Using Rhymes and Songs for Teaching Core Vocabulary to Elementary School Students

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Abstract: The study tries to make use of the songs and nursery rhymes as educational tools through which core vocabulary can be taught and understood to the children of elementary schools. The study was conducted at Altadreeb basic level school at Shundi University in Sudan. The girls at the 6th grade were chosen as the experimental group for the study, while the boys in the same grade represented the control group. The present study exposes the experimental group to 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 a viable strategy for teaching core vocabulary to the students of elementary level. 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 paper considers whether songs are a useful technique on their own in imparting lexical knowledge, and if good pronunciation may support vocabulary learning. Similarly, the flexibility of the verses’ 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 fuse learning and play to ensure that students are engaged and absorbing information.

Index terms: core vocabulary, nursery rhymes, songs strategy, lexical knowledge, language acquisition device.

1. INTRODUCTION

Vocabulary is an area which is perceived as 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 an FL. Even after they have more or less mastered syntax, they still feel that their vocabulary 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 acquisition of so many words. It is such that in foreign language learning, formal instruction is the primary source of input and consequently can be the source of much misunderstanding and wasted effort. Therefore, special attention must be given to presenting, practicing and producing new vocabulary items.

Teaching vocabulary is an arduous task and it involves a considerable amount of expertise. But it is not as easy as it seems to be. Several explanations have been made to find out the ways to learn vocabulary. Vocabulary knowledge is the
single most important area of SL/FL competence. Generally speaking, vocabulary knowledge caters 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) 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).

Vocabulary has also repeatedly been shown to be related to language 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 "grammaticalized lexis" not "lexicalized grammar" (Lewis 1993). Wilkins (1972) believed that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Therefore, it is widely accepted that vocabulary teaching should be part of the syllabus, and taught in a well-planned and regular basis. Some authors, led by Lewis (1993) argue that vocabulary should be at the center of language teaching, because ‘language consists of grammaticalised lexis, not lexicalised grammar’. Also Widdowson (1993), claimed that "the more one considers the matter, the more reasonable it seems to suppose that lexis is where we need to start from, the syntax needs to be put to the service of words and not the other way round. Vocabulary knowledge is therefore a major factor to facilitate communication and other activities such as writing and reading appropriately in using SL or FL. Moreover, vocabulary can convey the meaning more than grammar in different contexts (Wilkins, 1972).

Focusing on grammar at the expense of vocabulary creates a swell of problems for teachers and learners of foreign language. Concentrating on teaching grammar explicitly locks the students inside the classroom and cuts them off the outside world where they need to use the language for communication in real situations. Students, in such a case, concentrate needlessly on grammar to the neglect of 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. Indeed there are some vocabulary learning problems which may be barriers to successful language learning and acquisition at elementary schools. But these problems are mostly related to misconception, misunderstanding and forgetting of vocabulary items. According to Allen (1983), to avoid these problems, vocabulary is best be learned when it is encountered in the classroom situation when the learner perceives a need for it. Also according to Lewis and Hill (1990), the solution may be through using the common techniques of teaching vocabulary such as pictures, real objects, synonyms, miming, defining, exemplifying, and translation to overcome the memory problems. Also, they claimed that vocabulary items should be presented in contexts rich enough to provide clues meaning and be remembered and used correctly in different contexts.

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. According to Ellis (2008), the early stages learning helps children to acquire language and progress in communication as well as acquiring grammar. To achieve vocabulary acquisition, teachers and educators at elementary 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 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 an antonym; also they are neutral in formality and usable in a wide variety of situations (Mccarthy, 1990). Appropriate use of core vocabulary is essential to effective communication; if the use of core vocabulary is low, communication effectiveness is likely to suffer (Baker, 1999). 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 nouns with an obvious picture association.

Students of English often express a need to expand their vocabulary as they are facing several difficulties in using a word correctly; they have a poor stock of words and have confusion between similar sounding / looking words. The problem lies on the classification of vocabulary itself. Generally speaking, some children textbooks include so many words which are academic vocabulary or non-core vocabulary that they create difficulties for the learners in their early stages where they have to start with the core vocabulary or high frequency words, because they are really significant source for communication and appropriate pronunciation as well as effective learning of language skills. Children at elementary schools should start with core vocabulary because it is central to language and of crucial importance to a foreign language learner. Core vocabulary may be used as a systematic approach for teaching communication, language and literacy skills through signs, symbols and speech with children and adults who are at an early stage of communication and language development.

