

CHAPTER-ONE

INTRODUCTION

1.1 Background of the Study

A language is a systematic means of communication. It is the code we all use to express ourselves and communicate to others. It is a system for communicating ideas and feelings using sounds, gestures, signs or marks. Wardhaugh defines language as “the system of arbitrary vocal symbols used for human communication” (Wardhaugh, 1972, cited in Brown 1994:3). Sapir views that “A language is purely a human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols” (Sapir,1978:8). From the above definitions; it is clear that language is a system of communication. It is a communicative medium of expressing ideas and concepts as well as moods, feelings and attitudes. Language, so far, we know, is something specific to humans that is to say; it is the basic capacity that distinguishes human from all other living beings. Over the years, English language has become one of our principal assets in getting global access.

English has begun to be learnt in Nepal after it entered the Indian subcontinent with the expansion of British Empire in the east. The British introduced English in Indian education system and later it was expanded to Nepal. In this regard, Awasthi writes,

Formally English entered in Nepalese education in 1854 when the Prime Minister Jang Bahadur Rana opened Darbar High School in Katmandu. However, it was introduced in higher education until 1918 when Tri-Chandra College was established. The introduction of EFT in Nepalese education started only in 1971 with the implementation of National Education System

Plan (NESP). Until then; the English language teachers were not trained. It started only in 1971 when FOE of T.U. initiated B.Ed. program in English education. (2003: 22).

Furthermore since 2061 B.S. from grade one the subject 'English' has been allotted 100 full marks. It is taught 5 periods per week according to the curriculum. It shows that 'English' language teaching has been given a high priority in our country too. We can realize the attraction of the language as the Nepalese parents want to send their children in a boarding school where English is the medium of instructions for most of the subjects.

When we start teaching 'English' language from grade one, we should have to be careful how our students pronounce the words or sentence if we want them be able to communicate with other people who speak English language; since our main goal is to make our students competent enough to understand and respond the English speakers.

Some teachers claim that even without a specific pronunciation teaching, many students seem to acquire good pronunciation in the course of studies but we cannot blind ourselves to the immense benefit of teaching pronunciation that helps to the production of English language as well as the understanding of spoken English.

Language teachers should consider intelligibility as the prime goal of pronunciation teaching. This implies that the students should be able to use pronunciation which is good enough for them to be always understood. If their pronunciation is not up to this standard, then

clearly there is a serious danger that they will fail to communicate effectively. (Harmer, 2008: 249).

Thus, the present study was carried out to find out the usefulness of English recorded songs to improve pronunciation of the five graders.

1.2 Statement of the Problem

Even if English is taught as one of the compulsory subjects in all schools in Nepal and the medium of teaching and learning at higher level (Basic Level English Curriculum, 2069), some of the English language teachers do not give emphasis upon the value of teaching pronunciation as they are nervous of dealing with sounds and intonation; perhaps they feel they have too much to do already and pronunciation teaching will only makes the things worse.

But the national curriculum of English language for primary level has provisioned the general objectives of teaching English for primary level (1-5) in which it is mentioned that 'English should be taught to give pupils ample exposure to the English language so that they can understand and respond in simple English with acceptable pronunciation and intonation.' (Primary Level Curriculum, 2064.)

So, the English language teachers emphasize the production of simple English with acceptable pronunciation and intonation and also provide the ample exposure to the students. Thus in this present study 'Use of Recorded English Songs to Improve Pronunciation', the researcher had tried to find out whether the English songs (recorded) were useful for improving pronunciation or not.

1.3 Rationale of the Study

Research is a way of thinking or examining critically the various aspects of our day to day professional works, understanding and formulating guiding principles that govern a particular procedure; and developing and testing new theories for the enhancement of our practice.

That is why it is already proved that listening English songs is an effective way to improve pronunciation but this study wanted to find out (re-search) whether the recorded English proved to be beneficial to those students who had totally different linguistic context (i.e. they speak English as their third or fourth language).

1.4 Objectives of the Study

The objectives of the study were as follows:

1. To find out the effectiveness of recorded English songs in improving pronunciation of five graders.
2. To suggest some pedagogical implications of the study.

1.5 Research Question

This study will be oriented to find out the answer of the following research question.

1. What is the role of the recorded English songs to improve the pronunciation of five graders?

1.6 Significance of the Study

Communication is a part of human life. While communicating, different languages, sign and symbols 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 too. This study mainly concerned with the pronunciation of Nepalese learners; especially those who use English as their third or fourth language and have very poor social background as they are Bantar (Terai Dalit) and Tharu students. It would show a technique to teach pronunciation in primary level. It would be useful from linguistic and pedagogic point of view. This study would be expected to be useful as reference material for teachers, linguists, curriculum, designers, textbook writers, students and all those who are involved in teaching English language.

1.7 Delimitations of the Study

This study had the following limitations:

1. This research was limited to only one school, Shree Karmaveer Secondary School, Hattimuda-3, Morang.
2. Only the students of grade five took part and they were taught for 26 days.
3. The sample size was 28 students (the whole number of students) only.
4. The students' pronunciation was checked on the basis of R.P, (Received Pronunciation) and GA (General American English).

5. The students were taught through recorded English songs (experimental group) and conventional teaching (controlled group).
6. Only the 50 words were focused and were the test items.
7. It was limited to a government aided school of Morang district.
8. The primary data was collected from oral test.

1.8 Operational Definitions of the Key Terms

Acquisition: The gradual development of ability in a first or second language by using it naturally in communicative situations.

Bilingualism: The state of having two languages abstract: a brief summary of the content and purpose of report.

Control group: One of the two groups, used in certain kinds of experimental research which doesn't get the special treatment. It is chosen because of its equivalence to the experimental group.

Experimental group: One of the two groups of subjects which gets the special treatment in an experimental research.

Participant: A subject /person who is present in the study and whose presence may have an influence on what is or said and / or how it is said.

Posttest: A test given/administered after learning.

Pretest: A test given before learning has occurred.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

In this chapter the detail of reviewed studies and their implications on the study have been presented. In the same way, the theoretical concepts and conceptual framework also have been included under this chapter.

2.1 Review of the Related Theoretical Literature

Several studies have been carried out to find out the effectiveness of different techniques to teach different language skills. These studies help the novice researchers to conduct their research, sometimes playing as the role of secondary data too. In the department of English education T.U. there are some studies conducted on pronunciation skills and songs and rhymes that the researcher used as literature. But it had not been taken so far till now.

Timsina (2000) carried out a research on “The Effectiveness of Recorded Materials over Conventional Techniques in Teaching Listening Comprehension”. He conducted the study in Jhapa District with the 9th Grade students. The finding of his study was that the recorded materials were not very effective in teaching listening at that level. Instead the voice of the teacher was much more effective.

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 (dividing the group himself) in 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 that was achieved by the experimental group. His suggestion was it should be taken as a technique to teach vocabulary.

Kandel (2007) carried out a research entitled “A Study on the Pronunciation of the Students of the Plural and Past Tense Morphemes.” His research focuses on the pronunciation of the plural and past tense morphemes of the students of grade nine. His study showed the overall pronunciation of the plural morpheme of regular nouns and past tense morpheme of regular verbs is 49.68 percent. Similarly the pronunciation proficiency of the plural morpheme is 50.40 percent and the past tense morpheme is 48.95 percent. In terms of sex, the girls obtained 50.23 percent. The boy’s proficiency of the pronunciation of the past tense morpheme of regular verb is found better than the girls’ counterpart.

Pandey (2007) conducted a research entitled ‘Effectiveness of Imitation Drill in Teaching Pronunciation’. He attempted to find out the effectiveness of imitation drill in teaching pronunciation and compared the students’ pronunciation in terms of boys’ versus girls’ performance. He concluded that the experimental group was found much better than the control group. The experimental group excelled the control group by 8.05 percent in the total performance. Moreover, he concluded that the boys of controlled group performed better than the girls of controlled group. In total performance, girls of experimental group performed better than the boys of experimental group.

Chhetri (2008) carried out a research to find out the effectiveness of modeling technique in teaching pronunciation in lower secondary level. He collected the data

for the study from grade seven students studying, in Jana Vikash Madhyamik Vidhyalaya, Matatirtha, Kathmandu, the major findings of his study are:

1. The experimental group excelled the controlled group by 4.98% in total performance.
2. The experimental group excelled the controlled group by 7.02% in words in isolation.
3. The same group excelled the controlled group by 3.2% in the words in context.

Giri (2008) carried out a research out a research entitled ‘Effectiveness of teaching pronunciation through Electronic Dictionary’. He found out that teaching pronunciation through electronic dictionary is better and more effective than teaching without electronic dictionary i.e. conventional teaching. He further concluded that electronic dictionary is more useful. He again said electronic dictionary is also better to teach pronunciation for both Tibeto-Burman and indo-Aryan language family background students.

Kattel (2009) carried out a research entitled “Effectiveness of Using English Songs for the Improvement of Listening Skills”. He has found out that English songs can help learners to improve their listening skills. According to him, he had found the experimental groups (i.e. the group taught by using songs) were more interested and enthusiastic in teaching learning activities than the control group. His study was carried out at Sharadha Higher Secondary School Ramechhap. The students of Grade Ten (40 of them) were chosen as the primary source of data.

Gyawali (2010) carried out a research entitled ‘Use of Recorded Materials to Improve Pronunciation.’ He found that a remarkable progress was made by the students in

pronunciation model of Peter Roach. The researcher Gyawali had selected the students of grade seven of Shree Kanti Rajya H.S.S. Kailali. He has suggested to the experts, syllabus designers and methodologists must consider pronunciation as an important aspect and provide a lot of provision for the use of recorded materials in classroom while designing the syllabus since the recorded materials have great value to teach English Language.

This study “Use of Recorded English Songs to Improve Pronunciation” is different from the above studies in the sense that it was related to improving the pronunciation with the help of recorded English songs and rhymes. As for the study, students of Grade 5 of Shree Karmaveer Secondary school of Morang district were selected.

2.2 Implication of Reviewed Literature

The literature review is an integral part of the entire research process which makes a valuable contribution to at most every operational step. At first, it provides a theoretical background to the study and broadens the knowledge based on the concerned research area. Likewise it helps to develop a systematic methodology to solve the research problems as well as to integrate the findings with the existing body of knowledge. For this study, review of the literature provided the researcher the guidelines for developing stepwise procedure of the study systematically as well as it helped to develop the tools for collecting data. Furthermore; it helped to the researcher involve in data collection procedure, a way of analyzing data and presenting them. The critical reviews of the literature made the researcher aware of the possible shortcomings of the study.

2.3 Theoretical Framework

Language is the most advanced and powerful means of human communication. It is specific and universal medium to express human thoughts, feelings, ideas and emotions. Most of the activities of the world are carried out through language such as; transmitting human civilization, literature, political and diplomatic activities and human achievements.

