CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

English is an essential part of our daily life in contemporary society. English language is very important language, which is used all over the world as a tool for communication. Language is a systematic means of communication on through which we express our feelings, thoughts, ideas and emotions. Schools have to implement the English Curriculum which focuses on four skills: listening, speaking, reading and writing, as well as improving and enhancing their English pronunciation. (Ministry of Education 2008).

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 produce symbols" (Sapir, 1978:8).

Wardhaugh defines language as" The system of arbitrary vocal symbols used for human communication" (Wardhaugh, 1972, cited in Brown 1994: 3)
Wilking (1976) says that "Language is a system of arbitrary vocal system which permit all people in a given culture or other who have learned the system of that culture to communicato or to interact (p.3).

Wong (1987) and Zainuddin et al. (2002) point out that songs can inspire great interest and create strong motivation instead of boredom and apathy during. The lesson as songs stimulates a positive emotional attitude to language learning. Songs also support the abilities of learners in terms of reading, writing. Listening and

speaking, as well as providing opportunities for learning pronunciation, rhythm, grammar and vocabulary. The students can hear the words of a song and imitate the correct pronunciation. They can also easily recognize words and their meaning through songs. In addition, songs are good tools for teachers to design various tasks in a foreign language classroom.

Fauziati (2002) suggested that teaching English to beginners requires the teacher to adopt certain techniques. There are many ways of teaching English to young learners, but teachers should be more concerned about the most important aspect of teaching English, which is to motivate learners to learn the language. Fauziati (2002) recommended a way to increase the level of enthusiasm through the use of songs, enabling students to react strongly to the subject matter, which will in turn, lead to an increased level of interest in the material and improvement in their pronunciation. In this way Pronunciation is one of the primary language skills in English that Students should pay closer attention as it taught through Varieties of activities (Scarcella & oxford, 1994).

Pronunciation is an important skill in learning English as it creates not only the positive first impression of the speaker and but always conveys correct message between the speaker and the listener. In other words, pronunciation helps the speaker to be more clearly understood. On the other hand, it is difficult to understand incorrect pronunciation. Morley (1991) stated that it is necessary to teach English pronunciation in the ESL or EFL classroom.

Songs are authentic materials that can motivate students to learn English. Songs can inspire great motivation during a lesson because songs stimulate positive emotional attitude towards language learning. The teacher can use songs to practice linguistic areas, beginning with vocabularies and grammatical structures and ending with

rhythm, stress, fluency and pronunciation. Although there are a limited number of studies about teaching pronunciation to young learners, the research believed that teaching English pronunciation through songs to young learners can be an alternative way to improve their pronunciation. Kanlayanee Pitman (2012).

From the above definitions; it is clear that language is a system of communication which we can express our ideas, concepts, our moods, feelings and attitudes. Language is regarded as a means of human communication which plays vital role to distinguishes human from other animals.

We can realize that the importance of English language is increase day by day in the Nepali society. Many Nepalese parents want to send their children in an English medium school for the good education. Nepalese parents get ready for paid much money to the English Boarding School. So that we can guess the attraction of the English Language is very popular in Nepalese society. Nowadays Nepal Government also gives attention to the English Language since 2061 B.S. from grade one English is the Compulsory subject with 100 full marks. English is taught 5 periods per week according to the curriculums.

When we start to teach English to the beginner, we should have to be careful how they pronounce the words or sentences. If we want a student get mastery in English should be teach how pronounce the words. English Rhymes and songs have many surprising benefits for lower level students. It helps how to pronounce the words or sentences. Small children can learn many things from songs, rhymes, games with happily. So that songs and rhymes are a very good way for children to learn English. Through songs, learners can acquire a variety of useful vocabulary (Medina, 1993). Songs and music are highly memorable and help learners memorizing vocabulary and speech patterns (Yang, 2011).

Songs are valuable tools for improving learners' pronunciation (Ulate, 2008). Singing activities, with rhyme "help enhance the development of auditory discrimination skills, including integration of letter sounds, syllabification, and pronunciation of words." (Richards, Journal of creative Practices in Language Learning and Teaching S. Ara (2009) says that "Rhymes and games can be very effective tools for teaching children a foreign language."

Thus, the present study was carried out to find out the effectives of songs and Rhymes in Teaching Pronunciation.

1.2 Statement of the Problem

Teaching EFL, especially for primary level learns, involves using creative and motivating methods and techniques. Students may have problems in learning pronunciation. This study investigates the effectiveness of songs and Rhymes in teaching pronunciation. Songs and Rhymes are very useful for teaching pronunciation in primary level. Pronunciation is very important for learn English but some of the English language teachers do not give much emphasis to teach pronunciation may be they feels that teaching pronunciation is wasting the time.

The use of songs and music in teaching English is one methodology that is used to facilitate learning (Lippi, 2009). Music plays an important role in setting the tone the classroom, developing skills and concepts, helping children make transitions, and building a sense of community (Schiller, 2007).

In the national curriculum 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 that, in this present "Effectiveness of songs and Rhymes in teaching

pronunciation". So this study aims to investigate the effectiveness of songs and Rhymes in teaching pronunciation.

1.3 Objectives of the Study

The objectives of the Study are as follows:

a. To find out the effectiveness of songs and Rhymes in Improving pronunciation (word and phrase) of grade four Students.

b. To list some pedagogical implication of the study.

1.4 Research Questions

This study aimed to answer the following questions:

a. What is the effectiveness of English songs and Rhymes to teach and learn English pronunciation ?

b. Why is the English songs and Rhymes are important to the teaching English for primary levels?

1.5 Significance of the Study

Language is very important for us to communicate each other. Human beings can share their feelings, emotions, ideas, thoughts, through the language. On the other hand, people can communicate by using sign and symbols also. All over the world people use different types of language to communicate each other. Most of the people speak English language in the world.

The basic things of language is pronunciation. The beginner learners should be learned how to pronounce the words and sentences. Correct pronunciation shows the prestige of speaker in the context of Nepal too. This study mainly focuses on the pronunciation of Nepalese learner, who use English as their third or fourth language and have very poor social background as they are Rai and Magar students. This study

would give some ideas to teach pronunciation in primary level. It may help the fourth graders' to improve their pronunciation as a result of using songs and Rhymes.

This study would be useful to give the direction to curriculum planner, linguists, subject specialist, textbook writers, teachers, students and all those who concerned personnel.

1.6 Delimitations of the Study

This study had the following delimitations:

1. This research was limited to only one school, Morning Glory English Boarding School, Belaka – 9, Udayapur

2. Only the students of grade four took part and they were taught for 26 days.

3. The sample size was 34 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 songs and Rhymes (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 private school of Udayapur District.

8. The primary data was collected from oral test.

1.7. Operational Definitions of the Key Terms

Songs: songs are composed of elements such as melody, harmony, timbre, rhythm, tempo and lyrics. A Song is a piece of music that features a human voice and generally contains words or lyrics.

Rhyme: Correspondence of sound between words or the ending of words, especially when these are used at the ends of lines of poetry.

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 subject which gets the special treatment in an experimental research.

R.P: Received Pronunciation (The Standard form of British English Pronunciation)

GA: General American

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND THERETICAL FRAMEWORK

2.1 Theoretical Review

Language is the most important gift for the human civilization. Language is the most advanced the powerful means of human communication. It is species 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 giving information, transmitting human civilization, literature political and diplomatic activities and human achievements. There are many languages in the world. Among them English language is mostly used in the world. It is an international lingua franca. Most of the literature is architecture, technology, history are written in English language.

Among several languages the English language is most widely used. It is an international lingua fraca. According to Harmer (2008,p,18) "It is the international language and a vital tool for any students to be successful in communication." So that English language is very important in the world.

2.2 Review of Empirical Literature

There are many studies on effectiveness of different techniques to teach different skill songs and Rhymes That the Researcher used as literature. But no study on "Effectiveness of songs and Rhymes in teaching pronunciation" is carried out so far. I have made an attempt of reviewing the related studies which are presented as follows: Chaudhary (2007) carried out research on "The Effectiveness of Teaching vocabulary through Songs and Rhymes". The main objectives of the study was to find out that songs and Rhymes can help learners to their vocabulary. He used primary and secondary sources of data collection system. He found that vocabulary teaching

through songs and rhymes is effective than traditional way of teaching vocabularies. And he has shown difference percentage 22.25% better from songs and rhymes in holistic comparison that was achieved by the experimental group.

Similarly, Pandey (2007) conducted a research entitled "Effectiveness of Imitation drill in teaching pronunciation". The main objectives of study was to find out the effectiveness of imitation drill in teaching pronunciation and compared the students' pronunciation in terms of boys' versus girls' performance. He used primary source of data. He found that the experimental group excelled the control group by 8.05% in the total performance. He concluded that the boys of controlled group performed better than the girls of controlled group and in total performance, girls of experimental group performed better than the boys of experimental group.

Likewise, 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 tens 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 girl's counterpart.

Widiastuti (2008) conducted a research entitled " The Effectiveness of games and songs in Teaching English Vocabulary to the Fourth Grade students of SDN 1 Baturetno, Wonogiri". The objectives of this final project report are

 1.) To describe the process of teaching vocabulary for students by using games and songs, and

 2.) To describe how effective, entertaining and fun in teaching English vocabulary by using games and songs. To find out the conclusion of the objectives, the writer did an observation and teaching activity she had taken primary data from the fourth grade students. She found that both games and songs can be an alternative way to make the learning process fun and effective.

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 Madhayamik Vidhyalaya, Matatirtha, Kathmandu. The major findings of his study are.

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

Similarly, Giri (2008) carried 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.

Likewise 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.

Similarly, Gyawali (2010) carried out research entitled "Use of Recorded Materials to Improve pronunciation". He found that 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 the classroom while designing the syllabus since the recorded materials have great value to teach English language.

