Comprehensible Output and the Effects of Music and Movement in Spanish Language Acquisition

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The Effects of Music and Movement in Second Language Acquisition

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Music and Vocabulary Learning

• Uncommon words: Using background music resulted in 11.6% increase in understanding & retention

• Common words: Using background music resulted in 5.8% increase in understanding and retention

(De Groot, 2006)
Music, Pictures and Vocabulary Learning

• When combined, music and illustrations greatly improved understanding and retention

• Additional explanation and assessments less than a week following the lesson showed a 39% increase in understanding and retention

(Medina, 1990)
Movement, Gestures and Communication

- Meaningful communication depends on gestures and movement: 70% (Del Campo, 2009).

- We rely on gestures and nonverbal communication to communicate (Corballis, 2009).
Earworms

• Catchy songs get stuck in our brains when:
  • we are in low attention states
  • they trigger a memory
  • we are exposed to music
  (Williamson and Müllensiefen, 2012)

• Earworms contain small pitch intervals and long note duration

• People who play instruments are more likely to become “infected” with earworms
  (Francois and Schon, 2011)
Research Questions

• Does music with movement benefit Second Language Acquisition?

• Can earworms be a positive factor in continuous learning?

• Does the treatment facilitate vocabulary receptive and productive knowledge?
The Study

Treatment: music & movement lesson (15 minutes)

1. Classical music with earworm components
2. Chanting the vocabulary to the beat
3. Tables are point of reference
4. Moving to the space that represents the preposition
5. Repeated 4x
Orchestra Song
by Robert Schumann
Assessments

Baseline: Determines whether they’ve seen, know or can use prepositions

Immediate post-test: recognition task

Delayed post-test: production task & survey
Delayed Post-Test

Instructions: You are sitting in the chair. 1) Place an X on an area of the table or close to the table 2) Write the name of the preposition that illustrates the X (la equis) in relationship to the table (la mesa). 3) Write a sentence in Spanish, using the words you learned in our recent lesson, to describe the X (la equis) and the table (la mesa).

1 Preposition: __________________________ 2 Preposition: __________________________ 3 Preposition: __________________________

Sentence: __________________________ Sentence: __________________________ Sentence: __________________________

4 Preposition: __________________________ 5 Preposition: __________________________ 6 Preposition: __________________________

Sentence: __________________________ Sentence: __________________________ Sentence: __________________________
Progress

• Initial coding has begun; analysis still to be determined

• Larger sample size was needed; additional experimental group was added (N = 70)
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References


