

**EFFECTIVENESS OF SONGS AND RHYMES IN TEACHING  
PRONUNCIATION**

A Thesis Submitted to the Department of English Education  
In partial fulfilment for the Master of Education in English

Submitted by  
Dipendra Kumar Thapa

Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal

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## DECLARATION

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

Date .....

.....  
Dipendra Kumar Thapa

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr.Dipendra Kumar Thapa** has prepared the thesis entitled **“Effectiveness of Songs and Rhymes in Teaching Pronunciation”** under my guidance and supervision.

I recommend the thesis for acceptance.

Date:

**Mr. Bhesh Raj Pokhrel (Guide)**

Lecturer

Department of English Education

Tribhuvan University

Kirtipur, Kathmandu

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following '**Research Guidance Committee**'.

Signature

**Dr. Chandreshwar Mishra**

Professor and Head

Department of English Education

T.U., Kirtipur, Kathmandu

---

(Chairperson)

**Dr. Tara Datta Bhatta**

Reader

Department of English Education

T.U., Kirtipur, Kathmandu

---

(Member)

**Mr. Bhesh Raj Pokhrel (Guide)**

Lecturer

Department of English Education

T.U., Kirtipur, Kathmandu

---

(Member)

## EVALUATION AND APPROVAL

This Thesis has been evaluated and approved by the following ‘**Thesis Evaluation and Approval Committee**’.

Signature

**Dr. Chandreshwar Mishra**

Professor and Head

Department of English Education

T.U., Kirtipur, Kathmandu

---

(Chairperson)

**Dr. Anjana Bhattarai**

Reader

Department of English Education

T.U., Kirtipur, Kathmandu

---

(Member)

**Mr. Bhesh Raj Pokhrel (Guide)**

Lecturer

Department of English Education

T.U., Kirtipur, Kathmandu

---

(Member)

Date:

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## **ABSTRACT**

This thesis attempts to find out the effectiveness of songs and rhymes in teaching pronunciation. This research has been carried out in twenty-nine students of grade three of a government school "Shree Jana Jyoti Higher Secondary school, Gajul, Rolpa was selected as sample school. A test consisting of four different test items was the main tool for data collection. A pre-test was given before starting teaching to determine the actual level of the students. Then they were divided into two groups on the basis of the odd and even roll number according to the school attendance register. After dividing then into two groups both groups were taught the same teaching item using the same materials. The only difference between groups A and B was that songs and rhymes were used for teaching pronunciation in group A and they were not used for teaching pronunciation in group B After the completion of the teaching for one month (28 days), a Post-T (the same Pre-T) was given. Then the result of both Pre-T and Post-T were compared to determine the effectiveness of two techniques. The main findings of this thesis is that teaching pronunciation through songs rhymes technique at grade three is more effective than teaching without using the songs and rhymes.

This thesis is divided into four chapters. Each chapter is divided into different sub-chapters. The first deals with general background of the study, revision of the literature, objectives of the study and significance of the study. The second chapter deals with the methodology, data gathering procedure and limitations of the study. The students were divided into two groups, an experimental group and a controlled group. The group A was taught pronunciation by using songs and rhymes technique while group B was taught with as usual classroom techniques i.e. without using songs and rhymes technique. The same set of test item out of 50 marks was used to collect the data in both pre and posttest. The third chapter deals with analysis and interpretation of the data. Chapter four includes the findings and recommendations. With the help of analysis and interpretation, some findings have been drawn and then some recommendations have been made. Final part of

the thesis includes references and appendices. Appendix-1 has Pre-T and Post-T items. Other appendices were given. Finally model answer sheets of experimental group and controlled group are presented in the appendix.



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## **LIST OF ABBREVIATIONS AND SYMBOLS**

A.D.	After Death
Avg.	Average
B.S.	Bikram Sambat
BBC	British Broadcasting Corporation
D%	Different Percentage
E.A.P.	English for Academic purpose
e.g.	Exempli-gratia (For Example)
E.P.P.	English for Professional Purpose
E.S.T.	English for Study Target Language
etc.	Etcetera
F.M.	Full Mark
i.e.	That is
LAD	Language Acquisition Device
NESP	National Education System Plan
No	Number
Post-T	Post Test
Pre-T	Pretest
R.N.	Roll Number
R.P.	Received Pronunciation
S.N.	Serial Number
SS	students
T.U.	Tribhuvan University
UNESCO	united Nations Educational, scientific and Cultural organization

# CHAPTER ONE

## INTRODUCTION

This study is about the ‘The Effectiveness of Songs and Rhymes in Teaching Pronunciation’ This section consists of general background, pronunciation, songs & rhymes, literature review, hypothesis of the study, objectives of the study and significance of the study.

### 1.1 General Background

English is the most important and widely used language in all over the world. It works as a lingua-franca that is why it is called international language. People have to move from one place to another to fulfill their duties and responsibilities. Without communication it is impossible to get success. There might be various reasons, why English is taught in many countries of the world but as an English student my concern is for the convenience of people it is taught as a foreign language and second language.

In our education system, usually only teaching is emphasized: learning part is neglected i.e., we always think how we should teach better and overlook how the learners learn. Until and unless we consider how learners learn, teaching is not going to be effective. Learners are human-being and so they should be treated accordingly. They have their individual differences in terms of their motivation, age, personality and family background which either facilitate or hinder their learning, Rai, (1998 p1).

How to teach? How a child learns second language? It has always been debatable. There are various theories, some are related to behaviorism and others are related to mentalist, however, new methods and techniques which have scientific logics are acceptable for language teachers. English language is learnt for various purposes, some of them are-English for Academic Purpose (EAP); English for Professional

Purpose (EPP); English for Science and Technology (EST) and English for Study  
Target language Culture etc

There are many factors to affect language teaching which are policy of the government, management of the classroom, suitable methods and techniques, environment, role of learners and teachers, motivation etc. Language teaching is the challenging job because we have our own distinctive voice according to our environmental and genitival background but we should always try to be native like speaker. The aspects of language: Who to teach? What to teach? When to teach? Why to teach? Where to teach? These should always be kept in the mind of the language teacher. Many scholars have carried out different researches on language teaching there for the language teacher should be updating with innovative aspects of the language teaching. Many language teachers are failing to teach because they give up the value and visibility to act of good teaching and to make teacher reflection on those acts the central core of an appropriate methodology, Tickoo, (2008 p63).

