RESEARCH ARTICLE

USE OF SONGS IN TEACHING INTERROGATIVES TO THE DRIFTED LEARNERS FROM REGIONAL MEDIUM TO ENGLISH: AN EXPLORATORY INVESTIGATION

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ABSTRACT

India is a country known for its language diversity with a representation of five language families: Austro-Asiatic, Dravidian, Indo-European, Malayo-Polynesian and Sino-Tibetan. Of these, languages belonging to the Dravidian and Indo-European families are spoken by the majority of the population. These language groups are specific to geographical regions and share cultural ties with neighboring countries.

This paper aims to explore the efficacy of using songs to teach interrogatives to young Learners of English as a second language in the Indian English classroom. It focuses on drifted (or, migrated) learners, i.e., those who have shifted from regional medium educations to English medium schools. It began with the following questions such as: can songs be used to teach interrogatives to young ESL learners? (Migrated learners). Whether the songs will help them to avoid making three commonly observed errors in their use, i.e., use of inappropriate question word, missing verbs and wrong word order? Can the ESL teachers use songs as a pedagogical tool enhances learner motivation and learning?

INTRODUCTION

The prestigious status of English over the regional language Telugu and the poor reputation of the regional medium schools run by the Government of Andhra Pradesh and Telangana the more obvious reasons for the drastic increase in the number of students migrating to English medium schools over the past few decades. But the number of families who cannot afford such a change is also not negligible.

The students drift from regional medium to English medium are economically and socially backward families. In fact, a few of them are actually first generation learners. Their exposure to the world as we know it is extremely limited Their knowledge of English is minimal as most of them don't have access to English language resources beyond the walls of the classroom Their parents cherish an ambition to see them reach greater heights but are not equipped enough to guide them.

These reasons apart, it is obvious that such drifted learners will face many difficulties in their attempts to cope with the new medium of instruction as well as the new language, English. They are assumed to lack the motivation to learn English and this in turn is assumed to affect their interest in learning other subjects as well. Schools have devised different ways to help out migrated   learners namely providing additional coaching for such students, admitting them to a lower class or putting them in a separate class altogether.

This paper aims to explore the efficacy of using songs to teach interrogatives to young Learners of English as a second language in the Indian English classroom. It focuses on drifted (or, migrated) learners, i.e., those who have shifted from regional medium educations to English medium schools. It began with the following questions such as: can songs be used to teach interrogatives to young ESL learners? (Migrated learners). Whether the songs will help them to avoid making three commonly observed errors in their use, i.e., use of inappropriate question word, missing verbs and wrong word order? Can the ESL teachers use songs as a pedagogical tool enhances learner motivation and learning?

The term drifted learner, as used in this paper refers to any learner who has shifted from a regional medium school to an English medium school. Many students do shift ordinarily from regional medium schools to English medium schools for various reasons which we shall discuss later in this section. The problems that they encounter are also more or less similar. The difference lies in how these problems are overcome if at all the educational institutions they enter make an effort to do so.

English and It's History in India

India is a country known for its language diversity with a representation of five language families: Austro-Asiatic, Dravidian, Indo-European, Malayo-Polynesian and Sino-Tibetan. Of these, languages belonging to the Dravidian and Indo-European families are spoken by the majority of the population. These language groups are specific to geographical regions and share cultural ties with neighboring countries.

There are over 3,000 mother tongues which can be classified into 10 different languages (Henderson, 2002) with over 18 regional languages which enjoy the official status in their respective regions. The Indian Constitution recognizes Hindi as the official language of the Union with English being accorded the status of associate official language' (The CIA World Factbook, 2002).

The reasons for English acquiring this supremacy over other Indian languages can be traced back to the 1750's when the seeds of English education were first sown in India with Christian missionaries initiating the process of establishing English- medium schools to introduce the natives to their faith. Though they emphasized the importance of native languages in the early stages of education and considered the learning of English as a means of improving the job prospects (mostly clerical) of Indians, English-medium schools soon became the preferred choice of the elite over the vernacular medium schools.

