

Assesment of Song as a Veritable Pedagogical Tool in French Language Classroom

Sunmonu Hamed Olaide ; Oladeji ,Olayiwola Nureni

¹Department Offrench Language Adeniran Ogunsanya College Of Education Oto/Ijanikin Lagos State ,Nigeria.

²Department Of French Language Federal College Of Education (Special),Oyo Oyo State, Nigeria

ABSTRACT

Teaching of French language has gone a long way in Nigeria and its teaching requires prompt upgrading of methods of impacting knowledge of this foreign language. Song being a universal phenomenon has significant effects on French pedagogy. Naturally, most human beings listen to song, sing it and, memorise it with ease. As song conveys messages and words that are loaded with meanings, so also it can be used for imparting knowledge. On this premise, this study assessed the place of song as a veritable pedagogical tool for the teaching of French in few selected secondary schools in Afijio local government area of Oyo state Nigeria. It is found out that the use of song in the French language classroom promotes the academic performance of the learners. This in turn increases teacher's productivity. To help teachers and learners of French language, the researchers recommended that the use of song be incorporated at various levels of our educational levels system.

Key words: Song, foreign language, Pedagogy, performance.

INTRODUCTION

The popular statement which refers to song as a “universal language”, It stems from the fact that song is communicative. According to Mcpherson (2003), neurological studies have shown that language is a very important and complex function in human, and unsurprisingly it involves a number of brain regions. The same brain structures are involved in music and language skills and it has long been established that music training improves children's language skills. Language is a vehicle of communication, which means through sign and symbols language can be understandably shared within a given universe of usage. The chambers 20th century dictionary new Edition (1983) defines language as' human speed: a variety of speech or body of words and idioms, especially that of a nations; mode of

expression, diction and any manner of expression thought or feelings. (Agu, 2000).

Okafor (1995) defined song as an aesthetic art of combining or putting together, sounds that are pleasant to the ear. song fills a basic human desire in that it satisfies the need to comprehend tonal beauty that people hears. When people respond to song, they respond with their feelings and emotion manipulative skills through intellectual means and combination of these, he went further to defined song as a cultural expression, determined, moulded, interpreted and dressed or coloured by culture and the cultural environment of a people. Okafor's definition begins to situate song as a experiencing? May not be discussed only in universal terms of creative elements and some effect. Keenen (2013), song was part of a holistic method of communication bundled with body movement and primitive utterances which would respectively evolve to become body of proper language.

Song is the earliest form of literature that is the oral literature. Song is mostly sung to pass vital information or as appraisal to deity, ancestor and God. Before stories of war, heroes, legend are documented the only way it was passed from generation to generation is by orature. Orature is the oral form of literature

Language and song are uniquely human. A world without either would be hard to imagine, "Both language and song are characteristics of the human species that seem to be universal". In language and

music, spoken words become symbols because they are merely operators and designators. The use of musical language, words, drawings and gestures therefore express symbolic ability of man. The word will use language and song therefore stand as symbols which represent ideas and indirect concrete objects. It is believed that the intersection of music with language is inevitable, and that meeting point is communication. Musical sounds are surely the evidence of deliberate minded system of communication which Dunn(1999) refers to as having an integrity that is part of huge fabric of life. Mcpherson (2003) also strongly believes that language is great in its ability to convey information, but at certain points, especially at the educational and social level, music takes over. Poem and music with language appear to develop together and not independently.

Learning French as a second language can be a hard task which can sometimes be frustrating and demotivating if not tackled with a good method. It is clear that a constant effort is required to understand, produce and manipulate the target language. The teacher encounters difficulties in lack of motivation for the students to learn French since they are not exposed to hear and practise it every time and everywhere. To take up the challenge, teachers must permanently have recourse to songs to enhance learners desire to learn French language. It is obvious that student will always be a student no matter how old he/she maybe, student learn better when

they have the feelings that they are making progress and it mostly happens when the atmosphere of the classroom is not dull but lively and facilitating.

Song is effectively applied in the learning of words and other fields of study. For example; music enhances acquisition and recollection of imbibed knowledge or words whenever the need arises so long as the words are sung as melody. Any aspect of learning in any field of study especially foreign language, which is subjected to melody, which is automatically simplified and it is never ever forgotten. For instance, one hardly forgets the familiar tunes used in learning virtually every subject in primary and secondary school. For example, many people don't understand French but can always sing what they were taught in primary school, like days of the week, months of the year and numbers. Therefore, one can agree that using song in teaching and learning of French language in a veritable arsenal to concretize the teaching and learning of French language to a remarkable extent its effects in achieving retentive learning cannot be over emphasised.

