EFFECTIVENESS OF SONGS AND RHYMES IN TEACHING PRONUNCIATION

A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the master of Education in English

Submitted by

Kamala Tamang

Faculty of Education

Tribhuvan University

Janta Multiple Campus

Itahari, Sunsari, Nepal

2021 (2077)

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Kamala Tamang** has completed this thesis entitled **"Effectiveness of Songs and Rhymes in Teaching Pronunciation"** under my guidance and supervision.

I recommend the thesis for acceptance and evaluation.

_____

Kamal Raj Dahal (Supervisor)

Reader and Head

Department of English Education

RECOMMENDATION FOR EVALUATION

The thesis entitled **"Effectiveness of Songs and Rhymes in Teaching Pronunciation"** by **Kamala Tamang** has been recommended for evaluation by the following Research Guidance Committee.

Mr. Kamal Raj Dahal (Supervisor) _____

Reader and Head Chairperson

Department of English Education

Mr. Tirtha Raj Acharya _____

Lecturer Member

Department of English Education

Mr. Gobinda Puri _____

Asst. Lecturer Member

Department of English Education

EVALUATION AND APPROVAL

The thesis entitled **Effectiveness of Songs and Rhymes in Teaching Pronunciation** by **Kamala Tamang** has been evaluated and approved by the following Thesis Evaluation Committee.

Mr. Kamal Raj Dahal (Supervisor)

_____

Reader and Head — Chairperson

Department of English Education

Mr. Tirtha Raj Acharya _____

Lecturer — Member

Department of English Education

Dr. Jaynarayan Purbey _____

Reader and Head — Expert

S. S. M. Y. M. Campus

Siraha

DACLARATION

I hereby declare that to the best of my knowledge that this thesis is original and my own creation; no part of it was earlier submitted for the candidature of research degree to any university

Date: 2077-10-29
11th Feb 2021

_____
Kamala Tamang

DEDICATION

Dedicated to my father Tasbir Tamang and

My mother Nanda Kumari Tamang

And

all my families and teachers.

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I would like to express my deep sense of honor and gratitude to my thesis guide **Mr. Kamal Raj Dahal** lecture and Head Department of English Education, Janta Multiple Campus, for his continuous encouragement and invaluable suggestions. I am deeply indebted for his help during my research work. Truly speaking, without him this work would have been incomplete as well as worthless.

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ABSTRACT

This research entitled "Effectiveness of Songs and Rhymes in Teaching Pronunciation" has been carried with aim of finding out Students' pronunciation improvement through English songs Rhymes at primary (four graders) level. The research is mainly based on the primary sources of data. The sample size of the study consisted of 34 students studying at grade four in Morning Glory English Boarding School, Belaka-9, Udayapur. As it is an experimental research, the students had been divided into experimental and controlled groups. The required data were collected by using test items. It was found out that the experimental group that was taught by using English Songs and Rhymes achieved better marks than the control group that was taught as usual. The data were analyzed using simple statistical tools as well as 't-test' was carried out too.

This thesis has been divided into five chapters. Within the first chapter 'Introduction': background of the study, statement of the problems, Research questions, objectives of the study, Delimitations of the study, significance of the study and operational definition of the key terms have been presented. Likewise, the reviews of the related literature, theoretical and conceptual frameworks have been included in the second Chapter. The methods and procedures of the study incorporated with research design, study population, sampling procedure and other related Components have been presented in the third one. The fourth Chapter has dealt with results and discussion. On the basis of analysis and interpretation of the data some findings of the study was drawn. Summary, Conclusion and implications have been presented in fifth Chapter. Final part of the thesis includes references and appendices.

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ABBREVITION

ELT= English Language Teaching

GA= General American English

IPA= International Phonetic Association

LAD= Language Acquisition Device

NESP= National Education System Plan

RP= Received Pronunciation

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