Theories holding the innatist position as well as research on issues related to teaching and learning languages have produced results that clearly support the idea that children have a much superior capacity to learn a foreign language than adults. Chomsky (1968, 1969), suggests that children are born with a language acquisition device that makes them acquire any language/s they are surrounded with by the time they reach five or six years old. By contrast, adults above the age of twelve or so encounter tremendous difficulties in learning a foreign language. In this study, I assume that views held by the rationalist position (as in Chomsky’s case), as well as those view that support Krashen’s idea of the necessity of a comprehensible input to exist in order for language learning to occur (Krashen input hypothesis, 1981, 1982, 1985), are valid or at least seem to be so until further research supports the claim. If this is so, then one can also assume that teachers teaching a foreign language should have an easier task teaching children than teachers who try to do the same with adult learners. Moreover, children seem to possess a much more flexible affective filter than that of adult learners. Adult learners, for instance, can be easily embarrassed when they sing nursery rhymes or songs to learn a foreign language. This is not the case with children whose affective filter is typically much more flexible and pliable and this mental and affective quality does not allow them to be easily embarrassed when singing rhymes or songs. So, children will feel comfortable and not afraid to take part. Actually, some theorists; for example Herman (1987), and Krashen as cited in Coady (1996), claim that vocabulary acquisition in both languages is a similar process. Children learning their first language and acquire vocabulary through exposures to words in an informal setting. In order to simulate that, researchers advocate that foreign language learners should be exposed to vocabulary through some strategies that can facilitate acquisition. However, it is generally thought that in a foreign language, learning usually takes place in a formal classroom setting. Linguists and researchers call for a new strategy for teaching core vocabulary to children in early stage in order to help them to acquire high frequency words as well as developing pronunciation and promoting their language skills. Children are special people who need special strategies in teaching English as a foreign language. In most of educational settings all over the world, 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 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 a proper pronunciation. Moreover, using rhymes and songs in teaching core vocabulary motivates the children to participate actively to develop their language communication and language skills. Nursery rhymes and songs create a situation inside the classroom that is 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 classroom and what they actually need outside. In addition to that, rhymes and songs are considered as an appropriate strategy for children to master 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.

Perhaps, using nursery rhymes and songs may create the best teaching-learning situation that incorporates fun variables to help children learn and acquire core vocabulary. 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 core vocabulary in the
earlier grades to prepare 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 in elementary schools. If this is proved to be the case, then we need also to study the other variables that might have contributed to such language progress, since chanting rhymes and songs and using them for teaching the foreign language involves many variables. This should be observed since vocabulary cannot be easily separated from other variables in the teaching-learning situation as well as the other features or components of the language context. Nation (2001), argues that vocabulary words must be repeated in different contexts because contexts-of-use are associated with different cognitive processes during language learning.

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 thirty 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 of elementary schools. The collection of the rhymes and songs as support material will be taught to the experimental group to investigate the effectiveness of the collection in learning the core vocabulary of English, language sound system, and development of language skills to elementary school students. The study will be applied in grade six at the elementary school through a complete academic year.

The Purpose and Significance of the Study

This study is a great value because it explores the implications of Chomsky’s innateness hypothesis (1981-1969), Krashen’s input 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 purpose of the study is to utilize rhymes and songs as strategy for teaching core vocabulary to basic level students. This strategy may help the students to understand and use everyday language for communication as well as helping students to interact in a positive environment inside and outside the classroom. 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 curricula 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.

2. REVIEW OF THE RELATED LITERATURE

The views held mainly by Krashen (1985), and other research results, in addition to those observation by practicing teachers, underline the tenet that there are clear distinctions between children and adults in the way they assimilate and process information, and the ways they react differently to other variables in the teaching-learning situations of foreign languages. Compared with adults who encounter tremendous difficulties while learning a foreign language, children were observed to have an amazing capacity in acquiring their native language by the time they are five or six years old. Moreover, in situations involving children learning a second or a foreign language, it was observed that children excel in oral communication more than adults, if both are exposed to the same teaching materials in class. There seems to be two main reasons why children perform better in classes that focus on oral communication, and why they acquire their native tongue by the time they reach the age of five or six. These two reasons can be summarized as follows:

Children are born with an innate capacity that enables them to acquire their native language fast (around the age of five). In the 1960s and 1970s, Chomsky called that unique capacity the language acquisition device (LAD). Any human being is born
with that genetic LAD. The concept itself is associated with the innatist hypothesis which centers around the idea that human knowledge develops from genetic maps of structures and processes which exist in the mind at birth, and that the environment helps to activate some structures and processes and suppresses others that might have developed, if we could imagine that the same child would have identical copies of himself living in different cultures or countries of the world. The innateness hypothesis contrasts with the empirical approach to explaining life phenomena – including language - since empiricists believe that all human knowledge is the result of accumulated experience. According to the interactional view of language development, children are usually given a lot of time to listen, watch, imitate and practice language skills by their parents and other people around them. Moreover, language acquisition device with which all children are equipped since their birth is assumed to be very flexible, and that flexibility allows them – or rather pushes them – to acquire the language they are surrounded with – typically their native language – in about five. This flexibility helps them to understand what others say to them such as stories and conversations (Bochner & Jones, 2003). One might expect that, if the child is surrounded by two different languages – in the case of immigrants, for instance - the child would also acquire the two languages simultaneously, and he/she would never realize that he/she was using two different languages until he/she grows old enough to understand what the concept of different languages mean. Moreover, spending more time with children, may offers them opportunities to listen and watch in order to participate and practice language skills.