For the effective language teaching we have to measure the student by scientific methodology. It means testing is very important in language teaching. There are different types of testing, according to the subject matter we have to decide the best test. It is the existing situation of language teaching let's imagine the best and effective ways would come soon to teach language.

### **1.1.1 Importance of the English Language**

English is an international language which is also known as the global language. According to the survey of UNESCO, more than 60 countries of the world use English as an official language, about 160 million people listen to English radio programs and over 60 million children study English at the primary level. One third books of the world have been written in English and more than 350 million people of the world speak a native language. It is mostly used as a lingua-Franca of the world; it covers the wide range in the human life. Language is itself a part of human

life on one hand; on the other hand it is a medium to learn history, Culture and life style of the people who speaks to English language as their mother tongue. It also helps to exchange culture and grab the golden opportunity. It also helps Nepalese people to modernize and improve civilization.

Nepali is developing language so it has many words from the English language e.g. coat, School, brush, tie, plastic, battery, tape, television, computer, mobile etc. Not only Nepali many other languages in the world have borrowed words from the English language.

Being a dominant language of the world, it occupies a wide range in the world. It is used in the computers and the latest technologies. Nowadays, Internet is the major aspect of the computer which is only possible from this international language which is the vast network from where people can get the information: what they need according to their desire. It may be true that it is a mediator of those people.

Modern developed branches of education science, engineering and medicine cannot be run without the knowledge of English language. We can conclude the English is the most important language on the earth.

### **1.1.2 The English Language Teaching in Nepal**

It is assumed that English was started in Nepal during the period of Bhimsen Thapa. The British Government opened “Gorkha British Kendra” (An office of joint British Army) during his prime minister ship. The people who came to Nepal to select the army spoke English. Nepalese people who joined the British Army received a good salary. Therefore, People in Nepal were attracted towards English language, cited in Chaudary, (2007 p4).

The teaching of English language in Nepal was formally started with the establishment of Durbar High School in 1853 A.D., the first English medium school in Nepal. Jung Bahadur Rana established this school after returning back home from England. This school was for Rana family only. While he travelled British he



understood the importance of English language to communicate and strengthen friendship with the English people and government. In order to give English education to the children of Rana and Royal families, he established Durbar High School; however, it was opened for general People in 1910 B.S. In 1975 B.S. after establishment of Tri-chandra College, it became the compulsory subject in the higher education in Nepal.

After the implementation of the NESP (1971-1976) a great change was brought in the English curriculum. The curriculum allotted 100 full marks for English subject at the school level from grade four onwards. There was also the provision of optional English at secondary grades. English was applied in both compulsory and specification subjects in the curriculum.

### **1.1.3 Pronunciation**

The verbal utterances are pronunciation. It is primary manifestation. 'Writing consists of marks on a paper which make no noises are taken by eye but pronunciation is taken by ear and full of noise' Connor, (1992 p 1).

#### **1.1.3.1 An Introduction**

Pronunciation is the backbone of language which makes uniformity and comprehensible in language. Simply Physical meaningful utterances are pronunciation. Hornby (7th edition) defines pronunciation as 'The way in which language is spoken'. According to Barbara 2000, cited in Khanal (2007 p 6).

When talking about pronunciation in language learning we mean the production and perception of the significant sounds of a particular language in order to achieve meaning in context of language use. This comprises the production and perception of segmental sounds, of stressed and unstressed syllables and of the speech melody or intonation. Also, the way we sound is influenced greatly by the factor e.g. voice quality, speech rate and overall loudness. Wherever we say something, all these aspects are presented

simultaneously from the very starts even in two syllable utterances, such as Hello!

The Samsung mobile software dictionary defines 'It is the way in which it is pronounced'. Similarly, Maley (1959), cited in Khanal (2007 p7), emphasizing the communicative view of language teaching argues intelligible pronunciation is an essential component of communicative competence.

From the above definitions, we can conclude that pronunciation is a way of speaking or it is rule of speaking to exchange ideas, emotions and feelings etc. It helps to speak and understand the message in a comprehensive way. It is a window from that everything can be seen and expressed. Even parents can share their happiness when their baby pronounces the first word. They seem that their baby can traveled in the ocean of languages. Each and every language is determined on the basis of pronunciation but vice-versa is impossible. Wrong pronunciation of language may create misunderstanding and communication often fails. However, we language students should understand that there is not possible to pronounce equally from the men of different culture and geographical area. The Nepalese students feel difficult to pronounce the sound /f/ and /v/ because it is labiodentals for English native speakers and bilabial for Nepali native speakers. Similarly some consonants are not found in English consonant sounds. There can be more examples from different countries from all over the world

According to Noam Chomsky, all the children possess LAD along their birth. It can be said as a universal syllabus which can acquire any human language of the world LAD is known as language Acquisition Device which human infants get by birth. Thus every child is able to learn pronunciation when he got enough exposure in his childhood Chomsky, (1957 p43).

Unfortunately, it is not active forever. It becomes weak after the certain age of the children. That is why we cannot learn pronunciation naturally forever. We can learn

language but nobody can mastery over the pronunciation if he learns as a second language.