STATEMENT OF THE PROBLEM

Completely quiet environment for learning and concentration among primary and secondary school students and even adults, is said to yield a negative effect on peoples mind and in the development of children's intelligent. The needs to use song to teach and learn French language has been

relegated to the background and not accorded its rightful place in educational development especially in teaching of French. However, research has tried to prove that music, if well integrated can ease tension as learning takes place and in everyday academic life. The use of songs has numerous values and benefits it confers to learners but teachers has relegated it to recreation and entertainment part. Thus, this research is The main purpose of this study is to promote the impact of songs on the teaching and learning of French language. It is also to bring out the aesthetic potential of the children to its highest possible level of teaching French language. The introduction of French language to student with songs is highly encouraged being a foreign language. This study in most cases is designed to cater for the needs of the learners in ideal learning situation .Also to look into the wrong use of the notion of songs in teaching and learning French language.

SCOPE OF THE STUDY

The domain of this research are four different secondary schools in Olorunda Local Government area of osun state. It investigated the use of songs while teaching French language.

RESEARCH QUESTION

1. Is there a significant effect of songs in teaching & learning French?
2. Is there a significant different in the occurrence of involuntary mental

rehearsal, after listening to song rather than text?

3. Is there difference in text recall when the text is learned through the use of songs!
4. Is there significant difference between the opinion of respondents on the attitude of teachers and students in learning French through song.

SIGNIFICANCE OF STUDY

The importance of this research work is to point out the benefit that can be attributed to the power of song in the teaching and learning of French language in secondary schools.

Language has been defined variously by linguists. It has been looked at broadly and from a very restricted perspective. From a very broad perspective language is seen as a means of communication. Language from broad perspective is also not restricted to man as both man and animal communication to man is not restricted to the use of spoken or written symbols alone but involves a wide range of non-verbal modes of communication.

From the restricted perspective, language is defined as a means of conventional spoken or written symbols by means of which human being as members of social group and participants in its culture communicate. The above definition refers to language as human specific produce speech sounds. The second

definition implies that language defines people especially in relation to their culture.

Language has also been defined as a human system of communication which uses structured vocal sounds and can be embodied in other media such as writing, print and physical signs. Most linguists currently regard the faculty of language as a defining characteristic of human beings (Olabode, 2006)

Adetugbo (1980) define language more than anything in existence that makes human communication and interaction possible. Note that language is a creation of man to meet man's social means. Schools all agreed basically that language is a means of communication, identification, categorization, expression of thought, perceptions, creative activities, etc. one other thing that has been noted by scholars the instrumentality of language, that is, it is a kind of working tools for human as it allows him to carry out his daily activities effectively.

A language must serve useful and fundamental purpose which a teacher of such language must bear in mind while teaching it.

Owoeye (2009) compiled a lot of functions which language performs. She emphasizes that language is a means of social interaction which allows meaningful exchange of economic, social, political and religious levels.

Language is referred to as medium of communication. Language exist as every community exist, that is a community must

have its own language. It's the major components of communication. It is the means for expressing feelings, emotions, instructions, comprehension and others.

Henry (1969): It is a learned, shared and arbitrary system of vocal symbol through which human being of the same community interact.

Opoola (2001): He does not see language as been created by human. It is the natural gift for man and animal on the expression of ideas, feelings and state of mind. Language is a vehicle of communication, a means through which signs and symbols are understandably shared within a given universe of usage. The chambers 20th century Dictionary New Edition (1983 defines language as human speech, a variety of speech or body of words and idioms, especially that of a nation. Mode of expression: diction, any artificial signs and symbols.

Whatever people do when they come together, whether they play, fight, song or they talk. We live in a world of language. We talk to our friends, our associates, our teachers, our parents, our rivals and even our enemies. We talk to bus drivers and total strangers. Hardly a moment of our working lives is free from workds and even in our dreams we talk and are talked to.

The possession of language, perhaps more than any other attribute, distinguishes humans from other animals. To understand our humanity, one must understand the nature of language that makes us human.

According to the philosophy expressed in the myths and religions of many people, language is the source of human life and power. To some people of Africa, a newborn child is a "kintu", a "thing" not yet a "muntu" a "person". Only by the act of learning.

According to this tradition, we all become "human" because we all know at least one language but what does it means to "know" a language?

When you know a language, you can speak and be understood by others who know that language. This means you have the capacity to produce sounds that signify certain meanings and to understand or interpret the sounds produced by others. But language is much more that speech. Dead people produce and understand sign languages just as hearing persons produce and understand spoken languages. The languages of the deaf communities throughout the world are, except for their modality of expression, equivalent to spoken languages.

Part of knowing a language means knowing what sounds are in that language and what sounds are not. One way this unconscious knowledge is revealed by the way speakers of one language pronounce words from another language. If you speak only English, for example, you may substitute an English sound for a non-English sound when pronouncing foreign words like French "Menage a trios". If you pronounce it as French do, you are using sounds outside the English sound system.