Among several languages the English language is most widely used one. It is an international lingua franca. According to Harmer (2008, p.18) “It is the international language and a vital tool for any students to be successful in communication”. For him (ibid), although English is not a language of the largest number of native or first language speakers, it has become a lingua franca because of historical, economic and cultural factors which have influenced and sustained the spread of the language.

2.3.1 Importance of the English Language

Here we can find four reasons why we should need to learn English:

1. English may not be the most spoken language in the world, but it is the official language in a large number of countries. It is estimated that the number of people in the world that use in English to communicate on a regular basis is 2 billion!
2. English is the dominant business language and it has become almost a necessity for people to speak English if they are to enter a global workforce, research from all over the world shows that cross-border business communication is most often conducted in learning English really can change your life.

3. Many of the world's top films, books and music are published and produced in English. Therefore by learning English you will have access to a great wealth of entertainment and will be able to have a greater cultural understanding.
4. Most of the content produced on the internet (50%) is in English. So knowing English will allow you access to an incredible amount of information which may not be otherwise available! (<http://www.esoe.co.uk/>)

Realizing the need (or the importance) of English language, Nepal has introduced English as a compulsory subject from primary to bachelor level and also as an optional subject in different schools and colleges. Furthermore, English is taught as a specialized subject at I. Ed, B. Ed. and M.Ed. in the faculty of education T.U.

2.3.2 Pronunciation: An Introduction

Any language consists of different aspects like speech; sounds, pronunciation, spelling, vocabulary, grammar, meaning etc. Among these different aspects of languages; pronunciation is an essential aspect. It starts from the very beginning of language learning. The English language learners should know how to produce a word or utterance correctly.

Normal children need the suitable environment for the good pronunciation of any language, because they are good imitators and followers. Whatever the sounds they hear in their earlier age, they easily pick up it. And it will last for a number of years, so, the environment and age play the vital role in developing good pronunciation.

According to Chomsky (1957), “All the children possess LAD along with 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, and thus, every child is able to learn pronunciation when he gets enough exposure in his childhood.” (p. 43).

When a baby starts to talk, he/she does it by hearing the sounds of his/her mother makes and imitating them. If a baby is born deaf he/she cannot here these sounds and therefore cannot imitate them and will not speak. But normal babies can hear and imitate; they are wonderful imitators, and this gift of imitation which gives us the gift of speech, lasts for a number of years. It is well known that a child of ten years old or less can learn any language proficiency, if it is brought up surrounded by that language, no matter where it was born or who its parents were. But after this age, the ability to imitate perfectly becomes less, and we all know well that adults have great difficulty in mastering the pronunciation (as well as other parts) of foreign languages (O’Connor, 1980: 1).

So for developing good pronunciation, a language learner should practise the pronunciation of any language from the very beginning of his/her life. The uniformity on pronunciation helps the people to understand what the speaker says. Hence, this study mainly concerns the effectiveness of recorded songs and rhymes in teaching pronunciation of the primary level of Nepalese students, therefore it analyses the learning way of pronunciation of five graders of primary level.

2.3.2.1 Teaching Pronunciation

Teaching pronunciation requires a lot of practice and patience for the teacher as it is one of the most difficult area for non-native teacher. Both the students and teachers face a lot of problems in teaching and learning pronunciation. According to Dalton and Seidlhofer (1995), pronunciation, more than any other aspects of a language, will always be influenced by very personal factors such as the learner's attitude to the target language and to the speakers of that language, by individual differences in ability and motivation to language.

According to Kenworthy (1987, cited in Nunan, 1991:106) defines six principal factors affecting pronunciation learning. These are as follows:

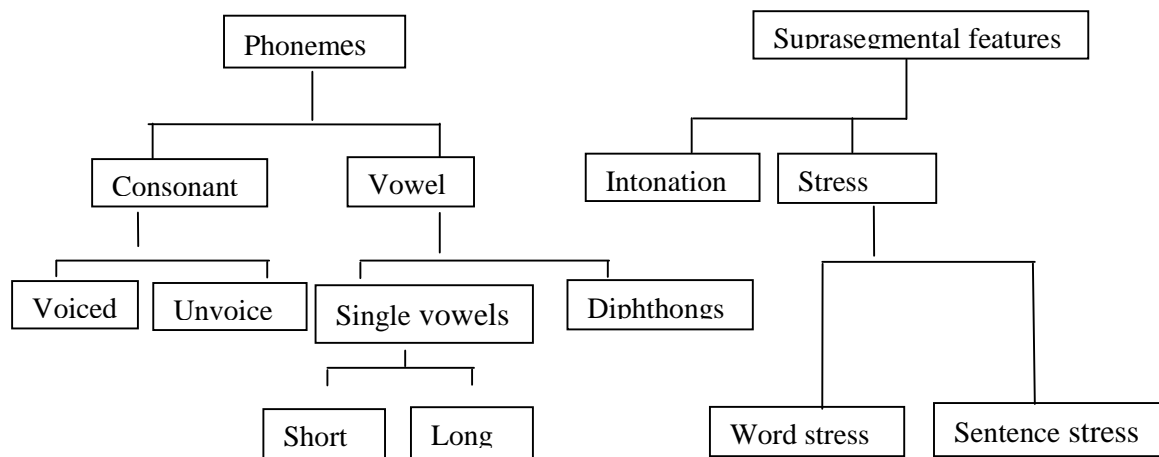
1. **The native language:** This is concerned with mother-tongue influence on the system of a second language or language being learned.
2. **The age factor:** Kenworthy (ibid.) believes that there is a strong relationship between second language pronunciation ability and age. We simply assume that children learning second language from early age have better pronunciation in comparison to adult learners.
3. **Amount of Exposure:** The more amount of exposure students receive the better will be the pronunciation. Kenworthy (1987) concludes that while the amount of exposure is a contributory factor, it is a necessary factor in the development of pronunciation.
4. **Phonetic Ability:** Phonetic ability refers to whether someone has an 'ear' for a foreign language or not. It contains 'phonetic coding ability' or 'auditory discrimination ability'. Good discriminators are able to benefit from pronunciation drills, while poor discriminators are not.

5. **Attitude and Identity:** The ability to adopt and develop a foreign pronunciation has also been linked with the extent at which the learner wants to identify with the target culture.
6. **Motivation and Concern for Good Pronunciation:** This factor is related to personality. Some students seem unconcerned about making mistakes but concerned about communicating effectively. Others are very concerned about correct pronunciation having desire to identify with the target culture.

2.3.2.2 Main Features of Pronunciation

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

Features of pronunciation



Kelly (2006: 1)

Those features are very important while teaching pronunciation. Phonemes are also known as segments and others are supra segmental features. Even a single phoneme pronunciation differs and the meaning also changes. The stress and intonation also affect in its meaning.

2.3.2.3 Three Approaches of Teaching Pronunciation

Generally, an approach is theoretical position and belief about the nature of language learning. Anthony (1963, P: 63-67, cited in Richards and Rodgers, 2001) defines the approach in the following way. "...an approach is a set of corrective assumption dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught..."

According to Celce-Murcia (1996), there are three approaches to pronunciation instruction, they are:

1. The Intuitive (Imitative) Approach
2. The Analytic (Linguistic) Approach
3. The Interactive (Integrative) Approach

1. The Intuitive (Imitative) Approach:

In the intuitive-imitative approach, learners listen; imitate the rhymes and sound of the target language without any explicit instruction. Particular technologies are used today for this, such as audio-tapes, videos, computer-based programmes and websites.

2. The Analytic (Linguistic) Approach

The learners are provided with explicit information on pronunciation such as the phonetic alphabet, articulatory description and vocal cords. Once again, this explicit information can be presented in various interactive speech software and websites today.

3. The Interactive (Integrative) Approach

In the current interactive approach, pronunciation is viewed as an integral component of communication, rather than an isolated drill and practice sub-skill. Pronunciation is practiced within meaningful task-based activities. Learners use pronunciation focused; listening activities to facilitate the learning of pronunciation. There is more focus on the supra-segmental features like stress, rhymes and intonation as practiced in extended discourse beyond the phoneme and word level.

Even if there are too many-techniques (approaches) to deal with pronunciation, this study mainly based on the intuitive approach or the intuitive approach since there are too little facilities to focus on other approaches.

2.3.2.4 Some Techniques and Activities to Teach Pronunciation

Harmer (2001) believes that intonation and discriminating pronunciation features are the two main difficulties for the students while learning pronunciation. Although there are some problems in teaching pronunciation, there are some ways of presenting sounds of words, which make the students pronounce the words in a meaningful and correct way.

Harmer (1991:162-163) gives the following three techniques of presenting sounds.

1. Through Modeling
2. Through Visual Representation
3. Through Phonetic Symbols

1. Through Modeling

Here, the teacher works as a model. He pronounces the word, which makes the students practice these sounds through chorus and individual repetition drill. The teacher can use gesture to indicate the stress while he is modeling.

2. Through Visual Representation

Following this technique, the teachers write down new words on the board and indicate where the stress is. It can be done by:

1. Underling; e.g. photograph
2. Using stress square; e.g. phot[□]ographer
3. Using stress before the stressed syllable; e.g. pho'tographer
4. Writing the stress pattern of the words next to it; e.g. photography: □

3. Through Phonetic Symbols

The teacher helps the students to recognize the sounds by showing IPA chart of English language. The students can pronounce the words from the dictionary.

Similarly, Ur (1996), gives following ideas for improving learners' pronunciation:

1. Imitation of teacher or recorded model of sounds, words, and sentences.
2. Recording of learner's speech, contrasted with native model.
3. Systematic explanation of the sounds and instruction (including details of the structure and movement of parts of the mouth)
4. Imitation drill: repetition of sounds, words and sentences
5. Choral repetition of drills
6. Varied repetition of drills (varied speed, volume and mood)
7. Learning by heart of sentences, rhymes, jingles
8. Jazz chants
9. Tongue twisters
10. Self-correction through listening to recording of own speech

Through above-mentioned techniques or activities presented by prominent experts, the language teachers can have different ideas to run his\her classes or to teach pronunciation. But when we think for our context of teaching primary level of students far away from the reach of teaching aids; who are learning English most probably as third or fourth (foreign) language, we have to choose the technique that can be applied in our classroom. Since this study was focused on primary level of students (i.e. five graders), the researcher had chosen recorded English songs to teach pronunciation which is the authentic source for the exposure of the language.

