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УЧНІВ**

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Department of Philology

**ENGLISH NURSERY RHYMES AS A SOURCE OF MOTIVATION TO YOUNG
LEARNERS**

Bachelor's Thesis

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ЗМІСТ

ВСТУП.....	6
РОЗДІЛ 1: ІСТОРІЯ ТА ЗНАЧЕННЯ ДИТЯЧИХ ПІСЕНЬ	8
1.1. Значення та типи дитячих пісень	8
1.2. Історія та походження дитячих пісень	9
1.2.1 Дитячі пісні, які ґрунтуються на історичних фактах.....	13
1.3 Дитячі пісні, як засіб допомоги та процес критичного навчання	14
1.4 Особливості молодих учнів	15
1.5 Дитячі пісні, які рекомендуються для вивчення англійської мови	16
1.6 Дитячі пісні, які рекомендуються для покращення вимови.....	17
1.7 Процес спілкування.....	18
1.8 Дитячі пісні, які рекомендуються для збагачення словарного запасу	19
РОЗДІЛ 2: МОТИВАЦІЯ У НАВЧАННІ	21
2.1 Поняття мотивації.....	21
2.2 Теорія моделі монітора Крашен.....	22
2.3 Роль мотивації в навчанні іноземних мов	23
2.3.1 Рівень мотивації.....	23
2.4 Вплив дитячих віршиків на вміння читати	25
2.5 Дитячі вірши як зв'язок із суспільством	27
РОЗДІЛ 3: ДОСЛІДЖЕННЯ.....	29
3.1 Передумови дослідження.....	29
3.2 Учасники	29
3.3 Інструмент дослідження	30
3.4 Порядок дослідження.....	31
3.5 Результати	31
3.6 Обговорення та інтерпретація результатів.....	44
3.7 Висновки та педагогічні наслідки.....	44
ВИСНОВКИ.....	47
СПИСОК ЛІТЕРАТУРИ	49
РЕЗЮМЕ	52
ДОДАТОК А.....	54
ДОДАТОК Б.....	55

CONTENTS

INTRODUCTION	6
PART 1: THE HISTORY AND THE DEFINITION OF NURSERY RHYMES	8
1.1 Definition and Types of Nursery Rhymes	8
1.2 The history and origin of the nursery rhymes	9
1.2.1 Nursery rhymes based on facts	13
1.3 Nursery rhyme as teaching tool and critical period in language learning.....	14
1.4 Characteristics of Young Learners	15
1.5 Suggested nursery rhymes for teaching grammar.....	16
1.6 Suggested nursery rhymes for teaching vocabulary	17
1.7 Conversational exchanges.....	18
1.8 Suggested nursery rhymes for teaching pronunciation.....	19
PART 2: MOTIVATION IN TEACHING.....	21
2.1 The concept of motivation.....	21
2.2 Krashen’s Monitor Model theory	22
2.3 The role of motivation in foreign language learning.....	23
2.3.1 The levels of motivation.....	23
2.4 The effect of nursery rhymes on EFL children’s reading ability.....	25
2.5 Nursery rhymes as a connection to Society.....	27
PART 3: RESEARCH.....	29
3.1 Background of the study.....	29
3.2 Participants	29
3.3 Research Tool.....	30
3.4 Procedure of the Research	31
3.5 Findings	31
3.6 Discussion and Interpretation of the Results	44
3.7 Conclusions and pedagogical implications.....	44
CONCLUSION	47
REFERENCE LIST	49
SUMMARY	52
APPENDIX A.....	54
APPENDIX B.....	55

INTRODUCTION

My bachelor thesis's theme is English nursery rhymes as a source of motivation to young learners.

The main purpose of this study is basically to inform the reader about the usage of nursery rhymes and the importance of nursery rhymes through famous linguistics and psychologist like Beall and Nipp, Wendy A. Scott or Howard Gardner. The thesis was done with an analytical method and famous authors' works were used such as Norton, Donna E. Through the Eyes of a Child: An Introduction to Children's Literature and Nancy R. Hendricks's Nursery Rhymes and Songs for Teaching English as a Second Language to Children.

The subject matter of my study is nursery rhymes as a teaching tool. Nursery rhymes have been used in teaching English to children for a variety of reasons, including linguistic, cognitive, affective and cultural ones.

The object matter of my thesis is observing primary school teachers how often they use nursery rhymes in their lessons and what are the benefits of the rhymes in a lesson considered to children's developing in speaking skills.

In the first part of the thesis, nearly all the available academic literature is presented on the topic and I also try to give an insight into nursery rhymes background history and about their origins. The history of nursery rhymes is being shown through I. Opie and P. Opie, The Oxford Dictionary of Nursery Rhymes book.

The first pages are dealt with the definition "nursery rhyme", which term is derived from the book "Rhymes For The Nursery" by Jane and Ann Taylor.

In addition, in the first part of my thesis, nursery rhymes which are based on facts are presented. For example, the nursery rhyme "Ring a Ring O'Roses", which is said to be a representative of the Great Plague. In the end, of the first part of my thesis, Wendy Scott's Teaching English to Children book were analysed and sum up the characteristics of young learners.

The theoretical value of this year paper is written in order to specify the potential relationships between nursery rhymes and language acquisition. This relationship is being shown through linguistics's works who found that nursery rhymes significantly improve reading, spelling and other literacy skills.

In the second part of my thesis, an insight of the concept of motivation, the role of it in foreign language learning is given. Various studies demonstrate that introducing nursery rhymes to children can be a useful way to help them improve their language skills.

The research of my thesis is being shown in the third part of the paper. During my research, as a research tool I used interview. It was a structured interview with 18 questions. It is a type of interview, in that only the questions on the interview protocol are asked. The answers to the questions are often close-ended, though open-ended questions can also be included within a structured interview. The interviews were made anonymously.

The paper reports on the findings of a qualitative study of the people who use or have been used nursery rhymes and children's songs that were mentioned in the first two chapters. It reports on the findings of a qualitative study on the experiences of teachers using nursery rhymes in their classes. Ten people participated in this survey, two out of ten are men and six of them are women. The aim of these interviews was to map if teachers permanently use nursery rhymes in their lessons and the usefulness which can be seen by them. Those teachers who always use nursery rhymes in their lessons noticed that the children could improve their pronunciation and vocabulary because of the nursery rhymes.

The aim was to represent the present situation of the usage of nursery rhymes in primary school and to map if teachers permanently use nursery rhymes in his or her classes, the usefulness which can be seen by him or her.

During my research, questions were asked from the participants such as what they have learned about nursery rhymes in their previous studies or what kind of nursery rhymes they use in the lessons. *It provides a description of how English is taught with nursery rhymes at present days in primary school.*

The practical value of this paper is to show a more creative and enjoyable way in language teaching. Through interviews and teachers personal experience it is shown that nursery rhymes are useful ways of teaching in order to develop young learner's pronunciation and vocabulary.

I would like to deal with this subject because it is important to see through clearly what the importance of nursery rhymes are and to be educated in this theme as a future English teacher. This paper is suitable for those kinds of teachers who are interested in teaching English with nursery rhymes and for those who are teaching English to beginners.

PART 1

1.1 Definition and Types of Nursery Rhymes

The term nursery rhyme derives from the book *Rhymes For The Nursery* by Jane and Ann Taylor. (1806) According to Collins English Dictionary nursery rhyme is a short traditional verse or song for children, such as Little Jack Horner.

A nursery rhyme can be described as a short poem or song for children, usually composed by an anonymous poet. These verses are “highly rhythmic, tightly rhymed, and popular with small children” [Temple, Martinez, & Yokota, 2011, p.171].

Considered traditional poems for young children in Britain and many other countries, their usage dates from the 19th century and in North America the older “Mother Goose Rhymes” are still often used in primary classrooms.

Betsy Hearne emphasizes the appeal of these rhymes and notes that “Nursery Rhymes are only a step away from song in their changing cadence and compressed story elements” (Norton, 2011, p.160). While lullabies are considered sleep songs, nursery rhymes are waking songs. They are engaging verses for an adult to sing to or chant with children. Many of these anonymous verses, with their rich oral tradition, have traveled from generation to generation and one can often find the echoes of these poems in collections by later poets [Zipes, et al., 2005, p. 1138].

As it is written in International Encyclopedia of the Social Sciences, Nursery Rhymes 2008 section, nursery Rhymes can be grouped according to the level of difficulty keeping in view the age group of children. For the youngest children there are lullabies, which parents sing to their babies in a gentle and soothing tone to comfort them as they are following asleep (e.g. Bye, Baby Bunting).

For older children there are different bedtime songs which support the message that it is important to go to bed (e.g. Wee Willie Winkie). Many young children like the nursery rhymes which are associated with tickling games (e.g. "This Little Piggy Went to Market") and many others are used to accompany simple actions and movements (e.g. See Saw Margery Daw).

Tickling Rhymes are a special kind of nursery rhyme with associated movements. Researchers are finding many connections between the body and the brain which all suggest that we learn things faster when they are associated with aspects of our bodies. Games and songs involving movement and particular parts of the body are the perfect examples of this. Children love to anticipate the tickling and that's what these rhymes are all about.

that we learn things faster when they are associated with aspects of our bodies. Games and songs involving movement and particular parts of the body are the perfect examples of this. Children love to anticipate the tickling and that's what these rhymes are all about.

There are two famous tickling rhymes: "This Little Piggy Went to Market" and "Round and Round the Garden".

Some rhymes tell stories with a little cautionary message (e.g. Jack and Jill), and other songs help to teach counting (e.g. One Two Three Four Five).

Older children learn songs which accompany more complex dances (e.g. The Grand Old Duke of York) or teach them to sing independently multiple parts in a Round (e.g. Three Blind Mice).

There are lots of Children's Songs which are more closely associated with the school playground rather than the home, and these are generally passed from child to child rather than from adult to child.

According to Beall and Nipp's selection criteria most rhymes and songs for children can be divided into clearly separated groups, such as numbers, animals, food, body parts, actions, etc. Though some may combine two or more of these topics, as in the case of Alice the Camel, which is a number song about an animal. Some songs are specifically about actions, as *This is the way we brush our teeth*, where children mime the action they are singing about. Many songs, not specifically about action, use actions to reinforce the meaning, such as *Head, Shoulders Knees, and Toes* or to add an element of humour as in *Alice the Camel*. But what according to Beall and Nipp what is really important is that we select rhymes and songs that are of interest to the children and which, for obvious pedagogical reasons, adhere to the school official curriculum. [Beall and Nipp: *Children's Songs and Fingerplays*, 2002, p. 329]

We should always adhere to these basic principles before actually considering playing a rhyme and song in our classroom. Henceforth, there are a few questions we should firstly consider before actually playing the rhymes and songs in classroom: which the grammar of the song is, which songs work best with a specific age group, or whether the teacher needs to be musical. [Beall and Nipp: *Children's Songs and Fingerplays*, 2002, p. 329].

