

INFLUENCE OF NURSERY RHYME ON THE SPEECH DEVELOPMENT OF NURSERY SCHOOL PUPILS IN ORUMBA SOUTH LOCAL GOVERNMENT, ANAMBRA STATE

Ijeoma A. Okoli* & Jane Chioma ** & Onah, Mercy Cecilia***

Abstract

The study examined the influence of Nursery rhyme on the speech development of nursery school pupil in Orumba South L.G.A in Anambra State. Four research questions were formulated for the study. The design of the study was a descriptive survey design. The population of the study comprised of 148 teachers in the nursery section of 42 public primary schools in Orumba South L.G.A. Simple random sampling was used to sample 21 schools out of the 42 public schools in Orumba south L.G.A, making the teachers 62 for the study. Data were collected using questionnaire and analyzed using mean. From the data collected and analyzed, it was found out among other things that through the use of nursery rhymes the speech of preschoolers is boosted, when pupils recite nursery rhyme often they learn to articulate words, Nursery rhymes enhance pupil knowledge of the alphabet thereby helping them manipulate alphabets and their sounds. It was recommended that teachers should always teach children with Nursery rhymes, parents should always play nursery rhyme videos at home and also sings with their children to encourage them.

Keywords:Nursery rhymes, Nursery School, Speech Development, pupil

Introduction

Nursery rhymes are part of a long-standing tradition in early childhood education. Many generations of children have learned and recited nursery rhymes in their homes and schools. In fact, when they learn nursery rhymes, children face linguistic and musical challenges that trigger their cognitive development through pleasant social interactions mediated by adults and peers (Gauthier and Lejeune, 2008). According to Longman Dictionary (2018), Nursery rhymes are a short traditional song or poem for children. From the definition above it is clear enough that nursery rhymes are suitable for children or younger learners.

Nursery rhymes vary in styles, subject, tone and theme, although many are marked by the use of rhythm and rhymes that makes them easy to remember. Endraswara (2009), explained that nursery rhymes are songs that has a cheerful and fun vibes, that also consist meaningful lyrics. They include nonsense rhymes, lullabies, finger play, counting – out rhymes, riddles, games, songs, and ballads, among other types. While some rhymes seem designed purely to amuse, others are didactic and educational, including those intended to help children learn the alphabets and numbers. Many nursery rhymes have variants in their languages, with similar rhymes appearing in different nations.

Many of the best known traditional nursery rhymes were not originally intended for the young but belong to a folklore tradition shared by adults and children. Nursery rhymes remains a ubiquitous part of children's literature, often accompanied by illustrations designed to appeal to early readers. They also continue to be passed from one generation to the next as part of a shared oral culture. From the explanation above it can be concluded that nursery rhymes is a song that is specifically made for children, that range from a simple but happy notes and consist of lyrics that have specific meaning that can also make the children learn value of life. The lyrics will also have to be simple and use repetition words to make the children in pre-nursery classes understand and memorize the songs.

Pre-Nursery education which is also called preschool is education that focuses on educating children from ages of infancy until six years old. According to Wikipedia, a preschool, also known as nursery school, pre-primary school, or play school, is an educational establishment or learning space offering early childhood education to children before they begin compulsory education at primary school. It is focused on the support for learning available to children in formal or organized settings and programmes. Early Childhood Education lays a sound intellectual, psychological, emotional, social and physical foundation for development and lifelong learning. It may be operated by the public or private, and may be subsidized from public funds. The term pre-school education includes such programs as nursery school, daycare, or kindergarten, which are occasionally used interchangeably, yet are distinct entities. While pedagogies differ, there is the general agreement that pre-school is responsible for providing the commencement of statutory education. A preschool environment offers experiences, educational, social skills and other basic needs that unfortunately may not be satisfied imparted at home. These early experiences are facilitated and sustained through the use of appropriate participatory pedagogy for teaching the children in Early Childhood Education programmes especially in this 21st century.

Early Childhood Education is largely child centered education. Therefore, there is a focus on the importance of play. Play provides children with the opportunity to actively explore manipulate and interact with their environment. It allows children to interact with the world around them and the emotional world inside them. To many it might seem like mere entertainment, but during such activities progress takes place in skill building, problem solving, overcoming physical and mental challenges, and so forth. It encourages investigating, creating, discovering and motivating them to take risk and add to their understanding of the world. It challenges children to achieve new level of understanding of

events, people, and the environment by interacting with concrete materials. This use of play stems from Jean Piaget's constructivist theory that emphasizes that children should actively participate in their world and various environment so as to ensure they are not 'passive' learners but 'little scientists' who are actively engaged.

