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**Using Nursery Rhymes to Improve English Vocabulary in Algerian
Primary Schools: The Case of 4th Year Pupils of Frachiche Ahmed
Bounechada Primary School in Bordj Bou Arreridj**

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Abstract

This study investigates the impact of nursery rhymes on English vocabulary acquisition for Algerian fourth-year primary school pupils learning English as a foreign language. In addition to examining the effects of nursery rhymes, the study aims to explore the extent to which they can influence pupils' engagement and motivation to learn English vocabulary, compared to other traditional methods. A mixed-methods approach was employed to comprehensively explore this topic. Two groups of pupils were selected; an experimental group (n = 12) received vocabulary instruction through nursery rhymes, while a control group (n = 12) was taught using a traditional teacher centred method. The researchers used a post-test only control group design to compare the performances of the two groups. Additionally, classroom observations were conducted to assess student's engagement, participation, and the practical application of nursery rhymes in the classroom. After a post-treatment vocabulary test, inferential statistics were conducted to compare the performances of the two groups; a Mann Whitney U Test was conducted to compare the mean ranks of their post-test scores. The results indicated that the experimental group outperformed the control group in the post-test; the mean score obtained by the experimental group was statistically significantly higher than that of the control group, which suggests that the lessons the group received had an impact on their vocabulary learning compared to the control group. In addition, the classroom observations revealed that the pupils taught with nursery rhymes exhibited greater enthusiasm, engagement, and active participation in learning English compared to those taught with conventional method. The findings suggest that incorporating nursery rhymes into English language instruction can foster greater pupil involvement, motivation, enthusiasm and vocabulary development in Algerian primary schools.

Key-words: Active Participation - Classroom Observation - Engagement - Nursery Rhymes - Primary School Pupils - Vocabulary Acquisition

-DEDICATION-1-

The journey was long, and it had to be. The dream was distant, and the road was filled with many challenges, but I have reached my goal.

To my dear father: 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.

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

To my brother and his wife, whose kindness and encouragement have always lifted my spirits and have been a constant source of strength.

And to my beloved nephew, "Younes", whose bright smile and innocent joy remind me daily of the beauty and hope in life.

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DEDICATION-2-

“ This work is not just mine, it belongs to those who believed in me when I doubted myself ”

I dedicate this work to my beloved family, who have supported and encouraged me during these years of study. May this work stand as a testimony of my deep gratitude to my entire family.

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

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LIST OF ACRONYMS AND ABBREVIATIONS

EFL: English Foreign Language

EG: Experimental Group

CG: Control Group

M: Mean

***P*:** The *p* Value (Statistics)

SPSS: Statistical Package for Social Sciences

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**GENERAL
INTRODUCTION**



1. Background of the Study

English language teaching in Algerian primary schools has gained increasing importance as the country aims to prepare young learners for global communication and academic success (Benrabah, 2007). Vocabulary is a fundamental aspect of language learning, enabling learners to understand and express ideas in both spoken and written forms (Nation, 2001). However, many pupils find learning new words challenging, especially when traditional methods are used, which can sometimes be repetitive and uninspiring.

To address these challenges, teachers are encouraged to adopt creative and engaging strategies that make vocabulary learning more enjoyable and effective. One such strategy is the use of nursery rhymes in the classroom. Nursery rhymes combine simple language with rhythm and repetition, making it easier for children to remember new words. Their playful nature also helps create a positive learning environment, encouraging pupils to participate actively and develop a love for the English language (Paquette & Rieg, 2008).

This study explores how using nursery rhymes can support vocabulary development among fourth-year pupils at Frachiche Ahmed Bounechada Primary School in Bordj Bou Arreridj, Algeria. By focusing on this approach, the research aims to offer practical insights for improving English language teaching in Algerian primary schools.

2.Statement of the Problem

Vocabulary acquisition is a critical yet challenging aspect of learning English as a foreign language, especially for young learners in Algeria. Pupils often face difficulties due to underdeveloped cognitive skills related to language learning, limited exposure to English, and traditional teaching methods that rely heavily on rote memorization and teacher-centered instruction. These methods may not effectively engage pupils or support meaningful vocabulary retention, leading to low motivation and limited progress in vocabulary development. Given the importance of vocabulary for overall language proficiency, it is essential to explore instructional approaches that can enhance both vocabulary acquisition and learner engagement. Nursery rhymes, with their repetitive and musical nature, have been shown to facilitate vocabulary learning and increase motivation in various educational contexts. However, most existing studies focus on English-speaking countries or regions with well-established English education systems.

Despite the wealth of studies highlighting the benefits of nursery rhymes for vocabulary acquisition, significant gaps remain, particularly concerning their application in non-native contexts like Algeria. Most existing research focuses on English-speaking countries or those with robust English education systems.

There has been limited research conducted on the impact of using nursery rhymes to develop the vocabulary knowledge of fourth-year students especially in Bordj Bou Arreridj, Algeria. Furthermore, the impact of using nursery rhymes on the motivation and interest of pupils in acquiring English vocabulary is under researched. This gap in knowledge hinders the development of adequate instructional strategies that can possibly improve vocabulary acquisition among early learners in this region.

3. The Aim of the Study

The aims of this study are to investigate the impact of using nursery rhymes on vocabulary knowledge of fourth-year students in Bordj Bou Arreridj and to examine how nursery rhymes influence these pupils' motivation and engagement inside the classroom. This study also aims to develop strategies for adapting nursery rhymes in a way that they can better fit the cultural context and language needs of Algerian elementary school children, in order to make the teaching method relevant and effective in Bordj Bou Arreridj. Finally, we will provide a more comprehensive understanding of the impact of nursery rhymes on vocabulary knowledge in primary education in Algeria and to suggest some recommendations for future classroom practices.

4. Significance of the Study

This study will contribute to the existing body of knowledge by providing insights into the role of children's songs in language acquisition, specifically in the context of English vocabulary enhancement for Algerian BBA primary school pupils. By examining how songs can improve vocabulary retention, the study will offer valuable pedagogical recommendations that can be applied in the classroom. This research is significant for educators, curriculum developers, and policymakers in Algeria who are seeking innovative and effective approaches to teaching English to young learners.

5. Main Variables of The Study

This study investigates the effect of different vocabulary instruction methods on Algerian fourth-year primary school pupils learning English as a foreign language. The main independent

variable is the type of instruction method used—nursery rhymes versus traditional teacher-centered methods. The dependent variables include pupils' English vocabulary acquisition, as measured by post-test scores, and their engagement and motivation during lessons, as observed in classroom settings.

6. Research Questions

In our study, we will attempt to answer the following questions:

1. Does the use of nursery rhymes as a teaching method have an impact on English vocabulary acquisition among fourth-year primary school pupil?
2. What is the impact of using nursery rhymes on the English vocabulary knowledge of fourth-year primary school pupils in Bordj Bou Arreridj?
3. To what extent do nursery rhymes influence the engagement and motivation of fourth-year primary school pupils in learning English vocabulary?

7. Research hypotheses

Based on the research questions raised in this study; there is hypothesis that we aim at verify:

- Incorporating nursery rhymes into English language teaching will lead to a significant improvement in the vocabulary knowledge of fourth-year primary school pupils in Bordj Bou Arreridj.
- Nursery rhymes will positively influence the engagement and motivation of fourth-year primary school pupils in Bordj Bou Arreridj.

8. Research Design and Methodology

To investigate the effectiveness of using nursery rhymes to enhance English vocabulary acquisition among primary school pupils, the study adopts a post-test only control group design. Two groups of fourth-year pupils were selected from Frachiche Ahmed Bounechada Primary School in Bordj Bou Arreridj: one group received vocabulary instruction through nursery rhymes, while the other group was taught using traditional methods. Both groups completed a post-test after the intervention to measure any gains in vocabulary. In addition to these quantitative measures, the study employs a mixed-methods approach by incorporating classroom observation. This qualitative component provides deeper insights into pupil engagement, participation, and classroom dynamics during the intervention period. By combining quantitative and qualitative

data, the research aims to offer a comprehensive understanding of how nursery rhymes can be used as a teaching strategy for vocabulary development in the Algerian primary school context.

9. Structure of the Dissertation

This dissertation is organized to systematically explore how nursery rhymes support English vocabulary development among Algerian primary school pupils. It begins with a General Introduction outlining the research background, statement of the problem, objectives, significance of the study, research questions, hypotheses, and methodology overview.

The thesis contains three main chapters:

Chapter One: Literature Review presents key concepts in vocabulary learning and the role of nursery rhymes, supported by relevant theories and a review of Algerian studies, identifying gaps in the literature.

Chapter Two: Methodology details the research design, participants (24 fourth-year pupils from Frachiche Ahmed Bounechada Primary School), data collection methods (post-test and classroom observations), treatment procedures, ethical considerations, and data analysis techniques.

Chapter Three: Data Analysis and Results reports the findings, showing significant vocabulary gains and higher engagement in the experimental group, supported by statistical and observational analyses.

Following the main chapters, the thesis includes a Discussion section interpreting the results in relation to existing research and pedagogical implications, and a Conclusion and Recommendations section summarizing findings, acknowledging limitations, and suggesting future research and practical applications. The thesis concludes with a comprehensive References list and Appendices containing observation checklists, lesson plans, treatment details, and the post-test sample.

Conclusion

In summary, this study addresses the critical challenge of vocabulary acquisition among Algerian primary school pupils by exploring the innovative use of nursery rhymes as a teaching tool. By investigating their impact on both vocabulary development and learner motivation, the research aims to fill existing gaps in the context of Algerian education. The findings are expected to provide valuable insights for educators and policymakers seeking effective and engaging methods to enhance English language teaching in primary schools. This study employs a mixed-method approach will offer a comprehensive understanding of how nursery rhymes can contribute to improving vocabulary learning outcomes and pupil engagement in Bordj Bou Arreridj.



CHAPTER ONE

LITERATURE REVIEW



Introduction

Vocabulary plays an essential role in second language acquisition and it is often considered the cornerstone of effective communication. As Wilkins (1972) notes, “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 111). It supports all four language skills: listening, speaking, reading, and writing, making it a key factor in language proficiency (Nation, 2001). However, vocabulary learning can be particularly challenging for young learners due to limited motivation and exposure. To address this, educators have explored various teaching methods, including the use of nursery rhymes.

The objective of this chapter is to provide a comprehensive review of the theoretical foundations and pedagogical applications related to vocabulary acquisition, with a particular focus on the role of nursery rhymes as a teaching strategy. This literature review is organized into two main sections. The first section focuses on the theoretical and conceptual framework of vocabulary in language learning. It begins by defining vocabulary, followed by a discussion of its types and its significance in foreign language acquisition. It also defines vocabulary knowledge and its main components, then the cognitive process and vocabulary acquisition and memory. The second section delves into the pedagogical application of nursery rhymes. It includes definitions, types and key characteristics of nursery rhymes, their educational value, and how they function as a vocabulary teaching strategy. In addition, this section provides pedagogical advantages of integrating nursery rhymes and the impact of nursery rhymes on vocabulary growth. Following this, the section reviews the empirical studies on the effectiveness of nursery rhymes enhancing English vocabulary. Special attention is given to the Algerian contexts, providing insights into the local educational environment and its relevance to the study. The chapter concludes with a summary of the main findings and their relevance to the present study.

1. Vocabulary Knowledge

1.1 Definition of Vocabulary

Vocabulary is an important part of language as well as a major component of language learning. Vocabulary refers to both the set of words a person can use, and also the depth of a person's ability to make sense of the relationships those words have to concepts, contexts, and the surrounding world. Through a thorough exploration of vocabulary research, Stahl (2005) notes that knowing a word in the true sense does not only mean knowing the definition of the word as

defined in the dictionary; it means knowing the conceptual meaning and the ways in which a word can be used to refer to different things in context. The Oxford English Dictionary (1991) takes a very broad view of vocabulary as the sum of words in a language, an individual's knowledge of words, or lists of words with meanings, specifically as lists compiled for foreign language learners. This means that vocabulary can be seen both as a collective of language which we tap into to communicate and express ourselves and as a catalogue or knowledge base that individuals can use and develop as they acquire language. Neuman and Dwyer (2009) also make it clear that there are two types of vocabulary: expressive vocabulary (the words a person can produce or speak) and receptive vocabulary (the words a person recognizes or understands when listening or reading). This is important because it raises awareness of another feature or dimension of vocabulary - both vocabulary is useful for making sense of language and for expressing your knowledge and understanding of language.

Equally important, vocabulary is not simply a collection of isolated words; it is a system that enables learners to join words into more complex structures such as phrases, clauses, and sentences to express ideas which have a meaning for others. Alqahtani (2015) defines an individual's vocabulary as the total number of words an individual understands and can therefore use to create new sentences. He stresses the importance of vocabulary for creative and flexible use of language. Vossoughi (2009) states that vocabulary is the foundation of all communication and social interaction. Words are symbols that awaken memories which originate from the context of where the words were encountered. While each individual experiences words differently, it is evident that the context plays an important dimension. Therefore, simply examining objects like a frying pan or tablespoon may provide only a limited understanding of their true purpose and significance. Additionally, vocabulary is also considered one of the most important aspects of learning and teaching a foreign language along with grammar and pronunciation, and a lack of vocabulary knowledge results in a limited ability to accurately express thoughts, feelings and ideas by learners. Though vocabulary development aids in the overall development of the four basic language skills independently, it also facilitates the development of the cognitive processes of thinking and learning about the world in which we live. With each additional layer and nuance of a learner's vocabulary, the more the learner is able to communicate and relate to others. To summarize, vocabulary is multi-dimensional and complex, yet it is the basis for linguistic proficiency as well as being essential for successful language learning and use in everyday life.

