

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*

Introduction

The acquisition of a second language calls for a set of skills that must be acquired in the early stages of an individual's life (Littlewood, 1987, p. 4). Krashen (1981, p.1) notes that a second language is considered to be fully acquired, if a speaker can successfully participate in "meaningful conversation." Therefore, meaningful and interesting activities need to be employed so that the acquisition process can be successful. As Brown (2000, p.1) notes:

Learning a second language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language into a new language, a new culture, a new way of thinking, feeling, and acting.

In order to appeal to the pupils' learning styles and to make learning interesting, songs, rhymes and games can be effective methods for teaching children a foreign language (Rosová, 2007). In the same vein, Ara (2009) notes that children, thus, learn a second language better if they have more opportunities to be exposed to interesting activities. These methods can be employed in children's classes to utilize their ability to learn a second language.

Songs, the subject of our study, are one of the methods which can reinforce the grammatical structures taught in the classroom (Salcedo, 2002). Songs, indeed, are essential parts of human culture (Salcedo, 2002). According to Kern (2008), songs can be used in several ways in order to capture children's attention and guide them through the learning environment. Kern (2008) also argues that songs are a vehicle in which children can explore the world and interact with their social environment. As such, songs can be exceptional media and motivator for encouraging children's learning and development in English.

Cook (2007, p.25) notes that English is a very important language in the whole world, as it "is now taught as the main foreign language in virtually every country, and is used for business and education." It is also accessible to a substantial proportion of the world's population. English in Kenya is learned throughout the Primary school. In Standard one to three, English is taught as a subject, while Mother Tongue is used as the medium of instruction. In standard four to eight, English is taught as a subject and is used as the medium of instruction in other subjects (Kenya Institute of Education, 2002). Therefore, the use of songs is critical to the successful teaching and learning of English articles and plural forms for the acquisition of a sufficient command of English.

Using songs, therefore, can be an effective technique in the teaching-learning process, because it can stimulate learners' cognitive function. Songs have become an integral part of our language experience, and if used in consonance with a language lesson, they can be of great value (Schoepp, 2001). Gobbi (2001, p.39) notes that songs enhance learners' receptivity and can be an effective technique of teaching. Rosová (2007), for example, argues that a language is easier to express in songs than in speech. Pupils, therefore, cannot easily understand the theoretical concepts of grammar rules of a language and as a result, learning rules confuse them even more. This paper, therefore, determines the effectiveness of using songs in the teaching of articles and plural forms in English as a Second Language at the primary level in the English curriculum in Kenya.

The study of the English article system has gained currency in recent years (Morrett, 2011). While some languages have articles, many languages among them many African languages, do not determine object definiteness or indefiniteness based on an article system (Morrett, 2011). The popularity of the topic arises from several reasons one of which is that English articles are among the free morphemes that occur most frequently in English (Master, 1997). Master (1997) notes that errors with these two words automatically mark a person out as a non-native speaker and call into question the person's general competence in their English. Master (1997, p.216) puts it succinctly, "imperfect control [of the use of articles] may . . . suggest imperfect knowledge". It is, therefore, imperative for learners of English as a second language to learn the usage of articles and plural nouns using songs as the media. As noted by Butler (2002, p.475), the correct use of articles is dependent on an improved grasp of the notion of countability.

Statement of Research Issue

Songs have been shown to be effective teaching tools in the area of foreign language instruction (Simpson and Lynn, 2002, p.1). However, studies on the use of songs as pedagogical tools in the teaching of English grammar and, specifically, articles and nouns in a classroom have been rare (Medina, 2002). Rosová (2007), for example, notes that the only place music and song is slow to catch on has been in schools."The same view is also shared by Falioni (1993, p.98) who states that the use of music 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.

The premise of this paper is that the introduction of songs in the teaching of articles and plural forms in English will help language acquisition. Ionin and Wexler (2003), for example, claim that learners of English as a second language (L2) have difficulty acquiring English articles. In particular, learners often use the articles inappropriately as they do not appear to have mastered the semantics of English articles. The understanding of articles in English will also affect the mastery of nouns.

It is also the opinion of this research that although the use of songs is generally endorsed by English as a Second Language teachers, few empirical studies have formally assessed songs' actual effectiveness on language learning and, specifically, how songs are effective vehicles in the teaching of articles and plural forms in English. This research study was therefore intended to fill these gaps in the body of knowledge.

Rationale of the Study

A lot of research has investigated the benefit of using English songs for young learners in language acquisition (Hsu, 2002). Moriya (1988), for example, looks at the value of using songs for pronunciation practice with Asian learners of English; Read (2007) and Saricoban and Metin (2000) look at how songs can help to improve listening skills of the young learners while Domoney (1993) examined the using of pop music in EFL students. However, as also noted in the introduction of this paper, songs and their effectiveness in the teaching of articles and nouns in English have not been extensively studied. Medina (1993) notes that using music to teach a foreign language or a second language is more than merely a mood setter or entertainment factor. Falioni (1993, p.98), on the other hand, notes that "practically all grammar points can be found in music texts, and the texts also offer a wide variety of vocabulary." It is with this in mind that this paper zeroes in on the teaching of articles in English using songs as a vehicle for their acquisition.

In addition, this study will be significant for language policy and all related stakeholders like teachers, teacher supervisors, teacher trainers, curriculum developers and assessment specialists since the importance of songs in education cannot be gainsaid. Saricoban and Metin (2000), also note that songs are one of the most interesting and culturally rich resources that teachers and teacher trainers can employ in a language classroom to teach a variety of language items such as sentence patterns, vocabulary, and rhythm.

