ABSTRACT

The study is on ‘Music as a tool for assessing and improving comprehension skills of the second language learners at tertiary level’ by comprehension skills it is referred to the listening, speaking, reading and writing comprehension which will also improve the students communicative competence in English. A student will master a language only when he understands a language and this can be made uncomplicated by using music. The researchers’ interest and ultimate aim is to remove the anxiety of the students towards English and this can be made possible by using the music which everyone is acquainted from small. This is moving from known to unknown. The students will grasp English easily when music is used and this will make them feel comfortable and will pave way to involve themselves in learning English. A strong foundation must be given to the students in English. The purpose of this study is to make the students aware of when and how to use the language appropriately and to respond in English without any hesitation by comprehending immediately. Standardized tool of Education Testing Service (ETS) is used for testing students’ proficiency level in comprehending the second language with the help of music and based on the results drawn; activities are given by using music to improve their comprehension. Students, whose medium of instruction was not English, fail to comprehend what has been lectured in the class or among their friends. Most of the students come from schools in which their medium of instruction is not English and are also first generation learners and it leads as a failure in their life when English is given importance in this competitive world. Getting a job should not become difficult because a student is not able to comprehend a language. The present study therefore gains social vitality as it provides enough insight to understand a language and excel in it. The combination of music and updated technology can effectively facilitate the learners to learn a language at faster phase. This is because several new methods are not succeeded in instilling the required confidence in students to use the language and most of them remain to be the learners of English.

KEYWORDS: language, anxiety.
Reference


