DEVELOPING COMMUNICATIVE LANGUAGE MATERIALS WITH
THE USE OF SONGS TO IMPROVE THE PRONUNCIATION OF YOUNG
KAREN LEARNERS

NAW SHEE MOO TAW

A THESIS SUBMITTED
FOR THE DEGREE OF MASTER OF ARTS IN
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MA-ELT

GRADUATE SCHOOL OF ENGLISH (GSE)
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PLAGIARISM STATEMENT

I certify that all the material in this study which is not my own work has been identified and acknowledged, and that no material is included for which a degree has already been conferred upon me.

Signature

Date 21st September, 2010
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Abstract

In English language teaching, pronunciation has always been an important obstacle to overcome. Since the purpose of language is communication, communicative language teaching brings renewed urgency to the teaching of pronunciation. Moreover, songs help the young learners to be able to speak with a comprehensible accent. Therefore, in this research the materials development of communicative activities through the use of songs to improve the Karen students’ pronunciation was studied. The teaching pronunciation was focused on the fricative: /ʃ/ and /ʒ/ and affricatives /ʃt/, /sl/, /zr/, /θt/, /ðt/, /tʃ/, and /v/, which are difficult for the Karen students. There are 25 participants in this research and they are from the “Love and Care Learning Centre” at Maesot, Thailand.

In this research, communicative activities were designed and integrated with games, drama, drawing and coloring pictures and action songs. In addition, the result of the students’ pronunciations was determined by their results on the pre-test and post-test during the 26 teaching hours. In each test, three sounds of the focused consonant phonemes were tested with the use of pictures. Moreover, the attitudinal tests, the English Attitude Scale, Cultural Allegiance Scale and Anomie Scale were given in order to measure their psychological attitudes which could be a barrier for improving the target language.

Among the materials that have been integrated and designed, all except the song “I Like Elephant”, were enjoyed by the students. Moreover, comparing the average results of all the students on the pre-test and post-test, they had improved their pronunciation using a Likert scale by four examiners from 2.63 to 3.17 in the test of words. In sentences tests they improved from 2.65 to 3.39. Therefore, they made a progress range of +0.54 in words and +0.74 in
sentences, which were regarded as significant improvement because it was more than 10% improvement. However, in the pronunciation test of words the students did not improve their pronunciation of /s/ compared to other focused consonants phonemes. Among the 25 students, the student F, G, I and Q did not make progress in the tests of words and G, J, L, M, Q, V, Y, and Z did not achieve significant progress in sentences although they had all improved their pronunciation in general. Furthermore, among the three attitudinal tests, the students' English Language Attitude Scale and Cultural Allegiance Scale were high so it could mean that the students did not show negative attitudes which would interfere with them from acquiring the English language. However, the Anomie Scale was high and it could be a contributing factor for not making significant achievement in the pronunciation of the target language.
# TABLE OF CONTENTS

## Plagiarism statement

## Acknowledgements

## Abstract

### Chapter 1: Introduction

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Introduction</td>
<td>9</td>
</tr>
<tr>
<td>1.2 Background of the study</td>
<td>10</td>
</tr>
<tr>
<td>1.3 Rationale of the study</td>
<td>14</td>
</tr>
<tr>
<td>1.4 Objectives</td>
<td>16</td>
</tr>
<tr>
<td>1.5 Research questions</td>
<td>17</td>
</tr>
<tr>
<td>1.6 Definition of the terms</td>
<td>17</td>
</tr>
<tr>
<td>1.7 Organization of the thesis</td>
<td>18</td>
</tr>
</tbody>
</table>

### Chapter 2: Literature review

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Introduction</td>
<td>19</td>
</tr>
<tr>
<td>2.2 Materials development</td>
<td>19</td>
</tr>
<tr>
<td>2.3 Communicative language teaching</td>
<td>11</td>
</tr>
<tr>
<td>2.4 The importance of pronunciation</td>
<td>22</td>
</tr>
<tr>
<td>2.5 Intelligibility</td>
<td>23</td>
</tr>
</tbody>
</table>
Chapter 2: Relevant features of pronunciation

2.6 Relevant features of pronunciation ........................................... 25
2.6.1 Segmental features .............................................................. 26
2.6.2 Suprasegmental features ...................................................... 26
2.7 Karen language ................................................................. 27
2.7.1 The phonological system of the Karen language (Myanmar) ........ 28
2.7.2 The phonological system of the Karen language (Thailand) ......... 30
2.8 The phonology of English ...................................................... 32
2.8.1 Phonetic symbols of American English (Fromkin and Rodman) ..... 31
2.8.2 Classification of American English vowels (Fromkin and Rodman) 32
2.9 Comparison of the Consonant Phoneme of the English Language and the Karen Language ...................................................... 34
2.10 Teaching pronunciation to young learners .................................. 35
2.11 Music and young learners ...................................................... 36
2.12 Music and language .............................................................. 37
2.13 The importance of songs in teaching pronunciation ..................... 38
2.14 Conclusion ........................................................................... 40

Chapter 3: Methodology ................................................................. 41
3.1 Introduction ........................................................................... 41
3.2 Restatement of research questions .......................................... 41
3.3 Description of the research context ................................................ 42

3.3.1 Students' language experience and exposure to the English language.... 43

3.4 Description of the research context ................................................ 44

3.5 Methods of data collection ............................................................. 45

3.5.1 Developing the material ............................................................. 46

3.5.2 Pre-test and post-test ................................................................. 48

3.5.3 Attitudinal tests .......................................................... 49

3.5.4 Students’ background information ........................................... 50

3.5.5 Audio recorder ................................................................. 52

3.6 Method of analysis ................................................................. 52

3.7 Conclusion ................................................................. 53

Chapter 4: Analysis and discussion ................................................. 54

4.1 Introduction ................................................................. 54

4.2 How can communicative activities with songs be designed and integrated in... 55

teaching pronunciation?

4.2.1 Introductory activities ......................................................... 55

4.2.1.1 Students’ responses to introductory activities ..................... 56

4.2.2 Native Language song ......................................................... 56

4.2.2.1 Students’ responses to the Native Language song .............. 58

4.2.3 The House Song ................................................................. 59
4.2.3.1 Students’ responses to *The House Song* ........................................... 61

4.2.4 *Do you have it?* song .................................................................................. 62

4.2.4.1 Students’ responses to the *Do you have it?* song ............................. 64

4.2.5 *I Like Elephant* song .................................................................................... 65

4.2.5.1 Students’ responses to the *I Like Elephant* song ................................ 69

4.2.6 *Going to the Zoo* song ................................................................................... 70

4.2.6.1 Students’ responses to the *Going to the Zoo* song ............................ 71

4.2.7 *Fishy, Fishy, Fishy* song .............................................................................. 71

4.2.7.1 Students’ responses to the *Fishy, Fishy, Fishy* song ......................... 72

4.2.8 *Fresh Fish Jazz Chant* .................................................................................... 73

4.2.8.1 Students’ responses to the *Fresh Fish Jazz Chant* ........................... 74

4.2.9 *The Meal Song* .............................................................................................. 74

4.2.9.1 Students’ responses to *The Meal Song* .................................................. 76

4.2.10 *The Season Song* ......................................................................................... 76

4.2.10.1 Students’ responses to *The Season Song* ........................................... 78

4.2.11 *Bicycle Build for Two Song* ...................................................................... 79

4.2.11.1 Students’ responses to the *Bicycle Build for Two Song* .............. 80

4.2.12 *The Clothing Song* ....................................................................................... 80

4.2.12.1 Students’ responses to the *The clothing Song* ..................... 83

4.2.13 *Love, Joy and Peace Song* ......................................................................... 83

4.2.13.1 Students’ responses to the *Love, Joy and Peace Song* ............... 84
4.2.14 Conclusion ................................................................. 84

4.3 How effective are songs as a means for teaching pronunciation? .................. 85

4.4 The Results of Individual Students Pronunciation Improvement
in Words and Sentences ........................................................... 88

4.5 Attitudinal Tests’ Results ...................................................... 93

4.6 By teaching pronunciation through songs, can young learners improve
their pronunciation of consonant which are difficult to pronounce for
the Karen students: with a focus on English Affricates: /tf/ and /dz/ and
fricatives (/ʃ/, /sl/, /zl/, /θl/, /θ/, /f/, and /v/)? .............................. 96

4.7 Conclusion ..................................................................... 101

Chapter 5: Conclusions ................................................................ 102

5.1 Introduction ..................................................................... 102

5.2 Restatement of the research questions ............................................. 102

5.3 Summary of the findings .......................................................... 102

5.4 Limitations of the study ........................................................... 104

5.5 Suggestions for further research ................................................... 105

References .............................................................................. 107

Story Resources ...................................................................... 112
<table>
<thead>
<tr>
<th>Song Resources</th>
<th>113</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendices</td>
<td>114</td>
</tr>
<tr>
<td>Appendix one: Pre-test (word list and sentences)</td>
<td>114</td>
</tr>
<tr>
<td>Appendix two: Post-test (word list and sentences)</td>
<td>119</td>
</tr>
<tr>
<td>Appendix three: Evaluation sheets of pre-test (word list and sentences)</td>
<td>124</td>
</tr>
<tr>
<td>Appendix four: Evaluation sheets of post-test (word list and sentences)</td>
<td>126</td>
</tr>
<tr>
<td>Appendix five: Attitudinal tests</td>
<td>128</td>
</tr>
<tr>
<td>Appendix six: Students' Language Background and Exposure to the English Language</td>
<td>140</td>
</tr>
<tr>
<td>Appendix six: Lesson plans</td>
<td>143</td>
</tr>
<tr>
<td>Appendix seven: Teaching materials</td>
<td>157</td>
</tr>
</tbody>
</table>
List of Tables

Table 2.1  Consonants of the Karen Language (Myanmar) ....................... 29
Table 2.2  Consonant Clusters of the Karen Language (Myanmar) .................. 29
Table 2.3  Vowels of the Karen Language (Myanmar) .................................. 30
Table 2.4  Consonants of the Karen Language (Thailand) ............................ 31
Table 2.5  Vowels of the Karen Language (Thailand) ................................... 32
Table 2.6  Phonetic Symbols for American English Consonants (Fromkin and Rodmen) ................................................................. 33
Table 2.7  Classification of American English Vowels (Fromkin and Rodmen) ................................. 34
Table 3.1  Names of the Songs and the Significant Sounds ......................... 47
Table 3.2  Students’ Background Information ........................................... 51
Table 4.1  General Improvement of Students’ Pronunciations in Words ................................. 86
Table 4.2  General Improvement of Students’ Pronunciations in Sentences ................................. 87

7
Table 4.3  The Results of Pre-test and Post-test of Word Lists .................... 89
Table 4.4  The Results of Pre-test and Post-test of Word Lists in Graph .......... 90
Table 4.5  The Results of Pre-test and Post-test of Sentences .................... 91
Table 4.6  The Results of Pre-test and Post-test of Sentences in Graph .......... 92
Table 4.7  Attitudinal Test Results ................................................ 95
Table 4.8  The Average Result of Students' Pronunciation in
            the Nine Focused Sounds of Word List Test .................................. 99
Table 4.9  The Average Result of Students' Pronunciation in
            the Nine Focused Sounds of Word Lists Test in Graph .................... 100
Chapter 1

Introduction

1.1 Introduction

“In learning a language pronunciation has always been an early obstacle to overcome. Verbal communication would be unsuccessful when the speakers and listeners of the target language have not been well trained to acquire comprehensible pronunciation skill. Since the primary purpose of language is communication, the focus on language as communication brings renewed urgency to the teaching of pronunciation.” (Celce-Murica, Brinton and Goodwin, 1996: 7) Besides, Brown (1987: 42) draws attention to the fact that most learners who begin learning the second language after the onset of puberty (the critical period) never manage to master the sound system. In addition, Nunan (1991: 100) explains that the second language learners of English who attain native speaker mastery of other aspects of their second language rarely master the phonological system as effectively if they begin learning the language after puberty. Thus, it appears that a young age is the golden age for acquiring pronunciation. Moreover, since music is widely used in the language classroom, songs could be used as a material to teach pronunciation. Therefore teaching pronunciation through songs in a classroom would help the young learners who are not brought up in English speaking countries to help acquire comprehensible pronunciation of words. Additionally, using songs would help the students learn the pronunciation of words naturally and communicatively through the physical movement,
and communicative activities which would be taught along with the songs, as well as pictures and real objects so that they will learn not only the pronunciation but also the meanings of words and other aspects of the target language while they are singing along and it will create an enjoyable atmosphere for young learners in a language classroom.

1.2 Background of the Study

Many English teachers avoid teaching pronunciation, not because it is not necessary, but because they have little or no information on the subject. Pronunciation is a neglected skill in many classrooms, despite the obvious importance attached to it by learners. (Nunan 1991: 115) Pronunciation also has been described as the “Cinderella” of language teaching (Kelly. 1969 cited in Celce-Murcia et al. 1996:1) because Western philologists and linguists have studied grammar and vocabulary much longer than pronunciation. For this reason, grammar and vocabulary have been much better understood by most language teachers than pronunciation. So, it has become common knowledge that many teachers as well as learners do not emphasize the importance of pronunciation in language teaching and learning.

In Myanmar, the teaching of pronunciation is not emphasized effectively in the classroom where the English language is taught as a foreign language. Moreover, features of pronunciation are overlooked from the very beginning stages of learning and phonetics are only being taught to the students who are majoring in the English language in the second and third year at the university level. There are a number of reasons why the
importance of teaching pronunciation is being simply ignored in the language classroom in Myanmar as discussed below.

Initially, the teachers' and learners' attitudes towards teaching pronunciation make it difficult for them to teach pronunciation. The majority of the teachers believe that English is not their mother tongue and pronunciation is the most difficult aspect to learn. Moreover, many ESL learners, especially the adults think that learning pronunciation is a waste of time because they think that only being able to communicate in English is vital. As the majority of the learners' purpose is to be able to communicate in a target language, they would assume that using a target language to exchange meaning is sufficient. As a consequence, they would prioritize learning the four skills despite the fact that pronunciation is important in speaking and listening skills. As a result, "pronunciation teaching is de-emphasized in favor of grammar and vocabulary because, its advocates argued, (1) native like pronunciation was an unrealistic objective and could not be achieved (2) time would be better spend on teaching more learnable items, such as grammatical structures and words". (Scovel 1969: 245-254, cited in Celce-Murcia et al. 1996: 5) Moreover, most of the teachers also do not emphasize teaching pronunciation because they think that not every student needs to communicate in that target language. The fact that the English language teacher should adapt their teaching to the context with the techniques and methods that they have acquired does not necessarily mean that they should ignore the importance of teaching pronunciation to the students who do not need to learn or need to communicate with native speakers. According to Harmer (2001, 183) the teachers feel that they have too much to do already and pronunciation teaching will only make things worse. Therefore, this is one of the reasons why some language teachers
ignore teaching pronunciation. According to Jenkins (2000:200), the teachers may know about 'English as an International Language' 'Global English', or 'World English', but they would be unlikely to have been considering the implication of this phenomenon for the teaching of pronunciation. They may have to mediate between the language and the specific group of language learners and as they have to emphasize the other aspect of skills and the learners' needs, so in this case teaching pronunciation is not emphasized by the majority of the teachers.

Secondly, teachers in the primary schools are not being educated with phonetics and phonology. According to Macdonald (2003: 3-5 cited in Fraser 2007:6), many English teachers avoid teaching pronunciation because they feel that they do not have sufficient knowledge of phonetic and phonology to explain the rules of pronunciation to students. "For children’s education is not mostly being given enough concern in Burma because since in the last sixty years when Burma has experienced several period of political upheaval, each of which has impacted on the country's educational system (p- 59). Since 1962, Burma has been governed by military regime and under the military regime education is deteriorating in every area including children's access to education, curriculum, teaching and students' progress. (62) So these effects have resulted in producing the untrained teachers especially in the primary school. According to a government report (in Ministry of Education, 1998) some 57 per cent of primary school teachers, 58 percent of junior secondary school teacher and 9 percent of senior secondary school teachers have never undergone teacher training." (Thein Lwin 2008: 93) Therefore, all the young learners in the primary education have to learn English as a second language with the primary school teachers who are not being trained phonologically. Jenkins (2000,
p 199) states that “The major obstacle to the modernizing of English pronunciation teaching in recent years has been the failure to educate teachers”. Thus, failure in teaching pronunciation is firstly affected by the fact that some language educators may have received little or no training in teaching pronunciation.

Moreover, the teaching method which is commonly used in the language classroom affects the improvement of students’ pronunciation skill. The primary school English language teachers rely too much on the traditional method on teaching pronunciation which is the teacher centered learning. Pronunciation is only established when students have to learn new vocabulary and the only way of teaching pronunciation is imitating the teacher’s pronunciation model and repeating along with the whole class. For the teachers are not trained phonetically, imitating the pronunciation of the teachers’ which are influenced by their first language, would bring a lot of difficulties for the students to communicate in that target language. As Celce-Murcia et al., (1996: 2) has illustrated that in intuitive- imitative approach of learning pronunciation, the learners’ ability to listen to and imitate the rhythms and songs of the target language without any explicit information presupposes the availability of good models to listen to. Hence, if the teacher were trained in the knowledge of phonetics, they could give the correct pronunciation model to the students. However, if the teachers could not pronounce correctly, they will not be able to help the students to improve their pronunciation skill. Thus, the students, especially the very young learners, would imitate the wrong pronunciation of the teachers as young learners can easily copy the adults or teachers’ pronunciation and it will stick in their mind.
Therefore, the teachers' and learners' attitudes, lack of training of phonological perspective and the traditional teaching method of pronunciation which are used in the language classroom affect the failure of acquiring comprehensible pronunciation in the primary schools in Myanmar.

1.3 Rationale of the Study

Students' first language often interferes with English language pronunciation. In order to help the students improve their pronunciation of English it is better to find out their pronunciation problems of particular students group. In Myanmar there are many different ethnic groups, so the researcher focuses on one Karen ethnic group of the students and has developed the material which would focus on the pronunciation improvement of the Karen ethnic group.

Comparing the phonology system of the Karen with English, the researcher had found some consonants of English which are not among the Karen phonemes. In order to improve the students' pronunciation of these consonants, the researcher had to find songs which mostly included lots of repetition of these consonants.

Drilling is widely practiced in teaching pronunciation. Although it is effective according to behaviorism such repetition might be boring and the students may not learn if it is not taught in natural contexts. The pronunciation can be taught through some contexts where the students would enjoy learning, and eliminate the barrier in their minds that make them think that they could not achieve a comprehensible pronunciation. In this case, music
and songs are some of the best context to teach pronunciation, allowing lots of repetition and still be enjoyable.

Songs play an important role in acquiring language and it has been used in the classroom for a long time as an alternative way of teaching. According to Reeve and Williamson 1987; Giudice (1986 cited in Lo and Li 2006: 8), the value of songs in motivating students to learn English and enhancing learner involvement is widely acknowledged by ESL practitioners. Moreover, songs are very valuable in developing powerful access to the new language by being enjoyable, fostering confidence and increasing attention span and motivation to learn. According to Lo and Li (2006: 8), it is illustrated that, songs offer a chance from routine classroom activities. They are invaluable tools to develop students’ abilities in listening, speaking, reading and writing, and can be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythms, adjectives, and adverbs. Beside, learning English through songs also provides a non-threatening atmosphere for students, who usually are tense when speaking English in a formal classroom setting.

As students feel stressful learning pronunciation, which is the important aspect of oral communication, it would make them enjoy and love to learn the pronunciation through songs. Therefore, it could be effective to teach pronunciation through songs with the communicative language teaching method.
1.4 Objectives

This research covers a wide range of fields on the English Language Teaching: material development, teaching methodology and phonological aspects. The researcher wants to help the young learners to acquire the comprehensible pronunciation without explicit instruction at the beginning stage of learning and to encourage the teachers to lay the solid foundation by emphasizing the teaching of pronunciation to young learners, who do not have much exposure to the target language. As pronunciation is a difficult aspect of the language and which is often hard for the teachers to teach and young learners to learn pronunciation in isolation, teaching pronunciation through songs in a communicative way could help the young students feel relaxed and have fun in the language classroom. Moreover, as most of the young learners find singing songs so much fun and interesting, the teacher could emphasize teaching pronunciation through songs. Besides, along with the teaching of pronunciation the researcher would have a look at the difficulties that the students might encounter while teaching the pronunciation through songs communicatively. Therefore, the young learners could learn a comprehensible pronunciation of English by singing along with the songs and the activities which would be taught along with the songs in a meaningful context.

