

الأنشيد الفاعلة كوسيلة للتدريس

م- نزار حسين ولي

كلية التربية الأساسية -جامعة ديالى

JAZZ CHANTS AS A TEACHING DEVICE

By:-Inst.Nizar Hussein wali

College of Basic Education/Diyala Universityt

Abstract

This study examined the effectiveness of Jazz chants as a new and modern activity in teaching and learning English grammar and vocabulary at the primary stage in Iraq .An expermental design was used in comparing the effect of jazz chants and the traditional approach to language developement on the experimental group and control group respectivelly. The subjects for the study comprised (84)pupils in the 5th primary school selected for the study. The subjects were exposed to pre-test before the(four-weeks) programme and post –test after being exposed to (four) weeks of teaching .The experimental group viewed and were taught the prescribed items of the syllabus using the jazz chants ,as the classroom material ,while the control group were exposed to the traditional approach for (four weeks).T-test was used for statistcal analysis of the data.The results showed that there was significant improvemenent in the academic performance of the experimental group than the control group.Certain recommendations were submitted due to the findings of the study.

Section One: *Inside Jazz chants*

Introduction

The task of teaching English to second language learners, especially the young ones, demand a pedagogical approach that is expected to assist the young learner in overcoming both linguistic and communicative hurdles (Singleton, 2003). Many scholars subscribe to the hypothesis that there is a special period for learning second languages and that when such a period is over, it is difficult to gain proficiency in that language (Moon, 2004). Furthermore, there is an evidence that adolescents are much quicker and more efficient learners than children, the consequence being that children need special learning aids in acquiring necessary communicative skills in the second language. According to (Carmerson, 2003), taking these pedagogical traits into account while determining the language instruction, is of utmost importance. Recently, Faloye (2007) notices that the paradigmatic shift from teacher-centeredness to learner – centeredness has been emphasized in the context of meaningful learning of English at the developmental stage in schools. As posited by (Schwartz,, 2003), the teacher is expected to contextualize the English lesson using various strategies including audio visuals, story telling, games, chants and (implicit) or (explicit) teaching .

Research has showcased the suitability of jazz chants (new and modern activities) to the learning environment when it comes to educating pupils at the primary stage in teaching materials. The interest of the young learner and reinforces the learning of abstract items in second language instruction. Consequently, teachers become interested in teaching children in various language classes. If the pupils are learning, they are not just sitting there wasting brain power. Jazz chants activity as pointed out by Kristina (2012) which encourages children to pick up vocabulary words and their practical usage in real life situation.

1-1 The statement of the problem

children have a strong instinct to explore their environment which is evidenced in the way they like to touch and play with attractive objects. In second language learning, traditional method used in the teaching and learning process makes the teacher the central figure in the classroom which in turn, creates a passive, explicit and de-contextualized language instruction setting as inappropriate for the pedagogical needs of young learners. As revealed by most studies, language teachers do not utilise necessary contextualised and motivating means of teaching children English language which eventually leads to unsuccessful linguistic and communicative outcomes.

1.2 Aims

It is believed that new teaching strategies should be incorporated into the teaching and learning of English as a second language in primary schools in most parts in developing countries. Consequently, many researchers have worked in areas involving the utilisation of contextualised strategies in language teaching over the alternative approaches at primary school level. However, most of the work done in the field under study have concentrated on games, songs, pictures and chants used for teaching children. therefore it was deemed necessary to determine the effectiveness of (jazz chants activity) in teaching English grammar and vocabulary to pupils at the primary stage in comparison to the dominant use of traditional teaching methods in the same school context.

1.3 Research Questions

The following research questions are designed to determine the effectiveness of (jazz chant)in teaching English grammar and vocabulary to pupils at the 5th primary stage in Iraq during the academic-year 2014-2015:-.

- 1-Is there any significant difference between the pre-test and post-test scores of the experimental group and control group?
- 2-Is the utilization of (jazz chants) on the teaching of English grammar and vocabulary effective?

1.4. Hypothesis

The following null hypotheses was generated for this study to provide further guidance to the research questions earlier stated:

1-there is no significant difference between the performance of pupils taught with (jazz chants)and pupils taught without (jazz chants) using their pre-test scores in English grammar and vocabulary.

2-there is no significant difference between the performance of the pupils taught with (jazz chants) and pupils taught without (jazz chants) using their post-test scores in English grammar and vocabulary.