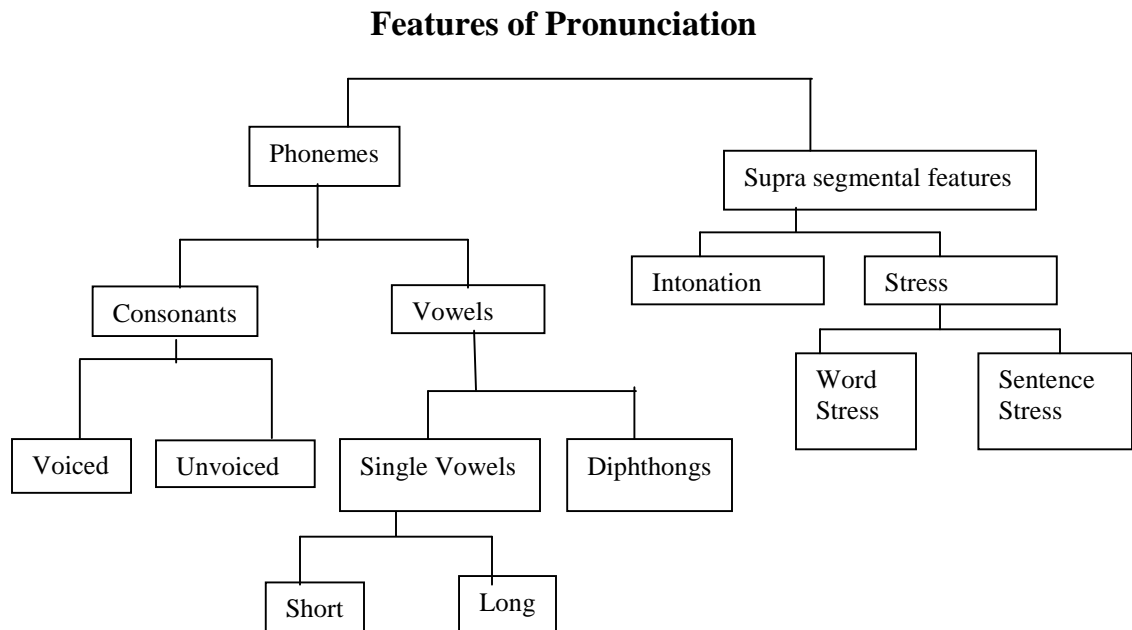
The pronunciation betrays the personality. We can easily guess the social status, gender, education, and address. The pronunciation of ones mother tongue affects on the second language. By the pronunciation of some leaders are appreciated and some are cursed in the politics.

Hence, the pronunciation is the way of speaking which bring uniformity in the use of language and make it easy to comprehend for speaker and listener.

The study mainly concerns the effectiveness of songs and rhymes in teachingpronunciation of the primary level of Nepalese students. Therefore it analyses the learning way of pronunciation in primary students i.e. grade three.

### 1.1.3.2 Main Features of Pronunciation

In order to the study the each parts of the pronunciation, Kelly (2005 p27) has shown the following features:



Those features are very important while teachings pronunciation. Phonemes are also known as segments and others are supra segmental features. Even a single

phoneme pronunciation differs and meaning also change, the stress and intonation also affects in its meaning.

#### **1.1.4 Approaches in Pronunciation Teaching**

Mainly, while teaching pronunciation two problems arise. The first, it is neglected while teaching in the classroom and the second it is not planned to teach strategically, Kelly (2005 p13).

The fact is that pronunciation is neglected because the teacher is in doubt how to teach it? They do not have enough practical knowledge. Their pronunciation is transferred from generation to generation according to their exposure while they first perceive it, Baker (2006 p17). They pronounce the unheard according to their spelling facility.

The next fact is that they should have planned to teach pronunciation strategically but they thought that teaching language is not teaching pronunciation especially in the primary level of government school. They pronounce the new word what they desire according to the roman translation these paradoxes are the main problems in the field of teaching pronunciation.

#### **1.1.5 What Pronunciation Model to be taught**

There may be many models of pronunciation e.g. British especially R.P model American model, Australian model, Indian model etc. However, I followed the R.P model which is highly preferred in the B.B.C, universities and dictionaries.

However, the dialects, register sometimes differ in many cases.

#### **1.1.6 Role of Pronunciation in Language Learning**

Pronunciation is the base for language learning. It is the origin point of language learning. Its vital role can't be limited in a small page. Language is the ocean and

every drop of water is pronunciation. No water no ocean likewise no pronunciation and no language.

The four language skills are listening speaking reading and writing. Learning language means learning the four skills of the language. The listening and speaking are totally concern about the pronunciation, although reading and writing also related to it. Language learning and pronunciation are two sides of a coin; it can't be separated from each other. Learners learn the language when they listen the speech, or pronunciation of the speaker. Slowly, learners increase command over the language with the teacher's pronunciation. If the teacher fails to pronounce the language correctly so the learners learn the wrong pronunciation of language. Without pronunciation the language learning doesn't take place. As we know, the message is transferred through the language with the help of pronunciation. The pronunciation plays the great role; to communicate or exchange message. A language teacher can teach his students the pronunciation if his/her pronunciation is acceptable, cited in Khanal (2007 p10). Unless his pronunciation is good he cannot be recognized as a good teacher. From different point view such as attracting attention, motivating, enjoyment can be beneficial to the teacher if he is good in pronunciation. S/He can be the source and doesn't necessary to take the authentic material from the market. There are many materials which help to comprehend the language but pronunciation is the original text which cannot be compared with teaching materials. It is the universal phenomenon that if we plant wheat and the wheat growth in the field likewise what we plant in the student mind that grows so the teacher should care enough to the pronunciation.

### **1.1.7 Some Techniques and Activities to Teach Pronunciation**

Teaching pronunciation means teaching two key sides of the words. Namely, the teaching of productive skills and on the other hand teaching of reception skills for better receptive skills, students need to learn to hear the difference between phonemes. It is got by correct exposure. The productive skills which are the out

come of receptive skills and need knowledge of producing the phonemes. There are some techniques to teach pronunciation which are listed as below:

### **1.1.7.1 Drill**

It is a technique to teach pronunciation. Here sounds are repeating for the practice. It is carried out variously which are given below:

- I. Back Chain Drill: Here, sentence is drilled and build up from the end, gradually adding to its length. Certain parts may be drilled separately Each Part of the sentence is modeled by the teacher, and the students repeat it.
- II. Front chain drill: It is the opposite structure of Back chin drill. Here, the sentence is drilled and builds up from the start, gradually adding to its length each parts of the sentence is modeled by the teacher and the students repeat.
- III. Substitution drill. It is next important variation of drill where the teacher modeled a sentence and he substitutes with the next new sound and the students have to pronounce all the sentences with new substitute words.

