

The Efficacy of Songs in the Acquisition of English Articles and Nouns in a Multilingual Setting in Kenya, Africa: A Case Study of Grade 4 Class in Kenyan Primary Schools

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Abstract

This research was conducted using a pretest / posttest paradigm to test the efficacy of songs in the acquisition of English articles and nouns by learners in a multilingual setting in Kenya, Africa. Two Grade Four classes in two elementary schools, one in an urban area and the other in a rural setting, were sampled for this study. A pretest on articles and noun plural formation was administered in each school, marked and results recorded. The experimental class was exposed to a Task-Based Language teaching method that utilised songs as a tool of teaching while the control class was exposed to regular teaching. A posttest, the same test administered as a pretest, was given to the two groups. The scores recorded in both tests were analyzed quantitatively using the Statistical Package for Social Sciences and analysis presented in tables and graphs. Levene's Test for Equality of Variances was then employed. The general finding is that the use of songs in the teaching of English as a second language is effective as attested by the high performance of the experimental classes in the two schools.

Keywords: Songs, English language teaching, Task-Based Language Teaching, Multilingual settings

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