This supremacy of English was reinforced by Macaulay's minutes of 1835 which laid down the foundation of English emerging as a language of power in India. It gradually became the language of government, administration, press, education and advancement and made itself so indispensable that even after Independence, the elimination of English could not be considered even a remote possibility. And today, the status that English enjoys in India is equal to no other language and it is not because of lack of competition but because of the overwhelming importance it has assumed in several domains of Indian society and in the world, especially education.

The Indian context presents unique scenario vis-vis teaching of English and hence comes with its own set of problems which date back to the time when English education was still a novelty. In order to understand what goes on in an English classroom in India, it is crucial to have thorough background knowledge of the history of English education in India, the present status of English in India especially in the field of education, and the nuances of Indian English.

English in Indian institutional System

English has practically become the backbone of education in India. There is no better example than the implementation of the three language policy' at the school level to illustrate the significance of English in

the Indian education system. Ironically, this policy was initially proposed in 1961 as an attempt to give importance to mother tongues and regional languages, on par with English. The idea was to teach three languages at the school level: the students' regional language as the first language, along with Hindi as a language of national pride and unity and English as a language of administration and technological progress. But it was met with considerable opposition throughout the country. The people in the South were not interested in learning a North Indian language and similarly the North Indians preferred to learn Sanskrit as a third language rather than a South Indian language. Eventually, Tamil Nadu in the south as well as Nagaland in the North-East decided on a two-language policy in their education system - native language and English, thereby giving English a superior status over Hindi as a lingua franca.

The rest of the country, divided into linguistic   states, follows the three language policy' in its schools. The students have to learn a regional language (in most cases, their mother tongue), English and the national language Hindi (Khubchandani, 1994). If Hindi is the regional language, another regional language has to be chosen so that there are still three languages to learn (Tully, 1997)I That English is the only language that is not optional is evidence of the significant position it occupies in the educational scenario.

English is not only a subject of study, but also the medium of instruction in most schools especially in the urban and semi-urban belt. And in the rural areas, it is a symbol of prestige for parents to send their children to such schools, however unaffordable they maybe, as proficiency in English is assumed to open up a world of opportunities. Thus, owing to their schooling, for most educated Indians English is a second language (and is increasingly becoming the first language) and the language of communication. It is ironic, therefore, that in a country with myriad languages and dialects, the only language that the educated from different regions have in common is not a language of their own like Hindi but English, a language that came from beyond the seas.

English: As a tool of Instruction

As can be seen, these schools are divided into two based on the medium of instruction: English medium schools and regional medium schools. In the latter, English language is taught only as a subject whereas in the former. It is the medium of instruction as well which gives the learners greater exposure to the language. In addition, different states have different policies regarding the commencement of English (the language) instruction in regional medium schools. As a result, one who has had a regional medium education can have had exposure to English for a period ranging from six to twelve years. This gives those who have had an English-medium education a slight advantage over the others as far as proficiency in English is concerned. At least, it is perceived so by the society at large. Even within English medium schools, there are sub-categories. There are three syllabuses that an English-medium school can follow: the state-syllabus designed separately by each state for schools in their respective states, the CBSE syllabus and the ICSE syllabus. Needless to say, a regional medium school follows the syllabus of the state it falls under. The CBSE and the ICSE syllabuses are more national, in that sense, and are believed to be more demanding than the ones designed by the states. Those who study in such schools (which follow the CBSE or ICSE syllabus) are considered to be academically better -than those from the state-syllabus schools. These differences between the schools, in the syllabus followed, also entail variations in the teaching methodology employed in the second language classroom there also exists a qualitative difference between the public schools and the private schools. Schools run by private managements are presumed to provide better education and are preferred over the government schools. All these have made uniform acquisition of English by students across regions and social standing, impossible. Consequently, today, there are a number of Englishes spoken in India which is determined by the speaker's region and schooling constituting a spectrum. This spectrum has a pidgin at one end and the Standard English at the other end. In the very middle, one can find standard Indian English, the most commonly spoken variety (Kachru, 1983).