Likewise Pimwan (2012) carried out a research work entitle "The Effect of Teaching English Pronunciation through songs of Prathomsuksa 4 students at Watratchaphatigaram school The main objective of this study was to explore the effect of teaching English pronunciation through songs with prathomsuka 4 students at Watratchaphatigaram School, Bangkok. The purposive Sampling group consisted of 22 Prathomsuka 4 students. The data were statistically analyzed by mean standard deviation and t-test dependent. The findings revealed that the English pronunciation ability of the participants were at different levels. The researcher found that the participants were able to pronounce the final sounds more accurately after learning English through songs.

Similarly, Neupane (2015) carried out a research work entitled "Use of Recorded English songs to Improve Pronunciation." The main objective of the study was to find out students pronunciation improvement through recorded English songs at primary (five graders) level. She used primary source of data collection system. She found that

the experimental group that was taught by using recorded English songs achieved better marks than the control group that was taught as usual.

Likewise Nurhudyah (2018) carried out a research work entitled "The Effectiveness of Teaching vocabulary by using Nursery Rhymes to the first Grade students at MTs DDI pattojo". The main objective of the study was to determine the effect of teaching vocabulary by using nursery Rhymes. Therefore, the principal problem was only one that is to what extent are Nursery Rhymes effective to teaching vocabulary at the first grade students of MTs DDI Pattojo soppeng. The study was using quasi Experimental Design, exactly "Non- equivalent control Group Design. The Study involved 60 students, first grade students in MTs DDI Pattojo Soppeng. She found that the Nursery Rhymes were effective in teaching vocabulary for the first years of junior high school students.

This study 'effectiveness of songs and Rhymes in Teaching pronunciation is different from above studies but Neupane's study 'used of recorded English Songs to improve pronunciation' seems a little related to mine but she studied only recorded English songs to improve pronunciation in grade five. Thus, none of these studies touched on my research study.

2.3 Implication of Reviewed literature

Literature reviewed provides guidelines the further study. It makes us re-internalize the established knowledge and principle. It provided a theoretical background to the study and gives more knowledge about the research area. It helps to develop a systematic methodology to solve the research problems and to found different parts of the knowledge. Reviewed of literature provides the research guidelines to develop the

study and helps to collect the different types of data. Literature reviewed establishes a clear understanding on trends and patterns it provides theories, tools, techniques, ideas, gaps, strengths etc. So that researcher could develop confidence as well as theoretical concept on study.

2.3.1. Importance of the English Language

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

1. English is the most commonly spoken language in the world. One out of five people can speak or at least understand English !

2. English is the language of science, aviation, computers, diplomacy and tourism knowing English increases your chances of getting a good job in a multinational company within your home country or finding work abroad.

3. English is the official language of 53 countries. This is a lot of people to meet and speak too.

4. English is spoken as of first language by around 400 million people around the word.

5. English is the language of the media industry. If you speak English, you won't need to rely on translations and subtitles any more to enjoy your favorite books, songs, films and TV shows.

6. English is also the language of the internet, many websites are written in in English. You will be able to understand them and to take part in forums and discussion.

7. Since English is spoken in so many different countries there is thousands of school around the world that offer programmers in

English. If you speak English there're lots of opportunities for you to find an appropriate need.

(https://www.british.study.com)

2.3.2 Pronunciation: An Introduction

Pronunciation is the way in which a word or a language is spoken. Pronunciation is very important for the primary level learners. All the language has different aspects like speech, sound, pronunciation, spelling, vocabulary, grammar and meaning. Among these different aspects of language the pronunciation is very important aspects. All the language learners should know how to produce a word a utterance correctly.

In the primary level learner's teacher should be also more focus on pronunciation also. Teacher should be made good environment for the good pronunciation of any language. Small children are good imitators and followers. They can learn easily by listening. So that age and environment play a very important 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 sound of his/her mother makes and imitating them. If a baby is born deaf he/she cannot here these sound and therefore cannot limited 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 know 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).

Therefore, language learners should be more practice in pronunciation in the very beginning of their life, for developing pronunciation. In this way pronunciation helps the people to understand what the speaker says. Therefore, this study mainly concerns the effectiveness of songs and Rhymes in teaching pronunciation of the primary level of Nepalese students. Thus, it analyses the learning way of pronunciation of four graders of primary level.

2.3.2.1. Teaching Pronunciation

The terms 'pronunciation' refers to the way in which a language or a particular word or sounds pronounced, Pronunciation involves far more than individual sounds, word stress, sentences stress, intonation and word linking all influence, the sound of spoken English.

Pronunciation plays vital role in both our personal and social lives. It helps in conveying our meaning in discourse for practical transactions as well as personal interaction. 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. Teaching pronunciation is regarded as an important aspect of Language teaching / learning. The aim of

teaching pronunciation is to develop spoken language that is easy to understand. It serves the learners' individual needs and allows of positive image of them as a speaker of a foreign language. Teaching pronunciation basically involves the task of making the students able to make use of sound, stress and intonation accurately of appropriately at least for successful communication. It is the communicative value of pronunciation that makes the teaching of pronunciation important.

According to Keneorthy (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: Ken worthy (ibid), believers that there is 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. Ken worthy (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 Identify: 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:
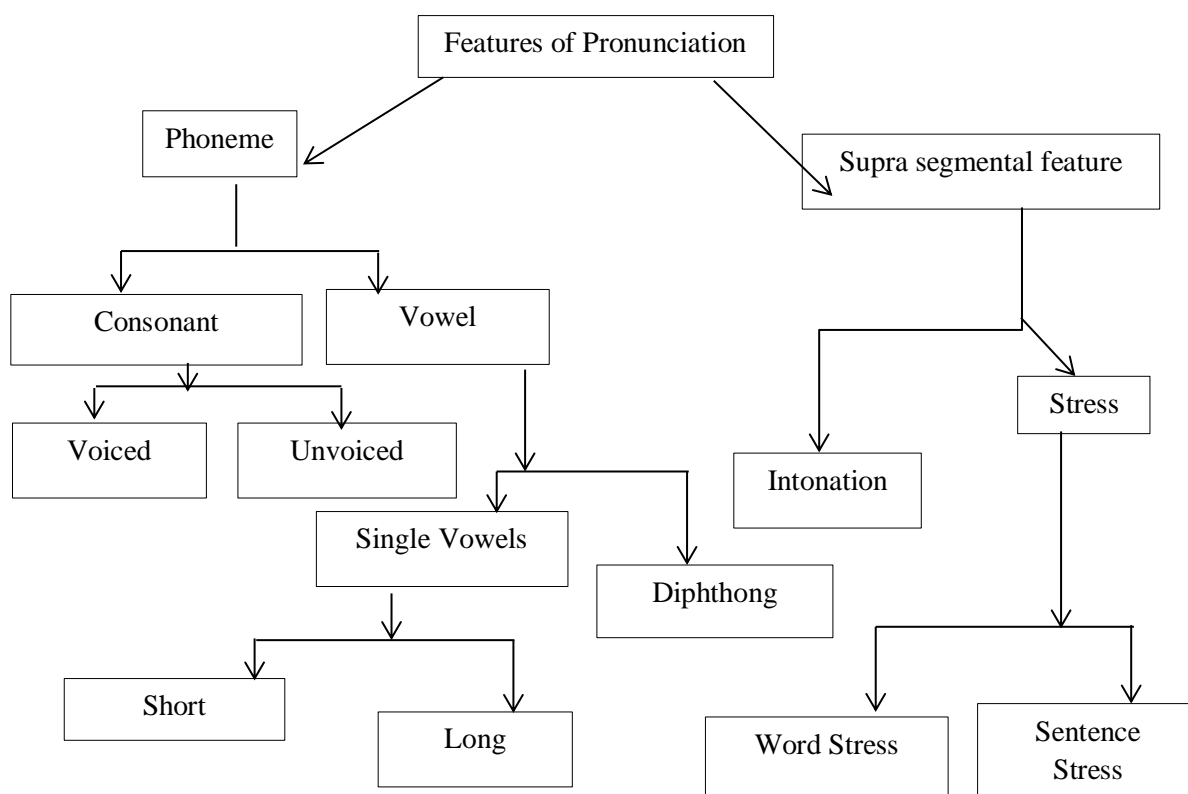
Source: Kelly (2006:1)

2.3.2.3 Principles of Teaching Pronunciation

Pronunciation is the way in which we pronounce a word and convey something about ourselves to people. Pronunciation refers to the production of sounds that we use to make meaning, while learning sound patterns refers to learners using targeted sounds and sound patterns as quickly and interactively as possible.

According to Nanan (2003) classified the principles of teaching pronunciation into five types as follows:

1. Foster intelligibility during spontaneous speech Nunan explained that a lesson should engage learners through using sounds in more personalized ways and through more spontaneous speech.

2. Keep affective considerations firmly in mind. According to Nanan, there are many learners who have what they believe to be very good reasons to resist the efforts of a teacher to modify their English pronunciation.

3. Avoid the teaching of individual sounds in isolation Nunan claimed that it was almost always more effective to illustrate and practice sounds within the contexts of whole phases, short sentences, and interactive classroom tasks.

4. Provide feedback on learner progress. Nunan suggests that teachers support the efforts of learners, guide them, and provide cues for improvement. Furthermore, feedback can be provided by the classroom teacher, by peers and though self- awareness.

5. The realization that the learner controls the process of changing their pronunciation Nunan believes that teachers can provide guidance and create opportunities for practice, but claims that the learners are ultimately responsible for any changes that may eventually take place.

2.3.2.4. Some Techniques and Activities to Teach Pronunciation

There are some techniques and activities to teach pronunciation. There are some problems in teaching pronunciation there are some which and techniques, which make the students pronounce the words meaningful and correct way. Kelly (2000) classified six techniques and activities to teach pronunciation including drilling, chaining, open pairs drilling, substitution drilling, minimal pairs and related activities, and reading

activities . Some of the processes used by Nanan are similar to the techniques and activities suggested by Kelly.