### **1.1.7.2 Minimal Pair and Related Activities**

It is a next technique to teach pronunciation where students get practice with changing phoneme in a minimal pair e.g.

Rat /ræt/      Rot /rɒt/      Cat /kæt/      Cut /kʌt/

Other related activities are sub minimal pair and others.

### **1.1.7.3 Songs and Rhymes**

Songs are the melodious version; they are sweet and directly touch their mind and heart although, sometimes they are not based on R.P. We can simply say rhymes are also drill but they are in prosodic rhythm. These make the learners motivated and enthusiastic.

### **1.1.8 Songs and Rhymes: An Introduction**

Songs and rhymes have defined variously. Simply, they are melodious verbal utterances in the music or without music they are different according to language, time and culture. They are very sweet that touch the heart and mind so they make the student refresh and active. The World English Dictionary has defined ‘A piece of music, usually employing a verbal text, composed for the voice, especially is intended for performance by a soloist.’

‘It is piece of music performed by a single voice with or without instrumental accompaniment. Works for several voices are called duets, trios and so on; larger ensembles sing choral music.’

(<http://en.wikipedia.org/wiki/Rhyme>)

A rhyme is a repetition of similar sound in two or more words and is most often used in poetry and song. The word ‘rhyme’ may also refer to a short poem such as nursery rhymes. (<http://en.wikipedia.org/wiki/Rhyme>)

It is an identical to another in its terminal sound e.g. ‘while’ is a rhyme with ‘mile’. Here sounds or pronunciations are repeating in a melodious way so that they are easy to learn. It will help to teach pronunciation.

### **1.1.9 Developing pronunciation through songs and Rhymes**

Songs provide examples of authentic, memorable and rhythmic language. They can be motivating for students keen to repeatedly listen to and imitate their musical heroes. Here, we look at some aspects of pronunciation that can be focused on through songs.

- ) Using songs to focus on sounds
- ) Using songs to focus on words
- ) Using songs to focus on connected speech

### **1.1.9.1 Using songs to focus on sounds**

Sounds are the smallest unit from which words are formed and can be categorized as vowels and consonants. As languages differ in their range of sounds, students have to learn to 'physically' produce certain sounds previously unknown to them. Learners can find sounds difficult to pick out, and may not see the point in focusing on them. However, incorrectly pronounced sounds strain communication, sometimes even changing a phrase's meaning. (<http://en.wikipedia.org/wiki/Rhyme>)

### **1.1.9.2 Using songs to focus on words**

Words are combinations of sounds which form together to give meaning. A word is uttered in syllables, usually one emphasized syllable (the stress) and the rest weak (unstressed). Even when the same words exist in both languages, the number of syllables is not always identical. Each English word has its own stress pattern, with very complex 'rules' to guide learners. Weak syllables are central to English, though students often find this hard to believe. Moreover, focusing on these can result in over-emphasis (not weakening) of these syllables. (<http://en.wikipedia.org/wiki/Rhyme>)

### **1.1.9.3 Using songs to focus on connected speech**

Connected speech is the natural way we speak, linking together and emphasizing certain words, rather than each word standing alone. Contractions (two words forming one) are an extreme example of the way we connect speech, to the extent that the written form too is affected. Students normally learn words individually and, especially at lower levels, tend to pronounce each word separately. Students frequently misconceive contractions as being 'incorrect', only used in 'slang'. Not all words within a phrase carry the same weight.

There are no 'standard' songs for teaching pronunciation. Any song can be an example of different pronunciation aspects. However, we try to choose songs that



are clear (use quality recordings where possible), not too fast, memorable, likely to appeal to our learners (possibly songs they already know) and easy to create activities for, depending on the area of pronunciation we are focusing on.

### **1.1.10 Importance of Teaching Pronunciation through Songs and Rhymes**

So far as songs and rhymes are concerned, they are taken as supplementary materials for teaching language. But it is proved as an effective technique to teach pronunciation for beginners. Moreover other aspects of language can also be taught through songs and rhymes It occupies an important role in pronunciation teaching because the children love singing songs and memorizing the rhymes and telling their friends. Like other teaching aids it motivates the students, create interest and break the monotony of the class.

Furthermore, songs and rhymes are both a pleasant relaxation after intensive language work, and an excellent way of helping pupils with rhythm, Stress and pronunciation. They are particularly useful when the vocabulary have chosen for a certain level. I used them for practice. We teach all the skills of language through songs and rhymes. Songs and rhymes are important to teach pronunciation which are in following points.

1. It helps the pupil to learn a better living and also give than aesthetic pleasure.
2. They improve their rhythms and fluency or English through songs and rhymes
3. They are interested to learn pronunciation.
4. They understand the English culture.
5. They learn the spelling as well.

### **1.2 Review of Related Literature**

Several Studies were carried out related to vocabulary teaching and proficiency of the pronunciation. Some of them are as follows.

Giri (1981) made a Comparative study on English language proficiency of the students studying in grade ten. He has used the students of Doti and Kathmandu district for his studies who were the students of secondary level. In his study he has found that the students of Kathmandu were more proficient in using the English language than the students of Doti districts. He has presented the caused of being more proficient and less proficient at same level. His study suggests the way of making more proficient to the learners.

Acharya (2001) has carried out research on 'The effectiveness of recorded materials in teaching listening'. He has carried out an experimental research and he has found out the effectiveness of recorded materials and live materials in teaching listening. He has found recorded materials are slightly better than the live materials in teaching listening. His suggestion was authentic listening materials better than teacher's own voice.