Intention behind Interrogatives

For every second language learner, mother tongue interference poses problems in the initial stages of learning English. Question forms are one such aspect which second language learners of English, whose

first language is Malayalam, find difficult to acquire as the rules concerning interrogative sentences are extremely different for the two languages. For instance, unlike English, there is no subject-verb inversion in Telugu when declarative sentences are converted into interrogative sentences. This is because English follows an SVO pattern which is fixed whereas a language like Malayalam does not have a fixed word order pattern. In Telugu, it is possible for the verb to take a final, medial or initial position in an interrogative sentence without affecting the grammatical accuracy of the sentence.

Second language learners take a long time to overcome the mother tongue influence and produce accurate question forms. It is no different in the case of these migrated learners. This was quite evident during my interactions with them. Some of the commonly observed errors in their usage of question forms are use of inappropriate question word, missing verbs (forms of be/ do), and wrong word order. Explicit grammar teaching in the regular classes do not seem to help them Hence, the study focuses on whether learning interrogatives through songs will help learners to avoid making these three common mistakes.

Drifted (Migrated) Learners might be examined

Migrated learners' are not very different from the other second language learners of English in the regular classes in Indian ESL classroom. They also face the same problems that any second language learner encounters, but probably in greater measure. They have to learn the language at a faster pace so as to make up for the lack of exposure to English when they were in regional medium schools.

The general assumption is that such learners, who shift to an English medium school from regional medium school, find it difficult to keep up with the demands of the new medium of instruction as well as the new language. It is also assumed that they lack the motivation to learn the new language, English, which affects their motivation to learn the other subjects.

The classroom scenario in India

This is the environment in which an English classroom in India is expected to facilitate the second language learners' acquisition of the standard variety of the language, British English. Needless to say, obstacles are many. They include but are not limited to:

1. An atmosphere of 'nativized' English: It is unfair to the students to expect them to produce the standard variety of English when they are mostly exposed to the nativities form of the language, spoken even by some of the English teachers.

2. Ineffectiveness of the teaching methodology adopted as discussed earlier, the teaching methodology adopted varies across the types of schools. It is either explicit grammar teaching or the other extreme, communicative language teaching neither has proved to be highly effective in tackling the issue of Indian English.

This study concerns itself with one of the problematic features characteristic of Indian English which teachers of English as a second language struggle to address: question forms or interrogatives.

Interrogatives

Deviation from the standard variety in the case of questions is not a feature unique to Indian English. In fact, most other accepted varieties of English, Singapore English for instance, exhibit such characteristics.

"Interrogative constructions are a field of syntax in which varieties of English deviate from Standard English in a wide range of features, the most important being the absence of inversion in main clause Interrogatives, the presence of inversion in embedded interrogatives, the non-initial position of the interrogative word, the use of invariable interrogative tags and the development of interrogative particle." **(Hilbert" 2008).**

Questions and/or Interrogatives

What is a question? The simplest answer would be any sentence that sports a question mark in the end' The Oxford Advanced Learner's Dictionary defines a question as " a sentence, phrase or word that asks for information" and this information is usually provided with an answer. What are interrogatives, then? How are they different from questions?

The Cambridge Advanced Learners' Dictionary defines interrogative as follows:

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1. A word or sentence used when asking a question *('Who' and 'why' interrogatives are.)*
2. the form of a sentence that is used for asking questions

This definition distinguishes between questions and interrogatives by making it clear that interrogatives are what we usually use to pose questions. In short, questions and interrogatives are not one and the same. Though it is a widespread practice to use the {elm question   both for a category of meaning or use and also (instead or as a variant of interrogative)   for a category of a syntactic form (Hudleston, 1994), question is a category of meaning whereas interrogative is a category of grammatical form.

Interrogatives in various languages

Languages may use both syntactic as well as non-syntactic markers to differentiate Interrogative sentences (which pose questions) from declarative sentences (which State propositions). Syntactic devices commonly used by languages for marking questions include:

*   A marked word order different from the usual word order in statements For example, both English and French use subject-verb inversion (SVO. VSO) to signify the change from declarative to interrogative.