1. Drilling: Drilling simply involves the teacher saying a word or structure and getting the class to repeat it. Drilling aims to help students achieve better pronunciation of language items, and to help them to remember new items.

2. Chaining: Chaining can be used for sentences which are difficult to pronounce, either because they are long, or because they include difficult words and sounds. The teacher isolates parts of the sentences, modeling them as a separate piece for students to repeat, and gradually building the sentence up until it is complete.

3. Open pairs drilling: Another common Variation is opening pairs drilling. Fox example, question and answer drills might be set up across the class, with one student asking, another responding, and so on. Having drilled a question and received the answer individually and chorally, the teacher (T) uses prompts and invites students to question each other and respond in turn across the class.

4. Substitution drilling: Substitution drilling is another important and useful variation. This involves drilling a structure, but substituting items of vocabulary into the sentences.

5. Minimal pairs and related activities: Teachers can use minimal pairs to good advantage in the classroom as a way of focusing on sounds which have been causing difficulties for students. Some ideas for activities based around minimal pairs are:

    i. Students are given lists of words and work with a partner to decide which words have a particular sound,

ii. Students might also listen to a succession of words, and decide how many times a particular sound is heard,

iii. Sounds can also be contrasted by appearing in close proximity to each other. The teacher can drill these utterances chorally and individually,

iv. The teacher can also ask students to listen for the odd one out among a list of words that they have provided,

6. Reading activities : Reading aloud offers opportunities for the study of links between spelling and pronunciation, of stress and intonation, and of the linking of sounds between words in connected speech.

Likewise, Ur (1996), gives the following idea 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 drill (Varied speech, 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.

In this study, the researcher applied some of these techniques to use in activities such as drilling, chaining, open pairs drilling, substitution drilling, Minimal pairs and related activities and reading activities. Since this study was focused on primary level

of students (i.e. four graders), the researcher had chosen English songs and rhymes to teach pronunciation which is the reliable source for the exposure of the language.

2.3.3 Songs and Rhymes: An Introduction

Songs and Rhymes are delightful and culturally rich resources of contextualization provides students with the ample opportunities to learn all the aspects of language. Dubin (1974) says that "Songs can be utilized as presentation contexts, as reinforcement materials as presentation contexts, as reinforcement materials as vehicles through which to teach all language skills and as a medium through which to present some of the most important cultural themes which pervade modern life." Songs and rhymes are teaching materials that teacher can use with young learners. Lo and Li (1998) stated that songs play a significant role in motivating students to learn English. Singing songs and listening to music are enjoyable for learners. They are more relaxed and attentive than usual and therefore more receptive to learning. Songs can be motivated and captive the attention of foreign language learners. They can support the development of the ability of a learner to read, write, listen and speak as well as providing opportunity for learning pronunciation. In this way, songs and Rhymes are useful to teach new vocabulary, an idiomatic expression, pronunciation and even various aspects of culture. English songs and Rhymes play vital role to improve listening and speaking habit of the students too. So that songs and Rhymes are a great way for children to learn English.

2.3.3.1 Development Pronunciation through Songs and Rhymes

Songs and rhymes are very important for developing pronunciation. They can be motivating for students to learn language happily.

There are 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/Rhymes)

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 language 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 go 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 from 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.
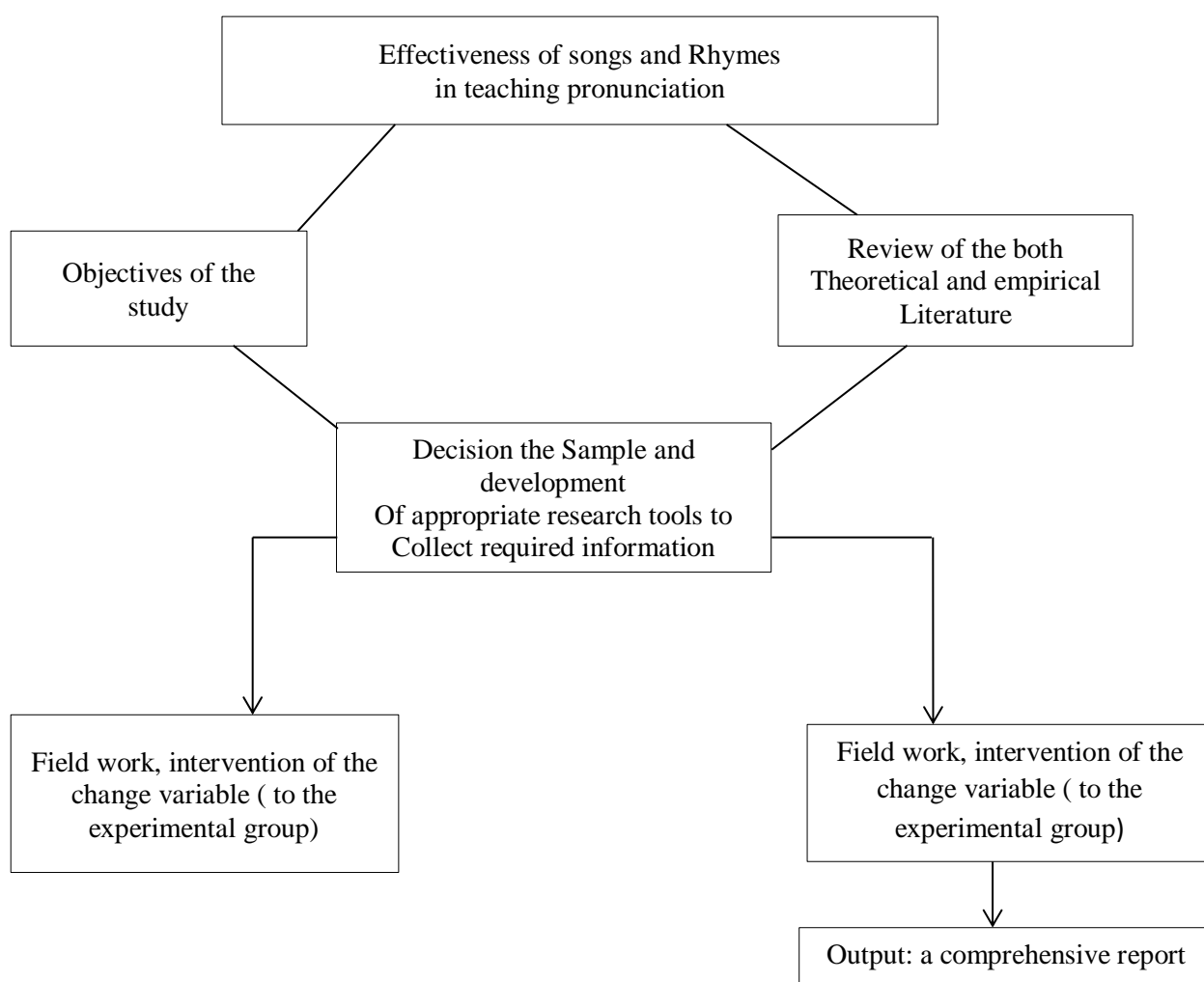
(http://en.wikipedia.org|wiki:|Rhyme)

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 contraction as being 'incorrect', only used in slang. Not all words within a phrase carry the same weight. (http://en.wikipedia.org|wiki|Rhyme) Songs and Rhymes are a wonderful way to learn language. They improve speaking skills and good pronunciation. It can be an effective technique to teach pronunciation for primary level learners. Pronunciation is an important skill so teacher should pay attention to teach pronunciation. Songs and rhymes may motivate students to learn English and learners can improve their English Pronunciation.

2.4 Conceptual Framework

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                    │  Effectiveness of songs and │
                    │      Rhymes in teaching     │
                    │        pronunciation        │
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            │ Objectives of the│      │  Review of the both     │
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       │ Field work, intervention │  │ Field work, intervention │
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CHAPTER THREE

METHODOLOGY

The research had adopted the following methodology to accomplish the objectives of the study.

3.1. Design of the Study

Effectiveness of songs and Rhymes in teaching pronunciation is an experimental research. An experimental research is carried out in order to see the cause effect relationship between variables. According to 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).

To find out effective of Songs and Rhymes in teaching pronunciation. I make two groups: Control group and experimental group. Independent variables are introduced on the treatment group and the change that is attributed by its presence is measured calculating in contract to a control group.

In education research most frequently studied, dependent variables are achievement, motivation, and attention, interest in learning, participation and attitudes. The common independent variables that are manipulated are teaching methods, types of assignments, types of question 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 (Neupane 2015) (p.26)

There are different designs of experimental research, the research 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 the experiment which helped to find out the proficiency level of the groups. The pretest was administered in both groups after the intervention and

the result of both groups were taken as a matter of study. The 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 $O_2 – O_1$ and $O_4 – O_3$, so that , it could easily be ascertained whether (or not) the treatment had a differential effect on the groups. (Naupane 2015) (p.26,27)

3.2 Population and Sample

The population of the study was the students of grade four studying in Morning Glory English Boarding School, Belaka-9 in Udayapur district. The whole number of the students were 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' applied 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 and teaching has been. Language teacher use the tests as instruments to understand students' strengths and weakness to argue. Their process to determine their achievement level (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 'Wonder English Book G-4'. 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 research was herself the teacher of Morning Glory English Boarding School who used to teach English in lower secondary level. So, she talked to the Head teacher Mr. Bhusan Kumar Rai 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 are 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 mobile phone 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 the merit list (highest to lowest). All odd numbered students had been put into experimental group and all even roll numbered students into a controlled group. The group division was as follows:

Roll Number 1-34	Experimental Group Odd	Controlled Group Even

The controlled group was taught without using English recorded Songs and Rhymes. That is the research pronounced the words herself (conventional teaching); While the Experimental group was taught with English songs and Rhymes. The songs were retrieved on 6th Falgun 2076 from internet source (chuchu TV on Spottily – https://spoti.fi/2R4e4L1).   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 lesson, 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 songs and Rhymes in teaching 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 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 62.70% (i.e. 31.35 marks in average) marks in the post test and only 40.11% (i.e. 20.06 marks in average) marks in the pretest (see table no.1).