1.2 The history and origin of the nursery rhymes

It is believed that the earliest nursery rhymes were created before the 1600s. The first rhymes belong to the oral tradition; they were passed on by word of mouth from generation to generation.

In the beginning of the 1700s a few of the rhymes were published in England as *A Little Book for Little Children*; it contained a number of nursery rhymes that are still recognized today, for example, “Baa, Baa, Black Sheep”.

Apart from nursery rhymes as a part of folk literature, drama and theatre activities were traditional modes of entertainment from the fifteenth to seventeenth century and this was assimilated in daily lives. Music was obvious with blending of different cultures and the same was used in rhymes. Then gradually various concepts like counting or facial expressions were incorporated in rhymes. [International Encyclopedia of the Social Sciences. Nursery Rhymes. 2008.]

Historically, rhyme came into poetry late, showing the Western world in the church. Their popularity grew in Latin poetry. The frequently used spelling in English r-h-y-m-e comes from a false identification of the Greek word “rhythmos”. Its true origin comes from Provencal, which is related to Provence, a region of France. Most of the rhymes are British in origin, but many rhymes and associated songs have originated in Germany, France or the USA also. [International Encyclopedia of the Social Sciences. Nursery Rhymes. 2008.]

The oldest children's songs of are lullabies, intended to help a child sleep. Lullabies can be found in every human culture. [I. Opie and P. Opie, *The Oxford Dictionary of Nursery Rhymes*, Oxford: Oxford University Press, 1951, 2nd edn., 1997), p. 6.)]

The English term lullaby is thought to come from "lu, lu" or "la la" sounds made by mothers or nurses to calm children, and "by by" or "bye bye", either another lulling sound or a term for good night. [H. Carpenter and M. Prichard, *The Oxford Companion to Children's Literature*, Oxford University Press, 1984, p. 326.]

Many medieval English verses associated with the birth of Jesus take the form of a lullaby, including "Lullay, my liking, my dere son, my sweting" and may be versions of contemporary lullabies. [H. Carpenter and M. Prichard, *The Oxford Companion to Children's Literature*, Oxford University Press, 1984, p. 326.]

However, most of those used today date from the 17th century. For example, a well known lullaby such as "Rock-a-bye, baby on a tree top", cannot be found in records until the late-18th century when it was printed by John Newbery in 1765. [H. Carpenter and M. Prichard, *The Oxford Companion to Children's Literature*, Oxford University Press, 1984, p. 326.]

Early nursery rhymes, from the later Middle Ages there are records of short children's rhyming songs and from the mid-16th century they begin to be recorded in English plays. [I. Opie and P. Opie, *The Oxford Dictionary of Nursery Rhymes*, Oxford University Press, 1951, 2nd edn., 1997, pp. 30–1]

"Pat-a-cake, pat-a-cake, baker's man" is one of the oldest surviving English nursery rhymes. The earliest recorded version of the rhyme appears in Thomas d'Urfey's play *The Campaigners* from 1698. [I. Opie and P. Opie, *The Oxford Dictionary of Nursery Rhymes* Oxford University Press, 1951, 2nd edn., 1997, pp. 47–8]

Most nursery rhymes were not written down until the 18th century, when the publishing of children's books began to move from education towards entertainment, but there is evidence for many rhymes existing before this, including "To market, to market" and "Cock a doodle doo", which date from at least the late 16th century. [I. Opie and P. Opie, *The Oxford Dictionary of Nursery Rhymes*, Oxford University Press, 1951, 2nd edn., 1997, pp. 128–9]

The first English nursery rhymes collection the *Tommy Thumb's Songbook*, first published in 1744, appeared with notes to caregivers which recognized the role of nursery rhymes as language-teaching tools. This 32-page picturebook, devotes its first part to teaching individual words through the medium of pictures, accompanied by clearly stated instructions as to how to approach vocabulary teaching: [Salisbury & Styles, 2012, p. 11].

„The method I propose, is that you first shew the child the following animals, one at a time, and pronounce its sound, as for example. Ask which is the DOG? then point to it, then ask what the DOG says, then say, BOW, WOW, WOW. and so on to the rest, by which means, the child in a short time, will be able to do the same.”

In the early 19th century printed collections of rhymes began to spread to other countries, including Robert Chambers's *Popular Rhymes of Scotland* (1826) and in the United States, *Mother Goose's Melodies* (1833). [H. Carpenter and M. Prichard, *The Oxford Companion to Children's Literature*, Oxford University Press, 1984, p. 383.]

Early folk song collectors also often collected nursery rhymes, for example in Scotland Sir Walter Scott. [H. Carpenter and M. Prichard, *The Oxford Companion to Children's Literature*, Oxford University Press, 1984, p. 384.]

The first, and possibly the most important academic collection to focus in this area was James Orchard Halliwell's *The Nursery Rhymes of England* (1842) and *Popular Rhymes and Tales* in 1849, in which he divided rhymes into historical songs, fireside stories, game-rhymes, alphabet-rhymes, riddles, nature-rhymes, places and families, proverbs, superstitions, customs, and nursery songs (lullabies). A professional anthropologist, Andrew Lang (1844–1912) produced *The Nursery Rhyme Book* in 1897. [R. M. Dorson, *The British Folklorists: a History*, Taylor & Francis, 1999, p. 67.]

The early years of the 20th century are notable for the illustrations to children's books including Caldecott's *Hey Diddle Diddle Picture Book* (1909) and Arthur Rackham's *Mother Goose* (1913). The definitive study of English rhymes remains the work of Iona and Peter Opie.

There are 4 nursery rhymes which are considered to be modern nursery rhymes such as „The Wheels on the Bus”, „Ten Green Bottles”, „Itsy Bitsy Spider” and „It is Raining, It is Pouring”.

“The Wheels on the Bus” is a modern rhyme, dating back to late 20th century, usually sung by children during the bus trips. The song is based on the traditional nursery rhyme “Here We Go Round the Mulberry Bush” sharing the same tune, while the author of the lyrics is unknown. Below there are the first 2 verses of „The wheels on the bus”:

*The wheels on the bus go,
Round and round, (3x)
The wheels on the bus go
Round and round,
All through the town.*

*The doors on the bus go,
Open and shut, (3x)
The doors on the bus go
Open and shut,
All through the town.*

“Ten Green Bottles” is a modern nursery rhyme and counting song. It is considered to be one of the easiest way to teach the children the countdown. Below there are the first 2 verses of „Ten Green Bottles”:

*Ten green bottles
Hanging on the wall (2x)
And if one green bottle
Should accidentally fall
There'll be nine green bottles
Hanging on the wall*

*Nine green bottles
Hanging on the wall (2x)
And if one green bottle
Should accidentally fall
There'll be eight green bottles
Hanging on the wall*

The origin of the nursery rhyme “Itsy Bitsy Spider” is unknown. It was first published in 1920, more as a song for adults in “Camp and camino in lower California” with the words “blooming, bloody” instead of “itsy bitsy”. The actual version of “Itsy Bitsy Spider” was later printed in 1947 by the California Folklore Society in the Western Folklore collection. It appears as a nursery rhyme in 1948 in the American Folk Songs for Children a collection by Mike and Peggy Seeger and in 1955 in Maxwell Slutz Stewart’ book “The Growing Family: A Guide for Parents”. This nursery rhyme is useful to improve the children’s manual dexterity.

The itsy-bitsy spider

Climbed up the water spout

Down came the rain

And washed the spider out

Out came the sun

And dried up all the rain

And the itsy-bitsy spider

Climbed up the spout again

The exact origins of “It’s Raining, It’s Pouring” song is unknown. First recorded by the composer Charles Ives in 1939, New York. The first line “It’s raining – it’s pouring – old men are snoring” was once published in The Outlook, weekly newspaper [New York City, 1909]

It’s raining; it’s pouring.

The old man is snoring.

He bumped his head on the top of the bed,

And couldn’t get up in the morning.

1.2.1 Nursery rhymes based on facts

Nursery rhymes such as Little Jack Horner and Ring a Ring O’Roses are seemingly childish rhymes but they are based on fact.

Little Jack Horner lived in the 1530’s, during the reign of Henry VIII, the time of the Dissolution of the Monasteries . Jack Horner was steward to Richard Whiting, the last of the Abbots of Glastonbury. It is said that the Abbot, hoping to placate King Henry, sent His Majesty an enormous Christmas pie containing the deeds of 12 manors. Horner was given the task of taking the ‘pie’ to London. During the journey he managed to open the pie and extract the deeds of the Manor of Mells in Somerset, presumably the ‘plum’ referred to in the rhyme. A Thomas Horner did assume ownership of Mells, but his descendants and the present owner of the house claim the rhyme is a slander!

This rhyme, “Ring a Ring O’ Roses” is said to be a macabre parody on the horrors of the Great Plague. It refers to the rash of an infected person; the pocket full of posies refers to the alleged protection flowers offered against polluted air which was believed to spread the sickness; and the ashes and falling down refer to the sudden dramatic death of plague-stricken people whose bodies were piled up and burned.

Baa Baa Black Sheep references the importance of the wool industry to the economy from the Middle Ages until the nineteenth century. The rhyme is also thought to be a political satire of the export tax imposed in Britain in 1275 under the rule of King Edward I.

This rhyme, Old Mother Hubbard is reputedly about Cardinal Thomas Wolsey. Wolsey refused to facilitate a divorce from Queen Katherine of Aragon for King Henry VIII. The King wanted a divorce so that he could marry Anne Boleyn. The doggie and the bone in the rhyme refer to the divorce, the cupboard is a reference to the Catholic Church and Wolsey is Old Mother Hubbard. The divorce was later arranged by Thomas Cramner and resulted in the break with Rome and the formation of the English Protestant Church.

[Facts were used from the article titled “Nursery Rhymes”, written by Ellen Castellow. Downloaded from <https://www.historic-uk.com/CultureUK/Nursery-Rhymes/>, on 4 January 2019]

1.3. Nursery rhyme as teaching tool and critical period in language learning

Teaching English to young learners with the help of nursery rhymes has been recommended by various authors.

