In The Name of Allah

Shendi University

College Of Graduate Studies and Scientific Research

Using Rhymes and Songs in Teaching Core English Vocabulary at Basic Schools

A case study of Attadreeb Basic Schools

A thesis submitted as a requirement for master degree in English language

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بسم الله الرحمن الرحيم

استهلال

قال تعالي:﴿ وَلَنَبْلُوَنَّكُمْ بِشَيْءٍ مِّنَ الْخَوفْ وَالْجُوعِ وَنَقْصٍ مِّنَ الأَمَوَالِ وَالأنفُسِ وَالثَّمَرَاتِ وَبَشِّرِ الصَّابِرِينَ (155) الَّذِينَ إِذَا أَصَابَتْهُم مُّصِيبَةٌ قَالُواْ إِنَّا لِلّهِ وَإِنَّا إِلَيْهِ رَاجِعونَ (156) أُولَئِكَ عَلَيْهِمْ صَلَوَاتٌ مِّن رَّبِّهِمْ وَرَحْمَةٌ وَأُولَئِكَ هُمُ الْمُهْتَدُونَ (157)﴾ (صدق الله العظيم)

سورة البقرة الآيات (155-157)

قال رسول الله صلي الله عليه وسلم :(طلب العلم فريضة علي كل مسلم و مسلمة).

(صدق رسول الله)

DEDICATION

This work is dedicated to

- The soul of my dear husband .

Dr.Omer El-Awad Ali Mohamed

- My family .

- MY beloved Son.

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Abstract

The study tried to make use of the songs and nursery rhymes as educational tools through which core vocabulary can be taught and understood for the children of the basic schools. The study was conducted at Altadreeb basic level schools at Shendi University. The girls at the 6th grade were chosen as the experimental group of the study while the boys in the same grade represented the control group of the study.

The present study exposed the experimental group to a selected songs and rhymes in teaching core vocabulary and to compare their outcomes with the control group to investigate the effectiveness of using songs and rhymes as strategy for teaching core vocabulary to the pupils of the basic level schools.

The influence of rhymes on the affective filter is discussed; it is argued that songs can increase Learners' motivation and self –confidence while lowering their apprehension. In addition , the dissertation considers whether songs are a useful technique on their own in teaching Lexical knowledge and if good pronunciation may support Vocabulary learning .Similarly, the flexibility of rhymes' repetitive rhythm is introduced as a substantial strategy through which memorization and retention of words are facilitated .The study concludes that songs in language classrooms can bring about a flexible affective filter and are undoubtedly helpful in learning different aspects of lexical knowledge. The study proved that songs and rhymes make learning fun and use learning and play to ensure that pupils are engaged and absorbing information.

ملخص الدراسة

تهدف الدراسة إلي البحث في مدي أهمية استخدام الأناشيد والأغاني الشعرية للأطفال كأدوات تربوية لتدريس مفردات اللغة الانجليزية الصغيرة لطلاب مرحلة الأساس. وقد استخدم المنهج التجريبي في الدراسة للوصول إلي نتيجة علمية وعملية ضمن منهج تدريس اللغة الانجليزية. طبقت الدراسة في مدارس التدريب بمحلية مدينة شندي وقد تم اختيار تلميذات الصف السادس بمدرسة البنات كمجموعة تجريبية واختيار الصف السدس بمدرسة الأولاد كمجموعة ضابطة. وقد اثبت الاختبار القبلي تكافؤ المجموعتين من حيث المستوي الأكاديمي و الاجتماعي والثقافي. وقد اثبت الاختبار ألبعدي مدي تفوق المجموعة التجريبية مما يدل علي مدي فاعلية الأناشيد والأحاجي الشعرية في رفع مقدرة ودافعية التلميذات في فهم واستخدام المفردات اللغوية. وقد تم توزيع استبانه إلي معلمي اللغة الانجليزية والتي جاءت نتائجها داعمة ومؤيدة لنتيجة الاختبار البعدي للمجموعتين. وقد أثبتت الدراسة إن استخدام الأناشيد والأحاجي الشعرية لتدريس مفردات اللغة الانجليزية يمزج بين التعليم والفن ويرفع من دافعية الطلاب ومشاركتهم الفعالة في الفصل واكتساب وفهم واستخدام المفردات وزيادة ذخيرتهم من مفردات اللغة الانجليزية.

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List of abbreviations

ESL	English as a second language
EFL	English as a foreign language
FL	Foreign language
L2	Second language
LAD	Language Acquisition Device
L1	First language
SPSS	Statistical Package for Social Sciences
SSIMH	Song stuck in my head
YLs	Young learners

Chapter One

Chapter one

1.1 Background

English language is most widely learned, read and spoken language, the world has ever known (Jenkin, 2006; Kashru Nelson, 1996 ;) Besides, English plays a vital role in economic progress, modern technology, internationalization (Spolsky, 1998) as well as the internet and the World Wide Web.

There are many aspects of the language and vocabulary which is very essential area. All of the learners think that vocabulary is one of the most difficult components to master in a foreign language (FL), so a special attention must be given to presenting, practicing and producing new vocabulary items. Thus, several explanations have been made to find out successful ways to learn it.

Vocabulary knowledge is the single most important area of SL/FL competence. It includes to the concern of all four skills. It is related to both reading with its receptive understanding of language, and writing with its productive use. Consequently researchers have increasingly been turning their attention to vocabulary which is considered just as important as the acquisition of grammar and as an essential component of all uses of language. Hatch (1983:74) acknowledged that:-

"When our first goal is communication, when we have little of the new language at our command, it is the lexicon that is crucial…..the words…. Will make basic communication possible" In deed "lexical knowledge is known to be an absolutely crucial factor across the whole spectrum of L2 activities." Hatch (1983:74)

Vocabulary has also repeatedly been shown to be related to proficiency; the bigger your vocabulary is, the more proficient in a language you are. Therefore, vocabulary has been proved to be one of the best indicators showing how well one writes, reads, understands and speaks any language. After a period of neglect following the success of the Audio-lingual method and communicative language teaching , there have been teaching programs assigning more and more importance to vocabulary, stemming from views that see language as " grammatical zed lexis" not lexicalized grammar"(Lewis 1993) Wilkins 1972 said that:-

"….without grammar very little can be conveyed, without

Vocabulary nothing can be conveyed" (Wilkins 1972:111)

Focusing on the grammar at the expense of vocabulary creates so many problems for teachers and learners of foreign language. Concentrating on teaching grammar explicitly locked the students inside the classroom and cut them off the outside world where they need to use the language for communication in real situations. Also the students will concentrate on the grammar and neglect the vocabulary which is the main factor for communication. In addition to that focusing on grammar means what takes place inside the classroom has no relation with what students need outside the classroom. So there are some vocabulary learning problems which may be barriers to successful language learning and acquisition at the basic schools. These problems related to misconception, misunderstanding and forgetting of vocabulary items.

In most of the ESL/EFL settings, students learn vocabulary as a grammatical component without pre-learning or acquisition of the core vocabulary which is essential in learning and acquiring any language. Teachers and educators at basic schools can and should start with core vocabulary at early stages in order to facilitate learning, acquisition, proper pronunciation as well as communication.

As the word core suggests, core vocabulary refers to those words which are more central to the language than other words and tend to be the most frequently occurring ones. People prefer to use such words because they do have core meaning and potential. They are thought to be more "core" because it is easy to find and antonym; also they are neutral in formality and usable in a wide variety of situations (Mccarlty1990). Appropriate use of core vocabulary is essential to effective communication; if the use of core vocabulary is low, communication effectiveness is likely to suffer. Core vocabulary is the core words that form the basis of interactive communication. It consists of those hundred words used for 85% of what we say. Core vocabulary are structure words such as pronouns, verbs, determiners, adverbs , adjectives, prepositions and only nouns with an obvious picture association.

1.2 Significance of the study:-

This study is a great value because it explores the implications of Chomsky's innateness hypothesis (1968-1969), **Kra1chen'sin** put hypothesis (1981-1985) for using rhymes and songs in teaching theories of foreign language to pupils whether the findings of this study are favorable, and then rhymes and songs may be adopted by educationists in teaching core vocabulary. The pupils of basic level schools may be benefited from this study. The findings of this study will hopefully help EFL teachers to consider the importance of teaching core

vocabulary to children to learn and acquire language to be able to communicate and master the language sound system. However, the findings of this study will hopefully help curricular designers to produce an appropriate syllabus in which there is a clear classification between the core vocabulary and non-core vocabulary in order to help the children to acquire the core vocabulary at the early grade because it is essential for communication.

1.3 Statements of the problem

This study will be conducted because there is arguing concerns on the falling standards of vocabulary skill among the learners of English as foreign language (EFL). The staff members of the department of English language at the Basic schools in Shendi locality often express their concern on the pupils achievement and their low level English language especially vocabulary knowledge. They attempt to utilize nursery rhymes and songs as an effective strategy for teaching the core vocabulary. Children need to start learning and acquiring a foreign language through core vocabulary which form the basic words in any language. According to some Researchers, core vocabulary are the basic words which used frequently and across contexts and in everyday in many situations. Research shows that 80% of what we say is communicated with only the most basic words in our language. Core vocabulary can be used as a systematic approach for teaching communication, language and literacy skills through signs, symbols and speech with children. The best way to help the children to learn core vocabulary is through using nursery rhymes and songs which create teaching learning situation that incorporates fun variables. Nursery rhymes and songs are full of core vocabulary which we use in everyday activities in real situations. Therefore, the study will explore the extent of success in teaching the core vocabulary in the earlier grades to prepare the children by acquiring the basic vocabulary which they need for communication. The issue or the question raised here is whether using rhymes and songs in class can have a significant effect on developing the core vocabulary of children studying English at basic schools.

1.4 Objectives

The main objectives of this study are:-

1- To prove or justify that using rhymes and songs would contribute positively to learning and acquiring the core vocabulary of English language.
2- To confirm that teaching core vocabulary for children at early stages help them mastering the language sound system.
3- Using rhymes and songs motivate to make pupils learn the language and be able to communicate outside the classroom.
4- To persuade teachers in charge of teaching foreign language to pupils at basic schools to start with teaching core vocabulary.

1.5 The questions of the study

1- U sing of rhymes and songs in teaching core vocabulary to the pupils at the basic level schools is an effective strategy to be adopted?
2- The strategy of using rhymes and songs for teaching core vocabulary helps the pupils mastering good pronunciation?
3- This strategy develops teaching of core vocabulary and communication of the pupils?
4- This strategy facilitates learning of core vocabulary?

1.6 Hypotheses of the study

This study hypothesizes that the following suppositions:-

1- The process of learning core vocabulary is faster and better if learning situation incorporates fun variables.
2- Nursery rhymes and songs are powerful strategy for teaching core vocabulary for the pupils at basic level schools.
3- Using rhymes and songs in teaching core vocabulary encourage pupils mastering good pronunciation.
4- Rhymes and Songs in teaching core vocabulary help the learners use and communicate the language.

1. 7 Methodology of the study

The methodology of this study is the experimental method. Two tools will be utilized for data collection: questionnaire for English teaching staff at the basic level schools in Shendi locality and a test for pupils of English language. The methodology of this study includes the subjects, the materials and the procedures. The sample of the study will be divided into two groups; experimental group and control group. The material of the study includes hundred nursery rhymes and songs which are carefully selected from the internationally standardized ones that have been used mainly in different educational setting for teaching core vocabulary to the children. There will be two tests for the two groups. The pre-test and post test will be given to the control group and experimental group. The statistical package for social sciences (SPSS) will be used to analyze the results of this study.

- Sample of (10) teachers will be chosen to fill the questionnaire, in addition to (15) pupils at sixth class at the school Girls& (15) pupils in the same class at the school boys will be subjected to the test.

1.8 Limit of the study

This study will try to investigate the strategy of using rhymes and songs in teaching core vocabulary to the basic school pupils to improve their vocabulary as well as their pronunciation in order to communicate English language. The study doesn't mainly concern with other phonetic, phonological or semantic aspects of English language.

Limits of the study include the following:-

1- Time: 2012-2014.
2- Place: Shendi locality.
3- Humanity: English language teachers and pupils of sixth class at training basic school.

Chapter Two

Chapter Two

Literature Review

2.1 introduction

This chapter tries to shed light on the important aspects which are closely related to the topic of the study. The chapter includes the related literature to teaching and learning vocabulary in general and core vocabulary in particular. Also the chapter consists of some previous studies and research papers in the field of vocabulary. The chapter consists of the important explanations about vocabulary and core vocabulary in language teaching and learning. The chapter concludes with previous literature review in the field of vocabulary teaching and learning to illustrate some points about the core vocabulary.