2. The important finding of this study is that both the group have achieved almost similar scores that are 37.29% marks by controlled group and 42.94% marks by experimental group in the pretest but in the posttest the experimental group scored 77.18% marks whereas the controlled group could score only 48.23% marks. In the posttest the experimental group increased its score by 34.24% marks whereas the controlled group could increase only by 10.94% (see table no 2 and 3).

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 and posttest mean score of both groups is the result of focused teaching of one month's practice (or the use of songs and Rhymes) or just simply due to the sampling error. I was found out that t- value (-15.22) of pretest: Posttest mean score of the controlled group was greater than the table value (2.120) at 5% level of significance of two tailed test.

Similarly, That t-value (-40.76) of pretest: posttest mean score of the experimental group was greater than the table value (2.120) at 5% level of significance of two tailed test.

4. Furthermore it was found out that t-value (-18.09) of posttest mean score of the controlled group and the experimental group was greater than the table value (2.042) 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 37.29% and 42.94% correct words, 47.53% and 42.94% words with error and 15.18% and 13.53% words were not pronounced respectively by the both groups.

6. In posttest the controlled group and the experimental group pronounced 48.23% and 77.18% correct words, 39.53% and 18.70% words with error and 12.23% and 4.12% 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 28.95% more correct words. They were able to reduce words with error 20.83% and pronouncing 8.11% 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 mobile and projector 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 English songs and Rhymes) proves that the English songs and Rhymes 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 and 3). This data shows the use of songs and rhymes 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 English songs and Rhymes) 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 English songs and Rhymes).

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.

4.2.1. Holistic Analysis

In this comparison, the total marks obtained by each students in the both tests were compared in whole. The correct answers were 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	317	18.65	37.29	410	24.12	48.23	93	5.47	10.9
Experimental	365	21.47	42.94	656	38.59	77.18	291	17.12	34.2
Total	682	20.06	40.11	1,066	31.35	62.70	384	11.29	22.55

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 posttest. According to the table the controlled group scored 37.29% marks or 18.65 marks in average in the pretest whereas in the posttest the group was able to score 48.23% marks or 24.12 marks in average. This shows the controlled group was able to increase its marks by 10.9% marks or 5.47 marks in average. It also shows that the experimental group scored 42.94% marks or 21.47 marks in average in pretest is much similar to the score of the controlled group likewise in the posttest the experimental group improved much better and scored 77.18% marks or 38.59 marks in average. In total both the groups scored 40.11% or 20.06 marks in average in pretest. But in the posttest they were able to score 62.70% or 31.35 marks in average. This showed that the one month's rigorous practice (or use of songs and Rhymes) helped to score better marks.

4.2.2. 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 and Rhymes. 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	%
850	317	18.65	37.29	365	21.47	42.94	48	2.82	5.65

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 37,29% marks or 18.65 marks in average out of 850 marks whereas the experimental group achieved 42.94% marks or 21.47 marks in average out of 850 marks. Both the groups are found to be almost equal in the beginning of the experiment.

4.2.3. Analysis of the Posttest Achievement of Both Groups

After the was administered to 34 students, the experimental group was taught with the help of English songs and Rhymes 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 of 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 mark	Controlled			Experimental			Difference		
	score	Average	%	score	Average	%	Score	Average	%
850	410	24.12	48.23	656	38.59	77.18	246	14.47	28.95

Table no.3 shows the score achieved by the students in the posttest. According to the table the controlled group scored 48.23% marks or 24.12 marks in average whereas the experimental group scored much better marks in average whereas the experimental group scored much better marks that was 77.18% marks or 38.59 marks in average.

Here, it can be clearly seen that the experimental group has exceeded the controlled group by 28.95% marks or 14.47 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 songs and Rhymes 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 songs and Rhymes or simply by the sampling error. That is why to prove the usefulness of English songs and Rhymes to improve pronunciation, 't- test' (the of significance of the difference between two means) was applied. In analysis if 't' value was greater than calculated value.

4.3 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.

4.3.1 T- test of Mean Score 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 = 17-1 =16

    iii.   Calculation of mean, variance, standard deviation, Coefficient of Correlation and t- test

Pretest Achievement of Controlled Group

So,

Mean $\overline{X}$	SD(σ)	variance (σ^2)
18.64	4.98	24.81

Posttest Achievement of Controlled Group

So,

Mean $\overline{(x)}$	SD(σ)	Variance (σ^2)
24.12	5.76	33.27

Here, pretest and posttest achievement of controlled groups had been compared. Mean scores of the pretest and posttest of controlled group are 18.64 and 24.12. In this way calculation of mean, variance and standard deviation also had been compared.

4.3.1.1. Computation of Coefficient of Correlation

Table No.4: Pretest Score and Posttest Score of Controlled Group:

Pretest (x) Score	Post-test (y) Score	x(x-x̄)	y(y-ȳ)	xy	x^2	y^2
32	40	13.36	15.88	212.16	178.49	252.17
28	37	9.36	12.88	120.56	87.61	165.89
24	28	5.36	3.88	20.79	28.73	15.05
20	25	1.36	0.88	1.19	1.85	0.77
17	22	-1.64	-2.12	3.47	2.68	4.49
14	19	-4.64	-5.12	23.76	21.53	26.21
15	19	-3.64	-5.12	18.64	13.25	26.21
19	23	0.36	-1.12	-0.40	0.13	1.25
15	23	-3.64	-1.12	4.07	13.25	1.25
13	19	-5.64	-5.12	28.87	31.81	26.21
18	22	-0.64	-2.12	1.36	0.41	4.49
20	25	1.36	0.88	1.19	1.85	0.77
19	24	0.36	-0.12	-0.04	0.13	0.01
17	22	-1.64	-2.12	3.48	2.68	4.49
14	21	-4.64	-3.12	14.48	21.53	9.73
17	21	-1.64	-3.12	5.12	2.68	9.73
15	20	-3.64	-4.12	14.99	13.25	16.97
				$\sum xy =$ 473.69	$\sum x^2 =$ 421.86	$\sum y^2 =$ 565.69

Here, coefficient of correlation(r) = $\dfrac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$

(r)= $\dfrac{473.69}{\sqrt{421.86 \times 565.69}}$ = $\dfrac{473.69}{\sqrt{238,641.98}}$ = $\dfrac{473.69}{488.51}$ (r)= 0.97

4.3.1.2 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:

$$SE_D O^R \sigma_0 = \sqrt{\sigma M_1{}^2 + \sigma M_2{}^2 - 2r\, \sigma M_1,\, \sigma M_2}$$

Here,

$\sigma M1$ = Standard error (SE) of the mean of Pretest

$$\sigma M1 \quad = \frac{\sigma 1}{\sqrt{N_1}} \quad = \frac{4.98}{\sqrt{17}} \quad = \frac{4.98}{4.12} \quad = 1.21$$

Next.

σM_2 = Standard error (SE) of the Posttest

$$\sigma M_2 = \frac{\sigma 1}{\sqrt{N_2}} \quad = \frac{5.76}{\sqrt{17}} \quad = \frac{5.76}{4.12} \quad = 1.39$$

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

$$= \sqrt{(1.21)^2 + (1.39)^2 - 2 \text{x} o.97 \text{x} 1.21 \text{x} 1.39}$$

$$= \sqrt{1.46 + 1.93 - 3.26}$$

$$= \sqrt{3.39 - 3.26}$$

$$= \sqrt{0.13}$$

$$= 0.36 \text{ ans.}$$

So,

$$T = \frac{M_1 - M_2}{\sigma n} \quad = \frac{18.64 - 24.12}{0.36}$$

$$= \frac{-5.48}{0.36} \quad = -15.22 \text{ ans.}$$

Here, the t-value (-15.22) is greater than the table value of 5% level of significance in two tailed test (2.120) on 16th degree of freedom. So, the null hypothesis is rejected. This proved that there is significance difference between pretest and posttest mean score of the controlled group

4.3.2 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 = 17-1=16

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

Pretest Achievement of Experimental Group

So,

Mean $\overline{x}$	SD(σ)	Variance (σ^2)
21.47	5.12	26.27

Posttest Achievement of Experimental Group

So,

Mean ($\overline{x}$)	SD(σ)	Variance(σ^2)
38.59	4.75	22.59

Here, pretest and posttest achievement of experimental groups had been compared. Mean scores of the pretest and posttest of experimental group are 21.47 and 38.59. In the posttest the experimental group improved much better.