As a result, the first objective is to encourage the teacher in order to create their own materials to teach pronunciation with the use of songs communicatively. It is however difficult to find the material to suit a certain level. Secondly, by teaching pronunciation through songs communicatively, the students would learn the focused aspects of pronunciation in enjoyable and beneficial ways. Finally, the material which had been
developed could be evaluated by examining the result of the students’ improvement and discussing some difficulties which might have occurred with the use of songs in teaching pronunciation.

1.5 Research Questions

1. How can communicative activities with songs be designed and integrated in teaching pronunciation?

2. How effective are songs as a means for teaching pronunciation to young children?

3. By teaching pronunciation through songs, can young learners improve their pronunciation of difficult consonants for the Karen students: with a focus on the English affricates (/tʃ/ and /dʒ/) and fricatives (/ʃ/, /s/, /z/, /θ/, /ð/, /ʃ/, /l/, and /v/)?

1.7 Definition of the terms

Fricatives

According to Fromkin and Rodman (1998: 230), /s/, /z/, /ʃ/, /v/, /θ/, /ð/, /ʃ/, or /ʒ/ sounds are produced by letting the air out of the mouth through a very narrow passage causing audible friction. Such sounds are called fricatives. Fricatives are also sometimes referred to as aspirants or spirants, from the Latin word spirare, “to blow”.

Ladefoged and Maddieson (1996: 137) defined fricatives as the sounds in which a turbulent airstream is produced within the vocal tract.
Affricatives

Some sounds are produced by a stop closure followed immediately by a slow release of the closure characteristic of a fricative. These sounds are called affricatives. Phonetically, an affricate may be considered a sequence of a stop plus a fricative. (Fromkin and Rodman. 1998: 231)

According to Ladefoged (1993:63), an affricate is simply a sequence of a stop followed by a homorganic fricative.

1.8 Organization of the Thesis

This thesis consists of five chapters. The first chapter presents a general introduction to the study. The introduction includes the background, rational, objectives, research questions and organization of the thesis. The second chapter includes literature review on some theoretical issues relevant to the study. The third chapter is about the methodology applied to the study, the context in which the study is conducted, the research participants, the method of data collection and method of data analysis.
Chapter 2

Literature Review

2.1 Introduction

This chapter includes literature review on some theoretical issues relevant to the study. As the researcher has developed the materials to teach pronunciation to the students through communicative language teaching, the study of this research covers the field of material development, CLT methods and the phonology of two languages; Karen and English. The description will include materials development and communicative language teaching, the importance of pronunciation, intelligibility, relevant features of pronunciation; segmental features, suprasegmental features, the phonological system of Karen and English, teaching pronunciation to young learners, the importance of music in teaching pronunciation, music and language, and music and young learners.

2.2 Materials Development

Most language learning materials used in this research are print materials and some are also presented in DVD and cassette players. In accordance with Tomlinson, (2001:66) ‘Material’ includes anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet.
Moreover, Tomlinson again defines material development as:

Materials development is both a field of study and a practical undertaking. As a field it studies the principles and procedures of the design, implementation and evaluation of language teaching materials. As an undertaking it involves the production, evaluation and adaptation of language teaching materials, by teachers for their own classrooms and by materials writers for sale or distribution. Ideally these two aspects of materials development are interactive in that the theoretical studies inform and are informed by the development and use of classroom materials.

(Tomlinson 2001: 66)

The materials for this research had be designed and implemented for this research but it was not published. Nevertheless, materials were evaluated by the results from the students’ reactions towards the materials and the students’ improvements. The materials which were used for the research were developed by the teacher (the researcher).

Concerning the teachers as materials developers, Dudley-Evans and St John (1998: 173) stated that ‘only a small proportion of good teachers are also good designers of the course materials’. This statement contradicted Tomlinson’s experience from the material development course he had run in several countries. Consequently, he had found out that teachers throughout the world only need a little training, experience and support to become materials writer who can produce imaginative materials of relevance and appeal to their learners. Furthermore, he insists that ‘Every teacher is a material developer’ who needs to be able to evaluate, adapt and produce materials so as to ensure a match between the learners and materials they use. Additionally, he claimed that ‘helping teachers to understand and apply theories of language learning – and to achieve personal and
professional development- is to provide monitored experienced of the process of developing material.’ (Tomlinson, 2001: 67)

2.3 Communicative Language Teaching

The communicative approach in language teaching starts from a theory of language as communication. As a consequence, the communicative language teaching is based on the idea that learning a foreign language is not mainly to master its structure in terms of forms, but to develop students’ communicative competence. Since the primary function of language is interaction and communication, one of the characteristics of the communicative view of language is a system of the expression of meaning. (Richards and Rogers, 1995:71)

Generally, English as second language learners use their own language when speaking to each other. In the playing field or in the classroom and at home they favor watching their first language television channel or movies. Therefore, the teacher has the primary task to motivate the learner to communicate in English in and out of the classroom. In second language learning, the emphasis of English language teaching is placed on meaning and not on forms. All language use must be meaningful to the learners and the content and social interaction must prepare the learners to use English language. (Genesee, 1994:10)

According to Larsen-Freeman (2000- 129), teachers have to alter their roles from dominators to facilitators by playing multiple roles in communicative activities. In a
consequence that the students become the centre of the class in communicative language teaching by taking part in activities, the characteristic of CLT is to develop the communicative competence which mainly depends on students’ internal factors.

Language learning comes through using language communicatively, rather through practicing language skills. In addition, the acquisition of communicative competence in a language is an example of skill development and involves both a cognitive and behavioral aspects. (Richards and Rodgers, 1995:73)

In accordance to Brown (1994:245), the objectives of communicative language teaching in the classroom are focused on all the components of communicative components and not restricted to grammatical or linguistic competence.

2.4 The Importance of Pronunciation

Nelson (2008: 299), succinctly points out in his article that “our first verbal impression of strangers are the sounds that they produce; we might need a word or two before we even realize that they are not speaking the language we expected, or several sentences before we hit an unfamiliar lexical item, but pronunciation is immediately salient.” Moreover, the studies of cross- varietal intelligibility in English often have paid attention to pronunciation.

Dalton and Seidlhofer (1994:3) generally define the term pronunciation in two senses. Firstly, they give the definition of pronunciation to the production and reception of sounds of speech because a sound which is significant in a language is used as part of a
code of a particular language. Secondly, pronunciation is defined as a comprehensibility of sounds because a sound is significant when it is used to achieve meaning in context of use. Hence, pronunciation could also be defined as the making oneself comprehensible in a particular context.

2.5 Intelligibility

There is little in agreement in what is meant by intelligibility. In his study on pronunciation teaching, Yates (2002: 2) described that sometimes learners with a strong accent may be unintelligible, in the sense that we cannot understand what they are saying, or they may be intelligible, but understanding them requires a lot of effort - that is, the interlocutor load is high. It is also possible that learners with a strong accent may be perfectly intelligible and may not place any burden on the hearer, particularly if the accent is a familiar one. Thus intelligibility is a two-way process, involving at least the speaker and the hearer. Intelligibility also depends on factors other than pronunciation that do not relate specifically to language learning, but to communication in general, such as whether the topic is familiar or whether it is expected in the context.

Munro, Derwing, and Morton (2006: 111-112), defined intelligibility as the extent to which a speaker’s utterance is actually understood and emphasized the importance of distinguishing this notion from comprehensibility, which refers to the listener’s estimation of difficulty in understanding an utterance, and from accentedness, the degree to which the pronunciation of an utterance sounds different from an expected production pattern.
Moreover, in the view that ‘intelligibility’ is understanding of speech production,

"Listeners might experience difficulty in understanding speech that is different from the patterns of oral production to which they are accustomed. Thus, accentedness sometimes leads to a loss of intelligibility." (Munro et al. 2006: 112)

In accordance with Bansal’s definition of ‘Intelligibility’, it was written:

To be intelligible, the speakers must articulate his sounds and words clearly, so that the hearer does not have to stop to think what word was meant. The vowels should be pronounced with the right quality and the consonants should be sharp and clear in their articulation. (Bansal, 1969: 15)

In Jenkins’ ELF studies (2002) on building an argument for the legitimacy for ELF pronunciation, she relegates the native speakers to the margin.

With respect to EFL, ‘legitimate’ phonology entails speaking with an accent that is intelligible and acceptable to the target NS English community. However, when we shift our attention to EIL, ‘legitimate’ in Bourdieu’s terms, implies that phonology must be intelligible and acceptable to the target international, and therefore predominantly NNS, English-speaking community. (p. 85)

So, the onus for intelligible speech is on the individual speakers. It is the speakers who need to achieve confidence in their accent and to not allow it to be a barrier to communication.

The speakers are to be taught how to speak English as a Lingua Franca according to the norms of the non-native English speaking international language community that has established them. However, communication is not between a sender-with-correct-ELF accent and a receiver-with-correct-ELF accent. It is between two (or more) individuals who bring their own experiences with English, their own attitudes toward English and English speakers (whether Inner, Outer, or Expanding Circle), and their own cultural norms – all of which impact the outcome of the interaction. (Kachru: 1996: 903-906)
It is true that if “a person doesn’t speak clearly enough to be understood, his message is lost” (Smith 1981: 8). Nevertheless, communication is a two-way street, which means that “the responsibility for effective communication is shared by both the speaker and the listener” (Jenkins, 2002: 8). Therefore, both the speaker and the listener carry the responsibility to be understood; each must make an effort to understand.

2.6 Relevant Features of Pronunciation

The traditional view of pronunciation is primarily associated with the expression of referential meaning and that individual sounds, or phonemes are the building blocks for higher level meanings. However, pronunciation is also an important part of the interactional dynamics of the communication process. Therefore, pronunciation involves a complex interaction of perceptual, articulatory and interactional factors which include segmental features, voice-setting features and prosodic features. (Brazil, Coulthard, and Johns, 1980 cited in Pennington and Richards 1986: 208)

In accordance with Pennington and Richards (1986: 208), there are three types of pronunciation features concerning learning and teaching of pronunciation: segmental features, suprasegmental features and voice-setting features.
2. 6. 1 Segmental Features

The core sounds in English such as consonants and vowels which are the basic "building block" that occur in every syllable of every word are the segmental features of pronunciation (Murray 1995: 33). Moreover, according to Ladefoged (1993: 14) vowel and consonants are the segments of which speech is composed and together they formed syllables and again these make up utterances. Segmental features are minimal units of sounds defined in phonetic terms and these fundamental components of pronunciation are phonemes (Pennington and Richards 1986: 208).

2. 6. 2 Suprasegmental or Prosodic Features

The principle suprasegmental features that Ladefoged (1993: 243) describes are stress, length, tone and intonation and these features are independent of the categories required for describing segmental features (vowels and consonants). Moreover, suprasegmental features are described by the fact that they should be described in relation to other items in the same utterance. However, the suprasegmental features of the pronunciation are not important for the Karen Language Speakers.

2.6.2.1 Stress, Pitch and Duration

"When English is spoken, it can be heard that some syllables stand out above the others. This can be quite an objective feature of speech, since it is just as marked when
reading a list of words from a dictionary as when we are engaged in conversation. To make a special point about the ideas stressing certain vital words by the speakers as they speak can be given." (Allen, 1954: 2)

Pitch is widely regarded as the most salient determinant of prominence. The pitch of the voice is determined by several factors. The most important is the tension of the vocal cord. If the vocal cords are stretched, the pitch of the sound will go up. Altering the tension of the vocal cords is the normal way of producing most of the pitch variations that occur in speech.. (Ladefoged (1993: 251)

Another area in which languages may differ is in the way that they vary the length/duration of segments. The overall duration includes the rate of articulation, the placement of prominence or stress, the position of the syllable within a word or other larger unit and the structure of those larger units themselves. (Clark and Yallop, 1995: 343-344)

2.7 Karen Language

According to Fumio Fujii’s study of the Karen Language(1998:3)

Karen is a native language of the Karenic tribe, whose main part constitutes one of the ethnic minorities of the Union of Myanmar. As to the dialectal classification, it has long been common to categorize the whole Karen tribe into “mountain Karen” and plateau Karen” according to their residence. Linguistically, however, it is more proper to divide the Karenic language into the following subgroups (or dialects) according to the genealogical criterion;
a. Sgaw Karen

b. East Pwo Karen

c. West Pwo Karen

Among these three main Karen varieties the Sgaw Karen which according to *Ethologue* also is also known as S’gaw, S’ gaw Kayin, Kanyaw, Paganyaw, Pwakanyaw, White Karen, Burmese Karen, Yang Khao Dialects Panapu, Palakhi (Palachi). Therefore, “there are many names of the Sgaw Karen depending on the location of the groups of these people, yet their language is the same, except the intonation and they all still can communicate with each other. As a result, the phonology of only two varities of Sgaw Karen one from Myanmar and the other from Thailand has been described.” (*Ethologue*)

2.7.1 The Phonological System of the Karen Language (Myanmar)

According to the descriptive study of the idiolect of the speakers of Sgaw Karen in the area of Moulmein (Myanmar), the thesis deposited in the library of the University California by R.B. Jones, Jr. (1958: 5) was studied. Since only one representative of the speech of educated speakers of Sgaw Karen was available, it was not possible to elicit entirely natural conversational material. Therefore, the analysis was based throughout on rather deliberate, precise speech which is in a sense falsifies certain features of natural speech.

The phonemes of the Sgaw Karen’s consonants and vowels according to Jones Jr. are described in the following tables:
Table 2.1 Consonants of the Karen Language (Myanmar) Jones

<table>
<thead>
<tr>
<th></th>
<th>Labial</th>
<th>Dental</th>
<th>Palatal</th>
<th>Velar</th>
<th>Glottal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stops</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vl. unasp.</td>
<td>p</td>
<td>t</td>
<td>c</td>
<td>k</td>
<td>?</td>
</tr>
<tr>
<td>vl. asp.</td>
<td>ph</td>
<td>th</td>
<td>ch</td>
<td>kh</td>
<td></td>
</tr>
<tr>
<td>vd. unasp.</td>
<td>b</td>
<td>d</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spirants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vl.unasp</td>
<td>θ</td>
<td>s</td>
<td>š</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>vl. asp.</td>
<td>sh</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vd. unasp</td>
<td>z</td>
<td>γ</td>
<td>h</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resonants</td>
<td>Vocalic</td>
<td>w</td>
<td></td>
<td>j</td>
<td></td>
</tr>
<tr>
<td>Nasal</td>
<td>m</td>
<td>n</td>
<td>ny</td>
<td>η</td>
<td></td>
</tr>
<tr>
<td>Lateral</td>
<td>l</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Trill</td>
<td>r</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Table 2.2 Consonant Clusters of the Karen Language (Myanmar) Jones

<table>
<thead>
<tr>
<th></th>
<th>/w/</th>
<th>/ŋ/</th>
<th>/r/</th>
<th>/γ/</th>
<th>/j/</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ph, m/</td>
<td>_</td>
<td>/ŋ/</td>
<td>_</td>
<td>/γ/</td>
<td>/j/</td>
</tr>
<tr>
<td>/b/</td>
<td>_</td>
<td>/ŋ/</td>
<td>/r/</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>/p/</td>
<td>/w/</td>
<td>/ŋ/</td>
<td>/r/</td>
<td>/γ/</td>
<td>_</td>
</tr>
<tr>
<td>/k/</td>
<td>/w/</td>
<td>/ŋ/</td>
<td>/r/</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>/kh/</td>
<td>/w/</td>
<td>/ŋ/</td>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>/t, th, θ/</td>
<td>/w/</td>
<td>_</td>
<td>/r/</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>/s, sh/</td>
<td>/w/</td>
<td>_</td>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>/d, j, ny, n, r, l/</td>
<td>/w/</td>
<td>_</td>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
</tbody>
</table>
Table 2.3 Vowels of the Karen Language (Myanmar) Jones

<table>
<thead>
<tr>
<th></th>
<th>Front unrounded</th>
<th>Central unrounded</th>
<th>Back rounded</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>i</td>
<td>ʔ</td>
<td>u</td>
</tr>
<tr>
<td>Mid</td>
<td>e</td>
<td>ə</td>
<td>o</td>
</tr>
<tr>
<td>Low</td>
<td>ɛ</td>
<td>a</td>
<td>ɔ</td>
</tr>
</tbody>
</table>

2.7.2 The Phonological System of Karen Language (Thailand)

Compared to the above Karen phonology, in the analysis of the phonology of northern Sgaw Karen spoken in Thailand by Naw Bar Hso Wah, at Payap University Thailand (2008:3) the consonant chart was listed by collecting the phonology data from the Thai-Karen living in Chiang Mai. This analysis of consonants and vowels is based on 140 words enunciated by one Thai–Karen speaker.
Table 2.4 Consonants of the Karen Language (Thailand) Naw Bar Hso Wah

<table>
<thead>
<tr>
<th></th>
<th>Bilabial</th>
<th>Labiodentals</th>
<th>Dental</th>
<th>Alveolar</th>
<th>Palato alveolar</th>
<th>Palatal</th>
<th>Velar</th>
<th>Labial velar</th>
<th>Glottal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stops</td>
<td>/pʰ/</td>
<td></td>
<td>/bʰ/</td>
<td></td>
<td></td>
<td>/kʰ/</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>/p/</td>
<td></td>
<td>/t/</td>
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<td>/k/</td>
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<tr>
<td></td>
<td>/b/</td>
<td></td>
<td>(?)/</td>
<td></td>
<td></td>
<td>/g/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implosive</td>
<td>/ɓ/</td>
<td></td>
<td>/ɗ/</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nasals</td>
<td>/m/</td>
<td></td>
<td>/n/</td>
<td></td>
<td>/ŋ/</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fricatives</td>
<td></td>
<td></td>
<td>/sʰ/</td>
<td></td>
<td>/ʃ/</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>/θ/</td>
<td>/s/</td>
<td>/ɹ/</td>
<td>/h/</td>
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<td></td>
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<tr>
<td>Affricates</td>
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<td>/tʃʰ/</td>
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<td></td>
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<td></td>
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<td></td>
<td>/tʃ/</td>
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<tr>
<td>Lateral</td>
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<tr>
<td>approximate</td>
<td>/w/</td>
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<td></td>
<td>/u/(?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

31
Table 2.5  Vowels of the Karen Language (Thailand) Naw Bar Hso Wah

<table>
<thead>
<tr>
<th></th>
<th>Front</th>
<th>Centre</th>
<th>Back</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>/i/</td>
<td>/u/</td>
<td>/u/</td>
</tr>
<tr>
<td>Mid</td>
<td>/e/</td>
<td>/a/</td>
<td>/o/</td>
</tr>
<tr>
<td>Low</td>
<td>/a/</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.8  The Phonology of English

Fromkin and Rodman (1998: 233) list the English consonants which their phonetic features for American Standard English. The rows stand for manner of articulation and the columns for places of articulations. Symbols for aspirated stops and the glottal stop are not included as they are not phonemic.
<table>
<thead>
<tr>
<th></th>
<th>Bilabial</th>
<th>Labiodental</th>
<th>Interdental</th>
<th>Alveolar</th>
<th>Palatal</th>
<th>Velar</th>
<th>Glottal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stops (oral)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>voiceless</td>
<td>p</td>
<td></td>
<td>t</td>
<td></td>
<td>k</td>
<td></td>
<td></td>
</tr>
<tr>
<td>voiced</td>
<td>b</td>
<td></td>
<td>d</td>
<td></td>
<td>g</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nasals (stop)</strong></td>
<td>m</td>
<td></td>
<td></td>
<td>n</td>
<td>η</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fricatives</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>voiceless</td>
<td>f</td>
<td></td>
<td>θ</td>
<td>s</td>
<td>ñ</td>
<td>h</td>
<td></td>
</tr>
<tr>
<td>voiced</td>
<td>v</td>
<td></td>
<td>δ</td>
<td>z</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Affricates</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>voiceless</td>
<td>m</td>
<td></td>
<td></td>
<td></td>
<td>m</td>
<td>h</td>
<td></td>
</tr>
<tr>
<td>voiced</td>
<td>w</td>
<td></td>
<td></td>
<td></td>
<td>j</td>
<td>w</td>
<td></td>
</tr>
<tr>
<td><strong>Glides</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>voiceless</td>
<td>m</td>
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<td>m</td>
<td>h</td>
<td></td>
</tr>
<tr>
<td>voiced</td>
<td>w</td>
<td></td>
<td></td>
<td></td>
<td>j</td>
<td>w</td>
<td></td>
</tr>
<tr>
<td><strong>Liquids</strong></td>
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</tr>
<tr>
<td></td>
<td>lr</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2.7 Classification of American English vowels (Fromkin and Rodman)

<table>
<thead>
<tr>
<th>Part of the Tongue Involved</th>
<th>HIGH</th>
<th>MID</th>
<th>LOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tongue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Height</td>
<td>FRONT ←——— CENTRAL ——— BACK</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>i</td>
<td>e</td>
<td>æ</td>
</tr>
<tr>
<td></td>
<td>u</td>
<td>o</td>
<td>a</td>
</tr>
</tbody>
</table>

2.9 Comparison of the Consonant Phonemes of the English Language and the Karen Language

As the research of this study would be focused on a small scale of the pronunciation, comparing the consonant phonemes of the English and the Karen Language, there are some differences in the fricative and affricatives. In the fricative of the Karen Language in Myanmar there were neither Labiodentals of /f/ and /v/, while there were only /v/ in the Karen Language in Thailand. Moreover, the /θ/ and /ʃ/ sounds of the fricatives are not in the Karen consonant phoneme. /tʃ/ and /dʒ/ sounds of affricatives are not found in the
Karen phoneme. Moreover, according to the observation on the participants before the research, the students pronunciation on the /s/ and /ʃ/ are not differentiated. Therefore the research of this study on the pronunciation are focusing on the fricatives: /tʃ/ and /dʒ/ and affricatives: /ʃʃ/, /ʃs/, /zʃ/, /θʃ/, /ðʃ/, /v/ and /v/.