2.3.3 Songs and Rhymes: An Introduction

Songs and Rhymes are defined variously. Simply, they are melodious verbal utterances in the music or without music. They are different according to language, time and culture. The songs help learners to know how words are arranged, pronounced and stressed. English songs play important role to improve listening habit of the students too. Sometimes other listening materials may be boring but, as songs are composed with music, they are really interesting. According to Cross (1992), “Songs exaggerate the rhythmic nature of the language. This is especially important for English which is a syllable-timed language with stressed syllable being spoken at roughly equal time intervals, even in everyday speech.”(p.164)

Furthermore, songs are both pleasant and relaxing after intensive language work and an excellent way of helping learners with rhythm, stress and pronunciation. Once the song has been learned, it is in their mind for the rest of their lives, with all the rhythms and vocabulary. They have enormous linguistic value as authentic folk poetry and speech. Songs can be useful as a means for teacher to increase rapport with their students. Everything we see, everything we do is associated with sounds, we are hearing and which is echoing in our minds.

2.3.3.1 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.

1. Using songs to focus on sound
2. Using songs to focus on words

3. Using songs to focus on connected speech

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

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

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 syllables (unstressed). Even when the same words exist in both languages, the numbers of syllables are 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>)

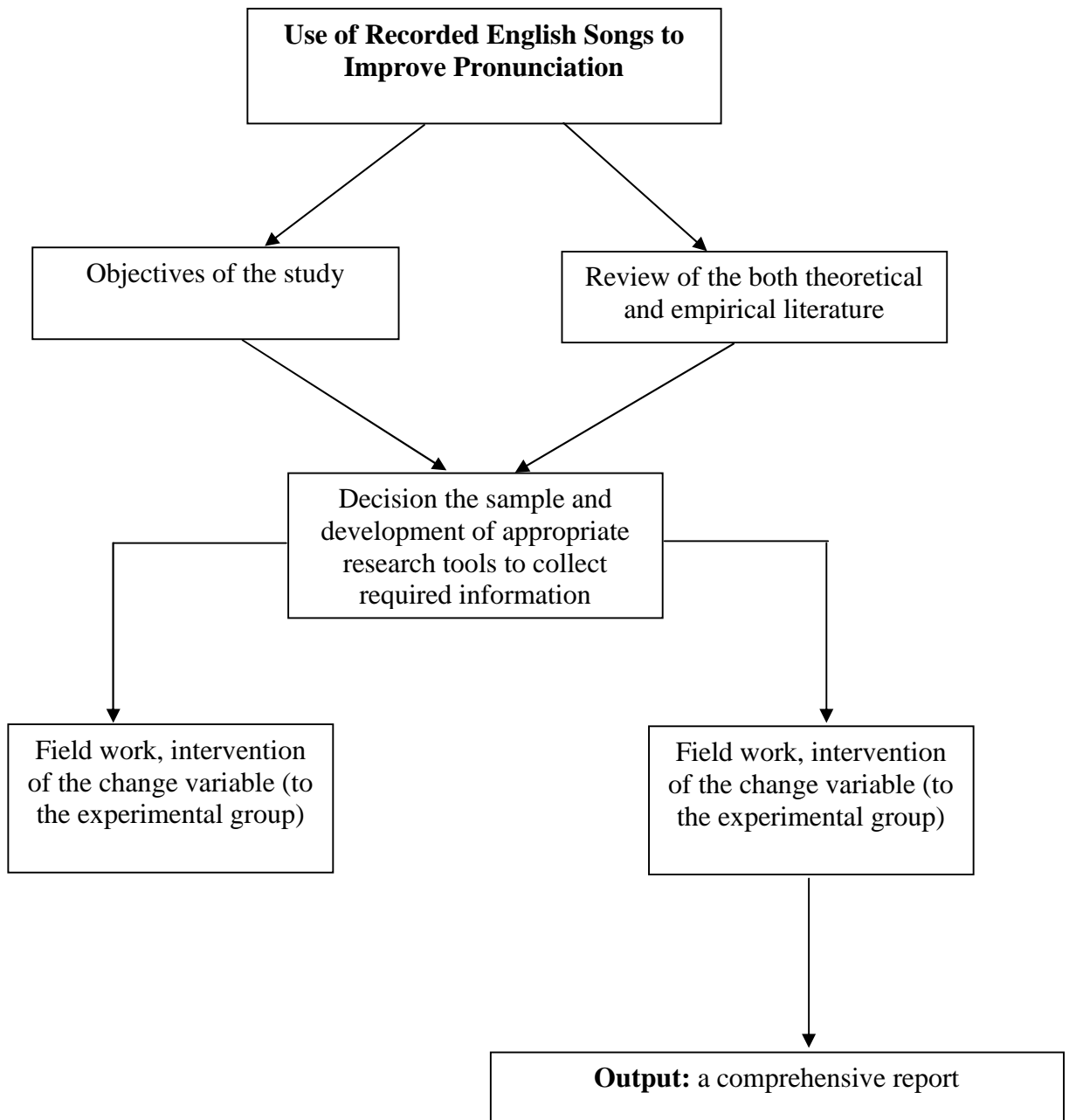
3. Using Songs to Focus on Connected Speech

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

So far as songs and rhymes are concerned, they are taken as supplementary material for teaching language. But it can be 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. It is an important teaching aid which motivates the students, creates interest and breaks the monotony of the class. Furthermore, songs and rhymes are both a pleasant work, and an excellent way of helping pupils with rhythm, stress and pronunciation.

2.4 Conceptual Framework



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The researcher had followed the following methodology to accomplish the objectives of the study.

3.1 Design of the Study

Generally, research is classified in two types in its binary pole: theoretical and applied. The theoretical research is carried out in order to postulate a new theory or to expand the existing body of knowledge whereas an applied research aims solving immediate and practical problems. As most of the educational researches are applied researches as they attempt to develop generalizations about teaching-learning process and instructional materials. This present study that dealt with class room situation is an applied research.

The present study is an experimental research. A particular experimental research is carried out in order to see the cause effect relationship between variables. In this regard according to Ranjit Kumar (1999) "If a relationship is studied in the first way, starting from the cause to establish the effects, the study is classified as an experimental one." (p.88)

The main purpose of experimental research is to find out the cause-effect relationship between the dependent and independent variables either by testing the hypothesis or by verifying the existing theory. The change that is attributed by introducing the independent variables is the key measure in an experimental research. It makes use of two groups of subjects: control group and treatment (experimental) group.

Independent variable is introduced on the treatment group and the change that is attributed by its presence is measured calculating in contrast to a control group.

In educational research most frequently studied, dependent variables are achievement, motivation, attention, interest in learning, participation and attitudes. The common independent variables that are manipulated are teaching methods, types of assignments, types of teaching materials; such as textbooks and visual aids, types of rewards, types of questions used by the teachers and evaluation techniques. In this present study English recorded songs played the role as independent variable and the achievement of the students was the dependent variable.

There are different designs of experimental research, the researcher had chosen 'the pretest-posttest equivalent groups design'. According to this study design the subjects were assigned to the groups: a controlled group and experimental group. A pretest was taken before experiment which helped to find out the proficiency level of the groups. The pretest was administered to find out the initial differences prior to training. A posttest was administered in both groups after the intervention and the result of both groups were taken as a matter of study. Finding of the study was derived by subtracting the score obtained by the controlled group with the experimental group. This could diagrammatically be presented as below:

	Pre-test		Post-test
R	O ₁	X	O ₂
R	O ₃	C	O ₄
R= Randomly Sampled X= Experimental Group C= Controlled Group O= Observation			
Finding= O ₂ -O ₁ O ₄ -O ₃			

The pretest score was compared with the posttest score by subtracting as 02-01 and 04-03, so that, it could easily be ascertained whether (or not) the treatment had a differential effect on the groups.

3.2 Population and Sample

The population of the study were the students of grade five studying in Shree Karmaveer secondary school, Hattimuda-3, in Morang district. The whole number of the students was the sample too. The students had been divided into two groups; experimental and controlled groups using systematic random sampling procedure. While dividing the groups, the researcher had tried to maintain equal pronunciation proficiency level. (See appendix-III with their names.)

3.3 Tools for Data Collection

The main tool for the data collection was 'the test' administered to the students. According to Khaniya (2005),

Language tests are used to measure someone's language ability in the second language acquisition. And at the same time, language tests serve as valuable sources of information about how effective the learning and teaching has been. Language teacher use the tests as instruments to understand students' strengths and weakness to argue their process, and to determine their achievement levels. (p. 3).

To administer the test the researcher selected 50 words from the text of the songs which are suitable for their level and were found in their text book 'My English Book G-5'. The researcher divided the words into two groups which were tested in isolation

and in sentential context. The words in isolation were presented as 'Item-A' and in sentential context as 'Item-B'. (See appendix-III.)

It totally carried out 50 marks. And s/he administered a pre-test to the students to establish their initial level of competence in pronunciation of 50 words individually. A posttest was finally administered to check the achievement after teaching.

3.4 Process of Data Collection

At first, the researcher was herself the teacher of Shree Karmaveer Secondary School who used to teach English in lower secondary level. So, she talked to the Head teacher Mr. Shambhu Prasad Khatiwda about this study. She explained him the purpose and the process of the study. She requested him to allow running the class beyond the school time. According to the plan she had divided students into two groups: experimental and controlled. She taught them; the experimental group 9:00 am to 9:40 and the controlled group 4:00 pm to 4:40 pm.

She had developed the test items for pretest and posttest (same for both pretest and posttest) and the lesson plans for teaching. A pretest was administered with the help of a tape recorder to identify the actual pronunciation proficiency prior to the experiment. The students had been given 10 minutes to pronounce 50 words individually. Their pronunciation was checked on the basis of R.P and GA. Individual performance was noted and the mean was found out. Then, she had divided the sample into two groups: controlled group and experimental group in such a way that they would have equal level of proficiency. For it, she had divided the group on the basis of their pretest score. Their names had been listed on the basis of the marks they obtained in the pretest in merit list (highest to lowest). All odd numbered students had

been put into controlled group and all even roll numbered students into experimental group. The group division was as follows:

Roll Number	Experimental G.	Controlled G.
1-28	Even	Odd

The controlled group was taught without using English recorded songs. That is the researcher pronounced the words herself (conventional teaching); while the experimental group was taught with recorded English songs. The songs were retrieved on 20th Aswin 2071 from internet source (www.3drhymes.com). However, for the both groups, the medium of teaching was English. Each group had been taught for six days in a week. One period for each group in a day and each period lasted for 40 minutes. Altogether 26 lesson plans were made to teach for 26 days (i.e. 26 days for controlled group and 26 days for experimental group simultaneously). After 26 lessons, a posttest was administered to the both groups. Each student's pronunciation was recorded and analyzed.

3.5 Data Analysis and Interpretation Procedure

After the collection of the data, it had been analyzed on the basis of marks obtained by the students. The difference of pretest and posttest of each group was found out. Then, mean score difference and 't-test' of both the groups were found out and compared in order to determine the importance or the effectiveness of the recorded English songs to improve pronunciation.

CHAPTER – FOUR

RESULTS AND DISCUSSION

The results and discussion of the data collected from the classroom teaching have been forwarded in this chapter.