Section Two: Theoretical Background

2-1 jazz chants

Jazz chants really is an enjoyable activity motivating pupils to practise English language effectively. The classroom environment is usually more relaxed than a regular school classroom. The focus on English language counselors support learners who use English in a meaningful way to play games, cooperate and collaborate with other learners and take on leadership roles. Pupils are encouraged to speak English. The goal is for pupils to use English to participate in activities and have a good time rather than a self-conscious about their language accuracy.

2-2 How to make Jazz chants

a-choose a topic of interest to your students

b-use (real) language that is useful and appropriate for the age of pupils.

c-for a vocabulary charts, choose vocabulary words and try to put them together with a bit of repetition.

d-to reinforce grammar, add a pattern

2-3 How to use Jazz chants in the classroom

Teachers can use jazz chants in a variety of ways to practise stress and rhythm, to help pupils sound more natural when they speak English. Also, because each jazz chant focuses on different

vocabulary and grammar, teachers can also use them to review important words and structures. Teachers may use the recording for the purpose of adding enjoyment to the class environment. pupils can listen and read at the same time and they can also sing the subject at the end of the activity. It can be used to check and review grammar in pairs or groups. it can be written on the board and pupils can give some example sentences using the grammar. Teachers may keep the pace of the class quick and lively and make sure that all pupils join in the singing.

2-4 Advantages of jazz chants

a-practising language in an interesting way that add enjoy and fun to the learning situation.

b-adding interest and eager to the lesson of English language

c-making pupils more active inside the classroom towards language learning.

Section Three : Procedures

The study utilised the experimental design involving the experimental group and control group. The experimental group was exposed to contextualised language instruction through (jazz chants) by selecting (10) topics (5) topics related to grammar (asking questions ,prepositions, possessive pronoun, telling the time and writing and tracing the letters) and (5) topics related to vocabulary hobbies and interests, numbers, colours ,shops and animals , food , home and activities) selected from the 5th primary textbook in Iraq. The control group was exposed to an essentially traditional grammatical syllabus in line with the guidelines stipulated by the Ministry of Education.

3-1 Population and sample

The population of this study consisted of (84) pupils of the 5th primary during the academic year 2014-2015. The experimental group consisted of (42) pupil while the control group totalled (42).

3-2 Instrument for data collection

The instrument for data collection of the study consisted of a pre-test designed as (test A) and post-test as (test-B). The test was composed of (5) reading comprehension passages with the study words inserted in sections of the test material adopted for 5th primary stage pre-test in (vocabulary and grammatical structures). A pre-test administered on the experimental group and control group simultaneously before the commencement

of the experiment. The experimental group was exposed to treatment by using (jazz chants activity)and interactive sessions in learning selected aspects of English grammar with particular emphasis on vocabulary development, while the control group were taught vocabulary development as an aspect of English grammar with traditional and non-interactive methods. Four weeks after the administration of the pre-test, the same content of the pre-test (post-test) was administered to measure pupil's post application performance.

Inferential statistical analysis was employed in analysing and interpreting data retrieved from the instrument. The retrieved scores from the pre-test (A) and post-test (B) were subject to inferential statistics for the analysis. Specifically, the hypotheses I and II were tested at ($p=0.05$) level of significance by using t-test as a statistical tool .

3-3 Results and Discussion of findings

The results and findings of the study were analyzed and discussed according to the statistical data arrived at through the application of (T-Test) analysis

Hypothesis

There is no-significant difference between the performance of pupils taught with (jazz chants) and pupils taught without (jazz chants) using their pre-test scores in English Grammar.

Table I

Vaiable sgroups	No.	Mean	SD	Df	t-cal	t-table
Experiomental	42	2.44	15.78	82		
Control	42	2.33	15.12	82	1.97	-1.68

*Atp<0.005, t-table(-1.68) is >t-calculated (t-),1.97.Therefore null hypothesis (Ho 1) is upheld

Discussion

At $p < 0.005$, using two-tailed test, t-table (-1.68) is greater than t-cal(1.97). Therefore, there was no significant difference between pupils taught without (jazz chants) and those taught with (jazz Chants) using their pre-test scores in English Grammar. This level of significant difference resulted in the upholding of the null hypothesis at $p < 0.005$.