2.10 Teaching Pronunciation to Young learners

Advanced students find that they can improve all aspects of their proficiency in English except in their proficiency in English pronunciation, and mistakes which have been repeated for years are impossible to eradicate (Cheng 1998: 37, cited in Baker 1992: 1). Therefore, teaching pronunciation should start at the very beginning of language learning.

According to Cameron (2001: 13), “it has long been hypothesized that children learn a second language better than adults, and this has often supported the early introduction of foreign language teaching”. The Critical Period Hypothesis is the name given to the idea that young children can learn a second language particularly effectively before puberty because their brains are still able to use the mechanisms that assisted first language acquisition. In addition, Lu (2002: 38) indicates that phonetic symbols should be introduced to students as early in their education as possible because pronunciation and intonation are the foundation of verbal language. Besides, he says that if bad habits are formed, it will require double effort later to correct them.
Even studies that are very careful to point out the cognitive advantages which older learners may have over younger ones concede that children are probably better at acquiring an acceptable accent than adults. Moreover, Dalton and Seidlhofer (1994, 8) explain that there is a good deal of evidence that early language learning is an advantage, especially in the domain of pronunciation.

For young learners, spoken language is the medium through which the new language is encountered, understood, practiced and learnt. Moreover, the spoken form in the young learner classroom acts as the prime source and site of language learning (Cameron 2001, pp 18).

According to Harley et al.1995, cue effect is compounded by effect of age. In studies of immersion language learning, young learners (7-8 years) seem to pay more attention to sound and prosody (the music of an utterance), whereas older children (12-14 years) are more attentive to cues of word order.

In addition Cameron 2001 says “new language is largely introduced orally, understood orally and aurally, practiced and automatised orally.” Thus, pronunciation, as part of the oral skills should be introduced to the children in the early study of a language.

2.11 Music and Young Learners

There are a lot of advantages for using music to teach young learners and music can be used to foster the followings:
Language development. Musical experiences can help the learners to acquire the target language with the use of word and sound patterns through listening and singing.

Physical development. Musical experiences especially those involved in singing and rhythmic movement may help the learners to gain increasing control over his or her large or small muscles and to experiment with body movement. Le Roux (2002:135) and De Kock (1998:24)

Various authors have explored different ways of presenting music to young learners – through singing, moving and playing musical instruments; they investigate the different musical concepts such as dynamics, pitch tempo and form and explain the melody as a component giving music its expressiveness through varied pitch. Rhythm gives music its “heartbeat” and thus gives it life. Texture and timber gives it interest and color. Form gives it shape and meaningful organization. (Le Roux 1992: 48)

2.12 Music and Language

Young learners’ language naturally has rhythm and melody. Music enriches the vocabulary, teaches articulation and pronunciation. Music requires attention to detail, neatness and precision in writing. (Horn 2007:64)

By adding music to word (songs) practice in both language and music may be provided – an experience which young learner find enjoyable. It is of interest to notes that when speech and music are combined to produce singing, different hemispheres of
the brain are called upon to co-orporate: speech is situated in the left brain while music is situated in the right brain. Language seems to have an underlying rhythmic principle. The importance of oral language, as well as listening, has been emphasized. Together with movement and music making speech patter are important. Both music and language take place in time, and they both employed the distinction of pitch, duration and intensity. (De Kock 1989:174)

2.13 The Importance of Songs in Teaching Pronunciation

In English language teaching methodology, because of the reason of students' inefficiency, Lozanov asserts, is that we set up psychological barriers to learning: We fear that we will be unable to perform, that we will be limited in our ability to learn, that we will fail. (Larsen-Freeman. 2000:73) Suggestopedia the application of the study of suggestion to pedagogy has been developed by Lazanov which stresses the significance of mental calmness in learning. Suggestopedia is a method for second language teaching that capitalizes on relaxed states of mind for maximum retention of material through listening to classical music especially Mozart. Music plays a vital part in this teaching method.

Lowe (2008: 7) illustrated that songs, which combine both music and language, can be very helpful in teaching students how to express emotion in a new language-and how to speak with a comprehensible accent. When the words are memorized they deeply influence the way we speak the new language, making it more natural, more charged with emotion-and easier for others to understand.
“General classroom music activities that include singing and rhythm help enhance the development of auditory discrimination skills, including integration of letter sounds, syllabification, and pronunciation or words” (Richards 1993:109-113)

In accordance with Murphy (1992; 6-7),

Songs, in general, use simple, conversational language, with a lot of repetition. So, the singing of songs resemble what Piaget (1923) described as egocentric language, in which children talk, with little concern for an addressee. They simply enjoy hearing themselves repeat, it could be that the need for egocentric language never really leaves us and is fulfilled partly through songs. Krashen (1983) has suggested that this involuntary repetition may be a manifestation of Chomsky’s ‘language device’. It seems our brains have a natural propensity to repeat what we hear in our environment in order to make sense of it. Songs may strongly activate the repetition mechanism of the language acquisition device. It certainly seems to do so with children, who learn songs almost effortlessly.

Reilly and Ward (1997:23) say that one of the linguistic advantages of songs, chants, and rhymes is that the learners will happily repeat the same structure, even the same words, over and over again without getting bored.

The use of music and songs in the classroom can stimulate very positive associations to the study of a language, which otherwise may only be seen as a laborious. As a consequence, in this study teaching the pronunciation, which seems to be difficult, will be taught to the young learners through songs since Reilly and Ward (1997: 23) have shown that pronunciation is improved as the students are concentrating on sound rather than meaning.
Singing, like other creative activities, elevates the mind. When learners sing, they become aware of their surroundings and listen to their own voice and pronunciations of the English language. This is very useful for English language learners: vocabulary and audio awareness skills; bearing in mind that pitch perfection is not their aim, but spontaneous singing for enjoyment.


Therefore, songs, which are enjoyable for all learners, contain a lot of features of sounds' production, are salient and will be used as tools for teaching pronunciation.

2.14 Conclusion

In order to improve the students’ pronunciation on English affricative and affricates, which are difficult for the young learners of the Karen ethnic group to pronounce, communicative language activities, such as games, drama and group discussion had been developed based on a series of songs.
Chapter 3

Methodology

3.1 Introduction

This Chapter presents the methodology employed in the data collection of the research. The description includes the restatement of the research questions, the research context, participants, methods of data collection and methods of analysis. Action Research is used as the main approach in collecting the data by using the materials that had been developed. The instrument of the research were the questionnaires for students’ language background and their attitude towards the English and their cultural, the printed text and pictures, the CD and DVD players, the teachers’ journals and the audio recorder (Sony IC recorder ICD- UX81F) which was used to record the pronunciation of the students on the pre-test, the post-test and the singing of the students.

3.2 Restatement of the research Questions

1. Research Questions

1. How can communicative activities with songs be designed and integrated in teaching pronunciation?

2. How effective are songs as a means for teaching pronunciation to young children?
3. By teaching pronunciation through songs, can young learners improve their pronunciation of difficult consonants for the Karen students: with a focus on English affricates (/tf/ and /dz/) and fricatives (/ʃ/, /s/, /l/, /ɔ/, /ә/, /ɹ/, /ɬ/, and /v/)?

3.3 Description of the Research Context

The research was conducted at ‘Love and Care’ Learning Centre’, situated in Mae Sot, which is near the border of Myanmar in Thailand. The School was first started as a Primary School in 2004 with 26 students. Since the children of the migrant workers had problem with their legal status, they do not have access to the Thai public school education. The number of the children in the migrant school has increased over the succeeding years. In 2005 being sponsored by a missionary group from Australia, the school was rebuilt and established as the ‘Love and Care Learning Centre’ and collaborated with the ‘Hway Kaloke’ migrant school. So the students who had completed the primary school at “Hway Kaloke” could join grades 6 to 11 at the Love and Care Learning Centre. The number of students at “Love and Care Learning Centre” is about 100, including the G.E.D (General Equivalency Diploma) students and intensive course students, who are trying to prepare for their study in a foreign country at a university level or preparing for university education in Thailand.

The students are living in a dormitory provided by the school and with their group members they have to do their daily duties such as taking care of the plants. Moreover, as a Christian school they have morning prayers, evening devotions, and during their free time they can do several sports: football, cane ball, basketball, volleyball, table tennis and
badminton. During the devotions the students are being taught Karen, Burmese and English songs. As 90% of the students are Karen, they normally use the Karen language to communicate. However, Burmese is sometimes used as a medium in teaching in a classroom.

3.3.1 Students’ Language Experience and Exposure to the English Language

According to the background information collected in reference to the students’ language experience, based on the five questions about their preferences and experiences in using languages, the Grade Six students are all bilingual (Karen and Burmese). Moreover, all of the students preferred to use the Karen language at home. Among the 25 students, only four students said that they would have a preference of using Burmese at school, while the rest of the students liked to use Karen.

To include their exposure to the English language, questions were asked about their language preferences in their leisure activities, such as songs, movies and stories. In songs, except for three students who liked to listen to Karen songs, the rest of the students only liked to listen to songs in Burmese. However, they would sometimes listen to English songs. In regards to movies, as they were allowed to watch a movie every Saturday night, most of the students preferred to watch English movies. Only four students liked to watch Burmese movies. Except for the stories in the Grade Six English text book readers, the students rarely read the stories or comics in either English or Karen but they did read a lot of stories in Burmese.
In conclusion, these students did not have much exposure to the English language and they only had a chance to study with native speakers once in six months or once in a year.

3.4 Description of the Research Participants

The subjects of the research are the Grade Six students of “Love and Care Learning Centre” and their ages are between twelve and thirteen. Although there are 26 students in grade six which is the youngest level at the “Love and Care Learning Centre,” only 25 students completed all the lessons which were taught for this action research during the one month. There are 12 male students and 13 female students aged 11 and 13 completed the training.

All of the students in this Grade Six were Karen from Myanmar. Some had completed their Primary Level in Myanmar, others had finished the primary school at “Hway Kaloke” migrant school. As in a normal school these students have to study English as a subject for four hours and thirty minutes per week. However, the researcher had a special English class for the students during the month of one hour per session and there were six sessions in a week in accordance with the permission from the headmaster. There was a total of 26 hours teaching of songs and activities within the month of classes for this research. The English teaching hour was from 9:00 to 10:00 from Monday to Saturday.
The teacher was the researcher, studying in the MA of English Language Teaching program at the Graduate School of English, Assumption University, Bangkok, Thailand. The researcher, had observed the school and the participants before developing the material, in order to find out the pronunciation problems of the participants that the students might have, as well as the level of the students’ English language skills. Moreover, the researcher had a great interest on teaching language through music and had some knowledge about music for she had been tutoring as a piano lesson teacher.

3.5 Methods of Data Collection

Before the data was collected, the researcher did some observation at the school about the students’ level, their pronunciation problems and scheduling the time table. Then by studying the phonology of the Karen language from some theses, research papers and books by some scholars the researcher compared those pronunciation difficulties with the group of students through observation and the researcher had drawn the conclusion of the phonological problems of the students that the students might have. After that, the researcher selected the songs and developed the material which was appropriate for these young Karen learners.

The researcher conducted the action research for one month (26 hours of total teaching time). The teaching section takes place from 9 to 10 AM every morning except Sunday. Before the action research was carried out 26 hours of lesson plans were developed with various communicative language teaching activities from Oxford Primary
Skills Series Reading 1, 2 and 3 by Paul Sze and English Parade 1, 2, 3 by William, K. C.
All the lesson plans for this research can be seen in the appendix seven.

3.5.1 Developing the Materials

The researcher had developed the materials, the lesson plans, for 26 hours of teaching based on the 12 songs which include lots of words which focused on the affricates/tʃ/, /dʒ/ and fricatives /ʃ/, /s/, /z/, /θ/, /ð/, /ʃ/, /ɹ/, and /v/. The songs were also integrated with communicative language teaching activities from the elementary text book and some other activities were designed.

In developing materials, the researcher made a lesson plan to teach three songs per week with other communicative activities which were developed to complement the content and meaning of each song.
### Table 3.1 Names of the Songs and the Significant Sounds

<table>
<thead>
<tr>
<th>No.</th>
<th>Songs</th>
<th>Significant sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Native Language</td>
<td>(/s/, and /ʃ/)</td>
</tr>
<tr>
<td>2.</td>
<td>The House Song</td>
<td>(/z/, /θ/, /θ/, /ʃ/ʃ/, and /ʃ/)</td>
</tr>
<tr>
<td>3.</td>
<td>Do you have it?</td>
<td>(/v/, /ʃ/, /s/, and /dʒ/)</td>
</tr>
<tr>
<td>4.</td>
<td>The Elephant Song</td>
<td>(/ʃ/, /s/, /θ/, and /tʃ/)</td>
</tr>
<tr>
<td>5.</td>
<td>Going to the Zoo tomorrow</td>
<td>(/z/, and /s/)</td>
</tr>
<tr>
<td>6.</td>
<td>Fishy, Fishy.</td>
<td>(/ʃ/, /ʃ/, /θ/, /s/, /s/, /z/)</td>
</tr>
<tr>
<td>7.</td>
<td>Fresh Fish (Jazz Chants)</td>
<td>(/ʃ/, and /tʃ/)</td>
</tr>
<tr>
<td>8.</td>
<td>The Meal Song</td>
<td>(/ʃ/, /s/ and /tʃ/)</td>
</tr>
<tr>
<td>9.</td>
<td>The Season Song</td>
<td>(/s/, /ʃ/ and /dʒ/)</td>
</tr>
<tr>
<td>10.</td>
<td>Bicycle for Two.</td>
<td>(/z/, /dʒ/, /s/, /v/, /ʃ/ and /ʃ/)</td>
</tr>
<tr>
<td>11.</td>
<td>The clothing Song.</td>
<td>(/s/, /ʃ/, /θ/, /dʒ/ and /tʃ/)</td>
</tr>
<tr>
<td>12.</td>
<td>Peace, Joy, Love.</td>
<td>(/v/, /dʒ/, /s/, /ʃ/ and /ʃ/)</td>
</tr>
</tbody>
</table>
3.5.2 Pre- test and Post- test

In this research, the pre-test and post-tests were used to evaluate the improvement of the students' pronunciation of the consonants focused on: affricates (/tʃ/ and /tʒ/) and fricatives (/ʃ/, /s/, /z/, /θ/, /ð/, /ʃ/, and /v/).

The Pre-test was given on the third day of the research period, by which time the researcher had finished with the introductory sections of the course but songs were not being taught yet. The purpose of giving the test on the third day was to avoid any unnecessary problems which could have occurred with the students as a consequence of a lack of familiarity with the teacher. The pre-test was composed with the vocabulary which was already known by the students in order to avoid the pronunciation difficulties from unfamiliar vocabulary.

Furthermore, the vocabulary was paired with pictures which would help give the students the meaning of the key words that they have to pronounce. There are 18 words and 10 sentences in the pre-test (see the appendix one and two). Both words and sentences were designed to test the students' pronunciation on each sound that was focused on.

Similar to the pre-test, in the post-test each particular sound (/tʃ/, /dʒ/, /ʃ/, /s/, /z/, /θ/, /ð/, /ʃ/, and /v/) occurred three times in the word lists and sentences. However, the post-test included words which had been used while teaching the songs and the communicative activities as well as one more difficult word they should have learned.
The result of the pronunciation of the students on both the pre-test and post-test would be examined by four examiners. The scoring systems of the students' pronunciation were graded from 1 to 5.

Incomprehensible = 1
Difficult to comprehend = 2
Partially comprehend = 3
Comprehensible with accent = 4
Native speaker = 5

Depending on the comprehensibility of the students' pronunciation improvements, their scores will be graded. Moreover, by giving the attitudinal tests, by using Likert Scale, students' attitudes towards the English and the Karen culture would be examined.

3.5.3 Attitude Tests

Three psychological tests, Language Attitude scale, Cultural Allegiance scale and Anomie scale were given to the participants at the same time as the researcher was teaching in order to let the students reveal their real attitude regarding the English language along with the cultural context of English. There are eleven statements in “the Language
Attitude Scale”, nine statements each for the “Anomie” and “Cultural Allegiance Scale”. In each test liker scale was used. The students had to grade -3 to +3 based on their agreement and disagreement for each statement. To make sure the statements in the psychological test could be easily understood, the statements were translated into the students’ second language which is Burmese. (See Appendix Three)

3.5.4 Students’ background information

In order to make certain the validity of the test again, the researcher kept a record of the students’ background information. Generally, students were from the Karen State, villages around the Karen state and the others were from the border of Thailand and Myanmar. The youngest age of the students was eleven and the oldest was thirteen.