Chaudhary (2007) has carried out research on 'The effectiveness of teaching vocabulary through songs and rhymes'. He has done research on experimental group and control group of the government school. He has shown that the vocabulary teaching through songs and rhymes is effective than traditional way of teaching vocabularies, He has shown difference percentage 22.25% better from songs and rhymes in holistic comparison. His suggestion was it should be taken as a technique to teach vocabulary.

Khanal (2007) has carried out a research on Proficiency in Pronunciation: A case of grade three students it was done to identify the correct pronunciation level of Kathmandu and Lalitpur district of grade three. He has found that the level of proficiency is not vast difference i.e. 55.54 in Kathmandu and 55.18 in Lalitpur. The proficiency level of correct pronunciation is only 0.36% different. It means around equal proficiency.

The purposed study Effectiveness of songs and rhymes in teaching pronunciation differs from the above studies in the sense that it was related to the pronunciation

with the help of songs and rhymes of grade 3 students of Rolpa district. In this study, I took the informants from the public school Shree Jana Jyoti Higher Secondary School, Rolpa. I compared two groups of student one had been taught from as usual method. Other group had been taught through song and rhymes. I also found the difficulty level of vowel and consonant sound cluster.

### **1.3 Objectives of the Study**

The general objective of this study is to find out the role of songs and rhymes in pronunciation of the language teaching.

#### **The specific objective are follows:**

1. To find out the effectiveness of songs and rhymes in teaching pronunciation of grade 3 students
2. To find out the difficulty level of vowel and consonants sounds and consonant clusters.
3. To suggest some pedagogical implications of the study.

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

Communication is a part of human life. While communicating, different languages, sign and symbol are used. People of the world use different languages to communicate with each other. English has covered a wide range in the world among the speakers. The prime factor of the language is pronunciation. What we call the best language speakers' on the basis of their pronunciation. It shows the prestige of speaker in the context of Nepal. This study mainly will concern with the pronunciation of Nepalese learners. It will show a technique to teach pronunciation in primary level. It will be useful from linguistic and pedagogic point of view. This study will be expected to be useful as a reference material for teachers, linguists, curriculum designers, textbook writers, students and all those who will be involved in teaching English language.

## **CHAPTER TWO**

### **METHODOLOGY**

Research is a scientific discipline that is why it needs systematic procedure that follow a proper methodology to achieve predetermined objectives. In this study, I found out role of songs and rhymes as a technique of teaching pronunciation at grade three. The methodology that has been adopted during the study is discussed below:

#### **2.1 Sources of Data**

The present research was actually a practical study in which both primary and secondary data were used.

##### **2.1.1 Primary Sources of Data**

The primary sources of data for this study were the sampled students of grade three studying in Shree Jana Joyti Higher Secondary School, Gajul, Rolpa. The Teacher transcribed the pronunciation of their utterance by using phonemic symbols.

##### **2.1.2. Secondary Sources of Data**

I consulted various books, which were listed on the references. However, the following books were consulted; Tickoo (2008), Kelly (2005), Om kids (2010).

#### **2.2 Sampling Procedure**

In this study I took twenty-nine students as the samples who were studying at grade three in Shree Jana Jyoti Higher Secondary School, Gajul, Rolpa. I took all the students as universal sample.

#### **2.3. Tools and Data Collection**

Before preparing the set of test item, words were collected from grade three text book and some words from the nursery rhymes which were suitable for their level. I

divided the words into two groups which were tested in isolation and in sentential context. It totally carried out 50 marks.

## 2.4 Process for Data Collection

I collected the primary data from the recorded words of the students. For this I followed the following procedures.

1. First of all, I prepared a set of oral test and visited the selected school, for the test item I chose 50 word items out of 150 words selected from the grade three (My English Book-three) and the words from nursery rhymes for experimental class.
2. I requested the headmaster and the class teacher for providing the class to administer the test
3. An oral pretest (Which is recorded) was administered to determine the students' actual level of proficiency on pronunciation. They were given one hour time to pronounce the words. Then their oral responses were recorded individually.
4. I determined the rank of the students on the basis of odd even roll number according to their attendance register. The procedure of the group division was as follows:

Group A	Group B
Odd	Even

5. The students were divided into two groups and were taught by different techniques. Group A students were taught through songs rhymes and Group B students were taught as usual classroom technique (i.e. the teacher pronounce the words and students drill it).

6. Each group was taught six days a week, one period a day. Thirty minutes (50% time) for one group and the rest thirty minutes (50% time) for next group. The experiment was conducted for 28 days.
7. After the experiment, a Post-T was administered using the same test used in pretest.
8. Finally, the performance of the groups were compared and analysis to find out the effectiveness of songs & rhymes in teaching pronunciation.

### **2.5. Limitations of the Study**

To include a large area in this study of small research would have been impossible due to the limited resource and time. So, there were certain limitations of this study which were as follow.

1. The study was limited to Shree Jana Jyoti Higher Secondary School, Gajul, Rolpa.
2. Only twenty-nine students of grade three of the same school were selected as the population of this study.
3. The primary data for this study were collected from the recorded materials and transcribed later.
4. The effectiveness of songs and Rhymes techniques in teaching pronunciation was observed only in grade three.
5. The study was limited to the segmental and features.
6. The pronunciation was checked on the basis of R.P. (Received Pronunciation)
7. The limitation of the time of the study was four weeks.

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

This chapter deals with the analysis, interpretation and presentation of data. The statistical operation of data has been carried out in this section. The data has been obtained from the vigorous effort of the experimental study and field survey since it is an experimental research. It needs a lot of information from the real classroom teaching. However, the main aim of this research was to explore the **Effectiveness of Songs & Rhymes in Teaching Pronunciation**.

The data is presented comparatively in the following forms.

#### 3.1 Holistic Analysis

In this comparison, the total marks obtained by each student in the both tests are compared in whole. The correct answers are analyzed in different, different percentage and average marks. The table No. 1 is about Group A and the table No. 2 is about Group B.