1.2 Types of Vocabulary

Vocabulary in language teaching is generally divided into two types; active vocabulary and passive vocabulary. Both of them are significant in understanding how learners view and interact with words across the continuum of language acquisition. Passive vocabulary has to do with the words that learners understand in reading and in listening input, but have not yet developed the confidence and the ability to utilize these words in their own speech and writing. In contrast, active vocabulary consists of the words that a learner recognises, can accurately pronounce and use in both speaking and writing. Harmer (1991) and Aeborsold and Field (1997) describe the distinctions of these two categories. Active vocabulary is often referred to productive vocabulary. It is what a learner can produce to communicate their ideas. The mastery of active vocabulary implies not only simple recognition, but also the active application of grammatical structures, appropriate collocations, and connotative meanings to use words intentionally and accurately. Engaging this level of vocabulary use requires a greater degree of linguistic competence, as students have to consider and combine their grammatical knowledge of the target language, often indicated by a combination of different grammatical forms, while also developing their semantic and pragmatic knowledge. Active vocabulary is mainly found in productive skills like speaking and writing where learners create language output.

Moreover, as previously mentioned, passive vocabulary consists of words that learners recognize and comprehend in context but do not actively use. These words are often encountered superficially and stored in the learner's receptive memory. In addition, when the learners see the words in texts or spoken language, they can assistingly infer meanings or remember definitions. Passive vocabulary is vital for language development because it often comes before language learned for active use and extends the comprehending capability of a learner. Many passive vocabulary items will eventually become active, and this results from repeated exposure and contextual learning.

In summary, the comparison between active and passive vocabulary delineate different phases of lexical knowledge and use, where active vocabulary is viewed as the words which learners can produce and manipulate in their communication with certainty, suggesting degrees of linguistic competency; and passive vocabulary, or the words which learners recognize and understand, but do not produce or use yet. The passive vocabulary is crucial in providing learners with a base of comprehension, and it allows them to pick words from that base to use actively. Both active and passive vocabulary are important in language learning. It is apparent from this

comparison that the aim of instruction and practice is to help learners move words from passive recognition to active use wherein they can master the vocabulary and abandon uncertainties attached to it.

1.3 Significance of vocabulary

Vocabulary is the foundation for the four primary language skills and is essential for effective communication. Alemi and Tayebi (2012) identify vocabulary as central to language proficiency, which anchors learners' performance ability across the different language skills. Schmitt (2000, p. 55) reinforces this view, suggesting that "knowledge of lexis is fundamental to communicative competence and to the process of acquiring a second language." Vocabulary knowledge strongly affects learners' academic achievement and success, as all language skills rely heavily on vocabulary acquisition; therefore, without words, meaningful communication cannot occur. Similarly, Thornbury (2005, p. 22) stresses this point by stating that "spoken language consists of quite a high proportion of words and expressions," which also demonstrates the importance of vocabulary in oral communication. Additionally, Wilkins (1972) states that while learners who have little grammar can only express things that are related to a narrow range of place or personal interests, learners without sufficient vocabulary cannot express anything. In conclusion, developing vocabulary is absolutely necessary. Learners with limited vocabulary greatly struggle to comprehend lessons at school, compared to those learners who have more vocabulary which means they grasp meanings clearer along with contexts and explanations. This illustrates why vocabulary is necessary and worthy of study. McCarthy (1990) further argues that using the second language effectively requires more than just mastering pronunciation and grammar; "it is necessary to possess a large and varied vocabulary, a vocabulary that enables the learner to express a wide range of meanings and to engage in meaningful interactions."

In Algeria, recent studies have highlighted challenges in teaching vocabulary to primary school students. For instance, Boudjadar (2024) examined the vocabulary input in the textbook *My Book of English for Year 3 learners* and found that while many headwords align with high-frequency word lists, insufficient recycling of vocabulary limits retention and practical application. Similarly, Alioui and Ouchene (2023) demonstrated the benefits of using the Total Physical Response (TPR) method for vocabulary teaching but noted its limitations in covering all required vocabulary items. These findings highlight some challenges in effective vocabulary teaching strategies tailored to Algerian primary schools.

1.4 Vocabulary knowledge

Some experts agree that vocabulary knowledge is perceived as the knowledge of words particularly in speech and writing (Nation, 1990 as cited in Maskor, Baharudin, Lubis, & Yusuf, 2016). Qian (2002) defines vocabulary knowledge as the way that learners can learn the deep meaning of the words, including pronunciation, spelling, meaning, frequency, sound structure, collocation, and syntax depending on the context. Nation (2001) describes the dimension of vocabulary knowledge consisting of three main components: form, meaning, and use.

1. “Form” involves the knowledge of spoken, written, and word parts.
2. The definition of “Meaning” is to understand the structure or meaning of words, ideas, and preferences, and to comprehend a combination of words.
3. “Use” signifies understanding the grammatical functions of words or phrases, the usage of collocation, and the constraints of using certain words.

As Nation (2001) mentions, there is a complementary relation between vocabulary knowledge and language use: knowledge of vocabulary supports the competency of language use, and language use leads to an enlargement of vocabulary knowledge. Meanwhile, Read (2000) stipulates that the components of vocabulary knowledge comprise forms, meanings, word parts, collocations, and register. Whereas Cronbach (1942), as cited in Boustani (2020), defines five components of vocabulary knowledge:

Generalization: Refers to the capability of defining the words.

Application: Refers to the capability of using the words.

Breadth of meaning: Refers to the knowledge of different senses of words.

Precision: Refers to the accuracy of using the meaning of each word in different situations.

Availability: Refers to the capability of using the words productively.

Learners’ mastery of vocabulary knowledge will absorb a variety of advantages. As such, vocabulary learning is precisely vital for learners who learn EFL and ESL. First, Nation (2001) explains that knowing words enables engaging learners and language development; learners will memorize the form of each word, recognize its definition, and select a correct and appropriate word to use with the specific context or circumstance. Second, there is a correlation between vocabulary knowledge and reading ability. Vocabulary is a foundation of reading comprehension; having rich vocabulary knowledge is a supporting key to enhance learners’ reading ability

(Hudson, 2007; Nagy et al., 1987). McCarthy and O'Dell (2002) conclude that this acquisition also helps learners develop oral communication skills. In line with these views, Nation (2001) emphasizes that mastery of vocabulary knowledge is a vital key for language learners to improve their speaking abilities.

1.5 Cognitive Processes in Vocabulary Acquisition and Memory

Learning and remembering vocabulary requires a number of interconnected mental processes to utilize language. According to Squire (2009), vocabulary learning starts by a person coming across new words and adding them to their mental dictionary, or lexicon. This really only happens by direct teaching, reading, listening, or speaking with native speakers. There are a number of elements that influence how someone learns a new word: how often a person sees or hears a word and how quickly they can recall it; clues provided by context, such as pictures, gestures, or what is written around the word; the word has a connection to the learner, whether it is of their interest or serves a function; and finally, teaching methods provide both the meaning of the words, like its usage, pronunciation, and incorporated speed of learning for people who are troubled by the language.

When the brain encounters a new word, it begins the intricate process of encoding by creating a mental representation that can be stored in long-term memory. This requires focusing on several features of the word, such as its pronunciation, spelling, meaning, and the contexts in which it appears (Nation, 2001). During encoding, the brain integrates semantic (meaning), phonological (sound), and orthographic (spelling) information, which collectively strengthen the memory trace of the word (Hulstijn, 2001). Working memory plays a vital role by temporarily holding and processing this information, and the use of mnemonic devices like visual imagery or personal associations can further reinforce the encoding process (Craik & Lockhart, 1972).

After encoding, the word is stored in long term memory, which consists of two main systems: declarative memory, responsible for conscious knowledge such as vocabulary and facts, and non-declarative (procedural) memory, which manages unconscious skills like riding a bicycle (Squire, 1992). Consolidation is the process that stabilizes the memory of the new word over time. Regular and meaningful use of the word enhances this consolidation, making it more likely that the word will be retained for extended periods (McClelland et al., 1995).

The final stage, retrieval, involves accessing stored words from long-term memory when needed for communication. Successful recall depends on the strength of the memory and the presence of cues, such as sensory stimuli or situational context, that trigger the memory (Tulving, 1972). Words that are frequently used or recently reviewed are generally easier to retrieve, while interference from similar memories can sometimes hinder recall (Anderson, 2003). Techniques such as spaced repetition and active retrieval practice have been demonstrated to improve vocabulary retention and recall (Cepeda et al., 2006).

In conclusion, learning and remembering vocabulary is a complex system that includes paying attention to words, understanding their meaning, storage, and ultimately retrieval or recall of vocabulary. Understanding how each of these types of memory processes works can give learners (and teachers) insight into better strategies for developing stronger vocabulary skills, and subsequent improved use of language.

2. Nursery rhymes in language learning

Nursery rhymes have long been recognized as valuable tools in early language acquisition. Their rhythmic, repetitive, and engaging nature makes them particularly effective for teaching vocabulary, pronunciation, and listening skills. This section explores the definition of nursery rhymes, their characteristics, and their pedagogical role in language learning.

2.1. Nursery rhymes definition

In most definitions (e.g. Nunan, 2001, Celce-Murcia, 2014), nursery rhymes are viewed as short, rhythmic, rhyming verses or songs with the main purpose of entertaining or teaching young children. According to the Oxford Bibliographies, nursery rhymes are "short songs and verses often read or sung to, or by, young children," which many children will incorporate into their repertoire. The primary form in which nursery rhymes are preserved must be of oral tradition. This is sometimes referred to commercially as "lyric" or "verse". The Encyclopaedia Britannica reviews nursery rhymes as "verses commonly told to, or sung to, small children" (Encyclopaedia Britannica, children's literature, n.d.). Children have come into contact with nursery rhymes from nearly the beginning of infancy. Britannica Kids describes nursery rhymes as, "short verses and songs for children" (Britannica Kids, n.d.). Oftentimes nursery rhymes tell a simple story or display playful language to entertain toddlers and preschoolers, and are designed for children to memorize and recite. Campbell (2023) adds the definition of nursery rhymes as "rhythmic poems (or songs) primarily intended to amuse and educate young children, mainly to support their language

acquisition," while commenting on the significance of the nursery rhyme to folklore and oral tradition. Most nursery rhymes are published without attribution to their authors.

In support of this view, Dinçel (2017) states that nursery rhymes are "short poems or songs... often consisting trivial verses of music," reinforcing the notions of poetic, musical and entertaining means. These definitions share some common themes: nursery rhymes are short and fast and easy to remember and fun for young children; nursery rhymes rely on rhymes and repetition which serves as the basis for phonological awareness and early literacy skills; nursery rhymes retain cultural importance, as they also carry values, stories and language patterns, passed from one generation to another. Thus, the basic attributes of nursery rhymes - without specificity or adaptation - represent a potent vehicle for language development and have considerable influence on children's vocabulary, pronunciation, listening skills and memory because of their simplicity, musicality and repetition. For these reasons, nursery rhymes are much more than nonsensical stanzas; they can be considered a building block within the pedagogical resources within the early years of learning, contributing to cultural history.

2.2 Types of Nursery Rhymes

When using nursery rhymes in the language classroom, they can be classified into several 'types' according to their structure, subject/topic matter and educational purpose, as shown in educational literature and classroom practice. According to ThoughtCo (2019), nursery rhymes used in teaching will fall into types that include lullabies, clapping songs, finger and toe games, counting songs, riddles, and fables. Each type offers a different function: lullabies create an environment that is calming and promotes rhythm and inflection; clapping songs and finger games support listening ability and physical coordination; counting songs introduce numbers and sequencing patterns; and riddles and fables support critical thinking and understanding.

Educational resources such as classroom materials and teaching guides discuss those specific kinds of rhymes, including how they aid pupils in learning the language. For instance, counting rhymes (e.g., "One, Two, Buckle My Shoe") teach pupils numbers and counting. Animal-based rhymes (e.g., "Old MacDonald Had a Farm") help pupils learn animal names. Weather rhymes (e.g., "Itsy Bitsy Spider") teach weather words and actions. Rhymes about time (e.g., "Hickory Dickory Dock") provide practice with numbers and telling time. Rhymes about food (e.g., "To Market, To Market") teach food words, and rhymes about places or travel (e.g., "Pussycat Pussycat") help practice place names and verbs in simple past tense.