Speech is the expression of ideas and thought by means of articulate vocal sounds, or the faculty of thus expressing ideas and thoughts. Speech development according to psychology Wiki is an aspect of psycho-motor development and is the increasing ability of children to control their vocal cords in order to speak clearly. Generally, speech production is linked to perceptual development as the child has to discriminate between sounds in order to make progress. Nursery rhymes aid very young children develop linguistic strategies and learning abilities during their critical period of learning to communicate. At this time, they fantasize and practice language combinations and grammar without fear of failure. Adults should capitalize on this period to introduce songs and rhymes to them as they carry this special sensitivity to their adult life. All sections of language sounds, grammar, rhythm and rhymes-lends themselves to play. It is only natural that children at this early childhood period, 2-6years, discover these play potentials in their emerging language.

Play is a child's way of life from infancy to about 8years. A child plays from morning until he goes to bed at night. It is a natural way to grow and acquire skills. This study focuses on the speech development of the preschoolers as a result of Nursery rhymes, therefore, the teachers should play a significant role in this regard. On the other hand, different internationally accredited teachers training institute are preparing the teachers for 21st century instructive world with consolidating the nursery rhymes creatively. In the preset day times of technology and advancement, Nursery Rhymes still hold a place of importance in the beginning stages of learning.

As children subconsciously learn the sound of language and therefore are able to intensively recognize the word and sentences, it is observed that children learn and remember more effectively through the constant repetition of listening and recapitulation of Nursery rhymes. After learning the words and sentences, it is observed that children are later encouraged to use the same rhyming scheme to vocalize and form new words. Nursery rhymes provides a unique learning context in which can also be embedded explicit instructions that promotes early literacy and musical development in young children (Gauthier and Lejeune, 2008, Justice and kederavek, 2004, Bolduc, Lefebvre, and Pirkenne, 2012). However, over the last

few years, more pressure has been put on nursery teachers to apply educational curricula and programs that promote the explicit teaching of specific skills. This situation has led kindergarten teachers to put aside more traditional interactive activities such as Nursery rhymes (Kenny, 2005). The study intends to investigate the influence of nursery rhymes on the speech development of nursery school pupils in order to advocate for an increase in its utilization nursery education.

Statement of the Problem

The ability to communicate with peers and adults in the educational setting is essential for pupils to succeed in school. Children develop speech early in their lives especially when appropriate strategies are used to enhance speech development. One of such strategies is the use of Nursery rhymes. It is believed that Nursery rhymes are a socially engaging, playful and developmentally appropriate way for young children to hear, identify, manipulate and experiment with the sounds of language. It seems that one of the more necessary skills to early literacy learning is the use of nursery rhymes to enhance phonological awareness, strong letter knowledge and acquisition of decoding ability. The problem of the study therefore is investigate the Influence Of Nursery Rhyme On The Speech Development Of Nursery School Pupils In Orumba South Local Government, Anambra State

Purpose of the Study

The main purpose of this research is to determine the influence of Nursery rhyme on the speech development of Nursery school pupils in Orumba South local Government Anambra State. Specifically, the researchers intended to:

1. to determine whether the use of Nursery rhymes will boost pupil's Speech development;
2. to determine whether the use of Nursery rhymes helps pupils to articulate words;
3. to examine whether children expose to Nursery rhymes can manipulate identify alphabet and their sounds
4. to determine the positive impact of Nursery rhymes and speech development of the pupils.

Research Question

The following research questions were formulated to guide the study:

1. What is the influence of Nursery Rhymes in boosting speech development?
2. What is the influence of Nursery Rhymes in helping pupils to articulate words?
3. What is the influence of Nursery Rhymes in manipulating and identifying Alphabet and their sounds?
4. What are the positive impacts of Nursery Rhyme on the speech development of pupils?

Methods

The study was on the influence of Nursery rhymes on the speech development of Nursery school pupils in Orumba South local Government Anambra State. Four research questions guided the study. The research adopted a descriptive survey research design. The population of the study comprises of One hundred and four eight (148) teachers in the 42 public owned primary and Nursery schools in Orumba South Local Government Area of Anambra State. Simple random sampling technique was used to sample twenty one (21) schools out of forty two (42) public Nursery and Primary schools in Orumba South Local Government Area of Anambra State. Sixty-two (62) teachers were used as sample. The instrument for data collection was a 20 item structured questionnaire developed by the researchers titled “Influence of Nursery Rhyme on the Speech Development of Nursery School Pupils Questionnaire (INRSDNSPQ). The Instrument was validated by three experts two in early childhood education and one in Measurement and Evaluation. To establish the reliability of the instrument, Cronbach Alpha was used and a reliability coefficient of 0.73, 0.75, 0.78 and 0.78 was obtained for the four clusters with an overall reliability coefficient of 0.76 obtained for the entire instrument. Data collected were analyzed using the mean scores. The criterion mean was set at 2.50. Any item scoring 2.5 and above were regarded as agree while any item scoring below 2.5 were regarded as disagree.