French people speaking English often pronounce words like “this” and “that” as if they were spelled “zis” and “zat”. The English sound represented by the initial letters. “Th” in “this word is not part of French sound system and the French mispronunciation reveals the speaker’s unconscious knowledge of this fact. All are results of linguistic interference.

Knowledge of a language enables you to combine sounds to form words, words to form phrase, phrase to form sentences. You cannot buy a dictionary of any language with all the sentences of the language. No dictionary can list all the possible sentences, which are infinite. Knowing a language means being able to produce new sentences never spoken before. The linguist Noam Chomsky, one of the people most responsible for the modern revolution in language and cognitive science, refers to this ability as part of the creative aspect of language use. Not every speaker of a language can create great literature, but you and all persons who know a language can do create new sentences when you speak and understand new sentences created by others.

In pointing out the creative aspect of language Chomsky made a powerful argument against behaviourist view of language that prevailed in the first half of the twentieth century, which held that, language is a set of learned response to stimuli. While it is true that if someone steps on our toes we may automatically respond with a scream or grunt, these

sounds are not part of language. They are involuntary reaction to stimuli. After we reflexively cry out, we can then go on to talk. The sentence you say after you have cried out is not controlled by any stimulus.

Even some voluntary cries like “Ouch” are constrained by our own language system, as are the filled pauses that are sprinkled throughout conversational speech. French speakers, for example often fill the pauses with the vowel sounds that starts with the word for egg “Oeuf” a sound that does not occur in English.

Language is the human faculty that enables us to exchange meaningful message with some of our fellow human being by means of discourses and texts, which are structured according to the rules and convention of the particular language that we share with those fellow human beings.

The principal means used by human being to communicate with one another is language.

CONCEPT OF TEACHING AND LEARNING

Teaching has been described as the act of practise or profession of giving instruction. It could also be seen as a stimulation, guidance, direction and encouragement of learning. In its broadest sense, teaching is a process that facilitates learning. Teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and of society. It can also be said

to be communication between two or more persons who influence each other by their ideas.

In addition to providing students with learning opportunities to meet curriculum outcomes, teaching emphasizes the development of values and guides students in their social relationships. Teaching is to feel the minds of learners by information and knowledge of facts for future use. Teaching is a set of event outside the learners which are designed to support internal process of learning.

Ifeagwu (2006) defines teaching as a triadic process involving interaction between the teacher, the subject matter and the students. This imply that teaching has to do with a teacher, learners, materials, learning environment and effective communication between teacher and learner.

Aladenika (2003) sees method of teaching as a special way or procedure of imparting something new. Method of teaching most specially language is a procedure of how language, facts, ideas, and knowledge are going to be taught in order to achieve the aims and objectives.

According to Thorndike (1928), learning is a permanent change in behaviour as a result of experience and the behaviour includes both the external and internal actions of the individual which are observed and remain unobserved by the outside world. It also include different ways in which people understand or experience or conceptualize the world around them.

According to Ali (2005), J. B. Watson conduced learning experiments in an animal (Rat) and human being, in which he revealed that law of effect has not as much importance in the learning process as been emphasized by Thorndike, Watson discovered that once the animal was well trained at running the maze, he did so almost automatically. It is aimed at information processing instead of information acquisition.

TEACHING OF FRENCH WITH SONG

Linguistics define language as an instrument of communication as a verbal interaction. However, Spanish music therapist (Patxi, 2000) asserts that in any oral interaction only 15% of the information issued corresponds to verbal language, while 70% of the message is performed through information, musical character while 15% belongs to body language.

Music and language share various characteristics. On one hand, both come from the processing of sounds, on the other hand, they are used together by authors/speakers to express a message; although language is much and language have intrinsic characteristics in common, for example pitch, volume, prominence, stress, tone, rhythm, and pauses. A further shared characteristic of language and music is that we learn both of them through exposure. No language can be acquired without oral or written input (Visual input, in the case of sign language), and in a

similar fashion we acquire our notions of music from what we hear around us.

Some authors have studied this technique to verify this effectiveness. Medina (2002), thinks the main advantage of using songs is the enjoyable experience they bring to students and the relaxed atmosphere they create in a class. The more relaxed the student the more receptive to learning they are. In addition, through songs learners are exposed to authentic examples of the second language. It is also important to know that songs in the classroom can stimulate positive associations to the study of French language, which otherwise may only be associated with exams, frustration and corrections. Also, not every student will have the opportunity to go abroad to practice French in real life, but there are opportunities to listen to French in a useful way.