In general, students from Myanmar start learning English, from the alphabet, since they are five years at the nursery school. In a different way, these grade six students from this migrant school had different number of years of study for the reasons that they may skip a year or repeat a grade because of resettlement.
### Table 3.2 Students' Background Information

<table>
<thead>
<tr>
<th>Students</th>
<th>Age</th>
<th>Gender</th>
<th>Total years of studying English</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>11</td>
<td>F</td>
<td>6</td>
<td>Htee Shre Rah</td>
</tr>
<tr>
<td>B</td>
<td>12</td>
<td>F</td>
<td>7</td>
<td>Chinma</td>
</tr>
<tr>
<td>C</td>
<td>13</td>
<td>M</td>
<td>8</td>
<td>Shwe Koke Ko</td>
</tr>
<tr>
<td>D</td>
<td>12</td>
<td>M</td>
<td>7</td>
<td>Pantanaw</td>
</tr>
<tr>
<td>E</td>
<td>12</td>
<td>M</td>
<td>7</td>
<td>Pha An</td>
</tr>
<tr>
<td>F</td>
<td>12</td>
<td>M</td>
<td>8</td>
<td>Hpa-an</td>
</tr>
<tr>
<td>G</td>
<td>13</td>
<td>M</td>
<td>6</td>
<td>Shwe Koke Ko</td>
</tr>
<tr>
<td>H</td>
<td>12</td>
<td>M</td>
<td>7</td>
<td>Hpa-an</td>
</tr>
<tr>
<td>I</td>
<td>13</td>
<td>M</td>
<td>8</td>
<td>Hpa-an</td>
</tr>
<tr>
<td>J</td>
<td>13</td>
<td>M</td>
<td>8</td>
<td>Shwe Koke Ko</td>
</tr>
<tr>
<td>K</td>
<td>12</td>
<td>M</td>
<td>7</td>
<td>Hpa-an</td>
</tr>
<tr>
<td>L</td>
<td>12</td>
<td>F</td>
<td>7</td>
<td>Hpa-an</td>
</tr>
<tr>
<td>M</td>
<td>12</td>
<td>F</td>
<td>7</td>
<td>Umphiem</td>
</tr>
<tr>
<td>N</td>
<td>12</td>
<td>F</td>
<td>7</td>
<td>Myawady</td>
</tr>
<tr>
<td>O</td>
<td>12</td>
<td>F</td>
<td>7</td>
<td>Myawady</td>
</tr>
<tr>
<td>P</td>
<td>12</td>
<td>F</td>
<td>7</td>
<td>Done Yin</td>
</tr>
<tr>
<td>Q</td>
<td>12</td>
<td>F</td>
<td>6</td>
<td>Korkarate</td>
</tr>
<tr>
<td>R</td>
<td>12</td>
<td>F</td>
<td>8</td>
<td>Done Yin</td>
</tr>
<tr>
<td>S</td>
<td>12</td>
<td>F</td>
<td>7</td>
<td>Myawady</td>
</tr>
<tr>
<td>T</td>
<td>11</td>
<td>F</td>
<td>7</td>
<td>Lun-Nya</td>
</tr>
<tr>
<td>U</td>
<td>12</td>
<td>F</td>
<td>7</td>
<td>Lun-Nya</td>
</tr>
<tr>
<td>V</td>
<td>12</td>
<td>F</td>
<td>7</td>
<td>Shwekoke Ko</td>
</tr>
<tr>
<td>W</td>
<td>12</td>
<td>M</td>
<td>6</td>
<td>Kor Ka Rate</td>
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<tr>
<td>X</td>
<td>13</td>
<td>M</td>
<td>8</td>
<td>Hpa-an</td>
</tr>
<tr>
<td>Z</td>
<td>13</td>
<td>M</td>
<td>8</td>
<td>Hpa-an</td>
</tr>
</tbody>
</table>
3.5.5 Audio Recorder

An audio recorder (Sony IC recorder ICD-UX81F) was used to record the pronunciation of each student’s pre-test and post-test of the word lists and sentences. Moreover, it was used to keep a record of the singing of the students after each song had been taught.

3.6 Method of analysis

The communicative language activities which had been integrated and designed with songs could be examined by the lesson plans and the materials (see the appendix six).

The evaluation of the improvement of the students’ pronunciation on the fricatives and the affricatives of the English consonants could be examined by comparing the results of the pre-test and post-test. In order to avoid evaluators perceptual limitations of the test the recordings of the students were scored by four different examiners, two native speakers and two non-native speakers. In which, one native speaker and the one non-native speaker, the researcher, are specialized in the English Language Teaching program and the others, one native speaker, and the non-native speaker, were bilingual, majoring in other study subjects. Pronunciations of the students were graded from “Incomprehensible = 1, Difficult to Comprehend = 2, Partially Comprehensible = 3, Comprehensible with Accent = 4, and Native Accent = 5”. Therefore, depending from various aspects of the examiners the average scores of each student would be calculated.
3.7 Conclusion

In conclusion, this chapter has described the background information of the participants and their context, as well as the detail steps on collecting and evaluating the data. The instrument used for the data collection and analysis has also been explained.
Chapter 4

Analysis and Discussion

4.1 Introduction

This Chapter presents the process of designing communicative activities with songs and the data collected from the pre-test and post-test over a period of four weeks. The results of the pre-test and post-test compared the pronunciation of the students’ improvement. The finding will be described by answering each research question as follow.

4. How can communicative activities with songs be designed and integrated in teaching pronunciation?
5. How effective are songs as a means for teaching pronunciation to young children?
6. By teaching pronunciation through songs, can young learners improve their pronunciation of difficult consonants for the Karen students with a focus on English affricates (/tʃ/ and /dʒ/) and fricatives (/ʃ/, /s/, /z/, /θ/, /ð/, /ʃ/, and /v/)?

There are three issues to be examined in this chapter. The findings in 4.2 show how the communicative language materials had been designed and the students’ reactions to each section. In section 4.4 the students’ general pronunciation improvement is described in order to examine how effective the material are as a means for teaching pronunciation to young learners. In the last section 4.5 the detail improvement of students’ pronunciation in each fricative and affricative would be described.

54
4.2 How can communicative activities with songs be designed and integrated in teaching pronunciation?

Based on the contents of the songs that were selected, the researcher designed and integrated some activities such as drama, games, drawing pictures and coloring and action songs. The main target among all the activities is to sing the songs repeatedly so that they would learn to pronounce the selected sounds and being able to communicate with the lyrics that they had been taught. As the students are young learners who have very limited English language skills, it is difficult to communicate in English. So, the researcher had selected songs most of which include a lot of question and answer patterns that will be helpful for the students to start communicating in English.

The student’s response on these activities and songs were noted down by the teacher while teaching by keeping a journal at the end of each lesson so that the level of interest of the students could be determined.

4.2.1 Introductory activities

Before the songs were initiated, the teacher taught the students for three days with the introductory activities. On the first day, activities about introducing themselves so that they would learn how to introduce themselves and it was followed by the matching activity of people introducing their selves. The next day, the students learned how to talk about or introduced their friends to the class. After they had received the handout of people describing their friends’ physical appearances, the students chose one of their friends and
talked about him or her. On the last day of introductory activities, students described their family members and it was followed by answering the “family facts” questionnaire, in which they said who was the tallest, biggest and oldest in their family. Then, they had to draw a picture of their family members in provided sheets of paper.

4.2.1.1 Students’ Responses to Introductory Activities

Although the students were slightly embarrassed, there were some students who volunteered to participate in the introductory activities. As the students’ were not acquainted with the teacher, they were not very active in these introductory activities. However, the students preferred to do the drawing of their family members in the last activity of introductory section. The classroom became livelier and the students started to feel relaxed in this last drawing activity.

4.2.2 Native Language Song

This is the very first song that the teacher taught after the introductory section and the pre-test was given. This song was taken from the Classic song in “Jazz Chants Old and New” by Graham (2001:23). As the melody of the song is “Frère Jacques”, the melody was very familiar to the students. The focused sounds of this song are /s/ and /ʃ/:

/s/ speaks, so, Boston, and Moscow

ʃ/ English, she, Spanish, Russian
There were three verses in the song (see appendix seven) and the song had to be sung in two groups. The teacher taught the students verse by verse while showing the map of each city, as well as explaining the meaning of 'born' and 'grew up'. When the song was sung and the first group gets to line two of the song, the second group would start singing. So the first group finished two lines ahead of the others and students in the first group were repeating the last two lines again with the second group students so that the students would finish singing the song together. In view of the fact that "Native Language" was the first song that was taught, except from singing and explanations of the vocabulary the teacher didn't let the student communicate with each other. As a consequence the students did not feel the lessons and instruction so difficult to follow, as well as not let them felt the complete change of the textbook based activities, which their teacher used to practice, to the communicative activities.

The follow up activities of this song was the grammar teaching of adverbial frequency;

Read and say.

1. The postwoman always brings the post to my street.

2. She usually brings the post to my house.

3. She sometimes brings the post to me.

4. She never brings the post to my parrot!
This grammar exercise was necessary for the students to fill in the form of their language experience and exposure to the English language. Moreover, it was also helpful for the students to understand that the teaching of songs was a normal class activity and they would not get lost to learn new songs every day. More activities of this grammar were given (see the appendix seven) Therefore, before going on to another new song, the song which had taught could be reviewed by singing them again on another day.

4.2.2.1 Students’ Responses to Native Language song

As it was the very first song which was being introduced to the students, they found the instructions to sing in two groups complicated. However, the majority of the students’ showed their enthusiasm in each activity even though there were still some quiet and shy students. Since the song contained only a small number of new words, the students could cope with the vocabulary very well. The singing of the students was good and they found the follow-up activity easy and interesting.

The students were not aware of their pronunciation with /s/ and /ʃ/ for they pronounce ‘she’ as /s/ʃ/. Nevertheless, the students corrected their pronunciation by singing the song over and over again, as well as, letting them repeat some words. Besides, the environment of teaching was very friendly, for they were not asked to sing a very new song. Therefore, the students’ response to “the Native Language” song was positive.
4.2.3 The House Song

The House Song was selected from “We Are Busy Beavers : Fun” By Martin. This song was new and it contains a lot of new vocabulary. The melody is slow and it has many repetitions. There are six characters in the songs: Mr. Penguin, Baby Elephant, Mr. Lion, Billy Beaver, Mr. Brown Bear, Mr. Zebra. The focused words and sounds of this song are:

/biθ/  bath room, bath
/siθ/  the
/ˈe l ɪ p ə t /  elephant
/zebra, is
/ˈw ɛ s θ ɪŋ, ˈd i ʃ iz, ˈɛ n g l ɪ ʃ /
/k ɪ t ʃ ɪ ʃ n, ˈtʃi ʃ n, ˈw ɛ t ʃ ɪ n g /

For the pre-teaching, pictures of different rooms in a house were given with some Yes/ No exercise
Then, the students have to listen to the song once and they will be asked:

1. What do they notice about the song?

2. How many animals do they hear?

3. How many rooms in the chorus? (see the lyric of the song in Appendix Seven)

Subsequently the students were singing along with the song. Then the students sang in groups, alternatively the students asked and answered the questions according to the
lyrics by singing together. Next, in groups, the students were sitting and asked each other where each character in the song was and gave an answer in pairs.

Next day for another session, after the students had learned how to sing "the House Song", the animation of the House Song was shown to the students so that they would memorize the vocabulary though the animation pictures. After that they sang along with the animation as there were the subtitles of the lyrics. The teacher asked the question "Where is Mr. _____?" and the student volunteered to give an answer. Afterward the students picked another student from the other groups. Next the spellings of the kinds of rooms were reviewed by spelling them on the board for the students and the song was sung by asking and answering in groups.

The follow-up activity was a drama "How old is Mum?" in which the scene took place in the kitchen. In this activity, the students read out the conversation together and the teacher read it for them once. In that case the students were divided in groups and four students had to perform four characters. The conversation of each character was read by the students who were going to play the role of each character and 15 minutes were given for them to prepare for the drama. After that they acted out the drama in front of the class and the best performance and actors were selected according to their votes.

4.2.3.1 Students’ Responses to the House Song

This was the very first song that was taught with the animation. The students’ interest in this song was very high. The pre-teaching activity on introducing vocabulary of
different rooms in a house was easy and interesting for them. Moreover, communicative
activity in listening, in which they have to note down the number of animals in the song,
was fun. They found the activities of singing lots of fun in groups and their singing of the
chorus was very good. The students kept on singing this song on their own during the
break that they were given before the session for next subject was started. The animation of
the song was shown to the students after they could sing the song well, so that they can
revise the vocabulary again.

The focused pronunciations were again not being corrected in isolation but in
singing. The teacher gave a model of pronunciation only when teaching the song. In the
follow up activities, drama, the students participate with keenness in groups; they played
their roles very well, though it was their first experience in performing short drama.

4.2.4 Do you have it? Song

The song was again selected from “We are Busy Beavers: Fun” by Martin. The
focused sounds of this song are:

/v/ have

/s/ yes, some, snake, grapes, soup

/tʃ/ cheese (/z/)

/dʒ/ juice (/s/)
For the pre-listening activities sixteen pictures were shown by the teacher to the students and checked whether they understand the new vocabulary of these pictures in English. After that, the students were divided into groups and each group was given sixteen pictures.
The song was started and the students had to pick the item that they heard from verse to verse. They had to listen again and check the answer with the teacher. Then put their pictures in order and sing along by asking and answering. For the next session, the use of 'some' and 'a' after the noun was explained. For the next session, by pointing out the picture, the students have to add 'some' or 'a' before the noun. After that the students watched the animation of the 'Do you have it?' song and sing along. In groups with their previous members they choose the picture. Without showing their pictures to their member they asked each other questions with 'Do you have a/some ____?' for the last activity of this song, they were singing the song again by asking and answering in groups and the exercise for 'Do you have is song?' was completed.

4.2.4.1 Students' Responses to the Do you have it? Song

Similar to the previous song, the students find the activities of this song enjoyable and they also get pleasure from singing the song. Before singing a song the students find it enjoyable, as well as exciting to do the communicative activities, in which they have to work with pictures, in groups. Although lots of new vocabulary was introduced, by the use of pictures, students could cope with the difficulties of these problems and memorized new vocabulary easily with the song.

For the follow-up activities with the use of a/some before each noun, the students were eager to give correct answers. They also preferred the animation of the song and singing along while watching the animation.
4.2.5 I Like Elephant Song

The elephant song by Erich Harman was downloaded from YouTube. It's a song with a conversation of a man and a little boy about several animals. The focused sounds of the Elephant song are:

/e/ elephant, fish, frog

/s/ mouse

For the pre-activities, the students were given unorganized six pictures of a story and they have to cut these pictures and glue them on a blank page in the order. Then, in groups, the students presented this story to the class.
Subsequently, they were divided into groups and they were given a piece of paper on which they have to write down the name of animals that they know and what each animal can do (see appendix seven). For the next session, they were given ten pictures of animals which they were going to hear in the song that would be played.

After studying the pictures they had to listen to the song for two times and they were given the following sentences, which state the things that each animal can do, to match with the pictures. The students have to sit in groups and on plain paper they have to cut and stick each picture with the correct statement.
It can swing through trees.

It can swim in the ocean.

It likes to chase after mice.

It says, "cock-a-doodle-do".

It barks at the mailman.

It likes honey.

It can jump up high and catch a fly.

It likes to run through a maze for the cheese.

It says, "Hee-Haw"

It has a great big trunk.
They had to match the picture with the sentences. Finally, they were asked to draw two pictures of the animals which they liked and write down one sentence each to represent the animal.

For the follow-up activity, they studied about the insects in a reading section so that they can differentiate the animals and insects.

Insects, Plants and Animals
Subsequently, they are going to play a game the “insects, plants and animals”, in the above reading activity. In this game they were going to be divided into groups. Each group had a presenter and the student-presenters of each group would describe one type of insect, animal or plant that the other group had chosen. The students-presenter had to describe the chosen insect, plant or animal to their group members by describing the habit and characteristics of it. For another day, the students received a word puzzle sheet “Who am I?” and they had to fill in the name of animal in a provided puzzle space and explanations are provided as the statements for them to fill in the correct words. After that, they are going to play “Fox and Mouse” game according to the instruction of the games. (See Appendix Seven)

4.2.5.1 Students’ responses to the I like Elephant Song

Unlike the previous songs, students did not show much interest in the “I Like Elephant” song. Although the students preferred to work in the pre-listening activities in groups by writing down the name of the animals that they knew, the students found the animation of the song fun but they did not sing along. However, the follow-up activity of ‘the world of insects’ was interesting to them and the students find the game of guessing, in which the students had to described animals or insects, was exciting and useful. Besides, the outdoor activities of playing “the Fox and the Mouse” games brought a lot of joy to the language class and the puzzle of ‘who am I’ helped the young learners to improve their description of the appearances of the animals. In general, although the song was not good enough to use for teaching pronunciations, it did not include a lot or repetition, yet the
activities which had been used were helpful and brought a lot of benefit in communicative teaching.

4.2.6 Going to the Zoo Song

"Going to the Zoo" song was downloaded from You Tube the author’s name was not given <http://www.youtube.com/watch?v=2g6cbw6-vnU&feature=channel>. The focused sounds of the song are /z/ and /s/;

/z/  zoo, trees

/s/  swinging, swimming

For the pre-activity the students had to read “A Hungry Monkey” story (see appendix seven) which was about the two boys feeding a monkey at the zoo. After that they listened to Going to the Zoo song, once, they were asked

1. Who is taking them to the zoo?

2. How long can they stay at the zoo?

3. What are the animals that they saw in the zoo?

After they watched the animation of the song, they were assigned to create their own action of the song in groups and competed among groups.
4.2.6.1 Students’ responses to the *Going to the Zoo* song

The students find the song enjoyable and the melody was easy to catch. On the other hand, the pre-activity of ‘the Hungry Monkey’ was enjoyable and they liked to read that story. When it came to acting out the song, half of the students showed eagerness whereas some students hesitated to act out. Generally, it was a good song to practice the pronunciation of /z/, and /s/ for it included a lot of repetition and was easy to memorize.

4.2.7 *Fishy, Fishy, Fishy* Song

The “*Fishy, Fishy, Fishy*” song was downloaded from www.KIDddles.com. It was written by Sandi and Stevie <http://www.kididdles.com/lyrics/f002.html>. The focused pronunciation of the song are (/f/, /ʃ/, /θ/, /s/, /z/):

/f/   fish, flat, fat, funny face

/ʃ/   fish, fishy, fishes, ocean, shapes

/s/   shapes, sizes, seen, small

/θ/   there

/θ/   thin

/z/   fishes, sizes
The song was quite long but the chorus was easy. As a result the meaning of each verse was discussed. The first verse was about kinds and species, second was shapes and sizes and the last verse about shades and colors. After that the song was sung, yet the teacher had to provide the students with the lyrics of the verses because unlike the chorus of the song, the verses of the songs contained a lot of vocabulary which might not be easy for the students to sing by heart. After the song was sung two or three times, a game in which the students had to pass one item (book or pencil case), and the students who got the item when the song stopped has to come up and described the kinds and species or shape and sizes or shade and colors of the fishes.

The follow up activity was the “Red Riding Hood” story. The teacher told the story in the Karen Language and two kinds of handouts were given to the students. The first one was with the story without pictures, yet the sequences of the story were given and the second handout was the pictures which were not in order. With group members, the students had to cut out the picture and glue them in the correct order. Finally the students’ works were corrected by the teachers by comparing their group works with their peers’.

4.2.7.1 Students’ Responses to the Fishy, Fishy, Fishy Song

The students found this song in which a game was included with the song enjoyable. Although the verses of these songs were difficult, the chorus was enjoyable. For the verses of the songs were difficult, lyrics had to be provided on the board. The follow up activities of “Red Riding Hood” was very difficult for the students, yet the students had
learned to work cooperatively and it brought a lot of benefit. However, “Fishy, Fishy” was a very good song to practice the sound of /f/ and /ʃ/.

4.2.8 *Fresh Fish* (Jazz Chant)

“Fresh Fish” is a Jazz Chant taken from the “Jazz Chants Old and New” by Graham (2001:23). It is the Jazz Chant which introduces types of meals, as well as helping the students to pronounce the /f/ and /ʃ/ sounds from “fresh fish” which include frequent repetitions in this Jazz Chants.

\[
\begin{align*}
/f/ & \quad \text{fresh, fish, breakfast} \\
/ʃ/ & \quad \text{fresh, fish, she} \\
/tʃ/ & \quad \text{catch, lunch, munch}
\end{align*}
\]

For the pre-activity the students were given an exercise in which they have to match the pictures with the given words in relation to foods. After that the jazz chants were listened to for the first time verse by verse. The main things that the teacher concerned were the pronunciation and the rhythm. The jazz chant was sung again and again until the students could sing the chant alone without the accompaniment of the audio player. Then, with the traditional percussion instruments which they have at the school the students sang the jazz chants of “Fresh Fish”. For the last activity, the students drew kinds of food that was instructed on the provided paper. (see the appendix seven)
4.2.8.1 Students' Responses to the *Fresh Fish* Jazz Chant

Before the jazz chant was taught, the teacher introduced types of meals to the students. The students enjoy performing the jazz chant and some preferred to make the rhythm of this jazz chant. They found it enjoyable to practice the jazz chant though at first it was difficult for them to get the rhythm. In addition, the students requested to dance along in their own way in each group to this jazz chant. It is also a good song to practice their pronunciation of /f/ and /ʃ/.

4.2.9 *The Meal Song*

"The Meal Song" was taken from the "We are Busy Beavers : High Five". The melody was very new for the students. The focused pronunciations in "The Meal Song" are /f/, /s/ and /ʃ/:

- /f/ breakfast, favorite, fruit
- /s/ cereal, toast, soup, snack, spaghetti, breakfast
- /ʃ/ lunch, cheese

The students were given some pictures of food most of which they were totally unfamiliar with in their culture.
As a result the name of the food, the taste, and the recipes of each meal had to be explained. For example, spaghetti, cereal, toast and sandwich were the most difficult words for them. However, without focusing on the pronunciation of the teacher, the teacher just pronounced them for the students and did not let the students repeat after her. By just listening, the students would learn the pronunciation with the song. As the melody was unfamiliar to the students, it took several times to practice. However, the songs consisted of a lot of repetition in the melody of the chorus and again the melody of the verses are identical. While the students were listening to the song they had to collect the pictures of food for breakfast, lunch, snack and dinner in groups. After that they sang along with the song, the vocabulary for each meal was provided on the board and the students sing the song in question and answer form together.