Results

This chapter deals with the analysis and presentation of data collected from the study. They are organized in tables in line with the research questions

Research Question One: What is the influence of Nursery Rhymes in boosting speech development?

Table 1: Mean scores of respondents on how nursery rhyme boost speech development in public primary schools in Orumba South LGA of Anambra State.

S/N	ITEMS	SA	A	D	SD	N	EFX	X	REMARK
1	Use of repetition can help pupil to remember words until they can finally enunciate the words properly.	30	12	10	10	62	186	3.0	Accepted
2	Through the use of simple and accessible English in nursery rhyme, helps the pupil to be able to interpret words and their meaning.	20	10	22	10	62	164	2.6	Accepted
3	Through reciting the rhymes often, pupils are able to communicate both with their peers and teachers in school.	26	15	11	10	62	181	2.9	Accepted
4	Nursery rhymes deals with music which can encourage the interest of the pupils in the classroom.	9	23	25	5	62	160	2.5	Accepted
5	Through the use of rhymes and rhythm, helps the pupils to hear and Identify sounds and their syllabus in words.	20	20	10	10	62	170	2.7	Accepted
	Cluster Mean							2.74	Accepted

Table 1: Mean response on how nursery rhyme boost speech development

The data in the table 1 shows that item 1, 2, 3, 4 and 5, have mean scores which are above the cutoff point of 2.50 which shows accepted. The analysis shows that through the use of repetition, simple and clear English, constant reciting of nursery rhymes, use of rhymes and rhythm and music which are characteristics of nursery rhymes can boost speech development of nursery school pupils.

2. Research question two: What is the influence of Nursery Rhymes in helping pupils to articulate words?

Table 2: Mean scores of respondents on how nursery rhyme help Nursery school pupil to articulate words in public primary schools in Orumba South LGA of Anambra State.

S/N	ITEMS	SA	A	D	SD	N	EFX	X	REMARK
6	By introducing the pupil to patterns of sounds, nursery rhymes give them the input they need to categorize words and Identify sounds.	25	20	10	7	62	187	3.0	Accepted
7	The teacher can easily preview nursery rhymes to find the speech sounds the pupils are working on. (e.g Hickory Dickory Dock, Hey Diddle Diddle, all have a high prevalence of /d/ sounds.	8	13	22	19	62	134	2.1	Rejected
8	Through nursery rhyme pupil develop auditory skills such as discriminating between sounds.	28	16	15	3	62	193	3.1	Accepted
9	Through speech practicing, nursery rhymes enhance the communication of pupils.	30	15	12	5	62	194	3.1	Accepted
10	Through constant reciting of nursery rhymes, pupil produce clear and understandable words	14	22	21	5	62	169	2.7	Accepted
	Cluster Mean							2.8	Accepted

The data in table 2 shows that items 6, 8, 9, and 10 have mean score which are above the mean cutoff point of 2.50 which shows accepted. This means that nursery rhymes helps pupil to articulate words. By the analysis, patterns of sounds in nursery rhymes rhyme that teaches the differences between alphabets and sounds. Through speech practice and constant reciting of nursery rhymes helps pupil to articulate words.

Research Question Three: What is the influence of Nursery Rhymes in manipulating and identifying Alphabet and their sounds?

Table 3: Mean scores of respondents on how nursery rhymes help pupil to manipulate and identify alphabet sounds in public primary schools in Orumba South LGA of Anambra State.

S/N	ITEMS	SA	A	D	SD	N	EFX	X	REMARK
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11	Nursery rhymes deals with bringing alphabet together, teaching the pupils how to form words.	30	15	12	5	62	194	3.1	Accepted
12	Some nursery rhymes teaches the letters of alphabet enhancing the pupils' knowledge of the alphabets.	28	12	15	7	62	185	2.9	Accepted
13	Nursery rhymes like "I know my vowel sounds" helps the pupils to differentiate between sounds and their alphabets.	10	12	13	27	62	129	2.0	Rejected
14	Nursery rhymes helps the pupils to know how to match alphabets and sounds	25	11	12	14	62	171	2.7	Accepted
15	By teaching Nursery rhyme to the pupil helps them have knowledge of both consonant and vowel sounds.	12	21	25	12	62	173	2.7	Accepted
	Cluster Mean							2.6 8	Accepted

The data in table 3 shows that items 11, 12, 14 and 15 have mean score below 2.5 which shows rejected. This mean that pupil that reciting nursery rhymes or teaching pupils vowel and consonant sounds through nursery rhymes can manipulate sounds of the alphabets.