Lake (2003) supports the idea of using song in French lessons for various reasons. As he suggests, language and music are closely tied together in the brain when processing pitch, rhythm and syntactic phrasing. Music provides a fun and relaxing way to acquire, process and produce French language. Through songs, language learners get to see the beauty and variability of French and therefore they become more interested in French language. Music helps them to understand some cultural differences and the various pronunciation of French.

Brown (2006) agrees with other authors on the listening skills and cultural

knowledge, benefits music gives to student and teachers of the use of music in a French language classroom practicing lyrics, reading, studying the vocabularies and listening to various songs can help student become more familiar with popular music and make them more confident in their ability to understand the world around them.

Lems (1999), suggests that the most important aspect is that teachers should like the songs that they want to use and they should also want to share them. It is also important that the chosen songs contain words that are easily comprehensible to be able to provide oral practice, it is necessary to use songs with enough repetitions. Songs should be popular, likely to be listened to by students outside the lessons, and well-written, from a native speaker point of view. Additional considerations regarding the level should be taken into account, when introducing song to a low level class, these songs should have a limited vocabulary and lots of repetitions. Songs for students of the intermediate level should contain manageable load of vocabulary limited total length and should not be heavily embedded.

Stephen Krashen, in his natural Approach methodology, developed five hypotheses, one of these is The Affective Filter Hypothesis. This is a justification of how the affective factors relate to language learning. It is mainly attractive to teachers as it answers why some learners learn and others do not.

It is necessary for students to have positive attitude in regard to learning. Teachers are responsible for finding this positive attitude. Krashen (1982) explains that for optimal learning to occur the affective filter is strong the learner will not search for language input, and consecutively will not be open for language acquisition. The teachers have to provide a positive atmosphere conducive to language learning. And songs are one method for achieving this weak affective filter that teachers need to promote language learning. Using rhythm, chanting and songs can increase the attention and interest of the students while motivating them to learn.

The main cognitive reason for using songs in the classroom is automaticity. Songs present opportunities for developing automaticity. Gafbonton and Segalowitz (1988) defines automaticity as a component of language fluency which involves both knowing what to say and producing language rapidly without pauses.

FRENCH LANGUAGE TEACHING

Ifeagwu (2006) defines teaching as a triadic process involving interaction between the teacher, the subject matter and the students. This implies that teaching has to do with a teacher, learner's materials, learning environment and effective communication between teacher and learner.

Teaching is the specialized application of knowledge, skills and

attributes designed to provide unique service to meet the educational needs of the individual and of society.

Teaching has to do with different ways or method of passing vital information to the learner. The different method of teaching mostly depend on the level of the student.

French language teaching has to do with an individual who is the teacher and who is also good at French, he/she can be a native speaker or might have acquired it through learning. The teacher must be able to communicate fluently and teach correct pronunciation to the learners.

. THE MEANING OF SONG

Every day of human lives provide opportunities for them to interact and communicate in one way or the other with each other through various means; body language, facial expression or actions or verbal expression. Music a universal language of expression and one of the important aspect of human culture, form part of these means of communication. The word music is derived from Greek word "MOUSIKE". Ancient Greek and philosophers defined music as tones ordered horizontally as melodies and vertically as harmonies. The common sayings such as "the harmony of the spheres" and "it is music to my ears" point to the notion that music is often ordered and pleasant to listen to. Music is an art form and cultural activity whose medium is

silence and sound.. Ihekeazu (1985) acknowledged that expressive purpose for which man performs music which is to enable him understand his past and contribute to the shaping of the present and future, express and document himself, his feelings, hope, disappointments, suffering and joy.

Ohonkwo (2003), music is a language, a phenomenon that is integral in all aspect of communication which are often expressed. Different definition given to music depends on the culture and the social context in which it is performed.

PLACE OF SONG IN FRENCH LANGUAGE TEACHING

The place of song in French language teaching is vital and pivotal. Song is use as memory to aid problem solving tool in teaching language. Gardner (1985) proposed the use of music as a problem solving tool suggesting that all individuals without brain damage possess some degree of musical intelligence. Tapping the musical intelligence in the classroom combines the theory of multiple intelligence with actual classroom learning classes could allow teachers to use the students musical intelligence and their musical interests to achieve mastery of language skills. Overy (1998) reported a study where children were exposed to a curriculum emphasizing music instruction over language and mathematics. Results showed that students in the music instruction group improved in language and

reading yet no worse at mathematics than students who had spent more time on these subject without the additional music instruction. Learning to listen for changes in pitch in music may promote the ability to sound out new words.