Many educational experts have stressed the use of nursery rhymes in a lesson, contextually. Williams (2004), a developer of early childhood literacy, specifically calls for nursery rhymes to be clustered together around a common theme; this also contributes to vocabulary growth and literacy development for young learners. Dinçel (2017) provides an example in her research related to nursery rhymes narrowed down to use with semantic fields. She used semantic fields (e.g. animals, body parts, routines) and organized nursery rhymes by semantic fields to make the vocabulary learning process much more meaningful when using nursery rhymes. Similarly, Jeikner (2023) reviewed the use of thematic nursery rhymes as scaffolding devices in the foreign language classroom. Jeikner argues that thematic nursery rhymes are especially useful in the language education process since they can activate pupils' knowledge, as well as direct their interest to interact with previously learned vocabulary by introducing new vocabulary through music. Overall, these three educational experts support the use of nursery rhymes grouped together by themes or semantic fields and argued that grouping nursery rhymes together by a theme adds value to the teaching process by developing rich, contextual, memorable, and pleasurable early language learning experiences for language learners.

To sum up, the inclusion and organization of different types of nursery rhymes in the language classroom, such as lullabies, counting songs, or thematic rhymes not only makes lessons often an engaging experience, more importantly, they offer significant educational value to young learners. The literature consistently demonstrates that nursery rhymes are exceptionally valuable tools for building vocabulary, pronunciation, grammar and listening skills. The repetitive and melodic nature of nursery rhymes facilitates the retention of words by the learners and builds their confidence in language use. In addition, arranging rhymes thematically, as research suggests, provides children a context in which they can make sense of and relate to previous knowledge and real-life experiences, that will assist their learning of new vocabulary and help their language development in the future. Furthermore, nursery rhymes help support developmentally, memory, cognitive development, and social interaction. They not only provide a fun and engaging experience, but also an interactive basis for potential academic success. On the whole, the strategic and thoughtful use of nursery rhymes is a pertinent and powerful approach for fostering language growth and ultimately a love of learning among young learners.

2.3 Key Characteristics of Nursery Rhymes in Education

Nursery rhymes possess several distinctive features that make them especially effective in language education, particularly for English as a Foreign Language (EFL) learners. First, nursery rhymes are marked by strong rhythm, rhyme, and repetition. These elements not only make the language memorable and enjoyable but also provide EFL learners with repeated exposure to English sounds and patterns, which is essential for developing accurate pronunciation and listening skills (National Literacy Trust, as cited in Cousins & Minns, 2023).

Another characteristic is the use of simple and predictable language. Nursery rhymes often rely on short phrases, familiar vocabulary, and repetitive sentence structures. This simplicity lowers the barrier for EFL learners, enabling them to understand, memorize, and use new words and expressions with confidence. The narrative structure found in many nursery rhymes often involving clear sequences, identifiable characters, and basic storylines supports comprehension and helps learners practice sequencing language, which is a fundamental skill in both spoken and written English.

Nursery rhymes also encourage playful engagement with language. Through the use of sound play, onomatopoeia, and alliteration, learners are motivated to experiment with pronunciation and rhythm in a low-pressure setting (Cousins & Minns, 2023). Group recitation and singing promote social interaction and cooperation, which are especially valuable in the EFL classroom where learners may feel anxious about speaking in a new language.

In addition, nursery rhymes frequently introduce cultural references, traditions, and values. For EFL learners, this exposure provides important cultural context and helps build intercultural awareness, making the language learning experience more authentic and meaningful. Programmes such as the Scottish Bookbug have shown that nursery rhymes can also foster a sense of community and connection among learners and their families (Scottish Book Trust, 2024).

Finally, many nursery rhymes incorporate actions or gestures, which support kinesthetic learning and reinforce language through movement. This multisensory approach is particularly beneficial for young EFL learners, as it links language to physical activity and enhances retention.

In summary, the key characteristics of nursery rhymes, rhythm, rhyme, repetition, simplicity, narrative structure, playful language, cultural content, and accompanying action make them an invaluable resource for EFL learners. These features not only facilitate vocabulary and language development but also create an engaging, supportive, and culturally rich learning environment.

2.4 Pedagogical Advantages of Integrating Nursery Rhymes

The advantages of using nursery rhymes as educational tools are widely supported. Numerous studies have explored innovative approaches to vocabulary teaching, particularly through the use of songs and nursery rhymes.

1. **Enhanced Pronunciation:** According to Sari (2008), Sayakhan & Bradley (2019), Kenny (2015), and Stephens (2018), nursery rhymes enhance children's pronunciation by providing opportunities to imitate the sounds. When children hear the vowels and consonants through the rhymes, they try to imitate the sounds (Kenny, 2015). Similarly, when parents or caregivers are rhyming or singing for children, this is the way to help children learn words and practice the pitch, and also help children understand volume and rhythm. Children who listen to nursery rhymes imitate the sounds that they hear, and that is one of the ways to improve pronunciation (Stephens, 2018).
2. **Improved Listening Skills:** Apart from learners' pronunciation being developed, the ability of listening is also gradually improved. Listening to nursery rhymes also improves the ability of listening. Kelly (2016) states that listening to nursery rhymes assists children in distinguishing different sounds, thus improving their listening skills. As Solihat, and Utani's study reveal that nursery rhymes reflect a positive effect on learners' listening skills (Solihat & Utani,2002).
3. **Development of Reading Comprehension:** In addition, Bradley & Bryant (1983), Bryant et al. (1989), and Lock & Welsch (2006) state that engagement with rhymes and alliteration through nursery rhymes enhances reading comprehension skills.
4. **Vocabulary Enrichment:** Also, nursery rhymes are admitted as a powerful tool for children to enhance vocabulary knowledge. Because language learners who are learning English need a large number of words to recall, and learners are required to acquire a huge knowledge of words to expand their knowledge. Nursery rhymes consist of various simple words, and this characteristic helps children to expand their knowledge of vocabulary, and they are capable of selecting words to apply in their daily lives. Listening to nursery rhymes, learners can learn vocabulary, especially words about people, places, and ideas which would be constructed for their background of knowledge (Kenny, 2015). This will enlighten children to enlarge a store of words (Shweta, 2013). Moreover, the rhymes support children to recognize and remember a variety of words.
5. **Engaging Learning Environment:** One of the inherent advantages of nursery rhymes is to engage the language learning environment. Normally, children enjoy the activity or skill

of repetitively practicing something until they truly understand it; to repeat rhyming nursery rhymes is something that learners are happy and willing to do (Syahrul, 2010 as cited in Anugrah, 2018). In addition, nursery rhymes are unique; nursery rhymes are divided into many lines, and each rhyme consists of special beats. These beats can attract children to pay more attention to the lines (York, 2011). Dzanic and Pejic (2016) support that nursery rhymes, songs, and chants affect children's enjoyment, and their English proficiency will develop in unexpected ways as a consequence. Similarly, May (2020) proposes that nursery rhymes serve as an ideal teaching material to entertain a classroom; they can engage children by supporting their emotional development as well as improving the classroom atmosphere. The purpose of using nursery rhymes in the classroom is to provide a more motivating classroom environment, which is more relaxing and provides learning enjoyment; nursery rhymes can drive the interest of the language learners to absorb English (Syahrul, 2010 as cited in Anugrah, 2018).

Nursery rhymes are more than just poetic songs recited for entertainment; they represent a form of authentic language input embedded in cultural and social contexts. As Cameron (2001) points out, young learners benefit significantly from exposure to language that is both enjoyable and linguistically rich, which nursery rhymes inherently provide. Moreover, studies suggest that the repetitive and melodic structure of rhymes facilitates phonological awareness and lexical recognition (Harper, 2011). The use of rhymes in the classroom not only supports vocabulary learning but also contributes to the development of pronunciation, rhythm, and intonation, which are crucial elements of language acquisition (Yopp & Yopp, 2000).

3. The Impact of Nursery Rhymes on Vocabulary Growth

Educational research, along with expert opinion, supports the importance of nursery rhymes for fostering vocabulary learning and confirms their value in providing the foundation of language learning for young learners. Many researchers have shown that nursery rhymes provide children with a fun and meaningful linguistic landscape placing new vocabulary practice in relevant and memorable contexts. Angriana, Suhartini, & Agustina (2023) claim that nursery rhymes are an effective means of teaching English vocabulary to young learners as they provide repetitive, melodic and movement in a communal learning experience through one-off acquisition of new words. Similarly, Slattery and Willis (2003) illustrated the didactic value of nursery rhymes for teachers aiming to expand children's vocabulary because the fun and playful aspects of shared rhyme and song with associated activities (e.g. acting out rhymes, games, singing rhymes etc.)

reduce children's anxiety around learning a new language, which encourages active participation and positive contributions toward language learning.

Empirical research provides empirical evidence of the influence that nursery rhymes can have on vocabulary development, and this is supported by multiple studies. EBSCO Research Starters highlight the value in repeated word exposure, stating that "when children hear rhymes, their repetition helps to strengthen both word recognition and comprehension ability" (EBSCO Research Starters, 2022, para. 4). Slightly more recently, Yulianti et al. (2020) conducted research in Indonesia, and stated that kids who were taught nursery rhymes outperformed their peers in vocabulary mastery tasks relating word to pictures, synonyms, etc. Overall, professionals agree that nursery rhymes are an important part of vocabulary learning because they help make the language accessible, fun, and memorable. Staff and practitioners also recognize the way these playfully fun experiences build student entitlement, motivation, and active participation for young learners.

4. Theoretical Foundations Supporting the Use of Nursery Rhymes in Language Learning For EFL Learners

Learning theories seem to support the use of nursery rhymes in language learning, suggesting that they may play a valuable role in helping learners acquire new vocabulary and develop phonological awareness. Ausubel's (1963) theory of meaningful learning focuses on the importance of connecting new information with existing cognitive structure. In the theory of Ausubel, he observes an individual's organization of knowledge as a cognitive structure. The advance organizer model of teaching founded by Ausubel is also predominantly used by teachers to model and benchmark practical teaching pedagogies. According to the theory:

1. Meaningful material is beneficial because the content of the material should be meaningful, so that second language learners can learn it in a more meaningful way.
2. Learner's relevant prior knowledge is also necessary, since students must possess the previously established concept in an organized way, so that the new learned knowledge can be easily linked with the prior knowledge.
3. It is important for the learner to choose to use meaningful learning. Second language learners should exhibit a more positive attitude towards meaningful learning; this will demonstrate their temperament to relate the newly acquired material with their cognitive structure.

As nursery rhymes often feature familiar themes and simple language, they facilitate a link to existing knowledge and make learning more meaningful.

Vygotsky's (1978) social constructivist theory highlights the role of social interaction and scaffolding in the learning process. In this study, pupils observe their teachers, interact with others, and sing the nursery rhymes. According to Vygotsky (1978), a child learns better when assisted by an adult or more competent peer. Tracey and Morrow (2012) investigated how children internalize language through interaction with others, and they discovered that the social context of language or inner speech occurs when:

1. Children learn language through interaction with others.
2. Language development is dependent on sign systems.
3. In order to learn new concepts one must be functioning in the "zone of proximal development".
4. Learning support occurs through "scaffolding."

Singing nursery rhymes in the classroom promotes interaction, collaboration, and language internalization within the zone of proximal development.

Krashen's (1982) second language acquisition theory is also applicable. In this current study, four hypotheses are employed: The Acquisition-Learning Hypothesis, the Natural Order Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis. Krashen excluded The Monitor Hypothesis due to its wide application in teaching interventions for adults. The hypotheses are defined as follows:

1. The Acquisition-Learning Hypothesis states that second language performance has two independent systems (Krashen, 1982):
 - The first is the acquired system or acquisition, which is the product of the subconscious, like children acquiring their first language (Krashen, 1982).
 - The second is the learned system or learning, which is a conscious process derived from formal instruction.
2. The Natural Order Hypothesis is based on the findings of research (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 as cited in Krashen, 1987) which suggests that predictable natural order is preceded by the acquisition of grammatical structures.
3. The Input Hypothesis is an attempt by Krashen to explain how second language acquisitions are acquired by the learners. According to this hypothesis, input must be comprehensible for language learners to retain the information (Krashen, 1982). He states

that for learning to take place, learners must receive interesting linguistic content which is at their level of competence or slightly above “comprehensible input (i+1)” (Shrum & Glisan, 2000). Dividing language up into smaller comprehensible parts (chunking), can assist language learning (Shrum & Glisan, 2000).

4. The Affective Filter Hypothesis states that second language acquisition is facilitated by many affective variables (Krashen, 1982). These variables are: motivation, self-confidence and anxiety. High motivation, low self-confidence and low anxiety facilitates language acquisition, whereas low motivation, low self-esteem and high anxiety raise the affective filter and create a mental block that prevents language acquisition.

His Acquisition-Learning Hypothesis suggests that language is best acquired subconsciously, and the Input Hypothesis highlights the importance of comprehensible input (i+1). Nursery rhymes, with their simple vocabulary and repetitive structure, provide comprehensible and engaging linguistic content, which, in turn, can foster language development. The Affective Filter Hypothesis also emphasizes the impact of factors such

As motivation, self-confidence, and anxiety on language acquisition. The engaging and enjoyable learning environment created through nursery rhymes can increase learners’ motivation and self-confidence and thus positively influence learning outcomes.