**Table No.1: The result of the Pre-T and Post-T of Group A (See appendix IV)**

	<b>Pre-T</b>	<b>Post-T</b>	<b>Different</b>	<b>Different%</b>	<b>F.M.</b>
Total	185	401	216	432	750
Average Score	12.33	26.73	14.4	28.8	

**Table No. 2: The Result of the Pre-T and Post-T of Group 'B' (See appendix IV)**

	<b>Pre-T</b>	<b>Post-T</b>	<b>Different</b>	<b>D%</b>	<b>F.M.</b>
Total	182	245	63	126	
Average Score	14	18.8	4.8	9.6	

The above

mentioned table No. 1 shows the score obtained by each of the students of Group A in Pre-T and Post-T. It shows the difference between the scores of two tests and different percentage as well. The Group A has got 12.33 Average score in Pre-T out of 50 full marks. This group has got 26.73 average score in Post-T out of 50 marks. This group has increased score 14.4 in the Post-T. Furthermore, it explains the average score of different is 14.4 and different average percentage is 28.8%.

And table No.-2 shows the score obtained by each of the students of Group B in the Pre-T and Post-T. The group has got 14 and 18.8 average score in Pre-T and Post-T respectively. This group has increased by 4.8 average score in addition, the average score of different is 4.8 and difference average percentage is 9.6.

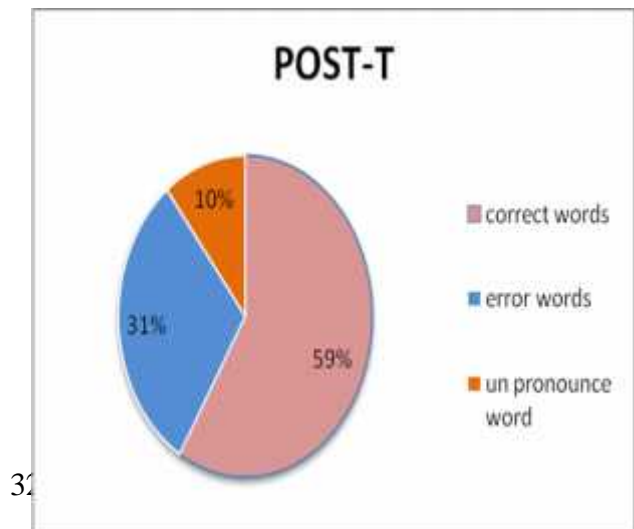
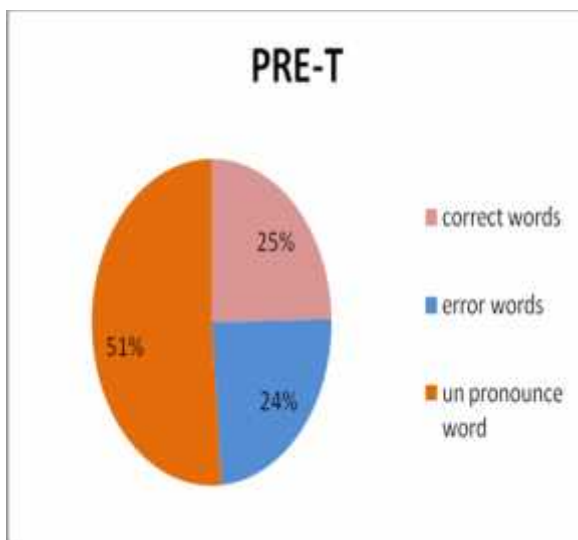
It reveals the fact that Group A has learnt more effectively than that of Group B. The difference is increased average score of Group A is 14.4 and Group B is 4.8 between two tests. So, as a whole, Group A has progressed by 10.4 average score than Group B.

### 3.2 Word wise Analysis

This comparison is shown in the pie chart. Here, the result is compared in the percentage with the help of pie chart. The students' scores are compared in the correct words, error words and unpronounced words. The same content is compared in both tests of students in the both groups. The numbers are analyzed in the total students.

**The Result of the Student responses (see appendix V)**

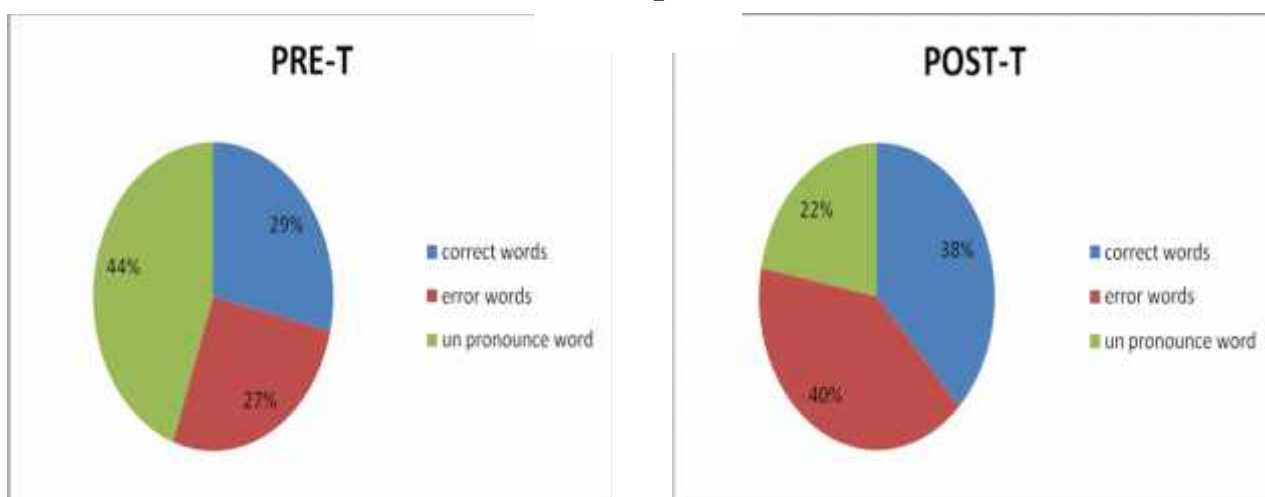
#### Group A





The above pie chart clearly shows that the students pronounced the 25% (i.e.185 words) correctly, 24% (i.e.170 words) with errors and 51% (i.e.385 words) were not pronounced in the pretest. Whereas, the students pronounced the 59% (i.e. 393 words) correctly, 31% (i.e.283 words) with errors and only 10% (i.e.71 words) were not pronounced in Post-T.