Other evidence on the place of song in French language teaching and learning is found in Mohanty Hejmadi (1997) who tested for ability to learn the names of body parts and creativity in three different conditions; verbal instruction only verbal instruction with addition of music and non training group. After treatment, all experimental group exhibited highest test scores than the control group, with the greatest improvement in learning for the group who received verbal instruction with the addition of music. Thus improvement in cognitive abilities can result from a variety of training experiences; however empirical evidence suggests that music is one of the most effective method of teaching French language

The teacher must have a comprehensive knowledge of the song to be taught, understand the vocabularies and present the song to the student in a well mannered and acceptable way. The song that will be taught must be acceptable under the condition of the school environment. The song should also fit in the mood and the interest of the student in French classroom

LANGUAGE AND SONG

The level of relationship between song and language appears to be the hallmark of music theory, practise and performance. As a pure vessel of expression music truly communicates through the voice instruments and various musical gestures derived from speech. Music is more appreciated when it truly communicates and it does that most effectively through language embedded in melody. One's language influence one's creativity and expression of musical terms. This implies that language is not divorced from melody creation. In this regard, the choice of texts affects the choice of musical notes that form the melodic lines.

All songs are orally transmitted. In other words, the musical texts are unwritten. Agawu (2002) observes that oral texts have a kind of expanded existence, one that encourages performance to explore a range of alternative in realizing work.

In language and music, spoken words become symbols because they are merely operators and designators. The words we use in language and music therefore stand as symbols which represents ideas and indirect concrete objects. It is believed that the intersection of music with language is inevitable and that meeting point is communication. Musical sounds are surely of communication. Dunn (1999) refers to as having an integrity that is part of huge fabric of life. McPherson (2003) also strongly believes that language is great

in its ability to convey information but at certain point, especially at the social level, music takes over, so language and music appear to develop together and not independently.

The use of song in French language classroom propose creative teaching alternative so that our learners get to know how and when to use language appropriately; sociolinguistics is the science that studies the relationship between language and the society.

We have to know how to use language in different cultural contexts. It is essential that children become autonomous so that they know how to learn outside school. As Failoni (1993) suggest, music can enhance cultural awareness in and out of the classroom, something that enriches students, contact with French language and expands it. Song as a teaching method provides exercises in which children learn to show interest and respect towards francophone/France culture: to have interpersonal intelligence is to become aware that there are people with similar or different feelings from the ones we have, with different traditions with different songs, chants, thymes and anthems can show children in Nigeria French speaking countries features. Music fosters unconscious learning, thanks to repetition of structures and vocabulary while it promotes effective and meaningful memorization. Example of French song:

*“Si tu as la joie all
Coeur, frappe les mains
Si tu as la joie all
Coeur, frappe les mains
Si tu as la joie all
Coeur, frappe les mains”*

Songs have been an intrinsic part in the syllabi of French as a foreign language. Researchers found songs to be an effective learning tool as it improved learners listening and speaking proficiency, Escobar et al (2005) served as an effective motivation strategy. Ajihad and Ndububa (2008), exposed learners to authentic everyday and idiomatic language, Diamong and Miniciz (1994), made learners aware of subtle culture nuances (Milano, 194) and enhance learners long term memory of material.

The closeness of relationship that exists between music and French language lies in the ability to communicate. The music flow depends on their word, usage in texts. Some of the linguistic features such as stress, tone, length/duration, intonation and so on are also used in music and language to as on the structural relationship they are symbiotically dependent. One was modelled after the other. For instance, the use of phrases, syllables, tonal inflexion of words or contour. Nettl (1964), contribution to the relationship between language and music is on the similarities in the organization of pitch, stress and length in

specific language and their accompanying musical styles.

The attitude/behaviour of people towards the use of song in French classroom is quite bad. The use of song as a tool of teaching has been misunderstood by many. People don't see song as a good method for teaching especially in language. They have wrong believe about song in the classroom.

Some people believe that song should not be used to teach in class because it will distract the students and make them loose focus on the target topic.

People, even professionals in teaching sector believe that song can only be introduced to the students during leisure time. This believe is wrong because song should be part of the lesson plan when teaching a language and it should be taught when the lesson is still going on so as to make the lesson effective.

Furthermore, they believe that song is use to disturb other student in the school environment and student will take advantage of that period to shout or make noise.

Lastly, there is believe that through song, it will be difficult to know the deficiency of each students, because they will sing together and the teacher might not

be able to detect students that pronounce the words incorrectly.

SONGS AND FRENCH LANGUAGE TEACHING PROBLEM

Recently, research on the use of song as a pedagogical tool in the French classroom has been rare. As Failoni (1993) states, music's use in the foreign language classroom has long been valued but all too often, music in the classroom has been relegated to recreation and entertainment status. She goes on to state that a survey of the last two decades of journals for foreign language teachers shows only a few articles on other methodological ideas. The intention to use songs in the classroom has often been met with ridicule and a cautionary statement that although students were enjoying class, they were not learning. Advice from other faculty was given to this researcher that music must be used rarely and with care since it serves as enjoyment only to enrich the class but should not rob too much time from necessary lessons. As Dupuy (1999) remarked "music is considered the "fluff" of the foreign language curriculum". This attitude prevailed, due in part to the lack of empirical research using song in French language teaching.

