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The Effect of Song and Movie on High School Students Language Achievement in Dehdasht

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Abstract

The purpose of this research was to examine the effect of song and movie on the language achievement of high school students. To conduct the study, 60 high school male and female students were randomly divided into two groups, experimental and control, at Saeed learning English institute in Dehdasht. The data were collected using two instruments: a pre/post achievement test and a questionnaire, which were both researcher-made. The data obtained from the administration of the test and the questionnaire were analyzed using independent samples t-tests and paired samples t-tests and the findings were compared to examine the effect of song and movie on student's learning. The result of this study showed that the implementation of song and movie used in the study had a significant effect on student's language achievement in their listening, reading, vocabulary and grammar.

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Keywords: Song, Movie, Language Achievement.

1. Introduction

In order to maintain student's interest in language learning when English is not seen as an important factor for their needs, teachers have to find creative ways to teach language and expand student's motivation to learn. Learning English as an international language has a great importance in different levels of education in Iran, but unfortunately most of the students are not satisfied with their abilities in English after studying it for several years in their school. Of course, there are different reasons for this problem, but one of the reasons which is the concern of this study is lack of motivation.

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Some studies stated that integrating song and movie into language classroom could make the curriculum more relevant to students' lives and increase their motivation to learn. Scholars (Alverman,1999; Cope & Kalantzis, 2000; Dyson,1997; Gee,2000; Knobel,1999) stated that the infusion of multimedia across social domains is changing the meaning of what it means to be proficient and literate in a language.

2. The importance and the role of songs and movies in language teaching

(Rosova, 2007) claimed that songs have a place in the classroom for helping create a friendly and co-operative atmosphere for language learning, but they can offer much more. He also mentioned the idea that songs are effective tools in education.

Murphey conducted a study on 49 students who had all experienced the song-stuck-in-my-head phenomenon in some language. Analysis of the results showed that first the melody and then the lyrics from the songs get stuck and stored in memory until needed for a specific context. Therefore, he believed that songs positively influence learners' long and short-term memory (Cited in Rosova, 2007).

(Lowe, 1998) illustrated the impact of songs on second grade French immersion students in New Brunswick. The only difference between the control and the experimental group was 15-minute instruction each session through the integration of songs. The researcher concluded that the experimental group outperformed the control group on vocabulary, grammar, and rhythmic patterns and the students were motivated by the songs' inclusion.

(Kanel, 1997) pointed that some research has shown that using songs improves listening comprehension, and develops pronunciation. The most important reason for using songs in the classroom would be to bring students into contact with authentic language.

According to (Razmjoo, 2012), there is a relation between linguistics and musicology as songs have both the communicative feature of language and the entertaining feature of music. Songs have rhythmic and melodic content representing a specific form of communication in a linguistic sense. He suggests that the use of songs in the foreign language classrooms reflects the inherent rhythmic nature of life.

Video is seen as an important resource for use in the EFL\ESL classroom because it is dynamic, immediate and accessible (Lonerger in Walker, 1997). According to Stempleski & Tomalin video not only exposes students to the target language, but it also exposes them to non-verbal aspects of communication. Non – verbal communication is comprised of such things as gestures, expression, posture, and dress.

There are some benefits relates to using movie in the classroom. The first is relates to motivation. Films about issues that draw the learners' interest can affect their motivation to learn (Stempleski, 1992; Allan, 1985; Lonerger, 1984). When they are watching films, they can learn language components such as grammar, vocabulary, pronunciation. Second, the movies help the learners' comprehension by enabling them to listen to exchanges and see such visual supports as facial expression and gestures simultaneously (Allan, 1985; Sheerin, 1982), which may improve their insights into the topic of the conversations. In real life, unless they are speaking on the telephone or listening to the radio, such visual supports are present to accompany the verbal exchanges, so the existence of facial expression and gestures in the movies can simulate the dialogues in real situations. In addition to the visual supports the films also provide exposures to the language uttered in authentic settings (Stempleski,1992; Telatnik and Kruse, 1982).

The most convincing argument for using film in the classroom is the motivation it provides the students (Baltova, 2000; Lin , 2002). Films also provide a context for language learning to take place by reinforcing what students would learn in the classroom in a dramatized , authentic production (Brinton , 1991; Gebhard, 1996).

3. Research Questions of the Study

The aim of this study was to identify and examine the effect of Song and Movie as a stimulus to enhance students' learning. To achieve the purpose of the study, the following research question will be addressed:

To what extent do song and movie affect language achievement of high school students? If so, on what components and skills of language do they exert more effect?

4. Method

The participants were male and female students in an English language institute in a small town in the south west

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