World go round
Opposites make the world go round living in harmony
On x Off
Hard x Soft
These are opposites
Hot x Cold
Young x Old
These are opposites
Near x Far
Ha Ha Ha!
Old x New
Boo Hoo!
Dull x Bright
Heavy x Light
Girls x Boys
Silence x Noise
Opposites make the world go round, World go round, World go round
Opposites make the world go round living in harmony
Fat x Thin
Loose x Win
These are opposites
Father x Mother
Sister x Brother
These are opposites
Boring x Fun
Run Run!
Healthy x ill
Stand still!
Catch x Throw
Yes x No
King x Queen
Dirty x Clean
Opposites make the world go round, World go round, World go round
Opposites make the world go round living in harmony
Dark x Light
Wrong x Right
These are opposites
Square x Round
Lost x Found
These are opposites
Summer x Winter
Whisper whisper!
   In x Out
Shout Shout!
Strong x Weak
Listen x Speak
Stay x Leave
Give x Receive
Opposites make the world go round, World go round, World go round
Opposites make the world go round living in harmony
   Early x Late
Curly x Straight
These are opposites
Quiet x Loud
Humble X Proud
These are opposites
Shallow x Deep
Fast asleep!
Real x Fake
Wide awake!
Valley x Peak
Hide x Seek
Break x Mend
Beginning x End
Opposites make the world go round, World go round, World go round
Opposites make the world go round living in harmony
   White x Black
These are opposites
Village x City
Ugly x Pretty
These are opposites
Ceiling x Floor
Shut the door!
Stamp x Tiptoe
Open the window
Good x Bad
Happy x Sad
Wet x Dry
Hello x Goodbye
Opposites make the world go round, World go round, World go round
Opposites make the world go round living in harmony

Song: 7

PRESENT CONTINUOUS TENSE ACTION SONG
(Composed by Benjamin Sanam)

What is she doing?
She is sleeping
What is he doing?
He is sleeping
What are they doing?
They are sleeping
What are they doing?
He is sleeping, she is sleeping

(Sing replacing by replacing verb with Writing, reading, jumping, eating, walking, coming, going, pushing, pulling, washing, listening, speaking etc)

FINDINGS
Singing grammar Songs with rhythmic tone helped the learners remember otherwise unconnected words and ideas. It was observed that Melodious singing always entered human memory with very fewer distractions. Learners who already possessed musical intelligence were sensitive to Non-verbal sounds. Grammar songs motivated learners to put hearty interest in spoken English, new vocabulary and grammar rules within a few minutes. Singing melodious grammar songs creatively explored Linguistic intelligence and Body-kinesthetic intelligence. Learning to speak English through songs helped to overcome the boring drilling methods. Communicative competence was built quickly, at the same time, singing songs reduced the affective filter in the learners. Singing Phonic songs and diphthong songs right from Alphabets itself made acquisition of new language with right accent and pronunciation. Learners found to be dancing when singing by their shaking hands, legs, clapping and
swinging automatically even without being told to do so. Some of the learners who had average level of spoken English proficiency could quickly raise to good levels as they understand new words and internalized their meanings, thus helping to acquire spoken English skills without stress and strain.

CONCLUSION

Hence we conclude that this method and approach of teaching spoken English using grammar songs as a new method of American English language teaching to non-native.

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