According to Howard Gardner, a famous *psychologist*, nursery rhyme can help in developing automaticity of language use, alongside catering for different learning styles and multiple intelligences.

Nursery rhymes can be used as a valuable *motivational tool for phonological* and phonemic awareness instruction as they help language learners acquire connected speech [Bland, 2013, p. 162].

This kind of rhymes are considered to be especially useful for *intonation and pronunciation* practice because the rhythm forces children to put the stress in the right places and to observe the strong and weak forms. [Reilly & Ward, 2003, p. 18].

Marianne Nikolov in her study, titled, „Issues in research into early foreign language programmes.” highlight the three different explanations about the existence of the critical period.

The three explanations are: the biological, the cognitive and the affective or social- psychological explanations. [Marianne Nikolov, 2002, pp. 19-21].

The first is the biological explanation which says that the child's brain has greater plasticity than the adult's brain. With the arrival of puberty, this plasticity seems to disappear.

The cognitive explanation says that a young child does not know that he or she is acquiring a language, does not have any attitudes towards the language and therefore he or she is cognitively open.

The affective or social-psychological explanation claims that young children are less culture-bound than adults and are strongly motivated by the need to be accepted by their peers.

1.4 Characteristics of Young Learners

Young learners are children who are in primary or elementary school. In terms of age, young learners are between the ages of approximately five and twelve. Many children learn a foreign or second language as they interact with speakers of other languages and dialects outside formal language programmes. Young language learners around the world share many common characteristics and they learn in programmes that share many common beliefs and practice concerning the environment that young learners need in order to learn. Language programmes for young learners vary in their purposes and intended outcomes, their duration and their intensity. [W. A. Scott, 1995, pp 5-7]

According to Wendy Scoot, the general characteristics of students in elementary school are as follow:

- 1) They love to play and learn best when they enjoy themselves, but they also take themselves seriously and like to think what they are doing is really work.
- 2) They are enthusiastic and positive about learning.
- 3) Their own understanding comes through eyes, hands, and ears.
- 4) They have very short attention and concentration span. Based on general characteristic of elementary student, the teacher has to be more creative.

Most activities for children should consist of movement and involve their senses. The teacher needs many objects, visuals and pictures to work with, and to create a possibility to use all of the school's surroundings. It is also important for the teacher to let the pupils play with the

language, talk to themselves as much as it is possible, use songs, rhymes and tell stories. As a matter of fact, the teacher should let pupils talk even nonsense to enable them to experiment with the language. The basic principle in teaching a language is a variety of activities, pace, organisation, voice and face expressions. Nevertheless, routines in the classroom are also essential so that the children can know the rules, be able to use the mark system and complete tasks. [W. A. Scott, 1995, pp 5-7]

Using familiar situations or activities creates the atmosphere of safety, especially for the shy learners. Another important criteria in making teaching a language efficient is the classroom atmosphere. During the lesson, there is supposed to be room for shared experiences, group work, pair work; what is more, rewards and prizes should be avoided. It is much more useful for the teacher to make notes about each pupil regularly in case the teacher would like to inform the pupils' parents about their progress [W. A. Scott Teaching English to Children. pp. 5-7].

Nursery rhymes has positive effects on:

- 1) Young learner's cognitive development. Because the repetition of rhymes and stories is good for the brain, teaching how language works and building memory capabilities. Nursery rhymes help develop inferencing skills, both with encountering new words and in reading comprehension.
- 2) Young learner's speech. Nursery rhymes are important for language acquisition and help with speech development. They help children develop auditory skills such as discriminating between sounds and developing the ear for the music of words. Rhymes like these help kids articulate words, by saying them over and over without fear of criticism. The mouth and tongue muscles are developed as children say these rhymes.
- 3) Young learner's social and emotional development. Nursery rhymes develop humor and because of the connection between movement, rhythm, and words, singing these songs can be a great group activity. Nursery rhymes are familiar and can thus provide comfort and support to young learners in uncomfortable situations.

[Downloaded from <http://journals.cambridge.org/JCL>, on 9 Dec 2018]

1.5. Suggested nursery rhymes for teaching grammar

From 1.5 to 1.7 I analysed Nancy R. Hendricks's „Nursery Rhymes and Songs for Teaching English as a Second Language to Children” book (1979). In this study, Nancy R. Hendricks presented fifty-one rhymes and songs for use in ESL classroom. The rhymes are grouped in categories according to the material each one presents.

In her book, Nancy R. Hendricks presented rhymes that exhibit one specific sentence pattern such as:

What does the cat say? Meow meow

What does the dog say? Bow wow

What does the donkey say? Ee aw. Etc.

One Two Buckle my Shoe is a great rhyme for ESL learning and can be used to help children and older ESL students learn their numbers and various nouns, adjectives and verbs and how they work together. For example, a shoe can be buckled up using a buckle; you can pick up and lay out sticks – some phrasal verbs.

One, two,

Pick up sticks;

Buckle my shoe;

Seven, eight,

Three, four,

Lay them straight:

Knock at the door;

Nine, ten,

Five, six,

A big fat hen;

Past Simple is often used for retelling the events that happened in the past. „This little pig” is perfect for illustrating this usage of the Past Simple. The verbs to teach: went, stayed, had.

This little piggy went to market

This little piggy had none

This little piggy stayed home

This little piggy cried "wee, wee, wee"

This little piggy had roast beef

All the way home.

1.6 Suggested nursery rhymes for teaching vocabulary

Nancy R. Hendricks presents a collection of rhymes in which nicely demonstrate some important vocabulary for ESL children. According to Hendricks’s suggestion the rhymes can be especially instrumental in rounding out the children’s comprehension of a new vocabulary word in all meanings and uses. The author suggests „Head, Shoulders, Knees & Toes” nursery rhyme for teaching the parts of the body. It is a classic song for learning the parts of the body. The song runs through the verse 3 times, each time getting faster and faster. Here is a sample:

Head, shoulders, knees and toes, (2x)

Eyes and ears and mouth and nose,

Head, shoulders, knees and toes.

“Twinkle, Twinkle, Little Star” It is a useful nursery rhyme for teaching: general vocabulary. All of the verses, not just the first one, it can be a good way to teach adjectives and colours (dark, bright, blue) and celestial words (sky, sun) among other common English words.

Twinkle, twinkle, little star

Like a diamond in the sky

How I wonder what you are

Twinkle, twinkle little star

Up above the world so high

How I wonder what you are

1.7. Conversational exchanges

According to Nancy R. Hendricks’s „Nursery Rhymes and Songs for Teaching English as a Second Language to Children” book two pieces of knowledge are indispensable in speaking effective and fluent English, these two pieces are: knowing how to say something and knowing when to say it. By responding with a specific kind of sentence, the student expresses his unique attitude. The student must learn how to convey their attitudes and purposes, how to signify whether a sentence is meant as a request or as an imperative.

Nancy R. Hendricks presents nursery rhymes and suggests that the teacher can read the rhyme more than once, altering the tone of voice for each reading to demonstrate how the attitudes conveyed also change when the tone of voice changes.

Narrative rhymes contain language English speakers use when they are telling stories or impersonally describing events in the past. An example for Narrative rhymes:

*Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall;
All the king's horses and all the king's men
Couldn't put Humpty together again.*

Personal Statement rhymes contain language English speakers use when they are talking about themselves. An example for Personal Statement rhymes:

If only I had plenty of money

*I'd buy you some flowers and I'd buy you
some honey*

I'd buy you a boat and I'd buy you a sail

I'd buy you a cat with a long bushy tail

General statements rhymes contain language English speakers use when they are talking about that are not part of the immediate environment. An example for General Statements nursery rhymes:

Spring is showery, flowery, bowery;

Summer is hoppy, croppy, poppy;

Autumn is wheezy, sneezy, freezy;

Winter is slippy, drippy, nippy.

Demonstration rhymes contain language English speakers use when they are talking about things that are not part of the immediate environment. An example for Demonstration rhymes:

<i>This is the way we wash our face,</i>	<i>This is the way we get dressed,</i>
<i>wash our face, wash our face.</i>	<i>get dressed, get dressed.</i>
<i>This is the way we wash our face.</i>	<i>This is the way we get dressed.</i>
<i>Early in the morning.</i>	<i>Early in the morning.</i>

<i>This is the way we brush our teeth,</i>	<i>This is the way we go to school,</i>
<i>brush our teeth, brush our teeth.</i>	<i>go to school, go to school.</i>
<i>This is the way we brush our teeth.</i>	<i>This is the way we go to school.</i>
<i>Early in the morning</i>	<i>Early in the morning.</i>

1.8 Suggested nursery rhymes for teaching pronunciation

A nursery rhyme is also a good media to teach pronunciation especially, pronunciation of diphthong to young learners. Because the rhythm of the rhyme helps students build up fluency of pronounce and helps concentrate on pronunciation of the students. „Solomon Grundy” is a perfect rhyme to teach word ending in –ed like: Christened, married, died.

Solomon Grundy,

Grew worse on Friday,

Born on a Monday,

Died on Saturday,

Christened on Tuesday,

Buried on Sunday,

Married on Wednesday,

That was the end,

Took ill on Thursday,

Of Solomon Grundy.

“Betty Botter Bought Some Butter” is a great for teaching pronunciation of specific sounds. It is useful for introducing new words and working on pronunciation and intonation.

Betty Botter bought some butter

So she bought some better butter

But she said the butter's bitter,

Better than the bitter butter,

"If I put it in my batter

And she put it in her batter

It will make my batter bitter,

And her batter was not bitter,

But a bit of better butter

So 'twas better Betty Botter

Will make my batter better."

Bought a bit of better butter.

[The above-mentioned nursery rhymes were used from the book: The Oxford Dictionary of Nursery Rhymes, 1997, I.Opie, P. Opie]

PART 2

Motivation in teaching

2.1 The concept of motivation

The concept of motivation has been influenced by different fields, and, although it is a very common term, it is not easy to define since it is also a really broad and complex term. Different authors throughout the history have defined the idea of motivation.

Julkunen [2001 page 29], in a classroom context, explains that motivation is "a continuous interaction process between the learner and the environment" [Julkunen, 2001 page 29].

Broussard and Garrison (2004), quoting Gredler (2001), consider motivation "as the attribute that moves us to do or not to do something" [Gredler, in Broussard and Garrison, 2004, page 106].

Within the field of second language learning, motivation is "seen as the extent to which the individual works or strives to learn the language because of a desire to do so" [Kissau, 2006, page 76].

Also Ortega [2009 page 168] focuses on "the desire to initiate L2 learning and the effort employed to sustain".