For the next session, the students watched the animation of “The Meal Song” two times and then they sang along with the animation. After that they sang the song again in
groups. In groups, each student asks and answers "What do you like to have for breakfast/ lunch/ snack and dinner?"

4.2.9.1 Students' Responses to The Meal Song

"The Meal Song" which contained the simple melody and vocabulary of meals was useful to use in language teaching. Moreover, for the students, the cultural types of meals that the English have and different kinds of meal from their cultural background of the songs as well as contained a lot of repetition were interesting. As "The Meal Song" lyrics were in questions and answers, the students had learned to communicate by asking "What do you like to eat for breakfast/ lunch/ snack/ dinner?" to their peers.

4.2.10 The Season Song

Similar to The Meal Song, The Season Song was taken from the "We are Busy Beavers : High Five". The melody of this song is identical to "The Meal Song", so it is easy for the students to get to sing this song. The focused pronunciations of this song are /s/, /ʃ/, /ʃ/ and /dʒ:

/s/   summer, skiing, sledding, spring, season (/z/)

/ʃ/   favorite, fall, fishing

/ʃ/   fishing

76
Although the melody is familiar to the students, the vocabulary and the content were difficult. So for the pre-teaching activity, four kinds of seasons had to be introduced by letting the students match the pictures which represent the seasons to the people’s preferences about each season.

22 Seasons

I like plants. The flowers are not beautiful.
The clouds are white. I don’t like mosquitoes.

Read and write

I don’t like summer. In summer, it’s hot.
The sun shines and shines. I’m thirsty.
In summer, I can see mosquitoes.

I like spring. In spring, I can see butterflies and bees. I like butterflies. They’re beautiful. I can smell flowers and trees.
In spring, they grow and grow.

I don’t like winter. In winter, I can hear the wind. It blows and blows.
In winter, the sky is grey. The leaves are brown.
I can’t see animals. In winter, I’m sad.

Ivy Chan 6 years

Tommy Leung 7 years

Li Chi Shing 7 years

Ken Lau 6 years
As a result they would learn what the seasons were like and their opinions for each season. After that, the activities for each season had to be introduced by pictures, among these pictures, the students could not guess the differences between skiing and sledging. However, the song was played and they have to choose the picture representing each activity, but the students made mistakes with skiing and sledging. Although their choice for jogging is correct, they did not know the meaning. So, after the first activity the teacher had to explain the meaning. Then the song was played again and the students sang along with the song. The spellings for all activities were written out on the board. The song was sung two times again by the students, asking and answering the questions of the song in groups. For the next session, the animation of the song was shown and this time the students learned to memorize the activities with more visual aids. After the students sing along with the animation of “The Season Song”, the children colored the picture of different seasons that they preferred. After they colored the picture, the students were divided in groups. In each group, the students asked each other what their favorite season was and what they would do in each season. The session was closed with singing the song again by asking in groups.

4.2.10.1 Students’ Response to The Season Song

Similar to “The Meal Song”, the activities of “The Season Song” introduced different ways of dressing for different occasions. The students found the activities enjoyable and the song includes a lot of repetition. In addition, the coloring activities brought a lot of enjoyment to the students.
4.2.11 *Bicycle for Two* Song

"Bicycle for Two" is a very common song in English Language Teaching. However the students are not familiar with this song. The focused pronunciations of this song are /z/, /dʒ/, /v/, /ʃ/ and /ʌ/.

/z/   Daisy, crazy

/dʒ/  carriage, marriage

/v/   love

/s/   stylish, sweet, seat, bicycle

/ʃ/   stylish

/ʌ/   afford

First of all, while the students were listening to the song, they had to fill in the blank with the key words of the song. The song was played two times and after that they had to sing along with the song. Then, the animation of the song was shown to them (it was downloaded from the You Tube at http://www.youtube.com/watch?v=DF-VwjPNLr0). After that, they had to read about “A Nice Day” and they had to choose the correct picture. Finally they sang the song again and watched the animation at
Then they drew a picture which they imagined when listening to this song.

4.2.11.1 Students' Responses to the Bicycle for Two Song

“Bicycle for Two” with a simple melody brought a different atmosphere to the students. The song was short so it could be sung repeatedly to help the students go over the focused words. Using their imagination by drawing a picture for this song and sharing their pictures with their peers brought more enjoyment to the classroom.

4.2.12 The Clothing Song

“The Clothing Song” was taken from the “We are Busy Beavers: High Five”. This song contains a lot of repetition about the clothing in different occasions. The focused sounds for this song are: (/s/, /ʃ/, /θ/, /dʒ/, /ð/ and /tf/)

/s/ socks, school, scarf, sandal, slippers

ʃ/ shirt, shoes,

θ/ bathrobe

ʤ/ pajamas

/tf/ beach
The pre-activity of this song was the story about “Grandma’s T-shirt”, the students read the story and matched the name or the character and the kinds of T-shirt that they had.

**Read this**

There’s a T-shirt on the chair. Whose T-shirt is it?
I don’t know. Is it your T-shirt?
No. I don’t like T-shirts.
Is this your T-shirt, Billy?
No, it isn’t. My T-shirt is white.

Is this your brother’s T-shirt?
No. Jim’s T-shirt is black.
Mei Ling, is this your T-shirt?
No, it isn’t. My T-shirt is small.
Where’s my T-shirt, Billy?

Is this your T-shirt, Grandma?
Yes, it is.
It’s my new T-shirt. I like black and white. It’s beautiful! Do you like it, Billy?

**Match**

1. Jim’s T-shirt - is black and white.
2. Grandma’s T-shirt - is small.
3. Billy’s T-shirt - is white.
4. Mei Ling’s T-shirt - is black.

After that, the students learned the vocabulary for clothing by matching the pictures of clothing with the vocabulary provided.
Next session, the students listened to the song of the clothing and grouped the pictures for different occasions, according to the song.

After that the students sung the song verse by verse in groups. In the next period, they had to do the exercise of choosing the given words and putting them into the correct column which is about weather and clothes. After that, the animation of the clothing song was played for the students and they had to sing along with the animation when it was played for the second time. Then, they were provided with the drawing sheet in which they had to draw two seasons where they live.
4.2.12.1 **Students’ Responses to *The Clothing Song***

Comparable to “The Season Song”, “The Clothing Song” introduced the culture of English people’s clothing and the students showed great interest in the activities. As the song contains a lot of repetition on the focused songs it was useful for teaching pronunciation. However, the students had some difficulties with the vocabulary and it took some time to teach this song.

4.2.13 **Love, Joy and Peace Song**

“Love, Joy and Peace” was taught as an action song and it was downloaded from http://www.youtube.com/watch?v=1NJZ057W0eE&feature=related. The focused pronunciations of the song are (/v/ /dʒ/ /s/ /ˈʃ/ and /ʃ/)

/v/ love, I’ve,
/dʒ/ joy
/s/ peace, soul
/ˈʃ/ fountain
/ʃ/ ocean

Each student was given three pictures and they had to match which picture represents love, joy and peace.
After that the lyrics were provided on the board and the teacher taught each verse with actions. The students sang and acted the complete song two times. Subsequently, they were assigned to draw any picture which represents love, joy or peace. The song was sung two times and the class was dismissed.

4.2.13.1 Student's Responses on Love, Joy and Peace Song

This is an action song and the students enjoying sing along with the actions taught by the teacher. The song was so simple and by the time the teachers finished teaching each action of the song, the students got the song by heart. The song was so melodic and one of the teachers helped us sing it by playing it a guitar. The students insisted on singing this song in the evening devotion as a group action song.

4.2.14 Conclusion

The communicative language activities with the use of songs were designed and integrated to introduce the context of the songs, to encourage the students to be able to
communicative in English and to find the language classroom more relax and fun. According to the students' response on to each song and activities, except “I like Elephant Song”, all the activity and songs were very useful and created a motivational environment to teach language and especially pronunciation.

4.3 **How effective are songs as a means for teaching pronunciation?**

The researcher is going to answer this research question by pointing out the student's general improvement on the focused pronunciation in terms of the pre-test and post-test. In each test, there were two parts. The first part is a test of words and the second is a test of sentences. First of all, the pronunciation improvement of all students in general will be described and the test grade point results as graded by the four examiners will be discussed. There were four examiners scoring the tests. Five levels were used for the scoring and were graded from incomprehensible, difficult to comprehend, partially comprehensible, comprehensible with accent to native speaker. The target in teaching was comprehensible with accent. The students were graded with the following values.

- Incomprehensible = 1
- Difficult to comprehend = 2
- Partially comprehend = 3
- Comprehensible with accent = 4
- Native speaker = 5

85
Students’ articulation was graded by four examiners and the average for each student was calculated.

Table 4.1 General Improvement of Students’ Pronunciation in Words

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Post-test</th>
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</thead>
<tbody>
<tr>
<td>2.63</td>
<td>3.17</td>
</tr>
</tbody>
</table>

This graph shows the average improvement of pronunciation of all students in the word lists in the pre-test compared to the post-test. In accordance with the diagram, in the pre-test all students scored an average of 2.63 points which is higher than the range of score of difficult to comprehend (2) and near to the partially comprehensible (3). In the post-test it had improved to 3.17 that was over the partially comprehensible level. Therefore, there is a moderate pronunciation improvement range of +0.54 in the words by 86
the students within 25 hours of teaching. In percentages this would be over 10% improvement.

Table 4.2 General Improvement of Students’ Pronunciation in Sentences

The following graph shows the students’ general improvement in saying the sentences.

This graph shows the students’ improvement in pronunciation in the focused sounds in sentences. Similar to the previous graph of students’ articulation on words, the results in the sentences were greater. In the pre-test, the students had averaged 2.65 points which is between Difficult to Comprehend (2) and Partially Comprehensible (3) and they improved to an average of 3.39 which was between Partially Comprehensible (3) to
Comprehensible with Accent (4) in the post-test. Thus, the students made + 0.74 progress at the end of the research.

In accordance to the results of the sentences and word lists, it is obvious that students made good progress within the 26 days of studying. While, the progress of the students’ pronunciation in word lists increased + 0.55, the improvement of enunciation in sentences was + 0.74.

4.3.3 The Results of Individual Students’ Improvement of Pronunciation in Words and Sentences

This table shows each student’s individual improvement in pronunciation in words. There are 25 students who participated in the complete 26 hours of teaching. Students who made little improvement are marked by highlighting. (F, G, I, Q and W) and their ranges of progress were from 0 to +0.19. However, the others improvement range were from +0.31, which was less than the significant point +0.5 (10% improvement), to +0.99 which is almost 20% of the significant point of progress.
Table 4.3 The Results of Pre-test and Post-test of Word Lists

<table>
<thead>
<tr>
<th>Name</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Range of Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2.1</td>
<td>3</td>
<td>+0.9</td>
</tr>
<tr>
<td>B</td>
<td>2.21</td>
<td>3.07</td>
<td>+0.86</td>
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</tr>
<tr>
<td>D</td>
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</tr>
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<td>0</td>
</tr>
<tr>
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<td>2.83</td>
<td>2.92</td>
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</tr>
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<td>+0.58</td>
</tr>
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<td>2.64</td>
<td>3.51</td>
<td>+0.87</td>
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<td>2.41</td>
<td>3.25</td>
<td>+0.84</td>
</tr>
<tr>
<td>P</td>
<td>2.65</td>
<td>3.39</td>
<td>+0.74</td>
</tr>
<tr>
<td>Q</td>
<td>2.27</td>
<td>2.32</td>
<td>+0.05</td>
</tr>
<tr>
<td>R</td>
<td>2.15</td>
<td>2.97</td>
<td>+0.82</td>
</tr>
<tr>
<td>S</td>
<td>2.18</td>
<td>3.17</td>
<td>+0.99</td>
</tr>
<tr>
<td>T</td>
<td>2.39</td>
<td>3.09</td>
<td>+0.7</td>
</tr>
<tr>
<td>U</td>
<td>2.25</td>
<td>2.66</td>
<td>+0.41</td>
</tr>
<tr>
<td>V</td>
<td>2.62</td>
<td>3.28</td>
<td>+0.66</td>
</tr>
<tr>
<td>W</td>
<td>2.59</td>
<td>2.78</td>
<td>+0.19</td>
</tr>
<tr>
<td>Y</td>
<td>3.01</td>
<td>3.33</td>
<td>+0.32</td>
</tr>
<tr>
<td>Z</td>
<td>2.84</td>
<td>3.75</td>
<td>+0.91</td>
</tr>
</tbody>
</table>
Table 4.4 The Result of Pre-test and Post test of Word Lists in Graph

The table shows that students A and L acquired the least points in the pre-test, yet they had improved to 0.9 and 0.5 respectively. Student M obtained the highest scored 3.53 and it improved to 3.84. Among the 25 students the pronunciation of 20 students had improved while the pronunciation of 5 students, F, G, I, Q and W, made only very slight progress or no improvement at all. The rest of the students showed a dramatic improvement.
Table 4.5 The Results the Pre-test and Post-test of Sentences

As the pronunciation of individual words and sentences are different, this table described the students' progress in saying the sentences with the range of their improvement.

<table>
<thead>
<tr>
<th>Name</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Range of Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2.6</td>
<td>3.4</td>
<td>+0.8</td>
</tr>
<tr>
<td>B</td>
<td>2.6</td>
<td>2.83</td>
<td>+0.23</td>
</tr>
<tr>
<td>C</td>
<td>2.39</td>
<td>3.42</td>
<td>+1.03</td>
</tr>
<tr>
<td>D</td>
<td>2.86</td>
<td>3.44</td>
<td>+0.58</td>
</tr>
<tr>
<td>E</td>
<td>2.82</td>
<td>3.65</td>
<td>+0.83</td>
</tr>
<tr>
<td>F</td>
<td>2.45</td>
<td>3.44</td>
<td>+0.99</td>
</tr>
<tr>
<td>G</td>
<td>2.77</td>
<td>3.25</td>
<td>+0.48</td>
</tr>
<tr>
<td>H</td>
<td>2.84</td>
<td>3.58</td>
<td>+0.74</td>
</tr>
<tr>
<td>I</td>
<td>2.34</td>
<td>3.5</td>
<td>+1.16</td>
</tr>
<tr>
<td>J</td>
<td>3.02</td>
<td>3.4</td>
<td>+0.38</td>
</tr>
<tr>
<td>K</td>
<td>3.14</td>
<td>3.65</td>
<td>+0.51</td>
</tr>
<tr>
<td>L</td>
<td>1.93</td>
<td>2.21</td>
<td>+0.28</td>
</tr>
<tr>
<td>M</td>
<td>3.68</td>
<td>3.83</td>
<td>+0.15</td>
</tr>
<tr>
<td>N</td>
<td>3.16</td>
<td>3.71</td>
<td>+0.55</td>
</tr>
<tr>
<td>O</td>
<td>2.36</td>
<td>3.69</td>
<td>+1.33</td>
</tr>
<tr>
<td>P</td>
<td>2.34</td>
<td>3.58</td>
<td>+1.24</td>
</tr>
<tr>
<td>Q</td>
<td>2.34</td>
<td>2.83</td>
<td>+0.49</td>
</tr>
<tr>
<td>R</td>
<td>2.36</td>
<td>3.31</td>
<td>+0.95</td>
</tr>
<tr>
<td>S</td>
<td>2.52</td>
<td>3.15</td>
<td>+0.63</td>
</tr>
<tr>
<td>T</td>
<td>2.52</td>
<td>3.4</td>
<td>+0.88</td>
</tr>
<tr>
<td>U</td>
<td>2.11</td>
<td>3.12</td>
<td>+1.08</td>
</tr>
<tr>
<td>V</td>
<td>3.45</td>
<td>3.67</td>
<td>+0.22</td>
</tr>
<tr>
<td>W</td>
<td>1.89</td>
<td>3.08</td>
<td>+1.19</td>
</tr>
<tr>
<td>Y</td>
<td>3.25</td>
<td>3.67</td>
<td>+0.42</td>
</tr>
<tr>
<td>Z</td>
<td>3.45</td>
<td>3.92</td>
<td>+0.47</td>
</tr>
</tbody>
</table>
The table shows that all students improved their pronunciation in sentences. However, the students who are highlighted, students B, G, J, L, M, Q and W did not make significant improvement. Compared to the students’ scores in their improvement of word lists, the five students’ F, G, I, Q and W who made less progress in the word list test, had improved in sentences. However, only student G and Q did not make any significant achievement.

Table 4.6 The Result of Pre- test and Post- test of Sentences in Graph
As the significant improvement range is judged as +0.5, students' B, G, J, L, M, Q, V, Y, and Z did not make a considerable improvement. Among these seven students J, M, V and Y pronunciation were high in the pre-test. So their results were not significant. However, the rest of the students made a remarkable improvement and student P achieved the improvement rage of +1.24 and followed by student W, +1.19 range of improvement.

4.4 Attitudinal Tests Results

As students' attitudes toward English language study and culture can be one of the major determinants of their achievement in that target language, three attitudinal tests, English language attitude scale, anomie scale and cultural allegiance, were administered in order to measure the students' attitudes about the English language and culture. These scales were originally developed by Professor W.E. Lambert and his collaborators at McGill University (Jakobovits 1970: 260-267). As these tests were translated into Burmese, it was not difficult for the students to express their attitudes. There were eleven questions in the English language attitude test and nine each in the anomie and cultural allegiance tests. In each test, the students indicated their agreement or disagreement by writing the number according the following Likert scale in the provided spaces beside each statement and the students scores for each statement was calculated into a six point scale.
+3  strong support, agreement       =  6
+2  moderate support, agreement     =  5
+1  slightly support, agreement     =  4
-1  slightly opposition, disagreement =  3
-2  moderately opposition, disagreement =  2
-3  strong opposition, disagreement =  1

Therefore, by observing the scored numbers 1 to 6, students' attitude on each scale could be examined. The attitude tests are given in appendix five. The higher the score obtained by a student on the language attitude scale and cultural allegiance scale, the more favorable the students' attitudes are towards English-people and Karen culture, so that these students are expected to be more successful in learning. However, for the anomie scale, if the scores are higher, it shows their insecurity and dissatisfaction with their own situation and it might be one of the factors which make it difficult for them to acquire English the language.
Table 4.7 Attitudinal Tests Results

<table>
<thead>
<tr>
<th></th>
<th>English Language Attitude Scale</th>
<th>Karen Cultural Allegiance Scale</th>
<th>Anomie Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5.27</td>
<td>4</td>
<td>3.66</td>
</tr>
<tr>
<td>B</td>
<td>5.36</td>
<td>5.1</td>
<td>5</td>
</tr>
<tr>
<td>C</td>
<td>5.09</td>
<td>4.22</td>
<td>5.22</td>
</tr>
<tr>
<td>D</td>
<td>4.27</td>
<td>4.33</td>
<td>4</td>
</tr>
<tr>
<td>E</td>
<td>5.72</td>
<td>4.11</td>
<td>5.33</td>
</tr>
<tr>
<td>F</td>
<td>5.09</td>
<td>4.66</td>
<td>4.11</td>
</tr>
<tr>
<td>G</td>
<td>4.09</td>
<td>3.66</td>
<td>5.33</td>
</tr>
<tr>
<td>H</td>
<td>5.09</td>
<td>4.44</td>
<td>4.88</td>
</tr>
<tr>
<td>I</td>
<td>5.72</td>
<td>4.33</td>
<td>5.44</td>
</tr>
<tr>
<td>J</td>
<td>5.27</td>
<td>5.88</td>
<td>5.22</td>
</tr>
<tr>
<td>K</td>
<td>5.09</td>
<td>3.44</td>
<td>4.11</td>
</tr>
<tr>
<td>L</td>
<td>5</td>
<td>4.66</td>
<td>5.33</td>
</tr>
<tr>
<td>M</td>
<td>4.9</td>
<td>4.88</td>
<td>3.66</td>
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<tr>
<td>N</td>
<td>4.9</td>
<td>5.22</td>
<td>3.66</td>
</tr>
<tr>
<td>O</td>
<td>5.45</td>
<td>4.33</td>
<td>5.77</td>
</tr>
<tr>
<td>P</td>
<td>5.36</td>
<td>4.44</td>
<td>4.66</td>
</tr>
<tr>
<td>Q</td>
<td>5.18</td>
<td>4.77</td>
<td>4.66</td>
</tr>
<tr>
<td>R</td>
<td>4.72</td>
<td>5.22</td>
<td>4.77</td>
</tr>
<tr>
<td>S</td>
<td>4.72</td>
<td>5</td>
<td>4.33</td>
</tr>
<tr>
<td>T</td>
<td>4.27</td>
<td>3.77</td>
<td>3.44</td>
</tr>
<tr>
<td>U</td>
<td>5.18</td>
<td>4.88</td>
<td>5.11</td>
</tr>
<tr>
<td>V</td>
<td>5.27</td>
<td>3.88</td>
<td>3.55</td>
</tr>
<tr>
<td>W</td>
<td>5.18</td>
<td>4.55</td>
<td>4</td>
</tr>
<tr>
<td>Y</td>
<td>5.36</td>
<td>3.44</td>
<td>5</td>
</tr>
</tbody>
</table>

According to the attitudinal test results from the table, the students’ attitudes towards English language and Karen culture were high and it shows positive results that
the students did not show attitudes which would interfere with them in acquiring the English language. Moreover, the ranges of students’ scores on the anomie scale were also high but it could be some contributing factors for some students for not making significant improvement in learning the target language. Five students did not make progress in pronunciation of the nine consonant phonemes. Except for student G, four of the students’ attitudinal test results are similar to the rest of the students who made good progress in improving their pronunciation. However, student G shows the interesting results that his attitude towards the English language and Karen culture are lower than the Anomie Scale. Therefore, his lack of improvement in the pronunciation probably could be related to his negative attitude towards the English language and the Karen culture, as well as his anxiety could be some contributing factors which would prevent him from improving the target language.