2.2 Learning at early age or the appropriate time to learn another Language

A number of researchers have noted that teaching and learning languages at early ages is advantages as children benefit from their out standing ability to learn a foreign or second language (FL or L2). One significant theory is presented by Noam Chomsky's (1968-1969) Language acquisition Device (LAD). Chomsky suggests that all children are born with LAD that enables them to acquire any language. Thus, children can learn more than one language any language they surrounded, simultaneously. Again according to Chomsky children are born with an innate capacity that enables them to acquire their native language fast (around the age of five) in the 1960 and 1970, Chomsky called that unique capacity the language acquisition device (LAD). Any human being is born with that genetic LAD, that language acquisition device with all children are equipped since their birth is assumed to be very flexible , and that flexibility allows them to acquire the language they are surrounded with typically their native language in about five years. Also according to Krashen; (1981-1982) YLs young learners are know to

posses a much more pliable affective filter (i.e. motivation, self-confidence and anxiety) i.e. when the affective filter is weak, which mean that learners, attitude should be positive to word learning. On the other hand, if the affective filter is strong (i.e.., the learners are un inspired or lacking self-confidence). They will not be able to receive the language.

Some empiricists believe that language acquisition device with all children is assumed to be very flexible and that flexibility allows them to acquire the language they are surrounded with typically their native language, in about five years. Children were observed to have an amazing capacity in acquiring their language by the time they are five or six years old.

Researchers claim that most appropriate time to learn another language is around the age of six years. One theory that supports early language learning and language can be learnt more easily. Lenneberg (1967) besides Dr.Susan Curtiss , in a book by Curtan and Dahlberg (2004) opinions the power to learn language is so great in the young .Other researcher said: that the main factor in building foreign language (FL) proficiency is the amount of time spent for learning the language. They state "when language learning begins earlier, it can go on longer and provide more practice and experience, leading ultimately to greater fluency and effectiveness". How ever, although children have immense ability to learn a language.

Some researchers have different perspectives regarding the age of a young learner. Rixon (1999) defines YLs as children five to twelve years old. Philips (1993:3) assumes the same age range, never the less, the definition of YLs seems to vary from one country to another based on the demands of the educational authorities regarding the age at which children start attending school.

Some studies claim that children between one and two years of age develop their ability and begin realizing the fact that the whole situation is ritually followed by a name , which is repeated by the conversers . Early

Research on L1 vocabulary acquisition revealed that words produced in early childhood mirror people. Objects and activities happening around the child (Clark 1993) children begin with words related what is intellectually and socially meaningful to them Such as mummy and daddy, the critical period hypothesis is the idea that young children can learn a second language particularly effectively before puberty, also according to Mohammed Al-Mubarak Mohammed MA, (2010).

The main recommendation of the researcher is that, start learning ELT at an early age of six years or seven before.

Encourage learners to use only the English language while in the class.

Many teachers and teacher educators in feel that much attention should be paid to foreign language teaching in the early stages of the class system. According to .Salwa Al Tayib Bakhit Washi MA ,[2000] . The researcher main findings and recommendations are that, games and songs create positive atmospheres in the class room .Effective teaching requires the teacher to use motivating techniques with young learners in order to make E F L learning accessible .In order to make the syllabus more interactive and to stimulate the learners, supplementary activities such as games and songs should be beneficial to young learners of English as a foreign language.

2.3 What is vocabulary

Vocabulary is an area which is perceived as being difficult to tackle and one which learners quite often think they are unsure about learners themselves think that vocabulary is one of the most difficult components to master in a FL. Even

after they have more or less mastered is not good enough. The importance of vocabulary also poses some challenges for teachers. They like to know in what ways instructional programs might foster the acquisitions of so many words. It is not wonting that in foreign language learning, formal instruction is primary source of input and consequently can be the source of much miss understanding and wasted effort. Therefore, special attention must be given to presenting, practicing and producing new vocabulary items. Teaching vocabulary is arduous task and it involves a considerable amount of expertise. It is not as easy as it seems to be vocabulary knowledge is the single most important area of SL/FL competence. It includes to the concern of all four skills. It is related to both reading with its receptive understanding of language, and writing with its productive use.

Consequently researchers have increasingly been turning their attention to vocabulary which is considered just as important as the

Acquisition of grammar and as an essential component of all uses of language, according to Hatch (1983:79) acknowledged that:-

"when our first goal is communication, when we have little of the new language at our command, it is the lexicon that is crucial …the words…will make basic communication possible" "indeed lexical knowledge is known to be an absolutely crucial factor across the whole spectrum of L2 activities" Hatch (1983:79) vocabulary has also repeatedly been shown to be related to proficiency; the bigger your vocabulary is the more proficient a language you are.

Therefore, vocabulary has been proved to be one of the best indicators showing how well one writes, reads, understands and speaks any language.

Focusing on the grammar at the expense of vocabulary creates so many problems for teachers and learners of foreign language. Concentrating on teaching grammar

explicitly locked the students inside the classroom and cut them off the outside world where they need to use the language for communication in real situations. As Wilkins 1972 said that:-

(….without grammar very little can be conveyed, without vocabulary nothing can be conveyed) Wilkins 1972:111).

Also the students will concentrate on the grammar and neglect the vocabulary which is the main factor for communication. In addition to that focusing on grammar means what takes place inside the classroom has no relation with what students need outside the classroom. So there are some vocabulary learning problem which may be barriers to successful language learning and acquisition at basic schools. These problems related to misconception, miss understanding and forgetting of vocabulary items. In most of the EFL settings students learn vocabulary as a grammatical component without pre-learning or acquisition of the core vocabulary which is essential in learning and acquiring any language. Teachers and educators at basic school should start with core vocabulary at early stage in order to facilitate learning acquisition, proper pronunciation as well as communication.

Researcher said that appropriate use of core vocabulary is essential to effective communication; if the use of core vocabulary is low, communication effectiveness is luckily suffer.

As the word core suggests, core vocabulary refers to those words which are more central to the language than words and tend to be the most frequently occurring ones. People prefer to use such words because they do have core meaning and potential .They thought to be more “core” because it is easy to

Find and antonym; also they are neutral informality and usable in a wide variety of situations.

2.3.1 What is core vocabulary

Core vocabulary can be define from a variety of perspectives and whole nation seems quite broad (Schmitt, 2000, 2).

Core vocabulary is the core words that from the basis of interactive communication. It consists of those hundred words used for 85% of what we say core are structure words such as pronouns, verbs, determiners, adverbs, adjectives, preposition and nouns.

Research shows that 80% of what we say is communicated with only the most basic words in our language, it refers to the small numbers of words that make up 70-90% of what we say a daily basis, (these words are relevant across contexts and can have many meaning.

Researcher claims that core vocabulary are the basic words which used frequently and across context and in every day in many situations. Also other research said that

Core words are words that are used frequently and can be across contexts to express meaning and intent.

Core vocabulary is an area that is quite heavily researched and discussed, especially by applied linguistic and language teacher's such as Carter 1987, Carter and Mccalty 1988.

Research has shown a small number of core words such as "I", "you", "what", "it" make up the majority of what we say or write.

According to other researcher core word is designed for users who are able to put 2 or more words together to sentences. Also they are words, that are used most frequently in conversation and writing.

Core vocabulary tends to be made up of verbs, demonstrative and pronouns because these words are smallest of words that un change in our language.

Core vocabulary is the first most basic set of words that a language learner will need to master in foreign language in order to fulfill some minimal requirement of competence in the language. Core is made up of simple words that one easily understood.

Core is so powerful, because it allows communicators to express a wide variety of concepts with a very small numbers of words if you want to be understood by every one in a room, use a core words.

Core vocabulary has been proved to be one of the best indicators showing how well one writes, reads, understand and speaks any language.

We all use core words, all the time every day, in every environment.

Core vocabulary can be used a systematic approach for teaching communication.

Core vocabulary is the most central vocabulary to which language learners should be exposed first. The notion of a core vocabulary crops up in more than one linguistic sub discipline, but with different meanings, “core vocabulary can help that dream come true”.

2.3.2 Types of vocabulary

Vocabulary is not only required from those beginners but also required from all students at all levels of their studies, like other skills of English language there are different types of vocabulary item receptive-productive, passive, active, core and fringe vocabularies. According to Melka (1997), researcher has often refered to degrees of knowledge in order to define receptive and productive vocabularies.

Core vocabulary will be discussed, a number of researchers reported that receptive vocabulary is much longer than productive and children understand novel derived forms before they produce them.

According to the some researchers passive vocabulary of the average English-speaker is five-times larger than his/her active vocabulary. The results of some studies indicated that students who have a longer passive vocabulary were more proficient than those have a smaller passive one. Generally, researchers have demonstrated that receptive vocabularies are much longer than productive vocabulary in both L1 and L2 children can understand words before they can produce them.

Clark, 1993, song can be a good external stimulation for recalling receptive vocabularies. Fringe vocabulary is less frequently used words but sometimes fringe words are used frequently, e.g. friend and family names favorite food and places.

2.4 Techniques for teaching English language

According to Clark (1998,122) in Fauziati (2002:7), elementary school students are children who still like playing, so the teacher is expected to be imaginative and creative in developing their teaching techniques to make the English lesson more teaching English to the beginners should need techniques.

There are many ways to teaching English to young learners, but the most important aspect to teach English is building their motivation to learn the language. In other words making them think that English is very interesting subject to learn. According to (Fauziati). They should also use appropriate techniques to teach. There are many techniques in teaching vocabulary such as using song, nursery rhymes, pictures and games, etc.

Some researchers advocate that foreign language learners should be exposed to vocabulary through some strategies that can facilitate learning. However, it is generally thought that in foreign language (FL) usually learning takes place in a formal classroom setting. Linguistic and researchers call for a new strategy for teaching core vocabulary to children in early stage in order to

help them to learn high frequency words as well as developing pronunciation and promote their language skills ,children are special people who need special strategies in teaching English as a foreign language.

In most educational setting all over the world, educationalists place a great emphasis using nursery rhymes and songs in teaching young learners in their early grades. It is believed that young learners respond positively to nursery rhymes and songs as an effective strategy that facilitates language learning for core vocabulary.

Teaching core vocabulary through rhymes and songs will help the children to master the language sound system and practice pronunciation, more over using rhymes and songs in teaching core vocabulary motivate the children to participate *actively to develop their language communication and language skills. Nursery rhymes and songs create situation inside the classroom more similar to the outside world in which children can reflect what they have been learning to bridge the gap between what takes place inside the class room and what they actually need outside so that rhymes and songs are considered as appropriate strategy for the children to master the core vocabulary and solve the problems of misconception, misunderstanding and forgetting as well as motivating all the children to participate actively in and out the classroom.*

How to make vocabulary teaching and learning effective, according to Thornbury (2009.24,26) he listed several techniques to follow to make vocabulary teaching as effective as possible:-

Firstly-repetition, "repetition of encounters with a word" Thornbury (2004.24) e.g. in reading furthermore, he stresses the importance of retrieval and use of the new words while practicing, learners should make decisions about words e.g. match rhyming words or use new items to complete sentences.

Another helpful elements motivation which is closely linked with attention. "A very high degree of attention called arousal seems to correlate with improved recall" Thornbury, 2004:25.

Also according to Thornbury 2004:25, advises to visualize a picture for a new words or to link an abstract word with some mental image. Images drawn by the students themselves have the best outcome.

Children need to be involved in learning a foreign language through different senses; therefore, they need special material support.

According to many researchers there are various techniques in vocabulary, like using real objects, (realia) pictures, mime, gestures, texts, rhymes and songs, etc. Ways of getting children involved in learning one of the best ways of getting children drawn in the language class is through fun activities.

Among the fun activities songs, rhymes are the most effective ones to be used for children in the language class.

2.5 What involved in knowing a word

Empirical research conducted by syllabus designers and course book writers to show the nature of lexis resulted in a vague meaning of what is involved in knowing a word thus, different notion exist of what it means to know a word; degrees of knowledge also exist (Nation,1990;31).

Various researchers have proposed a variety of issues to know about a word in order to acknowledge, master and use it. Moreover, researchers' views of what about knowing a word, Baumann, Kame, ennui, Ash,2003.

Conventionally, when we talk about knowing a word, we mean knowing its definition (Cook,2001:6061). However knowing a word by sight and sound and knowing a

word's definition are not the same as the knowing how to use the word correctly as being able to use that word in speech and writing, and understanding it

when it is heard or seen in various contexts. (Miller 8 Gildea,1987).

Nation (1990:31) proposes that following list of the different kinds of knowledge that a student must master in order to know a word (a) the meanings of the word (b) the written form the word (c) the spoken form of the word (d) the grammatical behavior of the word (e) the collocation of the word, (f) the register of the word, (g) the associations of the word and (h) the frequently of the word.

2.5.1: Learning a new word:-

By definition vocabulary learning is the process in which information is obtained, stored, retrieved and used, (Rubin, 1981) as cited in Hatch 8 Brown, 1995), have indentified five steps in learning a new word

(a) Having source for encountering new words, (b) getting clear image either visual or auditory or both of the form of the new words, (c) learning the meaning of the words, (d) making a strong memory connection between the forms and the meanings of the words, and (e) using the words.

Also the knowledge of a word entails knowing a great deal about it. Such as information about its general frequency of use, its limitation its collocation probabilities, it score form and its semantic features. Knowing a word includes the ability to recall meaning, infer meaning, comprehend a text and communication orally.