4.1 Results

This present study shows the following results:

1. After analyzing the pretest and posttest result, it was found out that the achievement of the students in the posttest was better than in the pretest in holistic sense. The students scored 65.86% (i.e. 32.93 marks in average) marks in the posttest but only 26.78% (i.e. 13.39 marks in average) marks in the pretest (see table no.1).
2. The important finding of this study is that both the groups have achieved almost similar scores that are 26% marks by controlled groups and 27.57% marks by experimental group in the pretest but in the posttest the experimental group scored 73.14% marks whereas the controlled group could score only 58.57% marks. In the posttest the experimental group increased its score by 45.57% marks whereas the controlled group could increase only by 13% (see table no.2 and3).
3. 'T-test' the test of significance of the difference between two mean scores was applied to find out whether the difference between pretest- posttest mean scores of both groups separately as well as posttest mean score of both groups is the result of focused teaching of one month's practice (or the use of recorded songs) or just simply due to the sampling error. It was found out that

t- value (-10.79) of pretest: posttest mean score of the controlled group was greater than the table value (2.160) at 5% level of significance of two tailed test. Similarly, that t- value (-18.08) of pretest: posttest mean score of the experimental group was greater than the table value (2.160) at 5% level of significance of two tailed test.

4. Furthermore it was found out that t-value (-3.31) of posttest mean score of the controlled group and the experimental group was greater than the table value (2.056) at 5% level of significance of two tailed test.
5. While analyzing words that were pronounced correctly, words with error and unpronounced words; it was found out that both the groups were able to improve their previous condition in the posttest than the pretest. In pretest the controlled group and the experimental group pronounced 26% and 27.57% correct words, 40.71% and 39.43% words with error and 33.29% and 33% words were not pronounced respectively by the both groups.
6. In posttest the controlled group and the experimental group pronounced 58.57% and 73.14% correct words, 32.71% and 21.29% words with error and 8.71% and 5.57% words were not pronounced respectively by the both groups. While comparing their scores it was found out that the experimental group was able to improve themselves than the controlled group by uttering 14.57% more correct words. They were able to reduce words with errors by 11.42% and pronouncing 3.13% more words than the controlled group.

4.2 Discussion

On the basis of analysis and interpretation of collected data, discussion is made on the following way:

1. As the pretest was administered with the help of a tape recorder to identify the actual pronunciation proficiency prior to the experiment, both the group achieved almost the similar marks. But after the one month teaching both the groups scored better marks (see table no.1). This better performance of the students after practicing (focused teaching of one month's practice as well as the recorded English songs) proves that the recorded English songs helped the learners to improve their pronunciation.
2. In the posttest the experimental group scored better marks than the controlled group (see table no.2 and3). This data shows the use of recorded English songs helped to improve the pronunciation of the students of the experimental group than the students of controlled group.
3. As 'T-test' (the test of significance of the difference between two mean scores) was applied to find out whether the difference between pretest-posttest mean scores of both groups separately as well as posttest mean score of both groups is the result of focused teaching of one month's practice (or the use of recorded English songs) or just simply due to the sampling error, it was found out that the null hypothesis was rejected and it was proved that the mean scores difference occurred due to one month's practice (or the use of recorded songs).

4.3 Analysis of the Study

This part dealt with the analysis, interpretation and presentation of the data. The statistical operation of data had been carried out in this section. The data had been obtained from the rigorous effort of the experimental study and field survey since it is an experimental research. It needed a lot of information from the real classroom teaching. However the main aim of this research was to improve pronunciation.

4.3.1 Holistic Analysis

In this comparison, the total marks obtained by each student in the both tests were compared in whole. The correct answers were analyzed in difference, percentage of the difference and average marks.

Table No. 1: The Pretest and Posttest Result

Group	Pretest achievement			Posttest achievement			Difference		
	score	avg	%	score	avg	%	score	avg	%
Controlled	182	13	26	410	29.29	58.57	228	16.29	32.57
Experimental	193	13.79	27.57	512	36.57	73.14	319	22.78	45.57
Total	375	13.39	26.78	922	32.93	65.86	547	19.54	39.07

The table no. 1 presents the achievement of both controlled and experimental groups in the pretest and the posttest. If we compare the scores of the students or the two groups, it was found out that both groups were able to increase the marks in post test.

According to the table the controlled group scored 26% marks or 13 marks in average in the pretest whereas in the posttest the group was able to score 58.57% marks or 29.29 marks in average. This shows the controlled group was able to increase its marks by 32.57% marks or 16.29 marks in average. It also shows that the experimental group scored 27.57% marks or 13.79 marks in average in pretest which is much similar to the score of the controlled group. Likewise, in the posttest the experimental group improved much better and scored 73.14% marks or 36.57 marks in average. In total both the groups scored 26.78% or 13.39 marks in average in pretest. But in the posttest test they were able to score 65.86% or 32.93 marks in average. This showed that the one month's rigorous practice (or 'use of recorded English songs') helped to score better marks.

4.3.2 Analysis of the Pretest Achievement of Both Groups

The students were given a set of test items before they listened to and practiced with the English songs. The achievements of the students of the both groups in the pretest are presented in the table below:

Table No. 2: The Pretest Achievement

Full marks	Controlled			Experimental			difference		
	Score	Average	%	Score	Average	%	Score	Average	%
700	182	13	26	193	13.79	27.57	11	0.79	1.57

The table no. 2 shows the student's achievement in the pretest. It indicates that the controlled and experimental group had almost similar achievement according to their marks obtained in the pretest. The controlled group achieved 26 % marks or 13 marks in average out of 700 marks whereas the experimental group achieved 27.57 % marks or 13.79 marks in average out of 700 marks. Both the groups are found to be almost equal in the beginning of the experiment.

4.3.3 Analysis of the Posttest Achievement of Both Groups

After the pretest was administered to 28 students, the experimental group was taught with the help of recorded English songs for 26 days whereas the controlled group was taught with conventional teaching. After teaching the groups separately for 26 days the posttest was administered. It was the same test items that were presented previously as pre-test items that the students should have to utter the words individually and in sentential context. The sounds or the utterance were recorded and later on the teacher (the researcher) transcribed them on the test papers. The table below shows the achievement of the students in the posttest.

Table No. 3: The Posttest Achievement

Full marks	Controlled			Experimental			Difference		
	Score	Average	%	Score	Average	%	Score	Average	%
700	410	29.29	58.57	512	36.57	73.14	102	7.29	14.57

The table no. 3 shows the score achieved by the students in the posttest. According to the table the controlled group scored 58.57 % marks or 29.29 marks in average

whereas the experimental group scored much better marks that was 73.14 % marks or 36.57 marks in average.

Here it can be clearly seen that the experimental group has exceeded the controlled group by 14.57 % marks or 7.29 marks in average it also shows that the controlled group is also able to increase its achievement. By analyzing these scores it can be said that the use of recorded English songs can be one of the best materials to teach or to improve the pronunciation of the students if the teacher is active and teach the students focusing on pronunciation that can also improve the previous condition of the students regarding pronunciation.

Furthermore, it was worthy to check out whether the difference between these two means (average scores) was due to the intervention of recorded English songs or simply by the sampling error. That is why to prove the usefulness of recorded English songs to improve pronunciation, 't- test' (the test of significance of the difference between two means) was applied. In the analysis if 't' value was greater than calculated value at 0.05 level of significance of two tailed test of t- test, it was strongly claimed that the difference between two means was not significant and vice versa.

4.4 Testing Statistical Significance

In statistical analysis of data, t-test is one of the most widely used tests for the comparison of two mean scores. Here, mean score of the pre-test and posttest of both experimental and controlled group had been compared. Likewise, mean scores of posttest of both groups had been compared.

4.4.1 T-test of Mean Score of Pretest and Posttest of Controlled Group

i) Null hypothesis: There exists no real difference between the pretest and posttest mean scores of the controlled group.

ii) Degree of freedom: $N-1 = 14-1 = 13$

iii) Calculation of mean, variance, standard deviation, coefficient of correlation and t-test.

Table No. 4: Pretest Achievement of Controlled Group

Marks (X)	$x(X - \bar{X})$	x^2
22	9	81
20	7	49
10	-3	9
15	2	4
14	1	1
10	-3	9
09	-4	16
15	2	4
07	-6	36
10	-3	9
12	-1	1
12	-1	1
11	-2	4
15	2	4
X=182		$x^2=228$

Here, $N=14$, $\sum X=182$

$$\text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{182}{14} = 13$$

$$\text{Now, variance } (\sigma^2) = \frac{\sum x^2}{N} = \frac{228}{14} = 16.29$$

$$\text{Again, Standard Deviation } (\sigma) = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{228}{14}} = \sqrt{16.29} = 4.04$$

So,

Mean(\bar{X})	SD(σ)	Variance(σ^2)
13	4.04	16.29

Table No. 5: Posttest Achievement of Controlled Group

Marks (X)	$x(X-\bar{X})$	x^2
39	9.71	94.28
41	11.71	137.12
30	0.71	0.50
35	5.71	32.60
33	3.71	13.76
19	-10.29	105.88
25	-4.29	18.40
33	3.71	13.76
19	-10.29	105.88
34	4.71	22.18
37	7.71	59.44
24	-5.29	27.98
20	-9.29	86.30
21	-8.29	68.72
$\Sigma X=410$		$\Sigma x^2=786.80$

Here, $N=14$, $\Sigma X = 410$

$$\text{Mean } (\bar{X}) = \frac{\Sigma X}{N} = \frac{410}{14} = 29.29$$

Now,

$$\text{variance}(\sigma^2) = \frac{\sum x^2}{N} = \frac{786.80}{14} = 56.20$$

$$\text{Again, Standard Deviation } (\sigma) = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{786.80}{14}} = \sqrt{56.20} = 7.05$$

So,

Mean(\bar{x})	SD(σ)	Variance($2\sigma^2$)
29.29	7.50	56.20

4.4.1.1 Computation of Coefficient of Correlation

Table No. 6: Pretest Score and Posttest Score of Controlled Group:

Pretest (X) score	Post-test (Y) score	$x(X-\bar{X})$	$y(Y-\bar{Y})$	xy	x^2	y^2
22	39	9	9.71	87.39	81	94.28
20	41	7	11.71	81.97	49	137.12
10	30	-3	0.71	-2.13	9	0.50
15	35	2	5.71	11.42	4	32.60
14	33	1	3.71	3.71	1	13.76
10	19	-3	-10.29	30.87	9	105.88
09	25	-4	-4.29	17.16	16	18.40
15	33	2	3.71	7.42	4	13.76
07	19	-6	-10.29	61.74	36	105.88
10	34	-3	4.71	-14.13	9	22-18
12	37	-1	7.71	-7.71	1	59.44
12	24	-1	-5.29	5.29	1	27.98
11	20	-2	-9.29	18.58	4	86.30
15	21	2	-8.29	-16.58	4	68.72
$\Sigma xy = 285$					$\Sigma x^2 = 228$	$\Sigma y^2 = 786.80$

Here, Coefficient of correlation (r) = $\frac{\Sigma xy}{\sqrt{\Sigma x^2 \Sigma y^2}}$

$$= \frac{285}{\sqrt{179390.4}} = \frac{285}{423.55} = 0.67$$

4.4.1.2 Computation of T-Test of Pretest Mean and Post Test Mean of the Controlled Group

Null hypothesis: there exists on real difference between pretest mean score and posttest mean score.