LANGUAGE, SONG AND THE STUDENT

Ekong (2011) opines that for any phenomenon to be accepted as music and

not noise, such a phenomenon must possess certain attributes. The sound must be organized meaningfully; they must originate from the people and their culture.

. According to Ukut (2001), new ideas to be imbibed are made possible through the human communication system which is language. Language is the tool with which we can think, create, aspire, desire, feel, and express our soul, enlarge our mental horizon and fulfil all that man is capable of.

Essien (1993), language denotes a system of signs, symbols, gestures or rules used in communicating a meaning, an idea or thought. Thesaurus (2008), this can be written or through body language which have been assigned, acceptable meaning by members of the society which uses it. Music, a language of expression, has its signs, symbols, rules, governing it and could be expressed through any medium. Important factors in communication are perception, comprehension and assimilation of that which is communicated. It is obvious that the perceptible/cognitive abilities of individuals/students differ from one another. We hear but understand what we hear differently according to what we hear and the working of our mental and thought processes while song allows everyone listens and interprets divergently.

In school, teachers who know the role of song in transfer of learning and as aid to easy assimilation of knowledge incorporate this in their lessons. Olson (2005), added that the fastest way to

increase the speed at which student learn is wit song; students learns through music and their mind grow faster because of it, as it can have positive effects on learning and attitude.

Nye and Nye (1980) stated that with many opportunities music provide students for self-involvement and personally initiated activities. It is an effective way for the individual to become acquainted with vocabularies of second language, his way of understanding the content of the song and expressing himself, creatively, self-respect, acceptance and fluency as a result of musical accomplishment.

Horwitz et al (1979) found that the development of learning skills in students involved in music program for second language fended to accelerate over a prolonged period of time.. He said that “cheerful mood is needed to avoid satiety and repugnance which is the right poison of teaching. Undoubtedly, song definitely have the ability to maintain jolly atmosphere.. State that “songs can provide an enjoyable change of routine in the classroom as well as being fun in which they have a useful part to play in French language learning.

*Françai
s est
facile,
tousjour
facile ce
nest pas
dificile*

*tousjours
facile “*

The song above is an example of French learning song. The first four lines is repeated three times and the last line once. The repetition aids learning and makes the student familiar with the words. Song in French language learning covers all the four stages of acquisition. Firstly, the teacher sing the song and the LISTEN and the students repeat after the teacher which is SPEAKING and READING and they finally WRITE it in their note. Song has countless advantages when it comes to teaching and learning a language. Song can be very helpful as far as learning pronunciation is concerned. They provide the authentic language with all its traps such as connected speech, different pronunciation of the same sound or different pronunciation of some words laid for learners who should be exposed to it as much as possible to strengthen their ability to understand it.

They also have to physically produce certain sounds previously unknown to them. Song provides an ideal way to teach prosody, rhymes, pitch and tone in French language. Song helps in memory of language. According to Krashen (1983) din is an involuntary rehearsal of language which occurs mentally and is a song that language acquisition is taking place. However, there have been few studies which have connected musical din with linguistic din. Salcedo (2010) did a study

which investigated the effects of songs being added to instruction on foreign language. He studied whether text recall would be increased when text was learned through song, if delayed text recall would be increased through the same means, and if it was stronger after listening to song or text. He tested ninety four male and female students ranging between the age of 10-17, they attended the beginning level of French class.

For the experiment, Salcedo used a spoken and a song audio recording of three French songs.

*“plus, haut, plus haut plus haut
Jesus est plus haut
Plus bas, plus bas, plus bas
Satan est plus bas”*

Group A listened to a text in song, Group B listened to a spoken version of the text. Group A and B were allowed to see a written copy of the text, sing or speak along with the recording. The group were tested with a close test in which they were instructed to fill in the missing words to the song after hearing the recordings six times during a term. In the finding, Group A, the music group recalled the songs significantly better in two out of three songs, Group A

Table One

ITEM	AGREED	DISAGREED	TOTAL
1	42	18	60
2	25	35	60
3	28	32	60

also recalled the songs better after one term delay. However, song has a whole lot of advantage in teaching and learning French, it makes learning effective and easy. It makes easy all the difficulties faced in French language acquisition.

RESEARCH METHODOLOGY

The research used simple descriptive design which was used to establish the relationship between variables. This design gives a quick description to elicit data from target population through questionnaire and interview instrument. The study was conducted in four government owned secondary schools in Afijio local government, Oyo. The area is chosen because the schools listed has different s.