Aspects of knowing a word

What knowing a word includes. Besides, knowing the form of the word learners as need to be familiar with its grammar C1,e1 regular form of verbs or plural nouns, the position of adjectives etc, learners should know the words form meaning and use. The learner must be familiar with the word collocation and the right way and appropriateness of use.

(Ruutment, 2005). They are classified into a strategies for understanding the meaning of the words such as making deductions from the word form, liking to cognates, guessing from the context and using dictionary, and (b) strategies for acquiring words, such as repeating the word over and over again, organizing words in the mind, linking to background knowledge.

(Jones, 1998; Yamato, 2000) moreover, Nation, 1990, suggested that teaching strategies for handling un known words, which included guessing through context, memorization and analyzing the word morphologically is better that teaching the word .He believe that words do have a special significance for children learning a new language.

Poetry and music are elements of each human society. They play an important role in the process of learning and using the mother tongue, music and poetry are also an essential part of the foreign language learning for young learners (Phillips, 1993:100) “songs and rhymes are the first experienced parts of communication in children’s mother tongues”.

Educationists place a great emphasis on using nursery rhymes and songs in teaching young learners in their early grades. It is believed that young learners respond positively to rhymes and songs as an effective strategy that facilitates language learning for core vocabulary.

Teaching core vocabulary through rhymes and songs will help the children to master the language sound system and practice a proper pronunciation, more over using rhymes and songs in teaching core vocabulary motivate the children to participate actively to develop their language communication and language skills.

Rhymes and songs create a situation inside classroom more similar to the outside. Rhymes and songs in English language teaching and learning:-

“Children really enjoy learning and singing songs” (Phillips, 1993:100) and have fun doing rhythmic activities while reciting rhymes. Children grow up with songs and rhymes and develop their first language with them. These points support foreign language acquisition music and rhymes produce a positive live feeling they motivate to learn and to be active, rhymes and songs are both means and content of foreign language learning. It is small wonder how quick students are at learning songs and rhymes.

Songs and rhymes are relaxing, they vary the lesson’s progress, and they provide fun and action and encourage harmony with in one self and within group “Murphey, 1992:8”.

Children have innate ability to learn a language. They don’t learn properly if they find their lessons boring and un exciting in fact, children learn better through interesting activities and for this reason songs and rhymes and games are very useful tools for teaching them a foreign language (FL) actually songs and rhymes helps children learn in an enjoyable environment without making them feel the pressure of learning a foreign language “Register Dhaka university issn, 2075-3098” page: 168.

Songs and chant can be used very effectively to teach children the sound and rhymes of the language and to reinforce structures and vocabulary; moreover songs contain words and expressions of high frequency and offer repetition. Using songs regarded as one of the best ways for practicing and developing the listening skills of especially young learners, (modern foreign language, young learners, listening skill, song, page: 327).

2.6 Reasons for using songs in the EFL classroom

The effective, co genitive and linguistic reasons for using songs which follow are grounded in learning theory, and provide inside into the benefits of

songs into the classroom. Affective filter hypothesis, is one of five proposed hypothesis developed by Steven Krashen, 1970. Basically it is explanation of how the effective factors relate to language learning. It is particularly appealing to teachers because it provides an explanation to why some learners learn and other do not. Teachers have long recognized the need for pupils to have a positive attitude in regards to learning, Krashen, 1982. Claims that three effective variables play an important role in L2 acquisition: motivation, self-confidence, and anxiety. Learners with high motivation, self-confidence, and a low level of anxiety are more successful in L2 acquisition than those who are less motivated, have lower self-esteem, and are more apprehensive. Moreover, Krashen, 1982, clarifies that, for optimal learning to occur, the affective filter must be weak, which means that learners attitude should be positive towards learning. On the other hand, if the effective filter is strong (i.e.the learners are uninspired or lacking self-confidence), they will not be able to receive the language because the input is prevented from through; “if the input is prevented from passing through, there can be no acquisition”(Gass and Selinker, 2008:402).

One of the most relaxing, delightful, and amusing techniques in teaching EFLV is songs and rhymes. Salcedo(2002:75) asserts that “songs also allow timid students to hide behind the music and take the pressure off”.

As such, even who are naturally embarrassed and discouraged to participate in front of their colleagues in the classroom could be released from such bashfulness when songs and rhymes are integrated in to the lesson.

Cognitive reasons, songs also presents opportunities for developing automaticity which is the main cognitive reason for using songs in the classroom. Using songs can help automatize the language development process traditionally it was believed that automatization would occur through repetitive exercises in a non-communicative environment. However, the measure shifts towards the

communicative teaching methodology requires that automatization occurs in a different manner.

Linguistic reasons: besides automatization, there is a linguistic reason for using songs in the classroom. Some songs are excellent examples of colloquial English that is the language of informal conversations; of course the majority of language most EFL pupils will encounter is in fact informal. Using songs can prepare pupils for the genuine language they will be faced with. The exposure to authentic English is an important factor in promoting language learning. It relates directly to both the affective filter and automaticity.

The repetitive style of songs then helps to promote automatization of colloquial language. In fact, studies have shown that music has many benefits Kirsch (33) points out that many language teachers have described the benefits of using rhymes and songs in foreign language classes as follows:-

- Rhymes and songs are very popular with young language learners who tend to be familiar with this type of literacy from school or home.
- Children don't feel shy away from poem and songs in foreign language.
- Teacher are equally familiar with them and thus may find them a good way in the teaching of foreign language, .
- The rhythmical pattern facilitates and accelerates learning.
- They are good means of developing listening pronunciation and speaking skill.
- Pupils don't tired of listening to and repeating them over and over again, they join in with the parts they know and learn more sound, words and sentences with each successive performance until they gradually master the text.

2.6.1 Techniques for using music with EFL learners

Researchers (e.g.Murphey, 1992; Phillips, 1993) suggested some ways to teach songs to different types of learners, presenting interesting techniques for employing rhymes and songs in the language classroom.

2.6.2 Procedure of teaching a son

(a) The teacher gives his pupils a brief idea of the background of the song.
(b) He/she explains its story.
(c) He/she displays the relevant wall, picture if it is available.
(d) The teacher plays the recorded materials twice while the books are closed.
(e) For developing listening comprehension.
(f) He/she ask a few questions for testing the pupils general comprehension of the song, pupils are encouraged to give short answer.
(g) Pupils sing it in chorus.
(h) The teachers use pictures, gestures or mimes.
(i) They perform it with accompanying actions.

2.6.3 Preparing the song

The teacher has to use the song title key words, pictures and photos in the same way as where preparing reading texts of listening.

2.7 Rhymes

It is only natural for young children to be active as it is their nature to be energetic and playful. Action rhymes captivate young learners and help teachers convert their natural energy.

Action rhymes also help even beginners' associate words and phrases with meaning. Many basic level language learners are responding very well to rhymes. Some of the reasons may be the rhymes; the repetition and most importantly the fun involved in rhymes get children naturally drawn to it. Also these young

learners can initially find it very difficult to remember how to say complete phases in a foreign language. They remember whole rhymes with ease, for example rhymes and physical action involved in action rhymes like “head, shoulder, knees and toes”.

Rhymes provide fun drills of vocabulary for parts of the body. This kind of rhymes also involves lots of repetition, (Dhaka university journal of linguistic).

2.7.1 Types of rhymes

Rhymes are taught “to practice the sound, rhymes and stress patterns of English and in some cases to practice a structure”(Phillips,1993:08). The didactic background of some types of rhymes is similar to the types of songs, example this:-

(a) Counting rhymes: example one-two-I see you.

Choosing rhymes are very useful for that. They connect random selection with rhythmic speaking and train the vocabulary. Example (rope rhymes)

Children like rope skipping, rope rhymes support the acquisition of numbers or simple sentence structures.

(b) Clapping rhymes: is supported by hand clapping. Each clapping rhyme has its own pattern how to clap hands with a partner standing opposite. These rhymes support the development of a falling for rhyme for the language and, moreover they train the right pronunciation of vocabulary.

(c) Bouncing rhymes: they train the feeling for rhythm and the concentration both or reciting and ball bouncing.

2.7.2 Guidelines for teaching rhymes and chants

For presentation rhymes and chant:-

A CD or spoken by the teacher and the action should be done on started. Then the teacher checks if the students understood the content. It is not necessary to translate word by word but the students should know what the rhymes or chant means. This step can be supported by visual aids. Now the students learn the text step by step.

According to Murphery, 1990, refers to as the "song stuck in my head"(SSIMH) Phenomenon. He asserts **t**hat "for variety of reasons, songs stuck in our minds and become part of us".

2.8 Review of previous studies

Beck et al (2002) concludes in his research that all the available evidence indicates that there is little emphasis on the acquisition of vocabulary in school curricula. The lack of attention to vocabulary and core vocabulary in particular affects the capabilities of pupils in reading and speaking English whether it is second or foreign language. Scarborough,H (2001) reviews very convincing evidence that children who enter kindergarten with weak language skills are likely to encounter difficulty in learning to read. Most children fail to catch up at schools because of their weak vocabulary development. So, children should be exposed to much oral language in school to develop their vocabulary.

The idea of core vocabulary is not new. A core vocabulary is comprised of the words that are used most commonly in the expressive communication (Yorkston, et,al 1988). The most significant traits of a core vocabulary are that it is relatively small in size and varies little across individuals or environments. Most core vocabulary work has linked the words to particular age ranges with a focus on social and needs-based communication (yorkston, 1988). Similar studies, which resulted in core vocabularies ranging from 250-333 words were conducted with pre-school aged children (Beuke, Jones ,&Rowan 1989: Marvin, Benkelman&

Bilyue,1994;Trembath, balandin&Togher 2007) all of these studies determine that 333 or fewer words account for at least 80% of all words used by the child participants. Furthermore, no studies have investigated the core vocabulary that is used most often in academic settings and activities.

Hart&Risley (1995) say that children enter school with meaningful differences in vocabulary knowledge as a result of differences in experiences and exposure to literacy and language activities. New vocabulary must be presented in context and the best way to acquire vocabulary is by "picking up" words incidentally as a by-product of being exposed to large amounts of input in reading and listening tasks. According to, someresearchers core vocabulary is a small set of simple words, in any language that are used frequently and

Across contexts. Baker, Hill 2000 stated that core helps to form easy sentences to enable all children to express themselves such as "put it here", "get me this" ," I want that" and this what the kids need in order to build their length of utterances. Data suggest that children build easy language words and phrases with core vocabulary. The core vocabulary development has great impact on acquiring fluency in children.(baker 2000) Learning, as a language based activity, is fundamentally and profoundly depend on vocabulary knowledge. Learners must have access to the meanings of words that teachers or surrogates (other adults, books,films,etc) use to guide them into contemplating known concepts to learn something new.(Baker)More recently, vocabulary has taken a more central role in models of reading as research uncovers its influence on earlier reading and reading-related skills.(Wang&Geva2003). According to, Jones 1995, most learners of second language feel concerned with the burden of vocabulary learning and worry about the question of how to cope with the formidable task of learning thousands of words. This has been documented by a number of questionnaire, interview and case studies. Core vocabulary contains all parts of speech such as

nouns, pronouns, verbs, adjectives, adverb, prepositions, conjunctions, and interjections and serves as great medium for teaching language (Baker, Hill 2000).

Rees,(1977) says that " songs can effectively reinforce teaching by helping to practice and revise vocabulary, idioms, sentence patterns, pronunciation, stress, rhythm, and intonation in a variety of language styles, and offer background cultural information …without recourse to barren drill" (Rees,1977,p226). Research indicates clearly that in addition to affecting performance, vocabulary knowledge affects the student's ability to participate fully in social and academic classroom routines. In this regard all students can benefit from vocabulary if this vocabulary is selected and taught to meet the learners' needs, ability, and interests.

The gradual development of the L2 lexicon is a fundamental part of the process of learning a foreign language. However, for a long time, vocabulary was among the neglected aspects of language teaching. Carter (1987) attributed this neglect to two main factors (1) more emphasis was traditionally placed on grammar because it was often considered that vocabulary would be picked up if learners were given sufficient exposure to the target language and (2) there was no underlying perception that syntactic relations can be efficiently typified because they are finite where as this cannot be done within lexis, where relations are theoretically infinite. Still, a number of attempts have been made to define the most useful words for learners to learn . Ogden’s (1934 - 1968) , West’s (1953) and Nation's (1990) lists of the core, basic

Vocabularies of English, which illustrate such attempts, recognize that speakers use a limited number of lexical items across a wide range of communicative events. This list shows the most common are function words such as pronouns, prepositions, and determiners along with nouns (e.g. man, woman, house), verbs (e.g. make, come, go), and adjectives (e.g., hot, warm, bad, good).

Chapter Three

Chapter Three

The Methodology

3.1 Introduction

This chapter tries to present the components of the methodology of the study. The method of this study includes the sample of the study or the participants who are selected for the conduct of this experimental study. Also, the chapter includes the instruments which the researcher is going to utilize in order to collect the needed data from the subject of the study. The subject of the study consists of two groups; experimental and control groups. The chapter shows the procedure which is followed by the researcher to consider and control all the variables of the study to start with the pre-test for the both groups and the post-test as well . Also, the chapter illustrates all the steps which will be followed to collect the data of the study to be analyzed according to the outcomes of the pre-test and post-test.