5. Previous Research

5.1 Empirical Studies on the Effectiveness of Nursery Rhymes in Enhancing English Vocabulary

Emerging research on nursery rhymes illustrates the important role they play in supporting English vocabulary development for young learners and highlights the success achieved in a variety of diverse educational contexts for a range of students. Rajan and Saadat (2024) have illustrated this through an experimental design with kindergarten pupils in Oman. In the study, one sample group was taught nursery rhymes while a control group receive a traditional, similar instruction. The nursery rhyme exposed group, however, performed better on vocabulary tasks such as word-pictures matching, identifying rhyming words, and crossword puzzles. The authors draw attention to the value of the rhymes' rhythm and repetitive format, which aids memory and familiarity with language, motivation to learn, and self-confidence. Similarly, Christina and Pujiarto (2023) demonstrated the positive impact nursery rhymes can have on vocabulary use with 4 to 5-year-old children in an Indonesian kindergarten. Not only did the children demonstrate

significant gains on vocabulary comprehension but the authors also noted increased confidence among children's confidence in using English in communicative contexts. In summary, nursery rhymes show value in children's vocabulary acquisition along with motivation gains for learning a new language. In support of these findings, Angriana, Suhartini, and Agustina (2023) also studied fifth grade students in Indonesia, finding statistically significant growth in students' vocabulary related to both nouns and adjectives after integrating nursery rhymes into a lesson. The authors observed that nursery rhymes help students internalize new vocabulary because of the repeated sounds and common themes from rhymes that were meaningful.

Further reinforcing these findings, Jonedu (2022) reported that preschool pupils who engaged with nursery rhymes demonstrated a larger English vocabulary and maintained a strong affection for the language. These pupils were primarily young EFL learners in Indonesia, specifically at Bambini School in Makassar. Jonedu attributed these positive outcomes to the musical nature and repetitive structure of nursery rhymes, which facilitate vocabulary retention and enhance language acquisition over time. The case study conducted by Saibauthong (2021) involved multiple Thai EFL learners also stated that nursery rhymes affect students' vocabulary knowledge and create positive attitudes towards learning, which indicates that nursery rhymes can support learning in diverse educational contexts, including EFL classrooms in non-native English-speaking countries. From a pedagogy standpoint, nursery rhymes have value for teachers because of simple, monosyllabic vocabulary and patterns of repetition for young learners (Millington, 2011; as noted at the UMY Repository, 2019). This study highlights that nursery rhymes provides students with new language, as well as development through repetition, encouraging fun and repeated language to expand context. Theoretical analysis from Slattery and Willis (2003) and Shwetha (2013), elaborated on the cognitive mechanisms that contribute to nursery rhymes success, stating that the rhythm and melody engages phonological awareness and, listeners' comprehension and interest - all are important tools for vocabulary development. Furthermore, Yulianti et al.'s (2020) research in Indonesia found that students who learned nursery rhymes performed better than their peers on vocabulary mastery tasks (like matching words to pictures and identifying synonyms), highlighting the practical advantages of using rhymes in language instruction.

In summary, the findings from each of these studies provide strong evidence that nursery rhymes are a valuable tool for vocabulary learning. Words and phrases contained in nursery rhymes are repeated in a context that is meaningful and enjoyable, which can help to reduce anxiety, and lower the bar to participation. Nursery rhymes support vocabulary learning, but they also support

pronunciation, listening comprehension, and oral fluency. Nursery rhymes They are an important resource in early language education. Nursery rhymes They can also combine a linguistic experience with music, movement, and cultural content to create a rich habitat for language learning, with a merging of meaning, fun and a multisensory experience that supports language acquisition. This to us as For teacher educators and curriculum designers, this suggests a deliberate and thorough action plan for future early language programs to include nursery rhymes into programs systematically, with the aim of maximising vocabulary, along with supporting learners self-confidence, contributing to their enthusiasm for English.

5.2 In Algerian contexts

The study by Dallel Sarnou and Hanane Sarnou, published in the *Multidisciplinary Journal of School Education* (2023), investigates the effectiveness of using songs to teach English vocabulary to Algerian third-year elementary-school pupils. The research emphasizes the importance of integrating songs into vocabulary lessons to make learning more effortless and enjoyable for young learners, particularly given the lack of songs, poems, and nursery rhymes in the existing English textbook for this age group. To assess the impact of songs, the researchers conducted a true experimental study in an elementary school in Mostaganem, Algeria, where an experimental group of 26 pupils learned vocabulary through nursery rhymes about numbers, colors, and family members, while a control group of 25 pupils learned the same vocabulary items using only textbook lessons over a period of three weeks. The findings revealed that the use of songs significantly improved the vocabulary scores of the experimental group compared to the control group, suggesting that songs facilitate natural and effortless vocabulary acquisition. The study concludes by recommending that elementary-school English teachers incorporate children's songs into their lessons to enliven the classroom atmosphere and boost pupils' motivation to learn English.

Another study by Hamedi, Hiba, and Mebarki (2024) investigate how nursery rhymes can improve English pronunciation and overall language skills among fourth-year primary school pupils at Nacer Eddine Dinet Primary School in Ain Temouchent, Algeria. This research explores how nursery rhymes can enhance English pronunciation among fourth-year primary school pupils in Algeria who are learning English as a second language. The study aims to determine the effectiveness of nursery rhymes in improving speech and articulation, as well as to identify which types of songs are most beneficial. The researchers used a mixed-methods approach, including surveys of English teachers to gather their opinions on using nursery rhymes in the classroom, and

systematic observations to assess pupils' pronunciation before and after exposure to auditory and sound-supported materials. The study involved both teachers and fourth-year pupils at Nacer Eddine Dinet Primary School in Ain Temouchent. Results showed that pupils taught with nursery rhymes demonstrated notable improvements in vocabulary acquisition, pronunciation accuracy, comprehension, and retention. The findings suggest that incorporating nursery rhymes into English lessons increases pupils' engagement, motivation, and overall language skills, and the study recommends their use as an effective educational strategy in Algerian primary schools.

6. Gaps in Existing Research

Despite the wealth of studies highlighting the benefits of nursery rhymes for vocabulary acquisition, significant gaps remain, particularly concerning their application in non-native contexts like Algeria. Most existing research focuses on English-speaking countries or those with robust English education systems.

Additionally, while many studies emphasize rhythm and melody's importance, there is insufficient research examining their specific impacts on vocabulary retention among fourth-grade pupils a critical stage in language development and specifically in Bordj Bou Arreridj, Algeria. Moreover, other studies on teaching vocabulary in Algerian primary schools have focused on various teaching strategies and techniques, but they have not explored the potential benefits of using nursery rhymes. This oversight highlights a significant gap in understanding how nursery rhymes can enhance vocabulary acquisition in this context.

7. Proposed study

The current study investigates how the use of nursery rhymes can enhance vocabulary acquisition among fourth year primary pupils at Frachiche Ahmed Bounechada Primary School in Bordj Bou Arreridj, Algeria. The objective is to explore whether rhymes can be employed as an effective pedagogical tool within the Algerian primary education system and how they impact pupils' vocabulary retention and usage in English.

Conclusion

In Summary, this chapter has reviewed the effectiveness of nursery rhymes in vocabulary development across Algeria, neighboring countries, and broader international settings. The consistent positive outcomes observed such as increased motivation, better retention, and more active participation underscore the value of adopting nursery rhymes in Algerian primary schools. By learning from both regional and global experiences, Algerian educators can implement proven strategies to make English vocabulary learning among young Algerian EFL learners more engaging and effective for their pupils.



Chapter two
**Research methodology and
design**



Introduction

The present chapter is concerned with the methodology which is used in the research work. Firstly, it outlines the fundamental aims and objectives guiding this research. The chapter then describes the research design, participants and setting, data collection instruments, order of treatment procedures and data analysis processes. This section reflects on how nursery rhymes can be used as a tool for the acquisition of English vocabulary, in the context of pupils in Algerian primary education, particularly fourth year pupils at Frachiche Ahmed Bounechada primary school in Bordj Bou Arreridj. Finally, the chapter outlines the measures undertaken to ensure the reliability and validity of the research findings.

1. Restatement of the Research Objectives

Learning and developing vocabulary is an important aspect of language learning, with vocabulary serving as an important measure of language proficiency, particularly in EFL settings. Learners who have a large vocabulary are able to understand, communicate, and express their ideas. However, acquiring new vocabulary and remembering vocabulary significantly challenges many learners, especially young learners in particular contexts. Similarly, in Algerian primary schools, English was first introduced and taught as a school subject through rote learning strategies using vocabulary from textbooks and translating. These traditional, systematic techniques may not automatically engage learners or help with vocabulary retention.

The study aims to examine the use of nursery rhymes as a teaching strategy for vocabulary learning for fourth-year primary school pupils in Algeria. The main objective of this study is to find out whether nursery rhymes have a significant impact on vocabulary learning compared to the conventional style of explicit instruction. Even though nursery rhymes have always been viewed as legitimate in early childhood education, there is still limited empirical research to assess their efficacy especially in the case of EFL learners. In the context of Algerian primary schools, it is even more limited in empirical research. This is why this research aims to contribute a small step towards the field's advancement, particularly in the under-researched areas of teaching in primary schools.

This research project took place at Frachiche Ahmed Bounechada Primary School in Bordj Bou Arreridj. The study compares two groups of learners in this school. An experimental group of learners received vocabulary instruction through nursery rhymes, while a control group received the same content of the vocabulary lessons following conventional methods. The research

compares the progress of vocabulary acquisition between the two groups of learners to determine whether the use of nursery rhymes as a means of vocabulary instruction is more effective than traditional means, in addition to comparing pupil motivation and engagement in the classroom.

2. Research Method

Since the participants are young, we chose the quasi-experimental method to collect numbers and data. Experimental methods enable researchers to establish cause-and-effect relationships, which is particularly useful in developmental studies involving young participants (Shadish, Cook, & Campbell, 2002). Meanwhile, observation is employed to gather qualitative data, providing rich, contextual insights into participants' behaviours and interactions that numerical data alone cannot capture (Patton, 2015).

3. Research Design

To test how effective using nursery rhymes is for teaching English to pupils, we used a posttest-only control group design. The study included two groups: a control group (CG) and an experimental group (EG). The study lasted 4 weeks, with two 45-minute sessions each week. The EG was taught using nursery rhymes, while the CG was taught using the traditional method, which did not include nursery rhymes. During the lessons, we observed the classrooms to see how the pupils behaved and responded to the different ways of teaching. This helped us collect more information and better understand their reactions. After the lessons, both groups took a post-test focused on vocabulary from the syllabus. We statistically compared their scores to find out if there are significant differences between the CG and the EG performances after the treatment.

4. Participants and Settings

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 study was conducted at Frachiche Ahmed Bounechada Primary School in Bordj Bou Arreridj, with a single fourth-year class of 24 pupils aged nine to ten. These pupils were in their second year of formal English language learning and had studied English since third year. As the pupils had

previous English classes, they had a basic vocabulary and basic language skills, allowing the current study to explore how nursery rhymes could assist in the acquisition of vocabulary beyond a traditional instruction. Conducting the study with a single intact class allowed for a natural classroom setting and arrangements were able to reflect typical teaching and learning in Algerian primary school settings.

In creating the experimental and control groups, the 24 pupils from the same class were divided into two equal groups based on the alphabetical order of their names on the academic list. The first 12 pupils placed in the EG and the last 12 pupils in the CG.

During the third semester of the academic year, both groups were taught by the regular classroom teacher when pupils were fully settled into school routines and the classroom setting. By limiting this study to a single class and time frame, there was an opportunity to control for external variables such as differences amongst teachers or seasonal aspects influencing pupil motivation.

A post-test was used to objectively evaluate the vocabulary knowledge of both groups after the intervention. The design of the study allowed the researchers to monitor vocabulary growth and compare the effectiveness of the two instructional conditions. The researchers' aim is that the findings will add valuable contributions as researchers and practitioners consider how to use nursery rhymes to teach English and vocabulary in Algerian primary schools, potentially providing an integral alternative to traditional and more tedious vocabulary instruction.

5. Instruments

The researchers used two methods of instruction to present English vocabulary: The nursery rhyme method, and the traditional method of textbook instruction. To evaluate the comparative effectiveness of each approach, a post-test administered to both control and experimental groups. In addition to the test, classroom observation was conducted using a checklist designed to systematically assess the behaviours and engagement of pupils during English lessons of both groups.

The vocabulary learned during the instructional period was assessed with structured test activities to which a controlled time limit was imposed. These test activities were intended to measure pupils' vocabulary learning based on the content of the lessons generated during the course of this research. The decision to use test instruments was a deliberate choice to develop an

explicit and targeted assessment that also eliminated possible variables or distractors that would lessen reliability and validity of the data collection.

To establish the validity and reliability of the test, earlier versions of the test items were submitted to experts, including the school teacher and the supervisor, for review. Based on their feedback, modifications were made to improve clarity, appropriateness, and alignment with the study objectives. Furthermore, the tasks included in the test were carefully aligned with the types of tasks pupils are accustomed to performing in their textbooks and classroom activities, ensuring familiarity and fairness during assessment. The researchers addressed three particularly important elements. First, all test items aligned with the vocabulary taught during the period of instruction, and reflected the learning point. Second, both groups of participants were tested in the same controlled conditions, minimizing the potential influence of external tasks and providing the same testing environment. The pupils were clearly aware of how the responses would be scored, and objective criteria were used to assess the test responses in both an equitable and same manner.

