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Ministry of Higher Education and Scientific Research
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**Using Nursery Rhymes to Improve English
Pronunciation in Algerian Primary Schools: The Case
of Fourth-Year Pupils of Nacer Eddine Dinet Primary
School in Ain Temouchent**

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a
Master's Degree in Didactics and Applied Languages*

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Academic Year: 2023/202

Dedications

To my dear father

To my dear father “***Hamedi Abdelkader***”: no dedication could ever express the love, esteem, devotion and respect that I have always had for you. This work is the fruit of the sacrifices you have made for my education.

To my dear mother

To my dearest mother: honorable, lovable “***Kheira***”, you represent for me the quintessential symbol of kindness, the source of tenderness and the example of devotion that has never ceased to encourage me. Your prayer and your blessing have been a great help to me in successfully completing my studies. No dedication could ever be eloquent enough to express what you deserve for all the sacrifices since my birth, during my childhood and even in adulthood. Love you mom

To my dear sisters and my brother

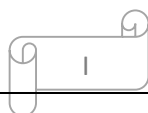
To my dear sisters “***Nassima***” and “***Manel***” and my brother “***Mohamed***” as a testimony of the attachment, love and affection that I have for you. You are always in my heart; I thank you for being the shoulder I can always count on.

I dedicate this work to you, with all my wishes for your happiness, health and success.

To my beloved partner

To my esteemed partner “***Hiba Israa***”, I extend my sincerest gratitude for your invaluable contributions to this academic work. wishing you continued success in both your professional and personal life with your loving family. I am truly honored to have you as my partner.

chaimaa



“02”

I dedicate this work to my mother “*Nacira*” who supported and encouraged me during these years of study. May she find here a testimony of my deep gratitude.

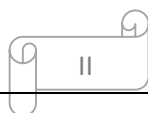
To my brothers “*Alaa and fayçal*”, my father “*Mahmoud*” and my husband “*Mustapha*” who shared with me all the emotional moments throughout my journey.

To my dear sons “*Kinane and Rashad*”, sisters-in-law “*Nadia and Hanane*”, nieces “*Serine, Aridj and Yasmine*” and nephews “*Rayane and wassim*” who believed in me and who give me love and vivacity.

To my partner “*Chaimaa*” and all my friends for their help and support.

May God bless you all with health, happiness, success and prosperity.

Israa

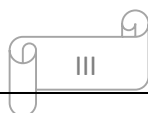


Acknowledgments

We thank Allah, the almighty God, for providing us with strength and patience to finish this work. We praise him and glorify him as he ought to be praised and glorified.

First and foremost, we are particularly thankful to the assistance, confidence and faith of our supervisor **Dr. Amel Mebarki** who guided us with determination, enthusiasm and a critical eye which shaped the course of this research. We are deeply indebted to her for her belief in our power and our performance at weak times. Her humble sweet personality which we have never witnessed before has made us regain our faith in this world.

Also, we would like to extend our special thanks to the honourable members of the jury who accepted to examine and evaluate this piece of study.



Abstract

This study aims to investigate how nursery rhymes can improve English pronunciation for fourth-year primary school pupils learning English as a second language. The goal is to determine how effective nursery rhymes are in education and to determine which types of songs are best for improving speech and articulation. The research queries focus on how songs affect language skill enhancement, the significance of using songs as an educational method, and opinions on studying English through songs. In this study, a combination of methods is used to thoroughly investigate the impact of nursery rhymes on teaching English pronunciation in Algerian primary schools. a mixed-methods approach is utilized to comprehensively explore this idea. To begin with, a survey was given to English teachers to collect their views on incorporating nursery rhymes and educational songs in the classroom. Furthermore, systematic observations are carried out to evaluate the pronunciation of words by the experimental group of pupils both before and after being exposed to auditory and sound-supported materials. Researchers observe teaching practices, pupils' engagement, and the impact of nursery rhymes on pronunciation and articulation. Both English teachers and fourth-year primary school pupils learning English as a foreign language are included in this study. The findings show a notable improvement in pupils' acquisition of English vocabulary, accuracy in pronunciation, understanding, and ability to remember when they are taught through songs. The research findings suggest that incorporating nursery rhymes into language and learning initiatives can enhance pupils' involvement, drive, and language abilities.

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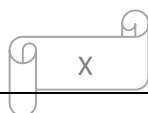
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List of Abbreviations

EFL: English as a Foreign Language

SPL: Speaking/ Pronunciation/ Listening

SLA: Second Language Acquisition

General Introduction

In light of the recent decision to introduce English instruction in Algerian primary schools, learning this foreign language presents notable challenges. Limited exposure outside the classroom inhibits many learners from adequately expanding their vocabulary in English. However, an innovative approach that has proven effective in improving language learners' collection and pronunciation of new words is the use of songs in the classroom. Classroom songs can be fun and an engaging way to expose learners to new English vocabulary words, reinforce grammar structures and improve pronunciation.

Language is part of verbal communication; it is associated with non-verbal communication. It includes several areas like phonology which is often neglected in the teaching of foreign languages, because it is implicitly experienced as being learned over time. Correct learning of sounds will provide the learner with fundamental skills in the field of EFL. Acquiring the ability to verbally communicate can be challenging for foreign language teachers in school.

Following the observation carried out in the field, it was noted that the pupils of the 4th year primary school are unable to achieve correct pronunciation and articulation. The research will focus on the nursery rhyme, more particularly on the role that plays this activity in teaching and learning English pronunciation in this level. The problem is part of the relationship that is established between teacher, learner and foreign language through the use of ways that motivate and give pleasure in learning; particularly if they do not have the required resources and techniques.

It is important to vary the media to make learning more attractive, hence these problematic research questions arise:

1-what are the perceptions and attitudes of Algerian primary school teachers toward the use of nursery rhymes in English pronunciation instruction?

2-what are the key benefits and outcomes of integrating educational songs in primary school instruction for the enhancement of linguistic abilities in learners?

The following hypotheses were put forward to answer these research questions:

1-Algerian primary school teachers exhibit positive perceptions and attitudes towards integrating nursery rhymes into English language instruction for pronunciation.

2-The nursery rhyme is an effective way to encourage young learners to acquire a foreign language and this is through improving articulation and memorization of new phonemes.

The empirical investigation conducted at Nacer Eddine Dinet primary school school in Ain Temouchent. It is important to note that the teacher of the fourth year at this school utilizes nursery rhymes as an educational learning aid.

This research is divided into three chapters and explores the chapters' contents: The first chapter discusses the theoretical background; it explores the decision to introduce English instruction in Algerian primary schools and reviews relevant learning theories. Then, it provides a comprehensive overview of pronunciation; defining it, explaining its importance in learning English, describing its key features and discussing approaches and methods for effective pronunciation teaching. It also examines the role of songs as an educational tool for pronunciation instruction. The core focus is nursery rhymes; defining it, outlining its features, categorizing different types, explaining their purpose and suitability for teaching English to young learners and ways can educators incorporate them. The second chapter discusses the research design and methodology employed for the study. Finally, the third chapter presents the data analysis and discusses the findings, particularly analyzing the results from both teacher questionnaire and classroom observation.

Chapter One

An Overview of Related Literature

1.1. Introduction

Teaching English in primary schools in Algeria is a significant concern in today's educational landscape, given that developing foreign language abilities is now a top priority at the national level. In this situation, pronunciation in English is given particular attention because it is essential for effective communication in the language. Hence, it is imperative for Algerian pupils to focus on mastering pronunciation at a young age to improve their English language skills and build confidence.

This theoretical introduction seeks to situate this message within a wider academic and educational setting, and to investigate the conceptual and theoretical basis for utilizing children's songs to enhance English pronunciation in fourth-grade primary school pupils in Algeria.

In this chapter we will begin by examining the significance of English pronunciation in the process of learning a language, emphasizing its pivotal role in intercultural communication and acquiring a language. Then, we will investigate how children's songs can be used as a powerful educational resource to improve pronunciation, drawing on existing research and language acquisition principles.

Next, we will present a theoretical framework that combines these concepts within the unique setting of teaching English in Algeria, emphasizing the difficulties and advantages of utilizing children's songs to enhance fourth-grade pupils' pronunciation.

1.2 Previous Studies

In the field of education, the teacher plays a crucial role, as explained by Brown (2000), serving as the center of focus. The teacher in the classroom has a variety of roles, including being a central figure, leader, director, manager, advisor, friend, and parental figure for the pupils. The teacher must be skilled at creating an engaging classroom environment that promotes pupil focus and openness to the teacher's explanations. According to Brown (2000), it is crucial to recognize that many students tend to become disengaged when faced with boredom or low levels of stimulation. As a central figure, the teacher must skillfully use engaging and educationally suitable methods to teach the subject matter. This requires carefully selecting educational materials that engage pupils' attention and keep them focused during their learning tasks.

According to Kasbolah (1998), including activities like singing nursery rhymes, playing educational games, telling engaging stories related to pupils' interests, and giving fascinating tasks can help in grabbing and retaining pupils' attention. These techniques that engage multiple senses and involve interaction not only increase participation but also address various styles of learning, thus improving the overall learning process. Nursery rhymes are a type of material that students often connect with very effectively. Nursery rhymes and music are useful tools for conveying information and teaching pupils. According to Harmer (2000), music can promote higher pupil engagement in classroom tasks by appealing to their emotions and stimulating cognitive thinking for analysis and understanding. Using nursery rhymes in education not only increases pupil involvement but also helps in the progress of pupils.

Using nursery rhymes in education not only boosts student involvement, but also supports the growth of crucial skills like phonological awareness, rhythm, and comprehension. Additionally, the nursery rhymes' multisensory aspect, commonly paired with movements and

hand gestures, creates a supportive learning setting that addresses various learning preferences and encourages pupil involvement.

Rahmawati (2019) conducted the initial study, which focused on how nursery rhymes could enhance the pronunciation skills of fourth-grade pupils in Indonesia. This research utilized an experimental design incorporating pre-test and post-test evaluations. The study had two groups: one was taught with nursery rhymes, while the other was taught using traditional methods. Data was gathered by conducting pronunciation tests and making observations. The results indicated that incorporating nursery rhymes into the teaching method improved the pupils' pronunciation abilities and their level of motivation in comparison to the control group.

Setyawati's (2016) study examined how nursery rhymes could enhance the pronunciation skills of fifth-grade pupils in Indonesian primary schools. This research employed a classroom action research design involving two cycles of planning, action, observation, and reflection. Data was gathered via pronunciation tests, observation checklists, and field notes. After integrating nursery rhymes into the lessons, there was a noticeable enhancement in pupils' pronunciation skills.

Alsadique's (2015) study investigated how the use of nursery rhymes impacted the English pronunciation of kindergarten pupils in Iraq who were learning English as a foreign language. This research utilized an experimental design including pre-test and post-test evaluations. The participants included a group that was exposed to nursery rhymes as part of the experiment, and another group that was taught using traditional methods. The information was gathered via a pronunciation test and observation. The results showed how nursery rhymes helped enhance the pronunciation skills of these young EFL pupils when compared to those in the control group.

Ayu and Heru's (2020) research project centered on utilizing nursery rhymes to enhance the English pronunciation of elementary school learners in Indonesia. This research utilized a qualitative case study method, gathering data through observation, interviews, and

documentation. The researchers watched English lessons that included nursery rhymes and they also interviewed teachers and learners. The results showed that integrating nursery rhymes into lessons effectively improved pronunciation for young EFL learners, as it fostered a fun and encouraging learning atmosphere.

The last significant research done by Rahmawati and Ertin (2014) investigated the use of communicative drilling with rhymes and songs to enhance the pronunciation skills of elementary school learners in Indonesia. This research implemented a classroom action research design consisting of two cycles of planning, action, observation, and reflection. Data was gathered via pronunciation tests, observation checklists, and field notes. The findings emphasized the effectiveness of activities focusing on rhymes, like using rhymes and songs for communicative drilling, in improving pronunciation skills in elementary school children.

In conclusion, the literature examined emphasizes the significance of utilizing nursery rhymes to improve English pronunciation skills in primary school pupils. By using a variety of methods such as singing, storytelling, and educational games, educators can engage pupils, keep them interested, and encourage active participation in order to enhance language learning. The research analyzed the beneficial effects of nursery rhymes on enhancing pronunciation in various grade levels and situations, shown through increased motivation, participation, and phonological awareness in pupils. Even with differences in research methods, the consistent results highlight the importance of including nursery rhymes in language teaching to establish a lively and helpful learning atmosphere. Advancing with more investigation and application of nursery rhymes in educational environments presents exciting chances to enhance language learning and equip primary school pupils with crucial communication skills.

1.3. The Decision to Teach English in the Algerian Primary School

Algeria has a history of bilingual education, with French and Arabic being the main languages of instruction. However, recent government decisions have sparked controversy and debates regarding the introduction of English in schools. This move reflects a long-standing battle between different language groups in the country.

Under President Tebboune's leadership, English instruction will be introduced in primary schools and universities, challenging the dominance of French in education. This decision comes after years of struggle between those advocating for French due to its historical significance and those supporting Arabic as a symbol of national identity.

The debate over language instruction dates back to the country's independence in 1962, with various attempts to Arabize education and promote Arabic as the primary language of instruction. However, the French movement has consistently pushed back, fearing a loss of influence and power if English becomes more prevalent in schools.

The decision to introduce English in primary schools has faced opposition from the French movement, who see it as a threat to their cultural and linguistic heritage. This ongoing conflict reflects deeper ideological divides within Algerian society, with competing visions for the future of education and language policy.

Ultimately, the introduction of English in Algerian schools signifies a larger struggle for cultural and linguistic dominance, highlighting the complex history and politics surrounding language instruction in the country.

1.3.1 Learning Theories for Teaching English to Primary School Pupils

In the context of teaching English in primary schools in Algeria, there may be several relevant learning theories and pedagogical approaches. Here are some learning theories that can be applied in this context:

1.3.1.1. Communicative Approach: This approach emphasizes communication as the main goal of learning a foreign language. Learners are encouraged to use the target language to communicate in real-life situations, which promotes the development of language skills in authentic contexts.

1.3.1.2. Constructivist Theory: According to this theory, learners construct their own understanding of the world based on their experiences and interactions with their environment. In the context of English language teaching, this can be translated into project-based learning activities, role-plays and authentic tasks that allow students to build their own understanding of the language.

1.3.1.3. Second Language Acquisition (SLA) Theory: This theory puts forward the idea that learning a second language occurs in a similar way to acquiring a first language. Learners are exposed to the target language in meaningful situations and are encouraged to use the language interactively and communicatively.

1.3.1.4. Skills-Based Curriculum: This curriculum divides language learning into different skills (reading comprehension, listening comprehension, writing, and speaking) and emphasizes the balanced development of these skills through a variety of activities and tasks.

1.3.1.5. Cooperative Learning Theory: According to this theory, social interactions between learners are necessary to enhance learning. Group activities, role-plays and collaborative projects can be used to encourage cooperation between students and enhance their learning of the English language.

By combining different learning theories and teaching methods, teachers in Algeria can create a stimulating and effective learning environment for teaching English in primary schools. Adapting these theories to the specific cultural and linguistic context of Algeria is essential to ensure their relevance and effectiveness in the classroom.