When the child passes the first five or six critical years of his infancy and childhood, he/she gradually starts to lose that flexibility in the language acquisition device, and for that reason he/she starts to encounter difficulties in processing new language patterns and data. The reason behind experiencing difficulty in learning another language might be due to the loss of that earlier mental flexibility. Another reason might be that the brain cells have already been occupied by the language features of his/her native language and such occupancy blocks further language data if it has different patterns and processes. To use metaphorical language, the new language becomes sort of an intruder that tries to fit itself in an environment that does not welcome it. Children acquire language faster than adults because they acquire it in natural real-life situations whereas adult learners learn a foreign language in contexts that lack all or most of those features characteristic of natural real-life contexts. If the last three points above are tenable, then language teachers teaching adults would expectedly face many challenges that have to do with devising ways and techniques that are as close as possible to those natural contexts characteristic of the native language. It also follows that before doing that (i.e. creating or simulating the natural contexts of a native language), the foreign language teacher should be able to identify and understand the cognitive processes and linguistic patterns of both the native language and the foreign language in order to devise ways of bridging gaps between the different language patterns of the two languages. Conversely, we can assume that teachers teaching a foreign language to children have teaching-learning tasks that are easier than those facing teachers dealing with adult learners. This is probably the case, since a teacher dealing with young learners has the advantage of dealing with learners who have not lost much of their mental flexibility characteristic of a child’s LAD. If the arguments in the previous five points seem to hold, then the remaining problems have to do with ways of creating teaching-learning situations or contexts that simulate those found in a native speaker’s environment or context. This is not an easy task, and it is the purpose of my study to sift probably hundreds of rhymes and songs to assess their suitability for the cognitive capacities of the young learner as well their congruence and harmony with the cultural expectations of a religious and conservative society.

Purcell (1992) states that students can become bored by repeatedly listening to a narration or a dialogue, as they are attempting to understand the meaning of new words or phrases in context. In contrast, listening to a song over and over again can seem less monotonous because of the rhythm and melody. Moriya (1988) emphasizes the value of using songs for pronunciation practice with Asian learners of English due to the phonemic differences between Asian languages and English. For example, there are several problematic areas for Japanese students learning English. Ohata (2004) shows the differences in vowels, consonants and syllable types that cause difficulties for Japanese learners of English. Practicing the different sounds by singing songs can be more interesting and enjoyable than other activities such as minimal-pair drills.
According to Jolly (1975), using songs can also give learners the opportunity to acquire a better understanding of the culture of the target language. Songs reflect culture; Shen states, “Language and music are interwoven in songs to communicate cultural reality in a very unique way” (2009, p. 88).

Beck et al (2002), concludes in his research that all the available evidences indicate that there is little emphasis on the acquisition of vocabulary in the 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 a second or foreign language. Scarborough, H. (2001), presents 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 schools 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, 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 preschool 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 and Risley (1995) say that children enters 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 Baker 1997, core vocabulary is a small set of simple words, in any language that are used frequently and across contexts. Baker, Hill, and Divylder (2000), stated that core vocabulary helps to form easy sentences to enable all children to express themselves such as “put it here”, “get me this”, “I want that” etc. And this is 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 dependent 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, Simmons 1998). 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 & Geva, 2003). According to Johnson (1996), and 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, & Divylder, 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). 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, whereas 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 acquire. Ogden's (1934-1968), West's (1953), and Nation's (1990), lists of the core, basic vocabulary 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 that 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).

3. METHODOLOGY

The Subject of the study

The study was conducted in the elementary schools learners. Male and female pupils in level six were chosen for the sample of the study. The pupils of the boys school were selected as the control group of the study while the female pupils of the girls school were selected as the experimental group of the study. The control group included 15 boys who were in grade six; the group was going to study with the traditional method without the support material of core vocabulary texts. The experimental group included 15 female pupils who were in the same grade of the boys.

The materials

The pre-test was administered to the two groups in order to check the academic standards of the two groups as well as their cultural and social levels. This test indicated that the pupils were in the same academic level and they share the same cultural and social aspects. The researcher herself was going to teach the experimental group to apply the support material of core vocabulary texts on the female classroom. The post-test was also administered to the two groups to compare the outcomes of the posttest in order to judge the support material of the core vocabulary texts according to the research questions and the hypotheses of the research.