These practices were used to substantiate the study's credibility and permit a fair comparison of vocabulary growth related to the participants. Given that both groups were post-tested following the design mentioned above, using the assessment was an effective way for the researchers to assess the impacts of their instructional practices and vocabulary growth of the pupils.

6. Ethical Considerations

In conducting this research, various ethical considerations were rigorously adhered to. Prior to data collection, formal permission was obtained from the relevant educational authorities, including the Education Directorate, as well as the headmaster of Frachiche Ahmed Bounchada Primary School, and the classroom teacher.

Although the pupils wrote their names on post-test papers, strict measures were implemented to maintain confidentiality and protect their privacy. All collected data were securely stored and were accessible only to the research team. The anonymity of the pupils was preserved in all disseminations of the research findings, and classroom observations were conducted unobtrusively to minimize any potential disruption or discomfort.

Finally, all data handling procedures complied with ethical standards to ensure the secure storage and appropriate disposal of sensitive information after the completion of the study.

7. Procedures

The data gathering process is explained below to describe how the researchers conducted the classroom observation and its areas that supported the overall purpose of the study. A detailed description of how the test was administered is provided, in addition to the treatments the experimental and control groups received.

7.1 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. To ensure a consistent and objective evaluation, a single, unified observation checklist was developed to capture key learner behaviours across both groups.

The observation aimed to assess the participants' engagement and participation in response to the two different ways of teaching, focusing on any differences in their interaction patterns, enthusiasm and responsiveness.

Following this, the focus was on observable indicators of pupil engagement and learning, including:

- Active participation in classroom activities (e.g., singing, reciting, responding to questions)
- Use of gestures, props, or movement to reinforce vocabulary understanding
- Collaboration and interaction with peers during group or pair work
- Enthusiasm, attentiveness, and responsiveness to vocabulary-related prompts.
- Evidence of vocabulary acquisition through correct pronunciation, repetition, and contextual use of new words
- Participation in creative expressions linked to vocabulary learning (e.g., role-play, drawing, storytelling)
- Behavioural indicators of motivation and interest during lessons

Pupil's engagement is evaluated by observing their active involvement in singing and reciting rhymes, use of gestures or props to reinforce vocabulary, collaboration in group activities centred on the rhymes, and their enthusiasm, attentiveness, and responsiveness to vocabulary-related questions. Vocabulary acquisition is assessed by noting pupils' ability to correctly repeat, pronounce, and understand new words introduced through the rhymes, as well as their use of these

words in sentences or discussions inspired by the nursery rhymes. The teacher's efforts to review and reinforce vocabulary through repetition of rhymes are also recorded.

The observation further considers the integration of creative learning techniques such as movement, drama, and varied activities related to the rhymes. Pupils' participation in creative expressions like drawing or role-play linked to the nursery rhymes is noted, alongside an evaluation of the cultural and age-appropriateness of the rhymes used. Any challenges encountered during these activities such as pronunciation difficulties, lack of interest, resource limitations, or classroom management issues are documented. Finally, the use of informal assessment methods, including games or quizzes based on rhyme vocabulary, immediate feedback, positive reinforcement, and tracking of pupil progress are observed to gauge the effectiveness of the nursery rhyme approach.

In contrast, pupils' engagement in the CG is evaluated by observing their active involvement in vocabulary drills, repetition, and exercises, use of gestures or props if applicable (excluding singing or movement-based activities), collaboration in group work focused on vocabulary practice, and their enthusiasm, attentiveness, and responsiveness to vocabulary questions. Vocabulary acquisition is assessed by noting pupils' ability to correctly repeat, pronounce, and understand new words taught through traditional methods, as well as their use of vocabulary in sentences or discussions without rhyme context. The teacher's efforts to review and reinforce vocabulary through drills and exercises are also recorded.

Learning techniques and creativity in the CG are observed through varied activities such as writing, reading, and oral drills, with pupils' participation in creative expressions like sentence construction or storytelling. The appropriateness of vocabulary content for pupils' age and cultural background is also considered. Any challenges faced during these traditional activities, including pronunciation difficulties, lack of interest, resource availability, or classroom management issues, are documented. Finally, the use of informal assessments such as quizzes and oral questioning, immediate feedback, positive reinforcement, and tracking of pupil progress in vocabulary acquisition through traditional methods are observed.

Employing this checklist allows for a meaningful comparison of the effectiveness of nursery rhymes versus traditional teaching methods in enhancing English vocabulary among Algerian primary school pupils.

7.2 Treatment

7.2.1 Experimental Group

The unit planned for the study comprised ten sessions; however, only eight sessions were allocated for the research activities. These included one session for the post-test, and three sessions each for the experimental and control groups. The final two sessions of the unit were dedicated by the teacher to a comprehensive review and regrouping of the class to cover essential curriculum topics before the examination period. Each session lasted for 45 minutes, which was not really sufficient to emphasize vocabulary instruction while sustaining the attention of the young learners

The lessons the EG received were delivered in a fully fitted classroom, supporting an organized and comfortable learning environment that facilitated interactive activities. The intervention included three sessions, each lasting 45 minutes, fulfilling sufficient time to emphasize vocabulary instruction while sustaining the attention of the young learners. Each of the three sessions targeted different sets of thematic vocabulary related to animals: farm animals and zoo animals, which mapped to the final unit "Animals" in their curriculum. The regular teacher led each of the sessions and we provided assistance to her during this stage to facilitate the study, providing consistency and familiarity for the pupils. Each session included an icebreaker activity that was purposefully planned, to promote rapport and create a positive classroom atmosphere. Each session with the EG started with a carefully chosen nursery rhyme that was introduced and sung with the pupils to help vocabulary develop through melody, rhythm and repetition.

The first session was about « I sing and have fun » including the traditional nursery rhyme "Old MacDonald Had a Farm" which involved animal vocabulary from the start about animals on the farm (Sheep, Horse, Cow, Chicken ,...). This specific song was chosen because it is a traditional and widely recognized children's song that effectively supports vocabulary learning through repetition and animal sounds. Its structure, where each verse introduces a new animal and its sound, helps children associate words with familiar concepts in a fun and engaging way. It was used with a culturally sensitive modification. Specifically, the verse describing the pig was omitted, as pigs are not part of the cultural and religious teachings in Algeria. This adaptation aimed to make the song more relevant and respectful to the pupils' background, thereby enhancing their engagement and effectiveness in vocabulary acquisition. Upon the song's completion, the teacher carried on singing by herself, describing other farm animals not previously mentioned in the original song. The teacher also used colourful flash cards of the different farm animals mentioned in the rhyme. Apart from taking turns acting out the animals which supported

kinesthetic learning and made the lesson enjoyable, the pupils were actively engaged, making the lesson far less passive. The pupils were already fully engaged through a variety of multimodal approaches, listening, speaking, video props, and physical participation which also allowed for different ways to learn, and supported retention of learning new vocabulary.

The second lesson was about “I sing and play roles” based on the nursery rhyme "Baa Baa Black Sheep." This nursery rhyme is not only connected to colour vocabulary but also expanded the animal vocabulary as well. It is the only song present in the textbook; so it was adopted in order to stick to the curriculum items. The rhyme was personalized and sung, and the teacher also engaged in a teacher-lead color identification game using coloured flashcards of the sheep. Overall, the activity provided a meaningful and engaging setting where the pupils could learn both animal and color vocabulary. The teacher provided warm, immediate feedback to clarify possible misunderstanding or errors in pronunciation, to foster language learning without the pupils' awareness of the corrections and to develop a positive learning experience.

The last session was “I listen and repeat”. In which the first song was adapted and transformed by us into an original story titled “My Grandfather is a Farmer”. Storytelling prepares learners by contextualizing words. The teacher started by singing the story of the farmer using nursery rhymes, describing farm animals: Sheep, Horse, chicken and other animals, as a recap before moving on to zoo animals. Listening to a story improves pupils’ ability to process language input, which supports vocabulary acquisition and overall language proficiency and when the story is linked to the nursery rhyme. Repeated exposure to key vocabulary through both narrative and rhyme reinforces retention.

After the storytelling, the teacher encouraged the pupils to repeat key vocabulary words aloud, such as the names of the farm animals, to practice pronunciation and retention. Then, the teacher followed the same rhythm of the song “Old Macdonald Had a Farm” mentioning the other animals that were not mentioned, which are the Zoo animals, replacing Old Macdonald Had a Farm by “One Little Boy went to the Zoo” describing: Lion, Giraffe, Zebra and other zoo animals. Again, the pupils were encouraged to repeat the animal names and sing along with the rhyme, reinforcing vocabulary through repetition in a fun and engaging way.

This variation of replacing the traditional nursery rhyme “Old Macdonald Had a Farm” with “One Little Boy Went to the Zoo” was an original adaptation developed by us. This modification does not exist as a standard song but was created specifically to introduce and cover zoo animals

within the same familiar rhyme structure. By using this approach, we aimed to maintain the rhythm and engagement of the original rhyme while expanding the vocabulary to include Zoo animals.

Throughout every session, the teacher consistently recalled the nursery rhymes, and invited the pupils to sing along, which further repeated language input, further helping memory. Also, frequent forms of positive encouragement were given to encourage pupils' motivation and engagement, and where correction was given, it was done in a manner so as not to negatively affect pupils' confidence and constructive language use. The teacher's overarching goal was to engage pupils and get them having fun, leaving them running full of nursery rhymes. All of this was laying the foundation to learning vocabulary meaningfully and effectively. The teacher also employed animal-themed activities, like an "Animal Charades" game, where the pupils acted out the animals from the nursery rhymes, and a classroom game called "Flashcard Matching", where pupils matched each of the animal names to the corresponding animal pictures. Also "Rhyming and Word Family Activities" were used, by matching rhyming words from animal themed rhymes. For example, pairing "monkey" and "donkey" on cards to help build pupils' phonological awareness.

The additional activities provided several varied and fun vocabulary practice opportunities. These activities allowed pupils to physically engage in learning and provided ways to substantiate their vocabulary through repeated exposure in varied contexts. The teacher often provided feedback during their actions, helping pupils improve their pronunciation and understanding, and increasing their ability to use the English vocabulary in an accurate and confident manner when thinking about animals.

7.2.2 Control Group

The CG followed the same vocabulary content as the EG . However, the instruction was based on a teacher-centred approach and was delivered by the regular teacher. Vocabulary was introduced through translation, repetition drills, and written exercises.. The class format was primarily text-based, focusing on reading and writing, with minimal interaction.

During the treatment period, the CG participated in three sessions similar to the EG, using traditional teaching methods to provide a baseline for comparison. The meanings of the animal-related vocabulary words were explained explicitly, and the teacher provided examples of how to use them in simple sentences. To reinforce learning, pupils completed various vocabulary exercises such as matching animal names with corresponding pictures, fill-in the blank activities "I read and discover", and written tasks designed to practice spelling and word usage "I read and write" from the textbook.

We carried out an exercise which helped reinforce the pupils' vocabulary recall and spelling skills in a more engaging and interactive way. The teacher showed pictures of various animals, each labeled with a number. Then the teacher hid the pictures and called out a number aloud. Then pupils were asked to write the name of the corresponding animal on their individual small boards. This activity which focused on visual recognition and written recall differs from nursery rhyme teaching methods, which emphasize rhyme, melody, and auditory engagement to facilitate vocabulary acquisition.

8. The post-test

To evaluate the effectiveness of the intervention and measure the pupils' vocabulary, a post-test was administered after the treatment.

8.1 Description of the post-test

The post-test consisted of three tasks, designed to measure the learners' vocabulary knowledge after the treatment. When designing the test, we initially planned to include more than three tasks to comprehensively assess vocabulary acquisition. However, upon consultation with the classroom teacher, we limited the test to three simple activities to avoid overwhelming the pupils. This adjustment ensured that the assessment was manageable and appropriate for the learners' age and attention span.

The first task was about identifying and circling animals among several animal pictures. For example, for the item "My name is *Elephant*", the pupils were asked to identify the picture of Elephant and circle it.

The second task required the pupils to colour animals based on given instructions. This activity included animals such as a crocodile, monkey, and deer. The task was designed to assess the pupils' ability to understand and follow verbal instructions while simultaneously reinforcing their vocabulary related to animals and colours.

The third task involved a list of animals comprising farm animals and zoo animals, but they were not correctly classified. Pupils were asked to put a tick next to the animals which corresponded to the category. This task aimed to assess pupil's ability to recognize and differentiate between farm and zoo animals.

The post-test was given to the pupils after the completion of the treatment period for both groups, and each group had 30 minutes to complete it.

8.2 Post-test Administering

The Post- was administered to both groups after the treatment in two different classrooms. The papers were verified and counted according to the number of each group. The researcher communicated all the instruction in simple English, adding Arabic support when required for assistance.

The session began with a friendly introduction. They were given 30 minutes to complete the test, and it was given to the pupils without mentioning that it was a test to keep them calm, so they could work under relaxed conditions without feeling pressured to hurry up. They were asked to write their names on the test papers. The researcher watched over the pupils while they worked and once they finished and the test was completed the researcher scored the post-test using a rubric.