1.4 Definition of Pronunciation

Syafitri et al. (2018) provided a definition of pronunciation as a component of speech that centers on the articulation and perception of words. They further asserted that pronunciation plays a significant role within the context of English as a foreign language, particularly in the realm of communication as a sub-skill of speaking. According to the Longman dictionary of applied Linguistics pronunciation is: "the way sounds are perceived by the hearer". i. e pronunciation is the acknowledged norm of sound rhythm seen in distinct words generated by humans in each given language (cited in Shahriar&Dastgarhian,2014.p.1).In addition, pronunciation involves creating and repeating sounds, as well as correcting any errors, all of which contribute to developing the habit of speaking accurately (Gilakjani,2012) .Obviously, the researcher explicitly discusses pronunciation as the repeated practice of vocalizing sounds in a specific language, leading to a developed habit through consistent correction.

Dhillon (2016) acknowledged pronunciation as a fundamental skill that students should primarily focus on accuracy and comprehension. According to Dhillon, many English language learners encounter substantial difficulties in mastering pronunciation. Moreover, Dhillon recommended that in order to enhance students' pronunciation abilities it is imperative to place a strong emphasis on the instruction of proper pronunciation which encompasses the identification and rectification of pronunciation issues. Nurman (2021) further explicated that during the examination of pronunciation, characteristics phonological knowledge constitutes an indispensable. Phonological knowledge delineates the process of sound generation and the distinct sound framework that exclusively pertains to a specific language.

1.4.1 The Importance of Pronunciation in Learning English

Binmustafa & Aljarooshi (2020) emphasize Zimmerman's assertion that pronunciation holds paramount importance, being the initial aspect that observers notice about English language learners. Numerous studies reinforce the critical nature of accurate English pronunciation for non-native speakers to effectively articulate their thoughts. Furthermore, deficient pronunciation can serve as a hindrance to learner's advancement in other language proficiencies such as speaking, listening, reading and writing.

Primarily, inaccurate pronunciation during speaking may impede learners from attaining both fluency and confidence in their verbal expression. In essence, uncertainties surrounding pronunciation may lead to hesitancy in speech, resulting in a lack of fluency. Additionally, poor pronunciation can erode learner's confidence in their language development, prompting them to shy away from extensive verbal interactions, thereby stunting their skill enhancement. Furthermore, inadequate pronunciation adversely affects listening skills. Learners may struggle to discern individual sounds, words or phrases, complicating their ability to distinguish minimal pairs like "park" and "bark" or identify stress patterns.

Similarly, poor pronunciation impacts writing skills, often leading to spelling inaccuracies. For instance, mispronouncing "why" as /weɪ/ may prompt misspelling it as "way" when transcribing dictated text. Lastly, numerous studies have shed light on the detrimental effects of poor pronunciation on reading skills. Words mispronounced during oral reading may fail to be adequately retained in the learner's memory, thereby hampering their reading comprehension.

In summary, these findings underscore the profound influence of pronunciation on various language proficiencies.

1.4.2. English Pronunciation Problems among Algerians

For many Algerian, mastering the English accent is as complex as mastering grammar rules or learning vocabulary. However, to properly hold a conversation in English, it is important that the interlocutor can understand what we are saying!

Indeed, it is not because French shares the same alphabet that all the letters or combinations of letters are pronounced the same way. When you start learning English, certain sounds can be surprising and even frustrating when you can't pronounce them correctly.

- **[TH]: [θ] / [ð]**

Be careful, there are two types of [TH]: hard TH [ð] and soft TH [θ]. It's all in the nuance of the sound:

- ❖ The hard TH [ð] is used in words such as: Then /This/ That/ Though (although). This involves placing your tongue between your teeth and sucking it lightly, without using your vocal cords.
- ❖ The soft TH [θ] is instead found in words such as: Bath/ Thorn/ Thin/ Math (short for mathematics, mathematics). To pronounce it, place your tongue between your teeth again, and blow lightly this time.

The meaning of words can be affected depending on how they are pronounced. For example, many learners have difficulty mastering the pronunciation of [TH], replacing it with a [ze] or [se]. For example, “thick” can become “sick”, which can be confusing!

- **The [r] and the [h]**

Unlike French where you pronounce the [r] from the back of your throat, in English you have to pronounce it with your tongue. Open your mouth, as if to say “aaah,” and bite the

corners of your tongue, curling it upward to pronounce the [r] . As for the [h], blow air from the back of your throat, as if you were exhaling. Rule / her/

You may find it not easy at first. It's normal: learning an accent works different facial muscles, it's gymnastics! And as with all gymnastics, you get better with practice.

1.4.3. Features of English Pronunciation

Effective communication in English, like in any language, relies on various key elements that are vital for good pronunciation. Listed below are some attributes of quality English pronunciation:

- a. **Clarity:** Clear pronunciation requires the skill to create clear and identifiable sounds. Each word should be enunciated clearly so that its definition can be easily understood by the listener.
- b. **Sound Accuracy:** Accurate Sound Production: Sound accuracy includes correctly articulating all sounds in English. This involves becoming proficient in English vowels, consonants, and letter combinations.
- c. **Rhythm and Intonation:** The musicality and flow of the language are enhanced by its rhythm and intonation. Proper English pronunciation requires adhering to the language's innate rhythm and intonation structures to effectively communicate speech's meaning and emotions.
- d. **Correct Stress:** Accurate pronunciation relies on having the correct stress for each word. In the English language, it is common to emphasize the initial syllable of words with multiple syllables and adhere to the stress patterns unique to each word.

- e. **Linking and Chaining Words:** Linking and connecting words: In the English language, numerous words are connected to one another in uninterrupted conversation. Having good pronunciation requires the ability to seamlessly and naturally connect words, while also avoiding unnecessary breaks between them.
- f. **Correct Syllabification:** Accurate pronunciation relies on correctly dividing words into syllables. This includes grasping the syllabic pattern of words and articulating them in the correct manner.
- g. **Mastery of Regional Variations:** (Proficiency in regional dialects) similar to any other language, English exhibits variations in pronunciation based on region. Effective pronunciation requires the ability to comprehend and adjust to various English regional dialects, based on the communication setting.

These various features of pronunciation, when mastered, enable speakers to articulate English in a clear, accurate and natural-sounding manner. Proficiency in these areas enhances speech intelligibility and fosters effective communication, not only with native English speakers but also with non-native speakers from diverse linguistic backgrounds.

1.4.4. Approaches to Teaching Pronunciation

The instruction of pronunciation holds a pivotal position in language teaching, as it is essential for enabling clear and effective communication. EFL teachers utilize a variety of approaches when teaching pronunciation skills to their students. These approaches stem from a wide range of methodologies and beliefs about how languages are acquired. In this section, we will explore the multifarious approaches adopted by language educators, examining their potential to cultivate pronunciation proficiency.

1.4.4.1. The Intuitive-Imitative Approach

The teaching method known as the intuitive-imitative approach to pronunciation instruction relies on the learner's capacity to audibly perceive and replicate the sounds of the language being studied (Thambi, 2016). The learner's intrinsic capabilities and their exposure to spoken language "will give rise to the development of an acceptable threshold of pronunciation without the intervention of an explicit information" (Hismanoglu, 2010, p.984). This approach is characterized by an implicit and indirect shaping and instruction of pronunciation features. Learners participate in listen and repeat exercises, typically structured as phonetic drills.

1.4.4.2. The Analytic-Linguistic Approach

Studies across various domains of L2 acquisition and teaching have demonstrated that employing explicit instruction can yield beneficial outcomes in learning (Murphy, 2003). Hence, we can adopt a teaching approach in pronunciation that incorporates explicit information. This approach is categorized in second language learning literature as analytic-linguistic. According to Celce-Murcia et al. (2010), the analytic-linguistic approach is incorporated various resources and methodologies, such as phonetic symbols, articulatory descriptions, diagrams depicting vocal anatomy, contrastive analysis and supplementary aids, to enhance listening, imitation and production skills.

1.4.4.3 The Integrative Approach

Numerous scholars advocate for an integrative pedagogical approach to pronunciation instruction. Gilbert (1987) emphasizes the importance of linking pronunciation practice with listening instruction to enhance pronunciation learning. This entails incorporating pronunciation-focused listening activities into teaching practices. Furthermore, Watts & Huensch (2013) endorse a holistic teaching method that integrates pronunciation, listening and speaking components, underscoring the interconnected nature of these language skills. They are

of the belief that "an integrated SPL [speaking/pronunciation/listening] curriculum can offer a meaningful way to contextualize pronunciation points in addition to providing opportunities for students to connect the various pronunciation topics coverall" (p. 273).

1.4.5. Methods of Teaching Pronunciation

Teaching pronunciation is a crucial aspect of language learning, as it helps learners develop intelligible speech and comprehension skills. Over the years, various methods have been developed to address this area effectively; some common methods include:

1.4.5.1. Drilling

Drilling is a popular activity among pupils to improve their pronunciation. It's a Type of repetition in which students mimic teachers' speech (a word or structure) or a recording. According to Kelly (2000), this method typically comes in two forms: choral drilling, where the teacher has the entire class repeat after them, or individual drilling, where learners are prompted to repeat individually. The former assists learners in gaining confidence and opportunities. To practice pronunciation in a low-pressure environment, while the latter offers learners personalized feedback. These two forms may serve as different stages or phases of the same method. Drilling assists students in improving their pronunciation skills. They will immediately find it easier to recall new vocabulary.

1.4.5.2. Recording Students' Productions

Learners require ample chances to hear their own speaking as well as their peers' speaking, and to contrast it with that of native speakers. According to Kelly (2000), when learners participate in language practice tasks, it is advantageous for them to record their speech. This allows for evaluation from their teacher, peers, and themselves, and also provides the opportunity for comparison with more advanced learners or native speakers. Learners are

recorded to easily pinpoint their errors and highlight areas of speech that require improvement for enhancing their pronunciation.

1.4.5.3. Listening Activities

Listening comprehension is greatly influenced by pronunciation. According to Kelly (2000), the primary goal of listening comprehension activities is to provide learners with opportunities to engage in real-life contexts. Communicating in a regular pace and using a common language. He adds that engaging in a listening activity increases awareness. Learners' recognition of a pronunciation element, such as the third person present simple, is increasing. Additionally, these types of exercises assist students in understanding the utilization and pronunciation of language features in various situations. Understanding the pronunciation characteristics aids learners in enhancing both their speaking and listening skills.

1.4.5.4. Reading Aloud

Another successful exercise that aids learners in enhancing their pronunciation skills is Activity of reading out loud. The instructor provides learners with passages or scripts, like poems, rhythms, and songs. Teach learners by having them read aloud lyrics and other texts, emphasizing pronunciation features like stress, Timing and pitch. Although reading aloud is not widely recognized Nowadays, Kelly (2000) suggests that silent reading offers a valuable chance for learners should be able to understand the link between spelling and pronunciation, However, Emphasis and pitch respectively. It also emphasizes the essential relationship between words in connected speech. Engaging in reading tasks offers learners ample opportunities to focus on aspects of the target language like stress, intonation, and timing, as well as to become acquainted with the differences between the written and spoken forms of the language.

1.4.5.5. Minimal Pairs Activities

Minimal pairs are a beneficial tool for teaching pronunciation. As stated by Bloomfield (1933, as cited in Celce-Murcia et al, 1996), this activity emphasizes on utilizing words that have a single sound difference in the same location. This activity relies on utilizing phoneme serves as a small difference in pronunciation.

1.5. The Role of Songs as an Educational Tool in Teaching English Pronunciation

Teaching pronunciation can pose significant challenges for educators, particularly when grappling with ineffective methods and struggling to cultivate an engaging learning environment. Techmeier (1969) underscores this difficulty, labelling proper pronunciation as "the most difficult skill in learning a foreign language" (p67). This sentiment resonates with the understanding that inaccuracies in pronunciation often stem from mishearing words. It's imperative, therefore, to underscore the potential for effective pronunciation instruction, emphasizing its pivotal role in facilitating functional communication across diverse contexts.

To address this challenge, educators must explore alternative pedagogical approaches, such as integrating English songs into instructional practices. Leveraging popular songs in the classroom emerges as a highly potent tool for enhancing English pronunciation and grammar skills, ultimately leading to more proficient language acquisition. As Leith (1979) aptly notes, songs offer an unparalleled avenue for teaching phonetics, characterized by its efficacy and efficiency. Gatti-Taylor (1980) echoes this sentiment, affirming that songs provide an accessible means of emphasizing specific phonemes, even in introductory classes, owing to the abundance of lyrics that spotlight particular sounds. Furthermore, research by Techmeier (1969) and Urbanic and Vizmuller (1981) highlights the role of singing in honing auditory skills and reinforcing clear articulation, thus bolstering pronunciation proficiency. Poliquin (1988) further extols the unique value of songs in language instruction, particularly in enhancing pronunciation skills. This collective body of research underscores the transformative

potential of integrating English songs into teaching practices, heralding a dynamic and engaging approach that fosters effective pronunciation development. In essence, the utilization of English songs as a pedagogical tool represents a paradigm shift in pronunciation instruction, offering educators a versatile and compelling means of nurturing linguistic proficiency in their learners. Through innovative and engaging instructional strategies centred on songs, educators can empower learners to navigate the complexities of pronunciation with confidence and proficiency.

1.6. Definition of Nursery Rhymes

Nursery rhymes can be defined as traditional songs and poems for children. Nursery rhymes are beloved poems and melodies designed for the entertainment of children. They are the enduring treasures of youth. These charming poems, handed down over time, captivate children with their silly words and creative descriptions. Nursery rhymes, often short and delightful, contain repetitive phrases and rhythmic structures that aid in the learning and recitation by young children.

Nursery rhymes offer an enjoyable journey through the world of creativity, encompassing various themes like math, daily tasks, wildlife, and nature. These short poems narrate exciting tales in just a few verses, like the tale of "Hey, diddle, diddle" featuring a cat playing a fiddle and a spider sitting beside her.

Nevertheless, nursery rhymes play a vital role in early childhood education and serve as more than just entertainment. By teaching children to comprehend verbal patterns and enticing rhythms, they enhance their language skills and boost creativity. Kids who sing along develop language and memory abilities that pave the way for future education.

These songs and phrases, also referred to as Mother Goose rhymes, possess a lengthy and esteemed legacy. Nursery rhymes have been transmitted orally over time, and although some

are named, many are still unknown. Nursery rhymes, whether penned by famous authors or passed down through generations orally, have endured over time, providing educational benefits and everlasting joy to kids and adults alike.

Nursery rhymes still impress and educate through various forms like books and songs, confirming their role as valued companions in early learning. According to Bustarret(1982), the nursery rhyme is defined as: “a rhythmic formula called or sung which is traditionally used to count players when one must remember or eliminate one for the party preparing”(p, 132). In the same perspective, in Larousse classic junior dictionary, we retain the following definition: “nursery rhymes are for counting when we play! Each syllable of the nursery rhyme must fall on a players, the last touchdown leaves the circle. We begin, and whoever remains stuck to it”. “Nursery rhymes are also made to play with sound words” (Georges, 2006:42).

Also, the large Larousse dictionary defines the nursery rhyme as: “a children's song, recited to determine by the count of syllables, who has a social role will be devolved into a game” (2008:230). Thus, the nursery rhyme genre is in relationship with play and more particularly play on words.

Bonhomme (1977), for his part, specifies that nursery rhymes “are part of the tradition childish oral; they touch the sensitivity through rhythms and rhymes which are primarily intended for the ear and the memory. Children love them because they find the rhythm of their own sentences” (p, 124).

So, the nursery rhyme is a children's song recited or sung, it is made for playing with words and sounds, it facilitates acquisition and motivates the child to work on memory.