> " *You are a stranger.* "
>
> " *Are you a stranger?* "

*   Addition of a grammatical particle

A particle can be added to the beginning or end of a sentence, such as the Japanese particle ka and the Mandarin particle *ma.*

> *"Atanu Japaniyudu";*   "He is a Japanese."
>
> *"Atanu Japniyudena"?;*   "Is he a Japanese?"

An interrogative mood

Few languages such as Welsh, Venetian and Korean exhibit this characteristic. They may use one of the preceding methods to create this special mood. The non-syntactic devices used to distinguish questions from other utterances include:

*   A different intonation pattern (often a raised pitch near the end of the sentence)
*   (In written language) distinctive punctuation, such as the question mark

Combinations of any of the above as well as alternative patterns for different types of questions are possible. For example, English employs a syntactic marker (changed word order) as well as a non-syntactic marker (intonation) for common questions, but resorts to just raising the tone while leaving the word order as it is for focused or emphatic questions such as " You did *what?"*. Also, in Spanish the word order changes only when interrogative pronouns are involved (not in yes-no questions).

Acquisition of Interrogatives

Studies on the acquisition of wh-words, across cultures and languages, show a considerable degree of consistency in the order of acquisition. "With minor variation, across a wide range of languages, 'what' and 'when' (and their equivalents) are the first interrogative words to appear in a first language learners language with 'why' consistently appearing last. In many languages, 'who' is the third interrogative word to be lea   mt (Gupta, 1994). Notable amongst the earlier works on the acquisition of questions is Klima and Bellugi's three stages in the acquisition of interrogatives (Klima & Bellugi, 1966) which corresponds to the three earliest MLUstages posited by Roger Brown (1968). One of the later proposals on the matter, Pienemann and Johnston"s six stage sequence of question formation (1986) has become the reference point for further research by Spada and Lightbown (1993) and Purpura (2004) among others. These stages along with examples are given in Table 2.1, as cited in Purpura (2004, p. 35), providing a comprehensive picture of acquisitionof questions.

Table: Order of acquisition of questions

Stage	Examples
Single words or sentence fragments	Go there?
Canonical word order	You like it?
Wh-fronting and do-fronting	Where you are going?

	Do you like it there?
Pseudo inversion	Where is the salt?
	The salt is it on the stove?
Do-second: Inversion with do in wh-questions	What do you want?
Aux-second: inversion with other auxiliaries in wh-questions	What is he making?
	What can he do?
Tag questions, negative questions and embedded Questions	It's late, isn't it?
	Can't you go?
	Do you know what time it is?

These stages are claimed to be universal. In fact there is general agreement among researchers in second language acquisition on the broad outlines of this sequence of acquisition of questions in English (Widdowson, Cook, & Seidlhofer, 1995).

Most of the research on second language acquisition confirms that the linguistic and cognitive processes of second language learning in children are in general similar to the first language processes. Ravem (1968), Milon (1974), Natalicio and Natalicio (1971), Dulay and Burt (Dulay & Burt, 1974), Ervin-Tripp (1974), and Hansen-Bede (1975), among others, concluded that similar strategies and linguistic features are present in both first and second language learning in children. However, learning the grammar of a second language is considered to be an ordeal for many reasons.

Language and Music

Language and music define us as human. These traits appear in every human society, no matter what other aspects of culture are absent (Nenl, 2000). This central role of music and language in human existence added to the fact that both involve complex and meaningful sound systems naturally draws interest to the relationship between the two domains. And it has - from an array of thinkers including philosophers, biologists, poets, linguists and musicologists - from Darwin (1871) who considered a form of communication intermediate between modern language and music to have been the origin of our species' communicative abilities to Patel (2008) who looks at it from a cognitive perspective and believes that, as cognitive and neural systems, music and language are closely related Corning to the present, neurologists have found that musical and language processing occur in the same area of the brain, and there appear to be parallels in how musical and linguistic syntax are processed (Maess & Koelsch, 2001). This leads us to the question "does music influence the process of learning a language and if so, what is the nature of that influence.