9. Data Analysis Procedures

To collect data in this study, we used two methods: a post-test, and a classroom observation checklist. the post-test was designed to measure the differences or increases based on the use of nursery rhymes in the lessons. The classroom observation checklists were used prior to the post test. It was employed to systematically document pupils' behaviours and classroom interactions in both the experimental and control groups. The checklist focused on aspects such as the use of nursery rhymes in lessons for the EG, traditional instructional methods for the CG , teacher–pupil interactions, and overall classroom dynamics. The primary objective was to identify and analyse any differences in participant behaviours and interactions that could be attributed to the distinct teaching strategies implemented.

10. Quantitative Data Analysis

The data were analysed using the Statistical Package for Social Sciences (SPSS), version 21. The participants' Tge post-test answers were graded and assigned marks. Marks for the test were indicated as (1) for a correct answer, and (0) for an incorrect answer. The participant's maximum total mark is (10), since they are primary school pupils who are used to this type of scoring. A few minor errors in spelling were accepted, provided the meaning of the response was not altered or misrepresented.

The post-test results were analysed descriptively to compare the mean scores after the treatment had taken place.

11. Qualitative Data Analysis

To gain a deeper understanding of pupils' learning experiences and behaviours during the instructional period, qualitative data were collected through systematic classroom observations. The observation focused on ten key items of engagement and interaction: active participation, enthusiasm and interest, attentiveness, interaction with the teacher, interaction with peers, use of gestures or props, responsiveness to feedback, vocabulary use in context, motivation to participate, and overall engagement level. These indicators were carefully selected to capture a comprehensive picture of how pupils responded to the teaching methods and how effectively they were involved in the learning process.

The qualitative analysis aimed to complement the quantitative post-test results by providing rich, descriptive insights into the pupils' classroom dynamics. By examining these aspects, the study sought to identify patterns and behaviours that reflect the impact of using nursery rhymes on pupils' motivation, communication skills, and vocabulary application in context.

Conclusion

This chapter contains the methodology section of the dissertation. It outlines the research design and procedures for the examination of nursery rhymes use in the acquisition of vocabulary. The study was designed to investigate two explicitly controlled measures, each supported by an organised classroom observation, intervention and analysis using statistical analysis, and ultimately producing clear evidence of whether nursery rhymes have an impact on vocabulary learning for Algerian fourth year primary school pupils. The next chapter will delve into the analysis of the data collected and the discussion of the results.



CHAPTER THREE

Results, Analyses and discussion



Introduction

This chapter focuses on examining and analyzing data collected during the experiment. It presents the results of the EG and the CG regarding their test performance. Additionally, classroom observations were conducted to assess learners' engagement in response to the two ways of teaching. Inferential statistics are used to analyze and compare the scores and means of both groups. The aim is to determine whether any significant difference exists between the EG and CG.

Next, the results of the post-test are handled in the same manner. The scores and means of the EG and CG are presented, analyzed, and compared to assess whether there was a significant difference after the treatment.

In addition to the discussion section, these comparisons and analyses provide insights into the impact of the treatment on the performance of the.

1. Restatement of the Research Questions and Hypotheses

The primary goal of this study is to determine whether using nursery rhymes helps young EFL learners improve English vocabulary. Specifically, it aims to examine the effects of nursery rhymes on vocabulary acquisition, pupil engagement, and motivation by comparing their effectiveness to that of traditional teaching methods among fourth-year primary school pupils in Bordj Bou Arreridj.

The research questions are as follows:

1. Does the use of nursery rhymes as a teaching method have an impact on English vocabulary acquisition among fourth-year primary school pupil?
2. What is the impact of using nursery rhymes on the English vocabulary knowledge of fourth-year primary school pupils in Bordj Bou Arreridj?
3. To what extent do nursery rhymes influence the engagement and motivation of fourth-year primary school pupils in learning English vocabulary?

The first question examines whether or not the use of nursery rhymes as a teaching technique has an impact on primary school pupil's vocabulary knowledge. Inferential statistics conducted with the post-test results of the two groups serve the purpose of answering this question.

The second question explores the specific impact of nursery rhymes on the vocabulary knowledge of the targeted pupils. By comparing post-test results of the experimental group and the control group, the study measures how vocabulary knowledge may be affected after the treatment. Inferential statistics help to highlight the possible changes that may be attributed to the nursery rhymes.

The third question investigates the role of nursery rhymes in enhancing learners' interest, engagement and motivation during vocabulary lessons. Observations and qualitative feedback from the pupils are used data to answer this question.

The following hypotheses serve as the foundation for investigating these research questions:

1/Incorporating nursery rhymes into English language teaching will lead to a significant improvement in the vocabulary knowledge of fourth-year primary school pupils in Bordj Bou Arreridj.

2/Nursery rhymes will positively influence the engagement and motivation of fourth-year primary school pupils in learning English vocabulary.

To conduct inferential statistics, it is necessary to create testable hypotheses. In this case, our hypothesis states that the performance of the experimental group (EG) will significantly differ from that of the control group (CG) in relation to the outcomes of the treatment. Hence our alternative hypothesis is:

- H1: There is a statistically significant difference between the means of the EG and the CG.
- The null hypothesis, which will be actually tested, is:
- H0: There is no statistically significant difference between the means of the EG and the CG.

2. Results of the Post-test and Data Analysis

2.1 The Experimental Group's Post-test Results

The post-test results for the Experimental Group (EG), as presented in Table 1, indicate uniform performance among participants. All pupils except one (P12) achieved a score of 10, while

P12 obtained a score of 9. This demonstrates a notable consistency in post-test scores, with minimal variation across the group.

The post-test results show that the majority of participants relatively reached the same level of achievement. The minimum score recorded was 9, and the maximum was 10, indicating that all participants performed at a high level following the intervention. No participant scored below 9, and there were no exceptionally high or low outliers.

Table 1

The experimental Group's Post-test Scores

Pupils	Scores
P1	10
P2	10
P3	10
P4	10
P5	10
P6	10
P7	10
P8	10
P9	10
P10	10
P11	10
P12	9

2.2 The Control Group's Post-test Results

Table 2 shows the post-test results for the control group (CG). The findings indicate that the scores achieved by the participants in the post-test were rather low, particularly in comparison to the post-test results of the experimental group (EG). The highest score recorded in the CG was 7, while the lowest score was 4. Most participants scored between 4 and 7, with the majority of scores clustering around 6.5. Specifically, six participants (P1, P3, P5, P7, P9, and P10) achieved a score of 6.5, indicating a consistent but moderate level of performance across the group. Only two participants (P6 and P11) obtained the lowest score of 4, while three participants (P8, P10; and P4) achieved the highest scores of 7 and 6, respectively.

Table 2*The Control Group's Post-test Scores*

Pupils	Scores
P1	6,5
P2	5
P3	6,5
P4	6
P5	6,5
P6	4
P7	6,5
P8	7
P9	6,5
P10	7
P11	4
P12	5

3. Statistical Analysis of Post-Test results

The comparison of the mean scores of the two groups was not possible using an independent samples T-test because the post-test data did not meet the normality of distribution assumption; when tested for normality, a visual inspection of the data using a histogram showed that the post-test data did not resemble a bell-shaped curve. In addition, the shapiro-wilk normality test showed a significant difference between the post-test data and a normal distribution. In this case, it is advisable to resort to a non-parametric test which does not require the data to be normally distributed. A Mann Whitney U Test was run to compare the post-test scores of the experimental group and the control group.

The following table shows the ranks of the vocabulary post-test scores, by group. The ranks are based on the assignment of rankings through a non-parametric procedure that allows the comparison of different groups without the data being assumed to follow a normal distribution. This ranking allows for a well-founded assessment of the difference between groups with regards to vocabulary performance after the intervention.

Table 3*Ranks of Vocabulary Post-Test Scores by Group*

		Ranks		
	Group	N	Mean Rank	Sum of Ranks
PostTest	Experimental Group	12	18,50	222,00
	Control Group	12	6,50	78,00
	Total	24		

Table 4*Mann–Whitney U Test Statistics for Vocabulary Post-Test Scores*

Test Statistics^a	
	PostTes
	t
Mann-Whitney U	,000
Wilcoxon W	78,000
Z	-4,396
Asymp. Sig. (2-tailed)	,000
Exact Sig.[2*(1-tailed Sig.)]	,000

a. Grouping Variable: Group

The results of the Mann Whitney U Test indicated that there was a statistically significant difference between the groups; $U = 0.00$, $Z = -4.40$, $p < .001$. The mean rank for the experimental group ($M = 18.50$) was significantly higher than that of the control group ($M = 6.50$), suggesting that the experimental group outperformed the control group in the post-test

4. Discussion of Post-test Results

This study aimed to evaluate the effectiveness of using nursery rhymes to enhance vocabulary knowledge among 4th-year primary school pupils in Borj Bou Arreridj, Algeria. To

achieve this aim, inferential statistical analyses were used to explore the data and test the hypotheses.

Nursery rhymes are known to entertain, educate, inspire, and improve young learners' language skills (Wright, Betteridge, & Buckby, 2006). The results of this study confirmed that using nursery rhymes to teach vocabulary had a positive impact on the participants.

Following the intervention, the post-test scores were analysed with the Mann-Whitney U Test because the data was not normally distributed. The findings indicated that there was a statistically significant difference between the two groups ($U = 0.00$, $Z = -4.40$, $p < 0.001$), with the experimental group reaching a much higher mean rank (18.50) than the control group (6.50).

This indicates that the EG group performed significantly higher than the CG. The findings suggest that nursery rhymes do have a positive impact on improving participants' vocabulary knowledge. This difference aligns with previous research, which shows that nursery rhymes often provide additional motivational and contextual benefits that influence learning outcomes in unique ways (Pujiarto, 2023).

5.2 Results and Analyses of Classroom Observation

5.2.1 Active Participation

Observation Criteria: Pupils actively join in class activities such as singing, repeating, and answering questions.

Analysis:

Active participation is a direct indicator of engagement. During the nursery rhyme session, many pupils eagerly sang along with the teacher, repeating new vocabulary words aloud. Some raised their hands to answer questions about the rhyme's content, showing willingness to engage. In contrast, in the control group, participation was mostly limited to answering vocabulary drills with fewer spontaneous contributions.

Example: "Approximately 75% of pupils in the experimental group sang the rhyme enthusiastically and repeated target words without hesitation."

"In the control group, only about 40% responded actively during vocabulary drills, often requiring prompting."

5.2.2 Enthusiasm and Interest

Observation Criteria: Pupils show enthusiasm through smiling, energetic responses, and express curiosity or enjoyment.

Analysis:

Enthusiasm can be seen in pupils' facial expressions and body language. In the nursery rhyme group, many pupils smiled broadly and clapped hands to the rhythm, indicating enjoyment. Some asked questions about the meaning of words, showing curiosity. Conversely, the control group displayed a more subdued demeanor, with fewer smiles and less energetic responses.

Example: "Several pupils in the experimental group giggled and clapped along, showing clear enjoyment of the activity."

"Few pupils in the control group smiled or showed excitement during the vocabulary exercises."

5.2.3 Attentiveness

Observation Criteria: Pupils pay attention to the teacher and tasks, avoiding distractions.

Analysis:

Attentiveness was generally higher in the experimental group, where the rhythmic and musical nature of nursery rhymes seemed to hold pupils' focus. Pupils maintained eye contact with the teacher and followed instructions promptly. In the control group, some pupils appeared distracted, looking around or fidgeting during repetitive drills.

Example: "Most pupils in the rhyme group maintained eye contact and followed the teacher's cues closely."

"In the control group, about 20% of pupils were observed looking away or playing with objects during drills."

5.2.4 Interaction with Teacher

Observation Criteria: Pupils respond promptly to teacher's questions or prompts and seek clarification when needed.

Analysis:

Frequent and positive interaction with the teacher reflects engagement and comprehension. In the rhyme group, pupils often responded immediately to questions about the rhyme's vocabulary

and occasionally asked for repetition or explanation. The control group showed fewer spontaneous interactions and rarely sought clarification.

Example: “Several pupils in the experimental group raised their hands to ask about unfamiliar words.”

“In the control group, responses were mostly limited to direct questioning by the teacher, with little voluntary interaction.”

5.2.5 Interaction with Peers

Observation Criteria: Pupils collaborate or communicate with classmates during activities.

Analysis:

Peer interaction was notably higher in the nursery rhyme group, where group singing and role-play encouraged collaboration. Pupils helped each other remember words and gestures. The control group’s activities were more individual-focused, with limited peer communication.

Example: “During a role-play activity, pupils in the rhyme group helped each other recall vocabulary through gestures.”

“Control group pupils worked quietly on individual exercises, with minimal peer interaction.”

5.2.6 Use of Gestures or Props

Observation Criteria: Pupils use gestures, movements, or props to reinforce vocabulary learning.

Analysis:

Use of non-verbal communication aids vocabulary retention and engagement. In the rhyme group, pupils frequently used hand gestures corresponding to words (e.g., mimicking animal actions—flapping wings for “duck,”). Props like picture cards were also used to enhance understanding. The control group used gestures less often and did not incorporate movement.

Example: “Pupils in the experimental group often mimed actions related to the rhyme, reinforcing word meanings.”

“Gestures were rare in the control group, limited to pointing at flashcards.”

5.2.7 Responsiveness to Feedback

Observation Criteria: Pupils respond positively to teacher feedback and corrections.