4.5 By teaching pronunciation through songs, can young learners improve their pronunciation of consonants; with a focus on English affricates (/tf/ and /dz/) and fricatives (/ʃ/, /s/, /zf/, /θ/, /ð/, /ʃ/, and /v/), which are difficult to pronounce for the Karen students.

In order to find out the students’ improvement in the pronunciation, the researcher administered the pre- tests and post- tests. In each test, the researcher chose three words with each of the fricatives or affricatives. The pre- test included the words which the participants had already learned. To facilitate the pre- test and the post tests the researcher
supported each word and phrase with pictures so that the students would not have difficulty in recognizing the words which they already studied.

In this pre-test, the pronunciation of the students was examined by four persons. The first two examiners were from the English Language Teaching program and the others were bilinguals who were not familiar with the study of either language teaching or phonological systems, yet they are fluent in English and their native Karen language. The first two examiners got the evaluation sheet with the phonetic symbol while the other examiners' evaluation sheet did not include any phonetic symbols.

The following were the words which were used for testing students' pronunciation:

**Pre-test (Words list)**

1. chocolate  
2. sea shell  
3. five zebras  
4. shoes  
5. three chickens  
6. picture  
7. birthday  
8. large teeth  
9. weather  
10. jam jar  
11. funny face  
12. small leaves  
13. the sun  
14. violin  
15. fish  
16. zoo  
17. zero  
18. father
Word list with focused sounds

<table>
<thead>
<tr>
<th>Sound</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>/tʃ/</td>
<td>chocolate, chicken, picture</td>
</tr>
<tr>
<td>/dʒ/</td>
<td>large, jam, jar</td>
</tr>
<tr>
<td>/ʃ/</td>
<td>shell, shoes, fish, sea, small, sun</td>
</tr>
<tr>
<td>/s/</td>
<td>fish, sea, small, sun</td>
</tr>
<tr>
<td>/z/</td>
<td>zebra, zoo, zero, three, birthday, teeth</td>
</tr>
<tr>
<td>/θ/</td>
<td>three, birthday, teeth</td>
</tr>
<tr>
<td>/ð/</td>
<td>weather, father, the</td>
</tr>
<tr>
<td>/f/</td>
<td>five, funny, face</td>
</tr>
<tr>
<td>/v/</td>
<td>leaves, five, violin</td>
</tr>
</tbody>
</table>
Table 4.8 The Average Result of Students’ Pronunciation in the Nine Focused Sounds of Word Lists Test

<table>
<thead>
<tr>
<th>Sounds</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Differential</th>
</tr>
</thead>
<tbody>
<tr>
<td>/θ/</td>
<td>2.87</td>
<td>3.14</td>
<td>+0.27</td>
</tr>
<tr>
<td>/dʒ/</td>
<td>2.09</td>
<td>2.94</td>
<td>+0.85</td>
</tr>
<tr>
<td>/ʃ/</td>
<td>1.75</td>
<td>2.34</td>
<td>+0.64</td>
</tr>
<tr>
<td>/s/</td>
<td>3.11</td>
<td>2.93</td>
<td>-0.18</td>
</tr>
<tr>
<td>/z/</td>
<td>2.99</td>
<td>3.72</td>
<td>+0.73</td>
</tr>
<tr>
<td>/θ/</td>
<td>2.45</td>
<td>3.16</td>
<td>+0.71</td>
</tr>
<tr>
<td>/ð/</td>
<td>3.19</td>
<td>3.55</td>
<td>+0.36</td>
</tr>
<tr>
<td>/tʃ/</td>
<td>2.64</td>
<td>3.21</td>
<td>+0.37</td>
</tr>
<tr>
<td>/v/</td>
<td>2.55</td>
<td>3.52</td>
<td>+0.97</td>
</tr>
</tbody>
</table>

In the above table it shows that except for the fricative /s/ sound the pronunciation of the /θ/, /dʒ/, /ʃ/, /z/, /θ/, /ð/, /tʃ/ and /v/ of the students improved. Moreover, among these nine consonant phonemes, the /v/ and /dʒ/ achieve the highest range of improvement, +0.97 and +0.85 respectively. However, the /θ/ and /ð/ sounds have the lowest level of improvement, while the /θ/, /ʃ/, /θ/ and /z/ reach the medium level of improvement which were higher than +0.5, which was the considered as a significant degree of improvement as a medium level.

By examining the individual students’ pronunciations, students B, D, H, N, P, S, V and Y improved in all aspects of pronunciation. The /s/ sound was the most difficult sound for the students to achieve some improvement for eleven students, A, F, G, I, K, L, M, O,
Q, R, W and Z. These students did not make any progress on the \( /s/ \) sounds. Secondly, students F, G, I, J, Q, T and U had not improved on the \( /f/ \) sounds. However, only student E do not make progress with the \( /f/ \) sound.

The following graph illustrates the table of the average results of students' pronunciation on the word lists into a graph.

**Table 4.9 The Average Result of Students' Pronunciation in the Nine Focused Sounds of Word Lists Test in Graph**

This graph shows the general results of the students' improvement in the nine focused consonants \( /tʃ/, /dʒ/, /ʃ/, /z/, /θ/, /ð/, /f/, /l/, /v/ \), from the pre-test and post-test.
According to the chart, students had the most difficulty with the /ʃ/ sound, followed by the /dʒ/ sound according to the pre-test. However, the improvement of the students’ pronunciation of these words was quite satisfactory.

On the other hand, the students had less difficulty with the sounds /tʃ/, /s/, /z/, and /ð/ in the pre-test. The /s/ sound pronunciation declined slightly, compared to the rest of the sounds.

Comparing the pre-test and post-test, in general, the students’ enunciation of /v/ and /dʒ/ had achieved the greatest improvement of +0.97 and +0.85 respectively, but /tʃ/ and /ð/ sounds had the least improvement of +0.27 and +0.36 respectively. While, the /z/, /θ/, /ʃ/, and /ð/ reached moderate improvement from the most to the least, the /s/ sounds went down slightly to -0.18 which perhaps shows no significant difference.

4.6 Conclusion

This chapter has described how the materials with songs had been developed and discussed the findings from the data collected from the grade six students at the “Love and Care” migrant school in answering the research questions of whether songs can be an effective means for teaching pronunciation and whether students improve their pronunciation of fricatives: /tʃ/ and /dʒ/ and affricatives: /ʃ/, /s/, /z/, /θ/, /ð/, /f/ and /v/. In the next chapter, the summary of the findings, the restrictions of the study and further research will be discussed.
Chapter 5

Conclusion

5.1 Introduction

In this chapter the researcher will give a summary of the findings of this research, the restrictions of the study and suggestions for further research.

5.2 Restatement of the Research Question

1. How can communicative activities with songs be designed and integrated for teaching pronunciation?

2. How effective are songs as a mean for teaching pronunciation to young children?

3. By teaching pronunciation through songs, can young learners improve their pronunciation of difficult consonants for Karen students: with a focus on the English affricates (/tʃ/ and /dʒ/) and fricatives (/ʃ/, /s/, /z/, /θ/, /ð/, /ʃ/, and /v/)?

5.3 Summary of the Findings

The study of this research is to determine the usefulness of songs as a means for teaching pronunciation to young Karen learners through communicative activities with twelve songs. Songs which contained, the fricatives; /tʃ/ and /dʒ/ and the affricates; /ʃ/, /s/, /z/, /θ/, /ð/, /ʃ/and /v/ were chosen to develop teaching materials. Subsequently,
communicative language activities which would suit the language level of these students had to be integrated and designed to complement the content and meaning of each song.

At the end of the 25 hours of teaching, among the 25 students the pronunciation of 20 students had improved their pronunciation on the focused sounds based on the results of the pre and post-tests of the word lists. However, all of the students had improved their pronunciation in the sentences. Therefore, the majority, 80% of the students, had improved their pronunciation on word lists test and all of the students improved their enunciation of the focused words in sentences.

Among the nine focused sounds, /ʃ/, /ʒ/, /ʃ/, /sl/, /zl/, /θl/, /ðl/, /fl/ and /v/ in the songs, the students improved in all their pronunciation except /s/. This difficulty was considered to be a result of the choice of the consonant clusters such as “skirt” in the post-test even though these sounds were already included in the songs that were used. The students’ pronunciation of the sound /s/ declined probably due to the reading ability of the students for those words, since some words were not explicitly taught while teaching the songs, yet they have to read out the words in the tests.

In addition to the communicative activities such as matching, puzzles, drama, games, reading stories, drawing and coloring brought a lot of enjoyment to the students which would have contributed to their improved English.
5.4 Limitations of the Study

There were some issues which caused a number of drawbacks to the study during the data collection, which were somehow beyond the researcher’s control, such as the difficulties of recording in natural environment but this did not create major disadvantage for the research. The next researcher who may do similar research in this context should be aware of these problems.

Noises from the environment could highly affect recordings of the enunciation by individual students. For the researcher was making a recording in a natural environment, unexpected noise from a very far distance can affect the recording. As for this research, during the recording of the pronunciation of one of the students, the noise of other students from the play ground disturbed the student who was taking the test, with two sounds happening at the same time. However, it occurred in only one word at the post-test so it was not a big problem.

Students’ emotion could also affect the lesson plan or restrict their improvement during the study. As these students were boarding at the school, they sometimes missed home or had some social problems with their peers. As a result, among the three attitude tests, their anomie scale range was high so their insecurity and dissatisfaction may have restricted them from improving the pronunciation of the target language.

As it has been discussed above, there was a limitation of time during the whole study. If the researcher had more than 25 hours to teach, the pronunciation improvement of the students could be much greater.
Moreover, as the researcher had a very limited experience in teaching, confidence might have been lost because of the failure of some lesson as "I Like Elephant" song, and in a situation that the students do not show enthusiasm or interest.

Finally, the lack of previous research in the phonology of the Karen Languages makes it difficult for the researcher to find the reliable data. As a result, the difficulties of the pronunciation of the Karen students were decided from the researcher observation of the participants before the research and phonology analysis of Karen language were taken from the thesis deposited in the library of the University of California by R.B. Jones, Jr. and the phonology analysis assignment by Naw Bar Hso Wah from Payap University, Thailand. However, these two scholars' phonology analyses were a result of the enunciation of one Karen speaker in each analysis.

5.5 Suggestions for further research

This research investigated the usefulness of songs in teaching pronunciation to the Karen young learners based on some sound segmental features, the consonants which were difficult for them to pronounce. Therefore, for further research, the suprasegmental features/ prosody, such as, intonation or stress in sentences or vowels could be developed by the use of songs.

On the other hand, the researcher had used the songs from You Tube and some children’s songs on DVD which were written by other teachers. As these songs were written for the purpose of developing the general usage of English, grammar pattern or vocabulary for a
certain type of students, they might not always be suitable for the targeted students in this research or related to the pronunciation of the sounds that are focused on. In addition, different age groups of students might have the preferences for different songs depending on the content, meaning and limitation of the vocabulary usage. As a result, for further study, the researcher could develop their own songs by adding new words with the selected sounds with the melodies that the students’ at a particular age group were familiar with.

Moreover, EFL learners of different ethnic group in Myanmar might have different pronunciation problems. Therefore, the pronunciation difficulties of different ethnic group could be improved.
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109


   http://www.songsfortechnology.com


**Story Resources**


<table>
<thead>
<tr>
<th>NO</th>
<th>Title</th>
<th>Year</th>
<th>Author</th>
<th>Original Resources</th>
</tr>
</thead>
<tbody>
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<td>David Martin</td>
<td>Busy Beavers: Fun!</td>
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<td>3</td>
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<td>2008</td>
<td>David Martin</td>
<td>Busy Beavers: Fun!</td>
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<td>9</td>
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<td>NA</td>
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</tr>
</tbody>
</table>
Appendices

Appendix One: Pre-test (word lists and sentences)

Pre-Test

Words list

1. chocolate
2. seashell
3. five zebras
4. shoes
5. three chickens
6. picture
7. birthday
8. large teeth
9. weather
10. jam jar
11. funny face
12. small leaves
13. the sun
14. violin
15. fish
16. zoo
17. zero
18. father
Pre-test

Sentences

1. He is sitting on the seat.

2. Father has a new watch.

3. She is very rich.

4. She likes to jump.

5. Can I have some juice?

6. Thank you.
7. We catch five fish.

10. The zebra is in the zoo

8. The sun is shining.

11. These books are thick.

9. This jacket has three zippers.
Appendix two: Post- test of (word lists and sentences)

Post- test

Word lists

1. favourite fruit
2. those glasses
3. the zoo
4. shapes and sizes
5. crazy zebra
6. short skirt
7. large elephant

8. sandwich and juice

9. tooth brush

10. these pajamas

11. some cheese

12. have some love
13. bathrobe in the bathroom

14. having lunch
Post – test

Sentences

1. They speak English.
2. The fish is in the dish.
3. Let’s go jogging in the fall.
4. Let’s go swimming in summer.
5. I can’t afford a carriage.
6. He thinks about Daisy.
7. The zebra is in the zoo.

8. I have some joy and love.

9. The chicken is in the kitchen.

10. These are pajamas and a bathrobe.

11. She gave him some cherries.

12. I brush my teeth.
### Appendix three: Evaluation sheet of pre-tests (word lists and sentences)

**Pre Test : Words Lists**

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<tr>
<th>No</th>
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<th>Difficult to Comprehend</th>
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<tr>
<td>1</td>
<td>chocolate /tʃ/</td>
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<td>shell /ʃ/</td>
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</tr>
<tr>
<td>3</td>
<td>five /fi/</td>
<td>five /v/</td>
<td>zebras /z/</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>shoes /ʃ/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>three /θ/</td>
<td>chickens /ʃ/</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>picture /tʃ/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>birthday /θ/</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>8</td>
<td>large /dʒ/</td>
<td>teeth /θ/</td>
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<td>9</td>
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<td>jar /dʒ/</td>
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<tr>
<td>11</td>
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<td>face /f/</td>
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<td>12</td>
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<td>leaves /v/</td>
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<tr>
<td>13</td>
<td>the /ð/</td>
<td>sun /s/</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>14</td>
<td>violin /v/</td>
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<td></td>
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</tr>
<tr>
<td>15</td>
<td>fish /f/</td>
<td>fish /f/</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>zoo /z/</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>17</td>
<td>zero /z/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>father /ð/</td>
<td></td>
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</tbody>
</table>
Pre Test: Sentences

Student ___________  Score: ___________

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</tr>
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<td>Father has a new watch.</td>
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</tr>
<tr>
<td>3</td>
<td>She is very rich.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>She likes to jump.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>Can I have some juice?</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Thank You!</td>
<td></td>
<td></td>
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</tr>
<tr>
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<td>We catch five fish.</td>
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</tr>
<tr>
<td>7</td>
<td>The sun is shining.</td>
<td></td>
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<tr>
<td>8</td>
<td>The jacket has three zippers.</td>
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</tr>
<tr>
<td>9</td>
<td>The zebra is in the zoo.</td>
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Appendix four: Evaluation sheets of post-tests (word lists and sentences)

Post Test: Words Lists

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<tr>
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<tr>
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<td></td>
</tr>
<tr>
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<td>shape /ʃ/</td>
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<td></td>
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<td>have some /w/</td>
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<td>3</td>
<td>Let’s go jogging in the fall.</td>
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<td>4</td>
<td>Let’s go swimming in summer.</td>
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<td>5</td>
<td>I can’t afford a carriage.</td>
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<tr>
<td>6</td>
<td>He thinks about Daisy.</td>
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<td>7</td>
<td>The zebra is in the zoo.</td>
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<tr>
<td>8</td>
<td>I have some joy and love.</td>
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</tr>
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<td>9</td>
<td>The chicken is in the kitchen.</td>
<td></td>
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<td>10</td>
<td>These are pajamas and a bathrobe.</td>
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</tr>
<tr>
<td>11</td>
<td>She gave him some cherries.</td>
<td></td>
<td></td>
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<tr>
<td>12</td>
<td>I brush my teeth.</td>
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</table>
Appendix five: Attitudinal tests

Language Attitude Scale

The following statements are ones with which many people agree, and many people disagree. There is no right or wrong answers since many people disagree. There is no right or wrong answers since many people have different opinions. Please indicate your agreement or disagreement by writing on the line preceding each statement the number from the following scale which best describes your feelings.

+3  strong support, agreement
+2  moderate support, agreement
+1  slightly support, agreement
-1  slightly opposition, disagreement
-2  moderately opposition, disagreement
-3  strong opposition, disagreement

_____ 1. The more I get to know the English-speaking people, the more I want to be able to speak their language.
2. English-speaking people are very democratic in their politics and philosophy.

3. English-speaking people have produced outstanding artists and writers.

4. English-speaking people undying faith in their religious beliefs is a positive force in this modern world.

5. The English people have every reason to be proud of their race and their traditions.

6. English-speaking people are much more polite than Burmese.

7. We can learn better ways of cooking, serving food, and entertaining from the English-speaking people.

8. English-speaking people are very dependable.

9. English-speaking people are generous and hospitable to strangers.

10. Burmese should make a greater effort to meet more English-speaking people.

11. If I had my way, I would rather live in English-speaking country than in this country.
ა. არსებობს შეგიძლია ამის ცხრების მიხედვით, რომ ხშირად ფაქტობრივი მოცემულები მიიღება.

ბ. არსებობს შეგიძლია ამის ცხრების მიხედვით, რომ არსებობს მრავალი ქვეყანა.

გ. არსებობს შეგიძლია ამის ცხრების მიხედვით, რომ არსებობს რამდენიმე მრავალი ქვეყანა.

დ. არსებობს შეგიძლია ამის ცხრების მიხედვით, რომ არსებობს ხშირად მრავალი ქვეყანა.

ე. არსებობს შეგიძლია ამის ცხრების მიხედვით, რომ არსებობს ერთ-ერთი ქვეყანა.

 ж. არსებობს შეგიძლია ამის ცხრების მიხედვით, რომ არსებობს რამდენიმე ქვეყანა.

 з. არსებობს შეგიძლია ამის ცხრების მიხედვით, რომ არსებობს ხშირად ქვეყნები.
Anomie Scale

The following statements are ones with which many people agree, and many people disagree. There are no right or wrong answers since many people disagree. There are no right or wrong answers since many people have different opinions. Please indicate your agreement or disagreement by writing on the line preceding each statement the number from the following scale which best describes your feelings.