The implicatipon of this statistical analysis suggests that the level of academic performance of the experimental groups and the control group in English grammer showed no significant different due to the absence of treatment at the stage of the study. It is inferred that the use of the traditional grammar approach to teaching English Grammar was responsible for the insignificant difference in the pupil's academic performance as earlier evidenced in the statistical analysis where the experimental group obtained a mean score of 2.44 while the control group obtained 2.33 as their meanscore. Also the standared deviation (SD) of the experimental group (15.78) and control group (15.12) signifies a level of insignificance going by the decision rule earlier stated for(table I).

Hypothesis :

There is no significant difference between the performance of pupils taught with (Jazz Chants) and pupils taught without (jazz chants) using their post-test scores in English Grammar

Table II

Variables(groups)	No.	Mean	SD	Df	t-cal	t-table
Experimental	42	41.50	14.96	82		1.68
Control	42	40.60	4.33	82	2.23	1.68

*atp<0.005,t-cal(2.23)>t-table(1.68).Hence,Hois rejected.

Discussion

The table(2) reveals that the calculated (2.23)is greater than the t-table (1.68).This implies that the value was not in the critical region .Hence,there was significant difference between the pupils taught with the aid of (jazz chants) and those taught without (jazz chants) using their post-test scores in English Grammar..It is inferred that there is significant difference in the post-test scores of the experimental group and the control group due to the treatment on the former.The variation in the mean scores and standadred deviation of the experimental group (41.50,14.96) and that of the control group,(40.60 and 4.33) suggests a significant effect of treatment on the experimental group.

3.4. General Discussion of Findings

The findings that emanated from the statistical analysis earlier presented in (table I)and (table II) of the study reveal the need for a restructuring of the mode of delivery in English language classroom.It has been observed that there is an urgent need for a paradigmatic shift from teacher –centeredness to learner-centeredness in terms of teaching and learning strategies.Furthermore,the findings have paved way for the need to to introduce the use of an interesting,new and modern teaching techniques in presenting English language such as (jazz chants).An urgent linguistic procedures should be embarked on by the appropriate personnel,most importantly at the primary

level .In addition ,the finding of the study revealed that children learn new words faster and at ease thus developing their vocabulary.It was pleasing to observe the keen interest the pupils in the experimental group showed in the use of the jazz chants designed for this study.

4-Conclusion

The current evidence can not be regarded as being conclusive and perfective due to likely study design and analysis shortcomings.However ,the study revealed the dire need for those responsible for Ministry of Education as a whole to equip schools and teachers with new and modern techniques that should be programmed for educational purposes.This monumental step in the light direction would assist language teachers in interacting with the learners in a learner-friendly environment with the aim of improving the communicative competence of the learners.This learner-friendly approach to learning English as a second language,especially at the primary stage,is expected to make eager to attend classes.Resultantly,the communicative competence level of the learners in the use of English should improve .

5-Recomendations

On the basis of the findings of the study,the following recommendations are made to improve the communicative and linguistic abilities of pupils in primary school:-.

1-training programmes/workshops should be organised for the language teachers in adopting censored new techniques and activities.

2-The curriculum for Colleges of Education,should provide for the teaching of English modern ,interesting and new activities in language learning and teaching.

6-References

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المستخلص

تقوم هذه الدراسة بأختبار مدى تأثير اسلوب (الأناشيد الفاعلة) كنشاط جديد و حديث في تدريس و تعليم قواعد اللغة الأنكليزية و معاني الكلمات فى المرحلة الأبتدائية حيث تم استخدام تصميم تجريبي للمقارنة بين تأثير (الأناشيد الفاعلة) و الطريقة القديمة فى تطوير اللغة للمجموعة التجريبية و الطابطة على حد سواء .

تألفت عينة البحث من (٨٤) طالب من مرحلة لخامس الأبتدائي لهذه الدراسة حيث تم تقديم اختبار قبلي ببرنامج من (٤) اسابيع و أختبار بعدي بعد (٤) اسابيع من التدريس حيث أظهرت الدراسة

التي قامت بتدريس مادة الدرس(المنهاج) باستخدام اسلوب (الأناشيد الفاعلة) و تدريس المجموعة الطابطة

بالطريقة التقليدية ببرنامج دراسي و لمدة (٤) اسابيع.

أستخدم الأختبار التائي لغرض التحليلات الأحصائية للمعلومات و قد أظهرت النتائج تطور مؤثر فى الأداء الأكاديمي للمجموعة التجريبية على حساب المجموعة الطابطة حيث قدمت التوصيات طبقا الى نتائج الدراسة .