The researchers employ simple statistical tool which comprises of simple percentage. The response of the respondents was therefore presented, score, organized and analyzed using frequency tables based on the objectives of the study. Analysis of the data collected for the study. As stated earlier, the purpose of this study was to promote the impact of song in teaching and learning French language in secondary schools in Afijio Local Government.

4	28	32	60
5	20	40	60
TOTAL	143	157	300

Table Two

GROUP	SIZE	∞ - LEVEL	Df	X ² tan	X ² cal	DECISION
AGREED	143	0.05	4	9.488	17.8523	Reject
DISAGREED	157					Null Hypothesis

INTERPRETATION

Since $X^2_{cal} > X^2_{tab}$, as $17.8523 > 9.488$, the calculated value falls out of the acceptable region 0.05. We hereby reject the null hypothesis that there is no significant difference between the opinion of respondents on the effect of songs on learning and teaching French language.

HYPOTHESIS TWO

There is no significant difference between the opinion of respondents on the effect of songs on involuntary mental rehearsal in learning and teaching French language.

Table 3

ITEM	AGREED	DISAGREED	TOTAL
1	30	30	60
2	32	28	60
3	34	26	60
4	25	35	60
5	31	29	60
TOTAL	152	148	300

Table 4

GROUP	SIZE	∞ - LEVEL	Df	X ² tan	X ² cal	DECISION
AGREED	152	0.05	4	9.488	3.0138	Accept
DISAGREED	148					Null Hypothesis

INTERPRETATION

Since $X^2_{cal} < X^2_{tab}$ as $3.0138 < 9.488$, we therefore accept the null hypothesis that there is no significant difference between the opinion of respondents on the effects of songs on involuntary mental rehearsal in teaching and learning French language. This implies that all

respondents agreed that songs help in mental rehearsal when teaching and learning French language.

HYPOTHESIS THREE

There is no significant difference between the text recall and learning of French language through song.

Table 5

ITEM	AGREED	DISAGREED	TOTAL
1	50	10	60
2	48	12	60
3	36	24	60
4	52	08	60
5	49	11	60
TOTAL	236	65	300

Table 6

GROUP	SIZE	∞ - LEVEL	Df	X ² tan	X ² cal	DECISION
AGREED	235	0.05	4	9.488	15.7120	Reject
DISAGREED	65					Null Hypothesis

INTERPRETATION

From the table above, $X^2_{cal} > X^2_{tab}$, it implies that the null hypothesis should be rejected. Therefore, the hypothesis that there is no significance difference between the text recall through song and learning of French language is hereby rejected. This shows that text recall through song is important in teaching and learning French language.

HYPOTHESIS FOUR

There is no significant difference between the opinion of respondents on the attitude of teachers and students in teaching and learning French language through song.

Table 7

ITEM	AGREED	DISAGREED	TOTAL
1	49	11	60
2	50	10	60
3	48	12	60

4	49	11	60
5	32	28	60
TOTAL	228	72	300

Table 8

GROUP	SIZE	∞ - LEVEL	Df	X ² tan	X ² cal	DECISION
AGREED	228	0.05	4	9.488	21.3004	Reject
DISAGREED	72					Null Hypothesis

INTERPRETATION

Clearly $X_{2cal} > X_{2tab}$, as 21.3004 that the null hypothesis falls outside the acceptance region. Therefore, the null hypothesis that, there is no significance difference between the opinion of respondents on the attitude of teachers and students in teaching and learning French language through song is hereby rejected. This implies that individual’s attitude towards teaching and learning differs.

4.2 DISCUSSION

The goals of this study is to examine the use of song and to promote the impact of song in teaching and learning French language. The research question 1 stated thus: Is there a significant effect of songs in teaching and learning French language? It was found that, there is significant effect in teaching and learning French language according to the research carried out. The result showed that song as a teaching tool has a great effect when it comes to teaching and learning French language. Using song in teaching and learning French language helps to cover the four language acquisition skill; listening skill, speaking skills, reading skills and writing skills.

The research question 2 state that: Is there difference in the occurrence of involuntary mental rehearsal, after listening to song rather than text? The results reported the significant difference when French language is taught with song rather than text. Students that received musical treatment consistently show a higher occurrence of din than those students exposed to text only. In addition, some respondent added that they had no control of the repetition and could not get the song taught in class out of their heads. As postulated by Krashen (1985), the din may be an indication that language acquisition is taking place. In the present study, din is increased by the use of song therefore, it is to the student’s advantage to increase stimulation of the language acquisition device by having more instruction in form of song.

In research question 3; it states that: Is there difference in text recall when text is learned through the use of song? The research result showed that the text recall through songs is important in teaching and learning French language is important.

Research question 4 states that: Is there difference on the attitude of teachers and students toward teaching and learning French language through song? The research result shows that the attitude of individuals towards learning and teaching French language differs. As important as song is on teaching language; so is individual differences. Music can be melodic and interesting while teaching and learning French language but not every individual will like it. The result shows that majority of the student and teachers like it while minority prefers text reading.