Moreover, the use of songs in teaching can provide students with authentic activities, authentic language, motivation, good pronunciation, new vocabulary, and opportunities to use the

language (Ward, 1991). Murphey (1992, p.3), for example, believes that music has the power to engrave itself into our brains, stating that “songs work on our short- and long-term memory” and are, therefore, adequate tools for using in the language classroom. Since music is part of the student’s everyday life, using it to learn the second language can enhance student learning (Shtakser, 2001). Learning English through songs, therefore, also provides a relaxing atmosphere for students (Lo and Fai 1998, p.8) since many activities which employ songs can reinforce the recalling and retention process as they are highly memorable and motivating (Saricoban and Metin, 2000).

Studies on Songs in Language Teaching

There is a variety of educational literature discussing the use of songs in the English as Second Language classroom (Kramer, 2001). For example, Ara (2009) explores the use of songs, rhymes and games in teaching English to young learners in Bangladesh. He argues that songs, rhymes and games can be very effective tools for teaching children a foreign language and suggests that they should be incorporated at the primary level English curriculum in Bangladesh.

Brand (2007), on the other hand, explained how songs are used in sensitizing Chinese English as Second Language learners to the importance of effective intercultural communication. Brand (2007) notes that songs not only teach vocabulary, grammar, rhythmic speech, phrases, and meanings, but they are a sort of ambassador of a culture. Songs are embedded within a culture, its values, symbols, and beliefs and, therefore, offer students of English as a Second Language lessons in grasping the nature and style of a particular culture (Brand, 2007).

Turnipseed (1976, p.1) notes that: “auditory discrimination has been found to be the ‘leading factor’ in reading readiness. Using an experimental group and a control group for his research, Turnipseed (1976), found out that the experimental group scored significantly higher than the control group in reading, mathematics, and language arts test. Cristofaro (2011) looks at language learning through songs, Karaoke and internet. Other studies by teachers in the United States (Baez, 1993), Taiwan (Katchen, 1988), Mexico (Domoney and Harris, 1993), and South

Africa (Puhl, 1989) reinforce the importance of songs and music activities in the teaching of English as a Second Language. Could this be the same in Kenyan schools where English is learned as a second language in a multilingual setup?

Research Methodology

Research Design

The study was designed to investigate the relationship between an independent variable (the efficacy of songs in teaching articles and nouns in English) and linguistic dependent variables (performance of learners in English). This research was conducted using a pretest / posttest paradigm to test the efficacy of songs in the acquisition of English articles and plural forms in a multilingual setting.

Sites, Population and Sample Size

Two primary schools, one from Nairobi County, Thika Road Christian School, and the other from Nyeri County, Karatina District Education Board Primary School, were purposively sampled for this study. To achieve the aims of the study, data were collected from pupils of Grade 4 classes studying English as a Second Language. The underlying principle of purposive sampling method entails identifying in advance the target variables. The researchers visited the schools for permission from the head teachers to undertake the research as well as to ascertain that the learners had not been introduced to the two areas of grammar in Grade 4. During the visit, the researchers established that there were trained teachers of English in the two institutions. The researchers also obtained information on the class composition and learner characteristics from schools records. The two primary schools were coded as School A and B respectively. The first school, Thika Road Christian School, was coded as School A. Two Grade 4 classes of School B were used for the study and each class had a research sample of 30 learners. That is Group 1a and Group 1b. The second school, Karatina District Education Board Primary school, was coded as School B. Two Grade 4 classes of School B were also used for the study and each class had a research sample of 52 learners.

Predictor Variable: The Use of Songs in the Teaching of Articles and Nouns in English

The use of songs in the teaching of articles and nouns was the independent variable in the study. 30 learners in School A were all in Grade 4 while the 52 learners in School B were also in the same Grade 4. The same songs for experimental classes, pretest, post test, marking schemes were employed to the two schools.

Data Collection Procedures

Pre-test and post test were administered by the two researchers to obtain the scores for this study. Since the aim of this research was to test the efficacy of songs in the acquisition of English articles and nouns in a multilingual setting in Kenya, Africa the tests were developed based on the revised English syllabus (Kenya Institute of Education, 2002). A pretest was administered to the two Grade 4 classes, marked and results recorded. The experimental class was exposed to a Task-Based Language Teaching (TBLT) that utilised songs as a methodology 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 two researchers scored the posttests and generated quantitative data which have been analyzed.

Methods for Quantifying the Linguistic Dependent Variables and Data Analysis

All learners in School A and B were taught the same topics of articles and nouns in English. Test 1 (cf. Appendix A) was based on articles while Test 2 (cf. Appendix B) was on nouns in English. Each test contained twenty questions. The tests were developed based on the revised English syllabus (Kenya Institute of Education, 2002). The pre-test was administered by the two researchers to School A and School B during the first day. The pre-tests were marked and the scores recorded. On the second day, the experimental groups, that is, School Aa and School Ba were exposed to the topics of articles and the formation of plural forms using songs as a teaching method for a period of 35 minutes. The two songs which captured the rules of grammar and plural forms were used to explain the grammatical rules. The control groups, that is School Ab and School Bb were only taught the rules of articles and formation of plural forms for 35 minutes, but were not exposed to the use of songs as a method of teaching grammar in English. On the third day, a post-test was administered to both School A and School B. The

post-test was the same test administered as the pretest. The researchers scored the pre-tests and post-tests and generated quantitative data for analysis.