Self-Determination Theory (SDT) is a general psychological theory proposed by Ryan and Deci (2000), which presents different types of motivation including amotivation, extrinsic motivation and intrinsic motivation. [Ryan, & Deci - Self-Determination Theory]

A motivation, according to Markland and Tobin, [2004 page 191] is "a state of lacking any intention to engage in a behavior and is a completely non-self-determined form of regulation". It means that the individual has a lack of motivation and has no intention to act.

Furthermore, Ryan and Deci [2000 page 61] add that "amotivation results from not valuing an activity, not feeling competent to do it, or not believing it will yield a desired outcome".

Extrinsic motivation is defined as "behaviours performed to obtain some outcome separable from the activity itself" [Niemic and Ryan, 2009 page 137].

From this point of view, Ryan and Deci (2000) note that extrinsically motivated actions are performed because of their instrumental value. [Ryan, & Deci - Self-Determination Theory]

La Guardia (2009) adds that these behaviours refer to the external reasons to do an activity, being moved by different external factors. Within extrinsic motivation, these authors, (2000),

distinguished four types called external regulation, introjected regulation or introjection, identified regulation or identification, and integrated regulation or integration.

External regulation relates to performing actions in order to get a reward or avoid a punishment [Niemic and Ryan, 2009, page 137]. Therefore, those actions are externally controlled. An example for this can be a student who studies English because her parents will buy her a new computer.

The second type of external motivation is introjected regulation, which is related to self-esteem and the feeling of worth [Ryan and Deci, 2000]. The authors [2000 page 62] explain this type of extrinsic motivation as follows: it describes a type of internal regulation that is still quite controlling because people perform such actions with the feeling of pressure in order to avoid guilt or anxiety or to attain pride. [Ryan, & Deci - Self-Determination Theory]

2.2 Krashen's Monitor Model theory

One of the most influential approaches in L2 acquisition is Krashen's Monitor Model (1982), which is based on five hypotheses.

First of all, Krashen mentions The Acquisition-Learning Hypothesis, where the author makes a distinction between both concepts. Acquisition is an unconscious process, which is concentrated in the communicative act, while learning refers to the conscious process and knowledge about the language, for instance, knowing the grammar rules (Krashen, 1982, page 10). Secondly, The Natural Order Hypothesis explains the existence of a natural order in the acquisition of grammatical structures. This order is not always completely the same, but there are important similarities.

For instance, the progressive marker -ing and the plural marker -s are acquired earlier, while the third person singular marker -s is acquired later (Krashen, 1982 page 12). Next, The Monitor Hypothesis establishes the relationship between acquisition and learning in second language performance.

In this way, learning acts as a monitor that can edit and correct the acquisition system output (Krashen, 1982 page 16). The Input Hypothesis exposes that we acquire a language when we are given input that is beyond our current stage of competence. Krashen calls that input comprehensible input, referring to the input received we cannot produce yet but we are able to understand. The author states that this is possible because "we use more than our linguistic competence to help us

understand. We also use context, our knowledge of the world, our extra-linguistic information to help us understand language directed at us” [Krashen, 1982 page 21]

Finally, The Affective Filter Hypothesis determines the link between the affective factors and the second language acquisition. These factors are divided into three main categories: motivation, self-confidence and anxiety. The author states that if students have high motivation, high self-confidence and low anxiety, the filter will be weaker and the input will penetrate, allowing the language acquisition [Krashen, 1982 page 31].

As we can see, this theory highlights the influence of the affective factors involved in learning a second language, including motivation as one of the most relevant. Actually, motivation, together with other affective factors, plays an important role allowing or blocking the target language, depending on the individual’s motivation level. Therefore, we could establish a relationship between motivation and language achievement, whereby the higher the motivation is, the weaker the filter is, and as a consequence, the better language input will be, allowing a good achievement in the target language.

2.3 The role of motivation in foreign language learning

Motivated learners are every teacher’s dream — they are willing to work hard, add their own goals to those of the classroom, focus their attention on the tasks at hand, persevere through challenges, do not need continuous encouragement, and may even stimulate others in the classroom, promoting collaborative learning.

However, we all know that the motivation behind our learners’ learning varies widely, ebbs and flows over the course of the year (or even during a single classroom activity), and stems from various sources, internal to the learner, external, or both. As teachers we can generally see who is motivated and who is not, and often we may wonder how or even if we can harness the motivation of some and spread it out to others. Tapping into motivation is crucial for language teachers because we know that motivation is one of the key factors driving language learning success [Z. Dornyei, 2001, pages 45-47.].

2.3.1. The levels of motivation

There are three levels of motivation in language learning that are „operational” or accessible to direct influence by the teacher.

1) The First Level of Motivation: Finding Learner’s Passion

The first level or the central core of motivation is what might be called —finding your passion. All successful learning is somehow connected to a learner’s passion. Passion means a person’s central goals in life, the things the learner cares about most, the things that move him or her emotionally. It doesn’t mean that a learner needs to become passionate about learning English in order to succeed. Rather, the learner needs to find a way to connect English learning to his or her real passion in life [M. Rost, *Generating Student Motivation*, 2006].

The teacher can help learners to bring their passion into the classroom in several ways. One is by introducing new elements in the classroom like music, movies, fads, current topics, personalities, games, and so on — in order to trigger learners’ real interests. The teacher can use these triggers to build a class culture. If teachers introduce or allow the learners themselves to bring in, samples of current songs, clippings of famous people, or photos or video clips, they invite greater engagement in the classroom. [M. Rost, *Generating Student Motivation*, 2006].

Another way of helping learners find their passion is by organizing class activities around the theme of self-expression. There are a number of approaches here: personalized tasks, idea journals, speaking circles, interactive questionnaires. When learners realize that the content of the class is their personal lives, and that the teacher responds to them as people, not just as language learners, teachers invite a deeper level of commitment and motivation.

A third way of generating passion is through the psychological principle of immediacy— using yourself as a model of enthusiasm and motivation for learning [M. Rost, *Generating Student Motivation*, 2006].

2) The Second Level of Motivation: Changing Learner’s Reality

In every language learning setting, but particularly in EFL settings, learners cannot make sufficient progress in the L2 because they do not receive enough instruction, not nearly enough attention in class, not nearly enough input or meaningful interaction or opportunities for serious output. [M. Rost, *Generating Student Motivation*, 2006].

A typical learner needs a minimum of four hours a week of quality contact with a language in order to make progress. Even if this estimate is not true for all learners, it is clear to most EFL teachers that learners need more language instruction than teachers can provide in their classrooms. Learners need more quality instruction — input, interaction, and opportunities for meaningful output — not only to make progress, but in order to maintain a sufficiently strong connection to the language and to build their own motivation for learning [M. Rost, *Generating Student Motivation*, 2006].

Motivation is a major part of teachers' job to help learners find opportunities for engaging learning tasks outside the classroom. Helping learners find quality —homework is essential to maintain quality learning in the classroom. The ideas are endless: direct learners to quality language learning websites, make available quality audio, video, and multimedia learning sources, develop a small library of accessible readers and supplementary materials and self-access quizzes, worksheets and games. Spending classroom time to help learners select, share, and evaluate their out-of-class work with English is just as important as covering a lesson in the textbook. [M. Rost, *Generating Student Motivation*, 2006].

Helping learners change their reality means moving them toward seeing language learning in a different way. It means helping them take simple, selfdirected steps to make choices about learning. The first step is the most important, because it's the one that can ignite this level of motivation [M. Rost, *Generating Student Motivation*, 2006].

3) The Third Level of Motivation: Connecting to Learning Activities

Connecting refers to the engagement of intention, attention, and memory in the activity itself. All teachers want their students to connect with the learning activities they prepare, yet they often fail to take concrete steps that will lead to better connection. Here are a few —connecting principles that can be used in teaching materials, such as:

- a) Use personalized warm ups to lead into an activity. This creates relevance — an essential condition for memory to work effectively. Aim to get all learners involved in the warm up.
- b) Make each learning activity as vivid and tangible as possible. Use provocative topics. Include visual aids (pictures, charts) and tangible references (games, boards, index cards) to engage students' attention.
- c) Be sure that learners have an opportunity to discover things on their own — grammar points, pragmatic patterns, new vocabulary. Give learners a chance to reflect.
- d) Provide feedback on all levels of language progress. Give feedback on elements of performance that affect learners' motivation: their success in an activity and their level of engagement.

[M. Rost, *Generating Student Motivation*, 2006].

2.4 The effect of nursery rhymes on EFL children's reading ability

The use of nursery rhymes with young children promotes language acquisition. In most second language classrooms when children sing nursery rhymes they become emotionally engaged

with the language, which in turn nourishes their capacity for the creative and expressive use of that language. Specifically, nursery rhymes can also lead to different classroom activities that call for the exchange of feelings and opinions. Such activities can trigger various response potential in children. When children find the activities and the context they are engaged in absorbing, they enjoy the risk of getting involved with the target language. [Lazar, 2010]

Various studies demonstrate that introducing nursery rhymes to children can be a useful way to help them improve their language skills. When children listen to their favorite nursery rhymes, sing them with joy, and also participate in related activities—all these can definitely facilitate and support the development of their language skills. [The NERA Journal, 2010, Volume 46]

One of the reasons for using nursery rhymes is that children find them motivating and fun. Nursery rhymes can help them develop positive attitudes towards the target language and language learning. Children can create a desire to continue learning. Wright (1995) argues that "... the children want to find meaning in the songs and stories they hear, so they listen with a purpose. If they find meaning, they are rewarded through their ability to understand the foreign language. If they do not understand they are motivated to try to improve their ability to understand" [page 4]. Another reason is that using nursery rhymes creates a possibility for children to internalize the language and reinforce points previously learned. "When people learn their native language, they are not taught the rules of grammar and the meaning of words, they work out how the language works from what they hear... and so internalize or construct mentally their knowledge of language..." [Hill, 1996, page 7]. Foreign learners must have a large body of authentic and understandable material to work on. Krashen (1985) calls it "comprehensible input" and believes that an exposure to large amounts of authentic materials will, moreover, reinforce what the students have previously studied as an academic exercise. Making children work with interesting songs as authentic materials is exposing them to comprehensible input. For example, children enjoy listening to nursery rhymes over and over again. This frequent repetition allows certain language items to be acquired while others are overtly reinforced. Children can also improve aspects of phonetics such as sounds and stress through nursery rhymes which will help them in different language skills, especially their reading ability.