So; computation of the standard error of the difference between two means:

$$SE_D \text{ OR } \sigma_D = \sqrt{\sigma M_1^2 + \sigma M_2^2 - 2r\sigma M_1\sigma M_2}$$

Here,

σM_1 = standard error (SE) of the mean of pretest

$$\sigma M_1 = \frac{\sigma_1}{\sqrt{N_1}} = \frac{4.04}{\sqrt{14}} = \frac{4.04}{3.74} = 1.08$$

Next,

σM_2 = standard error (SE) of the posttest

$$\sigma M_2 = \frac{\sigma_2}{\sqrt{N_2}} = \frac{7.5}{\sqrt{14}} = \frac{7.5}{3.74} = 2.01$$

$$\text{Now, } SE_D \text{ OR } \sigma_D = \sqrt{\sigma M_1^2 + \sigma M_2^2 - 2r\sigma M_1\sigma M_2}$$

$$= \sqrt{(1.08)^2 + (2.01)^2 - 2 \times 0.67 \times 1.08 \times 2.01}$$

$$= \sqrt{1.17 + 4.04 - 2.91} = \sqrt{5.21 - 2.91} = \sqrt{2.30} = 1.51$$

$$\text{So, } t = \frac{M_1 - M_2}{\sigma_D} = \frac{13 - 29.29}{1.51} = \frac{-16.29}{1.51} = -10.79$$

Here the t value (-10.79) is greater than the table value of 5% level of significance in two tailed test (2.160) on 13th degree of freedom. So, the null hypothesis is rejected.

This proved that there is significant difference between pretest and posttest mean score of the controlled group.

4.4.2 T-test of Mean Score of Pretest and Posttest of the Experimental Group

i) Null hypothesis: There exists no real difference between the pretest and posttest mean scores of the experimental group.

ii) Degree of freedom: $N-1 = 14-1 = 13$

iii) Calculation of mean, variance, standard deviation, coefficient of correlation and t-test.

Table No. 7: Pretest Achievement of Experimental Group

Marks (x)	$x(X-\bar{X})$	x^2
20	6.21	38.56
18	4.21	17.72
12	-1.79	3.20
15	1.21	1.46
17	3.21	10.30
15	1.21	1.46
14	0.21	0.04
14	0.21	0.04
09	-4.79	22.94
12	-1.79	3.20
10	-3.79	14.36
09	-4.79	22.94
13	-0.79	0.62
15	1.21	1.46
$\Sigma X=193$		$\Sigma x^2=138.30$

Here, $N=14$, $\Sigma X=193$

$$\text{Mean } (\bar{X}) = \frac{\Sigma X}{N} = \frac{193}{14} = 13.79$$

Now,

$$\text{variance}(\sigma^2) = \frac{\sum x^2}{N} = \frac{138.30}{14} = 9.88$$

$$\text{Again, Standard Deviation } (\sigma) = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{138.30}{14}} = \sqrt{9.88} = 3.14$$

So,

Mean(\bar{x})	SD(σ)	Variance(σ^2)
36.57	3.83	14.867

Table No. 8: Posttest Achievement of Experimental Group

Marks (x)	$X(x-\bar{X})$	x^2
44	7.43	55.20
39	2.43	5.90
42	5.43	29.48
35	-1.57	2.46
34	-2.57	6.60
31	-5.57	31.02
35	-1.57	2.46
36	-0.57	0.32
38	1.43	2.04
34	-2.57	6.60
42	5.43	29.48
35	-1.57	2.46
31	-5.57	31.02
36	-0.57	0.32
$\sum x=512$		$\sum x^2=205.36$

Here, $N=14$, $\sum X = 512$

$$\text{Mean } (\bar{X}) = \frac{\sum X}{N} = \frac{512}{14} = 36.57$$

Now,

$$\text{variance}(\sigma^2) = \frac{\sum x^2}{N} = \frac{205.36}{14} = 14.67$$

$$\text{Again, Standard Deviation } (\sigma) = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{205.36}{14}} = \sqrt{14.67}$$

$$= 3.83$$

So,

Mean(\bar{x})	SD(σ)	Variance(σ^2)
36.57	3.83	14.67

4.4.2.1 Computation of Coefficient of Correlation

Table No. 9: Pretest Score and Posttest Score of Experimental Group

Pretest Score (X)	Post-test Score (Y)	$x(X-\bar{X})$	$y(Y-\bar{Y})$	xy	x^2	y^2
20	44	6.21	7.43	46.14	38.56	55.20
18	39	4.21	2.43	10.23	17.72	5.90
12	42	-1.79	5.43	-9.72	3.20	29.48
15	35	1.21	-1.75	-1.90	1.46	2.46
17	34	3.21	-2.57	-8.25	10.30	6.60
15	31	1.21	-5.57	-6.74	1.46	31.02
14	35	0.21	-1.57	-0.33	0.04	2.46
14	36	0.21	-0.57	-0.12	0.04	0.32
09	38	-4.79	1.43	-6.85	22.94	2.04
12	34	-1.79	-2.57	4.60	3.20	6.60
10	42	-3.79	5.43	-20.56	14.36	29.48
9	35	-4.79	-1.57	7.52	24.94	2.46
13	31	-0.79	-5.57	4.40	0.62	31.02
15	36	1.21	-0.57	-0.69	1.46	0.32
$\Sigma xy = 17.73$					$\Sigma x^2 = 138.30$	$\Sigma y^2 = 205.36$

Here, Coefficient of correlation (r) =
$$\frac{\Sigma xy}{\sqrt{\Sigma x^2 \Sigma y^2}}$$

$$= \frac{17.73}{\sqrt{138.30 \times 205.36}} = \frac{17.73}{\sqrt{28401.29}} = \frac{17.73}{168.53} = 0.11$$

4.4.2.2 T-Test of Pretest Mean and Posttest Mean of Experimental Group

Null Hypothesis: There exists no real difference between pretest mean score and post test score.

So; computation of the standard error of the difference between two means:

$$SE_D \text{ OR } \sigma_D = \sqrt{\sigma M_1^2 + \sigma M_2^2 - 2r\sigma M_1\sigma M_2}$$

Here,

σM_1 = standard error (SE) of the mean of pretest

$$\sigma M_1 = \frac{\sigma_1}{\sqrt{N_1}} = \frac{3.14}{\sqrt{14}} = \frac{3.14}{3.74} = 0.84$$

Next,

σM_2 = standard error (SE) of the posttest

$$\sigma M_2 = \frac{\sigma_2}{\sqrt{N_2}} = \frac{3.83}{\sqrt{14}} = \frac{3.83}{3.74} = 1.02$$

Now,

$$\begin{aligned} SE_D \text{ OR } \sigma_D &= \sqrt{\sigma M_1^2 + \sigma M_2^2 - 2r\sigma M_1\sigma M_2} \\ &= \sqrt{(0.84)^2 + (1.02)^2 - 2 \times 0.11 \times 0.84 \times 1.02} \\ &= \sqrt{0.71 + 1.04 - 0.22 \times 0.86} \\ &= \sqrt{1.75 - 0.19} \\ &= \sqrt{1.58} \end{aligned}$$

$$= 1.26$$

$$\text{So, } t = \frac{M_1 - M_2}{s_n}$$

$$= \frac{13.79 - 36.57}{1.26}$$

$$= - \frac{22.78}{1.26}$$

$$= - 18.08$$

Here, the t-value (-18.08) is greater than the table value of 5% level of significance in two tailed test on 13th degree of freedom so null hypothesis is rejected. This shows there is significant difference between these two means. And this difference occurred due to the use of recorded English songs.

4.4.3 T-Test of Posttest Achievement of Controlled Group and Experimental Group

Table No. 10: Mean and Variance of Controlled Group and Experimental Group in Posttest

Group	Mean(\bar{X}) of posttest	Variance (σ^2)
Controlled	29.29	14.67
Experimental	36.57	56.20

a) Null Hypothesis: There is no significant difference between these two means scores. Or use of recorded English songs does not improve the pronunciation of the students.

b) Degree of Freedom: Since these are the independent samples so;

$$DF = N_1 + N_2 - 2 = 14 + 14 - 2 = 26$$

c) Computation of the standard error of the difference between two means:

SE_D or σ_D

$$\text{So, } \sigma_D = \sigma \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}$$

d) Since these are small but independent samples pooled SD (σ) should be calculated:

$$\begin{aligned} \text{Pooled SD } (\sigma) &= \sqrt{\frac{(N_1 - 1)\sigma_1^2 + (N_2 - 1)\sigma_2^2}{N_1 + N_2 - 2}} \\ &= \sqrt{\frac{(14 - 1)56.20 + (14 - 1)14.67}{14 + 14 - 2}} \\ &= \sqrt{\frac{13 \times 56.20 + 13 \times 14.67}{28 - 2}} = \sqrt{\frac{730.60 + 190.71}{26}} \\ &= \sqrt{\frac{921.31}{26}} = \sqrt{35.44} = 5.95 \end{aligned}$$

Again,

$$\begin{aligned} \sigma_D &= \sigma \sqrt{\frac{1}{N_1} + \frac{1}{N_2}} = 5.95 \sqrt{\frac{1}{14} + \frac{1}{14}} = 5.95 \sqrt{\frac{1+1}{14}} = 5.95 \sqrt{\frac{2}{14}} = 5.95 \sqrt{0.14} \\ &= 5.95 \times 0.37 = 2.20 \end{aligned}$$

e) Calculation of t-value

$$t = \frac{M_1 - M_2}{\sigma_D} = \frac{29.29 - 36.57}{2.20} = \frac{-7.28}{2.20} = -3.31$$

Since, t- value (-3.31) was greater than the tabulated value (2.056) in 5% level of significance of two tailed test, null hypothesis was rejected. This shows there is significant difference between posttest mean achievement of both controlled and experimental group. It suggested that 'use of recorded English songs' definitely improved the pronunciation of the students.

4.5 The Result of Students' Responses on the Basis of Correct Words, Error Words and Unpronounced Words

After the pretest and the posttest the students' responses were analyzed on the basis of correct words, error words and unpronounced words. The pretest, posttest score of the experimental group and controlled group were presented on Figure No.1 and Figure No.2 respectively.