Quantitative data was analyzed using the Statistical Package for Social Sciences (SPSS). There was need for the linguistic data to be analysed statistically to establish whether there was any correlation between the use of songs as a method of teaching articles and nouns in English and performance. To accomplish this, Levene's Test for Equality of Variances was employed. The data were thus further analysed for means, standard deviations and *t*-test for significance. The Levene's Test for Equality of Variances demonstrated whether the observed differences between two sample means were purely random or whether there were real differences between the means. In the application of the Levene's Test for Equality of Variances, the researchers wished to see whether variability in the dependent linguistic variables was statistically significant so that it could be concluded that the means were different. The results were then presented in tables showing means and standard deviations and levels of statistical significance. The test scores for both experimental and control groups in the two schools are in Appendices E, F, G and H.

Findings

The tables below present the results of data analysis and the interpretation and the discussion of the emerging patterns is based on these results.

Table 1: Article Test - Group Statistics

	Using of song	N	Mean	Std. Deviations	Std. Error Mean
Article test	Experimental	30	1.9333	1.43679	.26232
	Control	30	-.1000	1.80707	.32993

Statistical Analysis for the data collected in School A

From the table above, the mean of the experimental group and the control group are 1.9333 and -.1000 respectively whereas their respective standard deviations are 1.43679 and 1.80707. Compared to the two samples there is a higher mean improvement with sample that learned using songs than the sample that learned without.

Table 2: Independent Samples Test for .Articles

		Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Article test	Equal variances assumed	.922	.341	4.824	58	.000	2.03333	.42150	1.18961	2.87706
	Equal variances not assumed			4.824	55.197	.000	2.03333	.42150	1.18869	2.87797

The above table excerpt from SPSS indicates the degree of freedom is 58. Finding the critical t at 58 degrees of freedom at 0.05 confidence level is 2.02. Since the computed t test is 4.824 which significantly greater than 2.02, then we conclude that there is a significant difference between the means of the two variables. The difference in the means is 2.0333 and the standard deviations indicate high efficacy of songs in the learning of articles. The t test confirms a significant difference between the means of the two groups. Generally, the results indicate a very high efficacy of the songs in the teaching of articles.

Table 3: Group Statistics for Nouns

	Using of song	N	Mean	Std. Deviations	Std. Error Mean
Noun test Improved score	Experimental	30	1.8333	1.46413	.26731
	Control	30	.3000	1.29055	.23562

From the table above, the mean of the experimental and the control groups are 1.8333 and .3000 respectively, whereas their respective standard deviations are 1.46413 and 1.29055. The difference in means is 1.5333 which is quite high. The *t* test also indicates that the teaching of the nouns using songs improves the result a lot. Generally, the teaching of nouns is highly improved by the use of songs. It is even more pronounced in articles than nouns.

Table 4: Independent Samples Test for Nouns

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Noun test	Equal variances assumed	.083	.774	4.303	58	.000	1.53333	.35633	.82006	2.24661
	Equal variances not assumed			4.303	57.100	.000	1.53333	.35633	.81982	2.24685

The above table excerpt from SPSS indicates the degrees of freedom are 58. Finding the critical t at 58 degrees of freedom at 0.05 confidence level is 2.02. Since the computed t test is 4.303, which is greater than 2.02, then we conclude that there is a significant difference between the means of the two variables.

Statistical Analysis for Data Collected in School B

Table 5: Group Statistics for Nouns

Using of song	N	Mean	Std. Deviations	Std. Error Mean
Article test Improved score	52	6.2885	1.44625	.20056
Control	52	3.3462	1.23486	.17124

From the table above, the mean of the experimental group and the control group are 6.2885 and 3.3462 respectively, whereas their respective standard deviations are 1.44625 and 1.23486. The mean differences between the experimental and controlled group is 2.9423 which is quite high. It, therefore, means that the use of song in the teaching of articles and plural forms brought a lot of improvement in the performance which is also reflected on the large value of t of 11.157 compared to the critical value of 1.98.

Table 6: Independent Samples Test for Articles

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Article test Improved score	Equal variances assumed	2.097	.151	11.157	102	.000	2.94231	.26372	2.41922	3.46540
	Equal variances not assumed			11.157	99.555	.000	2.94231	.26372	2.41907	3.46555

The above table excerpt from SPSS indicates the degree of freedom is 102. The critical t at 102 degrees of freedom at 0.05 confidence level is 1.98. Since the computed t test is 11.157 which is significantly greater than 1.98, then we conclude that there is a significant difference between the means of the two variables. From the table above the mean of the experimental group and the control group are 4.9615 and 3.34627115 respectively, whereas their respective standard deviations are 1.87827 and 1.22613. The difference in the means of the two groups is 1.2500. This is slightly lower than that of the articles but there is generally a high significance after the teaching of songs. The same is reflected by the t -test.

Table 7: Group Statistics for Nouns

Use of songs		N	Mean	Std. Deviations	Std. Error Mean
Noun test Improved score	Experimental	52	4.9615	1.87827	.26047
	Control	52	3.7115	1.22613	.17003

From the table above the mean of the Experimental group and the control group are 4.9615 and 3.34627115 respectively, whereas their respective standard deviations are 1.87827 and 1.22613.