3.2 The method

The research follows the quantitative method of the study which includes research instruments and the analysis of the collected data from the sample of the study.

(A) The Subject

The study is conducted in the elementary schools learners. The pupils of the boy's school are selected to form the control group of the study while the female pupils of the girl's school are selected to form the experimental group of the study. The researcher is going to teach the experimental group to apply the support material of core vocabulary texts on the female classroom. The control group includes (15) boys who are in grade six; the group is going to study with the traditional method without the support material of core vocabulary texts. The

experimental group includes (15) female pupils who are in the same grade of the boys. The pre-test will be administered to the two groups in order to check the academic standards of the two groups. The researcher is going to teach the support material to the experimental group and then the post-test also will be administered to the two groups to compare the outcomes of the post- test in order to judge the support material of the core vocabulary texts according to the research questions and the hypotheses of the research.

(B) The materials

The materials of this study consist of three items. The first item is the support material which includes all the songs and rhymes which will be studied as a core vocabulary development. The main purpose of this material is to increase the vocabulary of the pupils to be able to read and comprehend better than the other pupils who don't study this material of core vocabulary development. The second item of the materials is the pre-test. The researcher designs a pre-test to be distributed to the two groups to understand their academic level and standard in English as well as their stock of vocabulary they have. The third item of these materials is the post-test which has been designed mainly to give the positive or negative indication of the study. The result of this post-test will be analyzed in order to arrive at the conclusion of the study. The final findings of the study depend on the three items of the study which are the support material, the pre-test and the post-test.

(C) The procedure

The method which is selected by the researcher is experimental method

In this method the researcher is going to select two groups. In grade 6^{th} at Altadreeb basic level schools for girls and boys. The boys group is the control group at the boy's school, while the other group is experimental group at the girl's

school. The two groups related relate to the same academic level as well as the cultural and social levels.

The researcher is going to teach the experimental group at the school girls through rhymes and songs. On the other hand the second group at the school boys without rhymes and songs. The researcher will start with the pre-test for the both groups to understand their academic level and standard in English as well as their stock of vocabulary they have. After teaching the two groups where given the post-test on vocabulary which have been designed mainly to give positive or negative indication of the study. To examine whether they understand or not they were asked to answer various questions relevant to the study. After that the researcher is going to analyze each one's result, thus, the researcher is going to check the pre-questions with next ones.

After checking the final exam the researcher will vote to the best method. Also the researcher is going to use the questionnaire for the English teachers and inspectors at the basic level school at shendi locality .

A questionnaire is prepared to be distributed to the teachers in order to collect the needed data according to the research questions and hypotheses. The researcher is going to distribute the questionnaire and collect it from the participants.

The questionnaire consists of twenty statements which are relevant to the aims and objectives of the study . the copies of the questionnaire were distributed in February to the target population , mentioned above . then the teachers were asked to answer each statement of the questionnaire by choosing one answer of the given fifth choices for each statement . Then the obtained data will be analyzed by using statistical Program SPSS

(D) Validity and Reliability

Validity refers to the accuracy or truthfulness of a measurement .The researcher undertook a questionnaire as valid tool to provide reliable data .The questionnaire in its initial form has been presented to the supervisor who gave his opinion by adding , excluding or amending some of the statements of the questionnaire. The supervisor recommended that the statements ought to cover and express the hypotheses of the study and measure them properly.

To verify the validity of the study, the researcher after that presented the questionnaire to a committee of three experienced teachers in the department of English language at the university of Shundi , faculties of arts and education .Dr.Babiker,Dr.HassanAidaroos and Dr.Nadeer Sir Alkhteem.The questionnaire was revised by them in their judgment , they all gave their valuable contribution by adding , excluding or amending some of the statements of the questionnaire . They mentioned that the questionnaire appears to measure the knowledge and ability it requires to measure (face validity) also approved the items of the questionnaire that where valid to the study. So the questionnaire validity was of a high stability and internal consistency.

Reliability of the questionnaire

After the verification of the validity of the questionnaire. The questionnaire was distributed to 10 teachers and inspectors of English language at the basic level school, two Males and eight Females then the researcher manually as well as with the computer, calculated the correlation between the two Males and the eight female's respondents they figure out the consistency and the stability of it. It is found that the reliability has reached the point of 0.7 which is very good.

Reliability Coefficient Formula

Cronbach'sα(alpha)is coefficient of reliability. It's commonly used as a measure of the internal consistency or reliability of a psychometric test score for sample examinees.

Cronbach'sα is defined as $\alpha = \frac{K}{k-1}\left(1 - \frac{\sum_{i=1}^{k} \sigma^2_{y_i}}{\sigma^2_x}\right)$

Reliability – Cronbash's Alpha for thus data is 0.7 which proves the questionnaire was found to be reliable.

Chapter Four

Chapter four

DATA ANALYSES

RESULTS AND DISCUSSION

4.0 Introduction

This chapter discusses the results of the questionnaire given to the teachers and the tests given to the pupils of grade six at Altdreeb Basic Level School s / Boys, Girls at Shundi University .Pupils were given two tests -Pre – test before the study for both groups , and the post – test after the study to examine and measure their understanding and abilities well. On the other hand , the teachers of the English Language at the Basic Level Schools at Shundi Locality were given questionnaire , to take their knowledge and experience in this area to measure their value of teaching with rhymes and songs . The performance of the pupils on the two tests and the answers of the teachers were measured and analyzed .The analysis of the data was shown in tables as well as invisible figures . Data are displayed in tables by using the percentage method and frequencies as well . The tests and every statement of the questionnaire were analyzed by using the statistical program SPSS. Below every table and figures , an interpretation were written to describe the pupils' performance as well as the answers of the teachers .

4.1 The Results of the Questionnaire

Each table will be assigned to a correspondent statement in the questionnaire (refer to Appendix (E) for the questionnaire) .Below each table , the results will be analyzed and discussed by the researcher .

Frequencies

Statistics

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
N	Valid	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
	Missi	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000
Std. Deviat		164	246	164	921	921	711	305	705	640	841	705	164	921	305	623	921	305	167	491	640

Frequency Table

Table 4.1.1 Teaching English language vocabulary through various techniques is effective.

Q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	20.0	20.0	20.0
	Strongy Agree	8	80.0	80.0	100.0
	Total	10	100.0	100.0	

Table and figure 4.1.1 show that (80%) of the respondents are strongly agree that teaching English language vocabulary through various techniques is effective , (20%) agree while no neutral , strongly disagree and disagree respondents . The above result indicates that all the answers of the participants agree strongly or agree which support the hypotheses of the study positively.

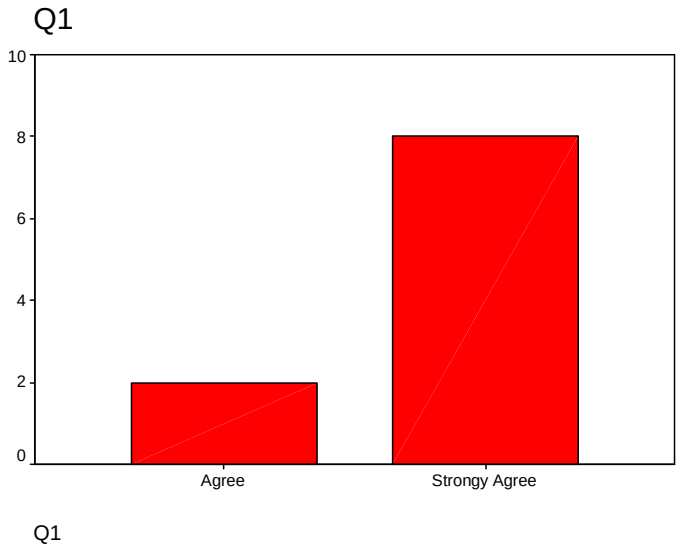

Figure : 4.1.1teaching English language vocabulary through various techniques is effective

Table :4.1.2 -songs and rhymes help learners to acquire and use vocabulary

Q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netutral	1	10.0	10.0	10.0
	Strongy Agree	9	90.0	90.0	100.0
	Total	10	100.0	100.0	

The above table and figure 4.1.2 below show that (90%) of the respondents strongly agree that songs and rhymes help learners to acquire and use vocabulary . while (10%) neutral and no strongly disagree and disagree respondents .

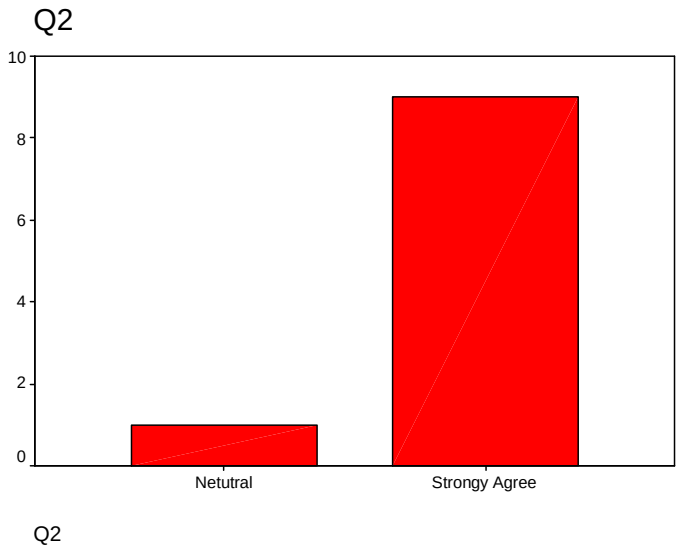

Figure :4.1.2 songs and rhymes help learners to acquire and use vocabulary

Table :4.1.3- teachers must use different techniques to meet the moods of the young learners

Q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	20.0	20.0	20.0
	Strongy Agree	8	80.0	80.0	100.0
	Total	10	100.0	100.0	

Table :4.1.3 above shows that (80%) of the respondents strongly agree , (20%) agree ,while no neutral , strongly disagree and disagree .Therefore, teachers must use different techniques to meet the moods of the young learners as the figure below also illustrates .

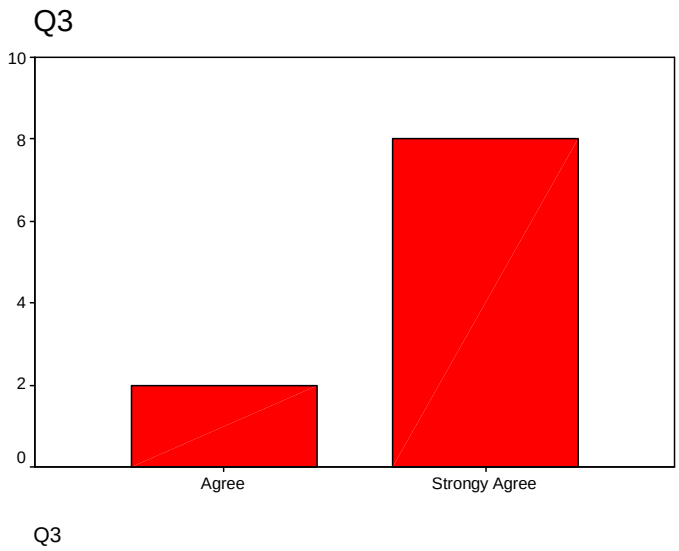

Figure:4.1.3- teachers must use different techniques to meet the moods of the young learners

Table :4.1.4-songs and rhymes create a positive atmosphere in the classroom.

Q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netutral	1	10.0	10.0	10.0
	Agree	2	20.0	20.0	30.0
	Strongy Agree	7	70.0	70.0	100.0
	Total	10	100.0	100.0	

(70%) of the respondents in the above table and figure 4.1.4 below support strongly agrees that songs and rhymes create a positive atmosphere in the classroom, (20%) agree, (10%) neutral, no respondents strongly disagree and disagree.

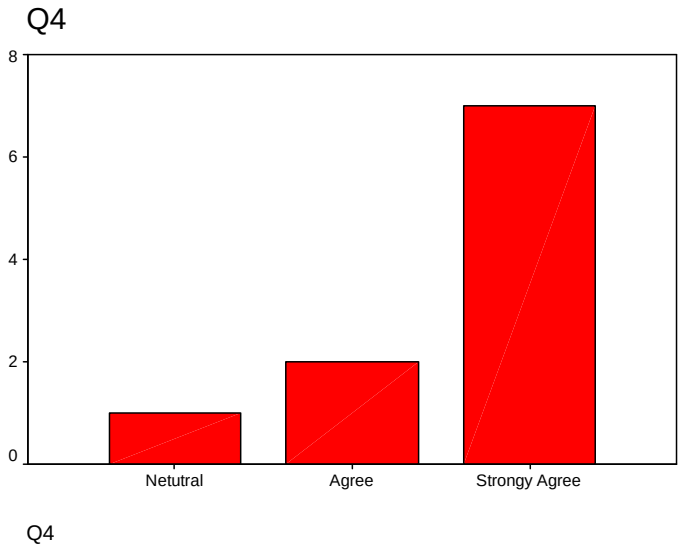

Figure :4.1.4-songs and rhymes create a positive atmosphere in the classroom.