4.3.2.1 Computation of Coefficient of Correlation

Table No.5: Pretest score and Posttest Score of Experimental Group

Pretest score(x)	Posttest Score(y)	x(x-x̄)	y(y-ȳ)	xy	x^2	y^2
30	47	8.53	8.41	71.74	72.76	70.73
29	43	7.53	4.41	33.21	56.70	19.45
28	46	6.53	7.41	48.39	42.64	54.91
25	43	3.53	4.41	15.57	12.46	19.45
23	40	1.53	1.41	2.16	2.34	1.99
25	38	3.53	-0.59	-2.08	12.46	0.35
18	35	-3.47	-3.59	12.46	12.04	12.89
17	32	-4.47	-6.59	29.46	19.98	43.43
14	33	-7.47	-5.59	41.76	55.80	31.25
16	36	-5.47	-2.59	14.17	29.92	6.71
16	32	-5.47	6.59	36.05	29.92	43.43
21	39	-0.47	0.41	-0.19	0.22	0.17
20	37	-2.13	-1.59	3.39	4.54	2.53
17	36	-4.47	-2.59	11.58	19.98	6.72
25	43	3.53	4.41	15.57	12.46	19.45
26	43	4.53	4.41	19.98	20.52	19.45
15	33	-6.47	-5.59	36.17	41.86	31.25
				∑xy=389.39	∑x^2=446.6	∑y^2=384.17

Here, Coefficient of Correlation (r) = $\dfrac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$

(r) $= \dfrac{389.39}{\sqrt{446.6 \times 384.17}}$ $= \dfrac{389.39}{\sqrt{171,807.02}}$ $= \dfrac{389.39}{414.49}$ $= 0.94$

4.3.2.2 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:

$SE_D OR \sigma_D = \sqrt{oM_1{}^2 + oM_2{}^2 - 2roM_1,oM_2}$

Here,

σM_1 = Standard error (SE) of the Mean of Pretest

$$\sigma M_1 = \frac{\sigma^1}{\sqrt{N_1}} = \frac{5.12}{\sqrt{17}} = \frac{5.12}{4.12} = 1.24$$

Next,

σM_2 = Standard error (SE) of the Posttest

$$\sigma M_2 = \frac{o^2}{\sqrt{N_2}} = \frac{4.75}{\sqrt{17}} = \frac{4.75}{4.12} = 1.15$$

Now,

$$SE_D OR \sigma_D = \sqrt{\sigma M^2_1 + \sigma M^2_2 - 2r\sigma M_1, \sigma M_2}$$

$$= \sqrt{(1.24)^2 + (1.15)^2 - 2 \times 0.94 \times 1.24 \times 1.15}$$

$$= \sqrt{1.54 + 1.32 - 2.68}$$

$$= \sqrt{2.86 - 2.68} \qquad = \sqrt{0.18} \qquad = 0.42$$

So,

$$t = \frac{M_1 - M_2}{\sigma^n} = \frac{21.47 - 39.59}{0.42} = \frac{-17.12}{0.42} = -40.76$$

Here, the t-value (-40.76) is greater than the table value of 5% level of significance in two tailed test (2.120) on 16th degree of freedom so null hypothesis is rejected. This shows there is significant differences between these two means. And this difference occurred due to the use of recorded English Songs.

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

Table No. 6: Mean and variance of Controlled Group and Experimental Group in Posttest

Group	Mean ($\bar{x}$) of Posttest	Variance (σ^2)
Controlled	24.12	33.27
Experimental	38.59	22.59

a) Null Hypothesis: There is no significant difference between these two means scores.

b) Degree of freedom: Since these are the independent Samples so;

$$DF = N_1 + N_2 - 2$$

$$= 17 + 17 - 2 = 32$$

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

SE_D or σ_D

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:

$$\text{Pooled SD } (\sigma) = \sqrt{\frac{(N_1-1)\, \sigma^2_1 + (N_2-1)\, \sigma^2_2}{N_1 + N_2 - 2}}$$

$$= \sqrt{\frac{(17-1)\, 5.76 + (17-1)4.75}{17 + 17 - 2}}$$

$$= \sqrt{\frac{16 \times 5.76 + 16 \times 4.75}{34.2}} \qquad = \sqrt{\frac{92.16 + 76}{32}}$$

$$= \sqrt{\frac{168.16}{32}} \qquad = \sqrt{5.25} \qquad = 2.29$$

Again,

$$\sigma D = \sqrt{\frac{1}{N_1} + \frac{1}{N_2}} \qquad = 2.29\sqrt{\frac{1}{17} + \frac{1}{17}}$$

$$= 2.29\sqrt{\frac{1+1}{17}} \quad 2.29\sqrt{\frac{2}{17}} \quad = 2.29\sqrt{0.12}$$

$$= 2.29 \times 0.35 \qquad = 0.80$$

e) Calculation of t – Value

$$t = \frac{M_1 - M_2}{\sigma D} \quad = \frac{24.12 - 38.59}{0.80} \quad = \frac{-14.47}{0.80} \quad = -18.09$$

Since, t-value (-18.09) was greater than the tabulated value (2.042) 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 songs and Rhymes definitely improved the pronunciation of the student.

4.4 The Result of students' Response 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

Pretest Score of controlled Group

Correct words: 7.29%
Error words: 47.53%
Unpronounced words: 15.18%

Posttest Score of Controlled Group

Correct words: 48.23%
Error words: 39.53%
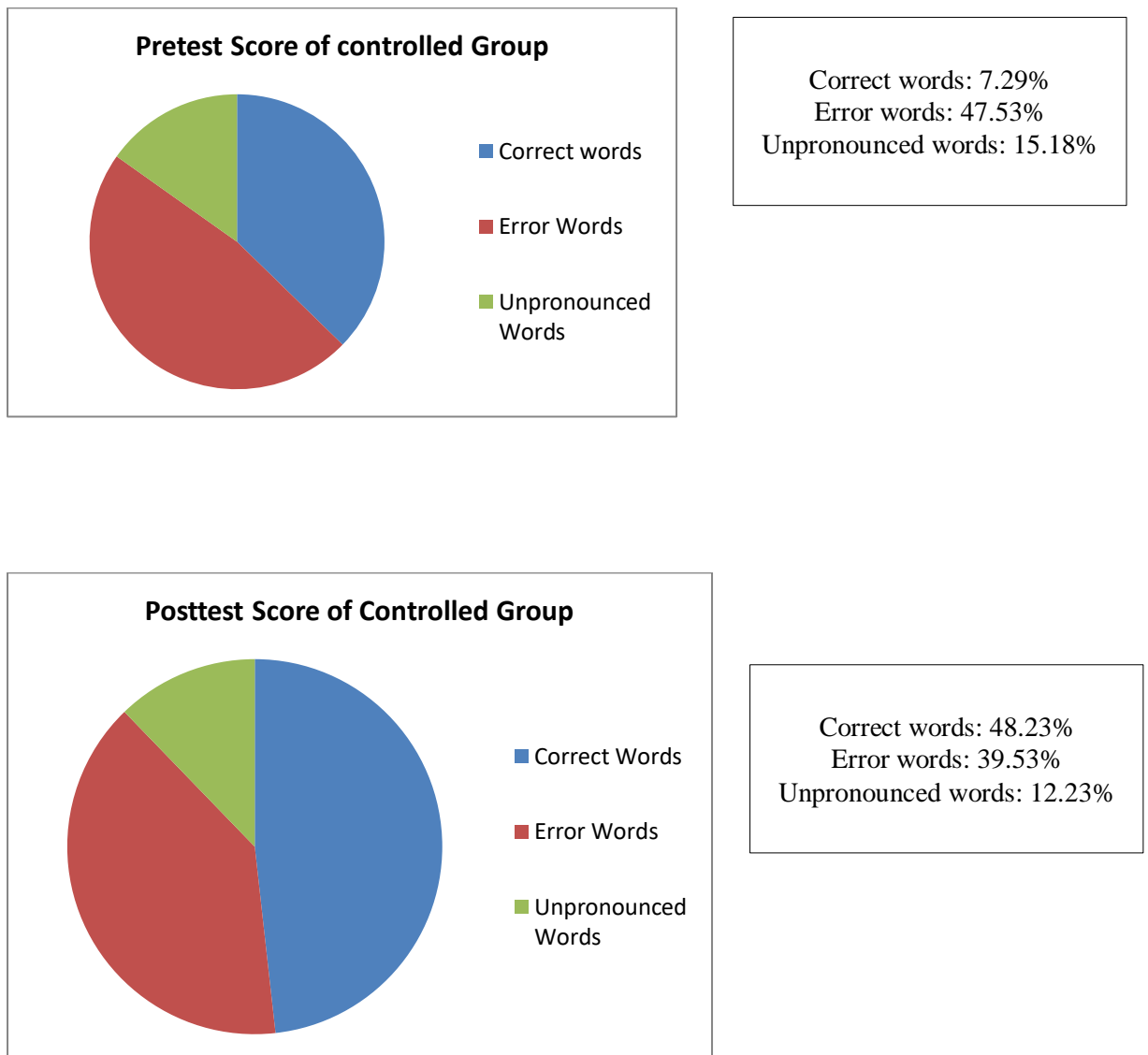Unpronounced words: 12.23%

Figure No.1 clearly shows that the students pronounced 37.29% (i.e.317) words correctly, 47.53% (i.e. 404) words with error and 15.18% (i.e.129) words were not pronounced in the pretest. Whereas the students pronounced the 48.23% (i.e.410) words Correctly,(39.53% (i.e.336) words with error and only 12.23% (i.e.104) words were not pronounced in the posttest.