Table 8: Independent Samples Test for Nouns

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Noun test	Equal variances assumed	4.558	.035	4.019	102	.000	1.25000	.31106	.63302	1.86698

Table 8: Independent Samples Test for Nouns

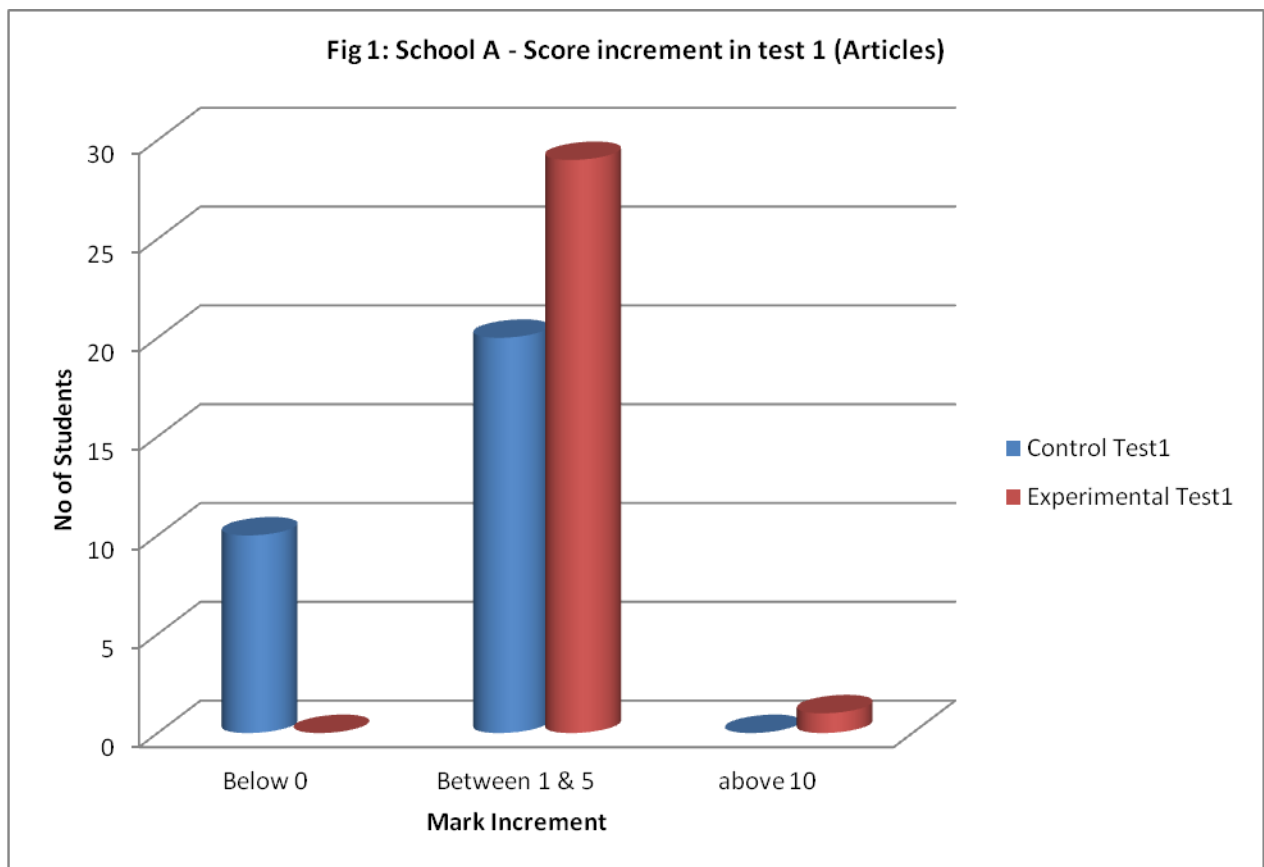
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Noun test	Equal variances assumed	4.558	.035	4.019	102	.000	1.25000	.31106	.63302	1.86698
	Equal variances not assumed			4.019	87.786	.000	1.25000	.31106	.63182	1.86818

The above table excerpt from SPSS indicates the degree of freedom is 102. The critical t at 102 degrees of freedom at 0.05 confidence level is 1.98. Since the computed t test is 4.019 which is significantly greater than 1.98, then we conclude that there is a significant difference between the means of the two variables.

Further, the study found out that there was improvement of performance in the experimental groups in the two schools as indicated in the tables below.

Table 9: Improvement of Scores in School A (Articles)

	Control		Experimental	
Mark Increment range	Test 1	Test 2	Test 1	Test 2
Below 0	10	9	0	1
Between 1 & 5	20	21	29	28
above 10	0	0	1	1