Music and language learning

Various studies have been conducted on the effects of music on language learning. Adult learners in South Africa, exposed to instrumental music during an intensive English course, showed benefits in language learning (Puhl, 1989). Another study (Rauscher, Shaw, & Ky, 1993) reported superior spatial abilities for participants who listened to a recording of music composed by Mozart compared to those who sat in silence or listened to relaxation instructions. The finding, known as the ''Mozart effect," although brief (lasting only for 10 -15 minutes), was publicized widely in the popular media and was the basis of the claim "music makes people smarter". Similar studies have been conducted to observe the effects of background music on the learner anxiety and performance during tests or examinations. Many other educators also have reported success in using instrumental music as a warm up and relaxation tool, as a background for other activities, and as the inspiration for writing activities (Eken, 1996). Suggestopaedia (Richards & Rodgers, 2001) is one such teaching methodology which uses background music to enhance memory. One of the instances where background music is used is during the reading of dialogues (of which the learners have a text and a translation). The dialogue is usually read twice, once slowly and once at normal speed, to the accompaniment of background classical music and at about the same volume. The idea behind using the music is to relax the student's defenses and open up their minds to the language. Music may also engage the right hemisphere of their brains more, making learning a more holistic experience. These studies make it clear that music can be used in the language classroom primarily as a relaxation tool which indirectly affects the learning pr ocess. It

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can be used to break the monotony in the lesson, to let the learners have some fun thereby reducing their anxiety and producing an atmosphere conducive to learning. However, the potential of music, particularly songs, in the language classroom extends far beyond being an ice-breaker and can be exploited in the form of a pedagogical tool.

Use of songs to teach interrogatives

As outlined earlier, songs can be used to teach any aspect of the language, be it a skill (LSRW) or an element (Grammar and Vocabulary). The characteristic features of songs listed in the previous section justify its use as a pedagogical tool to address the major concerns of 'migrated' learners, who's LI is Malayalam, regarding the acquisition of interrogatives.

Choice of songs

Finding songs that could be used to teach children of class IV question forms proved to be nothing short of a Herculean task. But eventually three songs were chosen based on the following criteria;

- Clear voice and distinguishable accent
- Catchy, peppy tune
- Appropriate to the age of the learners
- Simple in content/ appealing in theme
- In the form of a dialogue
- Has interrogatives which are problematic for our learners

Songs those are ideal to be used in ESL classroom

1.   **"Hello everybody, how do you do?"**

This song is taken from Peter and Ellen Allard's sing   it! Say it! Stamp it! Sway it! Volume I '. Peter and Ellen Allard are educators specializing in music for young children and this song is specifically written for them. It is a simple and clear song with a catchy tune and serves to introduce students to songs other than nursery rhymes in the classroom. The song also provides opportunities for the students to sing it in groups in class which adds to their involvement.

2.   **" How much is that doggie in the window?"**

This is a popular novelty' song written by Bob Merrill and recorded by Paui Page in 1952. Even though it is a slow song, it was chosen for its simple and appealing theme which is apt for our learners, and clarity in voice and accent. It is also in the form of a dialogue between two people which can be sung by two groups in class which in turn leads to an increase in participation, a much desired outcome in any language classroom.

3.   **"Soldier, soldier, will you marry me?"**

Originally a folk song, this tune was popular in Colonial America and has many recorded versions. The version selected for this study was sung by Keith and Rusty McNeil in 1989 and is taken from the album 'Colonial and Revolution Songs: Disc I'. This song was chosen for its catchy tune and interesting content that would surely catch the fascination of the learners and lead to a lively discussion. The fact that it is in the form of a dialogue was an added advantage as it could be sung in class in two groups which usually leads to greater learner involvement.