1.6.1 Features of Nursery Rhymes

With their enduring appeal, nursery rhymes display several distinctive features that have helped retain their popularity with children and adults alike. Below are some of the main features of nursery rhymes:

1.6.1.1. Simple Language: It is common to use simple and clear language in children's songs, and this helps young children understand them easily. Simple, understandable words are often the basis for learning a language easily in the early stages.

1.6.1.2. Word Count: The main feature of children's songs is the rhythmic patterns they feature. They often follow repeated rhythmic patterns, which not only makes them engaging and memorable, but also helps develop children's phonemic skills and awareness.

1.6.1.3. Repeated Phrases: Children's songs often include repeated phrases or sentences, which helps strengthen memory and enhance the learning process. This repetition also enhances the beauty of the music and the catchiness of the rhymes.

1.6.1.4. Rhyme and Alliteration: they appear in many children's songs, where words share similar sounds or patterns. This linguistic fun helps children develop phonological awareness and literacy skills, as well as enhancing the melodic quality of their rhymes.

1.6.1.5. Weird Images: children's songs feature whimsical, imaginative images, taking children into imaginary worlds filled with talking animals, magical beings, and playful characters. This imaginative element stimulates children's creativity and sparks their imagination.

1.6.1.6. Brief and Concise: nursery rhymes are usually succinct and to the point, often containing only a few lines or stanzas. This conciseness allows young children to easily learn, remember, and recite them, even at a very young age.

1.6.1.7. Narrative Structure: a lot of nursery rhymes share uncomplicated plots or communicate brief stories, frequently with a moral or lesson integrated within them. These stories offer children chances to interact with narratives and delve into important themes and ideas.

1.6.1.8. Cultural Importance: Nursery rhymes frequently mirror the cultural legacy and customs of various areas and societies. They might include mentions of past events, traditional practices, or legends, offering insight into the cultural heritage of a community.

1.6.1.9. Versatility: nursery rhymes have a high level of flexibility and can be altered and adjusted in many different ways. They can be performed with singing, chanting, gestures, or music, enabling creative expression in various situations. In general, the characteristics of nursery rhymes enhance their lasting attractiveness and educational worth, transforming them into cherished tools for young children's growth and pleasure.

1.6.2. Categories of Nursery Rhymes

There is a diversity of nursery rhymes; classify them according to their objectives

1.6.2.1. Rhyme to Soothe (lullabies)

The adult consoles and reassures the child with lullabies or little songs in class the teacher calms his learners after an activity or a task given by a nursery rhyme, they also help attract their attention or motivate them. Nursery rhyme to play and learn Nursery rhymes are a fun way that allows the child to play, sing by coordinating verbal and bodily expression, by making gestures for example (clapping your hands, stamping your feet, etc.). They establish the sense of activity for familiarize children with the language, for example digital nursery rhymes to learn the numbers. Two classics include “Rock-a-bye Baby” (1805) and “Hush, Little Baby,” also known as “The Mockingbird Song” (American traditional, probably 18th century).

1.6.2.2. Musical Nursery Rhymes

These are well rhymed and sung nursery rhymes. With their assonance and rhythm, they stimulate the child's ears and allow them to develop their vocal abilities.

1.6.2.3. Counting Songs

These children's songs, such as "One, Two, Buckle My Shoe" (1805) and "This Old Man" (1906), use rhymes to help young listeners learn how to count.

“One, two, three, we will go to the woods

Four, five, six, picking cherries

Seven, eight, nine, in a basket

Ten, eleven, twelve, they will be all red”

Old riddles are the source of many classic nursery rhymes, which use puns and metaphors to describe the answers. One such rhyme is "Humpty Dumpty" (1810), which of course has an egg as its subject.

1.6.2.4 Clapping Songs

Some nursery rhymes are actually songs that are designed to be sung along with. The beat of the poem is indicated by parents and children clapping their hands together. Of course, "Pat-a-cake, Pat-a-cake, Baker's Man" is the original of them.

“ Clap, clap, clap your hands

Clap your hands together

Clap, clap, clap your hands

Clap your hands together

Stamp, stamp stamp your feet

Stamp your feet together

Stamp, stamp stamp your feet

Stamp your feet together

Tap, tap tap your toes

Tap your toes together”

By Pete Seeger

1.6.2.5. Fables

Like riddles, use puns and metaphors to tell stories. Contrary to riddles where the listener is supposed to solve a mystery, fables often contain a moral lesson (similar to Aesop's fables) or represent humans through animals. Even a brief tale like the 1910s' "The Itsy-Bitsy Spider" can teach the importance of perseverance.

1.6.2.6. Song for Reading

Written texts are presented to the learner in script characters and capital letters. Small, these indications help the student to recognize the composition of the text, its punctuation, the usual sounds and terms. Based on this data, the teacher prepares his students for what comes next.

1.6.2.7. Songs with Phonetic Sounds

They are distinguished by repetition, rhymes, assonance. This gives the possibility of Focus on the way words are pronounced and articulated. At times, they lack meaning.

1.7. The Purpose of Incorporating Nursery Rhymes in English Instruction

The use of nursery rhymes in school for teaching English has various significant goals:

a)-Language Learning: Nursery rhymes offer a natural way to be exposed to English language with basic vocabularies and simple grammatical structures. Kids acquire new vocabulary, phrases, and idioms through engaging and enjoyable experiences.

b)-Pronunciation Improvement: Children can enhance their pronunciation skills by singing nursery rhymes, practicing rhythmic and melodic sounds. This aids in enhancing their ability to articulate and comprehend the sounds of the English language.

c)- Memory Enhancement: Nursery rhymes, which are frequently repetitive and rhythmic, aid in the retention of words and phrases. Kids can keep practicing nursery rhymes over and over to enhance their memory and language skills.

Listening to nursery rhymes aids in the improvement of children's auditory comprehension of the English language. Through music, they acquire the ability to differentiate various sounds and grasp the significance of words and sentences.

D)-Capturing Attention: Nursery rhymes frequently incorporate gestures, actions, or visuals, enhancing the appeal and enjoyment of language acquisition for kids. This could ignite their curiosity for English and motivate them to delve deeper into the language.

e)-Boosting Self-Assurance: Encouraging children to sing nursery rhymes in class provides a playful and unthreatening way for them to communicate in English. This can increase their self-esteem and motivate them to engage more in classroom tasks.

f)-Cultural Integration: Nursery rhymes can also act as a portal to English-speaking culture, exposing children to the traditions, customs, and values linked to the English language. This enhances their knowledge of the world and encourages intercultural respect and tolerance

g)-Enhanced Language Fluency: Singing and reciting nursery rhymes familiarize children with the natural rhythm of English, aiding in improving their language fluency and ability to speak more naturally and fluently.

h)-Enhancing the Link between Language and Emotions: Nursery rhymes have the ability to express various feelings, such as happiness, sorrow, and enthusiasm. Children enrich their understanding of language and emotional communication by linking words and expressions with specific feelings and emotions through singing.

i)-Promoting Cross-Disciplinary Learning: Nursery rhymes can be incorporated into various fields of study, including science, math, and the arts. An illustration can be a nursery rhyme on colors to educate color vocabulary and basic math ideas like counting and sorting. Nursery rhymes offer children a chance to showcase their creativity by singing, dancing, using gestures, or composing their own lyrics and melodies. This fosters their creativity and imaginative thinking skills.

j)-Getting Ready for Formal Education: Familiarizing with nursery rhymes establishes a strong base for formal learning of English language, presenting kids with fundamental ideas like types of words, language structure and rules in an enjoyable and uncomplicated manner.

k)-Encouraging Collaboration and Social Inclusion: Having children sing nursery rhymes in class promotes cooperation as they frequently participate in groups. This fosters a positive learning atmosphere where all children are appreciated and incorporated.

By incorporating traditional childhood songs into English lessons, educators can provide a comprehensive learning environment that caters to children's cognitive, emotional, and social requirements, all while fostering their language skills and fondness for the English language.

In short, incorporating school nursery rhymes into English language instruction is intended to offer children a dynamic, engaging, and educational experience.

1.8. What Makes the Nursery Rhyme the Best Choice for Primary School Pupils?

Nursery rhymes have many benefits in child's development:

- Nursery rhymes not only entertain children but also offer numerous developmental benefits in the short and long run. They exert a strong influence on preschool development.
- Nursery rhymes provide more than just entertainment. They familiarize infants and kids with storytelling, encourage interpersonal skills, and enhance language growth. They also establish the groundwork for acquiring reading and spelling skills. Typically, children

who develop strong reading skills appreciate hearing conversations, storybooks, and nursery rhymes.

1.8.1 Primary Benefits

Kids are eager to discover characters residing in shoes or a cow that can leap over the moon. Nursery rhymes aid in the development of a vibrant imagination by introducing children to diverse characters and languages.

1. Cognitive Development: The brain benefits from the repetition of nursery rhymes and stories as it teaches language functionality and enhances memory, concentration, spatial intelligence, and thinking abilities.

2. Language and Literary Abilities: Nursery rhymes play a crucial role in acquiring language and enhancing speech development. They also support children in enhancing their auditory abilities by distinguishing between sounds and cultivating an appreciation for the rhythm of language.

3. Numeracy Abilities: Nursery rhymes can be an effective method to familiarize your child with numbers. They are brimming with patterns, sequences, numbers, and counting.

4. Physical Abilities: Connecting movements with the lyrics of the nursery rhyme can enhance motor skills and enhance rhythm and agility.

5. Social and Emotional Skills: Nursery rhymes enhance children's sense of humor and provide an excellent opportunity for group bonding and getting to know one another. They offer solace and assistance to young children in unpleasant circumstances as well.

1.9 Ways to Assist as an Educator

Teachers should regularly sing their student's favorite nursery rhymes and incorporate gestures to enhance the learning experience. They should introduce new nursery rhymes on a regular basis to maintain students' interest in learning. Teachers' ought to read nursery rhymes aloud with their students often to demonstrate their importance. They should ensure that they sing the rhymes and songs with confidence, as children are more likely to respond if they see that the adults are enjoying themselves.

In summary, even though nursery rhymes may feel repetitive at times, it is crucial to recognize their significance in children's development and in enhancing the parent-child relationship.

1.10 Conclusion

The first chapter is generally concerned with the theoretical part of this research. Starting with the decision to introduce English as a foreign language in Algerian primary schools, it examined into foundational theories for effective language instruction. Also, defined pronunciation and emphasized its importance, inquiring its features and various teaching approaches and techniques. Additionally, it investigated the role of songs as tools for pronunciation improvement. Transitioning to nursery rhymes, delineated their significance and categorized their features, also explored why integration nursery rhymes into English instruction will be effective and supplied practical advice for educators.

Chapter Two

Research Design and Methodology

2.1 Introduction

The present chapter is concerned with the methodology which is used in the research work. Firstly, it outlines the fundamental aims and objective guiding this research. Furthermore, it elucidates the overarching research design adopted. The chapter also provides a comprehensive account of the sample population, explicating the criteria employed in their selection for the current study.

Additionally, it explicates the data collection methods utilized, furnishing an in-depth description of the specific data collection instruments, namely the teacher questionnaire and classroom observation, employed to gather the requisite data. Moreover, the procedures adhered to for analysing both qualitative and quantitative data procured from these tools are discussed. Ethical considerations pertaining to safeguarding participants' rights and privacy are addressed. Finally, the chapter outlines the measures undertaken to ensure the reliability and validity of the research findings.

2.2. The Aim of the Research

Regarding our investigation, the aim of this chapter is to provide insight on the methodology utilized for gathering data. The primary objective of this research was to explore the impact of incorporating nursery rhymes into English language instruction on the pronunciation abilities of Algerian primary school pupils. Specifically, the study sought to examine whether the systematic integration of nursery rhyme activities into the curriculum would lead to significant improvements in the pupils' ability to produce English sounds, stress patterns and intonation accurately.

2.3 Research Design

Research design establishes the frameworks for the current study, which encompasses the research questions, the hypotheses and the research method, the participants and the data collection tools for gathering information. The design incorporates a combination of quantitative and qualitative data and utilizes two tools to gather the data. It further explains the process for analyzing and interpreting the results.

2.3.1 The Type of Research

This research is of a descriptive type. It explores the use nursery rhymes to improve English pronunciation in primary schools. It appears to be more of a cross-sectional study that captures a moment in time of a specific population (Cohen et al, 2000). This was led during the academic year 2023-2024. It studied English teachers and pupils in Ain Temouchent primary schools in order to explore the use of nursery rhymes to enhance English pronunciation. In discussing descriptive research :

Descriptive research can either be heuristic or deductive in nature. Although in technical terms, qualitative research also focuses on description. Descriptive research is a type of investigation that involves using existing data or non-experimental research with a preconceived hypothesis. Seliger & Shohamy (2000, p. 117)

The research questions focus on understanding the perceptions and attitudes of Algerian primary school teachers towards the utilization of nursery rhymes for pronunciation enhancement. Specifically, the inquiry seeks to explore the perceived benefits of incorporating nursery rhymes into English language instruction, as well as any concerns or reservations expressed by teachers regarding their integration. The hypotheses posit that Algerian primary

school teachers hold positive perceptions and attitudes towards integrating nursery rhymes into English language instruction for pronunciation improvement. It is further hypothesized that these positive attitudes among teachers will facilitate successful integration and contributes to enhanced pronunciation skills among pupils. To test these hypotheses and answer the research questions a mixed method approach is adopted.

2.3.2 The Research Method

The current descriptive study relies on gathering data through a combination of qualitative and quantitative methods. The mixed method of gathering data is employed in this study. The design is a combination of different methods. It combines quantitative and qualitative methods in a single study. The researcher had to examine the characteristics of each research type in order to understand its benefits. Quantitative research is based on the evaluation of quantity or amount. It is suitable for any occurrence that can be explained in quantitative terms (Kothari, 2004).

This research is partly quantitative as it surveyed teachers' perceptions and attitudes towards using nursery rhymes to improve pronunciation. Conducting surveys in research involves providing numerical details analyzing a subset of the population to determine the prevailing patterns, beliefs, or viewpoints within that population. Utilizing organized questionnaire or interviews for data collection, followed by making broad assumptions about the population based on the sample (Babbie, 1990).

However, Qualitative research focuses on qualitative phenomena, which are things related to quality with type or variety; For instance, individuals who study the factors influencing human attitudes, motivations, and aspirations. Interviews, along with other methods, can serve as an appropriate means in this kind of study (Kothari, 2004). The choice of research methods plays a pivotal role in conduct of any study as highlighted:

The selection of research methods is heavily influenced by the nature of the research questions being posed. Various areas of study generally depend on distinct research categories to accomplish their objectives. Marczyk (2005).

In the present study, both qualitative and quantitative types of research are essential to achieve utilization of nursery rhymes to improve English pronunciation in primary schools.

2.3.2.1 The Mixed Method

Mixed methods are less widely used than qualitative and quantitative approaches. Campell&Fiske(1959) utilized multiple ways to validate psychological features . Following their lead, other researchers proceeded to emulate them and tried combining techniques to test various methods of gathering data. These methods were promptly adjusted by incorporating qualitative data tools such as observations and interviews alongside traditional surveys for quantitative data, as Sieber mentioned in Creswell's (2009).