SUMMARY

The purpose of this study was to evaluate teachers and students attitude towards the impact of song to teaching and learning French language in some selected secondary school in Afijio Local Government area of Oyo State.

The descriptive research design was adopted for this study. Random sampling technique was used to collect information from the respondents. The instrument used was a research designed four-point Likert scale questionnaire.

Data collected were tested using the descriptive statistics of arithmetic mean, the inferential statistics (chi-square) was used to analyze the data at 0.05 level of significance.

CONCLUSION

Based on the findings of this study, the following conclusions were made:

- ✓ Teachers avoid the use of song

- ✓ Most teachers are not competent enough to teach with song because it include phonology, morphology, syntax and lexis.
- ✓ Students take song for granted
- ✓ Teacher find it difficult to teach a song in line with the lesson been taught
- ✓ Both teacher and student don't know the importance of song in teaching and learning French language.

RECOMMENDATIONS

1. Song should be considered indispensable resources when teaching and learning French language.
2. Teachers should try as much as possible to include song when teaching French language
3. Schools should employ competent and qualified teachers to teach French language so as to enable them teach the right way
4. Learners of French language should use French song as an opportunity to learn and speak French language proficiently.
5. Teachers should teach songs that are relevant to the lesson they are teaching.
6. Teachers should try as much as possible to explain in the meaning of each vocabularies in the song and how to pronounce it.
7. Both teachers and students should be enlightened on the importance of

song in teaching and learning French language.

8. REFERENCES

- [1] Awoniyi, T. A. (1982). The teaching of African language: Condoris Hoddes and Stongton LTD.
- [2] Ayot, H. O., Patel, M. M. (1987). Instructional Methods, Nairobi Kenyatta University Kenya.
- [3] Best, J. & Kahn, I. (1993). Educational research, retrieved on June 23, 2016 from <http://www.getcited.org/pub/102991379>
- [4] Boles, M., (2006). The effects of multicultural literature in the classroom. Eastern Michigan University.
- [5] Boylan, H., Saxon, O. (2002). What works in remediation: Lesson from 30 years of Research National Center for Developmental Education.
- [6] Clark, M. E., McCorkel, R. R. & Williams, S. (1981). Music therapy assisted labor and delivery. *Journal of Music Therapy*, 18, 88-100.
- [7] Coulmas, F. (1989). The Writing System of the World. Cambridge MA: Blackwell Publishers.
- [8] Daniels, P. T., and W. Bright, eds (1996), *The World's Writing Systems*. New York: Oxford University Press.
- [9] Framework, Modern Language Journal, 78.359-368 (E J 497 734)
- [10] Krashen S. (1982). Principles and practice in second language acquisition. Pergamon Press, Oxford.
- [11] Krashen, S. (1983). The din in the head, input, and the second language acquisition device. *Foreign Language Annals*, vol. 16 pp41-44.
- [12] Krashen, S., & Terrell, T. D. (1983). *The natural approach language acquisition in the classroom*. Alemany Press.
- [13] Martin, M. (1983). SUCCESS: Teaching Spelling with Music. *Academic Therapy*, vol. 18, No. 4 pp 505-507.
- [14] Mbito, J. K. (2013). The challenges facing teachers and students in the process of teaching and learning. Kiswahili.
- [15] Oladejo, J. A. (1993), How to embark on a Bilingual Education Policy in developing country. The case of Nigeria. *Journal of Multilingual and Multicultural Development* pg. 447-462
- [16] Salcedo, C. S. (2010) The effects of songs in the foreign language classroom on text recall, delayed text recall and

involuntary mental rehearsal, *Journal of College Teaching and Learning*, 7(6-30).

sources of all information used for this study.

[17] Saricoban, A., & Mehn, E. (2000). Songs, verse and games for teaching grammar. *The Internet TESL Journal* VI(10).

[18] Spicher, L., & Sweeney, F. (2007) Folk music in the L2 classroom: development of native-like pronunciation through prosodic engagement strategies, *connection*, 1(35-48).

[19] Standard for foreign language learning in the 21st century. (2006). Lawrence, K. S.: Allen Press.

[20] Valdez, L., De Guzman, A., & Escolar-Chua, R. (2012) Every move counts in learning: Filipino clinical instructor's scaffolding behaviours in teaching medication administration.

[21] Victoria Fromkin, et al (2005). *An Introduction to Language*, New York: Michael Rosenburg Publishers.

[22] Yoo, I. W. (2002), Focused listening with songs. *The Internet TESL Journal*, VIII(7)

[23] N; B: This is a self sponsored research work. We sincerely appreciate the schools contacted for this study. Also the