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

Pretest score of Experimental Group

- Correct Words
- errror Word
- Unpronounced Words

Correct words: 42.94%
Error words: 43.53%
Unpronounced words: 13.53%

Posttest score of Experimental Group

- Correct Words
- Error Words
- Unpronounced Words

Correct words: 77.18%
Error words: 18.70%
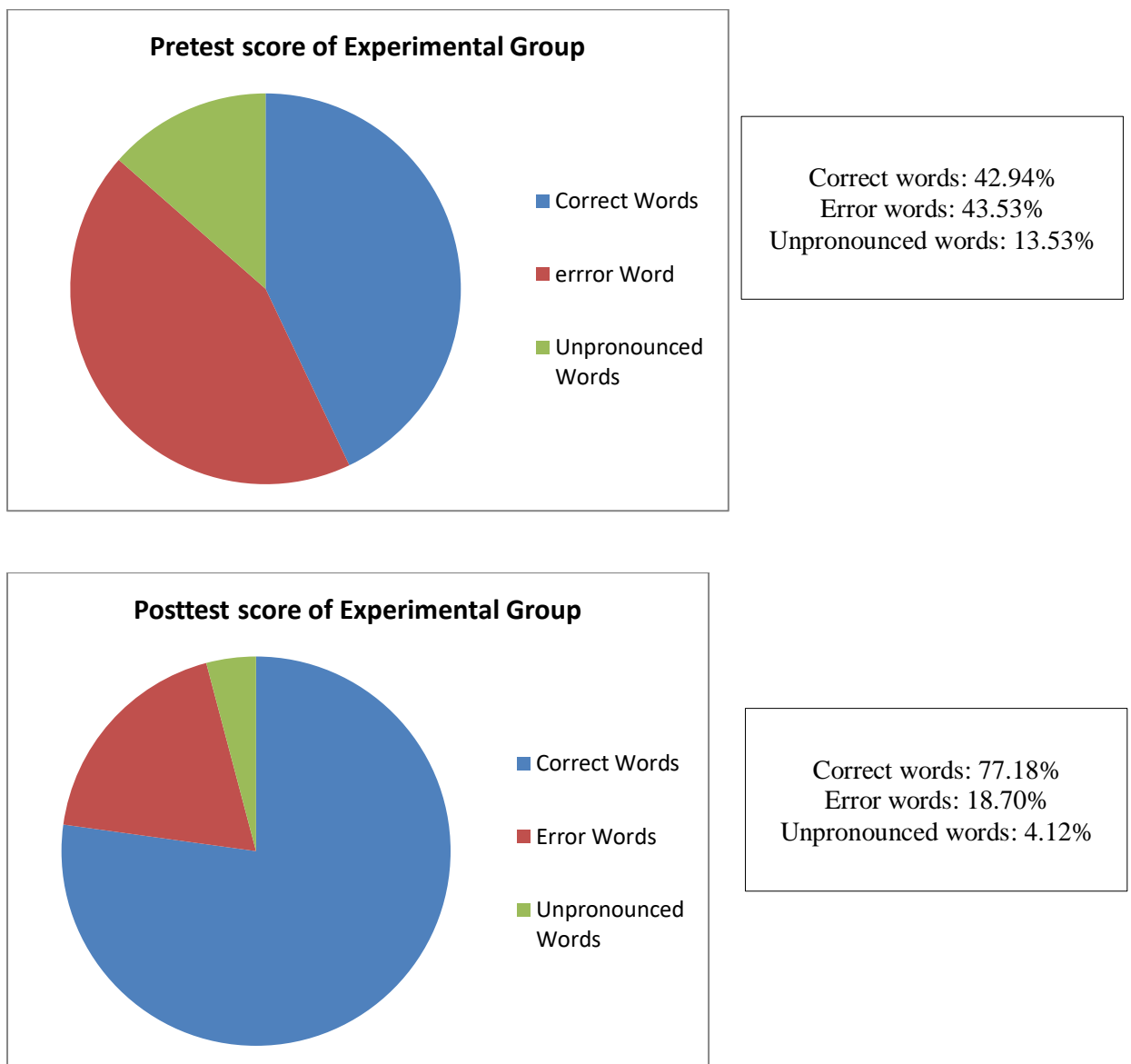Unpronounced words: 4.12%

Figure No.2 The above pie chart shows students pronounced the 42.94% (i.e. 365) words correctly, 43.53% (i.e. 370) words with error and 13.53%(i.e.115) words were not pronounced in the pretest. Likewise in the posttest the students pronounced the 77.18% (i.e. 656) words correctly, 18.70% (i.e. 159) words with error and 4.12% (i.e. 35) words were not pronounced.

4.4.1. 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 42.94% and 37.29% words correctly. But in posttest analysis it was found out that the experimental group improved themselves and pronounced 77.18% words whereas the Controlled group only pronounced 48.23% words. They pronounced 28.95 more words. If we compare erroneous words; experimental group pronounced 18.70% words with error whereas Controlled group pronounced 39.53% words with error. This shows experimental group was able to improve than controlled group. Likewise only 4.12% words were not pronounced by the students of experimental group where as 12.23% words not pronounced by students of controlled group.

This shows students of the 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 the 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 effectiveness of the songs and Rhymes in teaching pronunciation. This research was conducted in Morning Glory English Boarding School Belaka-9, in Udayapur district including 34 students studying in grade four and 17 students in each group.

Both the group 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 English songs and Rhymes. The data achieved in pretest and posttest had been analyzed and interpreted in the previous chapter. On the basis of analysis and interpretation the findings were also presented over there.

5.2. Conclusion

'Use of songs and Rhymes' 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 and rhymes as audio- visual aid the teacher could do far more better in language teaching class. Listening, speaking, reading, and writing skills of students are also getting enhanced by using songs and rhymes. The use of songs and rhymes would motivate the learners for learning English and also enjoying the English class as well.

The goals of songs and rhymes uses in English classes could be achieved if the teachers would apply different techniques in using songs and rhymes that depend on the level of students, the interest, class schedule, and also text book. However prompting education hated by the student and prefer to learn by action or other modern approaches.

5.3. Pedagogical Implication

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 songs and rhymes in teaching pronunciation. While providing materials there should be Provided English songs and rhymes 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 English songs and rhymes in the classroom 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 English songs and rhymes should be used to teach pronunciation as the teaching material.

2. Use of English songs and rhymes 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 songs and rhymes in their class to make their teaching enjoyable and active.

3. English songs and rhymes are the best authentic source for the students that could help the learners to pronounce the correct words in sentential context too.

4. Listening songs and rhymes 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 34 students of a private school of Udayapur 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 finding 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……………

Pronounce the words correctly.   Students Response

1. Dangerous		
2. Dirty		
3. Naughty		
4. Jump		
5. Bump		
6. Speak		
7. Leap		
8. Bridge		
9. Bread		
10. Hear		
11. Hair		
12. Shout		
13. Shut		
14. Practice		
15. Jogging		
16. Wheel		
17. While		
18. Wood		
19. Wool		
20. Window		
21. Widow		
22. Lunch		
23. Bench		
24. Program		
25. Performance		

Pretest/Posttest Test Item

Test item – B

Name:…………………………………..Grade……………

Pronounce the words correctly.   Students Response

1. Pasang was a brave girl.	
2. The weather was not good.	
3. He was born on Sunday.	
4. They drink milk.	
5. I sing a song.	
6. Does a cow live in the shed?	
7. A dog is an animal.	
8. Why did the king laugh?	
9. People worship God.	
10. I jump out of bed in the morning.	
11. I brush my teeth.	
12. I comb my hair.	
13. I go to school.	
14. Good morning everyone.	
15. Where do we play?	
16. They study in grade four.	
17. Be careful you may fall down.	
18. She was a teacher in a school.	
19. We study together in class four.	
20. He never listens to them	
21. How old are you?	
22. I have ten fingers.	
23. There are four dogs.	
24. I want to read story book.	
25. I am happy today.	

Appendix- II Date: 2074-11-01

Lesson- plan- 1 Time: 40 minutes

Group: Controlled

Grade: 4

Focused teaching items: Pronunciation (round, shut, wipers, horn, swish)

Specific objectives: On completion of the lesson, students will be able to pronounce round, shut, wipers, horn, swish correctly.

Teaching materials: Usual teaching materials, Flash Cards.

Teaching / learning activities:

I.   The teacher presents a short joke 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 pronounce the words.

III. After asking some of the students the teacher pronounces the words herself and asks the students to follow her.

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 by asking them to pronounce the students by asking them to pronounce the words and sentences in individual.

Lesson plan- 1   Date: 2076-11-01

Group: Experimental   Time: 40 minutes

Grade: 4

Focused teaching items: Pronunciation (round, shut, wipers, horn, swish)

Specific objectives: On completion of the lesson, students will be able pronounce round, shut, wipers, horn, swish correctly.

Teaching materials: Usual teaching materials, computer, projector, chart paper and flash cards teaching/ learning activities:

  i.   The teacher presents a short joke 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 'The wheels on the Bus' on a chart paper and asks students to read the text loudly.

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

 iv.   The teacher shows video of the song from the projector.

  v.   The teacher asks the students to sing the song with the projector.

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

Lesson plan- 2   Date: 2076-11-02

Group: Controlled   Time: 40 minutes

Grade: 4

Focused teaching items: Pronunciation (ducks, swimming, quack, hills, away)

Specific objectives: On completion of the lesson, students will be able to pronounce ducks, swimming, quack, hills, away correctly.

Teaching materials: Usual teaching materials, flash cards teaching / learning activities:

  i.   The teacher motivates the students by singing a song.

 ii.   The teacher shows the flash cards to the students and asks the students pronounce the words.

iii.   After asking some of the students the teacher pronounces the words herself and asks the students to follow her.

 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 by asking them to pronounce the words and sentences in individual.

Lesson plan- 2   Date: 2076-11-02

Group: Experimental   Time: 40 minutes

Grade: 4

Focused teaching items: Pronunciation (ducks, swimming, quack, hills, away)

Specific objectives: On completion of the lesson, students will be able to pronounce ducks, swimming, quack, hills, away correctly.

Teaching materials: Usual teaching materials, computer, projector, chart paper and flash cards

Teaching/ learning activities:

   i.   The teacher motivates the students by singing a song.

  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 ducks' on a chart paper and asks students to read the text loudly.

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

 iv.   The teacher shows video of the song from the projector.

  v.   The teacher asks the students to sing the song with the projector.

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

Lesson plan- 3   Date: 2076-11-02

Group: Controlled   Time: 40 minutes

Grade: 4

Focused teaching items: Pronunciation (brush, properly, every day, comb, drink)

Specific objectives: On completion of the lesson, students will be able to pronounce brush, properly, every day, comb, and drink correctly.

Teaching materials: Usual teaching materials, flash cards.

Teaching/ learning activities:

  i.   The teacher presents a short language game 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.

  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 by asking them to pronounce the words and sentences in individual.