Songs in ESL classroom

Use of songs in the language classroom is not a novel idea. The number of websites, online forums and books (Murphy's music and Song' and Hancock's singing Grammar' to name a few) which provide activities and even lesson plans to teach various aspects of English through songs bear testimony to this fact. This leads us to explore the relationship between music and language.

The value of songs in motivating students to learn English and enhancing learner involvement is widely acknowledged by ESL practitioners (Reeve & Williamson, 1987; Giudice, 1986). But don't songs have a greater potential in the language classroom than we usually give them credit for? Can songs be used in such a way that they enhance learning? Research on the use of songs in language teaching/learning has shown that

songs can be used to teach all aspects of language i.e., the skills of listening, speaking reading, writing and the elements of grammar and vocabulary (Yuliana, 2003). Of these, the skill of speaking poses particular difficulties for ESL learners. In the Indian context in particular, this could be attributed to the fact that classroom instruction concentrates largely on writing and the development of spoken skills receive little attention (Kachru, 1986).Within speaking, one of the language functions that Indian learners of English as a second language find difficult is asking   questions' i.e., interrogatives. For this reason, I chose to investigate the potential of songs as a pedagogical tool to teach interrogatives to young ESL learners, specifically migrated learners of Telugu language.

Songs as a Pedagogical tool

　　　Various studies have been conducted on the possibility of using songs as a pedagogical tool. One such study (Campabello, DeCarlo, ONeil, &Vacek, 2002), an action research project, implemented musical strategies to affect and enhance student recall and memory using an intervention study design. The target population was three suburban elementary schools:(I)a kindergarten classroom of 32-38 students; (2)a second grade classroom of 23 students and five Individualized Education Program (IEP) students; and (3) a fifth grade classroom Post-intervention data indicated an increase in the students' memory recall and emotional involvement. All these increases promoted the motivational connection, which encouraged additional success. It also indicated that the students learned the material so well that they were able to transfer skills across the curriculum into other subject areas, and into their personal lives.

　　　Another study (Schon, Boyer, Moreno, Besson, Peretz, & Kolinsky, 2008) combined linguistic and musical information and compared language learning based on speech sequences to language learning based on sung sequences. It hypothesized that, compared to speech sequences; a consistent mapping of linguistic and musical information would enhance learning. Results confirmed the hypothesis showing a strong learning facilitation of song compared to speech. Most importantly, it showed that learning a new language, especially in the first learning phase wherein one needs to segment new words, may largely benefit of the motivational and structuring properties of music in song.

　　　Yet another study (C`mz-Cruz, 2005) used music and songs to teach selected grammar and vocabulary to second grade ESL learners for a six-week period. The rationale for this was based on the concept that listening to and participating in music activities in class increases motivation for learning and reduces anxiety, thus creating the optimal environment for learning and memorizing grammar and vocabulary. The subjects (28 second grade students) were divided into a control group and an experimental group. The former was taught vocabulary and grammar using traditional methods of instruction whereas the latter was taught the same through selected music and songs in addition to the traditional method. The results indicated that music and songs can be used as an effective instructional supplement to teach and/or improve grammar and vocabulary.

Thus, songs can be used as a pedagogical tool in a language classroom for the following reasons:

　　　1.　　　**Songs are easier than speech**

As Murphy (1992) put it, it is easier to put intonation on 'lalalala` than it is to make the finer distinctions required by language, i.e., to sing with vocalizations is easier than speech. It also seems easier to sing language than to speak it. Songs also appear to precede and aid the development of language in young children (Murphey, 1990). In fact, a growing body of research indicates that the musical babbling produced by infants, and returned by parents, is extremely important in the development of language in young children.

　　　2.　　　**Songs are highly appealing**

Music appeals to everyone regardless of their age, occupation, social standing, or nationality, even though there may be differences in the kind of music that one prefers. The young may like popular music whereas the elderly might like classical music. Others may enjoy a rock concert in contrast to those who prefer soothing instrumental music. Tastes differ but that does not rule out the fact that there is something in music for everybody.