Table :4.1.5- rhymes and songs enhance motivation for learning

Q5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netutral	1	10.0	10.0	10.0
	Agree	2	20.0	20.0	30.0
	Strongy Agree	7	70.0	70.0	100.0
	Total	10	100.0	100.0	

The result in the above table and figure 4.1.5 below demonstrates that (70%) of the respondents, strongly agree, (20%) agree and (10%) neutral while no respondents strongly disagree and disagree .All the respondents either agree or strongly agree that rhymes and songs can enhance motivation of the learners; so these answers go positively with the questions and hypotheses of the study.

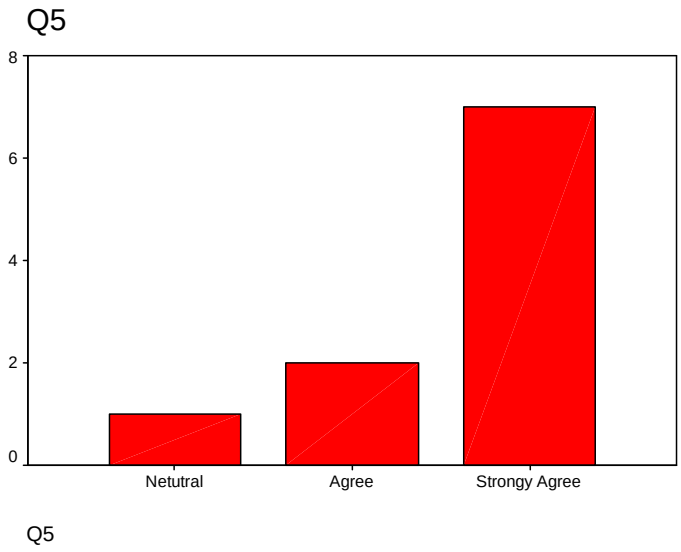

Figure: 4.5.1- rhymes and songs enhance motivation for learning.

Table 4.1.6 enjoyment and teamwork are positive factors to overcome anxiety and shyness

Q6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netutral	1	10.0	10.0	10.0
	Agree	3	30.0	30.0	40.0
	Strongy Agree	6	60.0	60.0	100.0
	Total	10	100.0	100.0	

Some respondents (60%) in the above table and figure 4.1.6 below strongly agree that enjoyment and teamwork are positive factors to overcome anxiety and shyness, (30%) agree (10%) neutral while no respondents strongly disagree and disagree.

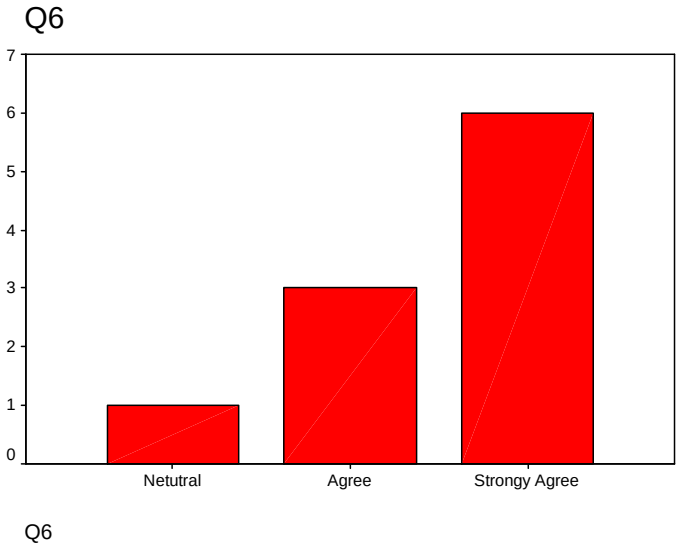

Figure 4.1.6 enjoyment and teamwork are positive factors to overcome anxiety and shyness.

Table 4.1.7 – young learner respond positively to songs and welcome them

Q7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	30.0	30.0	30.0
	Strongy Agree	7	70.0	70.0	100.0
	Total	10	100.0	100.0	

The above table and figure 4.1.7 below show that young learners respond positively to songs and welcome them , (70%) of the respondents strongly agree with this statement , (30%) agree while no one neutral , strongly disagree and disagree .

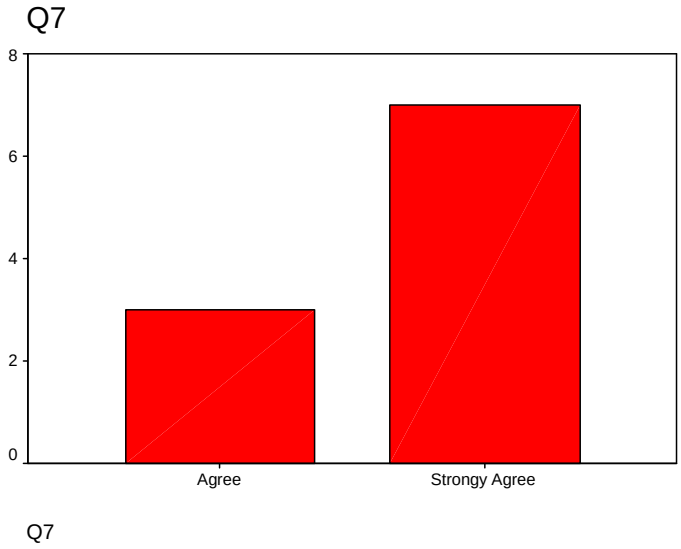

Figure 4.1.7 – young learner respond positively to songs and welcome them

Table 4.1.8- Rhymes and songs encourage pupils to participate positively

Q8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5	50.0	50.0	50.0
	Strongy Agree	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

The above table and figure 4.1.8 below show that rhymes and songs encourage pupils to participate positively half of the respondents (50%) strongly agree, (50%) agree while no respondents neutral strongly disagree and disagree.

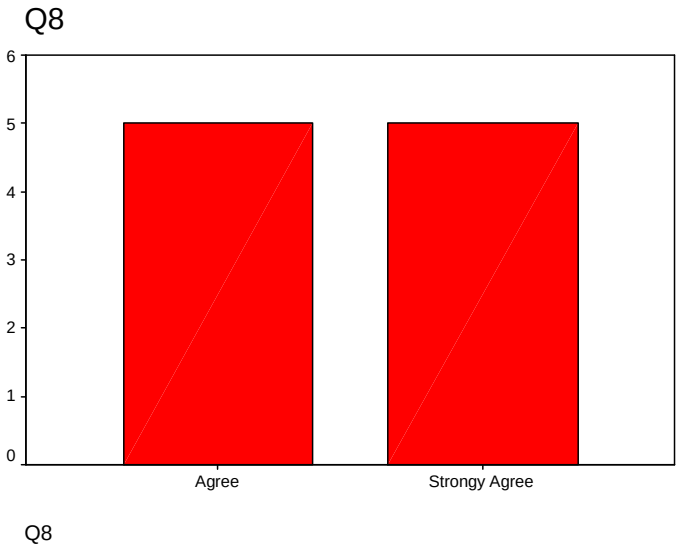

Figure 4.1.8- Rhymes and songs encourage pupils to participate positively.

Table 4.1.9 –Songs and rhymes are highly loaded with core vocabulary**.**

Q9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	60.0	60.0	60.0
	Strongy Agree	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

Table and figure 4.1.9 show that the teachers' answers regarding statement (9) which said songs and rhymes are highly loaded with vocabulary , (40%) strongly agree , (60%) agree while no one neutral , strongly disagree and disagree.

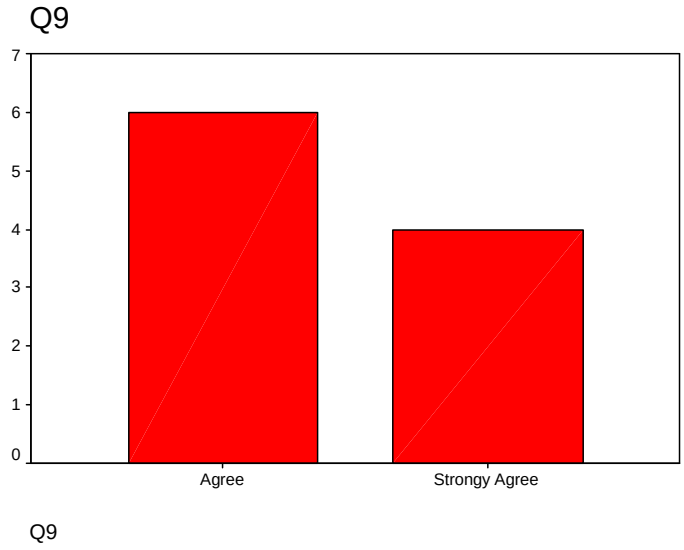

Figure 4.1.9 –Songs and rhymes are highly loaded with core vocabulary

Table 4.1.10- Rhymes and songs can be used to teach all language skills

Q10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Stronglydis Agree	2	20.0	20.0	20.0
	Disagree	1	10.0	10.0	30.0
	Netutral	1	10.0	10.0	40.0
	Agree	5	50.0	50.0	90.0
	Strongy Agree	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

The result in the above table and figure 4.1.10 below displays that (50%) of the respondents agrees that Rhymes and songs can be used to teach all language skills ,(10%) strongly agree , while (10%) neutral , (20%) strongly agree and (10%) disagree .

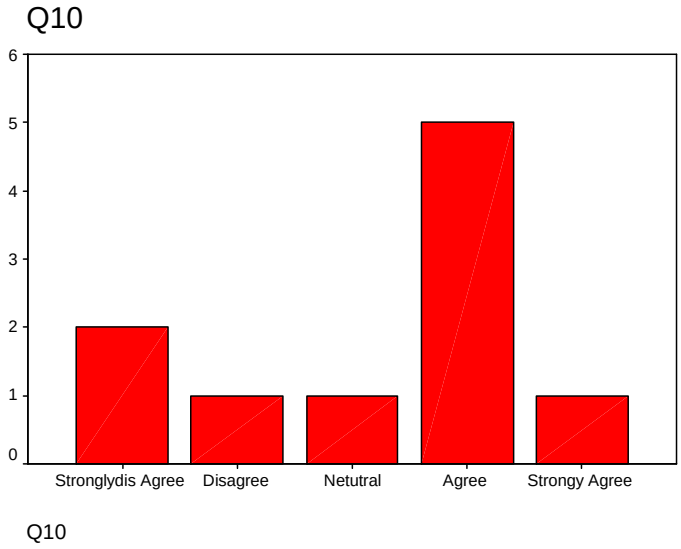

Figure 4.1.10- Rhymes and songs can be used to teach all language skills.

Table 4.1.11-using songs and rhymes don’t increase learner’s vocabulary.

Q11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Stronglydis Agree	5	50.0	50.0	50.0
	Disagree	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

The table above and figure 4.1.11 below show that almost half of the respondents (50%) strongly disagree , (50%) disagree , that using songs and rhymes don't increase the learners vocabulary while no respondents strongly agree , agree and neutral. The above answers for this question in particular indicate that all the respondents are either agree or strongly agree that using songs and rhymes increase the stock of vocabulary to the students of the basic level.

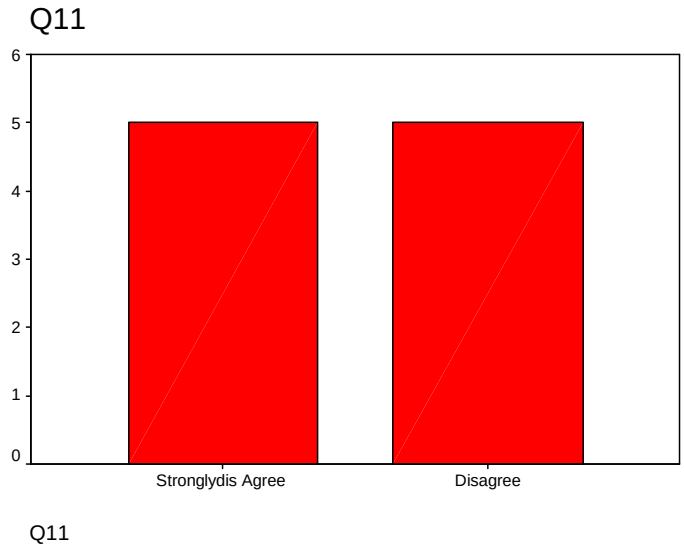

Figure 4.1.11-using songs and rhymes don't increase learner's vocabulary.

Table 4.1.12 – By using repetition through songs pupils can master language sound system.

Q12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	20.0	20.0	20.0
	Strongy Agree	8	80.0	80.0	100.0
	Total	10	100.0	100.0	

The result in the above table and figure 4.1.12 below illustrates that (80%) of the respondents strongly agree , (20%) agree that by using repetition through songs pupils can master the language sound system , while no respondents neutral , strongly disagree and disagree .