Children learn the form of a language through the rhymes and patterns that they can repeat. Nursery songs are very rhythmic, have rhyming words, have a simple form, and may tell a simple story. Nursery rhymes are made up of words put together in a somewhat meaningful string, so that the patterns in the sentences help children develop and remember the oral language first, and later

develop other skills such as reading. Therefore, children like hearing rhymes and songs repeatedly because it reaffirms their newly learned skills of language.

Bradley & Bryant (1985) believe that using nursery rhymes has a direct effect on the child's reading ability. They contend that dealing with nursery rhymes as a meaningful fun activity for children would help them build their awareness of sound patterns of language and combine the phonemes which would lead them to the recognition of new words in written texts. As a result, their reading ability is also improved. Some researchers suggest that the roots of phonemic awareness, as a powerful predictor of later reading success, are found in traditional rhyming and word games [Bryant, MacLean, Bradley, & Crossland, 1997]. The National Association for the Education of Young Children [NAEYC, 2008] points out that children would definitely learn the sounds of the language through exposure to games, nursery rhymes and rhythmic activities.

The ability to recite nursery rhymes has also been found to be one of the best indicators of future reading success. Through reciting a nursery rhyme, the rhymes become more familiar to children, and are easier for them to learn and understand. Working on a particular rhyme and providing opportunities for children to use it repeatedly would help them remember the rhyme and the words related to it.

2.5 Nursery rhymes as a connection to Society

Nursery rhymes are valuable historical heritage. They are the key to connect past, present and future. Rhymes link people to the past and connect them to other people i.e. society and culture. Besides giving an account of the past through suggesting their secret origins, they also help in revealing the socio-cultural context. [International Journal of English Language, Volume V., Issue IX., page 14]

Society plays a pivotal role in our life. Nursery rhymes are the best way for children to know the society and culture. Nursery rhymes acquaint the children with relationships, powers, values, festivals, ceremonies etc. [International Journal of English Language, Volume V., Issue IX., page 14]

The rhymes also help to get an insight into various cultures. With the help of these rhymes the children become capable of acting, reacting and interacting in and with the society as they have already initially learnt basic social norms and values through these rhymes. [International Journal of English Language, Volume V., Issue IX., page 15]

Rhymes are the good way of interaction between children and elders. Children learn companionship, cohesiveness and respecting elders. In a way rhymes help in accelerating the socializing process of children. [International Journal of English Language, Volume V., Issue IX., page 15]

Social structure like which profession, occupation is adopted by which particular class is reflected in the rhymes as our society is stratified in which different types of persons are associated with and responsible for different type of jobs. The role of mother in bringing up a child cannot be denied. She acts as the key figure in socializing her child through nursery rhymes and many other such means. She can make the child learn the rhymes and later on this activity can be done by his siblings, his peers, his teachers etc. As the child grows his siblings, peers and his teachers serve as a substitute for the role played earlier by the mother. [International Journal of English Language, Volume V., Issue IX., page 15]

Children's exposure to the world around are very limited. The concept of the world is very limited for a child. He thinks that his family consisting of his mother, father, grandmother and grandfather alone constitutes the entire world. [International Journal of English Language, Volume V., Issue IX., page 16]

Later on their portfolio get extended to other elder members in their family-- aunt, uncle and siblings. The nursery rhyme "Jack and Jill" is one in this category. Here Jack and Jill interpreted as brother and sister teach a child a lesson in mutual help and cooperation. [International Journal of English Language, Volume V., Issue IX., page 16]

Despite its historical significance this rhyme is a great source to make a sibling bond stronger as Jack and Jill were brother and sister. Cohesion and mutual cooperation in work like they 'together went to fetch a pail of water' is reflected in these lines and the quality of cohesiveness in working can be taught to children. [International Journal of English Language, Volume V., Issue IX., page 17]

PART 3

Research

During my research, as a research tool I used interview. It was a structured interview with 18 questions. It is a type of interview, in that only the questions on the interview protocol are asked. The answers to the questions are often close-ended, though open-ended questions can also be included within a structured interview. The interviews were made anonymously.

This chapter reports on the findings of a qualitative study on the experiences of teachers using nursery rhymes in their classes. The aim was to represent the present situation of the usage of nursery rhymes in primary school and to map if teachers permanently use nursery rhymes in his or her classes, the usefulness which can be seen by him or her.

3.1 Background of the study

Nowadays nursery rhymes became essential parts of foreign language teaching. Due to the new technology, teachers can easily find materials in order to use nursery rhymes in their lessons. During my research one of the aims was to explain the usefulness of nursery rhymes with applying the interviewees' experiences in teaching English with nursery rhymes. Based on the results of the survey, it is clearly noticeable that a lesson could be more interactive and effective if a teacher uses nursery rhymes in his or her lessons.

3.2 Participants

The paper reports on the findings of a qualitative study of the people who use or have been used nursery rhymes and children's songs that were mentioned in the previous chapters. Ten people participated in this survey, two out of ten are men and six of them are women. They are not connected to each other, but their common feature is that all of them are teachers and teaching or have been taught in lower classes. Eight of them are currently teaching in lower grades and using nursery rhymes while two of them had been taught in the previous years. Eight of them have at least 5 years experiences in teaching English as a foreign language. Four of them are teaching in primary school and six of them are teaching in secondary school. Their age range between 23 and 45.

In this chapter of the research their reports will be cited, however their names are not their original names, but pseudonyms in order to preserve their anonymity. The following table demonstrates basic information about the participants: their pseudonyms, age, total time

of teaching English and the name of the college or university which they have completed/ finished.

Table 3. 1. Participants' Basic Information

Pseudonym	Age	Total time of teaching English	At which college/ university did you study?
Emma	45	25	National University of Kyiv, Kárpátaljai Magyar Tanárképző Főiskola (KMTF)
Susan	44	24	KMTF
Catherine	40	15	KMTF
Amy	38	15	KMTF
Elisabeth	39	15	KMTF
Bianca	41	14	KMTF
Lucy	27	5	Uzhhorod National University
George	30	5	Uzhhorod National University
Stephen	23	3	Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education
Linda	23	3	II RFKMF

3.3 Research Tool

All the detailed data was assembled by the qualitative method of structural interviewing. All the verbal data was analysed using the method of analysing structural interviews. During the collection of data the following questions were discussed:

1. When were you born?
2. How long have you been teaching English?
3. At which college/ university did you study?
4. How much emphasis was placed on teaching children's songs in the school? Did you learn children's songs in methodological classes?

5. What did you learned about them?
6. Did you teach in lower classes immediately after college / university?
7. What were your first experiences?
8. In your opinion, is it important to use nursery rhymes in teaching English?
9. Is it effective to teach the English language with nursery rhymes? What can they learn easier with nursery rhymes?
10. Do you use nursery rhymes during the lessons? In which classes?
11. What particularly nursery rhymes do you use? Why exactly these?
12. Are nursery rhymes always part of the lessons?
13. In your opinion, good voice is indispensable in order to use nursery rhymes during the lessons?
14. Is it important to use actions during singing? Why? Why not?
15. Have you ever experienced that a child did not want to sing? If yes, how could you solve this problem?
16. Most children like to sing or they pay less attention and don't participate in singing?
17. Did you learn about nursery rhymes during further training?
18. Finally, what are your experiences, what can be taught more effectively in children's learning with nursery rhymes?

3.4 Procedure of the Research

Verbal data were collected by the above mentioned 18 questions. The order of the questions was fixed and it was taken word for word. There were no cases when further questions were asked. Interviewees were helpful; they shared with me a lot of information. Participants took time for the research, among their many occupations. Data gathering lasted three weeks. Data was gathered in different territories, which were the most acceptable and comfortable for the interviewees.

3.5 Findings

Using nursery rhymes as a teaching English as a foreign language to young learners has been recommended by various authors. According to some studies nursery rhymes are especially useful for intonation and pronunciation. The rhythm forces children to put the stress in the right places and to observe the strong and weak forms. Other authors stated that nursery rhymes are important for language acquisition and it helps with speech development. Facts like this were investigated in this research. The findings are shown by the questions and the answers for them one by one. In the first section two questions are blended together because they are closely connected to each other. In

these two questions the lectures about the importance of nursery rhymes, given by the college or the university which they left was analysed.

How much emphasis was placed on teaching children's songs in the school? Did you learn children's songs in methodological classes? What did you learned about them?

Expert 1 (Emma)

“We have learned that it is in lower classes important to use nursery rhymes. They are connected to the topics like animals, letters.”

Expert 2 (Susan)

“We have learned about it, but the technology was less advanced and we were less able to apply it in lessons. Nursery rhymes help enrich children vocabulary by knowing the words in context. If you learn how to use certain words in a sentence, you will also learn how to use that language in real life.”

Expert 3 (Catherine)

“We learned about them, but I wouldn't say we put a lot of emphasis on it. When I studied, they began to introduce foreign language education in the second grade. Previously, they only started teaching a foreign language in 5th grade. Nursery rhyme is a great tool for foreign language teaching. By learning songs, we do not directly develop children's vocabulary. It relieves tension, improves mood and increases energy levels.”

Expert 4 (Amy)

“In methodological classes, we did not study songs, only the theoretical part. Personally, I find nursery rhymes very important in class, I also use them It helps students to learn the English language, it improves their pronunciation. It also helps with listening comprehension.”

Expert 5 (Elisabeth)

“Yes, in methodological classes we have learned about nursery rhymes. Children like to sing and it can help to teach pronunciation and to make the foreign language easier for them. A lesson can be diverse with nursery rhymes.”

Expert 6 (Bianca)

“I don’t remember learning specific children’s songs. However, I think it is very important, especially in lower classes. It helps to learn the language more easily, especially at a young age.”

Expert 7 (Lucy)

“There has been strong emphasis on it in the institution, as children’s songs help in foreign language learning by helping students to pronounce, memorize words, and children’s songs give children great motivation to learn a foreign language. We also learned children’s songs in methodological classes.”

Expert 8 (George)

“There was quite a lot tasks about children’s songs in the methodology lessons. There were different tasks in this regard. I remember I even had to do this kind of homework. Nursery rhymes are good for kids in order to begin to like the English language and learn basic things through play and singing. Even though the words cannot be pronounced properly, they will be imitated”

Expert 9 (Stephen)

“Yes. We have learned about it, however, not really in detail. We have learned that it is really important to use nursery rhymes because it develops children’s pronunciation and with the help of nursery rhymes children’s acquire the language with fun.”

Expert 10 (Linda)

“Rather, we have studied children poems. They develop fluent English speech, pronunciation and intonation.”