Research Question Four: What are the positive impacts of Nursery Rhyme on the speech development of pupils?

Table 4: Mean rating on the impact of Nursery rhyme on speech development of nursery school pupil.

S/N	ITEMS	SA	A	D	SD	N	EFX	X	REMARK
16	Nursery rhyme helps in language acquisition of pupil.	35	14	6	7	62	201	3.2	Accepted
17	Nursery rhyme can develop auditory skill in pupil.	15	6	20	21	62	139	2.2	Rejected
18	Rhymes can help in speech development of pupil.	20	19	18	5	62	178	2.8	Accepted

19	Nursery rhyme enhances pupil's cognitive skill.	30	12	9	11	62	185	2.9	Accepted
20	Nursery rhymes can improve student's vocabulary.	11	24	19	8	62	162	2.6	Accepted
	Cluster Mean							2.74	Accepted

The data in the table 4 shows that items 16, 18, 19 and 20 have mean score above 2.5 which shows accepted. This means there are more positive impact of nursery rhymes on speech development.

Discussion of findings

From research question one it was found out those characteristics of nursery rhyme boost speech development. The revelation that many respondent said that through use of repetition in nursery, it boosts speech in children. This in line with Brandon (2016) submission that nursery rhymes builds early literacy. In nursery rhyme, there are so many repetitions of short words and phrases. Listening to the same phrases and word over again helps the young learners to improve their memory or cognitive development of new words or tone in the nursery rhymes. These help pupil to recall and memorize words and also to speak clear English. Millington, (2011) corroborates that through the use of rhyme and rhythm, boredom is minimized because it uses rhythm and melody to make the teaching process less monotonous.

From research question two it was found out that nursery rhymes help pupil to practice their listening and pronunciation skills. This finding agrees with Murphy, (2012) that Nursery rhymes can help pupils in practicing their vocabulary learning, sentence structure and sentence patterns.. It was also discovered that that children who do not constantly practice rhyme do not speak well as those who practice rhyming.

Research question three showed that through nursery rhyme pupil learn how to put alphabet together to form word and nursery rhyme enhances pupil knowledge of alphabet of alphabet, this of course makes them speak better than those not exposed to nursery rhyme. Without helping children play with words and sounds at a younger age, they are at risk of developing a deficit in phonological awareness and related processing skills. There has been a great amount of studies such as Rohde, 2015; Terrell, 2018; Piasta, 2016 showing that pupils exposure to phonological skills during early years hits the child's zone of proximal development period.

Research question four showed that there many positive impacts of nursery rhyme, just like Danielson, (2020) states that nursery rhyme help children to develop the rhythm of language, the compact structure of narratives, and the engaging characters all combine to produce the perfect model for young children to develop an ear for the music of words, phrases, and sentences. When a child recites nursery rhymes, they are involved in a series of language developmental skills such as learning

about intonation, learning new words and concepts, and understanding and gaining appreciation of poetry at a young age. Therefore, there is need for increase in the utilization of nursery rhymes to aid the speech development of children in Nursery education.

Conclusion

The study set out to determine the influence of nursery rhymes on the speech development of nursery school pupils in Orumba South. It was found out that nursery rhyme boost speech development of nursery school pupil, helps them articulate words and also to differentiate between alphabet and sounds. Teachers are therefore to encourage pupils to recite rhymes by rhyming with them in the classroom.

Recommendations

The following recommendations that were derived from the results of this study should be implemented:

1. Teachers should regularly utilize nursery rhymes in teaching nursery pupils and encourage the pupils to recite nursery rhymes in order to boost their speech development.
2. Parents should make concerted efforts to teach pupils with nursery rhymes as pupils spend greater part of their time in the home. Parent should also play nursery rhyme videos at home to expose them more.

*** Ijeoma A. Okoli**, is a lecturer in the Department of Early Childhood & Primary Education, Nnamdi Azikiwe University, Awka. ij.okoli20@gmail.com.

**** Unigwe, Jane Chioma**, is a graduate of English /Economics Department, School Of Languages, Federal College Of Education (Technical), Umuze, Anambra State.

*****Onah, Mercy Cecilia**, is a graduate of English /Social Studies Department, School Of Languages, Federal College Of Education (Technical), Umuze. Anambra State

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