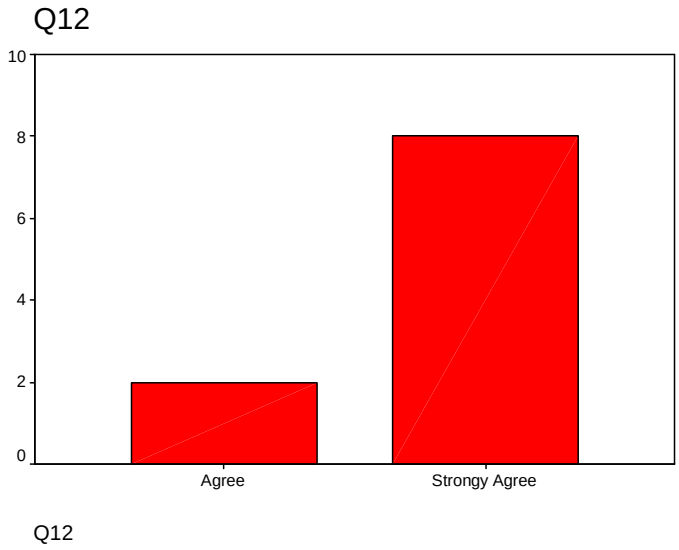

Figure 4.1.12 – By using repetition through songs pupils can master language sound system.

Table 4.1.13- Rhymes and songs stuck in the learners minds so they can memorize the words easily.

Q13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netutral	1	10.0	10.0	10.0
	Agree	2	20.0	20.0	30.0
	Strongy Agree	7	70.0	70.0	100.0
	Total	10	100.0	100.0	

The table above and figure 4.1.13 below demonstrate that (70%) of the respondents strongly agree and (20%) agree that rhymes and songs stuck in the learners minds so they can memorize the words easily. while (10%) neutral and no respondents strongly disagree and disagree.

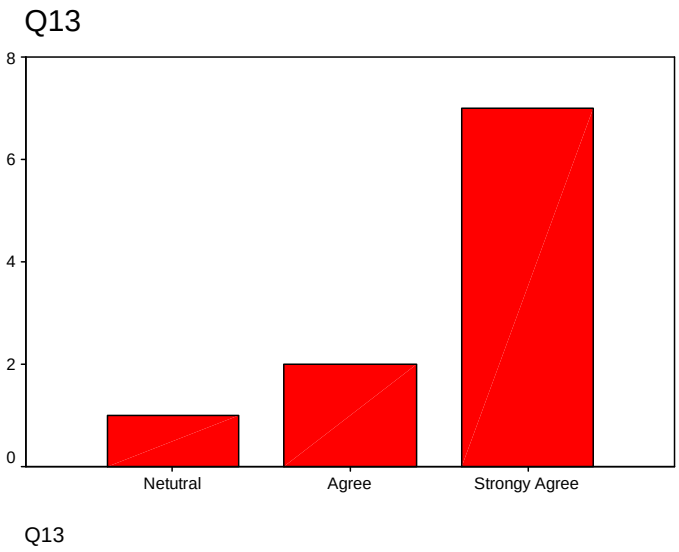

Figure 4.1.13- Rhymes and songs stuck in the learners minds so they can memorize the words easley.

Table 4.1.14 –Singing can improve pupils pronunciation and intonation patterns especially young learners.

Q14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	30.0	30.0	30.0
	Strongy Agree	7	70.0	70.0	100.0
	Total	10	100.0	100.0	

Singing can improve pupil's pronunciation and intonation patterns especially young learners. The result in the table above and figure below 4.1.14 display s that (70%) of the respondents strongly agree (30%) agree to the statement, while no respondents neutral, strongly disagree and disagree.

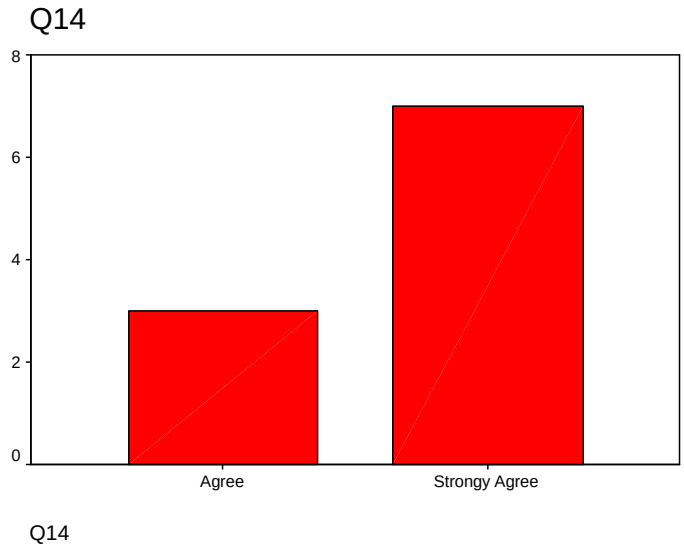

Figure 4.1.14 –Singing can improve pupils pronunciation and intonation patterns especially young learners.

Table 4.1.15 – songs and rhymes help pupils to pronounce sounds and words confidently and accurately.

Q15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1	10.0	10.0	10.0
	Strongy Agree	9	90.0	90.0	100.0
	Total	10	100.0	100.0	

The result in the above table and figure 4.1.15 below demonstrates that (90%) of the respondents strongly agree and (10%) agree that songs and rhymes help pupils to pronounce sounds and words confidently and accurately but no one neutral , strongly disagree and disagree

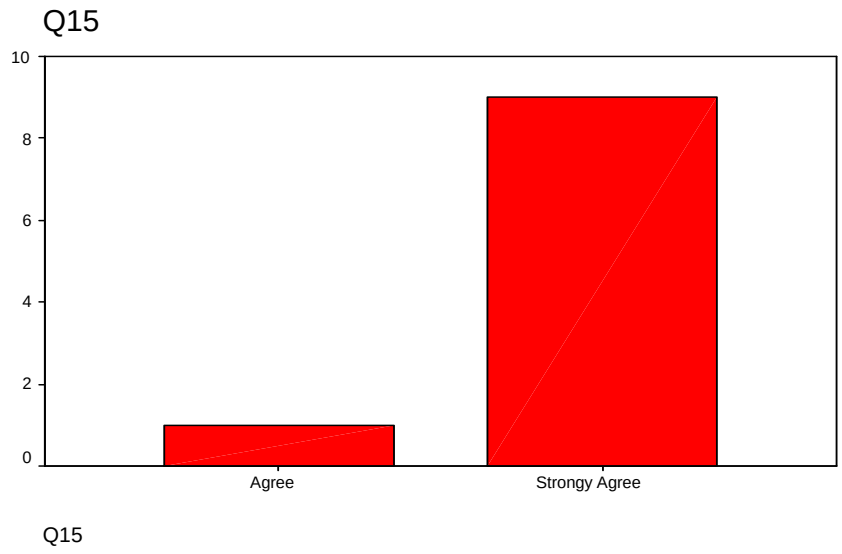

Figure 4.1.15-– songs and rhymes help pupils to pronounce sounds and words confidently and accurately

Table 4.1.16- teaching core vocabulary at early stage facilitates learning and acquisition of language.

Q16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netutral	1	10.0	10.0	10.0
	Agree	2	20.0	20.0	30.0
	Strongy Agree	7	70.0	70.0	100.0
	Total	10	100.0	100.0	

(70%) of the respondents in the above table and figure 4.1.16 below strongly agree that teaching core vocabulary at early stage facilitates learning and acquisition of language (20%) agree , neutral (10%) while no respondents strongly disagree and disagree

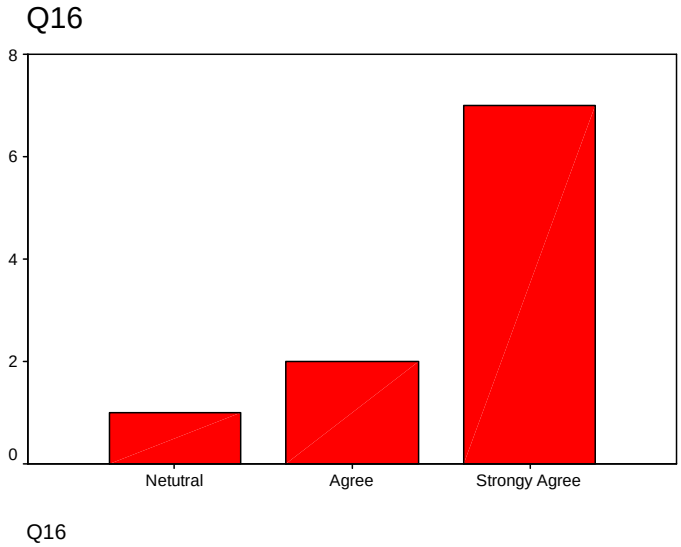

Figure 4.1.16- teaching core vocabulary at early stage facilitates learning and acquisition of language.

Table 4.1.17 – through songs and rhymes young learners concentrate enough to listen to sounds and words.

Q17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	30.0	30.0	30.0
	Strongy Agree	7	70.0	70.0	100.0
	Total	10	100.0	100.0	

Table and figure 4.1.17 show the teachers answers regarding statement (17) which said through songs and rhymes young learners concentrate enough to listen to sounds and words, (70%) of the respondents strongly agree, (30%) agree, while no respondents neutral, strongly disagree and disagree.

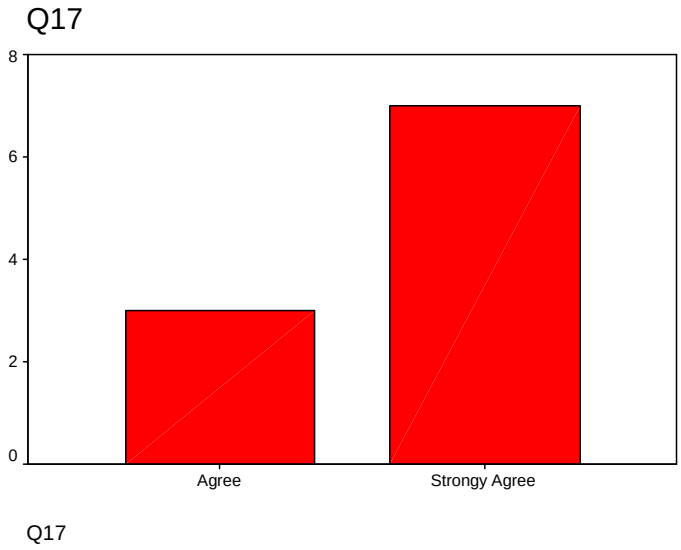

Figure 4.1.17 – through songs and rhymes young learners concentrate enough to listen to sounds and words.

Table 4.1.18 – using songs and rhymes inside class rooms is just a waste of time.

Q18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Stronglydis Agree	6	60.0	60.0	60.0
	Disagree	3	30.0	30.0	90.0
	Strongy Agree	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

The table above and figure 4.1.18 below display that (10%) of the respondents strongly agree that using songs and rhymes inside class rooms is just a waste of time , no one agrees and neutral , while (60%) strongly disagree and (30%) disagree .

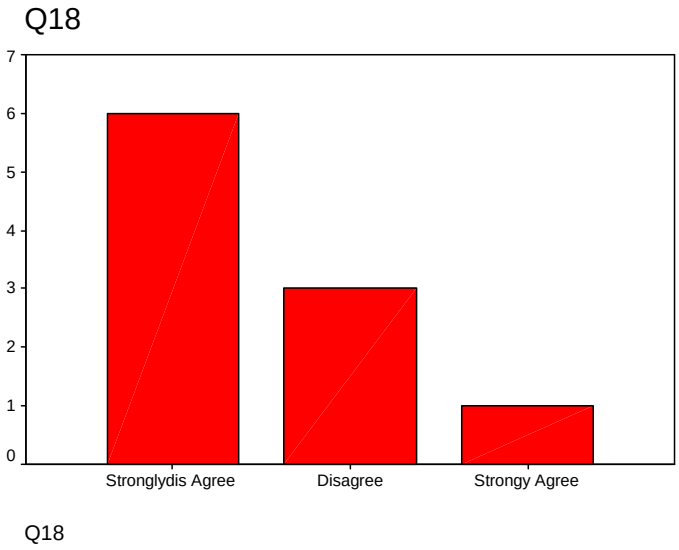

Figure 4.1.18- songs and rhymes inside class rooms is just a waste of time.

Table 4.1.19- teaching core vocabulary through songs develops good pronunciation and fluency.

Q19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Stronglydis Agree	1	10.0	10.0	10.0
	Strongy Agree	9	90.0	90.0	100.0
	Total	10	100.0	100.0	

The result in the table and figure 4.1.19 below demonstrates that (90%) of the respondents strongly agree that teaching core vocabulary through songs develops good pronunciation and fluency, (10%) strongly disagree while no respondents agree, disagree and neutral.