Figure No.1: Pie Chart Presentation of the Controlled Group

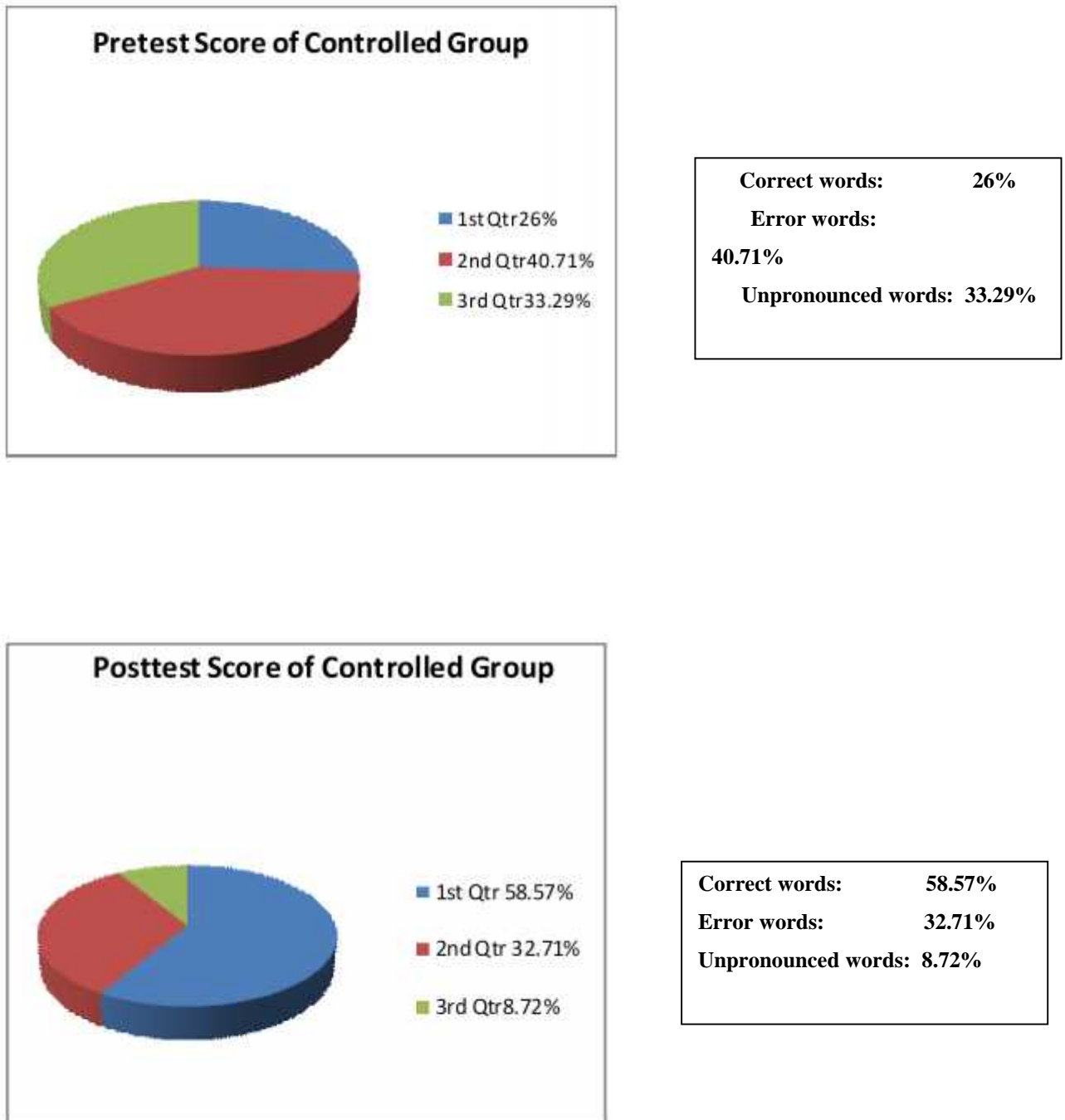
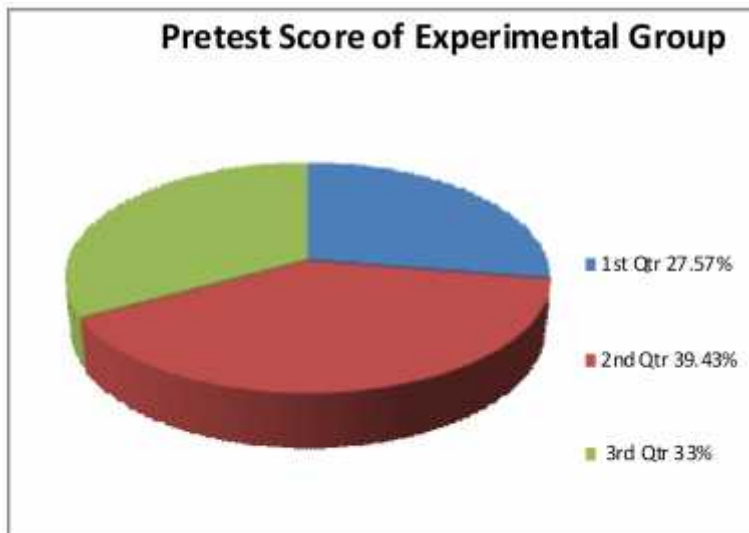


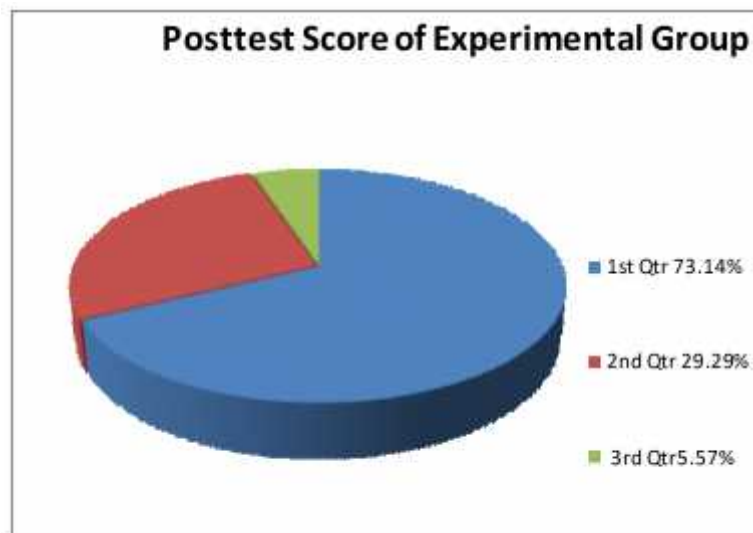
Figure No.1 clearly shows that the students pronounced 26% (i.e.182) words correctly, 40.71% (i.e. 285) words with error and 33.29% (i.e. 233) words were not pronounced in the pretest. Whereas the students pronounced the 58.57% (i.e. 410) words correctly,

32.71% (i.e. 229) words with error and only 8.71 % (i.e. 61) words were not pronounced in the posttest.

Figure No.2: Pie Chart Presentation of the Experimental Group



Correct words:	27.57%
Error words:	39.43%
Unpronounced words:	33%



Correct words:	73.14%
Error words:	21.29%
Unpronounced words:	5.57%

Figure No.2 The above pie chart shows students pronounced the 27.57% (i.e. 193) words correctly, 39.43% (i.e. 276) words with error and 33% (i.e. 231) words were not pronounced in the pretest. Likewise in the posttest the students pronounced the

73.14% (i.e. 512) words correctly, 21.29% (i.e. 149) words with error and 5.57% (i.e. 39) words were not pronounced.

4.5.1 Analysis of Pretest and Posttest Achievement of Both Groups

While comparing the results of both groups, it was found out that in pre-test the experimental group and controlled group pronounced 27.57% and 26% words correctly. But in post-test analysis it was found out that the experimental group improved themselves and pronounced 73.14% words whereas the controlled group only pronounced 58.57% words. They pronounced 14.57% more words. If we compare erroneous words; experimental group pronounced 21.29% words with error whereas controlled group pronounced 32.71% words with error. This shows experimental group was able to improve than controlled group. Likewise only 5.57% words were not pronounced by the students of experimental group where as 8.71% words were not pronounced by students of controlled group.

This shows students of experimental group were found to be more confident while uttering the words than the students of controlled group. The comparison of the scores clearly showed that the students of experimental group learnt more effectively than the controlled group. The truth is that students attempted to utter the more words.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

5.1 Summary

This research made an effort to find out the usefulness of recorded English songs to improve pronunciation. This research was conducted in Shree Karmaveer Secondary School Hattimuda-3, in Morang district including 28 students studying in grade five and 14 students in each group.

Both the groups were taught the same subject matter focusing on pronunciation. But the controlled group was taught with conventional reaching whereas the experimental group was taught with recorded English songs. The data achieved in pretest and posttest had been analyzed and interpreted in previous chapter. On the basis of analysis and interpretation the findings were also presented over there.

5.2 Conclusion

'Use of recorded English songs' was found to be one of the best teaching materials that could help to improve the pronunciation of the students. If we are able to provide the songs as audio-visual aid the teacher could do far more better in language teaching class.

5.3 Pedagogical Implications

On the basis of findings obtained from the analysis and interpretation of the collected data, some salient recommendations with some pedagogical implications had been suggested as follows:

5.3.1 Policy Level

1. The syllabus designer, text book writers, methodologists and teacher should give priority to use recorded English songs in teaching pronunciation. While providing materials there should be provided recorded English songs instead of merely chants that are given in text books because most of the teachers don't know how to present them with rhythm.
2. To use recorded English songs in the class room effectively the teacher should be trained and should be able to have benefit from modern technologies (i.e. internet).
3. Pronunciation should be tested in the final examination for that some marks should be assigned for pronunciation.

5.3.2 Practice Level

1. This research showed that the experimental group performed relatively better in all the aspect of the words than the controlled group. Thus the recorded English song should be used to teach pronunciation as the teaching material.
2. Use of recorded English songs in the classroom is one of the best sources to arouse the interest of the students or to motivate them towards learning because the children love singing. So the teachers are recommended to use recorded English songs in their class to make their teaching enjoyable and active.
3. Recorded English songs are the best authentic source for the students that could help the learners to pronounce the correct words in sentential context too.

4. Listening the recorded English songs the students who do not like to take part in classroom activities try to involve themselves with other friends that would help them to speak even if they are shy. So, it would help to make all the students active in the class.

5.3.3 Further Research Level

This research was limited to 28 students of a government school of Morang district. The experimental technique was limited to only one group in which the number of students was confined. So, it cannot be claimed that the findings of the research are applicable for all schools and institutions of Nepal. It cannot also be said that the findings of the study are complete in themselves. This is the very broad and complicated area. So it is inevitable to carry out further research in this field including a large number of population or subjects.