Creswell (ibid) considers mixed methods research to be a fresh approach for addressing social issues and social sciences. The process involves collecting and evaluating data from both categories using two methods. Methods may enhance the rigor of the research compared to relying solely on qualitative or quantitative approaches (Creswell and Plano Clark, 2007). The combination of qualitative and quantitative methods gained popularity, leading to the rise of mixed methods. Since research is ongoing, mixed methods are seen as better for enhancing both qualitative and quantitative research. Neither qualitative nor quantitative methods suffice in addressing complex research inquiries alone. Combining two research methods provides more information compared to using just one method. Therefore, a more thorough understanding of the social issue is also achieved (Creswell, 2009).

Tashakkori and Teddlie (2003) report several traits of the mixed method that influence the research process.

- It is predetermined and also evolving.
- It includes questions that are both open and closed-ended.
- It gathers various types of data utilizing every potential option.
- It enables the interpretation of both themes and patterns as well as statistical analysis.

In brief, they said it combines the traits of quantitative and qualitative methods.

The current study utilizes the Concurrent Mixed Method approach. As per Creswell (2012), it involves blending quantitative and qualitative methods by the researcher. Data is collected in order to provide a complete understanding or evaluation of the subject matter. Following this, the analysis of findings is incorporated. In this design approach, small data forms, whether quantitative or qualitative, are incorporated into the overall data collection process to effectively analyze various types of questions, regardless of whether they are open or closed. Qualitative focuses on the research while the quantitative one deals with the results (Creswell, 2009).

The reason for employing this design is to offset the limitations of one approach. The researcher swaps out procedures and instruments with another to obtain a comprehensive result. Understanding the research issue by gathering qualitative and quantitative data is crucial (Creswell, 2012). In fact, the questionnaire in this study mostly gathered quantitative data, which were combined with qualitative data from classroom observations to offset the limitations of each tool.

2.3.2.2 The Case Study

This study is viewed as a case study because it predominantly uses a qualitative aspect. The case study is most effective when it centres on a genuine real-world situation and employs a range of methods and data sources to explore it, resulting in a comprehensive research material that represents the viewpoints of the participants (Stark, S. and Torrance, H., as referenced in Somekh B. and Lewin C., 2005 :33). The case of primary school in Ain Temouchent is considered as a sample for all primary schools in Algeria.

Case studies generally aim to provide a holistic descriptive of language learning or use within a specific population and Setting. However, whereas ethnographies focus on cultural patterns within groups, case studies tend to provide detail description of specific learners within their learning setting. Mackay &Gass (2005.p, 171)

Nunan (1992) makes a distinction between ethnography and a case study in the same context. Arguing that ethnography closely resembles a case study in its approach, techniques, and focus on studying a subject within its surrounding environment. On the one hand, ethnography involves studying a bigger group of people, while a case study focuses on a specific topic or area, such as in research on language teaching or classroom issues. The case study is capable of utilizing qualitative and quantitative data collection methods for research, whereas ethnography exclusively relies on qualitative methods.

This research also utilizes a case study design, which is initially thought of as qualitative research as considered by Rogers (2002). Classroom observation addresses the qualitative side of this research conducted alongside a semi-structured questionnaire incorporating open-ended questions. The research's focus on quality and the participation of individuals from a specific

location as Ain Temouchent makes it a typical case study. Some have suggested that case study design is commonly used for qualitative research, but it can also incorporate quantitative research methods. Various commonly used tools for collecting case studies include interviews, participant observation, tests, textbooks, field logs, and documents such as class syllabi, handouts, and homework assignments (Griffee, 2012).

2.4. The Sample Population

Knowing how to choose participants is crucial when designing a research study. The researcher requires a suitable number of participants, especially for extensive studies (Geoffrey et al.2005). Most studies in the social sciences involve human participants, unlike research in scientific fields such as physics or chemistry. According to Neuman (2014, p 251) “Sample is a small set of a cases a researcher selects from a large pool and generalizes to the population”.

The sample population in this study consists of English teachers at the level of primary schools in Ain Temouchent. The participants selected for this study are between the ages of 25 and 50 years old. This group of teachers is considered representative of educators at the primary school level in other schools within the same town.

The pupils are the second population in this study. These participants are selected from Nacer Eddine Dinet primary school. They are aged between 09-12 years old. This chosen population of learners is composed of pupils from fourth-year level. This specific sample will be chosen enable us to gain a thorough understanding of pupils' improvement of their pronunciation skills by using nursery rhymes.

Geoffrey (2005) asserts that it is crucial to be familiar with the frequently used methods to choose the correct set of participants needed in this field. Surveying the population of teachers in primary school is done in this research. Geoffrey (ibid) states that prior to creating a research plan, it is important for researcher to establish a suitable research design before choosing

participants and allocating them to groups. However, the selection process is determined by the research questions, participant availability and chosen research design. Surveying English teachers in Algerian public primary schools in Ain Temouchent involves inquiring about they use of nursery rhymes to help improve their pupils' pronunciation.

The most frequently utilized method for choosing participants is Randomization (Geoffrey et al.2005). The current study utilizes randomization to some extent in order to achieve specific objectives. The population has already been identified. Nevertheless, the informants are not predetermined or favoured over each other when it comes to selection. The participants are chosen using the simple random sampling method. In simple random sampling, the usual method is to give a number to each individual in the population and then use a random numbers table (Creswell, 2012); however, in this research, participants were selected randomly, taking into consideration their availability. Essentially, they are given the questionnaire randomly once they give their verbal consent.

Therefore, the participants in this study are English teachers from primary schools in Ain Temouchent. The random process for participants in this study ensures that teachers in the same town at this level are represented accurately, giving every member of the population an equal chance of being chosen (Kazdin, 1992). In order to apply the results of English teachers in different Primary schools in Ain Temouchent, the researchers had to conduct replicating testing by obtaining another sample from the same population, the same questionnaire is given to ensure validity and reliability.

2.5 Data Collection Method

This research relies on two distinct tools: teachers' questionnaire and classroom observation. These tools are utilized to gather both quantitative and qualitative data for the research.

According to Creswell (2012), qualitative and quantitative data are both collected and analyzed separately. Data results are analyzed, constructed and interpreted to determine if they align or not. Therefore, data from all instruments collected in the study are gathered and analyzed separately.

2.5.1 Data Collection Tools

This research employs two primary tools; teacher's questionnaire and classroom observation. This section aims to describe each tool, its usefulness and purpose. As stated by Cohen et al. (2007: 468), “all relevant data from various sources (interviews, observations, questionnaires) are gathered to collectively answer a research question”.

2.5.1.1 Teachers' Questionnaire

When carrying out research, the tools chosen for the process are important. Collecting essential data is crucial during the gathering process, with the questionnaire being one of the tools used for this purpose. The latter seen as a valuable tool for research, aiding in gathering information from participants efficiently. Furthermore, this instrument enables researchers to collect the most quantitative data possible from participants to ensure trustworthy and practical results are obtained quickly. According to Brown (2001) questionnaires consist of written questions or statements that participants answer with a yes or no, expressing their own thoughts or choosing an option from a provided list. He goes on to claiming that they are highly efficient in collecting large amounts of information.

The questionnaire in this research was tested on a population of 15 teachers from different schools. The majority of participants' age range from 25 to 50 years old. These participants are

employee in the primary schools of Ain Temouchent and they are selected randomly. The teachers can be appropriate for the research study, which focused on nursery rhymes to improve English pronunciation, particularly for fourth-year primary pupils. This was done in month of December 2023.

The teachers' questionnaire is made relevant to the researched topic by covering various points: it includes open-ended questions to collect qualitative data and close-ended ones to get quantitative data. “A questionnaire is a highly practical tool as it allows for collecting a significant amount of data from a group of participants in a relatively brief timeframe” (Creswell, 2002).

Referred to as a questionnaire is a series of organized questions utilized for obtaining the viewpoints of a specific group (people). In addition, typically the survey is presented to the participants either face-to-face by the researcher handing them the written questionnaire or online via email. Moreover, to create a questionnaire that is easy for participants to respond to and is also effective in gathering information. Research should be straightforward and easy to understand, meaning the investigator should steer clear of complex and unclear inquiries. Additionally, by conducting fieldwork using a questionnaire, the researcher can incorporate two types of questions: Open-ended and Closed-ended.

-Open-ended questions: involve the researcher permitting the target to provide detailed responses. The participant is encouraged to answer questions by sharing their opinions in their own words. This indicates that the researcher asks questions to the participants but does not give any suggested answers.

-Closed-ended questions: involve the researcher offering a selection of options for respondents to choose from as their answer. In simpler terms, these types of questions have several options for the answer to choose from.

The questionnaire in this research was created online using Google forms website, it was sent out randomly to these teachers through email. It contains 15 questions which are composed of a mixture of close-ended and open-ended questions in order to give more validity to the data.

2.5.1.2 Classroom Observation

Tavakoli (2013) stated that observation serves as a tool for gathering data by having the researcher deeply involved in research, systematically noting aspects of the setting, interactions and connections. Ultimately, it is a methodical documentation of the components present in a symptom regarding the subject of study, the researcher studies the significance of behaviors (Marshall in Sugiyono, 2010). Therefore, the data collected are more unbiased with evidence obtained from behaviors of the participants instead of what they said (Dörnyei, 2007).

In this research study, the classroom observation is performed to examine the utilization of nursery rhymes on aids teaching English to improve pronunciation to primary pupils. This observation took place in the city of Ain Temouchent at NACER EDDINE DINAT primary school. The target population was conducted on 28 primary school pupils of fourth-year level. 18 of the pupils are boys and 10 of them are girls, they categorized by age between 9 to 12 years old, the teacher's age is 45 years old, she is responsible for teaching three classes of third-year and two classes of fourth-year level. After obtaining permission from the teacher, the researcher attends only one session on March 5, 2024 due to intensive program of the teacher, the duration of session took 45 minutes.

According to Dörnyei 2007, Bryman, 2008; Cohen et al., 2018, there are three categories of observations: structured, semi-structured, and unstructured. In structured observation, the observer focuses on predetermined aspects. By adhering to specific and verified time tables that heavily depend on recording devices that monitor every variable in a predetermined and specific environment. In unstructured observation, the researcher does not possess a predefined

list of things to observe. This method doesn't categorize or use a checklist; instead, the researcher watches what is happening before making a decision. Significance Semi-structured observation permits the researcher to search for in the third category Factors that are defined alongside allowing for unexpected occurrences and actions that maybe essential for addressing the research questions. The objective of this research is to investigate how nursery rhymes can enhance English pronunciation in primary school pupils. A structured classroom observation is utilized to simplify the observation process and gather useful information. We have prepared checklists to record notes that will be discussed and analyzed afterwards.

2.6 Data Analysis

This research adopted a mixed-methods approach, which entailed the systematic analysis of data collected through questionnaire and classroom observations. This structured analytical strategy incorporated two distinct methodological approaches: qualitative analysis of observational data and quantitative analysis of questionnaire responses.

The qualitative component involved an inductive, interpretive examination of the observational data obtained from classroom sessions. Through meticulous scrutiny of recorded observations, we sought to identify recurring themes, behaviours, and interactions pertaining to the integration of nursery rhymes in English pronunciation instruction. This qualitative analysis provided valuable insights into the practical implementation and efficacy of nursery rhymes within the authentic classroom environment.

Concurrently, the quantitative analysis was performed on the data gathered from the administered questionnaires. Employing statistical techniques, the researcher summarized and analyzed the responses to quantify participants, attitudes, perceptions, and experiences concerning the utilization of nursery rhymes for pronunciation development. Descriptive statistics were computed to synthesize demographic characteristics and response frequencies,

offering numerical representations of participants, perspectives on the effectiveness of nursery rhymes for enhancing pronunciation proficiency.

By integrating both qualitative and quantitative analytical methods within a mixed-methods framework, the researcher aims was to achieve a comprehensive exploration of the research topic, capitalizing on the respective strengths of each approach. This structured analysis process facilitated the derivation of meaningful conclusions from the collected data, establishing a robust foundation for further interpretation and discussion of the findings.

2.7 Ethical Considerations

In conducting this research, various ethical considerations were rigorously adhered to. Firstly, the privacy of the respondents was a paramount consideration, and measures were taken to protect and respect their privacy, maintaining an ethical approach throughout the research process. The personal information of participants was safeguarded in an ethical manner to foster trust between the researchers and participants, thereby upholding ethical standards. Only essential data were collected, and personally identifiable information was minimized. Secure and encrypted systems were utilized for data transfer and storage during the data collection phase to ensure privacy and confidentiality. Secondly, strict confidentiality protocols were implemented to secure study data and protect participants' personal information. Stringent measures were put in place to prevent unauthorized access, use, or disclosure of participants' information, safeguarding their privacy and upholding ethical research practices. Thirdly, the principle of informed consent was a crucial ethical consideration. Participants were provided with comprehensive and transparent information regarding the study's objectives, the nature of their participation, and any potential risks or benefits. This information was conveyed clearly and without any form of coercion or adverse consequences, allowing participants the opportunity to inquire and make an informed decision about their voluntary participation or withdrawal from the study. Overall, by adhering to ethical standards and guidelines, researchers

established a foundation of trust, respect, and integrity in their questionnaire-based investigation. These ethical considerations supported ethical research practices and ensured the protection of participants' rights, ultimately enhancing the validity and reliability of the study's findings.

2.8 Reliability and Validity

Reliability is a quality of a measurement that produces consistent results with the same values (Blumberg et al., 2005). It evaluates the consistency, accuracy, reliability and credibility of a study (Chakrabartty, 2013). It shows the level of impartiality (lack of errors), ensuring reliable measurement over time and across different items in the instruments. While, validity is commonly described as how well an instrument captures what it claims to capture (Blumberg et al., 2005). Accuracy of a research tool measures how well it instrument measures what it was created to measure (Robson, 2011). It reflects the degree of accuracy in the obtained results, necessitating that research instruments such questionnaires precisely measure the concepts under investigation (Pallant, 2011). It covers the whole concept under experimentation, determines if the results achieved fulfil all the criteria of the scientific research methodology.

The researchers in this study have used a mixed method, which is the combination of qualitative and qualitative methods. Both teachers' questionnaire and classroom observation will emphasize both validity and reliability and tools have been validated using certain methodology techniques to bring research clarity, richness and depth.

2.8 Conclusion

This chapter contains the methodology section of the dissertation where it outlines the research design, the approach used in the research and included the procedure a researcher goes through to acquire data. This research focused on the instruments utilized for describing the sample and population. Furthermore, it ends with mentioning ethical considerations involved in the research. Moreover, the next chapter will delve into the analysis of the data collected.

Chapter Three

Data Analysis and Discussion

3.1. Introduction

This chapter focuses on examining and analyzing data, during which it examines data collected during the experiment. A questionnaire is used to collect from primary school English teachers, while an observation session is conducted to observe the evolution of pronunciation when using nursery rhyme in class. Additionally, within this chapter, the analysis and discussion of both the survey and observation results are conducted to address the research questions posed.