Analysis:

Positive responsiveness indicates motivation and openness to learning. In the rhyme group, pupils smiled or nodded when corrected and quickly repeated words correctly. In the control group, some pupils appeared discouraged or indifferent when corrected.

Example: “When the teacher corrected pronunciation, pupils in the rhyme group immediately repeated the word correctly with smiles.”

“A few control group pupils showed reluctance to repeat after correction.”

5.2.8 Vocabulary Use in Context

Observation Criteria: Pupils use new vocabulary words correctly in sentences, discussions, or activities.

Analysis:

This criterion shows the depth of vocabulary acquisition. Pupils in the rhyme group were able to use new words in simple sentences during follow-up discussions and role-plays. Control group pupils struggled more to apply vocabulary beyond drills.

Example: “Several pupils in the experimental group said sentences like ‘I see a cat’ using new words from the rhyme.”

“Control group pupils mostly repeated isolated words without contextual use.”

5.2.9 Motivation to Participate

Observation Criteria: Pupils voluntarily participate without prompting.

Analysis:

Voluntary participation reflects intrinsic motivation. In the rhyme group, many pupils eagerly joined activities and volunteered answers. In the control group, participation often required teacher prompts.

Example: “Pupils in the experimental group frequently raised hands and joined singing without being asked.”

“In the control group, participation was mostly reactive rather than proactive.”

5.2.10 Overall Engagement Level

Observation Criteria: General level of engagement observed during the lesson.

Analysis:

Combining all observed behaviours, the nursery rhyme group demonstrated higher overall engagement, characterized by active, enthusiastic, and attentive participation. The control group showed moderate engagement but with less enthusiasm and interaction.

Example: “Overall, the experimental group’s engagement was rated ‘Very High’ due to consistent active involvement and enthusiasm.”

“The control group’s engagement was rated ‘Moderate’ with some attentive but less enthusiastic participation.”

6. Discussion of the Findings of the Classroom Observation

The classroom observation focused on the teaching of English vocabulary related to animals, comparing the use of nursery rhymes in the experimental group with traditional methods in the control group. The findings revealed that nursery rhymes significantly enhanced pupil engagement and vocabulary acquisition within this thematic unit.

Active participation was notably higher in the rhyme group, where approximately 75% of pupils eagerly sang along to animal-themed rhymes such as “Old MacDonald Had a Farm,” repeating target vocabulary like “cow,” “duck,” and “horse” confidently and with enthusiasm. This active involvement aligns with Asher’s (2009) theory that musical and rhythmic input lowers learners’ affective filters, encouraging spontaneous participation. In contrast, the control group, which practiced animal vocabulary through drills and flashcards, showed only about 40% active participation, often requiring teacher prompts, indicating a less engaging learning environment.

Enthusiasm and interest were clearly stimulated by the animal rhymes. Pupils smiled, clapped, and mimicked animal sounds, demonstrating enjoyment and curiosity about the vocabulary. For example, several pupils asked about the difference between “Lion” and “Leopard”, showing deeper engagement with the content. This finding supports Gordon et al.’s (2015) research that music-based learning fosters motivation and emotional connection to language. Conversely, the control group’s vocabulary exercises elicited fewer smiles and less energetic responses, suggesting that traditional methods may not evoke the same level of emotional involvement.

Attentiveness was sustained more effectively in the rhyme group, likely due to the multisensory appeal of singing and movement associated with animal rhymes. Pupils maintained eye contact and followed instructions closely, such as when acting out animal movements or sounds. In contrast, some pupils in the control group appeared distracted during repetitive naming drills, reflecting the limitations of less varied instructional approaches.

Interaction patterns further highlight the benefits of nursery rhymes within the animal unit. Pupils frequently engaged with the teacher by answering questions like “What sound does a cow make?” and with peers during group role-plays of farm animals. This social interaction aligns with Vygotsky’s (1978) emphasis on collaborative learning as a means to deepen understanding. The control group’s limited interaction, mostly teacher-led, suggests fewer opportunities for communicative practice.

The use of gestures and props was particularly effective in the rhyme group. Pupils mimed animal actions—flapping wings for “duck,” stomping for “horse” which reinforced vocabulary through embodied cognition (Wilson, 2002). Props such as animal pictures and toy figures further supported comprehension. These multimodal strategies were largely absent in the control group, which relied on static flashcards, likely reducing engagement and retention.

Responsiveness to feedback was positive in the rhyme group; when the teacher corrected pronunciation of words like “sheep” or “goat,” pupils smiled and repeated the words correctly, indicating a supportive learning atmosphere consistent with Krashen’s (1982) affective filter hypothesis. Some control group pupils, however, appeared hesitant or discouraged by corrections, possibly due to the less engaging and more rigid nature of drill-based learning (Horwitz, 2001).

Importantly, pupils in the rhyme group demonstrated contextualized vocabulary use by forming simple sentences such as “The cow says moo” showing meaningful application beyond rote memorization. This supports Nation’s (2001) argument that contextual learning facilitates deeper vocabulary acquisition. The control group tended to repeat isolated animal names without contextual use, suggesting a more superficial grasp.

Intrinsic motivation was evident in the rhyme group, where pupils voluntarily participated in singing and acting out animal sounds without prompting, reflecting Deci and Ryan’s (1985) self-determination theory on the importance of intrinsic motivation. The control group’s participation was more reactive, often requiring teacher encouragement.

Overall, the nursery rhyme group exhibited very high engagement level, characterized by enthusiastic, attentive, and interactive behaviours centred around the animal vocabulary. The control group showed moderate engagement with less enthusiasm and fewer interactive opportunities. These findings align with previous studies (Murphey, 1992; Paquette & Rieg, 2008) that highlight the effectiveness of music and movement in language learning, especially for young learners.

In summary, while both groups maintained effective classroom management and vocabulary teaching, the experimental group's use of nursery rhymes led to greater pupil engagement, creativity, and deeper vocabulary acquisition compared to the more conventional, less interactive methods employed by the control group.

7. Pedagogical Limitations and Implications of the Study

7.1 Limitations of the study

In our research, we faced many challenges that made the process more difficult than we expected. The first issue was that we initially believed there were two fourth-year classes at the school we have chosen, but we found only one. We attempted to find another class in a nearby school but this was not possible because the other schools were not within the same teaching unit. Eventually, we explained the situation to the headmaster, who kindly agreed to divide the single class into two groups so that we could proceed our study. One other limitation was the reduced number of instructional sessions. Although ten sessions were planned, only eight were available_ four per group. This constrained timeframe may have affected the depth of vocabulary acquisition and the overall effectiveness of the interventions. Another significant challenge was the lack of equipment. Since our study relied on using nursery rhymes in class, we needed tools such as speakers to play the songs clearly. Unfortunately, the school did not have any available, so the teacher had to use her personal phone to play the rhymes. This affected the sound quality and made it difficult for all pupils to hear the songs properly. Although we were eager to apply our learning in practice, the authorization from the educational authorities explicitly prohibited us from teaching or taking any photos or videos of the pupils. We had planned to record some moments to demonstrate how the pupils reacted to and enjoyed the songs, but the headmaster refused, citing the official restrictions.

Concerning the research design, the study assumed that the two groups had a similar level of vocabulary knowledge at the outset of the study. Pre-testing the two groups would have yielded more reliable results about the differences in their performances before and after the treatment.

Finally, it is important to acknowledge that the limited number of tasks in the post-test, which was guided by the classroom teacher's usual practice of working with no more than three tasks, may have restricted the extent of data collected, representing a potential limitation of the study. Despite these challenges, we made every effort to find solutions and successfully complete the research as planned.

7.2 Pedagogical Implications

Based on the results of our study, several important implications can help improve the teaching of English vocabulary using nursery rhymes in primary schools. First, it is recommended that EFL teachers regularly use nursery rhymes as part of their lessons, especially with young learners. Nursery rhymes can make learning vocabulary more enjoyable and easier to remember because of their rhythm and repetition. Teachers should select rhymes that fit the pupils' language level and interests to keep them motivated and engaged. Second, teachers need to be trained on how to effectively use nursery rhymes as a teaching tool and combine them with activities like games or songs to support vocabulary learning. This can help pupils better understand and use new words in real contexts. Third, learners should be encouraged to listen to nursery rhymes both inside and outside the classroom, because it helps improve their pronunciation, vocabulary, and listening skills. Finally, parents and educators should be aware of the benefits of using nursery rhymes for language learning and support children by providing opportunities to interact with these rhymes at home.

9. Recommendations

After finishing our study, we would like to offer some recommendations that may benefit teachers, learners, and future researchers:

Encourage the Use of Nursery Rhymes in Primary English Lessons:

English teachers in primary schools are advised to incorporate nursery rhymes more frequently in their lessons. Nursery rhymes are fun, easy to understand, and help young learners remember new words. Additionally, rhymes can increase pupils' interest and excitement about learning English.

Select Age- and Level-Appropriate Rhymes:

Teachers should carefully choose nursery rhymes that match the pupils' age and language proficiency. To make lessons more engaging and interactive, teachers can also include small games, actions, or singing activities alongside the rhymes.

Promote Fun and Innovative Teaching Methods:

Schools should place greater emphasis on teaching English in enjoyable and creative ways, moving beyond traditional methods. This approach can foster a more positive learning environment and enhance language acquisition.

Support Future Research with Larger and More Diverse Samples:

We encourage future researchers to conduct studies involving larger sample sizes and a wider variety of schools. This will help validate findings and provide more generalizable insights across different educational contexts.

Develop and Provide Practical Tools for Using Nursery Rhymes:


To assist teachers in effectively integrating nursery rhymes into their classrooms, educational authorities and researchers should develop and distribute practical teaching materials and resources. These tools could include lesson plans, activity guides, audio-visual aids, and digital resources tailored to different proficiency levels.

Explore New Applications of Nursery Rhymes:


Future studies might also investigate innovative ways to use nursery rhymes for teaching other language skills such as pronunciation, listening comprehension, and speaking. This could further enhance English learning outcomes in Algerian primary schools.

Conclusion

This research has examined the impact of using nursery rhymes as a method for teaching English vocabulary to primary school pupils. The results indicate that nursery rhymes facilitated learners' comprehension and retention of new vocabulary. The findings reveal that the EG's performance in the vocabulary post-test was statistically significantly higher than that of the CG, which suggests a positive impact of the nursery rhymes lessons on their vocabulary knowledge. Additionally, pupils in the experimental group demonstrated higher levels of motivation and engagement throughout the lessons. These outcomes suggest that incorporating simple and interactive approaches such as nursery rhymes can be an effective strategy for teaching English vocabulary, particularly for young learners. It is hoped that this study will encourage educators to integrate nursery rhymes into their teaching practices to enhance both the effectiveness and enjoyment of language learning, thereby creating a more supportive learning environment for children.



**GENERAL
CONCLUSION**



General conclusion

Vocabulary acquisition is a fundamental component of learning English, especially for young learners in primary schools who are beginning to build their foreign language skills. Teachers play a vital role in selecting effective methods and strategies that create engaging and meaningful learning experiences. Among various techniques, nursery rhymes have proven to be a valuable and enjoyable tool for enhancing vocabulary development in young learners. These rhymes combine rhythm, repetition, and melody, which facilitate memorization and comprehension, making the learning process both fun and effective.

The primary objective of this study was to investigate the impact of using nursery rhymes on the acquisition of English vocabulary of fourth-year pupils at Frachiche Ahmed Bounechada Primary School in Bordj Bou Arreridj, Algeria. Two hypotheses guided the research: first, we hypothesized that incorporating nursery rhymes into English language teaching would lead to a significant improvement in the vocabulary knowledge of fourth-year primary school pupils in Bordj Bou Arreridj; and second, that nursery rhymes would positively influence the engagement and motivation of these pupils in learning English vocabulary. The findings confirmed both hypotheses, showing that pupils exposed to nursery rhymes performed significantly higher in the post-treatment vocabulary test compared to those who followed traditional teaching methods. Moreover, the study revealed that nursery rhymes create a positive and stimulating learning environment, encouraging active participation and reducing anxiety among learners. Pupils expressed enjoyment and enthusiasm during lessons, which contributed to better engagement and vocabulary retention. The repetitive patterns and contextual use of words in rhymes helped pupils grasp meanings more naturally and use new vocabulary confidently in everyday communication.

In conclusion, the results of this study suggest that incorporating nursery rhymes into English language teaching is an effective strategy for enhancing vocabulary acquisition among primary school learners in Algeria. Nursery rhymes not only enrich learners' vocabulary but also foster a joyful and motivating atmosphere conducive to language learning. Therefore, educators are encouraged to integrate nursery rhymes into their teaching practices to support young learners in developing strong foundational English language skills.