+3  strong support, agreement
+2  moderate support, agreement
+1  slightly support, agreement
-1  slightly opposition, disagreement
-2  moderately opposition, disagreement
-3  strong opposition, disagreement

_____ 1. In Myanmar today, public officials aren’t really very interested in the problems of the average man.

_____ 2. Our country is by far the best country in which to live.
3. It is very difficult for the students to plan for their future because of the political situation.

4. In spite of what some people say, the lot of the average man is getting worse, not better.

5. These days, a person doesn’t really know whom he can count on.

6. No matter how hard I try, I seem to get a “raw deal” in school.

7. The opportunities offered young people today are far greater than they have ever been.

8. Having lived this long in this culture, I would be happier living in some other country now.

9. The big trouble with our country is that it relies for the most part, on the law of the jungle; “get him before he gets you.”
+0 ချိုင်းသီးချောင်စောင်ကို

+1 အချိန်အချိန်စောင်ကို

+2 အမြဲတမ်းစောင်ကို

-0 အရင်မြေအန်းစောင်ကို

-1 အရင်မြေပိုင်စောင်ကို

-2 အရင်မြေနောက်စောင်ကို

3. သင် ကျွန်တော်တို့သည် အားလုံးသားစောင်ကို အခြေခံ၍ အချိန်အချိန်စောင်ကို စုစုနှုန်းတစ်ခု စမ်းသပ်ပါ။

4. သင်တို့၏ အချိန်အချိန်စောင်ကို အထောက်အကူပြုပါ။

5. သင်တို့၏ အရေးပါသော အချိန်အချိန်စောင်ကို စမ်းသပ်ပါ။

6. သင်တို့၏ အရေးပါသော အချိန်အချိန်စောင်ကို စမ်းသပ်ပါ။

7. သင်တို့၏ အချိန်အချိန်စောင်ကို စမ်းသပ်ပါ။

134
  3. ოჯახის ჯირის გამხატველების დღისა თუ რკანგარიგის გამხატველები
   გადაჩნდეს

  4. "ჯირის გამხატველების გარდაქმნა" გამოხატავს გამოჩენაში
   გაბრძოდებით ღირსშესანიშნაობით წყვილების გამოსახულების მიხედვით.
Cultural Allegiance Scale

The following statements are ones with which many people agree, and many people disagree. There are no right or wrong answers since many people disagree. There are no right or wrong answers since many people have different opinions. Please indicate your agreement or disagreement by writing on the line preceding each statement the number from the following scale which best describes your feelings.

+3 strong support, agreement
+2 moderate support, agreement
+1 slightly support, agreement
-1 slightly opposition, disagreement
-2 moderately opposition, disagreement
-3 strong opposition, disagreement

____ 1. Compared to English-speaking people, Karen are more sincere and honest.

____ 2. Family life is more important to Karen than it is to the English.

____ 3. Karen children are better mannered than English-speaking children are.
4. Karen appreciate and understand the arts better than do most people in the English-speaking country.

5. Compared to Karen, the English are a very imaginative people.

6. The English way of life seems crude when compared to ours.

7. The English would benefit greatly if they adopted many aspects of the Karen culture.

8. People are much happier in England then they are here.

9. The opportunities offered young people in Myanmar are far greater than in England.
+ က အခြေခံသင်ယူချက်
+ အ အခြေခံသင်ယူချက်
+ မ အခြေခံသင်ယူချက်
- က အခြေခံသင်ယူချက်
- မ အခြေခံသင်ယူချက်
- မ အခြေခံသင်ယူချက်

3. အခြေခံသင်ယူချက်တွင် ကြိုးမြင်စိုက် ပေးသောစာမျက်နှာ

4. အခြေခံသင်ယူချက်တွင် စာမျက်နှာများကို ဖော်ပြသောစာမျက်နှာ

5. အခြေခံသင်ယူချက်တွင် စာမျက်နှာများကို ဖော်ပြသောစာမျက်နှာ

6. အခြေခံသင်ယူချက်တွင် စာမျက်နှာများကို ဖော်ပြသောစာမျက်နှာ

7. အခြေခံသင်ယူချက်တွင် စာမျက်နှာများကို ဖော်ပြသောစာမျက်နှာ
6. အသုံးပြုသူများအနေဖြင့် အသုံးပြုသူအချက်အလက်မြင့်စင်ရန် ခွင့်များ ပြုလုပ်ခြင်း

7. အသုံးပြုသူများအနေဖြင့် အသုံးပြုသူအချက်အလက်မြင့်စင်ရန် ခွင့်များ ပြုလုပ်ခြင်း

8. အသုံးပြုသူအကြောင်း ရမ်းပြုသူအနေဖြင့် အသုံးပြုသူအချက်အလက်မြင့်စင်ရန် ခွင့်များ ပြုလုပ်ခြင်း

9. အသုံးပြုသူများအနေဖြင့် အသုံးပြုသူအချက်အလက်မြင့်စင်ရန် ခွင့်များ ပြုလုပ်ခြင်း

10. အသုံးပြုသူများအနေဖြင့် အသုံးပြုသူအချက်အလက်မြင့်စင်ရန် ခွင့်များ ပြုလုပ်ခြင်း
Appendix Six: Students’ Language Background and Exposure to the English Language

Language Experience

1. How many languages can you speak?
   ◇ 1 ◇ 2 ◇ 3

2. Which language do you usually use at home?
   ◇ Karen ◇ Burmese ◇ English

3. Which language do you usually use at school?
   ◇ Karen ◇ Burmese ◇ English

4. Do you speak English at school?
   ◇ Yes ◇ sometimes ◇ No
   ◇ never

5. Do you like learning English subject at school?
   ◇ Yes ◇ not very much ◇ No
Exposure to English Language

1. What songs do you usually listen to in your free time?
   - Karen songs
   - Burmese songs
   - English songs

2. How often do you listen to the songs in English?
   - always (100%)
   - usually (75%)
   - sometimes (50%)
   - rarely (5%)
   - never (0%)

3. List the name of the English song you know.
   1. ________________________________
   2. ________________________________
   3. ________________________________
   4. ________________________________

4. What movies do you like to watch?
   - Burmese movies
   - English movies

5. List down the name of the English movie you know.
   1. ________________________________
   2. ________________________________
   3. ________________________________
   4. ________________________________
   5. ________________________________
   6. ________________________________
6. How often do you watch movies in English?

- always (100%)
- usually (75%)
- sometimes (50%)
- rarely (5%)
- never (0%)

7. What kind of stories do you usually read in your free time?

- Karen stories
- Burmese stories
- English stories

8. How often do you read English stories?

- always (100%)
- usually (75%)
- sometimes (50%)
- rarely (5%)
- never (0%)

9. If you have, list down the name of the English stories you know.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________

10. How often do you have a chance to study with English native speakers?

- once a week
- once a month
- once in 3 month
- once in six months
- once in a year
- never

11. Do you speak English outside the classroom?

- Yes
- not very much
- No
## Appendix seven: Lesson plans

### Lesson Plan

### Day 1

<table>
<thead>
<tr>
<th>Title</th>
<th>Introduction. (About myself)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aim</td>
<td>Being able to introduce about their self.</td>
</tr>
<tr>
<td>Time</td>
<td>1 hour</td>
</tr>
<tr>
<td>Aims</td>
<td>To get to know the students/ the teacher.</td>
</tr>
<tr>
<td></td>
<td>Learn to introduce their selves.</td>
</tr>
<tr>
<td>Activities</td>
<td>Matching picture and the sentences about people talking about themselves, their pets or their family members.</td>
</tr>
<tr>
<td></td>
<td>Write down about their selves by filling in the form provided.</td>
</tr>
<tr>
<td></td>
<td>Volunteer students introducing themselves to the class.</td>
</tr>
</tbody>
</table>

### Day 2

<table>
<thead>
<tr>
<th>Title</th>
<th>Introducing (Friends)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aim</td>
<td>Being able to introduce their friends.</td>
</tr>
<tr>
<td>Time</td>
<td>1 hour</td>
</tr>
<tr>
<td>Activities</td>
<td>Read and match exercise about friends.</td>
</tr>
<tr>
<td></td>
<td>Write down how they would introduce their friends.</td>
</tr>
<tr>
<td></td>
<td>Each student picks up two friends and introduced them to the class according to one of the examples.</td>
</tr>
</tbody>
</table>
Day 3
Title : Introducing (talking about family)
Aim  : Being able to talk about their family.
Time : 1 hour
Activities : Answer questions about family facts
            In pair they ask question and talk about their family members.

Pre-test : While the students draw a picture of their family members, each student’s pronunciation was tested.

Day 4
Title : Talking about language
Aim  : Improve their pronunciation of (/s/, and /ʃ/)
Time : 1 hour
Song  : Native Language
Activities : Listen to the song
            Discuss about the title
            Giving hand out and discuss the vocabulary.
            Listen again, read the lyric and sing along.
            Fill in the questionnaire about their exposure to the language.

144
Day 5

Title : Grammar (the use of “always”, “usually” and “sometimes”)
Aim : being aware of the grammar pattern in the song
Time : 1 hour
Song : *Native Language*
Activities : sing the *Native language* song again

The grammar usage of adverbial frequency was explained according to the hand out.

Do the exercises for the grammar.

Fill in the form of their language exposures.

Sing the native language song in group harmoniously.

Day 6

Title : This is our house
Aim : to improve their pronunciation on (/z/, /ð/, /θ/, /ʃ/, /ʃ/, and /ʃ/)
Time : 1 hour
Song : *The House Song*
Activities : Talk about how many rooms in their house.

Look at the picture and answer Yes/No to the questions about the rooms

Listen to the song 3 times
- How many animals do they hear?
- How many rooms in the chorus? What are they?

Listen again and sing along.

145
Day 7

Title: The House Song animation

Aim: Enjoy the animation of the House song

: Memorize the new vocabulary more by visual aids

: Being able to ask question with (Where is the name of each character?)

Time: 1 hour

Activities: Watch the animation of the House Song

: Sing along (2 times)

: Spell the name of each room on board.

: Compete the spelling by write it down on their notes book

: Sing in groups (Boys ask the question and Girls answer, vice visa)

Day 8

Title: How old is Mum (Drama)

Aim: To help the student feel more confident acting out the class.

: Be able to use conversation that they have learned.

Time: 1 hour

Activities: Read the story

: Divide the students into groups and again read for their own characters

: They were given 15 minutes to practice

: Act out the drama in group.
Day 9

Title : Asking questions with ‘Do you have it?’
Aim : To improve the pronunciation of (/v/, /ʃ/, /s/, and /dʒ/)
Time : 1 hour
Song : Do you have it? song
Activities : Students are divided into groups.
            : In groups checking the picture, (the teacher explains the name of the picture)
            : Listen to the song and pick up the item that they have by selecting the picture verse by verse until they run out of picture
            : Listen to the song again and number the picture as they hear.

Day 10

Title : How to use ‘some’
Aim : To be aware of the grammar usage
       : To be able to communicate by asking question
       : To learn more vocabulary
Time : 1 hour
Song : Do you have it? song
Activities : The teacher explain the usage of some and any which are in the song
            : The student watch the animation of ‘Do you have it?’ song
            : The student sing the song in 2 group. (one group ask question and the other answer)
            : By showing the picture the students add on some or any
Day 11

Title : A story
Aim : An introduction to the animal
: Being able to number the events
Time : 1 hour
Activities : In groups, they were given the mixing event story.
They have to number the picture, cut and glue the story in a correct order in a blank paper.
: They were given the paper which is in two column
- The name of the animal that they know
- What can each animal do?

Day 12

Title : Animals
Aim : Improving their pronunciations on (/l/, /s/, /θ/, and /ʃ/)
Time : 1 hour
Song : I Like Elephant Song
Activities name : They were given 10 pictures of animals and they have to discuss the name of these animals.
: Listen to the song and take notes on what the man say about each animal.
: Then, match the animal with the given 10 sentences about what each animal does.
: Listen to the song and sing along
: Draw two animals that they like and write each sentence about them.
Day 13

Title : The world of insects.
Aim : To be able to differentiate insect and animal
Time : 1 hour
Activities : Read about insect and answer True or False
            : Guess the name of animal.
            : In groups: Game
              - One students from one group have to come out and describe the animal
              - The other group have to guess what animal and spell it out on the board

Day 14

Title : What am I ? and Fox and mouse game
Aim : To be able to express the character and habits of animals
Time : 1 hour
Activities : Read and discuss the animals in group.
            : Game: Fox and Mouse
            : Teacher gives the instruction and the students play in 2 groups.
Day 15

Title : A hungry monkey.
Aim : To improve their pronunciation of (/z/, and /s/)
Time : 1 hour
Song : Going to the Zoo song
Activities : Read the story about a hungry monkey
Listen to the Zoo song
List down the number of animal that they heard from the song
Sing the song
The student create their own action in group and compete it in 4 groups.

Day 16

Title : Fishy, fishy
Aim : To improve their pronunciation of (/ʃ/, /ʃ/, /ɔ/, /ɔ/, /s/, /z/)
Time : 1 hour
Song : Fishy, Fishy, Fishy
Activities : Listen to the song
Discuss about shape and sized
Sing along
Game – sit in a circle
- Passing around one item (e.g; book or pencil case) while singing fishy, fishy
- The students who got the item when the song finish one verse have to come out and draw one shape of fish and named it.
Day 17

Title : Red Riding Hood
Aim : To be co-operative
Time : 1 hour
Activities : The teacher give the student the story of Red Riding Hood in which there are subtitles in order with empty space, in which they have to stick the picture that are mixed.

Day 18

Title : Types of meal
Aim : To improve their pronunciations of (/f/, /s/ and /ʃ/)
Time : 1 hour
Song : Fresh Fish (Jazz Chant)
Activities : Discuss types of meal (breakfast, lunch and dinner)
: Match the picture with the given words
: Listen to the Jazz Chant
: One student play the drum in regular rhythm and the other student sing

Day 19

Title : The Meal Song
Aim : To improve the students’ pronunciation on (/f/, /s/ and /ʃ/)
**Day 20**

**Title**: *The Meal Song animation*

**Aim**: To be able to communicate by asking questions about meal

**Time**: 1 hour

**Song**: *The Meal Song*

**Activities**:
- Watch the animation of the meal song
- Sign along
- Sing it in group
  - One group asks questions and the other answers
  - Vice versa
- In group, the students ask each other
  - What do you like to have for breakfast/ lunch/ snack/ dinner?
<table>
<thead>
<tr>
<th>Day 21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong> : The season</td>
</tr>
<tr>
<td><strong>Aim</strong> : To improve their pronunciation of (/s/, /ʃ/ and /dʒ/)</td>
</tr>
<tr>
<td><strong>Time</strong> : 1 hour</td>
</tr>
<tr>
<td><strong>Song</strong> : <em>The Season Song</em></td>
</tr>
<tr>
<td><strong>Activities</strong> : Introducing type of season by matching picture and some people expression on the season.</td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong> : <em>The Season Song</em></td>
</tr>
<tr>
<td><strong>Aim</strong> : Being able to ask question about season and express activities that they enjoy to do.</td>
</tr>
<tr>
<td><strong>Time</strong> : 1 hour</td>
</tr>
<tr>
<td><strong>Song</strong> : <em>The Season Song</em></td>
</tr>
<tr>
<td><strong>Activities</strong> : Watch the animation of the season song</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Day 23

Title : Bicycle for two
Aim : To learn the pronunciation of (/z/, /dʒ/, /s/, /ʃ/ and /θ/)
Time : 1 hour
Song : *Bicycle for Two*
Activities : Listen to the song and fill in the blank
            : Listen again and correct the answer
            : Sing along with the guitar
            : Draw a picture which express their feeling of the song.

Day 24

Title : Grandma's T-shirt
Aim : To be ready with the vocabulary for the clothing Song
Time : 1 hour
Activities : Read the story of Grandma's T-shirt and match the names of the characters with the T-shirt
            : Study the vocabulary and picture of clothing
            : Teacher writes down the vocabulary for each cloth on board.

Day 25

Title : The clothing
Aim : To improve their pronunciation of (/s/, /ʃ/, /θ/, /dʒ/ and /tʃ/)
Time : 1 hour
Song : The Clothing Song
Activities : study the picture of the clothing
: Listen the clothing song and group the picture of clothing for each occasion.
: Sign the song
: Divide into groups and sing for different verse

Day 26
Title : The clothing song
Aim : to drill the focus pronunciations by singing more
Time : 1 hour
Song : The Clothing Song
Activities : Watch the animation of the clothing song
: Sing along with the video
: Draw the clothing of each weather that they prefer.

Day 26
Title : Love, Joy and Peace
Aim : To improve the pronunciation of (/v/, /dʒ/, /s/, /ʃ/ and /ʃ/)
: learn vocabulary through action
Time : 1 hour
Song : Love, Joy and Peace
Activities : Match the pictures with the words

: Listen to the song
: Learn each line with the action
: Sing along with each action
: Draw a picture that present love, joy or peace.
: Sing the song.

Post- Test : Each student’s pronunciation was tested.
Appendix eight: Teaching Materials

4.2.1 Introduction Activities (Day 1, 2 and 3)

1. More about Myself

Read and match

My name is Ken. I'm a boy. I'm six. My cat is big.

My name is Betty. I'm a girl. I'm seven. My big brother is ten. He's my friend.

I'm Tommy. I'm six. I'm short. My father is tall.

I'm Ivy. I'm six. My little sister is five. What's her name? Her name is Ho Ting.
2. More about my friend

Read this

My friends

Mark is tall.
He is thin.
He is eight.
He has a skateboard.

Kwok On is thin, too.
How old is he?
He is seven.
He has a dog.
The dog is big.

Ringo is tall and fat.
He has a bicycle.
How old is he?
He is seven, too.

Wing is six.
He is short and thin.
He has an aeroplane and a boat.

Nick is five.
He is short and fat.
He has a cat.
Her name is Hello Kitty.

Billy Ho 1A
Write the names

This is

This is

This is

This is

This is
3. Family Facts

How many people live in your house?

Who is the oldest in your family?

Who is the youngest in your family?

Who is the biggest in your family?

Who is the smallest in your family?
4. Draw Your Family

Write these words under your pictures:

my grandfather  my father  my brother
my grandmother  my mother  my sister
4.2.2  "Native Language" Song (Day 4 and 5)

1. Native Language

Melody: "Frere Jacques"

He speaks English.
He speaks English.
So does she. So does she.
He was born in Boston.
He grew up in Boston.
So did she. So did she.

He speaks Spanish.
He speaks Spanish.
So does she. So does she.
He was born in Lima.
He grew up in Lima.
So did she. So did she.

He speaks Russian.
He speaks Russian.
So does she. So does she.
He was born in Moscow.
He grew up in Moscow.
So did she. So did she.
5. How often do you do...?

Read and say.

1. The postwoman **always** brings the post to my street.

|------|------|------|--------|-----|-----|

2. She **usually** brings the post to my house.

|------|------|------|--------|-----|-----|

3. She **sometimes** brings the post to me.

|------|------|------|--------|-----|-----|

4. She **never** brings the post to my parrot!

|------|------|------|--------|-----|-----|

6. Write about yourself.

**Colour the boxes.**

- always
- usually
- sometimes
- never

<table>
<thead>
<tr>
<th>I always eat breakfast.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I take the bus to school.</td>
</tr>
<tr>
<td>I play football after school.</td>
</tr>
<tr>
<td>I drive a car.</td>
</tr>
<tr>
<td>I do my homework at night.</td>
</tr>
</tbody>
</table>

**What do you usually do on Sunday?**

I ____________________________________________

163
7. Write about Maria.

Maria sometimes goes for walks with her aunt.

1. She goes shopping with her mother.

2. She goes to the park with her aunt and uncle.

3. She goes to the cinema with her grandmother.

4. She eats breakfast with her parents.
8. Look and write.

Look and write.

Use always, usually, sometimes or never.

1. He usually does his homework at 4 o'clock.

2. 

3. 
9. Look. Read. Write Yes or No.

Say what you see in the pictures.

1. Is this a kitchen?

2. Is this a living room?

3. Is this a dining room?

4. Is this a bedroom?

5. Is this a bathroom?
10. The House song

Where is Mr. Penguin?
He's in the bedroom.