Lesson plan- 3   Date: 2076-11-02

Group: Experimental   Time: 40 minutes

Grade: 4

Focused teaching items: Pronunciation (brush, properly, every, comb, drink)

Specific objectives: On completion of the lesson, students will be able to pronounce brush, properly, every day, comb, and drink correctly.

Teaching materials: Usual teaching materials, computer, projector, chart paper and flash cards.

Teaching / learning activities:

  i.   The teacher presents a short language game to attention of the students or to motivate then 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 'Brush your teeth' on a chart paper and ask students to read the text loudly.

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

 iv.   The teacher shows video of the song from the Projector.

  v.   The teacher asks the students to sing the song with the projector.

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

Appendix- III

Results of the students in the pretest of the controlled Group

S.N.	Name of the students	Pretest Score Item-A	Pretest Score Item-B	Total	Difference
1	Laxmi Basnet	17	15	32	2
2	Bisant Basnet	15	13	28	2
3	Raj Luitel	14	10	24	4
4	Dinisha B.K.	12	8	20	4
5	Bardan Rai	10	7	17	3
6	Sagar Paudel	8	6	14	2
7	Yunisha Bhattarai	9	6	15	3
8	Stuti Rai	10	9	19	1
9	Agni Rai	9	7	15	2
10	Miyong Rai	7	6	13	1
11	Bijaya Rai	10	8	18	2
12	Ishak Rai	12	8	20	4
13	Sadiksha Chaudhari	12	7	19	5
14	Ridima Majhi	10	7	17	3
15	Diksha Tamang	8	6	14	2
16	Shristi Rai	9	8	17	1
17	Anish Paudel	9	6	15	3

Results of the students in the Posttest of the controlled Group

S.N.	Name of the students	Posttest Score Item-A	Posttest Score Item-B	Total	Difference
1	Laxmi Basnet	23	17	40	6
2	Bisant Basnet	22	15	37	7
3	Raj Luitel	16	12	28	4
4	Dinisha B.K.	15	10	25	5
5	Bardan Rai	12	10	22	2
6	Sagar Paudel	10	9	19	1
7	Yunisha Bhattarai	10	9	19	1
8	Stuti Rai	12	10	23	2
9	Agni Rai	13	10	23	3
10	Miyong Rai	10	9	19	2
11	Bijaya Rai	12	10	22	2
12	Ishak Rai	14	11	25	3
13	Sadiksha Chaudhari	14	10	24	4
14	Ridima Majhi	13	9	22	4
15	Diksha Tamang	12	9	21	3
16	Shristi Rai	11	10	21	2
17	Anish Paudel	12	8	20	4

Results of the students in the pretest of the Experimental Group

S.N.	Name of the students	Pretest Score Item-A	Pretest Score Item-B	Total	Difference
1	Lanisha Rai	16	14	30	2
2	Samar Sedhai	15	14	29	1
3	Roshan Biswakarma	15	13	28	2
4	Sanam Rai	14	11	25	3
5	Ujwal Rai	13	10	23	3
6	Nishan Ghimire	13	12	25	1
7	Pratima BK	10	8	18	2
8	Pratik Rai	9	8	17	1
9	Arpan Khadka	8	6	14	2
10	Sampada Koirala	9	7	16	2
11	Sujata Rai	8	8	16	0
12	Rupesh Regmi	11	10	21	1
13	Yushant Tamang	11	9	20	2
14	Kanchan Katuwal	10	7	17	3
15	Bhumika Bhattarai	14	11	25	3
16	Nishchal Karki	14	12	26	2
17	Khushbu Chaudhari	8	7	15	1

Results of the students in the posttest of the Experimental Group

S.N.	Name of the students	Posttest Score Item-A	Posttest Score Item-B	Total	Difference
1	Lanisha Rai	24	23	47	1
2	Samar Sedhai	23	20	43	2
3	Roshan Biswakarma	23	23	46	0
4	Sanam Rai	22	21	43	1
5	Ujwal Rai	21	19	40	2
6	Nishan Ghimire	20	18	38	2
7	Pratima BK	18	17	35	1
8	Pratik Rai	17	18	32	2
9	Arpan Khadka	17	16	33	1
10	Sampada Koirala	19	17	36	2
11	Sujata Rai	18	14	32	4
12	Rupesh Regmi	21	18	39	3
13	Yushant Tamang	20	17	37	3
14	Kanchan Katuwal	19	17	36	2
15	Bhumika Bhattarai	22	21	43	1
16	Nishchal Karki	23	20	43	3
17	Khushbu Chaudhari	18	15	33	3

Appendix- IV

Results of the students in the pretest of the controlled Group on the basis of correct words, Error words and unpronounced words

S.N.	Name of the students	Correct words	Error words	Unpronounced words
1	Laxmi Basnet	32	15	3
2	Bisant Basnet	28	18	4
3	Raj Luitel	24	23	3
4	Dinisha B.K.	20	27	3
5	Bardan Rai	17	27	6
6	Sagar Paudel	14	26	10
7	Yunisha Bhattarai	15	26	9
8	Stuti Rai	19	23	8
9	Agni Rai	15	26	9
10	Miyong Rai	13	25	12
11	Bijaya Rai	18	23	9
12	Ishak Rai	20	22	8
13	Sadiksha Chaudhari	19	21	10
14	Ridima Majhi	17	23	10
15	Diksha Tamang	14	27	9
16	Shristi Rai	17	25	9
17	Anish Paudel	15	27	8

Results of the students in the posttest of the controlled Group on the basis of correct words, Error words and unpronounced words

S.N.	Name of the students	Correct words	Error words	Unpronounced words
1	Laxmi Basnet	40	8	2
2	Bisant Basnet	37	10	3
3	Raj Luitel	28	20	2
4	Dinisha B.K.	25	23	2
5	Bardan Rai	22	23	5
6	Sagar Paudel	19	23	8
7	Yunisha Bhattarai	19	24	7
8	Stuti Rai	23	21	6
9	Agni Rai	23	19	8
10	Miyong Rai	19	21	10
11	Bijaya Rai	22	20	8
12	Ishak Rai	25	18	7
13	Sadiksha Chaudhari	24	17	9
14	Ridima Majhi	22	20	8
15	Diksha Tamang	21	23	6
16	Shristi Rai	21	22	7
17	Anish Paudel	20	24	6

Results of the students in the pretest of the Experimental Group on the basis of the correct words error words and unpronounced words

S.N.	Name of the students	Correct words	Error words	Unpronounced words
1	Lanisha Rai	30	17	3
2	Samar Sedhai	29	18	3
3	Roshan Biswakarma	28	20	2
4	Sanam Rai	25	21	4
5	Ujwal Rai	23	24	3
6	Nishan Ghimire	25	21	4
7	Pratima BK	18	22	10
8	Pratik Rai	17	23	10
9	Arpan Khadka	14	23	13
10	Sampada Koirala	16	22	12
11	Sujata Rai	16	21	13
12	Rupesh Regmi	21	21	8
13	Yushant Tamang	20	21	9
14	Kanchan Katuwal	17	25	8
15	Bhumika Bhattarai	25	22	3
16	Nishchal Karki	26	20	4
17	Khushbu Chaudhari	15	29	6

Results of the students in the posttest of the Experimental Group on the basis of correct words, Error words and unpronounced words

S.N.	Name of the students	Correct words	Error words	Unpronounced words
1	Lanisha Rai	47	3	-
2	Samar Sedhai	43	7	-
3	Roshan Biswakarma	46	4	-
4	Sanam Rai	43	6	1
5	Ujwal Rai	40	8	2
6	Nishan Ghimire	38	10	2
7	Pratima BK	35	12	3
8	Pratik Rai	32	12	5
9	Arpan Khadka	33	13	4
10	Sampada Koirala	36	9	5
11	Sujata Rai	32	15	3
12	Rupesh Regmi	39	9	2
13	Yushant Tamang	37	11	2
14	Kanchan Katuwal	36	11	3
15	Bhumika Bhattarai	43	7	-
16	Nishchal Karki	43	6	1
17	Khushbu Chaudhari	33	15	2

Appendix – v

Pretest Achievement of Controlled Group

Marks (x)	x(x-x̄)	x^2
32	13.36	178.49
28	9.36	87.61
24	5.36	28.73
20	1.36	1.85
17	-1.64	2.68
14	-4.64	21.53
15	-3.64	13.25
19	0.36	0,13
15	-3.64	13.25
13	-5.64	31.81
18	-0.64	0.41
20	1.36	1.85
19	0.36	0.13
17	-1.64	2.68
14	-4.64	21.53
17	-1.64	2.68
15	-3.64	13.25
$\sum$x=317		$\sum x^2$= 421.86

N= 17 $\qquad$ $\sum$x= 317

Mean (x) = $\dfrac{\sum x}{N}$ = $\dfrac{317}{17}$ = 18.64

Now, Variance (σ^2) = $\dfrac{\sum x^2}{N}$ = $\dfrac{421.86}{17}$ = 24.81

Again, standard deviation (σ) = $\sqrt{\dfrac{\sum x^2}{N}}$

(σ) = $\sqrt{\dfrac{421.86}{17}}$ = $\sqrt{24.81}$ = 4.98

Appendix – vi

Posttest achievement of Controlled Group

Marks(x)	X (x-$\bar{x}$)	X^2
40	15.88	252.17
37	12.88	165.89
28	3.88	15.05
25	0.88	0.77
22	-2.12	4.49
19	-5.12	26.21
19	-5.12	26.21
23	-1.12	1.25
23	-1.12	1.25
19	-5.12	26.21
22	-2.12	4.49
25	0.88	0.77
24	-0.12	0.01
22	-2.12	4.49
21	-3.12	9.73
21	-3.12	9.73
20	-4.12	16.97
$\sum x=410$		$\sum x^2=565.69$