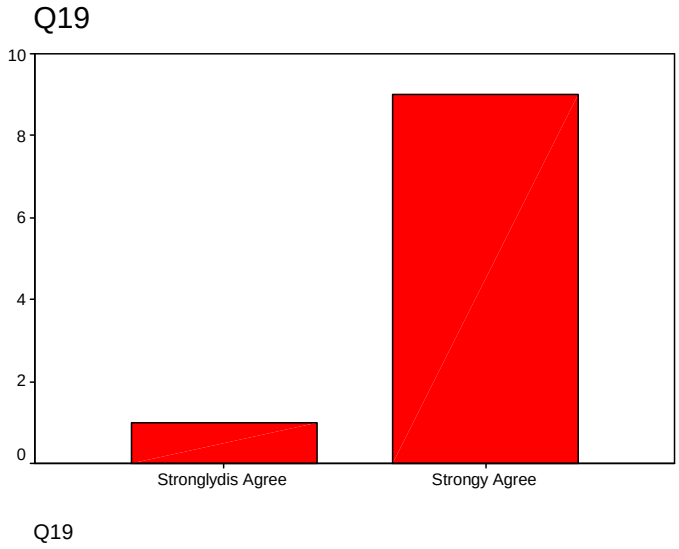

Figure 4.1.19- teaching core vocabulary through songs develops good pronunciation and fluency.

Table 4.1.20- songs and rhymes are the most effective way of teaching core vocabulary to young learners.

Q20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4	40.0	40.0	40.0
	Strongy Agree	6	60.0	60.0	100.0
	Total	10	100.0	100.0	

(60%) of the respondents in the above table and figure 4.1.20 below , strongly agree that songs and rhymes are the most effective way of teaching core vocabulary to young learners , whilst (40%) agree , no neutral , strongly disagree and disagree .

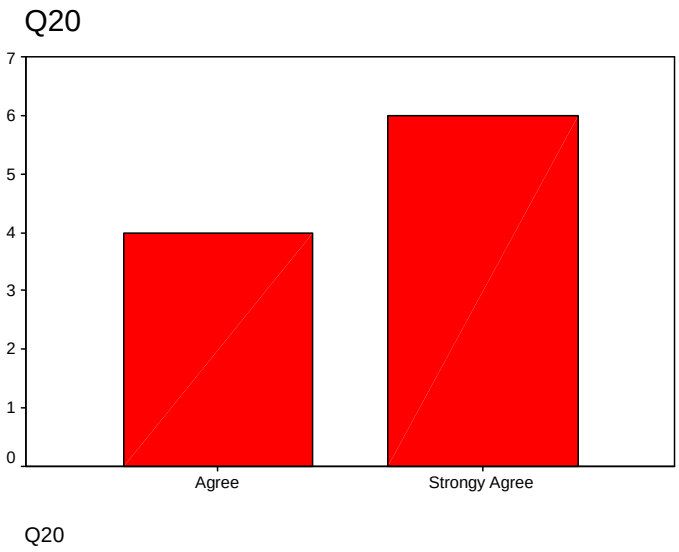

Figure 4.1.20- songs and rhymes are the most effective way of teaching core vocabulary to young learners.

4-3 The results of the tests (pretest and posttest)

Table .1.The Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE1	21.4000	15	3.60159	.92993
	POST1	22.3333	15	5.98411	1.54509
Pair 2	PRE2	21.6667	15	5.08031	1.31173
	POST2	36.8667	15	5.85377	1.51144

Table (1) the paired samples statistics

Based on, the data presented in table (1) the

mean score in the pre-test for group (1) is 21.4000,(50,3%) while, the mean score in Post-test is 22.3333 (50,56%) it's clear that there is no difference in their achievement .

Group (2) also the above table shows, that the mean score in the pre-test is 21,6667 (50,4%) while, the mean score in post-test is 36.8667 (81,2%) there is a difference, this it means that the mean score in post-test is higher than the mean score in pre-test this result ,clarify that there is appositive improvement in their achievement.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE1 & POST1	15	.885	.000
Pair 2	PRE2 & POST2	15	.635	.011

Table (2) the paired Samples Correlations

Table(2) demonstrates the correlations between the two tests for both groups (1)&(2) Pair (1) the correlations for pre &post tests is . 885.

Pair (2) the correlations between the pre &post tests is .635.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE1 - POST1	-.9333	3.26161	.84214	-2.7396	.8729	-1.108	14	.286
Pair 2	PRE2 - POST2	-15.2000	4.72380	1.21968	-17.8160	-12.5840	-12.462	14	.000

Table (3) the paired Samples Test

This table confirm that the P. value for group (1) is .286 it's bigger than the Alpha .05 ,so there is no difference in their achievement , this shows that there is no improvement in their achievement .

And the P .value for group (2) is .000 it's smaller than theAlpha.o5, there is a difference in their achievement. This is verify that there is appositive improvement .So the results of the tests were true and authentic. According to these results, consequently teaching through rhymes & songs are very effective and rhymes and songs are very successful tools.

The above statistical analysis shows the results of the two tests. The pre-test for the two groups (experimental and control groups). The comparison

Between the results of the pre-tests indicate that the two groups are related to the same academic, social and cultural class. Also the results of the two groups

Concerning the post-test indicate that the material to which the pupils of the experimental group are exposed to is very effective and useful. The pupils of the experimental group scored high marks comparable with the control group which shows that using songs and nursery rhymes to teach core vocabulary is very successful and effective strategy for the pupils of the basic level.

According to the research questions and hypotheses, the outcomes of this statistical analysis indicate that the experimental study has achieved its objectives and matched the hypotheses and the results of the tests.

4.2. Discussion of Hypotheses in Relation to the Results

The hypotheses in chapter one will be tested and verified against the results.

4.2.1 Testing hypothesis (1) : The process of learning the core vocabulary is faster and better if learning situation incorporate fun variables . The respondents answers in both Table and Figure 4.1.1, support the above hypothesis since no subject disagree, strongly disagree and neutral with the statement that teaching English language vocabulary through various techniques is effective . (80%) of the respondents , strongly agree, with the statement and (20%) agree.

Other relevant statements are : 4.1.2, 4.1.3 , 4.1.5 , 4.1.6 and 4.1.11 which speak about the various techniques which effected learning , such as rhymes and songs .

4.2.2. Testing hypothesis (2) :Nursery rhymes and songs are powerful strategy for teaching core vocabulary for the pupils at basic level schools .

This hypothesis is verified by the respondents' answers to statement , 4.1.7 which says young learners , respond

positively to songs .(70%) of the subjects strongly agree that young learners respond positively to songs and welcome them and (30%) agree, other relevant statements

Are : 4.1.4 , 4.1.8 , 4.1.9 , 4.1.13 4.1.18and4.1.20, as they consider rhymes and songs are powerful strategy .

This confirms that pupils respond positively to rhymes and songs .

4.2.3. Testing hypothesis (3) : Using rhymes and songs in teaching core vocabulary encourage pupils mastering good pronunciation .

The results regarding this hypothesis are actually obtainable from the respondents' answers to statement 4.1.14 where (70%) strongly agree , (30%) agree, singing can improve pupils' pronunciation and intonation patterns especially young learners .

Other relevant statements are : 4.1.10, 4.1.12, 4.1.15 , 4.1.17and 4.1.19as they consider rhymes and songs improve good pronunciation .

1. **4.2.4**. Testing hypothesis (4) : Rhymes and Songs in teaching core vocabulary at early stage facilitate learning of the language.

The verification of the above hypothesis is shown through respondents' answers to statement ,4.1.16while,(70%) strongly agree ,(20%)

Agree that teaching core vocabulary at early stage facilitates learning o f the language.

The above results of the questionnaire indicate that all the respondents are experienced teachers who support the hypotheses of the study positively. This is to ensure that using songs and nursery rhymes are very effective and practical strategy to create an appropriate situation inside the classroom to help the learners to be able to interact and cooperate in a real situation. Songs and rhymes encourage the pupils to use the language loudly to master the proper pronunciation as well as keeping by heart all the core vocabulary. Moreover, core vocabulary is very essential in everyday communication especially for the children in their early stages to prepare them for the non-core vocabulary in the latter stages. Finally, using songs and nursery rhymes inside the classrooms prepare an environment for

the pupils to practice English as foreign language, because it difficult for them to find such situation in the outside environment.

Chapter Five

Chapter Five

FINDINGS,CONCLUSION, RECOMMENDATIONS & SUGGESTIONS FOR FURTHER STUDIES:-

5.0 Introduction

This chapter includes the results of the study which are considered as the scientific outcomes of the instruments that were utilized in the study. The previous chapter analyzed the instruments of the study (the questionnaire, the pre-tests and post-test) according to the questions and hypotheses of the study. The outcomes of these instruments indicate that using of songs and nursery rhymes is very effective strategy in teaching core vocabulary to the students of basic schools. Moreover, the results show that using songs and nursery rhymes improved the pupils' pronunciation and communication in English. This chapter starts with listing the important findings of the study according to the results of the statistical analysis of the research instruments. Also, the chapter includes the conclusion of the study as well as the recommendations for further research on this field of study.

5.1 Findings

Findings of this study are favorable:-

1-Teaching English language vocabulary through various techniques is effective {Table 4.1.1 supports this].

2-Songs and rhymes create positive atmosphere in the class room {Table 4.1.4. supports this]

3-Young learners respond positively to songs and well come them [Table 4.1.7 supports this]

4-Rhymes and songs encourage pupils to participate positively. {Table4.1.8 supports this}

5-Rhymes and Songs enhance motivation for learning, [Table4.1.5 supports this]

6-Songs and Rhymes help learners to acquire and use vocabulary. [Table4.1.2 supports this}

7-Singing can improve pupils' pronunciation and intonation patterns especially young learners. {Table 4.1.14 supports this]

8-Teaching core vocabulary at early stage facilitates learning and acquisition of language, [Table 4.1.16 supports this}

9-Rhymes and Songs stuck in the learners minds ,so they can memorize easily .{Table 4.1.13 supports this]

10-Rhymes and Songs may be adopted by educationists in teaching core vocabulary.

11-The pupils of the basic schools may be benefited from this study.

12-The findings of this study will hope fully help E F L teachers to consider the importance of teaching core vocabulary to pupils especially young learners to learn and acquire language to be able to communicate and master the language sound system .

13-The study will help curricula designers to produce an appropriate syllabus to help the pupils to acquire core vocabulary at the early stage because it is essential for communication

14-Through using rhymes and songs pupils achieve better.

15-Nursery rhymes and songs are full of core vocabulary which we use in everyday activities in real situations.

Finally, all the above statements are considered the positive findings of the study which are supported by the scientific analysis of the instruments of the study. This experimental study comes out with very useful practical and

appropriate findings in using songs and nursery rhymes as support material to teach core vocabulary to basic schools students. All the experienced teachers of English language at the basic schools strongly agree that the strategy of using songs and nursery rhymes in teaching core vocabulary is an effective strategy which should be adopted by all teachers to develop the vocabulary of the children. Also, this strategy helps the pupils to communicate English and creates a real situation for the pupils to practice their vocabulary as well as their pronunciation.

5.2 CONCLUSION

As a conclusion of this study, the researcher adopted the experimental method to conduct this research. The study mainly aims at investigating the effectiveness of strategy of using songs and nursery rhymes in teaching core vocabulary to the sixth grade pupils at the basic schools at Shundi City. The researcher used three instruments in order to arrive at scientific and practical results. After the determination of the subject of the study which includes the experimental and control groups of the pupils, the researcher prepared a questionnaire for the teachers and inspectors of English language to support the results of the pupils in the pre-tests and post-tests. Therefore, this study has been carried out to evaluate the using of songs and nursery rhymes in teaching core vocabulary to students of basic level. Young learners are special pupils who need special style of teaching, using the strategy of songs and nursery rhymes make learning fun and attract the attention of the pupils and that helps them to be involved, engaged and participated effectively inside the classroom. Using songs and nursery rhymes encouraged the pupils to acquire the vocabulary and use it in a very interactive collaborative way. This strategy helps in engaging all the pupils even the shy ones participated effectively inside the classroom. The study was conducted after choosing randomly, the sample of the research out of 15 sixth grade female pupils at

Al Tadreeb basic School for girls as an experimental group and the same grade at the school of boys as control group. The study shows the high scores of the experimental group in the post-test which indicates that the selected material of songs and nursery rhymes improved the vocabulary of the experimental group and developed their vocabulary skills. Moreover, the results show that the experimental group acquired the vocabulary and be able to communicate English language properly in different situations. The improvement of pupils' core vocabulary shows that their mean score in the post – test is higher than the mean score in the pre –test of { group 2 } the mean score of the pre – test is (21.6667) (50,4% percentage)while the means score in post- test is (36.8667) (81,2 % {percentage)This means that teaching through rhymes and songs is very effective and that is very clear from their achievement in the post-test .On the other hand, the results show that the mean score of the pre and post tests are weak [group 1] control group. The mean score in the pre –test is (21.4000)(50,3%) while the mean score in post – test is (22.3333)(50,56%.)There for their mean score is very weak. This means that teaching through variables techniques is very effective and appropriate, especially teaching through Rhymes and Songs .The improvement in the level of the experimental group is very clear because, the pupils are being able to understand and memorize the core vocabulary easily through using these

Songs and nursery rhymes. To sum up, it is generally speaking that songs provide enjoyment and in the same time develop language skills in the early stages of the pupils. The Teaching and Learning of English for the young learners should start with core vocabulary through songs and nursery rhymes because it is the strategy which is considered the most effective means in developing young learners' vocabulary.