3.2. The Analysis of Teachers' Questionnaire

The questionnaire includes different inquiries concerning the qualification of the teachers, experience in teaching and how they view the use of nursery rhymes to improve English pronunciation in Algerian primary schools. This part discusses the analysis of the data gathered from the questionnaire. The findings of this study can provide important perspectives into the effectiveness of nursery rhymes to improve English pronunciation. The data collected is shown in the figures below:

Gender

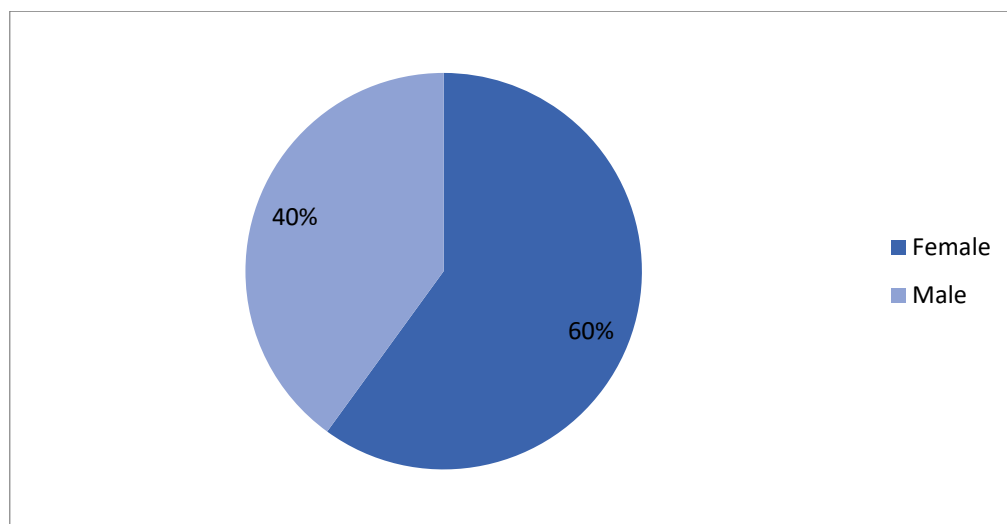


Figure 3.1: Gender Distribution.

The figure shows that 60% of the participants in the study are females, while 40% are males. This distribution suggests gender imbalance within the sample with a higher representation of female participants.

Q01: How many years of teaching experience do you have?

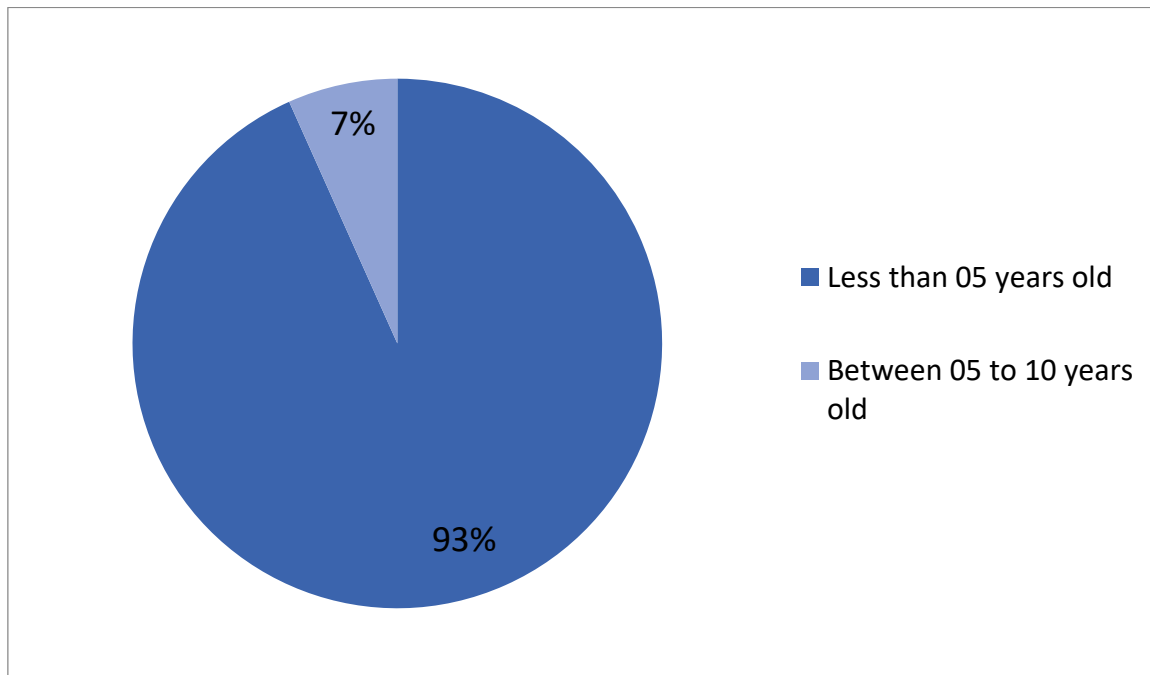


Figure 3.2: Distribution of Teaching Experience among Primary School Teachers.

A teaching experience is spread out among the individuals surveyed uncovers interesting information about the makeup of teaching staff. A significant number of early-career educators, comprising 93% of respondents, have less than 5 years of experience in the profession. This emphasizes the significance of custom support systems and training programs to help new teachers grow. On the other hand, the small percentage of people 7% who have been working for 5 to 10 years represents shift towards the middle of their carriers.

Q02: Are articulation and pronunciation part of the difficulties encountered by fourth year primary learners?

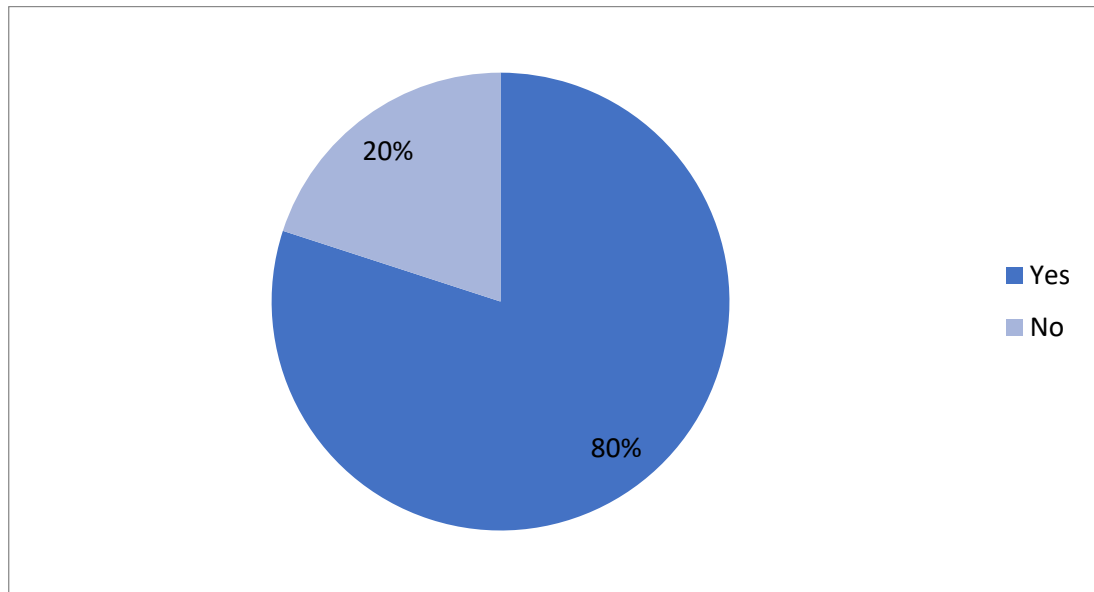


Figure 3.3: Percentage of Teachers Identifying Articulation and Pronunciation Difficulties.

The data show that most respondents, 80%, agreed that fourth-year primary students struggle with articulation and pronunciation. On the other hand, only 20% of participants did not see these language production issues as troublesome for this group of students.

Q03: do you use fun methods in your teaching practices?

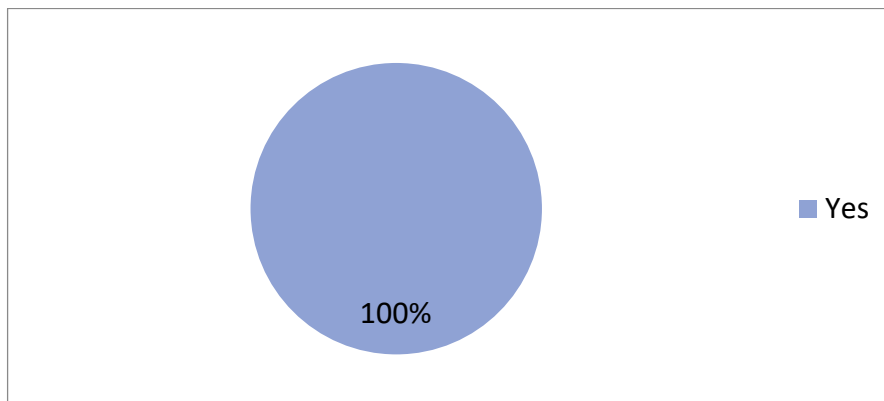


Figure 3.4: Utilization of Fun Methods in Teaching Practices.

The data clearly show that all of the participants in the questionnaire, 100% confirmed that they have included fun techniques in their teaching methods. The collective agreement implies that educators who were surveyed widely acknowledge and implement pedagogical approaches that are engaging, enjoyable and focused on the pupil

Q04: what is your opinion on incorporating nursery rhymes into your English lessons for improving pronunciation?

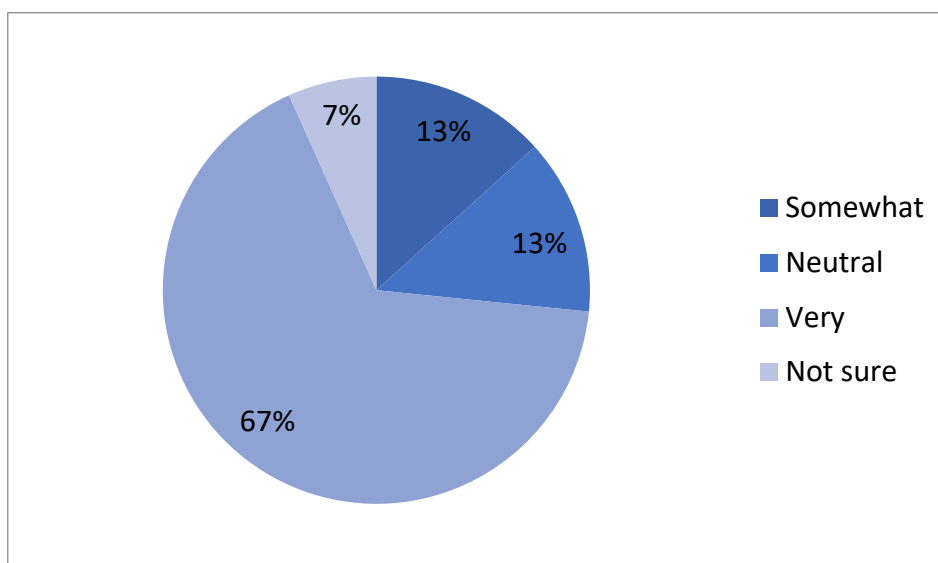


Figure 3.5: Opinion on Incorporating Nursery Rhymes for Pronunciation Improvement.

The figure indicates that 67% of participants believed that including nursery rhymes in English lessons is extremely advantageous for enhancing pronunciation. Meanwhile, 13% had a somewhat favourable view on this method and another 13% were neutral towards it. 7% of respondents expressed uncertainty about the impact of nursery rhymes on improving English pronunciation. This indicates the necessity for more research and explanation on the advantages and methods of incorporating nursery rhymes into language teaching.

Q05: Have you used nursery rhymes in your class to improve the pronunciation of certain words?

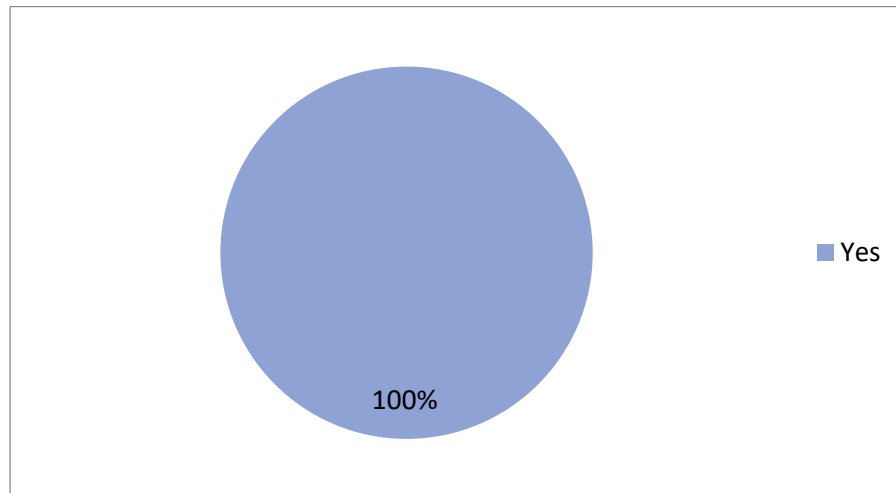


Figure 3.6: Use of Nursery Rhymes for Pronunciation Improvement.

The results show that every teacher who was surveyed 100% used nursery rhymes in their lessons to enhance the pronunciation of specific words. The widespread acknowledgment among educators of the effectiveness of nursery rhymes in boosting pupils' pronunciation skills is demonstrated by this unanimous adoption. It highlights teachers' proactive initiatives to use interesting and interactive teaching techniques to help pupils with language learning and communication growth. In general, the widespread use of nursery rhymes emphasizes how they are seen as helpful for teaching pupils how to pronounce words in the classroom.

Q06: How often do you currently use nursery rhymes in your English language lessons?

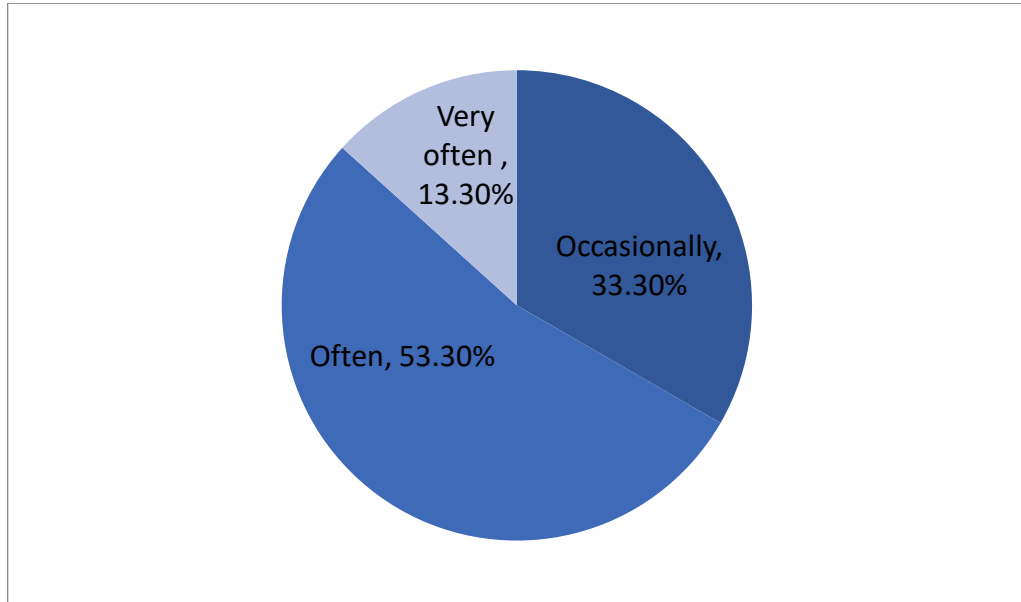


Figure 3.7: Frequency of Nursery Rhyme Usage in English Lessons.