Where is baby elephant?
He's in the bathroom.

What's he doing?
He's reading a book.

What's he doing?
He's taking a bath.

(Bed room, bath room, living room, dining room.)

Kitchen! Not chicken! It's a kitchen.)

Where is Mr. Lion?
He's in the living room.

Where is Mr. Brown Bear?
He's in the kitchen.

What's he doing?
He's watching TV.

What's he doing?
He's cooking spaghetti.

Where is Billy Beaver?
He's in the dining room.

Where is Mr. Zebra?
He's in the Kitchen.

What's he doing?
He's studying English.

What's he doing?
He's washing the dishes.
11. How Old is Mom?

Read this

Billy, come and help me. It's Dad's birthday today.

These strawberries are nice. How many strawberries are there?

Twenty. Dad likes strawberries.

Where's Jim, Billy?

He's in the bathroom. He's washing his T-shirt.

Where's Mei Fong?

She's in the kitchen. She's cooking.

How old is Dad?

He's forty-five today.

Are you making a birthday cake, Mum?

Yes, I am. Cut these strawberries, please.

Where's Mei Ling?

She's in her bedroom. She's reading.

Mei Ling, come and help me. It's Dad's birthday today.
How old are you, Mum?
I don’t know.

Are you thirty-five?
I don’t know.

Are you forty?
I don’t know.

Happy birthday, Dad!

Dad, how old is Mum?
She is...

I don’t know.

Answer the questions

1 Whose birthday is it?
   It is ________’s birthday.

2 What is Mum doing?
   She is __________ a ____________ ____________.

3 How many strawberries are there?
   There are ________________________.

4 Where is Jim?
   He is in the ____________.

5 How old is Dad today?
   He is ________________________ today.
4.2.4 "Do you have it?" Song (Day 9 and 10)
12. Do you have it?

Do you have a bike?
Yes, I have a bike.
Do you have a kite?
Yes, I have a kite.
Do you have a hat?
Yes, I have a hat.
Do you have a bat?
Yes, I do.
Do you have a guitar?
Yes, I have a guitar.
Do you have a car?
Yes, I have a car.
Do you have a rake?
Yes, I have a rake.
Do you have a snake?
Yes, I do.

Chorus:
Do you have it? Yes, I have it.
Is this yours? Yes, it is mine.
Are you ready? Yes, I'm ready.
Let's go. Let's go.

Do you have some tea?
Yes, I have some tea.
Do you have some cheese?
Yes, I have some cheese.
Do you have some juice?
Yes, I have some juice.
Do you have some soup?
Yes, I do.

Do you have some grapes?
Yes, I have some grapes.
Do you have some cake?
Yes, I have some cake.
Do you have some honey?
Yes, I have some honey.
Do you have some money?
Yes, I do.
4.2.5 “I like elephant” song (Day 11, 12, 13 and 14)

13. A Story

Read and number

I see a rainbow in the sky.

Touch her. She's soft.
Look. She's sad.

She's beautiful.
Go to your mother, little rabbit.

Goodbye, little rabbit. We like you.

What's that noise, Billy?

Is it an insect?

No. It's an animal.

It's a small rabbit. I like rabbits.

I'm Billy.

Ada.
14 How many animals do you know?  What can they do?

1. 

3. ____________________________  ____________________________

4. ____________________________  ____________________________

5. ____________________________  ____________________________

6. ____________________________  ____________________________

7. ____________________________  ____________________________

8. ____________________________  ____________________________

9. ____________________________  ____________________________

10. ____________________________  ____________________________

11. ____________________________  ____________________________

12. ____________________________  ____________________________

13. ____________________________  ____________________________

14. ____________________________  ____________________________

15. ____________________________  ____________________________

16. ____________________________  ____________________________

17. ____________________________  ____________________________

18. ____________________________  ____________________________

19. ____________________________  ____________________________

20. ____________________________  ____________________________
15. Match the pictures of animals with the given statements.
<table>
<thead>
<tr>
<th>It can swing through trees.</th>
</tr>
</thead>
<tbody>
<tr>
<td>It can swim in the ocean.</td>
</tr>
<tr>
<td>It likes to chase after mice.</td>
</tr>
<tr>
<td>It says, &quot;cock-a-doodle-do&quot;.</td>
</tr>
<tr>
<td>It barks at the mail-man</td>
</tr>
<tr>
<td>It likes honey.</td>
</tr>
<tr>
<td>It can jump up high and catch a fly.</td>
</tr>
<tr>
<td>It likes to run through a maze for the cheese.</td>
</tr>
<tr>
<td>It says, &quot;Hee-Haw&quot;</td>
</tr>
<tr>
<td>It has a great big trunk.</td>
</tr>
</tbody>
</table>
16. “I like Elephant” song

Elephants, I like elephants. I like how they swing through trees.
‘No, elephants don’t swing through trees.’ ‘they don’t?, what am I thinking of?’ ‘Monkeys’

Monkeys, I like monkeys. I like how they swing in the ocean.
‘No, that’s fish’ ‘Oh! I see’

Fish, I like fish. I like how they scratch up leaves, sniff the trees and bark at the mail man.
‘No’ ‘No?’ ‘Those are dogs’

I like dog. They curl upon the window, sleep, purring and chasing mice.
‘No’ ‘No? what am I thinking of?’ ‘Cats’

Cats, I like cats. I like how they say, “cock- a doodle- doo”.
‘No, they go Mee-won. You are thinking of rooster.’

Roosters, I like roosters. I like how they reaching to the bee hive for the honey.
‘No, no. Bears do that’

Bears, I like bears. I like how they jump up high, catch a fly, sit on the lily pads.
‘No. that’s frogs’

I like frogs. Running through a maze for some cheese.
‘No, that’s mice.’

Mice, I like mice. I like how they said “Hee- Haw”
‘No. they go squeak- squeak’

Donkey, I like donkey. I like how they struck through the jungle with their great big trunk.

No, that’s elephants.
17. Pick up two animals that you like and draw pictures of them with what they can do and named them.
18. The world of insects

Read this

Do you like insects? This is a butterfly. It is beautiful. It likes flowers.

Is this a butterfly? No, it isn't. It is a moth. It is grey. It is not beautiful.

This is a bee. It likes flowers, too.

This is not a bee. It is a mosquito. It has long legs.

It is not our friend.

This is a fly. It is black.
It likes cakes, biscuits and sweets. It is not our friend.

This is a ladybird. It is not a bird. There are small circles on its body.

It can climb. It can fly, too.

This is an ant. It is very small. It likes sweets and chocolate.

It has two feelers. The feelers are on its head.

This is a cockroach. Its feelers are long. It can run. It can fly, too.

Write ‘T’ for ‘True’, ‘F’ for ‘False’

1 Butterflies like flowers.
2 Bees like flowers.
3 Moths are beautiful.
4 Mosquitoes have long legs.
5 Flies are our friends.
6 Ladybirds are birds.
7 Ants have feelers.
8 Cockroaches can fly.
19. Insects, plants and animals

Read and write

It's an animal.
It's very big.
It has a nose.
The nose is very long.
What is it?

Yes.

Yes.

It's an animal.
It's very fat.
The legs are short.
What is it?

No. It's big.
The tail is short.

It's a mouse.

It's an insect.
It's very small.
It's black.
What is it?

Yes.

It's a
It's a plant.
It's tall.
It has leaves.
It has roots.
The roots are long.
What is it?

Yes.

It's a ________.

It's an animal.
It's small.
It has two wings.
It has two legs.
What is it?

Is it a duck?
A chicken?

No. Look at the trees.
Look at the sky.

Yes.

It's a ________.
20. What am I?

Read and write

1. I'm small. My tail is long. Touch me. I'm soft. I don't like dogs. I don't like birds. I'm a _____.

2. I'm big and tall. My nose is long. My ears are big. I'm grey. I like bananas. I'm an _____.

3. I'm small. I can sing. I like trees and flowers. I like the sky. I don't like the cage. I'm a _____.

4. I'm long and thin. My eyes are small. Touch me. I'm smooth. I can't stand up. I can't sit down. I like small animals. I'm a _____.

5. I'm small. I'm black. My tail is long. I like cakes, biscuits and sweets. I like hamburgers, ice-creams and apple pies. I don't like cats. I'm a _____.

6. I'm brown and grey. My legs are long. I like apples, bananas and pears. I'm thin. I'm a _____.

---

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>A</td>
<td>T</td>
</tr>
</tbody>
</table>

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183
21. Fox and Mouse Game

Animals often use their sense of hearing to help them find food and avoid danger. This Fox and Mouse Game will help you and your friends sharpen your ears.

The fox is one of nature's most clever animals. It uses its large ears to help hunt for food. Here's how you can be as cunning as a fox.

Have a group of friends -- at least four -- stand in a circle. Pick one person to be the fox. That person will stand in the middle of the circle with his or her eyes closed. Have a mouse (one of the people in the circle) walk in an inner circle around the fox and then return to his or her place in the outer circle. The fox must try to guess who the "mouse" was, using sounds as clues. If the fox guesses correctly, the mouse takes a turn as the fox.
22. A hungry monkey

Read this story

Look at the monkey. It can climb.

Have some crisps, little monkey.

Have some grapes, little monkey. They're sweet.

Look! It's eating the crisps. It likes crisps.

The monkey's eating the grapes.

Look! It's touching your bag, Hung. What have you got in your bag?

I've got some strawberries.

It doesn't like the strawberries. They're sour.

Don't feed the monkeys.
I've got a bottle of water, little monkey.

It doesn't like water. I've got some orange juice.

It likes orange juice.

What's that, Billy? Is it a banana?

Have a banana, little monkey. It's sweet.

This is not a banana.

It's a toy.

Look! The monkey is angry.

Have a banana, little monkey.

It's sweet.

This is not a banana.

Tick (√) the right answers

1. The monkey can
   - climb
   - jump
   - swim
   - draw
   - sing
   - run

2. The monkey likes
   - crisps
   - grapes
   - water
   - orange juice
   - sour strawberries
   - full

3. The monkey is
   - big
   - small
   - sad
   - angry
   - tired
23. Going to the zoo

Mommy’s taking us to (the zoo tomorrow)

Mommy taking us to the zoo tomorrow, we can stay all day.

We’re going to the zoo, zoo, zoo.

How about you, you, you?

You can come too, too, too.

We’re going to the zoo.

Looking all the monkeys’ (swinging in the trees)

Looking all the monkeys’ swinging in the trees.

We can stay all day.

Looking all the crocodiles’ (swimming in the water)

Looking all the crocodiles’ swimming in the water.

We can stay all day.
24. Fishy Fishy Fishy

There’s millions of fishies in the ocean
Swimming around living happily
Different kinds and different species
All living in harmony

There are thin fish, fat fish
Have you seen a flat fish?
Thin fish, fat fish - yes, we’ve seen a flat fish!

Fish fish fishy fishy fish fish fish
Fish fish fishy fishy fish fish fish
Fish fish fishy fishy fish fish fish
Fish fish fishy fishy fish fish fish

There’s billions of fishies in the ocean
Traveling in schools to get some place
Different shapes and different sizes
There’s even a few with a funny face
There are big fish, small fish
Have you seen a tall fish?
Big fish, small fish - yes, we’ve seen a tall fish!

Fish fish fishy fishy fish fish fish
Fish fish fishy fishy fish fish fish
Fish fish fishy fishy fish fish fish
Fish fish fishy fishy fish fish fish

There’s trillions of fishies in the ocean
Passing their time all living free
Different shades and different colors
Each one unique just like you and me

There are dark fish, light fish
Have you seen a bright fish?
Dark fish, light fish - yes, we’ve seen a bright fish!

Fish fish fishy fishy fish fish fish
Fish fish fishy fishy fish fish fish
Fish fish fishy fishy fish fish fish
Fish fish fishy fishy fish fish fish

There are gazillions of fishies
25. The story of Red Riding Hood

1. One day Red Riding Hood went to see her grandmother, who lived in the woods.

2. On her way she met the wolf. He seemed very friendly and asked her where she was going.

3. Red riding Hood told the wolf that she was going to see her grandmother.

4. The wolf said goodbye and hurried off. He had a plan!

5. The wolf got to grandmother's house before the Red Riding Hood.

6. He went in the house and grabbed hold of grandmother.
7. The wolf pushed grandmother into a shed and locked the door.

10. Red Riding Hood arrived and knocked on the door. The wolf pretended to be grandmother.

11. Red Riding Hood opened the door and went in.

12. She thought her grandmother looked rather strange.
13. In fact, she looked very strange indeed!

14. As she got closer, she got really worried.

15. This could not be her grandmother after all.

15. Red Riding Hood was very frightened. This was the wolf!

17. The wolf jumped out of bed and tried to catch Red Riding Hood.

18. Red Riding Hood was too quick for him. She jumped out of the window and run away.

21. Her father ran up and caught the wolf.

21. Red Riding Hood's father tied up the wolf.

22. They took the wolf to the shed.

23. Red Riding Hood opened the door. Grandmother was happy to see her.

24. Red Riding Hood's father locked the wolf in the shed instead.
A. Thank goodness you are all right, grandmother.

B. Help! It's the wolf.

C. Help! Let me go.

D. Come in, Red Riding Hood.

E. Let me out! You stay in there.

F. What big eyes you have, grandmother. All the better to see you with.

G. I must go now. Goodbye, Red Riding Hood.

H. Don't I look nice?
I. Now you won't give us any more trouble.

J. You can't catch me.

K. What big teeth you have, grandmother.

L. Let's put him in here.

M. Got you!

N. Don't worry, Red Riding Hood—I'm coming!

O.

P.
Q: Hello. Where are you going?
R: I'm going to catch you!
S: Hello, grandmother.
T: Little Red Riding Hood.
U: Now you can go in there!
V: What big ears you have, grandmother. All the better to hear you with.
W: I'm going to see my grandmother.
X: All the better to eat you up!
4.2.8 “Fresh Fish” (Jazz Chant) (Day 18)

26. Match

5. Match.

- meat
- vegetables
- fruit
- milk
- bread
- butter
- sugar
- coffee
- dish
- bowl
- basket
- jug
- corn

197
27. Fresh fish

Fresh fish for breakfast.  Who’ll catch it? She will.
Fresh fish. Who’ll cook it? He will.
Fresh fish for lunch. Who’ll eat it? We will.

Fresh fish for breakfast. Fresh fish.
Fresh fish for lunch. Fresh fish.
Fresh fish for dinner. Fresh fish.
Munch, munch, munch, munch!

Fresh fish for breakfast. Fresh fish for breakfast.
Fresh fish for lunch. Fresh fish for lunch.
Fresh fish for dinner. Fresh fish for dinner.
Munch, munch, munch, munch!

Fresh fish.
Fresh fish.
Fresh fish.
Fresh fish.
Fresh fish.
4.2.9 "The Meal Song" (Day 19 and 20)
The Meal Song

(What do you like to eat for breakfast?)
I like to eat cereal for breakfast.)

What do you like to eat for breakfast?
I like to eat cereal for breakfast.

What do you like to have for lunch?
I like to eat soup for lunch.

What do you like to have for lunch?
I like to eat soup and a sandwich for lunch.

What do you like to eat for a snack?
I like to eat cheese for a snack.

What do you like to eat for a snack?
I like to eat fruit for a snack.

What do you like to have for a snack?
I like to eat cheese and fruit for a snack.

What do you like to eat for dinner?
I like to eat meat for dinner.

What do you like to eat for dinner?
I like to eat spaghetti and meat for dinner.

What's your favorite meal?
They are all a winner.)
6. Draw.

There's some meat on the dish.
There are some vegetables in the bowl.
There's some fruit in the basket.
There's milk in the jug.
4.2.10 “The Season Song” (Day 21 and 22)

19. Seasons

I like plants. The flowers are not beautiful.
The clouds are white. I don’t like mosquitoes.

Read and write

I don’t like summer. In summer, it’s hot.
The sun shines and shines. I’m thirsty.
In summer, I can see mosquitoes.

Tommy Leung 7 years

I like spring. In spring, I can see butterflies and bees. I like butterflies. They’re beautiful.
I can smell flowers and trees.

In spring, they grow and grow.

Ivy Chan 6 years
I like summer. In summer, the sky is blue.

I can see birds in the trees. In summer, I can see raindrops, too.

Li Chi Shing 7 years

I don't like winter. In winter, I can hear the wind. It blows and blows.

In winter, the sky is grey. The leaves are brown.

I can't see animals. In winter, I'm sad.

Ken Lau 6 years
4.2.11 “Bicycle for Two” (Day 23)

30. Bicycle for Two

Daisy, Daisy,
Give me your answer do.
I’m half crazy,
All for the love of you!
It won’t be a stylish marriage.
I can’t afford a carriage,
But you look sweet upon the seat
Of a bicycle made for two.

Bicycle for Two

Daisy, Daisy,
Give us your answer do.
We’re half crazy,
All for the love of you!
It won’t be a stylish marriage.
We can’t afford a carriage,
But you look sweet upon the seat
Of a bicycle made for two.
4.2.12 “The Clothing Song” Day (24, 25 and 26)

31. Grandma’s T-shirt

Read this

There’s a T-shirt on the chair. Whose T-shirt is it?

I don’t know. Is it your T-shirt?

No. I don’t like T-shirts.

Is this your T-shirt, Billy?

No, it isn’t. My T-shirt is white.

Is this your brother’s T-shirt?

No. Jim’s T-shirt is black.

Mei Ling, is this your T-shirt?

No, it isn’t. My T-shirt is small.

Where’s my T-shirt, Billy?

It’s my new T-shirt. I like black and white. It’s beautiful! Do you like it, Billy?

Yes, it is.

Match

1 Jim’s T-shirt

2 Grandma’s T-shirt

3 Billy’s T-shirt

4 Mei Ling’s T-shirt

- is black and white.
- is small.
- is white.
- is black.
32. The clothing song

Socks, Pants, Shirt and Shoes
I’m ready for school. Sister how about you?
Socks, Skirt, Shirt and Shoes
I’m ready for school. Brother how about you?
(We’re going to school. We’re looking cool.)

Scarf, Mitten, Coat and Boots
I’m ready to play in the snow with you.
Scarf, Mitten, Coat and Boots
Here’s your hat. Here’s mine too.
(We’re ready to go out in the snow.)

This is a uniform.
This is a blouse.
This is a bathrobe.
This is a mouse.

These are glasses.
These are pants.
These are pajamas.
These are ants.

This is a necklace.
This is a ring.
This is a song and I like to sing.

What are you wearing?
I’m wearing a shirt.
What are you wearing?
I’m wearing a skirt.
What are you wearing?
I’m wearing a suit.
What are you wearing?
I’m wearing a boots.
What are you wearing?
I’m wearing a dress.
What are you wearing?
I’m wearing a vest.

Sandal, Umbrella, Bathing suit
I’m ready to go, to the beach with you.
Shorts, T-shirt, Sun glasses too.
I’m ready to go to the beach with you.
(We’re going to play and swim all day.)

Pajamas pants and pajamas tops.
I’m ready for bed.
Sister, Are you or not?
Nigh tie, Slippers and Teddy Bear
I brush my teeth. I comb my hair.
(We’re going to bed because Mommy said.)
### Write the words in the boxes.

<table>
<thead>
<tr>
<th>Summer</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's the weather like?</td>
<td></td>
</tr>
<tr>
<td>What do you wear?</td>
<td></td>
</tr>
</tbody>
</table>

**Word Bank**
- cold
- cloudy
- boots
- sandals
- cool
- snowy
- coat
- T-shirt
- hot
- sunny
- gloves
- shorts
- warm
- rainy
- hat
- sweater
- windy
- jeans
- jacket
- sunglasses
Draw two seasons where you live.

Draw and colour the clothes you wear. Talk about your pictures.

Season: __________________________  Season: __________________________
Clothes: __________________________  Clothes: __________________________

What's your favourite season?
My favourite season is autumn.

What do you wear?

In autumn, I wear a jacket and jeans.
35. Peace, Joy and Love

I've got peace like a river.
I've got peace like a river.
I've got peace like a river, in my soul.
I've got joy like a fountain.
I've got joy like a fountain.
I've got joy like a fountain, in my soul.

I've got love like an ocean.
I've got love like an ocean.
I've got love like an ocean in my soul.

"Love, Joy and Peace" (Day 26)