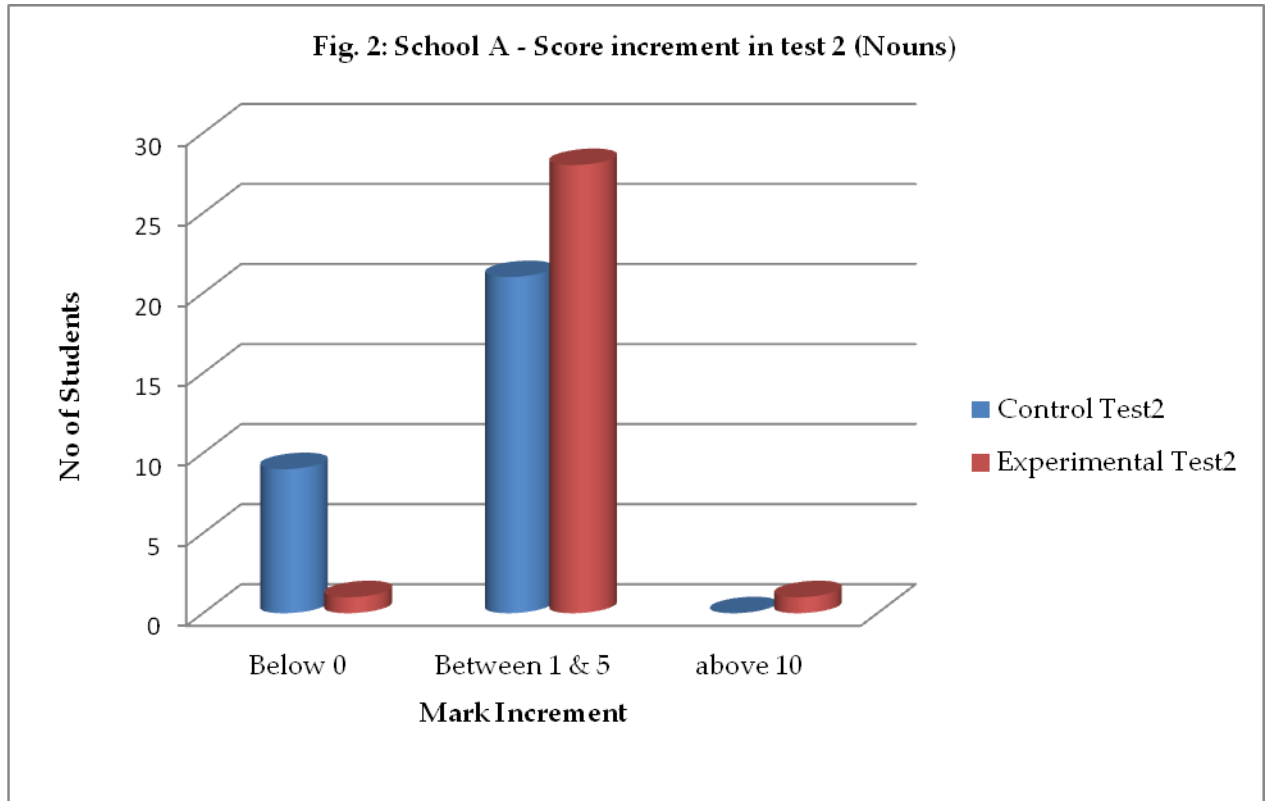
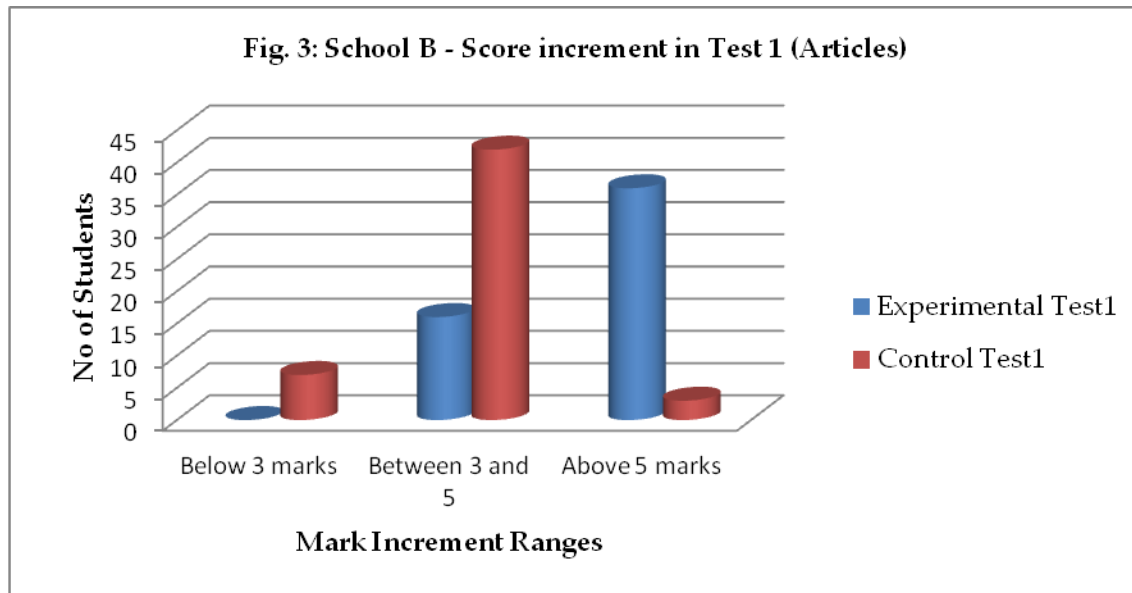
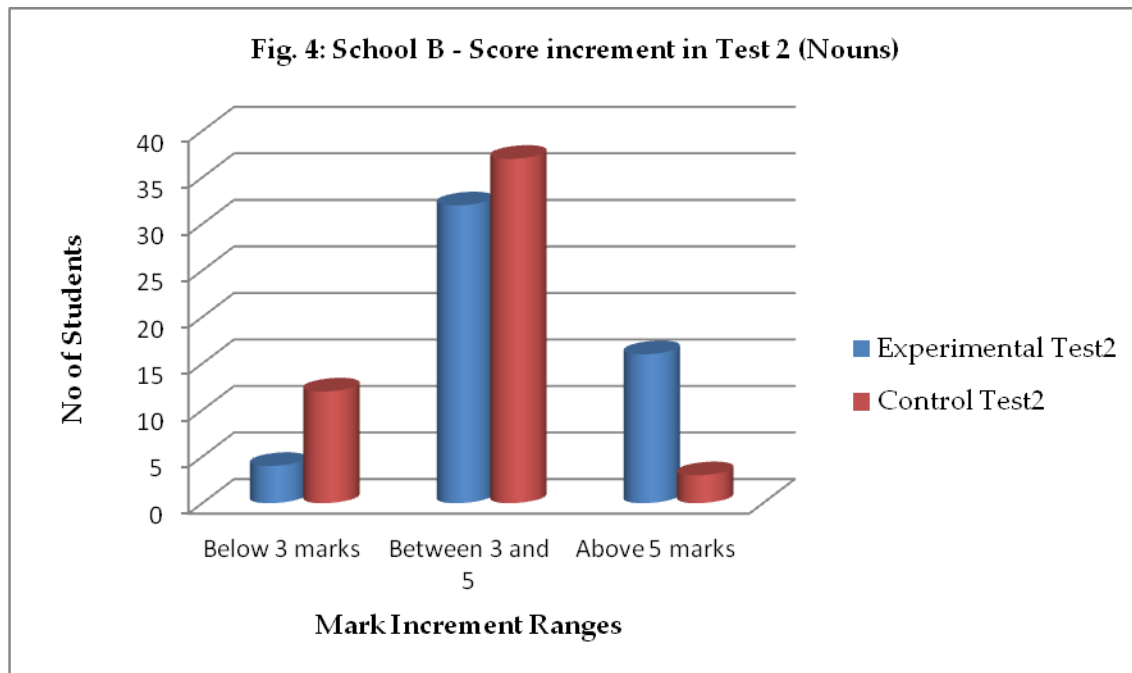