The results from teacher questionnaire on the frequency of using nursery rhymes in English language lessons indicate that these instructional tools are commonly used in the classroom. Most teachers who were surveyed said that they use nursery rhymes with 53,3% using them frequently and 33,3% using them occasionally .An extra 13,3% of educators stated that they use more often nursery rhymes . This information highlights how nursery rhymes are widely used in English language teaching to help pupils improve their language skills and pronunciation with educators using them as a valuable resource.

Q07: How do you currently teach English pronunciation in your classroom?

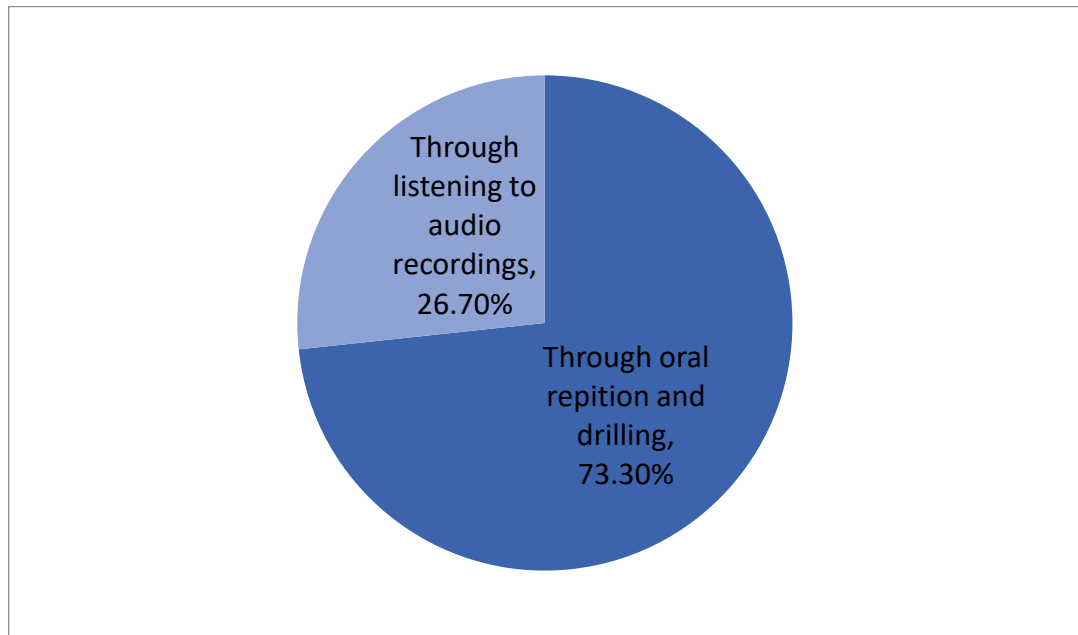


Figure 3.8: Methods Used for Teaching English Pronunciation.

The data information collected from questionnaire completed by teachers show that the majority 73,3% use oral repetition and drilling as their main methods for teaching English pronunciation, while 26,7% prefer using audio recordings. This emphasizes learning towards interactive, hands-on methods with a focus on practicing orally as the main technique. Nevertheless, including audio recordings signifies acknowledging the significance of real language exposure .In general, the data shows a well-rounded approach to teaching pronunciation, combining traditional methods with technology to help pupils learn language in class.

Q08: How would you incorporate nursery rhymes into your English lessons?

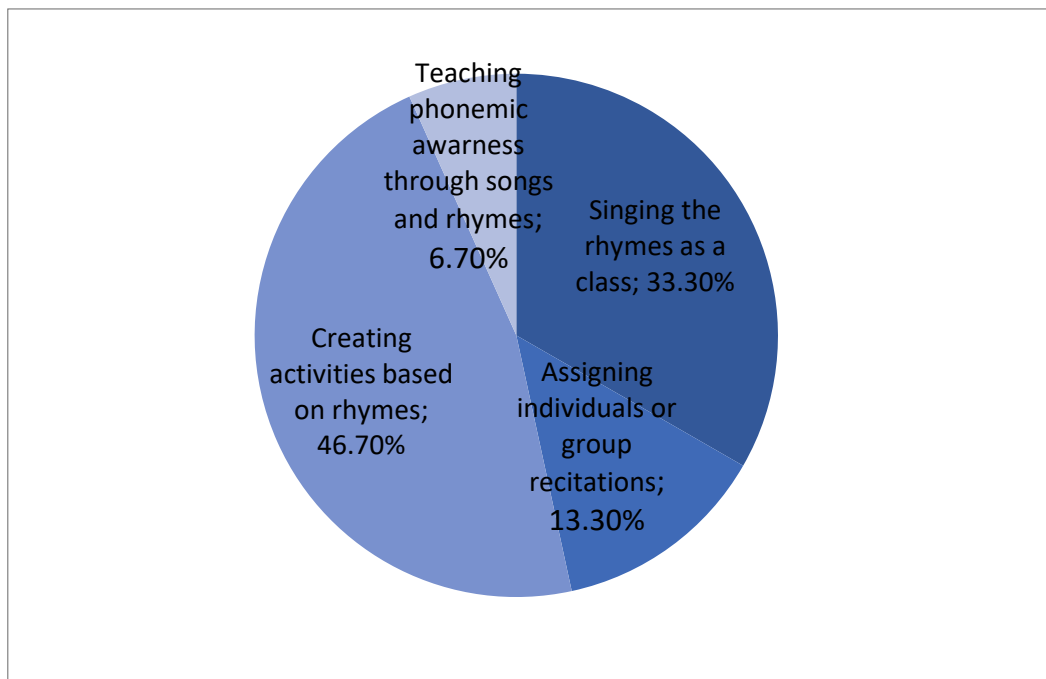


Figure 3.9: Strategies for Incorporating Nursery Rhymes into English Lessons.

The data show that 46,7% of teachers surveyed stated that they planned to integrate nursery rhymes into their English classes through the development of related activities. This indicates a liking for hands-on and interactive learning experiences that involve pupils in meaningful tasks related to nursery rhymes. Moreover, 33,3% of teachers mentioned that they would lead the class in singing the rhymes, showing an emphasis on auditory learning and repetition through speech. 13,3% of teachers also noted giving individual or group recitations, highlighting the importance of allowing pupils to practice speaking and recite poetry. Still, a lower proportion 6,7% said they planned to incorporate phonemic awareness through music and poems, showing awareness of how nursery rhymes can improve pupils' phonological abilities. In general, the data shows a variety of methods for including nursery rhymes in English classes, demonstrating how teachers are creative and flexible in using this tool to improve language learning results.

Q09: In how many sessions do you use the rhymes?

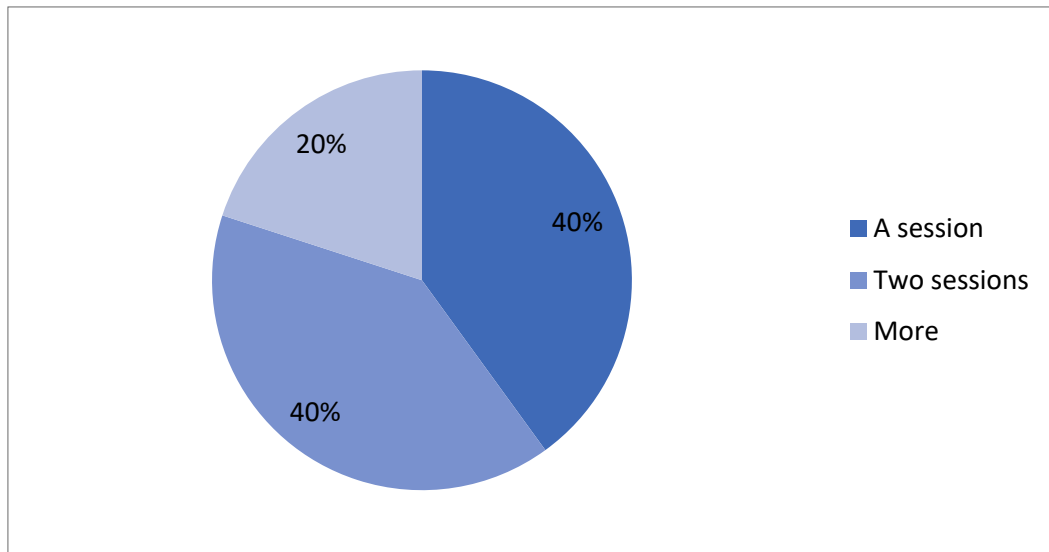


Figure 3.10: Usage Frequency of Nursery Rhymes.

The result of this question shows that 40% of participants stated that nursery rhymes are often utilized by educators during one class session. Furthermore, 40% of teachers also stated that they used nursery rhymes in both sessions. This indicates that nursery rhymes are included in lessons regularly, either as separate tasks or as repeating parts of teaching units. Also, 20% of teachers stated that they used nursery rhymes in more than two sessions, showing a continued and consistent use of rhymes over long periods of teaching. In general, the data shows that nursery rhymes are used in various ways in different educational settings, demonstrating their flexibility and usefulness as a teaching aid for enhancing language learning growth in classrooms.

Q10: Have you observed any positive effects on learners' pronunciation when using nursery rhymes in your lessons?

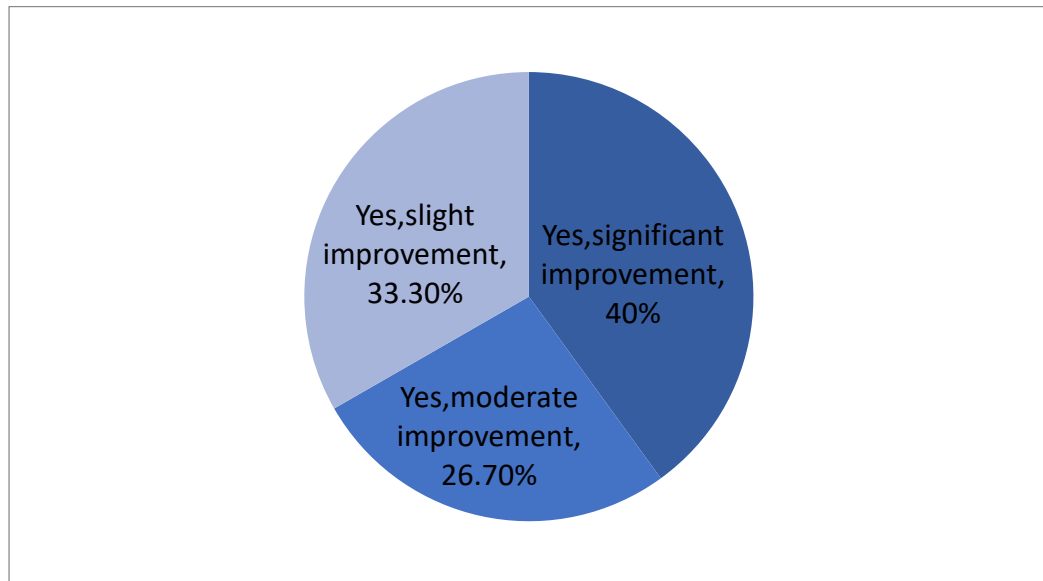


Figure 3.11: Perceived Effectiveness of Nursery Rhymes on Learners' Pronunciation.

The data show that 40% of teachers noticed a significant enhancement in pupils' pronunciation by incorporating nursery rhymes in their teaching. This indicates that nursery rhymes significantly improve pupils' capacity to pronounce sounds correctly and smoothly. Moreover, 26,7% of educators stated a moderate enhancement, showing a clear but less significant improvement in their pronunciation abilities. Additionally, a slight improvement was observed by 33,3% of educators, indicating a gradual but noticeable advancement in pupils' pronunciation skills. In general, the data emphasizes the benefits of including nursery rhymes in English classes, showing how they help improve phonetic awareness and pronunciation accuracy in pupils.

Q11: What challenges or barriers have you encountered when using nursery rhymes to improve English pronunciation in your classroom?

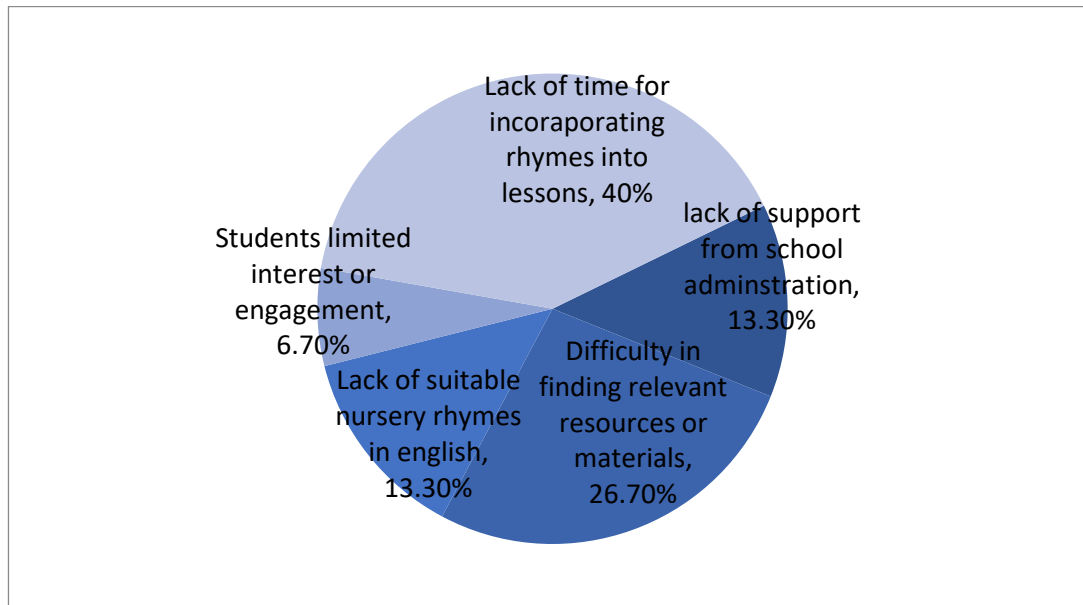


Figure 3.12: Challenges Faced in Using Nursery Rhymes for English Pronunciation Improvement.

Teachers responses indicate challenges while utilizing nursery rhymes to enhance English pronunciation, encompassing a variety of hurdles. A significant discovery shows that 40% of teachers mentioned insufficient time as a major obstacle, highlighting a critical issue with time limitations in the curriculum that could impede the smooth incorporation of nursery rhymes into English language teaching. This highlights the need for changes in the curriculum or efficient time management methods to give proper emphasis to teaching pronunciation. Furthermore, 26,7% of educators noted that finding appropriate resources or materials was logistical obstacle, under covering the importance of having convenient and thorough collections of nursery rhymes and supplementary materials designed for pronunciation exercises. 13,3% of teachers expressed worries about the lack of appropriate English nursery rhymes, underscoring the necessity for a wide range of rhymes that connect with Algerian pupils' language and culture. In addition, 13,3% of responses indicate a lack of

support from school leadership ,emphasizing the need for institutional support and acknowledgement of the effectiveness of nursery rhymes in improving pronunciation .Ultimately, even though only 6,7% of teachers brought it up, worriers regarding pupils' lack of interest in nursery rhyme-based instruction highlight the need for interactive and engaging activities to boost pupil involvement.

Q12: Are there any specific nursery rhymes that find particularly useful for improving English pronunciation?