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3.   Songs are highly motivating

Since many students enjoy listening to songs in their native language, the teaching of songs in the second/foreign language classroom can help motivate students to learn the target language. Teachers can use them to trigger the learners` interest and get them involved in the process of learning. Thus, songs enhance learner motivation and learner involvement the involvement of the learners needn't be limited to their participation in the tasks. Using songs as a pedagogical tool allows teachers to invite suggestions from the learners themselves regarding the songs to be used. Such an action will promote learner autonomy in the classroom, enhance learner motivation and of course learner involvement

4.   Songs are highly memorable

        It is amazing how fast children learn songs. It is even more amazing that they remember them For instance; we still remember the nursery rhymes we learnt in school. Even if we look back at our own experiences of learning a new language for a short while, we might find that we have forgotten everything we learnt in that language but for the songs. For a variety of reasons, songs stick in our minds, become part of us, and never leave us. Songs offer a number of mnemonic codes, such as repetition, rhyme, and melody that aid the listener's memory (Abrate, 1983; Maley, 1987). This is precisely the reason why when we hear a word from a song, we are able to recall and supply the lyrics of the rest of the song.

A.   The song stuck   in my head' phenomenon exemplifies this fact. Everyone has had the experience of   trying to forget a song that has been echoing in their minds for a long time. It may be the last song we heard or it may be one that we had completely forgotten about. The experience can be enjoyable or sometimes unnerving; it is quite annoying especially if it is not a song that one likes. Irritating as it may be, this phenomenon seems to reinforce the idea that songs work on our short- and long-term memory (Murphey, 1990). This specific characteristic of songs can be used in the language classroom to enhance learning. For example, the integration of target language lyrics and melodies into in-class grammatical lessons can dramatically enhance the student's ability to recall specific points of grammar.

5. Songs can be repeated endlessly

        One of the major features of teacher talk is the obvious repetition of learning points so as to facilitate, in learners, the transferring of what has been learnt from short-term to long-term memory. This repetition can be a little tedious for the teachers as well as the learners. Songs can be repeated and they perform the same function of transferring without any signs of tediousness or monotony.

        Murphy (1992) opines that the singing of songs resembles what Piaget (1926) described as egocentric language, in which children talk, with little concern for an addressee. They simply enjoy hearing themselves repeat. According to him, the need for egocentric language never really leaves us and probably is fulfilled partly through song.

        Krashen (1985) has suggested that this involuntary repetition may be a manifestation of Chomsky's language   Acquisition Device'.~"It seems our brains have the propensity to repeat what we hear in our environment in order to make sense of it. Songs may strongly activate the repetition mechanism of the language acquisition device. It certainly seems to do so with children, probably the reason why they learn songs almost effortlessly.

6. Songs cater to different learning styles

        There is no limit to the kind of activities and tasks one can design around songs. Though learners may have different learning styles, songs and the activities designed around them can be used in various ways to suit these individual styles in the classroom. E.g., songs could be played in the class for auditory learners to listen to whereas predominantly visual learners could be given the lyrics of the songs and, tasks based on the songs would aid kin aesthetic learners to learn them better. Thus, song is one resource that can be brought to class which caters to the needs of everyone.

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Conclusion

In India, songs are rarely used as a teaching tool. If at all, they are used in adult second language classrooms which in themselves are rare as learning English begins mostly at school for a majority of Indians. This study shows that songs can be effectively used as a pedagogical tool to teach young learners in the ESL classroom Songs can be incorporated into the curriculum as pedagogical tools to teach interrogatives as well as various other aspects of the language. Laurie J. Iudin- Nelson (1997) and Julia J. Ray (1997) argue for and show how music and song can be incorporated into the curriculum for teaching of a second/foreign language; moreover, both provide numerous examples of the implementation of individual songs used in the classroom.

Teachers should be familiarized with the potential and use of songs as a pedagogical tool so that they can overcome their apprehensions with regard to its feasibility in the classroom, in practical terms, which calls for incorporating the pedagogical applications of songs in teacher training sessions.

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