Instruments of the study

The instruments of this study consisted of three components or items. The first item was the support material which included more than fifty nursery rhymes and song which mainly selected to teach core vocabulary. The second item of the materials was the pre-test which mainly designed to make sure all the groups share the same academic, cultural and social levels. The third item of these materials was the post-test which has been designed mainly to give the positive or negative indication of the study. The result of this post-test was analyzed in order to arrive at the conclusion of the study according to the questions and hypotheses of the study.

The procedure:

The sample of the study was chosen at the beginning of the academic year. The researcher taught the experimental group at girls school the whole academic year giving them the support materials in addition to their tradition textbook. The researcher gave them the posttest with the control group in order to check the effectiveness of the support materials in their learning. All the processes were completely under the control of the researcher starting from the pretest, selection of materials and posttest. The analysis of the study compared the two pretests and the two post tests for each group as well as the post test for the two groups.
4. FINDINGS AND CONCLUSION

A pretest was given to the sample of the study and its results indicate that the two groups are related to the same academic, cultural and social level. The support material which includes various songs and nursery rhymes was taught to the experimental group and then the two groups sat for the post test. The results show a very big difference in the achievement of the two groups. The following are the tables which show the result of the two tests of the two groups.

Table 1. The Paired Samples Statistics.

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>PRE1</td>
<td>21.4000</td>
<td>15</td>
<td>3.60159</td>
</tr>
<tr>
<td></td>
<td>POST1</td>
<td>22.3333</td>
<td>15</td>
<td>5.98411</td>
</tr>
<tr>
<td>Pair 2</td>
<td>PRE2</td>
<td>21.6667</td>
<td>15</td>
<td>5.08031</td>
</tr>
<tr>
<td></td>
<td>POST2</td>
<td>36.8667</td>
<td>15</td>
<td>5.85377</td>
</tr>
</tbody>
</table>

Based on the paired sample statistics of the pretest and posttest result 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. Regarding 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 here, and this means that the mean score in post-test is higher than the mean score in pre-test. This result clarifies that there is a positive improvement in their achievement.

Table 2. The Paired Samples Correlations.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>PRE1 &amp; POST1</td>
<td>15</td>
<td>.885</td>
</tr>
<tr>
<td>Pair 2</td>
<td>PRE2 &amp; POST2</td>
<td>15</td>
<td>.635</td>
</tr>
</tbody>
</table>

Table (2) demonstrates the correlations between the two tests for both groups (1) & (2). In Pair (1) the correlations for pre & posttests is 885. In Pair (2) the correlations between the pre & posttests is 635.

Table 3. The Paired Samples Test.

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Std. Deviation Mean</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 PRE1 - POST1</td>
<td>-9333</td>
<td>3.26161</td>
<td>.84214</td>
<td>-2.7396</td>
<td>.8729</td>
<td>-1.108</td>
</tr>
<tr>
<td>Pair 2 PRE2 - POST2</td>
<td>-15.2000</td>
<td>4.72380</td>
<td>1.2196</td>
<td>-17.8160</td>
<td>0</td>
<td>-12.462</td>
</tr>
</tbody>
</table>
The paired samples test on table(3) confirms that the P. value for group (1) is .286, and 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 the Alpha .05, and there is a difference in their achievement. This verifies that there is a positive improvement. So the results of the tests were true and authentic. According to these results, consequently, teaching through rhymes & songs is very effective, and rhymes and songs are very successful tools.

The above statistical analysis shows the results of the two tests, and the pretest for the two groups (experimental and control groups). The comparison between the results of the pretests indicates 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 higher 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.

The results in the above tables indicates that using songs and nursery rhymes to teach core vocabulary to the young learners at the elementary schools, is very effective strategy to help learners to memorize a lot of core vocabulary which may help them to communicate with each other. Also this experimental study indicates that the pupils participate positively inside the classroom because this strategy of using songs and rhymes creates a very active and interactive situation in which the pupils can easily acquire the core vocabulary. The most important factor in this strategy of using songs and rhymes is the interaction and repetition of these songs and rhymes which help the learners to understand and use the core vocabulary in different activities. Using songs and rhymes creates a very interactive situation inside the classrooms and in the same time helps the pupils to participate effectively. The result of the experimental group indicates that the techniques of teaching core vocabulary such as repetition and chorusing help the pupils to improve their pronunciation and memorize a lot of core vocabulary. Based on the result of the study, it is recommended that this strategy of using songs and rhymes to young learners at elementary schools should be included in the curricula to help the learners to acquire the core vocabulary at the early stage.

Finally, all the above statements are considered as 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. 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. 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, observed that songs provide enjoyment, and at the same time develop language skills in the early stages of language learning especially among school going children. 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. 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.
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