Six out of the ten participants had memories of learning about nursery rhymes and applying it in lessons. One of the participants had a concrete memory about it, when they have a homework connected to the topic of nursery rhymes. Four participants have said that they have little or no memory of learning about nursery rhymes in their college or university.

The next question was whether they have been taught in lower classes immediately after college / university or not? Afterwards, the question was about their first teaching experiences:

Seven of the participants answered that they have been taught in lower classes after graduating from the college/ university.

Expert 11 (Susan)

“I have experienced how I could engage the attention of a child who cannot read or write yet. Then, if we want the child to memorize something from a foreign language, it should be passed in a way that is easy to memorize, not boring, and not too complicated.”

Expert 12 (Catherine)

“Unfortunately, I am lack the ability to sing, and I felt this as a big disadvantage. I tried to fill in my shortcomings with audio material, which was not as easy at the time as it is now. Children were welcomed and even students with weaker abilities or less motivation were able to be involved. It was taken as a game.”

Expert 13 (Amy)

“From the first time, I preferred to work with the children in lower classes. They enjoy the lessons if they can sing, if they can play playfully. Although they were honest, they never laughed at my voice”

Expert 14 (Elisabeth)

“Children in lower classes really like playful activities. They learned most effectively when the lessons were “spinning” cheerfully varied.”

Expert 15 (Bianca)

“They (children) gave me a lot of positive feedback and at the same time they required a lot of energy.”

Expert 16 (Lucy)

“Children in lower classes are more open hearted and motivated in foreign language learning.”

Expert 17 (George)

“Children love to sing and move at the same time. I had to sing the same song several times. In such cases, it is advisable to prepare well and look after it if you want to use a song in class”

Expert 18 (Stephen)

“They can't concentrate on learning for a long time, so it is important to make such materials, such as colouring pages and use nursery rhymes.”

The next two questions are blended together again, because they are closely connected to each other again: *In your opinion, is it important to use nursery rhymes in teaching English? Is it*

effective to teach the English language with nursery rhymes? What can they learn easier with nursery rhymes?

Expert 19 (Emma)

“Yes, it is important. They can memorise the words and expressions which are related to the topic easier.”

Expert 20 (Susan)

“It is very important, if we want to make our teaching more effective. Yes, it is effective. They can learn easier anything that they learn in lower classes: new vocabulary, greetings, grammar structures, verbs, numbers and colours.”

Expert 21 (Catherine)

“I think it's important. For the reasons I have mentioned above: nursery rhyme is a great tool for playing, and with the help of it we can develop not directly children's vocabulary developing. It relieves tension, improves mood and increases energy levels. It is also excellent for discipline, for meeting children's movement needs, to practice grammatical structures.”

Expert 22 (Amy)

“I think it's very important. We take the first steps with the help of nursery rhymes. With the help of songs they can love the language; teachers can improve children's vocabulary and pronunciation. Yes, it is useful. I think it makes everything easier, even grammar too.”

Expert 23 (Elisabeth)

“It is one way to make a difficult topic more interesting. It becomes a routine element of the lesson. Especially at the beginning of teaching English, when they are getting started the language, singing works very well. Yes, it is useful. They can learn easier word combinations; it helps to develop their pronunciation. We can develop their listening skills as well. There are a lot of nursery rhymes in YouTube which can be used.”

Expert 24 (Bianca)

“Yes, because nursery rhymes make it easier to learn the rhythm and pronunciation of the language and it can be more interesting with the help of nursery rhymes. I think a well-chosen child song can teach children a lot of things (new words, pronunciation and intonation).”

Expert 25 (Lucy)

“It is very important, because it can be use as a good warmer and it can greatly develop children’s speaking skills. In my opinion, it is very useful. With the help of nursery rhymes we can develop children’s speaking skills and enrich their vocabulary.”

Expert 25 (George)

“I think it is important. Children enjoy it; they have a sense of success with the language and use English without being aware of it. I find it very effective. Basic ordinary terms can be acquired. For example: family, school things”

Expert 26 (Stephen)

“Yes, because it helps them to concentrate on learning. It is useful if it is related to a specific topic, e.g. Animals or Colours, and of course they can acquire the pronunciation more easily.”

Expert 27 (Linda)

“Yes, it's important. They arouse children’s interest, making them more motivated. They can playfully learn new words, their pronunciation and intonation. Yes, it is useful to develop pronunciation and intonation.”

All of the participants said it is important to use nursery rhymes in teaching English. They said that with the help of nursery rhymes a lesson can be more effective. Especially at the beginning of teaching English, nursery rhymes and singing works well. With the help of nursery rhymes we can develop children’s speaking skills and enrich their vocabulary.

The next questions are also blended together because they are closely connected to each other: *Do you use nursery rhymes during the lessons? In which classes do you use? What particularly nursery rhymes do you use? Why exactly these? Are nursery rhymes always part of the lessons?*

Expert 28 (Emma)

“Yes, I use nursery rhymes in lower classes: I often use these nursery rhymes: Open shout, Head and shoulders, Colours. I use them for relaxing activities or as warmers.”

Expert 29 (Susan)

“Most often I use them in lower classes. I use often use these nursery rhymes: Good Morning/Afternoon/Evening/Night (for the melody of “Happy Birthday”) What Is Your Name? Now, It’s Time to Say Hello Super Simple Songs: Hello, How Are You? Super Simple Songs: Bye Bye Goodbye, See You Later, Alligator. These nursery rhymes has simple language, easy to memorise, they have kind and happy melody. Nursery rhymes are almost always the part of my lessons. Beside nursery rhymes I often use warmers and tongue twisters.”

Expert 30 (Catherine)

“Thanks to the current technology, it is enough to have my own mobile phone, and I can use songs and small videos that can be downloaded from the Internet. In first class, we use it almost every hour, even several times. I have a very good textbook that starts each topic with a song. In other classes I use it just occasionally. I like nursery rhymes that are accompanied by movement because they are very effective and useful: The Wheels on the bus, Head and shoulders, Red and blue, Walking Walking, Good Morning, In, On, Under, The Pinocchio - Nursery Rhymes - Super Simple Songs and the songs of the book Smart Junior 1.

Expert 31 (Amy)

“Yes, I use them, from classes 1 to 6. I try to use such nursery rhymes which are connected to the topic of the lesson. In lower classes, they are always the part of the lessons. In classes from five to six it is rarely part of the lessons. In lower classes I often use Good Morning, Head and shoulders or In, On, Under”

Expert 32 (Elisabeth)

“Yes, in lower classes, especially in the first and second classes. I often use: Hello, how are you? What color is it? Counting songs and the ABC song. These are related to the topic, can usually use with gestures because they have a definite movement. You can make the lessons varied with it. Yes, they are always the part of my lessons; there is also a need for it from children in the first class.”

Expert 33 (Bianca)

“Yes, I use them in lower classes. I mostly use: Song for greeting (Good morning song), colours (red and orange), body parts (head, shoulders, knees and toes), moods (if you happy) and songs for almost any topic. Yes, in lower classes they are always the part of my lessons”

Expert 34 (Lucy)

“Yes, I use nursery rhymes from classes 1 to 5. I usually choose light children's songs on a YouTube channel that can be “played” (shown) or linked to the specific curriculum. Yes, they are always the part of the lesson.”

Expert 35 (George)

“Currently, I am not teaching in lower classes. When I taught in lower classes, nursery rhymes like: “Good Morning” and “If you happy” were always the part of the lesson.”

Expert 36 (Stephen)

“Yes, I use them from classes 1 to 3 but not so often. If we sing, we usually sing “Old Macdonald had a farm” (because children really like it)”

Expert 37 (Linda)

“During my teacher practice, I taught in first class and used a lot of children’s songs. I have used: Head, shoulders, knees and toes; Five little monkeys jumping on the bed; Teddy Bear, teddy bear. Mostly because these were songs that the kids were already familiar with from previous lessons, but I also studied new ones to them”

In your opinion, good voice is indispensable in order to use nursery rhymes during the lessons?

Eight of the participants had a confident “No” answer for this question, some of them gave his or her opinion in a more detailed way:

Expert 38 (Emma)

“No, I do not think that it is important. If the song’s tone is so high than I teach it as a verse/poem.”

Expert 39 (Susan)

“In my opinion, it is not important. The only important thing is that the teacher must pronounce the words correctly.”

Expert 40 (Catherine)

Catherine was the only participant who stated that having a good voice is a big advantage. Previously, Catherine said that she is in the lack of the ability to sing, and she felt this as a big disadvantage. She tried to fill in her shortcomings with audio material. For this question she answered: “I consider it as a huge advantage! But as I mentioned, it can already be solved with technology and there is always a good-sounding leader among the kids.”

Expert 41 (Amy)

“No, I also do not have a good voice, but still I encourage everyone to sing, no matter what your voice is. The point is to sing from your heart.”

Expert 42 (Elisabeth)

“No, but if the teacher’s voice is really bad then he or she can use the Internet or IKT tools. In the past, we have used tape recorders.”

Expert 43 (Bianca)

“Thanks God, with the help of technology we can use audio materials from the Internet, therefore the teacher’s voice is not the only one that can “perform” or sing these songs.”

Expert 44 (Lucy)

“No. Children are more relaxed when they feel that the teacher doesn’t have a good voice either, yet she sings.”

Expert 45 (George)

“I don't think that good voice is important. Children do not feel that, but if it’s really that awful, you can use audio material. Today, with the help of the internet, a lot of thing is available”

Two of the participants considered it as a twofold situation, because it can be important and not so important at the same time. With the help of Internet, teachers can “replace” their voice, however if there is no opportunity to use the Internet in the school or something happen than the only thing what is left is the voice of the teacher, who is considered to be the leader of the class. If the teacher is not confident because he or she is shy due to of his or her voice than the class will be confused during the lesson.

Expert 46 (Stephen)

“I think yes, good voice is important. The teacher is more confident if he or she has a good voice.”

Expert 47 (Linda)

“It is better if a teacher has a good voice. It is easier for students to follow a well-readable melody.”

Two questions, because they are closely connected, are blended together: *Have you ever experienced that a child did not want to sing? If yes, how could you solve this problem? Most children like to sing or they pay less attention and don’t participate in singing?*

Expert 48 (Emma)

“Yes, I have met with such a situation. I gave them time and later if they wanted to join us, they could. There are some cases when children are too active. In this case I gave them tasks to calm down, for example they come to the blackboard and stand next to me.”