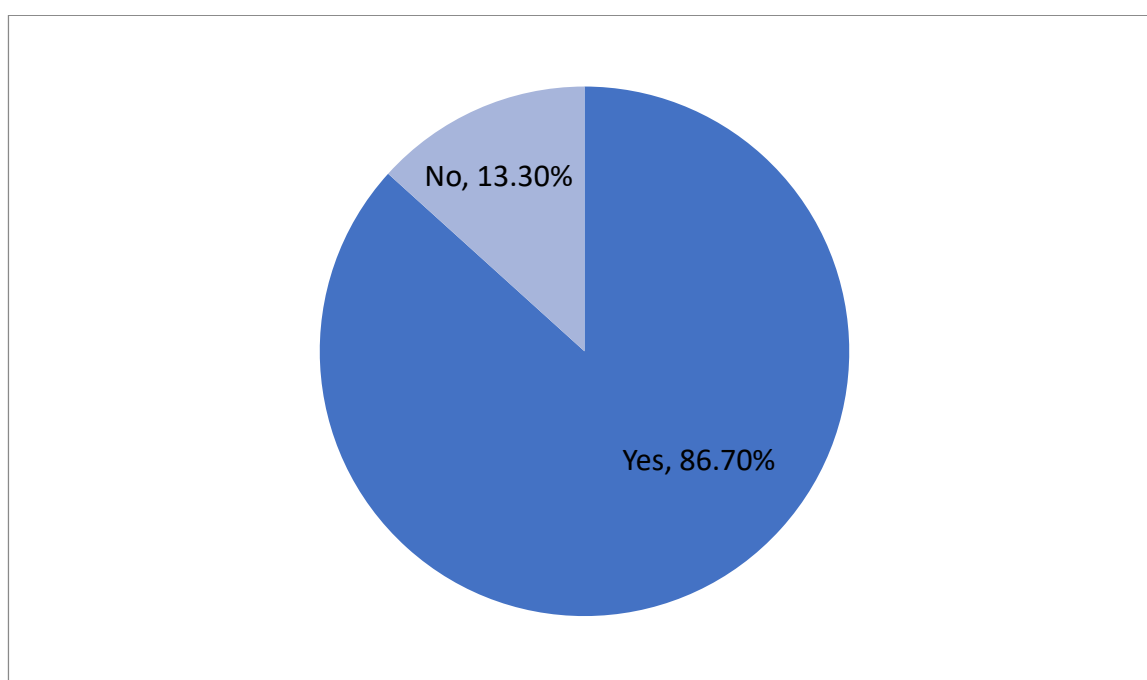


Figure 3.13: Specific Nursery Rhymes Identified as Useful for English Pronunciation Improvement.

The data show the examination of teacher questionnaire on the benefits of certain nursery rhymes for enhancing English pronunciation shows that 86,7% of teachers believe they are highly useful for this purpose. This indicates that nursery rhymes are widely acknowledged as useful resources for improving pronunciation abilities in English language learners. However, 13,3% of participants do not hold this view. Although this opposing opinion should be taken

into account, the majority emphasize the perceived importance of nursery rhymes in aiding language acquisition and pronunciation improvement in the classroom.

Q13: Do you think this activity helps to improve learners' pronunciation?

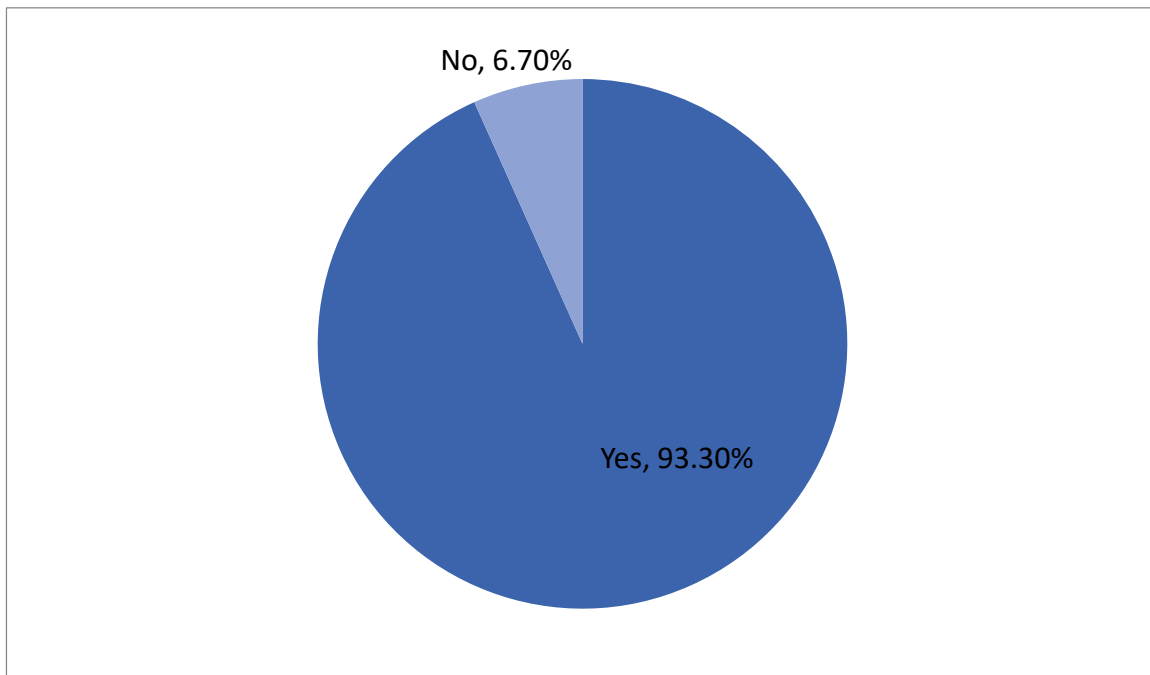


Figure 3.14: Efficacy of Nursery Rhymes in Pronunciation Improvement.

The data show a strong agreement among teachers with 93,3% stating they believe the task help enhance pupils' pronunciation. This strong confirmation highlights the perceived success of the activity in improving pupils' pronunciation abilities. On the other hand, 6,7% of teachers hold a minority opinion that differs from the majority belief, indicating a variance in perspectives. Nevertheless, the vast majority's approval of the activity highlights its perceived importance in aiding students in language learning and improving pronunciation.

Q14: Would you be interested in receiving additional training or resources on effectively using nursery rhymes to improve English pronunciation in your classroom?

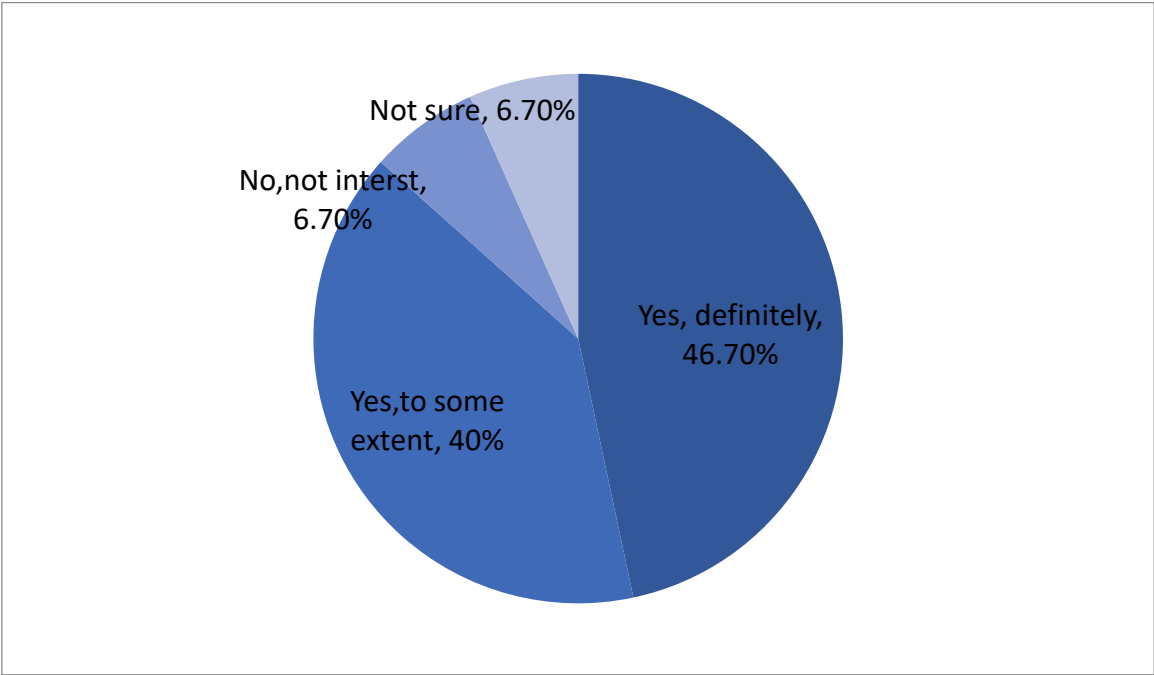


Figure 15: Interest Professional Development for Nursery Rhyme Integration.

The data show teachers' desire for more training or resources on utilizing nursery rhymes to enhance English pronunciation in the classroom. Initially, 46.7% of educators showed clear interest in getting more training or resources, showing a strong need for professional growth in this field. This indicates that educators are taking proactive steps to improve their teaching methods and enhance student performance. Furthermore, 40% of teachers showed some interest in getting more training, indicating they are open to professional development opportunities but may have some doubts or concerns. This shows that educators have different levels of openness to additional training, displaying a nuanced perspective. Additionally, 6.7% of teachers indicated a lack of desire for further training, implying a lack of perceived necessity or interest in additional professional development in this particular field. On the other hand, an additional 6.7% were unsure about their interest, showing a requirement for further details or explanations about possible advantages of further training.

Q15: Is there any additional feedback or suggestions you would like to provide regarding the use of nursery rhymes to improve English pronunciation in Algerian primary schools?

The data gathered from the open-ended answers indicates that teachers in Algerian primary school mostly have a positive attitude towards using nursery rhymes to help pupils improve their English pronunciation. Many participants expressed the importance and value of this teaching method, with multiple responses strongly supporting and promoting its integration in all school tasks (responses 1,2,3,4,5,10,14,15). Nevertheless, some participants suggested solutions to enhance its effectiveness. These incorporated the integration of various resources such as audiovisual aids, interactive activities like group singing and pronunciation games to increase engagement (responses 9,11). Furthermore, recommendations were given to schedule extra instructional time or sessions solely for nursery rhymes activities (responses 6 ,12), introduce vocabulary before presenting the rhymes to aid understanding(response 13), incorporate phonemic awareness and word repetition exercises alongside the rhymes (response 7), and include culturally familiar or local rhymes along with traditional English nursery rhymes(response 8). The data suggests that teachers view the use of nursery rhymes positively for enhancing pronunciation ,but is important to carefully plan implementation, provide support materials and allocate sufficient time within the curriculum for optimal results.

3.3. The Analysis of Observation Session

The following table illustrates the progress of the session:

Table 3.3.1 Recitation Session Progress

Steps	Description	Progress, organization and materials
<p>Step One</p> <p>Description of The Classroom</p>	<p>-The class is large and tidy.</p> <p>-The number of students is reduced compared to other classes in the school.</p> <p>-Three well-placed rows and disciplined students creating a good singing atmosphere.</p>	<p>-The tables are fixed in an ordinary way, three well-organized rows, the room is large and bright, it makes you want to work.</p> <p>-Didactic material used: 4th grade textbook page 56 /table slates- pc and slaps/ board.</p>
<p>Step Two</p> <p>Present the Implementation Situation</p>	<p>Components of the skill</p> <p>1).Adopt a selective attitude of listening.</p> <p>2).Master the phonological and prosodic system.</p>	<p>Lesson content</p> <p>-<u>Project</u>: food</p> <p>-<u>Sequence 2</u>: healthy food and health.</p> <p>-<u>Discipline</u>: Nursery rhyme.</p> <p>-<u>Title</u>: healthy food.</p> <p>-Discover the text on the book.</p> <p>-Identify the subject of the nursery rhyme based on the text image.</p>
<p>Step Three</p>	<p>Objectives</p> <p>The student will able to :</p> <p>1)-Master phonemes of the language.</p> <p>2)-Exercise vigilance hearing.</p> <p>3)-Distinguish the different</p>	<p>Master reading</p> <p>-While miming each word in accompanying him with the gesture of appropriate greeting,</p>

Present The Objectives and Identify the Situation.	intonations. 4) Identify the rhythms of the spoken channel.	in order to help students to access meaning. -Partial individual reading.
<p style="text-align: center;">Step Four</p> <p style="text-align: center;">Identify The Prerequisites and Check Them</p>	-The students sit two per table at the beginning they start to sing previous nursery rhymes, this step was really outstanding	<p>-The teacher writes each sung passage on the board.</p> <p>-She gradually erases the text written on the board and she repeats the rhyme verse by verse then connects the stanzas each time.</p> <p>- Memorize at the end of the session.</p>

3.3.1. The Analysis of the School Textbook

The school textbook is a new book July 2023 edition from the NOSP. This book is the continuation of that of the 3rd year, it has 96 pages. It focuses much more on oral skills than the written ones through a variety of picture tools, labels, stickers, posters, engravings, nursery rhyme albums which allow the creation of individual tasks.

The fourth-year primary textbook is part of the logic of progressiveness relating to level 2 of the primary cycle. This is the second year of teaching/learning of English as a foreign language. The student's book is developed using a methodological and didactic approach adapted to all Algerian students, from different regions of the country, with the objective of success for all.

This manual is structured together so that the learner can evolve gradually. It offers varied dialogue, reading and writing activities, it is made up of eight units plus the initial situation which represents a review of the acquired knowledge of the previous year.

- the initial unit: back to school.
- unit one: family and friends.
- unit two: occupations and jobs.
- unit three: school.
- unit four: health.
- unit five: food.
- unit six: games.
- unit seven: celebrations.
- unit eight: animals.

During this second year of level 2, learners will have to improve their foreign language skills. They will experience the adventures of people of the same age as them, with first names representative of the national and international university, such as Nadjib, Alberto, James, Mustapha, Nadir, Meriem and Maria, etc., in an urban and geographical environment. Immediately close to their environment. The selected universe where these characters develop draws its themes and symbolism from the daily life known to every Algerian child. It is entertaining, beautifully colorful and pleasant to create an environment of confidence, happiness and motivation among students.

The school nursery rhyme has an important place in this book. It takes always the second page of each unit to initiate the theme studied.

3.3.2. The Text Worked in Recitation Session

Healthy Food

Healthy, healthy, healthy food.

Helps my body and my mood.

Healthy, healthy, healthy food.

Fruits are good.

Yummy, yummy, yummy.

Fruits are good

Healthy, healthy, healthy food.

Helps my body and my mood.

Healthy, healthy, healthy food.

veggies are good.

Yummy, yummy, yummy.

veggies are good.

Healthy, healthy, healthy food.

Helps my body and my mood.

Healthy, healthy, healthy food.

Junk food is not good.



Figure 3.16: The Text of Nursery Rhyme as Presented in the Book.

3.4. Discussion of Teacher's Questionnaire Findings

The main findings yielded by analysis of the questionnaire answers provided by primary school teachers in Ain Temouchent provides important information about incorporating nursery rhymes into English language teaching. Examining the demographic characteristics of participants, it is worth mentioning that a majority of respondents were females (60%), which aligns with the gender makeup of the teaching field. This emphasis on gender representation highlights the significance of incorporating pedagogical strategies and support systems that cater to the unique needs of women educators in the Algerian educational system.

