



## **Influence of Music on Second Language Acquisition by Nursery and Primary Schools' Pupils, Ondo West Local Government Area of Ondo State, Nigeria**

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### **ABSTRACT**

*The politics that accompanied the choice of a national language paved a way for adoption of second language (English Language) in Nigeria. Subsequently, which is major language of teaching in Nigeria schools, however, with many challenges in its acquisition. Thus, necessitated this study. Descriptive survey research design was adopted. The study population comprised teachers of nursery and primary schools in Ondo West Local Government Area of Ondo State, Nigeria. The sample size of the study was Two hundred (200) respondents. Two research questions were formulated to guide the study. A self-structured questionnaire, titled, "Influence of music on second language acquisition in Nursery and Primary Schools' Pupils in Ondo West Local Government Area of Ondo State Nigeria", fashioned on polar question (Yes or No). The research instrument was validated by an expert in Test and measurement, while its reliability was determined through test retest method and 0.76 coefficient reliability was obtained. Data generated was analyzed through Descriptive statistics (simple percentage and frequency counts). Based on the results obtained conclusions were made that music could serve as a good strategy or device to enhance second language (English Language) acquisition by pupils in both Nursery and Primary schools. Hence, it enhances and improves information, rhythms, stress mark, grammar, pronunciation etc. Premised on the conclusions, recommendations were therefore made that music should be incorporated with Nursery and Primary schools' curricula. Teachers should be well tutored or trained on how to use music to facilitate effective second language acquisition and so on.*

**Keywords:** Music, Language, Acquisition, nursery and primary.

### **Background to the Study**

The role of language in any human society cannot but be overemphasized. A distinctive feature and distinguishing characteristics of man is the ability to communicate through the use of language (Filibert, 2014). Language is a vehicle of communication. Through language, human being communicate with the world and navigate the global community. Human beings define their identities and take part in all the activities in the society: culture, community history, customs and traditions are preserved and transferred from one generation to another through language (International Translation Day, 2022). Language occupies a vital position in all the areas of human beings. It is cornerstone of sustainable development, a means through which reconciliation and peace building can be sustained.

Communication is key in the development of human relationship. Human cannot exist except there is communication that governs our reasoning and understanding of human co-existence. Hence, communication cannot exist without language. Language is fundamental to human cognitive ability and development through which thoughts, feelings and desires are expressed. Language is a powerful instrument that binds people. Language is the instrument that amity understands. Language is a major link between our thoughts and feelings.

Olaseinde (2010) defines language as vehicle for conveying ideas and also a human instrument of expression through sounds as released by the organs of speech, a psycho - social interactive measure which binds human society together in communities and linguistic groups, a signaling system using vocal sounds as its material, the expression of ideas by means of speech sounds combined into words. a system of arbitrary vocal symbols by means of which a social group cooperates. the totality of meaningful utterances in any given society. Language has its own component that makes appealing to a particular group of people. There are diverse languages across the globe and these languages are differentiated from one and other based on their distinctive features.

Femi Adegbite et al (2010), asserts that human language is conventional. This means that symbols acquire meaning by convention or unwritten agreement within a speech community. For instance. In Nigeria we have three major languages which is Yoruba. Hausa and Igbo. The Yoruba people call food Ounje, the Igbo people call food Obindugbo while the Hausa people call food Abinchi and in the English speech community it is known as food. Language will not be effective if a Yoruba man fails to understand a Hausa speaking man. Every individual belongs to a speech community which makes language conventional because it has certain rules and symbols governing it. One basic function of language is cultural transmission. It is an integral part of a given culture and language will go into extinction if it is not transmitted duly language does exist in a vacuum it is a means through which the tradition of the

society is expressed to control the way language is spoken and it helps in the accumulation of linguistic resources which aids linguistic competence. In Nigeria, it is always easier to transmit the native of language of each indigenous group while it has become entirely difficult to transmit English language because it belongs to the English culture Ogunsiji R. and Farinde 2019 asserts that English language Wits introduced to Nigeria IN THE 18<sup>th</sup> century by the English traders and missionaries. This language gradually integrated into our system as the colonial top; of slavery. There are approximately 400 languages existing in the various speech community of the Nigerian society. English language has become the language that binds p60pie of diverse culture together. It is a language of unity that gives a sense of belonging to different speech communities. How can English language be effectively transmitted in a speech community where it is not originated?