Expert 49 (Susan)

“Yes. There are some children, who shy or uncommunicative. If this happen, I did not force him or her to sing just be quiet and attentive. Most children like to sing, especially in lower classes. In classes from 5 to 8 learners become shier and they think that singing is childlike and does not “modern”. In classes from 9 to 11 I use pop songs and they enjoy it.”

Expert 50 (Catherine)

“I didn’t force him, and then the good mood of his classmates involved him too. They specifically like it; it can also be used for rewards. We also get used to the end of class if they work flawlessly all hour. They can choose from what they have learned, there is always a favourite one.”

Expert 51 (Amy)

“Yes, I have met with that situation. That time, I ask what's wrong with him or her, or I ask him/her what is his/her favourite song and then we sing it. So he/she can join us as well. I think the majority likes and enjoys it too, especially when you can move and dance during the song.”

Expert 52 (Elisabeth)

“Yes, I have met with such situation. I do not force it, but usually when he/she sees the other kids sing and feeling good then he/she also gets involved. It is important to choose a good-paced melodic song that you can move to, that pace can be easily followed. Yes, they like it and they also know a lot of songs from the Internet.”

Expert 53 (Bianca)

“It was enough for him or her to just show it (the gestures which were required by that particular nursery rhyme) All in all, the majority of them like it and participate.”

Expert 54 (Lucy)

“I have not met with such a situation yet. In my experiences, every child likes to sing and they enjoy it.”

Expert 55 (George)

“I have never met with such situation. Most children like to sing. If somebody not, he/she gawp at least, but if we use gestures, he/she will do it.”

Expert 56 (Stephen)

“Yes, I have used alternative methods. I found it important to solve that situation. Mostly they like it.”

Expert 57 (Linda)

“I have not met with this situation, mostly children like it when we sing.”

Seven out of the ten participants have said that they met with the situation, when a child did not want to sing or participate in that part of the lesson. They have shared with me their methods what they have used in that situation.

Is it important to use actions during singing? Why? Why not?

Expert 58 (Emma)

“Yes, in my opinion body language is important as well.”

Expert 59 (Susan)

“Yes, particularly in lower classes. For them, it is not easy to sit down for a long time, for 45 minutes. If we use actions, they memorise the words more easily if they can also show it with their hands.”

Expert 60 (Catherine)

“In the learning process, things are fixed more strongly by the movement. The more senses we involve, the more successful the imprinting will be.”

Expert 61 (Amy)

“I think it's important. Children need to move, because this not only helps them learn, but also drains their excess energy, making it easier to be attentive for the rest of the lesson.”

Expert 62 (Elisabeth)

“Yes, with the help of nursery rhymes the lyrics or the text is fixed in the children's mind and it can make the lessons more interesting.”

Expert 63 (Bianca)

“Yes, and there are songs that specifically require it.”

Expert 64 (Lucy)

“Yes, because with these movements, the children’s songs are more easily memorised.”

Expert 65 (George)

“I consider it important, children are active and they have a great need for movement. By being able to use actions, we can develop several skills at the same time.”

Expert 66 (Stephen)

“I think they enjoy the nursery rhymes better if they use actions too.”

Expert 67 (Linda)

“Yes. It helps to connect the word we have just sung in the song with its meaning.”

All of the participants have found that nursery rhymes are more effective and more useful if we use them with actions too. In the learning process, things are fixed more strongly by the movement. Children have a great need for movement, especially in the first class. If teachers use nursery rhymes requiring actions it makes easier to be attentive for the rest of the lesson.

Then, their attendance of further training studies were analysed. The question was whether they have already attended any further training studies. If yes, was any emphasis put on the usage of nursery rhymes in primary schools?

Three of the participants have not attended any further training studies yet. Seven of the participants have already attended further training studies. Six of these seven participants said there were lectures about the importance of nursery rhymes in primary school. Catherine has declared that recently this topic is being addressed more and more often. However she has also found a lot of ideas on the Internet. Susan said that there were lectures about how nursery rhymes can develop children’s vocabulary, helping to learn word combinations more easily. While, Elisabeth said that she has already attended further training studies however she cannot remember for having a lecture about nursery rhymes and their importance.

Lastly, I have asked from the participants: “*What are your experiences, what can be taught more effectively in children’s learning with nursery rhymes?*”

Expert 68 (Emma)

“They can learn expressions, usage of words with the help of nursery rhymes. Nursery rhymes are also good for developing their memory.”

Expert 69 (Susan)

“With the help of nursery rhymes they can learn phrasal verbs, new words, expressions. With nursery rhymes they learn 1-2 expression, which a child can easier memorise.”

Expert 70 (Catherine)

“Vocabulary, pronunciation, grammar”

Expert 71 (Amy)

“With the help of nursery rhymes children can enrich their vocabulary and develop their pronunciation. They memorise word combinations and expressions easier.”

Expert 72 (Elisabeth)

“They can develop their vocabulary, learn word combinations and acquire the correct pronunciation.”

Expert 73 (Bianca)

“It is variable. For some children it helps to improve their listening skills for others their pronunciation.”

Expert 74 (Lucy)

“They memorise the words easier, they have a greater motivation in foreign language learning.”

Expert 75 (George)

“By using children’s songs/ nursery rhymes, children develop more of their skills, especially if they can be use actions in the meantime. Their vocabulary, auditory comprehension, motor skills, and rhythm also develop.”

Expert 76 (Stephen)

“They can relax after a difficult task and it helps to develop their pronunciation.”

Expert 77 (Linda)

“Nursery rhymes can help to develop children’s pronunciation and their intonation.”

3.6 Discussion and Interpretation of the Results

In this research ten teachers were asked about their experiences of teaching English as a foreign language in primary or secondary school. Eight of them have at least 5 years experiences in teaching English as a foreign language. Four of them are teaching in primary school and six of them are teaching in secondary school.

It may be stated that the results of the interview survey and the literature overlaps. As it was mentioned in the previous chapters’ nursery rhymes can be used as a great teaching tool. It can helps to nursery rhymes are a fun way to encourage learning to children. According to the literature, there are many connections between the body and the brain which all suggest that children can learn things faster when they are associated with aspects of our bodies. That is the reason why “Action Rhymes” (which are kind of nursery rhyme with associated movements) are considered to be a considerable benefit for teaching English.

All of the participants agreed that in the learning process, words or expressions are fixed more strongly by the help of movement. The more senses we involve, the more successful the imprinting will be. (3) One of the characteristic of young learners is that they it is not easy to sit down for a long time, for 45 minutes. If we use actions, they memorise the words more easily if they can also show it with their hands. (2) If children can move during the lesson it not only helps them learning more effectively, but also drains their excess energy, making it easier to be attentive for the rest of the lesson. (4)

It is accepted that if nursery rhymes are always the part of the lessons, it becomes a routine for learners. According to the literature, routines can give a sense of security for them. It is especially important in the first class, where everything is new for the child and security is one of the most important features which can help to be fully integrated into the new class. Most participants said that they use nursery rhymes which have simple language, easy to memorise, have kind and happy melody. (2)

3.7 Conclusions and pedagogical implications

This paper reported on a qualitative study on the experiences of teachers using nursery rhymes in their classes. The aim was to represent the present situation of the usage of nursery rhymes in primary school and to map the usefulness which can be seen by him or her, if teachers

permanently use nursery rhymes in his or her classes, whether they truly believe that with the help of nursery rhymes many skills of the children's could be improved and developed.

All of the participants are teaching or have been taught in lower grades. Eight of them are currently teaching in lower grades and using nursery rhymes while two of them had been taught in the previous years. Seven of the participants answered have been taught in lower classes immediately after graduating from the college/ university.

Eight of the participants agreed that children in lower classes gave lot of positive feedback and at the same time they required a lot of energy. They are more open hearted and motivated in foreign language learning than the children's in upper classes.

Participants: Catherine and Amy stated that beside they do not have a good voice (or at least they have characterized themselves like that) even if they used audio materials children were welcomed and even students with weaker abilities or less motivation were able to be involved. It was taken as a game. Amy who is teaching in lower classes from the first time told me that she has always preferred to work with children in lower classes. They enjoy the lessons if they can sing, if they can play playfully. Although they were honest, they never laughed at her voice.

Based on the results of the interview survey, the following pedagogical implications can be drawn:

1. To nursery rhymes become a routine, it is important to use them in every lesson. It has to be always part of the lessons and with it; it becomes a routine for learners. Routines can give a sense of security for children. It is especially important in the first class, where everything is new for a child and security is one of the most important features which can help to be fully integrated into the new class.
2. Nursery rhymes can be used as motivational resources in teaching English as a foreign language. These rhymes encourage learners to acquire words and expressions more easily and more quickly.
3. Children have a sense of success with the language and use English without being aware of it. They sing nursery rhymes as a playful activity. While they are singing, children can acquire the language with fun. Making a lesson understandable and interesting is one of the aims of a teacher.
4. Moreover, children, who are in lower classes it is not easy to sit down for a long time, for 45 minutes. In that case, nursery rhymes could be used as warmers or as a relaxing activity for them. What is important is to find a balance between learning and having fun.

5. Nursery rhymes are also excellent for discipline problem. From the survey, it is found out that if a child has any discipline problem during the lesson the teacher could call out that child to the blackboard and stand next to the teacher. While singing the nursery rhyme, the child stands next to the teacher. This can help the teacher to continue the lesson in ordinary way and paying attention to that child at the same time.

CONCLUSION

I have written my bachelor thesis about the nursery rhymes as a source of motivation and how useful it to start English language learning with these rhymes. During my research I made a survey which was an interview. I can draw some conclusion about the topic and about my survey.

Firstly, there is plenty of academic literature about this topic which suggests that it might be an important theme in England and all over the world. During my research many acknowledged authors' work is used and their familiar standpoints about the same questions is shown. Using nursery rhymes as a teaching English as a foreign language to young learners has been recommended by various authors. According to some studies nursery rhymes are especially useful for intonation and pronunciation. The rhythm forces children to put the stress in the right places and to observe the strong and weak forms. Other authors stated that nursery rhymes are important for language acquisition and it helps with speech development.

Secondly, I have found out that nowadays nursery rhymes became essential parts of foreign language teaching. Due to the new technology, teachers can easily find materials in order to use nursery rhymes in their lessons. During my research I tried to present the main types of nursery rhymes and I also tried to provide some information about the importance of rhymes in language learning. According to the literature, there are many connections between the body and the brain which all suggest that children can learn things faster when they are associated with aspects of our bodies. That is the reason why "Action Rhymes" (which are kind of nursery rhyme with associated movements) are considered to be a considerable benefit for teaching English.