5.3 Recommendations

The following recommendations are made by the researcher for stimulating and motivating young learners at the Sudanese basic level EFL classroom. The recommendations are.

1-Empirical research should be conducted on the basic schools learners to effectively support the findings of the present study .

2-Further research can be conducted in teaching core English vocabulary to young learners through rhymes and songs

3-Supplementary material for the spine series, in order to make the syllabus more interaction to stimulate the learners,

4- Teachers and educators at basic schools can and should start with core vocabulary at early stages.

5-The syllabus of the kindergartens should be organized to include songs and nursery rhymes to teach core vocabulary in the early ages to develop language acquisition and communication.

6-Educators should write a small book of songs and nursery rhymes to be taught for the young children at basic schools.

5-4 Suggestions for further Studies

1- Supplementary activities such as rhymes and songs should be beneficial to young learners of English as a foreign language

2- The pupils need to increase their practice in vocabulary skills.

3- Educators and syllabus designers should separate core vocabulary from non-core vocabulary in English textbooks for younger children.

4- The best way to help the young learners to learn and acquire core vocabulary is through rhymes and songs which create teaching learning situation that incorporates fun variables.

5- Rhymes and songs courses given to pupils are not enough in the spine series.

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Appendices

Appendix, (A) presents sample of Target core , Appendix (,B) A list of the songs presented in the dissertation ,Appendix (C) includes a list of the results of the tests , Appendix , (D)Illustrates the Pre &post tests and Appendix (E)Indicates to the questionnaire for English teachers and inspectors at Basic Level Schools at Shendi locality .

Appendix (A)

Sample of 28 Target Core

early	rise	on	live
is	this	time	stop
what	you	in	the

learn	me	how	to
fly	show	will	Get - up
No	I	am	my
Are	very	high	again

Appendix (B)

a list of the songs presented in the dissertation .

- 1 . The English Alphabet song.

Alphabet Song

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 z

Now , I know my ABC' S.

Next time won 't you sing with me .

-2 . The My Face song .

My face

My face my face

This is my eye

My face my face

This is my nose

My face my face

This is my hair

My face my face

This my ear

My face my face

This is my mouth

My face my face

This is my teeth

My eye - My nose - My hair - My ear - My mouth - My teeth - This is my face .

3- The Little Muslim song

A little Muslim

I am a little Muslim

My morals are very high

I am a Muslim and my God is Allah

My religion is Islam

My prophet is Mohammad

My book is Qur'an

And I hope to gain the paradise

I pray five times a day

I'm clean I'm generous

I'm lenient and genial

I am a Muslim

4- The Lazy Mary song .

(Children's song Lyric and song clip .)

Lazy Mary

Lazy Mary will you get up

Will you get up, will you get up

Will you get up

No, no mother I won't get up ,

I won't get up , won't get up

No, no mother I won't get up

Won't get up to day .

5- The Time is Money song .

Time is Money

Time is Money

When I waste time

I commit a crime

Time is Money

Sweeten than honey .

6- The Dream song .

A Dream

My dream is to be star high, high in the sky

When you don’t see me please don’t cry

When I am star I won’t be shy

But if you wont to be with me

Just try .

7- The Once I caught A fish Alive song .

Once I caught Afish Alive

One, two ,three, four, five,

Once I caught a fish alive,

Six, seven ,eight , nine , ten,

Then I let go again .

Why did you let it go ?

Because it bit my finger so.

Which finger did it bite?

This little finger on the right .

8-The Color's Song

The color's song

Red , Yellow , white and green

Orange , Purple and blue

I can see a rainbow

See a rainbow

Orange ,Purple and blue .

9- The Three Brown Bears Song .

(Color Song Lyrics and Sound Clip Linda Brown)

Three Brown Bears

Three brown bears ;

Three brown bears ;

See all their beds ;

See all their chairs

The mommy cooked

In a big brown pot

The daddy's porridge

Was much too hot ;

The baby bear always

Cried a lot ;

The three brown bears .

10- The One Two Buckle My Shoe Song .

One Two Buckle My Shoe

One two buckle my shoe

Three four shut the door

Five six pick up a sticks

Seven eight lay them straight

Nine ten a big fat hen

11- The Butterfly Song .

Butterfly

Butterfly , Butterfly , Butterfly

Learn me how to fly

Teach me show me, don't be shy

Look how you're always peaceful

12- The Twinkle , Twinkle, Little star Song .

Twinkle, twinkle, little star

How I wonder what you are .

Up above the world so high .

Like a diamond in the sky .

Twinkle , twinkle, little star .

How I wonder what you are

Appendix (C)

A list of the results of the tests

Group (1) Boys

1- The Pre-test

(1)27, (2) 26, (3) 24, (4) 23, (5) 23, (6) 25, (7) 23,

(8) 22, (9) 22, (10) 20, (11) 19, (12) 19, (13) 16, (14) 16, (15) 16. The mean score is 21,4000,(50,3%)

2- The Post- Test

(1) 33, (2) 32, (3) 30, (4) 27, (5) 26 , (6) 24 , (7) 23,
(8) 19, (9) 19, (10) 18, (11) 18 , (12) 17 , (13) 17, (14) 16, (15) 16.

The mean score is 22.3333 ,(50,56%).

Group (2) Girls

3- The Pre – Test

(1) 30, (2) 27, (3) 26, (4) 26, (5) 26, (6) 24, (7) 23, (8) 23,
(9) 22, (10) 21, (11) 16, (12) 16, (13) 15, (14) 15, (15) 15,

The mean score in the pre –test is 21.6667,(50,4%).

4- The Post-test

(1) 40, (2)40, (3) 40, (4) 40, (5) 40, (6) 40, (7) 40, (8) 38,

(9) 38, (10) 38, (11) 37, (12) 36, (13) 35, (14) 34, (15) 17.

The mean score in the Post-test is 36.8667,(81,2%).

Appendix (D)

The pre& post tests

بسم الله الرحمن الرحيم

Shendi University - Faculty of Education

Altadreeb Basic Level Schools

For /Boys& Girls/

English Language Pre-test No,(1) Term(1)

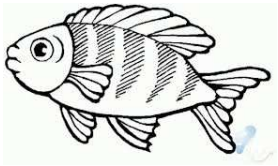
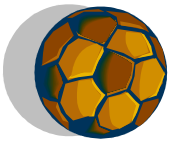
6th Name:……

Q (1):- Complete the missing letters:-

(a)

	b	c			F	g	h	
j	k	l		n	O	p		
s	t		v			y	z	

(b) Match A with B

A		B
1-tree 2- 3- 4-  5- 		a- Fish b- Ball c- Pencil d- Cup e-

Q (2):- (a) Choose the right word:-

1-This is…….bag.{ me - my}

2-Open……..book.{ you - your}

3-Mona does……..homework.{ his - her}

(b)-Complete from the list:-

{What - How - When }

1-…….do you getup?

2-…….old are you?

3-……..is your name?

Q (3):- (a) Make the correct word:-

1-yks……2-agb……..3-anmgo.....

(b)-Match these words:-

1-hand 2-Friday 3-face

eyes	Fingers	Last

Q (4):- (a) Make questions :-

1-book this Is a.

…….....……?

2-want Do an apple you.

……..?

3-that is What.

……?

(b)-Choose the correct answer:-

1- The sky is …….(yellow -blue)

2- The tree is…….(green - black)

3- The milk is……..(red- white)

Q (5):- (a) Under line the odd word:-

1-coffee - tea - jam .

2-milk - water - fish .

3-pencil - car - book.

(b)-Give the opposite :-

a-tall,…….b-thin,……c-right,……..d-white,……..

Q (6):- Answer Yes, No, questions:-

1-Do you like dates?.....

2-When does Ali go to school?.....

3-Is this a circle ?

……

Q (7):- Circle the correct answer :-

1-Igo to school ……..Sunday.

a-on b) in c)at

2-I getup…….six o'clock.

a)-at b)on c)in

3- Huda likes ……apple.

a)-the b)an c) a

4-He……..his homework.

a)-do b) does c) doing

5-…….wants oranges ?

a)-When b)Who c)What

6-I play football……the afternoon.

a)-in b) on c)at

7-Omer is ……..milk.

a)-drinking b) eating c) a ,and b.

Q (8):- Complete from this list :-

{ hall - in - Shundi - has }

I live……a house in…….The house…….a kitchen and a ……..

Good Luck

بسم الله الرحمن الرحيم

Shendi University - Faculty of Education

Altadreeb Basic Level Schools

For /Boys/&Girls/

6th Term-(2)

English Language. Post-test No(2)Name:-……

Q: (1) a) Complete this table :

A			D	E	F	G		I
	K	L		N		P	Q	R
		U		W			Z	

b)- Choose the right answer:

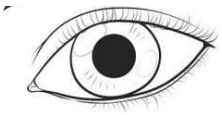
1-Every day I clean ……nose { me - my}

2-Everyday ……..brush my teeth{ me - I }

3-Learn .....how to fly { I - me}

4-Happy,happy for me and for……..{ you - your}

Q (2):- (a) Match A with B

A		B
1- Sunday		a-
2- Week		b- second
3- Sudan		c- 
4- An eye		d- country
5- star		e-days

b)-Complete from the list:-

where - Stop - Twinkle - When

1-……the war.

2-…….twinkle, little star .

3-Here or there or every ……

4-…….I waste time I commit a crime.

Q(3):- Write the correct word :-

a) lfy ……. awr…… kys……

b)Under line the odd word :-

1-face - match - nose - mouth

2-one - two - four - six

3- A - B - C - d

4-arms - leg - hands - fingers

Q (4):- Give the opposite:-

a)-high happy white peace

…….. ……. ……. ……

big fat early

……. ……. ……

b)- Make questions:-

1- fly - you - Can

……?

2-love - your - Do -you - country

…….?

Q (5):-Choose the correct answer :-

a)1-I …….my country { live - love}

2-The star is so ……{ high - low}

3-Time is sweeten than……{ jam - honey}

b)-Answer these questions:-

1-Saturday is the first day of the week?

……..

2-You have got 3 ears ?

……..

3-Everyday you do your prayers ?

…….

Q (6):-Match these words:-

money - blue - teach me

color	time	Butterfly

Q(7):- Under line the correct answer:-

1-Happy ,happy for me .....for you { is - and }

2-Sudana high.....the sky { in - on }

3-Here ……..there { is - or }

4-Time is money sweeten .....honey{ than - of }

5-Monday is the …….day of the week { second - third }

6-…….above the world so high { down - up}

7-Learn me how .....fly { to - for}

8-I am a……Muslim { little - small}

9-……a diamond in the sky { same - like }

10-I live ……my country oh { on in }

Q(8):- Write the missing letter:-

a) t…me - st…r - l…ttle - Sud….n

l….ve - S….nday

b)Fill in the spaces from this list : (seven - late - with - early - again - ten - three - floor - five - sitting)

One two ……four

I am……on the…….

…….six……..eight

I am……..you are……

nine …….

you say .....me……

Best Wishes

Appendix (E)

Indicates to the questionnaire for the English teachers and inspectors at Basic Schools at Shundi locality.

University of Shendi

Faculty of Graduate Studies

Department of English language and Literature

Questionnaire for English teachers at basic level schools

Dear colleague,

You are kindly requested to answer the following questionnaire just by selecting the appropriate option. Please read the statements and tick the right choice. Your cooperation is highly appreciated.

Name: _____(optional)

Gender: male____/ female____/ .

Teaching experience: {1-5____/},{6-10_____/},{11-15_____/},{16+_____/} (years)

Please tick the most appropriate answer for each statement.

number	The statement	Strongly agree	agree	neutral	Strongly disagree	disagree
1	Teaching English language vocabulary through various techniques is effective.					
2	Songs and rhymes help learners to acquire and use vocabulary.					
3	Teachers must use different techniques to meet the moods of the young learners.					
4	Songs and rhymes create a positive atmosphere in the classroom.					
5	Rhymes and songs enhance motivation for learning.					
6	Enjoyment and teamwork overcome anxiety and shyness.					
7	Young learners respond positively to songs and welcome them.					
8	Rhymes and songs encourage pupils to participate positively.					
9	Songs and rhymes are highly loaded with core vocabulary					
10	Rhymes and songs can be used to teach all language skills.					
11	Using songs and rhymes don't increase learner's vocabulary.					
12	By using repetition through songs pupils can master language sound system.					
13	Rhymes and songs stuck in the learners minds, so they can memorize the words easily.					
14	Singing can improve pupils 'pronunciation and intonation patterns of the pupils specially young learners.					
15	Songs & rhymes help pupils to pronounce sounds and words confidently and accurately .					

16	**Teaching core vocabulary at early stage facilitate learning and acquisition of English language**					
17	**Through songs and rhymes young learners concentrate enough to listen to sounds and words.**					
18	**Using songs and rhymes inside classrooms is just a waste of time.**					
19	**Teaching core vocabulary through songs develops good pronunciation and fluency.**					
20	**Songs and rhymes are the most effective way of teaching core vocabulary to young learners.**					