Table 10: Improvement in Scores in School B

Mark Increment range	Experimental		Control	
	Experimental Test 1	Experimental Test 2	Control Test 1	Control Test 2
Below 3 marks	0	4	7	12
Between 3 and 5	16	32	42	37
Above 5 marks	36	16	3	3





Discussion of Findings

The general finding of the study indicates that the use of songs in the teaching of grammar is effective and subsequently influences performance. This suggests that there are many benefits to be derived in using the songs in language teaching thus concurring with what many educators have repeatedly noted (Curtain and Pesola, 1994 and Schoepp, 2001).

Linguistic functions help to enlarge the vocabulary background of children, develop pupils' listening and speaking skills, introduce and familiarize children with the target language culture, improve children's pronunciation, teach various language functions, recall grammatical points and develop auditory discrimination (Schoepp, 2001). Songs also develop the linguistic skills of reading, writing, speaking and listening (Murphey, 1992). According to Lo and Fai (1998), songs are able to change the monotonous mood in the class and with the soothing effect of music; they provide a conducive learning environment so that students can develop their linguistic skills more easily. In this way songs help students to develop confidence for language learning (Şahin, 2008). According to Schoepp (2001), since songs feature examples of daily language, they

can help students get prepared for the language they will encounter in daily life. It was observed during the research that informed our study that the learners interacted in English freely with one another as they worked on the tune and agreed on the best mode of presentation thus enhancing development of vocabulary and perhaps use of the very structures being focused on in class.

Secondly, affective functions add fun to learning, motivates children to participate, help teachers get closer to their children, stimulate children's interest in the new language and create a lively atmosphere in the language class (Schoepp, 2001). For the affective aspect, song may play a joyful role which brings entertainment atmosphere (Gregersen, 2003). According to Schoepp (2001), perhaps the greatest benefit to using songs in the classroom is that they can be fun. Pleasure for its own sake is an important part of learning a language, something which is often overlooked by teachers, and songs can add interest to the classroom routine and potentially improve student motivation (Schoepp, 2001). During our research, we observed that the learners enjoyed singing and this provided a conducive learning atmosphere.

Thirdly, songs may also have cognitive functions. Songs might enhance learner's memorization by the repetition of songs in cognition perspective (Schoepp, 2001). Music therapy also strongly supports and facilitates inclusion of children with special needs in various educational settings (Wilson, 2002). Songs offer many codes that strengthen student memory such as choruses, rhymes and melodies (Maley, 1987). Therefore, these codes in songs increase the children's cognitive functionality that is important for language learning and teaching of songs in language teaching. Ayotte (2004, p.10) argues that both music and language share the "same auditory, perceptive, and cognitive mechanisms that impose a structure on auditory information received by the senses." The learners in our study could have been helped much in remembering rules of the article use and plural formation by the songs that they had learned and sung.

Implications

The findings of this paper indicate that the use of songs could have implications in teaching of articles and nouns to Grade learners in English. The findings could, therefore, persuade administrators of the value of using songs in a second language classroom. Specifically, the addition of songs in lesson planning on a regular basis could have a long-term influence on language students' performance (Sevik, 2011). Teachers, teacher trainers, curriculum developers and assessment specialists should work together and a proper coordination should be made to make the use of songs in teaching of English become effective (Brewster and Ellis, 2004)

Jensen (2000) claims that many teachers do not have sufficient knowledge about songs as many teacher training programmes do not train the use of songs in language teaching. Therefore, teachers of English as a Second Language should undergo in-service programmes to train them on the use of songs as a methodology of teaching English. This view is consonant with Sharpe's (2001) view that while planning the primary modern foreign language curriculum, oral methods such as songs should also be included in the curriculum. Bourke (2006) and Halliwell (1993) also emphasize the importance of songs in the curriculum by arguing that a syllabus for young learners should be experientially appropriate. Thus, it should contain songs, chants and rhymes. Indeed, Rumley (1999) succinctly argues that songs help children to learn as they provide a safe, non-threatening atmosphere for students, who are normally tense when speaking English in a classroom setting (Sarıçoban and Metin, 2000). This study strengthens previous research findings about the role of songs in teaching English to young learners.