The paper reports on the findings of a qualitative study of the people who use or have been used nursery rhymes and children's songs that were mentioned in the first two chapters. Ten people participated in this survey, two out of ten are men and six of them are women. All the data was assembled by the qualitative method of structural interviewing. All the verbal data was analysed using the method of analysing structural interviews.

The aim of these interviews was to map if teachers permanently use nursery rhymes in their lessons and the usefulness which can be seen by them. Those teachers who always use nursery rhymes in their lessons noticed that the children could improve their pronunciation and vocabulary because of the nursery rhymes.

In the survey, all of the participants are teaching or have been taught in lower grades. Eight of them are currently teaching in lower grades and using nursery rhymes while two of them had

been taught in the previous years. Seven of the participants answered have been taught in lower classes immediately after graduating from the college/ university.

It is accepted that if nursery rhymes are always the part of the lessons, it becomes a routine for learners. According to the literature, routines can give a sense of security for them. It is especially important in the first class, where everything is new for the child and security is one of the most important features which can help to be fully integrated into the new class. Most participants said that they use nursery rhymes which have simple language, easy to memorise, have kind and happy melody.

Nursery rhymes are also excellent for discipline problem. From the survey, it is found out that if a child has any discipline problem during the lesson the teacher could call out that child to the blackboard and stand next to the teacher. While singing the nursery rhyme, the child stands next to the teacher. This can help the teacher to continue the lesson in ordinary way and paying attention to that child at the same time.

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РЕЗЮМЕ

Тема моєї дипломної роботи “Англійські дитячі віршики як джерело мотивації для молодших учнів”

В цій дипломній роботі я спробувала показати важливість дитячих віршиків в процесі викладання англійської мови. Аналізуючи роботу різних філологів та психологів я спробувала продемонструвати користь і позитивний вплив дитячих віршиків з точки зору вивчення мови дітьми.

В першій частині дипломної роботи я старалася показати історичний фон дитячих віршиків, значення висловів а також показати ті віршики, які особливо придатні з точки зору лексики, філології та розвитку словарного запасу. В цій частині я представила такі дитячі віршики, в основі яких лежать історичні факти, або ж написання цих віршиків надихнула якась важлива історична подія. Я спробувала показати ті особливості дітей, на які повинен звернути увагу викладач англійської мови початкових класів.

В другій частині дипломної роботи я спробувала презентувати дитячі віршики, як мотиваційний засіб в процесі навчання. Умовою ефективного вивчення мови є створення відповідного рівня мотивації. В другій частині своєї роботи я старалася показати мотиваційні рівні, а також їх роль в освоєнні іноземної мови. Мотивовані учні є мрією кожного вчителя оскільки вони старанні, мають власні цілі і навчання і концентрують свою увагу на виконанні поставлених завдань.

В третій частині дипломної роботи я провела дослідження. Засобом дослідження було інтерв'ю. Я провела інтерв'ювання п'ятох викладачів за заздалегідь підготовленими протоколами інтерв'ю. Ці інтерв'ю були анонімними, в них взяли участь. Структурне інтерв'ю складалося з 18 питань. Респондент структурного інтерв'ювання мав змогу відповісти на попередньо визначені питання у встановлених рамках. Цим самим було звужено можливості самовисловлення, але було створено можливість порівняння інтерв'ю. Цей розділ показує результат квалітативного дослідження стосовно досвіду вчителів, які використовують дитячі віршики. Метою цього було показати стан використання дитячих віршиків в загальноосвітній школі та дослідити чи вчителі завжди користуються дитячими віршиками в класах.

В ході дослідження мене більш за все цікавило, що респонденти вчили в вищих навчальних закладах стосовно важливості дитячих віршиків, які дитячі пісні вони використовують на своїх уроках і чи важливо, щоб викладач мав хороший голос.

В дослідженні взяли участь десять людей серед яких двоє чоловічої, восьмеро жіночої статі. Респонденти не мали зв'язку між собою, спільним для них було те, що кожен з них викладав або викладає в початкових класах. На даний час вісім респондентів викладають в початкових класах та використовують дитячі віршики, а двоє навчали в початкових класах в попередні роки. Вісім респондентів мають досвід викладання англійської мови, як іноземної, не менше п'яти років. Четверо викладають в загальноосвітніх школах, шестеро в середніх школах. Вік викладачів від 23 до 45 років.

Обробка даних, отриманих в ході інтерв'ю, а також аналіз його результатів містяться в третьому розділі та висновку роботи. По результатах можна встановити, що використана література та результати інтерв'ю тотожні.

Як я вже згадувала в попередніх розділах, дитячі віршики можна використовувати, як чудовий навчальний засіб. Ці дитячі віршики розважально допомагають навчанню дитини. Всі респонденти/учасники погодилися з тим, що в процесі навчання слова або висловлювання краще запам'ятовуються при використанні дитячих віршиків.

Я виявила бажання займатися цією темою, тому що, як майбутній вчитель англійської мови усвідомлюю її важливість. Важливо знати, якими засобами можна спростити процес вивчення дитиною іноземної мови і яким чином можна правильно, корисно та розважально використовувати дитячі віршики.

APPENDIX A

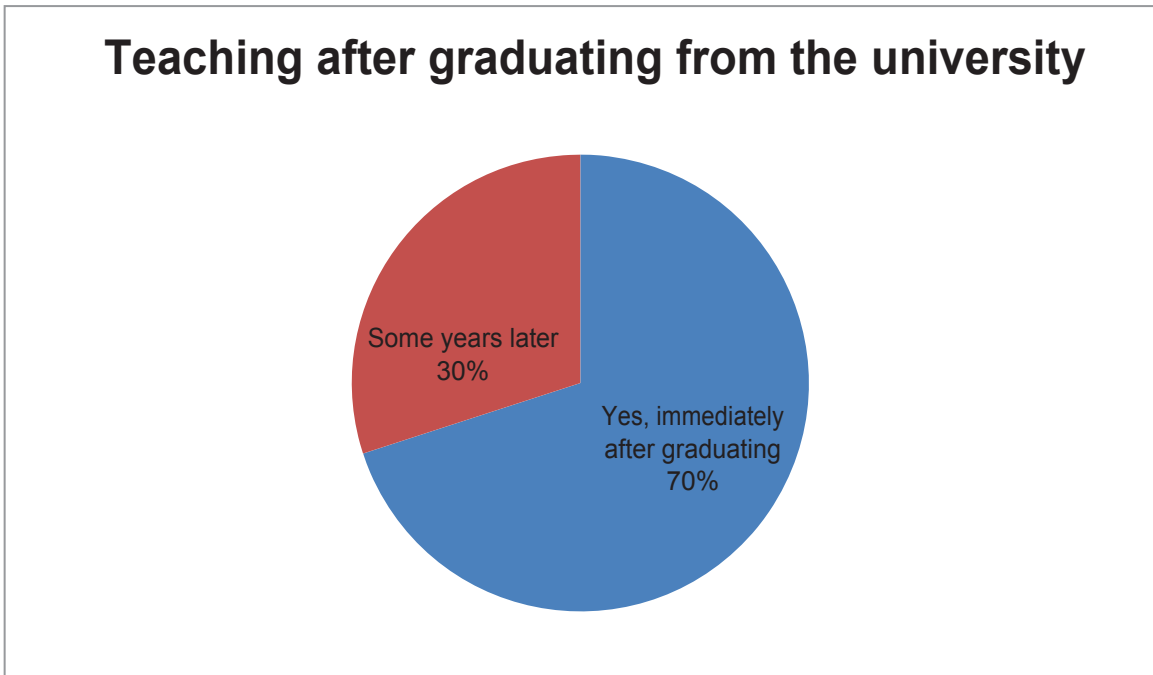


Figure 1. Teaching in lower classes

APPENDIX B

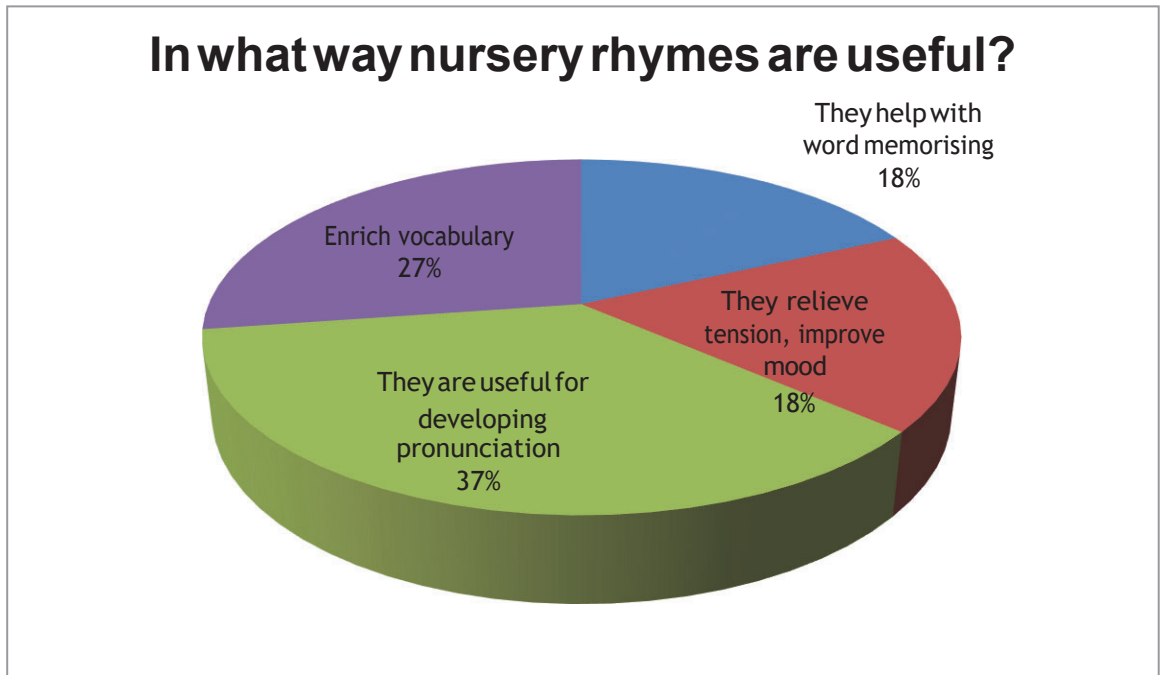


Figure 2. Reasons why nursery rhymes are useful, mentioned by participants