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APPENDICES



Appendices

Appendix A: The classroom observation checklist

Behavioral Aspect	Observation Criteria	Rating Scale (Circle one)	Comments
1. Active Participation	- Pupils actively join in class activities (singing, repeating, answering questions)	0 = Not observed 1 = Rarely 2 = Sometimes 3 = Often 4 = Always	
2. Enthusiasm and Interest	- Pupils show enthusiasm (smiling, energetic responses) - Express curiosity or enjoyment	0 = None 1 = Low 2 = Moderate 3 = High 4 = Very High	
3. Attentiveness	- Pupils pay attention to teacher and tasks - Avoid distractions	0 = Not attentive 1 = Rarely attentive 2 = Sometimes attentive 3 = Mostly attentive 4 = Fully attentive	
4. Interaction with Teacher	- Pupils respond promptly to teacher's questions or prompts	0 = No interaction 1 = Minimal 2 = Occasional	

	- Seek clarification when needed	3 = Frequent 4 = Consistent	
5. Interaction with Peers	- Pupils collaborate or communicate with classmates during activities	0 = None 1 = Rare 2 = Sometimes 3 = Often 4 = Always	
6. Use of Gestures or Props	- Pupils use gestures, movements, or props to reinforce vocabulary learning	0 = Not observed 1 = Rarely 2 = Sometimes 3 = Often 4 = Always	
7. Responsiveness to Feedback	- Pupils respond positively to teacher feedback and corrections	0 = No response 1 = Negative or no response 2 = Neutral 3 = Positive 4 = Very positive	
8. Vocabulary Use in Context	- Pupils use new vocabulary words correctly in sentences, discussions, or activities	0 = Not observed 1 = Rarely 2 = Sometimes 3 = Often 4 = Always	
9. Motivation to Participate	- Pupils voluntarily participate without prompting	0 = None 1 = Rare 2 = Sometimes 3 = Often 4 = Always	
10. Overall Engagement Level	- General level of engagement observed during the lesson	0 = Very low 1 = Low 2 = Moderate 3 = High 4 = Very high	

Appendix B: Index lessons

ANIMALS	FARM	①	🎤 I Sing & Have Fun	10 mn	
			👂 I Listen & Repeat	35 mn	
		②	📖 I Read & Discover	45 mn	
			📖 I Read & Enjoy	45 mn	
			✍️ I Read & Write	45 mn	
	③	🎭 I Play Roles	45 mn		
	ZOO	①	🎤 I Sing & Have Fun	10 mn	
			👂 I Listen & Repeat	35 mn	
		②	📖 I Read & Discover	45 mn	
			📖 I Read & Enjoy	45 mn	
			✍️ I Read & Write	45 mn	
		③	🎭 I Play Roles	45 mn	
	PAUSE3 :ASSESSMENT / REMEDIATION & STANDARDISATION				

From solving
Stage 4

Appendix C: The treatment



Old MacDonald |
@CoComelon Nursery Rhy...



Cocomelon - Nursery Rhymes 🌟 · 2.2B
views · 7 years ago

LYRICS OF THE SONG

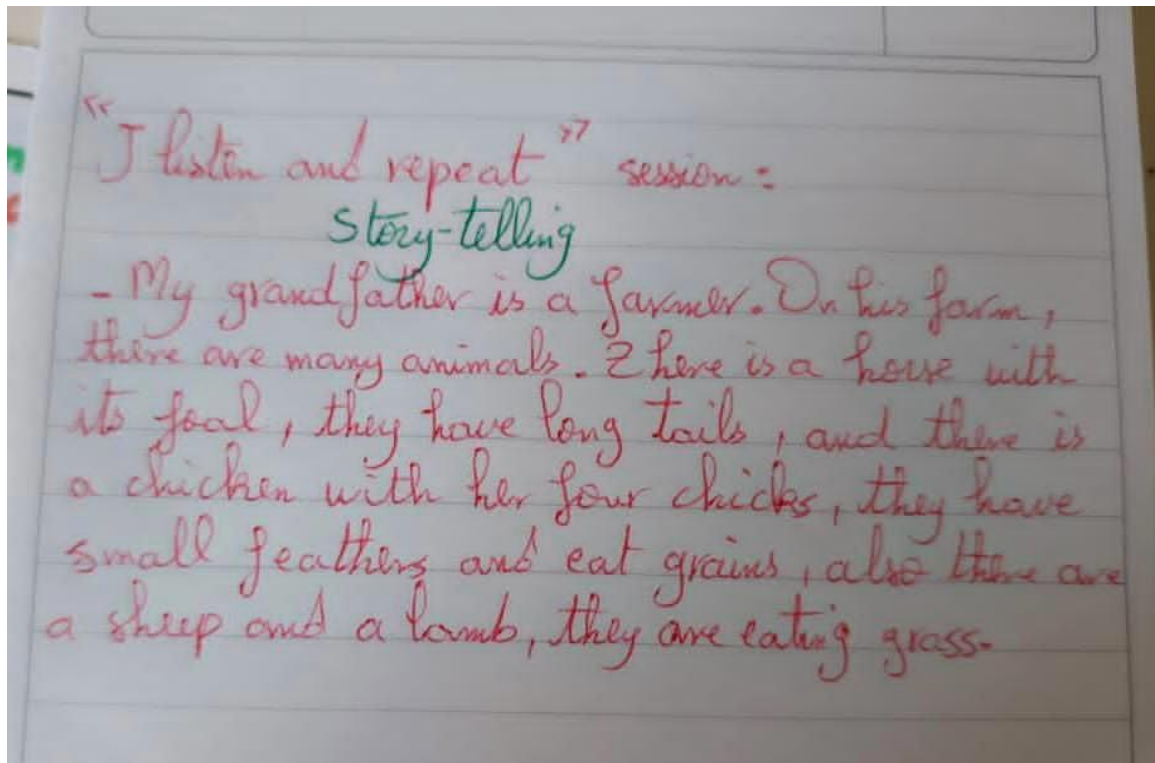
Old MacDonald had a farm Ee i ee i o And on this farm he had a cow Ee i ee i oh With a moo-moo here And a moo-moo there Here a moo, there a moo Everywhere a moo-moo Old MacDonald had a farm Ee i ee i o Old MacDonald had a farm Ee i ee i o And on this farm he had a chicken Ee i ee i o With a cluck-cluck here And a cluck-cluck there Here a cluck, there a cluck Everywhere a cluck-cluck Old MacDonald had a farm Ee i ee i o Old MacDonald had a farm Ee i ee i o And on this farm he had a horse Ee i ee i o With a neigh neigh here And a neigh neigh there Here a neigh, there a neigh Everywhere a neigh-neigh Old MacDonald had a farm Ee i ee i o And on this farm he had a duck Ee i ee i o With a quack, quack here And a quack, there a quack, Everywhere a quack quack Old MacDonald had a farm Ee i ee i o Old MacDonald had a farm Ee i ee i o And on this farm his had a sheep Ee i ee i o With a baa here, And a baaa there, Here a baa, there a baa, Everywhere a baa baa Old MacDonald had a farm Ee i ee i o



Baa Baa Black Sheep | @CoComelon Nursery Rhy...

Cocomelon - Nursery Rhymes 🌐 · 4.4B views · 6 years ago





"One Little Boy Went to The Zoo" LYRICS

One Little Boy Went to The Zoo E-I-E-I-O And at the zoo he saw a Lion E-I-E-I-O With a roar here, and a roar there, Here a roar, there a roar, everywhere a roar roar One Little Boy Went to The Zoo E-I-E-I-O And at the zoo he saw a Giraffe E-I-E-I-O With a long neck here, and a long neck there, everywhere a neck neck One Little Boy Went to The Zoo E-I-E-I-O And at the Zoo he saw a Zebra E-I-E-I-O With a stripes here, and stripes there, Here stripes, there stripes, everywhere stripes, stripes, One Little Boy Went to The Zoo E-I-E-I-O And at the zoo he saw a Monkey E-I-E-I-O With a jump here, and a jump there, Here a jump, there a jump, everywhere a jump jump, One Little Boy Went to The Zoo E-I-E-I-O And at the zoo he saw a Deer E-I-E-I-O With a hop here, and a hop there, Here a hop, there a hop, everywhere a hop hop, One Little Boy Went to The Zoo E-I-E-I-O



FARM ANIMALS CODE BREAKER



Match the decoded farm animals with the correct picture.

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

①

18	1	2	2	9	20



②

4		21		3		11



③

3			15			23



④

3	8	9	3	11	5	14



⑤

19	8	5	5	16



⑥

8	15	18	19	5



Teacher: Boutayeb M

Farm animals

I write the names of the animals
in their correct places

4ps

cow - goat - horse - duck

I am a
I like to jump.
I eat grass.
I have two horns.



I am a
I eat grass.
I have four legs.
I live on a farm.

I am a
I eat fish.
I can swim.
I have two legs.



I am a
I eat grass.
I have two horns.
I live on a farm

English Primary School B.M

Teacher: Boutayeb M

Zoo animals

I write the names of the animals
in their correct places.

4ps

elephant - zebra - giraffe - lion

I am a
I'm very tall. I have got four
long legs and a long neck.
I eat leaves and grass. I live
in Africa.



I am a
I'm big and I have got
yellow fur. I have got a long
tail. I can run fast.
I'm dangerous.

I am a
I'm very big. I am
grey. I have got four legs
big ears.
I live in Africa.



I am a
I'm black and white. I have
got a long tail and four legs.
I eat grass.
I live in Africa.

English Primary School B.M

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

مجلس
مصدق
الورد
الورد
الورد
الورد

Tuesday, April 25th

Animals
Zoo animals
I listen and repeat

Panda →	الباندا	Elephant →	الفيل
Gorilla →	الغوريلا	Kangaroo →	الكينجرو
Beaver →	البخر	Zebra →	الحمير
Monkey →	القرود	Tiger →	النمر
Crocodile →	التمساح	Lion →	الأسد
Snake →	الزحمة		

Deer - gazelle → الغزال

Giraffe → الزرافة

Body parts of animals → اجزاء جسم الحيوان

Tail → الذيل

Feather → الريش

Bill → البعقار

Ear → الأذن

Fur → الفراء

Horns → القرن



Farm ANIMALS

4PS

g	q	w	g	e	u	r
d	o	w	n	s	j	a
c	o	i	a	r	i	b
d	n	n	d	o	g	b
u	o	f	k	h	w	i
c	a	h	u	e	g	t
k	g	o	a	t	y	r

- donkey
- duck
- rabbit
- cow
- goat
- dog
- horse



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Dounayeh.M



4PS

Farm Animals

I read and match



- This is a sheep
- This is a chicken
- This is a cow
- This is a horse
- This is a rabbit
- This is a duck

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I reorder the letters
farm animals

Teacher: Botayeb.M

4PS



eosrh

--	--	--	--	--



ocw

--	--	--



kyeodn

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kudc

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aogt

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Appendix D: A sample of the post-test

Name: _____

Class: _____

1. Circle the correct answer

a) My name is "Dog".



b) My name is "Elephant".

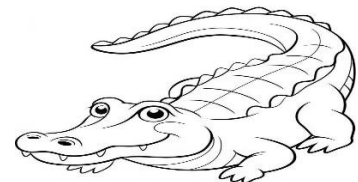
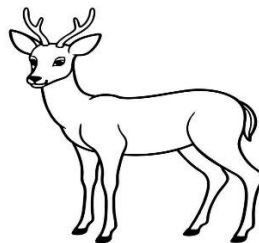


c) My name is "Wolf".



2. Color each animal with the correct color

a) Deer----- Yellow / b) Crocodile----Green/ c) Monkey---- Brown



3. Tick the right answers.

In the Farm we find:

Horse 🐎

Lion 🦁

Sheep 🐏

Zebra 🦓

cow 🐄

Girrafe 🦒

in the Zoo we find:

Girrafe 🦒

Cow 🐄

Horse 🐎

Lion 🦁

Sheep 🐏

Zebra 🦓

الملخص

تهدف هذه الدراسة إلى التحقيق في كيفية تعزيز أناشيد الأطفال لاكتساب مفردات اللغة الإنجليزية لدى تلاميذ الصف الرابع الابتدائي في الجزائر الذين يتعلمون اللغة الإنجليزية كلغة أجنبية. يتمثل الهدف في دراسة تأثير استخدام أناشيد الأطفال على معرفة التلاميذ بالمفردات، واستكشاف مدى تأثير الأناشيد على تفاعل التلاميذ وتحفيزهم لتعلم مفردات اللغة الإنجليزية مقارنة بالطرق التقليدية الأخرى. تم استخدام منهج البحث المختلط لاستكشاف هذا الموضوع بشكل شامل. تم اختيار مجموعتين من التلاميذ. تلقت المجموعة التجريبية (عددها 12) تعليم المفردات من خلال أناشيد الأطفال، بينما تم تدريس المجموعة الضابطة (عددها 12) باستخدام طريقة تقليدية يركز فيها المعلم على التدريس. استخدم الباحثون تصميم اختبار بعدي لمجموعة ضابطة لمقارنة أداء المجموعتين. بالإضافة إلى ذلك، أُجريت ملاحظات صفية لتقييم تفاعل التلاميذ ومشاركتهم وتطبيق أناشيد الأطفال عملياً في الفصل. كشفت الملاحظات الصفية أن التلاميذ الذين تم تعليمهم باستخدام أناشيد الأطفال أبدوا حماساً أكبر وتفاعلاً ونشاطاً أكثر في تعلم اللغة الإنجليزية مقارنةً بأولئك الذين تم تدريسهم بالطرق التقليدية. تشير النتائج إلى أن دمج أناشيد الأطفال في تعليم اللغة الإنجليزية يمكن أن يعزز مشاركة التلاميذ وتحفيزهم وتطورهم اللغوي في المدارس الابتدائية الجزائرية.