### Group B



The group 'B' pie chart shows that the students pronounced 29% (i.e.199 words) correctly, 27% (i.e.187 words) with error and 44% (i.e.310 words) were not pronounced in the pre-test. Whereas the students pronounced 38% (i.e. 245 words) correctly, 40% (i.e.262 words) with error and 22% (i.e.143 words) were not pronounced in the post test.

The comparison of the scores clearly shows that the group 'A' students learnt more effectively than group 'B'. The truth is that students attempted to pronounce the more words. If we increase our teaching especially in pronunciation they will learn more. 385 words were not pronounced by the students in the Pre-T but it was decreased in the Post-T. It means 71 words after the teaching. There can be seen other positive results as well. They pronounced more words correctly.

#### 3.3.1 Item wise Analysis (unpronounced words) of Group A

There are many items but the result was dramatic in pronouncing the words. The students attempted to pronounce many words. Especially here one item (i.e. unpronounced words) is analyzed. The table No.3 is about Group A .

**Table 3 : The result of Pre-T and Post-T**

	<b>Pre-Test</b>	<b>Post Test</b>	<b>Different</b>
Total	385	71	314
Average	25.66	4.73	20.9

### 3.3.2 Item wise Analysis (unpronounced words) Group B

The following table shows the data of the students of Group B. Here, unpronounced words were interpreted.

**Table – 4 : The result of Pre-T and Post-T**

	<b>Pre-Test</b>	<b>Post-T</b>	<b>Different</b>
Total	287	134	153
Average	22.00	10.30	11.76

The above table of Group A shows that students do not pronounce 385 words in the Pre-T. They do not have any idea to pronounce the words. But the number of words decreases dramatically that is 71. It is the positive aspect. The average score was 25.66 in Pre-T but 4.73 in Post-T. The average score of different is 20.9

The table of Group B shows that unpronounced words are 287 in Pre-T but it becomes 134 in the Post-T. The average number is 22 in Pre-T but it decreases 10.30 in Post-T. Likewise, it is 11.76 in different of average score in unpronounced words.

Hence, we can conclude that the student, pronounce more words in Group A. They learn more effectively the pronunciation in Group A.

### 3.4 Analysis of Vowels and Consonant Clusters in Terms Of Difficulty Level

The researcher collected the errors found in the responses of all the twenty-nine students and has presented in the table below in the order of difficulty level from the highest to the lowest.

**Table 5 : List of Vowel Sounds and Consonant Clusters with Their Difficulty Level**

SN	No. of SS	Vowel Cluster	Error	%	Avg.	Consonant Cluster	Error	%	Avg.	Remarks
1	29	/ʊ/	28	97	14	sk	29	100	44	
2	29	/ɔ:/	27	93		wh	28	97		
3	29	/eɪ/	26	90		nd	14	48		
4	29	/æ/	12	41		ld	13	45		
5	29	/ʌ/	6	21		g	10	34		
6	29	/ɜ:/	5	17		rs	10	34		
7	29	/i:/	5	17		mp	9	31		
8	29	/ɒ/	5	17		bl	8	28		
9	29	/ʊ/	4	14		ns	7	24		
10	29	/ɪ/	4	14						
11	29	/e/	4	14						
12	29	/aʊ/	3	10						
13	29	/ɑ:/	3	10						
14	29	/aɪ/	2	6.9						
15	29	/u:/	2	6.9						
16	29	/ /	1	3.4						

The above table reflects the difficulty level of the vowel sounds and consonant clusters from the highest to the lowest.

The vowel sound /ʊ/ is found to be the most difficult because all twenty eight students (i.e. 97%) could not pronounce the sound correctly in the word 'old' in the given list. They pronounce /ɔ:/ in place of /ʊ/. Similarly, /ɔ:/ appeared to be the second in the hierarchy of difficulty for twenty-seven students (i.e. 93%) could not pronounce it correctly in the word 'horse'. They pronounce / / in place of /ɔ:/ in the given word 'horse'. Likewise /eɪ/ obtained the third position in the hierarchy of difficulty. Twenty-six students (i.e. 90%) could not pronounce the sound correctly in the word 'paper'. They pronounce /e/ in place of /eɪ/. In the same way twelve students (i.e. 41%) could not pronounce /æ/ correctly in the word 'black'. They replace it with /e/. In the same way six students (i.e.21%) could not pronounce /e/ the sound correctly in the word 'jump'. They pronounced / / in place of /ʌ/. Similarly five students (i.e. 17%) could not pronounce the sound /ɜ:/, /i:/ and /ɒ/ correctly in the word 'word', 'fish' and 'hop'. The vowel sound /ʊ/, /ɪ/ and /e/ came in the next level of difficulty. Four students (i.e. 14%) could not pronounce the sound in word 'sugar', 'finger' and 'head'. The next difficult sounds were found /aʊ/, /ɑ:/, /aɪ/, /u:/ and / / in the word 'house', 'answer', 'bite', 'shoe' and 'mother'. Three, three, two, two and one students got error in the above words respectively. So, / / is the least difficult vowel sound.

The table also reflects the difficulty level of consonant clusters. All twenty-nine students (i.e.100%) could not pronounce /sk/ cluster correctly in the word 'school'. All the students pronounce /l/ in front of /sk/ cluster. Similarly, /wh/ and /nd/ were appeared to be the second and third most difficult consonant clusters in the words 'what' and 'mend'. Twenty-eight students (i.e.97%) deleted the sound /w/ and pronounce /h/ in place of /w/. And, fourteen students (i.e.48%) could not pronounce the consonant cluster/nd/. Most of them deleted the last sound /d/. Likewise, the consonant cluster /ld/ took fourth position in the hierarchy of difficulty level of consonant cluster. Thirteen students (i.e.45%) could not pronounce consonant cluster /nd/ correctly in the word 'mend'. They deleted consonant sound /d/.