English language as we know occupies an important place in our history and our existence and it is the official second language of Nigerians. English is a second language in Nigeria because it is not an indigenous or a native language. The adoption of English as a Lingua franca is because of politics od chosen a language which does not favour any of the major three national language (Hausa, Yoruba and Igbo) in Nigeria (Alo, 1995). According to Adeyemi and Awopelu (2012) cited by Amakari (2015), ' the English language, enjoys a foreign language in Nigeria enjoys the status of a second language' . This language however has become the language of instructions in school, the language of governance etc. however. English language has become a cog in the wheel of linguistic compete because the L2 users of language cannot be as competent as the as the 12 speakers of English Language. Ogunsiji and Farinde (2010) citing Adeniran (1979) " the standard of a living language is to be found within the social context in which ii is used for communication. English is a world language alright but the standard of a variety of it derived from within any socio-cultural state which is not necessarily exclusive with the world standard as to impede international intelligibility" . Competence encapsulate the ability to construct good sentences, identifying appropriate sounds in English language and how sounds influence the intonation , pitch, and diction in articulation of English words for effective communication. Competence depends on tacit knowledge of a language system as well as the ability to use language appropriately in an actual speech situation. The question lies on how English language can be acquired with competence and acceptability.

English language is regarded as language of instructions in schools and a second language, this thereby encouraged the use of English language as a standard for National recognition. The proficiency of English language is thereby important for every student for attaining the next level of education.

Hence, English Language is not just a field of study also a subject which its pass is compulsory to be admitted to other disciplines at tertiary level of education in Nigeria. observably, there are several challenges that are militations against acquisition of English Language in Nigeria schools, such as, accent and placement of stresses in spoken English; late learning; Garmis environment; native language interference; lack of qualified teachers of English language, faults in the curriculum and educational programme; lack of reading culture; lack of learning materials, and so on (Nigerian Finder, 2023).

The problem of language acquisition is a source of worriness to scholars in the field of language acquisition in Nigeria, today. Also, several studies both qualitative and quantitative studies have been conducted on the problem i.e language and allied issues. A paranomic surbey of extant studies much have not been done on influence of music on second language acquisition (English Language) in nursery and primary schools pupils in Ondo West Local Government Area of Ondo State, Nigeria. therefore, this motivated the researcher to conduct this study

### ***Statement of the Problem***

Language occupies an important position in any human society. Language is used to carry out several activities in human society. The language complexity orchestrated by multi-linguistic diversity favours the adoption of English Language over three dormant national languages (Hausa, Yoruba and Igbo) in Nigeria. Thus, English Language is adopted as a national language in Nigeria, thus, necessitating its compulsory learning in Nigerian schools at all levels. However, There are several challenges to its teaching in school in Nigeria.it was against this background the study was carried out on influence of music on second language acquisition (English Language) in nursery and primary schools pupils in Ondo West Local Government Area of Ondo State, Nigeria.

### ***Purpose of the Study***

The general purpose of the study was on of music on second language (SL) acquisition (English Language) in nursery and primary schools pupils in Ondo West Local Government Area of Ondo State, Nigeria. The specific purposes are to:

1. examine the influence of music on English as a second language.
2. examine the effect of music on the intonation of English language
3. determine the extent to which teachers make use of music in teaching English
4. determine what kind of music aids the acquisition of English language
5. establish how music can be embedded in the study of English.

### ***Research Questions***

Two research questions were formulated to guide the conduct of the study;

- Can music enhance pupils ability to speak and learn English Language?

- Will effective rhythm and musicality be achieved by pupils in English Language through music?

### ***Significance of the Study***

The findings of the study will be useful and of great significance to stakeholders in Nursery and primary education providers in Nigeria in the following ways:

- This study will identify creative means through which music will be embedded to teach English Language to curriculum planners and developers of English Language at Nursery and primary level of education
- The findings of the study will provide a reliable data on the need to emphasize teaching of music on nursery and primary schools in Nigeria
- The results of the study will further establish the need to incorporate music teaching to curriculum of nursery and primary schools in Nigeria.
- The study will add to extant literature on the study area, thus, become a useful reference to researchers in future

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## **Literature Review**

### ***Music: Its Conceptualization***

Music is a concept that has the privilege of controlling man's existence and taking the mind to the widest dream of existence. The Oxford English Dictionary (nd) defines music as the study of sounds, organized in time. Kania (2011), defines music as any events intentionally produced or organized or to be heard, and either to have some basic musical features, such as pitch or rhythm or to be listened to for such feats. Music is basically known to have basic features that distinguished it from other work of art. Davies (2011) asserts that rhythm in music can be structured in terms of a regular (of any meter), it is surely far strong. Kania (2011) asserts that anything that makes a sound can be said to be called music by relating his personal experience: the chords that sound when I start my Macintosh, the drumming of my fingers on the desk as I contemplate what to write next, the wind chimes that hang above my porch, and tone languages satisfy the definition without being music though they may be musical.