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Appendix - I
Pretest/Posttest Test Item

Test item-A

F.M. 25

Name:Grade:

1. Good morning		
2. Drinks		
3. Clothes		
4. Comb		
5. Child		
6. Early		
7. Healthy		
8. Unicorn		
9. Brown		
10. Quack		
11. Ask		
12. Children		
13. Twinkle		
14. Dry		
15. Nose		
16. Lie		
17. Around		
18. Kangaroo		
19. Bear		
20. Quick		
21. Myself		
22. Down		
23. Fair		
24. Learn		
25. Question		

Test item-B

Name:Grade:

F.M. 25

1. How do you feel <u>today</u> ?
2. Are you <u>angry</u> ?
3. I saw a <u>black</u> sheep.
4. <u>Stars</u> are shining in the sky.
5. I have a <u>brother</u> .
6. My <u>mother</u> loves me.
7. They are my <u>friends</u> .
8. I have a <u>little</u> house.
9. We <u>brush</u> our teeth.
10. <u>Monkeys</u> are jumping.
11. <u>Where</u> do you live?
12. The bus goes <u>round</u> and round.
13. <u>Father</u> brought me a chocolate.
14. We have five <u>fingers</u> .
15. A cat <u>chases</u> the rat.
16. The bus has four <u>wheels</u> .
17. <u>There</u> are two birds.
18. The <u>doctor</u> said to keep quiet.
19. <u>Clap</u> your hands.
20. <u>Babies</u> are crying.
21. Have a <u>good day</u> !
22. I live with my <u>family</u> .
23. This is the <u>story</u> time.
24. Raju has the <u>crown</u> .
25. We go to <u>school</u> .

Appendix - II

Lesson Plan -1

Group: Controlled

Date: 2071/07/ 2

Grade: 5 Time: 40 minutes

Focused teaching items: pronunciation (monkeys, little, doctor, bed, bumped)

Specific objectives: On completion of the lesson, students will be able to pronounce; monkeys, little, doctor, bed, bumped correctly.

Teaching materials: usual teaching materials, flash cards

Teaching/ learning activities:

- i)The teacher presents a short language game (Chinese whisper) to attract the attention of the students or to motivate them towards learning.
- ii)The teacher shows the flash cards to the students and asks the students to pronounce the words.
- iii)After asking some of the students the teacher pronounces the words herself and asks the students to follow her (repetition drill).
- iv)Again the teacher asks the students to pronounce the words individually for practice.
- v)The teacher presents the words in sentential context and asks them to read the sentences.After that the teacher asks the students to follow her to say the sentences.
- vi)At last, the teacher evaluates the students asking them to pronounce the words in individual and sentential context.

Lesson Plan -1**Group:** Experimental**Date:** 2071/07/2**Grade:** 5**Time:** 40 minutes**Focused teaching items:** pronunciation (monkeys, little, doctor, bed, bumped)**Specific objectives:** On completion of the lesson, students will be able to pronounce; monkeys, little, doctor, bed, bumped correctly.**Teaching materials:** usual teaching materials, SD player (recorded English songs), chart paper and flash cards**Teaching/ learning activities:**

- i)The teacher presents a short language game (Chinese whisper) to attract the attention of the students or to motivate them towards learning.
- ii)The teacher shows the flash cards to the students and asks the students to pronounce the words. As well as she presents the song ‘Five Little Monkeys’ on a chart paper and asks students to read the text loudly.
- iii)The teacher sings the song focusing on the words and asks the students to follow her.
- iv)The teacher plays the SD player to listen the song and read the text on the chart paper silently.
- v)The teacher asks the students to sing the song with the SD player (many times).
- vi)After a lot of practice, the teacher evaluates the students asking them to pronounce the words in individual and sentential context.

Lesson Plan -2**Group:** Controlled**Date:** 2071/07/3**Grade:** 5**Time:** 40 minutes**Focused teaching items:** pronunciation (good morning, bear, drink, clothes)**Specific objectives:** On completion of the lesson, students will be able to pronounce good morning, bear, drink, clothes correctly.**Teaching materials:** usual teaching materials, flash cards**Teaching/ learning activities:**

- i)The teacher presents a short language item (a joke) to attract the attention of the students or to motivate them towards learning for 5-10 minutes.
- ii)The teacher shows the flash cards to the students and asks the students to pronounce the words.
- iii)After asking some of the students the teacher pronounces the words herself and asks the students to follow her (repetition drill).
- iv)Again the teacher asks the students to pronounce the words individually for practice.
- v)The teacher presents the words in sentential context and asks them to read the sentences.
- vi)After that the teacher asks the students to follow her to say the sentences.
- vii)At last, the teacher evaluates the students asking them to pronounce the words in individual and sentential context.

Lesson Plan -2**Group:** Experimental**Date:** 2071/07/3**Grade:** 5**Time:** 40 minutes**Focused teaching items:** pronunciation (good morning, bear, drink, clothes)**Specific objectives:** On completion of the lesson, students will be able to pronounce good morning, bear, drink, clothes correctly.**Teaching materials:** usual teaching materials, SD player (recorded English songs), chart paper and flash cards**Teaching/ learning activities:**

- i)The teacher presents a short language item (a joke) to attract the attention of the students or to motivate them towards learning for 5-10 minutes.
- ii)The teacher shows the flash cards to the students and asks the students to pronounce the words. As well as she presents the song 'Teddy Bear' on a chart paper and asks students to read the text loudly.
- iii)The teacher sings the song focusing on the words and asks the students to follow her.
- iv)The teacher plays the SD player to listen the song and read the text on the chart paper silently.
- v)The teacher asks the students to sing the song with the SD player (many times).
- vi)After a lot of practice, the teacher evaluates the students asking them to pronounce the words in individual and sentential context.

Lesson Plan -3**Group:** Controlled**Date:** 2071/07/4**Grade:** 5**Time:** 40 minutes**Focused teaching items:** pronunciation (unicorn, crown, round, white, brown)**Specific objectives:** On completion of the lesson, students will be able to pronounce unicorn, crown, round, white, brown correctly.**Teaching materials:** usual teaching materials, flash cards**Teaching/ learning activities:**

- i)The teacher presents a short language item (a riddle) to attract the attention of the students or to motivate them towards learning for 5-10 minutes.
- ii)The teacher shows the flash cards to the students and asks the students to pronounce the words.
- iii)After asking some of the students the teacher pronounces the words herself and asks the students to follow her (repetition drill).
- iv)Again the teacher asks the students to pronounce the words individually for practice.
- v)The teacher presents the words in sentential context and asks them to read the sentences.
- vi)After that the teacher asks the students to follow her to say the sentences.
- vii)At last, the teacher evaluates the students asking them to pronounce the words in individual and sentential context.

Lesson Plan -3

Group: Experimental

Date: 2071/07/4

Grade: 5

Time: 40 minutes

Focused teaching items: pronunciation (unicorn, crown, round, white, brown)

Specific objectives: On completion of the lesson, students will be able to pronounce unicorn, crown, round, white, brown correctly.

Teaching materials: usual teaching materials, SD player (recorded English songs), chart paper and flash cards

Teaching/ learning activities:

i)The teacher presents a short language item (a riddle) to attract the attention of the students or to motivate them towards learning for 5-10 minutes.

ii)The teacher shows the flash cards to the students and asks the students to pronounce the words. As well as she presents the song ‘The Lion and The Unicorn’ on a chart paper and asks students to read the text loudly.

iii)The teacher sings the song focusing on the words and asks the students to follow her.

iv)The teacher plays the SD player to listen the song and read the text on the chart paper silently.

v)The teacher asks the students to sing the song with the SD player (many times).

vi)After a lot of practice, the teacher evaluates the students asking them to pronounce the words in individual and sentential context.

Appendix- III

Results of the Students in the Pretest of the Controlled Group

SN	Name of the students	Pretest score Item-A	Pretest score Item-B	Total	Difference
1	Saroj Sikdar	13	9	22	4
2	Suman Harijan	12	8	20	4
3	Birendra Sardar	7	3	10	4
4	Rohit Sardar (Tharu)	9	6	15	3
5	Yashodha Rai	8	6	14	2
6	Chandani Sardar A	7	3	10	4
7	Bishal Sardar	7	2	9	5
8	Sagar Harijan	10	5	15	5
9	Anil Sardar	5	2	7	3
10	Subhrata Choudhari	6	4	10	2
11	Bijay Harijan	7	5	15	2
12	Pooja Harijan	8	4	12	4
13	Ankit Sardar	7	4	11	3
14	Abhishek Sardar	9	6	15	3

Results of the Students in the Posttest of the Controlled Group

SN	Name of the students	Posttest score Item-A	Posttest score Item-B	Total	Difference
1	Saroj Sikdar	23	16	39	7
2	Suman Harijan	23	18	41	5
3	Birendra Sardar	17	13	30	4
4	Rohit Sardar (Tharu)	21	14	35	7
5	Yashodha Rai	16	17	33	1
6	Chandani Sardar A	11	8	19	3
7	Bishal Sardar	17	8	25	9
8	Sagar Harijan	16	17	33	1
9	Anil Sardar	9	10	19	1
10	Subhrata Choudhari	20	14	34	6
11	Bijay Harijan	22	15	37	7
12	Pooja Harijan	12	12	24	0
13	Ankit Sardar	10	10	20	0
14	Abhishek Sardar	16	5	21	11

Results of the Students in the Pretest of the Experimental Group

SN	Name of the students	Pretest score Item-A	Pretest score Item-B	Total	Difference
1	Renuka Sardar	12	8	20	4
2	Barsha Achhame Magar	11	7	18	4
3	Raksha Sardar	8	4	12	4
4	Binita Sardar	10	5	15	5
5	Roshan Biswas	10	7	17	3
6	Bishwajit Majhi	10	5	15	5
7	Ayush Majhi	8	6	14	2
8	Manju Thapa	9	5	14	4
9	Bishal Harijan	6	3	9	3
10	Sulekha Sardar (Tharu)	6	6	12	0
11	Kanchan Sardar	6	4	10	2
12	Diwas Sardar	6	3	9	3
13	Apeksha Majhi	9	4	14	5
14	Amardip Sardar	9	6	15	3

Results of the Students in the Posttest of the Experimental Group

SN	Name of the students	Posttest score Item-A	Posttest score Item-B	Total	Difference
1	Renuka Sardar	24	20	44	4
2	Barsha Achhame Magar	23	16	39	7
3	Raksha Sardar	24	18	42	6
4	Binita Sardar	16	19	35	3
5	Roshan Biswas	19	15	34	4
6	Bishwajit Majhi	14	17	31	3
7	Ayush Majhi	19	16	35	3
8	Manju Thapa	19	17	36	2
9	Bishal Harijan	21	17	38	4
10	Sulekha Sardar (Tharu)	21	13	34	8
11	Kanchan Sardar	23	19	42	4
12	Diwas Sardar	19	16	35	3
13	Apeksha Majhi	14	17	31	3
14	Amardip Sardar	21	15	36	6

Appendix- IV

Results of the Students in the Pretest of the Controlled Group on the Basis of Correct Words, Error Words and Unpronounced Words