Moreover, a large percentage of participants (93.3%) stated that they had less than five years of teaching experience, showing a relatively youthful group of teachers. This demographic information emphasizes the importance of specific professional growth programs and mentorship efforts to assist new teachers in navigating language instruction challenges and promoting successful teaching methods.

Shifting focus to the identification of pronunciation obstacles, the survey results show that 80% of participants recognize the challenges faced by fourth-grade pupils when it comes to speaking clearly and accurately. This acknowledgment highlights the importance of fostering phonological awareness and precise pronunciation abilities at an early stage of language acquisition in order to prevent future proficiency challenges. The results support previous

studies that highlight the crucial role of language abilities in promoting successful communication and language growth in children. Moreover, pinpointing the particular difficulties learners have with pronouncing certain sounds offers important information for designing lessons and creating curriculum, allowing teachers to customize their teaching strategies to effectively cater to learners' individual needs the survey data shows that all of the participants universally use interactive and engaging techniques in their teaching methods and instructional approaches. This focus on learner centred, communicative approaches in teaching align with the most effective methods in language instruction, highlighting the importance of active involvement and genuine language utilization. Educators are using various techniques like rhyming activities, choral repetition, and group recitations to cater to different learning styles and preferences, promoting engagement and aiding in language learning.

Additionally, educators demonstrate their dedication to accommodating the varied needs of pupils by incorporating multimodal instructional strategies that involve auditory, visual, and kinesthetics modalities to create engaging and interactive learning experiences. The questionnaire results highlighted perceived effectiveness and particular rhyme choices as important factors, revealing educators' views on the effectiveness of incorporating nursery rhymes. A large majority of participants (93.3%) noted improvements in learners' pronunciation when incorporating nursery rhymes, suggesting that this teaching method is viewed as effective.

Furthermore, a majority of teachers (86.7%) pointed out certain nursery rhymes as highly advantageous for enhancing pronunciation, indicating possible differences in efficacy depending on rhythmic patterns, phonetic traits, or familiarity. These observations highlight the significance of evaluating the language characteristics and educational significance of nursery rhymes in lesson preparation. This allows teachers to choose and modify rhymes that are most appropriate for students and teaching environments Even though nursery rhymes are seen as beneficial for education, teachers face challenges like lack of time (40%), limited resources

(26.7%), and little support from administration (13.3%) in effectively incorporating them into the curriculum. These obstacles highlight the importance of specific training programs and backing from institutions to effectively tackle implementation difficulties. The strong interest shown by participants in getting more training and resources (86.7%) underscores the importance of continuous professional growth in enhancing teaching skills and boosting academic achievements. By confronting challenges and utilizing training opportunities, teachers can enhance the effectiveness of incorporating nursery rhymes, leading to better pronunciation and phonological awareness in pupils.

To summaries, the questionnaire results offer useful information on how nursery rhymes are incorporated into teaching English pronunciation in Algerian primary schools. Through tackling recognized obstacles and taking advantage of training opportunities, teachers can enhance the efficiency of incorporating nursery rhymes, leading to improved pronunciation and phonological awareness growth in young learners. Continued cooperation among those involved in education and more research efforts are crucial for improving teaching methods and enhancing positive learning results for pupils

3.5. Discussion of Classroom Observation Results

When the teacher communicates in the target language without using the native language, the pupils can comprehend and follow her discussions. Prior to reciting the rhyme, the teacher initiates an explanation of each verse using the corresponding image in the school textbook. 10 minutes maximum were devoted to addressing language points, such as words related to the lexicon of food. The teacher teaches her pupils how to articulate words properly using a visual aid that shows how to pronounce each syllable, helping learners understand the concept. After some time, she only plays the melody for them to synchronize on their own, the teacher believes that just listening once is sufficient. Therefore, we shouldn't anticipate a very enthusiastic or supportive environment because all pupils strive to prove their competitive abilities.

On their second listen, pupils sing without looking at the written support, working on memorization skills through repetition. While they may struggle with articulating new words, phonetic errors like "healthy" are still corrected. The educated individuals truly discover significance and unity, they convey emotions through facial expressions, through gestures. However, they respond immediately to everything and echo the chorus, they enjoy reciting both alone and in a group.

We looked at positive benefits. Using nursery rhymes to improve pronunciation of a new language and more particularly English as a foreign language.

During the observation in the 4th year classroom, learners were totally focused while listening to their teacher. The teacher recites the nursery rhyme. Everyone felt happy. When they made gestures of touching their bellies to express their food satisfaction by saying yummy, yummy.

While the pronunciation was being corrected, the pupils were arriving, easily said and articulated correctly. Pupils frequently remembered words and expressions. Learners nodded after each song and felt real satisfaction while singing. All of them, even the shy ones, took an active part.

It was also observed that the pupils in this classroom were quick to participate and intervene in class, children were satisfied with their start in learning. At the time of the presentation, by listening attentively to their master, they managed to reproduce all his gestures. Pupils already had strong retention of sounds, expressions and words. This will help them decipher words and sentences more easily. They managed to adopt an attitude of listening. Their practicality in finding fluidity is reignited in the end.

3.6 Limitations

When conducting research, numerous factors must be carefully considered. Still, there are always certain research aspects that are not being handled as effectively as they should be. In this instance some limitations were identified in questionnaire and classroom observation during this research:

- Limited sample: The research may be limited by the availability of a representative sample of students and teachers to participate in the study.

- The experience of teachers is very limited with children of this age because the language is new in primary school making classroom work difficult.

- Time constraints: given that the English teacher was often in training and she has other classes in other schools to teach. Time constraints may have limited the duration of the intervention and the ability to monitor student progress over an extended period of time.

- Observer bias: Classroom observations and pronunciation assessments can be influenced by observer bias, which can affect the reliability of the data collected.

- Specific cultural context: The results of the study may be influenced by the specific cultural context of Algeria and may not be generalizable to other contexts.

- Language Proficiency Level of Teachers: The study results may be influenced by the language proficiency level of teachers in English, which may impact the quality of intervention implementation.

Taking these limitations into account, the research will be better equipped to provide relevant and meaningful insights into the effectiveness of using nursery rhymes to improve English pronunciation among fourth graders in primary schools in Algeria.

3.7. Suggestions for Future Studies

Here are some suggestions for researching how nursery rhymes can improve English pronunciation for fourth graders in Algerian elementary schools. Give suggestions/ Give guidance.

- Expand the variety of nursery rhymes: Explore a range of English nursery rhymes that can accommodate different language skills and showcase the varied cultures of students in Algeria.
- Add interactive components: Improve the student learning experience by mixing nursery rhymes with interactive exercises such as role-playing, group conversations, and imaginative tasks.
- Provide education for teachers through training sessions that teach them how to incorporate English nursery rhymes into their lessons effectively, emphasizing appropriate teaching techniques.
- Assess the enduring influence: Besides the immediate improvement in pronunciation, track students' progress over time to assess the long-term effects of integrating nursery rhymes into English education.
- Encourage student engagement: Inspire students to join in by encouraging them to sing, repeat, and create their own English nursery rhymes, increasing their interaction and feeling of linguistic ownership.

3.8 Conclusion

The practical experience detailed in this research underscores the significant positive impact of using English nursery rhymes on improving the pronunciation skills of fourth- grade pupils in Algerian primary schools. Through survey teachers and classroom observation, the effectiveness of this teaching method in Algeria was thoroughly examined.

The results of this research were very informative. First, there is evidence that frequent use of English songs can positively influence the way students pronounce sounds in English, improving their clarity, precision and fluency. Through this fun and interactive method, students saw their confidence and motivation to use English increase, while improving their pronunciation, memorization and vocabulary simultaneously.

Furthermore, this study highlighted the importance of teachers for the success of this approach. Teachers' enthusiasm and commitment to introducing English nursery rhymes into their lessons played a key role in their success. However, problems were also identified, particularly regarding access to adequate resources and teacher training.

In summary, the results of the experiment in this research support and confirm the idea that the use of nursery rhymes in English is an effective way to improve pronunciation and strengthen the language skills of fourth grade students in primary schools in Algeria. This method presents a great opportunity to improve English learning in Algeria and should be closely followed in educational policies and methods.

General Conclusion

This study investigated how English children's songs can enhance fourth-grade pupils' pronunciation in Algerian primary schools. Through delving into linguistic theories, pedagogical practices, and empirical data, this study aimed to address the core issue of the effectiveness of this method in the particular setting of teaching English in Algeria.

The findings of this research underscored multiple significant outcomes. Initially, the crucial role of teachers is emphasized in the effective execution of this method. The teachers' effectiveness was greatly influenced by their dedication and passion for including English children's songs in their teaching. Nevertheless, obstacles were also noted, especially regarding the accessibility of suitable resources and the training of teachers.

Moreover, this study has emphasized that consistent utilization of English children's songs can result in notable enhancement in students' pronunciation, particularly for individuals with limited language skills. This engaging and hands-on method enabled students to improve their understanding of phonemes and enhance their language abilities.

Ultimately, this research emphasized the beneficial effects of English nursery rhymes on pupils' drive and involvement in learning the language. This fun and interactive approach led to pupils developing a greater interest in English, ultimately boosting their confidence and self-esteem.

The findings of this research provide confirm both hypotheses ; Algerian primary school teachers indeed exhibit positive perceptions and attitudes toward integrating nursery rhymes into English language instruction for pronunciation. Additionally, the nursery rhymes proves to be an effective way to encourage young learners to acquire a foreign language by improving articulation and memorization of new phonemes.

To sum up, this study emphasizes the significance of utilizing nursery rhymes in the English language to enhance pronunciation and language abilities for fourth-grade pupils in Algeria. This method has the potential to enhance English language instruction in Algeria and

should receive ongoing focus within educational policies and teaching methods. English nursery rhymes can have a significant impact on creating skilled, internationally aware individuals in a world that is becoming more interconnected by promoting a enjoyable and engaging method of learning language.

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Appendices

Appendix “A”

Teachers' Questionnaire

Dear Teachers,

The present questionnaire is set in order to conduct a research on using nursery rhymes to improve English pronunciation in Algerian primary schools, and in the light of your experience , we would be so grateful if you could answer the following questions:

Gender

- Male
- Female

01.How many years teaching experience do you have?

- Less than 05 years old
- Between 05 and 10 years old
- Over 15 years old

02. Are articulation and pronunciation part of the difficulties encountered by fourth year primary learners

- Yes
- No

03. Do you use fun methods in your teaching practices?

- Yes
- No

04. What is your opinion on incorporating nursery rhymes into your English lessons for improving pronunciation?

- Somewhat
- Neutral
- Very
- Not sure

05. Have you used nursery rhymes in your class to improve the pronunciation of certain words?

- Yes
- No

06. How often do you currently use nursery rhymes in your English language lessons?

- Rarely
- Occasionally
- Often
- Very often

07. How do you currently teach English pronunciation in your classroom?

- Through textbook exercises
- Through oral repetition and drilling
- Through listening to audio recordings
- Other (please specify)

08. How would you incorporate nursery rhymes into your English lessons?

- Singing the rhymes as a class
- Assigning individual or group recitations
- Creating activities based on rhymes
- Other(please specify)

09. In how many sessions do you use the rhymes?

- A session
- Two sessions
- More

10. Have you observed any positive effects on learners' pronunciation when using nursery rhymes in your lessons?

- Yes, significant improvement
- Yes, moderate improvement
- Yes, slight improvement
- No, improvement
- Not sure/not applicable

11. What challenges or barriers have you encountered when using nursery rhymes to improve English pronunciation in your classroom?

- Lack of support from school administration
- Difficulty in finding relevant resources or materials
- Lack of suitable nursery rhymes in English
- Lack of time for incorporating rhymes into lessons
- Students limited interest or engagement
- Other (please specify)

12. Are there any specific nursery rhymes that find particularly useful for improving English pronunciation?

- Yes

No

13. Do you think this activity helps to improve learners pronunciation?

Yes

No

14. Would you be interested in receiving additional training or resources on effectively using nursery rhymes to improve English pronunciation in your classroom?

Yes, definitely

Yes, to some extent

No, not interest

Not sure

15. Is there any additional feedback or suggestions you would like to provide regarding the use of nursery rhymes to improve English pronunciation in Algerian primary schools?

Appendix “B”

Classroom Observation schedule

Level : 4th year

Sequence: Healthy Food and Health

Time: 45 minutes

Unit: Health

Date: March 5, 2024

- **Learning Objectives**

By the end of the session pupils will able to:

- Practice language skills including pronunciation, rhythm and expression.
- To develop oral communication skills.

Pupils will learn about the importance of healthy foods choices through reciting a song.

- **Materials**

- Song lyrics.
- Visual aids (pictures of healthy foods).

- **Procedures**

Steps	Time	activity
<p>Step “01”</p> <p>Introduction</p>	<p>5minutes</p>	<ul style="list-style-type: none"> • Begin by discussing the importance of eating healthy foods. • Ask pupils what they had for breakfast and discuss which foods are healthy and why?
<p>Step “02”</p> <p>Poem</p>	<p>10 minutes</p>	<ul style="list-style-type: none"> • Ask the pupils to open their textbooks to the page containing the healthy eating poem . • Teacher reads the poem aloud, ensuring that everyone understands the content and vocabulary.
<p>Step “03”</p> <p>Recitation Practice and Group Recitation</p>	<p>20 minutes</p>	<ul style="list-style-type: none"> • Let pupils practice reciting the poem using the repetition. • Walk around and help pupils with pronunciation and expression. • Have each group

		<p>recite the poem in front of the class.</p> <ul style="list-style-type: none"> • Provide positive feedback and encourage all pupils to participate. • Emphasize the rhythm and intonation of the poem.
<p>Step “04”</p> <p>Conclusion</p>	<p>10minutes</p>	<ul style="list-style-type: none"> • Encourage pupils to focus on clear pronunciation and expressive reading. • Doing individual recitation. • Provide positive feedback and helpful corrections to assist in improving their pronunciation and confidence

الملخص

بعد القرار الأخير بدمج اللغة الإنجليزية في المدارس الابتدائية الجزائرية، تبحث هذه الأطروحة في مدى فعالية استخدام أغاني الأطفال لتحسين نطق اللغة الإنجليزية بين تلاميذ السنة الرابعة ابتدائي. كما تبحث الدراسة في كيفية إدراك المعلمين لأغاني الحضانة وكيفية تأثيرها على اهتمامات التلاميذ ونطقهم. استخدمت الدراسة منهجًا مختلطًا، باستخدام استبيانات المعلمين وملاحظة الحصص الدراسية المعنية، وتوصلت إلى أن نطق الأطفال يتم تعزيزه كثيرًا بواسطة هذا النوع من أغاني.

Résumé

Suite à la récente décision d'intégrer l'anglais dans les écoles primaires algériennes, cette thèse étudie l'efficacité de l'emploi de comptines pour améliorer la prononciation chez les élèves de quatrième année primaire. L'étude examine la façon dont les éducateurs perçoivent les comptines et comment elles affectent les intérêts et la prononciation des élèves. L'étude a utilisé une approche mixte, utilisant des questionnaires destinés aux enseignants et des observations en classe, et conclut que la prononciation chez les enfants est grandement améliorée par ce type de chanson.

Summary

Following the recent decision to integrate English in Algerian primary schools, this thesis studies the efficacy of employing nursery rhymes to improve English pronunciation among fourth-year primary school pupils. The study looks into how educators perceive nursery rhymes and how they affect students' interests and pronunciation. The study used a mixed-method approach, using teacher questionnaires and classroom observations, and concludes that children's pronunciation is much enhanced by this type of song.