Phill Tegg (2002) believed "Music" can also be viewed as a culturally specific concept. Although no society of which we have any knowledge has ever been without what we call music, the concept of music is by no means universal. The concept of music is largely accepted by the world in which we find ourselves. This indicates that music shares a very important link with culture. Phil Tegg (2002) prescribes eight axioms for defining music:

- Music does not exist unless it is heard by someone, whether out loud or inside someone's head. Sounds which no-one hears, even a recording of music out of human earshot, is only potentially, not really, music.
- Although the original source of musical sound does not have to be human, music is always the result of some kind of human mediation, intention or organisation "through production practices such as composition, arrangement, performance or presentation. In other words, to become music, one or more humans has/have to organise sounds
- The validity of point 1 and 2 will determine that music is a matter of Antihuman communication.
- Like speech, music is mediated as sound but, unlike speech, music's sounds do not need to include words, even though one of the most common forms of musical expression around the world entails the singing, chanting or reciting of words. Another way of understanding the distinction is to remember that while the prosodic, or 'musical' aspects of speech - tonal, durational and metric elements such as inflexion, intonation, accentuation, intonation, rhythm, periodicity are important to the communication of the spoken word, a wordless utterance consisting only of prosodic elements ceases by definition to be speech (it has no words) and is more likely to be understood as music' Although closely related to human gesture and movement - for example, dancing, marching, caressing, jumping - human gesture and movement can exist without music even if music cannot be produced without some sort of human gesture or movement.
- The validity of point 4 and 5 determines that music 'is no more gesture or movement than it 'is' speech, even though it is intimately associated with all three.
- If music involves the human organisation and perception of non-verbal sound, and if it is closely associated with gesture and movement, it is close to preverbal. Modes of sensory perception and, consequently, to the mediation of somatic (Corporeal) and affective (emotional) aspects of human cognition.
- The same sounds or combinations of sounds are not necessarily intended, heard, understood or used in the same way in different musical cultures.

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## **The Concept of Language**

Language is an express way of communicating ideas, values and attitudes. The illustrated Oxford dictionary (2003) defines language as the method of human communication either spoken or written consisting of the use of words in an agreed way.

Ambrey and Vause in the Cambridge university press language defines language as a rule governed systems made up of signs, so for an outsider to learn which signs are meaningful and which are not this definition introduces that language and communication are two sides of the same coin. Ambrey and vause asserts that language is foremost a means of communication und communication lakes place within some sort of social context. Farinde and Ojo (2005) assert that language enables us to talk with each other. Lyons cited by Farinde and Ojo (2005) is of the utmost view that language determines culture and culture determines reality. Lyons definition of language depicts language as the underlying factor guiding a effective communication and it is a basic function of a culture which is why Greenbaum (1971) summarises that language is the prerequisite for the accumulation and transmission of other cultural 'traits. Such fundamental aspects of culture as organized practical life, legal system and religion and science etc. Green Baum 's idea indicates language as a social sign common to a particular people with diverse culture. the fact language is confined to a particular context, situation and people makes it more of a social sign. Ambrey and Vause asserts that language rules are conventions

Yule (2003) described language as the aspect of relationship between linguistic signs and objects in the world is described as arbitrariness. Yule in his book the study of language in which he described arbitrary as a case where there is no natural connection between a linguistic form and its meaning. This justifies that language is based on agreed conventions within a speech community which could also be likened to our cultural environment. Language can only become reality when interlocutors can understand each other appropriately.

Language as a social entity and this makes it perform numerous functions Olajuyigbe and Olaseinde Enumerate [2010] enumerates the following functions of language.

## Methodology

Descriptive survey research design was adopted for the study. The population of the study comprised the pupils of Nursery and Primary Schools in Ondo West Local Government Area in Ondo State, Nigeria. The study made use of five (5) Primary Schools in Ondo West Local Government Area of Ondo State, Nigeria. 40 students in each of the schools were respondents to the questionnaire administered making a total of two hundred (200) pupils and a sample size for the study. The selected schools were; Adeyemi Public Primary School, Zenith British Group of School, Waysam Kiddies Academy, Gospel Nursery and Primary School and St. Mary' s Nursery and Primary School.

A self-structured research instrument by researcher was made to elicit responses from the respondents, titled, " Influence of Music on Second Language Acquisition in Nursery and Primary Schools in Ondo West Local Government Area of Ondo State, Nigeria" . It was fashioned on Yes or No question. The instrument was validated by expert in Test and measurement, while its reliability was done through test retest method at two weeks interval and 0.76 coefficient reliability, obtained. The data gathered descriptive statistics (simple percentage and frequency counts).