In the same way ten students (i.e.34%) could not pronounce the consonant cluster / g/and /rs/ correctly in the word 'finger' and 'horse'. Most of the students deleted /g/ sound in front of the / /, and /r/ sound in front of /s/ sound. The other consonant clusters /mp/, /bl/ and /ns/ came in the descending order in the hierarchy of difficulty. Nine, eight and seven

(i.e. 31%, 28% and 24% respectively) could not pronounce the above sound in the words 'jump', 'black' and 'hens'.

The above table shows that the average errors in vowel sound as well as in consonant cluster were found 14 and 44% respectively. It means vowel sounds are easier than consonant cluster in pronunciation. Thus the order of difficulty of the vowel sounds and consonant clusters from the highest to lowest are /ʊ/, /ɔ:/, /eɪ/, /æ/, /ʌ/, /ɜ:/, /i:/, /ʊ/, /ʊ/, /ɪ/, /e/, /aʊ/, /ɑ:/, /aɪ/, /u:/, / / and /sk/, /wh/, /nd/, /ld/, / g/, /rs/, /mp/, /bl/, /ns/.

## CHAPTER FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings

This research makes an effort to find out the **Effectiveness of Songs and Rhymes in teaching pronunciation**. This research was conducted in “Shree Jana Jyoti Higher Secondary School”, Gajul, Rolpa including 29 students studying in grade three and 15 in one and 14 in the next groups. Group ‘A’ represents the experimental group and Group ‘B’ represents the control group.

Both groups were taught the same subject matter using the same materials. The only difference between Group ‘A’ and Group ‘B’ are the songs & rhymes are used for teaching pronunciation in Group ‘A’ and the usual technique is used for teaching pronunciation in Group ‘B’. The researcher has dealt with different types of test comparing with Group ‘A’ with Group ‘B’. Group ‘A’ has not pronounced 385 words in the Pre-T but they improved dramatically in the Post-T. The group which was experimental only 71 words was not pronounced in the Post-T. It proved that students attempted to pronounce the words. They got ideas to pronounce the words. The next controlled group also showed the progress i.e. they could not pronounce 287 words in the Pre-T but only 134 words in the Post-T. It showed the teacher did not teach pronunciation in English language teaching. Any methods improve the result.

Furthermore, Group ‘A’ has excelled Group ‘B’ by 19.2 average percentages in holistic comparison. However, the following points would be included.

##### 4.1.1 Related to Effectiveness of Songs and Rhymes in Teaching Pronunciation

- a. It shows that using songs & rhymes technique in teaching pronunciation has relatively better impact on the whole. The above result shows that teaching pronunciation through songs & rhymes (Group ‘A’) is more effective than

teaching with usual class room technique i.e. without using songs & rhymes technique (Group 'B').

- b. The findings of this study have been determined on the basis of the result of individual students. Both groups were taught the same teaching item using the same materials. Only the techniques were different. The result of the Post-T shows that both groups have shown progress. The group taught through songs and rhymes (Group 'A') had better performances in all the cases.
- c. It is transparent that if the students are taught with songs and rhymes while teaching pronunciation, they can perform better than who do not use.

#### **4.1.2 Related to Vowel sounds and constant clusters difficulty**

- a. Concerning the difficulty level of the vowel sounds, the order of difficulty from the highest to the lowest was /ʊ/, /ɔ:/, /eɪ/, /æ/, /ʌ/, /ɜ:/, /i:/, /ɒ/, /ʊ/, /ɪ/, /e/, /aʊ/, /ɑ:/, /aɪ/, /u:/ and / /.  
/ɑ:/, /aɪ/, /u:/ and / /.
- b. Regarding the difficulty level of the consonant clusters, the order of difficulty from the highest to the lowest was /sk/, /wh/, /nd/, /ld/, / g/, /rs/, /mp/, /bl/, /ns/. This happened because Nepalese students were not habituated to use such cc clusters.
- c. In general most of the students could not pronounce the vowel sounds/ ʊ/, /ɔ:/, and /eɪ/.
- d. Similarly the Nepalese students could not pronounce the consonant clusters with /s/ sound in initial.

#### **4.2 Recommendations**

The findings of this study have the following pedagogical implications. The recommendations and suggestions have been made on the basis of these findings.

- a. This research shows that Group 'A' performed relatively better in all the aspect of word then Group 'B'. Thus, this songs and rhymes technique should be used to teach pronunciation in all the schools. This implies that this technique should be used for teaching pronunciation.
- b. To implement this technique in school level effectively teacher should be trained and provided with sufficient teaching materials.
- c. The syllabus designer and methodologists should encourage the use of songs and rhymes in teaching of language. Even though it may be difficult to present songs and rhymes for each language items in the textbook and syllabus.
- d. As the research was limited only in twenty-nine students of a government school, it cannot be, however, claimed that the findings of this study are applicable for all school of Nepal or they are complete in themselves. In order to test the validity of these research findings, it is desirable to carry out further research in this area involving more and more number of schools and students.
- e. While teaching pronunciation through songs and rhymes, teachers may face various problems. If songs and rhymes are not chosen according to the level of students, they may lose their interest of learning. The following practical suggestions are given by which concerning teachers may be benefited.
  - i. First of all songs and rhymes should be chosen according to the level of the students.
  - ii. The initial presentation of the songs and rhymes should always be oral.
  - iii. The teacher should sing songs several times and encourage the pupils to join in when they face ready to do so.
  - iv. If he/she is uncertain about the pronunciation of any word, he/she should look them up in a dictionary beforehand.
- f. Ample activities of pronunciation practice should be given to the students.



- g. The students should be given special practice in difficult vowel and consonant clusters.
- h. Pronunciation should be tested in the final examination for that some marks should be assigned for pronunciation.

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