Moreover, Sarıçoban and Metin (2000) point out that the use of songs is enchanting and culturally rich and should be used in language classrooms. Songs also offer a change from routine classroom activities and develop students' abilities in listening, speaking, reading and writing. Songs can be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs (Sarıçoban and Metin, 2000).

Conclusion

The paper has highlighted the efficacy of songs in the teaching of grammar in elementary schools, noting that there are many benefits to be accrued from the same. The statistical analysis has shown that there is significant improvement in performance in the tests given to the groups that apply songs in their learning. This finding implies that teachers of languages should utilize songs in their language classrooms for maximum enjoyment and acquisition of various language structures being focused on. In so doing, teachers will be creating a conducive learning atmosphere for their learners and this in turn will help in the improvement of learners' performance.

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APPENDIX A: TEST 1

Instructions: Fill in the blanks below with a, an or the wherever necessary.

1. Get me ...packet of milk.
2. Mwangi is ...honest man.
3. My mother bought a ring of...gold yesterday.
4. He is ...smallest boy in class.
5.Nairobi is the capital city.
6. Give a mango to each of...girls.
7. We must help ...poor.
8. There is...snake under the bed.
9. ...earth rotates around the sun.
10. This is the girl who threw ... stone.
11. The girl did not speak...truth.
12. I must buy...umbrella before the rainy season.
13. She is ...useful person most of the time.
14. The teacher said that that was...good advice.
15. Moses went to ...university in Europe.
16. The old king died without naming...heir to his throne.
17. After walking for two hours the army needed... water.
18. Jane did not have...luggage when she arrived from up - country.
19. I am listening to the sound of...flute.
20. ... President has raised funds to improve the lives of our people.

APPENDIX B: TEST 2

Instructions: Change the following words into their plural forms

	Noun	Plural		Noun	Plural
1	brother - in - law		11	this	
2	cupboard		12	mouse	
3	man		13	mouse	
4	calf		14	ox	
5	life		15	box	
6	knife		16	child	
7	donkey		17	tooth	
8	deer		18	bedding	
9	money		19	bush	
10	that		20	valley	

APPENDIX C : SONG 1

The moon and the sun
 Said, "I must eat meat"
 "I must eat a goat"
 "I must eat a leg"
 "I must eat an ear"

The goat must be fat
 A unique, fat goat
 The leg must be fat
 The ear must be big
 I will eat an arm
 And a leg
 Tomorrow, the other arm and the other leg

APPENDIX D: SONG 2**Brothers-in-law**

In the far village lived two brothers-in-law
 They had two cupboards; they had two houses,
 They had two calves, two oxen that lived their lives
 They had many deer that ran in the bushes
 Many mice that ran in the valleys

The two were big men; the two had boxes
 These boxes had many bedding
 The two had no teeth; the two had donkeys
 The two had much money; the two had children
 The two had knives, the two had many sheep.

APPENDIX E: SCHOOL A: CONTROL GROUP

NAME	Test 1 (Articles)			Test 2 (Nouns)		
	pretest	posttest	diff	pretest	posttest	diff
stud1	12	12	0	17	17	0
stud2	14	12	-2	17	16	-1
stud3	13	13	0	16	16	0
stud4	11	11	0	14	14	0
stud5	13	15	2	15	16	1
stud6	12	11	-1	13	12	-1
stud7	14	12	-2	13	15	2
stud8	10	14	4	14	13	-1
stud9	14	14	0	18	18	0
stud10	16	15	-1	17	17	0
stud11	12	14	2	16	16	0
stud12	11	12	1	17	16	-1
stud13	9	9	0	15	15	0
stud14	16	16	0	19	19	0
stud15	14	14	0	18	19	1
stud16	12	14	2	15	16	1
stud17	14	13	-1	15	16	1
stud18	13	10	-3	16	18	2
stud19	12	14	2	18	17	-1
stud20	15	17	2	18	18	0
stud21	14	14	0	13	17	4
stud22	11	11	0	10	12	2
stud23	14	11	-3	17	16	-1
stud24	16	12	-4	17	16	-1
stud25	11	11	0	16	16	0
stud26	14	12	-2	15	18	3
stud27	14	15	1	17	18	1
stud28	15	13	-2	18	18	0
stud29	13	13	0	14	13	-1
stud30	11	13	2	16	15	-1