## Presentation of Results and Discussion of Findings

### Presentation of Results

**Research Question One:** Can music enhance pupils' ability to speak and learn English Language

**Table 1: Showing simple percentages and frequency counts on Can music enhance pupils' ability to speak and learn English Language**

S/N	ITEMS	YES	%	NO	%
1	Music create pupils' interest in learning English Language	143	71.5	57	28.5
2	There is no connection between music and acquisition of English Language	71	35.5	129	64.5
3	Music sharpens pupils' memory while learning English Language	193	96.5	07	3.5
4	Despite music pupils' performance in English Language is still very poor	16	8	184	92
5	Music makes pupils to acquire competence in speaking English Language	145	72.5	55	27.5
6	Music does not enhance pupils' competence at acquiring English Language	11	5.5	189	94.5
7	Music improved pupils' ability to form words in English Language	148	74	52	26
8	Music has no positive influence on pupils' formation of words in English Language	37	18.5	163	81.5

Table 1 presents findings on research question one as follows: Item (1) shows 143 (71.5) and 57 (28.5) for Yes and No. Also, on item (2), 71 (35.5) and 129 (64.5) were got for Yes and No. On item (3), findings obtained, revealed 193 (96.5) and 07 (3.5) for Yes and no, respectively. For item (4), 16 (8) and 184 (92) results were obtained. On item (5), 145 (72.5) and 55 (27.5) results were obtained for Yes and No, while on item (6), 11 (5.5) and 189 (94.5) responses were got for Yes and No. On item (7), 148 (74) and 52 (26) responses were gotten for Yes and No. Finally, the results obtained on item (8) showed 37 (18.5) and 163 (81.5) responses for Yes and No, respectively.

**Research Question Two:** Will effective rhythm and musicality be achieved by pupils' in English Language?

**Table 1: Showing simple percentages and frequency counts on will effective rhythm and musicality be achieved by pupils' in English Language**

S/N	ITEMS	YES	%	NO	%
9	Music enhance intonation of pupils in English Language	194	97	06	3
10	Music has no positive influence on pupils' intonation in English Language	12	6	188	94

11	Intonation of pupils can be improved through music	177	88.5	23	11.5
12	It is not music that will improve pupils' intonation in English Language	40	20	160	80
13	Fluency in English Language can be achieved through music	159	79.5	41	20.5
14	Music has any positive influence on pupils' fluency in English Language	19	9.5	181	90.5

Table 2 shows findings on research question two. On item (9) shows 194 (97) and 6 (03) for Yes and No. Also, on item (10), shows 12 (6) and 188 (94) as responses obtained for Yes and No, respectively. On item (11), responses obtained were, 177 (88.5) and 23 (11.5) for Yes and No. On item (12), responses obtained indicated the following; 40 (20) and 160 (80) for Yes and No, respectively. On item (13), 159 (79.5) and 41 (20.5) for both Yes and No were obtained. Finally, on item (14), responses obtained revealed 19 (9.5) and 181 (90.5) for Yes and No, respectively.

## Discussion of Findings

A panoramic survey or view on results or responses obtained on research question one, clearly it could be deduced that music could enhance pupils' ability to speak and learn second language (SL) i.e English Language. This is in consonance with the opinion and position of Pyper (2005) that application of song/singing for language classroom could enhance students' effective mastering of pronunciation, vocabulary, listening comprehension, grammar, composition skills etc. The result is also supported by Bancroft (1999) that singing can eliminate barriers to language acquisition.

Also, on research question two it could be deciphered that effective rhythm and musicality by pupils through music on acquisition of second language (SL) i.e English Language could be achieved. The result based on general observation of the responses obtained. This position is supported by Murphey (2010) that song-stuck-in-my head (SSIMH) is a good instrument, method and strategy for language development and its acquisition. Murphy (1992) further maintains that songs could reinforces ability to learn a particular language.

## Conclusion

Based on the findings of the study, conclusion were made by the researcher that music is a good strategy and teaching approach to facilitate acquisition of second Language which is English Language in Nigerian context by pupils in both Nursery and Primary school levels. Since, music has positive influence on intonation, rhythms, stress mark, grammar, speaking ability, composition, listening skill, and so on.

## Recommendation

Premised on the conclusion of the study, the following recommendations were made;

1. Music should be incorporated to Nursery and primary schools curricula in Nigeria
2. The teaching of music should be compulsory at both nursery and primary schools in Nigeria
3. Teachers teaching English Language should be well exposed on how to teach Sound Language (SL) in English Language very well, using musical strategy.
4. Teachers should be well tutored on the input of music to effective second language acquisition at both Nursery and Primary school levels in Nigeria.

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