SN	Name of the students	Correct Words	Error Words	Unpronounced Words
1	Saroj Sikdar	22	27	1
2	Suman Harijan	20	26	4
3	Birendra Sardar	10	27	13
4	Rohit Sardar (Tharu)	15	26	9
5	Yashodha Rai	14	28	8
6	Chandani Sardar A	10	29	11
7	Bishal Sardar	9	26	15
8	Sagar Harijan	15	21	14
9	Anil Sardar	7	12	31
10	Subhrata Choudhari	10	12	28
11	Bijay Harijan	12	14	24
12	Pooja Harijan	12	10	28
13	Ankit Sardar	11	10	29
14	Abhishek Sardar	15	17	18

Results of the Students in the Posttest of the Controlled Group on the Basis of Correct Words, Error Words and Unpronounced Words

SN	Name of the students	Correct Words	Error Words	Unpronounced Words
1	Saroj Sikdar	39	9	2
2	Suman Harijan	41	8	1
3	Birendra Sardar	30	20	-
4	Rohit Sardar (Tharu)	35	15	-
5	Yashodha Rai	33	12	5
6	Chandani Sardar A	19	16	15
7	Bishal Sardar	25	21	4
8	Sagar Harijan	33	17	-
9	Anil Sardar	19	24	7
10	Subhrata Choudhari	34	16	-
11	Bijay Harijan	37	13	-
12	Pooja Harijan	24	23	3
13	Ankit Sardar	20	20	10
14	Abhishek Sardar	21	15	14

**Results of the Students in the Pretest of the Experimental Group on the Basis of
Correct Words, Error Words and Unpronounced Words**

SN	Name of the students	Correct Words	Error Words	Unpronounced Words
1	Renuka Sardar	20	24	6
2	Barsha Achhame Magar	18	22	10
3	Raksha Sardar	12	28	10
4	Binita Sardar	15	21	14
5	Roshan Biswas	17	18	15
6	Bishwajit Majhi	15	17	18
7	Ayush Majhi	14	17	19
8	Manju Thapa	14	18	18
9	Bishal Harijan	9	22	19
10	Sulekha Sardar (Tharu)	12	13	25
11	Kanchan Sardar	10	22	18
12	Diwas Sardar	9	16	25
13	Apeksha Majhi	13	18	19
14	Amardip Sardar	15	20	15

**Results of the Students in the Posttest of the Experimental Group on the Basis of
Correct Words, Error Words and Unpronounced Words**

SN	Name of the students	Correct Words	Error Words	Unpronounced Words
1	Renuka Sardar	44	6	-
2	Barsha Achhame Magar	39	9	2
3	Raksha Sardar	42	5	3
4	Binita Sardar	35	10	5
5	Roshan Biswas	34	16	-
6	Bishwajit Majhi	31	11	8
7	Ayush Majhi	35	14	1
8	Manju Thapa	36	10	4
9	Bishal Harijan	38	10	2
10	Sulekha Sardar (Tharu)	34	15	1
11	Kanchan Sardar	42	7	1
12	Diwas Sardar	35	11	4
13	Apeksha Majhi	31	14	5
14	Amardip Sardar	36	11	3

Appendix-V

Songs Used for the Experimental Group

1. Teddy Bear

Teddy Bear, sunrise time good morning,

Teddy Bear, brush your teeth have them shiny,

Teddy Bear, drink some milk happily,

Teddy Bear, takeover and get ready.

Teddy Bear, wear your clothes neat and nice,

Teddy Bear, comb your head in a trice,

Teddy Bear, thank the lord for a new day,

Teddy Bear, 'have a good day' you say,

Teddy Bear, have your breakfast now.

Teddy Bear, wear your shoes that's all,

Teddy Bear, take your bag and go to school,

Teddy Bear, right on time that is the rule,

Teddy Bear, learn and play do your best,

Teddy Bear, sing and dance, take off your hobby,

Teddy Bear, dinner time with family,

Teddy Bear, now it is story time,

Teddy Bear never stay up beyond nine

Early to bed and early to rise

(Makes you healthy, wealthy and wise.)²

2. A B C D.....

A B C D E F G

H I J K, L M N O P

Q R S, T U V

W X, Y and Z

Now I know my ABC,

Next time won't you sing with me?

3. Old McDonald had a farm

Old McDonald had a farm, E I E I O

And on that farm, he had some cows, E I E I O

With moo! moo! here and moo! moo! there,

Here moo! there moo!, everywhere moo! moo!

Old McDonald had a farm, E I E I O

And on that farm, he had some chicken, E I E I O

With cluck ! cluck ! here and cluck ! cluck! there,

here cluck ! there cluck ! everywhere cluck! Cluck!

Moo! moo! here and moo! there

Here moo! there moo! everywhere moo! moo!

Here moo! there moo!, everywhere moo! moo!

Old McDonald had a farm,E I E I O

and on that farm, he had some ships, EIEIO

With baa! baa! here and baa! baa! there,

here baa! there baa! everywhere baa!baa!

Moo! moo! here and moo! there

Here moo! there moo! everywhere moo! moo!

cluck ! cluck ! here and cluck ! cluck! there,

here cluck ! there cluck ! everywhere cluck! Cluck!

Old McDonald had a farm,E I E I O

and on that farm, he had some pigs, EIEIO

With oink! oink! here and oink! oink! there,

here oink! there oink! everywhere oink!oink!

Moo! moo! here and moo! there

Here moo! there moo! everywhere moo! moo!

cluck ! cluck ! here and cluck ! cluck! there,

here cluck ! there cluck ! everywhere cluck! Cluck!

baa! baa! here and baa! baa! there,

here baa! there baa! everywhere baa!baa!

4. Lion and the Unicorn

The lion and the unicorn were fighting for the crown.

The lion beat the unicorn, all round the town.

Some gave them white bread,

And some gave them brown.

Some gave them toffees, and drove them out of town.

5. The Wheels on the Bus

The wheels on the bus go round and round, round and round all through the town.

The monkeys on the bus go (chick chick chick)² all through the town.

Children on the bus go (clap clap clap)² all through the town.

Babies on the bus go (waa waa waa)² all through the town.

Mummies on the bus (shh shh shh)² all through the town.

6. Little cottage in a wood

Little cottage in a wood,

Little man by the window stood,

Came little rabbit running by,

Knocking at the door.

Help me! Help me! And help me! He said

Or the hunter will shut me dead.

Come little rabbit stay with me,

Happy you will be.

Great big cottage in a wood,

Great big man by the window stood,

Came little rabbit running by,

Knocking at the door.

Help me! Help me! And help me! He said

Or the hunter will shut me dead.

Come great big rabbit stay with me,

Happy you will be.

Itty bitty cottage in a wood,

Itty bitty man by the window stood,

Came itty bitty rabbit running by,

Knocking at the door.

Help me! Help me! And help me! He said

Or the hunter will shut me dead.

Come itty-bitty rabbit stay with me,

Happy you will be.

7. Twinkle Twinkle Little Stars

Twinkle twinkle little stars

How I wonder what you are?

Up above the world so high,

Like a diamond in the sky.

8. Baa! Baa! Black sheep

Baa! Baa! Black sheep

Have you any wool?

Yes sir! Yes sir! Three bags full.

One for my master, one for my dame,

One for the little boy,

Who lives down the lane.

9. Five little monkeys

Five little monkeys jumping on the bed

One fell off and bumped his head

So, mama called the doctor and the doctor said

No more monkeys jumping on the bed!

Four little monkeys jumping on the bed

One fell off and bumped his head

So, mama called the doctor and the doctor said

No more monkeys jumping on the bed!

Three little monkeys jumping on the bed

One fell off and bumped his head

So, mama called the doctor and the doctor said

No more monkeys jumping on the bed!

Two little monkeys jumping on the bed

One fell off and bumped his head

So, mama called the doctor and the doctor said

No more monkeys jumping on the bed!

One little monkeys jumping on the bed

He fell off and bumped his head

So, mama called the doctor and the doctor said

No more monkeys jumping on the bed!

10. Finger's Family

Father finger, Father finger, where are you?

Here I am. Here I am. How do you do?

Mother finger, Mother finger, where are you?

Here I am. Here I am. how do you do?

Brother finger, Brother finger, where are you?

Here I am. Here I am. how do you do?

Sister finger, Sister finger, where are you?

Here I am. Here I am. How do you do?

Baby finger, Baby finger, where are you?

Here I am. Here I am. how do you do?

11. Mummy and Papa I love you

Mummy and Papa, I love you

Come to me when I call you.

Give me a kiss when I ask you.

Mummy and papa I love you.

12. After a Bath

After a bath, I try, try, try,

To wipe myself, till I am dry, dry, dry,

Hands to wipe, fingers and toes,

Two wet legs and a shiny nose.

13. London Bridge is Falling Down

London Bridge is falling down³

London Bridge is falling down, my fair lady.

Who can help to save the bridge³

Who can help to save the bridge, my fair lady.

London Bridge is falling down³

London Bridge is falling down, my fair lady.

Super heroes, they can help³

Super heroes, they can help, my fair lady.

Now the monster, he has gone³

Now the monster, he has gone, my fair lady.

London Bridge, has now been saved³

London Bridge, has now been saved, my fair lady².

14. Here We Go Round, the Mulbi-bush

Here we go round, the mulbi-bush³

Here we go round, the mulbi-bush, so early in the morning.

This is the way, we brush our teeth³

This is the way; we brush our teeth, so early in the morning.

This is the way; we take a bath³

This is the way; we take a bath, so early in the morning.

This is the way; we dress ourselves³

This is the way; we dress ourselves, so early in the morning.

This is the way; we comb our hair³

This is the way; we comb our hair, so early in the morning.

This is the way; we say our prayer³

This is the way; we say our prayer, so early in the morning.

This is the way; we eat our breakfast³

This is the way; we eat our breakfast, so early in the morning.

This is the way; we drink some milk³

This is the way; we drink some milk, so early in the morning.

This is the way; we wear our shoes³

This is the way; we wear our shoes, so early in the morning.

This is the way; we say goodbye³

This is the way; we say goodbye, so early in the morning.

This is the way; we march to school³

This is the way; we march to school, so early in the morning.²

15. Categories

Categories, will you please? Name please, names of, animals, be quick,
 ant, be quick bear, be quick cat, be quick dog, be quick eagle, be quick fox,
 be quick goat, be quick horse, be quick insect, be quick jackal, be quick
 kangaroo, be quick lion, be quick monkey, be quick nightingale, be quick owl,
 be quick peacock, be quick quill, be quick rat, be quick snake, be quick tiger,
 be quick unicorn, be quick vulture, be quick wolf, be quick x-ray fish, be
 quick yak, be quick zebra. That's all..... finished.

(All the songs are retrieved from www.3drhymes.com)

Appendix- VI
Sample Answer Sheets