APPENDIX F : SCHOOL A: EXPERIMENTAL GROUP

NAME	Test 1 (Articles)			Test 2 (Nouns)		
	pretest	posttest	diff	pretest	posttest	diff
stud1	14	16	2	16	18	2
stud2	14	15	1	10	15	5
stud3	16	17	1	17	19	2
stud4	12	13	1	14	16	2
stud5	11	13	2	17	17	0
stud6	12	13	1	14	16	2
stud7	13	14	1	17	19	2
stud8	10	11	1	15	17	2
stud9	12	14	2	17	19	2
stud10	17	18	1	18	19	1
stud11	16	16	0	15	17	2
stud12	13	15	2	18	17	-1
stud13	14	16	2	16	19	3
stud14	12	12	0	17	17	0
stud15	8	11	3	16	16	0
stud16	10	14	4	15	18	3
stud17	13	14	1	16	17	1
stud18	11	13	2	16	19	3
stud19	13	15	2	17	19	2
stud20	9	15	6	14	17	3
stud21	9	14	5	16	17	1
stud22	7	11	4	16	17	1
stud23	16	18	2	17	18	1
stud24	10	11	1	14	17	3
stud25	9	10	1	12	13	1
stud26	14	15	1	13	14	1
stud27	18	19	1	15	15	0
stud28	16	17	1	18	20	2
stud29	15	18	3	11	17	6
stud30	12	16	4	14	17	3

APPENDIX G: SCHOOL B: EXPERIMENTAL GROUP

Name	Test 1 (Articles)			Test2 (Nouns)		
	PRETEST	POSTTEST	Diff	PRETEST	POSTTEST	Diff
stud1	15	19	4	12	17	5
stud2	8	15	7	11	16	5
stud3	8	16	8	13	17	4
stud4	11	17	6	12	17	5
stud5	11	18	7	15	18	3
stud6	10	16	6	13	17	4
stud7	4	13	9	5	15	10
stud8	11	17	6	13	17	4
stud9	11	16	5	8	16	8
stud10	13	17	4	14	17	3
stud11	15	20	5	17	20	3
stud12	12	15	3	14	17	3
stud13	9	16	7	17	20	3
stud14	13	17	4	18	20	2
stud15	12	17	5	16	18	2
stud16	11	18	7	11	17	6
stud17	7	15	8	13	17	4
stud18	11	17	6	13	18	5
stud19	10	17	7	14	17	3
stud20	12	17	5	13	19	6
stud21	13	18	5	9	15	6
stud22	9	16	7	8	18	10
stud23	10	17	7	10	18	8
stud24	13	18	5	11	17	6
stud25	11	17	6	15	17	2
stud26	10	17	7	13	18	5
stud27	12	18	6	16	20	4
stud28	12	17	5	11	18	7
stud29	8	15	7	13	18	5
stud30	10	17	7	13	18	5
stud31	12	17	5	14	18	4
stud32	9	17	8	15	18	3
stud33	10	17	7	13	18	5
stud34	14	18	4	14	19	5
stud35	10	17	7	11	18	7
stud36	11	18	7	12	17	5

stud37	11	18	7	14	19	5
stud38	10	17	7	11	18	7
stud39	10	17	7	13	19	6
stud40	10	18	8	12	18	6
stud41	16	19	3	15	19	4
stud42	11	16	5	16	20	4
stud43	11	18	7	15	20	5
stud44	12	19	7	15	19	4
stud45	11	18	7	16	20	4
stud46	8	16	8	13	18	5
stud47	10	17	7	13	18	5
stud48	10	16	6	13	15	2
stud49	7	17	10	12	18	6
stud50	11	16	5	15	19	4
stud51	11	18	7	9	17	8
stud52	10	17	7	11	19	8

APPENDIX H: SCHOOL B: CONTROL GROUP

Name	Test 1 (Articles)			Test2 (Nouns)		
	PRETEST	POSTTEST	Diff	PRETEST	POSTTEST	Diff
stud1	11	16	5	14	17	3
stud2	11	14	3	13	16	3
stud3	14	19	5	13	15	2
stud4	11	15	4	14	19	5
stud5	11	16	5	11	14	3
stud6	14	17	3	11	16	5
stud7	13	16	3	13	16	3
stud8	6	11	5	12	15	3
stud9	10	14	4	14	16	2
stud10	11	14	3	11	15	4
stud11	8	14	6	9	15	6
stud12	13	17	4	12	16	4
stud13	12	15	3	10	13	3
stud14	8	12	4	10	14	4
stud15	12	15	3	14	16	2
stud16	12	15	3	12	15	3
stud17	10	14	4	15	19	4
stud18	12	17	5	16	20	4
stud19	11	15	4	11	15	4

stud20	10	14	4	12	15	3
stud21	14	14	0	15	17	2
stud22	10	13	3	10	14	4
stud23	12	15	3	11	15	4
stud24	8	14	6	14	17	3
stud25	10	12	2	16	16	0
stud26	9	13	4	12	15	3
stud27	11	14	3	17	20	3
stud28	12	14	2	13	15	2
stud29	11	13	2	11	14	3
stud30	10	13	3	12	14	2
stud31	9	12	3	15	17	2
stud32	12	13	1	13	15	2
stud33	9	13	4	12	17	5
stud34	9	15	6	13	17	4
stud35	9	14	5	13	16	3
stud36	11	15	4	14	17	3
stud37	10	14	4	11	14	3
stud38	11	15	4	14	16	2
stud39	11	16	5	13	17	4
stud40	10	14	4	10	13	3
stud41	10	15	5	7	13	6
stud42	10	13	3	11	15	4
stud43	14	16	2	16	18	2
stud44	11	15	4	9	16	7
stud45	9	13	4	15	17	2
stud46	10	14	4	11	15	4
stud47	11	15	4	12	15	3
stud48	10	12	2	14	17	3
stud49	9	14	5	15	18	3
stud50	12	15	3	12	16	4
stud51	11	15	4	10	15	5
stud52	9	14	5	12	16	4