Here, N=17 $\sum x=410$

Mean($\bar{x}$) $=\dfrac{\sum x}{N}$ $=\dfrac{410}{17}$ = 24.12

Variance (σ^2) $= \dfrac{\sum x^2}{N} = \dfrac{565.69}{17}$ $= 33.27$

Again, Standard deviation $(\sigma) = \sqrt{\dfrac{\sum x^2}{N}}$ $= \sqrt{\dfrac{565.69}{17}}$ $= \sqrt{33.27}$ $= 5.76$

Appendix – vii

Pretest Achievement of Experimental Group

Marks (x)	$x(x-\bar{x})$	x^2
30	8.53	72.76
29	7.53	56.70
28	6.53	42.64
25	3.53	12.46
23	1.53	2.34
25	3.53	12.46
18	-3.47	12.04
17	-4.47	19.98
14	-7.47	55.80
16	-5.47	29.92
16	-5.47	29.92
21	0.47	0.22
20	-2.13	4.54
17	-4.47	19.98
25	3.53	12.46
26	4.53	20.52
15	-6.47	41.86
$\sum x = 365$		$\sum x^2 = 446.6$

Here, N=17 $\sum x = 365$

Mean $(X) = \dfrac{\sum x}{N}$ $= \dfrac{365}{17}$ $= 21.47$

Now, Variance (σ^2) $=$ $\dfrac{\sum x^2}{N}$ $=$ $\dfrac{446.2}{17}$ $=26.27$

Again, standard Deviation $(\sigma) =$ $\sqrt{\dfrac{Ex^2}{N}}$

$(\sigma) = \sqrt{\dfrac{446.6}{17}}$ $= \sqrt{26.27}$ $= 5.12$

Appendix – viii

Posttest Achievement of Experimental Group

Marks (x)	$x(x-\bar{x})$	x^2
47	8.41	70.73
43	4.41	19.45
46	7.41	54.91
43	4.41	19.45
40	1.41	1.99
38	-0.59	0.35
35	-3.59	12.89
32	-6.59	43.43
33	-5.59	31.25
36	-2.59	6.72
32	-6.59	43.43
39	0.41	0.17
37	-1.59	2.53
36	-2.59	6.72
43	4.41	19.45
43	4.41	19.45
33	-5.59	31.25
Ex = 656		Ex^2= 384.17

Here, N= 17, $\sum x = 656$

Mean x $= \dfrac{\sum x}{N} = \dfrac{656}{17}$ 38.59

Variance $(\sigma^2) = \dfrac{\sum x^2}{N} = \dfrac{384.17}{17}$ $= 22.59$

Again,

Standard $(\sigma) = \sqrt{\dfrac{\sum x^2}{N}}$

$(\sigma) = \sqrt{\dfrac{384.17}{17}} = \sqrt{22.59}$ $= 4.75$

Appendix – ix

1. **The wheels on the Bus**

   The wheels on the bus go (round and round)^3 all day long.

   The door on the bus goes (open and shut)^3 all day long.

   The wipers on the bus go (swish, swish, swish)^3 all day long.

   The Horn on the bus goes (beep, beep, beep)^3 all day long

   The people on the bus go (up and down)^3 all day long.

   Babies on the bus go (waa, waa, waa)^3 all day long.

   Mummies on the bus (shh shh   shh)^3 all day long.

2. **Five little ducks**

   Five little ducks went swimming one day

   Over the hills and far away

   Mummy duck said 'quack, quack, quack, quack'

   But only four little ducks came back.

   Four little ducks went swimming one day

   Over the hills and far away

   Mummy duck said 'quack, quack, quack, quack'

   But only three little ducks came back.

   Three little ducks went swimming one day

   Over the hills and far away

   Mummy duck said 'quack, quack, quack, quack'

   But only two little ducks came back.

Two little ducks went swimming one day

Over the hills and far away

Mummy duck said 'quack, quack, quack, quack'

But only one little ducks came back.

One little ducks went swimming one day

Over the hills and far away

Mummy duck said 'quack, quack, quack, quack'

But no little ducks came swimming back.

No little ducks went swimming one day

Over the hills and far away

daddy duck said 'quack, quack, quack, quack'

and all the five little ducks came back.

3. **Brush your teeth**

Brush, brush, brush your teeth, brush them everyday

(properly)[4] brush them everyday

Wash, wash, wash your face, wash it everyday

 (properly)[4] wash it everyday

Comb, comb, comb your hair comb it everyday

(properly)[4] comb it everyday

Eat, eat, eat your food, eating everyday

(properly)[4] eat it every day

Drink, drink, drink your milk, drink it everyday

(properly)^4 drink it everyday

4. **Head, shoulders, knees and Toes**

Head, shoulders, (knees and toes)^2

Eyes, ear, mouth and nose

Head, shoulders, (knees and toes)^2

(March)^3 let us all march

(march)3 let your body charged

Head, shoulders, (knees and toes)^2

(Jump)^3 let's all jump

(Jump)^3 make your muscle pump

(Punch)^3 let's all punch

(Punch)^3 have a hearty munch

Head, shoulders, (knees and toes)^2

Eyes, ear, mouth and nose

5. **One Two Buckle My shoe**

One, two buckle my shoes

Three, four shut the door

Five, six Pic up the sticks

Seven, eight lay them straight

Nine, ten a big fat hen

6. ABC Alphabet songs

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 ?

7. Five little monkeys

Five little monkeys jumping on the bed

One fell off and bumped his head

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

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

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

Mama called the doctor and the doctor said

No more monkeys jumping on the bed !

One little monkeys jumping on the bed

One fell off and bumped his head

Mama called the doctor and the doctor said

Put those monkeys back in bed

8. 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.

9.   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.

10. The finger family song

Daddy finger, daddy finger, where are you ?

Here I am, Here I am, How do you do ?

Daddy finger, daddy finger, what's your name ?

Thumb I am, thumb I am call me thumb

Mommy finger, mommy finger, where are you ?

Here I am, Here I am, How do you do ?

Mommy finger, mommy finger, what's your name ?

I'm called index finger, you know me.

Brother finger, brother finger, where are you ?

Here I am, Here I am, How do you do ?

Brother finger, brother finger, what's your name ?

Middle finger, middle finger, now you know me

Sister finger, sister finger, where are you ?

Here I am, here I am, How do you do ?

Sister finger, sister finger, what's your name ?

Ring finger, ring finger, I wear the ring

Baby finger, baby finger, where are you ?

Here I am, Here I am, How do you do ?

Baby finger, baby finger, what's your name ?

That's my name baby finger that is my name.

11. Mary Had a (little Lamp)[2]

(Mary had a little lamp)

Its fleece was white as snow

Everywhere that (Mary went)[2]

Everywhere that Mary went

The lamb was sure to go

It followed her to (school one day)[2]

It followed her to school one day

Which was against the rules

It made the children (laugh and Play)[2]

It made the children laugh and play to see the lamb at school

And so the teacher (turned it out)[2]

And so the teacher turned it out, but still it lingered near

Why does the lamb (love Mary so)[2]

Why does the lamb love Mary so

The eager children cry

Why, mary loves (the lamb, you know)[2]

Why Mary loves the lamb, you know

The teacher did reply

Mary Had a (little lamp)[2]

Mary had a little lamp

Its fleece was white as snow

Everywhere that (Mary went)[2]

Everywhere that Mary went

The lamb was sure to go

12. Old Mc Donald had a farm

Old Mc Donald had a farm, EIEIO

And on that farm, he had some cows, EIEIO

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

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

Old McDonald had a farm, EIEIO

And on that farm, he had some chicken, EIEIO

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 !)

Old Mc Donald had a farm, EIEIO

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 Mc Donald had a farm, EIEIO

And on that farm, he had some ships, 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 ! there and cluck everywhere cluck ! cluck !

Here cluck ! there cluck ! everywhere cluck ! cluck !

Baa ! baa ! here and baa ! baa ! there

Here baa ! there baa ! everywhere baa ! baa !

13. Ten little fingers

Ten little fingers

Ten little toes

Two little ears and one little nose

Two little eyes that

Shine so bright

One little mouth to kiss mother

Good night

14. Chubby Cheeks, Dimple Chin

Chubby Cheeks dimple chin

rosy lips teeth whithin

curly hair very fair

easy are blue lovely too

teacher pet is that you

yes, yes, yes.

15. 1, 2, 3, 4, 5---------------

1,2,3,4,5

Once I caught a fish alive

6, 7, 8, 9, 10

Then I let it go again

Why did let it go

Because my finger bite so

Which finger did it bite

This finger on my little right.

16. Cobbler Cobbler Mend My Shoe

Cobbler cobbler mend my shoe

let it done by half past two

stiche up and stiche down

Then I'll give you

Half of pound.

17. Traffic Lights

Red light red light

What do you say ?

I say stop ! stop !

Right away

Yellow light yellow light

What do you mean ?

I mean wait till

Light turns green.

Green light green light

What do you say

I say go ! go !

Right away.

18. Clap your Hand

Clap, clap clap your hands

Listen to the music clap your hands

Stamp your feet, stamp your feet

Listen to the music stamp your feet

Turn on round, turn on round

Listen to the music turn on round

Jump up high, jump up high

Listen to the music jump up high.

REFERENCES

APPENDICES

Appendix – I: Pretest/Posttest Test Item

Appendix – II: Lesson Plans

Appendix – III: Results of the Students in Pretest and Posttest

Appendix – IV: Results of the Students in Pretest and Posttest on the Basis of Correct,

Error and Unpronounced words

Appendix – V: Pretest Achievement of Controlled Group

Appendix – VI: Posttest Achievement of Controlled Group

Appendix – VII: Pretest Achievement of Experimental Group

Appendix – VIII: Posttest Achievement of Experimental Group

Appendix – IX: Songs and Rhymes

Appendix –X: Sample Answer sheets